

# THE NEED FOR REORIENTATION AND REFOCUS OF UNIVERSITY MANAGEMENT PROGRAMME

**Ashish Sharma**

**University Institute of Management, RDVV, Jabalpur**

**Hitendra Bargal**

**Patel Group of Institutions, Indore**

**Amit Phillora**

**Research scholar, APS University, Rewa**

**Abstract:** Universities have the social responsibility present education to mefority segments of students many universities which were state government owned universities have been assigned to deliver management education also in 80's and 90's. U.G.C. and AICTE have approved their respective management programmers. They had sanctioned faculty and other resources to carry out management programmers. Most of State Govt. Universities have been mandated to conduct admission through state level entrance test followed by state level counseling. Management programmes have covered 20 years life cycle. There is a time to review the University managed Management programme. The paper will confined only to State Govt govern Universities.

**Purpose-** The purpose of this research paper is to review the current status, achievement and bottlenecks faced by these institutes.

**Research Gaps-** The published literature exist on this topic but it has not covered the issue in a micro level. The University function has got some specific issues which are blocking factor for the meaning delivery of management education. The basic gaps which may be covered in a research process will be as follows

- Vision of Universities
- Working pattern of Universities on the lines of Management education
- Industry support
- Relevance of curriculum
- Exposure of Business scenario.

**Research Problem-** The research problems which emerge here as follows

1. The dynamics of the management programme with other programmes within Universities
2. The presence of corporate and management environment in University management department.
3. The inclination and base of faculty forwards business scenario.

**Research objectives:-**

1. To explore the factors which may contribute for the successful performance of management programme in University managed institutes in comparison with B-schools.
2. To Analyze the impact of explored factors on the preparation of successful management graduates.
3. To examine and suggest the framework for industry and institute relationship.
4. To workout perception of corporate people about inadequacy of University system.
5. To present perception aspects of faculty and student about University Management programme.

**Research methodology:-**

1. Research Design- Exploratory & Qualitative
2. Research Tool- Questionnaire
3. Sample- Corporate professionals, students, Faculty including Programme Directors.

**Implications:-** The paper will provide

1. The insight of students and teachers about the critical aspect of governing system.
2. The path to change exiting academic practices.
3. The Close tie up between Academicians and Corporate professionals.

**Keywords:** Management Education, Reorientation, Academic Culture, Governance

**Introduction**

University system has coverage of large population of students under its grip. The University which has been governed by state Govt. provides education to significant proportion of student's society. The local aspect is an important matter of selection by student community. The fee in these universities is also comparatively on the lower side. Students who have been admitting in these universities remain with the perception of better teaching facilities along with promotional space for their intellectual capacity. The universities have been receiving higher preference in comparison to colleges. The research component was also an important component which only universities have been presenting. The students in the university teaching departments being offered not only Post Graduation degree but M.Phil and Doctoral Courses also. The university faculty members used to have better exposure and research mind set in comparison to college faculty. These trends were successful with the traditional subject where students have the basic aim of receiving academic degree and in majority to apply for Govt. Jobs. The universities have given best academicians, scientists policy makers in their respective knowledge domain area.

These universities had been working with commerce or applied economics till 30 to 40 years before when management courses like MBA etc have started in universities. The M.B.A. programmes have been kept under these faculties. The orientation of commerce and economics courses had been very different. They had been greatly focused on academic aspects wherever management programmes have been tagged with very different intentions. One broad mean was that educational institutes may prepare managers for business and commercial managers. The commerce courses had been taking

these aspects but skill areas were quite different. The management had courses had been taught by faculty members of commerce and economics for some years and decades till the time universities had established separate management faculty.

### **Academic culture in management**

Due to the availability of qualified faculty students had not received any academic problems because commerce and economics faculty have been teaching interdisciplinary papers. They had valued the critical experience. Ali and Shrivastava (2012) has mentioned about the practice of local management aspect and need to present new concept of knowledge. R Jagdeesh (2000) has spoken about the need of improving quality of management education. Sheth (1991) has raised the question where their content and form of education is needs of Indian enterprise and society. Gupta and Gollakota (2005) have written about cultural barriers in Indian management education. The pedagogy which has been practical by commerce and economics teacher has contributed academically to students but it has not addressed demand of management education.

Management education has different dimension like practical consideration of business applicability of concept, problem solving attitude, transformation of academic conception to business reality. These dimensions have not been covered properly in the initial years of teaching in management courses as faculty was from purely from different background. The students learning had been with few limitations in those years since students were sound with academic aspect but were not well worse with practical exposure.

The purpose of management course was not to prepare pure academic personality. Pabli (2006) has mentioned about need of understanding students requirements.

### **The gaps**

Students have received gaps in inputs manner. They had not able to grasp the business realities. Mehra and Mital (2007) has analyzed the teaching learning perception of management faculty. Kishore and Majumdar (2014) have mentioned the gaps of knowledge, skills and attitude.

### **An issue of governance:**

Universities are governing by their respective Acts. There most of the powers are vested in Vice chancellor, Registrar and different councils.

The Head of Dept Management will have equal powers and status like of any other department. The activities which management department would like to organize have to be conducted after prior approval of university authorities.

The sanction process would be long and generalized for every department of university. The system is highly centralized in nature. Sampitroda as chairman of National knowledge commission advocated about the freedom of education directing from state capitals. The management as a discipline will require conducting many exclusive activities. Umashankar and Dutta(2007) have proposed score card system in higher education sector which may have relevance for management education also.

### **Curriculum and syllabus:**

At university level the Board of studies have been constituted which has a mandate to finalize the syllabus and curriculum. This body is a structured body so only academicians can be the member of this body as per schedule. The industrial experts may be informally contacted but they can't be permanent member of this body.

This body finally recommends the syllabus for. Colleges and other affiliated institutes also. The individual faculty of university department will have to present their view to Board of studies which may be accepted or denied accordingly.

The individual faculty can't prescribe any amendment and innovation in the syllabus and curriculum of department.

The vocational courses and skill development are not given main stream recognition.

### **The examination system:**

The examination system is mostly centralizing. The question paper has predefined structure. The formatted system does not leave any scope to innovate or modify by any individual faculty to test various aspect of management qualities of management student.

### **Placement system:**

Universities work with their existing system for placement of student. The corporate some time come at their own but any strategic approach is difficult to find as expenditure and other restrictions on hospitality and publication of costly brochures.

**Research Problems:** The research problems which emerge here as follows

1. The dynamics of the management programme with other programmes within Universities
2. The presence of corporate and management environment in University management department.
3. The inclination and base of faculty forwards business scenario.

### **Research Objectives:**

1. To explore the factors which may contribute for the successful performance of management programme in University managed institutes in comparison with B-schools.
2. To analyze the impact of explored factors on the preparation of successful management graduates.
3. To examine and suggest the framework for industry and institute relationship.
4. To workout perception of corporate people about inadequacy of University system.
5. To present perception aspects of faculty and student about University Management programme.

### **Research Methodology:**

The researcher has contacted 40 faculty members and 100 students of universities of M.P. and Chhattisgarh. This is done at informal level when researcher has visited these universities for academic purpose. The discussion has brought some variables during discussion.

- Autonomy
- Admission system
- Pedagogy
- Student attitude
- Scope of innovation
- Academic operations
- Corporate support in placement
- Corporate exposure to faculty
- Formal participation of corporate in curriculum design
- Flexibility in teaching and examination
- The mind set of system
- Competition from B-Schools
- The recruitment of faculty.
- The recruitment of industry personnel as full time faculty.
- The openness of ideas.
- The internship system.
- The individual faculty role.

The researcher has requested the respondents to apply 1-5 Likert scale. 1= strongly agree 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree. The researcher has collected the statistics on the above mentioned informational points.

### **Result and Discussion**

The factor Analysis has been applied in this exercise

#### **KMO AND BARTLETT'S TEST**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.570
Bartlett's Test of Sphericity	Approx. Chi-Square	203.605
	df	45
	Sig.	.000

Measure of Sampling Adequacy is .570 and Bartlett's Test of Sphericity is 203.605. These two are the indicators about the strength of Factor analysis. KMO is above 0.5 which is satisfactory in itself

**Presentation of Factors - After employing Factor loadings in Varimax method the following details are here:**

Factors	Variables Included	Interpretation
1. Governance system	<ul style="list-style-type: none"> <li>• Corporate support in placement,</li> <li>• Corporate exposure to faculty</li> <li>• The openness of ideas</li> </ul>	Governance system has played important role
2. The Operational Restructuring	<ul style="list-style-type: none"> <li>• Pedagogy ,</li> <li>• Competition from B-Schools</li> <li>• Formal participation of corporate in curriculum design</li> <li>• The mind set of system</li> <li>• The internship system</li> </ul>	The operational restructuring has a significant role
3. Faculty Value proposition	<ul style="list-style-type: none"> <li>• The individual faculty role.</li> <li>• The recruitment of industry personnel as full time faculty.</li> <li>• The recruitment of faculty.</li> </ul>	Faculty has a core role
4. New autonomy structure	<ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Student attitude</li> <li>• Scope of innovation</li> </ul>	Autonomy is an considerable factor

The Individual facts exist in following manner

Autonomy		
Academic	Yes	10%
	No	90%
Administrative	Yes	2%
	No	98%

Academic and administrative autonomy are not existing in majority. The importance of autonomy has not been considered

Admission	Percentage
Self Admission test	20%
State Admission	80%

Majority of students are admitted through state admission test. Mostly state govt has appointed the agencies for admission test

Pedagogy	Percentage
Traditional	85%
Innovative	15%

Pedagogy is an important issue . The majority are following traditional route only. There is a less acceptance of modern pedagogy.

#### **Student attitude**

Conventional	89%
Modern	11%

Students are not able to exposed to only conventional attitude. They are not able to adopt modern attitude towards professional courses

#### **Corporate support in placement**

No	86%
Yes	14%

The corporate cooperation is least in this regard. The corporate have not been invited for purely business related courses.

#### **Corporate exposure to faculty**

No	88%
Yes	12%

The faculties are not groomed in corporate exposure.

#### **Formal participation of corporate in curriculum design**

No	95%
Yes	5%

The corporate participation is not institutionalized in organized manner.

#### **Flexibility in teaching and examination**

No	97%
Yes	3%

There is no flexibility in the teaching. The schedule of examination is pre-decided.

### **Competition from B-Schools**

Considered Competitors	15%
No	85%

They consider that B=schools are not as the competitors. They are not working with competitive spirit.

### **The recruitment of industry personnel as full time faculty**

Recommend	13%
No	87%

Most of them do not recommend industry professionals as faculty.

### **The openness of ideas**

Exist	3%
No	97%

The openness of fresh idea do not exist

### **The internship system.**

Routine	94%
Value addition	6%

Most of the internship is now routine. They are no more value oriented.

### **The individual faculty role**

As decided by system	88%
Space availability	12%

Majority of faculty are working as institutional members. The space of individuality does not exist.

### **Findings:**

The factors which are of preliminary nature are the definite and concrete findings can only be obtained in a much larger project. As system players certain factors are more of importance for any proposed reforms.

1. Governance system- This is based on many old realities. The business world is changing. The new issues are not incorporated in governing system. The corporate cooperation is least in this regard.
2. The Operational Restructuring- The significant role in pedagogy designing. The other emerged realities are:
  - Competition from B-Schools: not being spirited
  - Formal participation of corporate in curriculum design- Only at personal level



- The mind set of system: Traditional
  - The internship system: Routine and unfocused
3. Faculty Value proposition
    - a. The individual faculty role.
    - b. The recruitment of industry personnel as full time faculty.
    - c. The recruitment of faculty- These issues are important for students intellectual development
  4. New autonomy structure
    - a. Autonomy: Liberty for Innovative thinking
    - b. Student attitude: requires being oriented with business realities.
    - c. Scope of innovation: the syllabus management activities and research can be put in to this ambit.

**Conclusion:**

These factors are operating factors and can work as base variables. Industry bodies and Educational regulators may conduct some nationwide research with special reference to University Management Institutes. They may suggest their views as per global realities otherwise students of these institutes would remain at greater disadvantage.

**Suggestion:**

The researchers observe that certain points may be considered as discussable points:

**Governing System-** Decentralization and time limit must be followed in decision making.

**Orientation of University:** Universities may be given awareness about the corporate system so they can understand the management department's core requirement that it has a corporate dimension also.

**The corporate members:** The management Board of studies could be represented with corporate members so they can suggest industry demanded syllabus. They can also suggest the research requirement of industry.

**Internship system:** This requires modifying students could be given live projects so they may actually learn. The students should be evaluated by Concern Company and teaching department at different intervals so they submit actual work report.

**The Alumni fund:** Management department may be permitted to have alumni fund so they can get additional resources.

**The ICT Application:** The application of information, communication and technology resources may be given to faculty members and students.

**Faculty recruitment:** Management faculty can be recruitment on industrial experience also. The provisions could be considered in rules and statues as per special requirement of management faculty.

**Faculty exposure:** Faculty may be motivated through on duty leave to work with industry system on some live projects. This may be necessary for sound exposure of faculty.

### Reference

- R. Jagadeesh, (2000) "Assuring quality in management education: the Indian context", *Quality Assurance in Education*, Vol. 8 Iss: 3, pp.110 – 119
- Sheth, N. R. "What Is Wrong with Management Education." *Economic and Political Weekly* (1991): M123-M128.
- Gupta, Vipin, and Kamala Gollakota. "Governance of Publicly Funded Business Schools." *John R. McIntyre Ilan Alon* (2005): 22.
- Mehra, Payal, and Monika Mital. "Integrating technology into the teaching-learning transaction: Pedagogical and technological perceptions of management faculty." *International Journal of Education and Development using ICT* 3.1 (2007).
- Prof. Krishna Kishore Dr. Mousumi Majumd, Management Education and Corporate Expectations: A Gap Analysis [http://www.academia.edu/1791517/Management\\_Education\\_and\\_Corporate\\_expectationsG](http://www.academia.edu/1791517/Management_Education_and_Corporate_expectationsG)
- Sam Pitroda was speaking at the PanIIT 2010 Higher Education Round table at IIT Delhi <http://www.indiaeducationreview.com/>
- Venkatesh Umashankar, Kirti Dutta, (2007) "Balanced scorecards in managing higher education institutions: an Indian perspective", *International Journal of Educational Management*, Vol. 21 Iss: 1, pp.54 - 67
- Raza Mir, Ali Mir, Nidhi srinivas Managerial Knowledge as Property: The Role of Universities Organization Management Journal Vol. 1, Iss. 2, 2004.