International Journal of Latest Engineering Research and Applications (IJLERA) ISSN: 2455-7137

Volume – 03, Issue – 03, March 2018, PP – 13-23

Is Indian Management Education Productive - An Analysis of Faculty Contribution?

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Abstract: Management education, a result oriented profession, is one of the most important components of Indian Higher Education system. It is expected to deliver knowledge strengthened management students to get absorbed in any kind of business enterprise and contribute their knowledge for the sustenance and growth of that business enterprise. In the past there were a few management institutions, most of which were directly under the government control. With the advent of New Economic Policy (NEP) and post 1991, a mushroom growth of management institutions, largely promoted by corporate sector have come in to existence. It is an established phenomena that qualified and competent faculty are the live wires for any professional institution and management institutions are no exception. Faculty are the brick and mortar for the institution and are responsible for transferring the desired levels of knowledge, molding and delivering competent student leaders to take up positions in an enterprise of their choice and lead that enterprise as a successful entity in an ever growing competitive environment. It is in this context, the present study "Is Indian Management Education Productive - An Analysis of Faculty Contribution?" was undertaken. The study findings indicate that all is not well with the Indian Management Education being productive, particularly so with non accredited colleges, which are larger in number and heave higher intake approval from All India Council for Technical Education (AICTE), than the accredited colleges.
Key words: Management, Education, Knowledge, Competent, Faculty, productivity, environment

1. Introduction:

"Management Education"is a comprehensive teaching of all the essential business disciplines with a strong focus on students. Management Education [1] is an academic discipline by which students are taught to be business leaders, managers and university professors in business education. Through theory and practical approach management education developsamong students the desired leadership capabilities.

The "Management Education" has two words, "Management" and "Education", each of thembearsa significant importance in the results expected from Management Education.

"**Management**" defined, by Wikipedia [2], as an "administration of an organization, whether it is a business, a profit or a not-for-profit organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees to accomplish its objectives.

Fredmund Mallik [3] (2013) defined "Management" as "the transformation of resources in to "Utility". Utility is explained as the measure of utilitarian value a customer derives from a product or service at a cost.

Considering Management made of "manage", "men" and "t", "**management"** means "manage"

M	**A**	**N**	**A**	**G**	**E**	→	**M**	**E**	**N**	→	**T**	→	**Technically**	**1st Level**
manage							**men**				**t**		**Tacitly**	**2nd Level**
													Tactfully	**3rd Level**

(orient) "men" (human resource) through "t" i.e.from "Technical" (skill) to "Tacit" (time bound) to "tactful" (Transform from aptitude to attitude). Therefore, management, to be Productive, will comprise three levels, in succession, as described below:

Level 1: Managing men technically to orient qualified skilled personnel to meet the quantity and quality requirement of the product as demanded by market. This level is addressed as "**Efficiently Productive**",

Level 2: Managing men tacitly to orient the personnel to meet the market demand on time in addition to quantity and quality, foe survival in competitive market environment.This level is addressed as "**Effectively Productive**", and

Level 3: Managing men to transform people from a level of "aptitude" to "attitude", to meet the demand for a product or service in an ever changing competitive global environment. This level is addressed as "**Entrepreneurially Productive**".

"**Education**" as defined, by Wikipedia [(4)], is the process of acquisition of knowledge, skills, values, beliefs, and habits by a student from learned and competent faculty. These enlightened students should be productive enough to transform the knowledge and skills to the betterment of a business enterprise they chose to join. In this context, the word "**Education**" is interpreted as:

E	**D**	**U**	**C**	**A**	**T**	**I**	**O**	**N**
means	means	means	means	means	means	means	means	means
Excellent	**Dwelling**	**Universe**	**Continued**	**Actions**	**Transcend**	**Inherent**	**Opportunities**	**Nature**
	in the	through	improvement in	to			of the	

As stated earlier, management education is an academic discipline where students are molded to become business leaders. In this context, faculty need to be learned leaders of a College, where the word "**College**" is interpreted as:

C	**O**	**L**	**L**	**E**	**G**	**E**
means	means	means	means	means	means	means
Commitment	**of**	**Learned**	**Leaders**	**Educate**	**Glorious**	**Entrepreneurs**
			to	and deliver to the market		

It means the management education needs to deliver graduates who are not only "productive" enough to get a better position but they need to be also "Entrepreneurially Productive" enough to achieve the ultimate objective of management education. "**Productive**" is an adjective [(5)],having the power of "Producing", "Generative" and "Creative". The word "Productive" is explained as below:

P	**R**	**O**	**D**	**U**	**C**	**T**	**I**	**V**	**E**
means	means	means	means	means	means	means	means	means	means
People	**Resources**	**Output**	**Deliver**	**Under**	**Circumstance**	**Time**	**Innovate**	**Value**	**Economy**
mold	to convert	and	to market	any	on	and	to create	with	

The applicability of Productive to Production and Education System is detailed below:

Words	**As applicable to Production System**	**As applicable to Education System**
People	Skilled Employees who mold	Knowledgeable Faculty who mold
Resources	Materials using Machine, etc.to	Students using Infrastructure etc. to
Output	Quality Product which is	Enlightened Students who are
Deliver	Delivered to the Market	Delivered to the Business Enterprises
Under	Under any	Under any
Circumstance	Competitive Parameters on	Competitive Parameters on
Time	Time with	Time with
Innovative	Innovative Actions in Creating	Innovative Actions in Creating
Value	Value to the Customers with	Value to the Business Enterprises with
Economy	Economy	Economy

The Personnel (Skilled Employees) and Resources (Machines, Materials, Money and Energy) of the production system are, generally, addressed as "Factors of Production" to deliver the "Utilitarian Value" or "Productive Benefit" to market. Similarly in Education System, the factors such as Faculty, Infrastructure and Students are addressed as "Factors of Education "or"Productive Benefits" delivered to the business enterprises.

The Indian Management Education system, in the last two decades, has witnessed a phenomenal change and growth. Prior to 1990, there were a few management institutions, including IIMs, Universities, and IITs etc. which were all owned and governed by government. Post 1992 and adoption of New Economic Policy by Government of India, witnessed a mushroom growth of management institutes, established mostly by corporate

sector. Even foreign institutes have set up their branches in India. Post 2005, several deemed to be universities with approval of University Grants Commission (UGC) were established. These developments have undoubtedly created vibrant and volatile environment and therefore being entrepreneurially productive is the only alternative strategic weapon for the management institutes. In such a never static and ever dynamic environment, the faculty of management institutes play a crucial role in maintaining the quality education for the stability and growth of institution.

It is in the above context, the study "**Is Indian Management Education Productive - An Analysis of Faculty Contribution?**" was taken up.

2. Literature Review:

- ASSOCHAM(2016) study [6], titled "Blow to Business Schools" (2016), stated that barring a handful of top business schools like the government run IIMs and other few, most of 5,500 B schools in the country are producing sub-par graduates who are largely unemployable. Further, it stated that only 7 per cent of the pass-outs are actually employable. The reasons identified include the decay in standards such as "Education Quality", "Quality Infrastructure", "Quality Faculty" etc.
- Prof. Ravi [7] (2015) in his article "The Status of Management Education in India" observed that, management education is growing very rapidly in India by establishing number of management universities, colleges and B-schools. However, if they have to make meaningful contributions to business education, they must be rooted in high "Quality Management Research". Today the management education is largely suffering to bridge the gap between industry and academics. Most of the institutes lack "Practical Oriented Teaching Methods".
- Shubhendu S. Shukla [8] (2013) in the article "Management Education in India -Issues and Concerns" observed that present corporate world is full of competition as new technologies are emerging every day and everything is turning towards globalization. In such challenging situation, young managers possessing management degree for their survival need to be "Efficient Managers". The major issues in this context that need to be developed and practiced by the management institutes are: "Ensure availability of Quality Faculty", "Promote Research Culture", conduct "Faculty Development Programs", Develop and enhance "Interaction with Industry" etc.
- Balaji [9] (2013) in the article titled "Trends, Issues and Challenges in Management Education" stated that Management education adds value to the existing qualifications which include helping students irrespective of their domains in graduation, enhances managerial and leadership skills etc. However, the management education in India has certain draw backs, which include "Insufficient availability of specialized experts and qualified faculty". The courses remain too theoretical and do not equip students with the right "Attitudes, Skills and Knowledge (ASK)", students are not properly educated either to fit the industry requirements or to be "entrepreneurial "to start and grow up small and medium companies.
- Vijay Kant Patil [10] (2012), in the article titled "Management education in crisis" stated that the element of professionalism, an important ingredient towards building managers is not taught by institutions imparting management education and communications skill for students from rural areas is like climbing the Himalayas. The institutes approved by the All India Council for Technical Education (AICTE), takes the major share among all the management education institutes. The lapses of AICTE are: "Mushroom Growth of Institution in a very Short Period", "Undue Increase in Intake". The basic aim of these Institutions to Earn quantum of Money at the Cost of Quality Education".
- Sweta Jah etal [11] (2012) in their article titled "Management Education in India: Issues & Challenges" stated that B-schools in India are facing multiple issues such as: "ProliferationofB-Schools", "Quality of Education", Faculty shortage", "Governance" and "Accountability".
- Goutam G. Saha [12] in his article titled "Management Education in India: Issues & Concerns", observed major issues are "Assurance of Quality Faculty", "Promote Research Culture". "Faculty Development Programs" etc,
- S.L. Rao[13] (2009) in his article "The problem with management education in India" - quoted that management schools are not up to the challenge of providing able recruits to companies due to the reasons such as many of the management schools recognized by the AICTE have "Minimal Faculty", "Faculty have little Practical Experience", "Faculty Undertake Little Quality Research", "Management schools don't allow themselves to be Rated".
- Maheshwari [14] in her article "Management Education: Current Scenario in India "stated that "Diminishing quality in teaching is one prime factor attributed to this decline of education standard in India. There is also lack of meaningful research in the Indian colleges and universities"

- Chanakya [15] (2008) quoted "Laalayet pancha varshaani dasha varshaani taadayet Praapte tu shodashe varshe putram mitravadaacharet", the English meaning is "Indulge a child for the first five years of his life, for the next ten years deal firmly with the child and ones the child is sixteen, treat him as a friend". It is so because the child develops decision making capacity due to higher maturity levels. Further, the present day's development in Information Technology further spurns the maturity to higher levels. To transfer the desired knowledge among these students, the faculty need to possess superior knowledge and transfer through innovative teaching pedagogy.

The above literature review supported the study objective "**Is Indian Management Education Productive - An Analysis of Faculty Contribution**?"

3. Research Methodology:

The research methodology comprised the following:

1. Defining Primary and Secondary sources of information
2. Secondary source of information included the literature review, journals and websites etc which will facilitate to define the study objective,
3. Defining Parameters for the study,
4. Based on the parameters, designing a Questionnaire for generating primary source of information,
5. Defining Sampling Techniques
6. Data Collection, Collate & Tabulation,
7. Summarizing the findings of the study, and
8. Drawing Conclusions and Suggestions.

Management education needs to be entrepreneuriallyproductive and much depends upon the faculty of the management institutes who are responsible for delivering entrepreneurially productive students to business enterprises. Identifying the right faculty, appointing the faculty in the right position at right time is the prime responsibility of Management of an Institute. One's the faculty joins, it is the faculty who defines the future of the institute and become the live wire for the institute's sustenance and growth. The major role of faculty lies in shaping and molding the students in such a way that they are accepted by business enterprises. Further, in order to build the entrepreneurial qualities, the faculty need to continuously update their knowledge by involving in quality research and take up consultancy and training & development programs. Accordingly, the following parameters are considered for the study.

i. Qualifications and Experience,
ii. Teaching Pedagogy and Techniques adopted,
iii. Paper Publications,
iv. Participation in Seminars/Conferences,
v. NET/SLET qualified,
vi. Advances made in updating qualifications,
vii. Contacts with Alumni,
viii. Conducting Training & Development programs,
ix. Involvement in Research and Consultancy activities.

Questionnaire was designed based on the parameters. The Questionnaire, attached at the end, is structured with close ended questions. Sometimes ranking technique was also used, wherever required.
The secondary source of information was from literature, journals, websites etc.
Random sampling technique was used to obtain the responses from faculty belonging to different colleges, mostly through mails and in some cases through personal discussions. Totally 25 faculty members, from 12 Colleges, responded.

The data, thus obtained, was collated, tabulated and analyzed to draw conclusions and suggestions
Some additional information such as colleges in the sample which were accredited and non accredited along with respective intake capacities approved by AICTE was collected from AICTE website. The details are given at Tables 24 and 25.

4. Data Analysis:

The profile of sample, 25 faculty, with regard to their positions, gender and qualification wise spread of these 25 faculty, is respectively given at Tables- 1 and 2.

Table-1

Faulty Profile - Position and Gender

Designation	Mal-e	Female	Total	%
Professor	1	Nil	1	4
Associate Professor	7	5	12	48
Assistant Professor	7	5	12	48
Total	15	10	25	100s

Inference: While four percent of faculty are in the cadre of Professors, 48% of faculty each are in the cadre of Associate and Assistant Professors

Table- 2

Faulty Profile = Qualification wise

SN	Qualification	Respondents	%
1	PhD	9	36
2	(PHD)	4	16
3	MBA	25	100
4	JRF	2	8
5	NET	5	20
6	5SLET	1	4

Inference: 36% faculty have doctoral degree, 16% are on their journey to get doctoral degree and only 24% are NEI/SLET qualified.

.Table- 3

Subject Allocation as per Faculty Choice

SN	Parameters	Response	%
01	**Most Often**	12	48
02	**Periodically**	4	16
03	**Some Times**	Nil	Zero
04	**Never**	Nil	Zero

Inference: The analysis infers that "Most Often" the subject allocation is as per the choice of the faculty.

Table-4

Teaching Pedagogy Adopted by Faculty

SN	Parameters	Response	%
01	**Theoretical**	15	60
02	**With Examples**	13	52
03	**Sometimes Case Study**	13	52
04	**Complete Case**	1	4

Inference: Majority of the faculty deliver lectures theoretically, followed equally "With Examples" and "Sometimes Case Study"

Table- 5

Techniques of Teaching

SN	Parameters	Response	%
01	**Chalk and Talk**	12	48
02	**PPTs**	11	44
03	**Scoreboard**	6	24
04	**All of these**	7	28

Inference: Most of the faculty teach using "Chalk and Talk "and also "PPTs".

Table- 6

Adopted Innovative Teaching Methods

Positive Response	%
3	12

Inference: Very few Faculty adopt Innovative Teaching Methods

Table- 7
Advance to Higher Qualifications

SN	Higher Qualification	Response	%
01	MBA	8	32
02	M.Phil.	Nil	Zero
03	PhD	4	16

Inference: While 32% gave positive response to "MBA", only 16% responded for "PhD".

Table- 8
Utility of Higher Qualifications

SN	Utilization of Higher Qualification	Response	%
01	Great Extent	15	60
02	Some Extent	1	4
03	No Change	Nil	Zero

Inference: Majority of the respondent positively responded that "Higher Qualification does deliver benefits to a Greater Extent".

Table- 9
NET/SLET Cleared

SN	NET/SLET	Response	%
01	Yes	6 (2 JRF)	24
02	No	12	48

Inference: Most of the faculty are not "NET/SLET Qualified", only six are qualified and from these six two are JRF qualified.

Table-10
Paper Publications

SN	Published Papers	Response	%
01	Yes	12	48
02	No	7	28

Inference: Most of the faculty have "Paper Publications".

Table-11
Support from Management for Paper Publications

SN	Published Papers	Response	%
01	Full	12	48
02	Partial	3	12
03	No	4	16

Inference: Most of the faculty positively endorsed that there is "Support from Management". For publishing papers.

Table-12
Participation in Seminars/Conferences

SN	Published Papers	Response	%
01	Yes	16	64
02	No	2	8

Inference: Majority of the faculty do "Participate in Seminars/Conferences".

Table-13
Paper Presentations in Seminars/Conferences

SN	Presented Papers	Response	%
01	Yes	5	20
02	No	1	4

Inference: Small number of faculty gave positive response for "Paper Presentations in Seminars or Conferences".

Table-14
Sponsored by Management for Participation in Seminars/Conferences

SN	Support from Management	Response	%
01	Yes	8	32
02	No	10	40

Inference: Most of the respondents positively responded that there is no "Support from Management"

Table-15
Participation in Activities other than Teaching

SN	Participate in other Activates	Response	%
01	Yes	11	44
02	No	1	4

Inference: Most of the Faculty are involved in institutional activities other than teaching

Table-16
In Contact with Alumni

SN	Contact with Alumni	Response	%
01	Yes	9	36
02	No	8	32

Inference: Not many Faculties are in touch with Alumni.

Table-17
Knowledge Contribution

SN	Knowledge Contribution	Response	%
01	Very High	1	36
02	High	9	36
03	Satisfactory	9	4
04	Moderate	Nil	Zero
05	Average	Nil	Zero

Inference: Faculty feels that knowledge contribution is from "High" to "Very High"

Table-18
Alumni Seeking Advice

SN	Advice to Alumni	Response	%
01	Quite Often	2	8
02	Sometimes	13	52
03	Never	Nil	Zero

Inference: Faculty feel that the Alumni rarely seek the advice from them.

Table-19
Alumni Invitation for Special Lectures

SN	Alumni inviting Special Lectures	Response	%
01	Yes	6	24
02	No	10	40

Inference: From among the responded faculty only 24% responded positively that they have been invited for special lectures by Alumni.

Table-20
Guiding PhD Scholars

SN	Guiding PhD Scholars	Response	%
01	Yes	3	12
02	No	14	56

Inference: Majority of the Faculty don't guide "PhD Scholars".

Table-21
Functioned as Consultant

SN	Involvement in Consultancy	Response	%
01	**Yes**	8	32
02	**No**	11	44

Inference: Few Faculty functioned as "Consultant and larger Faculty negatively responded.

Table-22
Consultancy - Individual

SN	Individual	Response	%
01	**Yes**	2	8
02	**No**	3	12

Inference: Very few Faculties are individually responsible for generating "Consultancies"
.

Table-23
Conduct Training & Development Programs

SN	Conducting Training & Development Programs	Response	%
01	**Yes**	3	12
02	**No**	6	24

Inference: Very few Faculty Conduct "Training & Development Programs"

Table- 24
Sample Profile w.r.t Experience& Qualifications - Accredited & Non-Accredited Colleges

SN	Years of Exp.	Total	Accredited				Non - Accredited			
			MBA	NET/SLET	(PhD)	PhD	MBA	NET/SLET	(PhD)	PhD
1	**1 to 5**	6		1			5			
2	**6 to 10**	7			1		3		2	1
3	**11 to 15**	Nil								
4	**16 & above**	12	1		1	8	2			
5	**Total**	25	1	1	2	8	10		2	1

Inference: While all the faculty are MBA qualified, only 36% are doctoral degree holders, are 16% are in the process to be qualified for doctoral degree. Further, while only 8% faculty are JRF qualified, 12% and 4 % are respectively NET and SLET qualified. Taking in consideration of accreditation and non-accreditation, there are 8 PhD holders and all six NET(JRF)/SLET qualified faculty belong only to accredited colleges whereas only one PhD degree holder from non-accredited college.

Table- 25
Intake Capacity Approved by AICTE

SN	Intake	Accredited	Non-Accredited
1	60	1	Nil
2	120	3	2
3	180	Nil	4
4	240	2	Nil
5	Total	900	960
6	%	48.4%	51.6%

Inference: It is observed that non- accredited colleges, six in number, have 960 in take capacity i.e. 51.6%, or otherwise on an average of 160 students intake by each of these six colleges. On the other hand, the accredited colleges, six in number, admit only900 students and percentage wise it is 48.4% with an intake of 150 only on average per college.

5. Summary of Findings:

The summary of findings of the study is tabulated at Table- 26.

Table-26

Summary of Findings

SN	Parameters	Summary
01	Allocation of Subjects	"Most Often" the subject allocation is as per the choice of the faculty.
02	Pedagogy	Majority of the faculty deliver lectures theoretically, followed equally by "With Examples" and "Sometimes Case Study".
03	Techniques for Teaching	Faculty teach using "Chalk and Talk "and "PPTs" techniques
04	Innovative Methods for teaching	Very few Faculty adopt Innovative Teaching Methods
05	Advancing in Qualifications	While 32% gave positive response to "MBA", only 16% responded for "PhD".
06	Utility of Higher Qualifications	Majority agree that "Higher Qualification does deliver Greater Benefits".
07	NRT/SLET	Only 24% are qualified and 8% are JRF qualified.
08	Publications	Most of the faculty are involved in "Paper Publications".
09	Management Support for Publication	Most of the faculty positively endorsed "Management Support".
10	Participation in Seminar/Conference	Majority of endorsed "Participate in Seminars/Conferences".
11	Paper Presentation in Seminar/Conference	Small number positively responded.
12	Management Support in participation Seminars/ Conferences	Most of the respondents negated "Support from Management"
13	Activities other than teaching	Most of the Faculty involved in non-teaching institutional activities.
14	Touch with Alumni	Not many Faculties are in touch with Alumni.
15	Knowledge Contribution	Faculty responded knowledge contribution is from "High" to "Very High"
16	Invitation from Alumni	Most of the Faculty negated.
17	Alumni seeking Advice	Faculty negated the Alumni seeking advice from them
18	Guide "PhD Programs	Majority of the Faculty gave negative reply.
19	Consultancy	Few Faculties functioned as "Consultant".
20	Revenue Generation	Very few Faculty are responsible for generating "Consultancy "on individual basis.
21	Training and Development.	Very few Faculty Conduct "Training & Development Programs"

6. Conclusions:

The summary of findings concludes that the contributions of faculty to the management education to be Productive aremeager.

7. Suggestions:

The suggestions proposed are in three categories viz; Faculty, Management of College and Regulatory bodies:

i. **Faculty**:

- Faculty play pivotal role in building a holistic personality in the student, in addition to transformation of knowledge, who will then be the back bone for the development of a business enterprise. Therefore, the faculty should have the right knowledge and experience. They need to update their knowledge and experience continuously.
- The faculty need to develop the art of transmitting the knowledge to the students by matching the "**Three "As" Process**". The three As are the starting letters of the three words "**Acquisition**", "**Assimilation**" and "**Application**". Acquiring involves the way the students receive the knowledge from the faculty and understand it, which largely depends upon the teaching pedagogy adopted by the Faculty. Assimilation is the process of integrating the knowledge of different subjects that were delivered to the student by their expert faculty, which in turn would lead to award the professional qualification to the students. Application is the way the students use the assimilated knowledge to position themselves in a competitive market. Since each batch of students is with different back ground, faculty need to adopt new pedagogy to build the desired three As among the students, since good acquisition will lead tobetter assimilation which would in turn would lead to stronger application.
- Faculty, need to publish articles through innovative research, and involve themselves in consultancy and training & development activities, the cumulative effort results in building up higher academic values.to be recognized and honored by the Academia at large. In this context, it may not be out of

place to state the quote of Chanakya,"Vidwatwancha nripatwancha naivatulyam kadachana, swadeshe poojyate raja, vidwan sarvatra poojyate" the English meaning of which is: "Scholarship and Kingship can never be equated. A King is respected in his own kingdom whereas a Scholar is respected everywhere". Therefore, Faculty need to be always "Scholarly" in their life time as faculty.

- Faculty must be in touch with their Alumni, wherever and whatever Alumni are for mutual benefits.
- Faculty need to adopt a time bound academic progress to build up on a continuous basis "Superior Academically Valuable Career" (SAVC). Proposed below at Table- 27,year wise academic progression for faculty.

Table-27
Academic Progression with Experience

SN	Experience	Academic Progression
1	1 to 5 Yrs.	Consolidate as a faculty, understand the role and its utility and complete the NET/SLET qualifications. Simultaneously start publishing articles. Register for PhD.
2	6 to 10 Yrs.	Complete the PhD program. Publish articles related to the thesis.
3	11 to 15 Yrs.	Continue to publish with greater wisdom and insight in the field of specialization. Develop the art of being more innovative. Conduct training programs for industry executives and faculty development programs. Involve in organizing Seminars and Conferences on contemporary topics.
4	16 Yrs.& Above	Take up consultancy and continue to focus on research, while continue to be a cherished academician and administrator.

ii. **Managemen**t:

- Institute's management need to change from their cash making mindset to lend its shoulder of responsibility for the betterment of the Society at large.
- Management must accept the "Accreditation" as a strategic tool to build confidence in the society which in turn will lead to higher materialistic benefits.

iii. **Regulatory System**:

- The regulatory system in India comprise of AICTE, the University which grants affiliation to colleges, State Council for Higher Education and University Grants Commission (UGC). These regulatory bodies need to be honest and strict in adopting the rules and regulations in granting permissions to set up or continue the existing institutes and approving intake capacity.
- AICTE grants NBA (National Board of Accreditation) and UGC grants accreditation for NAAC (National Assessment and Accreditation Council), based on certain parameters. Accreditation should be used a yardstick for assessing the Institutes by any of these regulatory bodies.
- While all faculty possess MBA qualification, only Nine (36%) are doctoral degree holders, Four (16%) are in the process to be qualified for doctoral degree.Of these nine PhD holders, only one faculty is from non-accredited colleges.
  Further, two, three and one faculty respectively are JRF, NET and SLET qualified and all these faulty are from accredited institutions only..
- Further, analysis from Table-25 reveals that while the accredited colleges, are given an approval for an intake of 150 per college on an average, the non-accredited colleges are given approval for an intake of 160 students per college on average by AICTE, which is definitely a grave anomaly, which needs an urgent attention and remedies are needed to be addressed on priority by AICTE before alarm bells start ringing.

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