



12th INTERNATIONAL ACCREDITATION CONFERENCE

November 25 & 26, 2019 – New Delhi

“Millennial Job Challenge: How B-schools respond with Accreditation”



Featuring...



Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi

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Accreditation & Quality Improvement Focus

Standards for Educational Advancement & Accreditation (SEAA), which had pioneered International Accreditation advocacy with the specific aim of bringing in self-regulation rather than regimentation as the core focus stimulated debate on the various aspects of quality improvement over the years. This year's 12th International Accreditation Conference theme "*Millennial Job Challenge: How B-schools respond with Accreditation*" was just such an attempt to get the B-schools to discuss how their own future is changing with the adoption of voluntary accreditation.

We also found that to take up any kind of quality improvement work including accreditation, there is a need to foster a culture of quality on the ground and an understanding the need for its improvement on a timescale. Keeping this in mind we are piloting a half a day workshop on "Accreditation & Quality Improvement Commons Workshop" which we intend to take around the country in the coming months to discuss and debate the foundational aspects of quality common across Indian and International accreditation, B-school rankings etc,

Management education is currently stuck in a classic damned if you did damned if you didn't syndrome with admissions dropping and most schools scurrying for introducing industry 4.0 curriculum sensing that the traditional menu for MBA is almost done. Stanford says 64 per cent of the kids getting into kindergarten today will be entering jobs which do not exist at present. This calls for extreme innovation, creativity and resilience to stay in business. Where does the opportunity lie for the B-schools in the given circumstances?

The opportunity lies only with the schools that think out of box, ready to change with ruthless speed and precision, completely focused on quality benchmarking with the best of the peers from elsewhere in the world, be ready to look inward and clean up the curriculum, faculty knowledge pool, and plan forward for an economy being driven by Artificial intelligence, smart machines that learn, ethics for building such machines and be able to sift through and crunch data that is useful and relevant to its very existence and sustainable growth.

The way things are regulatory systems based on regimental compliance has become a complete anathema and every quality framework be it the Council of Higher Education Accreditation (CHEA) of the USA, the ET 2020 framework of Europe, the QAA of UK, the TEQSA of Australia, the Asia Pacific Quality Network (APQA) of China and even the ISO 21001:2018 Education frame work all point to just one thing, that is self-regulation using highest available quality standards.

With compliance going, accreditation is likely to be back in a big way. Self regulation and continuous measurable improvement focused on the mission of the B-school, which is the central basis of the century old accreditation system for business education led by AACSB started in 1916 in the US is the best solution for the present existential dilemma facing the B-schools.

According to Olin Oedekoven, President of co-founder of Peregrine Global based in Wyoming, accreditation definitely provides an edge as with no other. At its core, voluntary accreditation provides you with well-defined processes that you use to close the gap between aspiration and reality relative to your educational experience. “Voluntary education is a way to elevate your quality, align goals with results, and ensure that you are meeting your delivery expectations”, he says.

There are basically two types of accreditation, namely institutional and programmatic that are either international or national in their footprint. In most cases national accreditation is usually in the hands of the government agencies while the international accreditation is promoted by the B-school community themselves as private enterprises.

In Indian context we have two government run accreditation agencies, National Accreditation and Assessment Council (NAAC) promoted by University Grants Commission as an institutional accreditation agencies. The second one originally promoted by All India Council for Technical Education (AICTE), the National Board for Accreditation (NBA) is a programmatic accreditation agency.

The growth of B-schools in India, historically have been hampered by their size, their ability to attract the best students, to fund expansion plans, to provide for high quality faculty, provide globally competent educational services and above everything else to enjoy a global reputation based on brand equity. All these were not possible owing to a control based regulatory system which had consistently restricted capacity expansion and ability to charge reasonable fee essential for growth.

Globally the international accreditation agencies are either institutional or programmatic or have both offerings covering the different accreditation needs. European Federation for Management Development (EFMD) that promotes EQUIS as an institutional Accreditation agency also has EPAS (European Programmatic Accreditation System) to cover programmes offered by the B-schools. Association

of MBAs (AMBA) is essentially a programmatic accreditation agency but it has recently come up with an institutional accreditation system as well.

In India, accreditation is not compulsory even though indirectly those schools that are accredited get a number of benefits including greater freedom in expansion of seats and offer of new courses. Those who are accredited by international agencies are not given these advantages even though the overseas accreditation is purely voluntary, mentor based and can be obtained only with sustained and measurable improvement in quality over the years.

The New Education Policy which is being designed to replace the older one of 1986 is going to be strongly in favour of using accreditation rather than compliance as the way to give greater recognition and help to the schools for their growth. The plan is for the schools to use two different accreditation systems, first one initially and second one after five years to showcase their state of the art of quality and outcome based continuous improvement for the government to give ever greater autonomy in the working of the schools. The government is also in favour of a larger number of accreditation systems to be set up in the private sector for helping the B-schools forward.

It is not clear however that the accreditation agencies being talked about include the International Accreditation Agencies. The inclusion of these agencies would definitely provide the impetus for greater growth as the accreditation systems designed for development of the school under a mentor over specified years.

This year's conference has a plethora of presenters from different accreditation agencies, academia and corporate speakers who are practitioners of quality relating to campuses.





Millennial Job Challenge: How B-schools respond with Accreditation

Thothathri Raman

Chairman & Lead of SEAA Trust, New Delhi

The Babyboomers or the Generation Z are now retiring and their place is being rapidly filled by the Millennials born after the year ... With each change in generation the culture, the demographic trends and the job opportunities shift and considering the way the world has evolved, the millennials face a completely different job and career challenge which no generations in the past had witnessed. The roles are being rapidly changed in much the same way the technologies are disrupting every business or service, directly or indirectly impacting directly on the job creation and job-fit. The Higher education institutions are under tremendous pressure to prepare their students for an increasingly uncertain world.

“In the traditional education system, students typically learned on their own and were judged individually. But as technology progresses and once separate economies become interdependent, working with others is becoming increasingly important. Today, innovation rarely results from individuals working in isolation; far more often than not, it is the product of sharing and collaboration. Schools need to incorporate this new reality into their curriculums, preparing their students to work across cultures and equipping them for a world shaped by issues that transcend national boundaries.”, the United Nations led Human Development Report (2015).

Are our HEIs particularly the B-schools prepared for this trend shift? Numerous studies around the world indicate that there is a huge disparity in the way the schools function and the expectations of the industry. *Tomorrow's MBA* — a report that analyses changing trends in postgraduate business education and student preferences based on feedback from over 1,200 respondents across 39 countries — shows that technology management has jumped to second in what students perceive as the ‘most valuable’ skills, coming joint second with strategy. An additional 26.7 percent of prospective postgraduate business students cited leadership as the ‘most valuable’ subject while 17.9 percent ranked strategy highest in this field. While the schools look at technology, leadership and management skills as key to future.

A *QS The Global Skills Gap in the 21st Century* report (2018) stated that these were not figuring in the first five expectations of MBA from the industry. Instead, students should be focusing on problem-solving, teamwork, communication, adaptability and interpersonal skills as the five most sought-after graduate qualities, says the report.

The divergence from current employer needs could lead to problems in the graduate job market as the economy continues to diversify in the face of automation and the emergence of Industry 4.0. “There is a need for the most valued skills to be clearly communicated, to ensure that when students up-skill, they focus on areas which organisations prioritise. From an employer point of view, the ability of students to learn is more important than their creativity,” state the report authors. MBA students could, therefore, run into trouble if they graduate without the relevant skills, while employers may also find it hard to recruit new employees who meet their expectations, the authors say.

However, all is not lost for higher education providers. Education has a much wider impact than simply improving earnings or employment opportunities, which is why it is a component of the human development index of United Nations. In all countries with comparable data, adults with lower literacy skills are far more likely to report poor health, have less trust in their fellow citizens, and perceive themselves as objects — rather than actors — in the political process. For countries that fail to equip their residents with the proper skills, technological progress is unlikely to translate into economic growth, and large swaths of the population risk languishing on the margins of society.

In India too, the demographic dividend can easily become demographic disaster if the youth who are growing in massive numbers between the age group of 18 and 24 are not provided with job options. Given the state of technology and job losses running to millions in every industry thanks to the technology disruption, the challenge is to find great jobs for the highly educated group of students while even in rural areas, thanks to education the profile of job seekers is also changing.

The higher education institutions could see this as a great opportunity by investing in developing youth talent so that the millions of youth coming to job market also have the right skills to offer. Specialised MBA courses could be designed and implemented for meeting the millennial job challenge.

Writing elsewhere in the conference book in your hands, Dr B V Krishnamurthy provides an interesting insight into the divergence between the employer expectations and that of the students.

The professor also disbands the myths that the knowledge of social media working, programming, accounting skills etc, are important aspects that the campuses should focus on.

<i>What the employers want</i>	<i>What the MBA graduates lack</i>
The ability to work with a wide variety of people	Ability to influence others
Time management and the ability to prioritize	Strategic thinking
Understanding the digital impact on businesses	Drive and resilience
Ability to build, sustain, and expand a network of people	Big data analysis
Ability to solve complex problems	Ability to solve complex problems

What all these mean is that the millennial now at the campuses want a completely different education eco system which is nowhere in discussion at the moment. Recently, President and CEO of IBM GinniRometty, observed that “the current set of educational institutes are not providing the right kind of system, which in turn is affecting the basic key skills in an IT employee.”

According to her, most Indians are not employable enough, not because they don't have a degree but they lack the required skill sets, expected to be obtained from beyond the set educational frameworks. But, IT is a \$180 billion industry in India alone, where according to reports, 40 lakh Indians are directly employed under it. And the most significant fact is that, more than 30% IBM employees are Indians. During this era of AI and Robotics, who will soon replace 50 lakh jobs within 2020, India lacks skilled employees to surpass a mere degree.

SrinivasKandula, Indian Chief Executive of Capgemini, whom the Daily Hunt website quoted said ‘I am not very pessimistic, but it is a challenging task and i tend to believe that 60-65 percent of them are just not trainable’. Even Deepak Parekh, HDFC Chairman also pointed out that 80% of Indian engineers are not employable.

Ginni even assured that job market is not going down but skillful employees are, she added ‘ It can be that you can have folks with less than a university degree, but participate well in this industry’.

India faces the same set of challenges the world is facing in terms of redefining and understanding the future of organisation's and their need for capital investment, human resource and policy. The truly global market that has emerged for products and services need to be understood in the context of the future of organisations many of which are today struggling to cope with the changes.



Educational institutions play a key role in unravelling the challenge and preparing the youth and the organisations for a strong sustainable future.

The so called industry 4.0 etc., are slogans that give impetus to change but the change should come from within by understanding the environment in such future companies would be operating in.

There are several elements which are new and challenging for the future of organisations which are now becoming more distributed and technology focused.

The human resource development will have to follow the futuristic trends in industry and as such the business schools would have to gear up to face this challenge.

Jacob Morgan of the futureorganisations.com lists 14 principles (see diagram) says the future is for small distributed teams. The Jeff Bezos's "two pizza" organizations may become the order than the exception. Stayed connected is another big challenge as the team becomes increasingly diverse and geographically distributed. This means the teams would have to operate on the cloud and keep their overheads small. The organizations should also be fairly flat. "No organization that I am aware of has ever embarked on a journey to create a more hierarchical structure with more layers, more management, more bureaucracy, and less collaboration. Yet this is the stereotypical idea of what a strict hierarchy looks like and how it operates. Some structure within an organization is good but there needs to be a balance between being completely flat and being a pyramid", Jacob Morgan says.

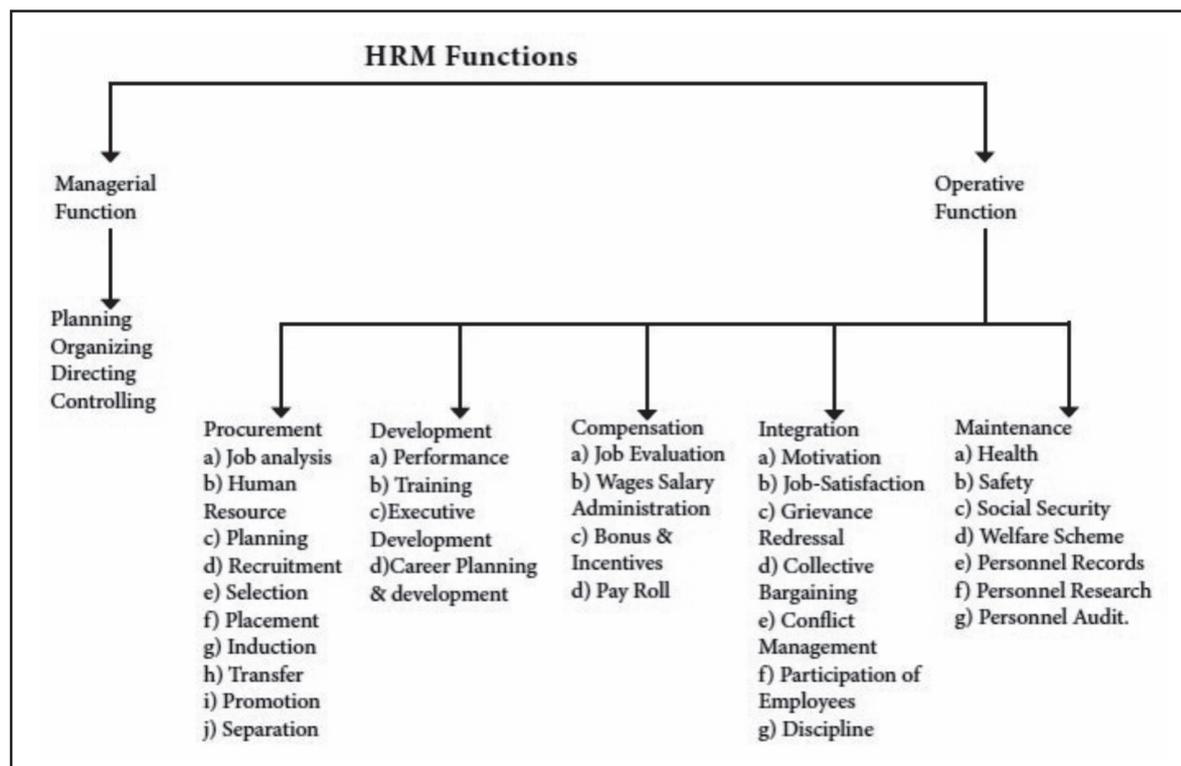
The 14 principle future organization first mentioned around 2015 is already a passé in three years and now the talk is How do we serve our customers better? How do we engage with our employees more? What should we do about investment in robotics and AI? What implications will these have for our workforce, and how do we ensure our governance processes are transparent and fit for purpose? According to Helen Wada Client Director of KPMG TMT, "Humans are not going anywhere any time soon". The 2018 KPMG Global CEO Survey shows many CEOs take a more positive view of the long term implications, with 62% globally and 71% in the UK saying AI will create more jobs that it destroys over the next three years. And that is a great news for the millennials!

According to the World Economic Forum, Digital platform business models are forecast to comprise up to 30% of global economic activity by 2030. Yet fewer than 5% of traditional companies have a coherent platform strategy that is integrated with their corporate strategy. "I have given as many as 40 client presentations this year and yet I haven't been able to convert a single one, even though the cost of our customized ERP solutions are mere 0.001 % of the total turnover of most companies", an Indian IT company's CTO laments. The CTO who did not want his name or the company name mentioned, says many of these companies have grown

phenomenally within a decade and yet they have no digital strategy in place which might lead to severe complications in future.

Helen Hada of KPMG has a solution for this, “Moving traditional business to compete with new platforms will require different types of investment strategies, measurement techniques and some brave decision making to compete with new market entrants. The technical skills and leadership required will also be different. Organisations must embrace people with a different technical capabilities and appetite to learn. Leadership will be ever more critical to steer the ship forward.”

B-schools aspiring for a strong future for their passing out millennials clearly need to spend their time in building leadership capabilities for their students. A Deloitte study of 3,500 senior executives found that an overwhelming 94% was saying that business school graduates were ill-suited to the demands of a rapidly changing world, and another 5% saying that business school graduates require significant onboarding before they can create any value. All means heavy investment with high risk of losing the person after training for the companies.



The chart on Functions of HRM is a classic one which has been taught in the MBA schools for decades. Most of what is stated is untenable now with the advent of new technologies. The heads like conflict management, discipline, social security, personnel records maintenance, performance appraisal, induction, transfer etc., have completely new meaning today. In a diversified organization driven on the cloud and its personnel being compensated on a fixed sum with liberal bonuses linked to performance the hackneyed HRM principles being taught widely would have no meaning.

Popularized by Angela Merkel, the chancellor of Germany, Industry 4.0 is the advent of cyber-physical systems. And as such the B-schools also need to match their curriculum and approach toward Industry 4.0 . In India, the National HRD Network in association with IFIM , a Bangalore based AACSB accredited school developed an approach to a MBA 4.0 system. A survey by IFIM-NHRD Network of 300 top corporate executives across 13 industries such as IT, Consulting, Education and Manufacturing, revealed the following ten points that were used for developing a matching curriculum and pedagogic approach to new MBA needs of the Millennials (see Table below).

IFIM-NHRD 10 Industry 4.0 needs:

- Learning orientation and analytical mindset
- Integration of data, communication and technology
- Solution orientation and problem solving
- Dealing with change and uncertainty
- People and team orientation
- Innovation and creativity
- Social sensitivity and cross-cultural orientation
- Managing self (self-awareness and self-development including wellness)
- Entrepreneurial and business orientation
- Globalization

Dr M J Xavier, the celebrated educationist talks of ten job skills that may be needed in 2020 which are not exactly the priority of the B-schools at present. Interestingly almost all these skills could be measured for improvement and they find echo in the accreditation standards which are also evolving along with the schools.

Top Ten Job Skills: 2020

1. Complex Problem Solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

Table: Industry 4.0 MBA Curriculum Interventions

Industry 4.0 needs from IFIM study	Potential Curriculum Interventions
1. Learning Orientation and Analytical Mindset	<ul style="list-style-type: none"> • Decision Making Sciences • Modular Programs for Practitioners
2. Integration of Data, Communication and Technology <ul style="list-style-type: none"> • Being comfortable with technology 	<ul style="list-style-type: none"> • Digital Business and Strategy
3. Solution Orientation and Problem Solving <ul style="list-style-type: none"> • Execution is more important than strategy • Strong practical focus and real-life projects • Skill orientation / Technical skills • Service mindset 	<ul style="list-style-type: none"> • Effective Solutions through Institutional Projects • Industry Internship Program • Proficiency in Business Tools • Management of Service Process, Quality and Productivity
4. Dealing with Change and Uncertainty	<ul style="list-style-type: none"> • Innovation Incubation
5. People and Team Orientation	<ul style="list-style-type: none"> • Cross-cultural Communication • Negotiation • Outbound Leadership Lab
6. innovation and Creativity — Entrepreneurial Orientation <ul style="list-style-type: none"> • Research to be a part of the curriculum • Abstract thinking applied to strategy • New product marketing • Appreciation of consumer centric design 	<ul style="list-style-type: none"> • Design Thinking • Research Incubation • Innovation Incubation
7. Social Sensitivity and Cross-cultural Orientation <ul style="list-style-type: none"> • Social responsibility and sustainability • Empathy 	<ul style="list-style-type: none"> • Social Immersion Program • Cross-cultural Communication
8. Managing Self (Self-Awareness, Self-development including Wellness) <ul style="list-style-type: none"> • Ability to re-invent oneself • Greater accent on soft skills • Introducing sports and gym for physical fitness and yoga for inner engineering 	<ul style="list-style-type: none"> • Personal Growth Lab (PGL) including psychometric assessment • Self-Development guided by industry mentor • Oral & Written Business Communication • Wellness and Fitness
9. Business Orientation - Multidisciplinary Approach	<ul style="list-style-type: none"> • Integrative Course on Behavioral Science and Business Economics • Courses in functional areas like Marketing, Finance, HRM • Integrative Course in Business Strategy
10. Globalization	<ul style="list-style-type: none"> • Projects and courses at partner international schools • International Students in class

How serious are the B-schools about these aspects and how much of these the accreditation agencies recognize today? Interestingly almost all of the above listing do not get reflected in the current scheme of assessment by the accreditation bodies, perhaps also because most of these do not get reflected in the vision statements of

the schools themselves which are pivotal to any mission centric accreditation process. Besides the accreditation agencies themselves ironically do not have the future focused items on their own vision agenda, Prof Krishnamurthy says.

Listing the following as part of the vision statements of some accreditation agencies themselves, the professor alludes to the serious disconnect that exists between the future focus of the business schools and the method of their assessments that would be dictated to by the accreditation agencies own vision statements.

Accreditation agencies Vision

1. “Create the next generation of great leaders.”
2. “Network of schools and companies to develop socially responsible leaders and managers.”
3. “Spearheading excellence and trailblazing innovation.”
4. “Ignite a standard of excellence.”
5. “Excellence in business education.”

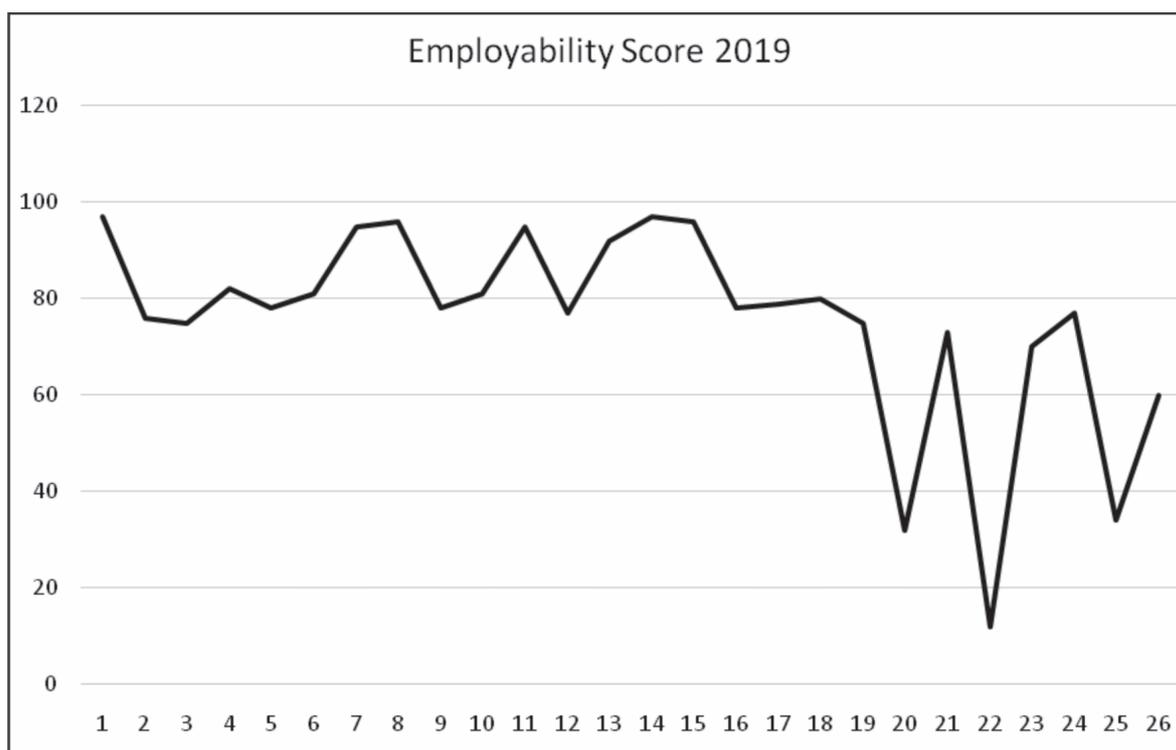
When it comes to India it gets more complicated as the vision statements of leading accredited schools themselves do not speak of the future focus except make grandiose and vague statements relating to “Leadership” “global mindset” “ethical practices” “global leaders in MBA” and such other.

My own experience of having pioneered the Media Ranking in India from way back in 2000 at Business India and later spearheading International Accreditation shows the schools seriously suffer from employability orientation dictated by placement compulsions rather than any attempt to prepare the graduates with an attitude to survive on their own with or without any relationship to their first jobs and build a career for themselves based on knowledge and skills acquired at the campus.

Is it any different for the millennials who have reached the B-school campuses now? Can accreditation make a difference to the millennials and their future. Unfortunately studies after studies point out the the disconnect between employability and education is continuing to remain and no serious attempt is being made yet in campuses to bridge this gap.

An analysis of publicly available data provides no discernible evidence that employability and global accreditation have any relationship, Prof Krishnamurthy points out. The graphical representation of business school rankings (accredited schools only) and employability is given on the following page.

Both accrediting bodies and business schools might ponder as to how schools with a **near-perfect employability** score and schools with scores **as low as 12%** can claim to be on par because both are globally accredited.



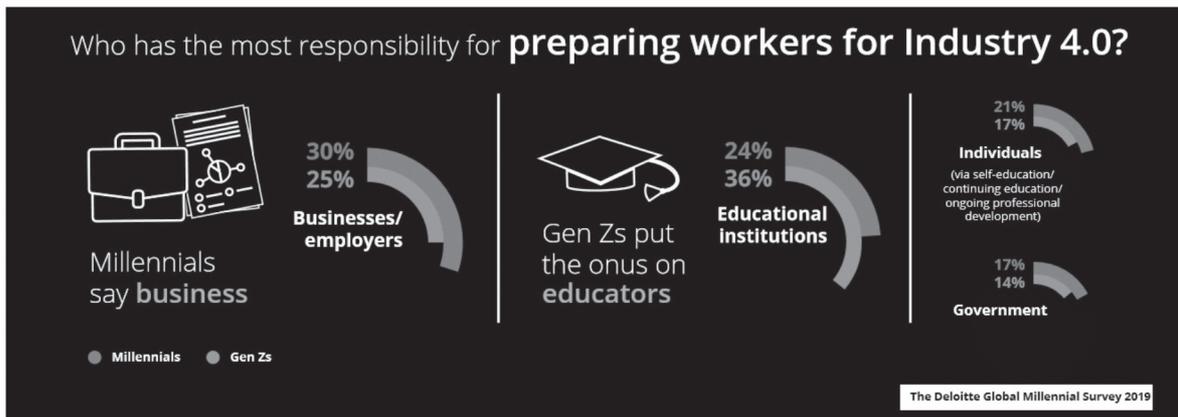
Where do we go from here? How Millennials could be helped in their job challenge when technology is taking away most of the known jobs and careers with the vague promises of more jobs to come in different areas which we are not sure even exist now. Such imponderable also means in reverse campuses that are innovative, quick on their feet with below the belt out of the box approach to education, inclusion of technology in their working and teaching and a massively different thought leadership. The academia of future will surely be a blend of industry and campus practices as there is now no escape for the schools to remain purely as a “teaching schools” and “research schools” or “industry focused practice oriented schools”. All those finer distinctions need to be dropped and a more sensible future focused industry oriented approach may be needed to build curriculum and pedagogy for the future jobs. And accreditation agencies on their own right need to evolve into formidable centres of thought leadership by generating debate and discussions among academia and increasingly be able to measure the intangibles rather than pure data that are generated at the campuses.

For the campuses there is an absolute need to understand the common aspects of quality improvement as these are inevitably linked to accreditation, quality assessment and endorsement and ranking to build brand equity..

The opportunity lies only with the schools that think out of box, ready to change with ruthless speed and precision, completely focused on quality benchmarking with the best of the peers from elsewhere in the world, be ready to look inward and clean up the curriculum, faculty knowledge pool, and plan forward for an economy being driven by Artificial intelligence, smart machines that learn, ethics for

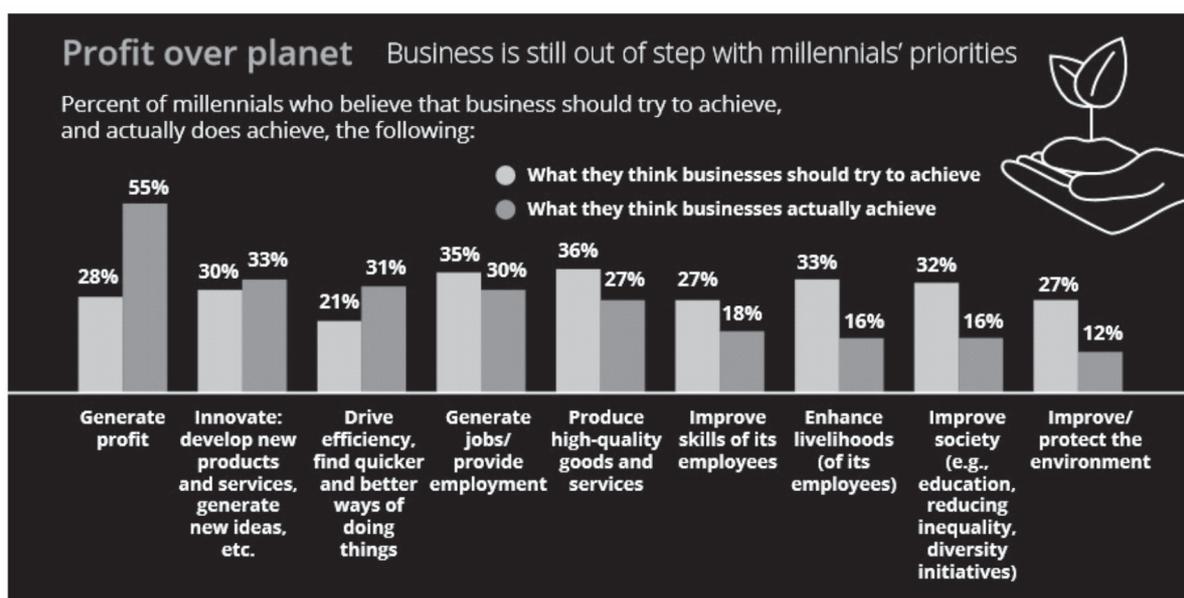
building such machines and be able to sift through and crunch data that is useful and relevant to its very existence and sustainable growth.

The 2019 survey by Deloitte of millennials expectations from Business exemplifies the wide gap between what the campuses are teaching today and what the millennials expect from the businesses.



The role of educators which means B-school campuses are diminishing in helping the millennials find their employment than the previous generation of students as the chart reveals. When the onus of preparing the students for the jobs shifts to the Businesses the opinion of millennials of the businesses also matters. Strangely while they admit the businesses are increasingly responsible for providing job skills for Industry 4.0 their trust in businesses is rapidly dropping, a dilemma that needs serious attention.

The Deloitte survey that polled over 11,00 millennials across the globe revealed that their opinions about business continue to diminish, proving last year's dramatic



drop was not an aberration. After four straight years in the 70s and a drop to 61 percent in 2018, the number of respondents who said business has a positive impact on wider society fell to just 55 percent. The decrease was driven by opinions in emerging countries, which have sunk from 85 percent two years ago to 61 percent today. Mature markets, at 50 percent, have dipped 16 points during that same period.

This showing is driven, in part, by growing views that businesses focus on their own agendas rather than considering wider society – 76 percent agree with that sentiment—and that they have no ambition beyond wanting to make money (64 percent agree). It also is likely influenced by a continuing misalignment between millennials’ priorities and what they perceived to be business’s purpose.

Millennials most commonly believe business should prioritize the production of high-quality goods and services (36 percent) and generate jobs (35 percent). But the majority (55 percent) see generating profit as business’s main achievement. They also believe business is underdelivering on enhancing employees’ livelihoods (33 percent said this is a priority; 16 percent said business achieves this), improving society (32 percent versus 16 percent), and improving and protecting the environment (27 percent versus 12 percent).

There are more surveys, more reports and more research going on to gauge the mind of the millennials.

But there is also a consensus that the future is quite different from the past and those at the campuses today need to rapidly evolve to bridge the gap between the expectations and the reality.





Millennial Job Challenge : How B-Schools respond with Accreditation

B. V. Krishnamurthy
Peregrine Academic Services

Prologue

The **Tippie College of Business** at the **University of Iowa** in the U.S.A. is **160 years old**. The college carries the gold standard in accreditation (since 1923). **Forbes** ranked the full-time MBA program at **No. 6 for the fastest payback** in 2015. **Financial Times** ranked the program at **No.4 globally** in finance in 2017. **Financial Times** also ranked the program at **No.1 in the U.S. and No. 9 globally** in percent salary increase in 2017.

Impressive, isn't it?

The Wall Street Journal, in its report of **June 5, 2019**, stated that the 42 graduates of 2019 would be the **last from the program**.

Like many other Universities in the U.S. and elsewhere, The **Tippie School of Business** closed its full-time MBA in 2017. What is going on?

The chasm between recruiter expectations and B-School outcomes:

What are the **top five skills** that **recruiters look for** in graduating business students?

1. The ability to work with a wide variety of people
2. Time management and the ability to prioritize
3. Understanding the digital impact on businesses
4. Ability to build, sustain, and expand a network of people
5. Ability to solve complex problems

What are the **skills** that recruiters find the **most difficult to come across** among graduating students?

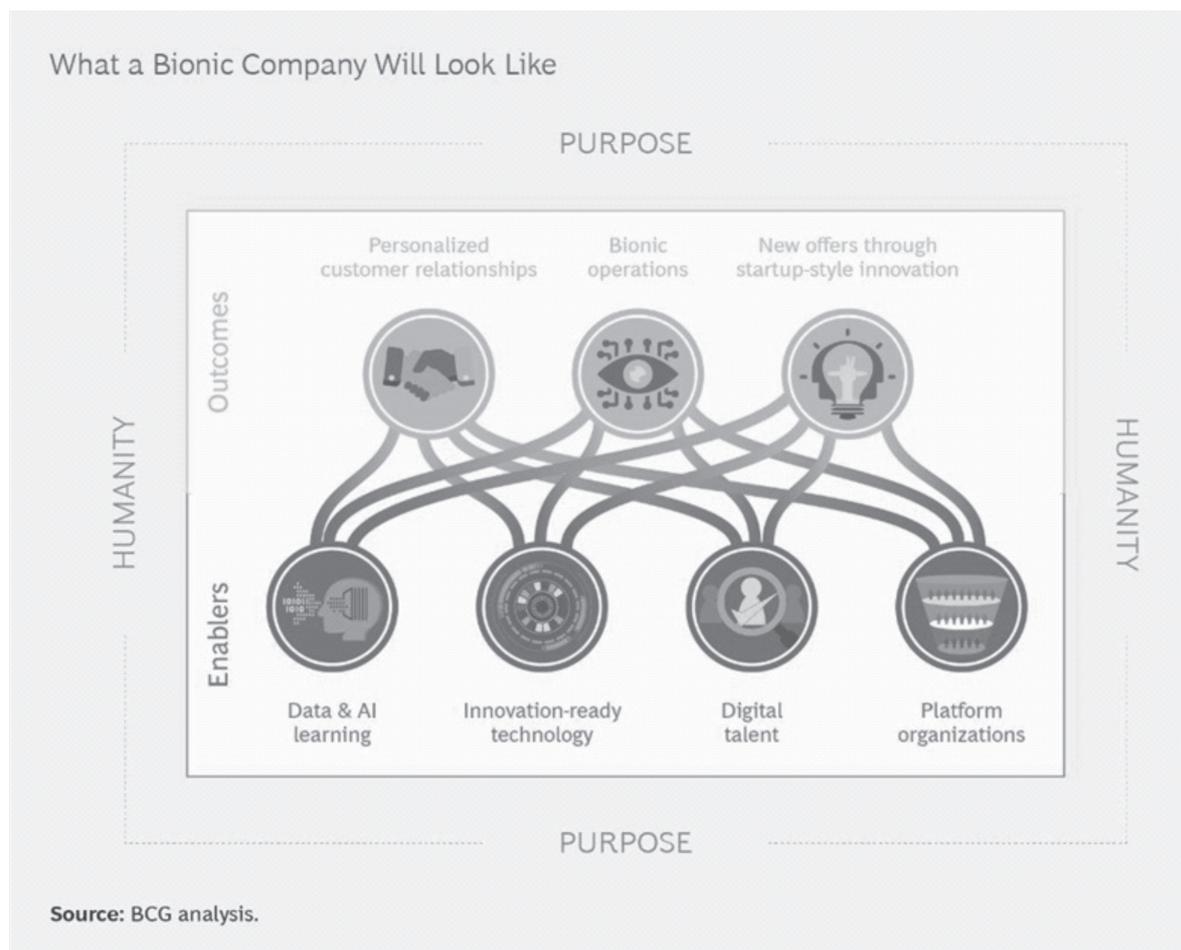
1. Ability to influence others

2. Strategic thinking
3. Drive and resilience
4. Big data analysis
5. Ability to solve complex problems

What are the **skills** that recruiters consider to be the **least important** among graduating students?

1. Applied microeconomics
2. Ability to use social media to benefit the business
3. Accounting
4. Programming
5. Environmental management and CSR

(Source: Financial Times: Survey of executives across the world on 29 so-called soft and hard skills; 2018)



(Source Courtesy: The Boston Consulting Group; October 2019)

What are B-Schools doing to prepare their students to meet the expectations of recruiters? Has any B-School in India stopped teaching economics or accounting?

The **Boston Consulting Group** (BCG) calls the company of the future “**The Bionic Company.**”

The **Bionic Company** intertwines new technologies with human capabilities to power growth, innovation, efficiency, resilience, and advantage.

What does a Bionic Company look like? (*Refer to picture on previous page*)

A Bionic organization defines its unique strategy and purpose by answering three key questions:

1. **What purpose will we bring to the world?**
2. **What competitive advantage can we build?**
3. **What value can we create?**

A Bionic organization has human and technological factors circulating throughout the organization, enabling it to thrive.

The reality is that **not a single business school** in the world meets the requirements of a **Bionic organization.**

The Accreditation Perspective:

Let us first look at the accrediting bodies and what they claim to be their core purpose.

Here are the **purposes of the major accrediting bodies:**

1. “Create the next generation of great leaders.”
2. “Network of schools and companies to develop socially responsible leaders and managers.”
3. “Spearheading excellence and trailblazing innovation.”
4. “Ignite a standard of excellence.”
5. “Excellence in business education.”

The Recruiter Perspective:

A **Deloitte** study of 3,500 senior executives found that an overwhelming 94% was saying that **business school graduates were ill-suited** to the demands of a rapidly changing world, and another 5% saying that business school **graduates require significant onboarding** before they can create any value.

The Innovation Perspective:

One of the key indicators of the success of any educational system is the extent to which the **system fosters innovation**.

The **2018** list of Universities garnering the **maximum number of patents** comprises of the following:

1. The University of California System.
2. Massachusetts Institute of Technology.
3. The University of Texas System.
4. Stanford University.
5. Tsinghua University.
6. King Fahd University of Petroleum and Minerals.
7. Johns Hopkins University.
8. Wisconsin Alumni Research Foundation.
9. Harvard University.
10. California Institute of Technology.

Here is some food for thought for accrediting bodies and business schools:

1. **Not a single business school** in the world figures in the list of patents granted;
2. **Not a single business school** in the world offers a full course on **Intellectual Property**; and
3. Less than 2% of patents granted every year are for innovations in the **Small and Medium Enterprises (SME)** sector — the only exception being the **Netherlands**, where small businesses and start-ups account for over 90% of the patents.

The Innovation Paradox:

Innovation is a team activity, requiring the participants to understand at least some aspects of each other's expertise, as well as effective communication across areas. As one business school dean puts it: "The function of any educational system is to be **ahead of best practices**, not to be tracking a few steps behind the operating business world. Business schools are indeed in danger of being out of step with the operating business world." A course that combines **patenting theory** and the kind of errors commonly made by managers in practice would be of great value. (Gubby, Helen; **European Journal of Law and Technology; Volume 6; Number 3; 2015**).

The reality is that very few organizations foster the cross-functional approach that is at the heart of innovation. The general rule is to operate in silos, with minimal or no interaction between functions to create synergy.

The Accreditation — Employability Gap: Indian Scenario:

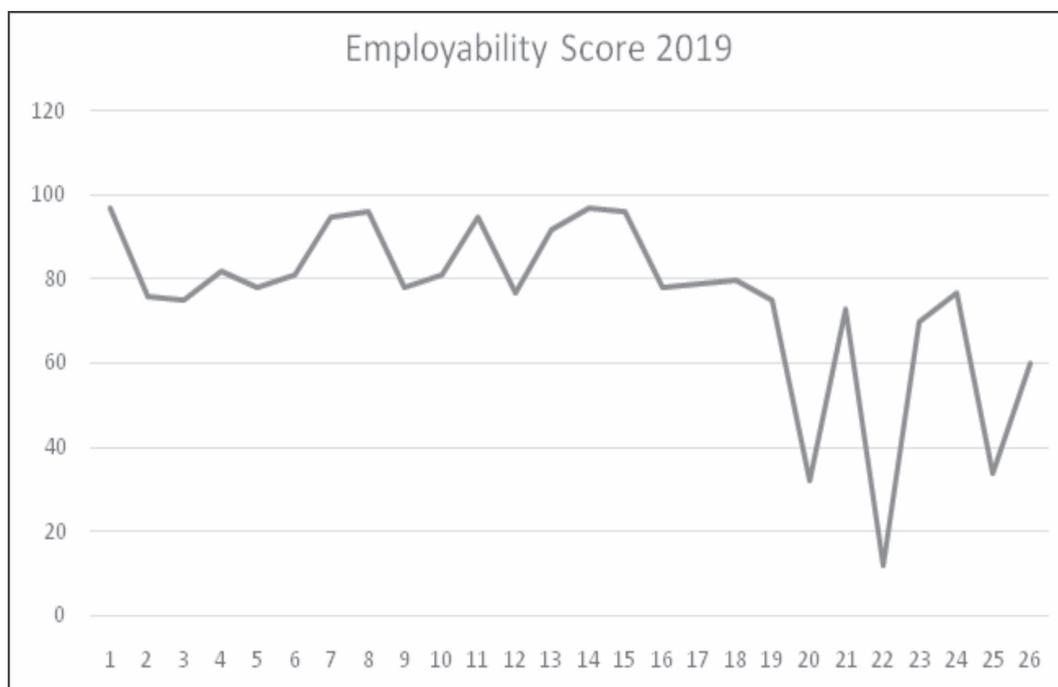
Global accreditation in India is less than fifteen years old. The first B-school accreditation occurred in 2006. The avowed objective then, and now, remains the same — validate processes through independent evaluation, identify areas for improvement, and undertake a journey of continuous improvement.

Whether anyone likes it or not, the basic premise behind a student undertaking graduate studies in business in India is to improve career opportunities.

Stakeholders have been made to believe that **global accreditation is a major path on the journey towards better employability.**

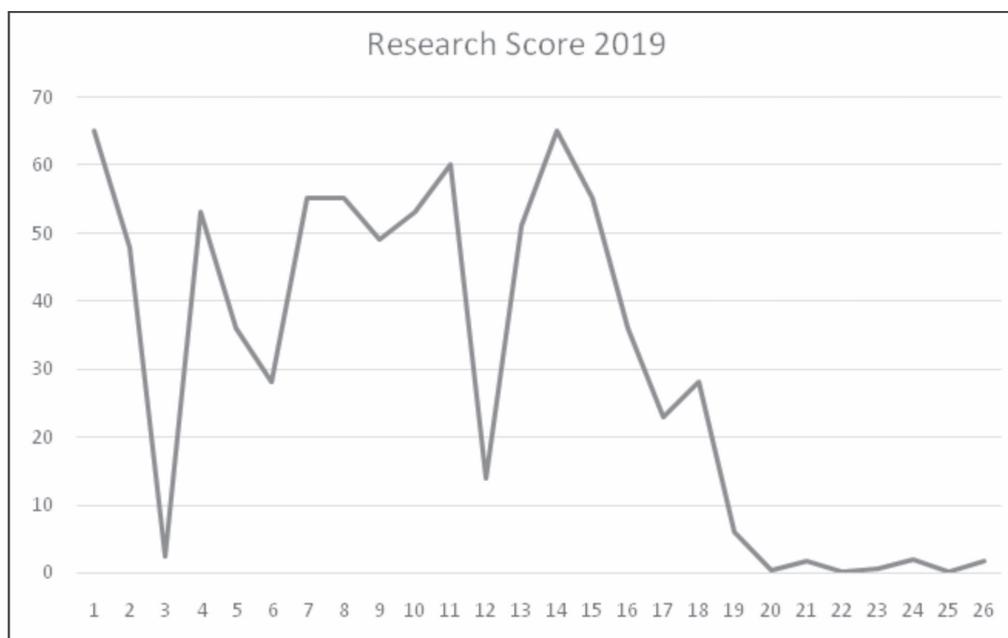
How far is this true?

An analysis of publicly available data provides no discernible evidence that employability and global accreditation have any relationship. Here is the graphical representation of business school rankings (**accredited schools only**) and employability:



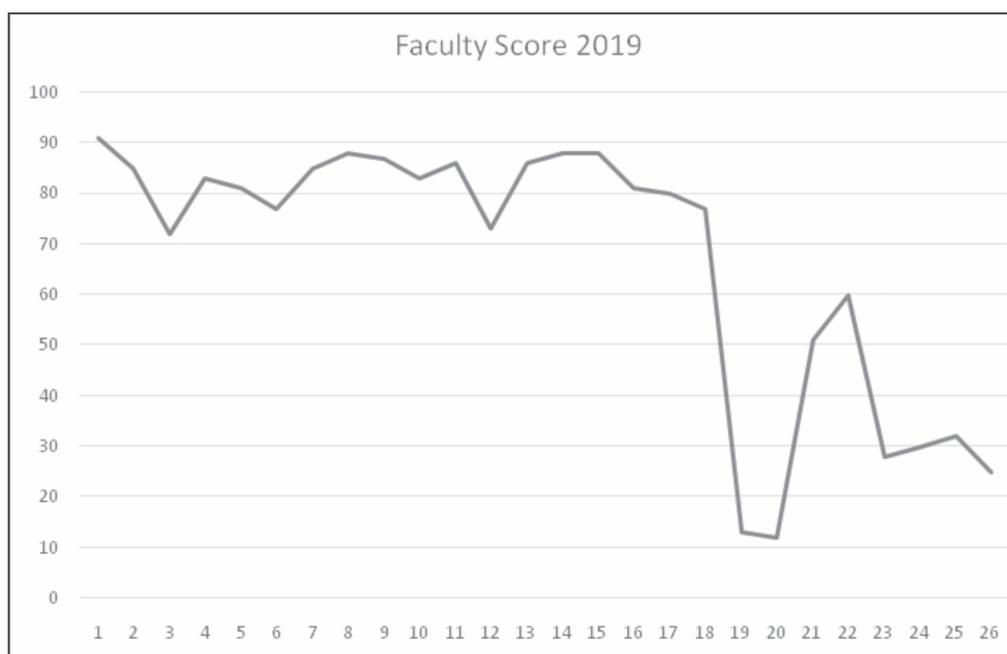
Both accrediting bodies and business schools might ponder as to how schools with a near-perfect employability score and schools with scores as low as 12% can claim to be on par because both are globally accredited.

If we agree that one indicator as to how innovative a school is depends on the quality of research, the anomalies are even more glaring:



Again, it is for accrediting bodies and business schools to explain to stakeholders as to how schools with a **research score of over 60%** and those with **scores close to zero** (how does one even measure 0.03%?) are both **good enough to be globally accredited**.

The answer partially is in the fact that contrary to claims, even the top-ranked and accredited schools do not have faculty who can make a difference. Please take a look at **faculty quality** of the accredited and ranked schools of 2019:



At the time of writing, there are **50+ accredited schools in India**. All of them have at least one accreditation, and some have two.

The disturbing fact is the **graph shows only half the schools**. Why?

The scores on the individual parameters and the total scores are **so low for half the accredited schools** that they are in a cluster, with the total score being less than 15%.

The Prognosis

Indian business schools appear to think that a great infrastructure, laptops for each student, academically qualified faculty, and a claim of 100% placements are the ingredients that make a great business school.

Harvard Business School Professor Amy Edmondson has studied organizations for nearly five decades. The two best predictors of a sustainable organization are **accountability** and **psychological safety**.



(Source: Courtesy Harvard Business Review; Professor Amy Edmondson)

If we limit our discussion to the top 5% (about 250 in number) of Indian business schools, our analysis shows a **majority of them** (54%) to be in the **apathy zone**. When one person's voice alone matters, contrarian ideas have no place, and all that a faculty member has to do is to ensure good academic results, apathy is the inevitable outcome. **Why should anyone care?**

24% are in the **comfort zone**. Freedom of expression is a fundamental right under the Indian constitution. Once you get in, you have a job until retirement. Is it any wonder that one sees the unseemly spectacle of faculty members migrating from the **anxiety zone to the comfort zone**, even if it means having to resort to unfair means?

18% are in the **anxiety zone**. Perform or perish is the mantra. Just do what we say. Do not question, and do not waste your wisdom on us. We can do without your bright ideas. Such schools see a rapid turnover. Who wants to work in a place where every moment is stressful, and you have no voice?

That leaves a **mere 4%** (11 schools, to be precise) in the ideal **learning zone**. They combine **high accountability** with exceptional **psychological safety**. They are the ones likely to shine among the business schools of the world.

Possible Root Cause

Analyzing over 200 business school websites, one cannot find one school that has a link to "**Areas or Opportunities for Improvement**." Every quality system and by extension, **every accreditation system emphasizes** the importance of **continuous improvement**. Yet, not one school is willing to admit there are opportunities for improvement. Going purely by the claims, **every business school is perfect**.

Where do we go from here?

Accepting that there are myriad areas for improvement is the first step towards progress.

Business schools need to **radically re-think their organizational culture**. A top-down philosophy where a few people make all the decisions has very little chance of success. A bottom-up approach where every idea is worthy of consideration is probably the best bet for innovation. When was the last time that you asked students what they wanted?

It is time for Indian business schools to have a **tenure-track approach** to faculty members. Simultaneously, it is vital to provide adequate **resources for professional development**. In conversations with business school faculty, it becomes painfully obvious that a strong disconnect exists between what faculty members **would love to do and what they have to do**.

The **3-Box solution** proposed by **Professor Vijay Govindarajan** may be a useful starting point. More than four decades ago, the MBA program started with management accounting in the first semester. A curriculum is not about filling up some boxes each semester. Have the courage to **jettison courses that recruiters do not want**. **Strengthen** areas where gaps exist between promise and performance. **Identify future growth opportunities** and implement them long before competitors give it a thought.

Education is good business. As long as we look at education as a business, nothing worthwhile is likely to happen. When we look at education as a service, our perspective changes, we realize that **all the gaps in the service quality model exist with current practices**. Bridging the gaps requires the collective wisdom of all stakeholders.

Here is my take on accreditation (local or global). “If you truly believe in quality, and are willing to put in place whatever it takes to ensure quality, you don’t have to go after accrediting bodies. The latter will find you and accredit you. On the other hand, if you do not believe in quality, even a quadruple accreditation cannot save you in the long run.”

Epilogue

I started with the skills that recruiters seek in graduating students. The supreme irony is that **two of the skills that graduates from elite schools think they are most proficient in — drive and resilience, and the ability to solve complex problems — are also the skills that recruiters say they find the most elusive in business graduates.**

“**MBA graduates may overvalue their abilities.**” – *Susan Sander Brennan, MIT Sloan School of Management*





Bridging the Gap Between Perceived and Actual Quality through Voluntary Accreditation

Olin O. Oedekoven, Ph.D.
President & CEO, Peregrine Global Services

What is the experience that you want to deliver to your customers?

Before I answer this question, I think it is important to understand the key elements of the question.

First, *who are your customers?* While it is easy to suggest that our customers in higher education are the students, and indeed they should be, I submit that your students are only part of the customer equation. If employers do not hire your graduates, your business school will fail. The ultimate customers, or end-users, are the employers of your graduates. Therefore, I believe it is critical in higher education to consider the employers as customers. In that context, it is essential that you are delivering the right knowledge and skills that your employers require.

Second, *what constitutes the customer experience that you seek to deliver?* For the students as the customers, it would be an experience that best promotes learning new knowledge and practical skill development, and how to apply both in today's workplace. For the employers as the customers, it would be an experience that provides trained and ready employees that have both the technical and soft skills necessary to add value to the organization. An outcome of business is to generate net revenue. The actions of the employees must result in creation of value and to create value, employees must have both knowledge (technical) and soft skills (non-technical) abilities.

Third, *what is the educational delivery that you believe you are giving?* If your educational experience is based on the traditional construct of lecture, homework, and testing, I submit that this ancient approach will fail you in today's world. The sad truth is that a professor pulled from the 19th Century could, with very little effort, teach very successfully in today's classrooms while at the same time a businessman from the 19th Century would fail quickly in today's workplace. ***Why is our educational delivery the same today as it was 200 years ago even though our workplaces are largely unrecognizable compared to that period?*** I believe it is time to consider our delivery of higher education and

transform it into one that is truly aligned with the needs of the workplace, now and into the future.

With a deeper understanding of the words, we can return to the original question: *what is the experience that you want to deliver to your customers?* To answer this question, consider an analogy based on the restaurant industry.

What do restaurants do? They satisfy hunger by providing food (meals) for the body (relatedly, higher education provides knowledge and skills with food for the mind). There are many different levels for meal delivery, but for the sake of argument, I will use three levels.

The first level is the *street vendor*. The street vendor provides meals that are quick, easy, and low-cost. The food quality may be fine, and it can certainly satisfy a hunger. *What is the experience that the street vendor wishes to provide?* It is simply to satisfy an immediate need (hunger) and move onto the next person. Not a lot of choice, obviously, but still the need is addressed with a simple delivery-based experience. In terms of atmosphere, it just depends on the street corner the vendor selected.

The second level is the *typical restaurant*. The typical restaurant has a menu of choices and it is up to the customer to select which items on that menu they want to help satisfy their hunger. Perhaps the restaurant has a daily special to promote, but otherwise it is just about reading a menu organized by categories of entrees, making dish selections, and then having the meal promptly delivered. In terms of an experience, it is about affordability, consistency, and production at a level to satisfy many people's appetites at the same time. There are variations on atmospheres, but in general they are all about the same with several tables organized within a larger room and some nice decorations on the walls.

The third level is *fine dining*. All of us have had this type of experience. From time to time, we treat ourselves to an elegant meal at an upscale establishment. The experience begins with how we are welcomed to the place, how we are seated, and the relationship we build with the waitstaff. There may or may not be a menu. There are probably few, if any, specials because everything is special (you would not go there if they were not special!). If there is a menu, most likely it is organized by cuisines rather than by food groups. We usually spend several hours at such an establishment because it is a complete dining and social experience. In terms of atmosphere, each one is unique and carefully considered relative to the experience that is desired for the customers.

In terms of your higher education experience based on the analogy of the restaurant levels, which one are you?

In my involvement with higher education throughout the world, many business schools have a perception of themselves that is higher than the actual experiences

they deliver. Perhaps it is only human nature to consider ourselves at higher levels than reality, no doubt true for how organizations frequently see themselves. This is often the case before the academic institution undertakes voluntary accreditation with an internationally recognized business school accreditor.

Accreditation essentially comes in two forms: *compliance-based accreditation* and *voluntary accreditation*.

Compliance-based accreditation is what we must do to obtain and maintain a license to provide higher education degrees. Compliance-based accreditation is usually synonymous with regulation. This is what state and national governmental accreditation agencies do. If you want to be in the education business and deliver degrees, you must comply with specific rules and regulations. It is really no different than any other business that requires a permit or license to provide its products and services. In the world of higher education, we just have a grander word for this: *accreditation*.

Voluntary accreditation, however, is very different. You choose to seek the accreditation, hence the word “voluntary”.

For business schools, voluntary accreditation includes Accreditation Council for Business Schools and Programs (ACBSP), International Accreditation Council for Business Education (IACBE), Association to Advance Collegiate Schools of Business (AACSB), Association of MBA’s (AMBA), and European Foundation for Quality Management (EFMD).

Each of these agencies provides globally recognized accreditation services that create quality and value for the higher education institution. Voluntary accreditation has little to do with compliance. Instead, voluntary accreditation is focused on quality and excellence for the educational experience you want to deliver. Voluntary accreditation helps ensure that you are truly delivering on your promise.

At its core, voluntary accreditation provides you with well-defined processes that you use to close the gap between aspiration and reality relative to your educational experience. Voluntary education is a way to elevate your quality, align goals with results, and ensure that you are meeting your delivery expectations.

The street vendor, typical restaurant, and the fine dining establishment all have compliance-based permits to operate. That is about all the street vendor needs. The typical restaurant may seek out some external assistance; however, it probably does not have a unique quality seal of recognition. What distinguishes the fine dining establishment is that the owners also sought recognized quality assurance standards to ensure that the superiority of the experience is at the level the establishment desires, that the workforce has a quality focus, and everyone works tirelessly to maintain the brand.

Voluntary accreditation will help transition your institution into the fine dining experience you desire. Not just for your students, but most importantly for the employers of your graduates. Voluntary accreditation helps you fulfill customer expectations of your graduates and will keep them coming back to you year-after-year.

Your employers do not want just any graduates to fill those job vacancies. They want, and expect you to deliver, graduates who have both the knowledge and soft skills they need to be successful in today's 21st Century workplace. Internationally recognized accreditation for your business school will help you ensure that your educational experience is where it needs to be.

Your students expect it and the employers of your graduate demand it – time for you to chose quality and deliver on that promise.





Responding to the Times – AACSB’s New Board Chair Explores How the Association Plans to Adapt to Trends in Business, Technology and Management Education

John A. Elliott*

AACSB International launched its Collective Vision in 2016 with the ambitious goal of enabling business schools to play a part in driving change around the world in the coming decades. As I take on my responsibilities as the association’s new board chair, I think often about one of the key roles we identified – that of being “enablers of global prosperity.”

Business education has traditionally focused on maximizing shareholder wealth. We teach students to evaluate the management of supply chains, to create manufacturing efficiencies, and to share innovation. Yet if business schools truly are going to enable global prosperity, we also must graduate students “who know how to generate wealth, consume resources, and create innovation in ways that are responsible, inclusive, and humanistic,” as the Collective Vision states.

This is an important task to undertake in an era when nationalism and the possibility of trade wars are creating rising tension. At the heart of the issue are two questions: Who are the people who matter? Are they only my fellow countrymen and women, or are they the citizens of the world?

At AACSB, we view global prosperity as a way to make the world a better place for all people, a rising tide that lifts all boats. But we can’t lose sight of the fact that certain trading patterns and tariffs can have negative effects on some communities in some parts of the world. We need to keep in mind that global prosperity might mean that *most* people are better off, not *everybody*, and we have to consider how to address that disparity. We must understand that current perceptions of global trade have changed what our students need to know, and we must respond in a timely way.

If there is one theme I expect to dominate my tenure as board chair, that would be it: *responding in a timely way* to an ever-changing business and social environment. Some of those changes will be brought about intentionally, as when the association revamps its own core product; and some of those changes will come about as the result of outside forces. But AACSB and its member schools will need to remain adaptable in order to stay relevant in the future.

Standards in Progress

One of the biggest changes the association will face in the coming year is also one of the most exciting: a new set of accreditation standards. The most recent standards were launched in 2013, and historically we have not moved quite so quickly to make updates. But two factors have encouraged us to hasten our timetable.

One, we had great success revising and implementing the new accounting standards, which very actively engaged members of the accounting profession in determining how new standards could benefit both our students and the profession. And two, when we put our 2013 standards in place, there was a great deal of uncertainty about what the future of management education would look like and where the association might go. We knew that we needed to be nimble to keep up with changes in the industry – and the success of the new accounting standards convinced us that we could indeed move as quickly as necessary.

We convened a Business Accreditation Task Force (BATF) in July 2018, and it has already done remarkable work identifying key issues and gathering feedback from members. We expect the first draft of the new standards to be unveiled at the Global Accreditation Conference this September and a second draft at the Deans Conference next February. A final version will be presented to the membership for a vote at the International Conference and Annual Meeting taking place in April 2020 in Denver, Colorado. If the new standards are accepted, there will be a two- or three-year transition as we implement them.

We believe the 2020 standards will offer efficiencies and simplifications that will reduce the burden on our member schools while still supporting continuous improvement, strategic planning, and tailored goal setting. Input from schools has already provided useful insights in several key areas, such as faculty qualifications. For instance, while members continue to value high-quality faculty, they have indicated a desire for more flexibility in determining how to deploy qualified faculty in ways that further each school's individual mission.

Many other aspects of the standards are also being reviewed. Among other ideas, we are considering how to create efficiencies in the assurance of learning process, how to develop and deploy peer review teams and mentors, and how to leverage technology to streamline reporting and the accreditation visit. We're also looking at how to foster innovation in the curriculum and how to emphasize the connection between business education and the practice of business. In short, our goal is to promote high-quality outcomes with a more principles-based framework of standards that works globally and will stand the test of time.

The task force members, located around the globe, have worked diligently to advance our standards and improve management education. But while it is the BATF's responsibility to craft the standards, it is the board's responsibility to facilitate and evaluate the group's work, and to prepare a draft that members can

vote on at ICAM. I believe that finalizing the 2020 standards will be the No. 1 task for all of us next year.

Business in Transition

The association also is paying close attention to the trends that are affecting business itself, and leading us in that endeavor is our Innovation Committee. In recent years, the committee has been particularly interested in the technological innovations that are transforming both boardrooms and classrooms.

The digital space has matured at such a frenetic pace that experts are saying “digital transformation” is one of the biggest issues companies will be dealing with for years to come. Today’s business leaders need to understand how artificial intelligence could affect their industries and how data analytics could power their companies. At the same time, executives must be prepared to manage virtual teams that span languages, cultures, and traditions.

We have to think about how the evolving workplace forces us to evolve at the university. We must teach our students about analytics, machine learning, the Internet of Things, and the digitization of information, because this knowledge is not optional. Students and faculty alike must cultivate a growth mindset that enables them to adapt quickly to emerging technologies. Today, many business schools are developing programs built around analytics, because some of the most highly prized new hires are graduates who understand how to use data to achieve company objectives. In the current market, even MBAs might need to focus as much on data science as on finance.

But digital transformation isn’t just changing *what* we teach – it’s changing *how* we teach. Schools are offering online, hybrid, and MOOC courses; they’re enabling students to work in virtual teams, both across colleges and across universities. They are providing students with learning environments that are patterned after evolving office environments so that graduates will be comfortable in the workplace of the future.

I’ve heard people say that a student from 75 years ago could be dropped into one of today’s classrooms and find it familiar, because there would still be a sage on the stage lecturing to a group of people. While that might be true some of the time, it’s not the only truth. Our classrooms have changed to match the changing workplace.

Education as a Journey

Another way universities are evolving right along with business is through the notion of lifelong learning. Organizations know that it’s not enough to hire and train their talent; they also must develop their executives as continuously growing learners. And, as more people live to be 100 years old, more of them will work well past the age of 65. At that point, workers can’t rely on the skills and knowledge

they gained when they were 25. They will have to acquire additional knowledge as their career needs change.

As business schools, we must provide students with opportunities for lifelong learning no matter where they are in their educational journeys. All of our various student populations – undergraduates, grad students, full-time MBA students, part-time MBA students, online students, and executives – are looking for something specific from the learning experience. Executives might need quick certificate courses that help them hone particular skills. Part-time students might want courses with practical information that they can apply when they return to work the next day. Undergraduates might need professional development programs as much as they need training in business fundamentals. Students enrolled in MOOCs might want opportunities to test the waters to determine whether they would like to enroll in degree programs. We have to meet the needs of all these different groups as we prepare them for the workplace.

We must also recognize that many firms want to engage with our students earlier in the educational process, through internships or other interactions, so they can better identify potential new employees. As the hiring process shifts, schools must keep pace. In many cases, this means pouring more resources into our professional development and career services departments, because they play such important roles in maintaining our engagement with the companies that hire our students.

An Optimist's Forecast

As I review these priorities for the upcoming year, I see that AACSB and its members remain focused on the three pillars of impact, innovation, and engagement. We are considering the impact that our programs have both on learners and on business; we are embracing innovation in what we teach, how we teach, and how we revise our standards; and we are fostering engagement among our schools and all of our stakeholders.

While it's only recently that these pillars have been formally articulated, I believe they have always been part of AACSB's DNA. They've marked the path that we always have traveled as we led the way for business schools worldwide, and I believe innovation, impact, and engagement will continue to guide us into the future.

I'm an optimist about business education, which I see as being in a process of continuous improvement. All the changes and challenges we face in the coming months are just opportunities for us to make management education even better in the future.

* *John A. Elliott is interim provost at the University of Connecticut in Storrs, where he also holds the Auran J. Fox Chair in Business and was appointed dean of the School of Business in 2012. Elliott will serve as AACSB International's board chair for the 2019–2020 academic year. This article originally appeared in BizEd's September / October 2019 issue. Please send questions, comments, or letters to the editor to bized.editors@aacsb.edu.*

Future-Proofing Global Business Education

Andrew Main Wilson* & Bodo Schlegelmilch**

Great leadership is the lynchpin of sustainable, successful business.

Profit and growth depends on leaders who know what they want to achieve and understand how they can make a difference in the world. The situation is obvious: The planet is under pressure. Resources are finite, global terrorism is rife, social inequality is a prevailing issue.

The most innovative and dynamic business thinkers share a number of virtues: transparency and a willingness to share ideas; great communication; great knowledge of their marketplace; and, perhaps most importantly, a long term, sustainable view.

But putting this ethos into terms of leadership, the challenge is great: as the global labour market becomes increasingly heated and economies remain volatile and uncertain, businesses are crying out for a new breed of leader to future-proof economies, ride the chaos and innovate through complexity.

In 2016, in an interview for AMBA's magazine *AMBITION*, Paul Polman, then CEO of FMCG multi-national Unilever explained there are basic skill-sets for which employers will always look: integrity is one of these things; being hardworking probably comes second; and intelligence.

He also explained the world needs 'different leaders', who have a high level of awareness about what's going on in the world, a high level of engagement in wanting to do something about it, and who operate with humility and humanity.

In saying that, they also need people skills as well as focus — and this presents a challenge for Business Schools in developing these game-changing leaders. Over the following paragraphs, we will explore several disruptive themes that will impact the success of Business Schools in rising to this challenge.

New paradigms of success

In BGA's publication *Business Impact*, earlier this year, we outlined our thoughts on some of the disruption affecting business education.

We explained that traditional Business Schools rely on full-time professors who spend most of their time on research and are often also tasked with administrative duties. This model makes teaching expensive. Blended learning or flipped classrooms can boost the bottom line. While these cost reductions seek efficiencies within the existing Business School model, they fail to question the rationale of the model itself. This is akin to Blockbuster Video looking for cost savings when Netflix changed the rules of the game. We all know what happened to Blockbuster: it went bust.

The real competition for many Business Schools comes from drastically different business models. First, there are massive open online courses (MOOCs) aimed at open access via the internet. Other eLearning platforms work independent of traditional Business Schools. MOOCs have shifted the competition from being between Business Schools to between networks. These networks include a range of companies that team up to design and distribute educational content.

To add another level of complexity to the competitive landscape, international consulting companies are expanding their digital learning offerings. While these companies do not (yet) have the right to grant degrees and typically offer a certificate on completion of their courses, it is ultimately arguable whether a certificate from a prestigious consulting company such as McKinsey or PwC has more currency. In addition, some degrees offered by traditional Business Schools are already giving credits for a variety of MOOC certificates. Corporate universities and system integrators are encroaching on the traditional Business School market. Some corporations have built impressive campuses, where they not only train their own employees but also those of selected partner companies.

Thus, traditional Business Schools face a myriad of competitive challenges. All of this suggests that the time for 'business as usual' is over. A few cosmetic changes to the existing business model will not be enough to secure survival. In particular, Business Schools that are not among the top aspirational brands will need to adopt alternative business models or risk becoming a casualty of the paradigmatic changes in the business environment.

Other innovations, such as adaptive learning and artificial intelligence (AI), are already emerging. Collectively, these rapid technological changes indicate the end of 'business as usual'. Traditional Business Schools will not be able to survive without embracing fundamental changes in technology.

Demand for sustainability

The increasing demand for sustainable businesses and products will have a

profound influence on Business Schools. But what does demand for sustainability mean and where does it come from?

According to the UN, sustainability refers to our concern that human activities should meet the needs of the present without compromising the ability of future generations to meet their own needs. At a more detailed level, sustainability calls for the balancing of three fundamental dimensions: environmental protection, societal progress and economic growth. While Business School teaching has traditionally focused on economic growth – the profit part of the three sustainability dimensions — the other two dimensions, often labelled as ‘people and planet’, are increasingly gaining centre stage.

However, most case discussions and lectures do not even question the primacy of profit as an outcome variable of corporate value creation. Typically, Business School teaching centres around how various elements of the value chain can be optimised to increase profits.

The Changing Student Demographic

The reasons for people taking an MBA or business degree are no longer financial. Our research shows that one of the reasons people are choosing to complete MBAs is to take part in more ‘worthwhile’ things and make a difference.

The leaders of the future need the knowledge and insight to know how to manage within a complex corporate, but equally, they need the speed of thought, innovation and creativity to operate like the owner of a start-up. Entrepreneurial flair should be in the DNA of a leader and this is something that all too often we forget as MBA graduates go to work in larger corporations. Entrepreneurs don’t need to start a small business — small and large businesses both cannot exist without each other. MBAs and leaders need to decide if they’re comfortable in one or other of these environments, with the positions in large corporates being much more competitive.

In a fast changing environment, speed and entrepreneurship is something business leaders have to continually learn and hone... and Business Schools have to embrace.

Inspirational Business School leaders

The start of May marked the beginning of AMBA and BGA’s busy international schedule and, this year, we hosted the largest conference for Business School Deans and Directors in the breath-taking city of Istanbul, Turkey.

The conference sessions were designed to challenge the status quo and explored topics that include poverty, diversity, artificial intelligence (AI), collaboration, social media, disruption, MBA rankings, entrepreneurship, and emerging markets.

With AI estimated to drive a productivity and consumption boost of up to \$16tn USD by 2030, the majority of CEOs acknowledge that AI technology will significantly change the way they do business in the coming years.

Rob McCargow, Director of AI at PwC, shared best practices on how business leadership should prioritise the responsible adoption of technology, in a way that delivers measurable value while maintaining trust.

Andrea Sianesi, Dean of MIP Politecnico di Milano Graduate School of Business, put the AI conversation into the context of business education. Sianesi shared his thoughts on how AI can create a competitive advantage for Business Schools and outlined how his School has developed an innovative AI platform, in partnership with Microsoft, to ensure personalised, continuous learning for its students and alumni.

Francisco Veloso, Dean of one of the world's most innovative Business Schools at Imperial College, shared his vision of how technology is changing business education and discussed the creation of the Future of Management Education Alliance, a collaborative initiative of leading Business Schools around the world.

On the topic of responsible management, UNICEF's Chief Operating Officer, Claire Fox, explained how political instability, global conflicts, and increasing climate change mean all sectors of society — and the education sector in particular — have a crucial role to play in creating a safe, harmonious and sustainable world. And Kader Kaneye, President and CEO of ILIMI African Development University shared his inspiring story of creating a new Business School in Niger, one of the least developed countries on Earth, while putting forward his inspirational ambition to combine global best practice with management education that is relevant to the local context.

At AMBA & BGA, our objective is to encourage Business Schools to embrace the environmental turbulences we are experiencing. Not every change is a threat. Changes can also open up opportunities, but taking advantage of changes requires the courage to chart new routes. And these routes may be very different for Business Schools with varying resources, capabilities and purposes.

The future(s) of Business Schools

As we mentioned above, if a Business School opts to continue with business as usual, it will soon encounter a substantial drop in its MBA enrolment. A knee-jerk boost in advertising spend, increase in scholarships, and reduction in teaching costs by bringing less-qualified instructors into MBA classrooms, will be insufficient. Such measures are unlikely to stop the downward spiral of fewer qualified students, lower income and a restricted ability to make necessary investments.

Instead, Business Schools need to go beyond cosmetic adjustments and consider fundamental changes to their business models. This starts with a realistic assessment of their resources and capabilities.

Schools have to think carefully about their resources, capabilities and, in particular, purpose. Before they settle on a business model, Schools need to gain clarity on a host of soul-searching questions: what constitutes success, for Business Schools?

The role of AMBA & BGA

The Association of MBAs and Business Graduates Association (AMBA& BGA) has made it its mission to work with Business Schools, employers, MBA students and graduates, to ensure quality management skills and a thirst for lifelong learning are nurtured among those preparing to lead in our turbulent world.

Our organisation was first established in London in 1967 by eight MBA graduates; six had returned from Ivy League Business Schools in the US and two had completed courses from London Business School.

The landscape of post graduate business education in Europe in the 1960s was virtually non-existent and the group decided to set up a body that would raise the profile of business education and the MBA as a qualification, generating a ripple effect across the continent.

While the nature of post-recession economics makes future gazing impossible, the MBA provides skills required not just by large corporates, but by charities, SMEs and start-ups, where there is an ongoing need for better trained and qualified managers in the marketplace. The MBA has always been respected - and always will be - but the approach to taking a business qualification has evolved and there is a continual move to part time or executive MBAs as more people choose to remain in employment while studying for financial reasons.

As such the accreditation criteria of both AMBA and BGA are focused on impact: the difference that Business Schools are making to students' career trajectories, economies, societies and the wider world. Our accreditation criteria has evolved over time to incorporate digital infrastructure, celebrate innovation and respect agility and flexibility.

An AMBA and/or BGA accredited Business School will have proven itself to be a leader in the area of Education 4.0.

The world has reached a tipping point and is looking to leaders in business to play not only a pivotal role, but possibly the lead role, in solving our planet's resources, energy and social equality problems. We have to draw on the strength of our

About AMBA & BGA

Spearheading excellence and trailblazing innovation, for more than 50 years the Association of MBAs and Business Graduates Association (AMBA & BGA) has been the impartial authority on post-graduate management education.

AMBA established that vision in 1967 and, in a volatile, uncertain world, it's as relevant today as it was then.

We are committed to raising the profile and quality standards of business education internationally, for the benefit of Business Schools, students and alumni, employers, communities and society. Our accreditation service is the global standard for all MBA, DBA and master's degrees, currently accrediting programmes from the top 2% of Business Schools in more than 75 countries.

Our Research and Insight Centre produces a rich body of reports exploring global trends in the business education sector. This drives our global thought leadership and public affairs campaigns.

We are the only professional membership association that connects MBA students and graduates, accredited Business Schools and MBA employers throughout the world.

Through our members, AMBA is building an international force for good, championing best practice, responsible management and sustainability. Membership to AMBA means being part of an international community of peers with access to business strategy thought leadership, career advice and knowledge, and an MBA jobs portal.

Our multi-award-winning events offer networking opportunities online and in person across all continents in association with international corporate partners and thought leaders exclusively for our members and accredited Business Schools.

The Business Graduates Association (BGA) is an international membership and accreditation body of world-leading and high-potential Business Schools that share a commitment for responsible management practices and lifelong learning, and that are looking to provide a positive impact on their students, communities and the economy as a whole. We offer:

- Quality assurance services to Business Schools and similar institutions, aimed at continuous improvement and positive impact to increase a Business School's credibility and influence
- Consultation and mentorship services to Business Schools to improve their marketing and admissions, programme design, alumni interaction, teaching methods, and career development services
- Award-winning international events for Business School professionals, focused on continuous learning
- Student and graduate membership, which includes social networking events worldwide, professional development tools, a Career Development Centre, and much more
- Leading and award-winning content on responsible management, professional and personal growth, and influence via the Business Impact content hub

network, to nurture sustainable change because there is no one thing any one company could do to make this a more sustainable world.

Reflecting once more our Global Conference, which we mentioned earlier in this piece — and focusing on the strength of collaboration within the AMBA & BGA family — we came away from with a better understanding of the seemingly insurmountable challenges we're facing as an industry but, more importantly, encouraged that, as a powerful network, we are in great shape to address them.

* *Chief Executive of the Association of MBAs & Business Graduates Association (AMBA & BGA)*

** *Chair of AMBA & BGA*

Role of Technology in Accreditation in Higher Education

Dr. Ela Goyal, Dr. Mahendra Gupta
Founders — MEETCS

Introduction

Education is a service that nurtures and builds human resource. For time immemorial man has consistently strived to learn and explore for betterment of life. It is his/her natural instinct to progress further and progress is not possible without both formal and informal education. Therefore it is a moral duty of entire education system to provide such an education that abates the students to scale new heights, to expand their horizons and take themselves, their families, and whole nation on the path of progress. In order to achieve this goal it is necessary to appraise and evaluate the educational institutes at a regular interval. Education accreditation serves this purpose [1].

Accreditation began 60 years ago in the United States in response to the significant increase in university enrollment after the Second World War, and as an urgent need to regulate a market - basically private schools and universities – that began to grow rapidly. The challenge was to maintain teaching quality levels.

Today, accreditation is a normal aspect of Higher Education. Education accreditation is an official quality assurance process that evaluates services, operations and programs of educational institutes. This evaluation is done by an external agency to check if necessary standards set by the accrediting agency are met. The education accreditation serves the interests of institutes and public as well by establishing educational standards, procedures and policies that are in line with the national education standards. Thus education accreditation helps to enhance the quality of education. It raises the standards of teaching and supports good practice. It demonstrates commitment to the quality of teaching. It inspires academic staff to excel in their profession and get due recognition and rewards. It also helps the institutions to understand their strengths and weaknesses and plan and update the services accordingly [2].

However, implementing accreditation represents a double-edged sword. On one hand, it offers the opportunity for a Higher Education institution to be recognized

as an entity that offers quality education and research for the good of society. However, it can also become a threat. An accreditation process reveals deficiencies in quality and management errors. It places the institution's credibility and reputation at risk.

Challenges In Implementing Accreditation

- 1. Cost versus benefit** Accreditation process involves a spending time and resources, in addition to accepting the economic, social, and educational consequences of starting the process. The cost of an accreditation process will only be worth it if the benefit is greater, both monetary and in terms of improving internal management capacity. The procedure itself is lengthy and involves the entire institute, so calculations and investment should always be based on a long-term outlook[1].
- 2. Involving the entire institution in the process** Different faculties, study centres and academic units that make an institution often function independently of the institution's governing body. Even if the institution has a roadmap with a mission, vision and unique practices, it is complex to align the entire administrative and academic body under a common goal. This would involve administrative staff, full-time teachers and part-time researchers, as well as students. Areas such as human resources, finance, teaching or research usually work in isolation from others[3].

Accreditation processes usually require that everyone align around a collaborative process. And this is a difficult task.

- 3. Establishing a culture of self-evaluation and self-regulation** By establishing the practice of continuous improvement, accreditation processes promote constant development of performance evaluation procedures and improvements to plans and programs[2]. However, accountability is a significant workload both for the administrative area and for academic staff. Both must invest a good part of the time in so-called "management control". Thus, improvement can also generate discomfort. Performance indicators can be seen as a threat by faculties that value their independence from the rest of the staff.
- 4. Managing the academic staff** Accreditation tests the relationship between educational institutions and their academic staff. On one hand, it encourages the employment of professionals with better academic credentials. On the other, it demands all teachers be held accountable for their performance. Also, when institutions seek accreditation in research, they must find synergies with teachers who spend more time on research, and researchers who spent more time on teaching. It involves more significant investment in the internal training and improvement of academics[1].

Some teachers may find that this improvement process threatens their teaching style and freedom to innovate. The concern arises due to increased standardization and homogeneity of classes as part of the accreditation of classroom learning indicators. It is common for teachers to include new learnings when preparing their classes and to seek to add value to their disciplines. Their apprehension, therefore, is that the accreditation process will limit this ability to innovate.

5. **Technology Management** In today's times, educational institutions are increasingly relying on technology to streamline internal management as well as the teaching-learning processes. Especially now, since the institutions face increasing social pressure that questions the education they provide and holding them accountable for the results of programs and degrees, as well as the processes and procedures they use.

Technology as a solution

Most of the challenges mentioned above can be resolved using technology solutions. The changes related to human aspect can also be handled using technology as the management will be able to apply data analytics to understand human behaviour and take action accordingly. Technological solutions would bring in transparency, accountability and would clearly show the doers from not-doers, promoting a culture of rewards too, to bring in positivity and motivation.

1. To prepare for an accreditation process there's a need to identify the factors, what is required and why, as well as the levels to improve these factors to. Reporting and assessment tools that are easy to use and understand, are required to identify these factors and their levels—current as well as improved. Such reporting and assessment tools are possible only using technological solutions.
2. All the information and evidence that the institution needs to gather, organize and present is already in its campus and classrooms. Using technological solutions, institutions can organize and unify their data, saving time, money and other resources. There are technological solutions, such as programs that make this task more manageable. Being in a technology-driven era, every institute needs to be abreast with technology and thus offer the best solutions for imparting knowledge and convenience to the students. Apart from interactive online learning, Online Admission System and online examination system, colleges can opt for digital library facility, 24*7 student support centre among others.
3. Higher Education institutions are incorporating technology into their internal assessment to save, control and manage critical data required to monitor processes, identify gaps and low performances, to solve and improve these

gaps. These technologies aim to enhance institutional management and also students' learning experiences, in particular, student retention and commitment levels. By harnessing relevant technologies, the student experience can be enhanced through better access to assessment information, a broader range of tasks, automated or speedier feedback, student-student and student-staff dialogue regarding assessment, and support for peer and group assessment. Many institutions have highlighted the advantages of using technology to measure academic and administrative performances as[3]:

- Greater variety and authenticity in the design of assessments.
 - Improved student engagement, for example through interactive formative assessments with adaptive feedback.
 - Choice in the timing and location of assessments.
 - Capturing broader skills and attributes not easily assessed by other means, for example through simulations, e-portfolios and interactive games.
 - Efficient submission, marking, moderation and data storage processes.
 - Consistent, accurate results with opportunities to combine human and computer marking.
 - Immediate feedback.
 - Increased opportunities for students to act on feedback, for example by reflection in eportfolios.
 - Innovative approaches based around the use of creative media and online peer and selfassessment.
 - Accurate, timely and accessible evidence on the effectiveness of curriculum design and delivery.
4. Regular updates to management of the institutions - The institution's governing board should receive regular reports about the student learning and efforts to use evidence to improve programs — that is the main objective of an accreditation process. Such reports about all aspects of student life can be generated automatically and sent in the respective mail box.
 5. Also, institutions can ensure transparency and accountability to the public by providing access, on websites and other channels, to student learning evidence, its use, as well as other institutional indicators. Feedback can be conducted for each class. Parents, students, alumni in-charge, management

committee and other authorities can receive these automated mails about feedback on various aspects such as curriculum, teaching-learning, interaction with the students, corporate feedback etc.

Conclusion

Supported by technological assessment tools, it is possible for Higher Education institutions to identify and report on their educational standards. This allows institutions to differentiate between areas that perform well or do not require immediate attention, and those that need to improve.

Malcolm X, an African —American leader and human right activist had once said that “And just because you have colleges and universities, it doesn’t mean you have education.” Very apt his words are when number of educational institutes across the world is growing day by day and still there are many miles to go to achieve the highest education standards[1].

In general, there is a positive perception of the long-term benefits of an education accreditation process. Even preparing for an accreditation visit has a positive effect when there is a conviction that the standards being applied make sense and guarantee quality. Accreditation is a catalyst for extensive internal changes to ensure that specific quality standards are established in the institution, as well as the permanency of these standards through periodic monitoring and supervision. For institutions with more advanced self-evaluation processes, accreditation is effective for putting in place continuous improvement policies. For institutions that have new or incipient systems, the process fosters and stimulates the adoption of mechanisms and practices that guarantee education quality.

Regardless of the tools and solutions adopted, success depends on all participants in the accreditation process being convinced of its benefits, prepare adequately to face the experience, and implement good practices to meet the challenges that will emerge.

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Accreditation / Support Agencies Worldwide

Accreditation Agencies

- AACSB International Association to Advance Collegiate Schools of Business
- IACBE (International Accreditation Council for Business Education)
- BAC (British Accreditation Council)
- ASIC (Accreditation Service for International Colleges)
- ACBSP (Accreditation Council for Business Schools & Programs)
- EFMD (European Federation for Management Development)
- AMBA Association of MBAS
- SAQS South Asian System
- MSCHE Middle States Commission on Higher Education
- NEASC-CIHE New England Association of Schools and Colleges Commission on Institutions of Higher Education
- HLC Higher Learning Commission
- SACS Southern Association of Colleges and Schools Commission on Colleges
- WASC-ACCJC Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- WASC-SCUC Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

Global Institutions for Management Excellence

- NQAAHE The International Network for Quality Assurance Agencies in Higher Education
- AOM Academy of Management Education
- NAFSA Association of International Educators
- SEAA Standards for Educational Advancement & Accreditation (SEAA) Trust



Internationally Accredited School Profiles – Indian

International Accreditation has followed the same pattern of high diversity of the business schools in the country with the earliest accreditation going for one of the best schools of management, usually ranked within the top ten, Management Development Institute (MDI) Gurgaon in 2005. It was Association of MBAs based in London who opened the International accreditation mandate in India with MDI Gurgaon. It took another five years before the next business school could get its international endorsement, this time IACBE with Alliance Business School later merged with the Alliance University. Around the same time SEAA Trust, New Delhi began its active campaign of international accreditation and brought all the top rated accreditation agencies on the same platform at its annual conference and also held individual conference focused on respective accreditation processes around the country.

AACSB International, EFMD-EQUIS, AMBA, ACBSP, IACBE, SAQS and British Accreditation council participated in this initiative. Between 2008 and 2014, as many as 28 accreditation were done in a flurry giving us the satisfaction that we were on the right track. We started a campaign “100 by 2015” to get at least a 100 schools in the international accreditation path by 2015, which is done. We have also kept now a target for converting all these schools in the path to an accredited status by 2020 which is a tough task. Accreditation is not an endorsement of present state of art of the school, but which builds the school over a period before the accreditation is approved.

The promise is also help sustain the momentum gained during the accreditation process which uses scientifically evolved standards or principles and groups of peer faculty leadership from around the world. The best benchmarked accreditation system also helps the schools to grow their network which sustains their future growth. Almost all the schools that have been accredited clearly got a leg up when it came to faculty development, international linkages and student development, the theme of the current year’s conference and the overriding theme of the future work.

When we look at the current sets of schools which are accredited by different accreditation systems we could easily see that the schools have chosen the agencies

which had the best fit for their state of quality evolution and did not stop at that and moved on to the next level and the next accreditation system matching them showing a positive dispensation for sustainable growth with accreditation impetus, the theme of our current conference. The power of being accredited by one agency literally pushed the school to look at next. The schools accredited also show a wide variation in terms of their vintage, growth and size and there are predictably the big players including a range of IIMs opting for one or more of the traditional big three (IIM-C for instance have opted all the three) and there are also much smaller schools but highly aggressive ones like IFIM School of Business, Bangalore now featured in the AACSB accredited schools list alongwith the newer additions SPJMR and IIM-Udaipur, which is no small feat indeed. IFIM is now the cynosure of all eyes.



Indian Institute of Management (IIM-C), Calcutta

Vision – To be an international centre of excellence in all aspects of management education.

IIM-C became the first triple crown accredited school this year when it received AMBA accreditation and later AACSB accreditation in quick succession. The school already had EQUIS accreditation from EFMD, Brussels. Only 9 other business schools in Asia and 87 business schools around the world are currently 'Triple Accredited'. The push for acquiring global accreditation from three different sources came from its vision to be an international Centre for excellence in all aspects of management education. IIM-C was established as the first national institute for Post-Graduate studies and Research in Management by the Government of India in November 1961 in collaboration with Alfred P. Sloan School of Management (MIT), the Government of West Bengal, The Ford Foundation and Indian industry. During its initial years, several prominent faculty formed part of its nucleus, including Jagdish Sheth, J. K. Sengupta, among others. Over the years, IIM-C has grown into a mature institution with global reputation, imparting high quality management education. It has been playing a pioneering role in professionalising Indian management through its Post Graduate and Doctoral level programs, Executive Training Programs, Research and Consulting Activities. Today, the institute serves as an autonomous body, continually evolving to meet its goals in an ever-changing business environment. The vision of the Institute is to emerge as an International Centre of Excellence in all facets of Management Education, rooted in Indian ethos and societal values. Over the past four decades, IIM Calcutta has blossomed into one of Asia's finest Business Schools. Its strong ties to the business community make it an effective mechanism for the promotion of professional management practices in Indian organizations. Today, IIM Calcutta attracts the best talent in India – a melting pot of academia, industry and research.



Indian School of Business (ISB), Hyderabad

Vision – Our vision is to be an internationally top-ranked, research-driven, independent management institution that grooms future leaders for India and the world.

India's global business school, Indian School of Business won the prestigious Hult and Clinton Foundation prize of US \$ 1 million this year, an endorsement of the way the school has been built over the years. The school was the result of a repressive regulatory regime which refused to accept changes which made a group of industrialists led by McKinsey Corporation, a global consulting firm to draft a plan for a business school with a difference. Aably assisted by the then Chief Minister of undivided Andhra Pradesh Chandrababu Naidu, the US \$ 100 million campus with the backing of Kellogg, Wharton and London Business School set shop over a decade ago at Hyderabad. The school has grown to a large megalith spawning all areas of management education and has diversified into setting up Bharti Institute of Public Policy, Max Institute of Healthcare Management, Punj Lloyd Institute of Infrastructure Management and Munjal Institute for Global Manufacturing, all modelled on the same lines of ISB with respective industry leaders chipping with capital. ISB's stature as a research-oriented institution has grown rapidly since its inception in 2001. The faculty at ISB have contributed more than 150 articles to reputed journals. The school has set up Centre for Analytical Finance; Centre for Emerging Markets Solutions; Centre for Investment; Centre for Leadership, Innovation, and Change; Centre for Teaching, Learning, and Case Development; Srinji Raju Centre For IT and The Networked Economy; Thomas Schmidheiny Chair for Family Business and Wealth Management and Wadhvani Centre for Entrepreneurship Development



T A Pai Management Institute (TAPMI), Karnataka

Mission Statement – "To excel in postgraduate management education, research and practice".

Tucked in the lush coastal region of Karnataka, the T A Pai Management Institute based in Manipal is a fit candidate of being the first full fledged management school to receive the AACSB International accreditation in the country. The institute anchored on the tradition set by its visionary founder T A Pai in 1984 has played a strong role in industrialization of the region. Manipal is home to a large number of educational institutes for medicine, pharmacy, dentistry, arts and science, engineering and technology and is known for its cosmopolitan

ambience. The town is also known for its innovative development banking and financial services sector. Today, over 3000 TAPMI alumni hold responsible managerial positions in India and abroad. In early 2009, its 25th year running, TAPMI took a landmark step in its history by shifting its operations to a new scenic 42-acre residential campus in Manipal. Located on the side of a hillock and overlooking a valley filled with verdant tropical greenery, this campus provides an ideal setting for serious academic study and creativity, combined with entertainment and relaxation. TAPMI has signed MoU with Asian Institute of Management, Sheffield Hallan University, Darmstadt University of Applied Sciences, University of Wisconsin, St Mary's college California among others and it has also diversified into launching an 18 months MBA programme with University of Dubai and opened a branch campus at Jaipur.



Institute of Management & Technology (IMT) Ghaziabad

Strategically located in Delhi NCR, the flagship institution of four campus IMT Ghaziabad has emerged as a premier management institution accredited by AACSB , AMBA and SAQS.

The school is also highly rated by media houses and it has been running post graduate management programmes for the past 36 years. These are : i) Post Graduate Diploma in Management (PGDM); ii) PGDM Dual Country Programme (DCP); iii) Executive PGDM; and iv) Part-time PGDM. In all the programmes the bottomline consideration has been innovation, execution and social responsibility.



IFIM Business School, Bangalore (IFIM)

IFIM Business School based in Bangalore, made waves by becoming an AACSB accredited school this year. One of the smaller business schools by size and even vintage when compared with the rest of the behemoths accredited by AACSB, IFIM has now become the talk of town and its brand equity among the aspiring business schools has shot up as the peer schools now want to know how IFIM got into the 'A' list of accredited schools. According to Sanjay Padode, the CEO of the school, the feat was accomplished with much hardwork and diligence over a seven to nine year period when the work leading to AACSB accredited started. The process actually changed the school from being one of the many business schools of karnataka which is the largest hub for B-schools in India to one which is now the smartest one among its peer. The school had focused on acquiring good faculty

with strong research orientation, industry experienced adjunct faculty and also focused on admitting some of the best students.



NMIMS School of Business Management, Mumbai (NMIMS)

The School of Business Management (SBM) of SVKM's NMIMS, Deemed to be University (as per UGC Norms), one of India's premier business schools is situated in Mumbai - the financial hub and nerve centre of the country. Apart from offering diverse cutting-edge programs for students, it also offers executive education programs for professionals who want to make the key transition in their careers. The SBM educational experience aims to equip students with a bedrock of management skills to help them navigate through the complex business environment of today. A dynamic curriculum designed in conjunction with academics and industry practitioners, provides them the opportunities to master new skills and explore varied perspectives.



Indian Institute of Management (IIM-U), Udaipur

One of the newest additions to AACSB list, IIM-Udaipur also opens new challenge and avenue for quality benchmarking to the best in the world for the newly setup IIMs, belonging to the Ministry of HRD. In 2009, the Indian Government approved the creation of IIM Udaipur; the Institute officially opened in 2011. In October 2016 IIMU moved to its permanent campus on 300 acres of land in the Balicha area of Udaipur which have been allocated by the Government of Rajasthan.

IIMU pulses with the energy of a start-up while building on the prestigious accomplishments and traditions of the IIM network. It aims to set a new benchmark in the field of management education by combining excellence in both teaching and research. The Institute strives to make a real difference to the region, forging strong relationships with local NGOs and government and working closely with industry on live projects, internships, and many events throughout the academic year.



Indian Institute of Management (IIM-A), Ahmedabad

Vision – To become an Institute that is globally recognized and respected as a thought leader in management.

The institute's post graduate diploma programmes PGDM became a hall mark of high quality business education emulating which more than 400 such PGDM institutions came up in the private sector. The one year model of business diploma PGPX introduced in the later years has become an instant hit with the corporate. In 2008, IIMA also became the first business school in the country to be awarded EQUIS (European Quality Improvement System) accreditation. This accreditation awarded by the EFMD (European Foundation for Management Development) certifies that the quality of IIMA's academic processes and programmes are on par with the best business schools globally that have similar accreditation.



Indian Institute of Management (IIM-B), Bangalore

Mission Statement – IIM-B aims at augmenting the management resources of the nation through programmes of teaching, research, training, consultancy and other professional services. Within this broad canvas, the institute strives to enhance its contribution to further strengthening managerial competence in business and industry. IIM-B has been in the forefront of innovation and research and it literally led and rode the Information Technology deluge that hit India taking it to a high level of competency and business opportunity. The institute's alumni were keen entrepreneurs in IT based on the leadership skills that were taught to them by highly competent faculty during their two year stint at the school. Being aware of the need to retrain corporate leadership to help them to be abreast of the developments in a dynamic business environment, the school had launched a plethora of corporate initiatives including executive management programmes and a series of training programs.



Shri Dharmasthala Manjunatheshwara Institute for Mgmt. Development

SDMIMD, a premier B-school located in Mysore, was established in 1993 with the objective of providing quality management education based on a firm foundation of Indian values and ethics.

SDMIMD is promoted by Shri Dharmasthala Manjunatheshwara Educational Trust that runs over 40 recognized educational institutions in Karnataka, including Engineering, Medical, Dental, Ayurveda and Naturopathy colleges.

SDMIMD's flagship offering is a two year, full time, residential Post Graduate Diploma in Management (PGDM) program which is approved by AICTE and accredited by NBA. The program has also been recognized as equivalent to MBA by Association of Indian Universities.

SDMIMD's PGDM Program is accredited by ACBSP (Accreditation Council for Business Schools and Programs), USA. and by EFMD (European Foundation for Management Development), thus becoming the first institute in India to get the dual accreditation of ACBSP and EFMD-EPAS. These accreditations have propelled SDMIMD to be among the top global Business Schools and have enabled the students to learn in an environment that is process and outcome enabled and globally oriented.



Management Development Institute, Gurgaon

Vision – MDI is a school for – Thought Leaders and Change Masters; and Academic Excellence and Continuous Innovation.

Management Development Institute Gurgaon has the unique distinction of becoming the first ever internationally accredited business school of India in the year 2006. The Association of MBAs, London, by giving MDI Gurgaon its international accreditation stamp also opened its books in India and today AMBA has seven best known schools of the country accredited by the organization. MDI Gurgaon started out as a professional training centre and gravitated to become a business school in the eighties. With sprawling green campus which also sports an amateur golf course and football ground, the first for any business school in India, the institute has been balancing high campus academics with short courses for lifelong learning by the corporate executives.

The institute also has focused schools within itself offering Energy Management in association with NTPC and an Institute for Public Policy in association with the Government of India. The institute alumni are vast in numbers and are now occupying key leadership positions around the world. The school also has one of the largest contingent faculty who contributes to research and consultancy in a big way. The totally faculty driven institute, MDI has five deans and a director, an unique leadership structure evolved owing to its diversified product offering as a business school. The institute has the largest international student exchange programme. Well organized exchange programmes at the institute ensure that regular PGP students get an opportunity to spend a term abroad. An equal number of international students from as many as 45 B-Schools spend a term in MDI. This makes the experience at MDI truly international.



Indian Institute of Management (IIM-K), Kozhikode

Vision – The institute aims to create a unique and futuristic space of global reckoning so as to nurture the finest management thinkers in the pursuit of

developing innovative, socially responsible and environmentally friendly practitioners, leaders and educators. Hence, it abides by its dictum of ‘Globalizing Indian Thought’.

The fifth IIM to be set up in the country, the IIM K is also the second in the Southern region and the first in Kerala. The institute has one of the best ambience in the country set amidst lush undulating greenery of the coastal state of Kerala perched on top of two hillocks of Kunnamangalam area. The 100 acre of campus evenly spread over the two hillocks provide one of the most best locations for higher studies anywhere in the world. Despite its disadvantage of distance and remoteness of its location, the school has carved its niche in the area of distance education combining digital technology with that of classroom, making it a pioneer in blended education. The school also strategically launched campus based training programme for faculty and leadership from around the country's business schools as well as corporate thus ensuring a strong networking for itself.

The 1996 vintage school is now matured into a truly global business school and received international endorsement with Association of MBAs accreditation. The institute moved to its new campus in January 2003 and the number of programs increased manifold with this step. The Institute has a strong International Exchange Programme for students and faculty with several leading Management Institutes in EU and ASEAN countries like SDA, Bacconi, Jonkoping, Sweden, Copenhagen Business School, Denmark, ESCAP-EAP, France; University of Queensland, Austria, Victoria University of Wellington and so on.



Great Lakes Institute of Management, Chennai

Vision – To become the leading management institution in India providing Quality Education at an affordable cost and build Human Capital for Emerging Economies.

The Great Lakes Campus is comparable is the best in the world in terms of infrastructure, aesthetics and more importantly an example of sustainable use of resources. The 27 acre campus is set on the scenic ECR road which runs from Chennai to Pondicherry and just 9 kms from UNESCO heritage site Mahabalipuram, the campus provides a serene and tranquil environment with ideal setting for pursuing extremely rigorous and intellectually challenging programs. The differentiator in Great Lakes way of education is to provide highly comparable world class business education at prices which are comparable with the best in the local markets. This the school has been able to achieve through intense interaction with its networked schools abroad and constantly innovating on the campus.



S. P. Jain Institute of Management and Research (SPJIMR), Mumbai

Vision – To be the business school recognised around the world for its innovative, influential and relevant education.

One of spectacular growth stories of business education in the country, S.P. Jain Institute of Management and Research (SPJIMR), received AACSB recognition also after being an AMBA accredited school for long, an endorsement of its global presence and power of strategy. SPJIMR is a living example of how accreditation could actually change things around and make the schools more ambitious to reach out for more, the theme of 2018 SEAA conference.

The school is now a world leader family business, a niche opportunity it discovered owing to its location at the commercial capital of India. The Centre for Indo European Studies (CIEBS) is a joint centre of ESB Business School, Reutlingen University, Germany and S. P. Jain Institute of Management & Research (SPJIMR), Mumbai, India. It is funded by the European Union (EU). Centre for Entrepreneurship Development (CED). It has established centres in Services, Sciences, Management and Engineering; Continuing Management Education; Family Managed Business; Development of Corporate Citizenship and Education and social sector.



International Management Institute (IMI), New Delhi

Vision – To be a premier global management school.

International Management Institute (IMI) is one of the oldest business schools of the country, located in the institutional hub of Qutab enclave. The institute set up with Lausanne based International Institute of Management now called IMD Lausanne was a pioneer in introducing globally benchmarked management education in the country. It is also unique in the way it was started by a clutch of businesses making it the first such business school to be set up with corporate sponsorship. Bit corporate houses like RPG Enterprises, Nestle, ITC, SAIL, Tata Chemicals, BOC and Williamson Magor etc. were involved in its setting up. Besides this it has also various other international linkages with bodies like World Bank, UNDP, ILO, UNCTAD, Asian Productivity Organization etc. To provide a global perspective to the students, the Institute's flagship two year Post Graduate

Programme in Management has a student exchange programme with various European Schools such as ESC Rennes, France, MIP School of Management France, Graz University Austria, IESEG School of Management and IDRAC Lyon, France etc. IMI is also one of the empanelled Institute of the Ministry of External Affairs, GOI, for special Commonwealth Assistance Programme under which the Institute gets the executive MBA students from various Afro - Asian countries for its 15 months Executive Post Graduate Programme in Management.



Indian Institute of Management (IIM-L), Lucknow

Vision – To be a preeminent centre of excellence, generating and imparting knowledge in management and providing socially conscious and globally relevant thought leadership.

Established in 1984, IIM Lucknow was the newest of the four older IIMs. Though it was set up after a gap of around three decades, in the last two decades of its existence, it has carved a niche for itself among the global business schools as a fully integrated global management school. The Indian Institute of Management Lucknow is fourth in the prestigious IIM family of management schools to be established in India after IIM Calcutta, IIM Ahmedabad and IIM Bangalore . In 2005, IIM Lucknow expanded its area of influence in the realm of management education by becoming the first IIM to set up a satellite campus exclusively for Executive Education at NOIDA in Delhi NCR region. Situated in a city known for its cultural heritage, the campus is spread over more than 190 acres of beautifully landscaped area. With its foundation in the city of "Tehzeeb", IIM Lucknow as well inculcates human values and professional ethics in the students to help them make a positive impact not just on the nation but on a global platform. IIM Lucknow is an ideal setup conducive to learning, accessibility and excellence. The PGPM and the PGPABM, offered by the Institute subject the students to an overall transformation, training them to be better managers, and better human beings. The rigorous syllabi not only instill, in them, a passion for knowledge but also attempt to teach them how to apply that knowledge to real-life situations.



Xavier School of Management, Jamshedpur (XLRI)

XLRI, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a

difference to the people among whom they work. Its world-class faculty with its commitment and deep sense of service delivers the curriculum very effectively. XLRI tries its best to recruit the best faculty, induct them properly and help them to imbibe Excel culture and value and serve the students and industry with great dedication.



Indian Institute of Management, Indore

Established in 1996, IIM Indore is the sixth in the family of state-supported management schools. Since its inception, IIM Indore has been acting as a leader in the field of management education, interfacing with the industry, government sector and PSUs. IIM Indore is registered as a Society under Societies Registration Act, 1973.

Situated atop a scenic hillock, the 193 acre campus of IIM Indore provides an ideal backdrop for contemplative learning. IIM Indore has the latest in teaching aids, rich learning resources, a strong IT backbone, state-of-the-art sports complex and hostels as well as contemporary infrastructure.

Mission

IIM Indore seeks to be a contextually-relevant business school with world-class academic standards that develops socially-conscious managers, leaders and entrepreneurs. IIM Indore is committed to:

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education



PSG Institute of Management (PSGIM), Coimbatore

Vision – Raise the bar in management education and practice-based research engaging faculty and students to become a lead business school in India.

PSG Institute of Management Coimbatore is the first ACBSP accredited school in the country and since then has also emerged as a de facto leader of internationally accredited schools under the ACBSP stable by volunteering to help the schools in the process and also those already accredited on its quality

building path in the spirit of accreditation. The school started by the 80-year old PSG & Sons Charity, is now part of a 27 institution educational conglomerate that spans from school education to the entire gamut of higher professional education. The industrial city of Coimbatore known for its small industry domination had been considerably influenced by the visionary founders of PSG who pioneered the use of technology in manufacturing decades before Indian independence. The institute celebrated its Golden Jubilee this year making it one of the oldest business schools of the country. The full-fledged, autonomous management institute, affiliated to the Anna University of Tamil Nadu offer full time and part time MBA programs in Management, PG Diploma in Management and Doctoral Programme in Management. PSG Institutions were founded on the principle of empowerment and entrepreneurship and nurtured its vast alumni base who in turn help the outgoing batches with live projects and practical advice.



THE B SCHOOL

Jansons School of Business, Coimbatore

Vision – To be a world class Business School developing competent and committed managers & entrepreneurs driven by values.

Coimbatore city is known for its industrial prowess and entrepreneurship and as such it is no surprise that Jansons School of Business from the Jansons Foundation focuses primarily on entrepreneurship and innovation. The ACBSP accredited school, the second one to get this distinction in the city has leveraged its international endorsement and networking to build on an excellent foundation on which it had been set up.

The school located in Karumathampatti near Coimbatore has world class infrastructure and good ambience stocked with best intellectual capital and good faculty group. The institute offers full time residential MBA programme in association with Bharathiar University, Coimbatore and also the University's PhD programme. Not one to make do with only the University curriculum which itself was exhaustive, the school offers papers in retailing, supply chain, data mining, business analytics among the choices, thus equipping the students with more skills than a normal MBA programme would offer.



School of Communication & Management Studies (SCMS), Cochin

Vision – To be a leader in providing value based education in harmony with the changing global order.



School of Communication & Management Studies (SCMS), now nomenclature as SCMS Group has its flagship business school in Cochin offering both PGDM and MBA programme. It is also the first school to received international accreditation in Kerala from ACBSP. SCMS has developed into a world-class business school offering a range of two year post graduate diploma programmes taught by a large contingent of faculty drawn from across the country. Being part of a primarily agriculture, fisheries and tourism dependent coastal state with its vast stretches of backwaters and aqueducts and a population which is cent per cent educated and spread all over the world, management education was the missing link in the value chain which SCMS has been able to provide with élan. The institute has a series of short term programmes and consulting offers as well to support innovation and growth in the state of Kerala. Being the only globally accredited school of Kerala, the institute carries out its responsibility of peer support well for the other Kerala schools. SCMS boasts a unique legacy for supporting and developing individuals and their aspirations to help contribute to the world's wealth of knowledge, bridge communities and make it possible for individuals to grow academically, professionally and personally. Rooted in social values, the institution is committed to provide holistic education. The school has actively networked with the global universities for students and faculty exchange programmes and has recently announced that the School of International Studies would be launching a 18 month overseas MBA programme in association with Ravensburg-Weingarten University of Applied Sciences, Germany,



Apeejay School of Management (ASM), New Delhi

Vision – To be the most preferred management school known for creation of valuable business leaders.

The New Delhi based Apeejay School of Management (ASM) is one of India's premier business schools from the Apeejay Education Society stable. There are three other business schools and an university supported by this society. ASM excels in training its manpower to develop high level of competency and dedication work. This it does through various programmes for enhancing the potential of individual students, enriching human values, upholding the Indian value system, all acting in union as a vehicle for growth at the national and international level, thereby making it a "student driven" institute of higher learning. The school is also known for its faculty research and it conducts periodically highly valued faculty development programmes as a way of giving back to the industry in the spirit of peer support central to any accreditation process. The students go through a unique inspirational transformation to become reputed professionals in their chosen area of expertise. Our close links with industry give them ample opportunities to apply the acquired skills. The course curriculum is a tempting



blend of in-depth subject knowledge and practical experience gained through a continuous process of industry academic interface.



ICBM School of Business Education (ICBM-SBE), Hyderabad

Vision – To be a world- renowned alma mater to generations of alumni of leaders, managers and entrepreneurs of immense knowledge and capabilities, impeccable character and selfless service to humanity. Our vision is also to create quality managers, ready to take the corporate world to the next generation.

The Hyderabad based ICBM-SBE acquired the distinction of being the second business school to be accredited in the undivided Andhra Pradesh and the first one to be accredited by ACBSP in the region. The institute's PGDM programmes combine good quality with affordable pricing attracting some of the best class of students to the campus. The institute has invested in faculty numbers and their development, high quality of research and entrepreneurship. The institute has encouraged its faculty and students to take part in series of national level programmes in other campuses on a regular basis. Innovation in pedagogy is a hall mark of this institution whose leadership faculty spend considerable time and effort to emulate the best benchmarked practices in the rest of the world and bring these to the campus.

XIME



Xavier Institute of Management and Entrepreneurship (XIME), Bangalore

Vision – In an environment which is perceived as ‘Elitist’ XIME will harness the power of technology, innovation and excellent human resources to provide its students with world class business education programmes which are affordable, imaginative and relevant to the Indian business environment and ethos. Recognising that ethics and values are so essential for good business practice, XIME would strive to inculcate these concerns in its management graduates.

There are just a few who could walk the talk and stand tall among achievers. Starting business school by a practitioner of management is a dream fulfilled by a few which required extraordinary zeal and drive and not merely the academic and professional credential a director of an Indian Institute of Management (IIM) may possess.

Joe Philip was the man behind the setting up of the Xavier Institute of Management and Entrepreneurship, Bangalore who ascribes his founding a business school to a promise he made to his daughter Maria who did not live to

see the inauguration and blossoming of the school into a powerful world-class business school securing an international accreditation endorsement from ACBSP. Being a natural visionary and powerful leader from his days with industry, Prof Philip could easily envision a school that is strong on academics, industry networking and international linkage. As a founder of the Association of Indian Management Schools, Association of BRICS Business Schools (ABBS) catering to the newly formed emerging market economic consortium and the Indian Association for Autonomous Business Schools (IAABS), it is no surprise that its founder is able to infuse the spirit of leadership and out of the box thinking in the students who pass out of XIME's portals. The school is firmly focused on entrepreneurship and continuous personal and professional growth. The institute itself has grown and has diversified with its second campus at Cochin.



Lovely Professional University (LPU), Jalandar



The primarily agrarian region of Jalandar in Punjab is today emerging as a world-class education hub thanks to the massive 600 acre university in the otherwise bustling trading and farming town. Set up by a family known for its food processing and sweet making business, LPU is today an ACBSP accredited school part of a massive university that offers 150 programmes with 3500 faculty admitting around 25,000 students, making it the largest such institution in the Higher Education space in the country.

With internationally benchmarked curricula, innovative pedagogy, experiential learning, and 50+ foreign tie-ups for equitable and affordable quality education, the University is poised to establish itself as a Centre of Excellence in Research. The university campus exhibits a rich diversity as the academic staff and students come from all the states of India and more than 26 countries in the world. Education at LPU is a holistic one, aimed at developing the intellectual and personal strengths of students. The LPU experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and how to translate those ideas into reality.



SMJV-CKSVIM Business School



SMJV Trust Vision – To develop a community of colleges and colleges for all

people and communities to work collectively and responsibly to meet the academic as well as life-long learning needs of our diverse students.

CKSVIM Business School is the leading Institute in the heart of Vadodara (Baroda) City in Gujarat State known as Banyan City / Knowledge City, founded by 100 year old Shri Mahavira Jaina Vidyalaya (SMJV) Trust (Mumbai) which has entered in its centenary year (1915-2015). The trust manages 11 boys / girls hostel accommodating 1200 boys and 500 girls.

CKSVIM Institute of Management offers Global MBA (Master of Business Administration) two-year full time Post-Graduate Degree Program approved by AICTE, MHRD, Govt of India and affiliated to Gujarat Technological University (GTU), Ahmedabad. It has a Ph.D Research Centre also.

The Institute is housed in 30,000 Sq ft Wi-Fi Building with 10 mbps dedicated internet. It is the 1st Business School in GTU and India to become Globally Accredited by Accreditation Council for Business Schools & Programs (ACBSP), USA, an ISO 9001:2008 Certified by BVQI. Awarded Gold Medal in National Management Week organized by AIMS for CSR, A+ in Best B-Schools Survey by Business India for the year 2011 & 2012 and many such Awards.



Ramaiah Institute of Management Studies (RIMS), Bangalore

Vision – To be one of the institutions of choice for students and employers alike

Being the first twin accredited business school from ACBSP and IACBE, the Ramaiah Institute of Management Studies (RIMS) Bangalore enjoys a unique distinction of being the only such school in the private sector to get such international endorsement. The second twin accreditation happened with Indian Institute of Management Calcutta nearly three years later with AACSB International and AMBA endorsing the school.

The institute is from the house of Ramaiah's a first generation entrepreneur who spawned the entire gamut of higher education from engineering to medicine. The undivided group had set up two management institutes one of which is RIMS which got developed into a global school of value. The school used the international accreditation processes and standards to build itself to match and better the standards set by the agencies receiving flawless scoring in all counts which was also recognized by the American Society for Quality Assurance (ASQA).



VIT Business School (VITBS)

VIT Business School (VITBS) was established in September 1994. Currently, VITBS is fast emerging as a premier Management Institution that adapts to the ever changing needs of the industry. The focus is on making the MBA graduates versatile and innovative, in line with the current and emerging industry requirements.

The campuses at both Chennai and Vellore have the most modern facilities to groom the future industry leaders. VITBS is 100 percent digital in its operations and learning environment.



Justice K. S. Hegde Institute of Management, Udupi (JKSHIM)

Justice K S Hegde Institute of Management was established by the Nitte Education Trust on July 4, 1998. Named after the visionary and founder, late Justice K S Hegde, the Institute offers a two-year full time MBA program recognised by the All India Council of Technical Education (AICTE) and the Government of Karnataka and is affiliated to the Visvervaraya Technological University, Belgaum.

The Institute is also recognised as a centre for guiding research. The institute was recently accredited by ACBSP and is now among the very few institutes in India with the 'ACBSP accredited status'. The institute is also accredited by NAAC and the MBA program is also accredited by NBA. The Institute has been recognised among the premier B-schools in Karnataka based on its performance in the field of academics, consultancy and research activity.



SIES College of Management Studies, Navi Mumbai (SIESCOOMS)

The SIES College of Management Studies (SIESCOOMS) was promoted by SIES in 1995 specifically to cater to the growing need of management education in India. It is the prime constituent of its academic complex at Nerul. Over a period of time, SIESCOOMS has been catering to the needs of various segments of management education aspirants.

The flagship programs of the institute include: Masters in Management Studies (MMS); Masters in Computer Application (MCA); Post Graduate Diploma in Management (PGDM); Post Graduate Diploma in Management (Pharmaceutical Management); Post Graduate Diploma in Management (Biotech Management); and Ph.D. Program.



Asian School of Business Management, Bhubaneshwar (ASBM)

Asian School of Business Management (ASBM) is approved and recognized by All India Council for Technical Education (AICTE), Ministry of HRD, Govt. of India as an autonomous institution.

ASBM offers Post Graduate Programme in Management leading to Post Graduate Diploma in Management, Two year full time residential programme duly approved and recognized by AICTE, Ministry of HRD, Govt. of India and equivalent to MBA by Association of Indian Universities(AIU). Moreover, This programme is also accredited by National Board of Accreditation (NBA), Govt. of India and it has received accreditation endorsement of ACBSP.



Rajagiri Centre for Business Studies (RCBS)

Rajagiri Centre for Business Studies is located in a picturesque valley in the IT hub of Kochi, Kakkanad. The Centre is driven by a single-minded focus on imparting value based management education to equip young professionals to make their mark in the corporate world.

The school has a well-chartered plan for connecting with the globe by a series of student and faculty exchange programmes and also a structured approach towards quality improvement. As part of the process, the school went in for ACBSP accreditation. The experience gained has set the school on the path of next accreditation which is AMBA. Towards that the school has joint the AMBA Development Network (ADN).



GRG School of Management Studies, Coimbatore

GRG School of Management Studies (GRGSMS) is the Department of Management of PSGR Krishnammal College for Women (PSGRKCW) and was established in

1993. PSGRKCW is a unit of the GRG Group of Educational Institutions in Coimbatore, under the GRG Trust and was established in 1963.

Vision – To create and promote an equitable society by empowering through education that builds hope and confidence and confers stature and dignity on the aspirant.

Mission – We shall empower the underprivileged in our communities through access to quality education that is thoughtfully, sensitively and efficiently delivered. We shall develop and nurture enthusiastic learners from primary to doctoral level and beyond and fortify them with knowledge, skills, competencies and time-tested values. We shall adopt and adapt contemporary learning and teaching principles, tools and techniques to encourage a love for life-long learning among our stakeholders.



Acharya Institute of Management & Sciences (AIMS), Bengaluru

Vision – To transform youth into professionals of global excellence with a deep concern for society.

AIMS established in the year 1994 by a group of eminent educationists and philanthropists to impart quality education and with a vision to expand the horizons of teaching-learning realms, wherein, the students' intrapersonal and interpersonal disposition is groomed. AIMS started with 2 UG programs and 60 students and is now offering 6 PG & 4 UG programs having around 2000 students at the campus. The Hospitality program has also been ranked among the best in the country and the graduates are widely accepted by leading chains in India and abroad.

AIMS B-School has also been accredited by IACBE which is an international accreditation body for B-Schools. Apart from being consistently ranked among Top 1% of B-Schools in India in various leading surveys, AIMS has also been rated as best college for Entrepreneurship Education in India and ISB, Hyderabad has selected AIMS as a local delivery partner for the global Goldman Sachs 10000 women entrepreneurs Development Program.



Alliance University, Karnataka

Vision – To be a world-class University that nurtures talent and catalytically transforms the lives of millions through excellence in teaching, research, service

and community development. To uphold a commitment to shaping lives through scholarly teaching and learning, and that which contributes to an equitable and holistic transformation of society at large.

Alliance University is a private University established in Karnataka State by Act No. 34 of year 2010 and is recognized by the University Grants Commission (UGC), New Delhi. Alliance University is a renowned university of higher learning located on an extensive state-of-the-art campus in Bangalore offering a variety of degree courses. The University has baccalaureate concentrations, postgraduate offerings, doctoral degree programs and several professional certificate programs. The University aspires to be among the best universities in the world by the year 2025 through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.



Indus Business Academy (IBA), Bangalore

Vision – “To be a globally respected Business School nurturing innovative entrepreneurs & business leaders who would produce wealth for the nation”.

IBA has created a niche for itself in the sea of management institutes through the culture it imbibes in its students. Through a 3D approach to learning – Discourse, Dialogue and Discussion, they are trained to be Creative, Enlightened and Organic Leaders. The IBA's founding mission is to bring excellence in teaching, training, corporate networking and in placements. The institute decided to address these issues by creating a world-class infrastructure in a 5-acre eco-friendly land. The curriculum at IBA is designed in a manner that it will be rigorous, which will constantly be upgraded based on corporates' requirement and would be in tune with the latest case studies and real time experiences.



Acharya Bangalore B-School, Bangalore (ABBS)

Acharya Bangalore B-School approaches business education to foster academic excellence, leadership qualities and entrepreneurial skills among the leading MBA colleges in Bangalore. As a center of knowledge, the B-school prepares students to stay ahead of developments and skill base needed for success in the fiercely competitive world of business.

ABBS higher management education spans functional and industry boundaries and is shaped by student aspirations, abilities and skills employers expect from management graduates.





University of Petroleum and Energy Studies (UPES)

University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act, 2003 of the State Legislature of Uttarakhand. With an ambitious vision and unique approach, UPES emerged as an innovative institution offering industry-focused specialized graduate, post graduate and doctoral programs in key areas such as Energy, Infrastructure, Transportation, Information Technology, Design, Planning & Architecture, Public Policy and Legal studies.

The university's objective is to develop competent technocrats, professionals and managers who are ready to join the core industries. Advanced teaching methodologies, innovative and updated curricula and the focus on 'on-the-job exposure' give UPES students the edge to be readily deployable in the chosen field. It is accredited by IACBE.



Faculty of Management, Xavier University, Bhubaneswar (XIMB)

XIMB, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. XIMB is an institute with a difference. XIMB spares no effort to make its curriculum world class and deliver it in the most effective manner. It constantly scans the developments in business and in society and tries proactively to meet the challenges.



IILM Institute for Higher Education, New Delhi (IILM)

Established in 1993, IILM offers management programs at graduate level with curriculum bench marked against the best in the world. Both the Programmes — PGDM and Executive PGDM are approved by AICTE.

Some of the key features of IILM PGDM Programme : Globally benchmarked curriculum with access to world class learning materials; Faculty with rich academic and industry experience; Student exchange facilities with foreign partner universities; and Strong connect with industry through interaction with renowned professors, industry captains.



FORE School of Management, New Delhi

FORE School of Management, New Delhi has been providing quality education in management for the past 27 years and over 5000 students have graduated from FORE since its inception in 1992.



Institute for Financial Management & Research (IFMR), Sricity, AP

The Institute for Financial Management & Research (IFMR) is a leading business school with the objective of moulding ambitious young men and women into competent and socially responsible organisational leaders in a global setting. Established in 1970 as a not-for-profit society, IFMR was sponsored by ICICI, the House of Kotharis and other major industrial groups.



Nirma University, Institute of Management, Ahmedabad

Established in the year 1996, Nirma Institute of Management is a product of the visionary Padmashree Dr.Karsanbhai K. Patel. Built on the principles of entrepreneurship, excellence and professionalism, the institute has been imparting quality business education and boasts of producing some exceptional leaders and managers of the industry.



Goa Institute of Management, Goa

Vision – (i) To achieve a preeminence among business institutions in India and be acknowledged among the ten best Institutions in the country; (ii) To obtain international accreditation and be acknowledged among the fifty best schools in the world; and (iii) Our graduates should be acknowledged as sound business managers with an all-round capacity, with environmental sensitivity, and social consciousness of their lesser privileged associates.

Mission – To create knowledge & nurture leaders for sustainable business and an inclusive society for India and the world while maintaining strong & ongoing commitment to Goa.



Institute of Management Technology, Hyderabad

The institute was established in 2011 as an institution that would be managed by a society. The institute is governed by a council led by Shri. BakulNath, Educationalist and philanthropist, proactively supported by Shri. Dipankar Chatterji, Smt. Simran Nath, Shri. Satish Kaura, Shri. Rajeev karwal, Dr. A. H Kalro and Shri. S. S Mundra.

Vision – To create an ecosystem facilitating incubation of knowledge in helping businesses thereby generating new knowledge.

Mission – To create and develop capabilities in: a) Intellectual capital relevant to the contemporary business needs; b) Corporate connect through training and consulting; and c) Promoting entrepreneurship.



Jagan Institute of Management Studies, New Delhi

Vision – To be an Institute of Academic Excellence with total commitment to quality education and research in Management and Information Technology with a holistic concern for better life, environment and society.

Mission – To serve the society and improve the quality of life by imparting high quality education in management and information technology, providing training and development services, fostering research, giving consultancy services to industry and disseminating knowledge through the publication of books, journals and magazines.



Loyola Institute of Business Administration (LIBA), Chennai

Vision – To be a premier management school focusing on excellence with ethics.

Mission – LIBA is a Jesuit institution committed to working with relentless desire to excel (Magis) with its roots in ethics. LIBA aims to cultivate men and women

who are committed to national development by preparing world class leaders who are professionally competent, intellectually sharp, ethically sensitive, reaching out to the weak and the less privileged and caring for the well-being of our planet.

Values – LIBA would remain rooted in the following core values: Excellence; Honesty; Inclusiveness; Integrity; and Justice.



S.P. Mandali's Prin L. N. Welingkar Institute of Management Development and Research – WeSchool, Bengaluru & Mumbai

The institute was established in 1977 under the reputed S. P. Mandali Trust. The S.P.Mandali Trust is known for successfully running 43 Educational Institutions. WeSchool has two campuses in India which are located at Bengaluru and Mumbai. The WeSchool Campus at Electronic City, Bangalore is a hot bed of new thoughts, ideas and enterprises. A place where cutting-edge global conversations begin. State-of-the-art facilities like complete Wi-Fi, Innovation and Leadership Labs form an indispensable part of teaching methodology, along with numerous other new-age learning tools. Apart from the reputed PGDM, part time & full time MBA programs, WeSchool, Bangalore conducts Programs on Leadership Development, Design Thinking & Innovation, Negotiation, Executive Leadership Program, Executive Education Management Programs, AI, Business Analytics, HR Analytics and even Customized Programs for Corporates at the Electronic City Campus in Bangalore, India. The programs are offered in Full-time, Part-time, Distance Learning & Diploma formats.



Amrita School of Business, Coimbatore

Vision – We envision a world endowed with the wealth of knowledge and strength of discrimination(Viveka). We envision a system, which is a healthy breeding ground for the sprouting, culturing and dissemination of the whole gamut of knowledge in a wholesome and holistic manner for the well-being of mankind. We envision a human being empowered with wholesome knowledge, which makes him an enabler and facilitator in the deep search and striving of every human being for that knowledge.

Mission – To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.



Association for Transnational Higher Education Accreditation (ATHEA)

Transnational Quality Assurance

The Association for Transnational Higher Education Accreditation (ATHEA) is a not-for-profit international membership association registered in Vienna, Austria. It was founded and is administered by its European member institutions of higher education. ATHEA is dedicated to quality assurance and improvement through accreditation via peer evaluation. The institutional accreditation by the THEA Board of Commissioners instils public confidence in the institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement of those standards.

The standards for accreditation are based on the European Standards and Guidelines for Quality Assurance (ESG) required for recognition by the European Quality Assurance Register in Higher Education (EQAR). A summary of the accreditation standards is as follows:

1. *Policy for Quality Assurance* – The institution has an integrated policy for quality assurance.
2. *Design and Approval of Academic Programs* – The institution has quality-based processes for the design and approval of academic programs.
3. *Student-Centred Learning, Teaching, and Assessment* – The institution’s academic programs encourage active learning without outcomes-based assessment.
4. *Student Admission, Progression, Recognition, and Certification* – The institution consistently applies its published regulations covering all phases of the student cycle including student admission, progression, recognition, and certification.
5. *Teaching Staff* – The institution assures itself of the competence of its teachers and applies fair and transparent processes for the recruitment and

development of the staff. The institution performs research appropriate to the institution's mission.

6. *Learning Resources and Student Support* – The institution has appropriate funding for learning and teaching activities and provides adequate and readily accessible learning resources and student support.
7. *Information Management* – The institution collects, analyses, and uses relevant information for the effective management of academic programs.
8. *Public Information* – The institution publishes information about their activities, including academic programs, which is clear, accurate, objective, up-to date, and readily accessible.
9. *On-going Monitoring and Periodic Review of Programmes* – The institution monitors and periodically reviews their programs to ensure that their programmes achieve the objectives set for them and are responsive to the needs of students and society.
10. *Cyclical External Quality Assurance* – The institution undergoes cyclical external quality assurance in accordance with the ATHEA standards and expectations.

ATHEA aspires to be the preeminent resource for institutions of higher education striving to achieve excellence in fulfilling their missions.

ATHEA intends, through voluntary assessment and adherence to high standards for student learning outcomes and operational behaviour, to assure the public that its accreditation institutions of higher education are fulfilling their stated purposes and addressing the public's expectations.

The Accreditation Imperative

Recognized institutional accreditation satisfies a number of key stakeholder requirements including national-level legalities, regional transferability of students, and is often a prerequisite for programmatic accreditation.

With ATHEA, our goal is to provide internationally recognized institutional accreditation so that the academic institution meets the quality assurance standards required by a variety of stakeholders. ATHEA believes that institutional accreditation must be mission-based, strategic planning driven, outcomes and competency centred, and based upon peer-review.

Accreditation signifies that an institution has a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish and sustain that purpose.

Accreditation indicates that an institution maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is successful in achieving its stated objectives.

ATHEA Membership and THEA Accreditation

1. Institutional Membership

This is the entry into the ATHEA and the starting point for all institutional members who seek accreditation. To become a member of the Association for Transnational Higher Education Accreditation an institution must:

- have legal authorization to operate as a tertiary educational institution,
- have students in an academic programme,
- be in existence for at least 1 year, and
- offer and teach their own institution's programmes.

2. Candidacy for Accreditation

An Institutional Member who has completed all of the requirements for candidacy status as stated in the THEA Board of Commissioners Accreditation Policy Manual will be considered a candidate for accreditation.

To apply for THEA accreditation candidacy an Institutional Member must:

- have graduates of the programme,
- be in existence for at least 3 years.

The specific term for candidacy is Transnational Higher Education Accreditation-Candidate, or THEA-Candidate.

3. Accredited

Once a candidate for accreditation completes a self-study, passes a site evaluation, and is accepted into accreditation status by the THEA Board of Commissioners, the institution is awarded accreditation.

To get accredited a THEA-Candidate must have at least 2 cycles of graduates (students that start and finish the programme) from the institution.

The specific ATHEA term for being accredited is Transnational Higher Education Accreditation-Accredited, or THEA-Accredited.

Affiliated Institutions

Additional to the three levels of membership status an Affiliated Institution denotes a status of being associated with ATHEA that is reserved for organisations associated with higher education that wish to learn, be informed, and potentially receive assistance from ATHEA relative to quality improvement in higher education. Affiliated Institutions are not necessarily on an immediate path for THEA accreditation, but may choose to persue it at a later time.

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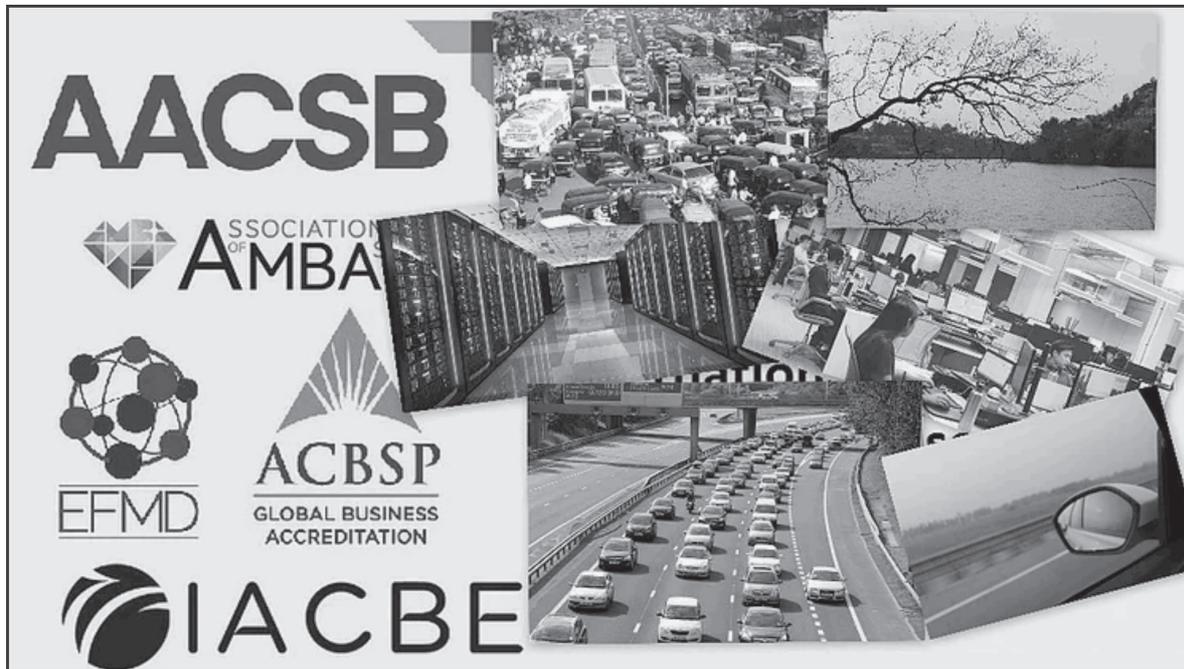
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A Perspective on Quality, Accreditation and Continuous Improvement

Thothathri Raman
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Accreditation and Assessment, Indian or international assumes that there are measurable data points with the school with which they would be able to gauge the level of quality of the institution and accordingly suggest improvements or do their ranking or rating as is where is basis. To expect that the data would be obtained as per the accreditation standards or that of the assessment questionnaire is not only being naïve but also is a surest way of delaying the entire process and getting frustrated about the goal not being achieved. Brand equity is after all a function of high quality of the institution which is measureable on a sustained basis.

When someone uses “Quality assurance” and “accreditation” the implication is “Quality assurance” is an all-embracing term covering all policies, processes and actions through which the quality of higher education is maintained and developed, while “accreditation” is, to use the words of the Council of Higher Education Accreditation (CHEA), “a form of quality assessment where the outcome is a binary (yes/no) decision that usually involves the granting of special status to an institution or programme.”

Using the above terminology, an accrediting agency may decide that a programme is sub-standard, but other bodies have a role in deciding which programmes should be offered. These are often government agencies, either national or regional, that give institutions the right to offer programmes leading to higher education qualifications. The nature of the relationships between QA bodies and the governments of the countries in which they operate varies for historical reasons. In some countries, governments keep their distance while others adopt a more directive posture, but in virtually all systems, governments do exercise oversight and act if they believe that the system of external QA is not effective.

In India the role of such QA system is notably absent and the accreditation agencies floated by the Government initially, the National Board of Accreditation (NBA) and the National Accreditation and Assessment Council (NAAC) through its Ministry of HRD arms All India Council for Technical Education (AICTE) and

the University Grants Commission (UGC) are not validated or endorsed by any central organization acting as QA system.

Education is now learner centric, lifelong and disruptive and its delivery is equally diverse from classroom to distance and the evaluation methodologies equally multi layered with online instant objective tests to regular exam oriented assessment with a lot of knowledge centric creative assessments thrown in between. The increasingly international nature of business has created an expectation of employers for consistent levels of quality in the education of business students. At the same time, there is a growing convergence of standards and approaches for judging the quality of higher education programmes. Emerging new models of accreditation with embedded international standards. All this means Accreditation , quality improvement and assessment systems should be anchored on some declared mission or a statement that basically identifies and amplifies the ethos of an organization.

Change is a constant as the old adage goes and the corporate organisations have found change management is a crucial aspect of their existence and growth and the principle could easily be applied to the B-schools as well.

Change Management entail the following according to American Society for Quality:

1. Define the change.
2. Select the change management team.
3. Identify management sponsorship and secure commitment.
4. Develop implementation plan including metrics.
5. Implement the change – in stages, if possible.
6. Collect and analyze data.
7. Quantify gaps and understand resistance.
8. Modify the plan as needed and loop back to the implementation step.

How often do we find the B-schools adopting these change management strategies. Some who do consciously or otherwise have been seen to benefit greatly from the approach. For some reason most of even the leading B-schools which are also internationally accredited do not have a clear cut defined approach towards benchmarking, quality improvement and change management in their mission statement.

Take for instance the Mission statement of the leading B-schools of India to understand what is the intention and what is needed to be done to help achieve excellence by raising the bar on their quality and keeping it sustained over a period, without actually specifying the underlying quality improvement,

benchmarking and change management strategies that they are attempting to follow.

Mission of the Target School

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education

Excellence in management education presumes that the school understands the concept of excellence in the first place and has comparable data to know that the school is “excellent” or below par in the area of management education which its forte. Management education as a term is also all encompassing and wide and there has to be clear understanding as to how different management education is different from the other streams of studies, the processes involved in developing the curricula, the pedagogy the infrastructure support and so on.

The first statement also moves towards excellence in research which presumes that at the institution already has a benchmark for excellence. Training is once again a generic term which may mean faculty training, student training, stake holder training, industry managers training and so on. Excellence in training also presumes that the school has prior knowledge of all training methodologies, benchmarks and such other to achieve excellence in its endeavour.

The second line of use of Contemporary participant-centric pedagogies and teaching methods presumes that the school has defined the time period as being current or within a specific time span to map the available pedagogic techniques and teaching methodologies. The pattern in which such knowledge is obtained and it is incorporated within the system is already presumed to exist and the accreditation or assessment come to play with this presumption in mind. Does the school have an idea of its participants to devise a plan of action around the profile of these participants. What are the tools to assess and decide on such profiling?

A promise of “presence in the emerging segments in management education also points to the school knowing and tackling the emerging segments in management education and a strategy to be relevant within the competing segments and it link to the first line of promise, namely excellence.

Globally there has been many attempts to “educate” the B-schools to identify the core of their existence and help them to carve out a clear path of excellence by adhering to certain principles or standards gleaned from the best practices across the community of higher education institutions. We are citing two major set of such principles one by United Nations linked Principles for Responsible Management Education (PRME) running to six principles and another by the

Council for Higher Education Accreditation (CHEA) promoted CHEA International Quality Group (CIQG) amounting to seven principles in all. The PRME principles are laid out as commitments by each individual PRME member school on the following lines.

PRME Principles

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The principles essentially lay down the abiding values with which the B-schools themselves be working to provide social, economic and sustainable value to its stakeholders who are their students cutting across the globe.

The CIQG Seven Principles

Principle 1: Quality and Higher Education Providers

There are many different types of institutions in the fast-changing, globalized higher education space, so the quality of providers should be judged in terms of particular missions and purposes. The overall quality of higher education must

improve while remaining aligned with the distinct aims and objectives of each provider. This means that achieving quality in higher education is the primary responsibility of providers and their staff, as stated in the first of the seven quality principles that the CIQG developed.

It is the responsibility of the providers to ensure:

- Vision, mission, educational goals
- Leadership, governance and administration
- Curriculum design and delivery
- Assessment of students
- Student selection and support
- Academic staff
- Educational resources
- Program monitoring and assessment

Principle 2: Quality and Students

All over the world, as higher education systems grow, not only do issues of quality and standards loom large, but students look to projected economic returns and choose subjects and courses accordingly. Student assessment of the labour market has always been more acute than policy-makers and many employers would like to think.

At the global campuses the students face two interrelated experiences: the Academic Experience, involving teaching, learning and research endeavours, and the Pastoral Experience, addressing personal and social development and support. (Figure 1)

Principle 3: Quality and Society

The Quality of Higher Education Provision Is Assessed by How well It meets the needs of society, propagates public confidence and maintains public trust. The massification of higher education has also given students overwhelming choice and possibilities open to them and there are more education models than ever before (e.g., distance learning and modularisation, international mobility). Governments and HEIs have difficulty understanding the aspirations of an increasingly diverse student body and foreseeing higher education's future in a rapidly and uncertainly evolving world Action on the principle of quality and society will involve providers in acknowledging:

- The importance and centrality of higher education institutions as socioeconomic actors.

Figure 1: Key Indicator Areas for Principle 2

1. Students and the Quality Academic Experience
 - 1.1 Teaching and Learning
 - Relevant and clearly defined learning outcomes
 - Responsive and individualized curricula
 - Differentiation of courses and learners
 - Accreditation and benchmarking
 - Appropriate learning and research resources
 - Appropriate ICT infrastructures
 - Appropriate and innovative assessment methodologies
 - Multiple modalities of access to learning
 - Appropriately qualified and diverse teaching faculty
 - Teaching pedagogy based on innovative best practices
 - Open and inclusive admissions practices
 - Internationalization of the student body
 - Active support to student progress and course/program completion
 - A robust monitoring and quality enhancement practices
 - 1.2 Research
 - Firm commitment to original research
 - Appropriate dissemination of research results
 - Appropriate student researcher support
 - Appropriate preparation for academia
 - Relevant scientific research policies and procedures
2. Students and the Quality Social Experience
 - Careers guidance/counseling
 - Health care and personal wellbeing
 - Accommodation services
 - Support for students with learning difficulties
 - Financial support services/advice
 - Physical learning and recreational environment
 - Student representative bodies
 - International student support services

- That quality assurance needs to include accountability for social engagement.
- That quality assurance needs to embrace society's needs — institutionally, nationally and internationally.

Principle 4: Quality and Government

Governments have a role in encouraging and supporting quality higher education by establishment of quality assurance bodies through the development of legislation that both assures the autonomy of these bodies and avoids interfering with their decision-making.

With the complexity of various political, economic, social and demographic factors which influence higher education systems, governments have an important role in ensuring the quality of higher education, as they are accountable to the communities they represent. In doing so, the government should facilitate the establishment of a quality assurance agency and ensure it has an acceptable degree of autonomy by not interfering in the QAA's decision-making process. Governments should balance between the two roles of supporting quality assurance agencies and monitoring their performance. Governments should support the establishment of national higher education information systems, which would be the basis for benchmarking. They should maintain updated regulations to cope with changing modes of education systems and should support international collaboration to ensure that quality for higher education is in line with the ever-growing trends of higher education internationalization. Governments may be faced with political, financial, demographic and technological challenges in addition to inadequacy of expertise, in their endeavors to achieve and maintain quality higher education

Principle 5: Quality and Accountability

It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality. In addition, the new instruments of accountability mentioned in the introduction are increasingly being used to complement the pool of information available to measure the performance and operation of higher education institutions, thereby affecting the work of national quality assurance and accreditation agencies. Of particular relevance in this context are the following modalities:

- (i) student engagement surveys,
- (ii) assessment of student learning outcomes,
- (iii) labor market observatories and (iv) rankings.

Following the example of the United States, where the first large-scale survey of student engagement (National Survey of Student Engagement NSSE) took place in 2000, a number of countries have developed and implemented their own version of a survey aimed at ascertaining how students assess the quality of teaching and learning in their institutions. Today, student engagement surveys are carried out regularly in Australia, Canada, Germany, Ireland, the Netherlands and the United Kingdom. Pilot surveys have also been undertaken in recent years in countries as diverse as China and South Africa.

Principle 6: Quality and Quality Assurance Bodies

An attempt was made in the early part of the 13th century in Paris to establish some sort of external judgment when the Chancellor of Notre-Dame Cathedral, acting on behalf of the Bishop of Paris, exercised academic control over the University of Paris. The University resented this attempt at external control and was successful in its campaign to remove it when, in 1231, Pope Gregory IX issued a papal bull ending the dominance of the Bishop and Chancellor over the University. The notion of external quality assurance then remained dormant for some six hundred years. The introduction of external quality assurance followed the expansion of higher education.

The creation of the University of Durham in 1832 increased the number of universities in England by 50 percent – from two to three – and led to the introduction of the external examiner system. The evolution of the membership of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) demonstrates well the growth in the number of external quality agencies over the last 25 years. INQAAHE was established in 1991. Its core membership is comprised of regional and national quality assurance and accreditation agencies, but it also has a number of associate members that are organisations with a strong interest in quality assurance in higher education. Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.

Implementing a Quality and Accountability Approach means that, instead of shaping their quality improvement strategy in response to external pressures, higher education institutions would take the lead in defining themselves the performance indicators that are most appropriate to measure their progress towards the vision and goals adopted in their own strategic plan. This perspective would imply three complementary courses of action:

- (i) integrating a relevant set of accountability measures,
- (ii) adopting a benchmarking approach, and
- (iii) reflecting the institutionally driven accountability approach in the quality assurance/accreditation criteria and process

Principle 7: Quality and Change

Quality higher education needs to be flexible, creative and innovative, developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.

Action on the principle of quality and change will involve acknowledging the four current external drivers of change, namely, weak economies, unemployment and

underemployment of graduates, technology and public attitudes. The big issues that these drivers highlight about students are that the students:

- Are not studying in modern, online ways.
- Are not working hard enough.
- Are not learning the right things.

Under the circumstances the role of the faculty is to increase the use of online learning, to place more emphasis on developing generic skills and to improve students' grasp of the academic knowledge in their subject areas. Teaching in a Digital Age (Bates, 2015) begins by reflecting at some length on the skills and knowledge that people will need for living and working in today's and tomorrow's worlds. These are:

- communication skills (including the use of social media)
- the ability to learn independently
- ethics and responsibility
- teamwork and flexibility
- thinking skills
- digital skills
- knowledge management (which he calls perhaps the most over-arching of all the skills," adding that the skill of how to find, evaluate, analyse and disseminate information within a particular context is a skill that graduates will need to employ throughout their careers).

Adhering to these principles, the B-schools are expected to continuously improve their quality by identifying the areas of weakness and strength and evolve their strategies based on the standards and approaches they may have on depending upon whether they are going for accreditation or assessment. Those schools which understand the common underlying factors behind these principles and the prevailing global approach to quality by the B-school community would find it far more easier to tackle their accreditation or assessment than those who did not give too much weightage to these areas.

A common path that many business schools take when offering MBA degrees is to secure specialized accreditation from organizations such as the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Council for Business Schools and Programs (ACBSP) or the International Assembly for Collegiate Business Education (IACBE). Some of the other most well-known specialized business accreditation bodies include The Association of MBAs (United Kingdom) and EQUIS — EFMD Quality Improvement System (European Union).

The Century old AACSB has recently earned ISO 9001-2015 recognition that demonstrates that AACSB’s accreditation division utilizes the same quality improvement processes that millions of businesses have embraced worldwide, said Thomas R. Robinson, president and CEO of AACSB International. “This third-party review process mirrors philosophies of our own accreditation standards, and provides AACSB with an internal framework that ensures an elevated quality experience – with enhanced customer satisfaction – for our schools and volunteers globally”, he says.

Standards provide organizations with the shared vision, understanding, procedures, and vocabulary needed to meet the expectations of their stakeholders. Because standards present precise descriptions and terminology, they offer an objective and authoritative basis for organizations and consumers around the world to communicate and conduct business.



ISO 9000-2015 Framework

The framework helps the B-schools develop its leadership by engaging with people, develop processes based on evidence based decision making, relationship management and continuous improvement.

ISO 9000 Quality Management Principles

1. Customer focus
 - Understand the needs of existing and future customers
 - Align organizational objectives with customer needs and expectations

- Meet customer requirements
 - Measure customer satisfaction
 - Manage customer relationships
 - Aim to exceed customer expectations
 - Learn more about the customer experience and customer satisfaction
2. Leadership
- Establish a vision and direction for the organization
 - Set challenging goals
 - Model organizational values
 - Establish trust
 - Equip and empower employees
 - Recognize employee contributions
 - Learn more about leadership
3. Engagement of people
- Ensure that people's abilities are used and valued
 - Make people accountable
 - Enable participation in continual improvement
 - Evaluate individual performance
 - Enable learning and knowledge sharing
 - Enable open discussion of problems and constraints
 - Learn more about employee involvement
4. Process approach
- Manage activities as processes
 - Measure the capability of activities
 - Identify linkages between activities
 - Prioritize improvement opportunities
 - Deploy resources effectively
 - Learn more about a process view of work and see process analysis tools
5. Improvement
- Improve organizational performance and capabilities

- Align improvement activities
 - Empower people to make improvements
 - Measure improvement consistently
 - Celebrate improvements
 - Learn more about approaches to continual improvement
6. Evidence-based decision making
- Ensure the accessibility of accurate and reliable data
 - Use appropriate methods to analyze data
 - Make decisions based on analysis
 - Balance data analysis with practical experience
 - See tools for decision making
7. Relationship management
- Identify and select suppliers to manage costs, optimize resources, and create value
 - Establish relationships considering both the short and long term
 - Share expertise, resources, information, and plans with partners
 - Collaborate on improvement and development activities
 - Recognize supplier successes
 - Learn more about supplier quality and see resources related to managing the supply chain

The Accreditation Council for Business Schools and Programmes ACBSP has for long used the Baldrige Framework for Performance Excellence as the foundation of its accreditation standards and criteria and review process. Studies have found that investing in quality and performance excellence pays off in markedly increased productivity, satisfied stakeholders, and dramatically improved results and this would certainly translate for academic administration.

The Baldrige framework includes processes for:

1. Leadership
2. Strategic Planning,
3. Customer Focus,
4. Workforce Focus,
5. Operations Focus, and
6. Results measurement.

Baldrige Education Criteria for Performance Excellence Categories and Items

The “why” behind the Criteria, as well as examples and guidance to supplement the notes that follow each Criteria item in the Baldrige Excellence Framework (Education) booklet.



1. [Leadership](#)
2. [Strategy](#)
3. [Customers](#)
4. [Measurement, analysis, and knowledge management](#)
5. [Workforce](#)
6. [Operations](#)
7. [Results](#)

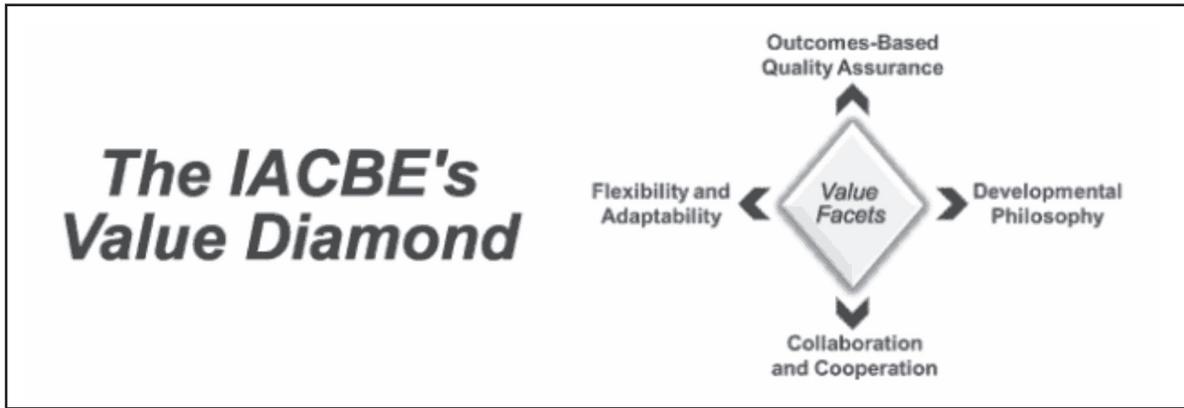
On the other hand, the IACBE (International Accreditation Council for Business Education) was conceived as a mission driven Deming Porter Framework **model** based system that is fully process oriented delivering its assessment based on certain abiding principles that exemplifies the mission of the school.

Various facets of the IACBE’s approach to accreditation provide a unique “diamond-standard” value proposition for the quality assurance of business programs in higher education institutions around the world. This value proposition is central and fundamental to the IACBE’s entire accreditation process, and serves to distinguish the IACBE as the leader in performance- and results-based accreditation for colleges, universities, and other higher education institutions worldwide that focus on student learning and success.

The 4 Facets of the IACBE’s Value Diamond include:

- Outcomes-Based Quality Assurance in a Deming-Porter Framework
- Developmental Accreditation Philosophy Based on the Deming Cycle of Continuous Quality Improvement
- Collaborative and Cooperative Approach to Accreditation Flexible and Adaptable Accreditation Process
- Flexible and Adaptable Accreditation Process

Understanding the principles laid out by the CIQG and PRME along with the basic foundations on which the leading accreditation agencies are basing their approaches would greatly help in understanding the common aspects of quality building the B-school community need to look into. In the accompanying article



where we analyse the missions of the accreditation agencies themselves and some of the select accredited school missions it would be amply clear that the schools which are able to pick out and work on the fundamentals of quality as evidenced by the various approaches inherent in this article and build it into their mission statement are the ones who are able to complete their assessment cycle and become accredited and also are able to showcase continuous improvement on a sustainable basis.



Building a B-school Brand in an Uncertain Future

Thothathri Raman
SEAA Trust, New Delhi

We have amazing B-schools with great brand presence without much ideas as to where are the next jobs going to come from? A quick Google search brings up a mindboggling range of jobs which predictably are not close to anything we know of as careers today at the B-school campuses for which the students are being prepared.

Every school says committing to academic excellence – but have unintentionally mired themselves in a sea of sameness. The brand is already built even though the differentiator may be absent when evaluation is done by media ranking. What corporates/employers seek – ethics, lifelong high value learning, design and critical thinking, innovation, entrepreneurship and competitive strategy, with distinct and identifiable cultures and brands.

In reality the common mistakes the schools' deans, administrators, and faculty sit and decide the brand sometimes, a kind of 'we make it, you take it' psychology with intention to make the markets to believe in it. But it does not work. So a lot depends on culture (particularly inner), expectations, perceptions, resources, change management. **Convincing that we are regional, national, and global over period of years – is team work by government, colleges, accreditation markets.**

A product from a brand is engaged between 24-year-old MBA student, versus a 50-year old professor applying for a job, versus a 68-year-old potential donor versus the employer of 40 years' legacy. These are radically different market segments, all of whom are surrounding the same product offering. If your message doesn't speak to these different markets, your branding won't be successful.

And then the final thing, the final hurdle that needs to be overcome, is the mindset of students and faculty. Students that come from hierarchical, collectivistic cultures, where group thinking is more important and where group opinions are more important than individual opinions, those people find it very difficult to develop their own thinking because in their educational system it was never encouraged.

Do we have neuro business labs? Do we have affective computing clinics in b-schools? Do we have new age disruptive ideas and thoughts? Do we have mobile computing labs? do we have big data analysis labs? Do we have live cases and solutions for contemporary issues facing the financial and equity market places? Do we ask our faculty whether they have consulting experience?

What are the common traits an employer today and perhaps even those from tomorrow would be looking for in a MBA graduate? The answer to this also brings up the same déjà vu situation of staring at expectations which one is not sure the schools are fostering today in the Millennials who are amidst them.

These are the traits the Net throws up on quick search:

- The ability to work with a wide variety of people.
- Time management and ability to prioritize.
- Understanding digital impact on businesses.
- Ability to build, sustain and expand a network of people.
- Ability to solve complex problems.

At the first glance the items two and three alone seem new while the other three might sound too familiar to a MBA veteran. Of course this may not be true if you look closer. The first one ability to work with wide variety of people, today means a truly wide variety spanning the entire globe with skill sets as diverse as the colours of butterflies in wild. Unraveling the skills and the variety in people and matching them with your requirements require complex connectivity tools, web platforms, intricate algorithm and a completely different way of acquiring the “People skills” to work with people.

Time management and ability to prioritise are two different skill sets notably absent in most of the youth and millennials also being human are not going to acquire these anytime soon. Time management just got complicated owing to the complexity of choices the person faces to wade through to stretch the available time. Ability to prioritise is a function of the depth of understanding of the challenge before the person and the tools and skillets needed to be employed to maximize productivity. Once again the tasks involve frontier technologies and their understanding.

Any experienced OB professor would be able to give a lecture on ability to solve complex problems and the theories with which this ability could be honed to perfection. Not any longer, the complexity of problems have just become complex that even the best of the ability of an individual cannot meet the challenges before them on the factory floor or at the mall side.

The MBA skill set requires technologies that are available and also those that are still evolving.

8 innovative technologies with potential impact for business:

1. 5G networks. Telecommunications **companies** began rolling out 5G networks this year ...
2. Mainstream block chain apps ...
3. More AI-enabled platforms for automated work. ...
4. Machine learning for customer service ...
5. 3D printing ...
6. New security measures ...
7. Augmented reality ...
8. More AI solutions for small- to medium-sized **businesses**.

Robert Half, the contemporary technology guru, identifies in his blog the following 12 jobs as being the top jobs of the future:

1. Mobile application developers
2. Data architects
3. Compliance managers
4. Business intelligence analysts
5. User Experience designers
6. Marketing analytics managers
7. Systems analysts
8. User Interface designers
9. Business analysts
10. E-discovery and litigation support managers
11. Member services managers
12. Executive assistant

What has MBA education to do with all these technical sounding jobs?

The listed jobs require according to Robert Half the persons looking for the technical jobs should be having:

- strong project management abilities, attention to detail and interpersonal skills
- ability to translate, analyze and make business recommendations based off that data

- analytical and creative skills, ability to communicate effectively, plan and coordinate data resources, and translate business requirements into database solutions
- strong leadership and organizational abilities, as well as analytical and interpersonal skills.
- analytical, troubleshooting and problem-solving skills, along with proficiency with using business intelligence and data mining tools
- ability to zero in on users' underlying emotional and functional needs and help create an enjoyable digital experience
- Strong analytical reasoning and collaboration skills

Any idea whether the B-schools are offering specialized courses and practical orientation relating to these technologies? Maybe one should even ask whether these are in the realm of the B-school academics itself? The conventional curriculum, case method of pedagogy are a passé and do the schools really know that these things are not going to get jobs for their passouts? How are we supposed to develop such people with technical skills and the softskills to manage the future businesses?

The MBA campus may be the obvious choice provided the schools and their assessors or accreditors understand the emerging needs of the Industry and the also the needs of the B-schools themselves to differentiate themselves to build a distinct brand identify.

At the moment any cursory look at the competing vision statements of internationally accredited schools should easily demonstrate how far removed are the campuses from the reality of the emerging market place.

Sample excerpts from some Internationally accredited B-school vision statements:

- To excel in post-graduate management education, research and practice
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education
- To create and promote an equitable society by empowering the young through education that builds hope and confidence and confers stature and dignity on the aspirant
- To create knowledge & nurture leaders for sustainable business and an inclusive society for India and the world
- To be an Institute of Academic Excellence with total commitment to quality education and research in Management and Information Technology with a holistic concern for better life, environment and society

- To be a department of excellence in management education, widely known for the development of competent and socially responsible business leaders, entrepreneurs and researchers
- To be a premier management school focusing on excellence with ethics.
- To create an ecosystem facilitating incubation of knowledge in helping businesses thereby generating new knowledge.

The tags that can be gleaned from these sample mission statements of some of the internationally accredited school could easily tell you that the schools are stuck with a few inane statements pepped with high sounding words, “to excel” “presence”, “create” “nurture” “research” “premier” “inclusivity” “equitable” “ethical” “knowledge eco system”

Come to the accreditation agencies. Here are the mission statement excerpts:

1. “Create the next generation of great leaders.”
2. “Network of schools and companies to develop socially responsible leaders and managers.”
3. “Spearheading excellence and trailblazing innovation.”
4. “Ignite a standard of excellence.”
5. “Excellence in business education.”

Once again the mission statements are generalistic and nothing anchored on the urgency of realizing the future trends and the need to connect the B-schools that are being accredited to the future. The buzz on Industry 4.0 is now being matched by the buzz on Academia 4.0 though not in the same frenzy with which industry 4.0 is being discussed in the public forums.

The words “great leaders” are relatively vague and very hard to define as greatness is a relative term. The terms simply define “who you are” “what you should aspire to be” and not what you ought to be because of the certainty of disruption of the status quo.

The accreditation systems ideally should be doing soul searching to create new age schools and centres of excellence as distinct from the kind of MBA that is on the verge of being edged out.

“Who are we, *really?*” this is needed for accreditation bodies as well as colleges. They should look at histories, their legacies, and their ambitions to uncover what it is they truly stand for in the business school market. Main prominent driver is branding for next decade- beyond product portfolio, embrace offerings, people, price, value and place among other things. Establishing a brand identity is not about what its students, faculty, and staff can do, but it’s about how we think of Business school brand identities should be in the emerging market place.

Accreditation & Quality Improvement Commons Framework (AQIC Framework)

The popular accreditation and quality improvement models should fulfill Strategic objectives, be open for review using action plans that are implemented without fail and are measured for results. Globally and in India the prevailing Quality standards and approaches cutting across, ISO 9000-2015, Malcolm Balrdige, Deming-Porter Framework and other related approaches should aim at helping the B-schools to achieve excellence on a sustainable basis. The AQIC Framework focuses on the challenges in understanding what works and what doesn't when it comes to accreditation, assessments like National Institutional Regulatory Framework (NIRF) or media Ranking and Rating.

The basic premises of accreditation is to emphasise on:

- i. Quality
- ii. Documentation
- iii. Activities
- iv. Contribution to quality in educational, employment and entrepreneurship growth and development of all stakeholders

Any quality framework in relation to a B-school should be focusing on:

1. Teaching & learning
2. Research
3. Sustainability
4. Infrastructure
5. Collaboration

And the three internal stake holders to quality assurance namely Management accounting for 20 per cent, Faculty 70 per cent and students about 10 per cent in terms of weightage when it comes to quality building and measurement need to be clear of their respective obligations.

Faculty Task

1. Preparation of lesson plan that includes objectives of the program, chapter, outcomes and measures (measured by example of application, test, oral presentation assignment) provided by the Internal quality assurance cell (IQAC)
2. Prepare or locate materials for teaching – Books, ICT enabled services,
3. Develop methodology / pedagogy of teaching – case study, live project, online video and lectures. (Based on revised Blooms taxonomy)
4. Evaluation – Rubrics defined for Internal & external assessment with less subjectivity involved
5. Internal Assessment – Assignment, test, quiz, presentation, class assignment, debates & participation, simulation games, experiential exercises (Laboratory for engineering)
6. Mid term / Continuous assessment test / continuous internal assessment
7. Feedback and action taken for bright / weak students – tutorial / coaching class – for improvement (mandatory) – reward / merit cards to the bright students
8. Preparation for university / end term examination – question bank & answer to be provided ie blue print)
9. Feedback from student – to be objectively measured
10. Feedback of faculty based on university Question paper within one hour from the conduct of the exam
11. End / semester result – analysis subject wise, semester wise, year wise
12. Academic council closing meet – identifying gaps and deficiencies to be rectified
13. Course / program outcome attained is measured – as per any accreditation system in vogue

The whole process to be documented at each and every stage with date and undersigned by the faculty incharge, HOD / principal.

I Individual Faculty contribution to the development of the institution:

1. Organising EDP, MDP, Workshop, seminars, conferences, distinguished speakers, lecture series on recent development, quiz debate, competition celebration, co-curricular & extra curricular activities, CSR activities,

consultancy and ties up with industries for internship, research collaboration, MOUs, projects & include improvement in Placement activities & initiative, and Admission. Industrial Visit – connect.

2. Faculty external participation in career growth perspectives – paper presentation in National & International conference, publication of research paper, cases studies, articles, newspaper, editing books (chapter), workshop attended.
3. Resource person – for internal FDP, Sharing knowledge gained through conference, workshop on a common platform – All initiative to share the knowledge among the peers.
4. Encourage student participation in competition, organizing club, social and entrepreneurial activities.
5. Mentoring students – monthly basis – report to be maintained.

II Institution perspective to **ensure high Retention rate for growth & development**

1. Organising FDP for continuous up-dation in technology domain, half yearly refreshment courses, skill oriented program, advancement in digitalization
2. Faculty meeting – monthly report analysis on students and faculty career advancement.(format by IQAC)
3. Emphasis Rigour in teaching pedagogy / methodology (FDP)
4. Institution contribution to individual faculty career development – include monetary fund for attending conference, seminars, exchange, certified & training program and industry connect.
5. Well designed performance appraisal – to be evaluated on basis of corrective action / rectify / motivate / opportunity for improve
6. Infrastructure – physical & mental health, library & IT (cloud computing)
7. Certified program – AI, IOT, design thinking, app for knowledge sharing & internal communication
8. Rewards for best performers (students & faculty)

III Quality Assurance IQAC (Internal Quality Assurance Cell – constitutes Senior faculty members)

1. Weekly report, monthly report, strategic analysis, month end meeting

2. Gaps to be identified and necessary steps to be implemented.
3. The five parameters should be measured and graphical representation for comparison to be made available
4. All the activities should be documented and records to be maintained (each activity done in the perspective of students, faculty and management)
5. Daily report to be maintained by faculty – probably in record or a format provided by IQAC

All the above 5 activities make up internal academic audit.

Once the underlying aspects are understood each of the segments noted in this framework could be expanded and specific statistical tools applied to mine the data generated with each activity.

The AQIC Framework would provide the foundational approach to quality and help the schools choose the type of accredited suited to their needs and are able to answer any sort of assessment question in shortest period of time.

Maintaining records and conducting period internal assessment or the processes is the key to arriving at a Common approach to accreditation and assessment.

The Learning Management systems need to be customized for capturing and maintaining data on a daily basis and also should be used to generate charts and histograms for easy understanding of the challenges at hand.





Doing Right: The Consequences of Personal Choices

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Have you ever had a waitperson give you more money in change than what was expected? *What did you do?*

Have you ever had someone at work ask you to do something that wasn't quite right or proper? *How did you respond?*

Have you ever been pressured to provide an embellished report that ignored the more realistic facts only for the purpose of influencing someone else's decision-making? *What choice did you make?*

Have you ever found someone's wallet at a time when you were short on cash and there was no one around to see you? *What did you do?*

How we respond, and the choices we make in these and other related situations, defines our character and is based on our understanding of ethical behavior. After all, ethics comes down to the choices we make. The consequences of those choices, positive and negative, can have both immediate and long-term impact.

The news is filled with stories of bad ethical choices made by people representing their companies and government agencies. Indeed, organizations rarely fail due to bad products and services; rather, organizations more frequently fail due to poor ethical choices.

Yet, organizations cannot behave unethically; only the people within those organizations can and while we tend to focus on top management because that's what makes the story *interesting*, what's typically missing in these stories are the day-to-day ethical choices that employees at all levels of the organization make.

The choices we make, no matter where we sit at the organizational table or how significant is the degree of these choices, all have consequences. Seemingly small, relatively benign choices can have a profound strategic impact. The choice you make when handed the incorrect (and favorable to you) change back at the

restaurant could influence how you respond to the next ethical decision that comes your way. Hedging on an expense report, playing a little loose with sick leave, or perhaps even how you present your department's forecast for the next quarter can all have consequences for yourself and others.

For me, ethics is grounded in my personal *life code* and are centered around three essential values: *Trust*, *Respect*, and *Integrity*. These values define our character and while ethics essentially is a choice, it's the values that drive the choices we make. Our personal, and sometimes organizational, values provide us with a decision-making framework by which we make choices.



Trust is making a conscious effort to be approachable, acknowledging, considerate, accepting, and respectful towards others. We trust when we engage in open and honest communications. We trust when we demonstrate compassion and understanding.

What is the role of *trust* with ethical choices? If we choose properly, we build trust with those around us. Repetition of proper choices reinforce our image and the integrity that we are what we appear to be and therefore, tends to make us more trustworthy. Our trust in others, and they towards us, helps us make the sometimes more difficult choices.

Respect is the basis of ethical relationships, or more specifically *mutual* respect. We give away respect to earn respect (not the other way around). We give respect when we truly listen to others and promote their interests ahead of our own. We

demonstrate respect when we give credit to where credit is due and when we examine problems and issues from the perspective of others.

What is the role of *respect* with ethical choices? If we choose properly, we are respecting others and acknowledging that others can be, both directly and indirectly, affected by our choices. If we want others to treat us with respect and act ethically, we must first treat others with respect and behave ethically towards them.

Integrity is having the courage necessary to support your personal values and those of your organization. Integrity is about exemplifying your values, treating others fairly and consistently, choosing the harder right over the easier wrong, and doing the right things. Integrity is fulfilling our obligations and staying faithful and steadfast to our values.

What is the role of *integrity* with ethical choices? We set the example through the choices we make. Integrity is *walking our talk*, being the role model for ethical behavior, and choosing the harder right over the easier wrong.

Using this **T.R.I.** value-model (**T**rust, **R**espect, **I**ntegrity) is a simple way to keep us grounded and headed in the right direction. Of course, the examples provided above are not complicated situations and life can certainly deal out some tough choices. But, by living each day with the ideal that we are making choices based on our life code and underlying values, will provide us with the confidence that we can better handle the tougher problems when they arise.

One of my mentors once said, “When you stand on the ethical high ground, it may be lonely, but it’s a wonderful view.” Doing the right things and making good ethical choices regardless of your position or status is what helps makes you a *leader of character*. Leaders of character demonstrate their values through the choices they make. By doing the right thing and practicing ethical decision-making will lead us to achieving greater potential in our work, and in our lives while standing on the ethical high ground.





Multiple Accreditations: Challenges and Important Pointers

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With the accreditations becoming widespread and even mandatory, the chances of simultaneous accreditations have become a common phenomenon in institutions. The concurrent accreditation work creates a lot of challenges for the coordinators of these accreditations.

1) The approach of different accrediting agencies

Various accrediting agencies have different personalities. Some focus on teaching and learning, and some give more weight for research, some are confused. When entering into simultaneous accreditations, it often confuses the institutions about the direction in which it should move especially in terms of investments.

2) Language of accreditations

Another challenge is the various terminologies followed by the accrediting bodies. For example, NBA follows a particular language like Program Educational Objectives, which is not there in any foreign accreditations.

3) Mentor conflicts

Working with multiple mentors is a big challenge. One of the most common issues is the vision and mission of the institution. Mentors love to play around with the vision and mission. Imagine a situation when three mentors offer three different treatment of vision and mission of a single institution? The accrediting team would require a lot of patience and persuasion to make the mentors accept the vision and mission.

4) Sustaining the momentum

The enthusiasm in the beginning of the multiple accreditations often wears down quickly, and if different teams work with various accreditations, bringing

all together on a common page is going to be an arduous task. Usually the institutions venture into concurrent accreditations after a conference like the SEAA conference, but the sustenance of the enthusiasm is quite a task.

5) **Conforming rather than improving**

Having multiple accreditations often reduce the effort to conformance and documentation. Since the teams are busy catering to different certification requirements, often shelve the existing accreditation work in preference over a new one.

Author's View

Institutions get on board with concurrent accreditations as a brand-building exercise. Having a Triple Crown accreditation is often a very coveted place to be in the accreditation world. But the question is whether accreditations' primary purpose is brand building? I think it is not. Accreditations are excellent tool for quality improvement. One should have a view of this while venturing into this domain. Any accreditations whether local or global gives an unambiguous process improvement map for the institutions to implement and run with it. Giving accreditations a notion of brand-building tool is doing a disservice to its true nature.



