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Indian Institute of Management, Ahmedabad: An Appraisal**



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Curriculum Development at Indian Institute of Management, Ahmedabad: An Appraisal

Abstract

It has been more than sixty years of management education in India. Different types of management institutions have been established in the country to impart management education. Looking at huge growth in management education sector, many management institutions have mushroomed in last one decade. Unfortunately many failed to maintain the desired standards which are required for providing good quality management education. Management Institutions completely ignored the stakeholder theory approach in providing management education, in another words they did not address the market expectations from the budding managers. They did not update the curriculum with the passage of the time as per the demand and need. This led to poor quality of management education in the country. As per authors understanding only 5% of the total management institutions in the country have succeeded in providing good quality management education.

Curriculum Development is the burning issues for all management institutions in the country. Present paper will discuss the present scenario of management education in India, issues and challenges mainly in the area of curriculum development, quality management education. Authors have taken Indian Institute of Management, Ahmedabad (IIM-A) as a part of their case study as being Associates they are closely linked with the academic work in various programmes at IIM-A.

Keywords – Curriculum Development, IIM Ahmedabad, Appraisal

1. INTRODUCTION

It has been more than sixty years of management education in India. Different types of institutions have been established to impart management education. In last one decade, management institutions have grown extensively. Every state is striving to provide significant technical and management education in their states and granting permissions for setting up of the institutions so that they can stop students of their states from going to other states for study. Andhra Pradesh, Tamil Nadu, Kerala, Maharashtra are leading the front in this matter. Management institutions have mushroomed and they are not able to provide quality education as expected. Looking at the curriculum development, they are far behind in that front. The main objective of this paper is to show the current scenario of education in the Management Institutions in India and identify the important concerns and vital changes that need to be accommodated for a better management education system. Looking at the current development of India, one can easily identify that good managers are indeed needed for the drastic changes in its development. They are the ones who need to have strong domain knowledge of strategies, logic, facts and figures. It's the management institutions which are considered to lay the base for such a strong foundation. However, most of the institutions fail in doing this and on the other hand they charge high fees claiming that they provide the best possible education in shaping them to be better managers. They fail to realize that both the country and the companies hiring them want "Quality" managers and not "Quantity" managers.

Top Business schools across the globe are in the spontaneous process of making their curriculum content specific owing to the globalization and current demands in the leading industry segment. Expectations from corporate decision makers have increased tremendously which calls for a systematic curriculum development to match with the pace of the rapidly changing context. The prime motive of the management institutions should be making such managers who not only give the tremendous industrialization and a new direction but also develop a skill set in them to be future entrepreneurs who take India's economic development one step further.

Quality Education is a dynamic concept and so is its management. Management institutions should impart such knowledge to its students which stimulates them in becoming extremely competitive and creative. But this can be achieved only if it is supported by quality professors. Quality education doesn't work without quality professors just as process doesn't

work unless people work. Quality education involves all the technical and administrative system and procedures which can ensure the desired quality on a continuous basis. It's always the consistent efforts of quality professors in their research work to identify the current business trends and their concerns on how can one make remarkable changes in its development that had led to the birth of amazing courses. It's these courses and the way they are delivered that helps students in being better managers for future.

This paper discuss curriculum development of one of the best B-Schools across the world, Indian Institute of Management, Ahmedabad (IIM-A). Authors have taken IIM-A as a part of their case study as they are closely associated with the academic work at IIM-A in different programmes.

History and overview of Management Education in India :-

Government has taken initiative in improving management education in India by giving node to 5 more IIM's at Nagpur, Vishakhapatnam, Gaya, Himachal Pradesh & Odisha which brings the total number of premier management institutes to 18. There are already 13 functional IIM's which are as follows: IIM's in Ahmedabad, Bangalore, Calcutta, Lucknow, Indore, Kozhikode, Shillong, Tiruchirappalli, Ranchi, Raipur, Rohtak, Udaipur, Kashipur.

Apart from IIM's autonomous institutes approved by AICTE, universities running distance education program and open mode like IGNOU, Delhi University, Symbiosis University, IMT Ghaziabad, ICFAI and several others are also offering courses in management. Foreign universities having collaborations in India and those having students exchange program with limited-time studies abroad are also imparting management education. Management education is imparted by following institutes:

1. University/Department Colleges
2. AICTE Approved Standalone Management Institutes
3. Indian Institute of Management
4. Department of Management in Indian Institute of Technology
5. Department of Management in National Institute of Technology
6. Open Universities
7. Other non-affiliated private institutes

Table 1

Growth of AICTE approved technical institutes and intake in last five Years.

Year	Management Institutions	Intake
2006-07	1132	94704
2007-08	1149	121867
2008-09	1523	149555
2009-10	1940	179561
2010-11	2262	277811
2011-12	2385	352571
2012-13	2450	385008

AICTE Approval Process handbook 2013-2014

2. LITERATURE REVIEW

Looking at the available literatures on Management Education in India, authors have divided it into three parts.

1. Quality Management Education
2. Stakeholder Approach
3. Guardian of Management Institutions

Quality Management Education

Shukla Shubhendu (2013) recommends that courses should be need based and syllabi should be changed periodically. Lack of specialization specific to industry, is one of the problems of our MBA program. He also observed that the ideas & concepts which are effective in the countries of their origin but have been less effective in Indian context. The materials available are not yet-specific or relevant to Indian context. Afza Noor (----) mentions that B-Schools have to expand their focus area to other sectors so that they become socially more relevant. Areas like public governance, sustainable development, agriculture and rural

management, environmental and natural resources management, functions of municipality and local bodies and cooperatives and public sector management need to be given importance in the schools that globalize successfully and offering such innovative programs will strengthen their competitive position.

Quality management is essential for the survival of institution in the industry. Every institution has different parameters to measure the quality of education. Setting up standards is the most crucial activity of an education institution (Rana Saba, 2009). Total Quality Management (TQM) is very effective in higher education since it keeps a track of the entire system and constant up-gradation keeps the quality high. This effort convinces the students that they will be prepared for the market place (Soni, Chaubey & Rayan, 2000). Bradely L H (1993) provided a application of TQM model at the higher education. Here the trainees were the teachers. The faculty members were the first line managers, administrator were the middle and first line manager, the rector and board of education were the board of directors of the institution. The job description of the faculty is to educate the customer as facilitator, the admin has to use the plan approach, whereas the board of education and dean have to innovate and do long term planning.

While undertaking an evaluation of the management education being imparted, it has become a necessity to undertake an alumni survey in order to have a customer trust perspective and satisfaction of the graduates with the management education they have received. This would also reveal how the skills acquired by them, while at the institute, become relevant and useful in the actual performance on the job to build trust (Mathew George, 2014).

Dayal Iswar (2002) stated that around 86% institutions for management education show lack of overall concern for preparing students in all aspects of managerial responsibility. According to Professor Srikant M. Datar at Harvard Business School, “The very best Indian Business Schools need to be more research oriented in the context of India. That is, they need to do more research on the problems that Indian business and markets face. This will open up opportunities for some exciting research”.

Stakeholder Approach

The expectations of the stakeholder attached to the institution have to be fulfilled. The internal stakeholders of an institution are the faculty members, researchers, administration and staff members (Rana Saba, 2009). Increasing demand of stakeholders has led the institutions to bring changes in the programs and curricula (Longanecker D, 1995). Havaldar Krishna (2012) is of the opinion that instead of following the pedagogy of the US system in totality, India should change its curriculum to meet the needs of its society. There is a need to have a holistic view and to integrate the learnings received from various courses.

Stakeholders' involvement in curriculum redesign is abysmally low. B-schools in India need to revitalize Management education in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large (Shweta & Kumar Manoj, 2011). Datar, Garvin & Cullen (2010) mentioned in one of the part of their 8 points framework for improvement in management education that understanding the role, responsibilities and purpose of business: balancing financial and non-financial objectives while simultaneously juggling the demands of diverse constituencies such as shareholders, employees, customers, regulators and society.

John Beena & Panchanatham N. (2011) in their study they found that three important aspects for curriculum development which are (i) institute-industry linkage, (ii) less emphasis on theoretical aspects and (iii) evaluation system. It is essential for business schools to adjust their program structures, curricula, teaching and learning method to the realities of the 21st century in order to meet increasing corporate expectations and student aspirations as well as the demands of global competition (Kaul Natasha, 2011).

Report of the Working Group on Management Education formed by National Knowledge Commission (2005).

Although India produces a large number of management graduates, perhaps next only to the U.S., scholarly debate on curriculum, pedagogy, and innovation is negligible. Most institutions depend on curricula and materials developed elsewhere and have not developed an intrinsic capacity to respond and evolve to the changing needs of various sectors of industry and services, student interests, Non-Government Organizations (NGOs) or the

economy and society. Many are unable to fulfill the mandatory changes imposed on them, such as upgrading of the curriculum by the Universities or the Board of Management Studies.

Making curricula in Management Education Entities (MEEs) is sensitive to wider needs of society.

- While the Indian economy is globalizing and some of the research work done outside is relevant, a lot more research and developing case studies relevant to or rooted in, our socio-cultural behaviour and situation is necessary. Solutions to a number of issues/problems in our country will to be very different due to the cultural and social structure.
- As the Group is recommending departments of universities to become independent autonomous organizations', they should be encouraged to engage in exposing their students to the relevant social/cultural context in their local environment.
- Notwithstanding the many examples of 'success' achieved through unethical methods, the effort in character building all through the education system and in promoting professional values in higher education, will have to be strengthened. It could be done through bringing situation into the classroom discussions/reflections of real life value-conflict situations through case studies.
- The culmination of such efforts should lead to presenting to the world a style of management, which has a unique expression of Indian socio-cultural heritage combined with the current frontiers in management.

Study done by Sharma Lalit & Saxena Vikas (2010) reveals that both B-Schools and Industries have agreed that joint initiatives by industry and management institutes are lacking. Joint initiatives by academia and industry for exploring new opportunities for growth of Indian economy. It should be part of entire calendar year's activities. There is a wide gap in the expectations of industry from management education but the gap can be filled by taking right steps by academia and industry.

Guardian of Management Institutions

Report of the Working Group on Management Education formed by National Knowledge Commission (2005).

IIMs and other leading Management Education Entities (MEEs) to adopt 3-4 MEEs in their regions.

For a country of such a big size and diversity, we need a large number of excellent institutions. The possibility of leveraging the better-rated institutions to develop the promising MEEs needs to be explored.

- The better rated institutes should each adopt 3 or 4 aspirant MEEs in the region to assist them in improving levels of quality and ratings. Such assistance can be in the following processes:
 - o Curriculum development and delivery;
 - o Case study and teaching note exchange;
 - o Student exchange;
 - o Sharing of experiences in pedagogy;
 - o Placements for both summer training and full time jobs;
 - o Faculty development.

- The concerned MEEs and the better-rated institutions may arrive at mutually acceptable arrangements for funding such assistance.

Sharma Lalit & Saxena Vikas (2010) are of the opinion that it should be the responsibility of leading management institutions to guide the average B-Schools to cope with the challenges of corporate world and ensuring sustainability

3. RESEARCH METHODOLOGY

Main objectives of the paper is to show overall scenario of Management Education in India, their issues and challenges, curriculum development in management institutes specially focusing on Indian Institute of Management, Ahmedabad (IIM-A). Authors have taken IIM-A

as a part of their case study as they are closely associated with the academic work in various programmes.

There are various programmes at IIM-A but the authors have focused on only three flagship programmes as a part of their study namely Post Graduate Programme in Management (PGP), Post Graduate Programme in Agri-Business Management (PGP-ABM) & One Year Post Graduate Programme for Executives (PGPX). There are total 771, 94 and 85 students in the PGP, PGP-ABM & PGPX programme respectively.

Authors conducted survey among the students by circulating google sheet and received responses from them on curriculum development aspects at IIM-A. Total 120 students responded on the survey (PGP 79%, PGP-ABM 13%, PGPX 8%). They have also taken brief interview of Professors from different areas on curriculum development process at IIM-A.

4. IIM AHMEDABAD – A PROFILE¹

Beginning

IIM Ahmedabad was the second in IIM family. It was established on December 11, 1961 after the IIM Calcutta which was established in November 1961. It was the combined effort of Dr. Vikram Sarabhai, Shri Kasturbhai Lalbhai and Shri Jivraj Mehta, the then Chief Minister of Gujarat. Harvard Business School helped IIM-A in their academic activities esp. teaching pedagogy. IIM-A is run by the Board of Governor constituted by the society registered under the Society Registration Act.

Vision

IIM-A's vision is to become an Institute that is globally recognized and respected as a thought leader in management.

Mission

To transform India and other countries through generating and propagating new ideas of global significance based on research and creation of risk-taking leader-managers who change managerial and administrative practices to enhance performance of organizations.

¹ www.iimahd.ernet.in

Objectives

- To create knowledge through applied and conceptual research, relevant to management and its underlying disciplines, and to disseminate such knowledge through publications.
- To establish educational facilities to prepare young men and women for careers in management and related fields in all forms of organizations.
- To develop teachers and researchers in management with specialization in different fields relating to management.
- To improve the decision making skills and administrative competence of practicing managers through innovative and cutting edge management education programmes and providing opportunities for continuing education.
- To provide advisory services so as to enhance the decision making skills and processes in organizations and the effectiveness of public policies.
- To improve the quality of management education and research in other management schools by building their capabilities through meaningful collaborations.
- To globalize the institute's operations and linkages in the context of any or all of the above objectives so as to emerge as the pre-eminent management school in India that is globally respected.

Institute Statistics

- 100 acre campus.
- 1000+ full time students in different programmes.
- 95+ full time faculties.
- 200 + courses.
- 3500+ cases written by faculties.
- 150+ regular recruiters.
- 60 partner business schools in 23 countries.

Case Study Method Teaching

IIM-A follows case study method of teaching. This method helps students, participants of various programmes to learn skill of decision making and leading. Students are required to study case study in advance and they have to discuss the case in the class and instructor acts

as a facilitator in the class. IIM-A uses cases written by foreign institutions, IIM-A faculties, other institutions in India.

Rankings at a glance

International

Rankings	2014	2013	2012	2011	2010
Financial Times Master in Management Rankings	16 th	18 th	10 th	7 th	8 th
Financial Times Global MBA Rankings	30 th	26 th	11 th	11 th	-
The Economist full time MBA Rankings	48 th	39 th	56 th	78 th	85 th
Eduniversal Best Master's Ranking in Agribusiness/Food Industry Management	2 nd	1 st	1 st	1 st	-

National

Rankings	2014	2013	2012	2011	2010
Business World	1 st	1 st	1 st	1 st	1 st
Business India	-	1 st	1 st	1 st	1 st
Business Today	1 st	1 st	1 st	3 rd	1 st
Outlook	1 st	1 st	1 st	1 st	1 st

Programmes

IIM-A runs following programmes

1. Post Graduate Programme in Management (PGP, 2 years)
2. Post Graduate Programme in Agribusiness Management (PGP-ABM, 2 years)
3. Fellow Programme in Management (FPM)
4. One year Post Graduate Programme in Management for Executives (PGPX)
5. Faculty Development Programme (FDP, 4 months)
6. Armed Forces Programme (AFP, 6 months)

Apart from above, institute also conducts Executive Education Programmes (EEP) throughout the year on the campus and off the campus which was called as Management Development Programme (MDP) earlier.

Area

There are following areas at IIMA.

1. Business Policy
2. Communication
3. Economics
4. Finance & Accounting
5. Information Systems
6. Marketing
7. Organizational Behaviour
8. Personnel & Industrial Relations
9. Production and Quantitative Methods
10. Public System Group

Research Centres

There are following research centres at IIMA.

1. Centre for e-Governance (CEG)
2. Centre for Gender Equity, Diversity and Inclusivity (GEDI)
3. Centre for Infrastructure Policy and Regulation (CIPR)
4. Centre for Innovation, Incubation & Entrepreneurship (CIIE)
5. Centre for Management in Agriculture (CMA)
6. Centre for Management of Health Services (CMHS)
7. Centre for Retailing (CFR)
8. IIMA-Idea Telecom Centre for Excellence (IITCoE)
9. R J Mathai Centre For Educational Innovation (RJMCEI)

Academic Chairs

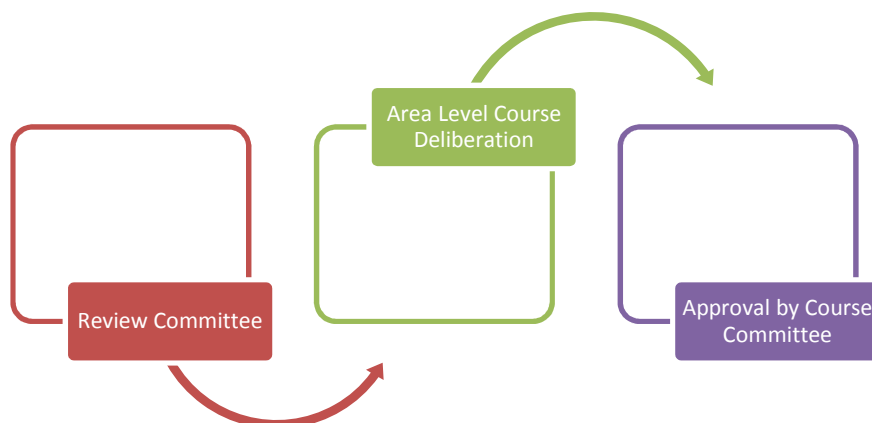
IIM-A is in process of creating Academic Chairs with the help of corporate sectors. Credit Rating and Information Services of India Limited (CRISIL), the global analytical company, will set up the CRISIL Chair of Financial Markets for conducting research at the IIM-A to help financial markets evolve and functions better. Recently World Gold Council has announced to set up India Gold Policy Centre (Pandit Virendra, 2014).

5. CURRICULUM DEVELOPMENT AT IIM AHMEDABAD

Following is the Curriculum Development Process at IIM-A

1. Review Committees set up for Post Graduate Programme in Management (PGP), Post Graduate Programme in Agribusiness Management (PGP-ABM) and Post Graduate Programme for Executives (PGPX) decides overall course structure for their respective programmes. Review process is done once in five years. They decide on Compulsory and Electives Courses, its importance, suitability with the programmes and overall curriculum. There won't be any changes in compulsory courses till the next review committee is constituted. For elective courses, every academic year or in between respective Area and Course Committee will have deliberations and approval process.
2. Area Level deliberation on offering of courses is organized as per the requirement. Respective Instructors prepares draft for the course and send to other instructors of his/her area. Area will approve the course after the deliberation, modification, if required.
3. Finally course comes to the Course Committee for approval. Course Committee consists of faculty from various areas. They check the compatibility of a particular course with entire curriculum.

Figure 1
Curriculum Development Process at IIM-A



There is bidding process for elective courses in the each programme. Students have to bid for the particular courses. In this process some students maynot take the particular course in which they are greatly interested in. Looking at this scenario, some popular courses like Business Government & Law, Business Intellectual Property, Elephant & Cheetah etc. which are offered 2-3 times in an academic year or in two sections subject to instructors' availability. Instructors set the cap for number of students to be enrolled for particular course. Minimum 15 students are required for any electives to go on, in absence of that that course won't be offered. Reason for this is popularity of some courses rather than other electives courses. Students' profiles also become deciding factors in choosing a particular course. For example Corporate Governance course is compulsory course in PGPX programme which is very well appreciated by the students. Recently the same course was offered in PGP programme but students did not show interest in this. PGPX students are having average experience of 10 years and holding significant level of managerial positions that is why for them it is important course rather than for PGP students being freshers or couple of years of experience.

Professor's Interview

Faculty of different areas at IIM-A are striving for updating curriculum for different programmes as per the demand and need of the present market. Compulsory & Elective courses are updated keeping pace with the industry/market requirement. Faculty from different areas develop new elective courses and are offered in particular slot of the academic calendar. Some courses may get very popular and get huge responses from students whereas some courses fail to attract students because of students' profile, other existing popular courses, new appealing electives, limit of credits etc.

Students' Survey Results

Authors carried out a survey on Curriculum Development among the students of IIM-A. They received total 120 responses from the students (PGP 79%, ABM 13%, and PGPX 8%).

Followings are the responses about sufficiency of the courses.

Table 2

Number of Courses

Courses	Sufficient	Insufficient
Compulsory	93	7
Electives	52	48

In %

Followings are the responses for quality of the courses.

Table 3

Quality of Courses

Course	Excellent	Very Good	Good	Average	Ok
Compulsory	13	42	32	11	2
Electives	13	48	29	6	4

In %

From above responses we can see that number of compulsory courses are sufficient as compared to electives courses. Almost half of the students responded that electives courses are not sufficient in number. This suggests that there is an urgent need of good quality elective courses in the curriculum. Looking at the quality aspects of offered courses, those are considerably very good.

Students' Suggestions on Courses

Students have given some suggestions during the survey. Those are listed below.

Compulsory

1. Too many compulsory courses, there should be more flexibility as people with a background in a particular area waste time and energy for those classes.
2. Include more modern content.
3. Courses should focus on theory as well as cases and not just cases.

4. Reduce number of courses. Could have been more effective if less number of courses will be taught in the same time frame.
5. Eliminate exams. Have more assignments and independent field pursuits to practically see implications and applications.
6. Many courses do not add value and highly theoretical. Even with cases one cannot relate to what is actually happening. Courses in which activities are done add more value.
7. Over reliance of cases needs to be shunned.
8. Too fast paced.
9. Course load should be reduced and shifted to second year.
10. Should be taken by more than one faculty.
11. Should be more outcome oriented.
12. Increased emphasis on Indian Cases vis a vis Harvard Cases. We can relate better to the former.
13. Will be good to add negotiation skills workshop based courses in multiple semester – it is the most useful skill once we graduate.

Elective Course

1. Should be more rigorous.
2. Bidding system to be done away. If a student is interested in the course the institute should make it available to the student.
3. Visiting Faculties sessions should be spread out. More number of classes to be taken by Visiting/Guest faculties as they are more in touch with real life.
4. Clashes between courses needs to be taken care of effectively.

Students' suggestions on overall curriculum development.

1. Link curriculum to the placement requirement.
2. Reduce the number of cases but making students do a thorough analysis of the cases.
3. Need to focus on teaching fundamentals much better, and then doing more problems solving in the class and reduce the number of cases. After a while, cases get boring since the marginal utility reduces.

4. Electives could be made available for first years as well. Also some of the compulsory courses can be made optional.
5. Exam taking should be made more experiential rather than paper-pen based.
6. A student should be allowed the space and time to explore his interests during education. Compromise on the "rigour".
7. Include more guest lectures, live projects.
8. Courses should be upgraded to include more current skills required

6. CONCLUDING REMARKS

CONCLUSION

Recently review committee was set up at IIM-A to review the programme of Post Graduate Programme in Management and Post Graduate Programme in Agri-business Management. Review Committee also invited people from industry, academia and other stakeholder alongwith alumni of the institute to share their views on the programme specially curriculum part. They shared their views/opinions on what kinds of talents are needed. They emphasized on employability of the candidate with right combination of talent, expertise, analytical skills, soft skill etc.

Followings are some of the latest developments with regard to curriculum development at IIM-A.

- Less number of cases.
- More Elective courses to offer based on industry/market requirement.
- Lesser burden in first year of programme.
- Improved faculty and student ratio.
- IIM-A is in process of hiring Professors of Management Practice. This position is open to managers in industry who would like to take some time off (1-3 years) and become full time teachers on a contractual basis.
- Increased visiting faculty from industry who are offering full time courses.

It is pertinent to note that still IIM-A is relying on foreign universities cases esp. Harvard Business Review cases.

RECOMMENDATIONS

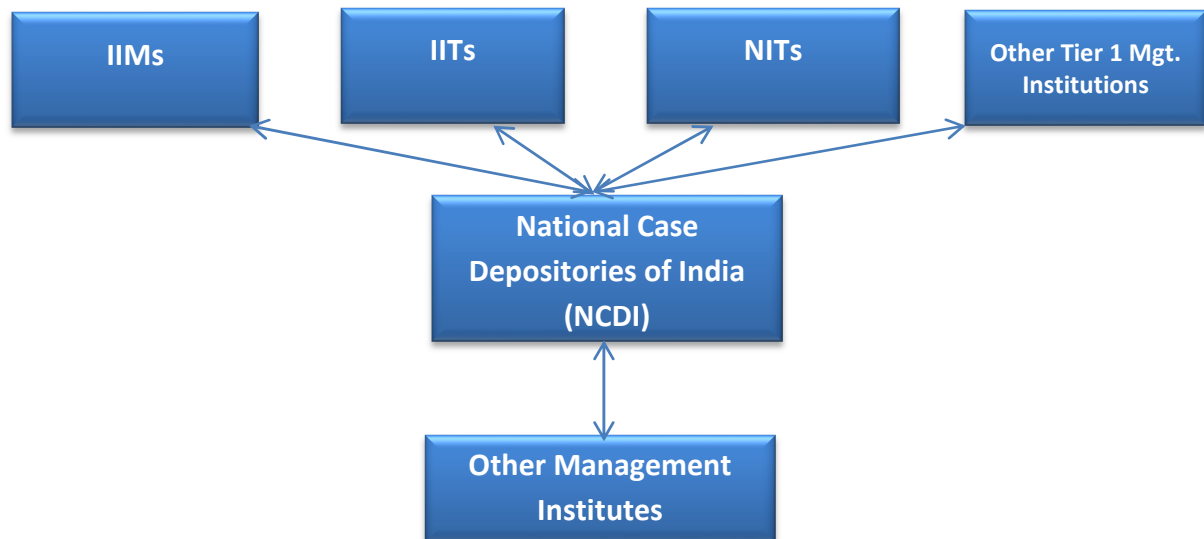
Looking at above discussion authors recommend followings for curriculum development at IIM-A

1. More number of cases based upon on Indian industries, organizations to be discussed. There should be blend of Indian and foreign cases.
2. IIM-A should organize Case Studies competition annually/biennially so that it can have good number of cases down the line. Some selected cases to be included in the curriculum. ISB Hyderabad hosting the case study competition every year. Recently IIM Raipur hosted Global Summit on Management Cases in collaboration with ET Cases, The Times of India Group.
3. Industries should also come forward and approach academia to write cases on their organizations. With this they will also get solution for their problem from academia and students. It will be win-win situation for industries/organizations and academia. Authors have noticed that foreign institutions writing cases studies on Indian companies, organizations which is not a desirable scenario at all. Major challenge against this initiative is reluctance on sharing confidential data with academia for writing the case study.
4. Participants from Faculty Development Programme (FDP) should be encouraged to write few case studies. They should conceptualize the idea during the programme and carry out further work from their respective institutions in collaboration with faculties at IIM-A.
5. Shorter cases to be developed and discussed. Students don't get sufficient time to go through and comprehend the cases in desired time period. Also there should not be too many readings in support of any cases.
6. Interdisciplinary area of teaching method should be developed e.g. while teaching brand building in marketing, professor from legal background should take session on protection of brand and strategy for that.

7. There should be theory sessions in beginning of the course before taking the case study straightaway. Academic Associates of various areas should carry out these sessions to save Professor's time from discussing the cases.
8. Plan for National Cases Depositories of India (NCDI) alongwith other IIMs, IITs and prominent management institutions. NCDI will be one point access for cases in India. This will lead to less dependency on foreign cases, articles etc. Member of NCDI will be benefitted from this effort both financially and academically.

Figure 2

Model of National Case Depositories of India (NCDI)



IIMs/IITs/NITs/Other Tier 1 Institutions as a member of NCDI will play crucial in developing the cases on Indian & Foreign industries/organizations etc. They will be benefitted by the depositories. Other Management Institutes will also be benefitted by the depositories by way of subscription for cases, articles, notes and contributing in developing the cases. They can help members of NCDI in developing the cases and propose ideas for particular cases. They should focus on both shorter and longer both types of cases as in Tier 2-3 management institutions longer cases cannot be taught for obvious reasons.

During the survey authors floated the said model among IIM-A students, faculties, participants of various programmes inviting comments/suggestions from them. Some people appreciated the model and some were apprehensive regarding this, mainly for quality of case

studies written by Indian faculties, industry experts allegedly saying that they lack expertise in the said field. Other challenge before this model is acceptance by other IIMs, IITs, NITs and other Tier 1 institutions. They all want to develop their own resources rather than collaborating with one another. Manimala Mathew (2006) emphasized on collaboration among business schools to improve management education. He further adds that successful collaboration is more likely among equal partners and hence this method can rarely be used for compensating for the weaknesses of a business school.

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