

# "Threats That Management Schools In India Face, And What They're Doing To Overcome Them"

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## **ABSTRACT**

*Because of the prestige and prestige associated with a degree in management, many ambitious and driven young people want to study in this field in the hopes of one day becoming a successful manager or an exemplary entrepreneur. The majority of what is taught about management at Indian universities is based on the ideas and methods developed in the West. There are times when management academics find wisdom in Indian mythology, scripture, and tradition It's important to recognise the contributions of several disciplines to the growth of management. Over the last decade, India's higher education sector has seen significant change. There has been a phenomenal growth in the number of institutions dedicated to providing management education over the last several decades. This research was conducted to learn more about the current landscape of management education in India. The purpose of this research was to look at the present climate of management training and seeks to answer such questions as whether or not such an education is beneficial to business and whether or not it increases the likelihood of its graduates becoming successful business owners. Further, the study details the new challenges facing India's management schools and investigates the policies and strategies that must be implemented to ensure the discipline's continued viability. This research sheds light on the preexisting literatures in management education in India and explores the difficulties encountered by management institutes.*

**Keywords : Management Training, MBA Programs, Business Administration Courses, Plans, and Strategies**

## **Introduction:**

Learning is the key to an effective educational experience. The mind and the body of an educated individual are forever altered by the process. Many people equate education with completing a certain number of credits or earning a set certification, which is a rather narrow view of the topic. However, education is not necessarily synonymous with credentials and classes. Therefore, students may learn the skills they need to become effective corporate leaders, managers, and administrators via the study of management in higher education. Training in the tactics, practise, or science of management, control, dealing, and the judicious or resourceful use of resources and time is the subject of this article. Educating people for both intellectual and moral development was a goal that Swami Vivekananda championed in the nineteenth century. Present day society seems to lack such a driving force. Getting an excellent education is the only way to guarantee desirable advantages and advantages. Although the driving force behind this effort has shifted with the times, more people than ever before see the need of investing in this growing industry. These days, though, the motivation is purely financial. Glamour and commercial motives have transformed education into a competitive enterprise. When we talk about management education, we know that it has been scrutinised since since it was first introduced. In the words of Choudhary (1977), "Management education has gained the status, of a commodity, to be bought and sold in marketplaces like other commodities." Critics claim that it creates "elitism among its products with an associated incapacity to execute urgent duties and a predisposition to seek immediate rewards" (Sheth, 1991). There are considerable issues regarding the relevancy of the goods they create, despite the fact that the metrics indicating commercial success in terms of expansion of institutions, seats intake, and demand/supply of candidates in management education are impressive (Pffefer and Fong, 2002). For the time being, the picture seems murky, based on secondary data analysis and observation. While there has been impressive expansion in terms of the number of institutions offering higher education, evidence from the most recent admissions cycles suggests that functional literacy challenges are emerging, resulting in lower demand for certain programmes. If we want to have a deeper understanding of the present situation, we need to analyse this circumstance.

When we think of management nowadays, we think of IT, international business, supply chain management, agribusiness, textiles, and retail. In India, the number of colleges providing management degrees has expanded rapidly due to a rising demand. Management education is popular. This has encouraged the private sector to join Indian management, increasing financing for management education institutes. MBA programmes are relatively new in India. After the Institutes of Technology (IITs) became prominent, additional colleges opened to accommodate the need for management training. This led to the founding of IIMA and IIMC (IIMC). Top colleges provide full-time and part-time MBA programmes. There has been an explosion of new management schools in the United States, especially in the private sector, during the last decade to two. These schools provide a wide variety of management degrees in response to the growing need for skilled business leaders. There has been a recent explosion in the number of business schools around the nation, which has brought about quality concerns.

The requirement for skilled managers at all organisational levels is a major obstacle for modern firms. As a consequence of the Indian government's liberalisation of the business education industry in the 1990s, an increasing number of institutions in India now offer graduate and postgraduate business degrees including BBA and MBA. While the value of BBA and MBA degrees has been debated for decades, the recent proliferation of institutions providing these programmes has stoked a particularly passionate

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debate. Current management education must be evaluated to see whether it is enough for India's expanding economy. This article looks at how management education has developed in India, why it's so important, what problems management schools in the country have had to face, and what strategies they've found to be most effective.

The study's goals are two fold:

- (1) to gain insight into the history of management education in India, and
- (2) to take a look at the present situation of management education in the nation.

- To double-check on the most pressing concerns in the field of management training.  
To provide recommendations on how India's management programmes might be made more effective.

### Management Education in India: A Brief History

Management is intrinsic to our societies and cultures and has been for centuries. Even the ancient Mohanjodaro and Harappan Civilizations left tangible traces of their management prowess in their artefacts. Seven thousand years ago, Shrimat Bhagwat Gita was written, and it has much to teach us about effective management, effective leadership, how to resolve problems peacefully, and how to win fights without compromising your principles. The Ramayana and Mahabharata, as well as the Vedas, the Shrutis, the Smrutis, and the Puranas, the great ancient Indian epics, teach us the necessity of administration in all aspects of life. Details about administration, knowledge, and learnable abilities may be found in the Brahmanas and Dharmasutras of the Vedas. Kautilya, also known as Chanakya, was the prime minister of the Chandra Gupta Mourya Kingdom. He was renowned for his adeptness in running the country. The study of the mind is described in detail in "Manache Shloka," written by Samarth Ramdas.

In a touching web, it intertwines knowledge, prosperity, and love. Consistent with sound ideas of anger and stress management, it helps people learn to deal with their emotions effectively. It also teaches that there are moral methods to make a living. That shloka exemplifies the best of human character. Shrimant Chatrapati Shivaji Raja's strategic usage of Ganimi kava during battle is a model of effective leadership. Through the Ashta pradhan Mandal, he governed the kingdom. All of these cited works attest to the historical roots of administrative and managerial practises. Management, as far back as we can trace it in history, has been used everywhere. The foundation for modern Indian education was built by the British during their control, altering the culture's traditional approach to learning. The goal is to produce a talent that can do tasks other than just thinking. Challenges to this focus in education have arisen at all levels as a result of globalisation. It necessitates an emphasis on creative problem-solving during instruction, rather than a concentration on rote memorization. Due to the rapid influx of Western ideas, threats, and possibilities, India had no choice but to adapt. Accordingly, India entered a new era of management education without abandoning the guiding principles of the traditional Indian approach. India's formal management education system dates back more than fifty years. Since 1990, India's number of business schools has increased dramatically.

Since the 1940s, India has led business education. In 1948, Bangalore's Indian Institute of Science started the world's first management studies programme. Economic and social studies alone. Already-running institutions rapidly launched management degrees. Indian Institutes of Social Welfare and Business Management in Jamshedpur and Science in Kolkata started in 1949. (1953). The Delhi School of Economics (1954) was one of the first in India to offer a full-time MBA, followed by Andhra University's and Benaras Hindu University's Faculty of Management Studies (1968). (1968). University management majors connect business with the arts. India's IIMs were founded simultaneously. IIM Calcutta was created in 1961 by Sloan and Harvard. Lucknow opened India's fourth and last IIM in 1984. Ranchi, Shillong, Guwhati, Tiruchirappalli, Raipur, Udaipur, and Kashipur now have IIMs. Previously, management and engineering were distinct. Cross-functionality and techno management combine business with engineering. Mumbai's NITIE adopted (1963). IIT alumni dominate technical leadership. Kharagpur, Delhi, Bombay, Madras, Kanpur, and Roorkee offer management programmes. Every management school has its own emphasis. This includes related and unaffiliated colleges and universities (Subramaniam, 2007). Many companies provide managerial development programmes. The HRD Ministry has two schools of thought. DESL is substitute. The latter agency employs a partnership of 100 independent organisations, to improve higher education in India (<http://education.nic.in>). AICTE coordinates efforts and highlights results to promote growth in India. It was founded in November 1945 as a national advisory group to evaluate technical education systems. AICTE created the National Board of Accreditation in 1994. (NBA). NBA expects incentive scheme would enhance college standards. NBA assesses authorised programmes for strengths and weaknesses. Business and management programmes in India have been expanding rapidly in recent years. More than a hundred thousand MBAs are produced every year in India. This expansion may be traced back to the liberalisation of India's educational system in the 1990s. The roots of India's business school system go all the way back to the nineteenth century. This training helped meet the administrative requirements of the British government. They entered the British government as clerks after finishing school.

When it comes to teaching methods, course offerings, and opportunities for students to network with professionals in the business world, most Indian business schools have adopted the United States' model.

It wasn't a hot commodity in the early days of college-level business programmes. All the smart kids were supposed to get into the scientific track and study engineering at the IITs or some other prestigious technical university. Following that, they started out in

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corporations as technical supervisors before being promoted to upper-level management roles.

The 1980s were a time when people started to realise the value of a business degree. One of the causes was that there was increased competition for a limited number of science-stream spots. The management major at universities began to attract more students. The development of commerce graduates into senior executive roles has also grown in recent years.

Business administration was a supplementary road to the C-suite. A commerce education teaches financial and statistical business fundamentals. A management programme should educate students about the business world. Its primary aim was to aid in the formation of future leaders at the graduate level.

Both IIMs were put into service in 1961. The Harvard Business School assisted in the establishment of IIM Calcutta, which also included the participation of the MIT Sloan School of Management and the Indian Institute of Management, Ahmadabad.

Only the best business schools provide a worthwhile education. The remaining educational institutions must improve their standards if they want their students to graduate prepared for success in the business sector. The private sector's largest corporations have been actively seeking business school graduates for upper-level managerial positions.

Accounting, operational management, marketing, communication (oral and written), critical thinking, and team work were only some of the qualities required of business school graduates. In addition, you need some familiarity with IT if you want to use it to your advantage in the corporate world.

Management education has been adapting its methodology often to keep up with these demands.

Many colleges now offer BBA programmes in addition to their more established MBA offerings. Business administration degrees are becoming more popular than commerce degrees.

As a result of IGNOU's efforts, business education in India has reached a wider audience and become more accessible to a wider range of people. The organisation has found success with its open education programmes. As a means of disseminating its business education offerings across India, it has also developed the television channel Gyan Darshan.

The quality of a business school may be gauged in part by looking at factors such as the calibre of its students, the success rate of its graduates, the growth of its staff, and the effectiveness of its methods of instruction.

It is often believed that students benefit from attending a top-tier business school. In order to get into their respective institutions, applicants must do well on standardised examinations that are administered by IIMs. The CAT score is also used as a factor in the admissions process at a variety of other prestigious business schools.

A business school's pedagogy may have an impact on the quality of its management programmes. Effective classroom instruction is crucial for students' academic success. Most MBA programmes require their students to do a two-month summer internship in a company or organisation, during which time they get valuable hands-on experience. The difficulty in business education is in maintaining standards throughout all business schools, not just the top ones.

### **The new challenges facing India's management schools**

For a long time now, problems have plagued India's business schools. The following, however, are some of the most pressing challenges that need for careful analysis:

#### **Business school mushrooming:**

When first established, B-Schools' expansion was modest. Surprisingly, although the average number of new business schools opened each year was four in the first thirty years of the industry's history up to 1980, that number increased to twenty between 1980 and 1995 and sixty-four between 1995 and 2000. Business school backers indulged in mindless growth at the expense of facilities and faculty expertise. Many promoters, taking their example from large corporations, have established so-called "groups of education," albeit their motivations are unclear. Many investors in the real estate and other industries started B-Schools because of the promise of a quick "return on investment," despite the fact that the schools are not meant to be for profit. Many business schools are just managed as classroom factories, without investing in top-notch teaching staff or student-centered facilities. Therefore, students waste both time and resources on a degree that won't help them find work.

#### **High-Quality Teachers and the Educator Shortage**

India's business schools have a serious problem with a lack of trained teachers. Moreover, management majors are sometimes dissuaded from entering the teaching profession by the lesser salaries they would get there compared to the opportunities available in business. According to a research by AACSB International (2002), MBA graduates had better success in the job market than in graduate school. According to the data, only 40% of Ph.D. recipients work in industry. Moreover, few of them have the skills necessary to excel as B-school professors. In the previous fifty years, the government and other agencies have made no serious attempt to improve faculty development. They have argued that businesses stand to gain the most from the promotion of research programmes at business schools since they are the ones who will get a consistent stream of efficient new employees. Indeed, businesses may fund research initiatives, establish domain-specific professorships with endowed chairs, provide doctorate scholarships, and welcome academic partners in research collaborations. Further, large corporations may advocate for their top staff members to take part in research initiatives and enrol at postsecondary institutions. Without strong backing from businesses,

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business schools are unlikely to be able to address the lack of teachers. Increasing the number of Junior Research Fellowships and the total amount of fellowship funding available is one way that the federal and state governments of India may support doctoral research.

The quality of management education faculty is also decreasing. Many business schools are struggling to meet enrollment goals, and this has had a knock-on effect of cutting faculty salaries and increasing the number of temporary hires, both of which have contributed to a decline in overall teacher quality.

### **Control and Responsibility:**

The trustees of charity trusts often come from the same family and are given complete discretion over the organization's activities. Therefore, theft of money is prevalent. The trustees serve indefinitely, so no matter how badly they rule or how often they indulge themselves, they will never be removed from office. The same holds true of educational groups when the bulk of original members are related. This means that the boards of directors of B-Schools enjoy complete autonomy without any accountability for their actions. While the AICTE is concerned with ensuring that the rules are followed, it does not place a high priority on governance and accountability in its interactions with business schools. The AICTE has undoubtedly established standards for the creation of the governing body of B-Schools. If trustees place too much focus on ensuring that everyone is in compliance, they might abuse their power. B-schools only conduct the minimal minimum amount of Governing Council or Academic Council meetings, according to the information they are required to provide.

### **Students of low quality:**

Now that there are more business schools than ever before, competition is fierce to fill available slots. With a few notable exceptions, most schools in a focus on management education are primarily concerned with filling classrooms. The low quality of incoming students makes it almost hard to turn them into marketable workers in the space of two academic years. Many students nowadays enroll in management programmes for the goal of a postgraduate degree alone. Students in many schools lack enthusiasm, curiosity, and commitment to their learning management programmes. The kids' primary difficulty in communicating is the English language. The quality of management education has declined since these students lack both soft and technical abilities.

Disconnect between industry needs and the education management students receive:

The market climate changes constantly. Managing a company the old-fashioned way is a thing of the past. We live in a very dynamic market where consumers' wants change rapidly in response to shifts in style and taste. A very unstable market has emerged as a result of the constant flux of the economy, technology, government regulations, and consumer preferences. Consequently, businesses of all sizes need a flood of skilled workers. The capacity to get a job is becoming more doubtful. The issue of management graduates being unable to find work stems from the fact that many management programmes are unable to generate the number of qualified graduates needed by the business. There is a significant chasm between the calibre of management students produced by many still-traditionally-operating colleges and the standards set by the business world.

The students are not prepared from a work-force standpoint. The candidate does not prepare for the interview by improving their aptitude, communication, or other relevant abilities. People who are strong in academics and have the confidence to tackle any challenge are highly sought after by employers. Management schools waste two years teaching students irrelevant material before sending them into the workforce.

Even Nevertheless, it is certain that changes are occurring in the way management courses are taught. It has already surpassed the procedures taught in schools and is racing forward into the future. Extracurricular programmes are becoming more common at universities in an effort to help students develop stronger interpersonal skills. The institution provides several opportunities for students to plan and execute events.

The placement process is being handled by certain schools of management. They have a special placement cell whose only purpose is to prepare pupils for future employment. There are also frequent visits from outside speakers who are asked to give talks to the student body. Students may learn more about the business world by going on factory tours. All these things contribute to their development and expansion as a whole.

Many universities now value industry-integrated curricula and holistic student growth. It's a sluggish shift, but it's there all the same.

### **Inadequate guidance:**

With the correct guidance, any student may achieve remarkable success. However, the irony is that adequate support services are lacking. There are preconceived notions about careers, employment prospects, and other relevant topics among students. From the very beginning, nobody seems interested in answering their questions. Lack of guidance for prospective management college

students leads to bad outcomes.

Management schools in India mostly stick to the tried-and-true lecture method. They're still stuck in a blackboard-and-chalkboard mindset. Because of this, kids are not exposed to real-world scenarios. Universities and colleges continue to rely on antiquated methods of instruction. It's obvious that India's management education system is in a bind.

There is a greater expectation that pupils will have a solid grasp of theoretical topics. Memory is more important than comprehension or knowledge in these tests. The winner is the one who remembers the most and can write it all down again. Management education goes well beyond textbooks, yet universities don't seem to realise this. Students need to learn how to put theoretical knowledge into practise.

### **The proliferation of management universities:**

Presently, India is home to a vast array of prestigious business schools. Some of these schools omit crucial services for their children. Recruiters will not give any weight to your degree. The majority of well-known companies prefer to hire freshmen from schools with whom they have a relationship.

### **Availability of places at top business schools is decreasing**

There are not enough openings at the best business schools in the nation, which may provide a high-quality education and a decent chance of a successful placement.

Many people take the CAT with the hopes of being accepted by one of the top 100 universities, of those who take the test will qualify for one of the available spots. Every year, a large number of hopefuls (40,000 or more) are left with no options after being denied admission to one of the nation's elite universities.

Candidates who do well on entrance exams are not ready to settle for Tier-2 or Tier-3 institutions, but there are not enough available seats at the top management schools to accommodate all deserving students.

Established universities face significant rivalry to obtain an advantage over their rivals in terms of improved facilities, higher academic rigour, connections with Fortune-500 businesses for on-campus placements, etc., and this includes the best B-schools in the nation.

### **Smaller business schools provide a lower-quality education**

Despite the fact that places at the best business schools are limited, many institutions in the second and third tiers of management education are nonetheless able to fill their available quotas. Placing importance on the professional growth of professors. Students who are very bright or talented often don't choose these institutions.

Only by expanding enrollment at top business schools or improving lesser-known, low-performing schools can this issue be resolved. Moreover, the pay of educators are lower at smaller schools. As a result, qualified educators avoid applying to such schools, and students end up with a subpar education.

### **Access to training in relevant skills:**

When compared to other developed countries, India's higher education institutions fall short when it comes to providing students with a curriculum focused on developing their practical skills. Business education needs to move away from a concentration on theoretical knowledge and toward an emphasis on skill development, with a more dynamic and applied approach.

Instead of passing on the knowledge that can only come from years of experience in the field, management education places a focus on pedagogies such employing case studies, etc.

There is a huge chasm between the actual and academic culture of business management because management schools are not adapting to the present contextual mix of modern educational methods.

Practical experience is something that students at less prestigious business schools sometimes lack.

### **Lack of frequent revisions to the syllabus:**

The skills and experiences that management graduates bring to the workforce are severely lacking in comparison to what employers are looking for. Infrequent curriculum revisions contribute to this problem.

There is a growing chasm between what is taught and what is really needed in the job market since the face of the business might change in less than a year yet the curriculum is not updated often.

### **Methods or techniques for ensuring the long-term viability of management programmes:**

When it comes to incorporating sustainability, business schools are not seeking for a check list. They place a premium on adaptability in order to tailor their programmes to best suit their needs. While many educational institutions have a similar philosophy and organisational structure, they all vary in terms of the motivations, pressures, cultures, and students who attend them. Due to these many distinctions, it is neither feasible or preferable to use a single paradigm to the introduction of sustainability into management training. Graduates and academic research are two distinct contributions that business schools provide to society. This section delves into the difficulties inherent in incorporating sustainability into each of these products.

### **Instructing: Developing Professional Competencies in Students:**

While there are many opportunities for students to learn about sustainability throughout their degree programmes, the classroom experience remains the most beneficial. Each business school and degree programme will expose its students in a unique approach, one that is decided by the institution and, in most instances, the staff teaching those courses. An introductory course or module on sustainability or ethics is usually required early in a programme, and students should be given options to go further into the topic on their own via electives. As a consequence, pupils will have a deeper comprehension of sustainability than previous generations. Helping students discover and develop their own unique set of abilities and perspectives is an essential component of every effective management education programme. Positively motivating management students requires committed coaching. Most importantly, it is the faculty members' job to shape the students into works of art with deep significance.

However, it is sometimes unclear how these messages relate throughout the curriculum or to what degree they are being integrated in other disciplines, making it difficult to choose where to focus initial efforts when developing the course's core curriculum. The best schools today understand the need of introducing sustainability tools (knowledge, skills, and mindset) in one or more specialised core courses and then reinforcing them throughout the curriculum. Using this method, we may better understand the interdependencies across many fields and the significance of sustainability. Prominent educators are experimenting with a broad variety of fresh approaches, both in and out of the classroom, to help their pupils acquire the skills they'll need to succeed. In addition to traditional classroom activities like lectures, case studies, and guest speakers, innovative methods including reflection papers, blogs, simulations, site visits, case contests, and consulting projects with local businesses are being used. Problem-solving, systems-thinking, and design-thinking should all be the focus of new required courses. More and more universities are emphasising entrepreneurship and social entrepreneurship by providing students (and alumni) with access to venture labs, access to investors, office space, and advisory support as well as the opportunity to develop and test business ideas aimed at solving social and environmental challenges. When it comes to sustainability, business schools should be more vocal about the need of transdisciplinary and multidisciplinary education. Most top universities are making strides to improve opportunities for this kind of education in their business programmes and beyond (including, but not limited to, engineering, law, design, social sciences, and humanities). Courses and activities that have many instructors from various fields are included. There should also be new initiatives and centres set up to assist multidisciplinary research projects that are focused on sustainability.

### **Investigating - Producing New Information That Benefits Society :**

Aside from providing classroom instruction, business schools also generate and compile data on a wide variety of sustainability-related issues. They achieve this in a variety of ways, including via school-sponsored activities and networks, as well as more conventional means like research and the creation of case studies for use in the classroom. However, several fundamental difficulties exist in this regard. Professors are given some independence in planning their research. Their scientific interests, methods of collaboration, and choice of collaborators all have a role. While most professors have a specialisation, the interdisciplinary nature of sustainability might leave them wondering how their work fits in. Although sustainability research is being conducted by more and more individual faculty members, very few institutions have a coherent research plan in place, and even fewer explain the social significance or effect of their study. The incentives have a significant role in this phenomenon. Academic research performance is the major criterion for hiring and promotion in the faculty ranks, and this is measured mostly by a professor's number of scholarly publications. While sustainability-oriented publications have been on the increase, their "impact factor" remains low in comparison to those of higher-ranked journals that publish even fewer papers on the topic. In addition, academic journals tend to publish articles written for other academics, rather than those that may be valuable to industry. This obstacle may be overcome in two ways:

- (1) by academics changing their submission and acceptance criteria for these journals, and
- (2) by practitioners becoming more engaged consumers who demand that journals publish only research that is directly applicable to their work.

More and more schools of business are establishing ethical and sustainability research centres to delve further into these themes and to routinely interact with a wide variety of stakeholders. These facilities serve the business community, the business school, and sometimes the whole University with a variety of resources. Business schools may play an important role via these centres as businesses and society as a whole advance sustainability objectives.

### **Exposed to the Industry:**

Unfortunately, our MBA programmes suffer from a lack of practical experience. Academic training and real workplace conditions are worlds apart. The educational institutions should also aim to become leading research centres in their respective fields. Companies with more than 2,500 people that want to expand further have the onus of doing so on the shoulders of their executive teams. Leaders in this field should speak to final-year MBA classes and provide seminars to prepare them for the workforce. Additionally, this is a great chance for students to begin building their professional network. Nowadays, companies aim to facilitate this with the use of complex campuses where corporate events may be held. This method is used by several management schools as well. But none of the existing safeguards are sufficient; further research is required. Internships are becoming more common as a means for students to get experience in the professional world. Working while you learn is the greatest way to get experience. Businesses should host more contests and activities aimed at students to introduce them to the workplace.

### **Applicable Only Here:**

An other need is for MBA programmes to place greater emphasis on real-world applications of their lessons. The need for acute specialisation is growing. Certainly, the growing administrative hierarchy in the banking industry has prompted the evolution of the traditional MBA into more specialised fields of study, such as Finance and Marketing. The need for skilled marketing managers in the fast-moving consumer goods industry sparked the development of new subfields of study in the field of marketing. Some of the emerging subfields that have been gaining prominence at the expense of traditional management disciplines like international trade, human resources, operations, and supply chain management.

### **Strictly regulate enrollment:**

The admissions procedure at MBA programmes generally should be more rigorous. Accommodating worthy, motivated students rather than profit-seeking ones will benefit educational institutions in the long term. The curriculum should be changed so that pupils are more likely to be self-motivated and inspired to achieve well. Meanwhile, international MBA programmes offered online have democratised access to a top-notch education. The most exciting aspect of market-relevant online programmes and institutions is that they often have partnerships with industry participants, increasing graduates' prospects of finding gainful employment. That's great news for universities and their students alike. Since the ongoing costs for infrastructure and facilities are reduced, the price of providing the courses is reduced as well.

### **Enhancing MBAs' Abilities:**

The finest MBA programmes need excellent cognitive and learning skills and technical expertise. Cognitive and intellectual skills include critical thinking, effective communication, creativity, teamwork, and adaptability. A 21st-century education must involve ICT capabilities for growing knowledge. You must show leadership, honesty, accountability, flexibility, personal productivity, personal responsibility, people skills, self-direction, and social duty to attain your objectives.

### **Training Future Managers in India**

#### **Leadership that gets things done:**

The leaders of tomorrow will be those who can steer their organisations through times of upheaval and uncertainty, implement widespread, systemic change, and succeed in the long run. The students learn new things about themselves, including how they approach solving challenges, the qualities that make up their leadership style, and the ways in which they may most effectively contribute to the success of their respective businesses. The value of an MBA programme is best measured by the effect its alumni have as leaders after they put their training to use. Students start the process of lifelong learning as they put their individual action plans into motion. Students' exposure to international travel is a crucial component of modern management education and training. All management majors should be required to do an international internship or study abroad as part of their degree. A period of mobility should be included into management curriculum.

#### **Teaching Students to Think Globally**

The study's authors, from London Business School, set out to determine what qualities and competencies future leaders must have. There is nothing more at stake in this contest than a show of prowess in one's acquired abilities. In order for Indian businesses to compete on a global scale, we need CEOs with top-tier skills. The challenge is instilling a truly global mindset in managers who are often just concerned with their own departments. According to the results of a recent study, the need for executives to stop sitting

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at the back of the business leadership classroom and start taking centre stage. How can this be done quickly in a business school setting?

As a location to take in new information and ideas, business schools have long served this function. How can we get them to adopt a realistic and proactive plan of action?

### **Teaching Good Morals :**

B-Schools have several challenges when compared to the notion of organisational management as a personal interest or service. Providing a value argument that emphasises business school's career- and salary-boosting advantages is tricky. These result from the lack of a professional mindset and a market-like approach to education. The challenge in India is to increase the influence of business schools by encouraging them to use values and ethics as their compass.

### **Methods of Instruction:**

Classroom discussions provide several benefits to students' education. This means that motivating students to participate is a significant problem for any effective professor. Teaching strategies that get students talking and thinking about the material at hand are more likely to be successful than those that just relay information. Students are better able to absorb the many facets of management education in India using this method. By fusing theory and practise, it sparks true enthusiasm and originality in the minds of the students. Preparing students for professions in the global business world of the twenty-first century relies heavily on their participation in interactive learning activities. The use of questioning strategies, workbooks, presentation slides, and videos may all contribute to the creation of engaging and engaging lectures. Thus, there has been a shift in the teacher's position, with more of an emphasis placed on the educator's function as a creator and facilitator of student learning. Technology tools may aid in making the definition of student learning objectives a crucial first step in course design. The use of co-operative learning as a pedagogical tool is also essential in the field of management. Students may improve their job and life skills via activities like management games and projects. Students may practise management skills in a safe, virtual environment with the help of these games. Through this kind of virtual training, they are able to pick up new skills from one another. Active learning is a method of teaching in which every single student is required to actively engage in the learning process. Also, they have a deeper appreciation for the value of teamwork in professional settings. Management education pedagogy should prioritise the following, among other things: putting students at the centre of the learning process; emphasising the use of case input to help students make connections between theory and practise; incorporating workshops to foster in-depth analysis of the material; exposing them to the realities of the industries; simulating the workplace and utilising project methods that encourage discovery learning; and, emphasising themes of simulation, role playing, and socio-drama.

### **Rankings:**

For a variety of reasons, many business schools "live and breathe" by their rankings. Many strategic choices inside schools, including programming, curricula, and other such matters, are made with rankings in mind, which has a major impact on students' decisions about which schools to attend. Rankings are often criticised for being too simplistic, lacking enough detail, or being too easy to manipulate. Pay and employment rates after graduation are typically rewarded in rankings, but they don't always indicate whether or not a school can produce the kind of responsible leaders that businesses will need in the future. Several sustainability-related rankings exist, however they tend to have narrow emphasis (e.g. only look at campus greening). Including sustainability more heavily in established rankings is one way to encourage institutional improvement.

### **Action in the Community:**

Indian educational institutions must network with the corporate sector on a national and international scale if they are to earn a global reputation as a leader in innovative business education. Institutions can benefit from long-term partnerships with businesses by learning about their changing requirements, which can lead to new or improved educational offerings, identifying challenges that may be solved through and commercialising discoveries and innovation. A school's faculty may make or ruin it. Excellent instructors with industrial expertise are a foundation of management education progress in the nation, instructional expertise, international exposure, and research outputs. The nation suffers from an acute shortage of qualified academics. Teachers who have worked in the business world themselves help students discover the connection between classroom learning and the business world. A faculty member's teaching competence is the sum of their subject knowledge, communication skills, curricular coverage, and pedagogical abilities, all of which contribute to the students' level of satisfaction with their education. Successful ideas and concepts in other countries may not work in India, and this has to be considered in the context of globalisation and localization. India has yet to systematically test and embrace management approaches that are in sync with its culture and heritage, unlike many other industrialised nations. Management education in India has to place a premium on tailoring course content, concepts, and pedagogy

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to the country's specific circumstances. Since management is a practical subject, classroom instruction must be supplemented with practical experience.

The goal of management training programmes should be to provide students with the skills they'll need to contribute to a more equitable and environmentally sound global economy and a successful career in business.

### Go online:

Indian education is shaping the country's future. In reality, schools are where the next generation of people is brought up, taught, educated, and inspired to take on new problems and adapt to an ever-evolving world. The pressing need to convert traditional classrooms into digital learning environments where students may acquire practical skills in the workplace is clear. The introduction of digital technology into the classroom has allowed teachers to experiment with new methods of instruction. This would aid in students' skill development and enhance India's standing as a leader in management education throughout the world. Students' capacities to contribute to the success of businesses should be fostered via management education.

### Conclusion:

Environmental responsibility is emphasised in management education. Like companies, different schools and even different sections of the same school are at various points in the process of adopting a sustainability culture. Many are already considering how sustainability may affect their curriculum, research, and other aspects of their operations. While PRME-focused business schools are among the most vocal in acknowledging the topic's significance, the full potential of business schools as actors in advancing sustainability has yet to be realised. As for why, there are two main factors. When it comes to preparing their students for the business world of today and future, many first-world business schools lack the knowledge (or resources) to properly integrate it throughout their own operations and services. Second, despite a strong desire from schools to develop mutually beneficial relationships that contribute to reaching international sustainability goals, society at large and the business sector often fail to see the opportunities in collaborating with business schools around sustainability goals and targets. In the end, Next-generation graduates must be taught to reinvent business' role in society and given the skills. They'll need to put their new found expertise to work in ways that benefit both the company and the greater good. This might be a great chance for collaboration between universities and corporations.

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