



# Selection of Teaching Faculty in B-Schools in the Context of Emerging Economies: Indian Scenario

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## **Abstract**

Globalization process has significantly affected the scope and concept of higher education scenario in general and management education in particular. In India alone the number of B-schools rose from 50 in the year 1990 to over 2000 in the year 2010. These institutes are run under the umbrella of different governance structures including Indian Institutes of Managements (IIMs), University Grants Commission (UGC) approved post-graduate B-Schools in the State- and deemed universities located on their own campuses or in the affiliated colleges; All India Council for Technical Education (AICTE) approved B-schools under autonomous and technical institutes; and Distance Education Council (DEC) approved universities and institutes running distance education and open mode management programs. Some of them receive grants from the government but most are self-financing. Technological advancement and emergence of customized sector specific management programs (infrastructure development-, banking-, event-, tourism-, sports management etc) have further changed the face of management education. Today, the role of management institutes has not restricted to teaching and research alone but also fostering

economic growth and offering innovative need-based management programs in emerging sectors.

A review of literature and the preliminary data of semi-structured interviews of educationalists including policy makers, vice chancellors of state and deemed universities, leaders of educational institutes and heads of B schools on the issues of selection process for teaching faculty in B-schools revealed that i) the process has not changed much in the midst of changing management education scenario, ii) teaching-learning process, desired competencies for teaching and job profiles of teachers have changed, iii) neither stake-holders nor components of research are involved in framing the policies and guidelines and iv) the norms for selection of faculty provided by UGC/AICTE are uniform for all B-schools irrespective of varied governance structures and therefore do not provide scope for educational leaders to develop an independent selection model conducive for changing trends in management education.

**Key Words:** B-Schools, Governance structures, Technological advancement, Emerging specialized programs, Faculty selection.

## Introduction

A number of new concepts such as neo-liberalisation, neo-managerialism and performativity have emerged in the process of globalization [1]. These concepts, in turn, have changed the face of HR management resulting emergence of Human Capital Theory (HCT). Impact of globalization on third world countries was so intense that the term 'emerging economies' emerged about 25 years ago to distinguished countries which exhibit economical potential. Of these, Brazil, Russia, India and China (BRIC countries) are considered to be most promising because of similar stage of economical development and demographic dividend. With explosion of economy demand for right type of workforce started booming which opened the new vistas for management education world-wide. Today education sector is considered to be an industry [2 and 3]. It is also reflected in

revision of the International Standard Classification of Education [4] which modified the categories related to higher/tertiary education to better reflect "non-university types" of studies.

While comparing industrial and educational sectors in the midst of globalization, it is necessary to understand the basic difference between them in the context of HR practices. The first difference is HRM in business is concerned with 'competitive advantage' whereas in educational sector it is provision of 'high quality educational sector experiences' [5]. The second difference relates to Human Capital Theory. Economists, refer the resources available to individuals and groups as capital. In business sector, physical capital is produced when raw material is converted into saleable

products. For education sector, on the other hand, it is produced when people acquire desired skills and / or knowledge [6]. The Human Capital Theory, thus, contents that the primary purpose of education must be to enhance productivity and support economic growth [5]. Thus, the purpose of management education is not restricted to teaching and research alone but also fostering economic growth. Unfortunately, though HCT has exerted a powerful influence over education policy for over three decades, it is inadequately endorsed the world over [6]. The need to compare the HR practices adopted in industrial sector vis-à-vis educational sector, in recruitment process with a view to indentified root causes, has thus been felt.

The paper is aimed at searching answers for a few grass root level inquiries concerning selection procedure of teaching faculty in B-schools. In order to achieve the objective a review of literature pertaining to i) existing Indian management education scenario, ii) changing face of management education and iii) its relevance with current selection process is incorporated. Further, the data of structured interviews of concerned stakeholders have been presented and discussed.

### Management Education - Indian Scenario:

A review of literature pertaining to Indian management education scenario indicates that various aspects such as issues, trends, challenges and strategies, role of statutory bodies etc have been discussed fairly in details [7 to 14]. But with a few exceptions it has failed to search answers for root level enquiries. Selection process of faculty is one such area which needs to be considered in the light of rise and fall of number of institutes and demand-



supply ratio, changing management education scenario covering aspects of governance structure, impact of information technology and emergence of specialized management programs on teaching-learning process.

**Fluctuating Number of B-schools:** Today, India is considered to be a growing hub for management education [15 and 16]. More and more management aspirants are choosing India as their preferred study destination. In India there were about 50 business schools in the year 1990. This number rose to about 700 between 1991 and 2000; over 1000 between 2001 and 2004; and over 1900 from 2005 to 2010 [14, Table 1 and 17]. Paradoxically, this exponential rise has failed to maintain both, quality and demand-supply ratio. As a result, as many as 70 AICTE approved schools have opted to apply for the closure of operations from coming academic year 2013 [18].

**Table 1: Rise in number of institutions and intake capacity**

Year	Institutions	Intake
1954	1	
1960	1	
1980	~50	
1990	118	
1995	422	
2000	744	
2005	1052	80464
2006	1132	94704
2007	1149	121867 (1,80,000)*
2008	1523	149555
2009	1940	179561
2010	~2100	~2,70,000 (3,000,00)*

Modified after: [www.aicte.ernet.in](http://www.aicte.ernet.in), Powar 2002 and 2012

A recent nationwide survey conducted by MeritTrack, a company for testing and assessment, and management education portal MBAuniverse.com [19] revealed that except for the top 25 institutes, only 21% of those from other places are employable and rest had mediocre skills. The study tested students

passing out of B-schools on their verbal, quantitative and reasoning skills. It can be seen from the figure 1 that students from Tier I cities performed better than Tier II and Tier III cities. The study also indicated that there is a huge increase in the management seats over the past five years from around 94,700 in 2006-7 to over 3.50000 in 2011-12. There is a rush for admission in top ranked B-schools, but there are very few takers for institutes which are poor in quality as a result many of them, particularly from tier III cities are forced to shut down. Apart from infrastructure, availability of teachers and lack of industries around are the reasons for this melt-down.

**Governance Structures:** It is noteworthy to mention here that B-schools in India are run under the umbrella of different governance structures. Management institutes in India can be broadly grouped into six types including central government sponsored Indian Institutes of Management (IIMs), few Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs); the constituent units (institutes/schools/departments) of the state- and deemed universities approved by University Grants Commission (UGC); the open universities and Distance Education Institutions run under Distance Education Council (DEC); institutions approved by the All India Council for Technical Education (AICTE) and affiliated to Indian universities; institutions approved by AICTE but not affiliated to any university and 'autonomous institutions' which are neither approved by the AICTE nor affiliated to any university.

Based on grand-in-aid or no grand-in-aid status and autonomy Lokanandha [20] divided B-schools into top notch government/quasi

government (IIMs, XLRI, ISB), private autonomous, university departments and university affiliated colleges categories. Besides these institutes, there are several institutions which run

programs that are not approved by the professional council concerned. In March 2007, AICTE identified 273 institutions which were running professional programs in management, engineering, hospitality and fashion technology. Of them, 104 were running such programs with foreign collaboration, and the others had no AICTE approval at all. In response to a notice issued by the AICTE, only 32 institutes have applied for AICTE approval. The rest have not bothered to do so. The AICTE is now approaching the state governments to shut down these institutions. Some people feel that the AICTE cannot be faulted in principle, yet many people believe that the consequence of such an approach would dampen the growth of professional education. It will kill diversity and innovation. They also argue that there are many AICTE approved institutions that offer a dubious quality of education. This gives a feeling that *de facto* AICTE approval is unnecessary [11].

Irrespective of governance structure, the institutes categorized above offer a range of programs from the MBA and executive MBA, and post-graduate diplomas to certificate programs of short duration. Out of these programs, MBA is the most sought after by fresh graduates while those already in managerial positions have a preference for Executive MBA programs. Some of them e.g. IIMs and state universities run postgraduate departments receive grants from central- and state governments respectively whereas rest are

run under no-grant basis and self supporting. Further, the locations of these institutes also vary right from Tier I and Tier II to Tier III cities.

**Work Culture:** Disparity in governance structures, academic programs, location of institutes, availability of funds and motives of educational leaders has reflected on work culture. According to Powar [11] there is a mix of the *collegial* culture where there is respect for the individual's autonomy, freedom of expression, devolution of authority, dominance of academic committees and a tendency to be loose regarding procedures; the *bureaucratic* culture where there is a dominance of administration and committees, with emphasis on rules and precedent, and also a desire for uniformity and stability e.g. university administration; and the *political* culture in which the interest of power groups becomes important.

**Technological Changes:** Looking at the impact of technology on teaching-learning process it is said that today's teaching-learning process is becoming a student-centric process. The ways students interact, form relationships, make decisions and accomplish work is changing. Such a change demands for i) education tools that cater to the workforce of tomorrow – tools that allow collaborative learning and encourage students to explore, engage and interact in a manner they are used to in their regular lives [21] and ii) nature of campuses in terms of class rooms, laboratories, libraries to suit the technology. In nut shell, today technology has become an enabler which can drive the quality of education forward [13]. Unfortunately, technology has not yet been able to replicate the bond between the teacher and the student. What is required is an open minded management for

providing IT-based infrastructure right from classroom through campus to cloud, and committed and competent faculty which can be transformed into a dynamic learning environment [22].

**Specialized Management Programs:** The management education today has not remained restricted to conventional areas such as marketing, finance or human resource management but started catering to customized areas such as hospital-, disaster-, infrastructure-management programs [14 and 23]. To add to this

list banking-, telecom-, event-, tourism-, catering-, fashion-, sports- etc management programs are also emerging. When dealing with these customized markets, the skills and aggressiveness of a company's HR team can make a difference between success and failure. The main reason for this is each market has unique operational challenges in terms of economic structure, access to capital and consumption pattern. Competent HR can address specific issues at every step of the startup or acquisition process, from site selection to recruitment and retention. All such programs, therefore, need all together different set up in terms of laboratories, specially designed curricula and relevant course material and highly specialized teaching faculty.

#### **Teaching-Learning Process:**

The foregoing description establishes the need to change the teaching-learning process making it conducive for the transforming scenario. To bring expected dynamism in the process, there is a need to provide state of art infrastructure; establish new specialization specific academic norms for faculty which can adopt innovative classroom practices, evaluation mechanisms

and evolve curricula that are relevant to the needs of the program.

**Shortage of Qualified Faculty:** The most serious problem facing management education world over is the shortage of faculty [24]. It is particularly true in India because of very rapid expansion in management education. The Chairman, AICTE, in a presentation made before the Dhande Committee appointed by the Ministry of Human Resource Development to study the situation regarding faculty shortage in higher education, including management, was about 50 % [11].

Palety [17] who was involved in ten consecutive surveys for ranking India's B-schools observed that only 30 B-schools in the country have systems and processes in order to deliver quality education. Quantitative growth of Indian B-schools thus is an impressive growth theory but the quality of education delivered in most of them is the disturbing aspect of this positive narrative. Most important concern he observed was the shortage of competent faculty which remained a biggest problem even today.

A survey conducted by the marketing consultancy organization MARCH [25] which covered 64 management institutions in 19 cities within 8 states indicated that at the time of the survey there were 1000 vacancies in the B-Schools. In the management institutions the faculty was young; 35 % being below 30 and 42 % between the age of 30 to 40, 16 % between 40 and 50 and only 7 % more than 50. About 71 % of the faculty was male and 29 % female. The ratio of full-time to part.-time faculty was 88:12. As regards experience, 20 % of the faculty had experience of less than 2 years, 56 % between 2 to 10 years and only 24 % above 10 years. Only 24 % had research experience and a little less

than 14 % industry experience. The preponderance of junior faculty was apparent from the fact that 59.5 % were Lecturers / Assistant Professors. Only 13 % faculty had undergone institute-sponsored training. The attrition rate was 30 % with 54 % of the migrants moving to other academic institutions, 24 % to industry and 8 % setting up private practice.

### **Role of Statutory Bodies:**

Yeravdekar and Tiwari [26] while taking a review of Indian higher education system and its impact on economy argued that in order that higher education to contribute constructively to the economy, the systemic lacunae needs to be isolated and rectified. Role of statutory bodies governing Indian higher education is significant in identifying and rectifying these lacunae.

In India, there are three regulatory bodies, University Grants Commission, All India Council for Technical Education and Distance Education Council which are involved in coordination of activities and determination of standards of management institutes. But these bodies play overlapping role that too in isolation. Lack of proper coordination between them is creating confusion in implantation of many academic issues [27]. Opinions of the senior educationalists should be considered as vital in this respect. It is often realized in the Indian context that existing educational models are inadequate to address the problems of stake holders. Though the understanding of global shifts and their implications in the context of 21<sup>st</sup> century is vital, policies framed and guidelines provided by concerned statutory bodies are found to be inadequate, arbitrary, illogical and illegal. This situation creates complications while implementation as a result concerned institutions left with no choice than to approach

Courts for justice [28]. None of the councils recognize any role for the UGC in their functioning. This creates problem in coordination between them and the UGC. According to Powar [11] these bodies were given very broad mandates, they were usually inadequately empowered and poorly resourced to fulfill their obligations. There have been complaints of nepotism and corruption from almost all of them. Powar further observed that the AICTE has been reduced to a mute spectator. It has done precious little to enforce standards, has granted approval freely. It does not seem to be unduly concerned over the fact that in 2011 nearly one-third of the management institutions are unapproved and function as 'autonomous' institutes.

A review of UGC and AICTE guidelines [29 and 30] framed for management faculty reveals that only recently UGC permitted to appoint professionals of managerial level as assistant professor, associate professor or professor depending upon the length of experience. However, such appointments are taken as fresh and professionals recruited are considered as fresh in the process of selection. The fact that this change occurred after a long gap is indicative of slow change.

### **The Data:**

While thinking about inclusiveness and innovation for sustainable growth of emerging economies, HRM related challenges, particularly issues related to the selection of teaching faculty, need to be addressed in the light of varied governance structures, impact of IT and emergence of specialized management programs on teaching-learning process in general and competencies of teaching faculty in particular. These issues swirled around policies

and guidelines framed by the statutory bodies. Keeping this fact in view, 22 stakeholders having more than 25 years experience in the field of education including policy makers (3), vice chancellors of state- (2) and deemed universities (3), leaders of educational institutes (4), heads of B schools (5) and deans of management faculty and senior faculty members (5) were interviewed using semi-structured interview technique. The data

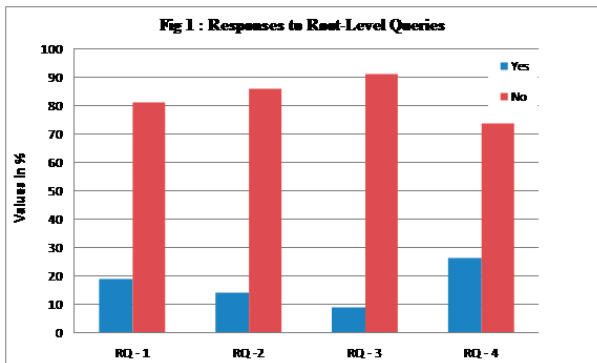
was utilized to summarize their opinions on four root queries on i) changing management scenario and existing selection process ii) existing qualification norms and teaching-learning process; iii) role of stakeholders in formulating policies and guidelines and iv) freedom of developing independent selection process model were sought. To ascertain how strongly the respondents agree for sub-statements related to grass root queries, Likert

**Table 2 : Summary of responses for sub- statements**

Set Nos	Sub-Statements	1 Strongly Agree	2 Agree	3 Neither Agree or Disagree	4 Disagree	5 Strongly Disagree
1	Management education scenario has changed due to: <ul style="list-style-type: none"> <li>Emerging governance structures.</li> <li>Technological advancement.</li> <li>Rise in specialized programs</li> </ul>	12(54.54%) 13(59.09%) 09(40.91%)	06(27.27%) 06(27.27%) 04(18.18%)	04(18.18%) 02(09.09%) 06(27.27%)	00 00 03(13.63%)	00 00 00
2	<ul style="list-style-type: none"> <li>Teaching-Learning process has changed.</li> <li>Required competencies for teaching faculty have changed</li> <li>Job profiles have changed</li> </ul>	10(45.45%) 09(40.91%) 09(40.91%)	10(45.45%) 09(40.91%) 09(40.91%)	02(09.09%) 03(13.63%) 03(13.63%)	00 01(04.54%) 01(04.54%)	00 00 00
3	<ul style="list-style-type: none"> <li>Authorities of statutory bodies consult stakeholders while framing teaching faculty related policies &amp; guidelines.</li> <li>Policies &amp; guidelines of statutory bodies are research and evidence based.</li> <li>Policies &amp; guidelines of statutory bodies are based on the 'opinion' of the committee members.</li> </ul>	00 00 14(63.63%)	03(13.63%) 02(09.09%) 05(22.73%)	00 01(04.54%) 00	05(22.73%) 05(22.73%) 03(13.63%)	14(63.63%) 14(63.63%) 00
4	<ul style="list-style-type: none"> <li>Only knowledge is tested but the pedagogical skills and professional disposition are neglected during interviews.</li> <li>Norms for teacher : students ratio and staffing pattern (1 professor: 2 associate professors: 4 assistant professors) are based on international standards.</li> <li>Norms are uniform irrespective of varied governance structures and grant-in-aid status.</li> </ul>	08(36.36%) 07(31.82%) 12(54.54%)	11(49.99%) 09(40.91%) 09(40.91%)	03(13.63%) 06(27.27%) 01(04.54%)	00 00 00	00 00 00

(Data from survey conducted by author)

questions on the scale from 5 (strongly agreed) to 1 (totally disagree) were asked. The sub-statement-wise data is summarized in Table 2. Finally, four dichotomous questions on grass root queries were asked to the respondents. The question-wise data is presented in Figure 3.



**Discussion:**

A review of literature pertaining to Indian higher education scenario emphasized the need to imbibe new thinking while framing the education policies. Way back in 1950 the Radhakrishnan Commission in its report emphasized the need that Indian education must be rooted in its rich cultural heritage [31]. Later Kothari Commission (1964-68) in its report stressed the need for education policy that contains a built-in-flexibility to adjust to changing scenario saying 'the single most important thing needed now is to get out of the rigidity of the present system [32]. In a rapidly changing world of today, one thing is certain: yesterday's educational system will not meet today's, and even less so, the need of tomorrow' [33]. After a gap of 40 years in 2006, the Working Group on Management Education re-stressed the need stating 'management education, while strengthening its roots in various fields, should also reflect on India's diversity, and preserve the age-old Vedantic

wisdom that holds our society'. In December, 2006 Prime Minister in his speech delivered at the ISB urged institutes to define an 'Indian Approach' to management : 'As we learn from West and East, we must evolve our own paradigm of management education based on our social and cultural attributes. We must retain the relevant wisdom of the past, incorporating it into new methodologies of change. We need to develop a new idiom in management' [34]. Recently, Sam Pitroda [35] expressed the opinion that 'One can't move ahead with 19<sup>th</sup> century mindset, 20<sup>th</sup> century process and 21<sup>st</sup> century needs. Universities and colleges should be given freedom to act'.

Wood and Payne [36] predicted that recruitment and selection processes, what is being measured and focus of assessment would change in future. These predictions need to be seen in the light of emerging management

scenario. Beckmann and Cooper [1] while commenting on implications of changes caused due to globalization opined that practices introduced in the name of 'quality assurance' are having profoundly detrimental impacts on students, educationalists and society. Bell and Stevenson [6] and Monteil [5] are of the opinion that today's learners can never be fully prepared for tomorrow's jobs because it is difficult to predict what knowledge and skills might be in the next 30 to 40 years. Today's MBA students are expected to master concepts and techniques that are increasingly challenging and complex. According to Datar et al [37] MBA curricula have indeed become more rigorous....students must be provided with critical skills and perspectives; they must be schooled in doing and being as well as knowing. The need to produce more skilled, more flexible and more



adaptable MBAs is thus the necessity for emerging economies to remain in the competition and retain market share.

Keeping these opinions in view, the author attempted to collect the data on one of the basic but significant aspect of higher education i.e. selection process for teaching faculty, involving a case study of B-schools. The opinions expressed by stake-holders during semi-structured interviews on the four sets of sub-statements and the data of corresponding grass root level dichotomous questions are incorporated in Table 2 and Figure 3 respectively. Set-wise data is discussed below.

**Set 1:** The set is intended to seek opinion about degree of agreement related to changing scenario of management education and to ascertain whether selection process has changed to suit the existing scenario. The data for sub-statements (Table 2) reveals that 81.81% and 86.36% respondents (strongly agree 54.54%, and agree 27.27%) respectively opined that changes in management education are due to i) emerging governance structures and ii) technological advancement. This percentage drops down to 59.09% in favour of the change due to emerging service specific programs because remaining 27.27% respondents neither agree nor disagree, and 13.63% disagree with the sub-statement. A perusal of interview data reveals that those who are on the threshold opine that core subjects- marketing, finance, operation and human resource- are the backbone of management programs and that the need of MBAs would not affect because of expanding industrialization particularly in emerging economies. Further, at least two semesters would be required to cover these core subjects and therefore impact of specializations would be little in comparison to the expansion.

For the grass root level question RQ 1 (Fig. 1) 81.20% respondents feel that the selection process has not changed in the midst of emerging management education scenario. Remaining 18.80% feel that some changes in the process, such as use of on-line facility for advertisements, acceptance of application forms etc are taking place, but at a slow rate that too in isolated pockets.

**Set 2:** The set is aimed at seeking opinion about changes in teaching-learning process along with teaching competencies and job profiles in the midst of changing management scenario. It is evident from the data (Table 2) that 90.90% and 81.80% respondents respectively strongly agree or agree that i) teaching-learning process has changed and ii) both teaching competencies and job profiles have changed.

For the grass root level question RQ 2 (Fig. 1) 86.05% respondents feel that the teaching-learning process has not changed despite of changing management scenario.

**Set 3:** The set is related to the role stake-holders play-, elements of research and evidences involved-, and views of members of the committees constituted in formulating policies and guidelines. The data (Table 2) suggests that 86.36% respondents strongly disagree (63.63%) or disagree (22.73%) to the two statements: i) stake-holders are involved in framing policies and guidelines and that ii) policies and guidelines are research and evidence based. On the contrary, same percentage of respondents believes that the policies and guidelines are framed in the meetings of committee and therefore based on 'opinion' of the members.

For grass root level question RQ 3 (Fig. 1) 90.90% respondents opined that neither stake-

holders nor components of research and evidences are involved in the process of framing policies and guidelines. Remaining 10.10% who do not agree with the majority feel that the representatives of stake holders are included in the committees and their long experience help in discussing pros and cons of the issue under question. Rady [38], and Sardar and Davis [39] labeled this style of decision making as the 'green room' syndrome tendency where decisions are made in gatherings of select group of persons.

**Set 4:** It is concerned with degree of acceptance for norms laid down by regulatory authorities for selection of teaching faculty including elements involved during interviews, teacher-student ratio and staffing pattern, and uniformity in terms of grant-in or no grant-in status of the institutes. The data (Table 2) indicate that for the first statement i.e. only knowledge is tested but not the pedagogical skills and professional disposition 86.36% respondents show strong agreement (36.36%) or agreement (49.99%). For second statement: norms are based on international standards 72.73% show strong agreement ((31.82%) or agreement (40.91%). For the third statement: norms are uniform irrespective of varied governance structures and grant-in-aid status, 95.46% respondents either strongly agree (54.54%) or agree ((40.91%).

For grass root level query RQ 4 (Fig. 1) 72.73% respondents feel that B-schools do not enjoy autonomy to develop their indigenous selection model. The rest feel that apart from faculty selection issue, there are other academic issues such as curricula development, evaluation process etc where there is enough autonomy. Further, the issue of autonomy is related to the

diversity in terms of governance structure, work culture, availability of facilities and teaching faculty, and more importantly the mindsets of those who administer the institutes. The autonomy in the midst of such diversity would further aggravate the deteriorating quality of management education.

Notwithstanding these opinions, the overall data thus generate a dismal scenario. Although the management education is on rise, selection process has remained static and therefore became more complex. What Radhakrishnan Commission or Kothari Commission opined in fifties and sixties of last century respectively stands true even today as evident from aspirations expressed by Pitroda recently [34]. To transfer this scenario, authorities of the regulatory bodies need to change their mindset and come out with revolutionary solutions though not full autonomy, provide in-built flexibility in terms of number of full time, part time and adjunct

faculty positions and attract talent from industries towards teaching by providing service conditions conducive to their career profile.

Kedia [40] while discussing the challenges and strategies of management education emphasized the need to retain national identity for maintaining indigenous economic strengths of the countries and not to influence by western culture. Bharadwaj [41] described present models as the models based on 'adoption of surrogate management principles, techniques and tools incubated in the culture other than one's own' and termed them as 'clone models'. In tune with this Powar (42) opines that education policy reforms must be based on a clear perception of international trends and

country's future requirements.

### Conclusions:

Lack of professionalisms in the midst of education sector emerging as industry is the concern of all the stake-holders. It is often realized in the Indian context that existing educational models are inadequate to address the problems of stake-holders. Though the understanding of global shifts and their implications in the context of 21<sup>st</sup> century are vital, policies framed and regulations made by regulatory bodies are inadequate and piecemeal in character, and failed to satisfy the stakeholders.

The data of semi-structured interviews of educationalists including policy makers, vice chancellors of state and deemed universities, leaders of autonomous institutes and heads of B schools on the issues of selection process for teaching faculty in B-Schools revealed that i) the selection process and ii) the teaching-learning process have not changed despite of changing management scenario, iii) neither stake-holders nor components of research and evidences are involved in the process of framing policies and guidelines and iv) Indian B-schools do not enjoy autonomy to develop indigenous selection model.

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