Annexure -2
GOVERNMENT COMMITTEES ON MANAGEMENT EDUCATION IN INDIA

Introduction
A number of committees have looked into management education in India in the past. This section attempts to identify the systematic issues faced by management education as identified by the earlier committees. Most of the problems identified by the committees continue to be there as no major corrective measures have been initiated, hence a revisit of the critical suggestions.

The Nanda Committee
Nanda Committee was the first committee that reviewed the working of the three Management Institutes of Management at Ahmedabad, Kolkata and Bangalore, to make recommendations for the promotion and development of management education in India. The Nanda Committee suggested a series of measures in 1981 for strengthening management education in India, viz.:

♦ Adequate funding for research to be provided without soliciting project funding. Consultancy research should cover both basic and applied types.
♦ IIMs should act as mother institutes and foster growth of other management Institutions in the country.
♦ There is urgent necessity to develop expertise in international management and offering of educational and training programme in international management.
♦ Government control should be progressively reduced as each institute becomes more and more self-reliant.

Management education has to be research based, and utility based, the institutes should become self reliant and the government must relinquish control over the years.

The Kurien Committee
Government of India appointed a second review committee under the Chairmanship of Mr. V Kurien in 1991, to look into the direction and functioning of the four institutes of management. The committee submitted its report in 1992. The salient recommendations were:

□ The mission of the Institutes of Management to strengthen management in business, industry and commerce is still relevant. The mission statement however, needs to be expanded to emphasize the IIMs' commitment to public service and public management.
□ The inter-relatedness of teaching, research and consultancy needs to be better emphasized for greater synergy. Choices in approving research and consultancy must be exercised to strengthen their interconnectedness and mutuality.
□ There should be a much greater emphasis on the development of relevant teaching materials and research. Appropriate policies and rewards should be initiated to strengthen this aspect of IIMs functioning.
□ The Government should take a flexible view in providing financial support to the different IIMs and encourage the institutes to vigorously pursue revenue generation, cost cutting, and fund raising efforts. The non plan maintenance grants may be provided as Block Grant for a period of five years.
□ After the institutes have become financially self supporting with the creation of the corpus fund and the package of measures for augmenting its internal resources and cutting down cost, the government grants may be limited to programmes considered high priority and of social relevance by government including the area of public system management.

IIMs reoriented their operations subsequent to this report. They revised the fee structure and started raising resources through industrial consulting. This helped the IIMs to become financially self-sufficient.

The Ishwar Daval Committee
Many management institutes came up between the years 1995 and 2000. Government of India appointed another committee to develop future perspectives of management education in the light of the fast changing economic, social and business environment. The main challenge in management education has been triggered by globalization of economies, rise of market economy, rapidly changing technology and
developments in communication. During 1950-1980, about 118 management institutions came up and during the 1985-2000 period 673 new institutions came up.

- Most institutions that were set up during the 90s did not follow conditions prescribed by AICTE in respect of faculty strength, library, computer facilities and the like.
- They did not promote research, development of faculty or of the teaching material.
- Due to rapid expansion of teaching institutions, AICTE was unable to develop an adequate mechanism for enforcing standards.
- The teaching methodology shows inadequate concern for applying cumulative knowledge in dealing with managerial problems.

Among all the action areas, faculty development was considered the most critical. It was proposed that 8 out of 10 institutions should focus on this. Though the Committee gave its report in 2001, there were no major initiatives from AICTE for faculty development or development of teaching materials so far. Subsequent to this, a committee was constituted by AICTE to review management education in India.

The Management Education Review Committee

AICTE appointed a committee in 2003 to come up with a policy and action plan for the development of management education in India, in the context of our current national requirements and national trends. This committee suggested the following steps for strengthening management education, viz.:

- Increase the focus on under managed sectors such as cooperatives, forestry, urban management, infrastructure, rural development, education and legal systems.
- The admission of students in management schools should be only through recognized tests organized on an all India basis and used for short listing candidates for group discussions and interviews. The number of admission tests could be progressively reduced, say to two or three tests.
- Accreditation is one of the major means of assuring quality. Only 15 PGDM programmes and 30 MBA programmes out of the 927 MBA/PGDBM programmes approved by the AICTE have been accredited.
- In spite of having some excellent institutions, research output, by and large, of even the more prestigious institutions has not been adequate. This needs to be rectified. Over the next decade, research has to get its rightful place in the activities of management schools. While the accreditation process will help in improving the quality of teaching and training, it is imperative that research also figures prominently as a major element in the portfolio of activities of accredited institutes.
- In order to have a better global exposure, to suit the requirements of industry under globalization there is a pressing need for globalization of management education.
- Another element which is important for globalization would be to keep our country open to the presence of foreign business schools and universities. It is necessary for Indian Institutions to work out strategies to go abroad, and allowing foreign universities to come to India, without too many obstacles.
- That there is a severe shortage of faculty in the entire technical education system is well recognized. In management education, the problem is more acute.

All the four committees have unequivocally indicated that management education in India faces the following systemic problems:

- Shortage of faculty, and quality of faculty are the most critical aspects that need to rectified soon.
- Most of the management institutions have been neglecting research.
- There has been very little attention provided for preparing course materials specific to the Indian context.
- Library and computer infrastructure has been poor, except in the top management institutes.
Management institutions did not develop interactions with industry and this acted as a vicious circle giving merely non-practical education.

Management institutions invested very little for faculty development even though most of the committees earlier had identified this as a major lacuna.

These recommendations broadly indicated the lacunae in management education in India. Before a management development roadmap can be prepared some of the issues that management education is facing are delineated.