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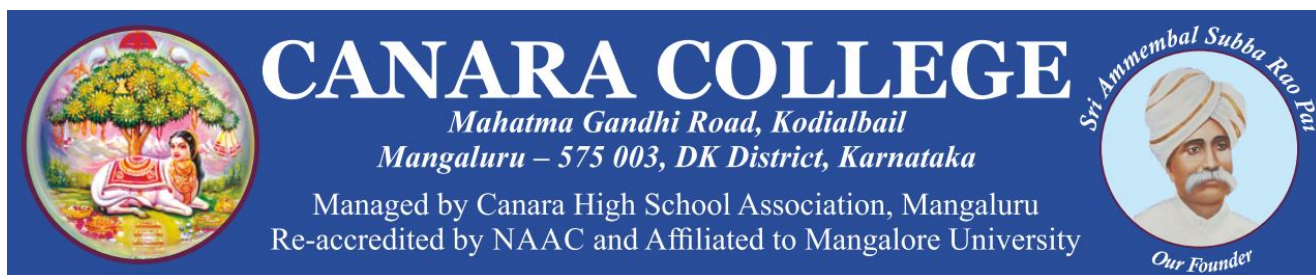


International Journal of

# Advance and Innovative Research

(Conclave Special)

Indian Academicians and Researchers Association  
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## One Day National Conclave

on

“Rejuvenating Vision to transform Indian Management  
Education in the Global Context”

Organized by

The Department of Business Administration  
Canara College, Mangaluru

In Association With

Mangalore Management Association® (MMA)

&

Forum of Business Management Teachers® (FOBMAT)

Monday, 25<sup>th</sup> February 2019



Publication Partner

Indian Academicians and Researcher's Association

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Canara College with its noble vision to prepare educationally empowered and culturally vibrant students; is a prestigious institute for higher learning, well acclaimed to have its deep rooted existence since 1973 with its moral ideals, rich core values and fusion of cultural ethos. It has a glorious history and legacy in the field of imparting value-based, character building education to its aspirants. True to its philosophy of commitment towards offering quality education at affordable cost, it is located centrally in the coastal educational hub of Mangaluru city. The institution is a Konkani Linguistic Minority Institution, pioneered by a great visionary and philanthropist our revered founder Late SriAmmemba Subba Rao Pai.

It offers undergraduate programs in Commerce, Science, Computer Application and Business Administration and a post graduate program in Commerce.

## ABOUT MANGALORE MANAGEMENT ASSOCIATION

Mangalore Management Association<sup>®</sup> (MMA) was instituted in 1979 by founder President Late Sri K. N. Basri, the then Chairman of Karnataka Bank Ltd. Since then MMA has taken long strides over the decades, to become a major propelling power in the field of management. It is an exclusive association of practising and teaching professionals of management education. It is affiliated to All India Management Association (AIMA), New Delhi., which is the national apex body of the management profession in the country. MMA organizes regular lecture meetings, workshops and training programmes for the benefit of its members and public at large. Besides this, every year MMA confers “Best Manager Award” to its recipients in recognition of their notable contributions in the undivided South Kanara.

## ABOUT FORUM OF BUSINESS MANAGEMENT TEACHERS

Forum of Business Management Teachers<sup>®</sup> (FOBMAT) was registered in 2011, is a professional association of Business Management academicians affiliated under the jurisdiction of Mangalore University. It was incepted to instill leadership, develop professional learning programs and above all safeguard the interests of Business Management educators. The strenuous effort of FOBMAT in restructuring the curriculum of Business Management / Administration for enhancing the managerial skills and core competencies of future business leaders is praiseworthy. It strives to strengthen teaching community through networking events and establishing industry-academic linkages.

## ABOUT IARA

Indian Academicians and Researchers Association ( IARA ) is an educational and scientific research organization of Academicians, Research Scholars and practitioners responsible for sharing information about research activities, projects, conferences to its members. IARA offers an excellent opportunity for networking with other members and exchange knowledge. It also takes immense pride in its services offerings to undergraduate and graduate students. Students are provided opportunities to develop and clarify their research interests and skills as part of their preparation to become faculty members and researcher. Visit our website [www.iaraedu.com](http://www.iaraedu.com) for more details.

## ABOUT SANKALP 2019

“Sankalp” is a call to reawakening of intellect with a fine blend of heartfelt intense desire, affirmed with willful commitment to resolve and explore prolific ideas by reminding us the power to reset, rethink and redefine our goals to go beyond milestones. So is “Sankalp” which calls upon its distinct stakeholders to converge, share their vision, initiate apt actions and thereby equip with eagerness, willingness and preparedness to respond towards giant transformation.

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## ***Conclave Director Speaks...***

***Its not what the vision is, rather it's what the vision does. Therefore, a vision must animate, inspire and ultimately transform our goals into action.***



Dear Readers,

Seasonal Greetings!

Education is a liberating and an evolutionary force, which enables the individual to rise from mere materiality to superior planes of intellectual and sublime consciousness. Education is a dialogue between the past, present and the future. In this scenario, the management education and management graduate degree opens up worlds of opportunity for its aspirants and bearers.

Though most of the countries and India in particular, has been able to construct large systems of management education, yet a lot remains to be achieved when compared to excellent global standards both in terms of quality and reach. Hence, the task ahead for management educators is much-too bigger and larger and the future for management education promises more challenges as the economies gets more integrated into the global economy.

The future belongs to those who see possibilities before they become obvious. Innovate or perish is the latest mantra that B-Schools need to adopt in order to stay relevant. The invigorating combination of globalization and techno-orientation will make B-Schools the best place to learn and grow. Those who keep pace with this transformation will emerge as winners in the minds of various stakeholders of the system.

My gratefulness to our partnering associates viz., Mangalore Management Association ® and Forum of Business Management Teachers ® for joining hands with us as responsible stakeholders in hosting this National Conclave. I congratulate the Conclave Conveners and the entire organizing team for choosing a very relevant theme for “Sankalp 2019”. I also appreciate their committed efforts and complement them for bringing out this publication titled “Global Resurgence” within a short span of time.

I hope the knowledge shared during the deliberations in the conclave will enrich the reader's knowledge and ideas disseminated through this publication surely will contribute in envisioning our rejuvenated vision for management education enabling India to resurge as a global destination and make it a Vishwaguru...

**Prof. Dr. K. V. Malini**

Principal & Conclave Director

## ***Conveners Message***

***“Changing the face can change nothing but facing the change can change everything  
And so shall be our Vision for India’s Management Education.”***

Dear Stakeholders in Management Education,

Warm Greetings!

On this very bright note, with a call to reawakening of intellect, desire to converge and commitment to giant transformation, it is our privilege as Conclave Conveners to present before you the “Global Resurgence” the conclave proceedings of “Sankalp 2019”, one day National Conclave on the theme “Rejuvenating Vision to transform Indian Management Education in the Global Context”.

The real voyage of discovery consists of not in seeking new landscapes; but in having new eyes because the true originality involves not in a new manner but in a new mission. Management education therefore is not a rocket science. It is all about methodical and systematic preparation backed by foresighted vision and skillful execution.

As business leaders try to navigate and rebuild economies savaged by the global meltdown, business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented metamorphosis and challenges. It is not time to tweak what has been done before. It is a time for reinvention of management education. The reinvention process can be well led by India, where explosive growth in demand for management education has opened the door to massive growth and innovation in the Business Schools. This can perhaps be possible only with the mantra of “Serve Locally, but Train Globally”. Hence, catch up with the best, so as to be the ultimate and set apart from the rest globally.

Leaping towards removing the roadblocks, developing a roadmap and evolving a strategic action plan for Indian B-Schools, there is an intense need for re-building a global momentum towards transformation and to do so it is not an individual’s task. All the key stakeholders need to converge and contribute in preparing socially sensitive, morally upright and professionally responsible future corporate leaders.

With the motto of “Together with all, Development for all” we wish all our esteemed Speakers, Invitees and participating delegates an intellectually enlightening, academically enriching, professionally fruitful in widening your horizons and above all nationally contributing experience. We hope that the publication having the Research Proposals / Papers of various contributors will remarkably elevate and enlighten the knowledge space remarkably in the years to come.



**Prof. Pushpalatha**  
Convener



**Prof. Hardik P. Chauhan**  
Convener





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### **A Report on “SANKALP 2019 : A Call to Reawakening”**

One day National Conclave on the theme

**“Rejuvenating Vision to transform Indian Management Education in the Global Context”**

Held on Monday, 25<sup>th</sup> February 2019

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The Department of Business Administration of Canara College, Mangaluru., in association with Mangalore Management Association (MMA) ® and Forum of Business Management Teachers (FOBMAT) ® organized “Sankalp 2019 : A Call to Reawakening”, a one day National Level Conclave on the theme “Rejuvenating Vision to transform Indian Management Education in the Global Context” on Monday, 25<sup>th</sup> February 2019, at Smt. Ratna S. Shenoy Memorial Seminar Hall, Canara College, Mangaluru., at 09:30 AM.

#### **Inaugural Ceremony :**

The inaugural ceremony marked its auspicious beginning with invocation. An audio video clipping giving the glimpse of the overview of Sankalp 2019 was presented before the august gathering. The Chief Guest Prof. Dr. M. S. Moodithaya, the Pro Vice-Chancellor of Nitte University inaugurated the conclave by lighting the lamp along with the other dignitaries on the dais. He also released the conclave publication titled “Global Resurgence” and Sri Basti Purushotham Shenoy, the Governing Council Member of the College, released E-Proceedings of the conclave.

In his inaugural address, Prof. Dr. M. S. Moodithaya stressed the necessity of the transformation of Indian Management Education and policy changes in the wake of globalization and said, “We are progressively moving towards integrated and interdependent global economy. Whether we like it or not, need for inventing ourselves in the changing equation of the global innovation cannot be overlooked. We need to take this challenge very seriously and the time has come to rejuvenate our vision for the higher education.” He also urged to redefine higher education system and said it is the occasion to transform higher education from competition to collaboration. We need to stop competing with neighboring institutions. It is essential to collaborate and co-create with as many as organizations and people as possible. The collaboration provides every organization with equal opportunities to participate and communicate their ideas.

Prof. Dr. Amitabh Anand, Asst. Professor and Head, Dept. of Business Administration, SKEMA Business School, France, in his remarkable virtual keynote address highlighted on the impact of globalization and its role in developing collaborative work, research culture so as to compete and scale with the global environment. He also emphasized upon the concept of digitalization in management education and its paradigm shift in teaching, learning and evaluation process. Therefore, he urged that B-Schools of 21<sup>st</sup> century need to adapt to the rapid change of digitalization and widen their horizons by learning from the best practices of the global B-Schools.

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***“Share your dream to envision your vision ; Participate, Pledge and Plant the seed of your Sankalp!”***

Sri M. Ranghanath Bhat, Hon. Secretary, Canara High School Association, Mangaluru., presided over the inaugural ceremony. He in his presidential address said “the heart of education is the education of the heart. And with education one can have broader understanding and knowledge about everything that surrounds him. In order to be alert one has to be in an invariable stage of being student. People who learn, unlearn and relearn can build better nation.”

Partnering Associates Mr. Marcel Monteiro, President, MMA and Prof. Vidyadhara Hegde S., President, FOBMAT acknowledged and congratulated the organizers for choosing a befitting theme and shared their concern for timely and necessary transformation in management education.

Dr. K. V. Malini, the Principal and Conclave Director welcomed the gathering. Mr. Hardik P. Chauhan, Faculty and Conclave Convener shared greetings and message received from eminent personalities. Prof. Pushpalatha Head, Dept. of BBA and Conclave Convener, proposed the vote of thanks. Ms. Disha, Student, compered the programme.

### **Plenary Session 1 :**

The formal inaugural ceremony was followed by three Plenary Sessions and Panel Discussion. The first plenary session titled “Global Rethinking of Indian Management Education : The Current Scenario and Way Forward” had Prof. Dr. Smitha Nayak, Associate Professor, School of Management, MAHE, Manipal, as the Resource Person and emphasized on the survival of the fittest and to be fit, the B-Schools need to collaborate, foster Industry Institute Interaction, there must be quest for self-learning and above all being adapt is the need of current scenario. Mr. Walter D’ Souza, Industrialist and Former Chairman, Export Council Southern Region was the Moderator for this session. He urged that management institutes need to gear up for the changes that calls upon for giant transformation so as to build socially sensitive business leaders for tomorrow.

### **Plenary Session 2 :**

The second plenary session titled “Building Global Momentum towards Transformation : Multifaceted Role of Stakeholders in Management Education” had CA Prof. Narayanan Nambiar, Chartered Accountant and Director, Global Financial Training Institute, Bengaluru., as the Resource Person. He in his presentation elucidated the vivid roles, responsibilities and contributions of the different stakeholders to management education viz., B-Schools, Management Educators, Industry, Policy Makers, Researchers and Students. Each stakeholder with its individual and collective actions leads to a certain outcomes. Prof. Gerard D’ Souza, Retd. Professor, MITE, Moodabidri, was the Moderator for this session. He appealed that stakeholders in management education need to collaborate not collide. Further arriving at a right match between needs of various stakeholders is a matter of concern.

### **Plenary Session 3 :**

The post-lunch session i.e., plenary session three titled “Management Education 4.0 : Developing Global Business Leaders through Industry Institute Interface” had Prof. Dawn Prakash, Asst. Professor and Trainer, SDM PG Centre, Mangaluru., as the Resource Person. He in his presentation highlighted on the Fourth Industrial Revolution and its impact especially on management education, emergence of digitalization in executive education, future of work and desired competencies expected from management graduates, role of industry and institutes in making B-Leaders through continuous

interface, ways of developing employable workforce by matching industry expectations. CA M. Narasimhas Pai, Chief Financial Officer, Semnox Solutions Pvt. Ltd., Managluru., moderating the session viewed that there is a genuine need for the change in the approach towards value creation in Indian management education. Also there is a need for overseas collaboration and draw some relevant strategies to enhance the value of Indian MBA.

#### **Panel Discussion and Interaction :**

Following plenary session three was panel discussion and interaction on the topic “Action Plan for Resurgence of India as Vishwaguru and a Global Destination for Management Education.” Prof. Dr. Vishal Samartha, Professor and Director, Dept. of Business Administration, Sahyadri College of Engineering and Management, Adyar, lead the panel as the chairperson. Dr. Nivedita Bhaktha, Research Lead, Centre for Science of Student Learning, New Delhi and Mrs. Vathika Pai. Proprietor, Vathika International Travels and Former President, KCCI, were the panel experts.

#### **Valedictory Ceremony :**

The valedictory ceremony of Sankalp 2019 was held at 4:30 PM. The Chief Guest, Mr. Allen C. A. Pereira, the Former Chairman and Managing Director, Bank of Maharashtra, speaking on the occasion said, “General as well as management education is basically western oriented and that has been emphasizing knowledge for life. Students are taught what the system says they need to know rather than what is relevant and of concern to them. Education will yield desired result when knowledge of life and knowledge for living go hand in hand.” He also lamented on commercialization management education and said, “Knowledge of life has taught us maximum utilization of natural as well as human resources for maximization of profit. Management education should focus on social entrepreneurship which has been given least importance in the present scenario. A social entrepreneur comes up with new solutions to disheartening social problems and then implements them on a large-scale that benefits humanity.”

Prof. Dr. Devaraj K, Founder and Former Director, SDM PG Centre, Mangaluru., was the Guest of Honor and he was conferred with “Outstanding Management Educator Award”. Prof. Dawn Prakash, Secretary, MMA made a felicitation announcement and read the citation.

Prof. Dr. Devaraj K., accepting the honor and felicitation said, “This award belongs to my Institution.” In his address he stressed the importance of sustainable development in the wake of globalisation and said, “Sustainable development meets the needs of the present, without compromising the ability of future generations to meet their own needs. Due to the unplanned and the shortsighted economic growth, the poor will suffer a lot. Hence, management studies should focus on preservation of the nature, which is the real wealth of our country.”

Sri CA Vaman Kamath, Alternate Treasurer, Canara High School Association, Mangaluru., presided over the ceremony and justified the need for social entrepreneurship. He gave an example of Muhammad Yunus of Bangladesh who revolutionized economics by founding the Grameen bank or “Village Bank.” Sri M. Padmanabha Pai, Correspondent, Canara Engineering College, Benjanapadavu., was the special invitee of the program.

Prof. Dr. K. V. Malini, Principal and Conclave Director welcomed the gathering. Mr. Hardik P. Chauhan, Faculty and Conclave Convener presented a Report of the entire day’s proceedings. Prof.

Pushpalatha Head, Dept. of BBA and Conclave Convener, proposed the vote of thanks. Ms. Disha, Student, compered the programme.

#### **Particiaption Details :**

Sankalp 2019 had a total of about 150 participants comprising of 65 delegate participation, 25 student delegates, 02 Research Scholars and 38 faculty delegates. 16 Research Proposals / Papers were contributed. Apart from this, Distinguished Guests, 12 Resource Persons, the Office Bearers of Mangalore Management Association ® and Forum of Business Management Teachers ®, Heads of our sister educational institutions, Principals of neighboring institutions, Conclave Sponsors, faculty members of the College and the students of the department have attended and benefitted from the conclave.

#### **Conclave Sponsors :**

We remain grateful to our conclave sponsors for their generous contribution and kind support extended in organizing this event.

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#### **Outcome of the Event :**

Sankalp 2019 indeed sowed a seed of volition that would promise to look back on the roots of Indian management education and help the future bring the past back of making India the number one destination for imparting management proficiency. It attempted to churn the curd well enough to derive at the butter to implement measures in order to help rejuvenate our country to the top of go to list of management studies. A number of luminaries including cream of the entrepreneurial world participated to contribute ideas to bring about vital changes in setting curriculum for business management education at par with the global standards. The event turned out to be a grand success.

This mega academic event strived to achieve the core values of contributing to national development, fostering global competency and eliciting quest for excellence amongst the beneficiaries.

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**Prof. Dr. K. V. Malini**  
Principal & Conclave Director

**Prof. Pushpalatha**  
**Mr. Hardik P. Chauhan**  
Conclave Conveners



## Conclave Photographs



Inauguration of SANKALP 2019



Release of Conclave Publications & Proceedings



Plenary Session 1



Plenary Session 2



Plenary Session 3



Panel Discussion & Interaction



Valedictory Ceremony



Outstanding Management Educator Award to Dr. Devaraj K.

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**RELEVANCE OF CORPORATE EXPECTATIONS & PRESENT MANAGEMENT EDUCATION  
FROM INDIAN CONTEXT – A CONCEPTUAL STUDY**

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**Abstract**

*Modern education at present scenario is changing faster. It focuses on imparting what corporates expect & look at. A developing country like India requires Management institutes which are capable of meeting the global challenge. The use of technology is growing at exponential rate & the way in which corporate execute their business has become much smarter & smarter. Keeping this in mind our management educational institutes should properly mentor their students on present contemporary issues, opportunities & challenges considered at corporate levels. By this it becomes clear that no management institution can remain as stand still or depend on the laurels of the past, it has to change itself. It is seen that our management education is not able to cater to the needs of industry hence it is deeply criticized. What is expected from our management education is development of employability skills & proper placements in esteemed companies.*

*Keywords: Imparting, capable, technology, smarter, execute, cotemporary & esteemed.*

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**Introduction**

It is a very common perception in our society that those who are not fit for commerce at present take up management at their undergraduate level courses. It is believed that these candidates have more outside knowledge than that of academics. Management education is considered at university level as technical & professional course which is fit for any industry. Normally any person having a management degree is appointed for a prominent position because of his skillsets & competencies that fit to that particular industry. Presently corporate culture believes in generating a surplus out of every resource invested. Taking this into consideration our present system of management education needs a thorough revision. It must not be confined to the classroom education or instruction itself. It must clearly realize that an Industrial complex is entirely different from what is taught at our management institutes. Students pursuing management degree at any level must be trained for diversified nature of industrial environment. This normally includes the following.

- 1) Completing the given assignment on time ( Working for a deadline)
- 2) Time constraints & targets ( working as per the schedule)
- 3) Ability to work under huge pressure before candidate graduates from the institute.
- 4) Dress code, Corporate culture & business etiquettes
- 5) Ability to handle & motivate a team
- 6) Extracting work from others by effective motivation
- 7) Guiding & supervising the work of subordinates
- 8) Handling grievances by effective communication
- 9) Maintain cordial relations with everyone in the organization

Having imbibed with the above qualities a candidate can come out with a strong transformation as a true professional. Unfortunately today most of the students who pass out from top institutes who has a management degree do not know or recognize their potential & do not apply their knowledge what they have learnt at their degree courses. The actual fact is that those who do well at their academics, perform well in their exams, score good marks/ grades in their universities only get recorded in a piece of paper & will be rewarded to them as degrees, here what is lost is that these people have not built up their soft skills. In other words there is a lack of hands of experience on soft skills that will become a strong obstacle to them to deliver excellent performance in the Industry & come out & get recognized as outstanding professional. Corporates & Industries today strongly look out for those who have a strong record of good soft skills. The candidates want stronger younger generations with clear-cut focused goals.

Now it is a high time for the management institutions or those institutions offering management course in their undergraduate or post graduate levels to realize that present trend of industry has changed a lot. They want readymade employees who start delivering the required output with their immediate joining for the duty. Also

they are not in a position to spare their productive time for training the employees. This is because, on one side existing employees when their expectations are met by another employer resign or quit their present jobs & join with others, this will increase the replacement & training cost for the employer. Management institutions have to look at this from the closer angles and train its students with the same so that they become fit for the employment.

Quality imparted in management education should not be compromised at any cost. They must be trained rigorously, introduced with the industrial climate, made to interact with industrial & corporate level employees from time to time. Knowledge about present & the likely changes that may happen in the future must be taught to them. This will make them more & more responsible, confident, poised, & ability to apply the learnt knowledge in the industry whenever it is required. In other words it will help a student of today to convert every problem that he faces in the corporate world into a very useful opportunity. This will not only help the candidate to grow, but also to reshape his career in the industry & get recognized.

### **Present focus of institutions on Management education as per the observations**

At present, most of the institutions have become student friendly; treat students like assets & faculties like liabilities. Rules & regulations inside the premises favor students & are made against the faculties. When faculties lose their empowerment due to the stringent rules & regulations imposed on them by the institutions management, they look out only at their comfort zone. Management conducts more & more fests year on year, conducts promotion programs in one or the other form to fill its seats for the academic year & not with the intention of development of skill components of students. Except few institutions like SDMIMD (Mysore) give lot of practical overnight assignments to its students to make them more exposed to present insights of the industry. Instead of making them feel more & more comfortable, enjoy the college days they must be well acquainted with the following skills to make them well versed with the current industries dynamic climate. Industry wants professional who are go getters in their personality & capable of delivering standard results. The skillsets to be specifically focused are as follows.

- 1) Decision making & Judgement skills
- 2) People handling(Soft Skills)
- 3) Situation handling skills
- 4) Problem solving & grievance redressal skills
- 5) Relationship Management & rapport building skills
- 6) Technical skills to sharpen their abilities
- 7) Leadership & team handling skills
- 8) Pressure handling & Management skills
- 9) Deal/ Business closing skills
- 10) Customer handling skills
- 11) Follow up skills to extract work out of people.
- 12) Develop enterprising abilities
- 13) Passion to set up own business

Management of private institutions basically focuses their mindsets on filling the admission seats, increasing the number of batches, building & reshaping their infrastructure & beautifying their external outlooks. Some of them are very much eager to get more & more foreign students as they can charge more fees & earn higher return on investments. Less attention span is utilized for the development of faculties, guiding their students in their academics & also in building up their careers. Skill developments from time to time. Appointment of specially trained placement officers who has stronger connections with the companies & would hire more & more talents through campus interview & selection process is the immediate need of the hour, as students as well as their parents are very much concerned about the same & make enquiries before taking up admission in the college. Pedagogy of teaching must be totally changed. Syllabus must include fruitful discussions of ideas, case studies, role & model plays, debates on current burning & contemporary issues in management. It must also be acquainted with individual & group presentations, internship programs in a particular industry at least once in a semester. Research focus by taking up due projects in specialized areas.

Changes in market situations pervades & penetrates in almost every sphere of human activity, present educational system in management is not an exception to this phenomenon. Presently there is tremendous pressure to make students employable in the market. Making students employable requires specialized knowledge in specific jobs. It enhances capability of the individual & makes him fit for the job. For inculcating & develop specialized skills there must be appropriate training programs imparted to the students by the institutions, only then the goal can be achieved.

At present most of the students move to Bangalore in search of jobs soon after they complete their respective degrees. Today the condition of the employment market is such that supply side has completely overtaken the demand side. In other words number of vacancies for the post will be very few & the numbers of applicants are very large coming from the different streams competent to each other. These students also hold top qualifications from the reputed institutions, already proficient with the required skills & will be willing to work under any pressure for a lesser salary (Below the company's HR Standards). This has completely weakened the employment markets today. On the other side many of the companies visit campus of some of the reputed institutions just because they have recruitment targets for some unfilled posts. Some of the areas like sales & marketing most of the students today are very much reluctant to take up because of the nature of jobs. Finance & other areas have competition from commerce & other streams. Human resources have competition from master's degree offered in social works with HR as specialization. IT has competition from MCA & other related streams. Overall it can be observed that it has just become like guerilla warfare attack on Management areas.

### **Recommended solutions by experts**

After observing the length & breadth of our employment markets across the country for management stream. Experts in academics & the industry have come across with the following recommendations.

- 1) Creating awareness among students community from first year onwards.
- 2) Conducting career guidance programs from time to time by experts from various posts of industry.
- 3) Interactions from HR experts from the industry
- 4) Interactions from local entrepreneurs to know the risk factors & opportunities in business.
- 5) Alumni interactions from those alumni are who have at least two years' experience of working in the industry.
- 6) Industrial visits, along with strict learning & observation reports.
- 7) Taking up internships in those companies where there are likely possibilities of hiring the candidates soon after the completion of their course.
- 8) Skill development training must be imparted by the institutions itself with the help of Memorandum of understanding with skill development institutes.
- 9) Encouraging & motivating students to take up only those courses which enhance their skills.

### **PROBLEM STATEMENT**

According to a study conducted by Deloitte agency it is reported that around twelve million people join workforce annually. However a significant proportion of this segment is unskilled. An industry cannot progress when its human capital is unskilled & inefficient. Especially when it comes to management education it was seen at downward shifting curve from the past one decade. The prime reason for the same is lack of quality in education, more emphasis on traditional methods of teaching & lack of application part of it. It is important to understand what our corporates & industry expect at present. Whether management education taught at institutions can be applied in the industry & whether those solutions can solve the problems to the optimal extent. Whether management education of our curriculum can be used for effective decision making at different levels of the organization? These issues are to be addressed by experts, policy makers & others who are a very important part of the industry. A time has come to throw light on a specific issue where organization bothers about its returns on investment & on the other side professional with management degrees contribute something for the overall growth of both themselves as well as for the organization.

### **Objectives of the study**

- 1) To understand the relevance of the present management education.
- 2) To evaluate the expectations of industry & corporates from management graduates.

- 3) To analyze the views of management students on management education.
- 4) To give recommendations based on the findings of the study.

**Methodology used**

Data for this study is extracted from both primary & secondary sources. Primary data is collected from interview & personal observation methods. Interview was scheduled with existing management students (Final year only), alumni of colleges who are working for reputed companies, & management experts. Each has given their independent opinions on the same. Secondary data is collected from magazines, journals, & websites. Primary data collected is then used for analysis. Based on analysis findings & recommendations are given.

**Sampling Plan**

Type of sampling used in this study is convenient sampling. Type of respondents taken for this study is thirty respondents & the area selected for this study is Belthangady taluk of Dakshina Kannada district. Time taken to undertake this study is one month only.

**Limitations of study**

- 1) This study is undertaken at Belthangady taluk of entire Dakshina Kannada district, only one taluk is considered.
- 2) Only thirty samples are taken at this study.
- 3) There may be biases in the responses given by the respondents, but it is tried to the level best to reduce bias responses.

**Findings of this study**

The following are the major findings taken in this study

- 1) Majority of the respondents are of the opinion that, soft skills have to be rigorously taught in the institutions for management education.
- 2) It is clear from the responses given by the respondents that, case study & role play relating to the practical incidents of the organization has to be clearly taught, discussions & presentations must be made compulsory to all the students.
- 3) Faculties should motivate the students more & more & make them understand the realities in the industry & prepare them to work hard from the college levels itself.
- 4) Institutions must support faculties & must allow them to take centralized decisions as far as the growth of students are concerned, budget sanctioned must be flexible & must be available on time for any kind of developmental activities.
- 5) More & more interaction programs must be conducted & the resource persons must be from industry itself.
- 6) Skill development programs must be conducted from time to time.
- 7) Internship programs must be conducted so that the candidate must get good exposure on the working of industry practically.
- 8) Industrial visits must be organized, but it must serve the very purpose for which it is carried out. It must not become a picnic.
- 9) New courses that are useful to the industry & employment must be taught in the form of short term certificate courses.

**Major Suggestions**

The following suggestions are worth implementing, as far as improvement in the future prospects of our management education.

- 1) Empowerment of faculties, also organizing faculty development programs for improving the knowledge & quality of faculties.
- 2) Identify which skill student has & motivate that student to march towards his/her career in that area itself, because it is the passion & interest of that student & he is expected to do well in that area.
- 3) Providing equal opportunities to all the students to show case their talents. If their talent gets exposed there are chances that they get identified & absorbed in any good organization.
- 4) Motivating students to see you tube videos in related areas of subject or any other matters relating to the industry which is very much useful & develop their skill & abilities.

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**Concluding Remarks**

In order to see the growth in management courses institutions have to identify the completely changed scenario, understand expectations of employers, train students in the same or similar areas, instill & improve their confidence. Management of the institutions should observe the current trends that are changing on regular basis, properly guide, fund, empower its faculties. This is possible only when management of the institution has trust on its faculty & faculty maintains the same. On the other side alumni's who are the ambassadors of the institutions must be actively involved as they have rich experience, world knowledge & a keen desire to contribute their valuable information to the present students so that it is helpful to them. Present syllabus needs a lot of revamping. If we do not do the changes, future generations will suffer & they will not pardon us for the failure they experience. Hope this will not take place.

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**BUSINESS STUDENT'S PERCEPTION OF CORPORATE SOCIAL RESPONSIBILITY - A CASE STUDY IN MANGALORE CITY**

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**ABSTRACT**

*Over the past few years CSR, as a concept, has been the focus of many deliberations and research. It has grown in importance both academically as well as in the business sense. It captures a spectrum of values and criteria for measuring a company's contribution to social development. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives, while at the same time addressing the expectations of shareholders and stakeholders. CSR considerations are evident not only in students' perceptions of corporate reputation, but also in their employment decisions. Students are perceived as future managers of the corporate world and it is important for both business organisations as well as for academia to consider students' perception of corporate social responsibility and to evaluate how well are they prepared for this type of business environment. The present research paper is an attempt to explore the awareness and perception of the business students towards corporate social responsibility and by understanding the perception of business students, it can be possible to predict the factors which can positively influence the future of corporate social responsibility in the economy.*

*Keywords: Corporate Social Responsibility, Perception, Social imperatives, Decision Making*

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**INTRODUCTION**

Corporate social responsibility is seen as a buzzword in business literature. Researchers are exploring the perspectives of Corporate Social Responsibility related consumer, employee, investors, supply chain networks other stakeholders and organizations themselves. The concept of corporate social responsibility has gained popularity in the 1970's when business scholars, environmental activists, consumer advocates, human right associations, and media representatives started asking about social accountability of corporations (Imran Ali & Murad Ali, 2016). The social responsibility concept has emerged because of engaging the civil society organizations, corporations and states all over the world in the community problems. During the last decades, the social responsibility of institutions, public as well as private firms, has been subject to intense debates, activities and academic research. There are numerous ways researchers and scholars conceptualize the corporate social responsibility (CSR). In principle, CSR refers to three main types of responsibilities that an organization has to fulfill that is economic, social and environmental (Elkington, 1997)

**LITERATURE REVIEW**

Sleeper et al. (2006) found that business students, particularly women, are indeed interested in CSR education. A substantial sample of business students reacted very positively to business school education on corporate conduct affecting social issues. Female students exhibited significantly higher scores, reflecting a stronger tendency among women than men to agree that business schools should address social issues in their curricula. Kolodinsky et al (2010) used Forsyth's (Forsyth, 1980) personal moral philosophy model to analyze four predictors of CSR attitudes: students' materialistic values, two ethical ideologies or stances, and spirituality. The study showed that materialism is negatively related to CSR attitudes, and also that spirituality among business students did not significantly predict CSR attitudes. As for the ethical ideologies, the study showed that students were more likely to have favourable attitudes about CSR if they held ethically idealistic views.

Marin Burcea and Paul Marinescu (2011) conducted study on students' perceptions on corporate social responsibility at the academic level. A case study: the faculty of administration and business, university of Bucharest. In their study they found that students attach importance to the corporate social responsibility at academic level, a fact indicated through their involvement degree in the specific activities of this concept.

Marija Ham, Ana Pap and Marijana Pezić (2015) conducted a study on the attitudes of business students towards corporate social responsibility: Evidence from eastern Croatia. The objective of their research was to examine the attitudes of business students towards corporate social responsibility and to establish how education process can influence students' understanding of corporate social responsibility. Diana Corina Gligor-Cimpoieru, Valentin Partenie Munteanu, Renata Dana Nit ,u-Antonie, Andreia Schneider and Gheorghe Preda(2017) conducted study on Perceptions of Future Employees toward CSR Environmental Practices in Tourism. The purpose of their study was to identify the perceptions of current business students about CSR (students from study programs dedicated to business administration in tourism) and the importance they



attribute to CSR environmental practices, mainly from their perspective as future employees in the tourism industry. They found that business tourism students assign more importance to several specific CSR environmental practices.

### **SIGNIFICANCE OF THE STUDY**

During the last decades, the social responsibility of institutions, public as well as private, has been subject to intense debates, activities and academic research. The problems of business, specially the social responsibility related problems, are caused and addressed by different persons working in different capacity in business arena. Today's students are future corporate managers, entrepreneurs, consultant and regulators and the problem starts mainly from the attitude of these key persons. There a study to understand the business students' perception about corporate social responsibility is the need of the hour. This paper is a valuable contribution to the development and promotion of CSR principles as it gives an understanding of what are the views of Management students regarding CSR activities and how important it would be for them to associate with CSR activities of the company in which they would work in future days.

### **THE OBJECTIVES OF THE STUDY**

As students represent the future business leaders and employees in the business organisation, it becomes imperative to understand their awareness and perception towards CSR.

- To analyse the role of Business management students in CSR
- To understand their level of awareness regarding CSR activities.
- To know their personal social responsibility.

### **METHODOLOGY**

The methodology of present study has been mainly divided into two stages; the first stage has involved the collection of secondary materials through review of concerned literature. The second stage has involved the collection of primary data through a structured interview schedule and open ended questionnaire. The study covers the Business students of Mangalore. On a random sampling basis 120 respondents were selected for the survey.

### **AREA OF STUDY**

The area of study has been Mangalore which is the centre for academic, administrative, commercial and cultural activities and therefore a study on understanding business Management student's awareness and perception about corporate social responsibility would be significant.

### **DATA ANALYSIS AND FINDINGS**

The present study consists of 51 Percent of male respondents and 49 Percent of female respondents. Majority of the respondents were between the age group of 20year -23years while a small Percentage of them were between 24years-25years. To majority of the respondents that is 68 Percent of them social responsibility means social and environmental care. The students were asked whether they had promoted social responsibility before and 58 Percent of them said yes while 42 Percent of them stated that they had not promoted any social responsibility activities before but if they would be given opportunity to be associated with social responsibility then 39 Percent of the respondents stated that they would focus on society related campaigns while 26 Percent stated that they would focus environmental issues and people. Further the Respondents stated that there are few factors which they consider when it comes to socially responsible firm. As per the survey majority of the respondents that is 61 Percent of them stated that corruption, misinformation to consumers, unethical practices as well as corruption have been responsible in making business organisations socially irresponsible.

In the study it was found that 95 Percent of the respondents would prefer to buy the products and services of socially responsible organisations. In the study majority of the respondents that is 78 Percent of them stated that looking at the environmental and social issues over the next decade the role of business in CSR has become more important and many of them would favour the corporate social responsibility actions taken up by the company. In the survey 98 Percent of them respondents felt that there is a need for awareness about corporate social responsibility among business school students as they would be the future employees and leaders in the organisation and their role here would be equally significant.

The study further revealed that 69 Percent of the respondents felt the company's need to focus more on corporate social responsibility while 28 Percent of the respondents were of the opinion that the company needs to focus on both corporate social responsibility and material gains while a small Percentage of the respondents stated that the company should only focus on material gains. In the study it was found that majority of the

respondents focused on both price as well as corporate social responsibility activity of the firm while making buying decision. The study clearly indicated that majority of the respondents that is 68 Percent of them want to contribute towards social responsibility initiatives while 12 Percent of the respondents are already working on such initiatives related to social responsibility. The major findings of the study has been that students have greater concern to the social and environmental dimensions of corporate social responsibility and majority of them opined that they would work for an organisation which would give importance to CSR activities.

### **CONCLUSION**

The future success of corporate social responsibility depends on the attitude of the coming generations. They will influence the relations between business and society, be it as a citizen, a customer or a manager. Usually, young generations are considered to be more open to social and environmental issues, promising thus a bright future for CSR (Moon and Matten, 2004). Based on the analysis of the present study concerning perception of Business students about CSR in Mangalore, it can be concluded that CSR should be more extensively incorporated in the business education curriculum. Even though the students are aware of corporate social responsibility but there is need to create this awareness among many more business students. Results of the present study can be useful to all social stakeholders that are interested in raising the level of positive attitudes towards CSR. Given the findings of this research, it would also important to conduct future research to determine whether students with positive attitudes towards corporate social responsibility actually act on their believes by choosing to work in organizations that highly value corporate social responsibility and by making an effort to promote CSR in their work environment.

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**INDIAN MANAGEMENT EDUCATION: ROLE OF B-SCHOOLS IN MAKING FUTURE BUSINESS LEADERS**

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**ABSTRACT**

*B-schools play major role in making strong future business leaders. Management education emphasises much upon creating leaders than mere managers. Lot of pedagogical innovations have taken place in Indian management education to create the business leaders of tomorrow. The present paper throws light upon the role of B-schools in making the future business leaders. The research design used for the purpose is exploratory in nature. The researchers' view point on the topic is presented here after the thorough study of various literature.*

*Keywords: Management Education, Pedagogical innovations, Business Leaders*

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**1. INTRODUCTION**

Management education in India is mostly derived from western management thought and practice. In India, management education is seen as superior to any other education. Often, young men and women are attracted to management studies because they would like to be a strong future business leader.

Over the years the Management education in India has seen lot of innovations in its pedagogy. Business schools in India are tuning their curriculum and syllabus according to the changing needs of the business environment. Experts from the industry are invited and their speech, lecture or presentations are recorded and played in the classroom. Leaders of the corporates are invited to B-school fest and they listen to the students' solutions for business case study. The innovative practices of teaching are brought in the pedagogy. In class, business schools use various teaching methods including simulations, case studies, debates, games, and role plays. Some of the best practices that is followed by B-schools to make future leaders are noted below:

**1.1 Role Play**

Research shows that Business leaders need to have emotional and social intelligence. Social and emotional intelligence is the ability to be aware of our own and others' feelings while leading others. Role-playing pedagogy would facilitate this skill among the management students. Many management institutions in India, make their students play the role of Chief Executive Officer of a hypothetical company. Such simulation-based approach will benefit the students. Decisions they make are effective learning experience for students of management to become effective leaders.

**1.2 Experiential Learning**

Soft skills like Interpersonal, communication and problem solving skills go in a long way in making good leaders of tomorrow. Some of the B-schools in India use Experiential Learning as a pedagogy along with their regular curriculum.

**1.3 Group Discussion**

Most of the B-schools in India arrange for group discussion for students on a regular basis. This activity enables students to see others' perspectives on the topic and be open to considering others' points of view. It also enhances the listening skills of the participants. Group discussion method will certainly enhance the leadership ability of the students.

**1.4 Case study Method**

One of the core competencies for leader is the ability to make good decision. Case study method will put students into various situations and make them take the right decisions. Majority of leading management education institutes in India use case study method as their teaching methodology.

**2. CONCLUSION**

In view of the above discussion tentatively we can draw the conclusion that future leaders can be developed through business education system by adopting different pedagogy of teaching and learning approach. All these methods have merits and demerits in learning process. The learning will take place through transfer of training. There is no one best method to make the best leaders. Therefore faculty in India should adopt and promote multiple use of pedagogy depending upon the topic they deal with. It is the wisdom of a teacher to adopt creatively the right pedagogy to create the future leaders.

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**MANAGEMENT EDUCATION- INDUSTRY EXPECTATION**

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**INTRODUCTION**

**Introduction :** Management education is one of the factors which develops entrepreneurial attitude among the individuals. Organizations are becoming more complex and business is becoming more competitive. Skills to be possessed by Indian managers are changing. In the increasing globalising economy, with the entries of more and more foreign companies to India, we need more and more efficient and capable managers who can manage the companies and business effectively.

Management education in India has a long history. The first B-school started in India was Commercial School of Pacchiappa Charities in the southern city of Chennai (Madras) in 1886. Its development has been random and its objectives, content, pedagogy and other aspects need re-examination in relation to the needs of India, in this increasingly globalized economy.

**What is the problem ? :** No doubt we have many Management Institutions giving good education but still most of them are not able to produce the students suit to the requirement of the industries. After the Liberalisation, Privatisation and Globalisation policy of the Central Government lot of changes have taken place in the field of industries. As a result industries need students with multi-skills rather than one specific knowledge in a particular field. The expectations of corporate have increased tremendously.

**What to do ?:** Educational institutions giving Professional Education have to think and move beyond the conventional level. Sufficient opportunity must be provided to acquire theoretical knowledge through assignments along with Project work to gain practical knowledge. The advice must be sought through Industry-Academia interaction. Regular visit/Interaction with alumni's who have become entrepreneur is required. Psychological counselling should be part of Management Education system to make them feel very confident to face the risk and take up the business ventures.

**Conclusion :** India's Management education is undergoing a major transition. Internationalization, cross Management is dynamic in nature. New strategies, tools and techniques are to be introduced to improve the efficiency continuously, to improve productivity and profitability of the organization cultures, strategic alliances, partnership & mergers are the new trends in management education to establishing greater collaboration between the management institutions and the industry with regard to the design management education programmes. Several B-Schools are moulding and changing their curricula to meet the expectations of the industries. Besides, in spite of the move towards privatization, the Government has to make proper policy in this regard. (Management Education in India Issues and Concerns Shubhendu S. Shukla Asst. Professor, SR Group Of Institutions, Lucknow )

Today in this competitive world we need very competitive and diplomatic manager who knows all the logistics, tactics and strategies. So we are in need of good number of institutions giving Management Education. No doubt we have many Management Institutions giving good education but still most of them are not able to produce the students suit to the requirement of the industries. After the Liberalization, Privatization and Globalization policy of the Central Government lot of changes have taken place in the field of industries. As a result industries need students with multi-skills rather than one specific knowledge in a particular field. The expectations of corporate have increased tremendously. Educational institutions giving Professional Education have to think and move beyond the conventional level.

**DEVELOPMENT OF MANAGEMENT EDUCATION IN INDIA**

Management education in India has a long history. The first B-school started in India was Commercial School of Pacchiappa Charities in the southern city of Chennai (Madras) in 1886. In 1903 British Government started commerce classes at secondary school level in Presidency College in Calcutta with a focus on Secretarial Practice, Business Communication, Typing, short hand, Correspondence and Accounting. The first B-school at college level was started in 1913 in Sydenham College, Mumbai. Following are the important land marks in further progress of B-schools in India

- ❖ Commerce College, Delhi ( 1920), Later renamed as Sri Rama College Of Commerce
- ❖ Indian Institute of Social Science ( 1948)

- ❖ Xavier Labor Relations Institute ( XLRI) in Jamshedpur ( 1949 )
- ❖ Indian Institute of Social Welfare and Business Management (IISWBM) in Calcutta (1953) which was considered as the first official Management Institute in India.
- ❖ Indian Institute of Management ( IIM), Calcutta ( West Bengal ) (1961)
- ❖ IIM Ahmadabad ( Gujarat ) (1962)
- ❖ IIMs in Bangalore and Lucknow (UP) (1973)
- ❖ The Indian Institute of Forest Management Bhopal ( MP) (1982)
- ❖ IIM in Kozhikode ( Kerala) and Indore ( MP) ( 1990s)

Apart from IIMs Management education, there are several Technical Universities, Autonomous Institutes, Universities running Distance education programme like IGNOU, ICAI and many others are offering management education. Collaboration of Indian institutes with foreign Universities is also seen today. No doubt that growth rate of Management institutes is comparatively higher than the growth rate of general disciplines. Majority of the students' preference is to get job by 22. Campus recruitments have gone down by 40 % for having not proper match between demand and supply. Internal Journal on Education and Learning, Vol.2, No. 2(2013) 20 copyright © 2013 SERSC study estimates that 180 schools giving Management education have shut down in 2012. A paper "B-schools and engineering colleges shut down big business struggles" points out that the major causes for close down of B-schools are lack of quality in faculty and design of MBA courses which does not adequately match the industrial demands. In spite of a number of committees on Management Education which have suggested certain measures for improvement, there have been no considerable improvement except few top ranking B-schools.

#### **MANAGEMENT EDUCATION --PRESENT SCENARIO**

In India the management education courses start at undergraduate level, as a three-year Bachelor Degree in Business Administration (BBA), offered in many colleges in the country. This course provides basic knowledge about management concepts and business structure and follows a yearly / semester - wise examination system. This is followed by two years' Postgraduate MBA / PGDBM programme. MBA and PGDM education is available through residential, full-time, and distance education modes. Most B-Schools follow a semester or trimester examination system. Many of the institutions appoint faculty on either part time basis or contract basis, where one cannot expect involvement of such faculty to the extent expected. Even though weightage is given for industrial experience at the time of selection, it is not followed strictly due to lack of faculty. Teachers get turn over frequently due to lack of job security and unsatisfactory payment. New teachers may not take up research activities and hence many not be able to produce research based original materials for the study.

#### **WHY INDIA FAILED TO PRODUCE EMPLOYABLE MANAGEMENT GRADUATES...?**

Management is an exciting field where one has an immediate impact on the operations of the business.. All organizations function on Management methodologies, which include problem solving techniques and guidelines for various related activities. Management education in India has not grown in an evolutionary manner. Its development has been random and its objectives, content, pedagogy and other aspects need reexamination in relation to the needs of India, in this increasingly globalized economy. Organizations are becoming more complex and businesses becoming more competitive.

#### **WHAT IS EXPECTED IN A CANDIDATE MANAGER?**

One should necessarily Possess certain skills to excel as a successful Manager.

**1. Effective communication ( Verbal and Non –verbal)-** To communicate the message effectively, good communication skills including verbal communication both spoken and written communication by staying calm, focused, polite, interested and to match the mood or emotion of the situation, and nonverbal like facial expression, body language, hand gestures, postures, voice etc are needed. They are necessary in any profession to avoid conflict at the work place, to ensure smooth and peaceful environment at work place and better the performance.

**2. Positive attitude-** Positive attitude is another element of interpersonal skills. Positive attitude includes the nature of a person to appreciate his / her work, the organization, smiling while interacting with colleagues, greeting colleagues cheerfully at the work place, expressing the words of appreciation for others work, accepting the tasks with optimism etc.

**3. Listening skill** - Good listening skill is needed to hear attentively and process information correctly. Not listening, or not giving proper attention to one who is speaking, may create problem and spoil relation between the two.

**4. Inclusiveness and negotiation ( Team spirit )** - It is important to welcome the view of the colleagues at work place and to give due consideration. Ability to discuss and reach an agreement in a professional manner is very essential to promote team spirit. To express the team spirit and open – mindedness, opinions and inputs of co- workers at work place must be invited. To facilitate team spirit, such a supportive, socially inclusive environment must be pushed.

**5. Problem solving** - Problems / conflicts are very common in any organization. One should focus on the best way of solving the conflicts rather than how fast to solve it. First it is needed to understand the cause for the problem, develop all possible solutions to the conflict, evaluate all the possible solutions, set up the strategy for solving the issue and implement it, finally follow up the success.

**6. Assertiveness ( Stand with confidence )** - It means with -holding oneself with confidence and defending what he /she believes in. He / she has to stand up for his /her ideas and should be confident enough while instructing others on things to be done. When this skill used tactfully, it can help to gain respect from others.

**7. Good manners** - People are judged by their manners. Hence having good manners is very important and proper etiquette is essential at work place in all types of organizations across the world.

**8. Self management** - This is a very valuable trait in the work environment. There may be many adverse things which may offend you in discharging your duty properly. Possession of this skill will help to hide the frustration, control emotions and remain calm in such conditions.

**9. Social awareness** - Having awareness of the emotions of other people at the work place and considering other people's concerns is also an important trait. This skill make it possible to understand others emotions and in such a way helps understand and predict the possible problems which may arise because of an action.

**10. Accountability and responsibility** - These two interpersonal skills ensure that you are a trusted and responsible person. Accountability also helps in conflict resolution. For ex. When conflict arises between two persons and when the person is accountable, he admits his mistake and it solves many other conflicts among the colleagues.

**11. Team player ( Leadership )** - This skill is required essentially for a position which requires to act in diverse environment and when it is needed to work in harmony with people from varied nationalities. This skill is very important for leadership.

**12. Presentation Skills** - Presenting information clearly and effectively is a key skill in the work place and presentation skills are required in almost every modern employment area. Whether he is an administrator, manager or executive, he should be able to present his ideas and findings to his colleagues and other stakeholders.

**13. Number Skills** - It involves an understanding of numerical data, statistics and graphs, and is also part of making decisions and reasoning. This is very important, irrespective of whether his job needs to *work with numbers or not*.

**14. Digital Skills** - Today people need little bit of IT skills to carry out the work.. It is true that a modern job will require knowledge of some computer applications such as sending and receiving emails, use the internet effectively, and use word processor and spreadsheet software etc.

**Now the question is whether the students get well-equipped with these traits while the time them come out as Management Graduates ??? The Answer is --- NO.**

No doubt we have many Management Institutions giving good education but still most of them are not able to produce the students suit to the requirement of the industries. After the Liberalisation, Privatization and Globalization policy of the Central Government lot of changes have taken place in the field of industries. As a result industries need students with multi-skills rather than one specific knowledge in a particular field. The expectations of corporate have increased tremendously. Educational institutions giving Professional Education have to think and move beyond the conventional level.

## FUTURE EXPECTATION

The demands on the skills of Indian managers are changing. It has become essential to re-examine the entire structure, content, purpose and pattern of Management Education (International Journal of Academic Research

ISSN: 2348-7666 Vol.2, Issue-2(8), April-June, 2015). The core objective of Management Education is under confusion and not understood properly by education perceivers. No doubt that present management education system inculcates the qualities like Creativity and innovativeness, Initiative taking ability, Knowledge for commercial and legal aspect of business, Optimism, Problem solving attitude, Risk taking ability, Strong willpower, Time management etc. among the students, but still something is missing to produce good managers or bring them to entrepreneurship field. All the factors influencing entrepreneurship are not under the control of entrepreneurs or the Management Graduates. For successful entrepreneurship they need support and encouragement of few other forces.

### PROPOSED MANAGEMENT EDUCATION MODEL

What is Industry expectation in Management Graduates ?	How to ensure expected traits in Management Graduates	Result
<ul style="list-style-type: none"> <li>* Effective communication ( Verbal and Non –verbal)</li> <li>*Positive attitude</li> <li>* Listening skill</li> <li>* Problem solving, Assertiveness ( Stand with confidence )</li> <li>* Good manners</li> <li>* Self management,</li> <li>* Social awareness</li> <li>*Accountability and responsibility,</li> <li>* Team player ( Leadership),</li> <li>* Presentation Skills,</li> <li>* Digital Skills.</li> <li>* Creativity and innovativeness,</li> <li>* Dignity for labour,</li> <li>* Flexibility,</li> <li>* High self esteem,</li> <li>*Initiative taking ability, *Knowledge for commercial and legal aspect of business,</li> <li>* Optimism,</li> <li>* Risk taking ability,</li> <li>* Strong willpower,</li> <li>* Time management,</li> </ul>	<ul style="list-style-type: none"> <li>* Arranging Skill Development Program</li> <li>* Arranging more Interaction with Entrepreneurs</li> <li>*. Collaboration with Various support Agencies (EDII, DST, NIESBUD, VC, SIDO, SISI, SSI, SIDBI , NSTEDB, TCO, DIC, &amp; MCCIA etc)</li> <li>* Creating ED Cell</li> <li>* Give more project work/ assignments</li> <li>*Give Specialization in Entrepreneurship Development</li> <li>*Vocationalisation (Craftsmanship) of the education at primary level</li> <li>* Psychological counseling</li> <li>* Regular visit/Interaction with alumni's who have become entrepreneur</li> <li>* Conducting meeting with employers to know and update their expectations among the management graduates.</li> </ul>	<p><b>Fulfillment of expectations in Management graduates,</b></p> <p><b>Successful entrepreneurs</b></p> <p><b>And</b></p> <p><b>Efficient managers</b></p>

### SUGGESTIONS

1. Sufficient opportunity must be provided to acquire theoretical knowledge through assignments along with Project work to gain practical knowledge.
2. Industrialists are the first party who can bring and deliver the business reality to the students. They are the primary sources who are capable of providing business facts on the ground of their own experience. Their advice must be sought through Industry-Academia interaction. More over it helps the educational institutions to check out the techniques and contents of management education.
3. Regular visit/Interaction with alumni's who have become entrepreneur will motivate other students to become entrepreneur
4. Psychological counseling should be part Management Education system to make them feel very confident to face the risk and take up the business ventures.
5. Factors influencing entrepreneurship must be taken care of so as to increase the rate of entrepreneurship. Few of them like Government policy, availability of capital, availability of labour, availability of raw material etc, are the responsibility of the government to monitor and look after. Some factors like bad



experience of own, fear of failure, influence of relatives and friends, traditionalism, problem of social status etc. can be dealt with through psychological counseling.

### **CONCLUSION**

India's Management education is undergoing a major transition. Internationalization, cross Management is dynamic in nature. New strategies, tools and techniques are to be introduced to improve the efficiency continuously, to improve productivity and profitability of the organization. Cultures, strategic alliances, partnership & mergers are the new trends in management education to establishing greater collaboration between the management institutions and the industry with regard to the design management education programmes. Several B-Schools are molding and changing their curricula to meet the expectations of the industries. Besides, in spite of the move towards privatization, the Government has to make proper policy in this regard. (Management Education in India Issues and Concerns Shubhendu S. Shukla Asst. Professor, SR Group Of Institutions, Lucknow )

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**MANAGEMENT EDUCATION IN INDIA: EDUCATING FUTURE MANAGERS IN THE MODERN ERA**

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**ABSTRACT**

*Management is nothing but the process of planning, organizing, directing, controlling and evaluating the predetermined goals of an organization using various available resources. We are all aware of the fact that the Indian economy is growing at a rapid speed by creating opportunities in fields such as manufacturing, IT and Education. In India, Management Education has gained much importance over the years. There are more than 1000 Business Schools in India that provide Management Education. These Business Schools or B-Schools in India create future managers in the current era.*

*This research paper has made an attempt to find out as to how Management education in India educates future managers in the modern era. The paper also highlights the objectives of Management Education. This research paper further explores the challenges faced by the Management Education in India. Finally, the paper examines and draws out a conclusion.*

*Keywords: Management Education, B-School, Future Managers*

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**INTRODUCTION**

In any organization a Manager has a major role to play. He/she has the overall responsibility of managing his/her staff and getting things done through them. In order to be a successful manager the basic requirement one should have is 'Management Education'. Now-a-days the importance for BBA is decreasing compared to MBA. No doubt that the quality of Management Education in India is increasing day by day. The teaching and the learning pattern in B-Schools have completely changed. Apart from the regular text book learning, students are given different case study to solve and other activity based learning which is completely related to Management. Thus the students who pursue management education in the modern era are educated to be future managers.

**OBJECTIVE OF THIS STUDY**

- 1) To know and understand the importance of Management Education.
- 2) To understand importance of Management Education in India.
- 3) To know the current issues/challenges in Management Education.

**RESEARCH METHODOLOGY**

This research paper includes both primary as well as secondary data. Primary data here have been collected from the general public in the form of a survey. Secondary data has been collected through different websites.

**PRIMARY DATA**

In this study, Primary data have been collected from the general public by circulating the questionnaire that contained multiple choice questions. These questions are related to Management Education in India. Respondents have given their suggestion in their point of view.

**SAMPLE SIZE**

The sample size or respondents here are 79 in number. They are of different age groups.

**LIMITATIONS OF THE STUDY**

This study which is based on Management Education in India has certain limitations. They are as follows:

1. Time was insufficient for the completion of the project and therefore much information could not be collected.
2. The sample size for this research is too small.
3. This study is restricted to only one Nation ie., India.
4. As the study is restricted only in India, this cannot be applied to other nations since other nation's management education might be different.

## DATA ANALYSIS AND INTERPRETATION

Table 1: Table 1 shows the age of the respondents.

Particular	No. of Respondents	Percentage
17 and below	0	0%
18 to 25	39	49%
26 to 40	27	34%
41 to 55	9	12%
56 and above	4	5%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table, we see that none of the respondents belong to the age 17 years and below, while 49% are between 18 to 25, 34% are about 26 to 40, 12% are about 41 to 55 and remaining 5% are of 56 ages and above.

Table 2: Table 2 shows the gender of the respondents.

Particular	No. of Respondents	Percentage
Male	42	53%
Female	37	47%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table, we see that 53% of the respondents belong to male category and remaining 47% belong to female category.

Table 3: Table 3 shows the Profession of the respondents.

Particular	No. of Respondents	Percentage
In Service	6	8%
Own Business	36	46%
Students	21	26%
Homemakers	7	9%
Teachers/Lecturers	9	11%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table 8% of them are in 'Service' while 46% do their 'Own Business', 26% of them are 'Students', 9% of them are 'Homemakers' and 11% of them are 'Teachers/ Lecturers.'

Table 4: Table 4 shows  
Whether the respondents have heard of the concept "Management Education"

Particular	No. of Respondents	Percentage
Yes	79	100%
No	0	0%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table we can see that all the respondents i.e., 100% of them are aware of the concept 'Management Education'.

Table 5: Table 5 shows  
If 'Yes' through which source?

Particular	No. of Respondents	Percentage
Lecturer/Teachers	28	36%
Friends/Relatives/Family	8	10%
Social Media	24	30%
News/Journals	11	14%
Other Sources	8	10%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** From the above table we come to know that 36% of them heard it from 'Lecturers/Teachers' while 10% from 'Friends/Relatives/Family', 30% of them heard from 'Social Media', 14% heard it from 'News/Journals' and rest 10% heard it through 'Other Sources.'

**Table 6: Table 6 shows**  
**Do you agree that 'Management Education in India' builds Efficient Managers for the future?**

Particular	No. of Respondents	Percentage
Yes	73	92%
No	6	8%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table we find that 92% of the respondents said 'Yes' Management Education in India builds Efficient Managers for the future, while 8% said 'No'.

**Table 7: Table 7 shows**  
**Can one become a Manager without Management Education?**

Particular	No. of Respondents	Percentage
Yes	11	14%
No	68	86%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** In the above table we find that 14% of the respondents said 'Yes' one can become a Manager without Management Education while 86% said 'No'.

**Table 8: Table 8 shows**  
**Is Management Education (BBA and MBA) in India gaining importance in the Modern Era?**

Particular	No. of Respondents	Percentage
Yes	57	72%
No	22	28%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** From the above table we see that 72% of them say 'Yes' Management Education (BBA and MBA) in India is gaining importance in the Modern Era while 28% of them say 'No'.

**Table 9: Table 9 shows**  
**Would you suggest your friends/family to pursue Management Education?**

Particular	No. of Respondents	Percentage
Yes	55	70%
No	24	30%
<b>Total</b>	<b>79</b>	<b>100%</b>

**Interpretation:** From the above table we see that 70% of them say 'Yes' they will suggest their friends/family to pursue Management Education while 30% of them say 'No'.

## FINDINGS

- 1) The survey reveals that majority of the respondents are of the age group between 18 to 25.
- 2) The survey reveals that majority of the respondents are male that is 53% and 47% are female.
- 3) The survey reveals that majority of the respondents are having their own business.
- 4) The survey reveals that all the respondents are aware of the concept 'Management Education'.
- 5) The survey reveals that majority of the respondents came to know about 'Management Education' through Lecturer/Teachers.
- 6) The survey reveals that 92% of the respondents agree that 'Management Education in India builds Efficient Managers for the future'.
- 7) The survey reveals that majority of the respondents that is 86% of them say one cannot become a Manager without Management Education.
- 8) The survey reveals that majority of the respondents i.e, 72% of them say 'Yes' Management Education (BBA and MBA) in India is gaining importance in the Modern Era.
- 9) The survey reveals that majority of the respondents i.e, 70% of them say 'Yes' they will suggest their friends/family to pursue Management Education.

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**CHALLENGES FACED BY MANAGEMENT EDUCATION IN INDIA**

Management Education in India faces certain Challenges. Some of them are mentioned below:

**1) Producing Efficient Managers**

In the present scenario competition has been increasing in and around India. We find new organizations, industries and firms coming up. Each year these reputed companies hire new managers to increase and update their standard. Suppose the required quality of Management education is not up to the mark, then the companies will fail to hire suitable managers. Thus producing the efficient managers fail and this remains as a challenge.

**2) Digitalization**

We all are aware that Indian Government has launched a campaign known as 'Digital India'. The aim and vision of this campaign is to digitally empower every Indian citizen. Most of the Management Education in the modern era fails to adopt digital education. As a result the future managers will have less amount of knowledge with regard to technology and this is yet another challenge for Management Education in India.

**3) Classroom Learning**

When it comes to Management Education, Classroom learning will be less effective when compared to other education. Majority of the Business Schools follow classroom teaching method which doesn't give any experience. Management Education in India must focus on giving education in the form of field study, internships and much more. This will result in shaping better managers for the future.

**4) Growing Technology**

In India from past few years, technological growth is taking place at a high speed. The technology that was already in use are being updated as the time pass by. Few of the Management Educators do not share or educate students with regard to the technology and its growth over the years. This will negatively affect the students and thus it will remain as a challenge in Management Education.

**CONCLUSION**

To be a Manager in any organization one must be aware of his/her responsibility. A Manager will always have a major role to play. In order to be an efficient manager, he/she must have the required or basic knowledge on Management and the minimum qualification should be BBA or MBA. In India there are many such institutions that provide management education. These institutions feed their students with sufficient knowledge and prepare them for the future. In addition, they encourage them to take up projects and work on it. This is how Management Education in India educates students to be future managers in the modern era.

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**INDIAN MANAGEMENT EDUCATION: PAST, PRESENT AND FUTURE**

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**ABSTRACT**

*Management education is considered as elitist as it attracts young men and women which are usually motivated by the positive consequences associated with management education. In India higher education especially management education is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as Business School*

*The term "Management" had acquired many new dimensions as a stream of education and training in recent times. In India higher education especially management education is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as Business School. It is a field which will have an immediate impact on the operations of any organization. Management education in India has come a long way. The history of management education in India goes back to the pre-Independence era. Its role in the professionalization of enterprise management is widely recognized. Due to liberalization in the year 1991, demand was created for the best brains in management education to run major industries. So it led to increase in number of B-schools in India. Today there are many B-schools but the quality of management is suffering. So the demand for Management education has come down. So this paper is an attempt to highlight the past, and the present issues prevalent in the management education and giving certain suggestions in order to improve the quality which will attract more number of students towards management education.*

*Keywords: Management Education, History, Liberalization, Quality.*

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**INTRODUCTION**

The field of Management is dynamic in nature and because of this; the field of management is enlarging its scope day-by-day. With the help of management education and research many new tools and techniques are continually being introduced to improve the efficiency, productivity, and profitability of an organization. Every organization and their departments using the management methodologies, which include problem solving techniques and guidelines for various related activities. Thus the field of management is becoming an interdisciplinary subject. Management education, almost unknown till 19th century, later it has become a dynamic force for change in many universities, in the workplace, and in the societies of both industrialized and developing countries. Its role in the professionalization of enterprise management is widely recognized. Thus, the management education played a vital role in the industrially developing and developed countries.

**OBJECTIVE**

The objective of this paper is to highlight the past and present scenario of Indian Management Education and also making an attempt to give suggestions for improving the system for future development.

**PAST OF MANAGEMENT EDUCATION IN INDIA**

The first management school to offer management education in India was the Indian Institute of Social Welfare and Business Management in 1954. This was followed in quick succession by four universities: Andhra, Bombay, Delhi, and Madras. The 50s was a period of slow growth in management education in India. It was marked by a search for direction, content and emphasis in regard to these programmes. There was also a serious debate at that time as to whether these programmes should be offered to fresh graduates at all. The concentration of the schools at that time was basically on part-time programmes meant for working executives.

The 60s saw the emergence of India as a major centre of management education. The establishment of the Indian Institute of Management, Calcutta (IIMC) in 1961 and the Indian Institute of Management, Ahmedabad (IIMA) in 1962, the establishment of the management division at the Xavier Labour Relations Institute (XLRI) in 1966, the offering of full-time MBA programmes in Delhi and Bombay universities and the entry of a number of other universities marked a quantum jump in the number, prestige, recognition and the impact of management education system in the country.

The 70s saw a steady quantitative growth of management schools with the number reaching about 55. However, some of the controversies of the 60s continued to plague management education.

The 80s were marked by an explosive growth in the number and variety of management schools. Some of the significant developments of the period were as follows:

- Nearly 50 management schools came into being during this decade. Of these, easily one-half were in the private sector.
- A number of private sector colleges affiliated to the universities began to offer MBA programmes.
- The establishment of IIM, Lucknow, in 1984. The passing of the AICTE bill in 1987 was a major development in the history of management education in the country.

**PRESENT SCENARIO OF INDIAN MANAGEMENT EDUCATION:**

The present Indian management education 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.

Now-a-days, learning has become students centric. Branding has accelerated the management education. Top B-Schools are continuously striving towards changing the contents & delivery modes. It is equally imperative to Indian B-Schools to strive continuously to make management education context specific. This sudden proliferation has led to a considerable decline in the quality of management education. The best in India is not the best internationally. The IIMS particularly Ahmedabad, Calcutta, Bangalore, Lucknow consistently have been ranked among the top by almost all surveys. These B-schools are ranked in India & Asia-Pacific, but when they are compared to global rankings, they fail to appear in top 100 B-Schools in the ranking surveys of Business week, Financial times & Forbs

**CURRENT ISSUES IN MANAGEMENT EDUCATION IN INDIA:**

- B-schools are not involved in teaching the students new ideas in management such as Total Quality Management, employee involvement, practical assignments.
- No Co-operation between Industry and educational institutions which is very much necessary for improving the quality of the students.
- Quality of the faculty is also one of the issues as post graduate degree is not at all sufficient. They can explain only the theoretical concepts present in the textbook. So this may leads to the compromise of quality in teaching.
- There is no quality in Faculty Development Programmes conducted by the institutions as they sometimes just conducted for the sake of just meeting the criteria for accreditation.
- Sometimes students take admission for Management course just for the sake of their parents or to accompany their friends. Hence, scope of Management education is not known to them.
- Not all the management educational institutions are in a position to attract top notch companies for campus recruitment.

**DIRECTIONS OR SUGGESTIONS FOR FUTURE IMPROVEMENT:**

- The cooperation between the industry and institution is very much vital for improving the quality of students who will be able to have a real time experience of the working of the industry. The industry has to give up the short term, profit-oriented approach, when it comes to cooperating with the institutions. The institutions, on their part, have to create new systems to meaningfully accommodate the industry-institution initiatives.
- . The faculty members appointed must have some industrial background to relate the concepts with the real company practices.
- Practical assignments for external exposure have to be given and also in order to get the industrial experience, students should be allowed for internship during vacations.
- Making suitable changes in the curriculum to encourage entrepreneurship development and to increase the actual performance of the students.

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- Collaborations and Co-operation between Indian Management schools is necessary to strengthen the networking.
  - The B-schools should conduct such FDP's which really concentrate on the content which are highly relevant to the existing needs as well as the quality which will benefit the teaching fraternity who in turn will be able to disseminate the knowledge gained out of such quality FDP's to the student community.
  - The institutions must insist that anyone joining the MBA programme must have a minimum of three years of work experience in a managerial or supervisory capacity
  - In order to survive in the competition with the other B-schools it is very important to concentrate on the placement aspects.

**CONCLUSION**

All the management institutes should gear up for the changes that need to be introduced in terms of curriculum, pedagogy, and many other aspects of the management education so that more number of students do come and join the management courses who become the best managers with good conceptual, analytical and technical skills who would contribute to the development of the companies and in turn would continue to become good citizens with values who would serve the society through their company's corporate social responsibility initiatives.

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**A STUDY ON INDIAN MANAGEMENT EDUCATION SYSTEM IN PAST, PRESENT AND FUTURE**

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**Perine Fernandes and Chandrika Narayan**

BA (HRD)

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**ABSTRACT**

*“Educationist Should Build the Capacities of The Spirit of Inquiry, creativity, Entrepreneurial, And Moral Leadership Amongst Students and Become Their Role Model.”*

*The current scenario with respect to management education is dismal. The liberation process initiated in India in the year 1991 gave a major fillip for the industries. With this a demand was created for the best brains in management education to run these major industries. So this led to the number of B- schools in India. Today many of the B- schools have been opened throughout the length and breadth of India. The quality of management is suffering so this has led to poor demand for the management seats. It is a secondary data. I got the information from various sources like books, journals, networks, etc. So, this paper is an attempt to highlight the past, and the present issues prevalent in the management education and giving certain suggestions to improve the quality which will attract a greater number of students toward management education in future.*

*Keywords: Liberalisation, Management education, Quality, Industry.*

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**INTRODUCTION**

Management itself as a discipline has evolved from fundamental disciplines of philosophy, economics mathematics, accounting, statistics, computer science, psychology and industrial engineering. Management education in India is predominantly a derivative of Western management thought and practice. In India, management education is seen as elitist. Often, young man and women are attracted to management studies because they need some education, experience and exposure to create something good and hence useful to society but are usually motivated by the positive consequences associated with management education. Management education in India is not very old after the establishment of the Indian Institute of Technology, there was dire need for similar establishment in the field of management education. Thus came into existence Indian Institute of Management Ahmedabad (IIM-A), followed soon after by one in Kolkata (IIM-C), starting with the establishment of four Indian Institutes of Management Kolkata (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984), and management education is now being offered as full time/part-time MBA programs by some leading universities in the country the apex regulator for technical education – All India Council for Technical Education (AICTE) has revealed that there are 3644 business schools in the country offering Master of Business Administration (MBA), while there are 308 institutions offering Post Graduate Diploma Management (PGDM). The statistics gives the clear picture about the growing number of management schools in India. One of the main reasons for this phenomenal growth is the growth in the economy after the introduction of LPG which lead to increase in demand for people with management skills. There was an increase in the number of students getting admitted to the B-schools. The college management saw this as an opportunity to make money by starting B-schools by making use of the existing demand which was there.

**OBJECTIVES OF THE STUDY**

- To analyse the Indian system in past and present
- To know the Indian management education system in future scenario

**METHODOLOGY****SOURCES OF DATA**

It is a secondary data. I got the information from various sources like books, journals, networks, etc. So, this paper is an attempt to highlight the past, and the present issues prevalent in the management education and giving certain suggestions to improve the quality which will attract a greater number of students toward management education in future.

**NEED OF THE STUDY**

The aim of the study is to present and justify the Indian management education in past, present and future. It is the secondary data from the various sources like the books, journals, networks, etc. so this paper is to highlight the past and present issues of the management education. The study is to get good suggestions to improve the quality to attract more students in future.

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**THE BEGINNING OF MANAGEMENT EDUCATION**

Now, coming to management education; management education was liberalized by the Indian government in 1990's after which they became immensely popular. Many Institutes and colleges were incepted with management and technical education as their forte. The boom occurred because of the prestigious IIMs, IITs, IIFT and other famous colleges which not only garnered global recruiters but many fortune 500 companies started recruiting from these colleges via campus placement directly.

**History of management education**

The 50s was a period of slow growth in management education in India. It was marked by a search for content, direction and emphasis with regard to all these programs. There was also a big debate going on at that time to see that whether all these programs should be offered to fresh graduates at all. The formation of the first board of management studies in 1955 under the dynamic leadership of Sir Jahangir Ghandy of TISCO, who is rightly described as the father of management education in this country. The management education system was made in 1964 by the courses committee of the All India Board of Technical Study in Management. This committee recommended few changes in the requirements for the infrastructure facilities and curriculum. These changes were followed by many of the schools which were then in existence.

The 60s saw the emergence of India as a major center of Management education. The establishment of Indian Institute of Management, Calcutta (IIMC) in 1961 and the Indian Institute of Management, Ahmedabad (IIMA) in 1962 the establishment of management division at the Xavier Labor Relations Institute (XLRI) in the year 1966, offering of full time programs in Delhi and Bombay Universities and the entry of number of other universities marked in a quantum jump with respect to the numbers, recognition, prestige and impact of management education system in the country is of great interest to note that IIMC and IIMA came into being well before the establishment of the London and the Manchester schools of business in the UK.

The major developments in the 70s included the founding of the Indian Institute of Management Bangalore (IIMB) in October 1973. IIMB was founded with a different perspective and machine a high public sector orientation and a special commitment to public systems. The 70s saw a steady quantitative growth management schools with the number reaching to about 55. However, some of the controversy of the 60s continued to plague management education.

The 80s were marked by an explosive growth in the number and variety of management schools. Some of the significant developments of the period were as follows:

Nearly 50 management schools came into being during this decade. Of these, easily one-half were in the private sector. A number of private sector colleges affiliated to the universities began to offer MBA programs. In Bombay city alone, there are 8 such institutions offering MBA programs the IIM, Lucknow, was established in 1984. The emergence of the International Management Institutions (IMI) with its links with IMI, Geneva and McGill Universities, Canada, had a lot of commitment to international management education. This was a watershed in Indian management education. In 1986, the All India Council for Technical Education (AICTE) approved a revised set of norms and physical facilities for the recognition of the new management schools. The Association of the Indian Management Schools (AIMS) was formed as the National Forum of Management Schools in the country on August 27, 1988, in Bangalore. In 1988, AICTE accepted a set of revised norms regarding the conduct of MBA programs in the country as recommended by a committee headed by Dr. N C B Nath of FAIR of New Delhi.

**PRESENT STRUCTURE OF INDIAN MANAGEMENT EDUCATION**

The present Indian management education is divided into six categories:

1. Indian Institute of Management (IIMs) set up by government of India.
2. University Departments of Management Studies, distance, correspondence and part time courses as well.
3. Colleges and institutes affiliated to Universities.
4. Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).
5. Private colleges or institutes offering MBA courses in India in collaboration with foreign universities where degree and diploma certificates are awarded by the foreign countries.

Now a days, learning has become student centric branding has accelerated the management education. Top B-Schools are continuously striving towards changing the contents and delivery modes. It is equally imperative to Indian B-Schools to strive continuously to make management education context specific. But the present

proliferation of B-Schools raises a serious question on the quality of management education. Where will this proliferation of B-Schools leave the country? What will be the quality of managers which are produced by these B-Schools. This sudden proliferation has led to a considerable decline in the quality of management education. The best in India is not the best internationally. The IIMs particularly Ahmedabad, Calcutta, Bangalore, Lucknow consistently have been ranked among the top by almost all surveys. These B-Schools are ranked in India and Asia- Pacific, but when they are compared to global rankings they fall to appear in top 100 B-Schools I'm the ranking. During the last few years as many as 1018 B-Schools were added in India. Maximum numbers of B-Schools are present in the southern part of the country. Andhra Pradesh and Orissa both have approximately 300 B-Schools.

### **FUTURE MANAGEMENT EDUCATION SYSTEM IN INDIA**

Indian B-Schools are ready to meet challenges and shape managers matching to global expectations. Management education is becoming more important in a contemporary and interdisciplinary world. It equips one to make profitable and judicious decisions within the limitations of resources, materials, men and machines. This stands a management graduate in good steady in almost every professional domain.

After going through the past and present of management education, it is very much visible that many loop holes are visible in the management education. So, it is very much important to come up with solutions for the problems that are prevalent in the management education. So, some of the suggestions to improve the management are:

The faculties should internalize the concepts and also try to implement the concepts which are being taught in the classrooms practically in the institute which serves as an example for the student. There is lack of conviction.

The B-Schools should conduct such FDPs which really concentrate on the content which are highly relevant to the existing needs as well as the quality which will benefit the teaching fraternity who in turn will be able to disseminate the knowledge gained out of such quality FDPs to the student community.

The institutions must insist that anyone joining the MBA programme must have a minimum of three years of experience in a managerial or supervisory capacity. A person who has worked for some time will have a greater clarity in his mind as to why he is doing the course and relate concepts and techniques to real life situations, this appears to be the case in most of the institutions abroad. There needs to be a dialogue between industry and academia to evolve a programme which, in the long run, ensures that candidates benefit the most from the programme and the organisation also derives benefits.

The institute should also focus on placements, since, majority of the student's institutes based on the track record with respect to placements. So, in order to survive in the competition from the other B-Schools it is very important for them to concentrate on the placement aspects.

### **CONCLUSION**

If the present trend continues with the management education then definitely the future of it looks very bleak. So all the management institutes should gear up for the changes that need to be introduced in terms of curriculum, pedagogy, and many other aspects of the management education so that more number of students do come and join the management courses who become the best managers with good conceptual, analytical and technical skills, who would contribute to the development of the companies and in turn would continue to become good citizens with value who would serve the society through their company's corporate social responsibilities initiatives.

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**ROLE OF B-SCHOOLS IN MAKING FUTURE BUSINESS LEADERS, MANAGEMENT PROFESSIONALS AND BUDDING ENTREPRENEURS**

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**ABSTRACT**

*The present text explores the different ways in which the current B-schools in India can upgrade their teaching system to help out students wanting to enter the business world, be it to work in a corporate job or start a business. An attempt has been made to highlight the issues and serious concerns regarding the role of the government, accreditation and quality issues in the delivery of education services.*

*An idea of change in their teaching system can aid students to build the skill set required and become a magnet for companies or give them the necessary confidence to start on their own.*

*Keywords: Management education, Faculty training, learning focus*

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**INTRODUCTION**

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. With the changing society, the need for higher education is very evident in the recent years. To be globally recognized, one needs higher education to achieve the society's standard of excellence.

Undoubtedly, education plays a significant role in one's career. An ambitious individual is always on the lookout for knowledge that serves his career path and helps in his success. Being a management student myself and now a lecturer I can truthfully say that the institute you choose definitely has a long-lasting impact. The education system in India is different from other countries where the emphasis of theoretical knowledge is more than that on practicality and sustainability. This is where the role of Business schools come into play.

The number of knowledge seeking individuals in the country has been increasing and with that the number of B schools too has been on an increase. While courses like MBA have been so sought after, one can't argue that there has also been a decrease in the employment opportunities in the same. This is definitely a sign that the gap between the knowledge and job is still to be bridged as the students are unable to meet the competition and secure high paying jobs.

B-schools can aide the students in understanding the contexts in which they are going to be working on which makes it even more important for the teaching to reach a whole new level. When compared to olden days, I can definitely say that B-schools are something like a finishing school where the students can understand his or her own potential and refine aspects which they may not be good at which in turn helps them to create employment opportunities for themselves in strive in this ever-competitive market.

For someone entering the corporate world, there are aspects that he needs to focus on or be taught in the college to help him or her become a successful employee in an MNC and f or someone interested in entrepreneurship needs another set of skills to be perfected to be able to profitably run a business which is fulfilled by the respective B-school he chooses.

Business schools not only imparts knowledge but also makes the individual or leaders of tomorrow manage risk and strictly follow ethical practices which are necessary to safeguard the global economy.

However, in the recent times most of the B-schools believed that increasing costs and lack of quality faculty were major challenges that they faced.

**EMERGING ROLES OF BUSINESS SCHOOLS**

The primary need of business schools is to prepare students to become leaders and managers, and hence design courses in a way that students acquire the essential managerial skills as suggested by Katz (1974) viz. conceptual, human, and technical.

Business school exist to address fundamental questions about the why what and how of business towards achieving the sustainable growth and development that our economy and all our citizens require. This rests on experienced leadership, the hallmark of which is the ability to steer a course through diverse and complex issues by embracing solid, principled, humanitarian values while remaining competitive.

What many people do no realize is that business schools are not only for business people. All of our business schools have very diverse student bodies.

With the Indian economy and business growing at a scorching pace reaching GDP of 7.3 % in 2018, the expansion of business will be manifold and with that so will the requirement of trained work forces and managers.

To cater to this need, we can see new B-schools forming and also the no of seats in each school being increased. As a whole, B-schools in India face the problem of intake of students which varies in quality, and students having no work experience. Apparently, parents want their children to finish the post-graduate education before opting to work. Thus, students lack industry experience which is essential for management education.

Subsequently, students fail to recognize the real challenges which are faced by the companies and industries. To overcome this issue, management education or B-schools should experiment in terms of education and provide opportunities like internship which lasts for 4 to 6 months which might be in intensive in nature involving experiential learning and several projects. To handle complex managerial assignments students should also become competent in the applying these skills. This is really necessary because the growth and success of an organization may get affected because of a dearth of managers with the necessary skills (Peterson & Van Fleet, 2004).

For any B-school to impart meaningful business education, the quality of faculty members is paramount. Moreover, the faculty body with all its qualification needs to connect with the industry. Management education in India, for all its benefits, is largely disconnected with the industry. There is a reason why some B-schools are preferred more when compared to others, major reason being the faculty.

Another reason for individuals not enrolling themselves as faculty as the salaries of faculty members is substantially low compared to international B-schools and corporations in India, the qualified lot are not considering teaching as an option. The immediate solution could be offering lucrative offers to people in the industry to teach for short durations along with academically qualified faculty members.

The biggest lacuna in effective teaching is misaligning what teachers teach, what they intend to teach, and what they assess as having been taught (Cohen, 1987, p. 19).

Lack of quality faculty in Indian B-schools is a malaise of Indian management education. The faculty needs to be trained with what's essentially required to equip students to be employable. For a classroom environment the major structural elements are task, authority, and evaluation; as determined by the teacher and identified in various academic achievements motivation models (e.g., Ames, 1992; Stipek, 1996).

It is clear that the challenges faced by Business schools range from increasing costs of managing them, lack of quality faculty, red tapism and funds paucity. Keeping this in mind we realize the importance of training the faculty of B-schools so that the prospective students get encouraged to pursue management education and get absorbed by the corporate world.

## **SUGGESTIONS**

Teaching focus is something of crucial importance here. The faculty members of every college need to focus on

- What do students need to learn?
- How can we accomplish specific learning objectives?
- How can I cover the designated course material?

Another suggestion is how B schools can incorporate environmental awareness amongst their students as the businesses which are generating jobs and wealth are also spewing harmful gases and effluents to the environment. B-Schools have the responsibility to find a way out, and to strike the right balance where economic development does not mean environmental and cultural depletion of people and the society. Businesses have the responsibility to the sustainability of the environment. B-Schools have to come up with those ideas, and have to promote technology as well as businesses which will promote environmentally sustainable businesses, products and services. The B-Schools' curriculum and training have to incorporate this reality. Many B-Schools have started following this. MIT Sloan School of Management and Harvard Business School have an additional focus on environmental sustainability. A whole new area of research has been put into place to make sustainability part of the main stream business processes.

Universities should apply more of practical knowledge and real-world scenarios in their teaching methods to equip the students to deal with situations in the work life or life in general. This approach gives them a first-hand knowledge and boosts their confidence in pursuing their goals. While theory subjects help them learn about different aspects in different courses like marketing and expand their knowledge base, it is also important

for the B-schools to look at what the outside world expects out of a graduate student and teach them those necessary skills.

Skills like – soft skills, public speaking, decision making in stress environment are some on top of my list. A student placed in different scenarios and taught how to deal with them definitely makes for good business leaders, professionals and entrepreneurs.

Another aspect which baffles me is exams.

Yes, it is a good way to instill the knowledge but practical assignments are more helpful in making them learn about various aspects in the business world. It teaches them to work in groups – take everyone's opinion into consideration, avoid conflict through constructive criticism, stepping out from their niche to complete the assignment.

Another significant aspect that can make the colleges up their game is the student-lecturer relationship. Counselling definitely is an aspect which shouldn't be ignored. The earlier stages in the graduation can be daunting for a student as to which path is most suitable for them and in such situations, students should have a place where their concerns can be heard and where the right guidance can be given. A right decision in the right time can put someone way ahead in their career when compared to someone who lacks the same.

There is a need for a paradigm shift from a teacher centric process to student learning focus. One important shift in the learning focus is the realization that teaching is complex and hence requires effort on the part of the faculty to learn the art and the institution need to invest time and resources to develop the faculty resources capable of delivering value.

Team teaching can also be followed which has been proven to be more efficacious than individual teaching, this way the opinion of many will be taken into consideration and also a mix team of veteran and new faculty will help bridge the differences in teaching methods adopted by both parties.

Stapleton and Murkison (2001) argued that Instructor excellence is positively related to learning production of the student and expected grades production. They also hypothesized and confirmed that some teachers rank high in instructor excellence but low in learning production and vice versa.

## **CONCLUSION**

While the B-schools are performing well, there is a lot of room for improvement by changing their tactics in the teaching thus producing students qualified to take on the world. A one on one approach will help them identify their strengths and weakness. Hence, they can sharpen their strengths and work on their weakness so they don't fly blind in the entrepreneur or the corporate world.

Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive as well.

Building character and inculcating empathy among budding managers, which will make them leaders of society, remain a perennial challenge for B-schools in India.

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**CHANGING SCENARIO IN MANAGEMENT EDUCATION IN INDIA: ISSUES AND CHALLENGES****Dr. Manjunath. A. Kotian<sup>1</sup>, Santhosh Achari. V<sup>2</sup> and Gireesha K<sup>3</sup>**Principal<sup>1</sup>, Shri Bhuvanendra College, KarkalaLecturer<sup>2</sup>, Commerce, Shri Bhuvanendra College, KarkalaLecturer<sup>3</sup>, Economics, Shri Bhuvanendra College, Karkala**ABSTRACT**

Management education has a vital role to play in today's dynamic business environment since the management graduates play a key role in the economic development of the country. With the dynamic changes taking place in the economic scenario; it makes it even more difficult for organisations to survive in the competitive environment. Management institutions have mushroomed in India, but quality delivered by them still remains elusive. It is a well-admitted fact the Indian management education is struggling very hard to survive with the rapid changing global scenario. It is at the crossroads where it needs direction and vision immediately. Hence, it is my responsibility to highlight the challenges in the Indian management education to make it relevant with the changing times and technologies.

*Keywords: Management Education, Quality, Students, Challenges*

**INTRODUCTION**

In the modern 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. The field of Management is dynamic in nature. New tools and techniques are continually being introduced to improve the efficiency, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies; even all education institutions are providing management courses for aspirants to build their management skills. Quality of management education will increase while we have to provide them two types of educators, one from industry and another from teaching and make education as student centric and not a faculty centric.

**RESEARCH DESIGN****Objectives**

- To analyse the involvement of students in practical skills regarding course
- To analyse involvement of students in industry collaboration
- To study the role of education institutions in building quality of management courses
- To provide suggestions to improve the quality of management courses

**SCOPE OF THE STUDY**

The scope of the study is restricted to the students of Mangalore University. In this study the researchers has evaluated the quality of management education and current scenario of management courses pursuing by students. The findings of the study and conclusion are based on the analysis of the information collected by researcher through questionnaire and communication.

**RESEARCH METHODOLOGY**

The present study is based on primary data and secondary data.

- Primary data: Primary data was collected from administering structured questionnaire to selected respondents. The respondents were selected on convenient random sampling, the sample size is 100.
- Secondary Data: Secondary data was collected from published sources like Google, text books etc.

**DATA ANALYSIS AND INTERPRETATION****Table No-1: Satisfaction of students regarding current scenario with respect to management education.**

S.L No	Particulars	No of respondents	Percentage
1	Yes	70	70%
2	No	10	10%
3	Sometimes	20	20%
Total		100	100%

The above table shows the information about satisfaction of students regarding current scenario of management education. Majority of the respondent (70%) are favour to the current scenario .10% of the respondents are not satisfied with the current scenario of education. 20% of them are feeling that sometimes they feel satisfaction regarding scenario of education.

**Table No-2: Opinion regarding role of institution should also change with respect to management education**

S.L.No	Particulars	No of respondents	Percentage
1	Highly agree	24	24%
2	Agree	76	76%
3	Disagree	00	00%
total		100	100%

The study found that the opinion of students regarding role of Institution in building quality education among the courses. 24% of the respondents are highly agreed to this, 76% of them are agreed that the institution is building quality education. No respondents have disagreed.

**Table No-3: Opinion regarding involvement of students in industry collaboration will increase the practical skills of students**

S.L.No	Particulars	No of respondents	Percentage
1	Highly agree	48	48%
2	Agree	50	50%
3	Disagree	02	02%
Total		100	100%

The study found that the opinion of students regarding involvement of students in industry collaboration will increase the practical skills. 48% of the respondents are highly agreed to this, majority of respondents (50%) of them are agreed that working within industry can increase practical skills among students. Only 02% of the respondents have disagreed

**Table No-4: Opinion of students regarding replace most of the theory based education into practical based education**

S.L.No	Particulars	No of respondents	Percentage
1	Highly agree	44	44%
2	Agree	44	44%
3	Disagree	12	12%
Total		100	100%

The study found that the opinion of students regarding replace most of the theory based education into practical based education. 44% of the respondents are highly agreed to this initiative, same (44%) numbers of respondents are agreed this .That means initiative needed to gear up the management course. 12% of the respondents have not worried about it.

**Table No-5: Student's opinion regarding innovation and creativity can change the vision of management education**

S.L.No	Particulars	No of respondents	Percentage
1	Highly influential	41	41%
2	Influential	46	46%
3	Moderate	13	13%
Total		100	100%

It was the outcome of the study that the student's opinion regarding innovation and creativity can change the vision of education. 41% of the respondents feel that it is highly influencing, 46% of them are agreed that the invention of new things can change the vision of course.16% of the respondents have the moderate opinion.

**Table No-6: Students rating towards the quality of their course**

S.L.No	Particulars	No of respondents	Percentage
1	Excellent	38	38%
2	Good	62	62%
3	Poor	00	00%
Total		100	100%



In the above table shows that students rating towards the quality of their course. 38% of students rated Excellent, most of the students (62%) satisfied with good response, nobody of them is to be rated the poor opinion.

**Table No-7: Student's opinion regarding education in India is mostly faculty- centric, not students - centric**

S.L.No	Particulars	No of respondents	Percentage
1	Highly agree	16	16%
2	Agree	78	78%
3	Disagree	06	06%
Total		100	100%

The above study reveals that the students opinion regarding education in India is mostly faculty- centric than student -centric. It is proved from the opinion that 16% of them have highly agreed and most of the students (78%) have agreed that education in India has to be student-centric than faculty-centric. 06% of respondents have disagreed this opinion.

### LIMITATIONS

Following are the limitations of the study.

- Opinion of the respondent is not final, because the opinion or preference may change from time to time depending upon the situation.
- Only questionnaire method was used to measure the quality of education among colleges.
- The number of respondents restricted only to 100

### CHALLENGES FACED BY MANAGEMENT INSTITUTION IN INDIA

The management education in India emphasizes mostly on theory, not on practical education. When you look at engineering education, there are laboratories to experiment and verify the theoretical aspects. However, the same is not possible in the management education. Hence, the management educators emphasize on case study driven education to ensure takeaways to the students. They are supposed to create case studies as per the profile of students to share their knowledge

#### 1. Infrastructural requirement

Many management institutes in India do not have a sufficient land and building to run the programme. They are held in small rooms or in one floor where no basic facilities are provided but they are recognized. Students should be made comfortable while they are learning.

#### 2. Faculty shortage

Many institutions are facing faculty crunch. The remuneration given in the management institutions are much lower and are not par with the industry. Even if pay scales are satisfactory Business Schools require trained, qualitative and potential employees.

#### 3. Student's expectation

Institutes have started attracting students by showing the placement records hence have become placement centres instead of training centres. Students have also become highly sensitive about the placements and look at the value being received without any realistic expectations. In today scenario, Students do not want to sit in the classrooms for longer hours, enrichment and enhancement of their knowledge and skills are not seen.

### FINDINGS AND SOLUTIONS

Major findings of the study are,

- The study reveals that most of the students satisfied with current scenario of management education.
- Most of the respondents have agreed that the role of the institution also should be changed with regard to education.
- Majority of the respondents have highly agreed that replacing of theory based education into practical based education is needed.
- Most of the students reveal that the innovation and creativity are influencing to the most extent in changing the vision of management education.
- Most of the students would rated the quality of course is good and few students rated excellent.

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- Most of the students agreed that in India the education is mostly faculty-centric and not student-centric.

**SOLUTIONS**

- Provide two educators to students-one from industry and another from teaching. It helps students connect theory with practice quickly.
- Diversified the teaching
- Encourage students to engage in seminars and workshops. It will increase their practical skills.
- Encourage students to participate in internship training.
- To increase the quality of faculty
- Admitting students with work experience and focus must on issues relating to placement.

**CONCLUSION**

Management Education should be restructured and to redefine to meet the changing scenario. There has to be a combination of Knowledge, Inspiration and Ethical Strength to every individual, which would enable students to lead a right professional and cultural life in the Society. Management Education should not only focus in producing Graduates and Post Graduates in quantity but must focus on Quality and produce leaders who can become job providers instead of job seekers.

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- Management education need to be holistic, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on attitude, corporate awareness, grooming and developing manageria

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**SATISFACTION LEVEL OF STUDENTS IN CHOOSING MANAGEMENT COURSE IN GETTING JOBS**

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**INTRODUCTION**

Management courses allow to obtain the knowledge and skills needed to assume management positions in a wide range of organizations. Students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. Management studies programmes provide students with a solid foundation in organizational behavior and human resource management while electives in labor-management relations, negotiation, conflict resolution, compensation systems and organizational development allow students to develop deeper knowledge in specific areas of interest. In addition to this, business management course will equip the students to understand, how the organizations work, how they are managed, and how they interact with local, national and international environments. This programme enables students to develop advanced knowledge and skills in a range of business functions while setting them within the wider context of current business practice.

This research focuses on the satisfaction of students in choosing the management course in getting jobs in competitive business environment.

**LITERATURE REVIEW**

(Zeithaml, 1988) says students' satisfaction as a short term attitude, resulting from an evaluation of students' educational experiences. It is a positive antecedent of student loyalty and is the result and outcome of an educational system

Elliot & Shin define student satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. Therefore, student satisfaction can be defined as a function of relative level of experiences and perceived performance about educational service during the study period.

Carey, et al by considering all, students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities.

According to **Walker-Marshall & Hudson (1999)** Grade Point Average (GPA) is the most influential factor on student satisfaction.

**Marzo-Navarro, et al., Appleton-Knapp & Krentler** identified two groups of influences on student satisfaction in higher education as personal and institutional factors. Personal factors cover age, gender, employment, preferred learning style, student's GPA and institutional factors cover quality of instructions, promptness of the instructor's feedback, clarity of expectation, teaching style

**Wilkins & Balakrishnan** identified quality of lecturers, quality of physical facilities and effective use of technology as key determinant factors of student satisfaction. As well as, student satisfaction in universities is greatly influenced by quality of class room, quality of feedback, lecturer-student relationship, interaction with fellow students, course content, available learning equipment, library facilities and learning materials. In addition to that, teaching ability, flexible curriculum, university status and prestige, independence, caring of faculty, student growth and development, student centeredness, campus climate, institutional effectiveness and social conditions have been identified as major determinants of student satisfaction in higher education.

**STUDENTS' SATISFACTION**

Students' satisfaction is a multidimensional process which is influenced by different factors. Students' satisfaction as a short term attitude, resulting from an evaluation of a students' educational experiences. By considering all, students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities.

**OBJECTIVES**

1. To know the interest of students in management studies.
2. To know the impact of management curriculum in getting jobs.
3. To suggest for improvements in management studies.
4. To know the expectancy of employers from management graduates.

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**RESEARCH METHODOLOGY**

To realize the objectives of the study, responses were collected through questionnaire from 50 students of Bachelors of Business Administration (BBA) of Sri Bhuvanendra College, Karkala. Both the primary and secondary sources are used for the collection of data..

**FINDINGS**

1. It was found that, most of the respondents (40 students) chose management courses by their own choice and 9 respondents by the suggestion from friends and family.
2. 45 respondents believe that management courses provide enough skills for getting jobs in competitive environment.
3. All the respondents are satisfied with the practical knowledge they are getting from the courses.
4. Management courses provide the opportunities to students to take up internship or article ships.
5. Industry experience will help the students to excel in jobs they get into.
6. All the respondents have the perception that the employer expects to have risk handling ability, problem solving skills and ability to manage etc from management graduates.
7. Management curriculum helps the students to improve their personality as it has the combination of theory and practical concepts.
8. All the respondents agree that only by passing the course they will not get a job and it has to be supported by ideal skills.
9. All the respondents believe that the curriculum has to be updated on regular basis so as to cope with competitive job market.
10. Majority of respondents (42 students) have the opinion that the fees charged for management courses are higher than any other courses.

**SUGGESTIONS**

1. It is recommended that the universities offering management course must alter the curriculum on regular basis so as to go hand in hand with the competitive business world.
2. It is suggested to the institutions offering management course to reduce the fee structure to make it affordable to the students from poor and middle class families.
3. There is a need for collaborations between management education institutions and industries for the betterment of the students for getting the exposures in job market.
4. Management courses should give equal importance to theory and practical aspects.
5. Students should involve themselves in all the activities offered by the courses as to improve their overall personalities.

**CONCLUSION**

It has been observed that the management education is gaining importance over the years. Every employer expects to have a best manager to their organization to take their businesses to the greater heights. Days were gone when the students one who pass graduation used to get the job but now the scenario has changed and it's not the graduation that matters, it's the overall personality of a person helps to get them job. It is needless to say all the management institutions are coming forward to have innovations their courses and indeed it is helping for the betterment of the students.

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Uddin, K. (2000). A Study of Corporate Governance in a Developing Country: A Case of Bangladesh (Unpublished Dissertation). Lingnan University, Hong Kong.

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