

**A STUDY OF “TURNAROUND PLAN” FOR UPCOMING NEW B SCHOOLS –  
ANALYSIS OF PRESENT SCENARIO AND THE PLAN FOR RESTRUCTURING**

**Dr. Vanitha.R.Bhargav**, Professor, TQM school, Mysore.

**1. Introduction:**

**Introduction to Research:**

This paper will investigate how to plan for upcoming B-school in the present scenario. This paper will also bench mark the quality requirements for developing a world class B-school which will stand different and will really able to create efficient and effective managers for future India.. The paper investigate and analyse the present scenario of b schools and design a plan, vision and mission of restructuring for the new b schools to be successful and really work for creating leaders for the corporate world. The paper is made on the basis of analysis of b-schools in Karnataka.

**2. Analysis of the present scenario of B-schools in Karnataka.**

**2.1 Analysis and suggestions:**

I. Most of B-schools are either VTU or university based –where there is prescribed syllabus. Internals, sem-end exam based and is the main criterion and impediment to train the students on a full-fledged way to become effective managers.

**Suggestion :** The B-schools should be independent in its structure and should not run on the basis or like any other course like Msc., Mcom, and other master degree as the aim and objective of B-school is to develop managers with leadership qualities and risk breaking decision making abilities . The so trained managers should be able plan with vision and implement the plan with vision with ownership feeling rather than 10am to 5pm working employee. So the B-schools shall be aimed at multi-focused phenomenon.

**Conclusions:** The b-school should have both vision to get best results in theoretical exams and management development orientation given to students. The communication and personality development should go hand in hand with the theoretical study. The case study orientation shall be the focus of the making students understand the real corporate situation in the world.

**II. Brand development:**

Most of present MBA institutions are having no special “brand “ building or Brand image as they are running the mill into the system of theory, internals, sem-end exam ( forget subjects after semester exam) , burden of many subjects ( 7 ) and heavy syllabus etc..

**Suggestions:** The new B-schools should develop and create a vision of course ( dynamic in nature ) to match the changing times , globalised challenges and bench mark with best practices of schools of management in the country and to move beyond them in quality and delivery systems. ( with changed value systems – discussed in the next pages in the treatment of students as customers rather than )

**Conclusions:** The birth and primary constitution of a new school is like DNA structuring of the organisation and the constitution ,structure, vision, culture, people ,freedom orientation ,quality consciousness we imbibe at the start is utmost important and it brings and builds the primary gene –DNA-code (tradition) of and will have bearing effect on future development . So design and development at the beginning is utmost important.

(If it is poorly conceived and short sighted than- in future course - no amount future repair work , leadership and culture change will be able restructure the setup). It shall be based on truly liberal (un- hypocritically) participating , culture – student driven and oriented rather than traditional ( means- that presently followed by other B-schools and MBA colleges ) –exam oriented , autocratic, cost effective based organisation.

### **Conclusions:**

The belief that greater quality begets greater money, fame and prosperity and future for organisation shall replace “where to save “philosophy of the present organisations. ( colleges).

### **III. The survey of present MBA colleges and B-schools show following inferences.**

Analysis: The critical and unbiased feedback of the MBA colleges shows that they have:

- ❖ Poorly paid staff, lecturers and professors.
- ❖ Very authoritative – dominance based management culture from the owners of institution.
- ❖ Students are treated as high school students rather than the “participants “ of development programme of future managers.
- ❖ “control” based rather than “motivational learning environment” ( attendance – internals etc..) is the order of the MBA course.
- ❖ less or no case study discussions.
- ❖ Compulsory case study in all exam papers attended with no quality decisions and answers.
- ❖ exam system push academics to walls by getting no much time for lecturers , but to hurry sessions in finishing the syllabus. ( exam – valuation – pre exam let off – post exam holidays amounting to more than two months in a semester and “three internals test duration” and “other holidays” taking away a month – lecture sessions run effectively only for a period of three months in a semester)
- ❖ Poor quality project reports are produced as matter of routine for the fulfillment of the MBA programme rather than real investigation and research based study in to organizational problems.
- ❖ Interactive class sessions are absent or very less interaction in this “ fear and control based environment”.
- ❖ Assignments that are given to students are usually copied en mass and submitted . They are seldom valued and feedback is given to the students for improvement as No time is there for improvement as each semester is pushed to the end in bullet train fashion.
- ❖ These problems are less in a deemed school and universities ,but they are only graduated into deemed status being in this traditional “ same good old” roots are not really showing their way into the new system and real evolution.

Suggestions & Conclusions: The whole organisation of B-school should have a new structure of renaissance , fresh air, well paid lecturers , happy students and best outcomes for future India.

### III “students as customers “ attitude change basic requirement analysis :

Analysis : Another major stumbling block in most of the colleges is the attitude problems of the management, Heads and lecturers (with most of them – there are one or two exceptions) come up with a general opinion on students which could be stated as follows:

- ❖ Majority of the students are not interested in study.
- ❖ They are irresponsible and only requires some job/placement at the end of course.
- ❖ They don't attend classes regularly and are not interested in study.
- ❖ They are poor in English and communication and they don't understand what ( - lecturers ) speak.
- ❖ They are drawn from a heterogeneous background of BA, BBM, B.com. B.sc(CBZ), B.sc(PCM)..etc..(arts, commerce and science background) ,They processes poor knowledge of maths and statistics. (some have no or poor accountancy knowledge) .so Lecturers mostly get irritated because these students go for private tutors for these subjects and waste time.
- ❖ They have joined for the sake of getting MBA degree certificate rather than knowledge.
- ❖ They have joined for the sake of better job prospectus ( some job) only.

#### **Suggestions:**

**What all the points mentioned above are half-truth, But if a lecturer go with such a negative attitude ,what he/she can deliver in the class, is the question of serious concern.** These attitude are expressed in volumes in all internals / attendance finalization / other meetings and some time are the expressions of their discontentment with regard to the system .( their dissatisfaction with their remuneration / management/working hours /etc..)

The lecturers, professors and management should know that every student is a customer who is most important for the existence of the present B-school. And :

- We have no choice on “customer” and “customer “ is most important.
- Customer can afford to come with their own deficiencies. ( It is the institution's duty to polish and chisel with love to cover and develop them out of their basic deficiencies for quality service delivery( education delivery) , in such case he will be delighted with the system.
- It is school's duty to lift all customer to a “minimum “ sufficient level (say 64%) to fit them into job market as managers with good communication, analytical, logical ,mathematical and statistical knowledge with the acquired managerial skills.
- “Belief and trust” that customers ( students) comes here to study, learn and get knowledge is most important for the delivery system and people working in the management schools.
- “love, affection ,interaction ,counseling and feedback “ shall be replaced in the place “fear based control systems”(usually existing in present conditions) Because new institution is aim and objective to run the MBA course to build up a strong brand image and success . For this to happen the word of mouth is most important.

**Conclusions:** The attitude of lecturers , professors and all stake holders should have better or hopeful attitude on their students and all students shall be treated same and equally.

The professor's and lecturer's requirements and profiling :

1. For quality delivery of educational services ,It requires not just knowledge, learned professors, but motivated ,positive, love full ,inspiring ,teachers and professors.

2. Teachers are classified as One who teaches, One who describes, And One who inspires ( peers in the learning process). There is a need to get lecturers with good qualification with industrial experience ( highly qualified and experienced ) (but not sufficient) , creative, communicative, positive, inspiring teachers working in a motivated , well paid ,liberal cultured organizational environment.

3. Yaksha prashna - Why student's usually don't attend classes: ( or they attend for attendance sake)

- ❖ lack of "owner ship " (feeling) of the system by the students.
- ❖ Lack of "ownership "(feeling) of the system by the faculties.
- ❖ Lack of inspiring professors.
- ❖ Very authoritative / negative environment.
- ❖ High stress on internals/ attendance /assignments/ rather than active participation – enjoying interactive sessions.
- ❖ Seminars – projects are linked to internals and not for the development of communication and knowledge development.
- ❖ The rigid time-table ( no flexibility to accommodate for workshops, seminars, conferences etc..)
- ❖ Less (or No) Number of workshops from external – professors and industry experts /seminars / conferences are conducted .
- ❖ No (or very few ) industrial visits ( because of exam pressures)
- ❖ Few cases are only discussed ( because of syllabus covering pressure –no or few cases are discussed)
- ❖ After noon sessions are monotonous lecture sessions instead of interactive seminar and discussion sessions.
- ❖ Students are cohered rather than attracted by new learning methods.

## **6. Final conclusions of the research :**

The study conclude that the new model of B-school which is aimed in developing Vision to build a world class B-schools in India shall fall in these final steps of conclusions:

1. All other sub-staffs equipped to speak in correct English.

2.The New Teaching methodology that can be used to make the learning and teaching of MS subjects ,a matter of joy and excitement.(CCDP method).( Four dimensional multi-modal method devised authors).Each module is split up in to smaller session modules. And each session module is delivered under this system:

1<sup>st</sup> hour -----> Concept.  
2<sup>nd</sup> hour -----> Case ( short case explaining the concept)  
3<sup>rd</sup> Hour -----> Discussion on case & concept.  
4<sup>th</sup> hour -----> presentation and summery from students with their analysis and interpretation.

(The time duration mentioned may extend more than a hour for C,C,D and P depending upon the concept that is discussed)

Long cases at the end of complete module also follows the same method.  
1<sup>st</sup> half hour -----> summery of module and it's Concepts  
2<sup>nd</sup> half hour -----> Case discussion explaining module.  
3<sup>rd</sup> Hour -----> Discussion on case & concept.  
4<sup>th</sup> hour -----> presentation and summery from students with their analysis and interpretation.

3.“abstract “ for the concept with detailed notes and case is supplied a day before each (CCDP) session. The class is split up into teams for discussions of the case. Each class the team members will be different.

4.This methodology and style of execution of the MBA programme bring back students into the class voluntarily and with great interest to be part of programme. These activities and changes students get the “ownership“ feeling for the course and administration of the course:

The course should accommodate for:

- 1.Five months course – one sem . One month holiday /sem.
- 2.CCDP sessions for all modules all subjects.
3. work shops from external faculty once in a fortnight.
4. one national conference (student ) in each semester.
5. One national conference ( faculties) arranged by management once in year.
- 6.industrial tour once in month.

**Final conclusions Strategy :** The time –table that is framed initially is discussed with the students and finalized. This compels them to take up the ownership of the system and methodology and actively participate in the lecture sessions. ALL tests will be on-line with multiple choice questions and results are lecture bias independent.

Tests are valued by external faculty called for this purpose. Students are made to take as many re-tests and improvement tests till they score A grade.(65-75). Classes are engaged between :

9.00a.m to 1.30Pm .(theory sessions) with 11.00 to 11.30 break.  
1.30PM to 3.00PM ( lunch / computer lab/discussion/study etc.. )  
3.00PM to 4.30-5,00PM (dedicated for case study/discussions/debating)  
every Saturday – on-line /theory test / per week one subject.  
FIVE days /week . ( with Saturday regular tests)  
– 7 subjects X 3 hours. =21 hours. ( 4 hours X 5 =20 hours)  
+ case study = one and half hour/ day ( = 7 and ½ hours)

Case study shall be supplemented by role plays, group discussions, debates, PDP sessions, communication sessions, for further understanding. Exclusive case study teats also should be conducted. The curriculum should include once in week:- one yoga class, one meditation class, one Bhagavad geetha class and one stress management session to equip them to be better leaders in this emerging challenging corporate environment . The workshops, conferences and consultancy projects shall be given a great importance and it leads to bring great visibility and world class Brand for the institution.

=====