

Date: 13.07.2011

Trigger Question: Mr. Virender Goel: WHAT THE BRITS DIDN'T SUCCEED IN DOING.. WE ARE EXCELLING IN!!!!!!

The following statement made by Sir Winston Churchill

64 years ago arguing against power being handed over to Indians has turned to be prophetic.

"POWER WILL GO TO THE HANDS OF RASCALS, ROGUES, FREEBOOTERS; ALL INDIAN LEADERS WILL BE OF LOW CALIBER & MEN OF STRAW. THEY WILL HAVE SWEET TONGUES & SILLY HEARTS. THEY WILL FIGHT AMONG THEMSELVES FOR POWER & INDIA WILL BE LOST IN POLITICAL SQUABBLES. A DAY WOULD COME WHEN EVEN AIR & WATER WOULD BE TAXED IN INDIA." --- Sir Winston Churchill [He wrote this 64 years ago]

Dear friends if you know some political persons do send him/her this mail. They need to be congratulated for the pains they have taken in these 63 years to prove Sir Winston Churchill CORRECT. We are incredible; we have worked very hard and we proved him right.....

THIS MAIL NEEDS WIDE CIRCULATION DO TAKE SOME PAINS.

Mr. Ram Katla:

Dear Shri. Goel,

Good morning..!

We might as well prove Winston Churchill wrong by making things even worse than what lies in his statement, if we do not start the process of cleansing from within. Corruption now has become a birthright and the political systems proved to be so useless where people talk of helplessness due to political compulsions... it is as DISGUSTING as it can get..!

By all means, a true Indians' frustration levels have reached a new high and the onus therefore, lies with all of us to bring in a desired change that could make this part of the world a better place to live in & go on to prove Winston wrong somewhere down the line. Now we need Doers & its all about the course of action UNEARTH the energy that individuals or collectively as a unit would take to make this happen...!

Given a fact that down the line 25 years we will be the YOUNGEST Nation in the world and that is where our line of focus should and MUST BE to channelize our energies to start reviving this GREAT NATION..!

Dr. Prabhakar Waghodekar:

Dear Virendrajji,

We have yet to achieve air and water taxation. We have half succeeded. Most of our leaders are the outturn of BRIT and trained to be fit to destroy the country. We cannot protect our borders, involve in corruption, our failures attributed to the so called world phenomena, hardly 2% Indians owe 90% (white)wealth of the country, when the recession is rampant we hike the salaries by 300% (e.g. a senior teacher in a junior college who has not engage a single period since the last 8 years draws salary to the tune of Rs 80000 pm and same for all other departments, productivity is hardly 10%),and this is for what to float by balance!

Hare Ram!!

Dr. Srinivasa Sastry

YES dear Dharmesh, you are correct.

The so called leaders whom we have choosen.

It is better to stimulate, educate the people how to choose a right person as their leader rather than quoting something. Being a social concern every body should think this and do something towards wakening and make the people understand about the impact of a bad leader. Instead of posting something on the forum it is better to float an idea how to take this problem and reach to the people to educate them in wider sense.

Mr. Stephen Narayanan

Dharmu Dear....Let me state something Positive about our Country....flashback....1958 Movie: Suraj....starring: Premnath & Prem Chopra...both attired in princely garb on a Rath...singing: Jahan dal dal par sone ki chidiya karti hai baseera...woh Bharat Desh hai Mera.....

That was in 1958. Now the Sone ki Chidiya is only a yearly event of Big-Bazaar to drive promotion for 2 months from Diwali to end of the year.

The Sona is all there but belongs to our Deities and Royal Family of Travancore has expressly stated that the Gold, Jewels, Precious Stones and other bounty amounting to 1 Lac Crore belongs to the Temple and Gods alone.

Now here a Thief may adapt the proverb: God Helps those who Help themselves and he could try to help himself to elevate his position a little higher in the society....and save his family from Hunger and Poverty.

In Bundelkhand region of Uttar Pradesh....Farmers who have nothing are asked to pay graft to Babu's for getting Loans for Seeds...even for the Antim Yatra of a dead farmer...the Doctors and Babus need their cut. And our Politicians have short-cut....for their booties which is safely entrenched in Swiss Banks. An occasional name...maybe a Diamond Trader from Surat...or a Businessman maybe named...but the political class...sticks together...they will not reveal the names of their brethren. It is very easy to divide people in the name of Religion, Caste etc. Yadav's did it for U.P. and Bihar. So till the mindset of people is changed....we have to resign to our fate...but Group's such as this...and sub-groups with their reach and our personal reach in society can to some extent stem the rot...Lets all rise to make the difference.

Dr Padma Mishra

So many problems.... [?] [?]

*One solution..... PLANPRO-ACTIVELY, MAINTAIN..... PRO-ACTIVELY AND IMPROVE
.....PRO-ACTIVELY.....The existing SYSTEMS

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whether they are related to Education, Transport, Legal, Policing, Security, Political, Elections, Water, Electricity, Health facilities

So be Proactive....

What you can do...right now

- 1) switch of fans and light you dont need both at home and office.
- 2) get leaking taps repaired
- 3) actively implement rain harvesting so you could use it for watering your plants (or at least create a consensus)
- 4) plant minimum one tree near your home (house or building) and take care of it like your child.

What i have done...try to keep fans and lights off i dont need....come on got to save money ...:D now its a habit...

I dont have a leaking tap...i dont understand how people can sleep with one...goingdrop drop drop near by... :D....must be music to their EARS!

OK i will be honest..i havent been too successful on rain harvesting...the idea didnt go down well with rest of the family members...so still no consensus. ... :P

We planted following trees....one mango , one guava, two neems(outside, roadside), one leech and apart from these (small) ...two lemon shrubs, two other flower bearing shrubs and numerous pots. Saved 3 sheeshums from being torn down..they are still young..and..one some yellow flower variety (makes quite a mess..but is beautiful and a joy to watch when it flowers).

This is just around my home....others followed..now we have the best road with coolest shade in the colony....most trimmed with the largest and the ealthiest neem trees.

(if everyone plants one medium size tree in front of his house and if lets suppose the colony has 100 houses....we have 100 trees....wow) Every where this might not be possible but still make an effort. if you plant yourself you will learn to fight for its survival. It is a wonderful joy to see it grow and flower one day....

regards

Date: 20.07.2011

Trigger Question: Prof Bharat Bhusan Singh—Higher Education in India—an Unbridled Horse

Dear All,

What is the way out, for higher education in India.

- a. The churning out of graduates are not worth the degree they posses.
2. The quality of education provided by some of the Govt and Private players are abysmally low.
3. Students find them self on cross road, as very few colleges are worth studying and the cutoff for admission goes 98-100%.
4. Students think of relocating to some foreign countries but, the cost and quality are not better either.
5. No holistic approach in deciding the no of institutions in various courses required and how to ensure quality.

A Concern needs urgent attention, from all the stake holders.

D.SWAPNA.

As u said the quality of higher education was low. for every problem all are responsible.it is not only the students even the quality of faculty was responsible for quality of higher education. Few students have become highly ambitious and almost education at school level is it not proper to some extent.if we come to higher education system at PG level it has become semester system where there is no time to teach basics properlr.we are in rush in completing the syllabus. the students are from rural background so they lack communication skills.in 2 years it will be very difficult to teach communication skills.many such type of problems arise for reduction quality of higher education. even the faculty should improve in teaching and should advice the students to refer text books. practically everyone has there own problems.

Dr. K Annamali

Dear sir,

Really I agree with you. Since I am going to many BUSINESS SCHOOLS, I observe the same problem as you stated. There are many colleges the teachers don't speak good English and subject wise they lack on many aspects.

More over, especially at MBA level it should not more mark oriented theoretical exam. It should be more on Overall development of the students need to be considered. Among the students , they don't speak well.

Not even raise and ask doubts. More internship should be considered rather than sitting in class room education.

Thanks

Dr. Gopu Venkatswamy

Mr Bharat

It is national problem. I do appreciate the recognition of the problem. We need to bring stakeholders together and apply our mind critically. May be we can plan from MTC in subsequent meetings or conferences in near future.

This need strong academic leadership and commitment on the part of the people who are imparting management education- managements, faculty, students, government etc

Looking forward to such productive things which matter a lot for the receivers.

Mr. Virender Goel

We need to understand few important aspects:

First the sudden and massive horizontal expansion of educational institution has necessitated fast vertical expansion of the faculty hence time needed from grooming through experience and working with seniors is lost.

Second basic focus of any management program should be to develop leadership skills and entrepreneurial attitude. Knowledge is dynamic and can be acquired as and when needed but skills and attitudes cannot be acquired - skills have to be honed and attitude has to be developed. Core knowledge, domain knowledge, human skills, technical skills, positive attitude and good habits make a person competent to be able find his/her own niche in this competitive world.

Regards

Dr. Srinivasa Sastry

Dear All,

In my opinion all the stake holders are responsible in the frame.

In good olden days the knowledge through education is to be gained while spending full time at Teacher's house and teacher will take care of the students for all his day to day necessities besides teach him.

The present scenario everybody knows, because of the huge payment the demands are opening from the students without acquiring the right knowledge.

As I mentioned earlier that all the stake holders are responsible in one way i.e. "COMMITMENT" If the Management, Faculty, Student are committed what they are ought to do, hope definitely things fall in line.

Atleast as a committed teachers if we take first step towards commitment for betterment of Education, that would be ideal.

'COMMITMENT' HAS MANY PARAMETERS

Prof. Santosh Kumar

As you said the quality faculty should be improved that is right, but think how many Management colleges are paying good pay for good faculties. I have observed many such good faculties are looking for better payers. If this continues things will not change. As for as the students communication is concerned of course no doubt they will have to improve a lot. That is our responsibility that being a faculty instead of teaching only the syllabus we have to make them understand the concepts by giving lot of seminars, presentations, GD, Management games etc. That is not happening. In PG level students asks notes, this ridiculous. What I feel there should be some research need to be done on Management education so that what best can be done for the betterment of students as well as the institution. It could be in the form of developing new cases, marketing, hr and finance related practical exposure need to be given to the students so that they will only come to know.

Finally I would suggest that instead of teaching in class rooms take them out for practical things. Let them handle some projects, they will learn practically.....

Prof. Sridhar N

Dear Santhosh Kumar,

I agree with your mail

Today education has become commercial and business.

Even the colleges don't want good teachers but they want less paid teachers with out quality. and talking about research about management education, until unless the management take right decision..all efforts are waste.

But one thing what we can do is ... better educate the students with interactions by previous batch students who have completed MBA from the same college. at least we can make few students to concentrate on career developments which interactions.

Prof. Anand M.B.

Dear

Santhosh

Your ideas are good; it should be rectified right from the beginning, first upon there should be minimum eligibility criteria for Management students other then percentages, proper counseling is required at the tie of opting the specializations and examination oriented teaching, providing notes should be stopped and students should be encouraged to read as many as textbooks rather then scanners,

Second one most of the management colleges run along with other courses, sometime same faculty should take a class for UG and PG that should be minimized and separate campus and infrastructure should be developed based on AICTE requirements.

HR policies should be standard, and justification should be there while taking any employee related decisions. And most of the institution rather then giving 6th pay they are using as a promotional tool to attract faculties that is not good.

Date: 24.06.2011

Trigger Question: Prof. Bholanath Dutta: Edupreneur Entrepreneur Enigma

Dear Esteemed MTCians,

Greetings!!!

Just thought of initiating a discussion on a difficult topic for which no straight answer and difficult to generalize but possible to provide few clues an cues. My submission is: If the Edupreneur is an academician, does it impact on the overall quality of institution? Or, Anyone can become an Edupreneur and ensure highest quality in institution? Or it is irrelevant the background of Edupreneur? Can research be conducted to find out fact?

How do you think about it?

Prof. Subramaniya Bharathy

no doubt that an edupreneur can bring highest quality in the institution. its no matter what he deals... but how he deals. in this context, he always looks for satisfying the stakeholders to the maximum.....

Dr. SK Pandey

Dear Prof. Dutta
Good Morning.

In India, this is an unfortunate fact that in policy making for any venture, never academic Institutions & academicians taken in confidence. root cause failure of many ventures.
Regards

Dr. Arup Barman

Prof. Dutta,

Its good that you are bringing to the forum. It is the issue of private institutions, institutions are run by NGOs, and Private and public institutions. Edupreneur no doubt will have impact on the quality of institutions. At the time of starting edu venture edupreneur visions shapes the organisation and once a shapes (hard and soft) shapes of educational enterprise takes place it would become difficult to change. Here, lies that edupreneur must have to an strong academia with all the human, educational, entrepreneurial quality to ensure the quality of education at the initial stage of edu entreprise. We can proceed.

Prof. SF Chandra Sekhar

one of my observations over the years is that academicians when take up the new roles of entrapreneur, they thoroughly transform and forget eventually completely their original philosophies of being academicians. and they are much worst in their new roles. However, exceptions are extremely few in number. thus the theory of metamorphosis works out in their lives.

Prof. Arya Pattnaik

Dear Prof Dutta,

Great topic.Well to start off we have to embark on the following issues:
1)How many academicians are edupreneurs.
2)What are the qualities(personal and professional attitude) of an edupreneur in a reputed institution and a contrast to the other mushroooming colleges.
3)edupreneur is after all another variant in types of entrepreneur so the first thing is profit but education being a conduit of our future is a prerogative of the society .So the question here is will an entrepreneur (even if he is an academicians)sake quality for profit or otherwise.
4)Of course personally I believe an academicians with business acumen ,flair for research and social responsibility can do a good job.But if that's a topic for research then we have to find out how many of the edupreneurs qualify?

Ans to your last question: Yes of course researching on this topic sounds great if only educational institutes(edupreneurs) divulge true information about their institutes and do not paint a hunky dory picture

Mr. Virender Goel

To me there is a straight answer to this question.

First it is not important if it is edupreneur or entrepreneur so long as there is a sincerity of purpose.

Second is the person at the helm of the affairs has to be a perennial learner.

Third S/he has to have leadership quality in addition to entrepreneurial skills.

And the last and most important is that profit/saving has to be consequence of the efforts made and quality education environment both in terms of infrastructure and faculty imparted and not a goal in itself.

If above conditions are not met it doesn't matter if one is entrepreneur or edupreneur, fate is going to be the same.

Regards

Prof. R. Vishal Kumar

Dear MTC-ians

In response to Prof.Dutta's post on academicians as edupreneurs.....

To fill a wallet, find a want. To fill a want, find a market. The education landscape today, is buzz with such visionaries called edupreneurs who have discovered markets after markets in the education space. Be it pre-school(Zee), talent development(NIIT) or higher education(Manipal Academy) the industry is replete with examples that are success sagas in their own right.

The question, "if the edupreneur is an academicians, will it impact the overall quality of education" and the possibility of research in this area is a good premise to debate on. First a hypothetical classification of the edupreneurial ventures in India:

*The Pretty-Petty-Pity *

The "Pretty" league is star studded. Rajat Gupta and Anil Kumar of ISB, Malay and Arindham Chaudhary of IIPM, Bala Balasubramaniam of Great Lakes et al. Giant strides in education!!

The "Petty" league, popularized (thanks largely due to the media) includes names like Anand Kumar of Super 30 fame, Anwar of the Spark Group(a novel approach in education for the bottom of the pyramid) and others like the Old Samaritan with good intentions but little or no money.

The "Pity" is the obnoxious category that consists of erstwhile sick/dying industrialists who ventured into education when the cash flows started to choke them. They carried their knowledge of factories to build and create academic factories.

The answer as to quality need not be elaborated when we see edupreneurial ventures as belonging to any of the three hypothetical categories above.

Academician and Entrepreneur– Are they Different?

While the question does an academician make a good edupreneur merits consideration, what are the similarities between an academician and entrepreneur?

An entrepreneur strives to make a difference. S(he) does not take the path frequently travelled. What does an entrepreneur work for: is it money, recognition or status? As academicians what do we work for? The fame or fortune in both academics and entrepreneurship comes out of striving and relentless pursuit of ideas. The validation of the idea takes a lot of time (PhD scholars would be able to relate to this point better). Porter's Competitive Advantage or C.K. Prahalad's Bottom of Pyramid may be a case to reckon. An idea stolen from an academician is plagiarism and idea stolen from an entrepreneur kills their business. Therefore an academician is an intellectual entrepreneur.

Given these similarities what is in store for an academic entrepreneur? Is s(he) the messiah of quality education?

Can Learning & Profit Co-exist?

Any entrepreneurial venture needs to be sustainable. For an academician turned entrepreneur s(he) would hear dual voices from within. The teacher in the person and the business person. The dilemma would be to perform a balancing act between being cost conscious and providing high quality learning experiences. Good intentions need to be ably supported and nourished by Vitamin M(money) . Should an edupreneur work for a surplus or profit. Is profit an acceptable motive in education? If quality learning comes at a cost , then what is its price?

Is there a bailout factor?

Any education venture in India is more often than not, under the purview of the AICTE or the UGC. Affiliation norms from time to time need to be complied with. In the event of failure to comply with norms is there a bailout factor for the edupreneur? Hidden costs of running the venture may force edupreneur with good intentions to underplay the quality angle.

Research Issues:

The question do academic edupreneur provide quality education has operational problems. The cause and effect relationship may be difficult to establish because there may exist innumerable undercurrents which would be near to impossible for the researcher to capture.

How much money is left in the coffer at the end of the day, after meeting out all fixed, variable and invisible costs would determine how much funds are available to enhance quality.

To conclude for the "Pretty" – quality is derived from their financial pedigree, for the "petty" quality is inherent in their artistry and for the "pity" quality is serendipity.

And let us remember quality is not an act, it is a habit.

Social Entrepreneurship—Trying to understand the meaning...

Trigger Question: Prof. Bholanath Dutta dated 07.10.2010.

Dear All,

"Entrepreneurship" is a buzzword in recent time. "Entrepreneurship" as a subject has been included in all management curriculums. Last year, it became more prominent during recession as many IT professionals left (forced/choice) companies and started their own venture and this year they have become very successful. We all agree too that entrepreneurship is must for the growth of any nation. The US is economically so strong because of lot of entrepreneurial activities and it is common for other developed nations also. Few big successful companies and public sector undertakings alone can't take the country forward after a certain level.

In entrepreneurship parlance there are many concepts like intrapreneur, corporate entrepreneur, social entrepreneur etc. The SOCIAL ENTREPRENEURSHIP is a very common word now-a-days. But many times I get confused with the meaning of "SOCIAL ENTREPRENEURSHIP". ... because of

(i) Corporate can explore this area under CSR for building their brand equity. But this helps needy people to great extent.

(ii) Charitable institutions undertake many programmes like poverty alleviation, education, primary healthcare etc.

(iii) NGOs / NPOs also take up many assignments like charitable institutions and go to far-flung remote areas and helped the needy people.

(iv) Academic institutions registered under society act and call themselves as social entrepreneur.

(v) Politicians/political parties take up many charitable acts and try do develop their public image.

(vi) Actor/Actresses very often go to orphanage and slum areas.

(vii) Failed politicians convert themselves to social activists.

(viii) Few people become social activist as an alternative to job.

(ix) Every rich person and big personality like to get the tag "SOCIAL ACTIVIST"

(x) Many academicians find difference between societal entrepreneur and social entrepreneur.

Thus, I am really confused the meaning of SOCIAL ENTREPRENEURSHIP...Please pour in your thoughts.

Happy Knowledge Sharing.

(i) Prof. Ram Katla

Dear Prof. Dutta,

To define in simple terms:-

Social Entrepreneurship combines the passion of a social mission with an image of Business-like discipline, innovation, and determination commonly associated with. In short it is:

"An Entrepreneurial approach to address persisting social problems"

Now lets understand why there is this need for Social Entrepreneurship..?

- Many governmental and philanthropic efforts have fallen short of our expectations Major social sector Institutions are often viewed as inefficient, ineffective & unresponsive.
- What these Institution, Corporate & the Celebrity segment do... 'at least most of them' is to gain some brownie points for a political / personal mileage but their core area of functioning / motives are different
- Though there are exceptions, the NGOs / NPOs don't provide a permanent solution to persisting social issues since they are more driven by passion but lack sustenance.
- As we all know, we are living in a cosmetic world & calls for an action on the areas of implication rather than pondering around areas of concern. We must also realise our duty as responsible citizens at what we must do to address the issues rather than being a mute spectators .
- Let me further remind couple of sayings from Mahatma Gandhi that must be viewed by going beyond the vicious circle of this cosmetic world we are currently in...

There is a need for all of us to pause here for a while to introspect on what we got from the past & what we should be giving for the generations ahead:-

1. The earth provides to every man's need but not everyone's greed.
2. On Economics & Ethics: Economics that hurt the moral well-being of an individual or a nation is immoral, and therefore sinful. Hence, a clear distinction is to be made between a Standard of Living & Standard of Life
3. Standard of living merely states the material & physical standard of food, cloth & housing

4. Standard of life could be attained only if, along with material advancement, there was serious attempt made to imbibe cultural & spiritual values & qualities

Sum-up:-

SOCIAL ENTREPRENEURS ARE NEEDED TO DEVELOP NEW BUSINESS MODELS FOR A NEW CENTURY

(iii) Prof. Madhumita Chatterjee

Dear Prof.

You have indeed raised a very pertinent question. In my view Social Entrepreneurship is not Corporate Social Responsibility. The first deals with a sincere commitment to social issues and working towards alleviating the situation in a responsible and accountable manner. It is not about offering an answer to all the ills but creating a sensitivity and awareness of the concerns so that there can be a common effort to solve them. At times it has to work towards being the conscience keeper. CSR is about being responsible in every act of business while earning profit. It is not about starting a foundation or trust where some money can be parked and used in some philanthropic work. Understanding social needs and weaving it into the strategy of the business is important. From sourcing of raw materials to reaching the customer at every step responsible behaviour is mandatory. The organization has to be accountable for its activities. Obviously practical implementation would demand trade-off between stakeholders and that is when the organization has to take a balanced decision about how to do that trade-off. It cannot be that one stakeholder can be sacrificed and annihilated at the cost of another. We have many examples where companies have followed this for short term glory and suffered tremendously in the long run- Wal Mart, Satyam, Bhopal Gas tragedy, BP, etc. Thus CSR has to be in the DNA of an organization. NPOs and NGOs if not sincere can become pawns in the hand of unscrupulous donors who can use them as a facade to ward off regulations. Very often they may have to follow the mother NGOs policies which may be based out of another country where the requirements may be totally different. Therefore this is where social entrepreneurship has an important role to play.

Very briefly these are my thoughts.

(iv) Wing Commander Subhash Sindhvani

This is an interesting discussion - I for one would not want to care much for the dictionary meaning or bookish meaning of it. I do believe that there are many ventures which can't be done well by Government or by the corporate as CSR initiative (generally Government or corporate look at

the investments which bring them returns in terms of votes/good will/profit/brand building) but which have large social objectives such as education, teach for India etc. The fact of the matter is that while many would want to call themselves as social entrepreneurs but their ventures are no different than any other business ventures as far as the return on investment objectives is concerned. At the end of the day all businesses have to meet some human/social needs and all have to have some return on the investment. But one distinction I would like to make while it would be legitimate to price a product very high and skim the market while the demand is high, a social venture cannot have the pricing on such a premise. To my mind a social product should not be sold at different prices to different customers with different return objectives. For example a seat in IIM could not be offered to the highest bidder, though differential pricing such as payment seats and free seats is an accepted practice. So there is a gap - which may be rather thin at time - amongst a venture with profit, venture with profit and social objective, venture with social objective and profit. In a market based capitalist society where success has become synonymous with acquisition and material wealth and the idea has become so deeply ingrained in our psyche, that we have started viewing every endeavour with suspicion. I was recently talking to a woman Regional Director of IGNOU who thought her job as a service to humanity not that she was not being paid for it. I think our approach and attitude to our work defines our underlying drive. As a chairman of community college, I decided to offer free education to students from weaker cross section of society in the evening batch but I asked them to pay when they get the job. I have to sustain the effort and therefore there must be some return. I cannot expect faculty to offer their services free as they have to run their households. I must maintain quality and ensure that as recipient of education, they draw benefit from it and the quality costs. Chief Minister of Chhattisgarh started selling rice to poor people at Rs 1 per kg as food security - though the objective was attracting votes and to me amounted to political corruption. He was hailed by many but look at the results many people dont want to work and have become useless with no incentive to learn and the policy is a disaster. Why do people do what they do, what needs drive them - to me contributing to society is what fulfills me and is my self actualization but I have my low level needs which also need to be met. Though I may have digressed from the subject but discussion on social venture needs to be wider as the world needs today more and more social entrepreneurs. I for one believe that creating better understanding of the frame of development of social venture is the need of the hour. There is perhaps a need for greater deliberation on the subject.

(v) Prof. Ramesh Vemuganti

Dear all

I taught a subject on "Corporate & Social Entrepreneurship" for the Management students as an elective at University of Hyderabad recently. My learning is like this.

There are 2 types of Entrepreneurs prevailing today - Corporate & Social. A couple of decades ago , when Corporate were facing tough competition from smaller players , tech change, globalization , flight of talent , regulatory , they promoted this idea of CE.

Corporate E"s are promoted by the Corporate, be it a company or group and the Entrepreneurship and its benefits are confined to the Corporate framework. Like what Mr Azim Premji does at Wipro to senior people, 45 plus , who had put in 20 yrs and want independence, will be encouraged to start off under the banner of Wipro. Several have sprung up. Also, Corporate E is responsible for several innovations done by Wipro and other Corporate, some of them ground breaking, taking the company to next level and saving the company, sometimes.

Social Entrepreneurship has 2 components - must be economically viable and a social cause addressing some societal issue.- creating jobs, green tech , helping the unemployed with a source of income , better healthcare , education and the social ills confronting the nation. yes, Social E is gaining preeminence today as it is the in thing , people are happy talking about societal benefit, it has a market as prospective customers will buy the goods, services , helps Corporate and India as a country on a much bigger platform. Social E is focusing more on starting ventures with bamboo, corn, biogas, haldi, chilies, agro foods, more natural & environment-friendly. Anyhow, other views I shall exchange in my next mail.

(vi) Prof. Sanjay K Jain

I do agree with what Ramesh Vemuganti says. Even on a personal I feel every shopkeeper or trader or manufacturer of usual items cannot be called as an entrepreneur. But I would to see if what Ramesh Vemuganti says is valid as per definition in vogue in literature. Or it not, we can think of creating a separate label such as 'Innovative Entrepreneur". My only contention is that whatever is being proposed should be in sync with literature and conceptual framework available in the field.

All India Council for Management Education/ Ph.D. and Industry Experience
Trigger Question: Prof. Bholanath Dutta Dated 03.02.2011

Dear MTCians,

Greetings.....

After interacting with many academicians, corporate executives, CEO/VP/P/MD turned academicians, even direct interaction with academicians from abroad, one thing is very much clear that it is difficult to change the fate of management education, easily. Management programmes are not like other professional/vocational or academic courses, but the tragedy is AICTE/UGC mix it up and put everything in the same basket. Very sorry figure! As per UGC/AICTE recent guidelines, without Ph.D. , even a top level CEO cannot become professor in academics. And forget about HOD/Director position. Something very very unexpected... unrealistic and harmful for management education to grow.

It is not a comparison between a pure academician and an industry expert. There needs to be balance of both. If a corporate executive has Ph.D. and come to academics....that may be best (eligibility + competency). Even, I interacted with one professor from USA and his opinion was also not different from AICTE and fundamentally focus is on Ph.D. Degree.

What is required a separate body - AICME for management programme instead of AICTE. In AICTE primary focus is on technical education. It would be really good, if we prepare a report on this and send it to our Hon. Education Minister for his comment.

Request opinion on this.....

Opinion of MTCians:

(i) Mr. Ram Katla—Chapter Head: Hyderabad

Dear Prof.

I strongly believe this is our responsibility and if MTC can voice out the need for incepting such body, I am sure the ministry will be more than willing to listen. Moreover, now the foreign B-Schools coming to India set-up their shop, it is all the more imperative to have a control mechanism / regulatory body.

Of-late we did see reforms in school education... and *Why not on management education* *too..?*

We must pursue this with determination. We got to be perhaps more scientific in building a strong case and document it.

We can have this submission as one of MTC's core missions for the year 2011. Let us all pledge to make this happen & I do not see any reason why can not we make it..!!

(ii) Prof D.A.R.Subramanyam, Principal: Mahatma Gandhi College, Guntur

Dear Professor,

You have raised a very apt and topic of relevance. The AICTE especially, sorry to mention, has spoiled the education scenario in this country. Instead of stabilising and improving technical and management education. It has put the technical education in doldrums. The AICTE or UGC should leave the matters to State Councils and Concerned Universities. There are many ways that AICTE can streamline both technical and management education in this country.

- 1) The proposal that you have put forward is very correct
- 2) The managements should discuss the matter at length and give representation to the MHRD .
- 3) The local MP's and MLA 's should rise the issue in parliament and assembly respectively about the performance of AICTE. And unfortunately they don't have time to represent public issues.
- 4) Particularly the norms of the AICTE seem to friendly to Big institutions which admit hundreds and thousands of students. What about the beginners and the small managements?
- 5) The Vice-Chancellors and members in the committees should spend some time on this .But as i told in the above point who has time to represent all these issues of concern.?Everybody is busy in their own personal Agenda.

I really appreciate you for raising thought provoking and relevant issues for discussion.I wish MTC become more and more active and are strengthened so that the voices are seriously taken for consideration

(iii) Prof. Nityanandam, Asst. Prof. MVSR Engg. College

Dear Prof,

I was also teaching some 15 yrs back. I left the industry after serving there for 25 years. The reason, the student is taught theory and no practical requirement of the industry. In our days there was practical training for the students. Now they do not bother about it. Even in the college practical classes the technician conducts the experiment/makes the model for the students and gets paid by the student. no teacher responsible for the practical can conduct an experiment or run the lathe or other machines. This is the state of affairs in all most all the colleges in India. The pity is we do not have any technical or engineering educationist in the country. All the qualifications prescribed or not suitable for teaching. Most of the doctorates cannot explain their own work to a second person besides this thesis being purely theoretical and not fit for any practical use. These people have not done a bit of research after wards. we also teach so much theory and Maths in particular which is not used by the student later in his life. I have forgotten all maths i was taught.

Our engineering syllabus has to be re written with a view to make engineers useful to the industry and be more practical oriented. Don't tell me nowhere in the world is such a syllabus available. Let's frame one ourselves with no pressure from any outsider. This reply is not meant to criticize anybody but the system being followed.

(iv) Dr. R Rajan, MTCian

Dear Prof. Dutta

It is really an apt and a realistic thought of yours, will definitely raise the status of Management Education in India.

Many times it has been discussed that one should have a passion for teaching and a great deal industrial exposure.

AICTE, has laid down that Management Faculty must have First Class in MBA and Ph.D for the post of Director and Professors. Does it mean that those who have second are not fit for Teaching. According to me it is the Attitude matters a lot.

In many Business Schools and Colleges, Directors and Professors are highly concentrate their attention in producing results to satisfy their employers. They are least bothered about the Industry Expectation. Hence, faculty with a blend of MBA Degree with Industry plus with a strong attitude or mindset for Teaching, can defenitely the reauired talents.

In all our days, if one want to pursue his/her MBA Programme he or she she must be a graduate in any discipline with a minimum of two years Industrial Experience that too as a Middle Level Position through a common entrance examination. That is why we are all qualitatively and quantitatively rich in the field of Management and successfully contributes our best.

But today there are too many entrance examinations and any one can enter into MBA Programme. Even a candidate who had secured negative marks in the Entrance Examination conducted by the States and the so called Consortium of Management of Management Institution.

Then, how we can be able to produce talented heads to match the Industry needs?

Henceforth, AICTE must invite Top Notch Academicians while it is in the process of formulating policies pertaining to Management.

(v) Prof. K. Vizayakumar, Former Professor and Head , Dept. of Industrial Engineering and Management , Indian Institute of Technology, Kharagpur.

Dear Prof. Dutta,

All CEOs are not useful as teachers. They should have the zeal for teaching and have to be in touch with current developments in management paradigms. Generally, the qualification is mentioned as Ph. D. or with equivalent publications.

(vi) Dr. G. Vanishree, Professor & HOD for MBA, Vignan's Institute of Technology & Aeronautical Engineering. (VITAE)Deshmukhi, Hyderabad.

Industrial knowledge is practical ,professors have more theoretical knowledge than practical i feel that an industrial person teach some practical experience , students can be more enlighten and have more grip to put themselves open for corporates according to my opinion.

(vii) Prof. Soumya Sagiri

Hi All,

On this topic i can share my thoughts and views.

1. PhD is supposed to be provided to only those who has done genuine research or innovation or discovery or process excellence. However in today's world especially in Management field PhD are offered with out proper addition to literature or innovation or discovery or process excellence especially in India.

Even a Doctorate can be offered to a person who wide knowledge in one practical area with above 10 years of experience.

2. According to me to teach Management, PhD is not required. Most of the people who process PhD don't have practical exposure to Industry, process, sectors, cultures, structures, divisions and practical exposure towards these. Any person with sound knowledge in basics, practical exposure in the Industry, domain expertise is enough to teach the students.

3. Management is all about Industry not about PhD, just a literature review, survey, case or empirical research is not enough to provide the practicalities of the business , they need to experience, feel the pressure, targets, deadlines, real implementation of strategies, standards operating procedures, real innovative technologies, cultural diversity, communication, team dynamics, stages of growth, experiencing the emerging sectors etc.

4. Most of the people are forgetting the truth that PhD is used for enhancing individual knowledge to discover something and provide new theories, mechanisms and to improve domain expertise, however it is not at all related to the profession of being an excellent academician. Most of the professors struggle with ego problems in academics. Academics lacking transparency, proper escalation real education all together just because "One Degree Sake" - Real respect is missing ...

I saw one movie long back (I don't remember the name now) - In the movie they explained clearly when a person tries to learn more and more expertise they forget the basics so a Professor always need to go back and learn the basics (Common Sense) to bring real innovations and creativity.

5. I personally feel real academician is supposed to work few years in Industry and need to work in academics, later on again after few years later they need to go back to industry and come back with new flow of knowledge to train the students as emerging and skillful managers.

6. The important aspect is most of the people are pursuing PhD just for the sake of obtain the degree, lucrative scale and respect in society. But how far they are really doing justice, how far they done the research research? OR simply accumulating the literature and data, obtaining PhD doesn't lead to any where....other than exceptional Universities.

7. The AICTE or Govt need build such kind of rules where the person should certain years of Industrial experience or some kind provisions need to be created to obtain real industry exposure and a PhD are eligible to become professors. I saw even PhD holder don't know how to write a basic article or research paper, they convert student SIP reports as papers. The Indian education system lacking real skills, innovation and creativity.

8. As per my personal observations (again limited in nature) most of the professors busy in managing politics in academics, reluctant to change and they even don't know the basic Microsoft tools like Word, Excel & PowerPoint, if these minimum things are not known to a professor- how can a student will meet real industry standards. Everybody need to think logically and practically - Especially professionals in Management field need to have industry exposure.

Kindly revert for any further information or suggestions.

(viii) Prof. Subha BN

Hi

On the view below, I differ in few aspects. Undoubtedly, industry inputs do add value to students. But please remember any concept evolves over a theory and enormous research goes into it and then it becomes applied. The issue here definitely is not to say whether the industry experts entering into teaching is good or bad. definitely its good, but the major concern to be addressed is how does teacher who are so called theoretical(according to some) upgrade themselves to address the needs of their customers i,e students, i think teachers should also go on sabbatical and take up some assignments in companies for few months and come back to teaching, this can become a part of their teaching career. Apart from this they can also have collaborations to take up some research assignments that could add value to their research.. PhDs

could definitely be enriching if the industry academic tie ups are done with a holistic approach, in fact we need to evolve ourselves as facilitators of knowledge than teachers.

This is my opinion with due respect to all other views.

(viii) Dr. Pradeep Kautish

Hello,

I do agree with Prof. Shubha. Most of the time people mislead by industry experience. It has many facets what do you call industry experience. Industry experience is in which one has contributed to knowledge bottom line not profit bottom line only. Getting business or managing business is one and bringing innovation in business is second. Until and unless one has not devoted self to business from the point of view innovation, his/her industry experience is not valid for academic interface. He/she is going to tell about routine jobs, general aspects of business.

With industry experience academia requires one who have delivered to the existing body of knowledge not a ordinary manager worked in a PSU, bank or some government organization and in some of the cases private also. Where he/she supposed to perform certain duties with dead lines like a Clark or an Assistant. No matter what was his/her designation it can GM to MD but he has earned his/her bread and butter only. Knowledge wise exposure wise he/she is almost ZERO.

I have seen many these kind of so called self acclaimed industry experts and management stalwarts with 20-30 years experience in industry. When they move to class they narrate stories only for initial few months, they mask in front of student as if they were some big shot but soon students get to know their reality and give them negative feedback. But by that time because of spreading politics they fit themselves in some administrative role to sustain their job.

Thanks,

(viii) Dr. SN Ghosal

Dear Prof. Dutta,

I am entering this debate with a bit hesitation as I hold contrarian view. I think institutions r there to facilitate education and not for imparting education as is commonly believed. It is perception, senses, faculties, passion and perseverance that educate a person. It is therefore the need is to help honing these through institutions-management and general..

With warm wishes

DR.S.N.GHOSAL

(ix) Capt. A Nagaraj

Folk,

I thought the forum was to spread information and learning. It seems we are descending to taking pot shots at one another.

Academic learning and expertise has its place and importance as has industry experience or for that matter experience of any kind. It is not a zero sum game.

It is probably the reason why the IIM's keep talking about, Mumbai Dabbawalla's all the time. Concept based experiential learning is the name of the game and as experienced faculty is what is expected of us. Nice weekend!

Cheers.....

(x) Dr. Pradeep Kautish

Dear Prof. Datta,

For any position in academics for that matter PhD is not at all required anywhere, for Industry people but only condition is he/she should be from a strong industry background. Where he/she has shown leadership talent, strategic interface and decisions which he/she has taken shaken the industry as a stalwart. Not for those who came from a industry background like banking, PSU, Government organizations where they were working not even to excel themselves leave aside the industry as a whole. And now for grabbing a lucrative academic position after Vith Pay commission masking as if they delivered some thing in industry which is dream for others. For these kind of so called industry managers should not be given a ticket to enter in academics. And top B-schools ask for PhD with these kind of self acclaimed visionaries.

(xi) Dr. Moses Antony

Esteemed Members,

In my opinion, to teach for b-schools, industry and teaching experiences with relevant qualifications must. If the teacher has the research degrees it will help to do the profession well and appropriately. So, research skill of the teacher always useful for the students and institutions.

Moses

(xii) Prof. Subha BN

Dear all

I strongly agree with Prof. Datta on his view about the changing mindset of people towards academics. In fact PhD is not an eligibility criteria but a professional achievement and journey towards research. The very sanctity of PhD today is getting lost I guess. It's not out of fashion or requirement one needs to do Ph.D. In fact the knowledge one gains and imparts to students is not at all an outcome of Ph.D but it is the urge that one possesses towards learning and sharing.

People today are finding teaching as a sunrise industry, it's alarming. Teaching does not see the industry recession unlike other professions hence the changing attitude..... The nobleness of the profession should not be lost to a rat race in the days to come...

(xiii) Prof. Soumya Sagiri

Hi All

Their theories on what they regarded as a thoroughly scientific basis (. Examples include Henry R. Towne's "Science of management" in the 1890s, Frederick Winslow Taylor's "The Principles of Scientific Management" (1911), Frank and Lillian Gilbreth's "Applied motion study" (1917), and Henry L. Gantt's charts (1910s). J. Duncan wrote the first college management textbook in 1911. In 1912 Yoichi Ueno introduced Taylorism to Japan and became first management consultant of the "Japanese-management style". His son Ichiro Ueno pioneered Japanese quality assurance.

The first comprehensive theories of management appeared around 1920. The Harvard Business School invented the Master of Business Administration degree (MBA) in 1921. People like Henri Fayol (1841–1925) and Alexander Church described the various branches of management and their inter-relationships. In the early 20th century, people like Ordway Tead (1891–1973), Walter Scott and J. Mooney applied the principles of psychology to management, while other writers, such as Elton Mayo (1880–1949), Mary Parker Follett (1868–1933), Chester Barnard (1886–1961), Max Weber (1864–1920), Rensis Likert (1903–1981), and Chris Argyris (1923 -) approached the phenomenon of management from a sociological<<https://mail.google.com/wiki/Sociology>>perspective.

Peter Drucker (1909–2005) wrote one of the earliest books on applied management: *Concept of the Corporation* (published in 1946). It resulted from Alfred Sloan (chairman of General Motors until 1956) commissioning a study of the organisation. Drucker went on to write 39 books, many in the same vein.

H. Dodge, Ronald Fisher (1890–1962), and Thornton C. Fry introduced statistical techniques into management-studies. In the 1940s, Patrick

Blackett combined these statistical theories with microeconomic theory and gave birth to the science of operations research. Operations research, sometimes known as "management science" (but distinct from Taylor's scientific management), attempts to take a scientific approach to solving management problems, particularly in the areas of logistics and operations.

Some of the more recent developments include the Theory of Constraints, management by objectives, re engineering, Six Sigma and various information-technology-driven theories such as agile software development, as well as group management theories such as Cog's Ladder.

As the general recognition of managers as a class solidified during the 20th century and gave perceived practitioners of the art/science of management a certain amount of prestige, so the way opened for popularised systems of management ideas to peddle their wares. In this context many management fads may have had more to do with pop psychology than with scientific theories of management.

All these experts are from Industry some are engineers, psychologists, process or entrepreneurs in the organisation used to do routine tasks and operations, these theories are not born from faculty cabins they experimented their knowledge, learning's on shop floors, industries, markets and various other platforms. How drug undergoes various clinical trials and finally reaches market with brand name and formulae.

Management is learned better through experiencing the practical knowledge and applied, then theories are build - added to literature - Any theory for that matter is experienced first by the scientist or developer used various other sources of material which are used practically than that is converted into contemporary Theory. For that matter clerk job or peons jobs they are people who might to do the same thing in different way with less period time that is called efficiency and just in time. How come their knowledge will be zero, obviously they do posses certain amount of skills and knowledge.

I don't think any body will have zero knowledge, even the mentally handicapped person to posses some knowledge through routine tasks and observation. Business & Management is required to be learned from beggar, street vendors, house wife, clerks, managers, CEO, entrepreneurs, lenders. All these people stories are today case studies for us from street vendors to film making.

Only thing in any profession a person need to learn, how competitive he is supposed to be? flexible to change and adapt in this nature. Then the ultimate thing to see the commitment of nature to us is to be patient enough

to reap the fruits. Need to accept the change and update our self continuously.

Earlier, i am also a student, still i am a student as continuous learner : i need everything from professors, but they can't teach practical stuff sometimes more than a concept, then i need industry experts to learn the reality, later when my exams are approaching i need professor again. Every student is like this ----- Only solution is flexible enough to learn history, practicality, emerging dynamics in the society to meet complete student requirements.

This information is not to offend anybodies thought process; however we need to change our attitude towards education system, student's requirements and in holistic nature.

Teaching through Case Study

Trigger Question: Dr. Rajan

Dear Learned Members

I wish to place what I had seen in my experience.

As rightly said according to me case study is one of the best teaching tool that could enhance almost all skills among the budding managers. But in most of the institutions where MBA is being taught this vital component is missing. Hence, even in the examinations, students do not know how analyze a case and present their solutions. As an examiner I have seen in most of the answer scripts the question related to case analysis either as unanswered or sometimes, the questions rewritten. This is due to wrongful advice given by the faculty members to the students. In earlier days, either a full day was allotted for case analysis, group discussions, presentations etc. In the time table itself. But today it is not at all take place in the time table.

Believe it or not there are faculty members, who prepare answers for five previous period questions and sell it to their students ranging from Rs.50 to Rs. 150 in order to ensure 100 percent result in the University examinations and to satisfy their superiors. Present founders of these instituions are also very much interested in this aspect.

In effect, it affect the employabilty of MBA's become !!!

What efforts could remedy this practice?

(i) Prof. Bruce Miller

As the discussion has brought up the case study method I am attaching the ppt I use during my introduction to case study for both faculty and students. I use this to supplement my presentation so if any clarifications or explanations are needed (or desired) let me know.

One point I would like to stress, though, is that case study is to analyze and determine the problem and come up with solutions - whether they are related to the course or not. Unfortunately, if the case is given in a finance class, only finance solutions (or a specific one) will be accepted, even if a 'better' marketing or hr solution may be possible. In the real world there is not one right answer to a problem, there are always several, with some better than others. In reality the 'problem' is usually not the 'real problem'.

If the forum is interested I can send a newspaper article that I use as an introduction to case study which seems straight forward, but the more you think about it and the deeper you go the more twists and turns you'll encounter (too much said).

If you haven't guessed I love the case method approach.

(ii) Prof. Bholanath Dutta

Dear Esteemed Learned Members

Here is my take on the topic under discussion.....

Case Study is one of the effective (can say most effective) teaching throughputs in delivering management concepts in the classroom which is far away from real-life i.e. Industry. Every one is talking about Case Study Method to support the idea and effectiveness of Participative and Collaborative learning.

But on the ground reality.....it is a mess! Few important points I would like to highlights in this regard.....

(i) Most of the available cases are outdated (available in text book) and has very little relevance with contemporary industry practices.

(ii) Case study is considered as just another subjective question carrying 20/25 marks. It has become like a comprehension test.

(iii) Many cases (most of the examinations) come with questions ultimately students try to find out the Answer (so called).

(iv) Cases available in foreign context may not have 100% relevance in different socio-cultural set-up.

(v) Confusion between Problem and Symptoms.

(vi) Case study is exercised in the class when there is nothing to dokill the TIME.

(vii) Confusion over how to analyze a case.

(viii) Confusion over being rationale and realistic assumption and unrealistic assumption.

(ix) Scope for out of the box thinking.

These are few of the observations..... then what can be done:

(i) Teachers need to develop their own case studies.

(ii) It can only happen when teachers involve themselves in external project, consultancy and other research project.

(iii) This will equip teacher better to handle the case in the class.

(iv) Proper orientation to the students about how to analyze a case.

(v) Use of Video case study.

(vi) Make use of contemporary cases linked with socio-economic set up.

(vii) Live cases.

(viii) Case/Case-let necessarily should not have any questions at the end.....needs to be open-ended, enabling students to think over.

IT IS NOT WHAT WE LEARN THROUGH CASE STUDY ANALYSIS BUT HOW WE LEARN----IS VERY IMPORTANT.