



## **A STUDY ON INDIA'S MANAGEMENT INSTRUCTION SECTOR: A PERSPECTIVE**

**Name:-Saurabh Sharma**

**DESIGNATION- RESEARCH SCHOLAR SUNRISE UNIVERSITY ALWAR**

**Guide name:- Dr. Sarvan Kumar Kandi**

**DESIGNATION- Associate professor SUNRISE UNIVERSITY ALWAR**

### **ABSTRACT**

This study examines the dynamic field of education administration in India, with an emphasis on both public and private institutions of higher learning that provide business programs. The research looks at the branding and positioning strategy paradigm change at these institutions to identify the driving forces behind it. The education industry in India has experienced a considerable transition over the last several decades, with both public and private educational institutions fighting for recognition and renown. The study uses a mixed-method strategy, collecting information using both qualitative and quantitative methods. The research starts with a deep dive into the literature and some historical analysis of how education has been managed in India. Examining the opportunities and threats that business schools in the public and private sectors confront in today's dynamic and competitive educational environment. The study also looks at the branding and positioning tactics used by these schools to set themselves apart from competitors and attract new students and investors. It examines how branding affects factors including student population, faculty recruitment, and involvement from alums.

**Keywords:** - Education, Industry, School, Students, sector

### **I. INTRODUCTION**

Education is crucial to a person's growth in all areas of life, both physically and mentally. Since the start of human history, educational practices have adapted, diversified, and expanded in scope and availability. Each nation's educational system evolves in response to the needs of its citizens and the demands of a dynamic global environment. There would be no civilization without higher education. The quality of a country's human resources is determined by the standard to which higher education is held. Students strive for a higher educational certification, which they will obtain by participation in the teaching and learning process at colleges and universities. The goal of higher education is to prepare students to tackle complex problems and explore new

areas of knowledge. People are able to continually improve their knowledge and abilities in response to shifting social demands because to the lifelong learning possibilities made possible by higher education. This chapter introduces the Indian education system and provides an overview of higher education and management training in the nation.

For the second year in a row, INSEAD has topped the Financial Times' annual ranking of the top 100 MBA programs in the world. The Indian School of Business (ISB) is the top business school in India. In addition to ISB, three more Indian Institute of Management (IIM) campuses landed spots in the top 100 MBA courses worldwide: IIM Ahmedabad, IIM Bangalore, and IIM Calcutta. The International School of Business (ISB)



moved up three spots to number 27, while the Indian Institute of Management-Ahmedabad (IIM-A) fell five spots to number 29. IIM-Bangalore jumped from No. 62 to No. 49 in the rankings. This is a huge improvement for business school. Among Indian institutions, IIM-Ahmedabad is considered the best. They have risen in the worldwide rankings thanks to increased academic research funding and increased student compensation. The Stanford Graduate School of Business in California rose three spots, from fifth to second, in the 2017 Financial Times rankings. Prior to 2014, Stanford was ranked second. After Harvard Business School and MIT Sloan, the University of Pennsylvania's Wharton School comes in at number three. The University of Cambridge's Judge Business School rounds out the top five. The China Europe International Business School (CEIBS) in Sanghai has risen to the position of Asia's top B-School, from its previous position of No. 17 in 2016. Flexible "new age" courses are increasing popularity among learners in comparison to conventional technical programs, as reported by FICCI (2016) in response to rapidly expanding work responsibilities. Fewer business schools are adapting to students' evolving demands by providing them with a wider range of industry-specific job paths. Students nowadays are less interested in following the traditional professional paths and more interested in pursuing the less beaten paths. Golf instruction, music production, social media analytics, automotive engineering, and advertising purchasing are all examples of topics covered at such schools.

## II. EDUCATION SYSTEM IN INDIA: EVOLUTION

According to India's Ministry of Human Resource Development (2016), the Vedic system of education was the world's first. The Indian proverb "Swadeshe Pujyate Raja, Vidwan Sarvatra Pujyate" emphasizes the value of education. A monarch's respect is limited to his own territory, while an educated person's is universal. In ancient India, education was not meant to prepare students for this world or the next, but rather to help them become whole people. The Gurukul system created a close relationship between the Guru and the Shishya, centered on the instructor, and imposed strict discipline and duties on the student.

A major accomplishment and contribution of ancient India was the establishment of the world's first university at Takshila in 700 B.C., followed by the construction of the University of Nalanda in the fourth century B.C. In ancient and medieval India, science and technology included the whole range of human endeavors. In fields as varied as mathematics, astronomy, physics, chemistry, medicine and surgery, the fine arts, mechanical and production technology, civil engineering and architecture, shipbuilding and navigation, sports and games, and countless others, Indian scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Vatsayayna, among many others, made seminal contributions to world knowledge.

By instilling a feeling of responsibility and social ideals, the Indian educational system ensured the continuity of historic traditions and fostered cultural harmony. All of the world's educational systems, but



especially those in Asia and Europe, have drawn influence from India's old educational system. Both the government and commercial businesses in India now provide educational opportunities to its citizens. The "10+2+3" pattern of schooling is universally followed by both the federal and the majority of state boards. The standard pathway to a bachelor's degree is 12 years of schooling and/or college, followed by 3 years of work thereafter. The first decade is broken down even further, with the first five years dedicated to elementary school, the next three to middle school, and the last two to high school. The Kothari Education Commission in 1964–1966 made the first suggestion for this format.

### III. HIGHER EDUCATION INDUSTRY IN INDIA- AN OVERVIEW

The demand for higher education in India has increased since independence, and the country's number of universities and colleges has virtually exploded as a consequence, as reported by the Ministry of Human Resource Department of the Government of India in 2016.

Many students enroll in college courses with the sole intention of earning a degree, which is now widely seen as a prerequisite for white-collar (and even blue-collar) work and social advancement. The list of India's universities and colleges includes:

- Parliamentary acts that create "Central Universities."
- State legislatures often fund and create state universities.
- Institutions designated as "Deemed Universities" by the Central Government on the advice of the University Grants Commission (UGC).

- Private universities chartered by individual state legislatures.
- Institutions of National Importance designated by an Act of Parliament of the Government of India.

These educational establishments have the authority to grant degrees. Only a few of Central and State Universities function as unitary entities without any associated or constituent colleges. Undergraduate education is provided at most institutions in India via relationships with larger universities. Some universities and colleges provide graduate-level courses and conduct doctoral research. The associated universities are responsible for monitoring the quality of the affiliated institutions, administering exams, and conferring degrees. According to the UGC Annual Report 2014-2015, there are now 46 Central Universities and 128 Deemed to be Universities throughout the nation. India has one of the world's biggest systems of higher education, which includes technical training. There were just 27 universities in 1950–51; by 2010–11, that number had increased to 621, and by 2013–14, it had reached 712. The number of Institutes has expanded from 11,095 in 2010-11 to 11,443 in 2012-13. From a mere 578 universities in 1950–51, there are now 32,974 in 2010–11, 34,852 in 2011–12, and 35,829 in 2012–13. There were 711 universities and 40,760 colleges in India in 2014–15 (UGC Annual Report 2014–15), in addition to 11922 independent institutes. Higher education enrollment increased from 2 lakh in 1950–51 to 3.33 crore in 2014–15, with 1.79 crore male and 1.54 crore female students enrolled. 14 lakh educators were counted, with 39 percent being women.



#### **IV. HIGHER EDUCATION IN INDIA: FUTURE PROSPECTS**

According to the findings of the FICCI Higher Education Summit (2013), the government's primary goal in Higher Education Vision 2030 is to create content/pedagogy for courses related to emerging industries through academia-industry collaborations, as well as to hire faculty with relevant qualifications and industry experience, and to train them to ensure effective delivery of curricula. Make adjustments to the rules so that students may come and go from higher education as they like, Create material/teaching methods that meet the needs of the proposed system, Those who choose to leave school before finishing their degree program will have more options for finding work if steps are taken to "on-board" the business community into the new system.

One goal is to increase salary and benefits in order to entice top-tier researchers to join the faculty. Reduce faculty members' teaching loads so that they have more time for research, Improve the conditions under which scientists operate in order to entice Indian researchers already employed at top-tier institutions abroad to return home. Make it possible for teachers to take on consulting projects and reap the financial rewards of doing so. Help fund academic members' attendance at international conferences and seminars. The most important measures suggested for reaching the aforementioned goals are Provide financing for development of research focused infrastructure, Build partnerships between businesses and universities to do joint research, Provide grants/scholarships to top-tier professors

so they may engage in cutting-edge research and incentivize corporate endowments for research capacity building.

#### **V. MANAGEMENT EDUCATION IN INDIA**

Almost unheard of in the eighteenth century, management education is today a driving force for improvement in many academic institutions, businesses, and communities throughout the developed and developing worlds. It has been largely acknowledged for the part it played in the professionalization of corporate management, but it has also been condemned for its focus on short-term profit requirements. Because it tends to draw young men and women who are inspired by the opportunities that come with a management degree, the field has a reputation for being exclusive. The number of schools in India that provide what is often referred to as a "B-School" for its graduates to go on to a career in management has increased dramatically in recent years.

Management Education is all about acquiring diverse skills and to use them for mutual and multi faceted development and value creation. The end goal is to equip the workforce with the skills necessary to make the best possible use of available resources. It is essential that management education be adaptable and sensitive to the new difficulties that are knocking at its door in this volatile and fast-changing world, where every other day new technology is emerging and making the previous one obsolete and outdated.

Management education is one of the most in-demand fields of study today, and as a consequence, the private sector has joined





the Indian Management Education scene and spent massive amounts of money.

## VI. CONCLUSION

The vast majority of respondents from all groups (demographics and B-School stakeholders) agree that commercial motivations behind most private B-Schools (which are often spinoffs of private Engineering Colleges) undermine Management Education's higher goals. This is due to the fact that most private B-schools were founded by businesspeople with no background in education who saw an opportunity to make a profit off of the growing demand for management training.

The vast majority of respondents from all groups (demographics and B-School stakeholders) agree that most private B-schools are motivated solely by a desire for a quick return on investment, and have no clear vision or mission beyond turning a profit for the school's "Promoters" (most of whom lack both domain expertise and a genuine interest in the field of education). The reason for this is that most private b-schools were founded by businesspeople with no background in education who saw an opportunity to make a lot of money in the field of management education and decided to get in.

The vast majority of students applying to private B-Schools (manage to) get admission without taking a standardized test or participating in an interview based on merit, according to respondents from a wide range of backgrounds and perspectives.

The increasing availability of MBA slots means that prospective students don't have to worry about passing a rigorous admissions test or facing an interview, which lowers the quality of input and has a

negative effect on output.

Majority of the respondents across categories (demographic and B-School stakeholders) think that majority of the students taking admissions in B-Schools are rote-learners and do not possess independent thinking required of an MBA student to succeed in the field of management affecting the quality of output. Students in Indian K-12 and higher education are discouraged from engaging in critical thinking and instead taught to memorize facts and formulas, which has a negative impact on the quality of their work.

## REFERENCES

1. Mukharjee, D. (2014). Factors of Management Education in India as Perceived by Learners and Providers: An Empirical Study. *EBSCO* , 2 (18), 73-80.
2. Subrahmanyam, P. B. (2014). Globalization and Management Education in India: A Framework for Analysis. *International Journal of Managerial Studies and Research (IJMSR)* , 20-26.
3. Sinha, A. (2016). Management Education in India— Challenges and Opportunities. *Asian Mirror – International Journal of Research* , 1 (2).
4. R, Anita. (2016). Quality of Management Education in India – Concerns & Challenges. *International Journal of Research in Economics and Social Sciences* , 6 (5), 54-60.
5. Reddy, D. M. (2016). Management Education In India – An Overview.



- SELP Journal of Social Science , 3  
(30), 1-4.
6. Rauschnabel, A. P. (2016). Brand management in higher education: The University Brand Personality Scale. *Journal of Business Research* , 69 (8), 3077-3086.
  7. Chopra, D. P. Komal. (2016). Role Of Iso In Improving Quality Of Management Education In India. *International Journal Of Research In Commerce, It & Management* , 6 (5), 34-37.
  8. Fisseha Girmay, D. A. (2015). Awareness of Quality Management in Higher Education. *International Journal of Research in Commerce, IT & Management* , 5 (1), 33-37.