CHAPTER 5

FINDINGS OF THE RESEARCH INFERENCES

5.1 RECRUITMENT

1. PG students are not oriented with the teaching as a career and are not aware of any role models.

2. The faculty cadre ratio recommended by AICTE and UGC is difficult to maintain.

3. 1st class in PG may be relaxed and focus on quality of teaching is required

4. Recruitment process requires clarity.

5. Selection process in not scientific and requires standardization.

6. Experienced faculty does not like to give Presentations/Demo lectures at the time of interview.

7. Expectations are not shared clearly at the time of interview.

8. No job description in detail is provided to the faculty at the time of joining.

9. There is no set of standardized interview panel.
10. Teaching in B-schools as a profession has not yet created the passion in many. There are very few doctoral students who are being awarded PhD in the management discipline and their number does not exceed more than 100 per year. The increase in the number of business schools in the recent past and the limited pool of PhD holders is contributing more to the problem.

11. There is also a sharp decline in the number of aspirants enrolling for fellow programs at IIMs who usually join the teaching profession. The total output of the FPM at IIMs is only 5-7 on an average from each institution every year. Out of this small number, 33% would prefer to join corporate and remaining number of PhD/FPM holders are certainly not enough to meet the increased demand for qualified faculty.

12. The faculty recruitment cycle takes 15 to 18 months. Even after going through this lengthy process of selection, the faculty can be easily attracted by the corporate sector and new management schools with higher compensation and attractive work life balance.

13. Interestingly, reputed business schools across the world is hiring Indian faculty and this has added one more dimension to the shortage of faculty in Indian B-schools.

14. It was found that designation plays a vital role in hiring and retaining a faculty. Faculties tend to leave organization if they are not placed in the right designation.

15. Many good B-schools situated at the outskirts of the city were not able to hire teaching faculty. Respondents were not affected
much with teaching load but they were highly concerned about the commuting distance.

16. When respondents were asked about their opinion on the preliminary requisites to become faculty in B school, respondents expressed that the hiring process was not at all scientific. Felt that the preliminary requisite to enter teaching profession was too rigid. The respondents expressed their dissatisfaction towards obligation like doctoral degree as a must for the career growth in academic field.

17. Respondents perceived that 1st class in PG course (as a must) to enter teaching profession requires relaxation to a certain extent. They felt it is hard to score in few courses like Master in Arts (MA) literature, Professional courses like Institute of Cost and Works Accountants of India (ICWAI), Chartered Accountants and Company Secretary.

5.2 TRAINING / NURTURING

1. Training calendar is not maintained by B-schools. It’s difficult to find even one FDP program in a year.

2. Faculty is not oriented / nurtured towards research requirement.

3. Most of the faculty members in B-schools are not even aware of grants and funds provided by AICTE/UGC.

4. Faculty members have expressed a great need of training in the field of SPSS and other research tools.
5. Faculty members are eager to do PhD but are not oriented with the process. The objective of completing PhD is to enhance their designation and compensation.

6. Most of the faculty members rely on a set of text books to impart knowledge.

7. Case studies are either taken from the text books and there is no systematic approach in using case study as pedagogy in the classroom.

8. Most of the faculty members give individual assignment and does not encourage group work.

9. No encouragement from the institution/dean to faculty in participating for various conferences.

10. Faculty is learning to contribute research papers/articles by trial and error method.

5.3 COMPENSATION

1. There is a disparity of salary structures in most of the B-schools. Faculty members were hesitant to share their salary. Most of the B-schools followed closed envelope system.

2. There is no incentive provided to faculty for research achievements like publication, articles or for writing books.

3. Even though institution identifies the super keeper, no award or recognition is being given.

4. It was found that people were eager towards the implementation of 6th pay commission, but had confusion in reshuffling the
grades as per the new recommendations with disparity in pay scales between new hires and the experienced faculty.

5.4 PERFORMANCE APPRAISAL

1. Student feedback is the only system followed by B-schools in evaluating talent of the faculty.

2. Academic deliverables is given more importance than research contribution.

3. Consultancy work is hard to be found in the B-schools.

4. It was strange to find some of the institution considers log in time for evaluation of faculty contribution.

5. The criterion for evaluating the performance of the faculty was contribution in research. This had two major sub criterions: (a) contribution in academic journal articles and (b) Research paper presentation in Conferences. Most of the B-schools today emphasizing on case study publication and expect the respondents at various higher designations to publish more cases compared to conference proceedings.

6. The new hires preferred to take more of teaching load when compared to other roles in the evaluation criteria. Interestingly, B-school motivates faculty to contribute more towards research as compared to teaching aspect. This misalignment of expectations resulted in faculty quitting academic position.

7. Only Professors and Associate professors were encouraged to take up consulting work and the assistant professors were not at all considered for evaluation in this aspect. This discrimination
for Assistant professors, based on respondent comments, was the non-completion of the doctoral dissertation.

5.5 RETENTION

1. Most of the B-schools are not conducting exit interview for the faculty. The exit form filled by the faculty is only for record purpose and no action was taken.

2. Faculty quit organization due to lack of encouragement in doing research and related activities.

3. Faculty is being asked to perform administrative and placement activities of the campus.

4. Respondents were asked to provide any other evaluation standards used in their B-school in hiring and retention decisions. Most of the responses were “professionalism”, “research and publication”, “frequency of job shift”, “innovation in teaching”. A small number of responses were given for “initiatives of the faculty”, “students’ likeability”, “Team player” etc. Few B-schools however did not provide any additional evaluation standards.