

Emerging issues and challenges in Business Education: - A special reference to ensuring Foreign University Act

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1.1 INTRODUCTION:

Higher education is a system providing knowledge and ensuring a standardized life to those students who are taught by a group of highly qualified teachers. In fact it transforms the people into knowledge – loaded human resources to suit the present need of the society. After 1991 India has moved into reformation for a complete structural change in order to get ready for global competitiveness in all aspects. In this context LPG has been emerged and thereby the nation signed up the world historical document of World Trade Organisation being called as Dunkel Draft.

Hence the Government of India has initiated the introduction of Foreign Education Providers Bill 2013. In continuation of this there is a proposal to introduce Foreign Universities Act. This Act forces the existing universities in India to think on its future course of action. In particular, it is the right time to take an appropriate decision on balancing business education in India for which it becomes necessary to study its issues and challenges. In this context, the issues mentioned below become relevant to the study.

- ◆ Assessing the current status of business education in India.
- ◆ Analyzing the select model of business education in cross border.
- ◆ Studying the issues and challenges in business education in India.

1.2 METHODOLOGY:

In the present study both primary and secondary data are taken into consideration. The primary data are collected from teachers of business education in the chosen colleges in Madurai. A sample of 50 teachers teaching business education in 10 selected colleges in Madurai city are chosen for the study. The lottery method is adopted to identify the sample respondents. This consists of teachers in Postgraduate departments of Commerce, Management and Economics. A well framed questionnaire is prepared and data have been collected from the chosen respondents. The secondary data are collected from books, journals and websites. The collected data have been analysed and the report has been prepared. The information on foreign system of business education has been observed and presented.

1.3 BUSINESS EDUCATION IN INDIA:

This section discusses University Education in India in general and business education in specific.

1.3.1 Indian University Education:

In India University Education have its roots in the Western education of the late eighteenth century. In fact there were important educational centres existing in ancient India, notably at Taxila and Nalanda, frequently with religious concentrations. But these centers were essentially different in characters from present University education. Further these centers had long back ceased to exist when the current College and University system materialized. The Portuguese, French and Dutch did not develop higher education institutions in India. But it was the British who first established them. Initially the East Indian Company opposed introducing education in India. It is because of their moral fear over its potentially disruptive effect upon populace. This continued until the early nineteenth century though the policy of the company was strongly opposed in England by Wilberforce and Others. However a first Western-style college was founded in Calcutta with Serampore College (1818) and Bishop's College (1820). In fact these two Colleges are Christian Colleges. Until 1857, no Universities were introduced in India.

During this formative period there was considerable controversy over the purpose and value of Western Education in India. Some opposed it because it would undermine Hindu culture and 'oriental' learning, while others thought this was precisely what it would and should do. These two approaches were symbolized by the attitudes of Lord Hasting and The Committee on Public Instruction (Orientalists) on the one hand and Lord Macaulay, favouring Western and English education on the other. A more practical question raised was how to stretch the meager amount allocated for education to cover the millions who need it. Therefore the filtration strategy was adopted and owns the day. In this regard, if the potentially powerful and influential elements could be educated, their influence would certainly filter down to the rest of society. In 1835, the system proposed by Macaulay Minute on Education was implemented. Acceptance of the Macaulay Minute as the standard for Education in India deepened the entrenchment of Western Oriented Education. It was further sharpened by the resolution of Lord Hardinge. This resolution gave practical preference to English-speaking graduates of English-oriented School in Civil Service. Thus it gave strong impetus to making education a narrow training instrument for lower level government services. It was really a psychological handicap from which Indian education has not yet fully restored. It trained students to execute decisions (that is fairly at a low level) but not to make them. After taking control from the East India Company, the British Government opened the door for the establishment of full scale Universities.

In 1857, a Government University was established in each of the three administrative centres: Calcutta, Madras and Bombay. These Universities were primarily affiliated bodies rather than instructional ones. Teaching was to be done in affiliated colleges with the university

setting syllabi, administering examinations and granting degrees. Only after 1902-04, teaching mode was adopted as a principle of University in these Universities. In fact they themselves became teaching units and set the standard for the colleges. In 1906 a reform brought science as curriculum for the first time in Indian University (at Presidency College, Calcutta). During this period, the efforts were attempted to indigenize education and to relate it to the experience and needs of the people. For example, Tagore's schools, Santiniketan was found in 1904 as an effort to simplify education and make it more relevant to the Indian scene. The Wardha Scheme, adopted by Gandhi's and his followers was another attempt to bring education closer to the realities of Indian life and to restore or preserve values; it was thought, being eroded by Western Education in the country. By 1917, there were only 17 Universities existing in India.

The major expansion in university numbers came, of course after World War II with forty-two Universities having been founded between 1948 and 1966. Most new Universities represented extensions of educational facilities more than new approaches to education.

With the dawn of Independence (15th Aug., 1947) such vast changes had occurred in India that a new education commission was established in India under the Chairmanship of Sri Dr. S. Radhakrishnan the then President of India. The ensuring massive report issued in three volumes, became the guideline for University Education. The report deplors the low educational standards in the country's universities and urges a new education relevant to a India's cultural heritage and to its promising future as an independent state. It calls for a deeply humanistic education, improvement of teaching, revision of the school system so that students would enter the university at a more matured age, development of tutorials and closer teacher-student relationships, reform of the examination system to make it more continuous and directly related to the ongoing work of the students, development of forums of student in initiative and responsibility in the community life of the college, use of the mother tongue as the medium of instructions, provision for professional and vocational education, entrance to the universities on a much more stringently controlled basis and so on.

Among the more useful and promising recommendation, the important one was that to establish a University Grants Commission similar to that in England. And a lot of measures were taken to revamp our system by the guidelines of various committees and commissions like Education Commission 1964-66 under the direction of Dr.Kothari, Chairman, UGC. Since the inception of UGC, quality of education, upgrading the standard of Universities and Colleges, granting funds, and soon have been considering as a foremost priority of the UGC.

In continuation of this level of thinking, the Government of India has entered into the Uruguay Round Agreement in December 1993 for the setting up of the World Trade Organisation (WTO) which started functioning from Jan.1, 1995. Among various agreement, the General Agreement on Trade in Services (GATS) is the first multilateral agreement on

trade that has as its objective the progressive liberalization of trade in services. This induces each and every educational centre and institution having liberty subject to their regulation to trade in education with other education institutions in other countries. In order to facilitate this, Foreign Education Provider Bill, 2013 was proposed. It is the initiative of the Government of India to allow the foreign universities set up their educational campus (Colleges and Universities) in India.

1.3.2 Business Education:

Business Education is an education teaching business related subjects. Here it is limited to Postgraduate program alone such as M.Com., MBA, MFC, MHM., and so on. At present, the business education in general has experienced massive changes in all aspects such as capacity expansion. Each University and its affiliated Colleges taken effort to design or redesign the curriculum all institutions or corporate in different sectors of our nation.

In fact these efforts are not materialized. The employability of students of business graduates is still an uphill task. There is a mushroom growth of institution teaching business education in India. It creates unemployment due to disproportion growth of graduates and appropriate employment opportunities.

Mostly all institutions are institutions of non-collaborative with industries or any type of sectors. This is surely to create further unemployment among graduates of business education. In this section the perception of the teacher respondents on business education is discussed and presented in nutshell.

- (1) 60 percent of the respondents are male and 40 percent are female.
- (2) 73 percent of them are Hindus; Christian respondents are 20 percent in the study area whereas 7 percent of them are Muslims.
- (3) 80 percent of the respondents belong to Backward Community. 15 percent are in Most Backward Community. 5 percent of them is in Scheduled Caste Community.
- (4) It is interesting to note that all are married. But they belong to nuclear family system. However their family size is very small consisting of three to four members family.
- (5) 58 percent of the respondents serve in either self financing institutions or in self financing courses.
- (6) The income of 58 percent of the respondents is upto 20,000/- per month. It is also noted that 22 percent of them earn Rs. 1,00,000/- and above per month. The remaining 20 percent respondents earn income between Rs.40,000 to Rs.60,000/- per month.
- (7) It is noted that 65 percent of the respondents teach commerce course under different nomenclatures, such as commerce, 20 percent of them are in business administration department and remaining respondents are in Economics department.

- (8) It is fortunate to note that all colleges chosen for identifying sample size have smart class rooms.
- (9) All chosen colleges adopt chalk and board system for teaching.
- (10) On special occasion alone smart class room is used for critical and analytical presentation.
- (11) It is wondering to say that no college of the chosen respondents has industrial tie-up.
- (12) 80percent of respondents accept that the need of industrial tie up for meaningful business education.
- (13) It is also noted that no college of the sample respondent has recruitment through campus interview.
- (14) All respondents uniformly view that take home text book based assignment is given for assessment. It is also found that usual pattern of internal and external tests are adopted in the chosen colleges of the respondents.
- (15) 60 percent of the respondents do not know about the case study method of teaching.
- (16) All respondents say in one voice that no special mode of teaching is required in their colleges.
- (17) All respondents express whole heartedly that minimum passing at PG level is 50 percent.
- (18) 100 percent of the respondent view that attendance is mandatory for course completion as well as writing exam.
- (19) 80 percent of the respondents accept that any special mode of industrial visit, on the spot study and hands on training either at industry or special institutions are not comprised in present education system.
- (20) 100 percent of them accept that the present system is an examination oriented system.
- (21) All respondents do accept that students choose their course either by compulsion of parents or aiming of jobs in Government Department and Government aided Institution.
- (22) All respondents feel that the present business education does not match with the jobs usually chosen by the alumnus of the Institution.
- (23) All respondents accept that there is regular revision of the syllabi of the business education and they do not have any drastic change in subject or syllabi. It is fortunate to note that 80percent of their subjects exist in their course forever.
- (24) 60 percent of them feel that the same subject is taught since their entry into the institution.

- (25) All respondents accept that MOU with other institution or industry either of local or national or international is done only for the sake of NAAC accreditation.
- (26) All respondents feel that the infrastructure available including library is not properly used by students and themselves.
- (27) All respondents express their view that the teacher and student ratio is 1:36.

1.4 GLOBAL MODEL OF BUSINESS EDUCATION:

In this section, a statement of observation developed is discussed and presented. For this sake the institutes in Singapore, Philippine, Canada and Australia are considered. Based on their practice it is sure to impart the knowledge of competitiveness in Global education to the institutions running business education in India. The major observations are:

- (1) They adopt modern technology in teaching of business education.
- (2) The system is a learner centric rather than teacher centric.
- (3) In teaching, at the entry level itself, the learning sources are supplied in CD ROM mode.
- (4) Well in advance, the course plan is prepared and given to students so that the students who make it convenient to attend class, must refer more books and make it sure of cent percent preparation for attending class.
- (5) During class hours, the entire class room interaction is video-graphed. In this interaction, the teacher acts as the facilitator to initiate class room discussion and the remaining part is carried out through discussion dialogue, argument, classification and so on among themselves.
- (6) Attending class is not at all compulsory. However the video-graphed matter is accessible to those who are absent on discussion of a particular topic. Such students are allowed to get clear their doubt through on line that is through e-mail. It is compulsory on the part of teacher to make it classify within 48 hours of enquiring on class room discussion.
- (7) The minimum mark for passing in each subject is 75 percent.
- (8) For assignment, most probably a surprise it is assigned through the mode of online. The topic provided is always research based or application oriented.
- (9) Throughout the study, course content and teachers are evaluated by students. Furthermore the performance of the teacher is made it otherwise clear through identification by majority of the students every year.
- (10) During the course period, the students should select any industry or corporate for training and mini project at the time of vacation that is summer holiday or semester holiday.

- (11) In the course of teaching, mostly they spend much of their timing on concept analysis which helps the students to understand the subjects in a fruitful way.
- (12) All institutions teaching business education are attached with industries or corporate through MOUs. In simple it is a system of practical rather than theoretical.
- (13) All institutions make it indirectly to enable the students availing all facilities existing in the library and laboratories.
- (14) All institutions are mostly paperless institute. This makes the students concentrate on education rather than spending time for payment of fees or classification with office people. In simple, the business education at Globe moulds the student to the needed shape of the expectation of corporate or society.

1.5 ISSUES AND CHALLENGES:

In the context of ensuring Foreign Universities Act, every institution teaching business education has to face so many issues and challenges. In this section, the following are presented.

- (1) The main challenge put forth is capital investment. The Indian business educational institutes invest only a meagre amount for their institute. But the investment of foreign universities might have been very huge. This is really challenging to Indian business education institutes. In order to balance, further investment is needed.
- (2) Development of infrastructure is really a threatening issue of Indian business educational institute. The space and structure, in the context of global are vital issues to the Indian educational system. It could be balanced to ensure the quality education to the students community on par with international standard.
- (3) The real choice based credit system is not in practice in India. But it could be balanced for the sake of students and challenging global education in India.
- (4) The teacher and student ratio should be at optimum level or according to the capacity of the institute. It is a challenging issue to Indian business education for better balancing in the context of ensuring Foreign Universities act.
- (5) The teaching method and mode of learning are two sides of coins being made digitally for easy understanding of teachers and students. In absence of these, it would be very difficult for Indian education to impart knowledge properly on every aspect to students community.
- (6) The curriculum in the present context makes student and the course not viable for jobs in corporate. This is also expected much to revamp the present Indian educational system.
- (7) Lacking of virtual class room atmosphere is also a vital issue in balancing present education with global education in the context of ensuring Foreign University Act.

- (8) Outdated subject and content of syllabi being frequently modified or eliminated in the curriculum is relatively on uphill task for present business education in India. It should also be addressed properly on regular basis.
- (9) In contrast, affordability of students and in turn pay scale to teaching and non-teaching staff are very complicated issues in business education in India. As far as Indian education system is a non-commercial educational one. But in the context of ensuring Foreign Universities, it could be made it as commercial product. Therefore, it is a great challenge ahead of Indian business education to resolve either by compromise or not by compromise with its principles.
- (10) In India, culture wise different categories are existing. Their upliftment is essential through educational system. It is a tough. Time for all Indian business educational institute to maintain the policy of inclusiveness along with modernization of the present system.

SUMMARY:

The aim of business education should not be limited to individual academic pursuit or merely earning a livelihood. Knowledge acquired and skills learnt must also be used for social, economic and political transformation of society. A well educated population equipped with relevant knowledge and appropriate skills is essential for economic and social development in this age.

Indian business education is a vibrant system of education meant for all categories in the society provided in a balanced manner. It will become a threat to Indian system when the ensured Foreign Universities act is introduced. It is the role of Indian business educational institutes to impart knowledge on business education by maintaining its values and reality without compromising its principles of inclusiveness as a whole in order to balance them in the context of ensuring Foreign University acts in India.

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