

**PROBLEMS AND CHALLENGES FACED BY MANAGEMENT INSTITUTES FOR
BRIDGING THE INDUSTRY –ACADEMIA MANAGERIAL SKILL GAP IN THE
INFLUENCE OF COVID 19**

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Abstract:

Over the past decade and a half, falling barriers to international trade and investment have led to a more cohesive and more reliable international business framework. Employers today, as a result, are working in an environment that requires new and ever-increasing skills to keep up with global competition. In response the government has been increasing investment in education and training as part of national revenue. However, the effort was not enough to address the specific needs of the corporate sector. While many employers in the public and private sectors invest heavily in the development of their employees, they also expect government-sponsored services and programs to meet their needs. India cannot say that it has made a big difference in its transformation in the management of education even in the beginning of the new millennium. We still cling to the old ideas of education management. Our premier training center is still the National Institute of Educational Planning and Administration. With regard to the Problems and Challenges facing the Closing Management Industry - Academia Managerial Skill Gap under the influence of COVID 19, there are the following factors to consider in viz, technical issues, easy management, access to compatible hardware / software, delivering ideas and theories only to digital platforms gaining contact with students during periods such as traditional discourses, Resource Management etc. From the above analysis, we can conclude that management institutions should be prepared to eliminate the Problems and Challenges of Closing the Industry - Academia Managerial Skill Gap under the influence of COVID 19 which is actually an unexpected situation.

Keywords: The Industry –Academia Managerial Skill Gap, COVID 19

Introduction

Over the past decade and a half, falling barriers to international trade and investment have led to a more cohesive and more reliable international business framework. Employers today, as a result, are working in an environment that requires new and ever-increasing skills to keep up with global competition. In response the government has been increasing investment in education and training as part of national revenue. However, the effort was not enough to address the specific needs of the corporate sector. While many employers in the public and private sectors invest heavily in the development of their employees, they also expect government-sponsored services and programs to meet their needs. There is a need for effective interventions to understand the needs of the employer, different skills in the field, training needs that improve business performance, the expression of business expectations in educational institutions and the involvement of industry leaders through higher education institutions. Given its mandate, FICCI through its Industry - Academia Convergence platform, seeks to bring together institutions of higher learning and

employers to transform collaborative approaches with the aim of meeting the skills and needs of India's medium- and long-term businesses in 21st century. In more recent times, especially during the last two decades, there has been a growing awareness of the role and function of education, and with it, growing concern in many countries about how education programs are organized and managed. The beginning of this concern was, perhaps, the transformation of education from higher pursuits to greater work. As primary and secondary education became available in many developed lands, higher education was transformed into a mass education program. India cannot say that it has made a big difference in its transformation in the management of education even in the beginning of the new millennium. We still cling to the old ideas of education management. Our premier training center is still the National Institute of Educational Planning and Administration. Indian universities or administrative institutions are not known to offer major programs in education management. The MS University of Baroda Institute of Further Education and Training offers some courses for academic planning in its Master's degree program in education; The Indian Institute of Management in Bangalore, in its early days, offered some education management programs as part of its efforts to establish a professional public service management sector, but had to abandon efforts to reap more lucrative business management systems; and the Indian Institute of Technology in Mumbai is known for donating M.Phil. A plan for education planning and development over the past few years. In fact, in India, we were not even talking about education management. It was not until the introduction of the National Education Policy in 1986 that the administration of education became a concern. These concerns were expressed with the assurance that the restructuring of the education planning and management system will be prioritized. The policy went on to add that the emergence of long-term planning and management vision and its integration with the country's development and human resources, decentralization and building a culture of governance in educational institutions, and setting a response goal could guide policy reforms.

Objectives of the Study:

1. To understand the existing scenario of Bridging The Industry –Academia Managerial Skill Gap amongst the MBA students
2. To study the Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19

Hypotheses of the Study:

H₀: The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19” is 50%

H₁: The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19” is more than 50%

Scope of the Study:

The study will be helpful to know the problems faced by the management institutes during COVID 19 pandemic and help them to develop the right perception about Bridging The Industry –Academia Managerial Skill Gap. The study will be useful in creating awareness amongst the

Indian management institutes to know about the Bridging The Industry –Academia Managerial Skill Gap during COVID 19 pandemic. It will also be helpful to the future MBA Graduates to identify their skills gap and to enhance their employability skills in the influence of COVID 19 pandemic.

Research Methodology of the Study:

The study is based on critical evaluation and analysis of basically Primary Data. The primary sources include management institutes' personnel. A study is undertaken in the sampled regions to see its impact for which a detailed questionnaire is prepared to collect relevant information from the primary source for the guidance of the researchers. With the help of the questionnaire, detailed discussions were made with the certain sources of primary data to understand their views, thinking and attitude which would help to give the researchers useful recommendations, if any. The questionnaire is processed with the help of statistical tools like tabulations, grouping, percentages, averages, testing of hypothesis etc.

As far as Problems and Challenges faced by Management Institutes for Bridging The Industry – Academia Managerial Skill Gap in the influence of COVID 19 are concerned, following factors are taken into consideration viz, Technical issues, ease of handling, availability of related hardware/software, delivering the concepts and theories only on digital platforms, cumbersome to get connect with students during sessions as that of traditional lectures, Managing resources etc.

Research Area

Researchers selected management institutes' personnel from Pune district. Sample sizes of 100 management institutes' personnel have been taken under study. Researcher collects data through Primary and Secondary sources. Researcher distributed 100 questionnaires among the respondents.

Review of literature

Mohammad Alawamleh (2020): This study aims to test whether online learning affects negative interaction between teachers and students, whether online learning affects student productivity levels and to explore and suggest ways to improve effective online communication between teachers and students. The study reached students' perspectives in a broader way that would help them understand issues and provide practical solutions. The study suggested that educators should communicate with their students and vice versa on illegal channels (instant messaging online chat groups, audio calls, private video calls ...) Similar to official channels (online forums, email ...). Finally, educators should encourage students to participate and learn more about providing a variety of incentives. The study aims to determine whether online learning affects teacher-student interactions in a negative way, when online learning affects student productivity levels. Also, explore and suggest ways to improve effective communication between teachers and students in online courses. Data were collected using an online survey provided to a random sample of 133 students from The American University of Madaba (AUM). As stated in the above results, the analyzed data and information obtained from students all agree with the research questions. Most still prefer classrooms over online classes because of the many problems they face when taking online classes, some of which include: lack of motivation and understanding of the subject, declining levels of communication between students and their teachers, and increased feelings of

segregation caused by online classes. The study found that online learning has a negative effect on communication and its effectiveness among teachers and students. In web-based learning, it is necessary to create opportunities for interaction and communication between students and their teachers. Likewise, successful students can do very well on message boards, which can provide opportunities to engage other students and educators through in-depth discussions and logical questions as a process. Asking questions is a way to get deeper into the topic and go deeper into it making the subject better understand it. We recommend and encourage teachers to try their best to stay in touch with their students during working hours online, and to reach out to each student in their individual class if there is a sudden drop in performance. It is best when educators communicate with their students and vice versa such as WhatsApp groups, Messenger calls, private meetings and so on. Instructors should encourage students to participate and learn more about giving incentives, at the end of the day every student who wants to get good marks and without reason to be hard to achieve, this can be achieved by giving extra marks with short questions.

Prachi Kapil (Feb. 2014): India is a growing economy and is attracting international players with investment and expansion. As a result, there is a need for people who are ready for the job .But on the contrary, there are a lot of employees who need to be skilled, re-skilled and able to meet the needs of a changing environment. This can only be achieved through the visible role of industry in the sharing of knowledge and expertise with academics in the creation of programs and solutions to fill the space. India has stocks of about 22 million graduates, including 6 million science graduates, 1.2 million with engineering degrees and 600,000 doctors, according to data compiled by The Economic Times Intelligence Group, NASSCOM and other industry sources. With this current state of mind, this paper is an effort to highlight many current and future programs aimed at enhancing and accelerating trust between academic and industrial prospects in India with special emphasis on research and development programs, management of Indian administrative schools, state-of-the-art construction facilities and attractive packaging. In today's world of neck and neck competition, a combination of knowledge, skills and abilities is a necessary requirement for survival in the market. Given the current high growth potential and strong investment climate in India, the demand for skilled workers with high levels of technical and soft skills will only grow. Fifteen years ago, India has produced 1.6 million professionals and faces an increase in production of another 0.8 million over the next two years. According to the All India Council of Technical Education, the number of technical schools in India, including engineering colleges, has tripled in the last decade. According to official statistics, no more than 7 percent of Indians aged 18-25 go to college. Leaving aside higher education, the state of primary education in India is very disappointing as about 40 percent of people over the age of 15 are illiterate. The best and most selective universities produce very few degrees, and the new private colleges produce graduates of unequal quality. To further the problem, the curriculum and courses of universities and educational institutions are outdated, inefficient and completely unfit for the ever-changing state of technology and competition. So refreshers are not accustomed to working in an active industrial environment and companies should avoid spending money and extra time training and training. As industries have to compete at the international level, there are also ways to select people who like to communicate in the industry are also true. A new group of students must be competent in transformation leadership, business ethics and values, team strength and team building to form a team of highly experienced, industrialized workers.

Limitations of the study

1. The study is based on limited geographical area.
2. Further variables could be added for the purposes of detail study.

Data Analysis

Researcher prepared the questionnaire for respondents and distributed it among them. After receiving the questionnaire researcher analyse the questionnaire.

**Table No1
Information of questionnaire**

Sr. No	Respondent	Questionnaire distributed	Questionnaire received	Questionnaire rejected (due to incomplete, wrongly filled etc)	Net Sample size for study
1	Management Institutes' Personnel	100	93	4	89

Testing of Hypothesis

H₀: The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19” is 50%

H₁: The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19” is more than 50%

Mathematically

Factors	P	S.D.	Z_cal	Z_table	p_value	Decision
Technical issues	0.89	0.03	11.76	1.64	0.0000	Reject H ₀ (i.e. p > 0.5)
Ease of handling	0.85	0.04	9.25	1.64	0.0000	Reject H ₀ (i.e. p > 0.5)
Availability of related hardware/software	0.75	0.05	5.45	1.64	0.0000	Reject H ₀ (i.e. p > 0.5)
Delivering the concepts and theories only on digital platforms	0.71	0.05	4.37	1.64	0.0000	Reject H ₀ (i.e. p > 0.5)

Cumbersome to get connect with students during sessions as that of traditional lectures	0.67	0.05	3.41	1.64	0.0003	Reject H ₀ (i.e. p > 0.5)
Managing resources	0.63	0.05	2.54	1.64	0.0055	Reject H ₀ (i.e. p > 0.5)

Here level of significance is 0.05

Thus, our null hypothesis The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19” is 50% is concerned is rejected. Alternatively we accept our alternative hypothesis The proportion of respondents whose perception is positive towards “Problems and Challenges faced by Management Institutes for Bridging The Industry – Academia Managerial Skill Gap in the influence of COVID 19” is more than 50%

Findings

1. The most vital factor about Problems and Challenges faced by Management Institutes for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19 was Cumbersome to get connect with students during sessions as that of traditional lectures
2. The one more important issue is came out from this analysis in which management institutes personnel were ore excited is Technical issues.

Conclusion

From the above analysis, we can conclude that, management institutes should prepare themselves to get rid from the Problems and Challenges for Bridging The Industry –Academia Managerial Skill Gap in the influence of COVID 19 which is actually unexpected situation.

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