

**TRANSFORMING MANAGEMENT EDUCATION IN B-SCHOOLS:
NECESSITY AND ITS NEED**

*Author: Mr. Bhabajyoti Saikia, Assistant Professor, Department of Management,
Assam down down University, Guwahati – 781026, Assam, India.*

Phone no. +917002550226,

email id: saikia.bhabajyoti@gmail.com

ABSTRACT:

Business leaders these days try to navigate and rebuild economies savaged by the global meltdown; business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented challenges. It is not time to tweak what has been done before. It is a time for reinvention of management education. Good and active managers are very much needed for the development of country. Managers should know all the facts, logic and strategies and for this reason they should acquire management education from reputed institutions. An efficient management education framework is becoming a need for every country today as the skilled managers are needed to manage the complexities of the corporate world. The country that arranges for such flexible and wide management education for its young students will gain an edge over other countries and will progress much in future on the behalf of its more talented and practically trained managers.

It can be seen that management education in overall is facing tremendous challenges created by the fast-paced changes in the operational environment. And equally it can also be seen that our world and the working life are rapidly changing at an ever more accelerating rate. Thus it can be urged that the providers of management education should as well transform, convert and renovate either gradually or significantly. The demand for more and better management education has probably never been greater, and now, more than ever, and in order to meet the

demand more and more numbers of management professionals are required who in turn can help in combining ethical ways of operating into effective ways for achieving results.

This paper will significantly identify various crucial challenges and future perceptions on university-level management education. It will try to identify what sort of encouragement and support the providers of management education will be required in their quest for developing and offering more relevant and better management education.

Keywords: B-schools, Challenges, Cross-Culture, Digitalization, Gloablisation, Research, Transformation.

INTRODUCTION:

Management education is very difficult to define precisely and exhaustively. Much of this ambiguity is related to the difficulties with the concept of „management“ itself. It is still debated to what extent we can speak about management in general without making a distinction, for instance, between the public and private organizations, the size, field or domain of the organizations, or the level and type of the management activity. When it comes to the university education of management, there are naturally great differences in terminology, the educational systems and their regulation, and the structures of degrees and institutions between countries.

Management education at universities holds a long history. The first university-level offerings in management education emerged in the 19th century to serve the needs for effective management resulting from the growing societal importance attached to business and trade both in the United States and in Europe. In Europe, the business schools were originally established to educate public administrators by providing Master of Public Administration (MPA) programmes alongside Master of Business Administration (MBA) programmes, whereas in the United States they were established to train private sector managers.

In India, Management education formally began in 1953 at the Indian Institute of Social Welfare and Business Management (IISWBM) –the first B-School established by Government of West Bengal and Kolkata University. IISWBM experiment of offering two-year, full-time MBA

programme was followed by Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957).

The Government of India launched Indian Institutes of Management (IIMs) as centres of excellence in Management education in early 1960s. The first Indian Institute of Management was set up in Kolkata in 1961 and second in Ahmedabad in 1962. Elite club of IIMs added new members in 1973 (Bangalore), 1984 (Lucknow) and 1997-98 (Khozhibikode and Indore).

Currently there are 12 IIMs in the country. Over the years, IIMs have evolved as great brand in Management education across the globe and an enviable benchmark for other institutions in terms of quality of faculty, students, curriculum and placement. (Jagadeesh, 2000)

Sarita Chaudhary et al (2011) are of the opinion that if management profession & practice are reckoned & molded as an "art" rather than as "science", its educational programming escapes the pitfalls of structure, formalism & standardization, creativity, subjectivity, flexibility & the informality replace the conscripted mode of training & development in management. Adarsh Preet Mehta (2014) has stressed on lack of corporate governance system in management institutes is one of the major reasons for fall of quality management education corporate governance has to be made a part of accreditation. He has concluded that Management education need to be comprehensive, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on attitude, grooming, corporate awareness and developing managerial skills. Kumar K Ashok et al (2013) has mentioned that the programmes offered by the universities and post-graduate programmes offered by the institutes of management to the young entrants do not give the participants sufficient practical exposure. These students gain experience only when the complete their degree and join an organization.

Sanjeev Kumar et al (2011) has concluded that management education need to be integrated, targeted and customized with aim to remove the gap that exist between industry requirements and academic curriculum focusing on corporate awareness, grooming, attitude and developing managerial skills. Margaret MacNamara and et al (1990) emphasized on action learning in management education as management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is generally stated that management education should be experience-based, problem oriented, active and modified by feedback and action learning serves the purpose. Gautam G Saha (2012) has concluded that we are in third millennium; India's Management education is undergoing a major transition.

Internationalization, strategic alliances, cross cultures, partnership & mergers are the new trends in management education. But Compared to the US & Japan where do we stand? One of the important reasons of Japan's Climbing to the top ladder of Industrial world is that they believe in "developing people before products are developed", so it is important for Indian management education to think in this direction

The roles and responsibilities of management education providers are now more important than ever. While recognizing the different typologies of institutions, representatives from both business schools and companies observed a need for more transparency in a business school's mission and strategy. Governance structures derive from the purpose of the institution and new governance models will enhance transformational change.

PRESENT STRUCTURE OF INDIAN MANAGEMENT EDUCATION

The present Indian management education is divided into six categories:

1. Indian Institute of Management (IIMs) setup by government of India.
2. University Departments of Management studies, distance, correspondence & part time courses as well.
3. Colleges & institutes affiliated to universities.
4. Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).
5. Private Institutes or colleges not affiliated to any universities are not approved by AICTE.
6. Private colleges or Institutes offering MBA courses in India in collaboration with foreign universities where degree & diploma certificates are awarded by the foreign universities

ENABLING FACTORS FOR MANAGEMENT EDUCATION

FACTOR NO. 1: REPUTATION.

Perhaps the greatest strategic asset that any business school can have is its established reputation. The effect of reputation on the ability to attract faculty, students, recruiters, benefactors and other stakeholders, and so to drive a virtuous circle, is profound: the business school market is reputation-driven. It is tremendously difficult to break into the global top tier of business schools in the absence of a reputational platform.

FACTOR NO. 2: RESOURCES.

A serious management education in a B-School is an expensive thing to provide, whether in terms of faculty resources, physical infrastructure such as amphitheatres and breakout rooms, or support functions ranging from career services and alumni relations to IT and library facilities.

FACTOR NO. 3: RESEARCH

A strong performance from faculty in peer-reviewed academic journals is a prerequisite for credibility in academia, as well as a general signal of quality. It is essential to recognise the importance of these enabling factors: they are necessary conditions for success. Yet, from the perspective of the strategic management of business schools, recognising their importance only gets us so far. They are legacy assets in the sense that you either have them or you do not and the practical concern of business school management is not with their existence per se but instead with the drivers that bring them into existence in the first place.

Moreover, while the enabling factors may make future success easier to achieve, they do not guarantee it. Indeed, living off past glories is all too easy in a reputation driven environment. There is a genuine risk that past success encourages present complacency and divergence from purpose.

CHALLENGES THAT NEED TO OVERCOME

1: MANAGEMENT EDUCATION FACING THE GLOBAL ENVIRONMENT

Management education is operating on an open and global domain. Globalization and internationalization are seen as growing trends which are manifested, for instance, in the increased mobility of the students and the staff. Freedom for personalized choices is growing vastly, which causes accelerating competition between education providers over staff expertise and students. Working environments are getting increasingly multicultural and the career structures more international. Finding a balance between global and local aspirations and needs has been identified as one of the major challenges of management education.

To cope with this challenge, the intercultural competencies of managers and other professionals have become increasingly important. Knowledge of different cultures, such as knowing foreign habits and ways of life, as well as basic knowledge on legislation, is vital. Experts describe the internationalization in the higher education field as changes in the operating environment and the universities' performance. Universities are expected to offer international studies and programmes and are encouraged to take advantage of the new business opportunities offered by the global market. International networks are seen as success factors for the universities.

Globalization is seen to bring threats but also learning and growth opportunities, which have not yet been fully exploited in management education. The reasons for the latter in the Finnish context are, for example, unnecessary modesty in promoting the strengths of the providers and

education, and in some cases insufficient know-how and incentives. Two significant points were raised in the literature and the expert interviews on the topic of how management education providers can meet the challenges brought by globalization and internationalization: it is a matter of finding the ways to utilize the global markets and to equip the students for the global phenomena and know-how.

2. TECHNOLOGICAL DEVELOPMENT CHANGING THE TRADITIONS

Technological development will continue to challenge the teaching methods and modes of delivering management education. This requires that the providers of education are willing and capable to respond to this challenge by making online learning an integral part of their educational offerings. Especially web-based management simulations can be an effective way to develop analytical and critical thinking skills of current and future leaders.

The online delivery of higher education programmes and courses is expanding rapidly at universities. Especially the MOOC (Massive Open Online Courses) offerings in all fields, including management education, have increased dramatically over the recent years. Digitalisation and the development of more effective technologies for teaching and learning are major trends that create not only substantial possibilities but also challenges for developing and delivering management education. New technology and new learning environments can free both learners and educators from the limitations related to time, space and geographical location. On the other hand, digitalisation comes with a cost: the effective utilization of technology necessitates substantial initial investments in terms of knowhow, time, effort and monetary resources.

Digitalization and online learning can be anticipated to have major implications especially for pedagogies of management education, as they require a new kind of understanding of the type of learning needed by the diverse body of learners. Although the current and future student generations are „digital natives“ who are comfortable using the latest technology in all the spheres of everyday life, teachers and educators are still in the process of transforming their teaching to match the diversified learning styles. Digitalization and online learning should not be treated as an intrinsic value, but an instrumental one. Using digital platforms and state of the art equipment does not bring any added value, if the teaching itself has no substance. Despite the potential of the digital technology and online learning to transform organizations, management remains a human activity, which occurs most of the time in real interpersonal face-to-face contexts.

3. DIVERSIFYING EDUCATION AND ITS DELIVERY

The number and diversity of management education providers continues to expand. Simultaneously the heterogeneity of the student body will increase and study paths become more fragmented. This results in diversity and flexibility in management education and its delivery. Universities are challenged to identify and maintain their place among the management education providers and to find ways to answer the varying needs.

For universities the growth of the management education and the demand for diversity and flexibility bring both challenges and possibilities. Important questions are, how can the universities identify and maintain their own niche among other management education providers and find effective ways to meet the varying needs?

There are changes in the institutional level of management education that need to be recognised. Diversified academic systems as well as new types of education providers are gaining ground internationally. The community colleges, technical institutes and other professionally oriented institutions have increased in type and in number by serving different needs and stakeholders and providing different types of degrees. In addition, there is a growing trend of rising private sector education in many countries. At the same time, public higher education institutions continue to emulate the practices and characteristics of private institutions.

The business and management education providers have actually been especially active in creating new programme models. It is probable that the forms of non-degree education will also be diversified, and flexible formats of degree-based education (e.g. online, distance and part-time) will become more common due to the greater participation and the needs of different student groups.

What seems to be lacking is a holistic learners' experience. Studying will not only be about degrees or even the curricula, since creating professional networks, employment opportunities, learning engagement before and after the classes, international outlook and staff composition matter as much as the learning content and formal qualifications.

4. PROVIDING SKILLS FOR FUTURE MANAGERS

The future managers and management professionals need a broad-ranging skill-set: they have to have analytical skills to understand and critically evaluate the complexity of the environment as well as good leadership and interpersonal skills and networks. The challenge for the management education providers is to develop their programmes, learning environments and pedagogical models to respond to these demands.

The future managers face a challenging environment, which is increasingly global, rapidly changing, politically turbulent and technologically advanced, and in which the problems are complex and multidisciplinary. This means that the tasks of the managers are becoming more complex, and the skills and competencies needed are evolving in several ways.

The experts emphasize that the future managers need to demonstrate constant flexibility and responsiveness in order to adapt to the rapid and sometimes unexpected changes in their operational environment. They have to be able to critically assess the complexities in the social, political and technological environment, and to reflect the changes therein. Future managers need to be ready to engage in new types of networks, to be able to communicate and negotiate effectively, and to take the opinions of different constituencies into consideration.

To survive and succeed in the globalising and interconnected world, leadership and interpersonal skills will also become increasingly important for the management professionals. In future, the management positions rely strongly on interpersonal effectiveness and the manager's ability to motivate and organise staff.

Changes in the environment and skill demands challenge the management education providers to develop their programmes, pedagogic models and learning environments to educate management professionals who have the analytical skills to understand and critically evaluate the complexity of the environment as well as good leadership and interpersonal skills.

STEPS FOR TRANSFORMING MANAGEMENT EDUCATION AND ALSO VARIOUS SUGGESTIONS FOR THE FUTURE DEVELOPMENT

The paper has identified some of the most crucial current challenges and future perspectives facing the university-level management education. Based on the conducted analysis, the following general suggestions summarize the possible steps, which university-level management education providers could and should take into account in developing management education and enhancing its effectiveness.

STEP NO. 1: IMPROVING THE ACADEMIC EFFECTIVENESS ON EDUCATION

- Focus on providing the latest, research-based knowledge critically and neutrally instead of offering "policy based evidence" for reasserting the selected management practices and models.
- Offer holistic perspectives on management by taking full advantage of generating new interdisciplinary approaches instead of settling for traditional mono-disciplinary approaches.

STEP NO. 2: STRENGTHENING INTERNATIONALISATION AND PARTNERSHIPS

- Facilitate and institutionalise international networks of management education providers instead of relying only on national networks and standards of development.
- Widen and deepen the forms of partnerships with university and non-university actors both nationally and internationally to increase the potential for diverse and innovative education instead of relying only on academic partnerships.
- Incorporate the views of different stakeholders on education by exploiting the means of joint development (e.g. co-development, co-production) of programmes and delivery methods instead of clinging to the traditional “do-it-yourself” mode of development.

STEP NO. 3: REINFORCING STRATEGIC DEVELOPMENT AND QUALITY IMPROVEMENT

- Find your “niche” by making bold strategic choices on focus areas and by taking reasonable risks in developing new and innovative programs instead of always “playing it safe” and maintaining the status quo.
- Demonstrate good or excellent quality by using the recognised quality assurance methods, such as accreditations, and value the visibility created by the international rankings, still remembering their limitations.

STEP NO. 4: ADDRESSING THE DIVERSE NEEDS OF LEARNERS

- Diversify the education to respond to the varying needs of different student groups, customer segments, future working life and other stakeholders. Offer personalised learning paths and holistic learning experiences for life-long learning instead of offering education based on “one-size-fits-all” type of principles.
- Reform the curriculum so that it supports the broader boundary-crossing, analytical skills and cultural competences designed for active learners instead of merely transferring exact “how-to-do” skills and “management tricks” to passive participants.

STEP NO. 5: ENHANCING THE LEARNING EXPERIENCE

- Utilise various modes of blended learning to reach the full potential offered by new technology and online learning instead of relying solely on the traditional methods of instruction and delivery.
- Generate real-life, problem-solving platforms enabling richer interplay between theory and practise (e.g. management simulations) instead of offering opinionated recommendations based on some specific management ideology or theory-bounded approaches.

- Perceive and anticipate the future challenges and the developing capacity for “outside-the-box” solutions instead of just replicating the contemporary and past success stories in management.
- Support the learners’ deeper understanding of the complexity of diverse management contexts instead of prescribing simple and one-dimensional solutions.

STEP NO. 6: MORE SKILLS NEED TO BE ADDED IN MANAGEMENT EDUCATION

- This is equally important because unless and until skills are being developed, there will be very less opportunity for employment.
- Skilled business graduate will definitely get priority in job interviews where the interviewer always looks for a candidate who can possess skills and in turn who can survive in today's competitive industry.

TOP TEN SKILLS FOR WORKPLACE SUCCESS: 2015 VERSUS 2020

In 2015	In 2020
1. Complex Problem Solving	1. Complex Problem Solving
2. Coordinating with Others	2. Critical Thinking
3. People Management	3. Creativity
4. Critical Thinking	4. People Management
5. Negotiation	5. Coordinating with Others
6. Quality control	6. Emotional Intelligence
7. Service Orientation	7. Judgment and Decision Making
8. Judgment and Decision Making	8. Service Orientation
9. Active Listening	9. Negotiation
10. Creativity	10. Cognitive Flexibility

Source: <https://www.insidehighered.com/blogs/stratedgy/future-work-and-future-management-education>

Many of these skills can and should be taught in management programs – and some schools are already doing a good job in these areas. Business schools have faced a fair amount of criticism in the past, for everything from being responsible for causing the 2008 financial crisis through teaching the wrong things. Management education is facing tremendous challenges created by the fast-paced changes in the operational environment. Especially in recent years, the world has faced several unexpected events and rapidly escalating crises. Financial and fiscal crises, changing geopolitics, terrorism, and mass migration of refugees together with a growing political instability have created unpredictable cross-effects throughout all the levels of societies in most of the European countries. These recent challenges have been accompanied by "old" and more "stable" challenges and threats, such as climate change, the sustainability crisis, the need for social responsibility, and the structural disparities in income and wealth between the global north and south, all of which are still waiting for effective solutions.

As in the early years of management education, the quest for high quality and insightful management is an important prerequisite for the economic and social well-being of societies. At the same time, it is just as critical a success factor for all types of enterprises as it is for a range of public and non-profit organisations. Successful management practices require the ability and skills to adapt to changes in a rapidly transforming operational environment. Now, more than ever, we face a high demand for management professionals who are able to combine ethical ways of operating into effective ways for achieving results in all types of organisations and in the society.

Degree-based management education is offered at universities in nearly every country of the world. For instance, The Association to Advance Collegiate Schools of Business (AACSB) has estimated that approximately 12,600 institutions provide business degree programmes at the undergraduate level around the world, and most of them are located in Asia, North and Latin America and Europe. Globally approximately 10 percent of these institutions are accredited, or have had their programmes accredited by one or more of the nine accreditation providers. The most important of these providers are AACSB, the Accreditation Council for Business Schools and Programs (ACBSP), the Association of MBAs (AMBA), and the European Foundation for Management Development (EFMD), which offers two separate accreditation products: the European Quality Improvement System (EQUIS) and the EFMD Programme Accreditation System (EPAS).

For instance, the Massachusetts Institute of Technology (MIT) in the United States offers a range of interdisciplinary graduate programmes in management, and in Europe several prestigious institutions, such as London School of Economics and Political Science and Copenhagen Business School, have several interdisciplinary programmes and management study modules in their regular offerings.

The MBA is an American creation and there was a time when all of the world's leading business schools were American. Over time, however, several world-class MBA programmes have emerged internationally, first in Europe and more recently in Asia and elsewhere.

As the Financial Times writer Della Bradshaw has noted in the context of the FT's MBA ranking, "in 1999, 20 of the top 25 schools were from the US , with the remaining five from Europe; however, in 2010 there are just 11 US schools in the top 25, a further 11 are in Europe and three in Asia". In short, best practice has become more widely dispersed.

Benchmarked against America, however, the global market for business education remains greatly underdeveloped. One indicator of this comes from global GMAT test scores. In 2009 as many as 78% of scores were sent to American schools compared with 7% for the three leading European countries combined (Britain 4%; France 2%; Spain 1%) and with only 3% and less than 1% respectively for the potentially giant markets of India and China. The potential for growth in business education outside America is obvious.

CONCLUSION:

The current scenario with respect to management education is dismal. The liberalization process initiated in India in the year 1991 gave a major fillip for the industries. With this a demand was created for the best brains in management education to run these major industries. So this led to increase in the number of B-Schools in India. Today many of the B-Schools have been opened throughout the length and breadth of India. There is no dearth for the quantity of B-Schools, but, the problem lies with the quality. The quality of management is suffering. So this has led to poor demand for the management seats.

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. 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.

Management education institutions in India should provide more space for innovation. Recognising the current broad strategic tensions between teaching and research, between practitioner and scholarly impact, we believe that institutions should dedicate more attention to change processes.

To conclude, these suggestions challenge universities to transform their education by taking continuous steps towards more innovative management education. As universities are the gatekeepers of the new research-based knowledge, they should aim their step further by combining the rich traditions and innovative approaches in a way that will meet demands set by the managers of the future.

LIST OF REFERENCES

BOOKS AND JOURNALS REFERRED:

1. Chaudhary, Sarita et al., (2011) Emerging Issues in Management Education in India. *VSRD International Journal of Business & Management Research*, 1(3).
2. Jagadeesh, R. (2000). Assuring quality in management education: the Indian context. *Quality assurance in education*, vol.8 (3), pp110-119.
3. Kumar k. Ashok, Rao Bala Nageswara and Mohan j. Madan., (2013) Management Education in India, Role of the Institutes of Management, Past, Present and Future Trends. *Journal of Educational Research (Jer)* 1(1), 1-16.
4. Kumar Sanjeev, M. K. Dash., (2011) Management Education in India: Trends, Issues and Implications. *Research Journal of International Studies*; (18).
5. MacNamara, M., Meyler, M.& Arnold, A.,(1990) Management Education and the Challenge of Action Learning, *Higher Education*, 19(4), 419-433.
6. Mehta Adarsh Preet., (2014) New Paradigms in Contemporary Management Education in India. *Indian Journal of Research*, 3(5).
7. Mulla, R. Zubin. (2007). Business school research in India: seeking the why of management. *Management & Labour Studies*. Vol. 32 (2), pp. 257-264.
8. Saha G Gautam.,(2012) Management Education in India: Issues and Concerns. *Journal of Information Knowledge and Research in Business Management and Administration*, 2(1), 35-40

WEBSITES VISITED:

1. <http://www.financialexpress.com/jobs/shaping-the-future-of-management-education/65011/>
2. <https://www.greatlakes.edu.in/future-of-management-education>.
3. <http://www.indiaeducation.net/interviews/future-of-mba-india-kashi-balachandran-glocal-school-of-business.html>.
4. <http://www.htcampus.com/article/future-management-india-expert-opinion/>
5. <https://www.shiksha.com/mba/articles/future-of-management-education-full-time-vs-distance-programmes-blogId-13745>
6. <https://www.prnewswire.com/news-releases/deans-from-top-business-schools-discuss-the-future-of-management-education-at-columbia-business-schools-centennial-symposium-300267763.html>