



## Growth of Management Education in India

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**Abstract:** *The Government of India has liberalized the business education in 1990s, which has resulted in a rapid growth of Business Schools offering the programmes both at graduate & undergraduate levels. Owing to the intense competition at the global level lot of changes are taking place in the industries. In turn there is a need to make the changes in the Business education system all over the world. India is no exception to it; but the pace is very slow. Now time has come to take a detailed review and to investigate the various challenges & issues which are being faced by these Business schools for enhancing the quality of management education in the country. The present paper deals with the growth of management education in India. The data is mainly drawn from the AICTE hand book 2013-14.*

**Keywords:** *Education, Business, Development, Quality, Growth.*

### Introduction

In the current economic scenario all over the world- "*Management*" – as a stream of education and training has acquired new dimensions. Management is an exciting field where you can have an immediate impact on the operations of any business organizations. The field of Management is dynamic in nature. Day to day new tools and techniques are coming to improve the 3 important P's of any organization i.e., performance, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies, which include problem understanding, analyzing, and solving techniques and guidelines for various related problem solving activities.

Management studies are an important medium that facilitates improvement of leadership qualities and turns out excellent future managers. Management courses with

specialization in different areas prepare students to face the constantly advancing corporate world and impart effective people-management skills. Management studies should emphasis not just in creating good managers but also on improving and enhancing existing skills while passing on managerial competence to students.

### Importance of Management Education

Young aspiring managers equipped with a reputed management degree turn out to be survivors who are able to sustain themselves in an environment of intense competition, globalization and ever-evolving technologies. In fact, producing powerful managers is the biggest challenge that businesses worldwide face today. An accredited MBA degree from a prestigious business school certifies the managerial skills learnt during the course of the study. A well designed management training course suitably



develops a talented workforce that can be expected to be efficient future leaders and successful managers who are able to tackle complex situations and relationships with clients in any organization.

### **Skills Developed Through an MBA Degree**

Earning that coveted business management degree from a reputed management institute brings on additional benefits by imbibing the following skills into future managers:

1. **Management capabilities:** This deals with learning managerial methods to motivate other employees for better productivity.
2. **Presentation skills:** Pertains to improving public speaking abilities and other interpersonal skills.
3. **Team building capabilities:** Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.
4. **Problem solving skills:** This deals with learning how to handle difficult situations by implementing strategies to manage employee performance problems.
5. **Other Important Skills:** These include Inter-personal skills, Communication skills, Self-confidence and motivational skills, Entrepreneurial Skills & Management skills.

### **Definition of Business Schools**

A business school is normally a university-level institution that teaches topics such as accounting, finance, income tax, human resource management, marketing management,

organizational behavior, etc. These include schools of "business", "business administration", and "management". It must also make students aware of application software such as ERP, POS, Simulation, SCM & logistics. In addition to this they must also get to learn of the actual running of an enterprise. A business School is an entity by itself and cannot be run as a department of a technical school now. Business school must have a branding and that can come from the quality of teaching and their richness. The alumni bring prestige to the school. Placement is a sequel to quality of teaching staff and education provided in the school.

### **Management Education in India**

To become a prosperous global economy within first five ranks, we have to qualitatively strengthen our education, especially higher and management education. Due to efforts and initiatives taken during successive Five Year Plans and particularly due to policy changes in the eighties to allow participation of private and voluntary organizations in the setting up of management institutions on self-financing basis, the growth of management education has been phenomenal. Presently, there are several management education institutions playing crucial role in converting the human resources into human capital 'by creating skilled manpower, enhancing industrial productivity and improving the quality of life'. There are 11 IIMs and almost all the universities have Dept. of management. A significant growth has taken place in various programs of management education over the period of time.

The total number of management institutions has grown at the considerable compound growth rate. We have noted that there is a considerable



increase in total number of seats in different programs in management education throughout the country. Quality of higher education including management education can be best judged by one of the important indicator viz. magnitude of public expenditure. Public expenditure on education is critically important to improve the educational levels of population. Strong

and vibrant education systems with national values cannot be built by a heavy reliance on private finances. Public expenditure on education is positively associated with economic growth. It has been observed that there is a significant increase in the budgeted expenditure on higher and management education over the period of time in India.

**Table .1 Number of PGDM Institutes in India**

Region	State	No.of Management Insitutions
Central	Chhattisgarh	1
	Gujarat	10
	Madhya Pradesh	10
Central Total		21
Eastern	Assam	0
	Jharkhand	-1
	Orissa	5
	Sikkim	0
	West Bengal	4
Eastern Total		8
North-West	Delhi	3
	Haryana	14
	Himachal Pradesh	5
	Jammu and Kashmir	4
	Punjab	23
	Rajasthan	15
North-West Total		64
Northern	Bihar	8
	Dadra and Nagar Haveli	0
	Uttar Pradesh	39
	Uttarakhand	1
Northern Total		48
South-Central	Andhra Pradesh	53
South-Central Total		53
South-West	Karnataka	14
	Kerala	9
South-West Total		23
Southern	Puducherry	0
	Tamil Nadu	33
Southern Total		33
Western	Maharashtra	33
Western Total		33



Grand Total	283
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Source: All India Council for Technical Education Approval Process Handbook (2013 – 2014)

The above table presents about the number of PGDM institutions in India region wise. The total country is divided into 8 regions like Central, Eastern, North-West, Northern, South Central, South-West, Southern and Western. As per AICTE, 283 PGDM institutions in India upto 2013, out of 283 institutions most of the institutions (64) are in the North-West region (i.e., Delhi (3), Haryana (14), Himachal Pradesh (5), Jammu & Kashmir (4), Punjab (23) and Rajasthan (15). Followed by South Central i.e., Andhra Pradesh is having 53 PGDM institutions, Northern region 48 institutions (i.e., Bihar (8), Uttar Pradesh

(39), Uttarakhand (1), there is no PGDM institute in Dadra and Nagar Haveli, an equal number of institutes (33) in Southern region (i.e., Tamilnadu (33) and no institute in Puducherry) and Western region (i.e., Maharashtra (33) respectively, South-West region 23 institutes (i.e., Karnataka (14), Kerala (9), Central region 21 institutes (i.e., Chhattisgarh (1), Gujarat (10), Madhya Pradesh (10), and the remaining Eastern region only 8 institutes are there (i.e., Orissa (5), West Bengal (4), there is no PGDM institutes in Assam, Jharkhand and Sikkim)

**Table. 2 Number of MBA Institutes**

Region	State	No.of MBA/Other Insitutions
Central	Chhattisgarh	27
	Gujarat	131
	Madhya Pradesh	214
<b>Central Total</b>		<b>372</b>
Eastern	Assam	6
	Jharkhand	8
	Orissa	79
	Sikkim	1
	West Bengal	56
<b>Eastern Total</b>		<b>150</b>
North-West	Delhi	21
	Haryana	157
	Himachal Pradesh	13
	Jammu and Kashmir	11
	Punjab	138
	Rajasthan	137
<b>North-West Total</b>		<b>477</b>
Northern	Bihar	16
	Dadra and Nagar Haveli	1
	Uttar Pradesh	460
	Uttarakhand	50
<b>Northern Total</b>		<b>527</b>
South-Central	Andhra Pradesh	943



<b>South-Central Total</b>		<b>943</b>
South-West	Karnataka	210
	Kerala	68
<b>South-West Total</b>		<b>278</b>
Southern	Puducherry	6
	Tamil Nadu	391
<b>Southern Total</b>		<b>397</b>
Western	Maharashtra	417
<b>Western Total</b>		<b>417</b>
<b>Grand Total</b>		<b>3561</b>

Source: All India Council for Technical Education Approval Process Handbook (2013 – 2014)

Number of MBA institutions in India is depicted in the table no.2. The table shows that most of the MBA Institutions (943) are in South-Central region (i.e., Andhra Pradesh (943), followed by Northern region 527 institutions (i.e., Bihar (16), Uttar Pradesh (460), Uttarakhand (50), Dadra and Nagar Haveli (1), North-West region 477 institutes (i.e., Delhi (21), Haryana (157), Himachal Pradesh (13), Jammu & Kashmir (11), Punjab (138) and

Rajasthan (137), Western region 417 institutes (i.e., Maharashtra (417), Southern region 397 institutes (i.e., Tamil Nadu (391) and Puducherry (6), Central region 372 institutes (i.e., Chhattisgarh (27), Gujarat (131), Madhya Pradesh (214), South-West region 278 institutes (i.e., Karnataka (210), Kerala (68), and Eastern region 150 institutes are there (i.e., Orrissa (79), West Bengal (56), Assam (6), Jharkahand (8) and Sikkim (1).

**Table .3 Growth of management institutions in the country**

Year	Management	Added in the year
2006-07	1132	-
2007-08	1149	17
2008-09	1523	374
2009-10	1940	417
2010-11	2262	322
2011-12	2385	123
2012-12	2450	65

Source: All India Council for Technical Education Approval Process Handbook (2013 – 2014)

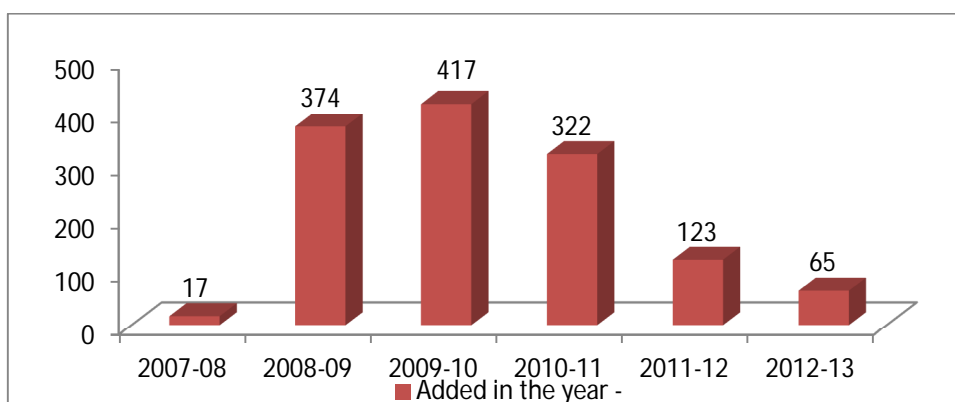


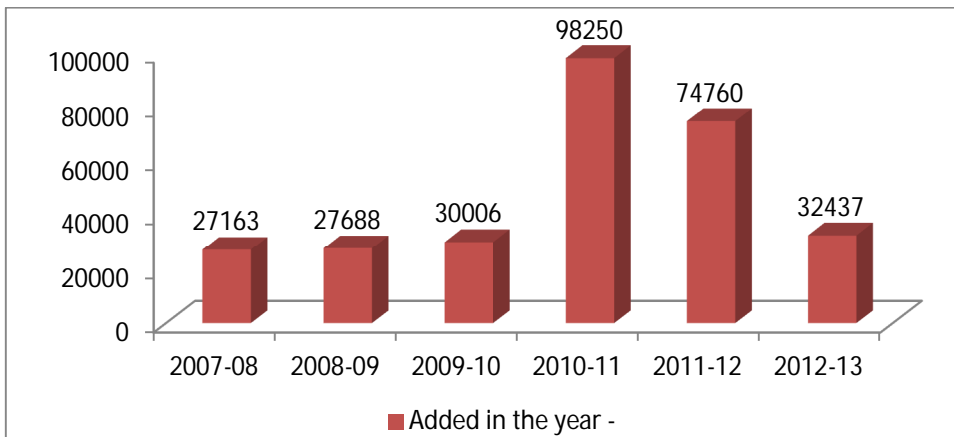
Table no.3 presents about the year wise growth of management institutions in India. It observed that in the year 2007-08 only 17 institutions are added, after that in the year 2008-09 a huge growth in management institutes added 374 institutes, in the year 2009-10 417 management institutes are added, 2007-10 institutes are increasing very rapidly,

from 2010 -11 the growth was declined, 322 institutes are added in the particular year, in the year 2011-12 123 institutes are added and 2012-13 only 65 management institutes added. It shows that 2007-10 institutes are increasing very rapidly, after that management institutions growth was declined very poorly.

**Table.4 Growth of intake in management institutions**

Year	Management	Added in the year
2006-07	94704	-
2007-08	121867	27163
2008-09	149555	27688
2009-10	179561	30006
2010-11	277811	98250
2011-12	352571	74760
2012-12	385008	32437

Source: All India Council for Technical Education Approval Process Handbook (2013 – 2014)



Growth of intake in management institutions is explained in the above table. It shows that in the year 2007-08 added intake is 27,163, in the year 2008-09 added intake is 27,688, 2009-10 added intake is 30,006, in the year 2010-11 a huge intake was added i.e., 98,250 because in the year 2009-10 417 new

management institutes are newly established, in the year 2011-12 there is slight decline in the added intake i.e., 74,760 and 2012-13 a vast decline in the added intake because newly established management institutions are also declined in these years.



## Conclusion

Although India produces a large number of management graduates, next only to the U.S., scholarly debate on curriculum, pedagogy, and innovation is negligible. There is urgent need to welcome and enable the establishment of a new wave of management schools of excellence, which would be a role model for a number of schools. The circumstances today, of an increasing demand in the market for good quality management graduates, provides a great opportunity to rethink the ways in which management schools can produce excellent managers.

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