Recommendations for an All-India Institute of Management*

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*The Robbins Report of 1959 on “Recommendations for an All-India Institute of Management” was a key document prepared by George W Robbins, Associate Dean of the Graduate School of Business Administration at the University of California Los Angeles (UCLA) and Consultant to the Ford Foundation New Delhi office.

The Robbins Report enclosed here has been verified with IIMA records and is taken from Appendix 3A of,


The Table of Contents in the original document (omitted by Hill, Haynes and Baumgartel) is shown above.
APPENDIX 3A
RECOMMENDATIONS FOR AN
ALL-INDIA INSTITUTE OF MANAGEMENT

A Report by
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DECEMBER 20, 1959
The need for management education in India

The need for post-graduate professional education for business is not unique to India. The whole world's feeling the impact of the technological revolution with its consequent breakdown of time and space barriers and the growing instability of political, social, and economic institutions. While modern technology promises to provide the means of eliminating starvation and poverty, it is making more complex and difficult the decisions of political, social, and economic leaders and is endowing these decisions with broader consequences. Since the bulk of economic productivity arises from the decisions of business managers, not only are more such leaders required, but they must be supplied with appropriate training and education that they may be better prepared for their tasks. The need in India for adequate manpower resources for management is only accentuated by the bold national policy of accelerating the impact of changing world conditions.

We must rely on business organizations to provide the wealth which undergirds all our efforts and aspirations. The leaders who assemble these organizations and enable them to function are the managers, no matter what their titles be as owners, directors, chairmen, department heads, or staff specialists. It is their activities and decisions as managers that create the day-to-day results of goods and services that sustain our society.

Management can be viewed as a series of functions that are common to all economic enterprise leaders. One may classify them as planning (including risking and innovation), organizing (the designing of systems of authority and subordination), staffing (the assigning of tasks), supervising (relating personal aspirations to institutional goals), and control (involving measurement of performance against plan). To some degree all these functions are performed by all managers regardless of the nature of setting of the enterprise or firm; and they are the heart of the manager's job. While managers may be specialists in accounting, manufacturing, finance, marketing, or personnel work, they must also manage.

Experience has demonstrated that people can be trained for specialists' tasks in the operating routines of business, and most business schools emphasize this type of effort. More recently it has been recognized that education is entirely feasible for the managerial functions mentioned above. This fact is perhaps the most encouraging discovery of the twentieth century, for, if this were not true, the future would be dark indeed. Scientists
and engineers may make it technically possible to eliminate poverty. Political leaders may devise environmental conditions that encourage the right effort. Religious leaders may point the way to greater personal satisfaction and individual growth. Still, it will remain for the enterprise managers, through economic organization, to translate progress into needed products and services. For we live by organization, and organization must grow and flourish through leadership and management. No longer can we rely upon heredity, chance, or trial and error in sifting out leaders; they are needed in greater numbers and in more complex variety.

The meaning of all this to India is clear. The planned, rapid transformation of Indian society will be limited in large part to the ability to develop sufficient enterprise managers who have the knowledge, attitudes, and skills required for efficient planning, organizing, staffing, supervising and control.

The proposed Institute should address itself to these needs. Just as a medical school focuses upon the health of the individual in society, an Institute for Business Management in India should focus its efforts upon the health of the enterprise unit, whatever the ownership or industry. Like the medical arts, the management arts are complex, difficult in practice, but equally supportable by fundamental disciplines that help to explain and reveal answers that the practitioner can use.

Furthermore, the proposed Institute should foster the growth of an Indian literature in the arts of management in this society and relate it to the literature rapidly growing in other countries. It should confine its efforts to postgraduate education with highly selected students who are capable of reformation into potential business managers or future teachers in this field. Above all, it should be a specialized institution avoiding the assumption of tasks of teaching dogmatic business routines, however important, for the purpose of filling industries' needs for persons at all levels.

The need for an Institute of Management in India is enhanced by the efforts already made to educate and train for business at colleges and universities, in business organizations, and in the Hyderabad Staff College. The Institute will support and strengthen these efforts by educating future faculty personnel and by providing teaching materials — two notable shortages at present.

It seems unlikely that a single center will suffice the needs of India. Estimates of the shortage of management manpower
at middle and top levels, both line and staff, range from five thousand to twenty thousand per year in the next ten years. While most of these will come up through other channels, nevertheless it is clear that one center cannot meet even the fractional needs. Moreover, the varying conditions and regional aspirations must be given ample consideration in a long-run plan. Hence, it seems likely that two or three centers may be contemplated eventually, subject to the expression of tangible interest and support and, a more serious consideration, to availability of leadership and staff talent. However, until one center has been well established, resources should not be dissipated by multiplication of centers.

The recommendations herein are based on experience and observation that prove the efficacy of this solution to a serious national problem and support the faith that enterprise management, like law, medicine, engineering, public administration, and social welfare is a field of practice that can be improved by rigorous, systematic, intellectual treatment.

It may be noted that these recommendations are generally consistent with those of the so-called Merriam-Thurlby Report and with the Report of a Visit to the United States of America, 15th March to 16th May, 1959, by the Indian Management Education Study Team (1959: Ministry of Scientific Research and Cultural Affairs, Government of India).

However, the latter report calls for gradual addition of the wholetime post-graduate programs at the university centers. This solution is possible; but it is quite clear that the process of strengthening these programs must await the development of the proposed Institute as a national centre where the resources of future faculty and research can be developed. They will not be developed with any assurance or rapidity in the present centres where environment does not induce the kind of bold effort required. In the meantime, the present efforts in universities should receive special encouragement and assistance in their own varying experiments.

The plan of this report is to state the broad recommendations in summary, to deal with the form of organization and the crucial steps to be taken to effect it, to propose an approach to the problem of location, and to deal progressively with the aims, policies, and programs of the Institute. Finally, an estimate of costs is given.
1. An Institute of Management should be established on an All-India basis. It must be regarded as a high-priority national asset, indispensable in the development of the resources of management, i.e., the manpower to translate natural resources, technology, and human talent into effective organizations to produce wealth. Accordingly, it must receive financial support from industry and government adequate for its needs in a planned, phased development.

2. The Institute should be a post-graduate center of teaching and research where attention is focused on the most difficult problems of management rather than on the routine of business practice, and where education and training include the acquisition of knowledge, attitudes and skills of management in business.

3. The Institute should be located geographically (1) where there exist varied types and sizes of business to serve as a laboratory for the faculty and students, (2) where adequate resources are available, and (3) where the environment is favorable to vigorous growth and experimentation.

4. The Institute should be inaugurated as an autonomous, independent organization with a broad but specific charter and with a governing body representative of the highest ranks of business, government, and scholarship. The governing body should function to approve basic educational policy and budget, and to provide financial and other support.

5. A permanent director should be chosen and assigned the responsibility of developing a regular full-time staff from which the detailed programs of teaching and research should emerge as recommendations to the governing body.

6. A phased development should look toward (1) formal organization, selection of a director, and appointment of key staff members by mid-1960, (2) inauguration of advanced or middle management training programs by January, 1961, and (3) beginning the two-year full-time course for post-graduates by autumn of 1962.

THE FORM OF ORGANIZATION

The Institute may be organized in one of three ways: (1) as a department in a university, (2) as a new autonomous creature of the State, or (3) as an autonomous society organized under
the Societies' Registration Act (XXI of 1860). The third method is recommended.

As a department of the University, the Institute would operate in a community of scholars, drawing strength from the other scholars whose disciplines comprise the university. At the same time it would present the university with difficult problems of policy and administration because of its innovations, its size, its rate of growth, and its special budgetary needs. The resulting stresses may be very serious for the university and would almost certainly retard, if not forestall, the Institute's development.

The second method, by special act of the parliament, would have the possible advantage of empowering the Institute to grant its own degrees, but the process of enactment would likely be too slow and uncertain, while the institutional framework would be quite inflexible in practice.

The third method has ample precedent in India and permits rapid, independent action based upon appropriate collaboration of business, government, and education. While it may restrict the types of degrees to be awarded, this method provides ample compensating factors in freedom and flexibility.

An Institute of Management should be organized with aims broad enough to permit development but yet clear enough to provide a guide for the growth of a post-graduate, professionally oriented center of studies.

The Institute, as a Society, may have a governing board representative of leaders in business, government, and education. The membership should not exceed twenty one persons, including ex-officio members. Members from business should be representative of varied types, sizes, and location in industry and commerce. Members from government should be representative of the Planning Commission, the University Grants Commission, the Ministry of Commerce and Industry, the Ministry of Scientific Research and Cultural Affairs, the Council of Applied Economic Research, the Productivity Council, and other agencies directly concerned with the healthy growth of economic enterprises in India. The governing board may be given the powers to own and manage funds and property, to establish and approve major policies, to review and evaluate the programs, and to review and comment on budgets.
An executive council should consist of a small group, not to exceed nine members, who will have the responsibility to approve programs, budgets, appointments of administrators and faculty, to spend money, manage properties and trust funds, and otherwise direct the affairs of the Institute in accordance with the policies adopted by the governing board.

The crucial problem in organization, of course, lies in the selection at an early date of a director who will effectuate the organization.

One final note deserves emphasis. As an independent body dedicated to the highest level of intellectual effort, the Institute must operate on the most cordial terms with others engaged in business education. The Institute must, in fact, as well as in principle, support all worthy efforts toward the betterment of management whether they take the form of company training, Productivity Council undertaking, university curricula, management association programs, or the Administrative Staff College. The Institute can best do this by keeping to its own objectives rigorously and by doing its appointed tasks well.

LOCATION OF THE INSTITUTE

The geographic location of the Institute should be chosen by a proper weighing of these three criteria:

(1) The availability of a laboratory of business in the form of a variety of types and sizes of business firms.

(2) The assurance of adequate resources.

(3) The presence of an environment favourable to vigorous growth and experimentation.

This report cannot offer a definitive recommendation because of the lack of time to assess the various potential cities in terms of these criteria. However, it is clear that the third criterion must be given special weight, since, the mere availability of business firms and financial support in large quantities will be of little significance if the new institute is not supported vigorously by the leaders of business, education, and government. Employers must understand the
objectives and methods of the Institute and must be willing to encourage its efforts in tangible ways such as donations for research, endowments of scholarships and chairs, the sending of participants to various programs and the acceptance and guidance of graduates.

Government officials must have faith in the Institute's objectives, must provide support for budgets, and must defend its genuine freedom as an academy. University leaders must be able to face the growth of this Institute with at least some sense of objectivity if not active support in the face of their own plans and aspirations for work in this field.

BROAD GOALS OF THE INSTITUTE

The Institute should have goals, definable in simple terms, which express ideals as guides to policy formation and program development. The following goals are recommended as expressive of the defined needs:

1. To select and prepare outstanding and talented mature young people for careers leading to management responsibility.

2. To provide opportunities for practising executives in middle and top management to obtain training and education in management knowledge, attitudes, and skills.

3. To develop an Indian literature in management through research and publication of studies centered about the nature and role of the enterprise unit in India, and relate it with world literature.

4. To prepare research scholars and teachers competent to carry on the important work in this field in all parts of India, whether as teachers or research specialists in industry or government.

5. To stimulate exchange of knowledge and experience in management with scholars and practitioners in other countries.

6. To provide suitable physical facilities for resident students, classes, laboratories, administrative and teaching staff, and a thoroughly equipped library.
The following policies represent broad guides to action. They are intended to provide a consistent but flexible basis for the development of programs that lead consistently to the accomplishment of the stated aims.

1. The institute shall be a permanent educational institution operated according to the highest standards and dedicated to a thorough understanding of the role of enterprise management in the society.

2. Teaching programs shall include a regular full-time course of about two academic years' duration for young persons in their twenties who have completed university degree programs or their equivalent with credit, who are intellectually mature, and who have demonstrated measurable aptitudes and interests in management.

Note: This policy is indispensable for a thriving institution that aspires to research in the practice of management. The professional skills of the teacher are not developed by research effort alone, nor by occasional and intermittent attention to teaching. A vigorous and alert student body of post-graduates is essential to the development of the Institute.

3. Teaching programs shall be maintained to provide opportunities for practising business executives and managers with considerable responsibility to study in short courses and seminars.

Note: This policy will lead (1) to important service to present management, (2) to spreading a necessary understanding of the Institute's value, (3) to enhancing the acceptance of its graduates, and (4) to encouraging active support of research in both money contributions and opportunities for faculty and students to get materials for study.

4. Selection of students and executive participants shall be made by the director, his staff, and the faculty entirely on the basis of qualifications as defined and published.
5. The Institute shall utilize and develop teaching materials and teaching methods suitable to the objectives of instilling knowledge, developing attitudes, and perfecting skills in management and in the operational fields of business enterprise.

Note: The Institute should avoid doctrinaire approaches to teaching methods and materials in view of the rapid expansion of experimentation and substantive literature in this field. On the other hand, it should avoid stereotypes of university education that have a basis only in tradition. Certainly teaching materials and methods should grow out of objectives which include, here, the development of intellectual and personality attributes suited to management decision-making under dynamic conditions.

6. Achievement of students in the regular program should be measured chiefly by day-to-day participation, by regularity and quality of preparation, by performance in discussions, papers, field studies, and group efforts and by examinations designed to measure knowledge, attitudes, and skills.

7. The regular teaching program shall be conducted in accordance with sufficiently high standards and should demand sufficient, measurable achievement of students to warrant accreditation by the most rigorous standards in other parts of the world.

8. Certificates, awards, and degrees shall be granted to participants who meet the achievement standards prescribed. The first degree shall be in management, representing a professional degree similar to the M.B.A. in the United States. Subsequently, a research doctorate program may be considered. The awarding of recognized and approved degrees should be an early aim.

9. Research programs shall receive emphasis from the outset in order (1) to provide an appropriate atmosphere of inquiry and learning, (2) to encourage the practice of consistent creative activity among faculty members, (3) to furnish appropriate teaching materials, (4) to provide experience for advanced students, under guidance, in independent investigative work and (5) to supply the
basis for a systematic dissemination of useful literature to business managers and those interested in the health of the enterprise in the Indian economy.

10. The administration of research shall be so designed as to set broad goals, furnish adequate resources, and stimulate independent inquiry both in and out of the Institute, with due regard for the necessity of permitting maximum freedom of faculty to explore and publish results properly accomplished. The Institute should cooperate fully with research efforts correlative to its interests wherever they are found and should encourage such effort by all means at its disposal.

11. The Institute may engage in contract research where there is appropriate freedom to pursue the inquiry in an objective manner and when there is full freedom to publish results as it finds them. It shall avoid research or consultation on a restrictive or private basis.

12. The Institute shall aim to develop a full-time faculty supported where necessary by part-time instructors from business, professional, and academic life. Qualifications for teachers shall include demonstrated scholarly ability and preparation, achievement in creative scholarly activity, knowledge and understanding of enterprise management and the specialized area of practice, interest in and sympathy for the objectives of the Institute and faith in the efficacy of improving management through sympathetic intellectual effort, and experience and competence as a teacher and experience in working in management settings.

13. The director and faculty shall build relationships with business, government, and educational leaders that will enhance their own awareness of the critical problems of business enterprise management, their confidence in dealing with these matters, and, at the same time, stimulate interest and active participation in the Institute's efforts.

14. The Institute shall be housed in suitable quarters designed to serve its special needs, preferably with adequate hosteleries for regular program students and for advanced management conferences, short courses,
and seminars. While the Institute shall be located in a good industrial and commercial laboratory, it must be designed to provide a quiet atmosphere conducive to rigorous study. It must also provide facilities for regular recreation, including physical exercise.

15. The Institute library shall be regarded from the outset as a major resource, with specialized directors either trained in or capable of learning about special sources, acquisition and handling methods, and preservation. The library must collect for research as well as for teaching purposes.

16. The Institute shall seek to cooperate fully with other institutions interested in education for business in India and abroad. It shall aim to be a constructive part of the world-wide management movement. It shall be prepared to consider affiliation with a state university where this step will lead to a more full and satisfactory growth toward its goals.

17. The Institute shall operate as non-profit higher educational institution with a five-year budget plan based on a phased program, reviewed at appropriate intervals. Income shall be provided from regular support of the government, from gifts and grants from student and participant fees, and from the sale of printed materials.

PROGRAMS OF THE INSTITUTE

I. TEACHING PROGRAM

A. For the Professional Master's Degree

This program shall aim to prepare selected, qualified persons in their twenties for careers that will lead to management responsibility.

The Curriculum shall be designed to provide both course work and independent and group study work covering the following major areas (the time allocation and teaching method must emerge from the chosen faculty and administration of the Institute and need not be indicated here):

Management concepts and practice, including the detailed study of management functions of planning, organizing, staffing,
supervision and control; types of management and historical development of ideas, concepts and practices.

Major Operational Areas of Enterprises - Marketing, Production, Finance, and Personnel - viewed in their functional, institutional and historical setting.

Tools of Management Analysis - Economic analysis, behavioral science analysis, quantitative methods of statistics, accounting, operations research and synthesis, and decision-making.

Environmental Influences - social, cultural, governmental.

The course program shall be designed to provide a uniform experience for all students in the first year, subject to only slight modification where prior preparation may suggest duplication. Opportunity for special work in chosen fields shall be provided in the second year, with careful regard for the dangers of proliferation of course work.

All course and other experience of the students shall be designed to develop attitudes appropriate to managerial operation, judgements about ethical standards, and skills in communication and in decision-making, i.e., these matters shall not be isolated in special course compartments, but shall receive definite attention in all courses.

The curriculum, especially for the first year, shall be planned as an integrated unit to insure adequate coverage of all parts. It must be understood that any curriculum must represent a sampling of material rather than an exhaustive treatment. The art of curriculum building lies in part in balancing the sample and in providing a teaching method appropriate to each part.

Consideration must be given to the feasibility of utilizing the first year program as a unit of study that may be taken apart from the complete program of two years, especially at the outset.

Teaching methods deserve the closest attention since they, even more than subject content, determine the success of an educational program. The objectives of teaching methods are to motivate the student to his highest possible participation and effort and to create a desire on his part to change his knowledge, attitudes, and skills.
Experience shows that various teaching methods can accomplish these ends in the hands of skilled teachers. Teaching methods must grow out of a faculty dedicated to the discovery of its own talents for devising ways of achieving proper student habits.

The choice is not simply between the traditional lecture method and the case method, each of which has its zealous proponents. The choice is broader, including socratic, incident, and syndicate methods; and it must take account of the intellectual environment, the size of the class, the personal dedication of the teacher, the stimulus of good library and laboratory facilities, and the status of the Institute in the community.

It may be recommended that classes be kept small, thirty or forty students, save when the large lecture is effective. Especially in the first year program, students should be assigned, on an occasional rotating basis, to groups of six to nine, each of which will select a chairman and secretary weekly. The groups will study and discuss cases and other assignments together under the general guidance of a member of the staff as an observer and resource person. The group officers will then report to classes on group decisions or judgements. This technique can be made to stimulate committee work in business and can serve to bring out leadership strengths and weaknesses as well as to develop confidence.

Teachers should be selected on the basis of their interest and skill in leading individual students through personal interview and guidance. They should have a constant experimental attitude supported by regular evaluations of their results through student opinion studies and objective testing of student accomplishments.

Above all, the Institute must create a regard for ideas and concepts and develop habits of rigorous, tough-minded thinking. Essentially the problems of managers have no easy solutions and often demand decisions before thorough study can be made. The manager must deal in probabilities and in future estimates. He must learn to make decisions with greater reference to fundamental ideas and to objective analysis rather than merely to follow a hunch or a past experience.

Selection of Students shall be made from applications submitted either by individuals or as nominations by enterprises (in the public or private sector). Prerequisites for application should include a recognized university degree and demonstrated
aptitude for and interest in business management as a career. Every effort should be made to encourage applicants with backgrounds of undergraduate study in a variety of fields such as engineering, mathematics, natural sciences, social sciences, and the behavioral sciences. Since the art of management is supported by all these disciplines, a student group representing a variety of them will be stronger than one with uniform experience. It is especially to be noted that previous undergraduate work in business is not essential.

Applicants should be chosen after screening with all available tools, including academic records, written applications, tests and interviews. The objective of screening should be to eliminate the unfit and less well motivated student since it is clearly not possible with present knowledge to "pick the winners." Aptitude for management, however, is associated with certain qualities that can be detected or even measured by the various selection tools suggested. Certainly academic achievement by itself does not provide full measure, nor is high academic proficiency necessarily a safe evidence of success in management. The best applicants will show ambition, interest in working with people, sound mental health, and a modest and realistic attitude toward the long-run gains to be achieved by completing the program. Some of these attributes can be determined by psychological tests and others by interview.

Especially at the outset nominations for the course by business firms shall be encouraged. The firms should select carefully from among their most indispensable young men. The Institute shall work closely with firms to assist in proper selection and to provide continuing relationships and appropriate reintroduction into the firms. Firms and students alike must recognize a special responsibility to utilize the scarce resources of the Institute properly and to avoid the impression that completion of the course is a guarantee of success in management or in any particular job. Each graduate and each firm must use forethought and skill in making maximum use of the education. To this end programs of relations with employing firms are of special significance.

The number of students in the Professional Program must be determined later on the basis of available faculty and resources. It may be suggested, however, that a fully equipped Institute should accommodate a total of two hundred and seventy to three hundred students. Allowing for two years of faculty development and an estimated attrition of twenty per cent between the first and second year of the Program, a phased development might aim at
a schedule of enrollments similar to the following:

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<th>Year of Operation</th>
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<td>270</td>
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Student evaluation and awards deserve special notice. It is a proper goal to strive for the awarding of a master's degree for students who satisfactorily complete the Professional Program, as certified by the faculty and the director. The Master of Business Administration (M.B.A.) degree is the most prevalent form, although other designations may appear to have merit, e.g., Master of Management (M.M.) or Master of Enterprise Management (M.E.M.).

This report cannot dwell on the institutional problems of recognized degrees in India. It can only emphasize that a well-administered Professional Program, as recommended here, will merit a post-graduate degree, and the students will be understandably motivated by the prospect of such a degree.

Of more real significance is the method of evaluating student performance. In a course designed to develop knowledge, attitudes and skills as diverse as those required for management, the progress of students must be checked by a variety of methods and at frequent intervals by the members of the faculty who are doing the teaching. If proper care is taken in student selection, there should be few failures, although some attrition is inevitable. However, weakness in a student should be detected at an early stage to facilitate diagnosis and correction; and if removal of the student is necessary, it should be accomplished in such a manner as will avoid waste and embarrassment. It will not
suffice to award degrees or other certificates solely on the basis of final examinations constructed and administered by independent bodies. Achievement cannot be measured satisfactorily in that manner.

At the end of the first-year program, student performance should be graded with care for two purposes. One is the selection of students eligible for the second-year course. Another is the awarding of certificates of completion of the first-year course to students who may elect to leave for one reason or another. While the first-year course cannot be regarded as a completed professional education, it should be so constructed that it provides a unit of work that will be of great value in itself. Especially in the formative years, the Institute may find it easier to get businesses to send their young people for one year than for two. Moreover, financial or other personal reasons may prevent immediate continuation. Recognition of the work accomplished should not be a degree, but it is appropriate to provide clear evidence of postgraduate experience.

Designation of degree by type of ranking (e.g. honors) appears to serve no useful purpose. Proper evaluation should lead to ultimate ranking of all members of a class into quartiles, but the student's rank should not be published. Instead, it will be useful to faculty members to assess the qualifications of each student in terms of the kinds of tasks for which he will best be suited so that the problem of placement can be implemented properly. Ranking, therefore, should be confidential, although made available at the student's request. (See Placement below).

B. For the Research Degree, or Doctorate

In pursuing the fourth Broad Goal and Objective, the Institute should begin immediately to build toward a future time when it shall have the faculty and resources to award the doctorate in management. This degree should signify that the candidate has demonstrated outstanding scholarship and has met rigorous standards of broad education and creative independent scholarly work. It should certify that its holder is equipped to carry on research and teaching at a high level, whether in business and related organizations or in colleges and universities.

Because this objective cannot be reached for a number of years, it need not receive detailed programming here.

C. For Middle and Advanced Management

As soon as practicable, special courses, seminars, and
programs shall be designed for practising managers at the middle and top levels. The timing of these programs with respect to the regular master's program will depend upon the development of faculty personnel.

It should be possible to inaugurate a few short courses of a specific nature at the outset - weekend or one-week courses, for example, in market measurement, human relations, cost control, plant layout, work measurement, or financial budgeting. These programs may be staffed in part by non-faculty persons under joint auspices of professional associations. As a general rule leadership or participation by the Institute in such programs should occur only when the Institute has some tangible contribution to make whether in leadership, guidance, location, teaching, reading of papers, or editing and publication of proceedings. These programs should be as nearly self-supporting as possible from participant fees.

Later, regular programs of longer duration can be offered centering around the functions of management and decision-making, and concentrating on the more difficult problems facing top management. These programs should be taught by regular faculty members using techniques especially appropriate to this level, including case method, discussions, incident method and lecture.

The Institute should avoid the offering of part-time evening or day courses for which adequate facilities are or should be available elsewhere.

Since the detailed programs for middle and advanced management must grow out of the context of the Institute itself, it is not essential to outline them in detail here. It is important to note, however, that development of programs may be hastened by the study of success and failures elsewhere. In any case, it is very desirable to devise methods for measuring results and evaluating opinions of participants and their sponsors at all stages.

Certificates of completion or attendance should be awarded to participants, but grades should not be assigned.

II. RESEARCH PROGRAM AND PUBLICATION

The need for research in business management has been suggested in the Introduction. The staggering tasks of business management are multiplying rapidly; yet the intellectual capacity
of men who manage remains the same. We must, therefore, dis­
cover how to arm ordinary mortals with more powerful tools of
management. To do this requires a conscious search for these
tools and for ways of teaching their use. This quest is the
function of management research which seeks to understand the
business enterprise and its pathology. Its goal is the improve­
ment in decisions, greater efficiency, and enhanced social gain.

From the outset the Institute can fill a gap in Indian
study by concentrating its attention, through systematic research,
on the health of the firm in this country. Much of its teaching
material must be developed out of this indispensable process,
using observations in and data from business firms.

There is no doubt that business executives will have to
learn, as they have elsewhere, that internal data in their firms
can be obtained and used without any adverse effects - indeed
with great benefit to the individual firms themselves. The pro­
cess may be slow at first, but will certainly accelerate under
proper administration.

Organization for this task must have highest priority. As
director of research a faculty member must be sought with dem­
onstrated interest and achievement in business research and with
ability to develop and lead a staff in a practical program. The
research program should include at least these elements:

1. Collection and assessment of all available information
   about the Indian management setting. (Fortunately, there
   are agencies that can provide assistance here).

2. Study of key institutional settings about which more
   factual and descriptive data are needed, e.g. marketing
   channels, financial institutions, governmental regula­
   tions.

3. Business case collection, centering around curriculum
   topics and subtopics and involving actual business sit­
   uations in which problems are posed to the management.

4. Identification of the key management problems in the
   key industries to establish priorities of study that
   promise the greatest yield.

The staff of researchers can be recruited from among persons
educated in India and abroad, with special emphasis on candidates
who may be developed for future faculty appointments. A research staff may be flexible, increasing by temporary appointment when work loads increase.

Adequate provision for research funds should be part of the regular budget and should include funds for publication and dissemination of results in both scholarly or technical form and in popular translation for the average manager.

Above all, it is essential that all persons concerned should understand some fundamental problems in the management of research programs. It is not always possible to insure success of any project nor to forecast the results. Greatest value often comes from unexpected by-products. Freedom to explore where the road leads is essential, and detailed direction is often difficult. Faculty members especially must be free to pursue inquiry as they will. On the other hand, the director of research can stand ready to formulate ideas, to suggest areas and problems, and to find support in funds, assistance, and materials needed for faculty investigations.

The Institute research program will be aided materially by the work already begun by such agencies as the All-India Board of Management Studies, the All-India Management Association, the National Productivity Council, and the National Council of Applied Economic Research. The urge for more complete knowledge about the firm and its healthful growth is already felt and supported among government and business leaders. The role of research in the proposed Institute, therefore, represents no revolutionary approach; it does represent a challenge to deepen and spread this understanding among wider strata of influential managers.

A systematic program of publication must be provided in order to communicate the results of research and to stimulate thinking and discussion about the problems of business management. It is desirable to inaugurate a regular periodical publication as soon as editorial support and contributions are available. This publication should be aimed at the business executives and not at scholars. It should be designed carefully on the basis of a study to determine the area and focus not presently covered by a business paper.

Several series of occasional papers might well be published by topic fields such as general management, marketing, finance, production, personnel, accounting, transport and insurance.
Monographs, pamphlets and books should appear under the Institute imprint as the results of the research and teaching programs progress.

III PROGRAMS FOR DEVELOPING FACULTY AND ADMINISTRATIVE STAFF

Leadership of the Institute must come from a director and his teaching and research staff, acting as a team. While in the long run the Institute will be judged by its product, from the outset it will be assessed by the reputation of its director and faculty.

In many respects the concept, objectives, and methods of the Institute are new and represent wide departures from those of existing educational institutions in India. This factor has lead as much as any other to the insistence of this report upon autonomy. At the same time, this factor complicates the problem of beginning because of the absence of obvious candidates for the tasks. In what follows, this problem has been kept in mind.

THE DIRECTOR

The key leader must be the full-time director. Ideally, he should have a reputation as a scholar and as an administrator whose experience and achievements insure support equally from leaders in business, in government, and in education. He should have some understanding of and insight into the special problems and attitudes of business management, and he must believe in the force of systematic education as a moulder of management talent. He should be able to translate the goals and objectives of the Institute into programs that both support and challenge the business community in its role in the society.

The director must devote his full energies to the Institute and be prepared to see it through its initial growth, preferably for ten or fifteen years. He will be called upon to find support among business, government, and educational institutions, and to collaborate with firms, societies, professional and trade groups. These activities require a thorough knowledge of the Indian scene. He will serve as a manager of the Institute, planning, organizing staffing, supervising, and controlling its development.

He must be an active educational leader and should participate, even though on a small scale, in the teaching and research programs. He should serve as chairman of the faculty and should be able to develop, with their active cooperation and advice, all educational aspects of the Institute, including staffing, teaching
and research programs, student selection and guidance. He must have a genuine appreciation for the special problems of the educator and must through intellectual guidance, support and assistance, defend his faculty in their legitimate aspirations for reasonable salaries, for appropriate physical facilities, for research and secretarial help, and, most of all, for an environment of intellectual stimulation and free inquiry.

He must provide leadership in the development and growth of the kinds of educational, trade, and professional institutions and programs that will serve to meet the nation’s growing need for manpower at various levels in Indian business. This responsibility arises from the Institute’s position at the apex of the educational system which, in all its parts, must carry out functions of training and education for the manifold tasks of business and industry.

It is recommended that the first director be an Indian. The main disadvantage of such a choice may be that no Indian can be found who meets all the qualifications, including a substantial background in management education. This disadvantage could be minimized in a relatively simple way provided other qualifications are met. For example, he could spend several months of intensive and systematically organized experience in a chosen graduate business school in the United States followed by support from an American educator in the form of intermittent correspondence with and occasional visits to the Institute.

The choice of an American director, on the other hand, appears to have substantial limitations with respect to an intimate knowledge of India, and these limitations could not be overcome excepting by unreasonably long periods of residence in India.

Another alternative may be a short-term appointment of an American director, with an Indian associate or co-director, during the formative period. The objective would be to have the Indian assume complete control at the conclusion of this period of not less than three years. The major deterrent may be the difficulty of finding a suitable American candidate who would be willing to forego the advancement of his own career at home. However, the possibility of finding such a candidate should not be overlooked.

The Administrative Staff

The Director will require assistants to assume functional responsibilities. Delegation may appear desirable at one stage
or another as follows:

Library
Business Affairs (records, secretarial services, accounts, hosteleries, etc.)
Research and Publications
Educational Programs
Student Affairs
Placement

The first four will appear necessary even at the earlier stages.

The librarian must be appointed at once and given time and resources to study needs and begin acquisitions. The librarian should be a person trained in the professional task of library building and maintenance, but should have a special interest in or aptitude for learning about the subject matter of management and its special problems in collections and care. An ideal arrangement combines the librarian and teacher or scholar. It is desirable to select the librarian early enough to permit him (or her) to study problems and their solutions in leading business schools in the United States. It will be desirable, in addition, to seek specific help from experts in planning for library needs.

A business manager or administrative assistant should take over responsibility for records, accounts, hostelry, and other aspects of operation other than academic programs.

A research director will be required from the outset to plan, organize and direct the program suggested above. He should have faculty rank and should engage in teaching. He will be chosen for his demonstrated capacity for scholarly productivity of a high order, for his interest in the subject matter of the Institute, and for his capacity as a manager. The Institute should be prepared to send him to other countries to review the operations of similar research departments.

A chairman of educational programs may be useful as the faculty and student body expand, although this function will probably be a major preoccupation of the director in the earlier stages. Experience indicates the wisdom of assigning to one faculty member responsibility for a curriculum. The varying objectives and requirements of the regular two-year program and of the advanced management program suggest separate chairmen. These matters may be left to the discretion of the director.

Student affairs involve special problems that are generally
best treated by one responsible person. These affairs include recruitment, selection, indoctrination, housing, group organization, advising, scholarship, discipline, separation, and personal adjustment.

Placement should be regarded as a primary and serious responsibility of the Institute for which plans should be made at the outset. The Institute must aim to achieve placement for every student, although it cannot and should not guarantee this result or emphasize this goal as an inducement to recruitment. The Institute will be engaged in producing a good product that must be channeled to its market and not left to the chance forces of the market place. Some person will have to give special attention to studying the needs of business and the qualifications of the students, and discover the ways of fitting these together as closely as possible.

This staff assignment begins when the first students are admitted. Such appointment may be a part-time function of a member of the teaching faculty with assistance from part-time student help.

The Faculty

Members of the faculty must have qualifications that arise from the aims, policies, and programs of the Institute. They must be able:

1. to teach at a high intellectual level;
2. to design and carry out important independent investigation and research;
3. to concern themselves with problems of management in a realistic, systematic, and constructive manner;
4. to work cooperatively with other faculty members and the administrative staff in building the Institute program;
5. to communicate effectively with practising managers and executives;
6. to speak and write authoritatively about at least some of the functional, operational, or environmental aspects of business; and
7. to view the field of business as a growing or expanding subject of study requiring experimental and inquiring attitudes.

The measurement of these qualifications need not be restricted to academic degrees, although it is undoubtedly wise to regard high academic achievement as a minimum standard from which depa-
ture is to be justified on especially strong and exceptional grounds. Practical business or management experience is highly desirable but not in itself a definitive qualification, nor is its absence always a negative factor. It is of great importance to test in a candidate the degree of mastery of some discipline known to be useful in studying management, and to ascertain his motivating interest in applying this discipline to the field of management. Above all, the faculty candidate must be capable of working with other men of different opinions and backgrounds so as to achieve a greater goal than individual or personnel accomplishment alone. Detached as an autonomous Institute may be from rigid regulations, it will be free to adjust appointments to need without the restricting force of mere formal or traditional qualifications; nevertheless it must guard against a tendency of some so-called practical men to minimize academic (intellectual) work and overrate the sheer accumulation of experience.

It is certainly wise to look behind any M.B.A. or Ph.D. for real achievement and personal qualifications; yet these degrees do provide a short-cut expression of achievement. By the same reasoning, it is wise to look behind impressive practical experience which has no such short-cut designation and test the proficiency of the man for genuine creative intellectual effort. It is the result that can be defended, not the label.

Recruitment of faculty will require special attention and ingenuity. Sources include present Indian University faculty members, specialists in government and industry who have the required backgrounds, visiting professors from other countries. No doubt the aim must be to grow slowly and carefully. No specific program is recommended although the following suggestions are noted: (See also Appendix)

1. Select several mature potential faculty candidates now in teaching, industry or government in India for an extensive, pre-arranged, six to eight months' work at one United States business school where the administration and staff will guide the candidates through a special course on problems of business school operation. It should be the announced intention of the Institute to make a given number of faculty appointments from this group after the conclusion of the course. Applicants should be required to enter with an honest intent to become available for this appointment, yet with the privilege of withdrawing as a candidate after the return. Similarly, the Institute should make clear its intention of making appointments for a certain number. Men should
not be selected who have deficiencies in qualifications that positively bar them from consideration as candidates. This type of program should permit the most rapid development of leaders who are capable of adapting the principles and practices of the American school to Indian conditions.

2. Visiting (foreign) professor appointments may be made for terms of a few months or a few years, if possible. Long-term appointments for at least one year should be sought for foreign specialists who are capable of teaching at the required level (advanced management or professional degree program), or of directing the research efforts of an Indian staff, or of developing young Indian instructors in method and course content. The major emphasis in recruiting visitors should be on the selection of persons capable of leading the Indian staff in its own development, and should not be on independent lecturing or research. This point is of special importance to avoid misunderstanding. A visitor's assignment should be clearly specified in advance and should always include ample time for staff development.

Short-term assignments may include teaching in an intensive seminar or course for executives, advice on research or curriculum building, intensive training of instructional or research staff. It is probably unrealistic to expect visits exceeding one year. The supply of available, qualified, and interested candidates will be small, in any case. Moreover, it will not serve the Institute's interest to rely too heavily upon outside help that at best can only point the way and support what must be essentially an Indian institution.

3. Search for young men in India who have graduate professional degrees from reputable business schools as well as other qualifications and who may have strong interest in joining the Institute teaching staff. These men might hold research or teaching assistant appointments for a year or two, followed by Ph.D. work in the United States, after which they would return to the Institute for greater research and teaching responsibilities.

4. Recruit outstanding young Indian University graduates for long range programs of master's and doctor's work in the United States coupled with work experience abroad and in India.
Conditions of employment must receive careful consideration and definition beyond that which is possible here. A few basic recommendations may be suggested.

1. Salaries must be sufficient to attract persons of outstanding qualification and to permit careful selection. Regular university teaching salaries are insufficient not only because they are low, but more significantly, because they do not represent a comparable classification of duties. It should be evident that an Institute teacher has manifold responsibilities, including instructing at post-graduate and high-executive-program levels, research, business relations, and educational program development. He must take a leading role in developing a new kind of graduate school for which no patterns in India (and few elsewhere) are available. In order to get this kind of talent to work, it must be classified on its own merits and not according to false prototypes. This reporter is in no position to make specific recommendations, but he is obliged to report his strong impression that salary scales up to over twice those in the universities will be required.

2. Normal fringe benefits for comparable tasks should be provided.

3. Housing for instructors and their families should be made available at normal rentals or under conditions that remove serious restraints on the acceptance of appointments.

4. A system of selection, evaluation, and promotion to tenure should be provided that conforms reasonably with the modes of the society while at the same time providing for objective decisions, prompt action, and the application of rigorous standards. There must be adequate protection of the teacher for his freedom of inquiry and suitable inducement to continued service through tenure appointment after reasonable periods of trial. Non-tenure appointment may be for shorter or longer periods as circumstances dictate.

5. Members of the faculty should be assisted in pursuing creative research through the provision of office and
laboratory space, of adequate funds to cover costs of supplies and field work, and of needed professional research assistance. From the outset, budget provision should be made for regular sabbatical leaves with full pay for the pursuit of well-planned and approved research and study. Special leaves without pay or with assistance from outside funds may be useful in exceptional instances. For younger men without adequate experience in business, work leaves of one to two years should be arranged with business firms.

6. Faculty members should be encouraged to participate actively in technical and professional societies that encourage serious work.

7. Consulting work by faculty members should be encouraged as one of the means of utilizing the business firms as laboratories and of promoting this type of service in the community. Consulting should be limited to problems new or significant to the instructor and to time periods that do not interfere with obligations to the Institute. The director should be informed systematically of the nature and extent of consulting. No member should carry on a regular practice or business on the outside, although part-time or occasional lecturers will be used.

The size of the faculty may be suggested by reference to ideal or reasonable student-faculty ratios. The teaching staff should be large enough for a ratio of from seven to ten students to one faculty person. Accordingly, the ultimate size of two hundred seventy regular students (after ten years) would demand a teaching staff of from twenty-seven to thirty-eight members. Obviously, this ratio does not apply to earlier years when relatively larger numbers will be required to cover subject fields and to provide for attrition and staff building. It also does not provide for staff to teach the advanced management programs, nor for research assistance.

PHYSICAL FACILITIES

The Institute can begin its operation during the first year and a half in temporary quarters that provide space for offices, conference rooms, and library administration and storage. Special buildings and equipment should be designed and built to the specifications derived from the programs, with occupancy planned for the middle of the second year, or at the latest, the beginning of the third year.
While building plans should contemplate full development, actual construction should be scheduled to meet the gradually growing needs over a twelve year period. Architectural plans should provide for modification and addition of special types of space as more construction is needed.

A complete facility, as recommended here, would accommodate two hundred seventy regular students and up to eighty management conference participants. Rough estimates of space requirements may be made as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Space Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices, classes, auditorium, library, etc.</td>
<td>25,000 Sq.ft.</td>
</tr>
<tr>
<td>Residential facilities</td>
<td>75,000 &quot;</td>
</tr>
<tr>
<td><strong>Total space</strong></td>
<td><strong>100,000 &quot;</strong></td>
</tr>
</tbody>
</table>

Residential facilities for the faculty are not included, but should be computed separately in terms of either self-liquidating investments or annual deficits to be financed from regular budget provisions. The provision for these facilities is largely dependent upon the Institute's location, and, in any case, it is not a matter on which the decision can be taken at this stage.

The library must be a major preoccupation from the outset. The building should be planned for at least twenty thousand volumes and for handling of ephemeral materials, periodicals, and government documents. Collection must be planned for both teaching and research purposes. Well-lighted reading rooms as well as study cubicles, stack space, storage, administration and office space are required.

Recreational facilities for both indoor and outdoor sports are of great importance. The learning of good health and exercise habits should be part of the experience of management students. Moreover, sports programs provide a basis for building morale and for maintaining a high level of physical well-being essential to good study habits.

**BUDGET ESTIMATES**

Estimates of costs of capital equipment and operation must necessarily be very rough. There has not been sufficient time for detailed study of cost data in India as a basis for computation. Hence, the figures here should be taken as indicative only of a general order of magnitude.
### Capital Expenditure Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>By 3rd Year</th>
<th>By 10th Year (cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>No estimate</td>
<td>No estimate</td>
</tr>
<tr>
<td>Building</td>
<td>Rs.10,00,000</td>
<td>Rs.30,00,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>6,00,000</td>
<td>8,00,000</td>
</tr>
<tr>
<td>Library</td>
<td>2,00,000</td>
<td>3,00,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rs.18,00,000</td>
<td>Rs.41,00,000</td>
</tr>
</tbody>
</table>

### Annual Budgets for Operation*

<table>
<thead>
<tr>
<th>Item</th>
<th>By 1st Year</th>
<th>By 10th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries &amp; Wages</td>
<td>Rs.3,50,000</td>
<td>Rs. 7,00,000</td>
</tr>
<tr>
<td>Other Salaries</td>
<td>50,000</td>
<td>4,00,000</td>
</tr>
<tr>
<td>Other expenses</td>
<td>60,000</td>
<td>3,00,000</td>
</tr>
<tr>
<td></td>
<td><strong>Rs.4,60,000</strong></td>
<td><strong>Rs.14,00,000</strong></td>
</tr>
</tbody>
</table>

*excluding hostelry operation.

Fee income should support practically all the cost of advanced management courses and conferences. Tuition fees for the regular graduate program should not be expected to meet more than a fractional share of costs of that program. Other income should be sought from (1) Government, (2) regular contributions from business members of the society and others, (3) grants from foundations, (4) sale of printed material, and (5) contract research (for which no estimates of costs are included above.)
APPENDIX

Faculty Development Program Illustrated

The following tabulation is merely suggestive of a program that may be useful in developing faculty:

<table>
<thead>
<tr>
<th>Key</th>
<th>1st Half Year</th>
<th>2nd Half Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-a</td>
<td>Director</td>
<td>Lead US Study team</td>
</tr>
<tr>
<td>1-b</td>
<td>Librarian</td>
<td>US Study team</td>
</tr>
<tr>
<td>1-c</td>
<td>6 Indian faculty candidates</td>
<td>US Study team</td>
</tr>
<tr>
<td>1-d</td>
<td>1 US Visiting Prof.</td>
<td>Supervise US Study team in US</td>
</tr>
<tr>
<td>1-e</td>
<td>2 Research Assts.</td>
<td>Work in India</td>
</tr>
<tr>
<td>1-f</td>
<td>8 Indian Grad. Stud.</td>
<td>Select for Master's &amp; Doctor's program in US</td>
</tr>
<tr>
<td>1-g</td>
<td>1 part-time US Consultant</td>
<td>Assist Director, for 1 month in each six months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Key</th>
<th>1st Half Year</th>
<th>2nd Half Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-a</td>
<td>Director</td>
<td>Plan &amp; Organize, train staff, appoint research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>director &amp; other staff heads</td>
</tr>
<tr>
<td>Key</td>
<td>1st Half Year</td>
<td>2nd Half Year</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2-a</td>
<td>Librarian</td>
<td>Plan &amp; organize, train staff, appoint research director &amp; other staff heads</td>
</tr>
<tr>
<td>2-b</td>
<td>2 or 3 US Visiting Professors</td>
<td>Assist Indian staffs in course preparations &amp; research &amp; teach management conferences</td>
</tr>
<tr>
<td>2-c</td>
<td>3 or 4 Indian faculty (chosen from 1-c or 1-e)</td>
<td>Plan courses, research, teach in management conferences</td>
</tr>
<tr>
<td>2-d</td>
<td>6 Indian faculty candidates</td>
<td>US Study Team</td>
</tr>
<tr>
<td>2-e</td>
<td>6 Research Assts.</td>
<td>Research under guidance of faculty &amp; research director</td>
</tr>
<tr>
<td>2-f</td>
<td>8 Indian graduate students</td>
<td>Select for master's &amp; doctor's program in US</td>
</tr>
<tr>
<td>2-g</td>
<td>1 US Consultant</td>
<td>Assist Director by occasional visits &amp; in US</td>
</tr>
<tr>
<td>3-a</td>
<td>Director</td>
<td>Develop Organization</td>
</tr>
<tr>
<td>3-b</td>
<td>Librarian</td>
<td>Develop Organization</td>
</tr>
</tbody>
</table>
### APPOINTMENTS

<table>
<thead>
<tr>
<th>Key</th>
<th>THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-c</td>
<td>3 US Visiting Profs.</td>
</tr>
<tr>
<td>3-d</td>
<td>2 Indian Visiting Profs. (from govt. bus. or univ.)</td>
</tr>
<tr>
<td>3-e</td>
<td>7 Indian faculty</td>
</tr>
<tr>
<td>3-f</td>
<td>4 Indian faculty candidates</td>
</tr>
<tr>
<td>3-g</td>
<td>10 research assistants</td>
</tr>
<tr>
<td>3-h</td>
<td>8 Indian graduate students</td>
</tr>
<tr>
<td>3-i</td>
<td>1 US Consultant</td>
</tr>
</tbody>
</table>

#### Program Planning

**1st Half Year**
- Assist Indian faculty
- Assist in program plans
- Course Planning & Research
- US Study Team
- Work under research director & faculty
- Selected for US master's & doctor's programs
- Assist director in US & in India

**2nd Half Year**
- Teach 1st year Reg. Prog.
- Teach 1st year Reg. Prog.
- Teach 1st year Reg. Prog.
- Training on the job as teaching and research assistants
- Work under research director & faculty
- Selected for US master's & doctor's programs
- Assist director in US & in India

**Notes:**

1. U.S. Visiting professors (1-d, 2-c, 3-c) may train Indian faculty during planning stages and teach in the management conferences or short courses as well as in the 1st year regular program.

2. A U.S. business school administrator (1-g, 2-h, 3-i) may aid the director both in U.S. and India on an occasional basis.
(3) Building of an Indian faculty can begin with selected Indian scholars from business or education (1-e, 2-e, 3-f) in various fields such as economics, psychology, law or engineering, who have interest in business research and teaching. They may spend 4 - 6 months on intensive observation, and study in one U.S. business school, with visits to a few other selected schools, to learn about organization, teaching methods, programs, curricula, etc. From this group may be chosen a few persons for the regular faculty (2-d, 3-e).

(4) Research assistants may be selected from holders of M.A.'s or Ph.D.'s or from experience in industry and government, to carry on case collection and studies (1-e, 2-f, 3-g) From this group may be selected outstanding candidates for U.S. Study Team participation and possibly ultimately for regular faculty appointment (2-d, 2-e, 3-e).

(5) As the Indian students complete U.S. degree work, they should be channeled into business work in U.S. and India, and into research positions (2-f, 2-g) for a period of time to gain practical experience and perspective. Eventually, a selected few of these persons make their way into the regular faculty (3-e).

(6) Similarly, previous appointees to the faculty or research staff may be given leaves of absence to accept jobs in industry in order to enhance their value as teachers and researchers later in the Institute.