

Quality of management education in India

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Abstract:

The quality of management education in India has been a subject of significant scrutiny and debate in recent years. This abstract provides a concise overview of the key aspects influencing the quality of management education in the country. India, being a rapidly developing economy, has witnessed a substantial growth in the number of management institutions over the past few decades. While this expansion has increased access to management education, concerns have been raised about the overall quality of these programs. The challenges facing management education in India can be broadly categorized into curriculum design, faculty quality, infrastructure, industry relevance, and accreditation. One of the primary issues is the outdated and rigid curriculum that does not always align with the dynamic needs of the business environment. There is a growing need for a more industry-oriented and practical approach to curriculum design, emphasizing skills relevant to the current market scenario. Faculty quality remains a critical determinant of education standards. The shortage of qualified and experienced faculty, particularly in specialized areas, impacts the delivery of high-quality education. Efforts should be made to attract and retain skilled educators, while also encouraging continuous professional development.

Keywords: *Quality, management, education*

I. Introduction:

Management education in India has witnessed significant growth and transformation over the years, playing a pivotal role in shaping the country's business landscape. With a rich history rooted in the establishment of prestigious institutions and a growing demand for skilled business professionals, India has become a hub for management education. The quality of management education in India is a critical factor in determining the country's competitiveness on the global stage. As the business environment evolves and becomes more complex, the need for well-trained and competent managers becomes increasingly apparent. This introduction explores the state of management education in India, examining its historical development, current status, challenges, and potential for future growth.

Historical Perspective:

The roots of management education in India can be traced back to the establishment of the Indian Institutes of Management (IIMs) in the 1960s. These premier institutions were set up with the aim of fostering excellence in business management and leadership. Over the years, the IIMs have garnered international recognition for their rigorous curriculum, distinguished faculty, and successful alumni, contributing significantly to the overall quality of management education in the country.

The liberalization of the Indian economy in the early 1990s further fueled the demand for skilled managers, prompting the proliferation of business schools across the nation. This expansion led to a diverse range of institutions, offering various management programs to cater to the evolving needs of the industry.

Current Scenario:

India boasts a vast network of business schools, ranging from prestigious IIMs to private institutions and universities offering MBA programs. The curriculum of these programs is designed to provide students with a comprehensive understanding of business principles, leadership skills, and industry-specific knowledge. The emphasis on case studies, practical exposure, and internships has become integral to many management courses.

Despite the growth and diversity, the quality of management education in India has been a subject of scrutiny. Concerns have been raised regarding variations in curriculum standards, faculty qualifications, and the relevance of courses to the dynamic business environment. Accreditation bodies like the National Board of Accreditation (NBA) and the Association of Indian Universities (AIU) play a crucial role in ensuring quality standards, but challenges persist.

Challenges and Opportunities:

Several challenges confront management education in India, including the need for consistent quality across institutions, faculty development, industry integration, and alignment with global business trends. The ever-changing business landscape requires constant adaptation in curricula and teaching methodologies. However, the potential for improvement and growth in management education is immense. Collaborations with industry, international partnerships, emphasis on research and innovation, and a focus on developing managerial skills relevant to the digital era are avenues that can contribute to enhancing the quality of management education in India.

Objective

1. Present an overview of the current state of management education in India
2. To study on Recognize the achievements of Indian management education, particularly through premier institutions, while addressing concerns such as variations

EVOLUTION OF MANAGEMENT EDUCATION

The history of business education in India dates back to the 19th century and has a long and illustrious history. The early business schools were primarily concerned on the commercial aspects of business, with the goal of catering to the requirements of the British government of the time. In 1886, the city of Chennai (Madras) in the southern region of India became the location of the first business school in India, which was known as the Commercial School of Pachiappa Chartist. During the year 1903, the British administration began secondary school level commerce programs at the presidential college in Calcutta. These lessons focused on secretarial practice, business communication, short hand typing, correspondence, and accounting. The first college-level business school, known as Sydenham College, was established in the year 1913 in the city of Mumbai. The next year, in 1920, another institution was established in Delhi under the name Commerce institution. Subsequently, this college was renamed Shri Rama College of Commerce. In 1948, the Indian Institute of Social Science was established as India's first management program. Its primary objective was to educate and mentor individuals in order to facilitate the development and dissemination of information that is necessary for the management of industrial businesses in India. Jamshedpur was the location where the Xavier Labor Relation Institute (XLRI) was established in 1949 by the Catholic Community. Calcutta was the location where the India Institute of Social Welfare and Business Management (IISWBM) was established in the year 1953. In India, such institution was recognized as the country's first formal Management Institute. Encouraged by the findings, the government of India submitted a grant application to the Ford Foundation in 1961 and was successful in obtaining funding for the establishment of two Indian Institutes of Management. One, located in Calcutta (West Bengal), and the other, located in Ahmadabad (Gujarat), were established. The purpose of this award was to assist in the dissemination of American business education knowledge and models to other countries, as well as to foster intense relationships with American business schools in order to facilitate the transfer of information. In the year 1961, the Indian Institute of Management, Calcutta was created in conjunction with the Sloan School of Management for the purpose of developing its faculty and pedagogy. The institute's primary objective was to concentrate on the quantitative and operational components which are associated with management. The Indian Institute of Management, Ahmadabad was established in 1962 and is credited as being the first institution in India to implement the case method of instruction, with a particular focus on quantitative strategic integration. Using the experience that was created by the pioneering Indian Institutes of Management (IIMs), the objective of the Indian Institutes of Management (IIMs) was to professionalize the education of Indian management via teaching, research, training, institution development, and consulting. In 1973, two further Indian Institutes of Management (IIMs) were launched or established in Bangalore (Karnataka), and another IIM was established in Luck now (Uttar Pradesh). In 1982, with the assistance of the Indian Institute of Management Ahmadabad, the Indian Institute of Forest Management was established in Bhopal (M.P.) with the purpose of becoming a pioneer in the field of specialized management education for the whole forestry system in India. Two further Indian Institutes of Management were established in the late 1990s, one in Kozhikode (Kerala) and the other in Indore (M.P). In the early 1990s, there was a surge in the establishment of new management schools, the majority of which were located in the private sector. In addition, a small number of business schools have been formed in conjunction with a few traditional western institutions. India's management education is now undergoing a period of transition. Specifically, liberalization and globalization, two current processes that are sweeping India, have had a significant impact on management education through their respective effects. There were 800 business schools in the nation in the year 2006, and as of right now, there are 3290 business schools in the country, which are dispersed among the many states of India (both in the private sector and the government sector). Both in terms of numbers and prestige, the expansion took place during the decade of the 1990s. There was a significant influx of global corporations into the Indian market. Domestic firms also followed suit in order to compete with global organizations. These companies discovered that graduates from commerce streams did

not meet the requirements for executive positions in a world that is very competitive. They were proficient in accounting, but they lacked the necessary abilities in marketing, behavioral analysis, financial management, and operations. Additionally, they lacked proficiency in both oral and written communication, critical thinking and critical reading skills, as well as information technology. As a result, rather than incurring additional costs for training for commerce graduates, businesses began offering enormous premiums for Master of Business Administration (MBA) degrees. In response to the demands of both students and employers, universities began offering both M.B.A. and B.B.A. programs. A total of 3,290 business schools may be found across the nation. A significant number of educational institutions, including universities and colleges, from not just the United States of America and the United Kingdom, but also from Australia, Ireland, Canada, Russia, France, Germany, and Singapore, have been highly active in India since the beginning of the new century.

II. Review of Literature

In their research study on Management Education in India, Rao S.L. and Bowondor B. (2004) came to the conclusion that management education should concentrate on the subjects that need to be taught (what needs to be taught) and the manner of delivery (how it needs to be taught) that are pertinent to the Indian context. There should be a component of on-the-job training incorporated into management education. This training should use a variety of methods, including simulations, exercises, and ideas. In today's business environment, it is discovered that graduates of business schools are lacking in people-centric competences such as interpersonal skills, leadership, teamwork, and the ability to manage diversity and conflict. In their opinion, graduates are more likely to exhibit individualistic tendencies than they are to demonstrate team-building abilities. The aforementioned abilities are ranked quite high on the list of talents that are needed in the business sector. (2008) According to Asha Bhandarker's book "Shaping Business Leaders." The primary difficulties include a lack of curriculum that is relevant to the business, faculty members who have received adequate training, research, and consulting (Guha and Nikhil, 2006). According to Philip J. (2008), the rapid expansion of business schools in India over the past twenty-three years has resulted in a number of significant challenges, the most significant of which is the scarcity of business faculty. There are approximately 5,000 business faculty members, but unfortunately, the supply side has not been able to keep up with the demand, which has ultimately led to a significant gap. Zubin R. Mullah (2008) predicted that the number of business schools would continue to increase, and that there would be a continuing need for education in the field of business. In particular, she underlined the importance of concentrating on the development of basic theories in the framework of the Indian setting, as well as the world context. It was mentioned in the report that was published by the Yashpal Committee in 2009 that despite the fact that there were 20,000 colleges in the country, only 1500 very good colleges were identified as having the potential to be upgraded to universities (page 66). Additionally, it was mentioned that the lack of interest in university-level teacher training has led to poor academic quality (pages 21-22). The result indicates that just about eight percent of the colleges provide a quality education. Within the context of the current situation, Shweta and Manoj Kumar (2011) conducted an analysis of the problems and difficulties that are associated with management education in India. They also offered exceptional insights into rejuvenating business schools, which may be of use to all related parties. They were of the opinion that a comprehensive engagement with the many stakeholders may be of assistance in the process of building an all-encompassing framework for efficient management education. In their study, Kumar Sanjeev and Dash M. K. (2011) noted that management education has to be more industry-focused and practical, comprehensive, targeted, and tailored with the goal of filling the gap that exists between the requirements of the business and the education system that is now in place. According to the findings of Sanchita and M. M. Goel's (2012) research, the current education system must be improved in terms of efficiency, sufficiency, and equality in order to cultivate the employability skills that are necessary for entry-level workers. Prof. Goutam G. Saha (2012) identified major issues like Quality faculty, Research culture, Faculty development programs, reading materials relevant to the Indian context, Interaction with Industry, a proper system of Accreditation & Rating, independent Institutional mechanism, corporate governance, specialization, Internationalizing Management education etc., and felt that Indian management institutions need to be context specific and focus to develop the manpower with multi-skills rather than simply knowledge oriented. It was discovered by Patel Bhavin Arvindbhai (2012) that corporate companies encourage business schools to adopt a more professional approach to their operations. He emphasized that the curriculum of business management education should be adjusted to meet the requirements of the worldwide industry of today and to fulfill the demand of necessary competent people resources. Specifically, the National Employability Report for MBA Graduates in 2012 states that The employability of management graduates in functional domains continues to be below 10%, while 32 percent of management graduates are unable to find work due to a lack of communication and cognitive skills. Furthermore, at least fifty percent of students are not employable in functional domains due to a lack of conceptual understanding and technical knowledge of the domain.

In his article from 2013, Balaji R. noted that there is a significant requirement to concentrate management education on a worldwide scale (that is, to think globally but act locally) and to enhance the services through a variety of quality programs. In addition to this, he underlined the need of tailoring the content of the course to the requirements of the market, as well as being creative and original in the process of preparing the curriculum and the instructional style. From the perspective of the systems approach, which includes the inputs, processes, and outputs, Dwivedi et al. (2014) examined quality management in the educational establishment. Inputs include students, teachers, administrative staff, physical facilities and infrastructure; processes comprise activities of teaching, learning, and administration; and outputs include examination results, employment, wages, and satisfaction. Inputs include factors related to students, teachers, administrative staff, and physical facilities and infrastructure. According to Gangaiah B. and Viswanath.J. (2014), the current academic curriculum does not correspond with the requirements of the industry, and the quality of the students does not meet the standards that are expected of them. They emphasised that the current management education system does not provide a significant amount of room for recognising the need and fostering the entrepreneurial inclinations among new managers, and that there is a good association between management education and entrepreneurial ambitions and attitudes. According to a survey that was carried out by the Assocham Education Committee (AEC) in 2016, it was found that out of 5,500 business schools, only 7% of MBA graduates are employable. The reasons for this are attributed to insufficient quality control, poor infrastructure, poor teaching quality, and low paying positions.

Concerns of Management Education

Currently, there are over 5000 business schools in the United States. Despite the fact that supply has increased to match the rapidly expanding demand, the lack of quality has resulted in graduates having only a degree but no professional opportunities. It is necessary for management institutions in India to "make a conscious effort to bridge the gap between the academia and industry that is theory and practice" in order to increase the employability of MBA graduates from an Indian institution.

To have a better understanding of the current quality of management graduates, human resource managers from ten different organizations in Hyderabad were interviewed. As far as the Managers were concerned, the following characteristics were not present in the pupils:

One's technical expertise 2. An enthusiasm or desire in professional advancement 3. Capabilities in analysis 4. Capabilities in communication 5. Knowledge of the current industry 6. the ability to make decisions regarding one's career 7. Receptiveness to change and flexibility 8. the ability to solve any problems 9. Knowledge of the many careers available 11. Establishing goals 10. Putting one's knowledge into practice Twelve. Morals and principles Having understanding of business 13. Having the ability to learn 15. Enthusiasm and enthusiasm

Academicians had the impression that students lacked the following skills: 1. the ability to communicate effectively 2. the ability to do technical or domain-specific tasks 3. Capabilities in the language 4. Capacity for learning 5. Morality 5 6 Capabilities in leadership 7. Capabilities for fostering teamwork 8. the ability to manage one's time 9. Proper conduct 10. Capabilities in making decisions 11. Capabilities in critical considering 12. Capabilities in lateral thinking:

Challenges of Management Education

Globalization has led to an increase in the level of rivalry that exists between educational institutions. In order to thrive in this environment, educational institutions need to be concerned about the quality of the output they provide. As a result, the institution will not be able to continue existing if it does not give an education of sufficient quality and not satisfy its stakeholders. At the moment, management institutes are confronted with a variety of issues, which include attracting the best students and competent professors, promoting the institutions for admissions, recruiting recruiters for placements, and managing the operations and resources in an effective and efficient manner. To achieve a strategic competitive edge, an organization must not only possess the necessary resources, but it must also have the ability to manage and maintain those resources. The curriculum that is now being used in management education does not take into account the most recent developments in the business environment or the most recent courses that are in accordance with the requirements of the industry. A greater emphasis is placed on the theoretical aspects of the curriculum than on the practical aspects of the curriculum. Due to a shortage of trained staff, the majority of management schools do not provide students the opportunity to learn through the case method of instruction. In order to foster and conduct research, faculty members are not supplied with an appropriate working environment. Providing learning opportunities, the right mentoring and counseling at the right time, fostering global competencies and entrepreneurial spirit, inculcating values, and most importantly, a good internal quality system for monitoring and implementing the best practices are the primary challenges that management education faces. These challenges include having faculty members who are qualified and inspiring, designing and developing industry-

relevant curriculum by institutions, using proper infrastructure facilities, having visionary leadership, and having the right delivery mechanism to develop practical skills.

Management Education in India:

Through the establishment of the Department of Business Administration at Delhi and Calcutta Universities in the middle of the 1950s, management education in India was initially introduced. Calcutta was the first location for the establishment of the Indian Institute of Management, which was then followed by Ahmadabad in 1964–1965 and Bangalore a few years later. Beginning in the 1980s and 1990s, other Indian Institutes of Management were established in Lucknow, Kozhikode, and Indore. AICTE, which stands for the All India Council of Technical Education, is in charge of regulating management education. Over the past several years, there has been a remarkable expansion occurring in the field of management education. The number of educational institutions that provide courses at the undergraduate and postgraduate levels has increased to over 1700. A greater number than one thousand of these were added after the year 2000. What follows is a table that gives information on the distribution of the 1700 business schools that are located around the country across the various 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

The educational system in India has realized its full potential in the field of management. Over sixty thousand students are enrolled in management schools across the country during each and every academic year. These institutions include management departments of universities as well as the Indian Institutes of Management (IIMs). According to a number of estimations, the United States of America has a demand for around 300,000 managers on an annual basis. Another estimate is that the number of managers that are required each year might be as low as 10,000. commencing in the 1960s and continuing through the 1990s and culminating in the current decade, commencing in the year 2000, there have been a number of noteworthy patterns that have evolved in management education throughout the course of the past four decades. These patterns have made their appearance in the field of management education.

- The commencement of the event and the assumption of ownership therein • The development of course outlines
- The prerequisites for admission and the timetable for the test • The personnel • The features of the physical environment
- Control, monitoring, and financial support are all included in the pedagogy package.
- There are a number of crucial aspects to take into consideration, including accreditation and the capacity to adjust to changes in both the internal and external environment.
- The following categories of educational institutions in India are accountable for the provision of degree programs in management:
- Institutions that are considered to be of national significance, departments of

- The university, colleges that are officially linked with universities, autonomous entities that are not universities, institutions in
- The field of distance learning and correspondence, and institutions that are not affiliated with any university are all eligible for this program.

III. Conclusion:

Since its start, management education in India has gone a long way, and its progress continues to be impacted by global economic trends, technology breakthroughs, and the dynamic character of both company and the business world. The dedication of institutions, industry stakeholders, and policymakers is crucial for ensuring that management education in India continues to be competitive, relevant, and capable of generating leaders who are able to handle the complexity of the modern business environment. Despite the fact that problems continue to exist, this is necessary.

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