Chapter 2

NEEDS AND FUNCTIONS OF MANAGEMENT INSTITUTES
2.1 Introduction:

Economic liberalization opened better prospects for most of the third world countries, however in broader perspective it is too demanding for them to remain in foray. It was resolved that to meet the demand of competitiveness and overall business performance, the organizations have to design effective IS functions and sound IS management processes. Incidentally the approaches could be valid for range of organizations including educational institutes as well. The first step for such development is to identify critical parameters that would contribute to effective performance of the IS function for such organizations. Among various educational organizations that are offering higher classical as well as professional courses, management institutes have achieved unique status. Interestingly, barring limited numbers of national educational institutes that can boast of bestowing training at par to international education centers. Among them management institutes such as Indian Institute of Management (IIM); Ahmedabad, IIM; Lucknow, and IIM; Bangalore are best examples constantly producing world-class management trainees. In the following section an overview of needs of management institutes with special focus on some of the leading management institutes has been explored. Incidentally, irrespective of apparent differences between educational institutes versus business organizations, the various parameters that are important for increasing their effective performance remain same. Before giving elaborate information about some of the leading management institutes that are offering courses on MIS, it would be more appropriate to discuss the importance of various parameters such as the role of top management, the CEO–CIO relationship, IS department structure, IS planning process and IS implementation that determine the ultimate effectiveness of IS function. With entry in the new millennium and information age, numerous organizations around the world are undergoing massive transformation. Efforts to cope up with the changing business environments, increased domestic and global competition, economic downturns, rapidly changing market trends, and volatile financial markets have all increased the pressure on organizations to come up with effective responses to survive and succeed. Further, ease of international trade barriers, economic liberalization, globalization and deregulation has thrown several challenges to organizations in developing countries like India. To effectively respond to the rapid changes in the external environment, most of the organizations have turned to information technology (IT) to improve their productivity and competitiveness.
Until mid-1990s, many Indian organizations had operated under a protected economic regime characterized by limited competition and a highly regulated environment. This kind of business atmosphere had resulted in limited focus on process efficiencies, centralized control structures, highly formalized business settings and lack of professional business practices. However, following the economic liberalization and opening up of the economy to foreign competition, Indian organizations have been forced to adopt modern business practices and strategies. Of late, India has also started attracting foreign students to join various professional and nonprofessional educational courses. In fact, because of the economically affordable fee structure, a lot of private schools as well as educational center have been successful in attracting enthusiastic aspirants. In an effort to enhance their competitiveness, both educational and business organizations have turned to IT for improving business processes and exploiting efficiencies in the value chains. Stories of successful exploitation of IT in the Indian context have been documented in the literature (1,2,3). However, studies have also highlighted the challenges faced by Indian organizations in exploiting and using IT (4). Despite the fact that many Indian organizations have often been cognizant of the need to exploit IT, the increased demands on the IT has made the management of information systems (IS) function a critical one. As IS applications and their capabilities have expanded in complexity, size, reach and scope, the task of managing a company’s information systems function has become critical, tough and intricate. For Indian organizations, effective design of IS function has assumed greater importance for several reasons: Firstly, Indian organizations have increased their investments in IT by manifold. As the IT spending grew at a rate of 20% in the Asia-Pacific region (5), the overall IT spending in India was estimated to grow by 56% in 2002 (5). The significant increase in IT investments necessitates suitable IS organization to ensure effective deployment and utilization of IS resources. Secondly, Indian organizations have only been recently exposed to modern business methods and practices; incidentally this is true for educational (cf. management) institutes as well. It becomes imperative for them to design effective IS functions if they were to exploit IT for strategic purposes. Thirdly, Indian organizations are under tremendous time pressure to build IS capabilities in order to cope up with multinationals as well as foreign competitors. They are facing a formidable task of quickly developing and deploying IS systems and infrastructures ahead of their rivals. In order to achieve this, they need to have effective IS function and IS management processes in place. Fourthly, the demands on the IS function have increased due to the
increased IS diffusion within the organization as well as with the external business partners. In order to cater to varied user interests, effective management of IS function becomes vital. Though there are increasing numbers of Indian organizations that are trying to use IT for strategic objectives, there is very little research on how effective IS functions could be designed and managed to facilitate strategic exploitation of IT by Indian organizations. There is abundant research on designing IS function and IS management processes in the North American and European contexts (6-8). It is important to determine if the frameworks, models, and knowledge gained from organizations in USA and Europe could be applied and extended to various organizations in developing countries (9). The management of IS function in developing country settings warrant special attention. IS executives in developing countries could face many issues that are similar to those in developed countries, but they also face certain, distinct, context-specific issues. In developing countries, the government exerts considerable influence over organizations and industries, sometimes controlling access to resources and setting costs and prices. Further, the managerial actions are limited by scarcity of technical and management personnel, inadequate physical and information infrastructures, volatile political climate, cultural and social diversities that influence the competitive market dynamics (10). Extant research on IS in developing countries has largely focused on social and development issues (11). This body of literature highlights the weaknesses in national setting and the contextual factors such as the state of expertise, availability of technology and infrastructure, lack of financial and human capital, and constraints imposed by social contexts that affect IS utilization (12). Though scholars have recognized the differences in the business environments between developed and developing countries, scholarly research examining the IS management issues at an organizational level in developing country contexts is limited. Despite the calls for increased understanding of IS management issues in developing countries empirical literature in this area is sparse (13-14). Moreover, studies indicate that the increased IS investments in developing countries have not resulted in adequate returns, with organizations facing huge risks of IS failures (15,16). The distinct nature of the developing country contexts and increased risks faced by the organizations in economies such as India necessitates a need to understand how Indian organizations can effectively manage their IS functions (17).
In the present section a comprehensive survey for application of IS has been made that will enable:

(i) To gain an understanding of how Indian organizations are managing their IS functions in order to promote the use of IS for strategic benefits.
(ii) To identify critical parameters that would contribute to effective performance of the IS function in Indian organizations.

Designing effective IS functions and sound IS management processes have attracted the attention of several scholars and researchers for well over two decades (18). Researchers have conducted descriptive studies of IS management practices, have examined case studies that deal with the design of IS function and structures, and have also identified several environmental and organizational factors that affect the performance of IS unit (4, 19-23). These are the role of top management, the CEO-CIO relationship, the way IS department is structured, the IS planning process, and the extent of integration across IS and other business functions in implementing IS initiatives.

The role of top management in the effective management of IS function has been the focus of several MIS researchers. Several authors have highlighted the importance of top management support in planning and implementing information systems in organizations (24,25). Specifically, the knowledge of the top management, in terms of their understanding of the strategic potential and benefits of the information technology has been highlighted as a critical factor affecting IS performance. It was found that the IS knowledge of top management directly influenced the extent of information technology assimilation in organizations (26). Top management guidance is a critical factor affecting the strategic use of IS in organizations. Top management's championship has been identified as a critical factor enabling the adoption and assimilation of advanced technologies such as e-commerce technologies (27). A study on large diversified public organization by (28) revealed a positive association between top management support and the quality of IS plans developed by the firm. Apart from the knowledge possessed by the senior management, their direct participation and contribution to IT-related projects has also been identified as significant predictor of IS success. For instance, it has been reported that the CEO's direct participation in information systems steering committees to be an effective mechanism (29). Top management's direct participation in IS activities would not only signal the importance of IT to the other executives in the organization, but will also ensure their cooperation and support, contributing to the overall success of the IT initiatives. The top management's beliefs, knowledge and
participation is also likely to bring in resources in terms of finance as well as the time and efforts of several important organizational functionaries (24, 30). Therefore, top management's understanding and knowledge of the strategic potential of IS, their direct participation in IS management processes in terms of their attendance and contribution to the IS-related committees, task forces and meetings, and their commitment in terms of resource allocation pertaining to IS are important determinants of successful IS performance in an organization. The relationship between the IS and the organizational leaderships (i.e., between the CEO and CIO) has been identified as a critical factor affecting the IS management and IS performance in an organization. The rapport shared between these leaders and the extent of their interaction is contingent on the formal reporting relationship drawn between them by the structural elements of the organization design. While several scholars have advocated the need for a direct reporting relationship between the CIO and the CEO, some others have gone to the extent of suggesting a direct membership of the CIO in the top management teams (30-32). Based on an assessment of in-depth interviews with successful senior executives, it was concluded that a good CIO–CEO relationship is necessary for successful IS performance in an organization (33). They further identified that the congruence of the CIO and CEO views on IS-related issues is contingent on the extent of good relationship between them. In order to promote a healthy relationship between CIO and CEO, it is important to use certain structural mechanisms such as direct reporting relationship, and by providing appropriate position, rank and enhanced role for the top IS executive. Studying CIO characteristics in some model organizations, it was argued for CIO's functioning more as an executive rather than as functional managers (29). In order to enable an executive role for the CIO, a direct reporting relationship and a healthy rapport with a CEO becomes necessary. In the Asian context, researchers studied IS implementation in a number of organizations and found that the success of IS implementation and IS diffusion were contingent upon the rank and role of the senior IS executive, and their relationship with the CEO (34). The basic argument is that the proximity between the CEO and CIO greatly enhances the availability of resources, introduction of new systems and support for organizational changes necessary for successful IS performance.

IS unit structure represents the way in which responsibilities for IS activities are assigned within an organization, and the norms used for carrying out these responsibilities. IS unit structure reflects the manner in which the IS organization has been designed to carry out different IS management tasks and processes (35). The design
of IS department structure determines the extent to which IS responsibilities are distributed and concentrated among different units in an organization. Several authors have examined the structural arrangements for enhancing IS performance in organizations (22). The idea of having a centralized or decentralized IS department structure has been an issue of considerable debate (36,37). In a highly centralized IS department, most of the IS decisions and tasks are primarily carried out by the IS personnel. However, in decentralized setting, the control and ownership of IS decisions and projects primarily rests with user departments. IS department structure is typically assessed by the degree of centralization and formalization. While the centralization relates to the assignment and division of control and responsibilities among IS and user departments, formalization relates to the extent to which the organization uses written rules, norms and formal structural devices such as task forces, committees and groups for carrying out the IS projects and related activities (24, 38). An additional structural element that assumes significance in the Indian setting is the stability of the IS department. Many Indian organizations are typically family owned businesses and in the pre-globalization era, IS largely played a data processing and support role. In many firms, IS responsibilities were combined with accounting and finance functions. There was little formal grouping for IS, beside the IS activities were carried out more on an ad hoc basis. Moreover, even in organizations with formal IS groups, it was important to devise and implement a set of IS personnel policies and incentives to ensure career growth of IS personnel and to minimize the IS staff turnover. Hence the stability of IS group, in terms of assignment of appropriate personnel for carrying out IS tasks, and the very formal existence of the IS department assumes importance.

The increased capabilities of information technology and the potential impacts of IS calls for a careful planning of IS applications and IT infrastructure in organizations. This formal process, called strategic IS planning (SISP), focuses on careful choice of IS applications as well as on the derivative technology decisions related to telecommunications, software and hardware (39). The SISP process also covers governance decisions concerning in sourcing and outsourcing of specific IS functions. Several researchers have advocated a top-down approach for IS planning wherein IS objectives and plans emanate from higher authorities of an organization, thus automatically ensuring an alignment between IS and business objectives (40).

On the other hand, a bottom-up approach would involve taking care of user-needs that should not necessarily be in synchronization with overall organizational goals.
Moreover, the planning process needs to be systematic, formal and documented. Only a formal planning process, with top-down approach, that ensures a strategic alignment between IS and business plans will ensure full exploitation of IS for achieving long-term strategic business objectives rather than realizing simple, operational benefits.

IS implementation has been identified as a critical issue for ensuring successful IS performance. The overall value of the IS can be realized only if the IS-related initiatives are successfully implemented. The criticality of IS-business integration and cross-functional co-operation in IS projects to ensure successful implementation of these projects is well documented (41). IS and functional personnel need to work hand in hand in formulation as well as execution of IS projects. It has also been recommended that IS personnel to develop strong partnerships with the line managers across different organizational levels (42). Feeny and Willcocks argued that the relationship building involves developing user’s understanding of IT’s potential, helping users and technology specialists work together and ensuring ownership and ultimate user satisfaction. In order to ensure effective business unit co-operation, participation and sharing the ownership in different IS projects, organizations employ tactics such as charge-back mechanisms that have produced desired results (43). I was also found that the organizations where IS executives had little participation in the overall business planning faced more severe problems than those organizations where IS personnel actively participated in business planning (44).

Another important issue that has been highlighted in the IS implementation literature is the use of external expertise in the form of external consultants or vendors for carrying out the IS initiatives (45,46). The use of external expertise is particularly important in developing country settings where firms may have only limited internal capabilities to carry out critical IS projects.

Improving the performance of an IS function lies at the core of design of IS function and effective IS management processes. Past researchers have identified several measures for assessing the overall performance of IS function in organizations. For an IS function to be effective, it needs to fulfill its objectives. The main objective of an IS function is to improve and enhance the potential role that IS could play in improving the overall business performance of an organization. Experts have outlined three major roles that IS could play in an organization viz. automate, informate and transformate (47,48). The automate role refers to mere replacement of labor processes by technology. It is the replacement of human labor, or non-technical labor by plain automation using
computers. In the informate role, IS provides detailed data and information that empowers different levels of management and organizational employees. Processes are altered due to technology, and the overall managerial decision-making is facilitated. In the transformational role, IS helps to fundamentally redefine and alter the business processes and business relationships. This certainly represents the largest role that IS could play in realizing organizational objectives. An effective design of IS function should facilitate in carving a strategic role for IS in the organization.

An additional parameter that is often used to assess the effectiveness of IS function is the actual, strategic benefits that are realized from IS. These benefits could range from simple cost reduction to creation of new businesses or enhanced organizational capabilities. Another measure that has been used in literature to assess the IS function effectiveness is the resultant user satisfaction (49). The fundamental argument here is that the very nature of IS function is to serve the users in different functional units in the organization, and hence the satisfaction of users with the services offered by IS function could serve as a measure of effectiveness of the IS unit.

Our research intent is to understand the management of IS function in Indian organizations, with special reference to educational institute (cf. Department of Business administration, AMU) and the factors that affect the ultimate performance of IS function. Given the little empirical knowledge on the IS management practices in Indian organizations, and the exploratory nature of our study, the qualitative case-study approach was considered appropriate for our research. One of the primary limitations of case research is the limited generalized ability of the findings (50). Working within this constraint, in order to achieve a fairly generalized set of results, we decided to examine firms in different industrial contexts. Following propositions of an IS function seems to be relevant for its effective functioning.

Role of top management: Increased IT-knowledge of top management, their direct participation and commitment to IT initiatives is likely to contribute to better performance of IS function in organizations.

CEO–CIO relationship: Creation of senior IT positions and establishing a direct reporting relationship with senior management is likely to facilitate better performance of IS function in organizations.

IS department structure: Decentralization of IS responsibilities, enabling sharing of responsibilities and ownership of IS initiatives between IS and functional units is likely to contribute to better performance of IS function in organizations.
In the following section, an overview of some of the leading institutes like IIMs and Department of Business administration, AMU has been explored.

2.2 Indian Institute of Management, Lucknow:

2.2.a. Academics:

Among various management institutes, Indian Institute of Management, Lucknow (IIM-L) has unique way of training to enable students to walk ahead of the rest (51). The institute claims to continuously update the courses it offers. By doing so, it allows the students to keep abreast with the latest developments and techniques in management.

The institute follows a case based teaching methodology. By giving students a glimpse of situations faced in the real world, they help them find patterns in what initially looks random. The result? An individual who cannot only respond to any unstructured situation, but also one who revels in the exercise. The Institute can boast of fully enabled lecture theatres with state-of-the-art audio-visual tools to help students. Regular presentations help them to become both knowledgeable individuals and persuasive speakers.

The global business arena is in the midst of a metamorphosis - the final result can only be conjectured at, however thorough training and exposure enable students to compete confidently.

2.2.b. Activities:

The diversity of the IIM-L curriculum is complemented by a rich variety of co-curricular and extra-curricular activities. These provide stimulating avenues for professional development to students who, along with faculty and staff members, organize and participate in wide range of cultural and professional events, both in and outside the Institute. Besides, there are some events, which provide an opportunity to business and corporate leaders to discuss the emerging business scenario, and interact closely with the students and faculty of the Institute on various management issues facing the country.

The vibrant and active student body is an integral part of the Institute community, and interacts closely with faculty, staff and their families in contributing to all major professional, cultural and social aspects of campus life.
The student's council

The Student's Council, elected by the student body, plans and implements students' activities. Working closely with the Institute faculty and administration, the Council also coordinates the functioning of the mess and organizes all the cultural, and sporting activities of the student community.

Cultural and Sports activities

Recognizing the need for developing managers with well-rounded personalities, the Institute has created a variety of recreational facilities for the students. All hostels have Common Rooms containing reading materials, Cable TV, Carom and other indoor facilities. The Common Rooms serve as focal points for informal recreational activities.

A wide range of sporting facilities is available on campus. These include a Football and Cricket field; Basketball, Volleyball and Badminton courts; and an indoor recreation hall for Badminton and Table Tennis. A Gymnasium with modern equipment has recently been set up. A number of intra-mural events are held around the year and evoke keen participation. The Inter-Hostel 'Sikandar' trophy is awarded annually to the most prolific hostel in the area of sports.

There are number of opportunities for students to develop and display their cultural and literary talents. The students participate actively in various internal and external events organized in and outside Lucknow. Inter-hostel cultural events are conducted over the year under the aegis of the 'Tansen' Trophy. Other activities are organized through voluntary groups such as the Dramatics Society, Musical Society and Quizzing Circles.

The IIML student community claims to help the SPIC-MACAY movement by hosting lecture-demonstrations and concerts. Noted Kathakali dancer Shri S. Balakrishnan, reputed flutist Pt. Hari Prasad Chaurasia, and renowned vocalists Pt. Rajan and Sajan Mishra, are among the artistes who have performed at the Institute in the recent past.

2.2.c. Facilities:

While any institute can boast excellence, however, IIM-L claims of being one of the premier institutes of management studies in the region. This institute provides its students and faculty all the requisite facilities to help in their quest for knowledge.

Set amidst a sprawling area of 200 acres, IIM-L is a fully residential institute, offering housing capabilities for 500 students and 75 faculties. With a shopping complex
and all other facilities, this institute is a town within itself - a town in which all the residents have a common aim - to enjoy the learning process.

IIM Lucknow is geared towards helping its members learn more thoroughly, understand more deeply and implement more comprehensively. It's state of the art IT facilities are perhaps the best in the country. Open 24 hrs a day, the computer center helps students in gathering relevant information from global resources and prepares them with a framework on which to build their knowledge.

The institute also maintains well-manicured green lawns; flowerbeds and rows of trees inspire the body, mind and soul. Strategically located murals and carefully christened buildings like Chintan (the Faculty Block), Bodhgrisha (the PGP Block), Manthan (the MDP Block), Gyanodaya (Library: The Rich Learning Resource Centre), Computer Centre (with state of the art computing facilities), and Samadhan (the Administrative Block) motivate the thought process for concentrating on specific areas of activities as well as integrate the overall process of knowledge generation, application and dissemination.

The library of IIM-L characterizes what the institute stands for - accessibility, vision and excellence. The spacious 30,000 square foot two storied library is a repository of knowledge both historical and current. Students can use this 24 hr facility to cement the knowledge they have gained by gaining an insight of its implementation.

Well stocked mini Departmental Stores run by the Kendriya Bhandar, round the clock STD/PCO Communication Centre, Post Office, Bank, Cafeteria, Tea/Coffee Vending Machines, Health Centre and Kendriya Vidyalaya facilitates the campus residents in their day to day needs. Uniquely designed medi-care facilities, perhaps the only of its kind in the country, provides a flexible structure of medi-care support through in-house Medical Officers, dispensary with a network of associated Hospitals and giving option to the employees for reimbursement of Mediclaim insurance to take care of the hospitalization and other related expenses.

Although at a distance of about 8 km on the outskirts of the city, the campus dwellers feel no distance from the civic amenities through need based plying of regular transport services from campus to city and important schools. A host of sporting facilities is also at the disposal of the students - after all much is to be learnt from that arena. With a choice of a comprehensive range of individual and team sports, a student of IIM-L is a balanced individual, who understands the benefits of leisure as well as he does the rewards of work-well done.
2.2.d. Faculty:

The IIM-L acknowledges that the role of a teacher is not simply to bestow knowledge - it is to help the student seek even more learning. The faculty of IIM-L is composed of distinguished and experienced professors from various walks of life. The goal of the teaching is to nurture the talent of their students and to guide them along the path of true knowledge. The faculty of this institute is prepared to take the extra step that separates excellence from merely adequate. As this is a residential institute, the faculty is available to guide the students not only within the classroom setting, but also on a more informal and customized level outside it.

With many years of industry experience, and a high standing amongst their peers, the faculty of IIM-L act as facilitators in a student's learning process. The faculty of IIM-L is teachers in the true sense of the word - people who impart knowledge that is kept continually updated. The high number of research papers written by them, and the continual consultancy assignments they take up is but a small indication of the desire of the faculty to excel, not only for themselves, but also for those whose talents and gifts they nurture and guide.

2.2.e. Fellow Program:

This four-year program is proposed to provide the participants with a thorough understanding of the micro-level issues of an organization and the capability to relate them with the macro issues of the industry and economy as a whole. The aim of the program is to build scholars for Research and Educational Institutes capable of taking up the role of think tanks for Industry.

The FPM is unique in three key areas: the profile of the participants, the curriculum and the level of interaction with other academic institutes and organizations. Candidates will have to take a qualifying test based on their experience in industry to be accepted for the program. Participants will be a part of an exchange program with premier B-Schools in India and abroad and work on an overseas assignment as part of the program.

2.2.f. Placement:

With the increasing need to adapt to today’s changing business environment, it is important to learn and understand the fundamentals of business. The role of a business school has transformed from providing functional knowledge to infusing a drive in its
students to contribute and add value to the business world and inspiring a vision for a better tomorrow.

The two-year Post Graduate Programme (PGP) and the newly introduced Agri Business Management Programme (ABM) at IIM Lucknow aim at producing batches of creative, innovative, as well as industrious managers. Designed and delivered by a faculty with significant international teaching, research and consulting experience, the rigorous two-year programme is acclaimed as one of the best in the country. With periodic revisions and innovative pedagogy, the students are kept concurrent with the current business scenario. Apart from the curriculum, students can also take up independent consulting assignments and market research projects. This provides them the opportunity to test their managerial skills in real-life situations and enriches their outlook towards life.

2.3 Indian Institute of Management, Ahmedabad:

2.3.a. Campus:

The IIMA campus attracts students and visitors alike (52). The stark and majestic buildings in brick have simple forms and bold openings, creating monumental spaces with minimal decor. Powerful beams of light and strong shadows create a dramatic and serene ambience that has inspired generations of students to achieve excellence while retaining humility. The Louis Kahn Plaza, the main complex named after the architect, is where most major interactions and celebrations take place. The faculty wing, the library, and the classrooms surround it on three sides. The broad, airy corridors, the amphitheatre classrooms, and transition spaces in the complex further enhance interaction among the faculty, students, and visitors. The present campus, spread over 67 acres with a lush green cover, is being extended by a further 39 acres. The extended campus will feature a state-of-the-art international management and convention center along with further classrooms, dormitories, and ancillary facilities.

2.3.b. Life on the Campus:

An atmosphere of community living prevails on the campus. The fervor with which every festival and social event is celebrated is a reflection of the close bonding in the IIMA community.

The campus has a wide range of housing facilities. Student housing is divided into 20 dormitories, each capable of accommodating 25-40 students in independent rooms. The dorms are located in close proximity to each other and the classrooms for
convenient access and easy interaction. There is plenty of open space in each dorm for the students to interact freely. At the same time the independent rooms provide them the privacy they need to study without any disturbance. Each dorm is equipped with a pantry, washing machine, oven, and stove - everything students are likely to need for a comfortable stay. For students who are married, separate housing is available on the campus. The faculty and staff residences are situated just behind the student dormitories. The excellent sports and fitness facilities on the campus ensure that students can remain fit and healthy to take on the strenuous academic challenges.

2.3.c. Vikram Sarabhai Library:

The Institute’s library is an invaluable resource with close to 180,000 volumes, 600 current periodicals, 700 CDs and more than 2000 working papers and dissertations. It also provides indexing search services from a number of major databases like ABI/Inform, Econlit and BSP. The library has set up the 3i network or “Information Infrastructure for Institutions” to provide business, industry, environmental, agricultural, and economic information to the users. The entire library database is also available on the Institute’s intranet.

A state-of-the-art network with almost 1600 nodes connects every corner of the Institute. Every student and faculty member has a networked personal computer at his or her disposal. High-speed servers running on a variety of platforms to suit all kinds of requirements support the entire network. The Institute’s network is linked to the Internet via a dedicated leased line enabling round the clock Internet connectivity on the campus. Every classroom has a computer connected to this network that allows faculty to retrieve relevant information from their desktop or the central database. This connectivity helps both the students and the faculty considerably in their research and projects.

2.3.d. Kasturbhai Lalbhai management development center:

Alongside Dr Vikram Sarabhai nobody did more to ensure the successful establishment of IIMA than the icon of Gujarat industry, Kasturbhai Lalbhai. It is therefore fitting that an important facility within IIMA bears his name.

The center is a completely self-sufficient, stand-alone unit, a short walk from the main buildings. It has 64 well-furnished centrally air-conditioned double rooms, a dining hall, a reading lounge, badminton and table tennis courts, a computer laboratory, classrooms, and seminar rooms all equipped with presentation and teaching aids. The
Institute’s management development programs as well as seminars and conferences are held here.

2.3.e. The Institute:

In just four decades IIMA has evolved from being India’s premier management institute to a notable international school of management. It all started with Dr Vikram Sarabhai and a few other public spirited industrialists realizing that agriculture, education, health, transportation, population control, energy, and public administration were all vital elements in a growing society and that it was necessary to link these meaningfully with industry. The result was the creation of the Indian Institute of Management, Ahmedabad in 1961 as an autonomous body with the active collaboration of the Government of India, Government of Gujarat, and industry.

It was evident that to have a vision was not enough. Effective governance and quality education were seen as critical aspects. From the very start the founders introduced the concept of faculty governance: all members of the faculty play an important role in administering the diverse academic and non-academic activities of the Institute. The empowerment of the faculty has been the propelling force behind the high quality of learning experience at IIMA. The Institute had initial collaboration with Harvard Business School. This collaboration greatly influenced the Institute's approach to education. Gradually it emerged as a confluence of the best of Eastern and Western values.

2.4. Department of Business Administration, A.M.U., Aligarh:

2.4.a. The University:

Aligarh Muslim University (AMU) is one of the oldest and most distinguished universities of the sub-continent. Founded in 1882 as Mohammedan Anglo-Oriental College by the great social reformer, Sir Syed Ahmad Khan, it blossomed into a full-fledged university in 1920 by an Act of parliament. Having its antecedents in the mission and purpose of the founder as the amelioration of the educational backwardness of the Muslims of India, it has widened its scope to become an equal opportunity institution in post-independence India. AMU is a residential university. The diversity of the social life on the campus is the true indicator of its heterogeneity. There are fifteen halls of residence accommodating nearly 15,000 students and one Non-resident student centre (NRSC). There are twelve Faculties under which more than 80 departments of studies operate.
AMU is considered by people, who have come in contact with it directly or indirectly—not simply as a structure of bricks and mortar but as a fountainhead of a distinct culture. Being residential in character, it not only provides physical space for its students but also "behavioral space". The culture of the University instills in its students suave and refined manners, develops interpersonal, entrepreneurial, and leadership skills and, above all, provides them a sense of living in harmony with other human beings.

In keeping with the times, AMU has added several Faculties imparting instruction in the modern disciplines such as Engineering and Technology, Computer Science, and Management etc.

2.4.b. The Faculty:

Among the youngest Faculties of AMU is the Faculty of Management Studies and Research. It was established in March 1996 to cater to the growing academic needs of the students of management studies. At present, there is only one department of studies under the Faculty.

2.4.c. The Department:

AMU has been at the forefront of the development of management education in India. Initial effort was made in 1965 in the form of a one-year Diploma in Business Administration started under the aegis of the Department of Commerce. In 1969, it was replaced by a three-year part-time Diploma program in Business Management (DBM), which was converted in a part-time, three-year program leading to the Master of Business Administration (MBA) in 1972. The same year, a separate Department of Business Administration was created. The three-year part-time MBA program was further upgraded into a two-year full-time MBA in 1976. Two part-time, P.G. diploma course one each in Marketing Management and Personnel Management were introduced in 1984. Recent addition has been the Master of International Business Management (MIBM) program that was introduced in 1993. Regular M. Phil and Ph.D. program in business administration were also started along with the creation of the Department. Apart from all these degree and diploma courses Doctorate of Business Administration (DBA), another doctorate program for working teachers, executives, managers Central & State Government and military personnel etc. has been a recent addition. DBA is being run in collaboration with All India Management Association (AIMA). A Memorandum of Understanding with
AIMA was signed for three years in September 1999, which has again been renewed for additional five years.

2.4.d. Areas of activity:

The Department of Business Administration (DBA) has been in existence for more than a quarter of a century now. During its existence it has grown, both in terms of size and the nature of activities, by leaps and bounds. The activities of the Department can be divided broadly into five components: teaching, research, training, consultancy and community, & extension work.

2.4.e. Teaching Programs:

- Master of Business Administration (MBA)
- Master of International Business Management (MIBM)
- PG Diploma in Marketing Management
- PG Diploma in Personnel Management

2.4.f. Admission Process:

Admission to all courses is based on an All-India Entrance Test, group discussion, and personal Interview.

2.4.g. Instructional Process:

The pedagogy mix and instructional system consists of interactive and participative lectures, sessions, case studies, term projects, seminars, presentations, field visits, library and desk research. State of the art teaching technology, teaching aids and audio-visuals such as T.V.; V.C.R.; Photo Camera. OHR, Multi-media projectors Laptop; pane boards etc. are used for instruction purposes. There is compulsory summer training for a period of 8 weeks during the summer vacations. There is also an option to take up comprehensive project work resulting into a dissertation.

2.4.h. Evaluation Process:

The evaluation process is continuous. 25 percent of marks are allocated to sessional work adjudged on the basis of class tests, participation, project work, and home assignments. The end-of-term examination is held after every semester carrying 75 per cent marks.

2.4.i. Research Programs:

Doctoral research facilities are available. About 30 Ph.D. dissertations have been submitted and awarded the Ph.D. degree in Business Administration to research scholars from India and abroad. The Department of Business Administration also
runs a parallel Doctorate Programme in Business Administration. In association with the All India Management Association (AIMA), New Delhi.

2.4.j. Admission Process:

Admission to Ph.D. degree is made once every year. The Department invites applications. The Board of Studies recommends the topics and the supervisors, which are then approved by the Committee for Advanced Studies and Research. The detailed procedure and process for admission to DBA research program is published in separated bulletin by AIMA, New Delhi.

2.4.k. Training Programs:

The Department has conducted several training programs for the industry and educational institutions. Among them, prominent are the management development programs for university and college administrators, computer applications in industry, entrepreneurship work shops, administrators development program for women and induction training programs for management teachers.

2.4.l. Consultancy Programs:

The Department actively seeks projects for consultancy in industry and non-profit institutions.

2.4.m. Community and Extension Work:

Teachers and students are involved in community and extension works with several organizations.

2.4.n. Institutional Facilities:

The students have the benefit of utilizing both the departmental facilities as well as the university facilities.

2.5. Indian Institute of Management, Bangalore:

2.5.a. The institute:

The Government of independent India focused on the development of indigenous science and technology. As a technology base was being created, it became clear that the country needed to simultaneously augment management talent and resources. A response that lead to the creation of the Indian Institutes of Management in the country. The Indian Institute of management Bangalore was established in 1973 (53).

2.5.b. The Campus:

The IIMB campus is located in 100 acres of sylvan surroundings on the southern edge of Bangalore. The portals of this hallowed center of learning, in all-stone buildings,
are encircled by verdant, lush woods alternating with undulating landscaped gardens. A perfect setting for a rich milieu of both, formal and informal activities. The Institute's proximity to some of the leading corporate houses in the country gives the added advantage of integrating classroom knowledge with practical experience.

Today, IIMB is recognized as India's best Business school. Its world-class infrastructure provides the foundation for its programs of teaching, research, consulting and other professional services.

2.5.c. Overview:

The Institute library is housed in a building of 55,000-sq.ft-carpet area spread over four floors. It serves users around the clock except on three National Holidays. It has a comprehensive collection literature predominantly related to management and its allied subjects to meet the present and future information needs of its users. Most of the library's activities are computerized using "LIBSYS", an integrated library software package.

IIMB encourages the use of its library for professional purposes. Individuals and Organizations can use the library regularly as either on a deposit or non-deposit basis on payment. The library brings out several publications for reference purposes. Some of the major services rendered by the library are reference, reprographic, database search services, audio-visual facility, industrial information, press clippings, articles supply on request, documentation services like CAS, SDI, Indexing, bibliographic and such other services. The library has a Reserved Reading Room with the facility of a core collection of books, magazines and newspapers. The library also gives intensive training to graduate diploma and vocational apprentices on a regular basis.

The library has a total collection of 2.02 lakhs of documents (books, back volumes, government publications, technical reports, conference proceedings, microfilms, microfiche, CD-ROM databases, maps, etc.). The library subscribes 675 print journals and 730 e-journals. Apart from this, around 4000 Full text titles are available in the databases subscribed by the library. The library also has 150 newsletters, 2200 annual reports from public and private organizations. The audio-visual section consists of 360 videocassettes, 181 audiotapes and 205 16mm films.

The library has a CD-Workstation which caters to data search facilities the library subscribes full text databases namely "ABI-INFORM-Global (Business Periodicals on
Disc) and Business Source Premier (EBSCO)”, on management and allied subjects. In addition to the above databases available on CD's, Internet and Institute LAN.

The library receives 16 English, 1 Hindi, 3 Kannada and other regional language newspaper. Around 1.7 lakhs library documents are available on the Institute's LAN. The automated library system greatly facilitates searching for books, journals, articles etc.

2.5.d. Introduction:

The Fellow Program is the doctoral-level Program of the Institute, which is recognized as equivalent to a Ph.D. by the Association of Indian Universities and the Government of India. The first Fellow of IIMB graduated in 1980.

The program aims to build in the candidates the perspectives of the specialist, the researcher, and the academician. The program equips students for careers in teaching and research, as staff-level specialists in functional areas in corporate, government, non-government and international organizations, and as consultants. The program has the first two years in common with the Post Graduate Program. Beyond the second year, FPM students work on advanced courses and for their doctoral thesis.

Currently there are 52 students in the programs at various stages. To facilitate practical experience in teaching/training, senior Fellow students are being permitted to assist the faculty on a part-time basis. They are also being allowed to spend their summer, assisting the faculty in designated research projects in areas related to their dissertation research. Both FPM students and the faculty have found this very useful. As FPM students generally have work experience before joining this programs, the norms for summer placement at the end of the first year have been modified to suit their specific requirements.

From 1999, INFOSYS has endowed two fellowships amounting to Rs.9.0 lakhs spread over a period of three years. INFOSYS fellows are required to take up a research topic, which has significant bearing on the IT industry.

2.5.e. The Fellow Programs:

The Fellow program is a full-time residential program designed to equip students for teaching and research careers in management. The approximate duration of the program is four years and maximum permitted is seven years. For the first two years, the student does course work and in the subsequent years he/she does dissertation work. FPM is a full-time residential program. Single accommodation is provided in dormitories. Some support for housing for married students is also available.
The title of "Fellow of Indian Institute of Management Bangalore" is awarded on successful completion of the program. The All India Council for Technical Education, and the Association of Indian Universities have recognized FPM as equivalent to a Ph.D in management.

2.5.f. Fields of specialization:

FPM Students will specialize in one of the following areas:

- Corporate Strategy and Policy
- Economics and Social Sciences
- Finance and Control
- Marketing
- Organizational Behavior and Human Resource Management
- Production and Operations Management
- Public Systems and Policy
- Quantitative Methods, Information Systems & Computers

2.5.g. Eligibility:

Applicant must be a Master's Degree holder in any discipline or equivalent qualification, recognized by the Association of Indian Universities or by the All India Council for Technical Education, with a minimum of 55% marks. Those appearing for the respective examinations may also apply, provided they complete these as well as all other requirements before commencement of the next session. Applicants for the Corporate Strategy & Policy specialization must have a minimum of two year's work experience in addition to a minimum of 55% marks in Masters Degree.

OR

- Chartered Accountant (CA) with a minimum of 55% marks

OR

- A Bachelor's Degree in Engineering or Technology with at least 60% and a minimum of two year's of work experience.

In addition, all FPM applicants must also satisfy the eligibility criteria for the Common Admission Test (Details given in the CAT Advertisement). NRIs and Foreign Applicants, who have taken the GMAT (including AWA Scores), are also eligible to apply.

IIMB has one of the finest computing environments among management institutions in the country. Operating round the clock, with a large number of desktops (more than 450 PCs), world-class servers and a campus wide network with access to Internet, it represents the major attraction of IIMB. The campus network links the
computing resources in the faculty offices, student labs, administrative units, student
hostels, management development center and the faculty residences as well. Internet
bandwidth of 2 MBPS (plus 64 KBPS) provided by the Software Technology Park
supports Internet access to every desktop in the campus.

IIMB’s computing infrastructure offers a truly heterogeneous range of hardware
and software platforms for the student to appreciate and gain wide-ranging experience.
The desktop environment is dominated by world-class workstations from the "best of the
breed" manufacturers. The entire network has access to Novell Netware 5.0, Windows
NT, Digital Unix, Sun Solaris and MS-Exchange e-mail servers. The Library system
(Libsys) loaded on Digital Alpha server running Digital Unix and the CD ROM server
with full text journal articles in electronic form are also accessible through the net.
Access to Corporate Databases like CMIE and VANS database are also available over
the network.

A Silicon Graphic Indy server hosts the IIMB home page and serves as the Web
server. A high end, Compaq, server powers the SAP applications. The IIMB-IBM
Business Intelligence Lab offers a number of tools on the AS400 platform. Video
Conferencing facility is also available for distance learning initiatives.
The software environment includes Oracle, DBMS, SPSS, SAP, Rational Development
Studio, IBM Business Intelligence tools, CPLEX optimization software, Geoconcept
GIS, MS Office (Campus Wide License), Simulation packages, Visual and Object
Oriented Languages like Visual Basic & Visual C++ and Java.

Three classrooms with about 30 desktops and a projection facility in each room,
and a Multimedia Laboratory are other attractions of IIMB. Access to high-speed Laser
printing including color printing is also available. Most of the classrooms are equipped
with an instructional technology podium, which includes a desktop, VCR and projection
system and is fully integrated with the campus wide network.
Exclusive computer centers are available for the Fellow Program students and
participants of the Executive Education programs.

2.5.h. The Program:

The Post-Graduate Program in Software Enterprise Management (PGSM) leading
to a Post-Graduate Diploma in Software Enterprise Management is an executive
management education program designed for the specific needs of professionals working
in the software and information technology industry in India. The program is run under
the aegis of the Center for Software Management (CSM). The CEOs and/or top executives of companies that have provided endowment to the CSM (referred to as partner companies) are on the advisory board of the CSM to ensure that the program is in tune with the needs of the industry. The current partner companies are Motorola India Electronics Pvt. Ltd., Oracle India Pvt. Ltd., Sasken Communication Technologies Ltd., Sun Micro Systems India Pvt. Ltd. and Wipro Technologies. The PGSM endeavors to provide the most current executive management education to middle and senior professionals of the information technology industry who seek to pursue a career in management. The program aims to transform professionals with strong technical knowledge to business leaders with equally strong management knowledge and a global perspective.

Several distinctive features of the program are designed to meet the special needs of the participants of this program, while maintaining the credit requirements and rigor of the regular program. The program has been designed such that a participant can graduate with the diploma at the end of two and a half academic years, while continuing to work at his/her regular place of employment. Each academic year is subdivided into four quarters of eleven weeks each. The regular course load in a quarter is three courses of three credits each. Each three-credit course consists of 30 hours of classroom contact. Participants have 9 hours of classroom contact per week, with classes scheduled on Friday mornings and Saturdays. In special cases, students are allowed to increase their load by taking courses they have missed/failed in earlier quarters, or by undertaking projects in addition to regular classes.

The modular design of the program allows participants to tailor (within certain parameters) the sequence of courses. After completion of the first year, participants have the flexibility to be away from the program for one or more quarters if necessitated by work-related assignments. This would, however, lead to a situation where a participant will take longer than three academic years to complete the program. Each participant is required to complete the stipulated credits of the program within six academic years.

The PGSM has been structured around ten broad themes. Each theme consists of a set of core courses, which every participant is expected to take as part of the requirements of the diploma, and some electives. The core courses are distributed in the first year and the first quarter of the second year of the program. In addition to the core and elective courses, participants are required to do a compulsory 3-credit individual
project on any industry of interest in order to gain domain experience. They can also do
one 3-credit project course.

2.6. INDIAN INSTITUTE OF MANAGEMENT CALCUTTA:

The Indian Institute of Management Calcutta (IIMC) was established as the first
national institute for Post-Graduate studies and Research in Management by the
Government of India in November 1961 in collaboration with Alfred P. Sloan School of
Management (MIT), the Government of West Bengal, The Ford Foundation and Indian
industry (54). During its initial years, several prominent faculty formed part of its
nucleus, including Paul Samuelson, Jagdish Sheith, J. K. Sengupta, among others.

Over the years, IIMC has grown into a mature institution with global reputation,
imparting high quality management education. It has been playing a pioneering role in
professionalising Indian management through its Post Graduate and Doctoral level
programs, Executive Training Programs, Research and Consulting Activities. Today, the
institute serves as an autonomous body, continually evolving to meet its goals in an ever-
changing business environment.

The vision of the Institute is to emerge as an International Center of Excellence in
all facets of Management Education, rooted in Indian ethos and societal values. Over the
past four decades, IIM Calcutta has blossomed into one of Asia's finest Business
Schools. Its strong ties to the business community make it an effective mechanism for
the promotion of professional management practices in Indian organizations. Today, IIM
Calcutta attracts the best talent in India - a melting pot of academia, industry and
research. The best and brightest young men and women pursue its academic programs.

2.6.a. Admission:

IIM Calcutta has embodied the spirit of questioning concepts, of exploring true
dept hesitate and of analyzing the basic fundamentals. This is reflected in the methodology
adopted to teach students the art of management. The faculty here has made excellent use
of their understanding, to take the students to a new dimension of learning.

Every student requires some platform to be able to launch him into the real world.
Though some platforms may be self-built, placements at the end of the day do add to
one's confidence. This is an area where IIM Calcutta is envied the most. Having
maintained an excellent relationship with the Corporate World, the respect of the
industry is evident during both summer & final placements.

"A body is made of its soul and an institution of its people". Anonymous
Students at IIM Calcutta leave this institute as managers, of time, energy and resources. On browsing through the average student's schedule, one is likely to see an efficient division of all three aspects mentioned earlier. Academics forming the base, the wide range of extracurricular activities, a campus life brimming with activity provides each individual with opportunities towards an all round development.

2.6.b. Teaching Programs:

The main thrust of training is to imbibe a sense of strategic outlook to management problems in the students. The emphasis, therefore, is on management as an integrated process and requires the students to develop a global view of economic, technological, cultural and political environment of the business. The Institute offers four major teaching programs namely Post Graduate Program in Management (PGDM), Post Graduate Diploma in Computer Aided Management (PGDCM), Post Graduate Diploma in Business Management (PGDBM) and Fellow Program in Management (FPM). The PGDM Program is designed to meet the challenges of rapid changes in our society. Students are continually exposed to scenarios that demand structuring of unstructured problems and proposing solutions to complex situations. In 1994, the two-year full-time PGDCM was started, which fulfils the demand for global business managers, by reorienting management education to keep pace with the changing needs of the world. It is a distinctive program with special emphasis on Information Technology (IT) and its application to business. This three year PGDBM is an evening program, also launched in 1994, to offer working executives the opportunity to gain insights into various facets of management. The FPM offers an opportunity for full-time advanced study and research at doctoral level in management and related areas.

2.6.c. Other Activities:

In addition to the teaching programs, IIMC is also engaged in the following activities:

- Management Development Programs
- Research
- Consultancy
- Seminars, Workshops & International Conferences
- Publications

2.6.d. The Faculty:

One of the biggest strengths of the Institute is its world-renowned faculty. The faculty members have distinguished academic achievements in different areas of
management and the related basic disciplines and are actively involved in teaching, training, research and consulting. They carry out consultancy assignments to keep in touch with the real-life management problems in public and private corporations, financial institutions, government agencies and international agencies.

This dynamic learning process at IIMC enriches teaching and training activities of the faculty. It also helps development of case studies and identification of directions of research relevant for business and industry. IIMC has about 70 faculty members belonging to one or more of the following groups and centers: Behavioral Science, Economics, Environment, Finance & Control, Marketing, Management Information Systems, Operations Management, Personnel Management & Industrial Relations, Resource Management, Regional Development, Sociology, Strategic Management, Management Center for Human Values, Center for Development and Environment Policy.

2.6.e. Facilities:

The 135-acre campus of the Institute has a cluster of Administrative and Faculty Office Blocks, fully equipped classrooms, seminar and conference rooms, Management Center for Human Values, residential quarters for students, faculty and staff members, library, an executive training complex, a bank and a post office. The 750-seat state-of-the-art Auditorium is the latest addition to the campus.

The presence of the lush trees and seven lakes makes the campus picturesque and well endowed. The B.C.Roy Memorial Library of the Institute, which started with a liberal Ford Foundation grant, has grown over the years, keeping pace with the development of the Institute, developments in the area of the library and the services and the changing information needs of the users. The library is considered as one of the major management libraries in South Asia.

IIMC is an acknowledged leader in computing resource and applications. The Institute's computer Center has emerged as a center of excellence in the area of Computer Applications in Management. The campus wide LAN encompasses 1000 nodes/workstations. LAN connectivity is available in each room in the students' hostels, providing the students with 24-hour access to resources like the local network and the Internet from the comfort of their rooms.
2.6.f. Placements:

The Institute's Placement Bureau arranges on-campus interviews for all students at the end of their second year. IIMC is also responsible for assigning students to summer projects at the end of the first year, where the students learn the practicalities in the industry by applying the theoretical concepts learnt in class. Last year, IIMC recorded the highest placements amongst all the IIMs.

2.6.g. Student Life:

IIMC has a vibrant student community. Seminars, business school meets, sports and cultural events are regular features of the campus life. Student initiative is encouraged and a large number of clubs and societies are run by students.

2.6.h. The Alumni:

IIMC has a very strong alumni base, which makes it unique among the top management institutes of the world. IIMC alumni are occupying leadership positions as corporate managers, academicians and successful entrepreneurs, worldwide. The alumni maintain a close relation with the Institute, helping each other in their growth.
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