

**EXCELLENCE IN MANAGEMENT EDUCATION:
A STUDY OF MANAGEMENT INSTITUTIONS IN INDIA-
SELECT DIMENSIONS**

by
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Submitted

in fulfillment of the requirements of the degree of Doctor of Philosophy
to the

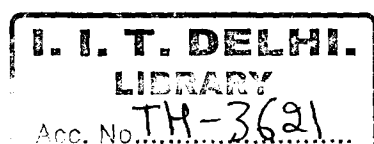


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CERTIFICATE

This is to certify that the thesis 'Excellence in Management education: A study of Management Institutions in India – select dimensions,' being submitted by Harish Chaudhry for the award of Doctor of Philosophy by the Indian Institute of Technology Delhi, is a bonafide record of research work carried out under my guidance and supervision. The results obtained in this thesis have not been submitted to any other University for award of any degree or diploma.



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A handwritten signature in black ink, appearing to read 'H. Chaudhry', with a stylized flourish at the end.

(Harish Chaudhry)

ABSTRACT

This research is primarily aimed at examining the drivers of excellence in management education. The scope of the study is limited to university departments and colleges, autonomous institutions and other non-government institutions in India offering post-graduate degree or diploma programs in management. The literature on education in general and higher education in particular is substantial but that on management education is sparse. This is due to the nascent nature of the discipline. Divergent views on relevance and quality do not provide a sufficiently integrated view of the drivers of excellence and an approach that may be adopted by the institutions aiming for the same.

Based on the available theoretical perspectives and through application of consensus methodologies, a conceptual framework has been developed. The framework identifies the drivers of excellence and rank-orders the independent variables that account for it. It also identifies the structure, process and outcome variables and quantifies the impact of each of them. Media rankings from popular media over three consecutive years have been compiled to arrive at a single working index to be used as a surrogate of institutional performance.

Several considerations governed the choice of methodology for empirical validation. It was recognized that, in view of difficulties in direct measurement of different variables, it would be necessary to assess the impact by obtaining and evaluating the perceptions of selected respondents

from a large sample. To facilitate this process, it helped to mix the qualitative and quantitative methods as this approach helped to get a fuller picture of a fairly complex set of issues. The organisations for investigation were identified through the random sampling method. Obviously, the choices were not absolute because to be able to base a research investigation in an organisation, the organisation itself would need to be amenable and willing for it.

Techniques of focus-group interviews with experts helped to hone the key issues and structured qualitative technique reinforced the key perception. Further, a need was felt to adopt a mix of qualitative and quantitative methods to obtain a fairly comprehensive analysis of the issues involved. The organisations for this research were randomly selected and data was obtained from those that were open to research investigations.

Focus group interviews with experts were conducted and data analysed through structured qualitative techniques to arrive at the key issues. The findings were deployed to formulate a questionnaire which was pre-tested with a small sample. After incorporating the findings of the pre-test, a refined questionnaire was developed and implemented over a large representative sample. The data obtained was statistically analysed and an index of excellence developed.

A set of three cases were developed representing three segments to validate the finding. The case study approach involves a deeper investigation of a single unit and is more intensive in nature. The study indicated that the role of leadership, especially academic leadership is

critical for achieving excellence in management education. In the course of developing the case studies, the points of inflexion were clearly discernable in the evolution of the institution that pointed to the impact of change of leadership. The process variables were found to be important and both the teaching-learning as well as the decision making processes, especially with respect to academic inputs and faculty-related matters were found to be significant in determining the quality of education imparted.

The study identifies a number of independent variables that impact the excellence in management education. It has helped identify factors that contribute to success of management institutions and delivery of quality in management education. Given that leadership issues and process issues are difficult to quantify, their complete ignorance by media tends to present an erroneous picture to the stakeholders. The study suggests a framework for the ranking of the management institutions, identifying the variables that may be used for the purpose. The same have been ascribed weightages through a focus-group of experts and data analysis using qualitative tools. Lastly, the study has led to the development of recommendations for planning and management of management institutions in India.

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