

♦ PERCEPTIONS ♦ ENTREPRENEURS ♦

Sridhar Mitta ♦ managing director, NextWealth Entrepreneurs

The management institutions are more tuned towards making students manage resources efficiently and follow best practices. They fail to inculcate students to invent next practices and take calculated risks. The tools and techniques required to transform entrepreneurial students to become real entrepreneurs are missing. Since the faculty lacks industry experience, there is a tendency to be more academic. The focus on team management, conflict resolution and problem solving and inter-personal skills is inadequate. The admission criteria should be broad-based to attract women, and students from different disciplines like law, medicine, arts, etc. The curriculum should also focus on effective decision-making capabilities and entrepreneurial approach and more industry practitioners should be enlisted to share their experiences.



very poor scores are able to get in because of their financial muscle. Many of these schools conduct the MBA program much like the undergraduate programs; students want notes to be dictated and rote learning is encouraged. How will higher order thinking skills like application of knowledge and problem-solving ever develop this way? It is important that the entry selection criterion not be bypassed. Also, B-schools must ensure a good mix of permanent and visiting faculty, and the pedagogy followed in these schools has to change.



Meena Ganesh ♦ CEO & MD, Pearson Education Service

Lack of good quality teachers is a big issue in Indian B-schools. There is also too much of a gap between the curriculum and the business issues. The curriculum is dated and the issues that students work on and the concepts they learn are not necessarily in sync with the



Revathi Kasturi ♦ CEO, Laqsh Job Skills Academy

Thanks to the mushrooming of B-schools, there is a scramble to get students. As a result even students with

requirements of today's businesses. In addition, our students don't necessarily get the grounding on values and ethics which are very essential for them to be good leaders of the future. Management institutes need to revise their curriculum more frequently and also bring in experienced managers as part of their permanent faculty. They must also encourage faculty to work with business on consulting assignments and set up more interaction for students with real businesses.

Captain G.R. Gopinath ♦ chairman and managing director, Deccan 360

We need to include three aspects into mainstream management education. One is the aspect of ethical behaviour in business. Business managers tend to focus exclusively on shareholder returns; they must be taught the importance of ethics in business dealings. Second, they must be made aware of the impact that any business has on ecology and the importance of ecological sustainability. Third, there is need to 'humanise' the curriculum. It is important that humanities subjects be also made part of management education. ♦



Enter the B-school entrepreneur

While entrepreneurship has always been a part of Indian business culture, the B-schools are only now beginning to contribute to the trend. Dealing with red-tape and "beating the system" was not something that you could easily teach. But these were the prime requirements for entrepreneurial success in India. Post liberalisation, a lot has changed. The B-schools have beefed up their offerings. A sampler:



IIM-A ♦ Centre for Innovation, Incubation & Entrepreneurship
IIM-C ♦ Centre for

Entrepreneurship and Innovation
IIM-B ♦ The Nadathur S. Raghavan Centre for

Entrepreneurial Learning
ISB ♦ Wadhvani Centre for Entrepreneurship Development

XLRI ♦ Post-graduate Program for Certificate in Entrepreneurship Management