

CONTEMPORARY ISSUES HAUNTING B-SCHOOLS IN INDIA:
A BLOW FOR ENSURING QUALITY IN MANAGEMENT EDUCATION

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Abstract

Realizing the importance of education in nation building process, Indian government has given much priority for providing education to all deprived people in the country at affordable cost or even at free of cost through five year plans and even enacted Right To Education Act,2009. Among various types of education, the higher and technical education like management education plays a key role in development process by providing rightly qualified and trained managers to three sectors of Indian economy for quenching their thirst for the effective and efficient utilization of the underlying resources in achieving the desired goals. Youngsters-male and female have been attracted towards management education which is the replica of management education system prevailing in the Western World where B-Schools are engaged in offering quality and affordable management education. USA, UK, India and few countries of European Union have become the hub for management education over the years. In India, management education has demonstrated a tremendous exponential growth in the recent past with the establishment of several Universities including Indira Gandhi National Open University and State Open Universities, Autonomous institutes, IIMs, Private Universities and Institutes.

This paper makes an attempt to evaluate the scenario of management education in the country from 2006-07 to 2012-13 and discusses the roles of various regulators of management education in India. The present study also traces the probable contemporary issues haunting B-Schools that offer management education in India. The results of this paper reveal that trends in growth of MBA institutes and their intake capacity are not much impressive when compared with that of MCA institutes and the regulators namely AICTE, SBTE and universities play various roles for ensuring quality in management education. On the other hand, there are many contemporary issues haunting B-Schools and so they influence on the delivery of quality in management education in India. Hence, it is concluded that management education in India is on the verge of losing its charm as the intake capacity rose but the number of aspirants for management education has tumbled. The declining number of takers indicates that intake capacity has been accelerating with no brake applied.

Key words: All India Council for Technical Education (AICTE), State Board of Technical Education (SBTE), Affiliating Universities, Trust/Societies and B-Schools, Management Education, Intake Capacity, Growth and Trends, etc.

1. Introduction

The economic reforms initiated in 1991-92 had revolutionized Indian education system with the introduction of advanced and most sought after technical education in general and management education in particular that led to the faster transformation. The educational sector that is considered to be the third eye of the India economy has opened the doors for setting up of many educational institutes including B-Schools to offer education in management field. The management education can help to bridge the gap between the developed and developing nations like India where the brain drain remains unaffected.

After the reforms were initiated in the last two decades, many institutes offering education in Management (i.e. MBA, MMS, PGDM, etc) and Computer Applications (MCA) have mushroomed across the country especially in the states like Maharashtra, Karnataka, Andhra Pradesh, Tamil Nadu, etc. Some big cities like Pune, Mumbai, Bengaluru, Hyderabad and Chennai led down a red carpet to students coming from other parts of India. These cities not only offer technical and management education but they also house a large number of industries such as automobile, information and technology, pharmaceutical and service oriented activities. These commercial activities need skilled, trained and experienced managers to economically manage their resources and generate maximum ROI for their perpetual survival in the long run. The managers having pursued education in higher and technical courses like MBA and MCA plays a very significant role in the efficient management of all commercial activities provided the quality in management education is ensured. Hence, it is necessary to throw a light on the beginning of technical education in India.

2. A Glimpse of technical education in India

In India, the beginning of technical education dates back to 19th century when the major policies stressing the importance of technical education were initiated in the pre-independence. Since then, the following significant developments took place:

- i. Constitution of Technical Education Committee of Central Advisory Board of Education (CABE), 1943.
- ii. Preparation of Sergeant Report, 1944.
- iii. Formation of All India Council for Technical Education (AICTE) in 1945 by the Government of India and
- iv. Statutory powers given by Parliament to AICTE in 1987.

In this context, technical education includes education in Management and Computer Applications, Engineering, Architecture, Pharmacy and Hotel Management, etc. Further, it is also essential to understand the action taken by the Government of India to upgrade knowledge base for education including management education.

3. A snapshot of National Knowledge Commission

Knowledge has been recognized as the key driving force in the 21st century and India's ability to emerge as a globally competitive player will substantially depend on its knowledge resources. To foster generational change, a systemic transformation is required that seeks to address the concerns of the entire knowledge spectrum. Such a knowledge spectrum that seeks to build capacity and to generate quality will enable our country to empower its human capital – including the 550 million below the age of 25 years. Our unique demographic dividend offers a tremendous opportunity as well as a daunting

challenge which requires creative strategies for a new knowledge oriented paradigm. Keeping this scenario in mind, National Knowledge Commission (NKC) was constituted in June 2005 by the Prime Minister Dr. Manmohan Singh, under the Chairmanship of Mr. Sam Pitroda, to prepare a blueprint for reform of our knowledge related institutes and infrastructure which would enable India to meet the challenges in the future. The terms of reference of NKC are:

- i. To build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in the field of knowledge.
- ii. To promote creation of knowledge in science and technology laboratories.
- iii. To improve the management of institutes engaged in Intellectual Property Rights.
- iv. To promote knowledge applications in Agriculture and Industry and
- v. To promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing.

Though, several efforts are being made to ensure quality in all types of education specifically in the field of management education yet its scenario is critical these years since a good number of challenges have posed a threat to the field after menace of financial crisis in the country. Hence, it is thought to look into how sweet story has turned out to be sour.

4. A Climax of how sweet story has turned out to be sour

It is apparent that economic cycle influences on agriculture, industry and service sectors as well. Hence, education sector, being a constituent of service sector has also fallen victim to economic cycle that passes through four phases such as boom, peak, recession and depression from time to time as it is learnt from the 2008 recession climax that has influenced on all the sectors of the Indian economy. Similarly, the education sector, like others has now been under the influence of recession-Tsunami which has specifically triggered management education. Therefore, recession climax has been prevailing in the field of management education from the academic year 2008-09. On the other, B-Schools have been trapped for various contemporary issues are haunting them in India and so is a blow for ensuring quality in management education.

In this context, it is established that the old say "**Too much is too bad**" is undisputable and very applicable to the present scenario in management education in India where enormous B-Schools have mushroomed over the years. However, to say all is not well as a thrust for higher education in management discipline is vanishing. In other words, number of aspirants seeking admission to management courses like MBA or MCA has drastically dropped and many seats remained vacant due to excessive intake capacity in many B-Schools across the country especially during the academic year 2013-14. For instance, in Maharashtra state, out of 57,392 intake capacity of MBA course, 29,431 seats were vacant whereas out of 21,327 intake capacity of MCA course, 12,431 seats were vacant during academic year 2013-14. Thus, the sweet story has turned out to be sour over a period of time.

5. Future of management education in India

Gone are the days when educational institutes were considered to be service oriented-organizations. In other words, educational institutes would be expected to render better service to the society at large without expecting any profit margin from such social service and so treated as non-profit making organizations. But, these years, the trend has changed for no institute can survive in the long run without generating return on investment (ROI) which is financed out of funds borrowed from banks and

financial institutes at higher rates of interest. Hence, it is evident that whenever any activity is undertaken, the financial viability is first guaranteed from such activity. It is in this context that a trust/society which wants to offer management education by establishing B-school/s in the form of social service should first ensure that such service is not only of paramount quality but also fetches a minimum ROI for its perpetual existence over a period of time. But, contrary to this, a trust/society prefers the exaggerated monetary gains in the pretext of insuring quality in management education. AICTE is blind enough to approve new B-Schools or to increase in intake capacity in existing B-Schools every academic year without considering the actual requirements for such approvals and/or increases.

More importantly, the thrust for management education has been fading in the recent years owing to fall in the job opportunities for and employability of management graduates, opening up of excessive B-Schools, poor enrollments, etc. On the other hand, the cost of post graduate education in management disciplines is not affordable to many brilliant but poor aspirants who live from hand to mouth. Hence, the future for management education in India seems to be grave.

6. Review of literature

Management education in India has received a big boost in the post liberalization era when the doors of Indian economy kept open for the third world especially Multinational Companies (MNCs). In other words, many B-Schools have been set up to deliver quality in management education in the last two decades since then various changes, challenges, issues and implications have been pointed out. The review of literature on management education helps us in finding out the outcomes of the earlier studies. Therefore, the earlier studies on management education are reviewed for the purpose.

Chowdhry K. (1977) revealed that management education in India today has acquired the characteristics of a commodity. Margaret M. and et al. (1990) stressed on action learning in management education as B-Schools were often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. Panandiker, V. A (1991) pointed out that knowledge and knowledge-creation would be far more central to the management education of the future rather than technology. Sahu K. C. (1991) emphasized that values were of utmost importance and were inseparable irrespective of any form of education. Reddy C. M (1992) revealed that Indian management education lacked the incentive to respond to the changing needs of the practicing world. Sharma B and et al (1996) learnt that internationalization of management has been promoted along several dimensions such as curricula challenges, research activities with both contents and outlet being relevant and executive development programs. Gill A. (2003) emphasized that due to globalization and advancement in information technology, the role played by management education in enhancing country knowledge base had been placed under a sharper focus. Sanjeev K and Dash M. K. (2011) concluded that the ultimate challenge of management education approaches was to become more practical oriented and industry focused reason being theory-based developments and teachings were worthless due to the fact that they would be of little use in concrete situations when a management issue arises. Natasha Kaul (2011) opined that Indian B-Schools should do considerable thinking and envisioning so that the products coming out were capable of meeting the job demands of a global marketplace though, the firms might operate only in some geographies. Shweta and Manoj Kumar (2011) suggested that B-Schools in India needed to revitalize management education in the

country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large. Bohra N. S. (2013) revealed that there were a lot many root causes such as profit maximization motives, limited academic amenities and treatment of students as commodities, etc for the decline in management education demand in average B-Schools in the country. On the other hand, a study conducted by ASSOCHAM has revealed infamous mystery that B-Schools appear to be losing their sheen. Aside from the top 20 B-Schools like the Indian Institutes of Management (IIMs), merely 10% of graduates from B-Schools manage to get hired by corporate India. Further, in the last seven academic years, the number of MBA seats annually in India has four-folded from 94,704 to as many as 3.85 lakh, but campus recruitments have gone down by 40% during the same period.

The preceding review of literature indicates that the management education in the country compromises with quality, interpersonal relationship, research activities, changing needs, knowledge base, competency skills, academic amenities, employability, training, industry-institute interaction, placements, academic autonomy, etc.

7. Research methodology

Research methodology provides a sort of strong foundation on which the whole framework of research process depends and the facts revealed by data analysis and interpretations are believed to be true. Hence, the research methodology throws light on various parts of research process that include objectives, data collection, presentation and statistical tools used in analysis and interpretation of data, scope and limitations of the study. In this study, the word management education means Post Graduate (PG) Courses in all Management courses i.e. MBA/MMS/PGDM as well as in Computer Applications course i.e. Master of Computer Applications (MCA). Further all management courses are termed as MBA for the convenience of data analysis and interpretations. MBA and MCA institutes covered in this study are approved by AICTE, New Delhi and they are collectively called as B-Schools in this study henceforth.

8. Objectives of the study

The following objectives have been set for the present study

- i. To reveal the trends in growth of B-Schools and their intake capacity in India;
- ii. To discuss the role of different regulators in ensuring quality in management education;
- iii. To trace the probable contemporary issues haunting B-Schools in India and
- iv. To offer useful suggestions for ensuring quality in management education and make it more reliable in the present context.

9. Data collection, presentation and analysis-Tools used in this study

The study is primarily based on the secondary data published by AICTE-A national level regulator in its Process Handbook for academic year 2013-14. The data has been compiled in accordance with the objectives of the study. This study covers a period of seven years i.e. from 2006-07 to 2012-13. The data so collected has been presented in the form of tables and graphs to suit the requirements of the objectives of the study and analyzed and interpreted with the help of statistical tool namely trend ratios.

10. Scope of the study

Young and dynamic males and females have acknowledged post graduate study in MBA and MCA as the most lucrative form of their livelihood whereas Trusts/Societies offering such type of education have also felt that it is prestige for them if they offer management education. The present study attempts to reveal the growth of B-Schools and their intake capacity over the years and assesses the role of its different regulators. The paper also traces the probable contemporary issues haunting B-Schools in India in ensuring quality in management education at affordable cost. The study offers some useful suggestions which may help the stakeholders prepare well in advance to encounter probable disaster in the field of management education in the future.

11. Limitations of the study

The information used in this study does not reveal the fact about bogus B-Schools existing in the country. Even they can also produce competent managers who can manage a company with turnover of billions of rupees in a financial year. Owing to political pressure, the concerned regulators may not have enforced their powers for ensuring quality in management education. On the other hand, the probable contemporary issues discussed in this study may not have any relevance to a host of B-Schools. In addition, AICTE approved autonomous institutes are also covered in this study even though they do not come under the ambit of any recognized universities in the country. Candidates seeking admission to MBA and MCA courses must qualify in anyone of the eligibility tests conducted by SBTE or CAT, MAT, AIMCET, etc.

12. Analysis and interpretation of data

The present study has been undertaken to throw light on the present scenario in management education in India from 2006-07 to 2012-13. The data has been analyzed and interpreted using statistical tool like trend ratios which are calculated using the formula i.e. $\text{Trend ratio (\%)} = (\text{Current year values} / \text{Previous year values}) * 100$. These ratios reveal the trends in increase and/or decrease in B-Schools and their intake capacity during the study period. The study is divided into three sections i.e. A, B and C. Section A analyzes the growth of technical institutes and trends in growth of B-Schools and their intake capacity whereas section B discusses various roles played by regulators of B-Schools. In the meanwhile, section C elaborates the probable contemporary issues haunting B-Schools in India.

Section A: Growth of AICTE approved technical institutes and trends in growth of B-Schools

In a developing country like India, growth is prominent and inevitable as well for sustainability. At the same time, trends can also prevail and vary from time to time. Therefore, it is thought to have a glimpse of the latest status of technical education in India.

i. Growth of AICTE approved technical institutes in India: India is a developing country where there are several issues associated with all three sectors including education sector which contributes a lion share to Gross Domestic Product (GDP). The information pertaining to growth of AICTE approved technical institutes in India from 2006-07 to 2012-13 is presented in Table 1.

Table 1
Growth of AICTE approved technical institutes in last seven years

SI No	Year	Engineering	MBA	MCA	Pharmacy	Architecture	Hotel Management	Total
1	2	3	4	5	6	7	8	9
1	2006-07	1511	1132	1003	665	116	64	4491
2	2007-08	1668	1149	1017	854	116	81	4885
3	2008-09	2388	1523	1095	1021	116	87	6230
4	2009-10	2972	1940	1169	1081	106	93	7361
5	2010-11	3222	2262	1198	1114	108	100	8004
6	2011-12	3393	2385	1228	1137	116	102	8361
7	2012-13	5854	4053	1979	1485	155	138	13664

Source: Compiled from AICTE Approval Process Hand Book for academic year 2013-14

It may be inferred from Table 1 that the number of technical institutes has been growing over the years. Analysis indicates that Engineering institutes have jumped up by 4343 (i.e. from 1511 to 5854) whereas MBA institutes have also gone up by 2921 (i.e. from 1132 to 4053). At the same time, MCA institutes have also witnessed an increase in number by 976 (i.e. from 1003 to 1979) and Pharmacy institutes by 820 (i.e. from 665 to 1485) during the study period. In other words, Engineering, MBA, MCA and Pharmacy institutes are rather more in number than any other disciplines. Therefore, it can be established that Engineering, MBA, MCA and Pharmacy disciplines are acknowledged as the most sought after technical institutes.

ii. Trends in growth of B-Schools in India: Trends in growth of B-Schools are tangible during the study period. Trends can vary from time to time owing to economic cycle that prevails in an economy. The information regarding trends in growth of B-Schools in India is portrayed in Table 2.

Table 2
Trends in growth of B-Schools in last seven years

SI No	Year	MBA institutes	Trends (%)	MCA institutes	Trends (%)
1	2	3	4	5	6
1	2006-07	1132	100.00	1003	100.00
2	2007-08	1149	101.50	1017	101.40
3	2008-09	1523	132.55	1095	107.67
4	2009-10	1940	127.38	1169	106.76
5	2010-11	2262	116.60	1198	102.48
6	2011-12	2385	105.44	1228	102.50
7	2012-13	4053	169.94	1979	161.16

Source: Compiled from Table 1

Table 2 portrays the trends in growth of B-Schools in India during seven year study period. It can be inferred that the trends of MBA institutes are not impressive as compared to MCA institutes. Further, the results of the study reveal that the trends in growth of B-Schools have witnessed a decline from the academic year 2008-09 to 2011-12 i.e. from 132.55% to 105.44% and from 107.67% to 102.50% for MBA and MCA institutes respectively. On the other hand, the trends of MBA (i.e. 169.94%) and MCA (i.e. 161.16%) institutes have suddenly skyrocketed during the academic year 2012-13 over the figures of 2011-12. Hence, it is concluded that the trends in growth of B-Schools will witness zigzag movements in the ensuing academic years.

iii. Growth of intake capacity in AICTE approved technical institutes in India: India is a developing country where there are several hurdles pertaining to development of technical education. Therefore, it is necessary to have a look at the growth of intake capacity in technical institutes. The information pertaining to growth of intake capacity in AICTE approved technical institutes in India from 2006-07 to 2012-13 is showcased in Table 3.

Table 3
Growth of intake capacity in AICTE approved technical institutes in last seven years

Sl No	Year	Engineering	M BA	MCA	Pharmacy	Architecture	Hotel Management	Total
1	2	3	4	5	6	7	8	9
1	2006-07	550986	947 04	56805	39517	4543	4242	750797
2	2007-08	653290	121867	70513	52334	4543	5275	907822
3	2008-09	841018	149555	73995	64211	4543	5794	1139116
4	2009-10	1071896	179561	78293	68537	4133	6387	1408807
5	2010-11	1314594	277811	87216	98746	4991	7393	1790751
6	2011-12	1485894	352571	92216	102746	5491	7693	2046611
7	2012-13	1761976	385008	100700	121652	5996	8401	2383733

Source: Compiled from AICTE Approval Process Hand Book for academic year 2013-14

Table 3 portrays intake capacity in AICTE approved technical institutes in India from 2006-07 to 2012-13. The results of analysis portray that intake capacity in Engineering institutes has scored more by 1210990 (i.e. from 550986 to 1761976), MBA by 29 0304 (i.e. from 94704 to 385008), Pharmacy by 82135 (i.e. from 39517 to 121652) and that of MCA by 43895 (i.e. from 56805 to 100700) during the same period. These courses are not only the frontrunners in the field of technical education but they are also most sought after disciplines as compared to other disciplines of technical education in India.

iv. Trends in growth of intake capacity in B-Schools: Trends in growth of intake capacity in B-Schools are also determinant from 2006-07 to 2012-13 and they can differ year-on-year basis due to market conditions. The information relating to trends in growth of intake capacity in B-Schools is displayed in Table 4.

Table 4
Trends in growth of intake capacity in B-Schools in last seven years

Sl No	Year	Intake capacity in MBA institutes	Trends (%)	Intake capacity in MCA institutes	Trends (%)
1	2	3	4	5	6
1	2006-07	94704	100.00	56805	100.00
2	2007-08	121867	128.68	70513	124.13
3	2008-09	149555	122.72	73995	104.94
4	2009-10	179561	120.06	78293	105.81
5	2010-11	277811	154.72	87216	111.40
6	2011-12	352571	126.91	92216	105.73
7	2012-13	385008	109.20	100700	109.20

Source: Compiled from Table 3.

Table 4 reveals the trends in growth of intake capacity in B-Schools in India from 2006-07 to 2012-13. It is found that the trends of intake capacity in MBA institutes are not consistent if matched with that of intake capacity in MCA institutes. Analysis reveals that the trends in growth of intake capacity in MB A have tumbled from 128.68% to 120.06% in between 2007-08 and 2009-10 and went up to 154.72% during 2010-11 over the figures of 2009-10. However, the same trends have started plunging from the academic year 2011-12 and onwards. On the other hand, the trends in growth of intake capacity in MCA institutes have witnessed zigzag movements during the same period. Therefore, it is established that the trends in growth of intake capacity in B-Schools will see an upward and downward moves in the years to come.

In addition, it is also thought to have a glimpse of the latest status of programwise technical education scenario in India. For this purpose, the programwise analysis in terms of percentage is also done to understand as to which program dominates the entire technical education system in academic year 2012-13. The information relating to the percentage of programwise intake capacity to AICTE approved total intake capacity in India during academic year 2012-13 is portrayed in Table 5.

Table 5
Programwise intake capacity in technical institutes in 2012-13

Sr. No	Course	Intake Capacity	Percentage (%)
1	2	3	4
i	Engineering	1761976	73.93
ii	MBA	385008	16.15
iii	Pharmacy	121652	5.10
iv	MCA	100700	4.22
v	Hotel Management	8401	0.35
vi	Architecture	5996	0.25
Total		2383733	100.00

Source: Compiled from AICTE Approval Process Hand Book for academic year 2013-14

Table 5 presents AICTE approved programwise intake capacity in technical institutes in India during 2012-13. The discipline-wise analysis reveals that among all the technical disciplines approved by AICTE, Engineering discipline has the highest number of approved intake capacity (i.e. 73.93%). This is followed by other disciplines such as MBA (i.e. 16.15%), Pharmacy (i.e. 5.10%), MCA (4.22%), Hotel Management (0.35%) and Architecture (i.e. 0.25%). Hence, it can be concluded that AICTE approved intake capacity in Engineering and MBA disciplines have attracted more aspirants for technical education in the country. Further, B-Schools are regulated by three different regulators in India as discussed in the following section.

Section B: Regulators of management education at National, State and University levels

Management education like other streams is subjected to the regulation by the various regulators who prescribe several norms while granting approval and affiliation to B-Schools. They play crucial roles in ensuring quality in management education. Their roles can be classified into three levels namely National level, State level and University level. Hence, it is worthy to understand their roles in ensuring quality in management education in India.

I. All India Council for Technical Education (AICTE): A national level regulator

Quality in management education can be ensured when the academic amenities required for the same purpose are in place because the effective delivery of quality in management education seeks after many inputs. Hence, AICTE, the national level regulator, plays various roles as follows.

- i. Setting norms:* It is mandatory for B-Schools to adhere to all the norms prescribed by AICTE in respect of students-faculty ratio, qualifications and experience of faculty, size of classrooms,

computational facilities, books, journals and e-journals, other academic amenities, etc. These norms help B-Schools ensure quality in management education. Any deficiency in these norms is said to affect the delivery of quality in management education for such norms are prescribed on the basis of ensuring quality in management education offered by the well known B-Schools across the globe and industry needs i.e. employers of management graduates.

- ii. **Conducting mandatory and surprise visits:** A trust or society which proposes to offer management education is required to make an online application in the prescribed form to AICTE on or before the deadline set for the purpose with the required amount of processing fees. Such trust or society should make necessary arrangements which will be examined by the Expert Visit Committee (EVC) appointed and deputed by AICTE for physical verification of all amenities on the spot on a specified date and time. EVC will after thorough inspection of infrastructure facilities at the premises of applicant institute prepare a detailed report of recommended/not recommended for approval. If EVC recommends for the establishment of new B-Schools, the letter of intent is issued to the applicant trust/society. At times, a team of experts can also pay surprise visits to the existing B-Schools to have a firsthand report on observance of all norms by such B-Schools. Surprise visits somehow ensure the delivery of quality in management education. Thus, AICTE visits can help the stakeholders learn about the norms to be observed by B-Schools during their academic deliveries on par with what the industry expects from managers.
- iii. **Issuing the letters for new approval and extension of approval:** After receiving the EVC report, AICTE authorities at its headquarter in New Delhi scrutinize application made online to it for starting new B-Schools and issues letter of approval (LOA) or letter of rejection (LOR) to the institutes intending to offer management education. When an online application is made for extension of approval for the subsequent academic year after complying with the norms, then a letter of extension of approval (EOA) is issued. This process is a concurrent in nature and followed by B-Schools for every academic year.

It is learnt from the foregone discussion that AICTE plays a crucial role in monitoring and ensuring quality in management education in India. In other words, it plays a big boss role as far as the delivery of quality in management education is concerned.

II. State Board of Technical Education (SBTE): A state level regulator

A SBTE has a jurisdiction over B-Schools coming under its territories and it frames norms to be observed by B-Schools. SBTE performs various functions in order to ensure quality in management education in its state. Hence, SBTE has been assigned the job of taking care of management education across its territory and it discharges various duties to maintain quality in management education. The roles played by SBTE are discussed as under.

- i. **Granting approval:** It is mandatory for a trust/society to make an application to its SBTE in case it wants to start new B-school along with the prescribed fees. So received application is scrutinized and the board issues a letter of approval to establish a B-school by its trust/society if it fulfills all norms as mandated for starting the same.
- ii. **Conducting common entrance test (CET):** Apart from possessing a minimum basic qualification in an undergraduate course, a candidate seeking admission to MBA or MCA course, must take up a

qualifying test which facilitates him to get admitted to MBA or MCA during a particular academic year. The candidates are declared successful or unsuccessful. The successful candidates can seek an admission to MBA or MCA course in an institute of his/her choice during that academic year only.

- iii. Allocating seats through common admission process (CAP):** Based on the merit status of the candidates, SBTE allocates MBA or MCA seats in B-school preferred by meritorious candidates and they have to report to it in between dates locked in. B-Schools are to complete the admission process of the eligible candidates to be enrolled through various CAP Rounds before the deadline is proclaimed.

Thus, SBTE is expected to discharge effectively its role in ensuring quality in management education so that B-Schools can get support in admitting aspirants and delivering quality in management education for producing trained managers for the economy as a whole.

III. University: A jurisdiction level regulator

A University is established by a state government under the provisions of UGC Act, 1956 keeping in mind requirements of a particular jurisdiction within its geographical area. So set up university starts functioning after all necessary arrangements are made for the smooth running of its academic activities and monitoring and controlling the affiliated B-Schools. The roles of a university are briefed as follows.

- i. Granting affiliation:** Any trust or society that wishes to start B-school should make an online application to a university which has the jurisdiction over the applicants. After scrutinizing the application, the university authorities send a committee to the applicant B-school for spot and physical inspection of the necessary arrangements made for running MBA or MCA course by the applicants. Under university system of offering management education, it is necessary for a B-school to get affiliated to or continuation of affiliation from a university under whose jurisdictions such B-school falls.
- ii. Designing syllabus:** The affiliated B-Schools follow the syllabus framed by the affiliating university which issues directives from time to time with regard to revision of syllabus to meet the industry requirements. This can help B-Schools incorporate such changes to effectively deliver quality in management education.
- iii. Conducting examination:** The affiliating university is bound to conduct examinations at the end of a semester. After the evaluation of answer sheets, the results are also declared and marks sheets are issued to the candidates.
- iv. Awarding degrees:** After successful completion of MBA or MCA course, a candidate is eligible to get a master degree. Convocation takes place every academic year when the university authorities make necessary arrangements for handing over the Degree Certificates to the successful candidates. With an MBA or MCA degree, a postgraduate can then storm into the market for hunting a suitable job he/she deserves in the corporate world.

Therefore, a university not only plays various roles as discussed above in delivering quality in management education but it also promotes management education by way of organizing various conferences/seminars/workshops for management graduates and teachers to enhance their skills for

ensuring quality in learning as well as teaching management subjects.

The preceding discussion reveals that there are various agencies to regulate management education in the country. They play various roles at three different levels on their way to ensure quality in management education. However, they are not able to deliver the justice for which they are in existence because there are enormous contemporary issues haunting B-Schools in the country. They are elaborated in the following section.

Section C: Contemporary issues haunting B-Schools in India: A blow for ensuring quality in management education

In the recent times, management education has been paralyzed by a host of contemporary issues that influence on ensuring quality in management education in the country since the rate of employability of management graduates has tumbled to a great extent. Various committees were set up to look into issues associated with education especially management education. Notwithstanding, the recommendations made by such committees remained on pieces of paper rather than their implementations over the years. Hence, it is thought to peep into probable contemporary issues haunting B-Schools in India.

- i. Unwarranted interference of management:* In the Indian context, the majority of educational institutes including B-Schools are run by trusts/societies headed by selfish politicians and industrialists who always wish to earn money from such trust/societies by hook or crook and who want to exercise their vested powers and to control B-Schools on par with their will and wish. In other words, they very frequently interfere in the day-to-day functioning of B-Schools to see that they are the integral part and get done whatever they wish to do so. But, B-Schools are in fact not given freehand or autonomy to effectively function in order to ensure quality in management education. On the other hand, B-Schools are expected to be obedient to their trusts/societies and to follow the directives issued by them from time to time. No matter whether such directives hamper their proper functioning in the delivery of quality in management education. However, such directives may, sometimes, not permit B-Schools to make any decision on their own in the best interest of a holistic commitment to deliver quality in management education. The selfish politicians and industrialists are not only a great obstacle but they are also after their personal gains rather than ensuring quality in management education offered by their trusts/societies. Therefore, the need of the hour is to contain the frequent interference of management of educational trusts/societies in the day-to-day functioning of B-Schools, the delivery of quality in management education in India is defeated otherwise.
- ii. Poorly equipped regulators:* AICTE, SBTE and Affiliating Universities are responsible for overall regulating and monitoring delivery of quality in management education. These regulators prescribe various norms to be observed by B-Schools for conducting MBA or MCA courses and collect from them processing and annual approval/affiliation fees. Yet, these authorities are not doing well as expected since they are poorly equipped to regulate and monitor academic activities whether approved/affiliated B-Schools observe norms prescribed. This is due to lack of required manpower as well as infrastructures availability with the regulating authorities. Hence, these regulators are to be made stronger and equipped properly to tackle issues associated with quality in management

education and carry out surprise visits in order to initiate legal actions against erring B-Schools so that the delivery of quality in management education can be ensured. Further, politicians always dominate in the day-to-day functioning of these regulators as if they are the blood and nerves of the country as a whole.

- iii. Inadequate e-Governance facilities:** All paper work can be lessened with the help of e-Governance practices which save a lot of time, money and energy of B-Schools on their way to ensure quality in management education. In this context, e-Governance plays a significant role in demonstrating transparency while adhering to the norms mandated by the regulators. However, many B-Schools in India have inadequate e-Governance facilities that have stalled them in insuring quality in management education on par with the industry requirements. There are many examples wherein many B-Schools are indulged in defying the norms that led to delivery of poor quality in management education. Hence, B-Schools must go for adequate e-Governance facilities to effectively deliver quality in management education in the time to come.
- iv. Poor industry-institute interaction:** The uniqueness of quality management education is that the industry-institute interaction must take place from time to time. This process helps the B-Schools incorporate in their curriculum what the corporate world is expecting from them. In other words, the management graduates must be exposed to real problems the industry is encountering. The present major concurrent project (MCP) of say eight weeks duration is inadequate for the students to imprint in themselves a particular problem of the industry where they have undertaken such MCP. Further, the management graduates are to be given more time period by B-Schools on live projects in the industry which will benefit them to get exposed to the root cause of practical issues experienced by the industry. Therefore, the industry-institute interaction can somehow facilitate B-Schools in ensuring quality in management education in the future.
- v. Deficiency in highly qualified and experienced faculty:** The effective and successful course delivery in management education demands for highly qualified and experienced faculty. But, B-Schools which have mushroomed in the last decade cannot afford to appoint competent management faculty as they either charge lower fees or prefer to more monetary gains out of such fees. On other hand, there is a deficiency in highly qualified and experienced faculty in India. Thus, such deficiency has led to the delivery of poor quality in management education. Hence, the need of the hour is that B-Schools must appoint highly qualified, trained and experienced faculty so as to bestow effective and successful management education curriculum in the ensuing academic years.
- vi. Greediness for monetary gains:** An alarming bell in the context of Indian management education field is that greedy mindsets of people running and controlling the management education rather prefer monetary gains to delivery of quality in management education. They want to make quick bucks out of what they call social service for the sake of their name and fame in the society. However, such people enjoy another face off the screen i.e. backdoor entry to monetary gains from their B-Schools which charge hefty fees but provide poor academic amenities and infrastructure facilities for conducting management education. Therefore, the fees collected from the aspirants of management education should strictly be utilized only for ensuring quality in management

education so that B-Schools can prepare competent, skilled and trained managers for the economy.

- vii. Unproductive research work:** The regulators insist on the productive research work that can be used by the industry as a guiding factor for their sure success. The recent fake Ph. D racket upholds the fact that the teaching fraternity is after the bogus degree certificates like Ph. D for their greediness towards their job security rather than engaging in holly teaching profession. This tragedy proves to be a real obstruction for the delivery of quality in management education in India. Hence, the quality research work can be a mirror to the real problems being encountered by the industry for its perpetual survival in the long run. However, the research work is undertaken with a view to securing a certificate rather than its quality. Thus, quality of research work is compromised at the cost of quality in management education. Hence, B-schools must focus on quality in research work undertaken by their faculty as productive research can promise the faster economic growth.
- viii. Rigidity in updating curriculum:** Under university system of education, it is clear that B-Schools are mandated to follow the syllabus prescribed by a university to which they are affiliated. Such syllabus is revised once in three to five years by Board of Studies of a university. But, many changes take place in between three to five years' period and the industry needs to make adjustments with the changing scenario to remain viable. However, the course curriculum delivered by the affiliated B-Schools cannot be revised as and when it is must and should under university system and therefore they cannot cope up with industry demands. This lacuna creates an inadmissible issue for B-Schools in making any changes to the existing syllabus of management education from time to time.
- ix. Under qualified and undedicated faculty members:** AICTE and University give approval and affiliation respectively to a large number of B-Schools in the country, but they are unable to prepare and train competent faculty to teach management subjects, which created a gap between demand and supply and resulted in substandard quality in management faculty. On the other hand, B-Schools are engaged in appointing inexperienced and/or fresh faculty offering low salary by compromising with quality but assigned with heavy workload which further deteriorates their efficiency and left with no time for further individual development. Further, involvement of part-time faculty members who have little to do with academic activities in B-Schools is another hurdle for ensuring quality in management education. Therefore, part-time faculty members are not fully dedicated to teaching as they are not appointed on full time basis. Generally, they give lecture prepared from textbooks or their industry based experience. The quality of management education remained inferior in the sense that they pay not enough attention to application of knowledge, understanding of concepts and development of managerial skills.
- x. Poorly designed curriculum and developed study materials:** Developing a curriculum is a challenging task and has to be continuously updated to keep pace with the advancements in management education. Curriculum should be change-driven and periodically reviewed to match the industry needs. But, in most of Indian universities, it takes years to get syllabus revised due to bureaucratic setup and private B- Schools also don't show much enthusiasm towards revision of syllabus because it may call for appointing new faculty and updating existing faculty which could be a costly issue. B-Schools should ensure a revision in their syllabus from time to time. Course content

need not just be latest but also country specific. It is observed phenomena that many of ideas and theories have been successful in the countries of their origin. B-Schools in India don't have much of Indian specific case studies which could help in bringing the congruence and rationality between what is taught and what is practiced.

xi. Non-implementation of corporate governance in B-Schools: Corporate Governance has been buzz words for last few years especially after financial turndown in U.S.A and Satyam case in India. Lack of corporate governance system in B-Schools is one of the major reasons for depriving quality in management education. Corporate governance has to be made a part of accreditation. Further, there is a need to introduce independent audit committees for managing B-Schools. Corporate governance should include mandatory disclosure by B-Schools on faculty qualification, books and journals in library, computational facilities, placement records and other required information that could be useful for students while choosing B-Schools. According to UGC norms, B-Schools have to display this all information on their official websites but there is big difference between actual and information displayed on official websites or submitted with concerned regulating authorities. Corporate governance should ensure a heavy penalty for any such deviation. AICTE has little muscle to discover these and other misdeeds. Very rarely have disobedient B-Schools been made answerable or penalized. B-Schools are offering courses on corporate governance, but they hardly practice it. Therefore, B-Schools should be mandated to practice corporate governance for ensuring quality in management education in the days to come.

xii. Less need-based specialization: Customization is a need of the hour. Every industry has its own set of challenges and dynamics and it requires specific skill sets and expertise. This could be only done by bringing specialization in concerned field. Management education today is not just confined to areas of finance, marketing and human resource management, production, system but its requirement is felt in growing areas of business such as hospital management, disaster management, infrastructure management, which need faculty specialization curricula customization and specific material development. Though, some B-Schools have taken initiative in extending boundaries of management education by introducing courses in disaster management, aviation management and financial services. But their course content is questionable as they are using material designed for other context in these courses without examining its contextual validity. The business needs customized course content specially designed for the course, specialized faculty and material development. These factors are hardly paid any heed thus contributing to poor quality in management education in India.

xiii. Manifold perspectives: Management education is value laden field, but its value is deteriorating not just because way it is delivered, but also due to its nature. Management education needs to inculcate manifold perspectives since technological, organizational and personal perspectives could differ. Further, Management education needs reconstruction with emphasis on explicitly imparting education with regard to political, ethical and philosophical nature of management practice and managers need to attend to interpersonal relationships, feeling, stress, emotional outburst, politics and difference in opinion and like.

xiv. Little exposure to practical industry related issues: As stated earlier, there is a need for enhancing

industry exposure which will lead to enhancement of experiential learning. Exposing management graduates to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. When it comes to decision making, experience that lies with decision maker is detrimental. One of the issues that management education has to consider is the manner in which experiential learning elements could be enhanced. Hence, the management graduates are required to get more exposed to current business problems so that they can learn to handle a particular business issue encountered by an organization in more efficient way.

xv. Poor inculcation of a global mindset: Learning is a relative concept. Today, success depends on how fast someone is enhancing his knowledge, sharpening his skills and pace of his learning. In globalization era where information is increasing at pace of Pico seconds mastering knowledge and skills have become essential. If India needs to compete globally she needs managers with world class talent which calls for developing a new approach of imparting quality in teaching and learning. Hence, global mindsets need to be developed. This means that each B-school should create a differentiated mix of teaching and training to develop not managers but global managers.

From the foregone discussion, it is concluded that management education in India has to go a long way in making management graduates more employable across the globe because B-Schools fail to take a note of ensuring quality in management education due to unwarranted interference of managements of B-schools, ineffective course delivery, deficiency of qualified and experienced faculty, poor training, development and industry-institute interaction, unproductive research work, lack of e-governance and corporate governance, etc.

13. Findings of the study

The following are the major findings of the present study

- i. Trends in growth of B-Schools in India have witnessed zigzag movements during a seven year study period. In other words, the trends of MBA institutes and their intake capacity are not impressive as compared to MCA course. Further, trends in growth of B-Schools and their intake capacity will experience upward and downward moves in the years to come.
- ii. The regulators of management education in India namely AICTE, SBTE and University seem to be inevitable as they play very crucial roles at different levels in the delivery of quality in management education and
- iii. Many contemporary issues such as unwarranted interference of management of B-Schools, poorly equipped regulators, inadequate e-governance and infrastructure facilities, poor industry-institute interaction, deficiency in highly qualified and experienced faculty, etc have stalled B-Schools in ensuring quality in management education in the country.

14. Suggestions offered in this study

Based on the findings of this paper, the following suitable suggestions are offered with a view to ensuring quality in management education that can attract more aspirants of and enhance the rate of employability of MBA and MCA graduates.

- i. The need of the hour is that new approvals and affiliations should not be granted at least at the present moment. The management education is polluted due to blind increase in number of B-

- Schools and their intake capacity even though many seats started falling vacant since the academic year 2008-09. At the same time, no increase in intake capacity should be permitted in the existing B-Schools as they are struggling to cope up with the financial burden while the admitted management graduates are to bear the brunt of heavy cost of management education.
- ii. The regulators like AICTE, SBTE and Universities must ensure that B-Schools strictly adhere to all the approval and affiliation norms and academic amenities are in place. They should also initiate disciplinary action against erring B-Schools to ensure quality in management education. Further, frequent surprise visits and academic audits can be undertaken from time to time. This process helps the regulators exercise their vested powers against erring B-Schools and make them produce the quality managers for the country. Fraudulent or B-Schools lacking the basic minimum requirements for providing quality in management education are to be directed either to comply with the norms or to be closed permanently.
 - iii. It is necessary for the management to minimize its frequent interference in the day-to-day functioning of B-Schools so far as the delivery of quality in management education is concerned. In other words, B-Schools should be given freehand to smoothly function on their way to ensure quality in management education with the help of underlying resources in days to come so that world class managers can emerge to compete with the fast changing scenario. In addition, B-Schools should be accorded with financial autonomy as many of them are handicapped in the hands of their managements which may or may not give a heed to immediate financial needs that require a prior sanction of their trusts/societies. Any delay in executing an action plan could lead to further deterioration in management education.
 - iv. B-Schools must necessarily ensure that they are able to prepare competent and employable managers with managerial skills to meet the new challenges. On the other hand, B-Schools having idle intake capacity (if any) must either reduce their intake capacity or make heroic efforts to fill up all sanctioned seats in order to maintain financial viability in running their educational activities.
 - v. MBA and MCA graduates are required to generate employment for others by becoming entrepreneurs rather than becoming jobseekers. There are many schemes available for entrepreneurs who wish to establish their own enterprises like small scale industries (SMEs). The state and central governments offer subsidy, tax concession, arrangements for marketing of goods produced by SMEs across the state or the country. Therefore, MBA and MCA graduates must necessarily take the advantage of such facilities and so they must become model for other management graduates in the future.

15. Conclusions

The preceding discussion throws light on the present scenario and trends in growth of B-Schools and their intake capacity over a period of seven years. Trends in growth of MBA institutes are not much impressive when matched with MCA institutes in India. The regulators namely AICTE, SBTE and Universities play very significant roles in ensuring quality in management education. On the other hand, the management education has been hit hard by various contemporary issues such as i) unwarranted interference of management of B-Schools, ii) poorly equipped regulators, iii) inadequate e-governance

and infrastructure facilities, iv) poor industry-institute interaction, v) deficiency in highly qualified and experienced faculty, iv) unproductive research work, etc which are in fact haunting B-Schools in India. So are they a blow for ensuring quality in management education.

Hence, it is clear that management education in India has to go a long way in making management graduates more employable across the globe provided that B-Schools give a heed to delivering quality in management education with the help of effective course delivery, qualified and experienced faculty, training and development, industry-institute interaction, quality research work, e-governance and corporate governance, etc. In addition, the teaching methods should focus more deeply on leadership, team work, communication skills and on how to prepare managers to play a critical result oriented role in terms of changing scenario for the betterment. In addition, B-School curriculum should zero in on a holistic development; building ethical values, strengthening the moral values, managing innovation and prioritizing the art of governance as the approach to management. It should also promote social accountability and environmental responsibility and inculcate the skills enabling managers to take up business, community and environmental issues at all levels. In other words, B-Schools must be innovative, flexible and responsive to the dictates of the changing environment.

In a nutshell, the present scenario of management education in India has witnessed a downturn as a result of recession climax from academic year 2008-09 and its subsequent effects. Hence, it can be concluded that management education in India is heading from dawn to dusk and has to go a long way to prove its metal in the years to come.

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