

A Study On Issues And Challenges Of Business Education In Digital India

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Abstract

India is developing rapidly in respect of various fields like information technology, pharmaceuticals, medical science, political and legal reforms, socio cultural changes etc; in this dynamic environment business education has a major role to contribute for the development of overall country's progress. India is moving ahead with lot of visions about the future achievement by 2030

Business education involves teaching students, the fundamental theories and process of business education. In this field occurs at several levels including secondary education and higher education or University education. There are several challenges faced by the emerging economies in importing education to the students. Some of the challenges of business education are public funding, demographics, economic, technology etc., The paper sets its objectives to showcase that challenges faced by the emerging economies in business education. A secondary research of the published literature available through online database n -list was adopted. The paper outlines the current challenges faced by business schools and those posing a threat for the success in the future.

Key words; Business Education, Challenges, Growing Economics

Introduction

The education is the single most significant tool we have for individuals to improve personality, impart the required skills for job market, enhance in the individual knowledge to grab the various opportunities and so on. However business education in India is not able to which stand against the global competition with respect to quality and poor human resource development

Business education has its origins in the late 19th century in the United States. In recent years the US has seen a 10% annual growth in the non degree executive education programs. Similar trends or seen worldwide- business education has spread rapidly in Europe, Asia, and Latin America. Many of these schools are at least partially based on the US model. The growth of business education has gone hand- in- hand with the numerous

innovations in pedagogical models. course content and curricula, the role of research and the relationship with government and industry. Until 1980s us business schools thrived on a hyper competitive culture, with mostly Type A personality students with the finance and engineering backgrounds. Many of these people were not prepare to compete in a global world. In response, business schools diversified their students bodies in terms of both discipline and demographic backgrounds, and pushed for more team oriented programs backup by preparation in the foundations of international business information technology, and entrepreneurship.

The goal of this article used to access the quality of contemporary business education and to identify opportunities for further enhancement of the quality. India is an appropriate context for our study because of three factors. First outside of the US, India now trains largest number of MBAs with about 75000 degrees annually. Second the Indian government has liberalized the business education market over the 1990s resulting in a rapid growth of business schools offering programs at both undergraduate as well as graduate levels. Third Indian business schools have sought to replicate the US based organizational, pedagogical ,curricula, industry- interface and academic research models ,but are struggling to introduce several adaptations because of the differences in the work culture system .Therefore it would be investigate the challenge for enhancing the quality of business education in India.

Historical context and social status of business education in India

Business education has a long history in India dating back to the 19th century. Early business schools were focused on the commercial side of business ,seeking to fulfill the colonial administration needs of the British government. There graduates join the British government colonial bureaucracy, usually at the clerical rank. Indias first business school Pachiappa charities was set up in 1986 in the southern city of Chennai. In 1903 British government initiated secondary school level commerce classes at the presidency College in Calcutta with a focus on secretarial practice, business communication and accounting ,after India's independence in 1947, business education, which was associated with " babu-ism" and therefore lacked strong social status, started to evolve. In an attempt to enhance vocational skills, the Government of India introduced commerce as a third stream of specialization at the high school level, science and arts being the other two.

However even at the stage business education was not meant in the eyes of the society for the intellectually and academically talented students. Intelligent students were expected to join the science stream at the high school level ,and take engineering stream at the college level in one of the Indian institutes of technology, universities, or other technical institutions .They then joined corporations as technical supervisors ,and moved up the management cadre.

A shift in the social status of business education began to occur during the 1980's. The major forces were at play. First competition for college level education became cut throat, the gap in the number of admissions at the premier undergraduate programs and the number graduating from the High schools grew for the science stream. Second as companies began to grow they began hiring commerce graduates from the colleges at the junior executive level, often backed by some in company executive training program, as the premier engineering colleges fail to meet their growing needs for executive personnel. Consequently society begins seeing business education as a viable alternative passport to enter the corporate world at the executive, as opposed to the classical level.

Quality of business education in India

There is a great diversity of business education in India and it may not be meaningful to consider all types of schools in an analysis of quality. Until recently, the top business schools have functioned as role models for the rest; however a number of business schools are striving to create their own regional or sectoral innovation niches. These quality initiatives have been partly supported by recognition at the national policy level of a need to balance a resource allocation strategy focused on creating Islands of excellence in a mass of mediocrity with a strategy that aids "small improvements in large number of institutions"

Objectives

1. To examine the challenges in management education system in India.
2. To find out implications of management education
3. To know the importance of business education in the present scenario.

Review of literature

Ajisafe., Bolarinwa., (2015) : journal, in business education program: challenges to National transformation: journal of education and practice.

Transformation engenders change, and change denotes a departure from the old order to a new one. National transformation therefore employees fundamental change in the building block a nation: change in the social, economic, infrastructural, and political landscape of an nation. For transformation to be achieved it must encompass all levels of change and development from economy, to social, education, political and even cultural orientations.

Balaji. R (2013): journal, Trends, issues and challenges in management education: international journal of innovative research in science, engineering and technology.

The business and management education could play a vital role in a social uplift and triggering the entrepreneur spirit in the society. The business schools face several challenges in terms of importing qualities education. External environmental forces and stakeholders continuously put pressure on the business schools to adapt the changes happening in the business world. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of management education has increased many folds. Business executives need to update their skills due to sudden changes in the external environment.

Statement of the problem

The review of literature shows "challenges in business education. The researchers would like to look into the aspect of the challenges of business education in a digital India to achieve global competition".

Methodology

The Study conducted on secondary research of the published literatures available through online database. The data collected is to understand the changes in business education in digital India by emerging economies.

Challenges of the business schools to face global competition.

1. Public fundings becoming more difficult to obtain as governments have less money to spend, at least in some parts of the country as a result some schools have to merge
2. Economic problems in emerging economies or seriously affecting job opportunities for business school graduates and participants
3. Technology will become even more important in the future. We all know that e-learning will be a massive challenge as well as a huge opportunity for business schools around the world. "MOOCs"(massive open online courses) are reality, and e-Learning could reshuffle the cards in a way that may well change in fate of a number of schools.
4. Absence of entrepreneurship development scheme. The majority of the students want to get a job after finishing their education. They don't like starting their own business because they are of the view that they cannot become a business person and face the challenges during the circulation of the business. The absence of entrepreneurship abilities is halting the progress of our country in several fields. Our education system should be such that it should generate enthusiasm to become a business person and it should also produce

scientist, writers, thinkers, designers etc, only that India can be knowledge based economy and claim to be regarded as superpower.

5. Caste, reservation and paid seats are reserved for, reserved caste and rich students. The education system should give equal chance to all students irrespective of their caste and creed. In India the child of good a rich family gets good education just because of ample money whereas the child of a poor family hardly gets the primary education. The government data discloses the better reality that only one child out of 7 goes to school. This problem should be taken into notice as soon as possible and do some serious work to change the situation as soon as possible.

6. Outdated syllabus need to change . The present system of higher education in the country. We need to ensure quality in education as well as quantity. Students are getting the knowledge from outdated syllabus. Lots of technology and scientific improvements are taking place in India and therefore the courses are graduate and post graduates must be updated as per the industrial and technological development.

mpact of business education

The impact of a business school can be measured by reputation, quality of the faculty, student placements and rankings. "It is very important for an institution to know where its students have gone and what are they doing to make an impact". For proper execution, skill is necessary. In India importance of skill is an unattended aspect except in few areas like medicine, engineering etc, that too not everywhere. The graduates are still struggling in communication, lack of boldness to present the presentations. India is composed by demographic dividend with multiple languages, cultures, religion etc. So teaching in common language is not possible like other countries, if we do it, other issues crop up. India is witnessing new era in the field of management education. Many corporate groups like Reliance ,Tata etc ., have promoted management institutes.

Limitations

1. The study is concerned with creating awareness and developing business education in India.
2. The study is confined to colleges in Bangalore.

Findings

1. Learners in secondary and under graduation do not have proper insight into the advantages and the career opportunities offered by the business education.
2. The lack of motivation is stopping the younger generation from pursuing the career based on business education.

3. The learners are lacking the encouragement to choose the business education as a career option.

Suggestions

1. Industry and academia connection ,is necessary to ensure curriculum and skills in line with requirements
2. The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increase in costs on non -salary items and emoluments of staff, on the one hand, and declining resources on the other. Effective measures will have to be adopted to mobilize resources for higher education.
3. The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and social cultural Advance through efforts are required to improve the countries innovative capacity ,yet the effort should be to build on the existing strengths in light of new understanding of the research innovation -growth linkage.

Conclusion

The goal of a progressive business education system is to ensure that the education is available uniformly to all concerned without any bias. India has huge ; population hence there arises the need to give more importance to business education. So that we can prepare the young students to be subsequent leaders in Indian corporate environment and framing right corporate governance and lead balance growth in achieving the objectives of digital India.

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