



B-SCHOOLS IN INDIA: RE-ENGINEERING IS THE NEED OF THE HOUR AN ANALYSIS BASED ON LITERATURE REVIEWS

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Abstract

B-schools in India are mushrooming like never before. But, at the same time many advocates that education is also losing its magnetism because of a number of much considerable reasons. Because of the unique crisis of relevance facing by the B-School across globe it is essential to bring all aspects of management education right from management aspirants and faculty to management and infrastructure including industry relevance to bring under critical scanner. This study aims at finding out from literatures the main building blocks to the growth of management education in India and what are the different indicatives which should be adopted by the B-schools to revitalize the charm of management education. From the review of literature it is clear that main building block are unclear vision, mission and the management philosophy, unclear idea about the aspirants, Governance and accountability, unsuitable pedagogy, and Gap between the management education and the industry expectation. Re-engineering process is also emphasized in the paper to bring the desired changes in the management institutes to sustain in the globalised world and add meaning to the education industry. This could be the way to bridge the gap between institutes delivery and industry expectation.

Key Words: *Management Education-schools, Re-engineering, Building-Block, Industry.*

INTRODUCTION

Education is an important determining factor of social development which is in turn gradually becoming the primary contributing factor of holistic growth of the knowledge economy. Depending on different predictors, India is increasingly advertised as an emerging knowledge economy which is mainly dominated by service sector needs based on knowledge workers. In such a demanding arena institutes of higher learning especially Business Schools (B-schools) have a critical role to play in the foundation of knowledge and supply of knowledge workers. In India, higher education especially management education is observing a multifold growth in terms of number of institutes of management education which are termed as Business Schools or in short B-schools.

Management represents the professional administration of business concerns, public undertakings, institutions and organizations of all kinds and efficient utilization of resources for optimizing benefits to all stakeholders. Management education which was originally conceived as an elite educational tract dedicated exclusively to business (and more precisely to big corporations), found itself confronted with an ever growing demand from millions of individuals seduced by the promise of a better future ,or forced into entrepreneurship and management by evolution of markets (Kozminski, 2010). In 21st century India has witnessed a deep change in educational system where management education has become one of the most sought after option. As a result private sector has entered in management education and invested an enormous amount for this. At present there are more than 4,000 management education courses of different institutes which are approved by AICTE (All India Council for Technical Education). But, in the flipping scenario management education is also losing its magnetism because of a number of much considerable reasons. Therefore, the need of the hour is to consider the fact that the present day scenario demands management of education itself in the B-schools to ensure that they actually deliver what they proclaims i.e. to provide quality management education. Because of the unique crisis of relevance facing by the B-School across globe it is essential to bring all aspects of management education right from management aspirants and faculty to management and infrastructure including industry relevance to bring under critical scanner.

HISTORY AND GROWTH

The history of management education in India dates back to the late 1940s. In 1948, Indian Institute of Science (IISc), Bangalore had set up the first department of management which offered courses only in economics and social sciences. Soon, management courses began to be offered by the already running institutions and formalization of management education has stated. Some of these institutions were XLRI School of Business and Human Resources, Jamshedpur (1949) and Indian Institute of Social Welfare and Business Management, Kolkata (1953). In the 50s' management development took place largely through short-term management programs for senior administrators and managers, run jointly by the Sloan School of Management, MIT, and the All India Management Association (AIMA) during summer in Kashmir (Report and Recommendations of the Committee to Review the Functioning of IIM, 1992). The institutes which started the full time



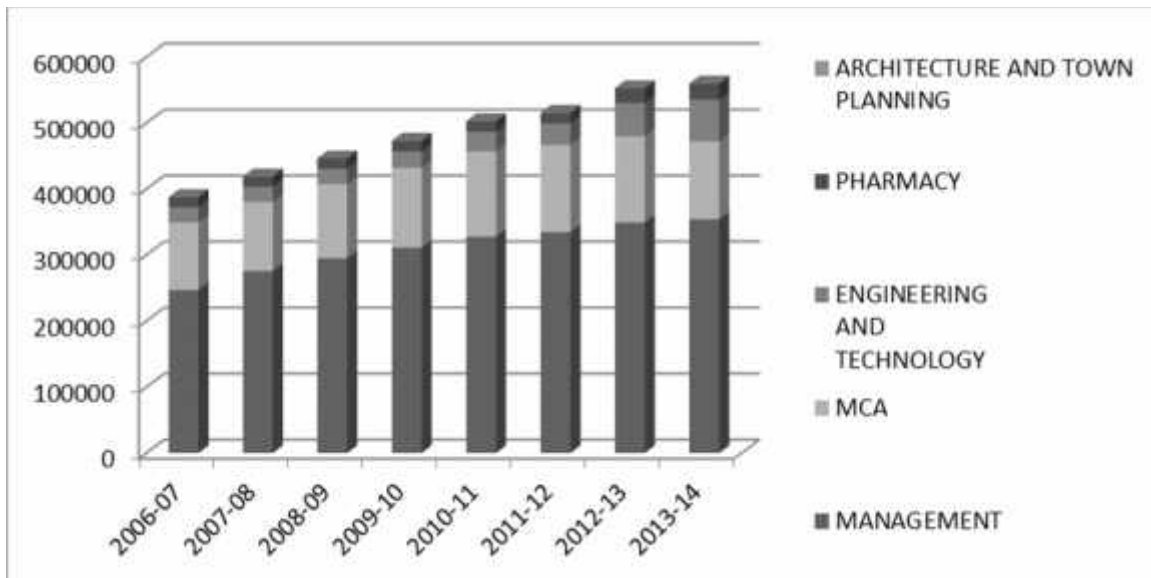
MBA program in the 1950s and 60s are Delhi School of Economics (1954; which later on was passed to the Faculty of Management Studies under University of Delhi), Department of Commerce and Management, Andhra University (1957), Motilal Nehru Institute of Research and Business Administration, Allahabad University (1965), Faculty of Management Studies, Banaras Hindu University (1968) etc. This brought in an era of merging of the streams of commerce and humanities with management with establishment of departments of management in the Universities. Parallel to this was the setting up of Indian Institutes of Management (IIMs) which are the most sought after institutes of management in the country. IIM-Calcutta is the oldest IIM in the country set up on November 1961, followed by the establishment of IIM-Ahmadabad on December 1961 in collaboration with Sloan School of Business and Harvard Business School respectively. Now, India already has eleven functional IIM. Apart from IIMs management education is offered by government and private university's own department in campus, affiliated colleges, technical universities. Moreover autonomous institutes approved by AICTE, universities are running distance education program and open mode like IGNOU, Delhi University, ICFAI and many more. Furthermore, recognized institutes and universities are also running executive management program for the working professionals. Growth of management education is breaking all records in the education history as seen in the following table and the subsequent graph.

Table 1: Growth of post graduate technical education in India

Year	Management	MCA	Engineering And Technology	Pharmacy	Architecture And Town Planning	Total	Added In Year
2006-07	247201	102046	23100	15570	154	388071	26359
2007-08	275666	104604	23147	15793	154	419364	31293
2008-09	295052	112137	23431	15905	174	446699	27335
2009-10	311129	121162	24799	16016	212	473318	26619
2010-11	328057	128695	30014	16083	231	503080	29762
2011-12	334865	131892	32585	16194	231	515767	12687
2012-13	349369	130432	50555	22400	364	553120	37353
2013-14	354421	117673	63430	24096	606	560226	7106

Source: http://www.aicte-india.org/downloads/Growth_Technical_Institutions_310514.pdf#toolbar=0

Growth of post graduate technical education in India



Source: http://www.aicte-india.org/downloads/Growth_Technical_Institutions_310514.pdf#toolbar=0



Based on the differences mentioned above, the business schools in India can be classified into six categories. These categories are as listed below (Manimala, 2006):

1. Indian Institutes of Management (IIMs) set up by the Government of India.
2. University departments of management studies.
3. Colleges (government or private) affiliated to universities.
4. Private or government institutes approved by the All India Council for Technical Education (AICTE).
5. Private colleges or institutes not affiliated to any universities nor approved by AICTE.
6. Private colleges or institutes offering MBA courses in India in collaboration with foreign universities, where the degree is awarded by the foreign university.

PRESENT SCENARIO

From the history and growth pattern it is evident that India has seen a mushrooming growth in various sectors since 1990s with many Multi-National Companies making its entry to India, which in turn has created job opportunities which require ready to jell in graduates to fit into their demanding work culture. To meet the demand of B-School graduates a flourishing number of management schools have opened up in the past decade or so. The enrollment capacity of management education in India has crossed 385000 a year, but of those institutes only a handful of them features in the top 100 B-schools in the world. In an interview taken by DNA agency, Dr. Dinesh D. Harsolekar, Director, Indian Education Society's Management College and Research Centre has told that as per a recent report on IIMs placements, which are the premier management institutes in the country, still have 10% students unplaced. This situation leads us to the question how important it is to manage the education sector in India especially in the B-schools so that we don't compromise quality over quantity?

Emerging issues of management education are seeking utmost attention for a holistic development of management education to bridge the gap between the institutes' delivery and industry expectations. There is lot many things to be learnt from the world's best B-schools to revitalize the current scenario of the B-schools of India. The challenge is how to make the management education more practical oriented and industry focused.

REVIEW OF LITERATURE

The paper is prepared based on the review of literature to understand the issues, challenges and the need of change. The following table summarizes the finding of contemporary studies in the similar context.

Year	Researcher	Summarized Findings and Recommendations
2014	Rakesh R.	The study reveals majority of institutes seems to focus on the quality of academic program. This calls for radical research to be undertaken for bringing relevance in the management education to cope with the demanding industry.
2012	Shaha, G. S.	The study states that the management education in India is a major transition through internationalization, cross cultures, strategic alliances, partnership and mergers are new trends in management education.
2012	Nazeer I.	The study suggested that to meet the need of the present globalized world, the management institutes have to constantly bring relevance and currency to organizations and society at large. In the study it has been found that new reforms and strategies are urgently required for re- engineering of the entire ecosystem of the business education sector.
2012	Kumar M. and Jha S.	The study emphasized on the fact that there is an urgent need of revitalization of B-school education in India so as to maintain its relevance in the society. It also has stressed upon the fact that survival of these institutions will indeed depend upon on how proactive they are with regard to meeting needs of the corporate houses.
2012	Nyaribo, M., Prakash, A., and Edward, O.	This study explores a range of factors motivating the career choice of prospective aspirants. The factors identified in the paper were employability, financial resources, strength institutional infrastructure, influence of acquaintance and job performance.
2012	Sahoo, K	The paper recommends that since the industry is demanding contractual jobs, Indian management education system should deliver such education and training



		so that professional can adjust themselves as per the market demand.
2011	Agawal P.K., Kumar P., Gupta S. and Tyagi A.K.	The study suggested that implementing Total Quality Management in Professional Educational Institutes in India will result meeting many positive outcomes such as meeting the expectations of stakeholders, continuous improvisation in imparting quality education, efficient and effective teaching learning process, and consistency in improved performance with in-built professional eligibility etc.
2011	Shweta and Kumar M	The article emphasized on the unique crisis of relevance faced by the management education across globe.
2011	Sahadia, P. and Rajashekar, H.	In the paper the gap between faculty expectations and perceptions have been identified. The findings of the paper indicated that faculty expectations have not been met by their B-schools and this can create serious concerns for B-School top management.
2011	Kumar, S. and Dash, M.K.	The paper recommended that management education needs to be holistic, targeted and customized with the aim to remove the gap between industry requirements and academic curriculum.
2010	Stark, M., Rond,G.,Marcus, A. A and Clark, T.S	The authors said that since multiple fields are involved in analyzing sustainability issues and developing sustainability solutions for management education; management academics, practitioners and students need to be leaders in efforts to involve disciplines from throughout academia in educating for sustainability.
2010	Kaul, N.	The author concluded saying B-schools in India must be innovative, flexible & responsive to the dictates of the changing environment.
2007	Rajen, J. and Khalil, S.	The paper suggests that for developing strategic alliances, the business schools have to more effectively use their resources and infrastructure to reap more benefit from their investments in both people and technology.
2005	Ojha, A. K.	The author argues that most of the rankings of management institutes are inherently flawed and provide misinformation hiding behind the veil of scientific processes.
2004	Mintberg	Mintzberg claimed that prestigious graduate management schools are damaging the discipline of management. Mintzberg advocated more emphasis on post graduate programs that educate practicing managers rather than students with little real world experience.

FINDING THE BUILDING BLOCKS

From the literature reviewed, it becomes clear that in the present era India has witnessed a sea change in educational system because of globalization. Changing economic condition and intensification of global competition have given management education new dimensions which need to play critical role in the success of individual and cooperation. But the problem which is poking the system today is that traditional prototype of business schools, with strong focus on analytical model and reductionism is not well suited to handle the ambiguity and high rate of change facing by many industries.

The major building blocks for a structured B-School which can hinder the needs of the education demanded are:

- Unclear vision, mission and the management philosophy
- Unclear idea about the aspirants
- Governance and accountability
- Unsuitable pedagogy
- Gap between the management education and the industry expectation

Unclear vision, mission and the management philosophy

Many a time it is evident that the in India, B-schools are not clear about the basic questions which proves their existence like:

- What is the purpose and aim of the organization?
- What should be the approach to achieve that goal?
- What should be the approach to create value for the different stakeholders i.e. students, industry, faculty, society at large etc.?



- Where are all the gaps between the approach and the expectations?

It is very important for the B-schools to understand the basic philosophy of their own institution in order to create value in the society.

Unclear idea about the aspirants

It is evident that most of the B-schools are not able to clearly define who the target audience is and how they want their final products to be. Every institution must be clear about the kind of graduates they want to produce based on the future roles they need to play like graduates for the local or global market; for immediate employment or sustainable employment; graduates for fast-track leadership careers or followers and plodders who gradually move up the corporate ladder (Nazeer, 2012). Every business role demands specific qualities in the manager. Unless and until the B-schools are not clear about the nature of candidates they are targeting, they cannot determine the qualities they need to build up in the students to fit in a specific role. Depending upon their future roles the curriculum and the process of grooming should be developed. If you observe the top B-schools in the world they never are very specific about their choice of incoming students. We can observe a conscious effort to bring diversity among the students so that they can promote better learning through interaction. This diversity could be in terms of their educational backgrounds, experience, community affiliation, region of origin, language groups, and nationality or any other. They never compromise on quality for considerations such as financial capabilities, society affiliations, reservations, influential connections, favoritism etc.,

Governance and accountability

Lack of proper governance and social accountability is another buzz for Indian B-schools. One of the main building blocks in Indian management education is the power mostly vests with the owners/promoters or managers of the institution, be it a private institution or a public or government owned institution. An effective system of governance shares powers with the intellectual capital of the system, creates conditions for voluntary academic contribution, provides opportunity for teachers' growth, extends academic freedom in measured terms, and this inspires the faculty members towards inspirational teaching (Nazeer, 2012). That synergy is missing in most of the institutes in India. AICTE is concerned about the regulatory norms and hence governance and accountability do not feature in its relations with the B-schools. This situation leads to the unique crisis of lack of financial and academic autonomy. Financial autonomy plays the defining role in bringing growth and sustainability under management education. In order that our schools compete with the global players, they have to be autonomous at least (Irala, 2006). Where financial autonomy plays the key role among one of the many facts of autonomy, academic autonomy is the driver. B-schools must have the autonomy to change the curriculum at frequent intervals, hire desired and specialized faculty, redesign pedagogy, student assessment etc. with minimum interference from regulatory body so that institutes can bring the best out of the students and produce industry-preferred graduates. This will lead to meet the demand from the industry.

Unsuitable pedagogy

Typically a student in Indian management schools is young, without any prior work-experience, and is a product of an undergraduate programme that does not encourage self-learning and independent thinking. So, customized pedagogy is needed depending upon the need of the aspirant class. Same pedagogy would not work in two different B-schools if their target groups of students are different. Blindly following aged old curriculum and pedagogy creates products which are not suitable to cope up in the fast paced world.

Students can experience the concepts they are learning if the curriculum is organized and run according to the management and organization principles being taught (Romme & Putzel, 2003). In such a scenario the medium can be the message. In most of the cases there is a gap between what is being covered in the course curriculum in the B-schools and what is actually expected from the industry. The teaching-learning process in any management education institutions largely depends on the pedagogies been adopted to facilitate and enhance the learning outcomes among the participants.

Gap between the management education and the industry expectation

Fueled by all the above mentioned shortcomings the gap between the management education and industry expectation is becoming larger and larger in the present days. That is the reason behind experts criticizing the relevance of management education in the present world. From the review of literature it is very much apparent that there is a huge gap between what is taught in the classrooms and what industry expects the products to know about. Therefore it is imperative for a management education institution to communicate carefully to bond well with all its stakeholders, especially the external ones.



RE-ENGINEERING PROCESS: FOR RESTRUCTURING THE BUILDING BLOCKS

- Educating the aspirants about why it is important to know his/her priority and strong areas before selecting a course. Many students select the course because there is a trend in the society to pursue management courses.
- The admission of students in B-schools should be only through standard tests organized in all India level. The number of admission tests should be gradually reduced.
- A well-defined and clearly understood vision and mission statement of any B-School is key factor that differentiate a good quality B-schools from others. Moreover, the quality of end products i.e. the graduates and their employability also depends upon the clearly defined goals of a B-School.
- Success of a teacher centric system of institutional governance requires the teacher to be mature, intellectually honest, professionally engaged, and open to submitting self to peer-monitoring and so on. Unless institutional governance extends primacy to the teachers in running the affairs of the system, and accords highest priority to teaching-learning process, no academic system can truly be effective.
- The admission process of management institutions should be re-engineered to enhance the suitability and sustainability of future business leaders.
- Holistic development of faculty members, who plays the role of backbone for an institute, is need of the hour. Different faculty immersion programmes, training, faculty interaction with the industry, good compensation and benefits, proper working environment etc. plays a very important role in the development of the faculty which in turn leads to the development of students along with the overall development of the B-schools.
- Change in the teaching pedagogy is the most essential area where lot of restructuring needs to be done. Students should be exposed to many practical situations where they need to learn things taking the practical decisions. Professors should be re-assigned with renewed portfolio of playing team leaders to groups of students and proactively solicits industries' participations and sponsorships (Nazeer, 2012).
- Redesigning the curriculum is also required to match the present demand of the industry is critical. It is a challenging assignment and has to be updated as well as upgraded to keep pace with the changing environment and meet the industry demand. Different verticals of management education should also be developed as per industry expectation other than the traditional one.
- The need of the hour is to feel the gap between the theory thought in classroom and practical knowledge demanded by the industry. Students should be exposed to a more rigorous and detailed industrial internship.
- Customization of curriculum which suit Indian Market Demand would help the graduates to develop industry specific skill set.
- Faculty interaction with the executives should be enhanced by increasing participation of industry experts in academics either by appointing them part time faculty or full time faculty.
- Management institution should also concentrate to provide a conducive environment for research which in turn may lead to knowledge creation along with updation of curriculum and pedagogy.
- The institutes should give emphasis on the knowledge generated through research (doctoral or other) will have to be disseminated to all concerned. The principal methods of doing this are to organize academic conferences and seminars as well as encourage faculty and doctoral students to publish their works in the form of research papers and books.
- Institutes should take initiatives to involve Industry in framing the course curriculum, giving real life projects to the selected faculty and provide infrastructure support to the institute and help to get the best out of the institute.
- The aim of the B-schools should be to produce global managers by creating a distinguished mix of teaching and training to meet the present globalized world's demand.
- In this era of intense competition coupled with the changing market, business schools should look at cooperation among the schools themselves. Business school – business school partnerships, and business school – industry partnerships should increase.
- While talking about bringing sustainability to the B-schools educations, it is essential also encourage social accountability and environmental responsibility and inculcate the skills enabling business school graduates to take up business, community and environmental issues at all levels.

CONCLUSION

There is not any second opinion that India is witnessing a sea change in the management education in the present days. Another very evident fact from the review of literature is that to survive in the changing environment the management institutes have to go through a process of re-engineering to remove the building blocks. Reorientation of mission and vision,



standardization of governance and accountability, careful selection of the aspirants and molding them in the future manager as per industry needs, holistic development of faculty members, pedagogical and curriculum innovation, industry-academic interface are demanding areas where rejuvenation is the need of the hour. Revitalization process of B-schools should be strengthened by all stakeholders.

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