

# A Bird's Eye View

## The CSR-GHRDC B-School Survey Seeking Systems And Scenarios Of Success

By M.P. Sinha, *Executive Director, GHRDC*  
Vice Admiral (Retd.) Venkat Bharathan, *Sr. Advisor GHRDC*

**“With The Eye Of The Eagle,  
The Song Of The Nightingale,  
The Thrift Of The Sparrow –  
The Wisdom Of The Owl”**

For The Busy Eyes –These Lines Say  
It All From Our Overview

A decade in this engaging, educative and edifying task of trying to guesstimate, estimate, objectively assess the cause and effect, the output and impact of the MBA Academia often leads us to introspection – what does this survey mean to us and all stake holders and do we at all need a survey ?

How does the grading get interpreted and how does it help all the stakeholders ?

Is the methodology adopted valid and more importantly germane? Does it make sense and is it practical and hence doable and achievable? Obviously the present modus operandi of CSR- GHRDC and the other groups are perhaps timeless in idea with scope for improvement in execution.

We all learn as we earn experience, credibility, connectivity, acceptability in vision, validation, value, vivification, vista and veneration that the MBA is of great benefit to the Indian (both rural and urban).

The results of the survey are encouraging. There has been witting motivation and willing effort to improve across the spectrum of faculty development, research, library augmentation, soft skills development, rural thrusts, objective analysis, infrastructure set up and most importantly student related aspects.

The competition was healthy and not complacent. The need and desire for

recognition in country and abroad has created its own positive dynamic among many good schools.

Rapidly burgeoning schools have raised serious concerns in quality and standards of education and allied areas of structure, support, systems and surroundings.

In evolving modern India there are challenges that militate against each other. Likewise in the MBA domain there are conundrums of commerce, competition, short term and short cut success seeking processes that confront long term, quality education needs.

The attraction of money in cities has caused neglect of the imperative rural MBA education spread. It is bound to adversely affect the nation unless we pay accelerated and focused attention in area where more than two third of India lives.

The Indianisation, adaptation and adoption of the MBA to the cultural, behavioural, socio- economic marketing environment of rural India has to commence on a war footing. The yeomen efforts of many diverse sources have to be synergized and co-ordinated both by regulation and Corporate social responsibility mechanisms of the private and public sectors. The MBA systems can become the force and efficiency multipliers of this strategic thrust.

Money is at the base of this movement. Rural India has to become monetarily self sustaining and viable. Social movements succeed only with finance, self help and innovation all in equal measure. The helping hand of the Government has to be streamlined with support of the private sector. B-schools must find it attractive to expand their

curriculum towards rural MBA programme.

The survey was open and transparent with a readiness to be audited. For ease of understanding, cause of objectivity and interest, it was coherently sectionalized into simple components. The breakdown into national, regional, local groups provided inputs to a variety of stakeholders to enable decision making.

The cluster grouping of schools and institutions highlighted the objectivity of the study. It was specifically aimed at informing one and all that it is not necessary to be fixated on the gradation but on the overall emerging picture . The openness of the survey lied in its affording a level playing field where the best passes the test without failing the rest.

Cutting edge and innovation efforts of some schools gained special mention to reiterate the need of continuity in improvement and also to demonstrate that good investment always yields good returns.

More essentially, it is a guard against complacency of past glory and achievement. Our motto is and will always be “To stay ahead you have to keep running well and steady”.

### The Birds Eye Overview Prologue

The MBA survey was beset by two principal opposites. Its very objectivity makes people wrongly tend to believe that grading of schools was by itself very significant. This gradation then makes the school develop a self fulfilling objective that clouds its very purpose of



being a place of MBA learning. The fall out of this would be the listing and segregation of schools into elite and non elite groups and the resultant ill effects of branding based on surveys that are originally intended to only improve the overall quality of MBA education in India.

GHRDC strives to ensure that its survey shall be far being one dimensional. It believes that neither a single MBA programme nor a single school is best for every one. There has to be a good fit that would be decided on a host of factors. Region, regionalism, affordability, peer influence, reputation, reach, comfort level, career opportunities all play a significant part in choice of schools for both faculty as well as the aspirant students. Significant demonstrated improvement was seen from the survey vindicate the above approach.

#### **Methodology matrices**

To recap the methodology, the following factors continue to determine the datum of overall standards achieved :

#### **Academic performance**

Faculty standards  
Faculty research consultancy  
Management Development Programmes and leadership training  
Admission, curriculum, conduct delivery systems  
Placement, industry interface  
Infrastructure quality and set up of class rooms, state of library, allied facilities, teaching aids.

Reply to questionnaire, field visits, interaction with management, faculty and students are major validation processes.

The performance of all participating schools are taken into consideration. They are then broken down into performance in all parameters over the set minimum.

Performance in each parameter is also highlighted.

The grading is further processed into components of Ten B schools of

- Super excellence
- Excellence
- Potential excellence
- Performing very well
- Growing and doing well

Apart from this schools were also graded on :

Faculty, Research, Consultancy, Leadership, MDP and other programmes.

Placement, Industry interface and USP.

The schools were then graded by the four regions of North, South, East and West and also by States. The survey expanded itself to cover CTC details as well as cost of education in each State.

Additionally B Schools with cost of education less than a lakh for two years were also listed.

The survey also highlighted percentage



of students from different streams namely Engineering, Science, Commerce, Arts and others. Male to female student and faculty ratios were also given.

The concluding sections of the survey covered :

Top 25 schools by percentage of engineers intake,

Top 20 schools with full time faculty with Ph.D,

Top schools in social sector,  
New emerging Potential B-Schools.

#### **Methodology Objectives**

The objective of this methodology was to provide a transparent information system that would not only be self evident but also be decision enabling in choice of school based on individual consideration of aspirant, faculty, recruiter, placement, industry and the rural sector. It would show up the scope, depth and reach of opportunities that are available for the asking.

#### **LOGIC AND ARITHMETICS OF SURVEY PROCESSES**

The survey had logical as well as arithmetic attributes. The whole process was duly iterated upon by a consultative group of representatives drawn from industry and academia.

Qualitative and quantitative factors with absolute and relative numbering was given to each component .

Eligibility conditions in terms of recognition of both the institution as well as the MBA programmes conducted were also bench marked . These had to be supported by the book keeping quality of the institution in terms of records, historical data, placement particulars as well as their interface with industry, recruiters/ placement agencies of repute and companies.

GHRDC sent out information to several institutions. Those who responded were sent an exhaustive survey questionnaire . These had to be answered and had to be supported by appropriate record and documents. The GHRDC team then analysed the same and drew up an interim matrix on the lines explained

above. The process is iterative as well as interactive. Wherever necessary detailed and amplifying information was sought.

Subsequently, a list of schools to be visited was drawn upon for validation of data received. The visit included walk around, examination of premises, library, interaction with management, faculty and students. The quantum of faculty research, the value of the MDP, placement records, the number and dated professional books and journals are all perused and given weightage.

Admission and student processing delivery systems were assessed.

Special achievements of schools were also noted particularly in the social sector.

All information is tabulated in a series of tables for qualitative and quantitative assessment. The table provided a ready reckoner data sheet that could be used by any one for information and audit.

Samples appended below (need to be placed) :

We like to place on record that the response of the participating schools were highly motivating. Our analysis of their USP being discussed separately highlighted the very positive and innovative efforts of these institutions.

#### **EPILOGUE**

Non participation by schools including a few reputed schools does create a void and also deprives them of needed improvement opportunities. We reiterate that our survey was no way diminished by this absence but would have been embellished by their participation.

In the absence of any other viable medium, surveys like the one undertaken by CSR – GHRDC would be the norm. We are conscious of the enormous responsibility it places on us . The last few years have generally shown an upward trend across the full spectrum of the MBA education. That is the good news. The ordinary news is the fact that many institutions are yet to gain international recognition. The bad news is that some good schools have tended to remain stagnant/ slide back and the bad schools maintain status quo. This aspect being of grave concern is being fully addressed separately in this issue.

#### **Summation**

This year too has gone by. Our survey concludes that there is room for reasoned satisfaction, considerable scope for improvement, serious concern on poorly run B schools, sense of frustration on lack of international recognition seeking efforts and anguish about the absence of proactive thrust in rural MBA education.

The realistic optimists that we are, makes us believe that the future is indeed bright for India's widening MBA horizons.