

B-Schools in India Lacking Proper Research Ecosystem: Can We Regenerate the Skeleton

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ABSTRACT

The purpose of this article is to find out exactly why and where we lag in 'Research' in Business Schools (B-Schools)? And how can we, within the ambit of existing challenges, build up a research eco-system that could do something to address societal issues hovering for years, also simultaneously extend our findings to the industrial units for not only making them more competitive and innovative but also socially more responsible and relevant besides seeking standard researches from the B-Schools.

Management Education, although no more elite, as it belongs to the common Indian citizen, is still however understood as a lead runner amongst all modern professional streams of the twenty first century. With our nation aspiring to become a part of the elite 'developed' group by 2047, we need to understand the challenges and opportunities facing our B-Schools or Management education units of our Universities and Technical Institutions as of now, specially related to Research. It is so because we understand, a strong, vibrant and robust research eco-system is one of the guiding ways to prosperity of the human kind which we all aspire. As happens with our societal diversity and ethnicity, we also intend to put the hue of prosperity and development to our B-School environment. No other nation perhaps in the world is better prepared for the challenges posed by diversity as ours. And when such a diversity hovers around, we get a wide range of issues – related to behavioural dimensions, social and economic kaleidoscope, innovation quotient, spiritual spreads, the dimensions are endless!

But then why most of our B-Schools have been keeping themselves out of the platter arranged by our environment for coming out with solutions to the problems existing in society, mind it, corporate sector too happens to be a part of our social system! And we must believe, research provides solutions to umpteen problems that deter growth and arrest prosperity.

Keywords: Research, Research Eco system, Management Education, B-School

Adhyayan: A Journal of Management Sciences (2026); DOI: 10.21567/adhyayan.v16i1.15

INTRODUCTION

With our education system from School to University being revisited through our New Education Policy (NEP), there arises a need to refresh our minds, thoughts, actions in our typical B-School system so as to derive maximum mileage in terms of outcomes beneficial to different stakeholders. B-School education is a different ball game altogether, we understand. Several perceptual dimensions are attached to it. Hence, shall we reboot it? Let us find out.

Establishment of Indian Institutes of Management (IIMs) and opening up Management Departments in traditional Universities perhaps are the two models through which Management education in the country could be traced out easily. The former one was deliberately created as providers of the managerial

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How to cite this article: Kumar, A., Pathak, P. (2026). B-Schools in India Lacking Proper Research Ecosystem: Can We Regenerate the Skeleton. *Adhyayan: A Journal of Management Sciences*, 16(1):116-126.

Source of support: Nil

Conflict of interest: None

cadre to our emerging corporate houses and also to double up as employers in the offing. The latter was created mostly to suit academic needs. To start with, it was very understandable. We had fought imposed wars with our neighbours in the sixties and seventies and had to become self-reliant, the most enchanted

political and economic mantra now, and this means lesser resources, better outcomes. This also happens to be at the core of any corporate sector across the globe. The scientific genre had already been incubated in our minds since availability of science and engineering or medical education in our country has existed since long. We must have a scientific mind to generate query and get it addressed. An independent body had to be brought up by the name of All India Council for Technical Education (AICTE) by the HRD Ministry, Government of India to facilitate a modern technical education stream that included Management, link it to business first and then to other walks of life.

In University system, it derived its DNA from Commerce which itself comes as an offspring of grand old lady called Economics. Initially, the Management education in the University system too carried on the legacy of Commerce as it was bred by the Commerce stalwarts for a very long time. Still today, not all Universities have spinned off Management education as a separate unit. Those who have, again have either taken management education to proximity with industry while some have been traditional as if it were only an academic affair dealing with different philosophies that govern an organization. In such systems, education happened to be mostly restricted to classrooms discussing and dealing with cases that had nothing to do with our indigenous environment. Although our IIMs too emulated the Harvard style of teaching with case mechanism, they ultimately could develop cases of their own owing to their proximity with our industrial units. Both systems hence developed a different trajectory altogether which defines diverse nature and pedagogy of Management education system which is being brought to the common platform through the different accreditation moves in consonance with the standards put up by the west, a perception still exists that the Western education, specially Management, is superior because the initiations in innovations did not occur from India or the East!

From such initiations came an era where 'mushrooming' of B-Schools started happening as a result of the changes in business environment during the Narsimha Rao Government in the nineties. The Government too felt that there should be a relaxed regime in this sector too and it was high time to spurt an impending phenomenal growth; institutions opened at a very fast pace, the AICTE helped and facilitated because we were in need of skilled and qualified Management professionals to deal with emerging

situations out of the Liberalization basket. Government had an idea that Management education should be free from the clutches of traditionality and hence more opportunities were provided to the private sector which was investing cautiously in the education sector.

A two-year PG programme in the form of PGDBM (Post Graduate Diploma in Business Management), later rechristened to PGDM or PGP (Post Graduate Programme), got launched everywhere and there were pockets where such courses and institutions came up, specially near big cities or industrial townships. There was a huge rush in such Institutions as IIMs were limited, had few seats compared to the newer seats and had their own way of progression involving the 'elite' students who cleared the tough CAT (Common Admission Test) followed by an interview and / or psychological profiling. Mostly, the Engineering graduates could clear this examination as they happened to be better suited to it, other streams had a poor representation in the IIMs. They had no choice but to go to these new AICTE approved courses in newer institutions, created with great fanfare borrowing multiple ideologies to market the Management programmes, or to seek admission in universities offering the Management courses. Fee structures were high in such private Institutions as they claimed to have a better infrastructure and better value offerings which made them placed high on perceptual grounds. Those who aspired but were unable to meet the high fee structures joined the University system! They had relatively lower fee, being existing in the environment as a welfare unit which was meant to educate and uplift society at a lower cost, most of them were funded centrally or by the state.

RATIONALE AND OBJECTIVES

It is apparent that in the recent past and years before that, hardly any impetus existed on the Research part in typical Business Schools, exceptions apart. Our Management Education system simply churned out managerial grade executives for the corporate world. A very small number showed interest in returning to such institutions as researchers or faculty members. Of late, it has been realized that there exists a lot of potential for management educated professionals to undertake academic career and pursue research. Management education not only provides working engagements of varied nature for job seekers but also intends to solve social problems, business problems by providing management-oriented solutions within the ambit of resources that are available. Considering this fact, it

becomes imminent to have a headway for Research, that could benefit all entities of a typical societal eco-system, that obviously includes education, business and management of resources!

The objectives behind writing this article are – identifying the past and current situations in Business Schools with focus on the research element, the methods that could alter the tilt towards Research including mechanisms to be adopted to make this flourish with continuity, with an element of experiential learning and sharing which the authors share temporally.

BACKGROUND

The very word Research in our country has generated different notions to different people. Every stakeholder in our society has a different perspective added to it. Research is the work of Scientists. Research is doing PhD. Research is the highest degree that can be earned and getting it would mean high status in society. Doing research makes it easy entry into teaching industry. Teaching and Research are two different things. And the like, many perceptions exist! Management Research again is a different entity altogether. The idea in a typical B-School is getting ready for the corporate world. The scenario construction is like how quickly the aspirants get absorbed either for internship placements or for final placements – in hours or days or weeks. The temporal stretch defines how popular the course is and how significant are the students for the corporate world! On the other side, University Departments, barring few, focus on who has understood the theoretical concepts better and who all are going to excel in examination and ultimately join the University PhD programme! Actually, only Institutions within the ambit of the University Grants Commission (UGC) were allowed to engage students in Doctoral programmes, standalone AICTE approved B-Schools did not have the opportunity for the same, since such schools were meant to prepare students for Business world.

IIMs were a different tag altogether so they were allowed Research and Doctoral programmes by their 'Fellow' programme where corporate citizens, practicing Management were allowed to share experiences and develop and apply more models to better their operations. Governmental backing paved the way for initiatives in Research. So, Research got seated in IIMs too apart from our traditional Universities. Sandwiched between the two were the new set of B-Schools looking for opportunities that could make them acquire more platforms to enhance their presence across segments

apart from stretching their resource base. And then started the experiment of 'value addition programmes' that could be highlighted as a substitute for Research. Various such initiatives through various nomenclatures started to come up and faculty members got busy with such enhancement practices and this led to a major promising chunk of new age faculty members to shy away from Research.

Research in Management mostly relates to the social perspective, few get related to the functioning of industrial or service units while few other goes for concept-based issues and / or modelling. Few years back, there have been significant changes at the policy level regarding Research. Initiatives have been made by the Ministry of Education and is being channelized through the UGC to be implemented. Why only after PG, the CCFUP guidelines (Curriculum and Credit Framework for Undergraduate programmes) under the NEP mentions fourth year of Graduation through Research, a remarkable idea to inculcate Research culture amongst students. Further, the ever-changing scenario in the Entrepreneurial and Incubation perspectives has thrown open research for pursuance by anyone who desires. It can be the game changer for Research in the years to come.

Researches for the past few decades have been done hardly to solve emerging problems that public faces. Even the UGC had to issue strictures regarding problem identification. In fact, researchers were disconnected to the general public on most occasions. Research being made mandatory for teaching jobs and embedded promotions there-in, it had become a sort of ritual but then things have started changing now to a small extent. The Autonomous Institutions are being allowed to conduct Doctoral programmes as a result of their performances in accreditation. Candidates getting the fellowships (JRF and SRF) are better motivated now. Stringent norms being implemented across has resulted in quality improvement to a certain extent. And Management Research happens to be multi-disciplinary in nature and hence stands in a change for rich insights through this approach.

REVIEW OF LITERATURE

Although away from the Indian context, yet a succinct literature Survey shall provide us with insights into the research vigour and research anomalies in the context of Management stream or B-Schools. In a study (*round table*) published by *IIMB Management Review*, it has been said that most of the Institutions



in Management adopted the paradigms of the West since these institutions worked under tutelage from daddy institutions of the West. Although, the Western theories were adopted, but remained restricted to understanding of the contextual deliberations.

The purpose was developing good managers who could contribute towards industry consolidation. Means, initially there too research lens was missing! Recognition to teaching was more than by Research. But that was the requirement of those times. Another such deliberation argues that blindly following Western concepts without examining their ontological and epistemological assumptions may be unable to provide meaningful insights in the Indian context. Hence, research paradigm in Indian context is necessary. Another viewpoint puts an idea of 'nostalgic research' where research is expected to be seen in the context of the social realities of India embedded although in the West. Management of the self, as it appeared through this school of thought, finds relevance even today and is highly appreciated in the corporate sector! The idea is to get rid of the deadwood in various thought premises so that a new and original knowledge can be built up and disseminated amongst relevant publics.

In the same article, the discussion further moves saying that management researches gave motivation theories which stem from individualistic bias. It further says that selfish behaviour too follows this approach, to some extent it is acceptable in the West but it is pole apart when viewed in the Indian context. Perhaps, the kind of behaviour we come across amongst management publics of the current times could be attributed to the learnings that our mind has received in the form of Western theories, hence, what about the Researches, shouldn't these be put in Indian context which we might be missing! Also, treating Management education in too much a scientific manner has had its impact go haywire. Management researches were mostly initiated in the West by practitioners rather than academicians, it worked well for them to an extent but started to backfire too, not to mention the corporate failures (Kanjilal & Ghosh 2013).

More recent literatures like that by Luo & Adelopo (2025) suggest that inter-disciplinary approaches to education is the preferred choice amongst both students and teachers (or researchers) and this challenge has to be properly addressed to in a typical B-School system anywhere around the world. Moreso, it may be understood that researches in management education need a lot of inter-disciplinary inputs and hence, it

could be one of the reasons for lack of research eco-system within a B-School system. The novel pedagogy of problem-based learning, cognitive development, active instructional strategies and creating an inclusive learning environment is critical to the growth of learning and researches as it enhances logical thinking and develops problem solving skills, necessary attributes for a research eco-system.

Further, the famous Kotter's Change Management model gives us a further insight into the research question. Creating a sense of urgency to forming a guiding coalition, to developing a vision and strategy, executing the same for a win-win situation, making change endeavours as continuous process and infusing the DNA of change in the organisation could be another way to look at the problem being discussed. We can interpret with this model that most B-Schools did not have a proper vision for research and could not muster up courage to change it so that research DNA could be infused, in other words, a clear digression from enablers for a good research eco system. Now this change needs to be even in curricula at both the UG and PG levels. Institutions need to embed the research element in the curriculum to create a first interface with the importance of doing research in a wider perspective. This has also been highlighted in one of the findings related to this issue (McKee & Botsford Morgan, 2025).

Higher education everywhere is fast adhering to international standards and is experiencing an increased infusion of content on imperatives framed by global contextual issues in education that cross-cuts across all functional areas in business. Here is the catch. Skills and Knowledge can be upgraded only through proper guided research. Blending technology with education is the need of the hour, even for research eco system development (Michael, 2025).

Career Values, Career Proactivity are the attributes that could lead the young generation to higher echelons of research. The clue comes from a recently published literature (Frolova & Mahmood, 2025). There is also a need for institution-industry partnership that might be of great influence to the development of a sound research eco-system within the B-School framework (Aljuwaiber, 2024).

Another viewpoint holds that B-Schools and management research lack relevance. Bennis and O'Toole (2005) opine that research in Management has followed methodologies more prevalent to hard disciplines. Pfeffer and Fong (2002) provide advocacy to move away from the scientific models. They suggest that

doing so entails focusing research on phenomena and problems of continuing importance and how actually they prepare students to be effective practitioners. Disruptions decrease the financial burden, hence, adopting such disruptive measures in a standardized research eco-system may be the need of the hour to promote Research (Kaplan, 2021). Available literature also says that there is little impact that has flowed from the well-touted scholars of management to the industry (Mulla, 2007; Pfeffer & Fong, 2002). Practitioners lack confidence in the effectiveness of existing management theories in solving organizational issues. Navarro (2008) found that the top business schools (US context) fell well short in incorporating ethics, social responsibility, integration of disciplines, soft skill development, experiential learning in their teaching pedagogies.

ANALYSIS AND DISCUSSION

Faculty related challenges

The heat of competition is a melting pot for all. Despite availability of faculty nationwide, the employment quality is not satisfactory. Apart from the Government owned and controlled plus few elite B-Schools and Private University Departments, most of the Institutions are not able to retain the faculty for a very long time. Retention, even if it exists, is mostly due to family or location compulsions. While few faculty members are put to teaching, a major chunk of understaffed institutions make faculty members double up as either marketing executives or admissions coordinator or compelled blogger for institution or any sort of assignment which the Institution feels is more important at the particular time. In such cases where there exists a blurred picture as to what a faculty member should do, at some point of time dissatisfaction starts brewing up and a good researcher in the making is taken to a backseat.

Frequent movement of faculty members from Institution to Institution strips them of being a good researcher. Objectives primarily are to secure job, that which is more paying, lesser in terms of responsibilities, lesser demanding on the administrative front and quality of work-life. Many of the teachers shy away from being into academic administration. This results in a dearth of candidates who could lead an Institution later on both academic and administrative fronts. Opportunities are increasingly available seeing the growing numbers of such HEIs (Higher Education Institutions) in the country. Unfortunately, a simultaneous coexistence of

both sought abilities is missing in the young blood and hence, superannuated teachers have to be brought in again into the picture who at occasions become misfit in the highly transformed educational scenario which is witnessing a generation ready for disruptions with a new set of skills and culture that becomes unacceptable to top brass. This engages the research temperament too. And instead of finding ways to encourage development of a proper basic research eco-system, the B-School ends up with becoming a mediocre Institution mostly engaged in preparing students earn the Management degree or qualification! An undesirable situation of course but inevitable in many cases.

Around three decades ago, in metropolitan cities, these stand-alone B-Schools used to invite Guest faculty from Industries mostly over the weekends so that they could share their experiences and the learner can quickly grasp the industry nuances. Some of these could also oblige institutions to get converted as regular faculty dealing with certain crucial management subjects where practical or market exposure seemed imminent. It was a wonderful move but then devoid of any research, it was mere experience sharing and it served its purpose! Nevertheless, such B-Schools despite fulfilling all infrastructure norms did never get a feel of Research. Then these AICTE bannered institutions were downgraded by the Government itself around 1998 with a notification that not all PG programmes are to be considered equivalent to Master degree as the Association of Indian Universities (AIU) shall give the equivalence based on certain parameters. Hence, those desirous students having a research intent and passing out with full vigour got disheartened with not getting a Research seat in any IIM or University Department. It appeared that Research is the prerogative of the University only. This was another sort of red tapism under the LPG status which India had post 1991. Moreover, the UGC NET qualification for appointment as university teachers further led Research to the backseat as these B-school pass-outs under AICTE were not allowed to apply for these examinations.

Institutions should keep a variable pay mechanism to incentivize their faculty minds. The moment this mind starts delivering through publications or sponsored projects (either by Government bodies or corporate houses) or through patents and copyrights or creating or incubating small businesses, this variable pay mechanism should start functioning. Achievement layers can be built up and suitable reward system shall be put in place which is quite a good motivation to



positively utilize brains to bring out something useful for the society! Continuous training on the emerging analytical platforms is necessary through development programmes either organized in house through some outsourced expert or by outbound training to some specific researchers showing a positive trend towards research. Faculty achievements, small or big, need to be highlighted on the Institutional website frequently.

Integrative approach

Research in Management stream is so vivid, demanding and complex that everyone can not foresee the issues that might be important from the perspective of the different stakeholders. It needs a special attention. It needs a lot of inputs from supporting streams like sociology, psychology, statistics, anthropology, information technology, data science, agriculture etc. It also needs management support. It needs a Research culture in Institutions. It needs some seed money on the part of Institutions who aspire for quality Research. It needs a strong database repository. It needs highly motivated individuals who are young and ready to delve into pros and cons of an emerging problem. A basic research unit in every institution is necessary that could serve base for students to do some basic research through field visits or available literature. Some research instruments could be developed in such cases which is good enough to be classified into basic research. Bigger seed money could get big ticket researches being initiated that could be crucial to policy making in the ever-changing macro-environment.

Teaching-Research connectivity

It is indeed a very late realization that not necessarily a researcher can be a good teacher but the reverse is mostly true. Research brings a special flair for teaching (here Research does not mean PhD). Teaching spirals into a new zone with every small research output paving the way for a new insight into class deliberations. It also inspires the disciple to look for additional inputs for the next layer of researches. If such spirals continue to become an institutional culture, there is no reason why a B-School can not excel and challenge any big university via disruptive mechanisms in the research playfield.

Teachers are burdened with teaching loads. Against a normal 10 / 14 / 20 lectures a week scenario in a typical Indian B-School or a university department for Professor / Associate Professor / Assistant Professor, at many places it falls as 14 / 18 / 24. A Professor shall have eight, Associate Professor six and Assistant Professor four scholars at any given point of time as per the UGC

regulations and this has been so as to accommodate research in consonance with standard teaching hours. This issue needs to be addressed with seriousness as it is directly related to availability of quality time for Research. Only a handful of us can handle administration, teaching and research concurrently.

As has been discussed earlier in my deliberations that we have had a culture of teaching even in B-Schools as has been prevalent in the university system due to obvious reasons. But the time seems to have arrived now for research to take the front seat. That shall never mean that teaching shall be seated back but then priority towards research needs to be built up if we wish to go to world rankings. The question is how many institutions can develop that eco system for research that needs not only proper support but continuous support from the promoters. Apart from seed money, reward and recognition system for outcomes needs to be instituted. The teacher has to reincarnate self into a budding researcher with small and simple research that shall grow into complex researches later. Then, the peer group needs to get closer and develop as a research team that can be cross disciplinary. The thrust areas for research may be derived from local vicinity and also driven by global research. This core research team can very well address students' hunger for reading materials through generation of caselets and its publication.

Indian Context

We are a country that has been robbed off the 'self-reliance' concept over the past five hundred years or so. We have been forced to accept the western theology by making our minds accept that our thoughts and creations shall always be inferior to those from the western world (which often gets termed as developed world!). We need to immediately come out of this menial thought. The damage already done hitherto can not be reversed but we can reincarnate and regenerate our skeleton in an indigenous way that could be more robust and flexible to accommodate our values and broaden the knowledge canvas further. Why can not the Ministry of Education create a unit within the existing system to look into the research issues faced in multiplicity by our Institutions! Research grants can be provided to all accredited, autonomous Institutions regularly after thorough processing of Research proposal weighted against crucial issues faced by the nation today. The corporates too must provide a helping hand to such emerging institutions to conduct research specifically for their unit or the industry vertical to make them more viable and profit worthy!

What suits us is perhaps the best of the medicines. The concept applies to the Research in a manner that has a mainstay in our country. Both problems and solutions should be India centric. The Western studies in no way can be generalized to suit India, however, they can be referred to only from the standpoint of cross-cultural context. Our researchers tend to use cases developed in Western perspectives that could be a cultural mismatch here. Also, research scales developed by the West for studies involving the West can not suit the Indian context. Similarly, deriving conclusions through foreign cases in no way can solve our Industrial problems. Our traditional ethics and human values models in businesses have become more relevant for the West after their industry failures. Why can not we create a direct interface between industry, Government and academia in our country? Sharing issues shall make us perceive those more clearly and with great vivacity and solutions shall be sought with a wider perspective with a creative tinge! Doesn't it make sense to have a cohesion instead of fragmentation in our researches! Traditional university researches are of academic nature, more so old wines in newer bottles and we should get out of this system that is making our researches obsolete even before outcomes start pouring in!

Our own Management Guru Sumantra Ghoshal once said, bad management theories are destroying good management practices! Assumptions can never be a permanent ingredient to Research but unfortunately this has been practiced for long and penned down in strategy texts the World over! Moreover, the shifts in the geopolitical order worldwide are opening newer dimensions related to collaborative research amongst like minded nations. Newer insights can thus be gained that could be of great help to design and reframe our policy framework both for the Government as well as the industry. It is also an advocacy of the West to teach the ethical practices in businesses. Interestingly, we have been practitioners of ethics and human values and emulating the West to teach shall be a derogatory practice which intends to take us a step backwards in our understanding of business models. Similar ethical practices included in researches signify the directions in which we need to work to free ourselves from the clutches of intellectual slavery!

Embracing Dynamism

Now the question arises, how can Research masterpieces be produced in Management? Two significant areas that shall in vogue always are the macro parameters

and resource base that shall drive business research. The emergence of new world order in the wake of realignment of political forces within and without an economy gives us enough room to think about multi-dimensional researches in the offing. A lot can be thought of on multi-cultural and behavioural issues. Moreso, newer dimensions of business and trade models shall be emerging in the time to come. India is a hotbed of technological innovations and hence, aligning our business and management models makes a great sense for research. Our rural sector is getting ready for a business makeover through initiatives by entrepreneurs and supported by the state and Central Governments. Moreover, the role of the Micro, Small and Medium Enterprises (MSME) in defining a new India has thrown open many dimensions for Research. Further, social entrepreneurship initiatives too have become the central theme of the researchers aiming to streamline rural folks in the business affairs. So, the management practices also need to change with changing demographics, business ideation, technology integration and generation of opportunities. Researchers can work on creating management paradigms for such real-time alignments that could help the management stalwarts bring out more generic theories suiting our needs. With changing consumer behaviour, newer models with insights into salesmanship and newer connect-tools shall be coming to the fore.

Training led Researches

Training breeds research. We should involve our faculty members to go ahead in training persons of different societal and industry verticals, from police / army officials to petrol station delivery boys, from school teachers to doctors, from railway officials to train loco pilots and train managers, from medical representatives / hospital staff to shop floor executives in a manufacturing unit, list is endless! This provides the trainer with more insights into the problems that need research. In fact, Management Research is all outside the Board room! So, capacity building and mental agility plus robustness is the need of the hour for developing a skeletal research framework in a B-school. B-Schools must create their own Training & Development centers on the lines of UGC HRD center (earlier known as Academic Staff College) in universities. For new / fresh teachers, a minimum two weeks training programme by senior academicians and industry stalwarts is necessary to inculcate the research quotient in the faculty member. Further, every institution needs a journal of its own not



only to propagate the advancements in research but also to help budding researchers develop a habit of writing and editing.

Collaborations

For research to usher and flourish, a collaborative mindset is needed. And collaboration seeks a team spirit. Indians have been working in teams in many organizations which have achieved laurels in their sectors but in research, it is more so of an individual effort, it is perceived, and we tend to build up boxes around us which actually cuts-off the researcher from attending to multifarious dimensions. This actually limits the quality of research in terms of vibrancy and potential besides losing dynamism in the current times. Collaborations at Institutional level is fine but individual research linkages are also necessary to come up with more useful research. The research inputs become richer with collaborative inquisitiveness and end up with a better finding, it is understood. Moreover, laboratory researches should become uncommon in B-School, the actual laboratory is the field which connects the researcher and corporates on the two sides.

Public Private Partnership model is missing perhaps from our research ecosystem. We do not hear about government institutions shaking hands with the new generation B-Schools for strengthening and reinventing their research eco-system, specially in the Management sector. University systems, especially the Government owned, have been traditionally blessed with funds for research, however, over the time scenarios may have altered, but still, they muster up required resources better than their private counterparts due to simply, backing by the sponsoring body! In fact, it has been observed that a majority of such public institutions try to distance themselves from any issue which calls for resource sharing. Instead, they use the expertise of such modern B-Schools in their system upgrade. Who shall be the real beneficiary in such a case? There are instances that even in the industry connect initiatives for researches, the public enterprises go for the state or centrally funded universities for their requirements and vice versa while in the private sector case, opportunity to such B-Schools are very limited. So, an ecosystem development for research in a typical B-School ends up in infancy!

Conferences and Meets

How many B-Schools do really operationalize any sort of Research conference / seminar / conclave for the sheer purpose of not only inflicting Research paradigms on

teachers or scholars but also simultaneously exploring the 'hidden between the lines' issues which normally get overlooked? Many consider such events to be a wastage of resource as no immediate signs of outcomes are visible instantly. Instead, the focus gets shifted to organizing Institutional Marketing / branding seminars that could fetch the institutions with short term mileage. Few such B-Schools do go in for such events but then the reach is limited to only a few. Foreign collaborations too are missing, most B-Schools do wish foreign institutions to collaborate but shy away from giving them their desired share. Even intra-departmental Research colloquium is nowhere in fashion just for even inculcating the research culture in B-Schools.

Mentoring Institutions

Accredited Institutions are being motivated to mentor the non-accredited ones in recent initiatives by the Government. Moreso, many institutions are on the verge of being upgraded to institutions of eminence and excellence apart from gaining more independence in managing the academic affairs but then the question is, can not this be used to regenerate the Research system in at least B-schools if not everywhere? Collaborative measures may lead us to a better congenial research atmosphere where there can be a win-win situation for the research, the researcher and the institution!

Institutions need to develop the research instinct amongst their faculty groups. Senior faculty should serve as a guiding force towards this initiative. An excellent library comprising of well-known research journals and databases must be readily available for referencing as and when needed. Institutions need to put a brake on 'nine to five culture' where timely entry and exit is the only discipline to be adhered to. Intellectual capital can never be developed in a short span. Neither can it be hired every now and then. So, the idea should be having the intellect stay for longer duration within the institutional system that shall start delivering very fast once it gets submerged into research. It is only a matter of mind clicks.

Role of Scholars

With institutions slowly coming up the ladder towards becoming mature and gaining autonomy towards a better education scenario, research in B-Schools can come to the fore with scholars taking some commanding positions with the UG and PG students to create the drive for research. Simultaneously, the teaching and research connection can be well established. Further, the structural and moral support

from the management and regulatory bodies shall let the scholar do the undoable hitherto. The glass wall between research and teaching needs to be dismantled fast if things need to be accelerated on this front. Local consortia can be established as a platform for research sharing and aggregation of ideas and concepts. This can also breed incubations at a later stage for which all stakeholders are concerned about.

Consulting assignments

Senior faculty members must resort to management consultancy with all sorts of organizations across numerous industry verticals (both manufacturing and services), new-old, big-small, private-public, etc. so that their knowledge and its applications can further shape up according to the ever-changing needs and this flexibility shall provide them with more insights into finding the variables that are necessary for any research to be launched. In fact, this move shall facilitate both the corporate and institution to think about emerging research problems and collectively bring out a solution through pragmatism supported by academic tools and techniques.

Publication related issues

Publication of at least one Research journal should be made mandatory in all B-Schools. Not only it shall add to the academic prowess of the B-School but also educate the system with the nuances of publications, an important ingredient in research. It shall also add-on to available platforms for academicians and researchers. Its consolidation over the years shall make the B-School more listened to through better acceptability around the country. There are many such B-Schools who have multiple journals suiting the different departments or educative ideologies and it is paying them back.

Predatory publishing, although still prevalent in India, is another reason why a B-school may have lost on building a Research eco-system. The UGC has no doubt done a somewhat meaningful job in providing a CARE (Consortium for Academic and Research Ethics) list of journals that are to be embraced by scholars for their academic endeavours, still no regulatory wing exists to counter this menace which is intended at fastest gratification thereby destroying the very culture of a healthy research. Developing a culture of journal reading coupled with a journal exchange policy of B-Schools could be an excellent move to not only create awareness amongst researchers and readers but also will create an integrated and robust eco-system to honour the dignified researches published. Such sharing will only add to the applicative knowledge in the longer run.

Indexing Mechanisms

Also, why cannot we have our own robust indexing mechanism? Why shall researchers look always to the Western indexing agencies to make themselves recognized across global dashboards enrouted via the western controlled databases? Why cannot we add on more dimensions to 'Shodh Ganga' portal? Why cannot we have our own citation mechanisms? Cannot we make INFIBNET more resourceful and interactive? There have been reports of the western world treating our researches and research outputs or publications below par of their counterparts in the West and still our presence in Global research is showing impactful enhancement across different streams. Researches face a lot of bottlenecks regarding publication time, such delays could cost the nation very dear in the longer run. The intellectual property created here should remain under our control. And hence it becomes necessary for us to think about such mechanisms that not only upscales our researches but also creates a motivational impact on the budding researchers through timeliness!

FINDINGS

- Teaching and Research both are necessary, changing priorities shall be able to explain which of the two must take lead at different occasions.
- Management is a dynamic field; it has gained more relevance at the grassroot level. Hence, no longer Research can take a back seat.
- Research can not be a prerogative of a few, it needs to be spread across for better reach of its benefits to society.
- Research means gaining Insights into any existing problem with a modern perspective and a wider base, hence, research inclusion is of utmost importance.
- Both corporate and academia should work in tandem to create a rich ecosystem for Research that is beneficial to both.
- B-Schools need to prioritize Research in order to garner stakeholders' interest towards the same, also look for methods to keep some seed money for impending research assignments.
- Research constructs, instruments, tools and techniques need to be indigenously developed, moreover, the Indian context holds greater relevance now.
- Faculty stability could be a key to high class research, availability of quality time needs to be allocated for researchers.



- Faculty should develop a research temper and instinct in themselves and must shy away from the nine to five office culture, this shall only help them to scale heights in future.
- Institutions must start thinking of bigger roles in the society, they must shed dead woods and move ahead with research progressive minds, should collaborate with both corporate and academia, both from India and abroad to make research outcomes more meaningful for the society.
- Training and Consultancy assignments provide a decent base for research in B-Schools. Senior and experienced faculty members must emerge as a driving force for this cause.
- Scholars need to get connected to young generation to not only showcase the benefits of research but also inspire them towards research for future thus building a genre for research.
- Collaborative models to speed up research needs to be explored, the thin line that divides various entities needs to be erased, consortia from local to global level should emerge paving the way for researches at all levels.
- Publishing is a must if researches are to be made meaningful. The research reach will define its success in society. Methods to stretch its benefits must be continuously explored.
- We must develop our own robust indexing mechanisms and research databases apart from utilizing the benefits of such Western systems, this shall aid our researches in all our languages.
- Research scalability is a mental framework, and both the structure and function must be twinned to achieve the synergistic effects of research.
- Research discipline and ethics should be inculcated in every student irrespective of the professional trajectory which the student vies for.
- No other kind of research other than original work shall have longevity in terms of scope, relevance, scalability and acknowledgement the world over, hence, the standard practice of originality should be resorted to.

CONCLUSION

There appears a big gap between what needs to be done and what is being done. Considering the Research paradigm, and the line of strategy to be followed, we can say that it is an opportune moment for us to catch the research bus. The eco-system for research can never be built quickly. It needs tremendous support

from different corners but more so, our mindsets must change and accept that without it being in place, proper development of the stream or the discipline to become more advanced and richer would just be a wishful thinking. No more tactics but real strategies need to be realized.

The current environment is very much collaborative, implying that not only all disciplines must cooperate with each other but also B-Schools need to cooperate. Each B-School is a distinct entity in its existence and boasts of certain USP. Let these USPs crossfire amongst themselves for springing out research eco-system in this era of data science and Artificial Intelligence. Interdisciplinary research supported by a plethora of meaningful data and availability of research technologies is likely to bridge the existing gap in question.

Embedding the research element in the vision and hence mission recast in a long-term perspective shall also do the needful for designing and implementing a research eco system in the B-School category. Integrating the research element into the curriculum is the need of the hour, lead Universities across the world including India have showcased the same, for infusing the research DNA into the system. Involving corporates into it shall give a further fillip to the research quest and excellence. Further, there has been a sense of proactiveness prevailing amongst the new generation, teachers, researchers, students, all, that a bent towards research is as necessary as breathing every day, hence, this paradigm shift may also be useful in achieving a desired level of research eco system in a B-School education.

Management professionals are always viewed as trouble-shooters owing to the nature of the discipline and the onus towards the society are definitely larger. Stakes are high. And it is time to think about deliverables to society, be it individual, groups, corporate, government or any other entity!

Policy Implications

From the corporate perspective, Research contribution is quite meaningful. Not only it gives newer insights about the changing dimensions of different environmental factors but also paves the way to develop newer products and services, suiting the ever-changing tastes of the consumer. Researches help modify policies and plans for a more conducive outcome. Further, the corporate – academia interface builds up both communities in quality and approaches. Better decisions and decision-

making abilities emerge through researches. B-School research should be corporate centric more as it benefits in many ways – helps develop more relevant curriculum, helps in management of skills necessary for corporate needs, develops a quest for competition, helps build up entrepreneurial minds, provides at least some solutions to an existing complicated issue, and moreover builds up an eco-system for further research. In fact, our industries get benefitted a lot through proper B-School research. It is for the corporate sector to handover corporate problems to B-Schools for possible solutions. This should be fundamental to the policy initiatives of the corporate sector. Mere corporate chairs won't do, there is needed a research fund which should go to the able researchers of the B-School. Research perspectives need to change both at the corporate and B-Schools.

ACKNOWLEDGMENT

The authors are grateful to the anonymous referees of the journal for their extremely useful suggestions to improve the quality of the article. Usual disclaimers apply.

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