

# Analysis of the Quality Of Education in Public And Private Business Schools in India in the terms of Admissions Process, Quality of Faculty, Infrastructure, Pedagogy, Course Fee, Industry Exposure, Training, Placement Support and Research

Anupal Mongia

Assistant Professor as well as Research Scholar, Shah Satnam Ji Institute of Technology and Management, Chaudhary Devi Lal University, Haryana, India.  
Email - anupal.arora0@gmail.com

**Abstract:** Management education, almost unknown in the nineteenth century, has become a dynamic force for change in many universities, in the workplace and in the societies of both industrialized and developing countries. Its role in the professionalization of enterprise management is widely recognized, though it has been criticized by some for placing emphasis upon short-term profit criteria. Management education is considered as elitists as it attracts young men and women who are usually motivated by the positive consequences associated with Management Education. In India Management Education is witnessing an exponential growth in terms of number of institutes imparting Management Education which are usually termed as B-School. The mushrooming growth in the number of Management Education institutes has intensified the competition for good students among these institutions. The goal of any management education institute is to produce students who are academically sound and employable by the industry. Quality management and quality improvement are the only strategies that can attract good students as well as faculty. The present research paper is to analyse the difference between the quality of education in public and private business schools in the terms of admissions process, quality of faculty, infrastructure, pedagogy, course fee, industry exposure, training, placement support and research.

**Key Words:** Management Education, Higher Education, Business Schools, Faculty Quality

## 1. INTRODUCTION:

Education is essential for every individual and is fundamental to their all round development, material and spiritual. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the growing challenges with the changing times. Higher Education is the back bone of any society. It is the quality of Higher Education that decides the quality of human resources in a country. Higher Education includes college and university teaching and learning process towards which students march to attain higher educational qualification. Management Education is all about learning different skills and to apply them for mutual and multi faceted growth and value creation. Its aim is to create the desired competence for the optimum and most productive utilization of man and materials. In this volatile and fast changing scenario when every other day new technology is emerging and rendering the older one obsolete and outdated, it is imperative that management education should be dynamic and responsive towards the new challenges that are knocking at its doorstep. As per **Ministry of Human Resource Department, Government of India, 2016** Management education has become one of the most sought after education today, as a result of this; private sector has entered in Indian Management Education scenario and invested an immense amount for this.

Management Education in India is not very old, after the establishment of the IITs, there was need for similar establishments in the field of management education. Thus came into existence some university affiliated management institution followed by Indian Institute of Management Ahmedabad (IIM-A), and soon after by one in Kolkata (IIM-C). Management Education in colleges affiliated to universities started at Calcutta in 1954, quickly followed by Universities of Bombay, Delhi and Madras. Then Central Government initiative started with the establishment of IIMs. The Indian Institutes of Management (IIMs) are a group of 20 public, autonomous institutes of management education and research in India. They primarily offer postgraduate, doctoral and executive education programmes. The establishment of IIM was initiated by Jawaharlal Nehru, the first Prime Minister of India based on the recommendation of planning commission. Indian Institutes of Management Calcutta (1961), IIM Ahmedabad (1962), IIM Bangalore (1973), and IIM Lucknow (1984), Furthermore, central government have been established 9 more IIMs for boost-up of Management Education in India with the establishment of IIM Kozhikod & IIM Indore (1996), IIM

Shillong (2007), IIM Rohtak, IIM Ranchi & IIM Raipur (2010) & IIM Tiruchirapalli, IIM Udaipur, IIM Kashipur (2011), IIM Nagpur, IIM Bodh Gaya, IIM Amritsar, IIM Sambalpur, IIM Sirmaur (2015) and IIM Jammu (2016).

### 1.2 Research Objectives:

The objective of research is to analyse the difference between the quality of education in public and private business schools in the terms of admissions process, quality of faculty, infrastructure, pedagogy, course fee, industry exposure, training, placement support and research.

## 2. REVIEW OF LITERATURE”

**Kumar (2011)**<sup>1</sup> concluded that Management education across the globe is facing a unique crisis of relevance in the contemporary scenario. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. Indian B-schools are not untouched by the contextual compulsions of the Management education in the international arena. Indeed, B-schools in India are facing multiple issues such as proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability. The author analyzed the issues and challenges of Management education in India in the emerging scenario and provides remarkable insights into revitalizing B-schools that may benefit all the stakeholders.

**Noronha (2011)**<sup>2</sup> exclaimed that Business education has entered a period of profound transition driven by globalization, technology, demographics and pressing social imperatives. The demands on MBA programs have brought them to a crossroads at which they have to reconsider their value proposition. The author concluded that Business schools must meet the challenge to deliver management education and knowledge that is relevant in both global and local settings. They must respond to and lead efforts to develop socially responsible and sustainable business. There has to be improved staff development, skilled based training, enhancement and presentation of quality in teaching, research and service, relevance of programs, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. Business education has to be more interactive, engaging, global and experiential.

**M.S. Rao (2016)**<sup>3</sup> presented an outline on tools and techniques<sup>3</sup> to ensure innovative management education in India. He calls for support from all stakeholders including industry, educators, students, educational institutions, government and thought leaders to innovate Indian management education as per the global standards to create world class managers and leaders. These tools and techniques can be customized in other countries to ensure quality management education. The social implications of his research suggest that stakeholders must strive to ensure innovative management education to create effective managers and leaders globally. It overhauls Indian management education as per international standards.

**Rauschnabel (2016)**<sup>4</sup> argued that many universities leverage symbolic qualities with the potential of creating a brand personality useful in competitive differentiation. Drawing on a series of qualitative and quantitative studies consistent with psychometric scale development procedures, his study develops and validates a six-dimension University Brand Personality Scale (UBPS). The UBPS comprises prestige, sincerity; appeal, lively, conscientiousness, and cosmopolitan dimensions. Results suggest that the scale strongly relates to brand love, positive word-of-mouth, and students' intention to support their university as alumni.

**Reddy (2016)**<sup>5</sup> exclaimed that economic development of a country is correlated with the development of higher education. 21st century India witnessed enormous transformation in its management education system. Globalization transformed the conventional approach of the system with a more efficient professional approach; it also resulted in introduction of new age management courses which have more economic value in today's' time . In the modern economic scenario all over the world, management as a stream of education and training has acquired new dimensions. The field of management is dynamic in nature. New tools and techniques are continually introduced to increase the efficiency and productivity of future managers. Driven by globalization the social, public and business organizations in India also had to embark on many changes in their management structure and operating practices. He further says that in response to such changes the educational programs had undergone noticeable changes in the curricula.

**R. Anita (2016)**<sup>6</sup> remarked that management education has a vital role to play in today's dynamic business environment since the management graduates play a key role in the economic development of the country. With the dynamic changes taking place in the economic scenario; it makes it even more difficult for organizations to survive in the competitive environment. This has led to the need for business schools especially in developing nations like India to impart relevant management education to students, which reflects the changes in economy. The author further stated that management institutions have mushroomed in India, but quality delivered by them still remains elusive. The research indicates that less than 10% of the management graduates are employable. And this calls for the urgent

need to transform the management education. The main purpose of management education is producing employable, ethical, creative and life-long independent thinkers to lead the economy.

**Sinha A. (2016)**<sup>7</sup> put forth view on management education and challenges being faced by management education in India. The author states that now-a-days 'Management Education' is facing a unique crisis of significance in the present scenario across the world. In India Management Education is facing numerous issues such as Propagation or Mushrooming of management institutions with Poor regulatory mechanism, Lacks with quality of education, having Faculty shortage, Poor Governance and Accountability; needs immediate attention in this emerging scenario. In India Management Education has grown quantitatively, but not qualitatively which contributed too little in development. The component of professionalism is not taught by institutions imparting management education. Like another professional educations Management Education becomes a saleable product. Meanwhile, concepts of management education which are in trend is about 20-25 years old and not enough to bring changes, developments and progress in various fields. So there is immediate need of change in old notions. As Indian economy is going to emerge as a knowledge economy with third largest technical manpower in the world after US and China, the challenges before management education need to be properly analyzed and understood from an altogether fresh approach.

**Kang Sharma (2012)**<sup>8</sup> has compared the University and private management institutes in Punjab and found that the alumni have stronger belief than practicing manager, and practicing manager have stronger perception than faculty that university management departments are better than private management institutes in term of faculty, fee structure, link with industry, placement and infrastructure. Studied the Growth in supply of technical manpower and concluded that polynomial growth in number of institutions, intake and outturn give a signal that greater social responsibility lies on the universities in not only supplying technical manpower to industries, but also encourage entrepreneurship culture in the campus. The problem is the size of unemployment and the excess of technical manpower supply over demand.

### 3. MATERIALS AND METHODS:

#### 3.1 Research Hypothesis

**H<sub>01</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-School Faculty (across public and private sector) lay more emphasis on theoretical teaching in the classroom than practical teaching (with the help of case-studies, role-plays, seminar presentations and other interactive discussions)

**H<sub>02</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-Schools (across public and private sector) devote scant attention to personality development, soft-skills development (like emotional intelligence, communication/presentation skills etc.) and industry exposure of the students

**H<sub>03</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that Majority of B-Schools (across public and private sector) have little two-way interaction, participation and feedback between the teachers and the students in the classrooms, adversely affecting the teaching-learning process and the confidence of the students.

**H<sub>04</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-Schools (across public and private sector) award degrees/diplomas without the students being adequately prepared to face the demands of the Industry/Corporate Sector periling students career and employers interest.

**H<sub>05</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-Schools (across public and private sector) are deficient in critical Infrastructure requirements like well-stocked Libraries, ICT-enabled Computer Labs and Classrooms, adversely affecting the knowledge, skills and capabilities of the students.

**H<sub>06</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that Majority of the B-Schools (across public and private sector) do not invest in and harness the benefits of a Networked Computer Lab and/or a Networked Library, adversely affecting the knowledge, skills and capabilities of the students

**H<sub>07</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-Schools (across public and private sector) do not invest in and harness the benefits of ICT in the classrooms (using projector-based tools like powerpoint/multimedia presentations and/or video-conferencing with outside experts), adversely affecting the knowledge, skills and capabilities of the students

**H<sub>08</sub>:** There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that Majority of the B-Schools (across public and private sector) have little/no Industry-Academia linkages and collaboration on areas of mutual interest, adversely affecting the Placement prospects of the students.

**H<sub>9</sub>**: There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of the B-Schools (across public and private sector) do not have any active linkage/liasoning with the Alumni, adversely affecting the Placement prospects of the students

**H<sub>10</sub>**: There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that majority of B-Schools (across public and private sector) have poor Placement record and students lose a lot of money as well as prime Youth time earning a useless degree/diploma having little value in the job market

**H<sub>11</sub>**: There exists no significant difference among opinion of respondents on the basis of (Demographic-wise and B-school Stakeholders-wise) regarding the statement that Employers/Recruiters today increasing expect B-School students to be ICT-literate and capable of handling critical information in an information-based knowledge economy for quick/sound decision-making but find the majority of students deficient and unemployable

### 3.2 Research Design and Sampling Plan

The present research being exploratory cum descriptive in nature, primary data has been collected through a research instrument. The instrument is administered to a sample of 500 (400 students of both public state-run state/central universities and private B-schools and 100 recruiting managers of reputed companies and placement consultancies, who are regular visitors to these B-schools) from diverse socio-economic backgrounds and regions (i.e. NCR and Haryana) using judgemental sampling technique. A 5-interval Likert scale from 'strongly disagree' to 'strongly agree' has been employed to measure the attitude of selected sample. A statistical research tool like Univariate Analysis has been used as per the requirement of the research instruments. Secondary data has been collected from relevant offline and online research publications.

### 4. ANALYSIS:

Analysis of data has been done using various descriptive and inferential statistical tools like Frequency distribution, Percentage, Arithmetic Mean, ANOVA, Reliability Analysis (Cronbach's Alpha). For hypothesis testing and analyzing significant difference Analysis of Variance test using General Linear Model (Univariate Analysis) was applied employing SPSS 20. The demographic profile depicts that Majority of the respondents are female i.e. 57.7% and 42.3% are male in the study. Most of the respondents belong to metro residential area i.e. 56.4 %. Most of the respondents are below twenty of age i.e. 58.3 %. The B-School stakeholders contain 39.3% public B-School stakeholders, 41.9% private B-School stakeholders and 18.8 % recruiters of the total sample size. 50.9% of the respondents belong to graduation i.e. BBA, 47.7% to MBA and 1.6 % of the respondents are highly educated i.e. Ph.D holders.

### 5. FINDINGS AND RECOMMENDATIONS:

- Majority of the respondents across categories (demographic and B-School stakeholders) believe that majority of the B-School Faculty across public and private sector lay more emphasis on theoretical teaching in the classroom than practical teaching (with the help of case-studies, role-plays, seminar presentations and other interactive discussions). Faculty in B-Schools is to be blamed because practical teaching demands constant updation which requires a lot of toil and effort and which most of the faculty fail to comply with, thereby adversely affecting the quality of output.
- Majority of the respondents across categories (demographic and B-School stakeholders) feel that majority of the B-Schools across public and private sector devote scant attention to personality development, soft-skills development (like emotional intelligence, communication/presentation skills etc.) and industry exposure of the students. It's mainly because such activities require a lot of effort and attention on the part of faculty members which they are simply not interested to devote due to lack of motivation and reward, thereby adversely affecting the quality of output.
- Majority of the respondents across categories (demographic and B-School stakeholders) feel that majority of B-Schools across public and private sector have little two-way interaction, participation and feedback between the teachers and the students in the classrooms, adversely affecting the teaching-learning process and the confidence of the students. It is mainly because questioning spirit is never encouraged among Indian students (from elementary to higher education) and there is a lot of power distance between students and faculty members who act more as authority figures than knowledge facilitators.
- Majority of the respondents across categories (demographic and B-School stakeholders) think that majority of the B-Schools across public and private sector award degrees/diplomas without the students being adequately prepared to face the demands of the Industry/Corporate Sector periling students' career and employers' interests. Management education in India has become more of an assembly-line manufacturing where there's not much regard for quality of output and the employers have come around to the view that they themselves would need to groom and prepare the incumbents for the job rather than the other way round.



- Majority of the respondents across categories (demographic and B-School stakeholders) think that majority of the B-Schools across public and private sector are deficient in critical Infrastructure requirements like well-stocked Libraries, ICT-enabled Computer Labs and Classrooms, adversely affecting the knowledge, skills and capabilities of the students. While public B-Schools are afflicted with lack of grants from the government, the private B-Schools are interested mainly in show-off and not proper functioning and maintenance of such infrastructure.
- Majority of the respondents across categories (demographic and B-School stakeholders) think that majority of the B-Schools across public and private sector do not invest in and harness the benefits of a Networked Computer Lab and/or a Networked Library, adversely affecting the knowledge, skills and capabilities of the students. While public B-Schools are afflicted with lack of grants from the government, the private B-Schools are interested mainly in show-off and not proper functioning and maintenance of such infrastructure.
- Majority of the respondents across categories (demographic and B-School stakeholders) think that majority of the B-Schools across public and private sector do not invest in and harness the benefits of ICT in the classrooms (using *projector-based* tools like power-point/multimedia presentations and/or video-conferencing with outside experts), adversely affecting the knowledge, skills and capabilities of the students. While public B-Schools are afflicted with lack of grants from the government, the private B-Schools are interested mainly in show-off and not proper functioning and maintenance of such infrastructure.
- Majority of the respondents across categories (demographic and B-School stakeholders) observe that majority of the B-Schools across public and private sector have little/no Industry-Academia linkages and collaboration on areas of mutual interest, adversely affecting the Placement prospects of the students. Majority of the B-Schools are interested only in churning out large number of MBA graduates rather than networking with the Industry to understand their distinct needs and requirements and form a mutually-beneficial *symbiotic relationship* because that requires a lot of effort and their priorities (being commercial in nature) are different.
- Majority of the respondents across categories (demographic and B-School stakeholders) observe that majority of the B-Schools across public and private sector do not have any active linkage/liaisoning with the Alumni, adversely affecting the Placement prospects of the students. Majority of the B-Schools are interested only in churning out large number of MBA graduates rather than networking with the alumni to understand their organizations' distinct needs and requirements and form a mutually-beneficial *symbiotic relationship* because that requires a lot of effort and their priorities (demographic and B-School stakeholders) are different.
- Majority of the respondents across categories (demographic and B-School stakeholders) feel that majority of B-Schools across public and private sector have poor Placement record and students lose a lot of money as well as prime Youth time earning a useless degree/diploma having little value in the job market. The students are mainly attracted by the glitz and glamour value of a MBA degree and they do not honestly evaluate themselves or the standing of the institutions they are taking admission in and whether they are rightly suited for a career in management and whether the institution shall be able to ensure good placement to them or not.
- Majority of the respondents across categories (demographic and B-School stakeholders) feel that Employers/Recruiters today increasing expect B-School students to be ICT-literate and capable of handling critical information in an information-based knowledge economy for quick/sound decision-making but find the majority of students deficient and unemployable. The reason being most MBA graduates are not interested in labour-intensive value addition and just want shortcuts in life and the institutions they study in are also least bothered. Thus the students are more interested spending time chatting on Facebook (and leisurely browsing useless YouTube videos) than invest their limited time and energies in learning some productive skills like ICT.

## 6. CONCLUSIONS:

It can be concluded that majority of the B-Schools in the private sector have a dubious motive of quick *Return on Investment*, with no vision/mission except that the B-School be run as a *Profit Centre* for the Promoters (majority of whom have no expertise in the field and no commitment/passion for the noble cause of Education). The reason being most of the private b-schools have been started by entrepreneurs who had no prior experience in the education sector and entered the management education just for commercial considerations with the sole purpose of profit maximization without any regard to quality education.

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#### **AUTHOR’S BIOGRAPHY:**

Anupal Mongia is an assistant professor in a technical college since last six years. She is M.Com, M.B.A., UGC NET qualified and pursuing Doctorate (Thesis Submitted). Anupal is passionate about her aim. In fact she believes in sharing her knowledge. Anupal enjoys a happy hour with her friends and practicing yoga and meditation.