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Infrastructure plays a big role in providing students an atmosphere and environment for learning, which is lacking in Indian institutes, when compared to infrastructure in North American or Western European universities. The business schools in India are also at a disadvantage in terms of technology and diversity of students. The best way to improve quality is to start offering some benchmarks of quality and provide an ecosystem for research. The ecosystem is provided by stronger doctoral programs, because they will generate research. Those doctoral students will eventually become faculty members and address the issue of shortage of faculty.

**Rajesh Chakrabarti** ◆ assistant professor, finance, Indian School of Business, Hyderabad

The proliferation of management schools has resulted in a significant dearth of quality faculty. There is undue emphasis on teaching rather than research. This results in regurgitating of textbook knowledge in a very shallow manner. Consequently, in 95 per cent of management schools in India what goes on is rote learning. Most B-schools in India, including some reputed ones, simply cannot afford or are unwilling to pay for world-class teachers. They also lack an understanding of the academic environment necessary to attract and retain good faculty. Part of the problem lies with accreditation or lack thereof. AICTE should pay more attention to academic quality and less



to controlling the operational issues of B-schools.

**Anup Kumar Sinha** ◆ professor, economics, IIM, Calcutta



The biggest constraint is the lack of good quality faculty. The teaching profession has not yet attracted the better students in adequate numbers. Remuneration is one aspect; the other is an interest in a career in teaching and research. One solution is to make the incentives better and attract young people into academics. The second is to find innovative solutions for sharing faculty resources but without turning existing good quality faculty into teaching robots. Academics need time and space to read, reflect and write. Technology could be a big instrument in creating the shared-resource solutions.

**Rajeev Gowda M.V.** ◆ professor, economics and social sciences, & chairperson, Centre for Public Policy, Indian Institute of Management, Bangalore



Indian B-schools have little content that focusses on the Indian context. But India is one of the most dynamic markets in the world and practically all Indian MBAs will work in India. They must, therefore, have a good grasp of India's institutions, history, society, economy, etc, and how they are changing with the onset of globalisation. All these issues must be brought into the curriculum. When we prepare more material covering this, we will also end up with more relevant case studies, and pretty soon, we will see India-relevant material and courses as part of the curriculum in the best management schools around the world. ◆

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