



Dr. S. P. Rath

Professor,
School of Management & Entrepreneurship,
Auro University, Hazira Road,
Opp. ONGC, Surat (Gujarat) -394510
prof.sprath@ymail.com

Dr. Biswajit Das

Professor,
Marketing & Chair Person Doctoral Committee
KIIT School of Management,
KIIT University, Bhubaneswar,
Odisha, (India)-751024
biswajiti@ksom.ac.in

Dr. Mamata Mohapatra

Associate Professor
School of Management & Entrepreneurship, Auro University,
Hazira Road, Opp. ONGC, Surat (Gujarat) -394510
mmohapatra@yahoo.co.in

Management & Technical Education Potentiality of India – A lead Towards Education Tourism

Management & Technical Education in India

The drive of India from closed economy to open economy was not a shift rather a compulsion in 1991. Majority of the pressure was from the changing economy in the neighborhoods China which was simply twelve years ahead of the India in liberalizing the economy in the year 1978. Asian tigers were also a threat to this closed economy. Super 303 and other trade embargos were by the US and allies disturbing the national industries, high import duties, monopolistic market trends were destabilizing the consumers.

The country realized the significance of the open market as benefit for the consumers and the industry to think as global player in the future. MNC's ventured with swift pace & strategy to this second biggest market of the world, with offerings of the global quality and competitive prices. Fierce competition in the market place forced many leading Indian companies to wind up their business. From 1990 to 1995 India experienced the scarcity of the technical and managerial manpower. Realizing the trend government turned liberal in opening up of the technical and management institutes under the surveillance of the statutory bodies. The trend continued and today India has more than 1700 Business Schools with legal validations by AICTE (All India Council for Technical Education). Similarly technical education has also mushroomed through institutions across this country. In this process government curtailed the education budget and also successfully made this department a profitable one. (Annual Report, 2010) From the point of the international education business of USA, UK, Canada, Australia etc., India needs to double its number of its institutions qualitatively.

Indian Business Schools in the process of inception adopted the American model of education to cater the global companies without the proper research in this field. New B'

Schools which came up with the objectives of profitable business added indigenous blend to the management education by adopting couple of Japanese management papers to the curriculum without understanding the relevance of it. Undoubtedly the world is crazy with the Japanese Production management techniques and style. The mad race of management education institution building continues as its customers are more willing for a technical degree rather than any general post graduate qualification. (Sergiovanni, 2008) This decade 2000 - 2009 is facing the new challenges of specialized management education and the skills training as the bench mark of any institution. Super specialized management and technical education are need of the time to match to the international standards vis a vis to attract international students community.

Education Industry Boom in the Decade

Realising the need for the growth of the society in India, the career plan of the students with future objectives and as a whole the trend in the country – management education has a big role to play in the nation building. Job oriented education or the profession oriented education is the key theme of the career planning of the youngsters. M.B.A. or PGDM with specialization in any of the available streams makes an easy entry path for the job in the corporate sector. Knowing it very well that the jack of all trades and master of none, the management education – ensures a good job for the sincere students in the business world.

Privatization of the Universities and providing of the Deemed university status to institutions fulfilling the norms have added many new universities to this country. This process has encouraged many such organizations to provide an uplifted standard of education away from the traditional patterns as their unique selling proposition of the organization. At the same time government assisted institutions have also gone up for expansion drive and market matching fee structures resulting in the expensive proposition of the higher education to the masses of the country as well as denying the higher education to the meritorious students of the society. At the same time protagonists of the private education drive do have the logic of stating that high fee structures are the result of a non economical student enrollment permission provided by the government. It's not simple to argue that Privatization of the education is the right thing for the country like India. Every year more than ten universities are added to this country's profile of education. Unfortunately, none of the Indian universities are within the top 250 universities of the world in the Times ranking. Specific efforts are required from the premier universities especially the state government and central government universities to bring out at least twenty such institutions in the list of the top

hundred institutes of the world. That can in return justify the augmentation of the education tourism.

Higher education control bodies' role has been minimized and some of them are justifying the stand as the profit making government organizations. Profit is a good word for the industry but, how good is it for the education. Defined control mechanisms do have much illogical standing as norms to control the higher education in this country. Medical education is one the sufferers of this norms. Technical educations such as non degree education are the gainers of these norms. Management education being a post graduate programme is based on a fallacious scale of economy of the operation. Initial operation costs of the institution are non economical but on graduating to the higher enrollment of the students operation economy becomes smooth.(Andersen, 2003) Even some of the universities using the commercial loopholes are able to produce more than 12000 MBA graduates per year and have minimized the value of the management education. Those having an edge over the others being premier in this segment have justified their stand with multiplied fee structure. In the last couple of years top B' Schools fees have gone through the roof and is mind blowing, which have redefined their clientele. More institutional autonomy and support mechanism of other government agencies are required for the education tourism improvements.

Cross Border Higher Education

Many things have happened since 1980s which created interest in using cross border higher education (CBHE) to augment the national capacity for contemporary economic activities with well trained and skilled workforce globally. They include rapid growth of knowledge in all disciplines, globalization in the economy, impact of science and technology in shrinking space and time domains, revolution in telecommunication and information technology culminating in internet and the advent of the knowledge driven economy, mostly through service sector superseding the agrarian and industrial ones. Appreciating its potential use in developing countries, UNESCO, World Bank and World Trade Organization have been promoting CBHE, evolving appropriate safeguards to protect the interests of the recipient countries. Based on its estimation of global trade of \$ 2 trillion, the WTO included 'education' as a tradable service under GATS regime. This had attracted many unorthodox providers with a concomitant worldwide concern over the very idea of commoditization of educational services. (Gnanam, 2007) Negotiated 'trade' arrangements, of course, are one of the age-old collaborative measures used for the benefit of participant countries.

Modes of International Education Trade – WTO & GATS

International exchanges in education have long been promoted on cultural, political, social and economic grounds. The WTO's inclusion of education as one of the tradable services along with 22 others such as law, transport, tourism, health care, consultancy and construction has brought the commercial connotation as trade in services. (Gnanam, 2007). In line with the practice of classifying other tradable 'services', GATS listed four modes of educational services for negotiated agreements. Mode 1: covers distance education, online learning, video-conferencing, virtual education, education software and corporate training through ICT delivery, Mode 2: covers international student mobility to other countries, Mode 3: covers commercial presence of provider investing, establishing or using facilities in another country, and Mode 4: covers person traveling to another country on a temporary basis to provide the services of a teacher, a scientist or a professional. The GATS' inclusion of education as one of the tradable services has triggered the interest of some developed countries such as the US, Canada, U.K., Australia, New Zealand as yet another profitable avenue for them to initiate efforts to get into the market. (Husted, 2010) As of now, these countries have become providers of CBHE, as they have always been, while other member countries of WTO including India are at the receiving end.

India in Education Tourism

Higher education system of India is the third largest network in the world, after those of China and the U.S. with about 350 universities and 17, 000 colleges and half a million academics catering 10 million students. In spite of these impressive numbers, it provides access to just 7 percent of the eligible age group (17 to 23 years of age); as compared to 50-70 percent in high income group countries, and the world average of 30 percent. This puts a premium on quantitative expansion. Much remains to be done to improve educational quality. Thus both quantity and quality of higher education has become the main concern. Quantity is not a function of content alone; it is determined by curricular transactions, attitude, infrastructure and ambience.

Over centralized regulation and control has been the bane of Indian higher education. The ownership of higher education is still not clear with all the interventions of the Central and State governments and their plethora of regulatory agencies. The institutional autonomy enshrined in the Acts and statutes has been lost and there is no concern for accountability. No one makes enduring decisions even in matters like liberalization and internationalization of education. The bulk of the 17,000 and odd institutions of higher learning are in the public domain and resist any change in the status quo. (Gnanam, 2007)

Degree & Diploma Level Professional Institutions of India (As on 2009)

S. No.	Programs	Degree NOI*	Intake	Diploma NOI*	Intake
1	Engineering & Technology	2872	1071896	1659	471006
2	Architecture	106	4133
3	M.C.A.	1169	78293
4	Pharmacy	1080	68537	575	32181
5	Applied Arts & Crafts	12	935	4	480
6	MBA	1565	135893
7	PGDM	375	43668
8	Hotel Management	93	6387	86	4490
	TOTAL	7272	1409742	2324	508157
	INSTITUTIONS				9596
	INTAKE				1917899

* NOI : Number of Institutions

Source: Ministry of Education, Government of India, 2010

Need of the Paradigm Shift in the Management Education & Training

World economy has taken a new turn with its shift. Driving forces of the market is shifting from the hands of the developed world. Developing world is adding with higher rates to the world economy. Financial Crisis, Economy Slow down, Recession etc. are going to be more frequent in the world market. Happenings of such situations are more frequent in the last two decades. Preparedness of the society and the industry in particular is required with defined strategy. Last year's situation of this financial crisis is a lesson for the US and European society to learn a great deal from the post colonial effects.

Majority of the B' Schools of India were following the American pattern of teaching to prepare the business graduates for the corporate houses as professionals. Industry too has the fashion of following the western management styles. Such syndromes of the industry turned fatal with this financial crisis and the recession. Presumably, scholars of the technical education patterns do argue for such events to happen again and again in the near future. Can India afford such a borrowing style and techniques of the western world to fit to its system?

Many may disagree to the concept of Indianisation of the technical education. Same can be learned from the Japanese who championed from the Asian region in managing the sound economy of the nation. Indian industry in return needs to participate in the education industry actively for which government needs to grant the industry status to the educational institutions. Active participation of the Indian industry in promoting institutions and universities at the same time widening of the employment of the graduates are required by creating more job opportunities.

Management education in its history is very new in this country. Professionalism has not been poured to in full swing. Copying the masters of this trade is our motto. Changes which are required in this system are not yet fully realized. B' Schools are trying to cater to the needs of the industry to place its graduates at different positions in the industry. Missing links in the education pattern is least care for the entrepreneurial education in the B' Schools. We are teaching management and forgetting training for the future utility. Basic skills trainings are missing in the top B' Schools MBA programs in India. To list few training programs like Medical First Aid, Basic Fire Fighting is not incorporated in to the management curriculum. Skills trainings are missing to a great extent in the curriculums. Regional trade and industry learning methods are missing in the management teaching. Nothing is called as "Indian Management system" to learn in the B' Schools of India, but we have enough literature to learn about Japanese Management System and our teachers are sincere in imparting Japanese system to the students as high funda and powerful punch lines of learning skills. Practical orientation of managing small business, mixed farming business, livestock management, agribusiness, co-operative operation management, applied rural marketing, managing small business within limited resources, managing small service outlets like such many streams are missing in our B' School curriculums. Graduates produced from the management institutions are fit for the jobs at large rather than to be entrepreneurs.

When the job market collapses with the recession in the market unemployment of the management graduates are very high. Neither the graduate nor the management institutes are prepared to cope with the situations. Number of enterprisers produced from the management institutes are at the lowest in India in comparison to the western world. Recession does severely affects the B' Schools & technical education economy in India. Students intakes depend on the placement track of the institute. Quality institutes are able to sale their graduates at the same time average institutes struggle hard to achieve some campus placement success. Hiring organizations look for a defined standard in the graduates and expertise of the candidate in different industry skills. Miss matching to their need is an

expensive matter for the industry. Management education should have the curriculum of imparting specialized learning of managing organizations in the crisis. Improvised curriculum, international training orientation, recent global skills training for the students along with the teachers training curriculum are the need of the time to fine tune the Indian management and technical academicians to deliver to the expectations of the international students. Such initiatives are missing with the leading universities of India, who are competent to deliver the same.

More Specialized learning

As this is always accepted that management education is more dynamic as a stream, changes are obvious in its curriculum. Specialized learning like profession specific skills and training are call of the day. Retail management, Agribusiness, Cooperative business management, Small business management, Live stock business management, Commodity trade and business management, Supply chain and logistics management, Port and infrastructure management, etc, needs due clearances from the education control bodies to be the fulltime programs with appropriate legal validation. Many such specialized learning like media management, events management, campaign and promotions management, Social services management, nonprofit organizations management, public affairs management, environment and forest management do have some presence in this country but insufficient to the need as the country and the world .

Mid-Size Management Programs

Some of the B' Schools are offering one year specialized programs of specialized companies as a strategic tie up with the hiring organizations. Such programs are Insurance and banking services management, events managements etc. which are of more sales skills programs and where the manpower turnover is very high. In fact such programs have no statutory validity and recognition. These programs do needs attention of the authority for legal validation and recognition. Many such new programs needs to be introduced based on the corporate needs and the society requirements. (*Razik, 2010*) Many additional management programs are required for the professionals for the skills enhancement of the qualified MBAs which should be incorporated in the management institutes as additional training modules.

Certificate Programs

Significance of certificate programs are very well realized in the last couple of years in Indian management education. Durations of such programs are one week to six or eight weeks. Certification programs with the MBA degrees are treated extra and advantage in seeking a corporate recruitment. Numbers of skills trainings are meant only for couple of

weeks. To name few as prime requirements of the management graduates are Six Sigma, JIT in Services, Stress Management, Effective Communication, Team Work Skills, Leadership Skills, Crisis Management, Kaizen, Disaster Management, Negotiation Skills, TPM, TQM, Medical First Aid, Industrial Fire Fighting, Disaster Rescue Operation, etc. Some of the B' Schools have already adapted to their curriculum such time need programs. Similarly corporate houses do train their executives, which they can avail based on the institutes corporate interface and the PR. B' Schools do need to augment their expertise in the skills training and to bank on the certificate programs as a quick revenue generating scheme. Certification programs recognition should come from the statutory education bodies to encourage the participation. (Rath, 2007) Certificate programs in management and technical education can be of more attraction for the international student community as additional feathers to their core degree of bachelor or master program.

In the Trouble Times

Recession and economic slowdown has many things to offer to the organizations to experience and learn. Core industries, Service sector, Life style products, and the industry in total experienced the power of the trouble and market buying behavior in this recession. Management institutes being associated with the industry and a part of the education industry should move more cautiously in a calculated way. Post recession situation is going to prove that only quality survives in the management education and many B' Schools are going to be "sick for sale" like the industry experienced in the previous recession situation. Quality education doesn't come from the quality infrastructure (Building), it comes from the quality manpower and dynamic teachers. Quality manpower hiring cannot be sufficed by the pay scales provided by the AICTE or UGC. Remuneration packages for the technical and management academicians needs to be industry alike and similar to attract the competent talents to the academic profession. Which in return can create the international standard education system in India to bring education tourism successful. Management education very well needs industry professional's infusion in the teaching methodology and fraternity. Industry interface shouldn't be a fashionable event in the B' Schools rather a real interaction between the students and the professionals. (Arya, 2007) Industry standard pay packages will attract more industry professionals to pick up the teaching assignments. Some B' Schools have already adopted the patterns, rest needs follow this. Students intake also requires proper filtering because a common statement stands valid "Garbage in is garbage out". Many B' Schools are at the premier positions because of their students intake not the faculty they have. Taking the advantage of the same many of them have hiked the course fee so high that

meritorious students will think ten times before for these. Post recession phase is going to be a tough time for them. Mediocre B' Schools have strategies to gain advantages out of these situations. Current recession has a short life span to continue, but the next will not have the similar duration. Recession kills the industry as well as the management institutes. Survival strategies are very much important to meet the situation. Management education teaches the business strategy but has fewer strategies for the self.

Need and continuity – “Change”

To survive change is a must. Either you change or you perish. Management & technical institutes should opt for dynamism in the management and its strengths, the faculty should go for knowledge enhancement and industry oriented trainings to adopt innovative teaching and training methods and modules. Barriers of the entry of the professionals should be minimized and statutory authority should redefine the norms qualitatively and liberally. Research works of the institutes needs overhauling. Quality should take place instead of tagging of the higher degrees. Proper mechanism of research work should come in to force in the varsities. Research & remarkable contributions are required as the hallmark to justify the institutional excellence to attract international students and the quality faculty.

Management education has no option, change as per the need of the time stands as a must. Strategy to meet the future challenges can only come from the think tank of the faculty for which ownership feeling has to be injected by strong retention policies of the management. Job security, right environment only motivates the good faculty to continue for long. Good faculty and some star performing faculty do attract the students to opt for the institute.

The course fees of the business education are going through the roof. To avail the best intake affordable course fees to be offered by the institutes. To offer competitive fee structure seat limitations by the AICTE to be relaxed, and more qualitative monitoring methods to be implemented rather than the structural mechanism. To avail the justified and proper mechanism the B, Schools and technical institutes should stand on a proper platform with constructive think tank ideas and techniques. Monitoring mechanism of the B' Schools should be sizably free from the red-tapism and irrelevant formalities as prescribed by the statutory authorities. (Rath, 2007) Indian institutions have realized the need of international students for the proper functioning of the institutes with sizable profitability to accommodate infrastructure and research facilities for their brand enhancements.

Needs and Strategies for the Education Tourism

India has been emerging as an active player in many commercial services including education. Historically, its imports of commercial services had exceeded its exports. Since 2005 exports of commercial services were more than imports. All the service sectors for which pluri-lateral requests have been made to the WTO are dependent on the quality of education and skills. This will mean a focus on qualification and licensing requirements which now acts as a barrier to exports of professional services. There are many cases of Indian professionals stranded abroad with their qualifications not recognized in many countries. India has not been major exporter of education services so far but it has great potential, with English used as a medium of instruction and a large pool of academic, scientific and technical manpower, a worldwide diasporas as a potential captive market and of course, a relatively low cost. Many Indian institutions, mostly the private unaided ones, besides attracting students from abroad, have a commercial presence in many countries such as U.A.E., Oman, Malaysia, Nepal, Mauritius and Fiji islands largely on their own initiatives. Substantive expansion of bi- or multi lateral trade/ collaboration, to increase people-to-people contacts with liberalized educational policy stands at the top priority. Agreeing to the normative conditions envisaged in the “General Agreement on Trade in Services” GATS will pave the way for a sustainable international collaboration. India stands to gain by this collaborative arrangement. Till 2009, only 131 out of 17,000 and odd institutions in India have some collaboration arrangements with their overseas counterparts as compared to 1,400 in China. Majority of them provide professional and vocational courses through twining arrangements, franchising and programs level collaborations that include joint course design and credit transfers. (Gnanam, 2007) At macro level, the gain from such international collaborations would be in matters like making the society knowledge oriented, in generating high standards of quality education , in ensuring equity without compromise on the standards, in establishing state-of-the-art facilities for occupational for professional and vocational training and research within the overall national policy frame work. (Kotler, 1995) As it has been observed recession is a continuous cycle in the world economy disrupting 20-25 percent of the time business of the industry, similarly of the management education system of India. Provided with macro policy level support with no quality compromise can only allow the management and technical education industry profitable and sustainable at the trouble times. Education tourism as one of the major foreign currency revenue earning system needs to compete closely with USA, UK, Australia, Canada, etc., countries in quality delivery, technical expertise, dynamism in curriculum development, which are possible by attracting the talented intellectual capital of India to come back to the homeland with similar attractive

assignments. Like other tourism potentiality, as projected by experts, education tourism should be prioritized with the cooperation of the ministry of human resource development and the ministry of external affairs. No matter India is going to be one of the emerging education tourism countries of the world by 2025 as the experts view.

References:

- Andersen, A. & Kotler, P., (2003), (6th Edition), Strategic Marketing for Non Profit Organizations, Prentice-Hall, USA
- Andrews, S., (2007): Introduction to Tourism and Hospitality Industry, Tata McGraw Hill, New Delhi
- Annual Report, (2010), Ministry of HRD, Govt. of India, New Delhi, pp-150-154
- Arya, P. P., Chaddha, K. Suresh, (2007), Quality of Management Education: The Challenge of Changing Scenario, Deep & Deep Publications, New Delhi
- Biederman, P.S., (2010), Travel & Tourism, An Industry Primer, Pearson / Prentice Hall, USA
- Cook, R. A., Yale, L. J. & Marqua, J. J., 2010, 4th edition, Tourism: The Business of Travel, Pearson / Prentice Hall, USA
- Doriaswamy, P. K., (2004) South Asian Journal of Management, July – Sep 2004
- Fenich, G. G., (2008), 2nd edition, Meetings, Expositions, Events & Conventions, Pearson / Prentice Hall, USA
- Gnamam, A., (2007), Benefits of collaboration, Survey of Indian Industry, the Hindu, Chennai
- Husted, S. & Melvin, M., (2010), (8th Edition), International Economics, Prentice – Hall, USA
- Kotler, P. & Fox, K., (1995), (2nd Edition), Strategic Marketing for Educational Institutions, Prentice – Hall, USA
- Kowalsky, T., (2008), (5th edition), Case Studies in Educational Administration, Allyn & Bacon, USA
- Marshall, C. & Oliva, M., (2010), 2nd Edition, Leadership for Social Justice: Making Revolutions in Education, Allyn & Bacon, USA
- Midblock, S.F., (2010), Case studies for educational leadership: Solving administrative dilemmas, Allyn & Bacon, USA
- Rath, S. P., (2007), Beyond the Books, Indian Express, Hyderabad Edition, Hyderabad
- Razik, T. A. & Swanson A. D., (2010), 3rd Edition, Fundamental concepts of educational leadership and management, Allyn & Bacon, USA
- Scantelbury, M., (2011), Tourism Concepts and Practices, Prentice Hall, USA

Sergiovanni, T. J., Kelleher, P. & McCarthy, M. M., (2008), (6th Edition), Educational Governance and Administration, Allyn & Bacon, USA

Paper Received : 30th October, 2014
Paper Reviewed : 17th November, 2014
Revised Paper Received : 23rd December, 2014
Paper Published : 1st January, 2015



CTE