
Management Research in Private Institutions of India: Opportunities and Challenges

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Abstract: Despite, continuously emphasizing on research in management institutions and other academic institutions of higher education in India, management institutions have not yet met world standards in research. There is a paradoxical situation, among all the researches in management field from India are contributed majorly by premier government institutions which are less in number, though the number of private management institutions in India is more than sufficient in numbers. In this paper an effort is made to understand the present situation of management researches in India, opportunities and challenges in private management institutions. For understanding the present status of management researches, reports of reputed agencies are studied, for assessing the opportunities in private institutions data from AICTE is taken to be analyzed, whereas for figuring out the challenges, a sample of 50 faculty members from private institutions is taken, then their views on an open ended question is analyzed.

Keywords: Research productivity, Management Research, Business Schools

INTRODUCTION

Research is to arrive at a conclusion through a scientific process. Scientific process is to put thoughts in systematic steps. Systematic steps help refine thoughts with logical reasoning that makes the scientific process trustworthy as it can be visualized and evaluated by the concerned people. This process of research is applicable in every area ranging from academics to our daily life. Whenever we want to draw conclusion based on information we deliberately or inadvertently go through the process of research. But when it comes to academics, things become very systematic in such a way that activities for each step are well defined.

Research may serve several purposes it may be helpful in taking decisions, finding out the solution for a particular problem. But in the context of academics it serves an additional purpose that is to contribute to the existing body of knowledge (Asif & Searcy, 2014). In other words it can be said that new theories are tested and verified and older are modified with the help of research.

Though India is progressing in the field of higher education, yet it has to go long way to put a strong presence globally in the field of research. In this paper specific context of researches in management is addressed by understanding the present status of management researches in India, identifying the opportunities and challenges.

STATUS OF MANAGEMENT RESEARCH IN INDIA

Though the last decade witnesses the count of the Indian journals crossing 21000 yet it failed to attain the desired global presence. It was also observed that Indian journals could not attract good quality researches from the authors of the country (Financial Express, 2018). Only 15.8 percent of the total research publication could make their presence in top 10 worldwide journals, this makes India to come at fifth position behind UK with 37.5 percent, US with 36.2 percent, Germany with 33.4 percent and China with 27.6 percent. Furthermore in a report World Intellectual Property Organization (WIPO) 2017 reveals that India is lagging in patents and publications (India Today, 2019).

In specific context for researches in management area, the picture is not different. Despite, continuously emphasizing on research in management institutions and other academic institutions of higher education in India, management institutions have not yet met world standards in research. It becomes evident that even the premier institutes established by GOI such as Indian Institutes of Management (IIMs), the Indian Institutes of Technology (IITs), and the Central Universities institutions did not make to the list of top 400 in world university rankings 2020, and Academic Ranking of World Universities 2019. From all Indian management institutes only Indian School of Business could make its presence at rank 87 in the UTD Top 100 Worldwide Business School Rankings Based on Research Contributions.

Table 1, shows Indian share of the overall world publications is about 4.25%. 69.03% of the research publications from India, is claimed from NIRF applicants that concludes major contribution is given by NIRF eligible institutes. In the Management discipline, the India's share in world publication falls to about 2.98%. In fact, in the Management category, the average publications count comes to just a little more than one paper per institute each year – a rather low figure which requires further investigations and reflections. Of course, since the top 100 publish 91.44% of publications, the average counts for the top 100. Adding further to this unsought situation, out of 507 applicants 336 management institutions have zero publication. (NIRF, India Rankings - 2019).

Table 1: Research Publications of Eligible Institutes (NIRF Applicants) in Comparison to Total Research Publications of the World and India

Discipline/Category	Number of Research Publications		
	World (1)	India (2)	NIRF Eligible Institutes
Overall (All)	9031073	383803 [4.25% of (1)]	264930 [69.03% of (2)]
Engineering	2640553	171074 [6.48% of (1)]	133985 [78.32% of (2)]
Management	123367	3681 [2.98% of (1)]	2185 [59.36% of (2)]
Pharmacy	217469	11991 [5.51% of (1)]	4773 [39.80% of (2)]

Source: NIRF, India Rankings -2019

OPPORTUNITIES

Excellence in performance does not come accidentally. Rather it depends on the ability to use resources and capabilities. Resource can be anything said to be strength or weakness of any organization (Warnerfelt, 1984). Resources are the inputs into the process and are a basic unit of analysis (Grant, 1996), on the other hand capability is the ability to make use of resources to perform the task (Hafeez et. al., 2002). Therefore it is required to identify resources and capabilities and manage to exploit opportunities (Hafeez, Malak & Zhang, 2007).

The quality of higher education depends on the ability of the institution in knowledge creation that depends on institutional research and publication by faculty and students (Asif & Searcy, 2014). This helps in interpreting that faculty and students are the important resources for getting sound contribution in knowledge creation through research. They are said to be important resource because they are the initiator to mobilize other resources for conducting research. Thus they can be considered key for capability for conducting research as capability is the ability to make use of resources to perform the task (Hafeez et. al., 2002).

Table 2: For all courses

Institutions	10426
Faculty	587494
Students	3392834

Source: AICTE, statistics 2018-19

Table 3: For Management program Government and private

Institutions	3120
Faculty	45988
Students	374564

Source: AICTE, statistics 2018-19

Table 2, shows the number of all the AICTE approved Government and Private institutions running Applied Arts and Crafts, Architecture and Town Planning, Architecture, Design, Town Planning, Engineering and Technology, Management, MCA, Pharmacy, Hotel Management and Catering courses in all over India. It also shows the impressive strength of faculty and students.

Table 4: For Management program Government Institutions

Institutions	245
Faculty	2315
Students	18208

Source: AICTE, statistics 2018-19

Table 5: For Management program Private Institutions (Private-aided, non aided, university managed private, private deemed universities)

Institutions	2875
Faculty	43673
Students	356356
Source: AICTE, statistics 2018-19	

Table 6: Percentage distribution of Management institutes

	Government	Private
Institutions	7.85	92.15
Faculty	5.03	94.97
Students	4.86	95.14
Source: Author		

From Table 3 onwards, data of institutions, faculty, and students for management stream is presented that specifies our concerned area. Table 3 gives the statistics of all the government and private institutions and total number of faculty and students. Table 4 focuses on management institutions coming under the aegis of Government whereas Table 5 highlights the number of institution, faculty, and students of all the private management institutions. Table 6, is derived from Tables 3, 4, 5, showing that more than 92 percent institutes of the total institutes are private institute, around 95 percent faculty and students are associated with private institutions. It seems paradoxical that major contribution in the existing research is provided by Government institutions in comparison to private institutions. This can be taken as opportunity to mobilize around 95 percent (private institutions) of resources and capability in order to enhance the quality of education through the research and publication by faculty and students.

CHALLENGES

For identifying various barriers for good quality research publication, data was collected from 50 faculty members selected on the bases of convenient sampling from private management institutions based in Kanpur. They were asked to mention the reason for not getting quality papers published. 18 respondents have doctorate degree, 10 respondents never published a research paper, 25 respondent have their publication between 1 and 5, 11 respondents have between 6 and 10, and 4 respondents have more than 10 publications. Reasons with frequency more than 5 is presented following:

Table 7:

	Reasons	Frequency
1	Lack of awareness of importance of Research	8
2	Institute gives more importance to teaching	31
3	Covering the syllabus is priority	30
4	Not getting sufficient time	41
5	No access to online resources	20
6	Internet speed is not at required level	17
7	It is not linked to increment in salary	28
8	Not confident in English writing	9
9	not appropriately familiar with research methods	11
10	Not comfortable in statistics	19
11	Difficulty in selecting the topic of research	14
12	Difficulty in selecting the Journals for publications	17
13	Lack of flexible timing for students	23

Reason 2 (Institute gives more importance to teaching), and reason 3 (covering the syllabus is priority), may result in reason 4 (not getting sufficient time), 13 (Lack of flexible timing for students) and reason 7 (it is not linked to increment in salary). All these reasons can be clubbed together and supposed to be the part of one main reason that is lack of priority to research.

Reason 1 (Lack of awareness of importance of Research), reason 8 (Not confident in English writing), reason 9 (not appropriately familiar with research methods), reason 10 (Not comfortable in statistics), reason 11 (Difficulty in selecting the topic of research), reason 12 (Difficulty in selecting the Journals for publications) are of similar nature and can be clubbed together to form as Lack of Research Knowledge.

Reason 5 (No access to online resources), reason 6 (Internet speed is not at required level) can be clubbed together to conclude lack of accessibility to online study material.

From above discussion Lack of priority to research, lack of research knowledge, and lack of accessibility to online study material can be concluded as three major challenges for getting the desired performance in research from private institution. Furthermore, in the context of management research these findings coincide with previous researchers as Khatri et. al. (2012), argued, publishing in international journals requires to address their audience and inappropriateness in issues selected, techniques employed, clarity in writing, etc. by Indian faculty result in low presence in international publications from management schools in India Sahoo et. al. (2015). NIRF, India Rankings (2019) also brings forward the issue of lesser focus on research publication than case studies.

CONCLUSION

Status of management researches in India does not meet the global standards satisfactorily. There is noticeable issue that among all the researches in management field from India are contributed majorly by premier institutions which are less in number, though the number of management institutions in India is more than sufficient with big strength of faculty and students. This is an opportunity to improve the status of management researches in India by mobilizing this unutilized potential, if challenges of Lack of priority to research, lack of research knowledge, and lack of accessibility to online study material are overcome strategically.

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