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An Analytical Study of Effective Structure of Management Education in India

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ABSTRACT

The Covid-19 has deleterious high-flown over all universe as well as the field of education. Academics over all stages like preprimary, primary, secondary, and higher levels of education have end in one hundred eighty eight sovereign states over the universe. Protracted end of schools and colleges has mandatory the academic field to endorse the online way of learning, but a question comes in mind of all educationists is: Can this online way of learning autonomous in the long period of time? The reply of this question, our journals has presented a substitute design of transferring education in the time of coronavirus pandemic. This research supports to investigate and analysis various techniques of course hand over. It's also an objective to analyze and variation different techniques of academic through SWOT means Strengths, Weaknesses, Opportunities, and Threats compares. This study restricted its compare to education of management fields. An in detail standard exploration from different research articles, papers, cases was completed for this study to propose the techniques. I noticed that the education of management in India requires a fundamental change in mode of teaching, and evaluation and as has been the mode. The study concluded that the academic faculties, management and administration should plan or design new curriculum in such a mode of structure which is more convenient, has enough training hours and where data gets evaluated and make an effort in the sector.

Keyword: COVID-19, management, education field, method of delivery

INTRODUCTION

The Covid-19 is a disaster that has high-flown all universe as well as the field of education. Education fields all over states like preprimary, primary, secondary, and higher education have ended in one hundred eighty eight sovereign states over the universe, affecting near about 93 percent of the globe, population of students. Academies over the universe have been mandatory to put back conservative teaching with online teaching or learning and distance perspective, online teaching is a details delivery system. Corona pandemic has compulsory universities and colleges globally to face to face lecture room to online sessions. Due to pandemic, in India, some places in the middle of March- 2020, preprimary, primary, secondary, higher education, schools, colleges, and universities commenced closed because of college campuses areas as an estimate to assess the layout of Covid-19. Sometimes a network connecting issues in teaching and most of two hundred eighty five lacks students were impacted at various levels of teaching, admission and examination.

Expansion of Management Education

The education method in ancient India hundred years back where the students were learned in Ashrams, gurukuls, sammelan Takshshilas and parishads. All Gurukuls were the home based pathshala's and the children's had to survive there during the lives of their basic education. It commences the Guru-Shishya heritage in schooling. Parishads means the colleges or educational campus of the present scenario where teachers taught various courses. Sammelan means the conferences where scholars come together at one place for sharing, competitions and discussion generally on the summons of the head of state and they were happily rewarded also. The structure of Indian education method developed in an enlightened and systematic way with the commencement of academics such as Vikramshila, Ujjain, Takshashila, and Nalanda. Chanakya, who was the ancient Indian academics and advisor is well known for his teaching to Mauryan emperor Chandragupta. His believed on teaching as a means to knowledge, virtues character, and strength, to developed one's personality and a person's dependability. Ramayana and Mahabharata are Ancient Hindu scriptures; it's also broadly adopted as an example or reference to learn management thoughts and principles.

In the era of 1990 saw an important replacement in the field of management education in India starting its financial turf to Privatization, Globalization, and Liberalization, which develop of the various courses in the higher education fields. Sydenham College Mumbai is the first Business level college and it was established in 1913. Second College Shri Rama College of Commerce established in Delhi in 1920. In 1948, Indian Institute of Social Science was India's first management college to educate human and worker to build and enhance the skills and knowledge need for managing industrial enterprises in India. Indian Institutes of Management Ahmedabad as biggest management college in those periods introduced the case studies of learning in India. All

multinational industries set foot in India that generated the golden chance for management people for superior job placement.

In current times 2019 to 2020, there are 3,070 institutions with addition on 73 new institutions and subtraction of 33 closed institutions. The total intake in this year is 3,73,456 students. These students are working under the guidance of 44,006 faculties. The present structure of Indian management education is divided into six categories as follows:

1. Indian Institute of Management set up by the 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 Government Institutes approved by AICTE.
5. Private Institutes or colleges with no affiliation by any university or AICTE.
6. Private colleges or Institutes offering Master of Business Administration (MBA) courses in India in collaboration with foreign universities.

METHODOLOGY

This study has taken on a qualitative perspective. In-detail study through different research papers, research articles, cases from refereed journals and publications such as Springer, Elsevier, JStor, Wiley, Taylor and Francis, and so on, is done. The authors have also referred to numerous blogs, news articles, higher education news, websites, reports on COVID-19, and its impact on the education sector. Information from diverse university websites, Indian government websites such as AICTE, Ministry of Human Resource Development (MHRD) is also used in this manuscript. A systematic analysis of various learning modes was done through Strengths, Weaknesses, Opportunities, and Threats (SWOT) and a model was recommended thereafter.

OBJECTIVES OF THE STUDY

1. To study and analyze various methods of course technique.
2. To compare and variation tools of education through SWOT analysis.
3. To recommend the exploratory model of hand over for maximum persuasiveness.

Transformation of models of Academic interference

Face to Face Model

In Face to Face the academic model, the course is transfer in a conventional classroom setting which is a primary feature of the Indian education structure. A classroom experience creates ample scope for teacher to experiment with behavioral, social, and interpersonal dimensions of the student. This includes roleplays, collaborative projects, presentation, theatrics, and many other such interventions. The educational system can create efficiencies by allowing students to collaborate, perform, and complete learning activities and assessments in the physical classroom (refer Table 1).

Table 1. SWOT Analysis of Face-to-Face delivery.

Strengths: Independent learning, better student engagement, connected both in and out of class, meaningful use of study material, instant results and feedback, adjustable timings	Weaknesses: Dependence on internet connectivity, expensive resources, incompatibility of hardware and software, stressful when time-limited assignments are given
Opportunities: Flexibility while scheduling classes, Uniform reach of content handles, faculty shortage, easier to understand content especially for international students, user friendly	Threats: Internet shorthand in assignments, Chat sessions and other distraction, Exchanging Identification (IDs) and passwords for assignments

Source: Hande, 2014.

Correspondence/Open or Distance Education

Distance education has also opened a new window of opportunities for those who craved for further studies and in India, and correspondence education has a very long history. Current data show that most universities such as University of Delhi, Jamia Millia University, Amity University offer distance learning degrees or certificates (undergraduate, graduate, doctorate, and certificate programs). Some universities offer distance learning in mostly all field every year and have become very popular such as Indira Gandhi National Open University, Symbiosis center of distance education, and so on.

Table 2. SWOT Analysis of Correspondence/Distance Education Delivery.

Strengths: Students are more active and self-directed in the learning environment, well-planned instruction design and material, easy schedule, students can engage course at home, affordable, can pursue a job along with education	Weaknesses: Interaction between the instructor and the student is limited, lack of infrastructure, potential for fraud or plagiarism, cost of computers.
Opportunities: Quick response, differentiation (temporary), New technologies can allow for a more enhanced learning environment for students, Increased equality and diversity in education for students.	Threats: The number of enrolled students is increasing the amount of offering degrees, difficulty recruiting and keeping quality instructors, Assessment, Competition among colleges and universities.

Regular MBA/PGDM/Executive MBA

MBA or equivalent Post Graduate Diploma in Management (PGDM) is one of the most popular postgraduate programs in India because a student with a diverse background such as science, commerce, or humanities can pursue it. The 2-year program is meant to be a professional course meant to be a gateway for job opportunities in the corporate world as indicated in Table 3. A regular MBA or PGDM is generally a 2-year course divided into four or six semesters/trimesters and includes theory classes, practical projects, and internships meant for increasing the employability of the students, whereas in Executive MBA students can maintain the balance between their full-time jobs and attend classes on weekends or any other arrangements of contact classes as decided by the college.

Table 3. SWOT Analysis of Regular Delivery

Strengths: Faculty and staff support, proactive student, learning communities, enhances interaction, dedicated and expert faculty	Weaknesses: Lack of pride of the internal community, high and unequal workloads faculty and staff, student's preparedness at the entrance, biasness.
Opportunities: Growth potential, new trends, diversity of the region in students and staff, increase demand for mid-career redirection and lifelong learning, technological advances.	Threats: Negative public perception, lack of knowledge, concept and questions within students.

Online Mode of Delivery Because of COVID-19

The orders of Stay Home and social distancing have spared no one. Students have been caged in their homes since lockdown 1.0. India has the largest population in the world in the age bracket of 4 to 25 years which presents huge prospect in the education sector. The demand for online courses and learning has seen a huge surge since the lockdown. Online learning has been adopted in various countries as the primary mode of education. The e-learning method requires only a good internet connection and computer/Mobile as essentials. The session can also be recorded for later use. With global pandemic, education all over the world is trying to build systems and practices around online learning, yet this can be just a temporary arrangement. A look at the SWOT of online learning in Table 4 indicates certain gaps which need serious pondering.

Table 4. SWOT Analysis of Face-to-Face delivery.

Strengths: Learning opportunities that suffice the need of students, process and transfer of information is digitally and safe, reduce the feeling of students leading behind, more flexible, more fluid	Weaknesses: Lack of relationship and direct communication missing, practical courses, unsystematic manner of knowledge transfer, internship and experiential learning missing
Opportunities: Successful combination of education and technology, learning capacity increase, virtual training and conference	Threats: Background noise, connectivity issues, attention span, Cluttered space

Gap Analysis

Coronavirus has fractured a large chunk of India's education. AICTE released guidelines related to the ban imposed on hiking fee, online mode of teaching, conduct of pending exams as per University Grants Commission (UGC) guidelines. As already B-schools were questioned for their inability to generate employable graduates. According to Harvard Business Review, the cause of today's crisis in management education is far broader in scope and can be traced to a dramatic shift in the culture of business schools. During the past several decades, many leading B-schools have quietly adopted an inappropriate and ultimately self-defeating model of academic excellence too. According to the Businessworld (2019) online bureau, around 65% of the management graduates are employable. This does not go well for the B-School eco-system in the country. The recent initiative by AICTE makes it necessary for every B-school to get National Board of Accreditation (NBA) accreditation, will pull out poor performers. Demand for management graduates from these B-schools shows that companies create a pipeline for top leadership from Indian B-school graduates. Although the faculty members of Indian B-schools develop case studies and deliver executive education program along with industry engagement and collaboration, yet the output is not at par with International standards done by Warren and James (2005)

The New Education Mandate

According to AICTE academic guidelines (2020), all institutions must start the academic classes for existing students and new students as per the academic calendar released by it in online mode only. Institutes can shift to F2F or classroom teaching only after MHRD issues the necessary directive in this regard. To prevent the academic loss of students, MHRD directed academic institutes to impart education using multiple modes of communication and technology such as the internet calls, SMS, email, E-learning platform, and so on, which may not prove to be as effective as claimed by many B-schools. Campus Technology (2020) states that higher education's current shift to online learning may leave a sour taste in the mouths of students and faculty across the country if not done right but every cloud has a silver lining.

Change in cost is institution-specific depending on the obligations of each college and in some cases, B-schools have denied any fee reduction to manage the operational cost of online infrastructure. But this unrest is evident on social media platforms where students have questioned why should they pay a hefty amount if they have to study online using their internet and they have demanded discount in fees from universities and educational system (UGC and AICTE). This factor will also become a reason for B-Schools downfall and less number of admissions.

An Alternative Model for MBA/PGDM Course Delivery During and Post Covid-19

Most of the B-Schools work with a standard batch size of 60 students in a specific section. The current pedagogy and curriculum are predominantly classroom-based as suggested by AICTE (refer Table 5) with limited scope for innovation. These pedagogical interventions include case studies, role plays, group activities, simulation, field-based projects, guest session, and so on. Unlike medical education where teaching and practical learning go hand in hand, in B-schools business studies is delivered away from the sight of action, in classrooms with theory at the core of learning. In the entire duration of 2 years, a student typically spends 8 to 10 weeks in a corporate as interns and rest in the classroom. The skill gap widens with every hour spent in the classroom where student grows intellectually but remains poor in handling real-world business problems.

Table 5. Program Structure and Credits According to AICTE.

MBA course	Number of credits
1st year(I and II semesters)	54 credits of core courses
2nd year (III and IV semesters)	42 credits of electives
Internship/Fieldwork	06 credits
Total	102 credits
PGDM course	Number of credits
1st year(I, II, III trimester)	54 credits of core courses
2nd year(IV, V, VI trimester)	42 credits of electives
Internship/Fieldwork	06 credits
Total	102 credits

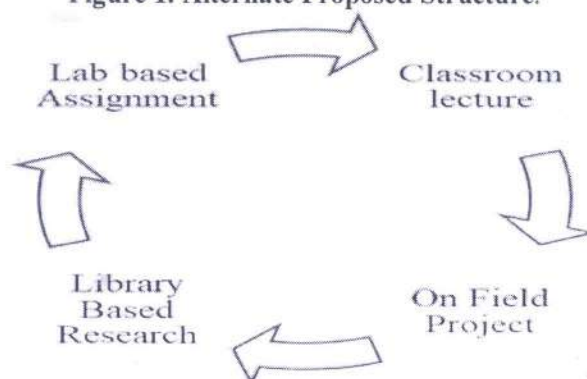
Note. AICTE = All India Council for Technical Education; MBA = Master of Business Administration; PGDM = Post Graduate Diploma in Management.

Table 6. SWOT Analysis of Online Learning in time of COVID-19.

Group	Module	Task	Follow-Up
Group A	Class room teaching	Discussion on history, theory, and perspectives of management	Quiz, extempore, and discussions
Group B	On-field project	Visit and gather data on small businesses, Corporate meetings, and interviews	Weekend review and experience sharing (can be evaluative)
Group C	Library-based research	Research on work done in the management field, book review or seminal work by scholars in the area	Paper writing and presentation (paper submission can be done for evaluation)
Group D	Lab-based assignment	Web-based assignment, website search of corporates, and benchmarking best practices	Submission and discussions

Keeping in view the current pandemic, we propose an alternate model as suggested in Figure 1, which may be used by B-Schools postpandemic as well. This model keeps the essence of management learning at the core and is best suited in current times where F2F teaching is not possible. With concerns of health and social distancing, we have to rework on defining learning cohorts in smaller subgroups and reimagine the canvas of learning.

Figure 1. Alternate Proposed Structure.



This model helps the students as well as a teacher to deliver education more efficiently and effectively. The faculty along with relevant stakeholders needs to rethink and redesign the course curriculum and delivery plan. The pedagogical approach needs to be more experiential and industry oriented. B-schools can run a pilot project for a few subjects to test the efficacy of the proposal.

For subsequent week similar plan can be designed by the faculty where groups are rotated in different Modules in support to Table 6. Besides the sample modules, the faculty can be creative in introducing more modules such as online courses, Group Presentations, Corporate visits, 1-week internship, field interview, live case studies to enrich the student learning. The management and teaching fraternity has to be creative and collaborative in designing these modules. Intense collaborative efforts are desired where a group on the field can work simultaneously on multiple dimensions studied in various subjects.

CONCLUSION

The thought of learning in nature or field study is wide and flexible because it includes different types of field concentrate as indicated by its idea, objectives, yields, areas, the time required, and so on (Rickinson et al., 2004; Scott & Gough, 2003).

1. Educators should always try some new ways to motivate and encourage students to learn and enjoy side by side like an active participant in the teaching process (Jensen, 2003).
2. To motivate students, universities and institutes offer internship programs (60 hours or 6 months) that help students to relate their studies to corporate life but the current model of 6 to 10 weeks of internship in PGDM/MBA program is not sufficient.
3. And with Covid-19 situation, most of the internships were found to be in virtual space such as digital marketing, edutech industry, e-commerce, and so on. It is time and again proved by researches that internships and projects can help students to develop desired skills such as critical thinking, and verbal and nonverbal communication (Maskooki et al., 1998; Raymond et al., 1993).

4. In support, Rothman (2007) found several factors that related to satisfaction of students with internship experiences such as clear tasks, challenging assignments, ongoing feedback, exposure to different parts of the business, and respectful treatment. Narayanan et al. (2006) proposed that internships were more satisfying when students had a voice in project selection.
5. Abrahams (2009) researched how practical work influences motivation and student emotional commitment.
6. After inculcating these skills, the college helps in making the learning process more interesting and colleges had changed the internal assignments into mini-projects or live cases (Kennedy et al., 2001).
7. To conclude, Dewey (1897) stated that Education must be conceived as a continuing reconstruction of experience the process and goal of education are the same things. And with a professional course such as MBA/PGDM, it becomes the responsibility of College administration and faculty to design such a system which is more practice-oriented, has more interning hours and where theory gets tested and tried in the field. The management education in India needs a paradigm shift in design, delivery, and assessment and as has been the trend, the trend-setter has to be the faculty in association with the learner.

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