

◆PERCEPTIONS◆INDIAN PROFESSORS ABROAD◆

Ravi Bapna ◆ professor at University of Minnesota's Carlson School and at Indian School of Business, Hyderabad

Indian B-schools have absolutely no global presence in creating the next generation of business educators and researchers through their PhD programs. This is a symptom of a larger malaise. We have largely crafted a model of standalone management institutes like the IIMs and ISB, whereas most top schools in the US are embedded in larger research universities. Most of business and society's hard problems are better understood and solved using an inter-disciplinary lens. The flaw in management education in India is a structural flaw. It requires some creative strategic alliances in the short term, and a rethink of the entire Indian management education paradigm in the long run.



Kartik Hosanagar ◆ associate professor, information & operations management, Wharton School, University of Pennsylvania

The biggest issue with management education in India is that there is little-to-no thought leadership there. There is little rigorous research coming out of Indian management institutes. The problem with this is multi-fold. First, students get few original ideas. Second, this misses the Indian context. Third, it is hard to make their presence felt among peer institutes abroad. Relatedly, there is a dearth of qualified teachers and professors. The first thing institutes need to do is to invest in research and in training management PhDs. This will ensure improvement in education quality as well as help provide global visibility. The second



is a more active partnership with industry to understand their needs.

Anurag Pant ◆ assistant professor, marketing, School of Business and Economics, Indiana University

Lack of innovation and support for entrepreneurship is the biggest problem in management education in India. While we focus (rightly so) on mathematical tools, we forget to develop the right brained strategies of our students. Part of the problem is the type of professors being hired and the workload they are given. Professors, who do not conduct primary research, lack an experimental mindset and, therefore, precision in their knowledge. On the other hand, research-oriented professors have a quest for new knowledge that manifests itself in the continuous search for new products and new strategies when they are teaching.



Ankush Chopra ◆ assistant professor, strategy & management, Babson College

When you refer to quality of education, you refer to two things. First, the level of knowledge that is imparted to students by an education institution; second, the consistency of that level within and across the institutions in a country. I see both to be a problem in education institutions across India. Without great faculty and state of the art curriculum a school will struggle to produce great managers. Without a constantly upgraded curriculum, even the IIMs will not be able to create and sustain the edge that they desire. The other area where Indian schools lag Western schools is the area of non-classroom field experiences. ◆



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- A++ Category B-School in All India B-School Survey 2010 conducted by Business India.
- 12th among B-Schools of Excellence in All India B-School Survey 2010 conducted by Competition Success Review (CSR) – GHRDC.
- 12th among Best Private B-Schools in India by Dainik Bhaskar All India Survey 2011
- 2nd in Karnataka by 'The New Indian Express' South India Survey 2010

Greater Noida Campus

- 'A' Category B-School in All India B-School Survey 2010 conducted by Business India
- 51st among B-Schools of Excellence in All India B-School Survey 2010 & 9th Overall in U.P. conducted by Competition Success Review (CSR) – GHRDC
- 2nd in NCR Region by 'mbauniverse.com' Survey 2010
- 34th among Best Private B-Schools in India by Dainik Bhaskar All India Survey 2011



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