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A Paradigm Shift of Management Education with Reference to Rajkot City

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Abstract: *At present, 21st-century education has grown enormously; with the progression of time, it is also aligned with the nations by significant development and advancement. In today's era India has experienced a tremendous change in the education framework, particularly in the management education field. It likewise prompts the new scenario of management courses, which are exceptionally sought as they have financial and economic value in today's world. Management education is accepted as preparing for future business or service in today's vast world. It likewise covers the training part through which they learn about the administration and management ideas. The field of management education is dynamic and just as reasonably adaptable. The business visionary receives new strategies and advances to exploit to build the effectiveness and profitability of the firm. Because of these adjustments in the business division, there is an impact on the education of India, which motivates the specific changes grown in the field of management education of India, for example, courses offered, critical points of syllabus, technique & strategy, and the area includes in the management program.*

Key Words: *Management Education, Education Framework, Future of Business, Faculty Development, Challanges, Teaching System, paradigm shifts.*

1. INTRODUCTION:

India became a chunk of the global world through the LPG approach presented in 1991. Almost one lakh fifty thousand understudies go in the executives coursed in UG, PG just as Diploma level courses. Through this, India gives a glorious point of view to making an information economy in India. Management education in India has quick change, taking a critical position in India's developing economy. The foundations offered quality instruction with a down-to-earth introduction just as they secured the hypothesis perspective. Different instructive alternatives are winning before the understudies in India. Ongoing patterns are believed to emerge in the field of Management Education, like the conventional strategies for educating altogether change with the advanced methodology of educating. The prior career choices were not accessible, but instead, now it's present as a profession choice for undergraduates and posts graduate students, like hospitality management, event management, hospital management, business analytics, and so on. Anyway, convention courses are exceedingly request such courses identified for medical, computer application, engineering, designing, teaching field, and so on. However, in recognition of the paradigm shift in the domestic and global economic situation, the management courses are growing quickly, depicting the aberrance from the more seasoned inclinations.

2. LITERATURE REVIEW:

(Jagadeesh, 2006) examined the challenges prevailing in management education in India and clarified its implication, nature, and interrelation. It was found that all the factors were essential except for accreditation. It was also found the futile leadership and regulatory bodies were the significant barriers. The researcher also established the relationship between these challenges, which cannot be identified with direct observation. **(John & Panchanatham, 2011)** studied to evaluate the management education system in India and the current movement of management education. **(Shukla, 2013)** studied to evaluate the noteworthy progress of higher education in India and to compare the various educational approaches concerning education for consistency development. In this research, academic policy, programs, and projects related to education have been analysed to identify growth opportunities in the future, development, and challenges. It was found that various principles have been rooted in sustainable development in the education policy of India. In India, environmental education is compulsory, especially in the under-graduation courses in India. **(Murthy, 1996)** aimed at evaluating whether the strategy implemented for change was fit to meet the emerging requirement in management

education. The study uncovered that management education needed changes that embedded emerging technology and innovative ideas. The idea must be nurtured and grow into new and unexpected strategies for action to meet destabilizing external environmental impacts. **(Zami Atibuni et al., 2022)** has examined the shifting from the instruction paradigm to the learning paradigm. The study found that teachers in management education should be prepared to meet the requirement of 21st-century learners under the fourth industrial revolution. The graduates from management education consider learning a continuous process to benefit its stakeholders. **(Ross & Greenwood, 2020)** studied that a solution-focused approach had become an integral part of management education. The study found that multilayer inclusion should be needed in modern-day management to boost confidence enhancing self-efficacy and empowerment. Management education focuses on developing abilities and possibilities of solving a problem instead of fixing it. **(Malapur, 2011)** has found that management thought was in flux, and we are experiencing paradigm shifts in management too. In the modern era, the shift is from competitive advantage based on information to competitive advantage based on knowledge. The critical consideration of management education would be knowledge building to meet the requirement of this shift. **(Bratianu et al., 2020)** had analysed that fast and unpredictable changes in the business environment lead to significant changes in the future job of management field. The new employment opportunities and threats due to the fast-changing business environment have become the new normal for present management students. **(Muratovski, 2015)** The key trends indicators defining the present design landscape and its role in business and society were examined. The leading business and global organizations started gaining a new understanding of the value of design, their internal culture and attitude toward design began to change.

3. THE OBJECTIVE OF THE STUDY:

1. To identify the factors that management teachers perceive as upgrading the standard of the management course teaching system
2. To know the difference in the level of agreement between the age group of management teachers concerning the enlargement of faculty, management Support for Faculty Development, Classroom Discipline & Management, Areas for Students Development, and Improvement in Co-curricular Activities.

4. RESEARCH METHODOLOGY:

The paper utilized primary data and secondary data collection, which have been collected from questionnaires and the sources like websites and the internet. As a primary data collection source, the structured questionnaire has been used to survey the perception of 150 respondents. The convenience sampling method has been used in the current study. Fried man test and cross-tabulation have been used to analyze the data through SPSS.

4.1 HYPOTHESIS:

H_0 = There is no significant difference in the level of agreement between the age group of management teachers concerning the enlargement of faculty, management support for faculty development, classroom discipline & management, areas for students' development, and Improvement in Co-curricular Activities.

5. DATA ANALYSIS:

Mean Rank	
Assistance for teaching method	3.78
Teaching with the case method or through the practical aspect	4.96
Assistance for classroom management	3.54
Mentoring Program	3.93
Support system with Parents communication	3.74
Age	1.05

Test Statistics	
N	53
Chi-Square	165.997
df	5
Asymp. Sig.	.000
a. Friedman Test	

A Friedman test was conducted to know the difference between the age group of management teachers concerning the enlargement of faculty. The test revealed that $\chi 2$ (165.997), $p < .05$. Thus, we reject the null hypotheses, and we conclude that there is a difference in the agreement level for enlargement of faculty in the age group of management teachers.

Age 20 - 40	Assistance for teaching method	Teaching with the case method or through the practical aspect	Assistance for classroom management	Mentoring Program	Support system with Parents communication
SD	1	0	1	2	1
D	1	1	1	0	1
N	6	2	9	3	10
A	24	11	23	26	17
SA	14	32	12	15	17
41 - 60					
SD	0	0	0	0	0
D	0	0	0	0	0
N	0	0	1	1	2
A	5	0	5	5	3
SA	2	7	1	1	2
Total	**53**	**53**	**53**	**53**	**53**

For more clarity on the results of the significance level, the researcher used the crosstab. So from the above table, it can conclude that there are 69.56% of faculties strongly agreed on whose age is between 20 to 40 more concentrate on the practical aspect. In contrast, only 23.91% faculties agreed with this statement, but in the age group of 41 – 60, all the faculty members said strongly to this statement.

Mean Ranks	
Age	1.05
Motivating Teachers	3.54
FDP and workshop for faculty members	3.50
Participation in Disciplinary decision and take feedback from them	3.36
adership program for faculty members	3.56

Test Statistics	
N	53
Chi-Square	142.413
df	4
Asymp. Sig.	.000
a. Friedman Test	

A Friedman test was conducted to know the difference between the age group of management teachers concerning management support for faculty development. The test revealed that $\chi 2$ (142.413), $p < .05$. Thus, we reject the null hypotheses and conclude that there is a difference in the agreement level for management support for faculty development in the age group of management teachers.

Age 20 - 40	Motivating Teachers	Faculty Development Program and workshop for faculty members	Participation in Disciplinary decisions and taking feedback from them	Leadership program for faculty members
SD	1	1	1	2
D	0	1	0	1
N	2	2	3	2
A	17	15	19	16
SA	26	27	23	25
40 - 60				
SD	0	0	0	0
D	0	0	0	0
N	1	1	2	1
A	3	2	2	0
SA	3	4	3	6
Total	**53**	**53**	**53**	**53**

For more clarity on the results of the significance level, the researcher used the crosstab. So from the above table, it can conclude that 13.21% of faculties have said they strongly disagree and disagree with the above statements whose age is between 20 to 40. In contrast, from the age group of 41 to 60, nobody has commented on this statement.

Mean Ranks	
Age	1.00
Proper procedure should be developed for disciplinary action	2.94
Positive environment should be developed for good learning system	3.20
Rules for attendance and consistence procedure for that	2.86

Test Statistics	
N	53
Chi-Square	120.596
df	3
Asymp. Sig.	.000
a. Friedman Test	

A Friedman test was conducted to know the difference between the age group of management teachers concerning classroom discipline & management. The test revealed that $\chi 2$ (120.596), $p < .05$. Thus, we reject the null hypotheses and conclude that there is a difference in the agreement level for classroom discipline & management in the age group of management teachers.

Age	Proper procedure should be developed for disciplinary action	A positive environment should be developed for a good learning system	Rules for attendance and consistency procedure for that
20 - 40			
SD	0	0	0
D	0	0	1
N	2	0	5
A	20	19	17
SA	24	27	23
40 - 60			
SD	0	0	0
D	0	0	0
N	1	0	1
A	5	2	5
SA	1	5	1
Total	**53**	**53**	**53**

From the above table, it can be concluded that 50.94% of total faculty from the age group between 20 to 40 and 9.43% of total faculty from the age group between 41 to 60 have preferred a positive environment over the other two factors.

Mean Ranks	
Age	1.03
Develop a motivational tool for students	3.29
Arrange students' development program	3.48
Build management skill in them	3.53
Management exercise or games for their development	3.67

Test Statistics	
N	53
Chi-Square	144.700
df	4
Asymp. Sig.	.000
a. Friedman Test	

A Friedman test was conducted to determine whether management teachers differed in the level of agreement between the age group of management teachers concerning areas for students' development. Results of that analysis indicated

that there was a difference in the level of agreement between the age group of management teachers concerning areas for students' development, $\chi 2$ (144.7), $p < .05$. However, it can be said that we fail to reject the alternative hypothesis.

Age	Develop a motivational tool for students	Arrange students development program	Build management skills in them	Management exercises or games for their development
20 - 40				
SD	1	1	0	1
D	0	0	0	0
N	1	0	2	1
A	22	19	17	13
SA	22	26	27	31
40 - 60				
SD	0	0	0	0
D	0	0	0	0
N	0	0	0	0
A	4	4	4	3
SA	3	3	3	4
Total	**53**	**53**	**53**	**53**

Furthermore, it was found that most employees between the ages of 20 – 40 preferred management exercise over developing a motivational tool for students. It was also found that most faculty between the ages of 40 – 60 agree with these statements.

Mean Ranks	
Age	1.03
Global Exposure	3.71
Give more practical exercise and management games	4.03
To develop linkage between industry institution	4.46
Arrangement of proper infrastructure and resources	3.60
Develop proper evaluation system	4.17

Test Statistics	
N	53
Chi-Square	161.571
df	5
Asymp. Sig.	.000
a. Friedman Test	

A Friedman test was conducted to determine whether management teachers had a difference in the level of agreement between the age group of management teachers concerning improvement in co-curricular activities. Results of that analysis indicated that there was a difference in the level of agreement between the age group of management teachers concerning improvement in co-curricular activities, $\chi 2$ (161.571), $p < .05$. However, it can be said that we fail to reject the alternative hypothesis.

Age	Global exposure should be given to the students	Give more practical exercise and also encourage to take part in management games	To develop linkage between industry & institution for practical exposure	Arrangement of proper infrastructure & resources	Develop a proper evaluation system for academic as well as curriculum activities
20 - 40					
SD	1	1	0	0	1
D	0	0	0	1	
N	5	3	1	4	2
A	19	17	12	19	14
SA	21	25	33	22	29
40 - 60					
SD	0	0			0
D	0	0		0	0
N	0	1	0	2	0

A	6	2	2	4	3
SA	1	4	5	1	4
Total	**53**	**53**	**53**	**53**	**53**

Furthermore, it was found that most employees between the age of 20 – 40 believe in developing the alliance between industry and institute to give exposure to the students regarding practical knowledge. At the same time, the faculties in the range of 40 to 60 years believe in giving students global exposure.

6. FINDINGS & CONCLUSION:

The extremely dynamic character of the corporate world in the 21st century and the rapid development of technology need a novel and inventive approach to management education in India. In the current study, it was found that most academicians agree with the statement of enlargement of faculty, management support for faculty development, classroom discipline & management, areas for student development, and improvement in co-curricular activities, and significant reject the null hypothesis of this study. But surprisingly, it was noticed that there is a difference in the perception of faculty as per the age, i.e., 20 – 40 and 40 – 60. The faculties with an age gap between 41 to 60 years prefer global exposure and management support for the staff and the development of the students. Over more than seventy years of growth and expansion in India, management education has experienced both ups and downs. The apex of the boom occurred around the turn of the millennium. The subsequent expansion has been relatively uneven. If we chart the numerical growth of management institutes in India, estimates put their number at 2614 (in the year 2007), 3865 (the year 2013), and 3451 (in the year 2016). Take note of the downturn since 2013 that has led to the closure of hundreds of business schools. Management education is really about the whole world. It is one degree that is known all over the world and means the same thing everywhere. As education becomes more global, different parts of the curriculum are being made in different parts of the world. Through the internet, business schools can learn from the experiences of other business schools in their own country and worldwide. The sector is already very competitive and will get even more so in the future.

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