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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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## ANALYSIS OF GROWTH & CHALLENGES FACED BY MANAGEMENT EDUCATION IN INDIA: A CRITICAL REVIEW OF LITERATURE

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**RAJKOT**

### ABSTRACT

*Globalization has placed management education into an increasingly central role. The increasing number of MBA institutes, increase in the number of vacant seats, the entry pattern of students for enrolling the course, the skills gap at the end of two years programme, government's role for reviving policies and steps taken by such other governing bodies, embarks an alarming situation. The basic aim of this paper is to bring out ways for quality improvements in the present management education system by analyzing the views of different management professionals and industrialists who deal with management graduates on day-to-day basis. A system for monitoring all the management institutes is perhaps long overdue. Therefore, an effort has been made here to analyze the current education system with special reference to business management education so that the business schools may respond to the current paradigms.*

### KEYWORDS

Management education, India.

### 1. INTRODUCTION

Management education in India commenced in the 19<sup>th</sup> century. With the establishment of 4 premier Institutes namely Indian Institute of Management (IIM) at Calcutta (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984). The programme guaranteed good placements and handsome salaries during its introduction stage and thereby it became more desirable for the graduates to enroll for the MBA programme considering good placement opportunities. Gradually State Universities and private sector also offered the programme in different functional areas of management. The Apex body AICTE (All India Council for Technical Education) is entrusted with the responsibility of regulating, controlling and ensuring the quality of management education in the country. The purview of AICTE (Statutory:12<sup>th</sup> May, 1987) covers programs of technical education including training and research in Engineering, Technology, Management, Pharmacy, Hotel Management etc.

AICTE is vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through school accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country as part of the AICTE Act No. 52 of 1987.

The admission to this programme until now was through GCET but now students willing to enroll need to appear for CMAT (Central Management Aptitude Test). Today MBA programme can be pursued through part time, full time, executive as well as through distance learning. The analysis made here is in the reference of Regular fulltime MBA programme run by varied State Technological Universities under AICTE; since a private/deemed university operates discretely. The issues and scenario discussed here are observed with the university model where the number of trainees enrolling is very high alongwith the number of affiliated institutes, programs, faculties, etc. Also the administration of the State Universities becomes complicated because its range in terms of geography and demography is huge.

Today there are approximately 4000 MBA Institutes in India. The entry to this program has become quite very easy, given the number of institutes providing this curriculum and the number of seats offered so far. Besides it offers the pursuer the freedom of choice in which the course can be learnt depending upon time and effort to be put in. In the light of recent developments in management education, it can be predicted that the future not only holds exciting opportunities, but also poses serious challenges for business schools. This paper leaves little doubt that the demand for management education will continue to grow. But it also shows that, in some ways, the governing bodies will have to bring in the change keeping in view what the industry demands from management graduates.

### 2. LITERATURE REVIEW

According to B Bowonder & S L Rao, current management education system is not sufficiently visionary to understand what ought to be the content of the course for the future development of India. The hordes of companies flocking to management schools and offering high salaries are not conveying their faith in the quality of the education. They only confirm the lemming-like behavior of companies as they follow one another in recruiting management graduates.

Jayanthi Ranjan & Saani Khalil identified that the new breed of management professionals need to be efficient to tackle problems from cross functional, cultural and ethical perspectives and should be equipped with skills to benchmark for global leadership positions. There has been a crying need to usher in a quality movement and to benchmark the same with world standards.

In the year 2010 Srikant Datar, David A Garvin and Patrick G Cullen stated in the article '*Rethinking the MBA*' for MBA aspirants to make an informed choice prior to jumping into the gizmos and gimmicks of management. They added that the academics in business schools could learn why and how it needs to renew their course-curricula periodically or regular intervals, pedagogy and research programmes. Tim Westerbeck in his article '*India: The future of Management Education*' observed that the business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented challenges. He also stated that it is not the time to tweak what had been done previously instead it is the time for reinvention of management education.

In the year 2012, Ashish Gupta stated that India has had a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacked in terms of international quality standards. Higher education institutions managed by private sector emphasized more on commercial aspects than on creation of knowledge which led to deterioration of quality of education. The councils and government bodies that have been responsible for quality assurance did not have internationally match-able quality norms on one hand and an effective system to monitor and control violation of the existing norms by the institutions on the other.

Kushankar Dey observed that management institutions have mushroomed in India, but the quality remained elusive. Management education had become a fad in a virtually connected universe. Post 2000, the acclaimed MBA programme had witnessed unprecedented heights. Necessity of this kind of education had been primarily relied upon derived demand from industries. However, quality imparted by the institutes had become the focus of investigation/critique in academia-industry parlance. He posed a question to the governing bodies and to the management of B-schools whether it was the time to rethink or reform the agenda a more reasonable immediate goal for management education in India. He also questioned the regulators' approval being used as a mere official fig-leaf by fly-by-night educational bigwigs making a fast buck. Critical assessment of 'quality management education' would definitely provide some checks and balances on the part of management institutes/universities to upgrade the standard of the programme. He added that the role of the regulator to preserve or to enhance quality cannot be wished away and that the regulator must be fully aware about the approach of a programme.

Professor C.M. Thyagaraja, quoted in 'Management Education in crisis' that it had grown quantitatively, but not qualitatively, and it contributed too little to the labour-rich but skill-poor economy. Management education is passing through a critical phase. There is a crisis of identity, character and quality.

In the last five years, the AICTE, by granting permission to more institutions, also allowed increase in the intake of students by more than 300 per cent. Thus, these figures reveal that the AICTE adopted a quantitative expansion strategy but paid inadequate attention to quality of management education. Experts feel that AICTE's policy is liberal in according permission to start institutions and increase intake. Secondly, institutions enter the management education scenario with the intention of making quick profits as against contributing their bit to the field with some genuine concern. Thirdly, institutions imparting management education negated quality and concentrated on quantity. Fourthly, lapses in curriculum upgradation and banking on some core subjects and niche electives added to the problems. The element of 'skill quotient' is not appropriately addressed to add value to the education. Faculty members with industrial experience are less in numbers to share their expertise.

### 3. GROWTH OF MANAGEMENT EDUCATION IN INDIA

Glancing at the education system in India and the literacy rates the following figures come to picture:

- 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7%, out of the 15%, graduate (India still Asia's reluctant Tiger).
- The 2011 survey holds the National Literacy Rate to be around 74.07% (India 2009).
- The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010 (The Economic Times).
- However, 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology (The Wall Street Journal).
- In the year 2005-06 there were 1, 22,663 seats available for management programme which rose to 3, 78,907 in the year 2010-11. The Table 1 below highlights the increasing number of approved institutions by AICTE.

Accreditation is a major tool for quality control. Today some institutes have closed down, a few have merged or restructured and also a few premier institutes which are running successfully. The question is can the AICTE in all honesty, claim that their approvals have resulted in improving the quality of management education. Or the curriculum lastly updated can match upto the needs of the industry or of the global standards at large?

**TABLE 1: GROWTH OF SEATS IN DIFFERENT PROGRAMS IN TECHNICAL INSTITUTIONS**

Year	Eng.	Mgt.	MCA	Pharm.	Archi.	HMCT	Total
2010-11	1324246	378907	135173	103867	4933	7061	1954482
2009-10	1071896	273732	121123	72836	4133	6387	1550107
2008-09	841018	227989	82578	64211	4543	5794	1226133
2007-08	653290	185780	78692	52334	4543	5275	979914
2006-07	550986	144372	63394	39517	4543	4242	807054
2005-06	499697	122663	61991	32708	4379	4435	725873

In the year 2009, the Union Minister of Education, Kapil Sibal had formally communicated his intentions of closing down AICTE and the related body, the University Grants Commission (UGC). This was due to many reasons such as massive increase in the approvals of institutions, educational malpractices, getting approvals through manipulative data of faculties and infrastructure. After the closure of AICTE and UGC, it was planned to establish the National Board of Accreditation (NBA) as an independent body of national importance. This was proposed to improve current higher education and research work, validating certain degrees to be treated on a par with US degrees, introducing grievance redressal mechanism online and last but not the least to make Institutions more accountable and transparent for securing students future.

There are also problems with the approach of management institutes, the faculties hired and pedagogy adopted. The importance given to produce original work through research is almost negligible by some management institutes. Weightage on faculty training and interaction with the industry is also trifling. The course curriculum also needs reformation with the changing industry demands. More practical exposure and less class-room teaching can save thousands of rupees per employee hired.

### 4. CONTEMPORARY ISSUES IN MANAGEMENT EDUCATION IN INDIA

- **Student entry pattern:** The entry in the MBA full time program is done through entrance examinations such as CMAT, CAT, MAT, etc. Previously there was one window entry pattern, which is now replaced with online admissions. Also the (GD & PI) Group Discussion and Personal Interview that used to be a road-block for screening the candidate's communication skills, leadership skills, general knowledge about current affairs and far more to analyse his/her mindset for studying management and their attitude towards the program has been removed from the admission process which has proven a major blunder. Because the students that are not very keen on learning management may also enroll into the course, those that cannot read or write correctly in English may as well enroll into it. This ultimately results in widening the skills gap from that demanded from the industry. Not only the student suffers, but the faculties, institute and the industry suffers. Ultimately devaluation of the course takes place.
- **Skills-gap:** There is a wide skills-gap between the demand and supply of MBAs at the entry level jobs in varied sectors. Lack of communication skills, market knowledge and industry awareness is observed in management graduates. The 2-year program should be led with the motto of developing the student as a professional in the respective field but it is widely observed that the trainees are hardly able to qualify for the course. This ultimately leads to unemployable management graduates.
- **Pedagogy:** The management course has been designed keeping in view the traditional mode of teaching, where the weightage is given more on grades and ranking rather than training and experience. The course curriculum is quite lengthy and not very productive as a trainee is far more burdened to mug-up the books' contents and pass out rather than take up practical projects.
- **Industrial Exposure:** The live projects such as Summer Internship and Comprehensive Research driven projects have duration of hardly 1.5 to 2 months. A trainee should be spending atleast 6-8 months in a company to learn the applicability of the theories learnt in 2-year program. Rather the agenda of learning should be such that a trainee earn and learn together. Even the projects undertaken by students result mostly in plagiarism rather than appropriate method of learning. The governing bodies should jointly take an initiative of Earn & Learn concept which motivates the trainee to undergo training, ultimately resulting in developing him/her as a professional.
- **Attitude towards career building:** Little attention is paid to career management and career counseling to the students. A teacher-student relationship that existed earlier is hardly knowledgeable today. A faculty should be motivated for properly mentoring a trainee. Moreover it so happens that the trainees due to lack of knowledge and proper guidance select the inappropriate career paths. From the day of student's entry in the program, career counseling process should begin so that at the end of the program, the trainee does not end up with inapt specialization or unsuitable industry.
- **Quality of faculty:** Shortage of quality faculty arises due to the limited space provided for industrialists and subject specific academicians to be involved on day to day basis. There are faculties that are not effective communicators and lack fluency in English and yet they teach management trainees. A faculty should be such that has current knowledge of the industry as well. Besides the norms of the governing bodies are such that limits the institutes to hire better mentors. For instance, a master in commerce, graduated in accounting or statistics can teach better than an MBA in Finance when it comes to teaching subjects like Accounting or Quantitative Analysis.
- **AICTE:** There are specially formed separate Apex Bodies each for CA, CS and other professional courses that hold all the powers for accreditation to certification of students. Management, as we all know is also a professional course. But it is governed by the AICTE, which brings management under the purview of technical education which it is not. Besides AICTE has been again and again proved inefficient in creating value on the management front. Thereby an Apex Body especially for Management Education should be formed that could focus its functioning on the development of the course curriculum and its value addition apart from Technical education.



## 5. CONCLUSION

Management is more of art than science. The case study pattern is good to learn business situations but the application in the real market is quite a different story. Thereby just having the knowledge of the local/global market does not serve the purpose of making a management trainee employable. Thence only by putting theory into practice, one can learn the ways, methods and strategies that are workable in the respective situations. So instead of focusing on theories and dim-witted project work, methods should be inculcated to empower management trainees with business experience which shall actually help in building their knowledge and developing their skills. Also the existing system of accreditation is insufficient to make the B-Schools respond to the new trends of market. Easy entry to management education for graduates and granting permissions to a large number of institutes to launch MBA programme has further more led to re-thinking and re-forming of AICTE norms.

Jeremy B. Williams in the year 2006 stated that the MBA program experienced a dramatic increase in popularity during the 1990s before peaking in the early 2000s. The consequences of these changing dynamics within the industry are still being felt as some schools have closed, merged, or restructured, and others have sought to reinvent themselves by catering for a niche market.

Reorientation is the most primary step to survive this critical phase of management education programme. In this era the universities and management institutes need to be more entrepreneurial and produce such managers that are capable to perform locally as well globally. The demand for MBAs is no less but the training and developing costs done to meet job demands are higher. If this is implemented employability in MBAs can be increased through skill building and practical exposure.

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