

# Indian Management Education, a Bubble Waiting to Explode



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*Global Competition and ever changing economic scenarios have given management education an increasingly central role in the success of business organization in India. Indian Government has liberalized business education in 1990s, resulting in rapid growth of Management Institutes offering the programmes both at graduate & undergraduate levels. Management education could play a pivotal role in social uplift and triggering the entrepreneurial spirit in society. Though, Indian management education is the replica of US management education in the areas such as pedagogy, curriculum, industry interface, research and consultancy, most of the Indian b-schools are struggling hard to introduce innovative adaptations owing to the work-cultural differences. With economic reforms in the country and globalization phenomenon everywhere, Management Education is at the “cross roads”, with an imperative to change its role from being ornamental to imparting the competitive edge. This paper is an attempt to examine and investigate various issues, challenges and opportunities faced by Indian Management Education in current scenario.*

**Keywords:** Management Education, B-School Governance, Issues, Challenges and Opportunities

## 1. Introduction

Growing Indian Economy is creating serious demand for high quality business managers for ever growing business organization in corporate India. New technologies are emerging every day and everything is turning towards globalization. Unfortunately Indian b-schools vary widely in terms of the caliber of the faculty, quality of curriculum and infrastructure, industry interface and quality of placement records. A few of the b-schools like IIMs, XLRI, ISB, Amity, MDIs have built up a reputation of high quality education and their graduates compete globally. However, academic standards of other b-schools are quite pathetic as promoters are either busy in doing business or regulatory agencies simply permitting new b-schools to emerge.

## 2. Objectives

To examine and investigate various issues, challenges and opportunities faced by Indian Management Education in current scenario through critical analysis

## 3. Critical Analysis of Indian Management Education

In the latest ‘World Talent Report’ by the Switzerland-based IMD, a top-notch global business school, India slipped its position that it held in 2005. One of the factors behind the drop was the failure to match the needs of the business community.

The Indian education system largely focuses on the academic curriculum without practical business exposure. Every country has challenges with raw talent, but India’s challenges are expanded by creating a huge number of virtually unemployable graduates who are ill-prepared for the global business stage.

One of the main reasons why we have been falling in our ratings is because we haven’t seen recurring change in curriculums by b-schools. They continue to teach the same thing as they used to earlier. Universities always need to upgrade their curriculum keeping in mind the fact that global companies are entering the Indian market and they are looking for talent that can work under those circumstances. It is important how b-schools prepare students to accept those challenges offered in a global competitive market.

A big challenge for Indian management programs is that students directly move out from colleges and attend management schools without proper knowledge of what is required of them in a job environment.

The biggest bottleneck for good-quality management education is the low number of quality faculty members. Our system doesn’t encourage enough bright students to do their PhD and become teachers in management institutions, Also, in general, teaching is not a very financially attractive profession; the offers from the industry are much more attractive compared with what a business school can give.

Another problem is that Indian students get into management education at a very young age compared with the West, where people generally go to business schools after gaining some work experience. The lack of experience creates a bit of disconnect with the kind of problem-solving that the industry wants. Students are not able to relate to the subjects from their life experience, making such inputs very theoretical. At the same time, b-schools also need to open up and have discussions with the industry on how the two can work together in solving problems of practical significance.

Majority of the Management Institutes in India, do not have their self prepared material such as case studies and research based information rather depend on material for study prepared elsewhere and by some others by which most of the time these materials do not connect to the learner directly and hence do no envisage effective study in the field. Materials once

found for the course / curriculum / study is followed on routine basis without any room for changes to be incorporated and some time becomes obsolete that their intrinsic value of the material to the corresponding situation and education is lost and do not respond to the changing needs of the industry.

The Industry and Academia relationship needs to be strengthened and its always relevant to Management Education that the theoretical aspect of Education needs to be backed up by the practical knowledge being gained, either through internship, vestibule training, practical workshop in the industry or at the Institution and there should always be a provision for Management Education to be trained by professionals on call.

One of the emerging trends in business is the availability of large amounts of data through increasingly pervasive use of information technology. To make use of data for managerial decision making knowledge of business analytics needs to be strengthened. On the other hand growing organizations requires softer skills required to manage diverse teams working in different geographies.

Wired b-schools, virtual classrooms, 3-D learning and online tutorials have enormous scope in Indian Management Education. The class rooms need to be state-of-art with video conferencing facilities and this requires a huge investment from b-schools across the country.

Indulging in experiential learning builds strong work force not just for the country but also to face the global challenges. Technology reach will bring about a socio-economic change in the lives of b-school graduates. The flipped learning will be the future and every b-school should adapt it soon in their teaching-learning process.

The faculty members must be trained to the nuances of teaching management education and they must be trained by associating with the industry for an internship before they embark on teaching graduates in the b-school. Faculty must be encouraged to carry out research and consultancy activities in a b-school so that they generate revenue not just for the school but also for them so that they build equity not just for the b-school but also for themselves.

B-Schools must build a strong relationship with alumni so that their experiences can be of great learning to the students. Alumni must play a pivotal role in building industry-institute interaction for the b-school so that the interaction bridges the gaps to match the expectations of all the stakeholders.

#### 4. Conclusions

B-schools in India need to revitalize Management education in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large. Hence it is imperative that the ever-growing crisis of relevance vis-à-vis Management education is addressed collectively, enabling key stakeholders to contribute their mite in the process and system improvements. A broad based consultation with the stakeholders might help in developing a holistic framework for effective Management education while tackling fundamental issues of faculty shortage, lack of governance and accountability, absence of an effective regulatory body, poor quality of research and publications, lack of pedagogical innovations, lesser industry- institute interface, lower employability of B-school graduates among others. It is time to collectively reflect and take stock so that we are ready for next wave in Management education otherwise we are waiting to see the explosion of the bubble called Indian Management Education.

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