

Restructuring of Management Education through Open Institution of Higher Learning - with special reference to Marketing Mix

Dr. Devesh Ranjan Tripathi

Associate Professor, Business Management, School Of Management Studies, UP Rajarshi Tandon Open University Allahabad

INTRODUCTION

Management education plays an important role in determining the quality of professional life. It is a powerful agent of change. It is a process of empowerment through imparting knowledge, skills and values to the executives and an instrument of social change by providing opportunities for quality education. It is defiantly an important and well-known tool of human resource development.

In today's fast changing world, the distance and open learning system have acquired an important place in the field of Management education. In times to come, this system is likely to be the only viable means of gratifying the need of getting higher education by a major population of the students.

Management education through Distance Mode in India is generally viewed as a mode rather than a philosophy. Though the theoretical models of distance education have been borrowed from the west, and it is suited high time to restructure them with some indigenous ideas and innovations suitable to our conditions. Action research seems to be one is one of the most neglected areas in Management education in distance mode. So action researches on functional issues are also be required for restructuring, and re-planning. This will also help in identifying our strengths, weaknesses, opportunities threats and challenges and use the same to best advantage. The emergence of globalization and ICT advancement has paved the way for liberating knowledge, in an era of free access to knowledge.

Restructuring the Management education through open institution of higher learning could be considered in the light of higher accessibility, greater flexibility, and a dream to realize the ideals of educational equity and justice. The present paper is an attempt to restructure the Management education through distance mode to establish its credibility, competency and capability to achieve the noble and cherished missions of creating professionals in with skilled and knowledge necessary to propel us as world leaders in the international business scenario.

Restructuring of Management education is essential for meeting the enormous demands for Managerial education which has emerged due to various economic technological and business developments.

In the context, it would be better to understand and analyze views of industrial professionals regarding utility usefulness, and impact of management education through distance mode in this regard an exploratory analysis was conducted with the following objectives: -

1. To know the opinions of professional executives regarding utility and the effectiveness of Management education through distance mode.
2. To workout the feasibility of Management education through distance mode.
3. To revel major challenges of providing Management education through distance mode.
4. To analyze marketing mix strategies for the restructuring of Management education through distance mode.

Tools:

Self structured scale including 25 questions to understand the views about Management education through distance mode".

Sample:

For study purposes researcher has selected 150 industrial professionals from different specialization areas like:

- (1) 50 from Marketing
- (2) 50 from finance
- (3) 50 from Personnel

Collection of data:

Above mention scale has administrated on selected sample and following opinion has come out:-

1. Opinion of professional executives about utility and effectiveness of Management education through distance mode.
2. Feasibility of distance mode for providing Management education.
3. Impact of present system of distance mode for providing management education.

Findings: -

1. 50 percent of marketing executives, 40 percent finance executives and 20 percent of personnel executives believe that the Management education through distance mode is useful.
2. Only 25% professional Executives believe that objectivity of Management education could be completed according to subject matter.
3. 50% Professional Executive believes that present system of distance mode for Management Education required regular amendments.
4. 25% Professional executives believe that partial amendments can also be improving the present scenario but surprisingly 25%, executives believe that any change in present system is quite impossible.

A-If Management education is provided through distance mode. It is necessary to focus on some aspects: -

1. What are the main objectives of teaching the Management education?
2. What are the possible methods of Management teaching?
3. What are the limitations of distance education?
4. What are the requirements of Management teaching?
5. What are the main reformed employed for teaching Management education through distance learning mode?
6. How for the qualitative teaching will improve after employing necessary reforms?

B-Main objective of teaching Management education:

1. To develop the Management efficiency in students, so that they can analyze all the events of business world by using the management rules, values, and ethics to get the best results.
2. To increases their keenness for searching the relevant facts within managerial rules.
3. To achieve the predefined goals of the organization they should follow managerial values and business ethics.
4. Always follow the rules of concentration, motivation and patience for solving the business problem.
5. The work related of Organization, should be perform systematically and sequentially.

C-Teaching Method for Management education:

Primly these are the main teaching methods, adopted by the Teachers:

1. Teaching through material aid.
2. By case Study method.
3. Experience and experiments sharing by Professionals.
4. On the job training.
5. Industrial tour's Seminar's, workshop etc.
6. Teaching through current business environment
7. Group discussion method.
8. Demonstration
9. Heuristics methods
10. Assignment
11. Project
12. Role playing
13. Brain storming
14. Deductive and Inductive method

Above mention methods of teachings give the answer of what, where, when, when and How.

D-Then again question comes out:

1. How ideas about above mention elements can be generated in the mind of students?
2. Are they able to find out the answers of these questions?

3. Are they able to solve these questions, systematically, within the farm work of Managerial principles, values and ethics?

E-Teaching requirements of Management education:

1. Emphasis on case studies.
2. Up-to-date syllabus & study material
3. Industrial visits
4. Analytical and experienced thought of professionals.
5. Motivational Strategies to improve attendance.
6. Regular interaction with faculties.
7. Monthly progress report.
8. Teaching Methods
 - (a) Learning by doing
 - (b) Case Studies & books of specialist.
 - (c) Teaching through present business scenarios.
 - (d) Industrial visits.
 - (e) Professional lectures by industry people.
 - (f) Systematic, facilitated and well equipped campus.
 - (g) More & More use of different syllabus of computers and their practical knowledge and Principles.
 - (h) Every student accessing equal facilities.
 - (i) Emphasis on practical knowledge and principals.
 - (j) Campus recruitment policy.

F-Limitations of distance Education:

1. Emphasis on theoretical concepts only.
2. It requires continua's approach between groups and counselors.
3. Due to geographically distance between study center and student it is difficult to interact every day.
4. Selected specialized lecture due to cost factor and geographically distance between center and students.
5. No Strictness about attendance.
6. Selected problem solving sessions.
7. Analysis of progress only by assignments and semester examinations.
8. Teaching method.
 - (a) Tele lecture method.
 - (b) Only materials provided by institutions.
 - (c) One-way radio communication.
 - (d) Lectures only through institutions faculties.
 - (e) Lot of lectures is not possible due to cost factor.
 - (f) Emphasis on Principles only.
 - (g) Only Urban Centers providing best services rather than rural centers.
 - (h) Campus recruitment policy.

Strategies for Offering Product (Management Education):

For the popularization of Management education through distance mode qualitatively & qualitatively researcher received certain suggestions. If we convert these suggestions in to operating strategies then the present system of distance mode will be improve.

1. Product (Admission) related Strategies:

- (a) Allotment of limited seats to study centers.
- (b) Organize interview before granting the admission.

2. Place (Study Center's) related Strategies:

1. Only facilitated and well equipped study center should approved.
2. Periodically inspection of study centers.
3. Computer facility and library facility will compulsory
4. Each center should establish student help line (Toll free no). So that student can make contact any time to solve their problems.
5. Annual grants to study centers must increase.
6. Honorable faculties should interchange by study centers and Head Office. So that student can receive best inputs.

3. Service (Strategies for teaching Programme):

1. Number of contact programme must increase.
2. Regular Organization of seminars and workshops.
3. At the time of counseling sessions more emphasis on current and practical knowledge of management should be delivering.
4. Always invite industry professionals to deliver the specialized lectures.
5. Use of two-way communication with the help of EDUSAT should utilize.
6. Timetable of Counseling classes should be organized according to student's choice.
7. Attendance must be compulsory to the entire student's.

4. Strategies about Syllabus preparation:

1. Always involve specialist of distance education.
2. Case studies should mention at the end of each chapter.
3. Continuous updating of syllabus should compulsory by the team of professionals and specialist lecturer's.
4. Delivery of study material and assignment to centers should in advance before starting the new semester.
5. Make sure that all the printed material should well checked and rechecked.

5. Strategies for evaluation:

1. Monthly evaluation (test) should start in place of assignments.
2. Allotment of some marks for case studies, class presentation and attendance.
3. Assignment should evaluate by the centers respectively. While answer book of semester end examination must be evaluate by Head Office.
4. For evaluation purpose always invite specialists of particular subjects.

6. Strategies to trend the teacher's:

This mode is entirely different rather than conventional teaching. So training of this mode is extremely important to understand the problems of the student's to provide effective solution. So that student's can solve their problems.

CONCLUSION

According to above mention strategies we can see the following effects on our present system

1. Specialized professional's can train the students in better manner.
2. Selected admissions through interview will reduce the dropout cases after the registration.
3. Well-structured and super infrastructure facilities will provide quality education to students.
4. Use of case studies, seminar's, workshop's and industry tour's will attract the students to pursue the Management Programme through distance mode.
5. Fix share in fees will motivate study centers to produce more admissions.
6. Increase contact classes will reduce the distance between teacher and student.
7. Establishment of student help line, use of two-way telecommunication media and use of Internet certainly provide efficient services to students.
8. Always invite professionals for preparation of study material, Assignment lecturers and evaluation.
9. Compulsory attendance should be in the form of incentive.

REFERENCES

Books

- [1] Colen, L. and Mauien, L. (1994), *Research Method in Education*, Lomdon: Routledge.
- [2] Gupta, S. P., *History of Distance Education*, Allahabad, Sharda publication, 2005.
- [3] Kumar, J. Prasanth, Digumart & Rao D. B. ,Rao G. B., *Open University Student Support Services*, New Delhi, Discovery Publishing House, 2000.
- [4] Kumar, J. Prasanth, Digumart & Rao Basant, *Effectiveness of Distance Education System*, New Delhi, Discovery Publishing House, 1998..
- [5] Mohanty, J., *Studies in Distance Education*, New Delhi, Deep & deep publication Private Limited, 2001.
- [6] Ramanujan, P. Ranga, *Distance Open Learning Challenges To Developing Countries*, New Delhi, Shipra Publication, 2002.

Articles

- [1] Arora, G.L & Pandey, S. (1998) *Teacher's continuing Education: Shifting Focus on Distance Education Mode*, Indian Journal of Open Learning.
- [2] *Distance Education in Asia and the Pacific*, Bulletin of the UNESCO Regional Office for Education in Asia and the Pacific, 1985.
- [3] Sahoo, P.K. (1999), *Perspective of Research in Distance Education*, Discussion Paper, KOU, Kota.
- [4] Satyaanaryan R. (2003), *Openness in the Open and Distance Learning System Today*, Article University New, AIU, New Delhi.