2.1 Statement of the Problem

Management education has come to stay. It arrived unobtrusively, picked up momentum but seems to have reached a plateau now. The more optimistic may argue that management education has not plateaued out -- it is growing by fits and starts.

Whatever its present status, it is clear that management education faces several challenges and problems. There are challenges and problems that galore: problems relating to physical infrastructure, problems relating to human resources and problems relating to placement of the products turned out by them being important amongst them. This requires the academic leaders to ensure that the students are taught effectively which in turn warrants regular upgrade of the skill levels of the human resources of the management education centres. Towards this end, the teachers of management education centres have to be suitably motivated by ensuring, amongst other things, their job satisfaction. In addition, the management education centres should ensure a stable and productive interface between their students and the industry. After all, the MBA products are grist to the industry’s mill and if the grist is not good enough, the mill does not require it. This implies that the management education centres should churn out the kind of products that the industry can
exploit for their operations. In other words, the management education centre products need to be industry-ready.

But there is a huge gap between what the management education centre products can render and what the industry needs. This gap renders many management education centre products unemployable thereby contributing to a steep fall in the demand for management education. It is in this backdrop that the present study has been taken up. A way out of this problem has to be found even it warrants more autonomy for the management education centres and more accountability on the part of the academic leaders at the management education centres.

2.2 Review of Literature

1. Henry Mintzberg\textsuperscript{10}, management education’s stormy petrel, suggests that the corporate world would do well to stay clear of heroic leaders. Explaining his cynical attitude towards MBA he maintains that even taking people who are managers and doing what we usually do in B-schools, which is concentrate on the business function, does not teach them management. People learn management by focusing on their own experience and learning from their own experience\textsuperscript{11}.

According to him, the problem does not lie with the way management education is structured currently. The problem is everywhere. It is in the very as-

\textsuperscript{10} \url{http://www.businessworld.in/sep2704/indepth05.asp}

\textsuperscript{11} Neelima Mahajan and Indrajit Gupta, quoting the Cleghorn Professor of Management Studies at McGill University in Montreal, in \textit{Businessworld} dated Sep 27, 2004, internet edition
sumption that we can take people who have never managed, bring them into a classroom and teach them management. That is utterly wrong. It gives them a dysfunctional view of management. It gives the impression that anybody can manage anything, only if he has been through that education. That is incorrect.

The schools are driven by a strategy that was developed in the 1950s. They are based on business functions and rooted in the disciplines of economics and psychology and mathematics and so on. They place a heavy emphasis on research. The view of management education developed in the 1950s is business education -- that's not management education at all.

Asked as to what should be done to make management education more relevant, he says that management education should be available only to people who are managers and are sent by their companies. We should not have people in the classroom, who are looking for another job. We should have people in a classroom who are looking to do a better job. People who are going to be better, where are they. Not people who are trying to use the education as a way to parachute into some other situation. And once they come in, we should encourage them to learn from their own experience. As faculty, we bring concepts, ideas, and various techniques of doing things, cases and so on. They (students) bring their experience and the key thing is that they are able to use what we give them and discuss amongst themselves in the classroom the relevance of that learning for themselves. In other words, the learning should be based on people reflecting on their own experience.
The statement that business schools have been successful in what they have done cuts no ice with him. According to him, business schools have been terrible failures in what they have done. They have been successful in attracting students. But the performance of many, many of those students can be challenged. Some perform very well. And that's not because of solely what they learned in school; it is because they were smart people who figured it out. There's a chart in the book he has penned (Managers Not MBAs, published by Berrett-Koehler Publishers, 2004) that lists nineteen 'superstars' who were chief executives of major corporations in 1990 and studied at Harvard Business School. He tracked them till 2003. Ten of them were total failures and four were questionable in terms of performance. So, five out of 19 had clean records. This has led to his challenging what B-schools do. He has created a programme ('The Mintzberg Model') that does the things that he is talking about.

According to him, innovation is becoming a problem in business schools. And the more famous the school, the more conservative it is. In England, according to him, there is tremendous innovation — “far, far more than in the US”. But it is not coming out of the main schools -- Oxford and London Business School. For innovation, he suggests “one should look at the programme on critical management at University of Lancaster or the one on purchasing at Bath University, very innovative teaching”.

Although Mintzberg makes a few telling observations, one cannot go with him all the way. His own argument can be extended to conclude that one does
not require exposure to any management programme to run a business and make a success of it. One can cite instances of mere literates succeeding as entrepreneurs without having been guided either by business schools or even university education. It is wisdom and common sense which have made them what they are.

2. Jennifer Merritt\(^{12}\) while reviewing the book “Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development, penned by McGill University Business Professor Henry Mintzberg, credits the researcher with making ‘some fair points’ - his charges of elitism seem particularly well-taken. But, according to Merritt, the book suffers from some misconceptions and its prescriptions for change could create new ills. The researcher’s suggestion that MBA schooling is responsible for everything from unlawful corporate shenanigans to the corruption of society is an exaggeration. Merritt argues that Mintzberg’s recommendations are flawed. For example, the company-team approach he suggests for executive education—one that he has used at McGill—may lead to a kind of tunnel vision. It is a model that offers limited opportunity for intermingling of executives from various industries and only restricted study of other fields. Merritt accuses Mintzberg of overplaying his critique by making management education the scapegoat for all that ails corporations—and much that afflicts society. Merritt is particularly critical of Mintzberg’s observation that "greed has been raised to some sort of higher calling" and that "MBA education plays a significant role in this." Ac-

\(^{12}\)“Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development”, McGill University Business Professor Henry Mintzberg, reviewed by Jennifer Merritt in BusinessWeek
cording to Merritt, it is a heavy load to lay on educational programs especially since, as Mintzberg acknowledges, most CEOs and other top executives do not even have MBAs.

Merritt is right in accusing Mintzberg of going overboard in his criticism of management education. In a manner of speaking the former’s statement that most CEOs and other top executives do not even have MBAs is an under-statement even in the American context, for, high-school dropouts like Bill Gates have built business empires from scratch.

3. Prosenjit Dutta\textsuperscript{13} quotes the 2004 Cosmode - BW survey to drive home some valid points. According to him, faculty, research and consultancy were the big parameters that separated the best from the rest. The top-15 schools in their list were way ahead of the second rung on these parameters. At the same time, just scoring very well in terms of faculty, research and consultancy did not automatically guarantee a place in the top fifteen. For example, two schools in particular - Department of Management Studies, IIT Kanpur (No. 31), and Regional College of Management, Bhubaneswar (No. 33) - were among the top-15 schools if only faculty scores were considered. Both lost out in the overall rankings though because of relatively poor scores in networking, placement, infrastructure, and admission and delivery.

The really interesting point about the 2004 list was the dichotomy that could be seen in the top -10 list. The older schools like IIM-A, IIM-C, IIM-B and XLRI Jamshedpur produced the most doctorates. The Management Development Institute (MDI), Gurgaon, produced none - but was way ahead of its peers in terms of the strength and qualifications of its full-time faculty. IIM-A, IIM-C and XLRI were extremely poor at networking - they depended largely on their brand names to do the job for them. IIM-B, MDI Gurgaon, and IIFT Delhi were the aggressive net-workers. In the arena of placement, the three IIMs were ahead of every one else in terms of international companies recruiting from them; XLRI had the highest mean domestic salaries; while MDI scored high on industry interface.

Moving away from the top -10 list, if one looked at the total universe of B-schools, the most noticeable trend was the urge to specialise. Relatively few schools were content to be seen as just all-purpose business schools any more. Sure, the IIMs A, B and C were still seeing themselves as full service business management schools, as was MDI, Gurgaon. But an increasing number of schools had started seeking out niches and areas they could dominate. Of these, XLRI Jamshedpur (for HRD), IRMA (for rural and social management), NITIE (top-class engineer-managers) and IIFT (international trade) formed the older examples, but schools like XIM Bhubaneswar had also started positioning themselves as institutes that were especially equipped to teach specific disciplines. Thus K G Somaiya had started a course in retail management and XIM Bhubaneswar had a special focus on social and public sector management.
A number of schools that were concentrating primarily on quality of teaching (as opposed to schools like the IIMs and the XLRI which had both teaching and research components) were coming into prominence. Among them were the Fore School of Management, Delhi; T.A.Pai Management Institute, Manipal; Goa Institute of Management, Goa; and University Business School, Chandigarh.

The other important trend was the rise of the 'volume' players - schools that believed in setting up multiple branches all over the country, and churning out an ever-increasing number of students. These were schools like ICFAI and Rai that wanted to be known as institutions that produced large number of business graduates of a certain minimum standard. ICFAI was particularly aggressive, churning out students, books and papers with relentless focus.

Dutta concludes by saying that despite the obvious strides the top B-schools had made in the past one year, they were still grappling with a number of thorny issues. Primary among them were the issues of going global, of positioning themselves as unique in a universe that contained nearly 1,000 schools, of matching up to the changing needs of students and employers, of becoming institutes that did not just churn out managers but also produced pioneering entrepreneurs.

The tenor of Dutta's arguments suggest that being good in just three areas, viz., faculty, research and consultancy does not guarantee a place in the top fifteen. Focusing on these areas to the detriment of other relevant areas has cost the business schools dear. Business schools need to focus on all the
relevant aspects of management education. Only then their output or the students graduating or post-graduating out of the said schools can boast of a well-rounded CV.

4. Rashesh Shah\textsuperscript{14}, himself a 1989 product from IIM-A and CEO, Edelweiss, considers management education an important part of one's career in the corporate world. However, there are things that are not taught at an MBA programme -- some because they cannot be taught (at least, so believe the current management programmes) and some because their importance is not realised until one has spent many years struggling in the corporate world. He considers the following important:

First, one should learn to think fuzzily. There is a lot of specificity the students are taught. But aspirations and one's vision of the future are fairly fuzzy.

B-schools should emphasise non-linear thinking. At B-school, revenues scale up from 100 to 130, 160, 200, 250 and so on. In real life, things are a lot more chaotic and revenues are more likely to be 100, 90, 105, 225 and 400!

In real life, cause and effect are not as clear as they are at B-school. Luck and chance plays their roles. Life is random and management education sees too many systematic patterns in this randomness.

The B-school model is too compartmentalised and orderly. In real life, most functions overlap and a good manager has to have an eclectic approach to

doing things. One would love to see an MBA curriculum include poetry from Robert Frost, Patanjali's Yoga Sutras, Holy Quran and the Bhagawath Gita.

And finally, it is not a rational world out there. Unlike the economic models and management models, the real world is not made of logical, rational people. In real life, people have strong likes and dislikes; they have egos and anxieties. A good manager has to understand this along with his own sporadic irrationalities!

Much as one may hate to admit it, it is a fact that fuzziness is something one cannot escape from in the real world situation. Things become clearer only as one goes along. As he rightly puts in the management lingo, it is not linear relationship all the way in the real world. Things beyond one's control ensure that systematic patterns obtain only on paper. An eclectic mixture of attributes alone can prove helpful. At times, irrational exuberance will override logic and reason.

At TAPMI's national workshop on "Nurturing Today's MBAs to Meet India's Needs Tomorrow"\(^1\), the issues discussed were: What ails management education today? What are the key success factors for business managers and leaders of tomorrow? What should today's B-schools do to nurture and groom tomorrow's managers and leaders? Over 20 CEOs and senior executives from different sectors of industry attended the workshop. The organisations

\(^1\) Workshop on "Nurturing Today's MBAs to Meet India's Needs Tomorrow," at the annual "Industry Interface Day" of the T.A. Pai Management Institute (TAPMI) at Manipal on September 25, 2004.
represented included Philips, L&T, i-Flex, HP, Titan, Kennametal Widia and Fanuc.

The panelists discussing "What ails management education" felt that the mushrooming of management institutions had put a strain on quality. Some of the institutions neither had the credentials nor the infrastructure. They relied on hype in advertisements. The future would focus on service orientation. In order to strike a fine balance between generalisation and specialisation, a suggestion was made to introduce verticals in the curriculum. The need of the hour was to introduce current Indian and global case studies than depending on the 75-year-old American case studies.

On the question of giving more exposure to continuous projects than summer projects, it was felt that monitoring should be done in line with the projects. Those in the industry should spend time with students. One of the suggestions was the introduction of a short-duration refresher course for executives in their colleges after 10 years. Management education was trying to stuff too much into the heads of students. The expectations should be more realistic. The panel members were of the unanimous view that the future held more promise than the past.

The panelists discussing the theme "What are the key success factors for tomorrow's business," felt that managers and leaders should have the ability to learn, and participate in teamwork. Managers and leaders should build credibility before gaining visibility. They should be able to manage diversity and live
with change. It was incumbent upon them to reach out to the masses. They should be simple, honest and frugal. Successful managers believed in team spirit. They did what the team had decided. A manager should do what he said he would do. Besides being aware of the diverse environment, he should have a mission. Good communication was a must. He should spot the opportunity to delight the customer. Strong emotional quotient and ethical orientation was a sine qua non for a good manager. He should be confident without being arrogant. He should take up entrepreneurial challenges and have the ability to take risks. Ability to handle complex things and emotional restraint should be inbuilt in a manager. He should not personalise everything. Over-optimism, lack of professionalism in basic matters and failure to create an upward path for oneself, were some of the reasons for the failure of managers. They should have good interpersonal skills for cross-cultural success. If they were successful in India, they could be successful anywhere. Leadership was not a privilege, but a responsibility, the panel observed.

The panelists discussing "What is expected of today's B-schools to nurture and groom tomorrow's managers," felt that B-schools ought to prepare future managers to meet challenges such as technological disruptions and shortening business cycles. The future managers should be trained in multi-skill efficiencies. Workshops for creativity and innovation should be held. Managers should be told that learning was a continuous process. Due to globalisation, management graduates had to compete with global managers. "While managers assessed risks, leaders took risks", the panel observed.
It felt that the emerging business scenario would "see the end of competition and start of co-optation". Speed would be of the essence. Emphasis should be laid on clearer values. Rather than following the West, it would be a challenge for the B-schools to develop the Indian style of management.

Management of internal and external information was essential for managers. They should have the acumen to look out, analyse and utilise the information. B-schools should groom the managers to pace themselves so that burnouts were reduced. Profit was not the only motive, value-based business was essential.

American case studies which have been gathering dust for 75 odd years can only distort the perception of the business education students. Verticals with high value addition attributes should be introduced at the MBA level. The student-industry gulf should be reduced if not eliminated altogether. Arranging short-duration refresher courses for executives in their respective colleges at least every ten years is definitely a sensible and at the same time feasible idea. The style of management advocated at the business schools presently should be Indian in nature and content if the course is to be of any use to Indian businesses.

5. Dharni P Sinha\textsuperscript{16} maintains that management education in India is at a crossroads. On the one hand, the Government of India, Ministry of Human

\textsuperscript{16} "Management Education in India – Perspectives and Challenges", ICFAI University Press, April 2004
Resource Development and its statutory body, the All India Council for Technical Education had authorized opening of 953 Business Schools in the country, most of which were nothing more than street corner teaching shops; With the mushrooming growth of B-Schools, there was a huge shortage of qualified teachers in management; B-Schools had a challenging task to promote research, and establish a global quality assurance and accreditation system, and, above all to upgrade those which were an apology of business schools.

According to him, there was a need for quality assurance in management education. Earlier, the potential students of B-Schools had no way to tell one school from the other, because each one had equally glossy and promising brochure; hence a system of ranking of B-Schools was put in place in India. And during the last two years, the Association of Management Development Institutions in South Asia (AMDISA) had taken upon itself the task of launching a South Asian Quality Assurance System, with the assistance of European Foundation of Management Development (EFMD) and AACSB International. Quality Assurance leading to accreditation was the hallmark of a school which met global standards and committed to sustained growth.

It was interesting to note that advancement of knowledge in the field of management had been spearheaded by Management Consultants and Business School faculty who had devoted considerable attention to corporate problem solving. C K Prahlad, Sumantra Ghoshal, Ram Charan, Michael Porter, Henry Mintzberg, Warren Bennis and others had been practising consultants and members of the business school faculty. Most B-School faculties in India were
at best teachers, disseminators of management know-how; they hardly possessed advanced management knowledge, either through basic research or applied research. This glaring gap had to be met.

Just as medical schools had hospitals which provided opportunity for its faculty to practise, B-Schools needed a platform and management development programs provided the same. Leading B-Schools in this country had strong management development programmes but a great majority had next to nothing. And on top of it, large corporations such as ONGC, SAIL, Coal India, Indian Oil, ITC, Hindustan Lever, and Crompton Greaves had established dedicated management development centres which were poised to become corporate universities. It was important that B-Schools engaged in research and consulting and organized executive education programmes to emerge as integrated B-Schools.

According to the researcher, in socialistic India, we distributed poverty; we now wanted to distribute mediocrity among B-Schools. India as a nation had always provided room for innovations and entrepreneurships. This had given rise to some of the best global schools like IIMs and the Indian School of Business in Hyderabad. This juggernaut would roll on, not because of government, but in spite of it.

AICTE’s propensity to authorise what are essentially street-corner teaching shops is regrettable. People like C.K. Prahlad and Sumantra Ghoshal have proved that their preoccupation with problem-solving of the corporate kind
does not stymie their efforts to contribute to the advancement of business education. At the other extreme, our business schools are staffed by faculties who have exposure to neither basic research nor applied research. One can easily visualise the plight of the taught when the teacher himself / herself is in such a plight! Possibly, this un-bridged gap has hastened the arrival of corporate management development centres. His concern that mediocrity should not become ubiquitous in business education is understandable in the light of the government’s so-called experiments with poverty. Government did not succeed in its fight against poverty but it did succeed in distributing poverty. May be it was its way of achieving an egalitarian society. Egalitarianism of this kind is not called for at least in business education, certainly.

6. Vivek Kaul and Hasan Ahmed\textsuperscript{17} argue tellingly that at a time when MBA programmes in India are at the pinnacle of their popularity, it is very easy to get caught in the hype and the hoopla surrounding them. The question ‘what plagues management education in India’ is thus hardly raised and inevitably postponed. They point out that even after more than five decades of the first management institute being set up in India, most B-schools continue to use American textbooks for practically all the subjects. Philip Kotler’s Marketing Management is the best example. The lack of good Indian text books leads to students getting a very ‘American view’ of management. The lack of appre-

\textsuperscript{17} “What ails Indian B-school education” quoted in www.rediff.com /Mar 16, 2005. Vivek Kaul is Research Scholar, ICFAI University; and Hasan Ahmed is Senior Executive, HRD, Gujarat Cooperative Milk Marketing Federation (AMUL).
cation of an Indian context remains one of the biggest banes of management education in India.

The American view of management is too bureaucratic, confrontational and rigid -- with too much emphasis on the individual. This can lead to adverse consequences in an Indian scenario, which values moderation, relationships and trust. Students, most of whom have no or very little prior work experience take this as the gospel truth. Part of the blame for this lies with the faculty of the management institutes of India, who in all these years have not been able to write a few good management textbooks. The lack of individual accountability at some of the best B-schools in India, has led to a situation where once a person joins a B-school as a faculty, he/she remains well entrenched. This explains why there are a surprisingly high number of non-performers along with a few outstanding performers even at the best B-schools.

The way of handling subjects in classes leaves a lot to be desired. Most of the Indian B-schools fail to attract good faculty and most of them who teach do not have any industry experience. At the same time most of them do not make any efforts to get over this drawback through keeping themselves updated on whatever is happening in Indian business. When they explain concepts in the class, they lack conviction as they are unable to give relevant examples. As The Economist (May 22-28, 2004) reported, it is easier to train a practitioner in classroom teaching or handling a case rather than make pure academics appreciate management concepts.
Unfortunately, in India, the best people do not get into academics. They want to work in the corporate sector or go abroad for higher studies. This trend will continue as long as the salary differentials remain high. Most of the institutes (this includes many of the so called B grade institutes) have few permanent faculty. Most of the teachers are visiting faculties who are paid by the hour and who teach at more than one B-school. They have fairly short-term orientation and this acts as an impediment to their teaching and the learning process of students.

Few B-schools take an integrative approach to management education. Almost everything happens in terms of functions (marketing, finance, human resources management, operations, systems and so on), be it teaching, curriculum design, recruitment or for that matter research, in Indian B-schools. A lot of generic strategies are taught, giving the students a view that 'management is analysis.' And this leads to a situation wherein students think of management as something generic, which far removed from context and experience. Generic analysis can never substitute for specific experience. This lack of synthesis is very disturbing. Each of the separate functions has taken root and stand apart from others. This leaves students with a highly compartmentalised view of management.

According to the researchers, B-school students have a negative attitude towards courses such as business ethics, human resource management and organisational behaviour. Students essentially view these subjects as a Jargon Dump. This attitude towards the behavioural sciences seems puzzling
given the fact that CEOs and recruiters have expressed concern over lack of social skills and relatively poor attitudes on the part of the newly recruited management trainees. What makes this even more puzzling is the fact that business management students more likely than others view their education as a stepping-stone into the corporate world. So they should be acquiring skills and knowledge, the corporates feel are the most important. One possible explanation for the lack of the same could be the fact that corporates say one thing and turn around and do exactly the opposite in decision-making situations. So when these students start working this is the attitude they carry to their workplace. Most of them are thus perceived to be on the weaker side when it comes to these so-called soft skills.

The Researchers dwell on the factors that led to what they call the commoditisation of management education in the country. According to them, management education in India used to be largely government regulated for the first few decades of its existence. Competition was absent and profit was not a motive. The demand for management education swiftly rose in the country in the late eighties and the early nineties after the Indian economy opened up. The best B-schools in the country did not expand fast enough, choosing instead to retain their elitist image. This led to the mushrooming of B-schools all over the country.

Many a time the B-schools operate out of a few rooms. They hardly have any permanent faculty and make do with visiting faculty. The sad part is many such B-schools have the required verification from the All India Council for
Technical Education. This raises the question -- are these B-schools seriously interested in imparting quality management education or are they just trying to make a quick buck? It has been argued that the market will take care of the situation and only the best institutes will survive and rest will be confined to the dustbins of history. But by then the damage would have been done. Imagine being an alumnus of an institute, which no longer exists. The demand for good management education far exceeds its supply and this explains its commoditisation. Students graduating out of the lesser B-schools end up with jobs for which an undergraduate degree would have sufficed. This has led to the bar for such jobs also going up with people preferring an MBA than a simple graduate.

So if there are so many things which are not right about management education in India, the question to be asked is 'why do companies still keep going back to recruit MBAs?'. The fact of the matter is that the situation is self-perpetuating. Since people who make the hiring decisions are MBAs they keep going back to their alma mater and other B-schools. They like to see images of themselves in the people they recruit. An association takes shape because of this and based on the performance of other alumni from these institutes.

Do companies visit B-schools for the training they provide to their students or because of their admissions process? Mostly companies visit campuses because that is how everyone else recruits. It seems to be the 'in thing.' All said and done, they do find some smart kids there and they do not know where
else to look for them. Whether they are smart because of the training provided to them or because of the elimination process does not bother them. The other reason is the sheer commoditisation of MBAs. Companies recruit MBAs for positions where they used to earlier take graduates simply because there are so many available. Unfortunately many times these companies cannot fulfil the aspirations of young recruits. The reputation of management education as a whole could slip if the present generation of MBAs later judges that their education was not worthwhile. If the spate of articles in the media on this is any indication the process has already started. Some significant and painful changes have to be made. Changes that will require us to broaden our concept of what constitutes teaching, to think beyond grade point averages and course credits; to invade the sacred territories of the current 'core disciplines'; to import new kinds of faculty from psychologically distant fields; and to design a whole new MBA experience not just curriculum.

Globally, consultants like McKinsey and Mercer do recognise these weaknesses and are spreading their recruitment net much more widely. In its February 2004 issue, the Harvard Business Review pointed out: 'An arts degree is now the hottest credential in the world of business.' There are still other companies that take graduates from different streams and then train them in house on management subjects while they work for them.

In India, some employers are already looking beyond B-schools and casting their net wider among departments of commerce and economics in the better universities. Some of these universities have fairly stringent admission pro-
cesses, even better than those of our B-rung and C-rung B-schools. As a starting step, recruitment from all streams seems to be the way to go. Why is it that we feel that an M.A in Economics or an M.A. in Psychology cannot work in a corporate environment? It is perhaps time companies started thinking of recruiting talent and not degrees.

It is difficult to come across a better diagnosis of the sickness that characterises our business education system. Everyone dutifully appreciates the business school products. Most of the faculties do not update their knowledge of the subject they are supposed to have specialised in. What they know as of a given date is what they knew when they qualified for the job as reduced by what they lost or forgot during their long teaching stint. The balance, if any, is necessarily negative in most cases save for those who make it a habit to update their knowledge of the subject. Even real or physical assets tend to retain some positive scrap value but the scrap value of most of the intellectual assets in the faculties could be negative. Entrenched jobs ensure that career progress is not affected and hence there is no motivation for the faculties to hone extant skill sets let alone acquiring new skill sets. What students regard as jargon dump is essentially a branch of business values. Commoditisation of business education has led the authorities to look the other way when it comes to business values. Equally bright students can be sourced from the conventional colleges many, many have graduated out of and still graduate out of. But when MBAs, however mediocre their quality, are available for the same level of compensation, prospective employers do not mind employing the former. Employing an MBA to handle jobs which a graduate can easily
handle amounts to criminal waste of resources even for the country at large since it represents under-exploitation of resources. Hopefully, this trend is a passing fad.

7. The National Knowledge Commission (NKC) established by the Prime Minister of India in 2005 highlights and suggests some of the areas to be taken into consideration for quality management education. They are:

- Constraints, problems and challenges relating to curriculum should be dealt with; teaching, infrastructure, administration and access should become easier.

- Methods of strengthening teaching and research in the management of public systems (including state governments and local governments), regulatory structures and public policy should be made simple.

- Methods of attracting and retaining talented faculty members should be devised.

- Measures to promote and sustain the research in management education initiated.

- Autonomy for and accountability of institutions should be ensured.

- Innovative means of raising standards and promoting excellence in management education should be explored in the wider context of the society.
The NKC is right in its suggestions. Curriculum-related constraints, problems and challenges should be addressed in the field of management education. The teaching department should be ramped up. Management of public systems, regulatory structures and public policy in an EME like India is vital. Hence research should be oriented towards these goals. NKC’s suggestion that innovative means of raising standards and promoting excellence should be explored in the context of the Indian society has not come a day too soon. After all, societies differ across countries and hence what succeeds in American society will not necessarily succeed in Indian society. This is a valuable suggestion indeed from NKC. The earlier the powers that be considered this suggestion, the better it is for all the stakeholders concerned.

8. According to an All India Management Association (AIMA) research paper presented by B. Bowonder and S.L. Rao, “Global management education is a highly contested market. Top US universities have been able to maintain the lead by combining theory and practice through research.” Management education has to place emphasis on making management education relevant to the Indian context, the themes to be covered and the way the topics have to be dealt with. It has to focus on the topics to be taught (what has to be taught) and the method of delivery (how it has to be taught). Since management education is a practice-oriented domain, management education has to incorporate an element of on-the-job training.

Professional management, as it is taught, demands rationality and objectivity - - not emotion, sentiment, family feeling and even superstition. Can we find
a way in which Indians are taught management concepts that are congruent with their cultural contexts of society, culture, etc.? Can we teach them the reality of Indian markets with differential development of consumers so that the poor are a large mass of consumers? Can we not undertake a massive case writing and teaching programme so that Indian experiences are studied in the classroom? All this needs funding and if government has it, the money should be spent on making the management curriculum relevant for India and India in the world.

The Researchers are right in arguing that management education should be customized to the Indian milieu. Our management education will acquire a cutting edge if several proactive steps are initiated by the powers that be. For example, students and teachers alike should analyse the Indian experiences in the classroom. Resources of course are needed if such proactive steps are to be initiated and hence it is the government which has to act in the matter.

9. Management education has developed well in India thanks to the vision of past governments that set up IIMs as role models, according to Dr. U.R Rao and P.L Rao. The Researcher is a former president of AIMA and Chairman of the Institute for Social and Economic Change.

While one would like to agree with the Researchers, one would also like to add that the initial momentum has to be sustained which unfortunately is not the case in our country. This is what separates the grain from the chaff or the best of institutions from the run-of-the-mill institutions.
10. Dharni P Sinha in “Management Education in India: Perspectives and Challenges” (published by the ICFAI University Press, Hyderabad) states that traditionally, management was considered to be an activity done by instinct, trial and error or through the exercise of some kind of power and / or charisma. It was Drucker's book, "The Practice of Management" that elevated this activity to a professional status and made people realize that management is an activity that is largely rational and could be practised systematically and constantly improved upon.

The Researcher is dead right in his statement. In the real word, the Researcher's statement has proved true. Hence it is essential to ensure that management is practiced systematically and honed constantly.

11. Prof R.K. Gupta, Professor of Management and a former senior corporate executive from Jodhpur, India states, “I would like to emphasize that involvement of people with hands-on experience in corporate sector is very limited in technical education (both in Management and Engineering), the States' affiliated college fees are too absurdly low to give good education and there are several dubious institutes opened to mint money in country.

The Researcher has hit the nail on the head. Those associated with management education (read: teachers) have limited hands-on exposure to the corporate sector. Colleges run by governments or their agencies collect abysmally low fee to impart good education. Several dubious or fly-by-night operators open management institutes and succeed in making a quick buck.
12. The Department of Management Education, USA, conducted a 3-year study on the future of management education. The study, commissioned by the American Assembly of Collegiate Schools of Business (AACSB), was supported by a variety of corporations and foundations and is an evaluation of management education generated internally by the profession. It surveyed management education as traditionally provided by colleges and universities and also as delivered by other systems such as corporations and third-party providers. Several hundred university-based interviews were conducted along with a questionnaire-based survey of 400 deans from AACSB member schools. The conclusions of the survey emphasized the need for strategic planning in business education (supply/demand patterns, societal expectations). It touched upon business school missions and niches and curriculum (in terms of breadth, external environment, international dimension, information/service society, etc.). Faculty preparation and development, AACSB accreditation, managerial lifelong learning and the future of the corporate community, the AACSB and the business school are amongst the other areas the conclusions dealt with.

It is clear from the conclusions that management education in USA too needs revamp in some cases. If this is the plight of some management education centres in USA, one can easily visualize the plight of management education imparted by tier-II institutions in India!
2.3 Scope of the Present Study

It encompasses institutional philosophy, management policy, competitive strategy, vision and mission of the sample B-Schools. Besides the various parameters of quality of excellence that is proactive and reactive learning, innovation, creativity affecting educational systems, processes and techniques have been embarked upon.

The geographical area of the study covers the four major metro cities of India where prominent B-Schools operate. The sample universe is comprised of university-affiliated private colleges and autonomous institutions approved by AICTE. The geography chosen, namely India, is justified in as much as whatever conclusions that may be drawn out of the final study, can be fruitfully extended to all B-Schools of the country and elsewhere in the globe, keeping in mind the contextual factors of the management course. The study proposes to establish a strategic link between the quality factors associated with imparting management education on the one hand and industry expectation on the other, with special focus on international standards.

2.4 Objectives of the Study

The objectives of the study are to:

1. Identify the constraints, problems and challenges relating to physical infrastructure, facilities, administration and access that obtain in Indian business schools.
2. Examine the role of academic leaders in focusing resources on student learning and the initiatives taken by them for developing human resources (faculty).

3. Analyze the degree of job satisfaction and work motivation among faculties in management education.

4. Suggest measures to promote and sustain institute-industry interface to provide the necessary employability skills to students.

5. Enquire into the issues of autonomy and accountability of academic leaders.


7. Identify the quality dimensions for Internationalization of management education.

### 2.5 Hypotheses to be Tested

The study seeks to test the following hypotheses:

1. Alumni Association members regularly come back to the campus and share their experiences.

2. Academic leaders enjoy complete autonomy in managing institutes.

3. Business schools offer MBA jointly with other international business schools.
2.6 Methodology and Data Collection

The present study is survey-cum-analytical in nature and a restricted descriptive study.

2.7 Sources of Data

Primary data of the proposed study has been collected through Interview Schedules separately drafted for Academic Leaders, Faculties and Students. The Researcher personally interviewed the respondents and recorded their replies to the queries raised in the Interview Schedules.

For the purpose of secondary data, books, articles and survey reports on the subject, annual reports of the sample units, newsletters, CD-ROM and the Internet were accessed.

2.8 Sampling Plan

The present study is aimed at identifying the sample universe in the business management education sector. It was proposed to take up sample units from the university-affiliated sector and the autonomous sector approved by AICTE. Institutions having 60 students per batch and minimum faculty strength of 10 for the last three years have been considered for the study. The respondents are Academic Leaders, Faculties and Students (who are into the final year of MBA). Interview Schedules were administered to the respondents. The simple random sampling method was applied to select the respondents as explained in the Table below:
### No. of Management Institutes

<table>
<thead>
<tr>
<th></th>
<th>Academic Leader</th>
<th>Faculty Member</th>
<th>2nd Year MBA Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>165</td>
</tr>
<tr>
<td>Chennai</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>165</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>165</td>
</tr>
<tr>
<td>Mumbai</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>165</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>220</strong></td>
<td><strong>220</strong></td>
<td><strong>660</strong></td>
</tr>
</tbody>
</table>

#### 2.9 Data Processing and Analysis Plan

Non-parametric statistical units were used to test the association between some qualitative characters and conclusions were drawn on the basis of formation of $H_0$ and $H_1$. To be specific, chi-square test was applied to test the hypotheses.

To measure internal consistency, Cronbach's alpha test is applied. Cronbach's alpha is a measure of internal consistency. It measures how closely a set of items are related as a group. A "high" value of alpha often implies that the items measure an underlying (or latent) construct. However, a high alpha does not imply that the measure is uni-dimensional. Technically speaking, Cronbach's alpha is a coefficient of reliability (or consistency).

Cronbach's alpha can be represented as a function of the number of test items and the average inter-correlation among the items. For conceptual purposes, the following is the formula for the standardized Cronbach's alpha,
where N represents the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

\[
\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}
\]

Application of Cronbach Alpha to the Three Categories of Respondents

The following is the computation and the subsequent outcome of the application of Cronbach alpha to the three categories of respondents covered by this study:

1. Student

*Case Processing Summary*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>213</td>
<td>96.8</td>
</tr>
<tr>
<td>Excluded (a)</td>
<td>7</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

List-wise deletion based on all variables in the procedure:

*Reliability Statistics*

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.924</td>
<td>120</td>
</tr>
</tbody>
</table>
2. Faculty

Case Processing Summary

<table>
<thead>
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<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Valid</td>
<td>214</td>
<td>97.3</td>
</tr>
<tr>
<td>Excluded (a)</td>
<td>6</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
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</table>

List-wise deletion based on all variables in the procedure:

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.940</td>
<td>119</td>
</tr>
</tbody>
</table>

3. Academic Leader

Case Processing Summary

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<th>%</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Excluded (a)</td>
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</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

List-wise deletion based on all variables in the procedure:

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.943</td>
<td>125</td>
</tr>
</tbody>
</table>
Outcome of the Application of the Cronbach alpha Test

The Cronbach alpha is found to be significant — it is greater than 0.6 or 0.75 in all the three segments. This indicates that the data is consistent internally, across all the three segments. Since the data is consistent, the data collected is reliable.

2.10 Limitations of the Study

✓ It is not a comprehensive study; the outcome of the study has depend-ed entirely on the accuracy of the information furnished by the re-spondents.

✓ The study is restricted to four metro cities of India; therefore the results of the findings cannot be generalized.

✓ In course of time, the findings of the study could become obsolete in view of changes occurring in syllabus, curriculum, course structure, corporate demand and individual-related factors.

✓ The institutions have not revealed their confidential reports.

✓ Research and respondent bias may have crept in while gathering and analysing data although all steps were taken to minimise its incidence. The Researcher is however confident that the bias, if any, could at best be insignificant and will not affect the accuracy of the findings of the study.
2.11 Chapter Scheme

The study is presented in eight chapters as follows:

**Chapter-1: INTRODUCTION TO MANAGEMENT EDUCATION**

This chapter traces the evolution management education in India, after providing a theoretical background of the topic. It explains the problems and issues confronting management education in the country. Systemic issues identified by the various committees are dealt with. It concludes by explaining how business education is to be fine-tuned.

**Chapter-2: DESIGN OF THE STUDY**

This chapter furnishes a statement of the problem, the scope and objectives of the study, the hypotheses proposed to be tested, the sampling plan, the methodology employed, the limitations of the study and the plan of analysis, amongst other things. It concludes with a presentation of the chapterisation scheme.

**Chapter-3: PHYSICAL INFRASTRUCTURE – TEACHING METHODOLOGY AND STUDENT LEARNING**

This chapter deals with the physical infrastructure that characterises the business schools. Further, it studies the teaching methodology and student learning activities that characterise business schools.
Chapter-4: BUSINESS SCHOOL – INDUSTRY INTERFACE AND PLACEMENTS

The industry – institute (business school) interface plays a vital role in placing the institute (business school) products. Hence the important aspects of the interface that has a bearing on student placements are dealt with.

Chapter-5: AUTONOMY AND ACCOUNTABILITY OF ACADEMIC LEADERS

Academic leadership is an onerous responsibility but the leadership has to just grin and bear it. It is for the leadership to ensure that the business school products are industry-ready. It is a daunting task, no doubt, by any yardstick. All these issues are dealt with in this chapter.

Chapter-6: INNOVATION

Innovation, at times, can easily and swiftly achieve what traditional and time-tested methods can achieve over a prolonged period. Innovation can be achieved by examining the various aspects of the student learning process. These days, many innovative methods are being employed on the campus of business schools and these are examined in this chapter in terms of their efficacy and ability to equip the business school products with the requisite skill sets.
CHAPTER – 7: INTERNATIONALIZATION OF INDIAN MANAGEMENT EDUCATION, THE QUALITY ASPECTS AND GATS AND WTO’s ROLE

Internationalisation of management education cannot be wished away in the present-day scenario given that businesses these days source manpower from across continents. Business school products should feel at home in any corner of the world and this requires some additional skill sets on their part. International agreements like GATS facilitate sale or purchase of services across countries and across continents. These agreements increase the scope of business but engender certain issues which require a resourceful manpower or business school products, to overcome them. Hence these issues are studied in this chapter.

CHAPTER – 8: FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

In this chapter, the findings and conclusions arrived at based on the Research are presented in a summarised form. The Research based suggestions and recommendations follow the findings and conclusions, in a summarised form.