

A STUDY OF STUDENTS PERCEPTION AND EXPECTATION ABOUT MANAGEMENT EDUCATION IN KALABURAGI DISTRICT OF KARNATAKA

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Abstract

Management education is in great demand especially after the change towards liberalization, privatization and globalization. Today there are over 1400 management institutions in India. Keeping our global growing aspiration in view countries strength is basically the Intellect manpower. The relationship with the rest of the world can be expanded by a host of strategic issues like energy, access to market, technology and security. We can connect these aspirations by providing the Management education with a focus to grow entrepreneurs. Business schools should provide training to MBA Aspirants through entrepreneurial education to foster economic development. With the changing scenario globally managers have to play a bigger role in society and its development; therefore, schools have to provide the right education and training for the managers of tomorrow. Business education will give and teach all the things that are essential to make you a good manager and skills that are important to augment the efficiency and productivity of the organization. Imbibing entrepreneurial skills in Business management students will develop an entrepreneurial culture in country. This paper reveals to the major role of business education in providing practical knowledge to the person that helps them to understand the market better and build in them the skills to handle difficult and different situations more successfully and proficiently and helps in the development of organization, society and economy at large.

Key words: Education, System, Challenges, Management, Business.

INTRODUCTION

The future of any country and that of mankind lies in the hands of millions of young man and women who have held the privilege of having higher education. While education in general is one of the crucial inputs for socio-economy development, higher education is the mainstay of all national, endeavors. The economics reforms programme of government of India has created an impact on the working of all the sector of India economy, leaving education no exception. Educational programmes and modes of their delivery are changing fast. Education institutions working in public and private sector have responded very quickly and in the right direction by thinking of providing requisite education at the doorstep.

Managing changes has acquired a new meaning with a succession of quick, sudden and significant changes, taking place all spheres of our existence. In a wide and more liberal vision of the world, management education is an undergoing fundamental change in its quality, content and approach. It is looking beyond institutional framework and is cropping entirely new alliance and imperatives. The present sift is towards economy from 'regulated', to 'liberalized' from

‘protective’ to ‘integrated’, from ‘planned economy’ to ‘market economy’ has opened the doors for globalization of Indian industries.

IMPACT ON MANAGEMENT EDUCATION

This has suddenly created a demand for managers with innovative ideas, new approaches and professional skills. In order to fill the vacuum in this regard, more and more number management institutes have come up in the last decade. Most of the management schools in the developing countries copy the curricular plan and functional approach to the study of management used by the leading business schools of the world. The world class business schools have departed from their traditional model due to widespread attacks on quality of business education in the 1980s. But few management schools in developing countries are in a position to implement this new curricular approach.

EMERGENCE OF MANAGEMENT EDUCATION

Management education in India is more than 50 years old. Originally management education in India started with foreign collaboration, but could not inculcate Indian values and philosophy even later on. In spite of tremendous development it could not include Indian values and philosophy even later on. In spite of tremendous development it could not community on the of the country. Though the growing importance and exponential growth of management education is a well come step yet the same time it process a number of question and challenge.

In spite of grooving need the biggest challenge for Indian management education come from with itself where it has been discarded its own men. There was a time when MBA degree whether trough regular programme or trough distance learning used to be considered as passport of success and a certificate of a persons worth. But now the situation has retched to such pass where majority of MBAs as term out unwanted by the Indian cooperate sector.

OBJECTIVE

Effectiveness is generally viewed as the achievement of the overall objective of the organization and optimum utilizations of resource. The present paper aims at examining the perceptions and expectation of the students of management schools with regard to curriculum, teaching method, examination system supporting services and career prospects. Besides it analyses factor which influence productivity improvement of student and suggests some measures to improve the performance of the business school to achieve excellence.

METHODOLOGY

The survey has been conducted by taking 100 students on a sampling basis and 20 students are selected on the basis of random sampling from each of the institutes. The respondents were personally served a questionnaire and asked to give some comments regarding management education. Simple statistical tools of percentages and average are used to analyze the data.

ANALYSIS

Admission to Master of Business Administration Programme is open to graduates of any discipline including arts, science, commerce etc. Here in the analysis the students were asked to choose the best profession which is depicted in the table 1:

TABLE 1: BEST PROFESSION

Name of the Institute	Doctor	Engineer	CA	MBA	MCA	Total
Gulbarga University	1	14	3	1	1	20
Sharanabasaweshvara University	0	6	2	11	1	20
V.T U	4	4	2	8	2	20
CUK	3	2	6	8	1	20
Appa Institute of Management	2	6	4	7	1	20
Total	10	32	17	35	6	100

Source: Field survey

It is seen from the above table that 35 percent of the respondents considered MBA as the best professional career whereas 32 percent preferred only Engineering 17 percent CA, 10 percent Medical Profession and only 6 percent preferred MCA as the best professional career.

TABLE – 2: EDUCATIONAL BACKGROUND OF THE STUDENTS

Name of the Institute	Science	Commerce	Arts	Engineer	Total
Gulbarga University	6	6	2	6	20
Sharanabasaweshvara University	8	1	2	9	20
V.T U	8	5	3	4	20
CUK	8	6	3	3	20
Appa Institute of Management	6	8	2	4	20
Total	36	26	12	26	100

Source: Field survey

Table 2 reveals that about 36 percent respondents were studying management have science background followed by 26 percent respondents were studying management having either commerce or engineering background and 12 percent arts background.

BEST EXAMINATION SYSTEM

Out of the sample institutes, three institutes are affiliated to a university and followed the university prescribed curriculum and examination system while two institutes are affiliated to deemed university and follow continuous system of examination composed of regular quiz, Term test and assignments. So in order to form an opinion of the most accepted system of examination, the respondents were asked to indicate the best system.

TABLE – 3: BEST EXAMINATION SYSTEM

Name of the institute	Continuous	Semester system	Annual examination	Total
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Gulbarga University	14	5	1	20
Sharanabasaweshvara University	16	4	0	20
V.T U	12	7	1	20
CUK	10	9	1	20
Appa Institute of Management	10	10	0	20
Total	62	35	3	100

Source: Field survey

It is observed from the Table 3 that only 3 percent students chose annual examination system as the best one and 35 percent preferred semester system as the best pattern of examination but 62 percent of the respondents preferred continuous system as the best one because students usually like to participate in quiz as they know that they not only refresh them but also enlighten them on the fundamental of the subjects. So organizational of technical quiz and tutorials enhance students interest in the subject in a creative and refreshing manner.

METHOD OF TEACHING

The teaching process involves not only the teachers but also learners. The selection of right media for teaching will not only boost the enthusiasm of the learners but will also put an end to the monotony of the conventional teaching practices. The instructional media or educational media have great potential in teaching. Different teaching methods are adopted by different facilities. The instructional media or educational media have grate potential in teaching. Different teaching methods are adoptee by different facilities to effectively teach a course. Some of them are lecture method case method students presentation role planning discussion business game etc. Generally lecture case study educational media and student presentation methods are popular in the management institutes. The students were asked to select best teaching technique which is presented in the table 4.

TABLE – 4: THE BEST TEACHING METHOD

Name of the institute	Lecture	Case study	Educational media	Student presentation	Total
Gulbarga University	4	7	6	3	20
Sharanabasaweshvara University	3	7	7	3	20
V.T U	4	6	8	2	20
CUK	5	7	6	2	20
Appa Institute of Management	5	8	5	2	20
Total	21	35	32	12	100

Source: Field survey

It is observed from Table – 4 that 35 percent of the respondents were in fatuous of case study method followed by 32 percent respondents who preferred educational media method, 21 percent considered student presentation method as the best method of teaching management education.

CREDIT HOURS:

Each subject is allotted some specific teaching hours. The faculty was asked to complete the course within these credit hours. Generally 60 minutes are allotted for each paper in the university-affiliated institutes following annual examination systems. For the semester system generally 45-55 credit hours are allotted for each paper. The respondents were asked whether allotment of credit hours was sufficient for each paper. The following table represents the views of the respondents.

TABLE 5 – TEACHING HOURS PER PAPER

Name of the institute	Sufficient	Reasonable	Insufficient	Total
Gulbarga University	5	10	5	20
Sharanabasaweshvara University	3	12	5	20
V.T.U	4	4	12	20
CUK	8	8	4	20
Appa Institute of Management	4	8	8	20
Total	24	42	34	100

Source: Field work

List is found from the above table that 42 per cent of the respondents were of the opinion that allotment of credit hours for each paper was reasonable. However 34 percent of the respondents wanted more credit hours for each paper and 24 percent respondents were of the view that credit hours were sufficient. So it is viewed that mere hours are required for each subject.

SUPPORTING ACADEMIC SERVICES:

More educational is not enough. There must have some practical experience. Therefore different supporting academic services like seminars, industrial tours, mid-course training programme, and supply of study materials are given to the management students. So the respondents were asked about their level of satisfaction with the supporting academic services available to them.

TABLE 6 – SUPPORTING ACADEMIC SERVICES

Name of the institute	Satisfactory	Reasonable	Unsatisfactory	Total
Gulbarga University	7	8	5	20
Sharanabasaweshvara	6	14	0	20

University				
V.T U	7	9	4	20
CUK	9	7	4	20
Appa Institute of Management	5	8	7	20
Total	34	46	20	100

Source: Field survey

It is observed for the Table 6 has 34 percent of the respondents were satisfied with supporting academic services and 46 percent were of the view that supporting service available to them were reasonable. The rest 20 percent were not satisfied with the supporting academic services provided at their institutes.

FUTURE CAREER

Generally Finance, marketing, HRM, System, and production are the important areas of management study. Management students after passing out choose different areas for job prospects. So the respondents were asked to give their opinion about their preferred area of service. The opinions are given in table 7.

TABLE 7 – FUTURE CAREER

Name of the institute	Finance	Marketing	HRM	System	Production	Total
Gulbarga University	8	4	5	1	2	20
Sharanabasaweshvara University	6	4	4	2	4	20
V.T U	10	4	3	1	2	20
CUK	12	5	1	1	1	20
Appa Institute of Management	10	5	3	1	1	20
Total	46	22	16	6	10	100

Source: Field survey

It is clear from the above table 7 46 percent of the respondents opted for finance as a career followed by marketing by 22 percent and HRM by 16 percent. The preference for production and system are 6 percent and 10 percent respectively. The lowest preference for system can be attributed to less number of engineering students with system background. The students are not in great number opting marketing as against finance because marketing companies are offering relatively lower remuneration package as compared to finance and consultancy firms.

INFRASTRUCTURE FACILITIES

Infrastructure like library, computer center, teaching aids, cultural facilities are essential for any educational institute. The respondents were asked to give their views regarding the infrastructure facilities available to them in their management institutes.

TABLE 8 – INFRASTRUCTURE FACILITIES

Name of the institute	Satisfactory	Moderate	Unsatisfactory	Total
Gulbarga University	1	7	12	20
Sharanabasaweshvara University	7	11	2	20
V.T U	4	12	4	20
CUK	3	9	8	20
Appa Institute of Management	1	7	12	20
Total	16	46	38	100

Source: Field survey

It is evident from the above analysis that only 16 percent of the respondents were satisfied with the infrastructure available to them at their institutes. However 46 percent of the respondents were moderately satisfied with the availability of infrastructure facilities but 38 percent give their opinion that infrastructure facilities were not adequate. So extra funds should be found for the infrastructural development of the institutes which will set the right mood for learning instead of making the students, dull and secrete.

OBSERVATIONS

It is observed that most of the students are interested to build their career in M. B. A. education. Students need access to a variety of source materials in the form of explanatory guides, educational media programmes. The students' opinion is that the limited curriculum is not sufficient and the teachers need to be more open minded towards students 'intellectual demands. The analysis also reveals that there is lack of infrastructure facilities which makes the institutions unproductive. Further, the method of class room interaction need some change. Again, it is found that the style of management by and large lacked the appreciation of the role of the teachers in the overall development of the institutions, as the standard of management education has eroded with rising tides of mediocrity.

CHALLENGES

Management education has been finding it difficult to meet the challenges rapidly growing needs of both public and private sector enterprises for professional managers arising out of globalization and liberalization and faces the problems of knowledge explosion, financial crisis, educated unemployment or placement problem, admission, restrictions i.e., compromising merit to meet the aspiration of the pressure groups over and above the constitutional provision, lack of autonomy, student unrest and a host of other problems. This calls for a new strategy to create

confidence among students which would enable management education to project the image successfully.

FUTURE STRATEGIES

Maintaining quality of students is a basic prerequisite for achieving efficiency. For producing managers both global and local emphasis should be given to the personality, leadership skill, initiative, enterprise, aptitude, general suitability for the course on the basis of his intelligence, vision and outlook, his team work spirit etc. during selection students for the MBA programme. Besides these, business schools need to assess initiative skills and common sense of the students. Working exposure to managerial issues and problems of the students should also be given priority. With this they can visualize the application to management theories in solving practical problems. Therefore while selecting students more emphasis should be given to interviews, there should be a common entrance test for all the institutes all over the country to maintain standards.

Teaching should be given much importance faculty members of management schools should be exposed to the industry and trade so that practical implications of all the management theories will be imparted to the students. They should have knowledge of use a variety of pedagogical tools such as lectures, case method, role playing. Business game, field trip and project methods. Many research studies indicate case method is the best method in imparting problems solving skills than any other method. Audio visual aids should be used by the faculty members whenever required study materials and teaching plan should be designed very carefully and distributed to the students.

Sponsorship to the faculty members for research in specified fields of there should be faculty exchange programmes among institutions. Faculty members should be encouraged to undertake consultancy work to expose themselves to the diversified problems of business. Faculty member should be trained enough to transfer managerial skills to the students there should be skill driven pedagogy. The students should be sent for study tour to different plants. During vacations they should be sent for mid term training to different industries, which will expose them to the problems of the industry.

Library and other infrastructural facilities should be provided to the students the programme should be residential.

Business school should be involve business houses in curriculum designing and time to keep contact with them and take up consultancy. So that it will easier on the part of the business schools to provide employment to their students.

CONCLUSIONS:

The efficient functioning of the system of management education is vital for the progress of the country. Without good management institutions the country will not have effective, efficient and well equipped manpower required for the progress of the nation. There is lot to be done in this direction and understand the challenges emerging out of the changes in the environment and converting the challenge of change into an existing opportunity.

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