CHAPTER 3

PROLIFERATION OF MANAGEMENT EDUCATION AND INSTITUTES

3.1 Introduction:

Management is all about learning to organize the available resources in such a way so that the overall purpose of the organization can be attained efficiently and effectively as possible and also the usage of resources has to be optimized. Management Education is one of the growing disciplines and is in demand worldwide. The need of management education is felt due to globalization and industrialization as well collaboration among the different part of country or even among the international venture developments. Management education in India is also growing fast and has initiations since past fifty years and growing at an alarming speed. During this period, tremendous growth is observed in management education and also in the number of management institutions offering management education causes at different levels. Initially having few notable management institutes in India the addition of thirteen Indian Institutes of Management and more than 50 university departments are now offering post graduate level management courses. Today in all organizations, learned, talented, efficient and ethical leaders are required to mange organizational goals. Thus, students are now opting for specialized education in management which helps in attaining special status in the society and more value in terms of money, respect etc. Thus now management education is not anymore an additional asset but an important aspect for every individual. (http://www.polish-youth.org/263-role-in-management-education-in-todays-world.html).
3.2 Trends in Education Systems:

Education is a process of learning, teaching, knowing, and it is not restricted to only textbooks, schools and is an important activity for everyone in the world. Education makes human being to understand the developments of society. An educated person has the ability to take viable decisions and take right moves at the right time. Education not only enables individuals to put their potential to best use but also do something productive in their lives. Education plays an important role in shaping an individual to be a better, responsible citizen and an active member of the society.

Some of the important benefits are listed below:

1. Ensure students becomes productive, have good character and bright future.

2. Helps in making best use of skills and talent and get success in competitive jobs.

3. Helps to enrich the society and achieve success in life by utilizing skills gained in a constructive way.

4. Open new avenues and vistas in the domain of expertise and awareness.

5. Education helps in making proper and right decisions at right time to solve problems.

6. Helps in building information and education society that makes better citizens for the country.

Thus no human beings survive without proper education. The application of education in different situations varies as per the basic mindset and intelligence levels of different people. Education is a productive and beneficial factor in a human life. In every field education is necessary component and government is also striving hard on this issue constantly. Sasi Kumar (2011) discussed the education system operative in India in which author reviewed education since ancient times, from Gurukula system of education to present curriculum based modern subjects using classrooms teaching with advance and ICT aids.

Trends in education systems in generated are analyzed and grouped and briefed as:
• Traditional Education System: Consisting of 10+2+3 replacing all the previous schemes.

• Formal and Informal Learning: Formal consists of regular classroom teaching delivered by trained teachers in a systematic way in schools and colleges. Informal learning is not structured properly but informal groups discusses over a particular subject in depth in a group more effectively.

• Distance Learning: A method of learning remotely, without classroom, and regular face-to-face contact of tutor.

• Online Learning / E-Learning System: This is a latest practice implemented due to applications of ICT in education system and developed E-learning or online learning which is nothing but distance learning using internet resources, making use of electronic media and resources, databases etc. This education system is in great demand in present situation of electronic age.

Thus a present trend in education system is changing from formal, informal to E-learning. E-learning system includes education system using e-resources with multimedia learning. Technology-Enhanced Learning (TEL), Computer-Based Instruction (CBI), Computer-Based Training (CBT), Computer-Assisted Instruction or Computer-Aided Instruction (CAI), Internet – Based Training (IBT), Web-Based Training (WBT), online education, virtual education, Virtual Learning Environments (VLE), m-learning, and digital educational collaboration are main facets of E-learning system. It is observed that e-learning education system is approaching fast as users are also using different techniques and technologies smoothly.

Education is basic need for the development of the society. Education system is well supported by libraries and support in providing information to the users. Since the world is advancing and entering into competitive environment the need of well-developed education system is necessary to manage the changes. Education in any faculty brings out improved values to every citizen and helps in building better future. Education helps in making people aware of the activities and development carried out in the world. The main purpose of education is to build confidence in the minds of people and develop courage to face the changes in the different systems to sustain competitions in life. The education
“Education is not preparation for life: Education is life itself” is the right statement made by John Dewey (2011) while stating importance of education.

3.3 Management Education:

The growth and development of management education can be traced back to 18th century. From 18th century to 21st century, management education has witnessed many changes and developments. Management education in India is predominately a derivative of western management thought and practice. It may be worthwhile to notice that management itself is a discipline which has evolved from fundamental disciplines of philosophy, psychology, economics, accounting, computer science, mathematics, statistics and industrial engineering. In India, management education is seen as elitist and often young men and women are attracted to management education not because they need some education, but exposure and experience to create something wonderful and hence useful to society. (Sanjeev Kumar and Dash, 2011)

In 21st century, many transformations appeared in management education system due to liberalization, privatization, and globalization. It introduces new courses in accordance with industrial demands which have more economic value in society. Management education is one among those which receives new dimensions with changing time. Initially Marketing, Finance and Human Resource Management were considered as functional areas of management education, but now management education covers more functional areas like Operations, Information Technology, International Business, Supply Chain Management, Retail Management etc. MBA courses throughout the country are based on the specialization needed in different sectors. India has witnessed a continuing growth in this sphere of education because of the rising demand of trained management graduates. Management education has become one of the most prominent disciplines in education today and as a result of this; private sector has entered in Indian management education and invested in its development.

Management education moulds students in managerial skills, theories, fundamentals of business and processes of managing a business. The students of management science
improve as well as developed career opportunities. Management science supports to solve problems and facilitate decision making at the workplace.

The ultimate challenge in management education is to initiate more practical oriented and industry focus programs instead theory-based developments and teachings. Management education need to be holistic, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum, corporate awareness, grooming and developing managerial skills. Industry interaction has to be strengthened by inviting senior persons from industries to deliver expert and special lectures and ensure that students get associated with live industry projects. While understanding needs of students in all areas such as analytical reasoning, lateral thinking, and solving case studies to be considered while providing services from libraries. Recently mentoring and carrier counseling also introduced in most B-schools and claims to have it but not practiced well. There is a need that management education in India has to extend its image at par with international need and support to institutes, industries and government to work in alignment and improve quality of management education. (Khandare 2012).

### 3.4 Importance of Management Education:

Times of India (2012) narrated the necessity of management education in today's business environment and stated that, "Management education has a vital role to play in today's business environment, where everything changes so fast that it makes it difficult for organisations to survive the growing competition. This has led to the need for business schools in developing nations to impart relevant education to students, which reflects the changes in society. Also, schools need to be in close contact with industry."

Management education in recent times has received enormous attention and gaining importance in India (Janardhanam 2003). The economic liberalization, globalization, industrialization and privatization over the past decades are few the important reasons for gaining importance to management education. However the challenges in management education are manifold in terms of institution building, enhancing the educational quality, covering global perspectives, developing ethical standards, seeking industrial collaborations and developing eastern perspectives in the management thought. Thus
India is an attractive destination for the world famous companies to set up their manufacturing units mainly use of revolutionary developments in the information technology like the Internet and e-mail services etc.

Ashaj (2009) pointed out that management education is important which helps in improvement in leadership qualities and turns out into excellent managers. A management course with specialization in different areas moulds students to face the constantly advancing corporate world and impart effective people-management skills.

Management education helps in developing different skills among the mould students viz:

- **Management capabilities**: The capacity development due to learning managerial methods to motivate other employees for better productivity.

- **Presentation skills**: Improving public speaking abilities and other interpersonal skills to impress upon the clients.

- **Team building capabilities**: Develops a strong and successful team building skills that works together towards achieving challenging goals. Team working gives different environment.

- **Problem solving skills**: Due to learning difficult concepts students can handle different situations by applying strategies to manage employee performance problems.

### 3.5 Improvements in Management Education:

Growth and development of management education involves in developing methods, techniques and different branches in management field. The growth and development helps to increasing suitability to environment and competence to manage change effectively. Management education based on needs introduced different courses at UG, PG and Diploma level. Now M.Phil, Ph. D. degrees are also added. Many new branches subject are introduced and it lists to make them more than 80 specializations (Appendix B) like hotel management, aviation, agriculture etc. NBA, NAAC, ISO, AICTE and UGC
are different accreditation bodies looking into improving the quality of management educations.

In spite of improvements and development of new programs in management education still few considerations like:

1. Need collaboration with industrial sectors and develop a transformation process.

2. Selection of qualitative facilities in learning and teaching process.

3. Develop research programs in education system for collaboration between industry and the institutes.

4. Bring in greater market orientation among the students through education.

5. Support the globalization.

3.6 Global Trends in Management Education:

Globalization means integration of economies and societies through cross country flows in respect of information, ideas, technologies, goods, services, capital, finance and people etc. Cross border integration is useful for enhancing cultural, social, political and economic development. Globalization is one of the most significant force for change in business activates and transform management education at least on par with major inflection points in the past, such as the turn from application to research in the 1950s as advocated by Gordon and Howell (1959). The turn toward humanism in 1988 as advocated by Porter and McKibbin (1988). It is likely to overshadow more recent developments such as the rise of rankings initiated in 1988; then the turn toward leadership development in 1990s (Pfeffer and Christina 2004) and debates over the management profession in the 2000s (Khurana 2007). Globalization of management education re-opens new complexity, broader scope, and greater scale. The pace and direction of change, it seems inevitable that the future global field of management education differs vastly from what it is today. Leaders in academia, business, and government need to understand the consequences of these imminent changes. This report aims to complement and extend the stream of critical reflection on management education
by illuminating the opportunities and challenges presented by globalization. The spirit of new management trends encourage and support business schools’ globalization efforts.

The review on business schools and its analysis made by Jenster (2011) in which author has identified the trends in management science and stated that the global management education market is growing every year and alone in 2003 management education market was 22 billion US dollar which raised to 33.39 US billion dollars in 2007. The management education programs introduced at different levels which include regular and distance or online full time, part time, executive management courses etc. A cursory global review of development of business schools (b-schools) in every country shows growing trend and the leading countries are China (1396 institutes), India (1100 institutes), Mexico (1000 institutes), Philippines (1127 b-schools), US (1500 b-schools).

From this it is observed that US is the best country in monitoring management courses and India is reaching to the levels of US and China.

Vaidhyasubramaniam S. (2007) compared the growth of management education in USA with India, using different models of organizational decision making. The findings summarized by author indicates the need for a bounded rationality model which characterizes best the need for informed decisions in policy level decision making. Initial stage US management education passed out through various phases during its development with garbage can model and ended with bounded rationality. The Indian management education is still following traditional models of decision making but however growing fast in activities.

In the global scenario the first management education program started at MIT in 1931 and the second program was at Harvard, dating back to 1943. The first review of business education that has been reported in the public domain was from University of Pennsylvania in 1931 (Kaul N. 2011). This report stated that schools of business establish a genuine discipline to be credible. Later Carnegie Foundation brought out a report on management education in 1959 (Pierson 1959). Later the growth in management education is rising continuously.
3.7 Management Education in India:

No doubt that management education has very well developed in USA, UK, Germany etc. The basic aim of management education is to develop professionals, entrepreneurial and socially responsible leaders and managers. Globalization, liberalization and privatization have tremendous influence over the business environment in India. Business or management education has its origins in the late 19th century all over the world. But the first management institute of ‘Wharton School of Finance and Commerce’ came into existence at the University of Pennsylvania, USA during 1881. This was followed by University of Chicago and California in 1898. The Harvard Business School started operating in 1908. Thereafter the growth of schools in management is very rapid (Pathak, 2009).

In India, also management education has grown rapidly after independence. In 1950, the Department of Commerce of Andhra University started M.B.A. program in India. In 1961, Indian Institute of Management, Calcutta now Kolkata (IIMC) was established to provide quality education in management science. Indian Institute of Management Ahmadabad (IIMA) was set up 1962. These two national level management institutes were funded by the central government and had collaborations with Sloan School of Management and Harvard Business School respectively. In 70’s, progress continued with establishment of Indian Institute of Management (IIMB), Bangalore in 1973. Later 1980's witnessed the exponential growth in management education in India. Indian Institute of Management, Lucknow (IIML) was established in 1984.

Management education gained momentum in 1990’s when AICTE permitted private organizations to established management colleges and institutes to offer postgraduate courses in management science. This was the turning point of fullest growth in management education in India and large number of self financing management institutes in India put their contribution. Indian Institute of Management, Indore (IIMI) and Indian Institute of Management, Kozhikode (IIMK) both were set up in 1996. The Rajiv Gandhi Indian Institute of Management (RGIIM) was established in 2008 at Shilong.

Management science is much more advanced and from basic courses like HR, Finance and Marketing more than 80 streams or courses (Annexure - B) in management are
conducted in different colleges through the country. Management education in India has taken proper shape to face advanced situations and for this purpose IIM’s have been established. Management Development Institute, Gurgaoan; Symbiosis Institutes, Pune; Institute of Management Technology, Gaziabad; ICFAI Business Schools at Hyderabad; Xaviers Institute of Management, Bhuneshwar; Wellingkar Institute of Management, Mumbai; International Management Institute, New Delhi; Indian Institute of Foreign Trade, New Delhi; Narsee Moonjee Institute of Management, Mumbai; Nirma Institute of Management, Ahmedabad; are some of the top management institutes established, for providing better management educational facilities in different parts of India.

Since inception, different nature of courses in management education are developed like Certificate, Diploma, Bachelor Degree, PG-Diploma, Master Degree etc. and in addition to this Bachelor of Business Administration (BBA), Bachelor of Business Studies (BBS) and Bachelor of Business Management (BBM) are the courses introduced at graduation level. Post Graduate Diploma in Business Management (P.G.D.B.M.), Post Graduate Diploma in Management (P.G.D.M.), P.G.D.D.R.M., and PGDHRM are few prominent diploma courses degree generation. Master of Business Management (M.B.M.) and Master of Business Administration (M.B.A.), Master of International Business (M.I.B.), Master of Management Program (M.M.P.), Master of Performance Management (M.P.M.), Master of Personnel Management (M.P.M.), Master of Business Studies (M.B.S.), are the courses at master degree courses in management education. In competitive era admission to these courses are given through entrance exams MAT (Management Aptitude Test), GMAT (Graduate Management Aptitude Test), CET (Common Admission Test), ATMA, E-MAT, XAT, CEMAT, OPENMAT, IIFT (IIFT entrance test for IIFT New Delhi and Kolkata), BIMTECH etc are conducted in India.

3.7.1 Management (MBA) Education Programs in India:

The Master of Business Administration (MBA) which attracts students from a wide range of academic disciplines. The core courses in the MBA program are designed to introduce students to the various areas of business such as accounting, finance, marketing, human resources, operations management, etc. Students in MBA programs have options of
taking general business courses throughout the program or can select specialization areas. Accreditation bodies exist specifically for MBA programs to ensure consistency and quality of graduate business education. Business schools offers MBA programs tailored to full-time, part-time, executive, and distance learning students with specialized concentrations. The education in management develops capabilities like presentation skills, team building capabilities, problem solving skills etc.


However, during the second year, students can select a special subject, from the different areas like Marketing Management, Financial Management, Computer Management, Production and Materials Management, Human Resource Management and nearly 80 specialized disciplines are developed based on the need. (Annexure - B)

3.8 Management Education in Maharashtra:

Different type of management courses at different level are conducted in this state however Mumbai and Pune are cities where more number of management programs are being conducted and a competition for the entrance in MBA program is visualized. Management education is controlled by two major organizations in Maharashtra State viz. Directorate of Technical Education (DTE) and All India Council for Technical Education (AICTE). DTE is for Maharashtra state and AICTE is managing at national level.
3.9 Management Education in Pune:

It is observed that the growth of management education in Pune is also alarming as compared with international and national development. Pune being an educational hub has received value in education and management education has no exception to it. In Pune management institutes and education both are growing and at present different management courses are conducted in 127 management institutes (as on 2011-2012) affiliated to University of Pune, DTE, AICTE and autonomous organizations. Different types of management education programs at different levels are conducted in Pune city among 127 management institutes. These institutes and management courses are accredited either DTE or AICTE or affiliated to University of Pune. Over all it is observed that nearing to 20 to 25 management programs are conducted in different management institutes in Pune.

3.10 Management Education: Issues and Challenges:

Saha (2012) indicated that there is a continuous progress in the management education and to maintain quality, numbers of committees are developed for and they constantly suggest improvements in management education system. Due to establishment of IIM and B-schools there are significant changes taken place in management education in recent years. New management institutes are coming up with introduction of new management specializations and at the same time there is a need felt to assess the issues in this system also.

Major Issues in Management Education:

Saha (2012) pointed out different issues regarding challenges in management education sector. Few of them are:

1. Quality in faculty (improve by organizing faculty development programs)
2. Promoting research culture in management education
3. Proper collection of reading materials relevant to management education
4. Build interactions and collaboration with industries

5. Device proper system for accreditation

6. Corporate governance of B-schools and broaden the specialization.

7. Develop internationalization in management education

1. **Quality in faculty improvement by organizing faculty development programs:**

The experts are of the opinion that there is a need to have qualified faculty to develop the management society which is sustainable to the needs of present culture and global scenario. The educated and qualitative faculty though needed but there is a need to orient them from time to time to suit the needs with trends.

2. **Promoting research culture in management education:**

It is observed that in present scenario the management institutions do not support to cultures and needs research element. To develop a research culture, it requires a good library support system. Scholars and faculty be invited to undertake research projects in certain areas of national interest. There is a need to encourage institutes to develop adequate support system to start research programmes to enhance the quality in management education. In management discipline the research activities are not yet developed like other faculties of education.

3. **Proper collection of reading materials relevant to education:**

It is observed that the ideas and concepts are generated by way of reading qualitative literature. The management institutes have to develop proper collection of literature in libraries. For this purpose collection development policies are to be developed.
4. Build interactions and collaboration with industries:

To enhance the qualitative education, students after qualifying the exams also to be trained for industries for this interactions with the co-workers and get acquainted with the industrial management system collaboration is required. At the final year, student collaboration with industries is to be developed to understand the practices followed in industrial sector.

5. Device proper system for accreditation:

Like DTE and AICTE some accreditation board only for management institutes which is advised by the reviewer to gain quality in institutions as well as curriculum. A National Task Force (NTF) on management education needs to be appointed or developed.

6. Corporate governance of B-schools and broaden the specialization.

Along with the development of B-schools which are specific process driven institutes there is a need to develop need based and demand based new management streams to solve the problems of management requirements. As indicated by Rao, (2005) a major weakness is the lack of a corporate governance system in B-schools, and needs careful consideration. There is a need to have independent directors as well as to implement independent audit committee for managing the B-schools. The B-schools are process driven. Corporate governance has to be made an element of accreditations.

There are some businesses, which are context specific to India. e.g. agricultural services, infrastructure management, contract research, hospital management etc are rapidly growing areas in business. These businesses need customized management education. Curricula customization, specific material development and faculty specialization are some of the neglected factors that led to poor quality of management education in India. No doubt some of the B-schools have introduced MBA, program, focused on telecom, financial services and infrastructure management but still it requires more efforts on customization in order to broaden the specialization.
7. Develop internationalization in management education:

The need is now felt in management sector to suit with the trends to meet the needs at international level and accordingly management education programs have to be developed. International collaboration is increasing day by day and it needs suitable manpower to manage the needs.

3.11 Management Education Institutes (India):

There are approximately 4765 business schools and management institutes in India offering two year MBA programs and total intake capacity of students is more than 1.8 lakh per annum (http://www.aicte.com/). The students taking admissions to MBA courses are either fresh graduates without any work experience or graduates with significant work experience.

The Indian Institute of Management (IIM) is a group of 13 public, autonomous institutes in management education in India established for creating standards. The main objective behind establishing IIM is to provide quality management education to new entrants and develop capacity. The first institute of IIM was established in Calcutta in November 13, 1961. Other IIM institutes are in Ahmadabad, Indore, Bangalore, Lucknow, Ranchi, Kozhikode, Raipur and Kashipur. The IIM primarily offer postgraduate, doctoral and executive education programmes. IIM are one of the prestigious business schools in India.

Government accreditation bodies such as Association to Advance Collegiate School of Business (AACSB), Accreditation Council for Business School and Programs (ACBSP), Association of MBAs (AMBA), European Quality Improvement System (EQUIS), International Assembly for Collegiate Business Education (IACBE) and All India Council for Technical Education (AICTE) working for maintaining good quality in Management Education.

On demand B-schools are developing to groom global managers to handle the situation more comfortably. It has become necessary that the management education becomes more global in nature and the scenario at global level is quite different and development is very fast. The response to globalization of business is the basic reason behind the
growth of management education and management institutes having the following criteria for vision:

1. The business schools admit international students in different programme.
2. The B-schools have to introduce few international faculties and provide an opportunity to the students to listen to developments made elsewhere.
3. The B-schools have to develop an active programme for students and develop collaboration with industries and also develop faculty exchange programs with advanced countries.
4. To ensure that at least 25% of the curriculum deals with international subjects like international economics, international marketing, international financial management or international business management etc.
5. Indian B-schools have to collaborate with some well known foreign B-schools by which Indian students can take part in their educational activities.
6. The B-schools also collaborate with some foreign placement consultancies to provide chances for employment abroad.

Business education has a long history in India, date back to the 19th century. Early Business-Schools were focused on the commercial side of business, seeking to fulfill the needs of the then British government. A brief developmental sketch is presented in brief in following paragraph.

India’s first B-school i.e. Commercial School of Pacchiappa Charties was set up in 1886 in the southern city of Chennai (Madras). In 1903, British government initiated Secondary school level commerce classes at the Presidency College in Calcutta with a focus on Secretarial Practice, Business Communication, Short hand, Typing, Correspondence and Accounting etc conform. The first college level Business School was established in 1913 at Sydenham College in Mumbai. Soon after this another college in Delhi in 1920 established Commerce College, later on it was renamed as Shri Rama College of Commerce Delhi. The Indian Institute of Social Science founded in the year 1948 as India’s first management program with an intention to train manpower to create and
spread the knowledge required for managing industrial enterprises in India. Catholic community established Xavier Labour Relations Institute (XLRI) at Jamshedpur in 1949. Indian Institute of Social Welfare and Business Management (IISWBM) was set up in 1953 at Calcutta. This was considered as India’s first official management institute in historical development.

Encouraged by the results, Government of India applied for and obtained grant from the Ford Foundation in 1961 to launch two institutes for management i.e. Indian Institutes of Management (IIM) at Calcutta (West Bengal) and IIM at Ahmadabad. This grant was focused on helping American business education knowledge and models to other nations and having intensive collaboration with an American B-school for facilitating the transfer of learning. The IIM Calcutta established in collaboration with the Sloan School of Management (MIT) for faculty and pedagogy development in the year 1961, with an intention to focus on quantitative and operational aspects of management. IIM Ahmadabad was established in 1962, pioneered the case method of teaching in India with an emphasis on qualitative strategic-integration. The mission of IIMs was to professionalize Indian management education through teaching, research, training, institution-building and consulting with the support of expertise developed by the pioneering IIMs. Later two more IIMs were Bangalore (Karnataka) and other in Lucknow (U.P.) in 1973 was established. In late 1990’s, two more IIMs were setup, one at Kozhikode (Kerala) & the other at Indore (M.P.). The Indian Institute of Forest Management was setup in 1982 at Bhopal (M.P.) as a leader in specialized management education for the entire forestry system in India with the help of IIM, Ahmadabad.

Growth both in numbers and status initiated during the 1990’s. A large number of multinational companies entered in India. Domestic companies also followed to compete with multinational corporations. Companies found that the graduates from commerce stream fell considerably short of the demands of the executive positions in a competitive world. They had good accounting skills but lacked requisite marketing, behavioral, finance and operations skills. They were also weak in oral and written communication, critical thinking and critical reading skills and in information technology. Consequently, rather incurring on training cost for commerce graduates companies started offering huge premiums for MBA graduates. Recognizing the success of MBA programs and demands
from students and employer, universities started looking at management education as an academic discipline and started offering MBA & BBA programs. (Bownder and Rao, 2005). Thus management education explored with establishing qualitative institutes to impart management education in India.

In Maharashtra state management education is progressing fast but more development is noticed in the cities like Mumbai and Pune. In Mumbai city around thirty five prominent management institutes have been established. Out of them Jamnalal Bajaj Institute of Management Studies, Narsee Monjee Institute of Management Studies, Sydenham Institute of Management, Lala Lajpat Rai Institute of Management, Welingkar Institute of Management Development are the most popular management institute. Pune is known as educational hub and almost all the branches of education are available in Pune. A cursory review of the management education in Pune, revealed that more than 127 management institutes are established (till 2011) in Pune and out of these few prominent management institutes are Symbiosis International University’s SIBM, SCMHRD, SIMS; Pune University’s PUMBA, Sinhgad Management Institutes, Vishwakarma Institute of Management, Indira Institutes of Management, Dr. D.Y.Patil Institute of Management studies leading management institutes in Pune. Entrance to the management education courses are monitored through entrance exams like CAT, SNAP, JMET, IIFT, XAT, MAT, IBSAT etc. are conducted for entry into prominent management institutes.

Choudaha (2013) Growth of engineering and management institutions in Indian have come to a screeching halt, confirming the trend predicted in my earlier posts-Engineering Pipeline: Disproportionate and Disconnected in August'09 and Indian B-School Bubble? In July'11. Here we described only Management College Growth.
Table 3.1: Growth of Management Institution and Student Intake in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Growth (#)</th>
<th>Growth (%)</th>
<th>Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>1132</td>
<td></td>
<td></td>
<td>94704</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1149</td>
<td>17</td>
<td>2%</td>
<td>121867</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1523</td>
<td>374</td>
<td>33%</td>
<td>149555</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1940</td>
<td>417</td>
<td>27%</td>
<td>179561</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2262</td>
<td>322</td>
<td>17%</td>
<td>277811</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2385</td>
<td>123</td>
<td>5%</td>
<td>352571</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2467</td>
<td>82</td>
<td>3%</td>
<td>385008</td>
</tr>
</tbody>
</table>

(Source - http://www.dreducation.com/2013/01/engineering-mba-india-statistics.html)

The percentage growth in number of business schools in India, growth declined from 33% in 2008-09 to 3% 2012-13. In terms of absolute numbers, the number of new B-schools declined from 417 in 2009-10 to 82 in 2012-13.

Although the growth of management institutions has slowed down, with 2,500 B-schools in India has disproportionately large number of institutions, indicating high value Indians place of job-oriented, professional programs with social prestige.

As per AICTE, number of approved seats for student intake in management institutions in India grew by nearly 180% respectively in five years as compared to the growth of economy (Gross Domestic Product-GDP) by only about 50%. Another troublesome part is that despite the growth of student intake of doctoral seats have not increased proportionately. For example, number of management seats in PhD increased by 98% as compared to number of students to be taught increased by 179%.
It can be concluded that the intake capacity of the management institutes is also growing and this clearly indicate the popularity of management education. From 94,704 intake in 2006 rose to 385008 in the year 2013. Approximate 2,90,304 numbers of the students have increased in last seven years span. This indicates the growing importance of management education in comparison with others.

Table 3.2: Course Details of Management Education as per AICTE

<table>
<thead>
<tr>
<th>Program</th>
<th>Level of Course</th>
<th>2011-12</th>
<th>2007-08</th>
<th>Five Year Change</th>
<th>Five Year Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>Post Graduate</td>
<td>249,710</td>
<td>89,369</td>
<td>160,341</td>
<td>179%</td>
</tr>
<tr>
<td>Fellowship &amp; Ph.D.</td>
<td></td>
<td>178</td>
<td>90</td>
<td>88</td>
<td>98%</td>
</tr>
</tbody>
</table>

(Source: http://www.dreducation.com/2012/03/data-engineering-management.html)

It is observed that in India like other institutes established for different branches of education the management education institutes are also steadily growing since 2006 and this shows the importance related to this education system. From 1132 institutes in 2006 the number increased to 2467 in 2013 which is alarming. Thus in a span of eight years nearly 1335 new management institutes have been established to cover the different specialized areas in management. It is found that the management education is growing fast and to cope up with the intake new management institutes are also established.

3.12 Accreditation in Management Institute:

Accreditation is a tool and a process by which institutes qualities in education sector are assessed and issue, certification of competency, credibility. Accreditation provides an institution or program to meet standards of quality, set forth by an accrediting agency.
Accreditation gives recognition by an authorized accrediting agency to the institution or program to meet standards and enhance the quality of education and training.

The enormous growth in management schools is an issue of great concern to AICTE, industry and AIMS and ensures quality in management education. With this consideration in mind the AICTE had formed the National Board of Accreditation (Philip J. 2003). AICTE and UGC have directed all universities and other affiliated institutions and colleges to obtain NAAC/NBA accreditation. The government established National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) for assessing the qualitative competence of educational institutions from the Diploma to the Post-Graduate in Engineering and Technology, Management, Pharmacy, Architecture etc.

3.12.1 Directorate of Technical Education (DTE):

The role of the Directorate of Technical Education (DTE) is to maintain and enhance the standard and quality of technical education by developing policies, establishing new institutions, guiding and supervising, providing financial aid, developing private institutions, interacting with industries and national level institutions, coordinating with other departments of State Government, Government of India Statutory Organizations and to contribute to the development of industrial society at large.

The Directorate of Technical Education (DTE), Mumbai was established in 1948 by the Government of Maharashtra for taking care of technical education of the state. The institute has given first hand liability of managing and directing technical institutes - engineering colleges, polytechnics, industrial training institutes, and technical high schools of the state. Before 1948, Director of Public Instructions Industries was responsible for managing technical institute and technical education of the state. In 1983, the government has made the separate Directorate for Technical Education and Vocational Education. Now, the Directorate of Technical Education (DTE), Mumbai; Maharashtra is responsible for standardization and regularization of technical education in the state. The DTE offers Post Graduate, Under Graduate and Diploma program in several disciplines in Engineering, Architecture, Pharmacy, and Management etc. The
information about the DTE and its role in education system is placed on the official site of DTE Maharashtra. In all 2147 institutes are effective under the control of DTE in Maharashtra for different disciplines. (http://www.dtemaharashtra.gov.in/)

3.12.2 All India Council for Technical Education (AICTE):

All India Council for Technical Education (AICTE) is also a statutory body at national-level and a council for technical education, under department of Higher Education, Ministry of Human Resource Development which is established in November 1945 first as an advisory body and later in 1987 given a statutory status by an Act of Parliament. AICTE is responsible for proper planning and coordinated development of the technical education and management education system in India. The AICTE accredits postgraduate and graduate programs under specific categories at Indian Institutions as per its charter. The main objective of the AICTE is to promotion of quality in technical education, planning and co-ordinate development of technical education system and regulations and maintenance of norms and standards. The Council’s Headquarters is located at New Delhi (Wikipedia).

AICTE has also established eight regional offices situated in Bhopal, Bangalore, Chandigarh, Chennai, Kanpur, Kolkata, Hyderabad & Mumbai, for the efficient discharge of the Council’s functions within their respective regions. These offices act as secretariats of the Regional Committees and coordinate with the headquarters and the State Technical Education Departments.

3.12.3 National Board of Accreditation (NBA):

The National Board of Accreditation (NBA), India was initially established by All India Council of Technical Education (AICTE) under section 10(u) of AICTE act, in the year 1994, for periodic evaluations of technical institutions and programmes according to specified norms and standards as recommended by AICTE. NBA in its present form came into existence as an autonomous body with effect from 7th January 2010, with the objective of Assurance of Quality and Relevance of Education, especially for the
programmes in professional and technical disciplines, i.e. Engineering and Technology, Management, Architecture, Pharmacy and Hospitality Management through the mechanism of accreditation of programs offered by technical institutions. NBA has introduced a new process, parameters and criteria for accreditation and these are in line with the best international practices and oriented to assess the outcomes of the programme.

3.13 Status of MBA Colleges in Pune:

Pune is the cultural and educational capital of Maharashtra, and also biggest education hub of western Indian States. Pune city has many educational colleges and universities for higher education. University of Pune is one of the oldest universities in India which was established in year 1948. Large number of students comes to the city from various states of India and abroad due to quality in education. Pune city has many management institutes which have given international quality for management education and teaching along with other branches of knowledge.

Since 2008, University of Oxford announced plans to establish the Oxford University India Business Centre (OUIBC) at Pune. This is Business School’s first offshore facility made available in India. Pune University started the first full time MBA course in BYK College in Nasik in 1968 and in the same year BMCC, Pune has also stared a part time Diploma in Business Administration. Thus University of Pune is known as Oxford of the East, and came a long way since its establishment in 1949. This university is also recognition by the University Grants Commission (UGC) for conducting management courses and also accreditation by National Assessment and Accreditation Council (NAAC) with the highest possible grading of five stars which has further strengthened its position.

According to AICTE, 708 Institutes are running management programme in Maharashtra (www.aicte-india.org/) and according to DTE Management Institutes are 416 (www.dte.org.in). Under the justification of University of Pune about 266 institutes are available. (www.ernet.org.in) out off 266 management institutes 205 institutes are in Pune district, 27 institutes are in Ahmednagar and 34 institutes are in Nashik. Among them
many well known institutes are in Pune e.g. Symbiosis International University, PUMBA, Indira, MIT etc. According to AICTE, DTE and UOP at the end of 266, 155 Management Institutes were conducting different management courses other than MBA such as MMS, MPM, MCM, DCM, PGDBM, MMS etc., and these courses are also in the purview of University of Pune.

Pune is treated as capital of education in India and have excellent centers for pursing management studies. Pune is developing city for management education and colleges for MBA (regular, part-time and executive courses) have been developed continuously. These colleges are equipped with best infrastructure for management education in campus facility, experienced faculties and visiting corporate business leaders as guest faculty and top of that excellent track record of the placement in reputed companies also takes place from these institutes. Admission to MBA colleges in Pune is through entrance examinations like CAT, MAT, ATMA, CET, CMAT, SNAP etc. Pune University affiliated MBA colleges accepts CMAT score for admission to MBA courses. While autonomous colleges are also accepting CAT, MAT, XAT scores. Some colleges like Symbiosis (SNAP), BIMM (BAT), MIT etc conduct their own MBA entrance exams. The growth of management institutes in Pune is visualised with chronological development and growth of management institutes is in Table 3.3.

Table 3.3: Growth of Management Institutes in Pune

<table>
<thead>
<tr>
<th>Year of Establishment</th>
<th>Management Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-1983</td>
<td>4</td>
</tr>
<tr>
<td>1984-1993</td>
<td>11</td>
</tr>
<tr>
<td>1994-2003</td>
<td>24</td>
</tr>
<tr>
<td>2004-2013</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
</tr>
</tbody>
</table>

(Source: www.dte.org.in)
It is noticed that in Pune city the development of management education and institutes initiated around 1970’s. In the first decade only four institutes were established. In the following decades the growth is rising and became almost doubled till 2003, but during 2004 to 2013 nearly 88 institutes were developed and this is the alarming growth. Nearly 127 institutes were established in management education till 2013. The growth is continuous in institutes as well as also in developing different management specialized courses as per the demand and society and industry. The popular MBA colleges in Pune city are Symbiosis Institute of Business Management, PUMBA of Pune University, Vishwakarma Institute of Management (VIM), Sinhagad Institute of Management (SIOM), MITSOM, and Indira etc.

MBA colleges in Pune offer different courses like full time, part time, correspondence and executive programs. All these courses offered in the various colleges, approved by All India Council for Technical Education (AICTE) or autonomous universities or recognized by the University Grant Commission (UGC). The course structure of the MBA colleges in Pune is two years duration (four semesters) as per the guidelines of UGC, DTE and AICTE. These courses offer dual specialization, major and minor. Part time and executive MBAs are offered by autonomous universities and for employed staff in industries and the length of these courses differ from one institute to another. Some courses are conducted in the evenings during the week while others are offered over the weekend.

**Ranked Management Institutes in Pune:**

- Vaikunth Mehta National Institute for Cooperative Management
- Indian Institute of Cost Management and Research (IndSearch)
- Institute of Management Research and Development (IMDR)
- Institute of Management Education and Development (IMED)
- National Insurance Academy (NIA)
- Institute of Management Education
• Symbiosis Institutes of Management (SIMS, SIOM etc)
• Department of Management Sciences (PUMBA)
• Foundation for Liberal and Management Education (FLAME)
• Neville Wadia Institute of Management
• Audyogik Shikshan Mandal’s Group of Institutes (ASM)
• Sinhgad Institutes of Management (SIOM, SIBACA, SIMCA, SIBACA etc)
• Institute of Business Management and Research (IBMR)
• Vishwakarma Institute of Management (VIM)
• Balaji Institutes for Management Education
• Modern Institute of Business Management

In Pune about 127 management institutes as on 2012, as detailed in Annexure A and are regularly reviewed by accrediting bodies. Out of 127 following 10 management institutes are ranked in the city.

Table 3.4 Top Management Institutes in Pune

<table>
<thead>
<tr>
<th>Institute Name</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbiosis Institute of Business Management (SIBM)</td>
<td>Regular and Executive MBA, PG Diploma in Finance, HRM, Marketing and Operations Management</td>
</tr>
<tr>
<td>Sinhgad Institute of Management (SIOM)</td>
<td>MBA, Masters in Marketing Management (MMM), Masters in Personnel Management (MPM), PG Diploma in Foreign Trade and PGDBM</td>
</tr>
<tr>
<td>Indira Institute of Management</td>
<td>MBA, PGDBM, Degree of Philosophy (PhD)</td>
</tr>
</tbody>
</table>
### Chapter 3: Proliferation of Management Education and Institutes

<table>
<thead>
<tr>
<th>Institute</th>
<th>Programs/ Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Indian Institute of Planning and Management</td>
<td>Full time and Integrated Programs in National Economic Planning and Entrepreneurship, European Exchange Program</td>
</tr>
<tr>
<td>Symbiosis Institute of International Business (SIIB)</td>
<td>MBA in International Business/ Agri-Business/ Energy and Environment</td>
</tr>
<tr>
<td>Bharati Vidyapeeth's Institute of Management</td>
<td>BBA, BCA, MBA in HR/ IT/ Biotechnology/ Business Analytics, MCA, PhD in Management</td>
</tr>
<tr>
<td>Padmashree Dr. D.Y. Patil Institute of Management Studies</td>
<td>MBA and Doctorate and Post Doctorate Research</td>
</tr>
<tr>
<td>Vishwakarma Institute of Management (VIM)</td>
<td>Master of Business Administration (MBA), MCA</td>
</tr>
<tr>
<td>MIT School of Management (MITSOM)</td>
<td>MBA, MCA, Masters of Business Studies, MMM, MPM</td>
</tr>
<tr>
<td>Institute of Business Management and Research (IBMR)</td>
<td>MBA, MCA, MCM, MMM, MPM, PGDFT</td>
</tr>
</tbody>
</table>

Few institutes are affiliated to deemed university or becomes autonomous. However, with the growing demand for management, many top private universities felt the need to capitalize on the opportunity and started management courses in their colleges. Today, many private management colleges are at par with all the university affiliated colleges. In fact, many private colleges, like SIBM, are much better ranked compared to most of the top Pune University affiliated B-Schools. The private MBA colleges in Pune, also have excellent quality of education, better faculty and excellent campus placements have...
indeed created and carved a niche for themselves in this Oxford of the East. Among the different types of colleges the government college is Department of Management Sciences, University of Pune (PUMBA). All the others are non aided colleges.

The MBA colleges are at different levels like aided, non-aided, autonomous, affiliated to AICTE/ DTE etc. They run regular and distance learning MBA courses. Correspondence MBA courses are offered by autonomous universities recognized by the University Grant Commission (UGC) or colleges approved by All India Council for Technical Education (AICTE) or Distance Education Council (DEC). Some universities such as the Indira Gandhi National Open University (IGNOU) conduct entrance exams followed by group discussions and personal interviews to select students for their distance learning courses. IGNOU and the Tilak Maharashtra Vidyapeeth (TMV) are some of the most popular distance learning universities in the vicinity of Pune, so entrance exams for correspondence MBA are required for short listing deserving candidates.

Colleges for distance MBA in Pune are Symbiosis Centre of Distance learning (SCDL), MIT School of Distance Education (MITSDE), Sikkim Manipal University, D. Y. Patil Vidyapeeth’s Institute of Distance Learning, Bharati Vidyapeeth Deemed University School of Distance Education

3.14 Role of Libraries in Management Education:

Libraries play an important role in education and it’s era of information explosion, information overload, information revolution, information technology. The management education also grow fast and covers more than 80 different types of management courses (MBA) for different specialization like Marketing, Human Resource, and Finance etc. The use of technology changes the libraries and information centers. Now libraries and information centers are not only equipped with materials in traditional formats but also acquiring material in electronic formats offering users a vast selection and getting fast information. The library is now known as the academic heart of the institute (Odiase, Unegbu, and Haliso, 2001).
Management education is growing very fast and it is complex, also it is very systematic and well discipline. Many courses and subjects are studied in management institute. Syllabus, the teaching methods and trends are constantly changing and new methods and trends are covered in managerial activities. To handle these changes, management libraries needs a continuous improvement in their services and techniques use in libraries. A management library acts as an academic library, research library or special library as well as knowledge resource centre. The resources and services provided by the libraries should be qualitative which fulfilled users, students, faculties and researchers demand and their requirement. For this reason management libraries have to survey on use study and user study for the analyze the needs and complete their requirements.

3.14.1 AICTE norms and Management Libraries:

Management institute library have syllabus recommended textbooks, reference books, journals and databases for all the areas of management courses and subjects. The library should have collection of audio and video CDs/DVDs and other material in management and related areas. As per ACTE norms, management libraries should subscribe national and international journals. There should be a subscription to e-resources as well as databases. The institute should purchase minimum 1000 books and 100 of titles per academic year in all subjects. As per AICTE norms, management institutions have to add two books per student per year i.e. 120 per year for the intake of 60 students. The institute may subscribe minimum of 30 journals from the list of AICTE. In monetary terms, the institutes initially invest approximately rupees two lacs on books, journals, periodicals and subsequently every year 10 percent of the fee must be spent for addition of books, journals and periodicals in the library (AICTE Handbook). The educational qualification of the librarian is also M.Lib & I.Sc and either SET or NET qualified.

3.15 Services Provided by Management Libraries:

In the era of information explosion, insufficient financial budgets and use of information technology a need is felt to depend on library services to get more resources. To provide qualitative services to the students, teachers and researchers different efforts are required from library professionals. The researchers are focused on finding qualitative and
quantitative information resources in management libraries. Management libraries can adapt trends like institutional publishing, creating open-access electronic repositories for the intellectual output and use of institute teachers and researchers which may be used as study material provided to the management students. This practice developed both institutional self-publishing and self-display (promotion) at the same time. These libraries are units that frequently take the responsibility for conceiving, building, and maintaining these repositories. OPAC, reference services, access to web based resources, electronic resources like e-books, e-journals, e-thesis and dissertation, library networking, consortia, web technology, library 2.0 and open access are provided very easily by using ICT to management users.

### 3.16 Role of Management Library Professionals in ICT Era:

The use of ICT in libraries has changed the role of libraries and the services provided to the users. Library automation which is an essential part has completed using information technology. The impact of ICT also reflected in management libraries, on different activities like housekeeping operations and the rendering advanced services, IT application tools and library management software are used in housekeeping operations like acquisition, cataloguing, circulation, serials control and OPAC etc. The internet is used as a tool for delivering library services like Web OPAC, and different library services can be rendered 24/7 in a very cost efficient manner. The role of librarian is changing from an intermediary to a facilitator and information provider. The management education system allows students using laptops in class rooms and preference is also given to online education using internet to gather the information and the libraries are yet to prepare for providing advanced services. ICT is a boon to libraries but a need is to find how to make its use better.

Mallapur and Naik (2009) pointed out that before the invention of ICT the libraries had library resources in print media form. The changes brought by ICT have given rise to new ways of information repacking and delivery of information methods. The management libraries use both the print and electronic media for providing library services and marching towards the digital libraries (DL). The concept of ICT has also changed the
name of library as Information Resource Centre (IRC) and the librarian as the information mediator, IT manager and information manager etc. The management libraries have to face the new challenges and adapt to find out user needs and accordingly provide the services and develop collection.

The concept of resource sharing has changed the role of libraries in ICT era. ICT helps libraries in automation of libraries, use of internet and intranet for information collection and dissemination, generation of digital information resources in the form of e-books and e-journals, creation of digital libraries etc. Using ICT the traditional library trends are shifted to automation of libraries, digital library, virtual library, online searching, networking, consortium, cloud computing in libraries, optical and digital media etc.

The consortium at various national and international levels has helped in overcoming the financial crunches. The libraries are adopting the resource sharing through networks by availing membership of various networks like DELNET, INFLIBNET, CALIBNET and MANLIBNET etc. A library web page or Universal Resource Locator (URL) facilitates single window access to various web enabled library services this also helps in for sharing resources. The web pages of library contains institute information, library information like library working hours, holidays, rules, library resources and contact details like phone number, e-mail address etc. Library web page links to catalogue, free and subscribed resources, some value added services like self help tools and subject gateways and FAQs. These management libraries have to perform different roles in ICT era.

3.17 Future of Management Libraries:

The information needs and requirements of library users of management college libraries are (students, faculty and researcher) fulfilled properly. The user expectations from the libraries like enhanced library services, use of e-resources, access to global information is to be satisfied using ICT. Library sources are available in both printed and electronic format, free and fee based easy access to library resources from any place through search engines, web tools, portals etc. The libraries of management are changing slowly towards digital. It is now necessary to manage libraries with qualified library staff having the knowledge of ICT is now essential to satisfy users. Technological revolution increased
the expectations of users and librarians have to work on following fields to satisfy users in future.

- Try to increase the library funds or utilized more amount from budget for information technology.
- Create a database of library resources and institutional repositories and create library networks and consortia (local level).
- The marketing of available information resources and delivering need based information services to the users from global information base.
- Adopt or follow best practices in libraries to improved services and facilities of management college libraries.
- Providing various online services like news alerts, ask a librarian, online reference desk, FAQ etc.
- Conduct Indian School of Business (ISB) studies and improves the library services regularly.
- Encourage team building spirit among the library professionals to provide better services.

**Summary:**

In this chapter researcher tried to understand in brief the important of management education, growth of institutes etc. The issues and challenges in management institutes are isolated. It is noticed that management education is growing with new areas having nearly 80 specialized subject courses for MBA are introduced in education systems but research culture is not yet developed which need information support. If libraries are networked in city, this may be helpful in developing and supporting to research culture as well as global education. The library is not only a knowledge centre but its ultimate aim is to provide satisfactory services for all the library users. Due to this library should improve itself constantly by adopting new IT technologies.
References:

- Education. Retrieved from website http://www.indiaeducation.net/apexbodies/dte


Chapter 3: Proliferation of Management Education and Institutes


Company.


- Vaidhyasubramaniam S. (2009) compared the growth of management education in USA with India, using different models of organizational decision making.