

## Management Education In India: Challenges And Reforms

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### **Abstract**

*India is one of the largest countries in the world in terms of graduates passing every year. We look around us the job seekers running in the search of job opportunities in the market. Even after having a higher education they are not capable of getting desired jobs. The increasing rate of unemployment has become one of the major problems in India. The lack of required employability skills have been observed as a cause for failure in getting the job. Aspirants of management education are facing the enormous challenges in getting employment and excel in their career. In this view the academic institutions may play a vital role in imparting contemporary vibrant knowledge and honing the skills of management students. The reforms in the management education system are highly required to bridge the gap between corporate expectations from management graduates and the skills possessed by them. This research study aims at exploring the challenges faced by stakeholders in the education industry and the attempts have been made to give the new insights into the issues and find the solutions to overcome these challenges. The researcher has gone through a plenty of existing research studies and approach the secondary data to conclude the research work. The policies and announcements made by AICTE and National Education Policy have been considered as an integral part of this research paper.*

**Keywords:** *Unemployment, Employability skills, Management Education, AICTE, National Education Policy*

### **Introduction**

Today, in the scenario of stiff competition, it has been imperative for the education institutions to look out the factors influencing the quality of Management education. If we look into the Global scenario education will be based on Management 4.0. There is a need for reforms in education system to bridge the gap between corporate expected skills and actual skills possessed by students. Aspirants seeking career prospects in management field are found unquiet due to abundant questions in their mind about success in the concerned field. Master of Business Administration, a professional course has come up as a choice of a lot of students. This professional course not only develops the managerial skills but also make students more confident to take vital decisions in their areas. This scintillating professional program develops the entrepreneurial attitude. The management education imparts the skills to the management students to face the rigorous challenges in the corporate. This dynamic program develops the leadership quality in people to get things done by other people efficiently. Today, in every area, be it business, hospitality industry or politics MBA program has taken a place. After completion of this course a person is competent to be employed in different fields. MBA professionals are supposed to meet the objectives of the business achieve the goal of wealth maximization.

Prof. Charan D. Wadhwa focused on the degradation of quality of management education by the privately funded management educational institutions with the increase in the supply of management graduates. He identified the need of regulatory bodies to control growth of Management Education in public interest and thereby making Management Graduates more employable.

Today's business requires professional and competitive skills to survive in this era of cut throat competition. To capture the market share, grow with customer data base, touch the new heights of success in the business professional qualification (MBA) has been considered a major tool. A person equipped with managerial and technical skills may set up his or her own business enterprise and provide employment to number of unemployed people. Generally, a person should be equipped with good competency mapping. The giant corporate have also been demanding for managerial talent to take the advantage of global marketing opportunities. Such in the way, the aspirants seeking job opportunities in the business world may get their dream come true by obtaining master degree in management field. After graduation, the students from any stream may join MBA and select their areas of specialization. Marketing, Finance, HR, Logistics, Operation and IT are some major branches of management on the priority of choices of students. Sectors like insurance, banking, transportation, stock market, mutual funds have proved to have been the destination for the job aspirants from the specialization area of finance. Numerous HR professionals have been thriving these days in various stalwart industries by rendering their services.

All the factors of management education such as course curriculum and teaching pedagogy, research publications, industry-institute interface, infrastructure, faculty development programmes, placements, Consultancy, branding, and Research projects contributes in developing employability skills of management graduates.

The contemporary Management education system needs some changes to improve the employability in the job seekers. The professional institutions with innovative teaching pedagogy are emerging in the world. However, the corporate expectations from professionals are high in the corporate world. From establishing a venture to nurture that venture, a professional is required to have some specific skills.

### **Literature Review**

Neelamegham, S. (2015), Former Dean, FMS, Delhi University, revealed in an interview that the mushroom growth of management institutions has not only degraded the quality of management education but also created a huge gap between the demand and supply of management graduates. In a world undergoing rapid changes, there is a need for a new vision and paradigm of management education which should be globally students friendly, industry connected and society oriented. There is a need to redefine the purpose of management education in India to meet the emerging demands of the society and provide competent personnel to the industry.

G G Saha (2012) has concluded that India's Management education system is changing from national markets to Internationalization, strategic alliances, Acquisition & mergers. He stated that the major issues that needed to be addressed for enhancing the quality of Management programme are faculty development, Research and Development, Study materials as per Indian scenario, Industry Institute collaboration, Accreditation system, Corporate Governance of Management Institutes, New specializations, globalization of Management education.

Mahajan. R. et al (2014) identified the factors affecting the quality of management education on India such as leadership, research and consultancy, extracurricular activities, accreditation, academic standards, placements, industry networking, infrastructure, organizational practices, branding, extent of fulfillment of the norms stated by regulatory bodies, financial resources and location. Leadership was identified to be the most significant factor affecting the quality of management education followed by organizational structure and practices.

Sanjeev Kumar et al (2011) has emphasized on the need of integrating, targeting and customizing the management education to eradicate the gap between industry needs and academic curriculum. Pestonjee

D.M. (2015) emphasized on the impact of undergoing modifications of business environment on the employers demand and emerging need to modify the system and structure of Institutes delivering Management Education as per industry requirements. The factors affecting the quality of management programme needs to be reassessed which management institutes were giving from the past fifty years.

J. Philip (2009) expressed his views in his paper regarding scenario of competitive international business environment and scope of management education system in future. As per the views of researcher, Indian entrepreneurs and giant businesses would be playing key role in the global market and impacting Indian economic system. He recognized the need to produce management graduates with problem solving and innovative skills to face the emerging challenges in the stiff competitive International environment. He focused on the required shift in the structure and thrust of the curriculum.

Jayanthi Ranjan (2008) highlighted the impact of globalization and liberalization on Indian management education. The quality of management education in India has significantly declined due to the diffusion of large number of management institutions. She mentioned that the quality assurance, competent and qualified faculty members and proper infrastructure should be improved to provide quality education to the management students.

Prof. Mangesh G. Korgaonker (2015) argued that the present Management Education system is completely placement centric. Management Institutions should understand the role of self employment and entrepreneurship for management graduates. The All India Council for Technical education should effectively contribute towards the systematic development of Management Education in India.

Mohammed Abdullah Mamun (2009) identified the need for transforming the management education from traditional to competitive in order to equip the students with required skills and bridge the gap between present and future need of industry. Even having gone through present education system, a professional is not set to face the challenges emerging in the corporate world. It has been imperative to impart the required and vibrant knowledge from industrial requirements point of view.

Das P.K. (2013) provided the practical solutions for the revival of management education in India. To meet the challenges of global competitive need for skillful employees, the higher education needs to be restituted. The management institutes in India should focus more on skills training and research activities for ensuring its quality.

Kumar K Ashok et al (2013) has mentioned that the Management programmes do not provide the management graduates sufficient practical exposure. The Management students gain the Industrial experience only after completing the management programme and working in the industry.

Rubvita Chadha (2014) suggested that more emphasis should be given on Industrial Visits, Interaction of experts from industries, training of teachers as per industry requirements, practical training, developing conversational skills, outsourcing professional organizations for improving employability skills, improving students' confidence level and conducting personality development workshops frequently.

In April 2016, a study conducted by ASSOCHAM reported that only 7% of the graduates were actually found employable from B and C category B-Schools. Poor Infrastructure, poor faculty, lesser quality control and low paying jobs through campus placements were the major reasons for the poor employability of the students. B-Schools not updating and retraining their faculty in emerging global business perspectives have resulted in making the course content redundant.

J Balamurugan and L Priya Dharsini (2017) conducted a study on global review of issues and challenges of management education in India and suggested educational institutions to promote innovative teaching,

off-job development, developing employability skill, information, and communication technology-based teaching to the management graduates. It will provide a base for their development help them in becoming viable leaders of the country.

According to Hofstrand (1996) curriculum of the technical education must be assessed and redesigned to cater the needs of stakeholders in industry and evaluate its purpose in helping students attain competency which ultimately helps to get employment. Although employment of management graduates is not the only goal of management institutes, there is a need of open discussion between the college administrators and employers to recognize, and resolve the outstanding discrepancies and more effectively serve their students. A possible reason for higher education institutions failing to address the employability skills of its students could be the inability of the faculty to understand the skill gap and unavailability of necessary resources to teach them.

### Objectives

The purpose of this study is to explore the challenges faced by stakeholders in the education industry and provide suggestions for possible action by policymakers and promoters of management institutes for improving the quality of management education in India.

### Research Methodology

This study is descriptive and consists of secondary data which is collected from books, journals, articles, news papers and Websites of AICTE and UGC.

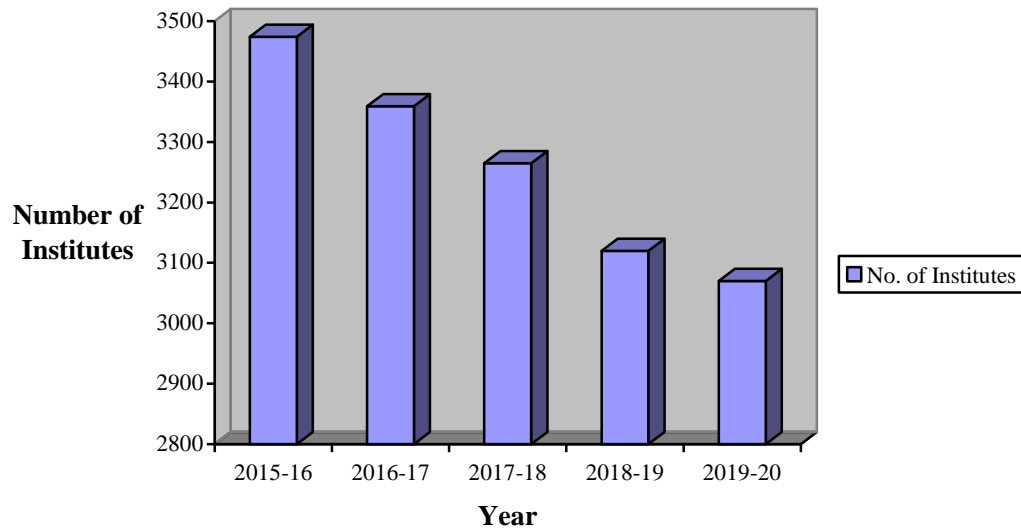
### AICTE Initiative for Revision of MBA/PGDM Programme Curriculum

As per data of All India Council for Technical Education (AICTE), there are 3070 (Year 2019-20) management institutes in the country offering MBA/PGDM programmes. There number of management institutes have shown steady fall from 3475 in the year 2015 to 3070 in the year 2020. One of the main reasons for this phenomenal decrease is the curriculum of Business Management which fails to provide managerial skills which an MBA graduate is expected to apply in solving real life problems.

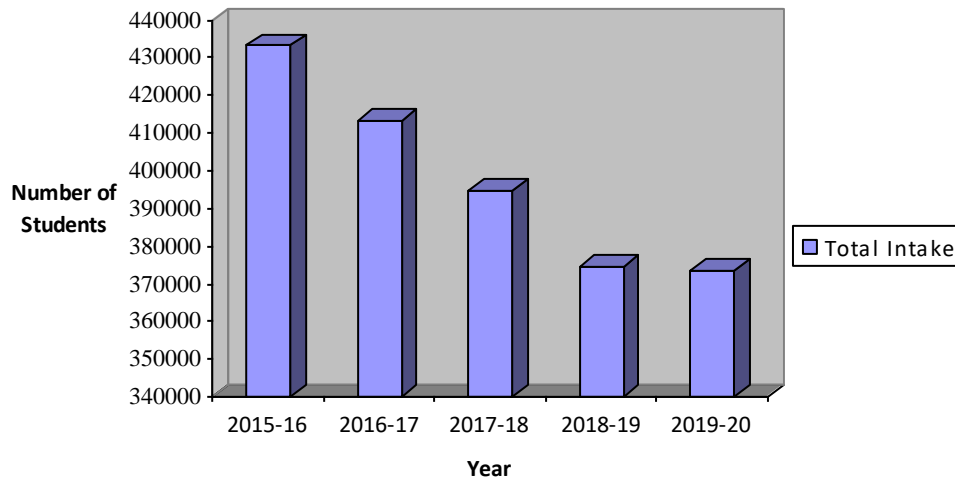
**Table 1. Year wise Number of Institutes and total Intake of students**

S. No.	Year	No. of Institutes	Total Intake
1	2015-16	3474	433268
2	2016-17	3359	413136
3	2017-18	3265	394843
4	2018-19	3120	374564
5	2019-20	3070	373436

Source: AICTE Statistics <https://facilities.aicte-india.org/dashboard/pages/dashboardaicte.php>



**Figure 1. Year wise fall in the number of Management Institutes**



**Figure 2. Year wise fall in the intake of students in Management Programmes**

In order to provide the quality education to management graduates, AICTE have taken up a major initiative of revising curriculum of MBA/PGDM. A meeting was held by AICTE on 12th July 2017 to discuss the important facets of survey conducted by AICTE to get the views of different stake holders of management education for the quick revision of the curriculum of management programs to meet the requirements of industry. The present management programme is less focused on developing soft skills and personality of MBA/PGDM. Management graduates have strong technical knowledge but they lag interpersonal skills. There is need to emphasize on presentation skills through PPT and data analysis with

application of spread sheet tools. The present curriculum is mainly targeting to develop the managers rather than entrepreneurs. There is a need to create intrapreneurship culture in the organizations so that managers within the organization can come out with new ideas and initiatives. Management Institutes should actively collaborate with industry for live projects and research projects to understand field level problems.

The class room discussions/illustrations should go beyond the regional issues and students should get exposure to Industrial concerns. Both national and International cases should be discussed in the class by the faculties to make the students globally competitive.

The undergraduate background of most of the students is from non-engineering and emphasis on quantitative courses is limited unlike the premium business schools where larger part of the class is with engineering graduates.

Larger part of the course curriculum is focusing on understanding the functional aspects of a business enterprise such as marketing, finance, marketing and production. The practical implications of these decisions should be made the mandatory part of curriculum. The management programme should also inculcate the Indian ethos and value system in its curriculum.

### **Current Challenges in Management Education in India**

A Large number of private management institutions offering management education are closing down because students are not taking admissions in those institutions. There are many challenges faced by management education in India which needs to be identified and addressed for generating competent and skilled management graduates. Some of these challenges are:

#### **1. Industry Institute Interface**

Kumar, K. (2015) mentioned the need to understand the symbiotic nature of industry management school relationship. The industry should support management institutes for literature development and provide research and consulting opportunities. The industry can update their working executives on the emerging issues and best management practices through short term management development programmes and research and consulting support. Currently, the industry institute relationship is only limited to management institutes giving young trained management professional to industry. The industry should also give some sponsored training programmes for junior and middle level executives, besides accommodating students for summer training.

Gopal R, (2010) emphasised on the changes to be brought in the academics because of the change in the outlook of industry recruiters. There is a need of collaboration between academic institutions and business corporations for achieving certain mutually inclusive goals and objectives.

The business schools and employers should work closely with each other in order to cater increasing complexity and continuous changing needs of the industry and growing competition for placements of management graduates.

Prof Abad Ahmad (2015) revealed that as in medicine, students cannot be educated without clinical experience in hospitals, management education must have close association with industry for case writing, research, executive development, consultancy and sharing knowledge and experience.

Rizvi & Aggaarwal (2005) suggested strong and synergistic relationship has to be carved between the business schools and the industry so that both can benefit and also contribute to enhancing the entire teaching-learning process.

AICTE (2017) in a survey observed that many business schools do not have any industry collaboration and students do not have any Industrial exposure. Since most of the universities/ institutions are unable to attract industry people and promote interaction with the students of MBA/ PGDM, so gap between industry demands and knowledge/ skills of the passing out MBA/ PGDM graduates is widening.

## 2. Faculty Development

Quality of the faculty is one more area of concern in today's management education. Because of sudden increase in the number of management institutes, there was a huge demand for the teaching faculty. So in order to fill up the positions majority of the institutes did not give importance with people from industry background or with some research background. A Post graduate degree is merely sufficient to fill the vacant positions. The faculty members without industry background will not be able to relate the concepts with the real industry working. They will only be able to explain the theoretical concepts present in the textbook. So this leads to the compromise of quality in teaching. The success or failure of a management institute depends on several critical factors. First and foremost is the quality of the faculty (Charan Wadhwa, 2015).

Jagdishbhai and Patel (2011) revealed that management education especially faculty in India stands at a crossroads. Kumar (2011) mentioned the need of reforms in the higher education sector of India. There should be fair and transparent selection of the faculty free from any pressures and sole criteria being the academic work and potential of the candidate. The whole interview should be video graphed in order to deter the selection committee members to do any mal practices and wrong doings.

In Management Institutes, a full time faculty member is usually required to do different types of administrative work such as documentation for official purposes, obtaining students' signatures on certain documents, various club and committee activities, monitoring execution of events and fests, etc. These activities being time consuming leaves the faculty with very little quality time for research or lecture preparation. Faculties in Management Institutes are less empowered to take the decisions related to their work. Several Management Institutes only impose their decisions on the faculty members and in case if any faculty contributes his idea, written approvals are required from the Head/Director. A very few institutions have rigorous appraisal mechanism to appraise their faculty. Several management institutes even do not remunerate their faculty members well and thus making them demoralized.

## 3. Teaching Pedagogy and course curriculum

Singh P. (2015) opined that the present pedagogy and curriculum of management education is input centric and is not concerned with the outcome of producing leaders. Rather than focusing on developing the power of students mind through case studies and quantitative analysis, we must also develop the power of their souls which is very important to be a good leader. He also emphasized the need of Industry Institute collaboration so that B-Schools can produce the kind of management graduates, industries are looking for. The survival of the management institutes largely depends on the integration of creation, dissemination and application of knowledge and spread holistic knowledge.

Buenviaje, M.G. (2016) mentioned that the MBA curriculum should always be periodically reviewed by the faculty experts, industry practitioners and alumni to ensure its relevance to what the international market demands and innovation in technology provides to the business sector for achieving sustainable economic growth.

Shukla D. (2012) concluded that the redesigning of the university curriculum with more apprenticeship and live industry projects will expedite the pre job training which in turn will exaggerate the employability among graduates.

Marimuthu, KN (2018) emphasized on the urgent need to relook at the curriculum and examination system to bring out necessary reforms and for revamping the entire management education in most of the University departments and B-Schools.

Stabback (2016) identified the need of strong collaboration between university and industry in curriculum development process to produce well equipped graduates that could fit in the world of work. There should be the discussion and consultation with all the stakeholders in the curriculum development process of Management Education.

Vetrivel and Mohanasundari (2011) emphasised on the cultural diversity in local management education and core competencies required for MBA graduates. As per the view of researcher, Management curriculum has been lacking in meeting the essential requirements and expectations of corporate recruiters efficiently hitherto in India. An intense need exist to bring reforms in the present management curriculum in order to make management practitioners compatible to tackle the hurdles coming on their ways. The specific and contemporary knowledge has to be focused to grow and outstrip in the business environment of turbulence.

Bennis, W., & O'Toole, J. (2005) revealed that MBA programs is criticized as it fails to impart useful skills, prepare future leaders, diffuse ethical behaviour and failed to provide good corporate jobs. These criticisms come from students, employers, media and deans of prestigious business schools, including Dipak Jain at Kellogg School of Management.

Dr. R. Gopal (2012) had made an attempt to get into the insight of the MBA curriculum and integrate the learning aspects with practical applications. The article covers a recent research on education on Business Administration which reveals only 21 per cent of the MBAs produced in this country are employable. The rest of the 79 per cent are unemployable. The study also throws light on the changes to be brought in the MBA program which emphasizes on analyzing the syllabus of various MBA programs of different Universities. The study indicated that the course curriculum does meet the requirements of the industry.

AICTE (2017) in a survey for revising curriculum of MBA/PGDM founded that the larger part of class room learning is through text book orientation dominated by traditional lecture method. Many faculties do not use case studies or any other participative learning method in their teaching methodologies.

#### **4. Global Education**

Despite phenomenal expansion of Management education across the globe during last few decades, the B-schools of the world need to focus on gaining global perspective by Identifying, analysing and practicing how best to manage when faced with economic, institutional and cultural differences across the countries (Datar, Garvin & Cullen 2010).

Sanchita and Goel (2012) has raised the issues of quality, equity, commercialization of education and most of all spiritual bankruptcy as a major concerns from the management education perspective. These are the areas where the attention is to be paid to a large extent. The rapid growth of private institutions has drawn attention towards their contribution in meeting academic, social and corporate needs. The researcher views education turning into Industry for International business. The researcher has emphasized the dire need of policies to be formulated and implemented at global level when it comes to the issue of commercialization of education globally.



Levin, J. S., (2001) concluded that globalization of the education system has turn into a normal phenomenon, particularly in a developing country such as Malaysia. In order to fulfill the demands of the knowledgeable and skillful workers in a globally competitive economy, education system of a nation should be revitalized. International economies, global politics and global communication systems have affected the organization of higher learning.

According to Surinder Singh et al (2009), in an endeavor of grabbing opportunities in global market, the business school education and entrepreneurship development programs must be compatible enough to compete in the global scenario. The researcher focused on changing International dynamics and elaborated the need of quality MBA curriculum accordingly. To serve the society, the professionals must be equipped with specific technical education.

Paul Friga et al (2003) examined the relationship between management education and the business world and considered the market forces such as globalization, emerging technologies and new workplace requirements as the factors effecting business education. The researcher highlighted the relevant forces pushing for a radical change in the present education system. The researcher detailed that business school achieve competitive advantage through the effective coordination of diverse functional activities.

Subrahmanyam, A., and Raja Shekhar, B., (2014) highlighted the significance of internationalization of management education in India and its impact on accreditation, standards and stakeholders. The present global organizations are pressurizing institutions to give global standard professional education. It becomes critical for the management institute in creating skilled people to meet the challenges of the global environment.

## 5. **Employability and Employability skills**

Weligamage and Siengthai (2003) research's focus was into the employers' needs from university graduates in Sir Lanka. Their studies have found that university graduates' possessions of Knowledge Skills and Ability (KSA) sought by employers are dearth. They also noticed that universities do not generate the required labour skills for the society and undergraduates' lack of knowledge about the reality of the labour market situation. They mentioned that the skill divergence leads to more number of unemployable graduates in the economy.

Prasad, L. et al. (2018) focussed on the significance of Employability skills for the betterment of the organization as the organizations are going to hire the competent employees who would match rightly to job. The Management Institutes should provide sufficient practical exposure, field surveys and internships to the management graduates so that the output can be more competent.

Weligamage (2009) founded that the employer expectation and requirement vary from country to country. For formulating future skills assessment, the needs of the employers and skills of learners should be taken into account. He recommended that identification of skill sets by the Universities will help to serve the future labour market and align program to meet those needs.

Saravanan, V (2009) mentioned the significance of Employability skills by the corporate recruiters in campus interview. The employability skills possessed by management graduates help them in executing the assigned work efficiently in any organization after the selection process.

Manning (2009) opined that the graduates must possess the employability skills to increase their employability. School learning was a basic component in acquiring life skill, however colleges/universities do not give the assurance of imbibing employment skills after completing the course.

Joseph (2016) founded out communication and interpersonal skills, problem solving skills, initiative, working under pressure, organizational skills, team working, adaptability, numeracy, valuing diversity and difference, and critical thinking as some exemplary employability skills graduates need to be equipped with.

Patil A. R. (2012) identified that there is a widening difference between the expectations of corporate and product generated by Management Institutions. Every organization expects higher return on investments from the individual employees. The employability of the management graduates is affected by the vision of the Institution, teaching pedagogy and the strategies adopted by the Institution.

Ravan, V. (2016) focused on the significance of employability skills possessed by the MBA students for getting the job. The skills that are considered by employers include problem solving skills, interpersonal skills, communication skills, Integrated and value, result oriented, domain knowledge expertise, decision making skills, leadership skills, team player skills etc.

Prof. Preeti Nair (2015) identified the lack of problem solving skills, decision making skills communication skills, domain knowledge, leadership skills as the main reasons for the employability gap between the employers and MBA professionals. Measures should be taken to develop domain knowledge; general awareness, networking, timekeeping and problem solving skills of students.

## **6. Research and Developmental Activities**

The management institutions should provide the conducive environment for carrying out research and developmental activities to the students and faculties. The increasing work load of lectures and accreditation has restricted the faculties to focus on research and development. Very few B-schools have well defined policies for encouraging their faculties to publish research papers in national and international journals of repute. Management institutes needs to work in this direction. Research not only leads to upgrading of knowledge but also creation of knowledge in the concerned subject.

### **Suggestions for the future of Management Education**

1. The curriculum should be contemporary and flexible to ensure meeting the expectations of corporate. It must comprise vibrant contents and be considering practical aspects related to industrial practices. The curriculum must ensure that all required skills are imparted in aspirants and they are in no need of completion of some extra courses or trainings fit accordance with the corporate world. The Governing/regulatory body should ensure the participation of Industry experts in development of curriculum. The curriculum must be designed in such a way that it is characterized by uniformity across the country. Management Institutes should move from traditional system to Choice-based Credit System (CBCS).

2. The faculty members of the private management institutes should consider the research programs carried out by IIMs as catalyst and plan their actions accordingly. The Government should issue directives to private sector industries to promote the research activities carried out by the management institutes by financing these activities. Such collaboration between industries and B schools would go a long way and will reduce the gap between imparted skills and corporate expected skills. The faculty of Management education institutes should write the cases based on both success and failure stories of business organizations for improving knowledge of the students who are their potential employees.

3. For developing and enhancing Employability skills and make dream of “Make in India comes true, Vocational education should be an integral part of the main education programme.

4. Students and faculties of management Institutions should be encouraged to enroll in online certification through MOOC. MOOCs not only provide traditional lecture session but also facilitate learning through video lectures, readings, Problem Sets, interactive sessions through forums, quizzes and assignments. One Course per semester per student and faculty should be made mandatory by AICTE to equip them with current industry requirements.

5. Faculty Development is one of the most significant steps in the implementation of responsible management education, training, and practice. FDP's helps in preparing today's students for tomorrow's future. In order to develop the competencies and knowledge of faculty in emerging areas of management, Faculty development programmes (FDP's) should be organised on an ongoing basis. Although all the management institutes conduct FDP's for their faculties, but these FDP's lack content and quality. Their basic purpose of conducting FDPs is only to meet the criteria for accreditation and ranking. The content of the FDP should be designed to meet the current needs of the Industry.

6. Although Management Institutes have started working on Entrepreneurship and Incubation. There is a still need to create awareness in the mindsets of Indian students about entrepreneurship. Students are joining Management Institutes with the only motto of getting placements. With the recent boom in start-ups culture, the management institutes should focus more on entrepreneurship development programs. They should attract the budding Entrepreneurs for nurturing their ideas through the 'Incubation Centers'.

7. All business strategies are now connected with "Big Data" and "Business Analytics" Even though the Management Institutes have started offering HR analytics, financial analytics and marketing analytics as one of the subjects, but there is a need to provide training to the faculties to gain proficiency in analytics.

8. There is need of collaboration between management institutes and industries for improving the quality of students who will be able to have a real time experience of the working of the industry. The institutions, on their part, have to create new systems to meaningfully accommodate the industry-institution initiatives. The institutes can also have a Memorandum of Understanding with the industries to bring the two sides emotionally and strategically closer. Management Institutes in India are facing problem in getting qualified and experienced Faculty. In the process of training students to industry requirements, institutes should encourage successful managers from the industry to teach courses incorporating their practical wisdom and make the students as well as the institute fully aware of the latest developments and requirements of the industry. More emphasis should be given on live projects, Industrial Visits, practical training, developing conversational skills, outsourcing professional organizations for improving employability skills, improving students' confidence level and conducting personality development workshops frequently. The interface between business school and industry should not be confined to summer internship, placements and lectures by people from industry. Real life situations of business should be brought into classroom in the form of cases, simulations, business games etc., so that students could learn to deal with practical realities.

9. The syllabus of the secondary education should be revised to equip the aspirants for higher education. As a essential measure for upgrading the quality of management education, there is a need of reforms in examination system.

10. Internal paper setting and assessment should be based on blooms taxonomy. Departmental mission and vision should be aligned with course outcome and programme objectives.

11. Upgrade technology infrastructure by ensuring high bandwidth connectivity, sufficient computers and proper campus networks to harness new technology to improve teaching-learning, research and governance in higher education.

12. There should be formal appraisal mechanism for constantly motivating the faculty members towards continuous improvement.

## Conclusion

The present system of management education in India needs some reforms to make the management graduates more employable. The effectiveness of management education can be improved by shifting its focus from conceptual learning to skill development and closely working with the industry to cater increasing complexities and continuously changing needs of the industry. There is a need to reinvigorate the Management education in India to meet the expectations of stakeholders such as employers, students, parents, faculty, society, and government and global community. Besides redesigning curriculum, management institutes should use ICT in teaching learning process, improve research quality and develop faculties to meet the shortage of educators. Employability skills of management graduates should be improved with the help of live projects, case studies, market surveys, group discussions and simulation exercises to make them more competent in the global scenario.

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