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CASE STUDY

**GLOBAL ALLIANCE APPROACH FOR EFFECTIVENESS OF
HIGHER EDUCATION IN BUSINESS STUDIES - A CASE APPROACH**

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Abstract

This paper covers the issue of foreign collaboration in the Indian Business Education and its implications on professionalism and development of competence among the budding managers. The issue of foreign collaboration in Indian Business Education is considerably significant issue in the light of India as an emerging economic power and business. Already there is considerable flow of foreign collaboration in Indian business education witnessed by the institutional partnership. The existing institutional partnership and the future intension of foreign players are entering in business educations have been impacting in the new professional development as well as to develop professional competence in the arena of management education in India. Impacts on the new array of professionalism and competence in the country due to foreign collaboration need a fresh re-look and assessment.

This paper has three sections. Section -I deals the historical snapshot of global alliances of business education, modes of alliances; section-II deals on the quotients analysis for spread of global alliances, and in final the section the section-III analyses perceptions of stakeholders on the global alliances.

Keywords: ICT; Globalization, Alliances, Management Education, India

Introduction

Global alliance in education especially higher education is a relatively new concept on ‘adaptation to global skills development’ (Barman. and Konwar. 2013) in the developing countries of world. Prior to global alliance, more popular term was alliance for international education. Alliance for international education brings together all those who are committed to advancing international and intercultural understanding through education (IIE, 2012). It promotes collaborative ventures that enhance the learning of relevant concepts, skills and values. Global alliance or global coalition in education is an approach stands for association of institution(s) of one country with an institution or a group of institutions of other country or countries of the world with the help of an agreement or a set of agreements or a pact(s) to promote mutual deals. Alliances ensure mutual support in the process of innovation and development in imparting training, skills, knowledge, research, and professionalism. The global alliance is not a standalone mode of knowledge acquisition through partnership arrangement at individual level which was in earlier times adopted by individual scholars. There are many alliances are multilateral networks involving members across several continents. These alliances provide the framework and channels that make internationalization a reality for both academic faculty and the student cohort. Alliances represent a valuable resource for ambitious university leaders. Accession to an alliance can

provide an ‘off the peg’ and ready-made international strategy. Global alliances provide access to the educational agreements, projects and exchanges through an organization that others have already put considerable time and money into developing (Gunn, 2013). In the whirlpool of global competition on education, global alliances represent an inquisitive form of cooperation. Global alliances in the educational arena mostly appear as disciplinary alliances. The most common types such disciplinary alliances are Global Alliance for Medical Education, Global Alliance for Justice Education, Global Alliance for Leadership Education; Global Alliances for Management Education; Global alliances for Nursing Education, Global Alliance for Pharmacy Education etc. etc..

The Global Alliance of Management Education in a organized way came in appearance was with of helm of activities of formerly the Community of European Management Schools and International Companies (CEMS) in the 1988 i.e. in early beginning of liberalization. CEMS as global alliance network of management education has presently been spread to 28 countries across 4 continents (Bieger. T. 2013) of the world with its spreading students cohorts of 1000+ (2013-2014). The new emergence in the post globalization period is that the management educational institutions have been creating alliances and network at institutional level as a part of cross country collaboration drive for competency. The Indian scene of global alliances in higher education has caught its trail by following the European and American Models. In the similar way the management education in India is faster than any other disciplines in the stride of global alliances. Now, the students of elite business schools demand exposure to global opportunities by acquiring global competencies through management education, and institutions in turn are seeking to develop strategic global alliance or partnership with an institution or a group of institutions of the globe. It is realized, that often the majority of management institutions have to undertake many initiatives for global competence development among the managers (*Korwar. and Barman. 2011*). Study on global alliance in respect to management education is rare.

Objectives of study

Based on the available examples of global partnership for management education in India, this paper depicts existing global alliance approach in the context of business education in India. Through this study an attempt has been made to get an answer to an enquiry into the spreads and intensities of institutional alliances through the quotient analysis. It aims to examine critically the effectiveness of existing global alliance approach and attempts to delve on the future approach of strategic global alliance.

Methodology

This study adopts the quotients based analysis for alliances. The quotients are- Global Alliance quotients, alliance to America to Globe, alliance to Europe to Globe, alliance to Asia-Pacific to Globe, alliance to Africa to Globe. The study is presented in three sections – section-I deals review of literature and historical snapshot of management education and their alliances also covers the review of literature on global alliances practices. Section-II deals on the alliance indices, comparison and analysis. This section also aims to delineate the modes, areas of competence where foreign collaboration has been increasing or been impacting to understand the approach and models of collaboration. Section -III examines the stakeholders’ perceptions of B-schools collaboration.

Review of Literature

To establish theoretically on global alliance, the study on global curriculum is not a new issue. In this regard, Tench, R. and Deflagbe, D. (2008) summarized the literature concerning public relations education, professionalism and globalisation. The another report prepared by Wong and Unwin (2003) of titled global education initiative: retrospective on partnerships for education development 2003-2011, made by the World Economic Forum highlighted on the global education initiative, genesis and achievements, delivering educational partnerships, solutions and challenges and on multi-stakeholder partnerships for education. This global network of analysts and facilitators, it works to help organizations turn sustainability risks into strategic opportunities. Barman (2012) raised a debate on responsiveness of management education and commented that management institute may be on any standard if their ties are not in response of economic and global development, and if the alliance efforts do not capture all corner then that type institutions cannot be said as the global one. Barman (2013) developed an analysis method on the alliances of Indian management education with the different countries of the world with the help of ratio or quotients. Through a set of self developed alliance quotients barman examined the spread of alliance options which also appreciated on a few Indian management institutes operating under the triangular and quadrangular alliance options. Mariot and Goyder (2009) in their work on referred the Helical Group, a consultancy specializing in sustainability strategy and implementation. This group is a UK and South Africa based organization works with government agencies, companies and not-for-profit organizations to develop collaborative approaches to sustainable development challenges at local, national and international levels. Thus, the literatures on partnerships approaches are either prepared by big agencies on general educational issues and alliances. There are rare studies on the alliances of management education in the context of India which indicates the requirement of the study on educational alliances.

Historical Snapshot of Business & Management Studies

Indian management education has crossed almost one century by the year 2013. The first college level business school in the country was founded in 1913 in Mumbai and was soon followed by another in Delhi in 1920¹. These business colleges imparted basic skills about the principles of trade and commerce to clerks and supervisors from fields as diverse as banking, transport, and accounting. The first modern format of Business School in India was Indian Institute of Social Welfare and Business Management, Kolkata, which was established in 1953. A number of universities set up their MBA programme in 1960s (*Des. Navinchandra*). On the recommendation of Dean Robbins of the University of California, which was invited by the planning commission, the Indian Institute of Management (IIM) was patterned. The first IIM was set up in 1961 at Kolkata followed by IIMs at Ahmadabad in 1961, Bangalore in 1971 and Lucknow in 1974 and in the late 1990s at Indore and Calicut and Shillong. By the year 2013, the number of such IIMs reaches to 13 numbers.

Table-1
Indian Institute of Managements (in order of establishment)

Name	Short name	Year of Establishment	Location
Indian Institute of Management, Calcutta	IIM-C	1961	Kolkata West Bengal
Indian Institute of Management, Ahmedabad	IIM-A	1961	Ahmadabad, Gujrat
Indian Institute of Management, Bangalore	IIM-B	1973	Bangalore, Karnataka
Indian Institute of Management, Lucknow	IIM-L	1984	Lucknow, Uttar Pradesh
Indian Institute of Management, Kozhikode	IIM-K	1996	Kozhikode, Kerala
Indian Institute of Management, Indore	IIM-I	1996	Indore, Madhya Pradesh
Indian Institute of Management Shillong	IIM-S	2007	Shillong, Meghalya
Indian Institute of Management Rohtak	IIM-Rohtak	2010	Rohtak, Haryana
Indian Institute of Management Ranchi	IIM-R	2010	Ranchi, Jharkhand
Indian Institute of Management Raipur	IIM-Raipur	2010	Raipur, Chhattisgarh
Indian Institute of Management Tiruchirappalli	IIM-T	2011	Tiruchirappalli, Tamil Nadu
Indian Institute of Management Udaipur	IIM-U	2011	Udaipur, Rajasthan
Indian Institute of Management Kashipur	IIM-Kashipur	2011	Kashipur, Uttarkhand

The flagship management education program, MBA, is widely popular as it offers quick gateway to the riches and to the top echelon of corporate world. The early 90's saw the boom of founding new management schools, most of them in private sector. In the last three years, from 2009 to early 2013 alone 400 Business Schools came into existence. A few business schools have also established collaboration with some western Universities. India management institutions produce over 30,000 full-time MBAs and 10,000 part-time MBAs every year (*Chaitanya.V*). Many business schools are also running MBA equivalent program such as distance Post Graduate Diploma in Management (PGDM), Masters in International business (MIB) etc. Even some of the leading business houses are establishing their own business schools like Infosys, Birlas etc.

International collaboration

B-schools of India are intensifying their internationalization process by collaborating with other B-schools from across the globe. The nature and number of collaboration vary widely within the Indian B-schools. While some collaborations are limited to MOUs in terms of academic collaboration only reaching up to the faculty / intellectual level, some collaborations incorporate student exchange, joint projects etc to directly involve the students. Again a thorough investigation of the information available in the institutional websites (information taken up to 2010) of the various B-schools of India shows that the number of partner institutes vary from single digit to eighty plus. To have a better idea of the situation information has been collected from the website of selected top 20 (twenty) B-schools of India and the partner institutes were clubbed into four geographical clusters, i.e. i) USA and Canada, ii) Europe and Australia, iii) Asia and iv) Africa and Middle East. Among these top twenty B-schools, 17 numbers holds their highest number of partner institutes from Europe and Australia region. The remaining three have their highest number of partners from USA and Canada. In case of collaborations with Asian institutes 13 B-schools have partnership with Asian institutes but the number is much less compared to USA and Canada cluster and

Europe and Australia cluster. Here among the top 20 B-schools, Indian School of Business (ISB) having highest (13 partner institutes) collaborations from the Asian region. Again the data reveals that the top Indian B-Schools has very limited access to the African and Middle East region. Among the twenty B-schools only eight have explored the region for international collaborations and five of them have collaboration with only single institute. Among the six IIMs only IIM-Ahmadabad has single collaboration in South Africa according to the information available in the institutes' website.

International Students Exchange Program

The cross-border mobility of student exchange programs is aimed at making students come to terms with the cultural aspects of studying in a foreign country and adapt to different personal, social and economic living conditions (Muthukumar, 2009). The Indian Management institutes like IIMs and other top level schools like Institute of Management Technology have engaged into collaborations with the world's leading business schools and universities for student exchange programs. To have a better idea of the student exchange scenario of Indian B-schools information published in the institutional websites of top 20 B – schools were been analysed. It is found that although 18 out of selected 20 top Indian B-schools have mentioned on having student exchange programme in their respective websites and out of these 20 only 10 numbers of B- schools have declared certain details about the exchange. The students exchange programs generally has two aspects *incoming students* i.e. students from foreign B-schools coming to Indian B-schools to pursue one or more terms and *outgoing students* i.e. students from Indian B-schools going to international partner institutes for pursuing one or more quarters. The information collected about the students exchange program revealed that in most of these top Indian B-schools exchange terms for outgoing and incoming students are not same or not even for same duration. The institutional websites have more information regarding the terms open for exchange students and facilities etc. only for incoming students. So, it may be safely inferred that it targets to attract the foreign students to Indian B-schools. Whereas, one may not be able to find sufficient information in terms of terms available or options available to outgoing students in the institutional websites.

An interesting fact about the students exchange program is that each and every student doesn't get the scope for opting for exchange program in most of B-schools. In MDI, the International Student Exchange Programme ensures that one out of every five students enrolled for PGPM gets an opportunity to study abroad. Depending upon the nature of tie-ups with the partner institute a student can spend one or two terms in the foreign institute in lieu of his/her study terms at MDI.

The table below gives a brief idea about the variations of offering among the different B-schools and the variations in terms available for exchange in case of incoming and outgoing students.

The Student Exchange Programme		
B Schools	Incoming students	Outgoing students
IIM K	Terms IV, V or VI	Term V.
IIM A	Not specified	Term V
IIM-B	Term V	Term V
IIM-C	Term IV, V, VI	N/A
IIM-I	Not specified	N/A
IIM-L	Term IV, V, VI	N/A
IIFT	3 trimester; Spring trimester I & IV Winter trimester II & V Fall trimester III & VI	3 trimester; Spring trimester I & IV Winter trimester II & V Fall trimester III & VI
ISB	2 Terms; Not Specified	2 terms; Not specified
MDI	Term III, IV, V and Term VI(for dual degree)	1 or 2 terms; Not specified
XIMB	Term IV, V, VI	Not specified
Note: N/A= No Information available on website		

International Internship

International Internship provides a student global exposure which is very much essential part of Global Competency development process. When analyzed the information available on institutional websites of top Indian B-schools it was observed that although many B-schools have mentioned about the need for developing global mind set in students through necessary international exposure, only a few have given some distinct information about any kind of initiative taken in terms of International Internship. It was observed that out of twenty top Indian B-schools only three i.e. IIM-Bangalore, IIM-Kozhikode and Welingkar has clearly mentioned about having International Internship programmes as a part of Global exposure. In 2008, as many as 85 interns from IIMB joined the international offices - London, New York, Tokyo, Singapore, Honk Kong to name a few - of various firms. Apart from this, IIM-B has a curricular course called “Course on International Business in Practice”. As part of this curricular course offered in the fifth term of the program, students get an opportunity to visit various companies in South-East Asia - Singapore, Thailand and Malaysia. They work with them, understand global workplace dynamics and return with valuable insights on international business practices. As mentioned in Business Standard (September, 2010) The Institute of Management Technology (IMT), Ghaziabad as a signatory to the European Union’s educational programme Erasmus Mundus, is in the process of negotiations for providing international internships and placements to students.

Faculty exchange program

To create change and build international skill sets, enriching faculty knowledge is important (Kedia & Englis, 2011). O’Hara (2009) has well commented that faculty who have experienced first-hand the enriching and enlightening impact of a teaching or research experience abroad can be far more effective in communicating to their students the importance of studying abroad and being exposed to international perspectives. Faculty who have international experience can best ease students’ lack of international exposure by bringing broader international perspectives to the classroom from firsthand experience. As

cited by O'Hara (2009), Martin Finkelstein and colleagues at Seton Hall University that any faculty who spent one to two years abroad are almost twice as likely to incorporate international themes in their courses than those who spent no time abroad; and faculty who spent time abroad were also three to five times more likely to have a research agenda that is international in scope. Therefore, faculty exchange programme comprises an important part of management graduates Global Competency development process.

It is observed that the most of the B-schools among the selected top 20 have mentioned faculty exchange as being a part of collaboration agenda with international partners but not much information is available regarding the faculty exchange programs on websites of majority of these B-schools. Among the few who have appreciated the need, IIM Kozhikode has given attention and due importance to faculty exchange programme as a part of its International Exchange Programme. In the faculty exchanges, faculty members from IIMK may spend an academic term at the partner institution, which may in turn send their academic staff to IIMK, under mutually agreed terms. IIM- K also mentions that the goal of such faculty exchange is not basically to exchange course instructors; rather, it is to develop research linkages of a continuing nature, facilitating access to information and data on a scale and of a qualitative nature not possible otherwise. Again, as mentioned by Sahay and Thakur (2008) IMT has a policy for maximum global exposure to its faculty through exchange programmes, joint research and attending international conferences, it also ensures, that similar environment is created within campus so that faculty from abroad come here and contribute. Jayanthi Ranjan, chairperson, international relations, IMT Ghaziabad has mentioned recently that four faculty members of IMT have been awarded scholarships to pursue post-doctoral research at various partner universities. Four more faculty members were also selected for Academic Staff Exchange (Business Standard, September, 2010).

Dual degree programs

The analysis of information about the selected top twenty Indian B-Schools shows that only some are taking the benefit of dual degree programmes from their international collaborations. Among the six top IIMs selected only IIM-Ahmadabad has mentioned about Double degree programme agreement with ESSEC, France and University of Bocconi, Italy. . MDI has dual degree programmes with ESCP Europe, EDHEC Business School, IAE Aix-en-Provence, France and HHL Leipzig Graduate School of Management, Leipzig, Germany. Meanwhile, in tune with its vision of developing an 'International Centre of Excellence in Management education,' the Indian Institute of Management Calcutta (IIM-C) is in a process of introducing a two-year dual degree programme with the Ecole Supérieure de Commerce de Paris (ESCP) - a premier B-School in Europe from the coming academic session. Accordingly IIM-C signed the memorandum of understanding (Sify News, Nov 2010). IMT along with its partners also started joint-degree programmes at the post-graduate and post-doctoral levels (Business Standard, September, 2010).

Campuses Abroad/ Multisite Programme

“A truly global school is one with complementary and interconnected campuses, located in the three major economic regions of the world (the Americas, Asia and Europe). Within such a structure, the knowledge and learning gathered in each location circulates freely between the campuses to the benefit the entire system..... With that structure, the school not only offers different programs in each location but, more importantly, single

programs that require spending time in each one of the school's campuses to learn from the local settings and compare the experience in a structured way.”- (Hawawin, 2005)

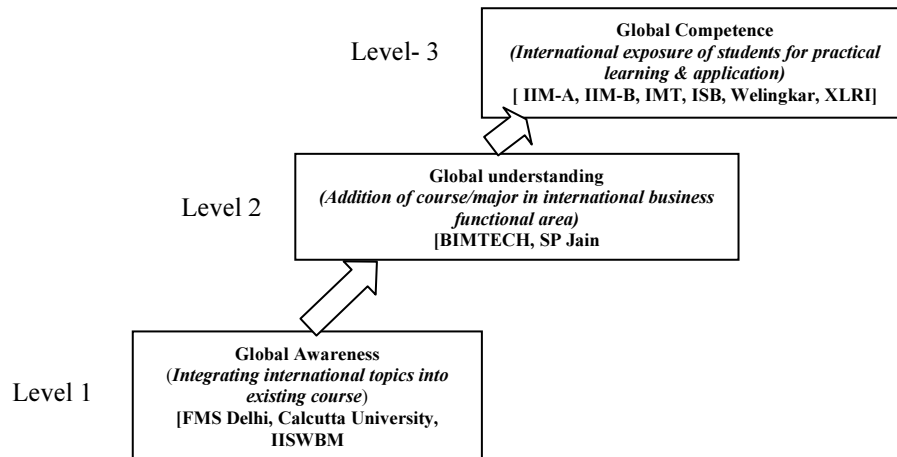
In case of campus abroad or multisite programme, that is management programmes operating in India as well as campuses abroad, very few out of the twenty selected B-schools are take advantage of international campuses for developing global competencies among the students. The IMT Ghaziabad is operating its international campus at Dubai and the students of PGDM (Two country) programme complete the first half of their course (1st year) in the state-of-the-art Dubai facility of IMT-Ghaziabad and the final half (2nd year) in IMT Ghaziabad, India. The S P Jain Centre of Management has three international campuses- Dubai campus, Singapore campus and Sydney campus. The one year Global MBA programme of S P Jain Centre of Management works on unique “Three City” model. This rigorous one-year full-time residential program is designed for mature group of participants with minimum two years of work experience, and average batch experience being over four years and they have to study at S P Jain's campuses in Dubai and Singapore with an option to study a term at S P Jain's partner schools in Toronto or Sydney. Again, the IBS has its IBS, Adelaide campus in Australia and the MBA students of IBS have an opportunity to pursue their one semester in Australia under the “Study Abroad” programme. On the other hand, although the XLRI has two campuses in Dubai and Singapore, no programme has been found which utilizes these international campuses for the students' global exposure.

All these practices adopted by Indian B-schools are commendable representation of pioneering efforts by Indian Business and Management curriculum. However, almost all of the B-schools are having differential focus in terms of adopting and materializing the practices. Given that the practices vary among the Indian B-schools so the obvious question arises that whether the level of global competencies developed also vary from one school to another. Therefore, level analysis was conducted to assess the Global competencies among the Indian B-schools in the present study.

Global Alliances and Competency Driven Curriculum

Creating globally competent managers is a much greater challenge. As it is not enough to internationalize the business curriculum by just offering some international materials in core functional business courses (Shreman, 1999; Beck et al, 1996); similarly mere internationalization of business management curriculum does not ensure creation of globally competent manager. A truly internationalized business management curriculum where theory and practice go hand in hand to develop most of the competencies required by a global manager can only ensure global competency development through management education. For same purpose, Kedia and Cornwell (1994) recommend that business schools that want to internationalize their curriculum can adopt three different levels of commitment in developing global perspective among business students: (1) global awareness, (2) global understanding and (3) global competence. These three levels of internationalization of curriculum proposed by Kedia and Cornwell (1994), can be applied to present status of Indian management education for an understanding of where our B-schools stand in terms of internationalizing their curriculum.

**Fig-1: Levels of Internationalization in Indian Management Education
(Adopted from Kedia and Cornwell (1994) model)**



Source: Juthika Konwar, Global Competency Development in Indian B-Schools (with permission from an unpublished thesis)

The first level of commitment Business schools can adopt in the process of internationalization of their curriculum is Global Awareness level (Kedia and Cornwell (1994). According to Toyne (1992) the goal of awareness is “to ensure that all business students are at least aware (1) of the world beyond our shores and borders, (2) that their world- their standard of living and quality of their life-is inextricably connected to, and impacted by, their ‘other’ world” (p. 24). Kedia, Harveston, and Bhagat (2001) defined “international awareness as having a worldview incorporated into the decision making process” (p. 14). Most business schools can use this approach quite easily (Kedia & Englis, 2011). It is pursued by integrating international topics into existing courses (Sherman, 1999). Most of the Indian B-schools have incorporated few courses addressing international issues in some area of business in the flagship program of business administration. The most common courses in this addition are International Business, International Financial Management, and International Marketing. Most interestingly many B-schools are not offering international courses in all the functional areas of business.

The second level is global understanding. Understanding is having the knowledge to comprehend the reasons as to why things happen and their implications for conducting business domestically and internationally (Toyne, 1992). Here, the students not only develop a world-view but are able to begin to make decisions that incorporate knowledge and understanding of global markets (Sherman, 1999). Such an educational program helps students develop a more rigorous understanding of the global marketplace by exposing them to dissimilar cultures and differing socio-political contexts (Kedia, Harveston, and Bhagat, 2001). Kedia and Cornwell (1994) contend that schools that adopt this as their international mission will create a major or concentration in international business by adding courses in international business functional areas. In this level business schools create specialization on International business. Add-on courses can help students obtain knowledge concerning the global economy, but they do little to help students develop the special personal characteristics and skills which are needed to effectively conduct international business (Beck et al., 1996; in

Sherman, 1999). Some of the Indian B-schools have incorporated International Courses in almost all the functional areas of business even in the functional areas like Operations management. But most of the Indian B-schools including top rankers have not found offering major or specialization in International business within the flagship program. A very few B-schools separately offers exclusive programs in International or global management. For example, BIMTECH has a program on Post Graduate Diploma in Management (PGDM) in International Business apart from its regular flagship PGDM program. On the other hand S. P. Jain Institute of Management and Research is offering under its Global Program a certificate program called Post Graduate Certificate in International Management (PGCIM). Kedia and Cornwell (1994) argued that to produce business graduates with Knowledge, skills and abilities to perform in the globalized world business schools must strive towards achieving the third level i.e. global competence. By using an experiential approach that focuses on students' development of attitudes conducive to integrating and applying international experience and learning, business education programs facilitate the development of global competence (Kedia & Englis, 2011). Competence requires the functional use of acquired knowledge, skills, and experience within the context of the business world (Kedia & Cornwell, 1994). To achieve true progress toward global competence students must be exposed to different cultures and experience real differences in things like problem solving, negotiations, and response to authority (Sherman, 1999). This will help them to determine what types of leadership styles, organizational structures and reward systems are appropriate for different cultures (Kedia and Cornwell, 1994). In addition to international content, activities such as internship, foreign exchange, and study abroad opportunities for faculty and students offer a rich experiential learning environment (Walton & Basciano, 2006). This rich experiential learning environment driven by the business school's mission facilitates the development of students' global competence, knowledge base, and skills at a high competency level (Kedia & Englis, 2011). Only handful of top notched Indian B-schools can be considered as reaching the global competency level. These B-schools are comparatively active in introducing experiential learning among students via International internship, student exchange program, faculty exchange, multisite program etc. IIM-A, IIM-B, IIM-C, ISB, XLRI, Welingkar are a few B-schools that are leading this level in globalizing the management curriculum.

Section-II

Quotients for Alliance Analysis

Institutions alliances can be measured through quotients prepared on the basis of ratios of partnerships to world, continents, countries etc. The global alliance of institutions score is the quotient of total number of alliances of an institution to total numbers of countries of the globe i.e. total numbers of alliances countries (say, for IIM-A) = 59 divided by total numbers of countries of the globe (196). So, the IIM-A's global alliances score would be $59 \div 196 = 0.30102$ (in the Table-2, Column-3). The second quotient analysis is Alliance to America to Globe Quotient (AAGQ) is calculated by counting the alliances of institutes of Continent-America to the Total Numbers of Countries of the Globe. There are 18 numbers of partner institutes of America out of total numbers of alliance institutes (59) in reference to the countries of the globe (196). The $AAGQ = 18 \div 59 \div 196 = 0.00156$ (in the Table-2, Column-4). Thus, Alliances to Europe to Globe Quotient (AEGQ) = $30 \div 59 \div 196 = 0.00259$ (in Table-2, Column-5). The Alliance to African Institute to Globe (AAfGQ) is total numbers of partner

institute of total number of alliance to total numbers of countries of the globe. Thus $AAfGQ = 2 \div 105 \div 196 = 0.00010$ (in the Table -2, Column-6, Cell-2).

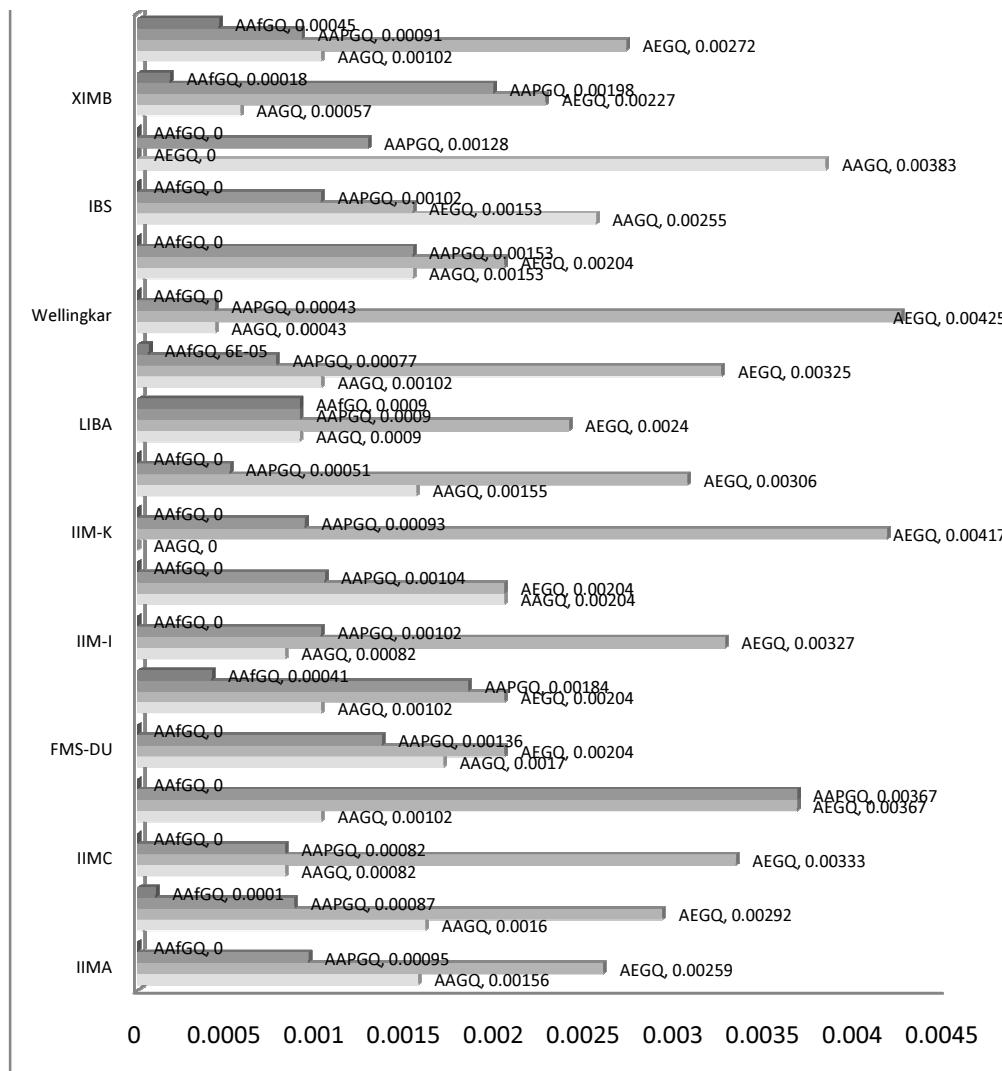
Table-3

Institute	Alliance	Global Alliance Score	Alliance to America to Globe	Alliance to Europe to Globe	Alliance to Asia Pacific to Globe	Alliance to Africa to Globe
(1)	(2)	(3)	(4)	(5)	(6)	(7)
IIM-A	59	0.30102	0.00156	0.00259	0.00095	0
IIM-B	105	0.53571	0.00160	0.00292	0.00087	0.00010
IIM-C	75	0.38265	0.00082	0.00333	0.00082	0
IIM-L	25	0.12755	0.00102	0.00367	0.00041	0
FMS-DU	15	0.07653	0.00170	0.00204	0.00136	0
IIFT	25	0.12755	0.00102	0.00204	0.00184	0.00041
IIM-I	25	0.12755	0.00082	0.00327	0.00102	0
TISS	30	0.15306	0.00204	0.00204	0.00104	0
IIM-K	22	0.11224	0	0.00417	0.00093	0
NMIMS	10	0.05102	0.00155	0.00306	0.00051	0
LIBA-Che	17	0.08673	0.00090	0.00240	0.00090	0.00090
IMT-G	80	0.40816	0.00102	0.00325	0.00077	0.00006
Welingkar	12	0.06122	0.00043	0.00425	0.00043	0
MICA	10	0.05102	0.00153	0.00204	0.00153	0
IBS	10	0.05102	0.00255	0.00153	0.00102	0
NIRMA-U	8	0.04082	0.00383	0	0.00128	0
XIMB	18	0.09184	0.00057	0.00227	0.00198	0.00018
BIMTEC	45	0.22959	0.00102	0.00272	0.00091	0.00045

In table-2, partnership alliance quotients of selected institutes of India with America, Europe, Asia-Pacific, and with Africa are arranged for portraying the spreads of global alliances.

The Spreads of Alliances

Figure 2



The figure-1 indicates the alliance to European institutes in reference to the total numbers of globe denoted by AEGQ bar. AEGQ bar showing more spread of alliances of Indian-Schools with European institutions concluded as more influential alliance option to Indian B-Schools. The alliance to America in reference to the globe (AAGQ) is the

commonest alliance options for Indian B-Schools as reflected by the alliance spread bar in this figure (Fig-1). The other alliance spread bar for alliance to the institutes of Asia Pacific Region (denoted by the AAPGQ) indicates as another option for alliances showing common but lesser spread compared AEGQ, AAGQ. The alliance spread representing the alliance to African institutes (AAfGQ) is visible as alliance option for 6 numbers of select groups of Indian B-Schools showing least visible influences on alliance portrait among all B-Schools of India.

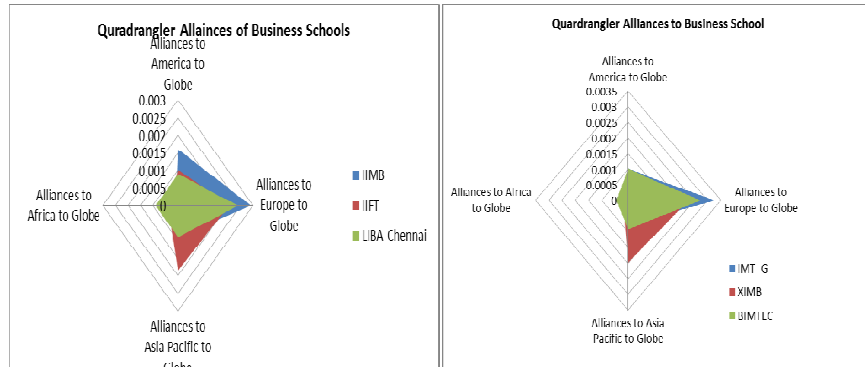
The Alliance Quadrangles

Considering the presence of adoption of alliance mix options to America, Europe, Asia-Pacific, and African continents we find the six numbers of institutes, they are Indian Institute of Management, Bangalore (IIM-B), Indian Institute of Foreign Trade, Delhi (IIFT-D), Loyala Institute of Business Administration-Chennai (LIBA-C), Institute of Management Technology, Ghaziabad (IMT-G), Xavier Institute of Management-Bhubaneswar (XIM-B), Birla Institute of Management and Technology (BIMTEC) are in the separate group of institutes. These six numbers of institutes are having alliances with the institutes form the four continents East, West, South, North side of the globe. In the Table-3, the alliance spread matrix with four continents are separated and data future applied for drawing a portrait (fig.-2) how the alliance options portraying quadrangular of alliance options.

Table-3

Institute	Alliance	Global Alliance Score	Alliance to America to Globe	Alliance to Europe to Globe	Alliance to Asia Pacific to Globe	Alliance to Africa to Globe
(1)	(2)	(3)	(4)	(5)	(6)	(7)
IIM-A	59	0.30102	0.00156	0.00259	0.00095	0
IIM-B	105	0.53571	0.00160	0.00292	0.00087	0.00010
IIM-C	75	0.38265	0.00082	0.00333	0.00082	0
IIM-L	25	0.12755	0.00102	0.00367	0.00041	0
FMS-DU	15	0.07653	0.00170	0.00204	0.00136	0
IIFT	25	0.12755	0.00102	0.00204	0.00184	0.00041
IIM-I	25	0.12755	0.00082	0.00327	0.00102	0
TISS	30	0.15306	0.00204	0.00204	0.00104	0
IIM-K	22	0.11224	0	0.00417	0.00093	0
NMIMS	10	0.05102	0.00155	0.00306	0.00051	0
LIBA-Che	17	0.08673	0.00090	0.00240	0.00090	0.00090
IMT-G	80	0.40816	0.00102	0.00325	0.00077	0.00006
Welingkar	12	0.06122	0.00043	0.00425	0.00043	0
MICA	10	0.05102	0.00153	0.00204	0.00153	0
IBS	10	0.05102	0.00255	0.00153	0.00102	0
NIRMA-U	8	0.04082	0.00383	0	0.00128	0
XIMB	18	0.09184	0.00057	0.00227	0.00198	0.00018
BIMTEC	45	0.22959	0.00102	0.00272	0.00091	0.00045

Figure-3

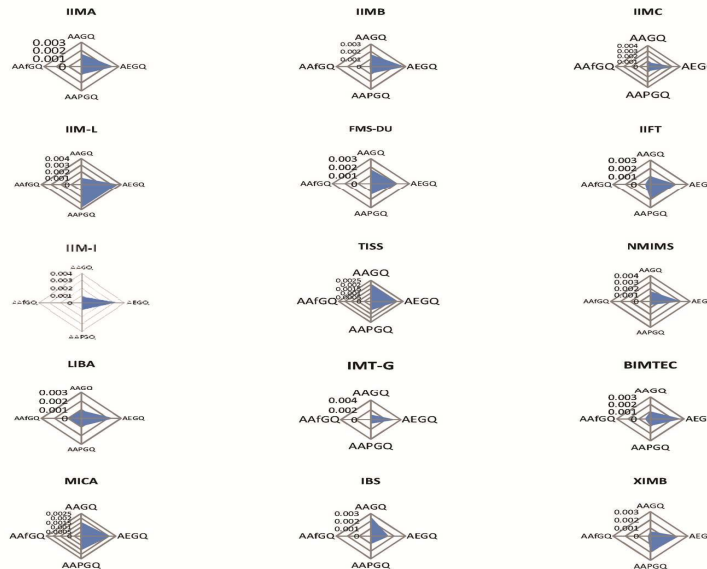


In the quadrangular alliance options, the angle created for Alliance to Africa in reference to globe are appearing blunt compared to the Indian B-School's alliance spreads to Europe, alliance to America, and alliance to Asia Pacific Zone.

The Triangular Alliances

An another set of captivating portraits emerge from adopted alliance options with the institutes of Alliances to American B-Schools, European B-Schools, and with the B-Schools located in the Asia Pacific regions in reference to globe. The alliance data are portraying triangles for alliances of single Indian management institute.

Figure-4



The visible triangular alliances portrayed by Indian Institute of Management, Ahmadabad (IIM-A), Indian Institute of Management-Bangalore (IIM-B), Indian Institute of Management, Calcutta (IIM-C), Indian Institute of Management, Lucknow (IIM-L), Faculty of Management Studies, Delhi University (FMS-DU), Indian Institute of Management, Indore (IIM-I), Tata Institute of Social Science (TISS), Narsee Monji Institute of Management Studies (NMIMS), Institute of Management Studies, Ghaziabad (IMT-G), Mudra Institute of Communication and Administration (MICA), and Institute of Business Studies, ICFAI (IBS) are portraying triangles of alliance mostly for options adopted with European Institutes, American, and with Asia Pacific.

Excellences under Triangles and Quadrangles

To re-cast the performances and the direction of alliances I checked the National Human Resource Development Network (NHRDN) assessment and ranking-2013 of B-Schools in India (*NHRDN, People Matter*). The B-schools were rated on the basis of nine parameters: Student profile, faculty profile, academic excellence, infrastructure, placements, corporate connectedness, leadership & governance, accreditation & linkages and campus life. The ranks of select students are captured in the table-4.

Table-5

Under Triangular Alliances		Under Quadrangular Alliances	
Name of Institute	Rank(s)	Name of Institute	Rank(S)
IIM-A	R-1 (2013)	IIM-B	R-2 (2013)
IIM-C	R-3 (2013)	IMT-G	R-11 (2013)
IIM-L	R-5 (2013)	IIFT-D	R-13 (2013)
IIM-K	R-8 (2013)	BIMTEC	R-17 (2013)
IIM-I	R-9 (2013)	XIM-B	R-20 (2013)
NMIMS	R-10 (2013)	IBS	No data
FMS-DU	R-12 (2013)		
TISS	R-14 (2013)		

The table-4 reveals the fact that institutes exposed under the alliance adoption under quadrangles, they are IIM-B, IMT-G, IIFT-D, BIMTEC, XIM-B and IBS are more globalised than those are adopting the alliance under triangular contour. The institutes under the triangular contours are revealing excellence but they are not globalised purely. Thus, the IIM-A, IIM-C, IIM-L, IIM-K, IIM-I, NMIMS, FMS-DU, TISS are exposing the excellence under triangular alliance in reference to globe are not purely globalised.

Section-III

Measurement of Alliance Effectiveness

Measuring alliance effectiveness does not mean only spread of alliances to the globe. Major issues to examine whether outputs of alliances i.e. qualifications recognized at home country. The geographical proximity, ability to commute or travel easily to the alliances, value of degree in economic market, know someone who studied there, intention to migrate to other state after degree completion, favourable image of higher education in the country with alliance, common language, prior connection or historical ties to country etc. are factors that influences on alliances effectiveness. Another set of issue is that the students and employers expectation with regards to business internship at the institution of alliances and ease of visa formalities. MaCarthy, Sen. and Garrity (2012) assessed why the Canadian students choices higher education and United States examined the factors that influence on the selecting at

United States by Canadian students' to complete their part of curricula. Today, the management education is far more ahead in competence building and need to be adopted global competency by the management graduates. Thus, the alliances satisfies geographical proximity, ability to commute, value of degree and internship, visa formalities, value of assignment in economic market, prior connections and historical ties, employers and students expectations, global competency development are the prime criterion for assessing alliances.

Methodology of Assessing Stakeholders Perception on Alliances

Stakeholders of business education are students, parents, administrators, teachers, researchers, educators, industrialist and employers, government, and accreditation bodies. Their perception of the stakeholders on the alliances of the institutes encourages the education to go ahead with alliance strategies. Many a time alliances profile and directions of alliances attract the students to the institutes. Therefore perception towards existing alliances of B-Schools were assessed by contacting selecting representative numbers of students, teachers or academia or researcher, selected few employers for each institutes, some representative of personnel of government and accreditation bodies contacted and administered schedule questions. This survey indicated the stakeholders' perception on the alliance practices revealed an interesting picture. The analysis of data reveals that different stakeholders' group perceives on alliance effectiveness of selected and single institutions differently. The result of this assessment indicated there are different levels of perception among the representative students groups, teachers, administrators, researchers, employers. This posits a further enquiry into agreement and disagreement of perception and opinion analysis for the different groups of stakeholders.

Stakeholders Perception on Alliance Effectiveness among Indian B-Schools

To examine the level of agreement or disagreement of opinions on the whole gamut of global alliances the Kendall's W test was conducted. Kendall's coefficient of concordance is a measure which allows a researcher to evaluate the degree of agreement between m sets of ranks for n subjects/objects (*which is often referred to as interjudge reliability*) (Sheskin, 2004, pg. 1093). Here the population parameter estimated by the correlation coefficient is represented by the notation W . the range of possible values within which Kendall's coefficient of concordance may fall if $0 < W < 1$. When there is complete agreement among all m set of ranks, the value of W will equal 1 and when there is no pattern of agreement among the m set of ranks, W will equal 0 (Sheskin, 2004, pg. 1093).

The values of Kendall's W is near to 1 (one) with 99 percent significance indicating significant disagreement of opinions on the global competency practices among the students of same region and among the students of different regions of the institute of India. Again, to examine whether there is agreement or disagreement of opinion about global alliances effectiveness among the respondents of various B-schools Kendall's W was calculated for each sample B-school.

As presented in the Table-5, the test results for opinions of students of the University of Pondicherry exposed Kendall's $W = 0.951$ with significance $P = 0.000$ (99 percent). The other B-schools which also have Kendall's W very near to 1 with significance $P = 0.000$ (99 percent) are IIM-C (0.932), IIM-B (0.924) and MDI Gurgaon (0.902). On the other hand, ISB revealed exposed Kendall's $W = 0.898$ with significance $P = 0.000$ (99 percent). The values of Kendall's W of B-schools which followed ISB closely are IIM-A (0.887), University of

Hyderabad (0.885), Asia Pacific Institute of Management (0.860) and NITIE Mumbai (0.804) at a significance level $P=0.000$ (99 percent). The remaining B-schools i.e. Calcutta University (0.792), IISWBM (0.783), CRM Bangalore (0.763), Acharya Institute (0.758) and IFIM Bangalore (0.773) also exposed Kendall's W values nearing to 1 with significance level $P=0.000$ (99 percent).

Table-5, Test of Concordance of Effectiveness of Alliances Practices

B-schools	N	Kend all's W	Chi-Square	Asymptotic Sig.	Monte Carlo Sig.	Results (KW Value Indicates)
Calcutta University	21	.792	216.182	.000	.000	Significant Disagreement
IISWBM	17	.783	173.006	.000	.000	Significant Disagreement
IIM-C	14	.932	169.613	.000	.000	Significant Disagreement
IIM-B	18	.924	216.183	.000	.000	Significant Disagreement
CRM, Bangalore	22	.763	218.308	.000	.000	Significant Disagreement
Acharya Institute	21	.758	206.860	.000	.000	Significant Disagreement
IFIM, Bangalore	19	.773	191.028	.000	.000	Significant Disagreement
IIM-A	20	.887	230.516	.000	.000	Significant Disagreement
ISB	14	.898	163.484	.000	.000	Significant Disagreement
University of Hyderabad	16	.885	184.131	.000	.000	Significant Disagreement
University of Pondicherry	7	.951	86.536	.000	.000	Significant Disagreement
MDI, Gurgaon	12	.902	140.740	.000	.000	Significant Disagreement
Asia Pacific Institute of Mgmt	11	.860	122.994	.000	.000	Significant Disagreement
NITIE, Mumbai	10	.804	104.567	.000	.000	Significant Disagreement

The values of Kendall's W near to 1 (one) with 99 percent significance indicates that there is a disagreement of opinions on alliances development and global competency practices for among the students of an individual B-schools and among the students of various B-schools belonging to different levels i.e. top level (IIMA, IIM-B,IIM-C ISB), middle level (MDI Gurgaon, IISWBM, IFIM Bangalore, NITIE Mumbai) and others (Calcutta University, University of Pondicherry, University of Hyderabad, Asia Pacific Institute of management, CRM Bangalore).

Major Findings

Majority of Indian B-Schools/institutes are under triangular shapes of alliances and most of them are allied to the American and European management institutes. Thus, the top B-Schools educations are fully influenced by the B-Schools of west of the globe which substantiate the statement of import of management education by IIM-Ahmadabad, IIM – Calcutta during the 1960 -1970 (*Bhattacharya. A, 2010*).


1. The Top Indian B-Schools adopting Triangular Alliance has weak alliance arrangement with Asia pacific region. Very small numbers of Indian management institutes having connection with Chinese and Australian B-Schools.
2. All Indian B-Schools operating under the Triangular Alliances are not purely globalised as spread of globalization indicates.
3. The institutes having alliance arrangements under quadrangular shape portrays a weak relation with the Institutes of African continent and theses Indian institutes do not have any exchange partnership with African institutes.

4. Stakeholder's perception on effectiveness of the alliance practice among the business schools is different among the different business schools. It was found that there are significant disagreements on the perceptions on the effectiveness of alliances among the different groups of stakeholders. This is true at individual level, institution level, within groups, among the groups of stakeholders.

Since, the major institutes showing excellent in Indian management education are under the triangular alliance, indicating that excellence assessment bodies are not yet considering quadrangular alliance options as a criterion. These bodies need to be considered for ranking of b-schools. It substantiates that alliance options for Indian management education are yet to capture the issues of globalization in practice and for expanding management revolution in the vortex of globalization. Thus, the Indian management education is yet to show its responsiveness to globalization through alliances establishment practices (*Ghosh and Barman, 2013*) in its truest sense of the conception.

Recommendations and Conclusion

It is very interesting to observe that the adopted alliance options by the Indian B-Schools are not according to the vision and ongoing Asian economic resurgence. The Asian economic revolution has not yet attracted the attentions of Indian B-Schools for alliance options. Specially, the propagation of intensity of cross-national HRD collaboration with South East Asian nations (*Barman. A. 2011*), at this moment there is lack of uniformity of alliances of Indian management education with South East Asian nations. Another issue in regard to alliance is that India is losing confidence of western-oriented globalization has an impact that is degrading India's growth. Considering the typology of *Ortenblad and et.al*, (2013) – the Replacer, the Effectiveness Increaser, the World Improver and the Reflectionists, the author visualizes that the ongoing alliance options adopted by Indian management institutes would not be able to produce any impact, if these alliance establishment options are not strategized properly. At this juncture, more emphasis on the European and American alliances by Indian institutions may not be able to create any impact further for continuation of the same. The Indian may not be able to produce any reflections that are needed by an Indian business more at this point. It is time to think about the shift and re-shift of ongoing redirections of alliance plan of Indian management institutes toward more strengthening Asian alliances further. The section III of this chapter suggests that in strategizing the alliance options, institutes also need to consider the factors such as geographical proximity, economic relevance of assignment and papers, value of degree, skills, options and facilities for acquiring global competences.

Another weakness of Indian alliance option selection is that the Indian B-schools are with weak alliances to African institutions, as an indication of non-influential status of global strategy of south-south cooperation. The assessment agencies of b-education should consider the aspect of global alliances according to the spread of alliances in all continents. The Indian assessment agencies should take an utmost care in revealing excellent institutes by their assessment results. Thus, the top Indian B-schools are still in economic and traditional ties ushering European and American business educational hegemony in management education, need further rejuvenation and reintegration with new options for alliances to the Southern part of the globe in the near future. To make Indian education really global, the top or excellent b-schools should focus on the alliance options also with the Africa and Asian institutes. 

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