

**THE BUSINESS OF B-SCHOOLS: FOCUSING QUANTITY OVER QUALITY IN INDIA**

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**LINTRODUCTION**

We have heard the terms "having knowledge," "executing," and "being" a hundred times in the context of business education. Many educators repeat it. This is the main topic of discussion at every B-school conclave. Regretfully, though, most of votaries of the three deities don't care if they are succeeding or not. In actuality, the other parts have dangerously low accomplishments, except the "knowing" portion. This situation is most likely due to:

1. In India, people are more inclined towards accepting mediocrity with a simple shoulder shrug, sum up everything by the expression: 'it's Okay'. Even when inefficiency is peaking though the surface, 'it's Okay' works the best. B-schools continuously accept students, faculty members are continuously teaching, and graduates and post-graduate students are getting jobs ranging from mid-level management roles to top-level secretaries. Their salary ranges from 10000Rs. A month to 400000Rs. a month. Many stakeholders find the status quo "acceptable" in light of this momentum.

But this joy belies some very serious worries about employability of Indian MBA graduate students.

According to ASSOCHAM (2016) report published in India Today on 11<sup>th</sup> July 2016, only 7% MBA graduates, excluding those from IIMs are employable. This study suggests a really genuine and enduring issue, even if others feel it is not a big issue in front of other inflated issues. Though this issue is not as dreadful as results and statistics show, but not as small to brush the worries aside and think 'It's okay.

Nevertheless, if we consider today's practical scenario, two main things come out: one and foremost, no B-school can claim that its students are sufficiently trained its graduates to be instantly industry-ready, unlike medicine or law graduates (Andrews & Higson, 2008). Second, business graduates should at least have the fundamental knowledge, cognitive capabilities,

and practical management talents that organizations may expand upon with additional training (Yorke, 2006; Hillage & Pollard, 1998).

Now the question arises, how accurate is claim made by ASSOCHAM? It can be a truth or a lie.

Whatever is the answer but it is evident that Indian B-School pays more attention to theoretical training that is mostly abstract education which is totally unrelated to management practices. . According to Ghosh (2020), teaching business in many Indian B-schools is cerebral, inert, and devoid of experiential depth, much like teaching geography or history. As a result, graduates possess academic knowledge but lack the fundamental managerial skills needed in the cutthroat corporate world of today.

2. The number of business schools in India has increased at an unprecedented rate in recent decades, as management education has developed into a profitable sector. The business education sector has grown more commercialized, with private unaided colleges in tier-2 and tier-3 cities and prestigious Indian Institutes of Management (IIMs) both participating. The quality and applicability of the education being taught have come under scrutiny, despite the fact that this growth has made management education more widely available.

Due to commercial demand rather than academic rigor, business schools have expanded quickly, producing an overabundance of MBA graduates who frequently lack critical thinking abilities, management capabilities, and industrial preparation. This has caused the gap between industry expectations and academic preparation to expand, which has negatively impacted many graduates' employment. The quality of education at many of these schools is still woefully inadequate due to a lack of professors, out-of-date curricula, poor industry-academia connections, and a lack of emphasis on

experiential learning.

A serious weakness in the pedagogy used by many Indian business schools has been brought to light by a number of studies: an excessive dependence on theoretical training with little attention to practical application. Even though management education necessitates a combination of practical learning and conceptual clarity, the majority of faculty members still teach from out-of-date textbooks and seldom ever use real-world case studies, simulations, or industry experience in their lesson plans (Aithal, 2016). As a result, there is a gap between what is learnt in the classroom and what businesses anticipate.

The problem is made worse by the flood of new teachers who, sometimes with little to no industry experience, enter academia straight out of postgraduate doctorate programs (Srivastava, 2019).

Despite their academic credentials, these new instructors usually lack the soft skills and real-world

Knowledge is needed to connect theory to practice. Students end up with an intellectually rich but professionally meaningless education as a result. Over 60% of B school instructors in tier-2 and tier-3 universities have never held a company position, which makes it challenging for them to apply management ideas in practical contexts (Maheshkar, 2024)

3. The pervasive lack of industrial exposure for both students and instructors is a serious flaw in the current state of business education in India. Even though management as a subject benefits greatly from hands-on training, decision-making simulations, and case-based pedagogy, many Indian B-schools still function independently of the business world (Sridevi, 2021). Many universities, particularly those outside of the top tier, lack or have inadequately designed internships, real projects, and business mentorships- crucial for producing graduates who are prepared for the workforce.

Less than 40% of MBA students at private Indian universities reported having significant industry exposure throughout their studies, per search by the All India Council for Technical Education (AICTE, 2020).

Additionally, faculty members frequently lack business experience themselves, which hinders their capacity to incorporate real-world ideas into the classroom, especially those with strictly academic backgrounds (Kumar, 2017). This results in a teaching methodology that is theoretical and unconnected to the demands and changes of the corporate world. As a result, students may do well on tests yet find it difficult to live up to the demands of the labor market. According to George (2024), one of the main causes of the employment gap among Indian MBA graduates is this lack of exposure. In order to address this shortcoming, academia and industry must work together strategically through programs like industry-led workshops, faculty internships, practitioner guest lectures, and organized corporate immersion courses.

4. There is an urgent need for intensive research engagement and consulting partnerships with the practicing world to close the ongoing gap between theoretical knowledge and practical implementation. Management education must change in step with the ever-changing corporate landscape; it cannot function in a vacuum. Nonetheless, a large number of Indian B-schools continue to ignore the contemporary issues that firms face. Curriculum and classroom discussions are frequently out of date and useless as a result of this mismatch, which inhibits creativity in both teaching and research (Chakraborty et al., 2020).

Faculty may obtain firsthand knowledge of new business trends, operational challenges, and strategic decision-making processes through collaborative research with industry practitioners. These insights can then be immediately applied to enhance the learning environment in the classroom. Additionally, consulting assignments allow students and professors to test ideas, work through real-world business issues, and collaborate with experts to develop solutions (Chaudhuri, 2023). Unfortunately, such interactions are either nonexistent or very limited at many Indian B-schools, particularly those located in non-metropolitan areas. As a result, faculty members stay in academic silos and hardly ever update their expertise or teaching strategies, while students graduate with little exposure to real-

world business problems.

Making business education more influential and relevant requires fostering institutional ties with firms, creating internal consulting cells, and providing incentives for professors to engage in field-based research. Indian B-schools run the risk of becoming merely degree-granting establishments rather than hubs of management expertise in the absence of such ongoing engagement with the real world.

5. While the "knowing" (theoretical knowledge) and "doing" (skills and methods) aspects are significantly emphasized in the majority of B-schools, the "being"-which is related to self-leadership, character development, value systems, emotional intelligence, and ethical grounding- is mainly disregarded. As a result, graduates are frequently unable to lead with empathy, honesty, and integrity in the real world, even though they may be technically proficient. The "being" component is essential to creating leaders who can make decisions based on values, negotiate ambiguity, and cultivate inclusive workplace cultures. But the majority of MBA schools in India doesn't spend money on reflective pedagogies like leadership laboratories, values-based case discussions, mindfulness, or workshops for personal growth. Bennis & O'Toole (2005) Mentions in his research that B-schools have fixed their aim towards placement data and hard skills, completely ignoring soft skills and internal growth of a student.

In addition to harming pupils, the lack of this humanistic component poses a long-term risk to moral corporate conduct. Indian B-schools must rearrange their training goals to develop not just effective managers but also thoughtful, values-driven leaders, as the global corporate world places a greater emphasis on sustainability, diversity, and stakeholder-centric leadership.

6. India is falling farther behind highly regarded business schools in the worldwide competition for management education. Many Indian B-schools are stagnant, concentrating more on volume than value, while institutions in nations like the US, UK, Singapore, and even emerging economies like China have quickly adjusted to shifting market demands through innovation,

experiential learning, international collaborations, and technology integration. Due to this gap, there is a growing belief that Indian MBA graduates- particularly those from lesser-known universities- lack the skills, global perspective, and practical adaptation that businesses throughout the world want.

This reduction has been attributed to a number of factors, including a lack of emphasis on leadership, ethics, and emotional intelligence; a negligible industry connection; insufficient faculty development; and an inability to go beyond rote learning (Sudhakar, 2021). Consequently, despite its size, India's management school system is having difficulty turning forth graduates who can lead morally, innovate locally, and compete worldwide. If this tendency is allowed to continue unchecked, the nation runs the danger of losing out on opportunities to contribute to the future of entrepreneurship and global leadership, in addition to weakening the reputation of the MBA degree.

## II CONCLUSION

A system divided between significant preparation and massive output is reflected in the current situation of business education in India. Although B-schools have become more accessible, their quick expansion has also resulted in a dilution of quality, producing graduates who are educated academically but lack professional readiness. A growing disparity between education and employability has been caused by a number of factors, including an excessive focus on academic knowledge, a lack of industry and practical experience, inexperienced teaching staff, and a near-complete disregard for the "being" component. Without immediate and extensive reforms, India runs the risk of lagging behind in the global competition for excellence in management education.

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