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## **A Detailed Study on Issues and Challenges of Management Education in Digital Age with Special Reference to Lucknow District**

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# A Detailed Study on Issues and Challenges of Management Education in Digital Age with Special Reference to Lucknow District

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## Abstract

*Higher education especially management education in India stands at a crossroad. Without change, the traditional university structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. The Objective of this is paper is to study the competencies and characteristics of Management Teachers in the changing digital age, to identify the issues and challenges that arise in management education. This paper will help in developing better understanding of issues and challenges related with Management Education and will be helpful for Owners, Administrators and Government.*

*It has been found that the current curriculum in management education does not prepare students to face the challenges in business environment. Managing uncertainty and complexity are not taught in Business Schools. Business Schools merely teach the concepts with case studies and does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise. Unfortunately, the best talent is going to industry where salaries are lucrative. Those who come to academic area are the ones who could not be absorbed in the industry or joined this profession by chance or chose this career out of passion. The data collected from respondents suggests that Management Students should be provided with latest teaching pedagogy and Management Teachers should be paid good remuneration for their work.*

**Keywords:** Management Education, Business Schools, Curriculum, Technology

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## Introduction

Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources.

Educational management, the name implies, operates in the educational organizations. There is no defining definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by write are partial because they reflect the particular sense of their authors. Business Schools have mushroomed in India, but quality remains elusive. Management education has become a fad in a virtually connected universe. Post 2000, the acclaimed MBA programme has witnessed unprecedented heights in the form of pluralism across academics, industries and think tanks in India. Pluralism in this context talks about the outreach of this programme among a larger section of society. In other way, it is an attempt for inclusion of MBA aspirants in the programme from a larger heterogeneous mass. Necessity of this kind of education has been primarily relied upon derived demand from industries. Eventually, recruitment does address the potential of this programme by considering a pool of supply of the MBA or PGDBA or PGDM or MBM degree-holders. It is believed that a post-graduate degree in basic sciences or in engineering or in medical sciences or even in social sciences does not seem to yield as much in terms of 'package' and 'fast track promotion' as an MBA degree does. However, it is an opportune time to explore the flip side of management education in India. This Paper seeks to investigate whether the management education is serving a value-based programme in India. Quality is a desired outcome through an MBA programme. In India, Business Schools have been mushrooming in a fast pace, however, quality imparted by these institutes has become the focus of investigation/critique in academia-industry parlance.

Critical assessment of 'quality management education' by addressing these questions raised would definitely provide some checks and balances on the part of Business Schools/universities to upgrade the standard of the programme. In turn, this kind of arrangement would help MBA aspirants to gauge the impact of B-schools and the programme in serving their quality of life. There may be a number of means to achieve this which are discussed with the help of ranking the Problem Issues in Management education.

The role of the regulator to preserve or to enhance quality cannot be wished away. The regulator must be fully aware about the approach of a programme. For instance, All-India India Council for Technical Education (AICTE), one of the regulators of management programmes in India must evaluate the programme run by odd 4,000 B-schools (under the banner of institutes, universities and colleges) with respect to well-accepted yardsticks such as number of courses/credits offered by the programme, quality of teaching through adopted pedagogy, aptitude of learning by participants, quality of interaction between facilitators and participants, nature of jobs opted by participants, diversity of industry-in-campus-participation during the placement season to name a few.

Lucknow has a large number of Business Schools, which includes IIM, Lucknow. Apart from IIM, Lucknow University also has Business Administration department. There are a large number of institutes in private sector. Research was conducted in following Business Schools:

1. Integral University, Lucknow
2. G.C.R.G. Memorial Trusts Group of Institutions, Lucknow
3. Institute of Environment and Management, Lucknow
4. Motilal Rastogi Institute of Management, Lucknow
5. Lal Bahadur Shastri Institute of Management & Development Studies, Lucknow
6. Jaipuria Institute of Management, Lucknow
7. Institute of Management Research & Technology, Lucknow
8. Sherwood College of Management, Lucknow
9. International Institute for Special Education, Lucknow
10. Institute of Engineering and Technology, Lucknow
11. Surya Group of Institutions, Lucknow

12. Goel Institute of Technology & Management, Lucknow
13. Azad Institute of Engineering & Technology
14. Institute of Cooperative and Corporate Management  
Research & Training
15. BN College of Engineering and Technology, Lucknow
16. Ambalika Institute of Technology, Lucknow
17. Amity University, Lucknow
18. RR Group of Institutions, Lucknow

Management education is passing through a critical phase. There is a crisis of identity, character and quality. This is the appropriate time to discuss and deliberate the matter by taking stock of the situation. Management education has grown quantitatively, but not qualitatively, and contributed too little to the labour-rich but skill-poor economy. Too many attractive, lucrative and competent jobs are chasing very few individuals, who are highly talented, skilled and dynamic. An average student finds it difficult to sail through the acid tests of the corporate sector. The element of professionalism, an important ingredient towards building managers, is not taught by institutions imparting management education.

**1. Saleable product** - Like professional education, management education has become a saleable product. In India more than 4,000 institutions have emerged in the management education landscape. Management education is an offshoot of the industrial revolution which created the factory system, thereby providing a ledge to the art of management. In the Indian subcontinent, management education has come over a period of past 50 years, whereas Europeans are teaching this education since the last 400 years.

Due to the slow rate of economic growth after independence till 1990 the opportunities created by industry were too few. Globalization gave a big boost to the economy while the service sector came to dominate other sectors. This has necessitated the demand for management education and made it a saleable product.

**2. Role of AICTE** - The Union Government, during its winter session of 1987, accorded permission to establish the AICTE, which is a body for professional education in this subcontinent. According to AICTE data (see Table 1) the number of institutions imparting

management education mushroomed in just five years. The intriguing question confronting all the stakeholders is: “Why was permission given to so many institutions?”

In the last five years, the AICTE, by granting permission to more institutions, also allowed increase in the intake of students by more than 300 per cent, which has also been indicated in the hand book (see Table 2). Thus, these figures reveal that the AICTE adopted a quantitative expansion strategy but paid inadequate attention to quality of management education.

Further, among 4,000 plus institutions sanctioned by AICTE, Andhra Pradesh has 945, Uttar Pradesh 459, Maharashtra 419, Tamil Nadu 389, Madhya Pradesh 215 and Karnataka 209.

**Table 1 - Approval to Institutions by AICTE**

S. No.	Year	Approval to Institutions
1	2006	1,888
2	2007	2,031
3	2008	2,062
4	2009	2,734
5	2010	3,482
6	2011	3,858

Source [www.aicte.ernet.in](http://www.aicte.ernet.in)

**Table 2 - Increase in intake of students**

S. No.	Year	Increase in intake of students
1	2006	1,22,663
2	2007	1,44,372
3	2008	1,85,780
4	2009	2,27,989
5	2010	2,73,732
6	2011	3,78,907

Source [www.aicte.ernet.in](http://www.aicte.ernet.in)

**3. Lapses** - The lapses in curriculum upgradation and banking on some core subjects and niche electives added to the problems. The element of 'skill quotient' is not appropriately addressed to add value to the education. Faculty members with industrial experience are less in numbers to share their expertise. Interestingly, the former Chairman of the University Grant Commission, Arun Nigavekar, who addressed the delegates at the seminar, observed that under the changed circumstances it become inevitable to shun the old curriculum in management education and prepare CEOs by directing them to set goals and develop necessary skills to pursue them.

### **Literature Review**

The origin of management education dates back to ancient times. It is a unique art developed by mankind along its evolution journey. Greeks, Chinese and Indian thinkers contributed to this art of getting things done by others. Strategic decisions and art of administration were adopted during the times of Koutilya. "The foundation of wealth is humanity and moral. If the wealth is not based on true reasons, the wealth will never sustain" Eiichi Shibusawa (The father of Japanese capitalism).

Unquestionably, the major issue in management education is the curriculum offered in our business schools and this concern has been labeled the competency movement (Wexley and Baldwin 1986). The traditional management education curriculum, as presently constituted, may not be adequately preparing individuals for the challenges they experience as professional managers (Pfeffer, 1977). The present economic meltdown has thrown several challenges to business managers and leaders across the world. Everyone started blaming business schools for the present mess.

Prof. Henry Mintzberg, a globally renowned management guru is a strong critic of management education. The educational institutions are damaging the management education by not focusing on action learning and practical problems. He criticizes the management programs where in students are enrolled without having any real world experience. He champions for revolutionary changes in management education. We need to take serious note of his observations and comments about MBA education to make it more meaningful and qualitative.

In *Rethinking the MBA: Business Education at a Crossroads* by Srikant Datar, David A Garvin and Patrick G Cullen (2010), this article attempts to generate some interest to two types of audiences. MBA aspirants would be able make an informed choice prior to jumping into the gizmos and gimmicks of management. Academics in business schools can learn why and how they need to renew their course-curricula periodically or regular intervals, pedagogy and research programmes.

The HRD minister has perhaps for the best motives sharply reduced the fees for postgraduate management education. He claims support from an unpublished report by a Committee under the Chairmanship of Dr U R Rao. Dr Rao has said that their report does not deal with IIMs and IITs but with the hundreds of other institutions in technical education, a term that includes engineering, architecture, computer sciences, management and others. At the same time Dr U R Rao sees nothing wrong with the reduction in fees since the government has announced that it will make up the shortfall.

### **Research Methodology**

This study is conducted in the Business Schools of Lucknow city. The criteria for selecting the Business Schools was: they should be operative in Lucknow; and only the Management Teachers were interviewed to obtain first hand information about the problems they face in Management Education. A random sample of 40 Management Teachers was considered. The primary data was collected through a structured questionnaire by making personal visits to the Management Teachers and also by mailing questionnaires. By this way 40 questionnaires were drawn from the selected 50 Management Teachers of Institutes in Lucknow. Each of the selected Management Teacher provided a distinct service for the benefit of the Management Students, catering to a particular core issue of the society. As many as 12 problem issues were listed and the opinions of the respondents regarding the priority of the listed problem issues faced in Management Education was recorded and analyzed.

### **Objectives**

The objectives of the study are given as follows:

1. To find out the competencies and characteristics of a management teacher in the digital age.
2. To study to the shape of the digital age classrooms and changing pedagogy.
3. To find out perspective and policies for management education in the digital age.
4. To find out the issues and challenges in management education of the digital age.
5. To study the possibilities and opportunities in management education through digital shift.

**Research Design:** Exploratory

**Type of data:** Primary and Secondary

**Sources of data:** The Primary data was collected through interviews with Management Teachers with the help of a structured questionnaire. The secondary data was collected from the existing literature of the individual organizations, National and International Journals, Economic Survey, through the Internet and interviews with the founders, and through interactions with the other members of the organizations.

**Profile of the sample:** Most of them are well educated and doctorates (40 percent) hailing from the top Business Schools of Lucknow city. Further, a majority (25 percent) of them are Post Graduate and are enrolled in Ph. D. Programme while (20 percent) of them are Post Graduate having a corporate experience and remaining (15 percent) of them are just Post Graduate

### **Analysis of Problems and Issues**

The questionnaire consists of 12 problem issues which are expected to be faced in Management Education of the Digital Age. All the problem issues listed are taken into consideration after a thorough analysis of the review of literature. The respondents were asked to give their order of priority regarding the problem issues. The responses are analyzed and presented in table 3. The mean score of the responses are calculated and ranks are given accordingly (the higher the mean score, the higher problem is given the highest priority.

**Table 3: Analysis of Problems and Issues in Management Education**

Problems and Issues in Management Education		SA	A	NAND	D	SD	Mean	Rank
1	Management Students should get financial aids from Government	21	14	6	5	4	3.86	6
2	Management Students should be provided with latest teaching pedagogy	38	10	2	0	0	4.72	1
3	Management Teachers should be paid good remuneration for their work	35	11	4	0	0	4.62	2
4	Management Teachers should be self-disciplined	5	10	5	12	18	2.44	11
5	Management Teachers should act in an ethical manner	15	16	9	7	3	3.66	7
6	Management Teachers must possess good academic qualifications.	26	18	4	2	0	4.36	5
7	Management Teachers must possess good work experience.	33	14	3	0	0	4.60	3
8	Management Teachers should be optimistic	10	11	9	8	12	2.98	9
9	Management Teachers should take a sense of pride in their work	6	4	10	10	20	2.32	12
10	Management Teachers should have willingness to improve themselves	16	12	10	4	8	3.48	8

1	Management Teachers should have courage to break free of established norms	8	8	6	13	15	<b>2.62</b>	<b>10</b>
1 2	Management Teachers should possess good communication skills.	32	15	3	0	0	<b>4.58</b>	<b>4</b>

If the mean score falls

- Between (5-4), the response is most favorable
- Between (4-3), the response is favorable
- Between (3-2), the response is uncertain
- Between (2-1), the response is unfavorable
- Between (1-0), the response is most unfavorable

The attribute ‘Management Students should be provided with latest teaching pedagogy’ has scored the highest response (4.72). It is the responsibility of Business Schools that they should provide their students better infrastructure along with latest teaching pedagogy.

The attribute ‘Management Teachers should be paid good remuneration for their work’ has scored the second rank (4.62). The study reveals that average monthly salary of the selected sample is approximately 26, 000 per month (500 US \$).

The next attribute that is given priority is ‘Management Teachers must possess good work experience.’ which has scored a high response (4.60). We believe that Management Teachers are those exceptional individuals who dream up and take responsibility of grooming their students. They are creative, willing to think outside the box and ready to apply ideas to new situations due to their good work experience.

The next attribute that is given priority is ‘Management Teachers should possess good communication skills.’ which has scored a high response (4.58). Generally, there is a requirement of good communication skills in Management Education and the study reveals that Management Teachers must have communication skills and high sense of optimism in dealing with their Management Students.

The next attribute that got favorable response from the respondents is 'Management Teachers must possess good academic qualifications' (4.36). This attribute speaks about the qualifications of a Management Teachers. Business Schools should employ well qualified faculty. Generally, most Business Schools in Lucknow are not having qualified faculty as per the norms set by AICTE. From the sample selected, only (40 percent) doctorates were from the top Business Schools of Lucknow city.

The next attribute that is given priority is 'Management Students should get financial aids from Government' which has scored a response (3.86). Government should take initiative in assisting Management Education. The HRD minister has perhaps for the best motives sharply reduced the fees for postgraduate management education.

The next attribute that got favorable response from the respondents is 'Management Teachers should act in an ethical manner' (3.66). It has been observed that Students learn ethics by observing the adults in their lives and therefore it is necessary for a Management Teachers to act in ethical manner.

Other significant attributes which define the problem issues of Management Education are 'Management Teachers should have willingness to improve themselves' (3.48). Improvements must come partly through the transformation of the present Management teaching force, with teachers expected to be able to adapt to new knowledge and demands during their careers.

There is little pressure to conduct and publish original research and cases and also little funding available for these purposes. In spite of all these hurdles, Management Teachers should work on their career development.

The next attribute that got uncertain response 'Management Teachers should be optimistic' (2.98). Optimism is one of the few characteristics of Management Teachers that influences student achievement when socioeconomic status and previous achievement are controlled.

The next attribute that got uncertain response is 'Management Teachers should have courage to break free of established norms' (2.62). Management Teachers need to change their traditional teaching practice

and adopt changing pedagogy. Teaching should focus on Course design, interface between Industry and Course and latest market trends.

Further, from table 3 it can be inferred that 'Management Teachers should be self-disciplined' (2.44) and 'Management Teachers should take a sense of pride in their work' (2.32) has got uncertain response.

### **Challenges in Management Education**

Some of the challenges faced by B-schools are listed here:

- 1) The current curriculum in management education does not teach students in facing the challenges in business environment. How to manage uncertainty and complexity are not taught in business schools. It merely teaches the concepts with case studies. It does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise.
- 2) Unfortunately, the best talent is going to industry where salaries are lucrative. Those who come to academic area are the ones who could not be absorbed in the industry or those who come to this profession by chance or those who chose this career out of passion. However, we can count very few professors joining out of passion towards teaching profession.
- 3) The inability of AICTE to act tough with unauthorized business schools is a cause for concern. The management of business schools looks for loopholes in the existing laws and exploits the same. They believe in growing their budget rather improving the quality of business education which is very sad to note.
- 4) Most of the students pass out successfully from business schools due to their self-preparation. Students fear to give negative feedback to their teaching faculties as they fear for their internal marks which are in the hands of faculties. Everyone knows the problems but nobody is ready to address the same.
- 5) Provide decent salaries and professional ambience to faculties. Send the faculties regularly for training programs to update their skills and abilities. Develop right mindset and attitude. Focus on quality of education not quantity.

- 6) There has to be interactive sessions for the students rather than mere preaching what is mentioned in the books. You cannot become a crack shot unless you lose some ammunition. The students have to be exposed to the industry through interface so that they understand the practical problems in corporate world. This boosts more confidence among the students.
- 7) It is essential to have more visiting faculties with diversified and rich industry experience. It is like having diversified menu on a platter.
- 8) It should be made mandatory for every business school to have a fulltime faculty for each functional specialization like Human Resources, Marketing, Finance, Production, etc., Besides, they can have visiting faculties who are passionate towards teaching for every specialized functional skill.
- 9) Look for the professors who are passionate in teaching rather than who pass their time in classrooms. The passionate professors would love to share their knowledge, experience, expertise with students to take on the real corporate battles. Take the professors with research, consultancy, and industry and also with teaching experience as it enriches the teaching process. Blending all these ingredients would make a faculty as outstanding.
- 10) You cannot make a successful manager in classrooms. What is needed is the industry interface which builds confidence among the students. Whatever the doubts the students possess can be clarified and verified with their exposure to corporate world. The theoretical background in the classrooms along with practical exposure in the corporate world can make successful professionals.
- 11) The project work should be contextual, relevant and should focus on the current scenarios. MBA is a professional degree and it should train and groom the students to be true professionals to take on the challenges being faced in the business environment. Make accreditation mandatory to ensure quality of education. Take stringent action against the illegal and unauthorized MBA colleges.

### **Suggestions for developing better Management Education:**

The business schools should take the following steps to overcome their challenges:

**1. Branding to sustain the product** - Brand value of any B-school depends on positioning its product. In the given context, product is simply the MBA degree or the PGDM diploma based on affiliation of B-schools with institutes/universities. University confers the degree whereas AICTE-regulated institute offers the diploma. B-schools should clearly spell out in their admission/placement brochure(s) about features, advantages and benefits that the programme has delivered. A comparative analysis among existing B-schools with respect to these criteria can adequately be analysed by intended participants. Participants are considered as customers. Value-stream between B-schools and participants consists of cash flows (course fee), product flows (quality of programme), and information flow (feedback). This exemplifies a typical supply chain. The course fee decided by any B-school needs to support the pricing decision. Quality of product in terms of course(s) pedagogy, updating of course wares, evaluation pattern like grading, number of components in grading, application of concepts taught, and feedback about the course(s) by participants should not be taken for granted. Feedback is very important for an institute to take the next step for improving teaching and learning ambience, course pedagogy and faculty development programme. The regulator should keep a vigil like a 'watch dog' on the programme and essentially produce some notes after the SWOT analysis of the programme and the B-school.

Brand-building is an important aspect for sustaining any product. Product life cycle comes to the forefront. In a typical B-school, branding is done by organizing conclaves/annual fest, sports etc and some formal communication with print media periodically. To put it simply, advertising takes care of B-schools' promotion to a great extent. Behind the paraphernalia of branding, a B-school should mention the list of faculties and some literature on their experiences in the admission brochure. In any product, core (brand kernel) is very important. It shows the consistency and the uniformity of a brand. For example, good

infrastructure, computer facility, scenic beauty in and around the campus does not enhance the excellence of the programme. Rather it is the faculty strength and contribution of staff from all departments.

**2. Pricing to justify the product** - Education is regarded as a service, which is priceless in its figurative meaning. It performs its role best by moulding the individual's behaviour. However, some costs are always attached to provide this. Cost and price are two different sides of the same coin. Costs in the form of direct and indirect are incurred by the B-school while delivering the programme. On the other hand, at what price these B-schools should sell their programmes as the product augurs for pricing. It could be mark-up or cost plus pricing. Therefore, price as a reward recovers the cost. Margin is extra over cost which is otherwise realised to add into B-schools' balance sheets as retained earnings or surplus. This can either be distributed as performance-linked incentives (dividend or stock option or rights etc) among employees including faculties and staffs according to the board of directors' decision. In finance language, there is always a conflict between the representative of a B-school (owner) and its employees that is popularly known as agency problem. To motivate the employees for alignment with B-schools' performance goal and mission, some costs are to be borne by owners of B-schools (unlike the Indian Institutes of Management or the Indian Institutes of Technology). It is agency cost. For this, salary, incentive scheme, professional development fund, faculty development fund need to be structured and implemented effectively. Quite logically, pricing of the programme has become important to support the organic internal structures of a B-school.

**3. Preaching for the best practices** - Now, just one click in the largest search engine, Google, brings the entire universe than meets the eye. Despite the availability of cheap technology, quality of human resources is still priceless. 'Knowing, doing and being' — these must be programme learning outcomes of any management education.

Rethinking the MBA has identified eight imperatives for reforming existing management programmes: gaining a global perspective, honing integration skills, developing leadership skills,

recognising organisational realities and implementing effectively, acting creatively and innovatively, thinking critically and communicating clearly, understanding the roles, responsibilities and purpose of businesses; and lastly, understanding limits of models and markets. It is evident from empirical research that the Ivy League schools seem not to have done any genuine introspection either: even after the latest financial turmoil, most of these Ivy League schools have re-affirmed their faith in extra curricula, pedagogy, strategies for admission, job placement and faculty recruitment.

There are some good and bad practices the world over in management education. India's management education needs an Indian Management thought because of its diversity, profound cultural base, collective thinking and possession of self-respect.

### **Conclusion**

There is failure in management education which is evident with the current economic downturn. The educational system failed to forecast the recession and failed to check the overheated economy. The four pillars for effective management education are industry experience, consultancy experience, research experience and teaching experience. When faculties possess these four areas of experience and expertise, then it ensures qualitative management education. Government does not have unlimited resources and it needs to prioritize its expenditures. The debate over IIM fees has diverted attention from the more basic issues in management education. Much has been written about the availability of scholarships and bank loans to management students and especially those who have gained admission to the IIMs. Yet not all scholarships are taken and no data is available about the community, caste and economic class origins of the students.

The problem is that bright young people from socially and/or economically backward classes have poor confidence in their ability to compete in English and lack the social skills of the young from the more developed social and economic classes. If the government has funds it should scour the country for bright young graduates and give them remedial training to improve their confidence so they perform well not only in the written admission tests but also in the interviews.

The business community is willing to pay high salaries to management graduates and especially those from IIMs. Parents are therefore willing to beg, borrow and even steal to raise the funds to give their offspring a management education. The HRD minister therefore wants to substantially raise the intake into IIMs. He does not accept that the quality of IIMs depends on the interaction between students and faculty. This is likely to be jeopardized if there are many more students without raising faculty and infrastructure. It still does not improve the overall quality of management education in India.

The government has, over the years, performed its duties as regulator of Business Schools very poorly. There are 950 AICTE-recognised schools producing approximately 70,000 graduates a year, the largest after the US. However, only 45 are accredited through the National Board of Accreditation which says much for the overall poor quality. The AICTE has succumbed to pressures from well-connected promoters and been induced to recognise such a large number over the years without having the ability to inspect them regularly and ensure that they have the required and qualified faculty.

Many recognized institutions have non-existent libraries, poor computer availability, faculty that is quite unsuited for the work, high fees and poor industry linkages. The AICTE has rarely de-recognized such institutions. The government should make AICTE an independent regulatory body that functions transparently and has members people who have the courage to ensure that standards are maintained. For this the AICTE will need far more funding than the present limited budgets that the HRD ministry asks for and gives to it. If government has the funds to reduce IIM fees it should first give higher priority to funding the regulator. AICTE has a Board of Management Studies that has little power. This Board should have three full-time independent members, preferably from industry, and the best academics and have the teeth to take decisions and set penalties.

Students have little academic information about the quality of the many Business Schools and the facilities they provide. What is generally available is the placement record, when it is good. AICTE has the data but it is not freely available to students so that they can make a rational choice. The comprehensive data should be updated and

published for all institutions each year and it requires funding. Many private publications publish ratings of Business Schools. the ratings are done to earn money for the publication, not to help students make sensible choices. If the government has surplus funds it should commission an independent body to do an annual rating and ask all institutions compulsorily to participate.

It is unfortunately true that there is little original conceptual or applied work that is produced by the over 5,000 management teachers in India. Indian teachers in India do not have comparable reputations. There is little pressure to conduct and publish original research and cases. There is also little funding available for the purpose. If government has the funds it should spend them on upgrading the skills of faculty through regular training, testing, funding for research and case writing. Professional management as it is taught demands rationality and objectivity, not emotion, sentiment, family feeling, even superstition.

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