

India

Demographics for India

Population:	1,080,264,388 (July 2005 est.)
GDP (by PPP method):	US\$3.319 trillion
Currency (inc code):	Indian Rupee (INR)
Language(s):	Hindi is the national language; there are 14 other official languages: Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati, Malayalam, Kannada, Oriya, Punjabi, Assamese, Kashmiri, Sindhi, and Sanskrit; English is widely used
Internet country code:	.in

The present day Indian education system can be traced to the famous “Macaulay’s Minute” when the British East India Company decided to establish a western type education system in India.

After Independence in 1947, successive governments have tried to address the limitations of the education system in India in the framework of its Constitution, and have introduced various policies and programs for widening access to education and for enhancing the literacy and quality of education at all levels in the country. The structure of the present day education system in India is based on various stages of learning which are discussed below.

Nursery, primary, high school and secondary education

India follows a nursery/pre-primary schooling system as a basis for the first stage of learning which is also known as Lower Kinder Garden (LKG) and Upper Kinder Garden (UKG) respectively. Students need to spend two years of

learning in this system before they can enter the primary schooling system, which covers from 1st class to 2nd class. Minimum age to admit in Class 1 is five plus. This is followed by a middle school program, i.e. 6th class to 8th class and this is followed by a secondary stage school program, i.e. 9th class to 10th class. Generally students complete the secondary school program by 14 to 16 years of age. The majority of the schools teach in regional languages especially in the rural areas. English is used as the common medium in most of the schools located in urban areas.

Apart from state and central governments, which provide free or subsidized school education, the private sector is also involved in presiding over mostly English medium school education, at higher costs. State governments mainly look after the school education system through departments and boards, which also conduct state level examinations for 7th and 10th classes. Therefore, curricula policies and the functioning of schools vary across the country. However, some schools across the country are affiliated to a few well known central boards of secondary education.

After the ten years of high school courses, students who want to pursue higher education are required to spend two years in a junior college, to qualify in 11th and 12th classes through examination conducted by state or central/national level boards. Most of the junior colleges are private, though several are run by state governments. Besides, after high school, there are various options for undertaking vocational or technical training programs of varying durations in mostly private but also publicly run institutions. Of late, there has been the emergence of a large number of internationally oriented schools run by non-government agencies.

Higher education

From this stage onwards, the majority of the Bachelor's degree granting educational institutes teach in English medium, with few exceptions. There are various colleges, universities, and private institutions which offer three-year undergraduate degree programs such as BSc/BA/BCom/BBA, in sciences, humanities, social sciences, arts, etc. (Tables I and II). The majority of the

Sl No.	Universities	Number
1.	Central universities	16
2.	Deemed universities	37
3.	State level universities	320
4.	Affiliating to universities (out of state level universities)	131
5.	Colleges	15,500

Source: University Grants Commission web site

Table I. Data as on 1 January 2002

Sl No.	Type	Break-up of medical colleges	Number of colleges
1.	Arts, science, commerce and learning colleges ^a		11,128
2.	Teacher's training		784
3.	Engineering/technology/architecture		1,077
4.	Medical		1,253
	Allopathy	262	
	Ayurveda	189	
	Homeopathy	141	
	Unani/tibbia	29	
	Dental	142	
	Nursing	122	
	Pharmacy	241	
	Physiotherapy	120	
	Naturotherapy	5	
	Public health	2	
5.	Agriculture		106
6.	Veterinary science/animal science		50
7.	Law		368
8.	Others ^b		671
	Total		15,437

Notes: ^a These colleges are not necessarily exclusive for art/science/commerce courses. Some of the colleges are also offering professional courses like teacher's training, journalism, law, etc. in addition to the arts/science/commerce courses; ^b Includes colleges exclusive for library science, physical education/yoga, music/fine arts, social work, journalism/mass communication, etc. and colleges for which type not available

Source: University Grants Commission web site

Table II. Number of colleges in the country by type: 2001-2002

colleges follow a yearly examination system. This program provides the students with basic knowledge in selected subjects. Besides there are professional's colleges/institutes which provide four-year engineering degrees such as BE and BTech and five-year medical degrees such as MBBS. Professional institutions usually follow semester-wise examination system. The admission processes of these courses are done through various national and state level entrance tests conducted by concerned agencies.

Students who cannot get admitted into such undergraduate degree programs can opt for shorter term full-time or part-time diploma and certificate programs in a variety of technical or vocational areas such as nursing, pharmacy, ITES, etc. Others can opt for vocational certificate programs in a variety of service and semi-skilled areas such as construction, household and repair services, etc., in a variety of public and private vocational training institutions. Students who are unable to complete their high school or junior

college education can acquire a variety of technical, vocational and soft skills through part-time programs in many community colleges, most of which are in the southern states of the country.

After completing a Bachelor's degree students can qualify for admission to a (normally) a two-year Master's degree program either in their undergraduate disciplines, or in a variety of related disciplines for which they may be eligible. Such programs are relatively fewer than those at the Bachelor's level, though they are offered by a similar variety of institutions.

Postgraduate studies comprise Master's degrees, such as MA/MSc/MCom/MTech/MBA/PGDBM/MD, usually of two years' duration. These courses are offered by universities, colleges affiliated to universities, autonomous institutions affiliated to AICTE, and private universities. Admission processes for these postgraduate courses are conducted at institutional level or university level whereas admission to professional courses like MTech/MBA/MD are conducted through various national and state level entrance tests by concerned agencies. Admission depends on performance at Bachelor's level, and in relevant entrance tests and sometimes in group discussions and interviews.

The curricula and quality of both Bachelor's and Master's degree programs are subject to the approval of the University Grants Commission in most disciplines. In professional disciplines such as engineering, medicine, pharmacy, management, etc., the curricula and quality of the undergraduate and graduate programs are subject to approval by relevant central government bodies, or those councils approved by the central government. Students interested in further education can seek admission to two-year MPhil and/or three-five-year PhD programs in various disciplines to gain knowledge in specialized areas.

A significant minority of students admitted in MPhil and PhD receive some financial assistance/scholarships/assistantships/freeships/fellowships, etc., mostly from government or university sources. A smaller proportion of students at the Bachelor's level can also be eligible for similar financial assistance. Increasingly, the commercial banks are offering educational loans to deserving students for higher education at all levels. It is also significant to note that admission to Bachelor's, Master's MPhil and PhD programs in all government aided institutions are subject to reservation requirements for officially identified backward/marginalized sections of the population.

Management education

Management education in India is barely 50 years old. It began in the 1950s as a part-time education for practicing executives, and full-time management degrees offered by a few universities. Later, in 1962, the Government of India established the Indian Institute of Management at Calcutta and Ahmedabad in collaboration with the Sloan School of Management, MIT and the Harvard

Business School respectively. A full-time two-year postgraduate degree program of international quality in management was launched at IIMs in India. Soon several commerce departments in universities repackaged their curriculum to offer an MBA degree. By 1990, 82 university based departments and schools of management were functioning in the country. Another IIM was established at Lucknow in 1986 and later at Indore and Kozhikode. As of now, India has close to 1,100 institutions for higher education in management. In the last few decades, since 1991, the number of MBA programs offered has registered 800 percent growth, BBA 19 percent, but PhD in management a meager 4 percent in the country.

Management education courses start at undergraduate level, as a three-year Bachelor Degree in Business Administration (BBA), offered in some colleges in the country. This course provides basic knowledge about management concepts and business structure and follows a yearly/semester-wise examination system. This is followed by two years' Postgraduate MBA/PGDBM programs. MBA and PGDM education is currently available through residential, full-time, and distant education modes. Most B-Schools follow a semester or trimester examination system. The object of this course is to train the graduates to become managers in corporate sectors in different fields such as marketing, human resource, finance, operations, foreign trade, and selected sectoral areas, etc. The curriculum first year gives more emphasis on general subjects in various areas of management such as business law and ethics, managerial economics, finance, OB-HR, principles of management, marketing, quantitative methods, IT in management, etc. In the second year students can opt to specialize in selected functional areas in which they have had foundation courses in their first year. Postgraduate full-time management programs invariably require students to undertake seven-eight weeks of summer internship, and final MBA project work. Increasingly, the programs also emphasize behavioral and soft skills. The institutions usually have strong placement cells. Admissions to postgraduate programs in various schools are done through various entrance tests like CAT/MAT/ATMA/XAT/ICET and own tests conducted by universities.

Apart from formal degree programs in management/business administration, a variety of short-term postgraduate diploma and certificate programs are being offered for aspirants unable to access the formal full-time degree programs. These part-time programs are mostly being offered by distance education institutions in the public and private sectors, or through evening/weekend based programs by private/autonomous institutions.

Several universities and well-known autonomous institutions offer three-five-year Doctoral and equivalent Fellow programs in management (FPM). Admission is based on performance at Master's level and Doctoral admission tests and interviews.

Indian business/management schools are broadly classified as:

- Autonomous schools which are affiliated to the Ministry of Human Resource Development and All India Council for Technical Education (AICTE) (under Ministry of HRD, Government of India), such as the Indian Institute of Management (Six-IIMs), XLRI, SP Jain, XIM, Fore School, IIFT, etc. to create professional managers for the corporate world.
- Management schools and departments in universities come under the purview of the national university education system. These departments are regulated and monitored by the University Grants Commission. Central universities are wholly funded by the UGC, while state universities are funded by state governments and partially by the UGC.
- University-affiliated colleges are also guided substantially by the processes and rules of the universities.
- Private universities/institutions which are sponsored by various societies/trusts/corporate bodies interested in promoting educational venture in the country are playing an increasing role in management education.

Various agencies are conducting surveys every year to rank the top 100 Business Schools in the country. Such national surveys consider the following parameters to assess the quality of output of the Business Schools: academic infrastructure (classrooms, hostel, library, computers); faculty, research, consultancy and MDP; placement and industry interface, networking, among others.

Accreditation

AICTE and the University Grants Commission are the statutory bodies for planning, formulating norms and standards, quality assurance, funding of priority areas, monitoring, and evaluation, besides authorizing and approving new institutions and size of intakes, and ensuring coordinated and integrated development of technical and higher education in the country. Apart from the above official recognizing bodies, some schools have tie ups with foreign schools / universities for norms and standards.

The Association of Management Development Institutions in South Asia has recently evolved the South Asian Quality Assessment and Accreditation System (SAQS), in cooperation and collaboration with EFMD and AACSB. Three well-known schools in South Asia (two in India and one in Pakistan) have participated in SAQS. Another seven schools from India, Pakistan, and Bangladesh have applied for SAQS assessment and accreditation in the second phase. An independent group of eminent and well-trained Peer Reviewers from the South Asian countries supported by EFMD participate in it.

Issues faced by business/management schools

Business and management schools in India are facing a diverse set of issues, including shortage of suitably academically qualified faculty. As of now, with 70,000 graduates studying MBA, business schools require a minimum of 7,000 MBA/PhD qualified faculty. However, such members are not available. Apart from the inadequate number of sanctioned faculty positions, business schools are forced to rely on visiting faculty who may have the experience but not necessarily the required academic background. This affects the quality of management teaching as well as research across schools.

In many schools, curricula are not frequently revised and updated to make them more suitable for the emerging job market. New trends in management theory and practice are inadequately incorporated in most schools' curricula. Several schools do not have an adequate infrastructure, particularly the relevant print or electronic sources in the library, computer facilities, etc., which is also a matter of concern. The effectiveness of placement facilities also varies significantly across schools.

From medium and long-term perspectives, another relevant issue is the inadequacy of good faculty research and publications. Only the top 20-30 schools produce a credible research and publications output. Relative lack of innovation in pedagogy creates managers who are more likely to take routine decisions as risk-averse followers of the beaten track, rather than as risk-takers and leaders.

In the coming decades, therefore, improvements in the overall quality of higher education and knowledge base in management will remain an issue of major concern in the country.

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