

# Management Education in India – Growth Trends and Quality Gaps – Some Reflections

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**Abstract:** Management education is a huge industry across the world. It is estimated that global management education market is around US \$ 22 billion and it is growing at about 10-12 percent per annum. The United States of America is the largest market. American universities and Indian Universities offer post graduate programmer in business. Since the market is lucrative and entry costs are relatively low there is a continuous growth of new entries. In Indian it grows very fastly. IIMS and AICTE Played very Important role in Management education

**Keywords:** Management, Education, Market, IIMS, AICTE, Technical Business colleges, Quality, Committees.

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## I. INTRODUCTION

Management education is a huge industry across the world. It is estimated that global management education market is around US \$ 22 billion and it is growing at about 10-12 percent per annum. The United States of America is the largest market. More than 900 American universities offer post graduate programmer in business. Since the market is lucrative and entry costs are relatively low there is a continuous growth of new entries.

### Management Education in India:

Management education in India was started during the mid 1950s with the Department of Business Administration in Delhi and Calcutta Universities. The Indian Institute of Management came into being with Calcutta followed by Ahmadabad in 1964-65 and in Bangalore a few years later. Other IIMs in Lucknow, Kozhikode and Indore were started from 1980s and 1990s. Management Education is regulated by All India Council of Technical Education (AICTE).

There has been a phenomenal growth of Management Education in recent years with numerous institutions providing under-graduate and post -graduate level courses rising over 1700. Of these more than 1000 were added after the year 2000. The following table provides the details of the distribution of the 1700 Business Schools in the country over different states

### Management Schools in India:

State	Number	Percent
Andhra Pradesh	239	13.5
Bihar	14	0.8
Delhi	60	3.4
Gujarat	50	2.8
Haryana	34	1.9
Karnataka	116	6.6
Kerala	247	14.0
Madhya Pradesh	51	2.9
Maharashtra	202	11.5
Orissa	247	14.0
Punjab	25	1.4
Rajasthan	56	3.2
Tamil Nadu	139	7.9

Uttar Pradesh	181	10.9
Uttaranchal	18	1.0
West Bengal	47	2.9
Others*	35	1.9

*Others\** : Himachal Pradesh, Assam, Chattisgarh, Jammu & Kashmir, Jharkhand, Manipur, Meghalaya, Goa.

*Source:* Working Group on Management Education – National Knowledge Commission

Management education in India has come of age. Over a thousand management schools including the management departments in the universities and the IIMs enroll around 60,000 students each academic year. It is estimated that there is a domestic demand for around 300,000 managers each year. Another estimate puts the demand to a low of 10,000 managers per year. An overview of the past four decades from 1960s-1990s extending to the present decade starting 2000 reveals a number of interesting patters in management education concerned with

- The initiation and ownership
- Formulation of syllabi
- Admission and scheme of examination
- Staffing
- Infrastructure
- Pedagogy
- Funding, overseeing and control
- Accreditation and its capacity to respond to changes in the internal and external environment.

Management education in India is offered in the following categories of institutions.

- Institutions of national importance
  - University departments
  - Colleges affiliated to universities
  - Non-university autonomous institutions
  - Distance/correspondence based institutions and
  - Unaffiliated institutions
- I. Indian Institutes of Management (IIMs) have been set up by the Ministry of HRD and enjoy their legal status through the central government.
  - II. Departments of universities recognized by the University Grants Commission (UGC) also conduct management programmes.
  - III. Non-university autonomous institutions offering courses in management are legally required to be approved by the All India Council of Technical Education (AICTE)
  - IV. Institutions offering courses under distance learning through correspondence are required to be approved by the Distance Education Council (DEC)
  - V. Colleges under the university system can award a post graduate degree in management in the form of Master of Business Administration (MBA)
  - VI. Non-university autonomous institutions including IIMs award Post Graduate Diploma in Management (PGDM) for similar recognized programs.
  - VII. AICTE grants the MBA equivalent of PGDM programme to a select number of institutes on merit.

## II. QUALITY GAP IN MANAGEMENT EDUCATION IN INDIA

Management education in India has not grown in an evolutionary manner. American experience was grafted on to an existing education system and did not emerge from the native educational and business context and culture. Its development has been random and its objectives content, pedagogy and other aspects need reexamination in relation to the needs of India in an increasing globalizing economy.

It is high time Indian management institutes gave serious thoughts to improving the qualitative standards of academic inputs. Quality in management education does not mean merely the acquisition of knowledge of new fields but rather it refers to achievements of skills, attitudes and habits that are essential for excellent business leadership. A number of committees have looked into management education in India in the past. Most of the problems identified by the committees continue to be there. The following committees have highlighted the problems and their suggestions are of much relevance today.

- The Nanda Committee (1981)
- The Kurien Committee (1991)
- The Ishwar Dayal Committee (2001)
- The Management Education Review Committee (AICTE) (2003)

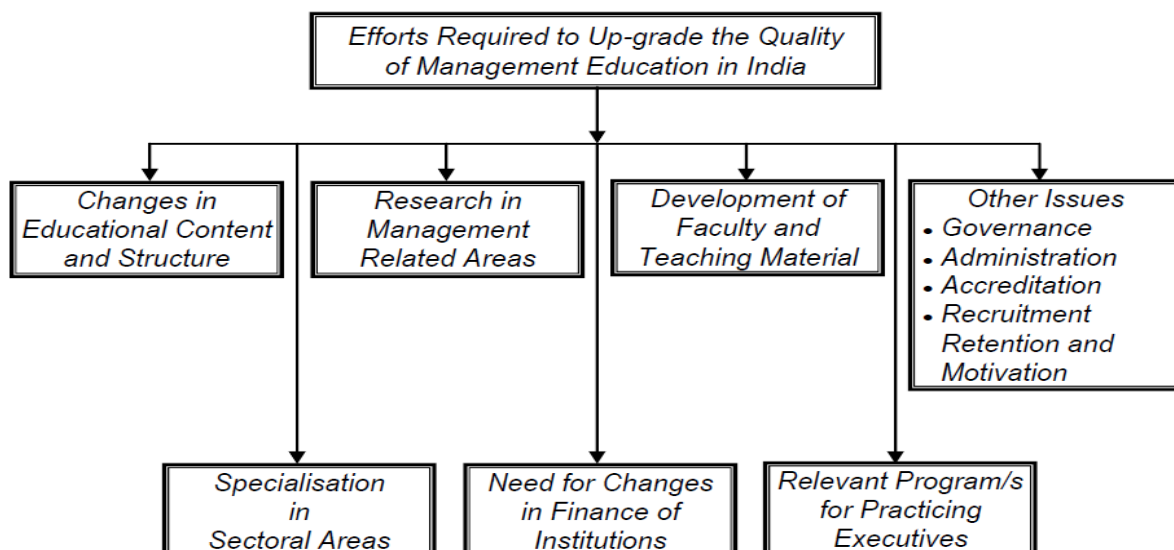
## III. COMMITTEES' FINDINGS AND AREAS OF CONCERN

All the four committees have unequivocally mentioned that management education in India faced the following systemic problems;

- Shortage and quality of faculty are the most critical aspects that need to be remedied.
- Research is neglected by most of the management education institutions.
- Very little attention is given for preparing course materials specific to the Indian context.
- Library and computer infrastructure has been poor except in top management institutes.
- Management institutions have not developed interactions with industry and this acted as a vicious circle giving merely non practical education.
- Management institutions have invested very little for faculty development even though most of the committees earlier had identified this as a major lacuna.

The problem areas in the quality maintenance in management education in the country need to be handled with an action plan. It should include both the institutional development at the micro level and the development of support system at macro level such as faculty development, flexibility in program structure, research support and encouragement for innovation and development of appropriate teaching technology.

The following chart sums up the needed efforts.



#### **IV. CONCLUSION**

Management education in India is in transition. It is facing the global challenge to follow the best practices in terms of admissions, content, quality, facility, pedagogy, funding, overseeing and control, coordination and accreditation. However there is a wide difference in the quality of education imparted by the management departments in the university. The IIMs, AICTE recognized management institutes and the foreign management institutes involved in management education in India. It is imperative to harmonize the procedures and systems governing these institutions. Globalization of management education in India is the need of the hour. It is crucial for the survival of the Indian industry in the global business world. It is of prime importance to establish a mechanism by which curricula are revised and upgraded. There should be requisite changes in the policies and objectives of management schools, so that they are in line with globally oriented management education programmes elsewhere in the world and produce true global managers.

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