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Management in Common Man: Concept and the Way Forward

Prof. M.K Sridhar

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Chanakya University Research Monograph
(CU-ROS/2023-24/RM-002)

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MANAGEMENT IN COMMON MAN: CONCEPT AND THE WAY FORWARD

Abstract

Management education in India is elitist - attracting the well-heeled young men and women for positive association. It is predominantly a derivative of western management thoughts and practices. The foundations of Indian philosophy and worldview are unique and different from those of other countries. It has not evolved according to the situation on the ground in India. Or, at best, its development has been random.

This monograph, based on a larger study, attempts to answer the following five questions as a basis to determine the relevance and course correction of management education and practices in India reflecting the ground realities.

- a) Is management applicable only to business situations?*
- b) Is the functional approach in management inevitable?*
- c) Is management applicable to non-organizational situations?*
- d) Is there any inter-dependence between management education and practices?*
- e) Does management in India need to focus more Indian thought?*

More than a hundred articles in international and Indian contexts have been reviewed to investigate the unexplored dimensions of management education and practices in India. The study focuses on conceptual gaps; contextual gaps; methodological gaps; identification and selection of the cases; data collection and analysis; management by individuals; and management for individuals.

The management education in India is out of sync with the ground reality. It is time to revitalise it by contextualising both course curriculum and andragogy. This monograph has made a serious attempt and offered a few suggestions to re-engineer the management education in India. It presents a case for all those people responsible for management education in India to take a fresh look at the course curriculum and andragogy.

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RATIONALE FOR THE STUDY

Management is the sum of total activities which pertain to the process of planning, organizing, directing, staffing, and coordinating for the achievement of predetermined objectives of an institution through coordinated use of human and material resources. The term “Education” is the provision of a series of learning experiences to students to impart knowledge, value, attitudes, and skills with the ultimate aim of making them productive members of the society. Management education, almost unknown till the 19th century, became a dynamic force for change in many universities, in workplace, and in societies of both industrialized and developing countries. Its role in the professionalization of enterprise management is widely recognized. Thus, the management education played a vital role in the industrially developing and developed countries.

Business schools have, without any doubt, attained legitimacy in the field of education. It would be pointless and unnecessary to recall at this point that in the 1950s, as much in the USA as in Europe, they were seen as insignificant by faculties tending towards culture (philosophy, literature faculties), science (medicine, physics, chemistry, biology faculties), or arts, whose implementation was obviously suitable to create a better world (architecture, etc.), and their practical aspect was looked down upon. It has been a long time since simple departments of law and economics faculties (reputed to develop leaders) were marginal in their own world. The drastic decline in the numbers of students elsewhere in the economy against the rise in the number of management students is a testimony to this fact.

Management education in India has come a long way. The history of management education in India goes back to the pre-Independence era. In the 1950s, when India sought to give an impetus to its management education with the assistance of many foreign countries – including the United States -- knowledge in each field was considered separate with its own reasoning and technology. Science and technology were separated from history, sociology, or philosophy. Observation and fact were the guiding sources for knowledge, a position that encouraged a compartmental view of management education. Further, the establishment of management institutes in India outside the University system distanced management education from other fields. Management did draw from a number of other fields, including science, technology, psychology, or sociology. But since its own knowledge, methodology and objectives in society were different, management education did not have to go deep into the bases of the other fields or the wider context of society itself.

Management education in India has not grown in an evolutionary manner and its development has been random. In an increasingly globalizing economy like India, the organizations are becoming more complex and businesses more competitive. Thus, the demands on the skills of Indian managers are changing. The growth of management education in India has been phenomenal in the past three decades. The first 2-year, fulltime MBA in India was started in 1957 in Andhra University. In view of the industrial growth of Visakhapatnam city and to meet the needs of executives, the management department of the university started a 3-year MBA evening programme in 1977-78. The IIMs in Kolkata and Ahmedabad came up in 1961 and 1962, respectively. They had been promoted by Sloan School of Business and Harvard B-School. In 1966, XLRI, Jamshedpur, opened its doors for aspirants wanting to pursue management education. The 3rd and 4th IIM in Bengaluru and Lucknow were set up in 1973 and 1984, respectively. During the last 4-5 years India has seen tremendous growth in the spread of management education. There is mushrooming of B-Schools with 2500 institutes, enrolling 2,40,000 on the last count!)

Many committees have reviewed management education in India and made recommendations from time to time. A mention may be made of Nanda Committee in 1981, V. Kurien Committee in 1991, RP Iyer Committee under AICTE in 1999, Eshwar Dayal Committee in 2001, Rajan Saxena Committee in 2002. Management Education Review Committee of 2003 and Task Force on Indian Management Education by All India Management Association in 2017. In the meanwhile, many conferences, workshops, round tables, and publications were organized from time to time.

Management itself as a discipline has evolved from disciplines such as philosophy, economics, mathematics, accounting, statistics, computer science, psychology, and industrial engineering. Management education in India is predominantly a derivative of western management thought and practice. In India, management education is seen as elitist. Often, young women and men are attracted to management studies not because they need to create something good and useful for the society. They are usually motivated by how quickly they get placed and how big their pay packet would be. Thus, greed is inculcated at an age when idealism should be.

Against this background, the rationale for the present study was explored with the help of five questions that are discussed below.

Is management applicable only to business situations?

This question has been haunting me for years as I myself was first introduced to management in a business situation only. My numerous and continuous encounters with management were in the context of business, industry and trade which involve economic activity that focus on bottom-line, quarterly results, excel sheets, rate of growth, shareholder value and performance in the stock market. The subjects, syllabus, books referred, case studies, nomenclature of the course, analysis of management education and practices revolved around business situations only barring a few exceptions. Even the institutions that offer management courses are called B-Schools and their courses which are named as MBA, BBA, PGDBM reflect the pattern of thinking.

The nomenclature of most of the courses need not carry the term business. In some universities, they offer MBA in non-profit organizations or Public Health or voluntary organizations. The perceptions were so strong that 'Quality' is commercial and therefore, should not be used either in third sector or Government. But the world has innumerable non-business situations where management is equally or sometimes more relevant and useful. Fields like rural development, voluntary sector, community-based rehabilitation, government, philanthropy, public health, temples, family, welfare activity, disasters, natural calamities, orphanages, old age homes, natural resources, social reform, nation building, politics, public administration, religion, spiritual etc. have unlimited scope for applying management insights even though these are not business oriented. In fact, there is management in every human effort whether it is business or otherwise. Considering the needs of any society, management is essential in all walks of life including business situations.

Is management applicable to non-organizational situations?

Management is always discussed in the context of an organization which may be joint stock company, private or public limited company, government organization, voluntary organization, hospital, temple, religious or spiritual organization and many more. The management education and practices all over the world as well as in India are always discussed in the context of organizations however big or small they may be. The literature, course contents, books, journals, case studies, themes of conferences and seminars, etc. invariably refers to management of or in organizations irrespective of size, type, or nature.

issues like leadership, communication, culture, climate, process, delegation, decentralization, departmentalization, decision making, strategy, span of management, staffing, team working, organizational behaviour, etc. in management are always discussed in organizational context.

In reality, management has any number of things which have nothing to do with organization. Many dimensions like goal, purpose, resources, opportunities, challenges, personality, ethics, etc. are to do with individuals and families rather than organizations. Concepts like servant leadership and mother leadership do not deal with whom and how many one leads but the attitude with which you lead yourself or others. Thus, it can be said that management is relevant not only for institutions and organizations but also for individuals and families. If it can work in an organization, it should also work in case of individuals as organizations are the collective entity of individuals. The contemporary trend in management is not very much concerned with individuals and families.

Is the functional approach in management inevitable?

Normally, management is studied/learnt with the help of a functional approach in which the organization is arranged as production/operations, finance, human resources, marketing, and systems/technology. Managing or leading the organization means the management of each of these functions. Every function needs specialized knowledge and skills. The functional approach to management involves the specialized expertise in each of them. It tries to approach management through functions. The core courses of the first year of master's would necessarily consist of all functions and in the second year they are brought in as electives. This is primarily to strengthen their knowledge and skills in functional areas. Such core and electives provide solid expertise so that the students could pursue them when they start working for various business organizations. These functional areas become the basis for placements also. They bring back their own functional practices when they interact with educational institutions which offer various courses in management.

There can be management without the functional approach. A well-known business organization had a core finance person heading HR, and an NGO was managed by a finance person. There were also many organizations (micro, small and medium enterprise or even a startup venture) which did not have functional areas. Many senior industry captains also opine that functional approach may not be desirable beyond a point in an organization. Many of the fields mentioned above do not involve any functional area. This does not mean that there is no management there. Hence, a functional approach in management is not necessarily inevitable.

Is there any inter-dependence between management education and practices?

Management education and the practices are very much related to each other. What one wants to practise is what one needs education on. The kind of management education imparted is generally related to the type of practices pursued by individuals and institutions in a society. Students attending management courses would be taught a certain kind of management education. Subsequently, they will start practising them once they start working in an organization. Even those who take recourse to entrepreneurship also apply the knowledge of management education they have learnt in their management institutions. On the other hand, management practices pursued by people in society would become the basis for developing the content of management education. They are absorbed

by the institutions either as study material or case study. In this way, education influences practice and practice, in turn, provides feedback to education. A cycle of interdependence exists and operates.

This cycle is not broken as the people who run institutions and organizations had not gone beyond the four walls of management wherein management was taken more as business organization oriented with a functional approach. The same old philosophies, models, and practices of few countries of the world were pursued in India also. Even the students and executives were looking for similar kinds of knowledge, attitudes, and skills. Same class and sections of people entered the management arena. Management education in India is not putting a mirror to Indian society, culture, tradition, and practices. The so-called cycle of interdependence could be broken when our own practices, traditions and culture find a rightful place in management education.

Does management in India need to focus more on the foundations of Indian thought?

Whenever management in India is reviewed, normally people point out the current strengths and weaknesses. These include good awareness/willingness to study management courses, widespread network of institutions, adequate regulatory mechanism, trend of innovation in some institutions, better placement as compared to others, more application orientation among graduates, etc. On the other, the criticisms include poor faculty quality, weak content and pedagogy, negligible industry reach, substandard reading material, etc. Very few persons and institutions have raised their voices beyond the issues enumerated above which do not address the thought process and philosophy of management. The philosophical foundations are not called into question.

The kind of education and practices including the courses, study material, case studies, and models are, more or less, the same as practised in such countries where they originated and evolved. These schools of thought are operational here also, without much deviation and change. Management is practised in large business organizations through a functional approach aided by tools, techniques, models, theories and principles in those countries. India has simply transplanted those models without much thought as to their relevance to our needs and requirement. More or less the same holds good for practices as well.

The foundations of Indian philosophy and worldview are unique and different from other comparable countries. The predominance of economic sense, the inevitability of material happiness, satisfying the greed-based needs, consumerism, obsession with strategy to always win and defeat others, insistence on the laid down process of doing things, etc. are at variance with our ethos which emphasizes life in a holistic manner, importance of spiritual approach, collaboration and cooperation, self-realization, trustee concept, decentralization and autonomous approach. There appears to be a world of difference. Few specific examples illustrate the magnitude of difference: Westerners insist on decision making; we emphasize the decision maker; controlling the external environment by Westerners versus self-control by Indians; Westerner believe in obsolescence, Indians in durability; Westerner thinks, and an Indian feels and lastly, Westerners wants to exploit nature which is considered as Mother by Indians. Some scholars like S K Chakraborty, M B Athreya, Subhash Sharma and NCB Nath have undertaken the task of shifting focus in management education from the current materialistic paradigm to one which recognizes relationships, consciousness and spirit as the right approach. They believe that all management ideas till now have been developing behaviour and skills, not character and values. Instead of photocopied theories from the

West they believe in experiential methodologies derived from modern and ancient Indian texts aimed at giving the Indian manager a psycho-philosophy rooted in the Indian context and values.

Today it is increasingly recognized that managerial and leadership styles, to be more effective, need to be ingrained with Indian cultural ethos. Culture is totality, a fabric woven with attitudes, beliefs, mores, and habits. Our Indian epics be it Upanishads, shastras and the Bhagwat Gita has been a bonanza and repository of many such priceless ingredients of culture. They have been the essence of our glorious traditions and often stressed by Adi Sankara as far back as the ninth century AD.

The answers to the above five questions make one to ponder over and reflect on management in India. They have de-mystified management. Once the process of exploring themes for the present fellowship was underway, there was a realization that the core of anything would be present in the grassroots of the society. It is believed that the morale of workforce of any organization could be gauged from the low-level employee; the satisfaction of any customer will be known at the remotest place; the mood of the nation cannot be decoded from the top layers; the benefits of any programme has to reach the last recipient; knowledge of Indian philosophy will be known at the level of community. Similarly, the best person to have a clue as to what is management in India will be from the lowest rung of the society. Generally, it is believed that the ideal repositories will be the top industry person, highly reputed management institutions, well written books of celebrities, high-end trainers, researchers, and other experts. It was realized that this can actually and realistically be deciphered from the life journey of an ordinary common man living in Indian society.

Why Management and Common Man?

Any society is the collective entity of organizations, institutions, structures, systems, culture, traditions and practices. Individuals would form the fundamental units of all these entities. Minus the individual, the society does not exist. The progress, development or growth is the result of the efforts and energy put in by the individuals in the society in the form of an organization, institution, family, etc. At the same time, a society consists of different kinds of people, who might be economically strong or weak, well-educated or not, welltrained or not, wellexperienced or not, well-connected or not, highly influential or not, highly powerful or not, thoroughly responsible or not, inherently value driven or not, ethical or not, organized goal driven or not, creative or not, innovative or not, hard working or not, organized or not, disciplined or not, focused or not, meaningful or not, satisfied or not, happy or not, motivated or not, inspired or not, enlightened or not.

This brings out a very important aspect that a society cannot be better without better individuals. With everyone becoming better progressively, society can only be better. As a majority of individuals are common men, it would be prudent to study management from the viewpoint of a common man. Common men tend to have similar ambitions, resources, availability or scarcity of opportunities. As this condition is applicable to most of the population, the life journey of a common man could be taken as management of life. Hence, the present report explores management in common man.

If we see people around, everyone is a success story in their own way as they have managed their life journey towards their goal by managing the resources, addressing, and overcoming the challenges, making use of the opportunities that arise, anchored by personality and basing all this on ethics and life philosophy. Success here

cannot be taken in the sense of achievement but in the spirit of fulfilling what one wants to in one's life. This has been vindicated by the life journey of ordinary people who all have led their life to fulfill their aspirations despite all kinds of hurdles, obstacles, challenges, and problems. The belief of a common man having nothing to do with management is not tenable at any point of time, as it requires deft maneuvering to fulfill aspirations.

In fact, the real spirit of management is always venerated, imbibed, and practised by ordinary men and women in their lives without having even an iota of its awareness and understanding, leave alone any education or training. Nobody has taught them how to pursue their goal. Not even mentored them. They manage their life-goal by organizing their own resources, personality, ecosystem and helping hands and hearts. These are not found in any book, course, or training but we see them being pursued actually in reality at the grassroots. These instances did prompt the researcher to take up this unexplored, not-run-of-the-mill-kind, and unconventional theme for exploration. This shall also formulate the underpinnings of Indian management as India lives in her ordinary men and women. It is like the pure water that flows down and touches the earth below. The quality of water is decided by what you finally get at the bottom but not at a point where it starts from. The way crores of common people have managed their lives during the recent pandemic itself is in a way 'empirical' justification for the present study.

Such exploration of management in common man could lead to an important paradigm shift in its understanding and indigenization. The managerial learnings from the common man could be useful to the well-healed too, and that is worth exploring.

SURVEY OF LITERATURE AND RESEARCH METHODOLOGY

This chapter consists of two parts. Part A deals with the survey of literature and part B with the research design of the study.

Part A

Management education and the practices have come to stay all over. No country, field or sector is an exception. It is more than six decades old in India also. There are many individuals, institutions and bodies who have contributed to their evolution, growth, and sustenance. It is appropriate to undertake a review of literature for the present study as it aims to reorient management education as well as the practices evolving from it. This survey would help in exploring the unexplored dimensions of management education and practices in India. More than one hundred articles in international and Indian contexts were reviewed for the study.

Management education

Kumar (2011) concluded that management education across the globe is facing a unique crisis of relevance in the contemporary scenario. He also feels that Indian B-schools are facing multiple issues such as proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability. Kumar K Ashok et al. (2013) say that management programmes offered in India 'do not give the participants sufficient practical exposure'

R. Bailey et al. (1999) identified some significant factors for change in the institutions like university enrolment, national image, and reputation, and even the highest business degree offered by an institution. Balanagarajan and Senthil (2015) say that management education is in the limelight in the recent past and has drawn attention of the industry as well as entrepreneurs. They opine that there is mushrooming of B-Schools which has created an imbalance and resulted in lopsided development on the supply side. The job opportunities have not grown with the growth in MBA seats.

J Pfeffer et al. (2002) found that neither possessing an MBA degree nor grades earned in courses correlate with career success. There is little evidence that business school research is influential on management practice, calling into question the professional relevance of management scholarship. Pfeffer and Fong (2004) highlighted that the MBA programmes have become big business driven by a market orientation to education in the absence of a unifying professional ethos.

Arabinda Debnath (2015) studied the present status of management education in Assam. Another aspect of the study is that the examination procedure where most of the questions are theory-based. By answering these questions the candidate can get a satisfactory grade with no practical knowledge at all. So, the teaching-learning and examination procedure should be strictly tied-up with the related sector.

Ashita Sharma (2013) says that perceptions are critical in influencing the behaviour and the performance of an institution. She has recommended consumer-based brand equity measures for improving the business school positioning. Asifulla (2013) found that most of the MBA students have a perception that, MBA is to get a better job and high pay. But they are not focused on their development of skills required or expected by the industries. He also found that most students are lacking in communication skills, computer

proficiency, and skilled faculties at their institutes. There is a gap among students between their knowledge and communication which affects their confidence level. This gap must be filled by the faculties and professors at institutes.

MRDA (2014) found in a study that unplanned and unchecked growth of B-Schools has backfired as several of them have shut shop and many more are expected to do so for the want of students. Margaret Mac Namara and et al.(1990) plead that management education should be experience-based and problem oriented. Saha (2012) observed that Indian B-Schools are struggling hard to introduce several adaptations because of differences in the work culture. That made Indian business education to face several issues in academics, development of infrastructure and financial support.

Banwari (2014) found in his study that most of the students in public and private institutions were from the middle class, live in metropolitan cities and are of general category. Majority of the students had a steady source of income. He concludes by charging differential fee and making policies to ensure equal opportunities for disadvantaged students. It is worth noting the words of Samir K Baura (2009):“It is high time that we started creating Indian knowledge. We must ask how many management theories Indian B-Schools have produced.” Gangaiah B (2013) recommends new specializations in entrepreneurship development.

Dr. B.V.R. Naidu (2015) suggest the introduction of new service sector management course, like travel and tourism management, hospital management, consultancy management, NGO management, advertising management, banking and insurance services management, farm management. Needless to say, courses should be need based and syllabi should be reviewed and changed periodically. Lack of specialization specific to industry, is one of the problems of MBA programmes. The world of business education is facing its biggest opportunities and challenges in history.

Shalini Gupta (2012) feels that management education must give emphasis on making management education relevant to the Indian context, the themes to be covered, and the way the topics must be dealt with. Detailed coverage must be developed for each subject. Since management is a practice-oriented domain, management education must incorporate an element of on-the job training. This will need a mix of concepts, cases, exercises as well as simulations for themes such as business strategy, market planning, business negotiations, leadership, business ethics and teamwork.

Sarita Chaudhary (2011) says that the ultimate challenge of management education approaches is to become more practical oriented and industry focused. The B-schools are not sufficiently in touch with the real world, and the pace of change, which is challenging management and is threatening their credibility. Komal Chopra (2016) is of the opinion that implementation of ISO can help improve the quality of management institutes. He further emphasizes the accreditation of management institutes.

Chacha (2015) finds that the number of business and management institutions and programmes countrywide has expanded quickly in response to increased demand in Tanzania. Datar, Garvin & Cullen (2010) have identified the unmet needs of MBA programmes as global perspective, leadership skills, integration skills, recognition of organizational realities and implementing effectively, creativity, innovation, critical thinking, clear communication, ability to understand the role, responsibilities and purpose of business, limits of models and markets.

Gupta (1992) suggests that management education is not an important driver of entrepreneurial attitudes, taking note of a survey with the business owners. Vipin Gupta

(2003) claims that Indian business schools have sought to replicate the US-based organization, pedagogy, curricula, industry interface, and academic research models, but are struggling to introduce several adaptations because of the differences in the work culture. Research to investigate the challenges for enhancing the quality of business education in India proved fruitful for the authors. They describe a shift from a commerce-focus to management-focus in the popular business education in India.

Ilse Maria Beuren (2014) used the survey instrument of Ferreira and Otley to capture the structure and operation of Management Control Systems (MCS) of the higher education institution. The study found that the HEI (Higher Education Institutions) must promote a better alignment with the business strategy, the system of performance evaluation and management control systems. Some weaknesses were found in the system used.

J.J. Bailey and Dangerfield (2000) contend that business schools need to focus on the long term needs of students by looking strategically at market orientation and use innovation to improve programmes, maintain both quality and academic reputation while continuing to provide a rigorous curriculum.

Jr Louis F Jorden et al. (2000) suggest that the business students do not present a comprehensive knowledge of societal principles, in the field of research. Kang Sharma et al. (2012) has compared the university and private management institutes in Punjab and found that the alumni have stronger belief than practising manager, and practising managers have stronger perception than faculty that university management departments are better than private management institutes in term of faculty, fee structure, link with industry, placement, and infrastructure.

Starkey et al. (2004) contend that business schools have become morally bankrupt by pushing growth for its own sake through satellite programmes and executive education, while instilling business values such as winning at all costs and personal enrichment—that helped fuel the greed and corporate scandals of the 1990s (with Enron as its poster child).

L.R. Irala (2006) opines that management education can be more meaningfully viewed as a process, rather than a programme. He has also said that it has acquired the characteristics of a commodity, to be bought and sold in markets like any other. According to Lee (2013), Online Learning (OLL) becomes a greater option for post-secondary business education.

Maheshwari (2013) examined that Indian management education is almost a replica of US business education particularly in pedagogy, curricula, industry interface and academic research models. Ojha (2005) notes: "Continued recruitment of faculty in the IIMs, and other similar institutions, from universities in the west, particularly the U.S., has ensured that most of the prominent post-graduate programmes in management in India have followed the norms that emerged in the US environment, although with a lag." As the emphasis remains more on the western theories and approaches, the candidates are not exposed to the realities of the functioning Indian systems.

Mats Urde (2014) discussed the concept of positioning of business schools in India. He found that positioning is a key concept in marketing, branding and strategy. The author further stated that the theoretical and practical usefulness of positioning strategies is in peril due to its many meanings, usefulness, and overall vagueness.

Shweta and Manoj Kumar (2011) have analyzed that business schools in India need to revitalize management education to meet the expectations of all the key

stakeholders such as students, faculty, society, industry, government, and the global community at large. They also emphasized the need for development of stakeholders' perspective on management education and concerted efforts aimed at reorienting mission, vision, holistic faculty development, pedagogical innovations, and increased industry-institute interface.

Sinha S (2015) studied the brand positioning of B schools in New Delhi. He found that they are struggling to establish and maintain their positions within the region. The author seeks to identify the strategies of brand positioning which can be utilized by management institutes for distinguishing and promoting their reputation to attract talented students and academic staff. Srinivasa Gowda (2013) concludes that currently business management education is the most commercialized of all the higher education programmes in India.

Michael Segon et al. (2010) suggest inclusion of integrated and concurrent learning, thoughtful reflection, utilization of life experience, organizational development, They were also of the view that education should be interactive and lifelong. They further state that managers learn from action by engaging in concrete activities based on problem solving and then reflecting upon these through challenging their own beliefs and perceptions about the experience.

Miranda (2015) applies data warehouse and data mining techniques to obtain relevant information about the current condition of universities and to track its development, which is required by the management to monitor organization performance in the marketing area, and to support information in the decision-making process. Mohammed Abdullah Mamun (2009) says that the traditional management education curriculum, as presently constituted, may not be preparing individuals for the challenges they come across as professional managers.

Mukherjee D (2014) finds that respondent B school students preferred Web Based Information System over traditional school of thought and blended learning. Noronh (2011) concludes that business schools must meet the challenge to deliver management education and knowledge that is relevant in both global and local settings. They must respond to and lead efforts to develop socially responsible and sustainable business.

Ozonol (2010) highlights that academics have sometimes neglected the practical relevance of their research. Business schools should act as bridges between academia and the real business world. By becoming knowledge hubs instead of reservoirs, business schools may better contribute to advance management theory and practice.

Owen and Terry (2007) account for the rise of customized and flexible curriculum for management education. This offers the student a higher degree of ownership and collaboration which is more effective than a more generalized curriculum. The student satisfaction survey, conducted at the time of graduation, indicated that a benchmarked designed customized MBA programme provides deeper insights and more job-related capabilities than does a traditional generalized MBA programme.

P.R. Trivedi and K.N. Sudarshan (2003) state that one of the great disservices of management education has been the formulation of the idea that there is an exact science of management that can be learned like engineering, science, or computer programming. Patel Bhavin Arvindbhai (2012) observes that the globalized world demands business leaders who possess both leadership and management abilities. Traditionally, functional areas have changed its course of efficient methods for developing and enhancing soft skills, innovative self-learning, and understanding of organizational environments both internal and external.

Hendry (1999) states that the current management education is conceived solely as training in the efficient management of the economy. Ashoka Chandra (1992) highlights that the focus of management schools was only on organized sector enterprises. Creating linkages between organized and unorganized sector markets remains the challenge.

Phukan (2015) raises the unique crisis of relevance facing the B schools across the globe. His review of literature is clear that the main building blocks are unclear vision, mission and the management philosophy, unclear idea about the aspirants, governance and accountability, unsuitable pedagogy, and gap between the management education and the industry expectation. Reengineering process is also emphasized in his study to bring the desired changes in the management institutes to sustain in the globalized world and add meaning to the education industry.

Prashanth (2013) mentions three key issues that have been identified by the researcher as the causes for gap in management education. They are issues relating to faculty and pedagogy, and the industry-academia interface. The author suggests innovative programmes to inculcate research mindset in the youth and the participation of faculty in product design and development in small and micro enterprises as they increase the interaction with industry on a larger scale than ever before. He also suggests avoidance of imitative research. He goes on to say that in this regard India can learn from the Chinese experience where the Chinese conduct research in a distinctive Chinese way.

Preshni Srivastava (2015) explains that the students do not have a practical exposure to business and management graduates lack industry knowledge and practical know-how. An overall understanding of industry environment is altogether missing in most of these graduates, which makes it difficult for industry professionals to recruit them. The focus on research is missing in Indian business school. The students are not groomed to do research, which gives them a leverage of working on secondary data and not on the primary data.

Pillai and Garg (2011) present the attitude and perception of management students toward ethics in marketing. They find that students consider ethics in marketing as an especially critical point for discussion but its coverage inadequate. Most respondents feel that the existing teaching in business school does not cover ethics in marketing the way it should. Most of the respondents feel that a barely adequate job is being done in discussing ethics in basic marketing and sales.

R. Anita (2016) says that the main purpose of management education is producing employable, ethical, creative, and life-long independent thinkers to lead the economy. R. Balaji (2013) observed that management education is considered as elitist as it attracts young men and women who are usually motivated by the positive consequences associated with management education.

Rakesh Khurana (2007) has argued that business schools have strayed from their lofty aim of educating far-sighted, moral business leaders to producing myopic, career technocrats. Ramaswamy (2005) identified the most important qualities of a business leader are problem solving skills, innovation, and willingness to shed past dogmas and respond willingly to change. The case method does a splendid forecasting of all three. The author states the mismatch between the skills business professionals perceived as necessary for their organizations to function and the MBA skills with which students are being prepared was apparent.

Ranjitha (2016) exclaimed that management education in India is going through changes. The changing scenario offers students more openings, greater self-confidence

and outside of the box ways to better hone their skills. The current trends include increased focus on international partnerships, internships, student exchange programmes, joint degrees, etc. Also, the use of modern technologies in management teaching is a trend that is catching up fast. Greater use of social media to establish connection with students is on the rise.

Rauschnabel (2016) has developed and validated a six-dimension University Brand Personality Scale (UBPS). It comprises prestige, sincerity, appeal, lively, conscientiousness, and cosmopolitan dimensions. Results suggest that the scale strongly relates to brand love, positive word-of-mouth, and students' intention to support their university as alumni.

Razi-ur-Rahim (2012) says that now management education has become "Mass Education" rather than "Class Education". The higher management education industry in India is encountering problems related to quality standards of education, inadequate infrastructure, industry interaction, reliability issues, course curriculum, degradation in studies and low levels of student satisfaction.

S. Nandram (2014) presents an analysis of Vedic learning, the Indian mindset, and the role of transformational learning in Indian management education. His study proposes ingredients for management education following Vedic Learning in terms of philosophy, designing programmes for teacher's role, teaching environment and by integrating several types of skills for management. He further argued that management education can be designed in a Vedic learning style for revitalizing practical wisdom for facing the challenges of modern society, both in India and other parts of the world. Thomas H (2010) found a gap or imbalance between theory and practice in both management research and management teaching. He considers that management research in Business schools is of limited relevance to management practice.

T. V. Rao (2014) identified three trends that were shaping management education. One was questioned by employers of the value of an MBA degree — the others were the shift away from traditional educational offerings towards diverse programmes and changing enrolment patterns. They found that management education in the top-ranked schools in India is no different from the education offered in the Western contexts as far as it is subjected to the same pressures to reinvent, redefine, redesign, and re-establish its value addition.

T.V. Raju (2015) says that students are lost in projects and preparations for their examinations and to place themselves in a job in the final semester. He further says that for some people, the objective of running business schools is for business; for some others, the objective is to get themselves branded and to earn a good name and fame through a selfless service being provided for the development of the community. Therefore, we can identify two types of management institutions: Institutions and business model where money is the master. Money in institutions with Service Model is a servant.

Vrat P (2009) opines that the rapid quantitative growth of technical institutions in terms of number and enrolment has led to a compromise on quality. Vigna Oza (2011) argues that the quality of management education depends on the combined efforts on the part of the educational system, the educational institutions, and the faculties.

J. Ravi (2015) recommends that management education must focus on the topics to be taught and method of delivery. It must give emphasis on making management education relevant in Indian context. Detailed coverage must be developed for each subject. As management education becomes interdisciplinary it should have a holistic

coverage of topics from all other subjects. Since management is a practice-oriented domain, management education must incorporate an element of on-the-job training. This will need a mix of concepts, cases, exercises as well as simulations for themes such as business strategy, market planning, business negotiations, leadership, business ethics and teamwork. Today management education is struggling to bridge the gap between industry and academia.

Yasir Arafat Elahi (2013) finds that the current curriculum in management education does not prepare students to face the challenges in the business environment. Managing uncertainty and complexity are not taught in Business schools. Business schools merely teach the concepts with case studies and do not focus on the challenges arising out of rapidly growing technology and the challenges involved in running an enterprise.

Yelena Istieulova and Darja Peljhan (2013) state that the advanced Bschoools in Russia and Kazakhstan usually start with an international programme accreditation, and then move to an institutional one. The trend has begun spreading to schools from non-Bologna countries like Belarus, but it is still a long-time agenda item for Kyrgyzstan.

Bennis and O'Toole (2005) says that managers are overly critical of the dominant MBA's focus on analytic and cognitive skills, stylized treatment of genuine business problems, self-centred careerism, and the limited recognition that management is as much a clinical art as a science. Weight (2005) identifies several reasons for the declining standards. There is a lack of appropriate infrastructure, shortage of qualified faculty, compromise in research activities and converting education institutions into factories. Wilson (2002) argues that changes to MBA programmes must be based on feedback from various stakeholders.

Management practice

Amba Rao et al. (2000) notes that the Indian firms are more personalized and ad hoc in implementation of the practices while the practices of the western firms are more institutionalized.

Bjorkman & Budhwar (2007) highlight that when practices have been adapted as per the local context, it increases the external legitimacy of the organization and leads to increased commitment from the employees. It has become increasingly important to understand the cross-cultural differences and similarities for international partnerships.

Bloom, Nichola (2017), quoting Gibbons and Henderson (2013), argue that management practices are a key reason for persistent performance differences across firms due to relational contracts. They have also stated that the relationship between management practices and performance holds over time within plants.

Bloom and Reenen (2007) note that variation in management practices within India was greater than in other countries, with large proportions of exceptionally good and awfully bad firms. In addition to the family-owned firms run by eldest sons, government firms also have extremely poor management practices. It was also found that the top 10% of Indian firms in the sample were better managed than 75% of US firms surveyed. This suggests that something in the business environment in India permits more heterogeneity in practices and outcomes. It was also found that Indian firms are stronger in people management practices.

Peter Cappelli et al. (2010) interviewed the senior executives of about hundred largest India based companies to find out how they drove their organizations towards higher performance. While presenting the reason for the superiority of the Indian approach, they note "The Indian leadership approach arose from the unique circumstances of the Indian economy and society."

Chung et al. (2004) highlights that the leadership style and management practices are influenced by the state of development of an MNC subsidiary. In the initial stages, the home country's influence is higher as the company is managed by an expatriate manager. As the local managers become more involved, the implementation of the management practices is influenced by the local traditions. He also indicated a convergence of traditional Indian management and foreign management approaches. Indian managers tend to give importance to relevant educational background and experience for employment decisions. A participative management style has been adopted by managers and giving importance to personal relationships between management and employees has been reduced.

Erez (2000) concludes that to be effective management practices must fit the national culture. Gopalan & Stahl (1998) suggest that it is important to make suitable modifications and revisions to American ideas and approaches before applying them in Indian environment. They also highlight that management ideas of technical nature can be easily transferred but not to cultural values.

Roli Nigam et al. (2011) states that the management system is based upon centuries of rules and regulations from various dominating empires, different religions, a very influential caste system that, knowingly or unknowingly, intentionally, or unintentionally, influences the organizational system of Indian enterprises.

According to Rowley and Benson (2002), industrialization and use of advanced technology will move all countries to similar systems like the US and will overwhelm national differences. This will also lead to identification of best practices which are universal around which organizations would converge. In a study of convergence or divergence in human resource management in Asian region, it has been concluded that while several common patterns are emerging across advanced industrial states, cross-national variations also exist in various aspects of employment relations.

Salamon (2002) admits that there are several flaws in the western model of managing a business. Self-centric approaches, maximization of profits at all cost, little concern for the environment and a narrower view of life are some of the major flaws in the system. Sharma G.D (2001) writes: "There is no single model that is applied everywhere in different countries. The principal difference between the Eastern institutions and those in the West is that ours is tuned to organizational structure and formal systems to cope with challenges. Eastern institutions, while until recently advancing more slowly in thinking about organizational forms and formal systems, paid more attention to social and spiritual means".

Thomas A.S. et al. (1994) report that some models and constructs, such as those pertaining to job and organizational climate, can be successfully transferred to the Indian context. Virmani (2007) highlights that on surface, though the several types of organizations in India adopted different management practices, in the process of implementation, they find many modern concepts generated based on western centric cultures as unacceptable and seek compromises and evolve some locally workable system of management.

A P Venkateswaran (1992) highlights that management is an essential part of the day-to-day life of everyone and not merely the preserve of professional managers, entrepreneurs, bureaucrats, and politicians. Good management is all about solving problems, not merely the "art of managing contradictions."

To understand the aspects of management in India that are universal and those that are affected by culture, one must understand the management practices adopted by the organizations in India. According to researchers, there is a need for modern practices to prevail and Indian management should move towards institutionalization of practices over time and across organizations and build a new structure somewhat unrelated to the past. A study of management practices and values adopted by organizations in India will provide an enriched understanding of the differences in these practices according to pattern of ownership. It will also suggest ways for adaptation of management practices in Indian organizations to be successful in the present business scenario. The impact of national culture on business has been researched widely and empirical studies have been conducted to understand the role of national cultures on an individual as well as an organization.

Yamamura and Stedham (2004) find that work units where management practices fit better with national culture have higher financial performance, hence it is necessary to adapt management practices as per host country's culture. The ways universal practices have been interpreted and implemented varies between countries, organizations, and individuals.

Culture

Parthasarathy (2006) asserts that "Management is predominantly culture specific." Adler & Gundersen (2007) state that organizations are growing more similar, while the behaviour of people within them is maintaining its cultural uniqueness. Aguilera & Denker (2004) say that national and organizational culture can have a pervasive and powerful influence in organizations and in various aspects of global workforce management. Culture is not something that is easily acquired; it is a slow process of growing into a society. It includes learning values, partaking of rituals, modelling on heroes, and understanding symbols. Though there is no common definition of culture, some common components of culture include subjective perception (Trinadis, 1972), subconscious mechanism (Hall 1990), acquired behaviour (Kluckhohn, 1961). Culture has a significant impact on ethical behaviour, advertising, organizational commitment, entry mode choice and international strategic options (Reis et al., 2011).

Al-Yahya (2009) concludes that with the increase in industrialization, the influence of economic and technical factors could be stronger than the impact of culture. According to Arora (2005), management culture in India is in the direction of professionalization thereby reducing the gap between its own management culture and that of other countries', resulting in convergence, based on the study of foreign multinationals adapting to the Indian work values and management practices.

Aycan et al. (2000) conclude that cultural dimensions namely paternalism and fatalism influence organizational practices. Other important studies by Aycan (1997), Groeschi S. & Doherty L (2000), Yeganeh H. & Su Z. (2006), Budhwar (2008), Arora (2005) and Reiche et al. (2009) also reveal that culture has important implications for organizational behaviour and management practices.

Barmeyer et al. (2008) state that the convergence theory supports the view that because of industrialization and globalization, the differences between cultures will disappear and it will result in cultural homogeneity. The rationale behind this belief is that management methods are universal and can be transferred and applied in different contexts. Cultures will become entangled and diffused. and They also state that management principles are marked by their culture of origin and will be resisted if applied in other contexts. Hence, adjustments and compromises need to be made.

Chakraborty SK (1999) presents that India would be able to achieve greatness only by following the management systems based on its cultural traditions and native spirit. The author notes that the irrefutable commandment is that the secular and the material must be informed and invested with the sacred and spiritual. India's obligation to herself and to the world is to relive this sacro-secular symbiosis for effective transformation in every epoch.

Cotic & Bavec (2013) try to understand the impact of national culture on management practices during economic crises and focused on manager-employee relationship, work environment and managers' priority in times of crisis. Significant differences were found in the ways these issues were addressed and these were attributed to the differences in their national cultures

Gerhart B (2008) concludes that a misfit between national culture and management practice would reduce effectiveness. Cultural values shape managerial choices across cultures and in turn explain differences in HRM practices.

Hofstede (1983) has developed a model in which worldwide differences in national cultures have been categorized according to four independent dimensions that help in explaining the differences in management. Hofstede's first four dimensions have been identified and published after his study of over hundred thousand employees of IBM in over fifty countries.

After further research on Far East cultures in the 1980s by Micheal Harris Bond , a fifth dimension was added. The dimensions are power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity, long-term,short-term orientation. Subsequently, in 2000, the sixth dimension was included namely indulgence versus restraint. This sixth dimension is related to the gratification or control of basic human desires. Kumar and Sankaran (2007) cite more recent studies which suggest that Indians are moderate on uncertainty avoidance.

GLOBE study (Global Leadership and Organizational Behavior Effectiveness) explains how variations in culture have an impact on leadership processes (Nardon, 2006). The researchers identified power distance, uncertainty avoidance, humane orientation, institutional collectivism, group collectivism, assertiveness, gender egalitarianism, future orientation, and performance orientation.

Apart from the above dimensions of culture, Hofstede (2011) also puts forth six dimensions that would describe an organization's culture which in turn could account for the variety of practices adopted by the organizations. Based on these, organizations could be categorized as process oriented versus result oriented, job oriented versus employee oriented, professional versus parochial, open versus closed systems, tight versus loose control (degree of formality and punctuality) and pragmatic versus normative (degree of flexibility or rigidity).

He also states that Management within a society is very much constrained by its cultural context as it is not possible to know the actions of people without a deep understanding of their values, beliefs, and expressions. There must be culture conscious transfer of skills which must be combined with local adaptation in the receiving country.

Morden T (1999) analyzed various researchers who made significant contributions on highlighting the importance of culture in management and categorized them as single dimension model, multiple dimension models or historical social models. Nardon L (2006) study cultural influences in management and found that it has been both hindered as well as facilitated by the multiple models of organization culture.

Nigam & Su (2011) conclude, in a comparative study of management in emerging versus developed countries, that management culture and practices of a particular country cannot be generalized into other countries.

Rienda et al., 2011 concluded that differences have been found in perceived values, status, organizational design and individualism between India and the US. Apart from these areas, management styles in India are closer to US management styles than Chinese styles. An exploration of managerial values post liberalization reveals a shift from old values to contemporary values like quality, learning and teamwork. Though liberalization has brought about a meaningful change in this area, there still exists an enormous difference in the practices due to cultural characteristics. It has been concluded that reforms introduced after liberalization have made India an attractive destination for business and Indian business groups have transformed themselves to gain a competitive advantage.

Roli Nigam et al., (2011) also stated that as the socio-cultural environment or the national culture of a country directly influences the organizational culture of a firm, and plays a significant role (Hofstede, 1980; Laurent, 1983) in shaping the management system of a multinational.

Van Marrewijk (2011) in his study of Dutch and Indian employees in four IT companies found that there has been a hybridization of cultural practices, where new cultural practices emerged from interactions between culturally diverse backgrounds and bridged the cultural differences. Dichotomies of western and local management have been replaced by new hybrid work practices with sources of both local and western culture. He stated that hybridization occurs when selective parts of a management system found effective in one culture are grafted on to the management system of a different culture

Researchers have moved away from the narrow dimensions of cultural management and have started focusing on new directions of cross-cultural studies. The emphasis now has moved from establishing whether management is culture free or culture specific to identifying factors – cultural or otherwise which moderate or mediate relationships.

Indian philosophy

Aggi Anand (2017) puts forth the view that over the last few decades, theories of multiple intelligences broadened our concept of intelligence beyond intellectual, emotional, and social perspectives to include existential and spiritual intelligence. Spiritual intelligence is concerned with finding meaning and purpose of life, living in relation to others and emphasizing the full potential of every human being.

Recent studies (Cappelli21 et al., 2010) have proposed the “India Way” philosophy which characterizes four major traits of Indian management. According to this philosophy, Indian companies work towards serving a social mission rather than maximization of shareholder value. Secondly, Indian companies tend to focus more on employee empowerment, and provide training and education facilities, along with advocating promotion of existing employees rather than hiring of new ones. Indian organizations also adopt a distinctively Indian approach to problem solving described as *jugaad* that creates a competitive advantage leading to success. Finally, they combine these practices to form a new business strategy that is based on innovation, creativity and risk-taking

Chakraborty (1991), notes: "It is prejudicial to the real interest of Indian management not to know or to choose to ignore the two fundamentally different streams of human temperament in the world: the western (especially since the renaissance) masculine, logical, rational aggressiveness and the Eastern feminine, intuitive, receptive realization." Ralston et al. (1997) highlighted that industrialized nations have always been equated to western countries and hence convergence means adopting the values of western capitalistic economies.

Bhaswati Patnaik (2008) states that management is always about people; its essence is dealing with human nature. He highlighted that a company or organization is conceived solely as an economy; the fact that it is also a community, has been forgotten. Hofstede (1980) and Laurent (1983) state that tensions between Indian and Western managerial values have been emphasized by the normative Indian literature that has developed distinctive managerial values and ethics from roots deep in Indian culture. They have also stated that due to the hierarchical nature of the Indian culture and mindset, authority is more centralized, and decisions tend to be more top-down. They also state that Indians are said to be high on uncertainty avoidance.

S.R. Chatterjee (2000) is of the opinion that there has been a convergence of traditional and new values and there is increased emphasis on training and learning after economic reforms. Subhash Sharma (2002) noted that management thought, and management education were rooted in market values approach to life. This led to creation of professionals with a narrow vision of the world based on the consumerist worldview. According to (Prahalad, 1992), while consumerist world view emphasizes "core competence" it does not care much about the "character competence of the corporation".

Waddock et al. (2010) has identified the six principles as purpose of creating sustainable value, values of responsibility, method of creating pedagogies and education approaches, research that advances understanding about the impacts of companies in creating sustainable social, environmental, and economic value, partnership that fosters interactions between managers and academics and dialogue that facilitates debate among representatives of the multiple sectors.

Research gaps

Conceptual gaps

The current management education, being imparted in India and outside seems to be highly utilitarian, in nature and does not seem to highlight the interconnectedness of various entities, disciplines, approaches, processes and paradigms. Furthermore, the concepts and principles have been studied and applied mostly in business organizations. They have not gone much beyond them and rarely pursued in case of social and non-business organizations like voluntary organizations, Government sector, rural development, health, religion, temple management, etc. Further, individuals, having varied backgrounds, and their life journey are neither studied nor brought under the purview of management. The purpose of the current management education seems to be churning out men (Comment: word is missing) rather than Minds. The focus of management education has been enhancement of lives rather than enlightenment of living. At the outset, the focus of management education has been on notional values and lacks approaches to prepare the graduates to get onto work.

The literature, whether International or Indian, has neither covered nor studied the connect or relationship between management education and management practices. In fact, none of the studies have covered this aspect even as tokenism.

The survey of literature on management education and practices reveals that the inter- relationship between them is not studied at all. In other words, the impact of one on another as well as the understanding of mutual expectations is another gap found in the research. Though many pedagogical approaches are being advocated and practised to a limited extent, it is not clear as to how these innovations have added value to market and society by the way of contributions by students of management. There is a need to probe whether there has been a mutual understanding of one another between the management educators and practitioners, at what levels they can interface, the attitudinal, informational, and action-related facilitators and barriers for interaction and engagement. There is a need to understand to what extent business organizations and educational institutions offering management education can discharge social obligations and bring value addition to both the citizens and themselves.

Another significant gap which is evident from the above survey is that management education and practices were studied only with reference to organizations, more so business organizations. The people who are part and parcel of society, their life and their practices are not addressed at all either in non-organizational or non-business contexts. This gap goes a long way in re-orienting the management in India as the individuals make or mar the families, organizations, societies, and nations. Further, the present concept of management understood and practised in India does not give precedence to ordinary individuals who are not only in majority but present everywhere. This conceptual gap is one which is addressed by the present study.

Contextual gaps

The literature survey focuses more on western reality or Indian context from the lens of the West. (Pl rephrase)The origin, evolution and growth of management education and practices are more Western and less of Eastern ethos in general and Indian in particular. Hence, the tools, techniques, theories, and practices originated in a particular context have been applied everywhere, for everything and everybody. This is based on the assumption that all countries are the same or similar and there is not much scope for considering the uniqueness of culture, context, values, organizations, and individuals. But the truth is that, the life journey of individuals and institutions in each society are unique and different and cannot be ignored.

Methodological gaps

The body of management knowledge has evolved, to a larger extent, based on survey methodology, which seems to concern mostly on output/outcomes of actions, rather than process. The survey methodology generates understanding which has an orientationalist perspective rather than an implementationalist perspective. The process aspects of management can better be elicited by the case study approach, which elaborates on the implicit/explicit influence between various elements, approaches, and paradigms. The learnings generated out of application of case study methodology will have more applicative value than by survey method.

Another gap that is observed is that most of Indian and international studies are either macro or generic. Specific and micro issues are not studied in detail. The quantitative survey or qualitative study does not cover either common people or their life and its pursuance.

In summary, it could be said that there is a need for exploration of that kind of thinking which provides a viable alternative to the contemporary orientation of management thought and practices in India and outside.

Part B

Research design

Type of research

The present study is exploratory in nature as it has not been studied by researchers in India and abroad. This becomes a starting point for other studies to follow.

Statement of the problem

The problem under study centres on the life journey of few individuals to understand how they managed their life. This will reflect the existence of management in them the learning of which will be beneficial to them.

Need for the study

Considering the contemporary coverage, practice and understanding of management in India, there is a need for reimagination of its application as well as the underlying philosophical thought based on civilizational wisdom of India. This will be based on the way a common man in Indian society leads his life which is the reflection of the age-old culture, tradition, and values. Such a study is the need of the hour as it will throw light upon the need to develop a kind of management which is India specific by studying what is underlying in the lives of common people in India. In addition, it will provide a sense of managerial ability and skills that exist among the people at the grassroots.

Objectives

- To understand the life journey of individuals in the Indian society who are referred to as common man
- To identify the management dimensions in the life journey of the common man, and
- To explore and analyze the existence of management in the lives of the common man

Methodology

Qualitative method of research has been employed in the present study by making use of case studies of individuals to investigate in depth the ups and downs in their life journey through open ended verbatim interviews by the research team. The case study method is a suitable methodology for achieving the above objectives as the present study is an exploration of management practised by the common man. Any other qualitative method would not serve the purpose as it will not be straight from the horse's mouth. The unit of analysis is the individual with whom the research team conducted the verbatim interview. The analysis of these interviews was carried out first as within cases and then as across the cases to arrive at the underlying dimensions and its findings.

Identification and selection of the cases

As the present study involves qualitative methodology based on case study approach, the cases were selected not on any operational definition because of the possibility of exclusion of some individuals in the event of any kind of definition.

The list and the profile of the Padma Awardees, Yeshwant Rao Kelkar Yuva Puraskar and Karnataka Rajyotsava Awards from Karnataka and other people known to the researchers were procured and analyzed. (pl rephrase). Out of 125 people appearing in the list procured by the researchers, 25 were shortlisted based on their familiarity with the research team because they must be willing to share their personal and confidential details

in their life journey. Nobody will be willing to share such details with strangers. Hence, the research team had to shortlist only those who were very well-known to them. These 25 shortlisted persons were approached for their willingness to participate. Fifteen of them agreed and finally 12 of them participated. The verbatim interview of two out of these twelve persons were not considered for the final analysis because of lack of comprehensiveness in their life journey. In all, ten cases were considered for the final analysis.

Data collection and analysis

- An in-depth interview was conducted with the help of audio and video recording not only due to the challenges of pandemic but also to make the respondents comfortable by not being present physically. In addition, they were also approached to provide a biographical sketch of their lives, starting from their childhood till the present day.
- The audio and video recording were converted into a verbatim reproduction of the interview in the written form with least editing. The researchers translated the interview into English Case cleaning was undertaken to mask the name and other personal details of the respondents.
- This entire process of identifying the case, getting their consent, fixing a convenient time for the interview which used to take almost half-a-day. In this process, two more research associates were involved: One would transcribe first which was then edited by the other as both were involved in the interview. After this, the senior fellow used to edit once again. The collection of verbatim interviews and subsequent transcription, translation, editing, and case cleaning were conducted between December 2019 and August 2020 when COVID-19 was at its peak.
- The above verbatim interviews were read in detail by the research associates first. They gave different colors for different dimensions in the case with regard to how the person managed his or her life journey. All those sentences in the verbatim interview pointing out a similar dimension were marked with the same colour code by the research associates. After this, their colour markings were compared to arrive at a consensus. In this way, the first stage of data analysis was carried out. Finally, the senior fellow investigated the colour code of similar sentences and necessary changes were incorporated based on consensus among the three members of the research team.
- After completing the colour coding of the verbatim interviews, the research team identified the common theme underlying the excerpts of the interview having the same colour in each case. This theme was appropriately labelled considering the general perception and understanding about the term management based on consensus of the research team. 64 definitions of management given by different academicians and practitioners from all over the world were considered. The source for these definitions was EBSCO and other standard databases (Refer Annexure II).
- A within-case analysis of each case was carried out to identify the findings on each of the life dimensions. It was observed that all the cases consisted of more or less similar life dimensions. But there is a difference in the degree of significance of the life dimension in the respondent cases. This constituted the within-case analysis of the respondents resulting in summary on every respondent.
- Based on within-case analysis as given above, the research team carried out across the case analysis to ascertain the dimension-wise underlying patterns in the life journey of respondents.
- Within and across the cases qualitative analysis was employed to arrive at the findings and the conclusions of the study which became the basis for exploring broad contours of the concept and to arrive at the road map for the management in India in years to come.

CHAPTER 3

WITHIN THE CASE ANALYSIS

There are two parts in this chapter. Part A describes the profile of the respondents and Part B details the Within Case Analysis.

Part A: Profile of the respondents

Profile of the respondents captures the details like age, gender, occupation, education, and family background, any training undergone, native district, district where they have settled down, family size, etc. The details are as mentioned in the table below:

Table 3.1. Profile of Respondents

Sr. No.	Case Title	Gender	Age	Occupation	Formal Education	Training	Native district and dist. settled	Family details
1	Book the life	Male	55 years	Typist, GoK	Degree	No	Shivamogga	Family size: 4 Wife (Teacher) & two daughters (unmarried and working)
2	Climb the ladder	Male	60 years	Entrepreneur	3rd Std	No	Tumakuru and B'lore Urban	Family size:3 Wife (assists in business), 1 son (assists in business) and 1 daughter (homemaker)
3	Swimming in the waves	Male	40 years	Promoter of an NGO	M.S.W.	No	Kolar and B'lore Urban	Family size: 3 Wife (works in NGO) and a son (studying in school)
4	Temple of Learning	Male	51 years	High school Teacher	M.A.(Kannada)	Yes	Bengaluru Rural	Family size: 4 Wife (teacher) and 2 daughters (studying)
5	Wearing many hats	Male	90 years	Entrepreneur	B. Sc in Textile	No	Kolar and B'lore Urban	Family size: 8 Wife, 1 son, grandson, granddaughter assists him in business and three daughters

6	Simplicity smiles	Female	65 years	Homemaker	SSLC	No	Dakshin Kannada	Family size: 4 Husband (Rtd), Son(works) & a daughter (Homemaker)
7	Standing in life	Male	65 years	Agriculturist	Degree	No	Chitradurga	Family size: 4 Wife (Homemaker), a son (working) and a married daughter (Homemaker)
8	Stick in hand ticks	Male	50 years	Police Constable	B. Com.	Yes	Mysore	Family size: 4 Wife (Homemaker) and Two daughters studying in Highschool

The above is summarized as under:

Of the 10 participants 9 are males, while 1 is a female. 4 out of the 10 persons belong to the middle age group, while the remaining 6 are senior citizens. 4 of them are government servants, while 6 are working in the unorganized sector. As far as formal education is concerned, 1 respondent has not undergone any education, 2 of them have studied through school, seven of them have a degree. The native district and district settled in are the same for 6 persons. The distance between the native district and the district settled in for the remaining 4 persons, is within 100 kilometers. Only one of them has undergone training. The family size of one respondent is 8, while it is 3 to 4 for the remaining. Of the 10 respondents, the wives of 5 respondents are working, while 4 of them are home makers. The husband of the lone female respondent is a retired government servant. The daughters of the respondents are either working, studying or home makers. The sons of the respondents are either working or studying.

Part B

Within the case analysis

As the present work is based on case method, there were two stages in the analysis of the cases. In the first stage, each case was analyzed to arrive at the findings for each one of them. In the second stage, the cases were analyzed collectively either by comparison or to arrive at the total analysis and findings.

This part deals with analysis of each one of them. Based on the verbatim interview, detailed reading of each of the cases was carried out by the researcher multiple times and major points were noted. The same exercise was also carried out by another member of the team. Such points were compared, and consensus was arrived at. The similar points of consensus were grouped together. Based on the nature of each group, they were interpreted as dimensions of management. In this way, five dimensions emerged. They were life goals, resources, external climate, personality, and ethics. In a way, they sum up management in a simple way.

Once the dimensions were identified, each case analysis was carried out. All the cases were given an interesting title that will point out the spirit of life journey but not their identity. Within-case analysis started with the summarized life journey, management dimensions in the case with examples and excerpts. Findings of each dimension of the case were arrived at in the end. Subsequently, management inferences were drawn.

1. Book the life

The participant was born in a family of forward community and his father had reservations about Dalit community and other backward people. He never entertained them into his house. The person in the case and his brother spent their childhood observing this kind of discrimination. He was caring for the less privileged from the beginning and went on to do many things for them. After completing his schooling he went to another place and stayed in his place of work to spend more time on the kind of work he wanted to do. Later on he joined the government service and worked in different locations during which period he continued all his activities. Even after his marriage, he convinced his wife and two children to lead a life of values and they all supported him in achieving his goal. Later, his parents also got convinced due to his efforts. He undertakes book distribution to spread knowledge, which he thinks is the best way to remove all evils in society. He undertook distribution of books as a mission in his life.

A detailed reading of the verbatim case interview brings out many dimensions of his life journey. The first one relates to his life goal of building a better society, an equitable one, a harmonious one and a society which has harmony and brotherhood without any hatred or reservation about anybody for any reason. This is possible by facilitating and fostering enlightenment on the part of citizens by changing their attitudes, behaviour, and values in life. The second dimension relates to mobilization of various resources for achieving his goal in life. It may be finding time to carry on his activity, or it may be borrowing books to give them to others, etc. In the process of pursuing his life goal, the person comes across many challenges at his level as well as at the level of his family and society. But he takes up all these challenges and treats them as opportunities for carrying out his mission. The fourth (Comment: the 3rd dimension is not mentioned) dimension relates to the kind of personality that he is to take on the challenges and to pursue the life goal. A very important dimension of his personality is to develop patience and consistency in working towards achieving the objective. The last dimension of his life journey is the foundational values, ethics, and life philosophy. All these dimensions summarize the life journey of the person.

The life goal dimension is evidenced by the various utterings that he made during the interview. In his childhood, he used to bring mud, coal, and wood during vacations, and he used to donate them to people who were in need of them. He says, "Many times I had taken money from the house and donated to the needy." He and his brother were aware of the kind of practices in their home especially towards Dalits because their family belonged to an upper caste. He says in the interview, "We are all human beings. Look beyond caste. Be considerate." This childhood orientation towards society laid a firm foundation for the rest of his life. Another incident that brings out his concern for the society was the extent of expenditure on holding Asian games which, he feels, could have been utilized for constructing water channels between north and south India. He feels that this could overcome the water crisis of the country and make India prosperous. Even during his pre-university days, he used to be concerned about various issues including garbage disposal and the opportunity to use the entire garbage as manure for agricultural fields. When he realized that he is not finding time to take up socially relevant activities, he detached himself from home. He started sleeping in the office of student body and

carried out various activities. During this period, he along with his friends started visiting many villages where there was predominance of Dalits and started organizing reading sessions for Dalit children by distributing story books. According to him, this kind of reading sessions, especially for Dalit children, would strengthen them internally and they would come up better individuals in life. Even when he was doing graduation, he felt disgusted with the education system. He says, "Textbooks will help in clearing examinations and find a job, but will not help in getting knowledge.

Through education one may get certificates/degrees but will not get to know how to live a life." He along with his friends used to visit villages after the college hours to conduct various kinds of activities. They were primarily aimed at gaining knowledge among the village people. After completing his graduation, he told a lie to his parents, and he stayed away from home and pursued his dream through various activities. During that time, he even felt like not marrying and taking up any job for earning his livelihood. Later, he changed his mind and got married. This never came in the way of carrying out his socially relevant activities. Even after joining the government job, he continued to pursue his mission in life at all those places where he was posted.

The kind of environment and culture in the Government department never impacted him and he continued to pursue his life goal of social transformation.

He undertook various kinds of actions, activities and programmes which appeared simple but had a powerful message for social transformation by making people participate, observe, reflect, learn, and change their attitude, values and behaviour. The person seems to be practical because the lofty ideals of social transformation are possible only by many simple interventions. This is evident from the details of the activities described by the person during his interview. There is concern and love for society in all those activities that he undertook.

He established study circles for all concerned to meet and discuss topics of social and national importance. He always used to motivate people to help all those who were in distress and pain, and he also used to support orphans and beggars. He became an ardent follower of Swami Vivekananda because of his slogan "Dina Devobhava, Daridra Devo Bhava". He used to read many books of Swami and delivered around 400 lectures on his life and work. The role model of Swami Vivekananda inspired him to serve the most oppressed. He donated blood and participated in various protests against injustice. On his regular visits to villages, he used to study the social structure of that village. Such visits and continuous interaction with the people in villages gave him a broad picture of how to bring about rural development. During his visits to villages, he used to talk and gather the youths of that village and motivate them to participate in various kinds of socially relevant activities.

Another dimension of his life is the various challenges confronting the society because of practices, mindsets and thinking. The first challenge was in his family itself, when he found his father discriminating against Dalits. During his visits to villages and slums, he was pained to see dismal levels of awareness and understanding among the Dalit children and their parents. Either they were ill-treated, or they were prevented from participating in social activities. Their education levels were low. The challenge of getting their acceptance and receiving the expectation of this person in such children in rural areas was a tough challenge to meet. The social structure in typical villages and exploitation by the leaders in rural areas was significant enough to make Dalits remain alienated. All these challenges were accepted by the person, and he created opportunities out of the

challenges by understanding and appreciating the unique problems of the society. He silently took on them and consistently started solving them to the extent possible.

Apart from the actual rural development kind of work, he turned to literature and books because he felt that they will bring about awareness in the minds of the people and develop right attitudes. He was convinced that only by enlightening the minds that the problems of prejudices, clashes, exploitation and discrimination would get resolved. He used to purchase books out of his money as well as by taking donations and distributing them among different sections to bring about real education. In fact, he used to purchase story books for children, on pregnancy for pregnant ladies, on dealing with teenagers and on psychology for teachers. He has sold little over five lakhs books in his life time worth Rs. 1 crore. He used to carry the books in a bag "Jolige" to sell them. He established Viveka Pustaka Bhandara and Odugara Chavadi for intensifying the movement of reading and discussing the various issues confronting the society. This act of his brought about awareness among the people concerned about social conflicts in the villagers due to caste system. He organized a forum called Samarasya which brought about leaders of different communities on a single platform to discuss common problems. This forum organized Jayantis of eminent people like Ambedkar, Siddeshwara and Basava etc. He also made the children to by heart Vachanas and recite them in front of others for explaining the message of social equality.

When he observed that children in Government schools do not participate in any summer camps during vacations, he started organizing such camps and exposed them to different kinds of activities. He also ensured that children of all communities participated in these camps irrespective of their caste. Some of the talented children were encouraged with gifts also. Another interesting activity that he initiated was making the temple in the villages as the centre of all activities like blood donation, summer camps, book reading, organizing discussions, serving the poor, etc. In this manner, he organized many varied and diverse activities and programmes without compromising his duties as a son a husband and as a father as well as an employee of the Government.

He says, "I have not asked anything for myself. I used to feel that I should respond to people who were in distress." He lost interest in wearing costly dresses and shoes. In the course of the interview, he says, "When I was about to get married, I told my wife that she should not expect gold or silver ornaments. My children also have social concerns. They never spend unnecessarily. They had only four to five pairs of dresses." On another occasion he says, "My father had a casteist feeling. I used to tease my father saying that the one who visited his house was a Dalit. My father used to be angry. I had taken him to a Dalit's house for lunch. My father was initially angry. But gradually he accepted that I was doing a good job."

These incidents bring out a very important dimension: that he tried his best and succeeded. In the interview he says, "I have an urge to stand for good things for life today. When we live within our limitations, we live a satisfied life. We won't wish for things which are not affordable to us. Have you seen anybody who is blind or lame who is unhappy." His entire life philosophy is evident by his words "Everyone has to die one day, and we need to do good things to others within the short span of life." He also says, "If I want to change the society, I should change first and I should do some good work in the society". These utterances, beliefs, and orientations of the person in the interview very clearly bring out his strong belief in values and his life philosophy.

Table 3.1. Dimension-wise findings of the case Book the life

Sr. No.	Dimension	Findings
1	Life goal	1. There was clarity in the life goal from the beginning that continued consistently all through. 2. Life goals were pursued through multiple activities and programmes that were innovative and experimental. Over a period, there was maturity and clarity in approach in organizing them. 3. Awareness through books was the strategy adopted.
2	Resources	1. The type, timing and extent of resources were identified for the purpose of mobilization. 2. Time resource was mobilized by staying away from home and reaching out to the community during official travel to villages. 3. Variety of books were mobilized as donations from others in order to distribute them among different sections based on their needs.
3	External environment (Opportunities and Challenges)	1. Intense concern, continuous interaction and keen observation of community brought out the needs and opportunities in society, which were deep rooted and intrinsic. 2. Very selective and focused approach was adopted for challenges to be addressed.
4	Personality	1. He was practical, simple and had high thinking. 2. He leads by example and credits others for all the good things that have happened.
5	Values and ethics	1. His value system was that social transformation needs to start from him, his family and then, others. 2. He believed that his needs must be bare minimum and that everything else is for the society.

Table 3.2. Order of significance of dimensions of the case Book the Life

Order of significance
1. Life goal
2. Values
3. Personality
4. Challenges and Opportunities
5. Resources

Management inference from the above tables

Clarity and consistency in life goal, clarity in strategy in their achievement, innovation in programmes, sustainable solutions for social problems, mobilization of appropriate resources, scanning of opportunities and challenges in the external environment, moulding the personality and the foundation of values were the different dimensions of management.

Hence, there was management in the case of the person in terms of achieving the goal by managing all necessary things in general and ethics in particular.

1. Climb the Ladder

The case interview is conducted with a promoter of a chain of sandwich stores in Bengaluru. He hails from a rural area with an agricultural background. He is also a school dropout. He has ten outlets in Bengaluru city, employing 100-120 people. His outlets consume 3 tons of cheese every month, 35 to 40 kgs of green chillies for preparing the ingredient every day and selling 700 pounds of bread per day. It is a journey of achieving a goal for his life, exploring available opportunities to proceed in life, meeting the challenges and hurdles that come up in life, mobilizing resources and standing on his own life philosophy of values.

The summary of his life journey consists of himself dropping out from the school at the age of 15 and coming over to Bengaluru to work as a lorry cleaner for many years, leading a miserable life initially, starting a sandwich outlet, expanding the same to ten outlets, imparting education to his children, getting his daughter married, and settling down as a leading businessman in the sphere of activity. Disinterested in studies and driven by the physical assault of his teacher, he travelled 70 kms to come to Bengaluru. He has no formal education.. He tries to identify and exploit every business opportunity and pursues the same with deftness, determination, and commitment. Over a period, he built a business of his own. This is his life journey of more than 5 decades.

Basically, his mind appears to be business oriented and that seems to be the goal of his life which is nothing but 'coming up in life.' This is possible by earning money, by doing and expanding business which will result in him earning respect in his own circle. After having faced many insults and incidents of neglect, he realizes that he has to come up in life, earn money and show to the world that he is up to something. To achieve this goal, he migrates to Bengaluru, catches up the nuances and opportunities for various businesses. Maybe he did not plan very clearly what kind of business he has to do but went on observing what kind of businesses that can be started by him. This constant, continued and consistent pursuit of his ambition in life made him do what he has done. Once he found a way out for a business, he started going deep and putting effort not only to settle down but also to grow. He also developed the required mindset needed for achieving the goal of his life to undo the suffering and insults of his childhood. The entire life journey of this person brings out his life goal prominently.

To achieve his life goal, he made all-out efforts to observe, understand and make use of the environment that is emerging for doing business. He started seeing every development in his life as an opportunity for his business. Whenever he went to his friend's place to meet him, he observed how his friend was making the sandwiches. He not only observed but also saw business potential in sandwiches. Possibly because of this reason, he made his first son work in a sandwich shop when he did not show interest in studies. This indicates that he had made up his mind to start a business of his own. It appears that he was preparing his son to join him in his business. Another instance of making use of opportunity is evident when he takes the shop on rent for starting a sandwich business when his son refuses to work in a shop. He also does not hesitate to take over and run and maintain the shop in which his son was working when the owner makes the offer. This person views every opportunity in life to fulfil his life ambition of coming up in life.

In addition, he overcame many tough challenges in life with deftness, courage, and determination. It is to anybody's imagination that the kind of challenges he must have faced when he ran away to Bengaluru and started working as a lorry cleaner which is a very dreadful job under the toxic behaviour of the driver, with no proper place to sleep and live. He patiently underwent all these sufferings by accepting the challenge of survival in

Bengaluru. Another challenge which is evident is when his elder son did not show interest in education. He was concerned with his future. Instead of driving him to study, he made him join a shop as a worker where he would pick up not only business skills but life skills also which he used while pursuing his life ambition. He also took the risk of going ahead to start two outlets by borrowing money. The fact that he could meet that challenge was largely due to his passion, exuberance, and priority in life. The life journey of this person brings out the fact that he understands the environment and takes it head-on by exploiting the opportunities on the one hand and meeting challenges on the other.

To achieve his goal of coming up in life, this person made use of all available resources and procure those that he did not have. While working as a lorry cleaner for a number of years, he must have made use of the time to observe and understand different people who carry on business. That is how he picked up the skills of making sandwiches at his friend's joint.

The time was used effectively by him to build his own internal skill of observation, planning, and preparing for the next stage of life. The life journey of this person is also characterized by how he makes use of the human resources available in his family namely his elder son and his wife for pursuing his life ambition. When he decided to make his son join a shop for a job, possibly, he would have considered the pros and cons of what kind of shop. If he had made his son join a sandwich shop which means that he is making use of this human resource for future plans. It is also inferred that he would have observed his wife and her strengths. This might be the reason why he made her involved in business not only for preparing huge quantities of khara every day and also by handing over one outlet to her. She also managed all his financial transactions so that he can focus on preparation of sandwich, developing the business and running it to the satisfaction of all concerned. Further, he approaches another friend for a loan when he realizes that he does not have the required money. He successfully borrows money and starts his business. In this way, this person makes use of his time and that of his family members as well as their strengths and competencies for pursuing his goal. Any person like him needs different kinds of resources to achieve his life goal and this is how this person mobilized the various resources needed for starting and running the business.

Table 3.2. Order of significance of dimensions of the case Book the Life

Sr. No	Dimension	Findings
1	Life goal	1.'Coming up in life' is the declared life goal. It was economic survival initially up to a stage and growth subsequently. 2.There was clarity in the goal even though its nature and dimensions changed in the course of time. 3.There was trial and error as well as experimentation of a chosen business initially and upscaled once he was confident of the same.
2	Resources	1.The financial and human resources were identified and mobilized at the appropriate time and in the right quantity. 2.His son and wife were prepared suitably before making them join the business. Their successful contribution vindicates his calculations.

3	External environment (Opportunities and Challenges)	1.The opportunities and challenges in his business were analyzed properly and he prepared himself to step in right time with all preparation. 2.The opportunities in the emerging environment were analyzed and decisions were made accordingly despite the possible risks of failure
4	Personality	1.Entrepreneurial competency was unearthed and pursued without any experience, background of education and training in the given line of business. 2.Willingness to learn the needed skills and nuances was evident and when the business was upscaled.
5	Values and ethics	1. The influence of his parents and his own challenges of settling down in life developed the kind of values and ethics in life.

Table 3.4. Order of significance of dimensions of the case Climb the ladder

Order of significance of dimensions
1. Life goal
2. Personality
3. External climate (Opportunities and Challenges)
4. Resources and
5. Values and ethics

Management inferences from the above tables

Evolution of life goal, efforts to achieve it, scanning market environment, observation, coaching, mentoring, human and financial resource management, delegation of authority and customer relationship management, motivation to employees, systematic but informal feedback from customers are some of the management dimensions that could be inferred from the case.

3. Swimming in the waves

The verbatim interview reveals the life journey of a person whose family was financially well-off, but later turned into a case of abject poverty because of certain habits of the head of the family. He disposed-off all his wealth and assets to satisfy his unpleasant habits. It is an account of such a person who lived in abject poverty, did all kinds of jobs including being a bonded labour, and joined a school, worked on multiple jobs at multiple places, dealt with multiple situations and in multiple locations. The person continued the life journey and completed his post-graduation after which he started a couple of organizations to take up social causes for the sake of children having challenging background, building his own family, and working for the uplift of the children as a life ambition. He set up a couple of organizations, managed them with modern practices. This is a classic case of a person who travelled, led, and managed a meaningful life until the point of the said interview.

After going through the verbatim interview in detail, it can be inferred that he never started with any goal except for survival and later started dreaming about big goals in life. In other words, there was an evolution of life goal which kept on changing from time

to time depending upon the circumstances. The life journey is also an account of innumerable physical, financial, and domestic challenges as well as making use of the opportunities. It was a case of a person who understood the environment and navigated his life accordingly. His mobilization and management of different kinds of resources like finance, time, people, institutions, and others was very evident in the course of the entire interview. The deftness with which he started, built, and ran social organizations in terms of relationship building, networking, people management and decision making is clearly visible in the interview. The kind of a mettle that the person is made of in terms of attitude, skills, instincts, etc. helped him not only survive but grow and contribute. His imagination of accomplishing great things, multiple tasking and risk-taking ability are noteworthy. Despite all these challenges, he never compromised on his values and principles and dedication. These are some of the dimensions of his life journey.

The person in the case had a very challenging and extremely unfavorable domestic atmosphere as the head of the family was an alcoholic, with mother working as domestic help, brother working as a bonded labour and the elder sister working as domestic help who underwent a child marriage. He and his second brother worked as bonded labourers, grazing cattle, working as septic tank cleaner, going through physical and emotional abuse by the father, selling vegetables and mangoes, working as mason, selling ice candy, working in a brick factory, extracting silk from silk worm nests, spinning silk in factory, growing vegetables, establishing two social organizations for promotion of social causes. In the face of all these he continued his education which reveals a strong character. His life story reveals that he started doing various kinds of jobs, first to survive, then to earn and then only to grow. In spite of all these difficulties, he never let go of his dream to do big things in life. In his interview, he says that he always used to watch airplanes flying in the sky and imagine when he could travel in such a plane. He wanted to touch and travel in the plane. His occasional visits to the airport to observe the flights taking-off and going up to 24th floor of a building and seeing a city with an aerial view is a classic example of dreaming big in life. This mental imagination and creation must have made him to survive, grow and contribute to his life. He completed a master's degree and went on to work in organizations where he must have picked up the basics of running an organization. He observed the plight of other children who were deprived of food and education and started spending his own resources for their rehabilitation. What started as a one-time activity of providing relief to some children became a regular activity through an institution which he set up.

In this way, the person in the case survived the difficulties, pursued his education, undertook various kinds of jobs, and promoted projects for the benefit of those children who faced challenges he had as a child. Possibly his goal in life was to survive first, grow subsequently and contribute later for the development of the society. It was evolutionary in nature.

His life was an account of challenges. The first challenge was surviving the domestic violence in his house and irresponsible behaviour of the head of the family who abused his mother as well as himself physically and emotionally. He had to maintain his mother, brothers, and sisters by doing all kinds of jobs. Neither he can run away, nor stay in the family. The second challenge was to earn whatever is possible to contribute to the earning of his family. He worked as a bonded labour grazing cattle, went to Bengaluru, lived in a shed and joined his father for cleaning septic tanks. Staying at a relative's house he started selling vegetables. He says, "I used to get up at 4 am in the morning, get the vegetables and sell them till 8.30 am, eat Idli and used to go to school. Once again in the evening from 5pm to 8 pm I used to sell vegetables. In the summer season I used to sell

mangoes and water the saplings during summer vacation. I used to come down to Bengaluru and work as mason along with my father.” During vacation, before the announcement of SSLC results, he went to a different place and started selling ice candies in push cart and then started working in an ice factory. During night, he used to work in a brick factory. In the morning, he used to reel out silk from silkworm nests. Later, he and his brother decided to grow vegetables when he started going to college in the daytime and used to keep vigil over the produce at night. He used to take vegetables in a lorry and sell them at a bigger market. He says, “A lorry would leave my place in the evening and reach the destination at 3 am the following day. Later we used to unload the vegetables and come back to my place by 1 pm and used to attend college from 1.30 to 4.30 pm. That is how four years went by from 1995 to 1999”. He used to go to his native place on Sundays to bring chicken manure. He says, “I used to go to a poultry farm to collect manure and load it on the lorry. When coming back we used to sleep on bags of chicken manure which become very hot. It was a very tough job.”

The third challenge appears to be earning money and food for himself and for the family. This is evident from the frequency of the usage of the word money (13 times) and food (six times) in his verbatim interview. It was a basic survival. Any number of jobs performed either simultaneously or over a period was evident from the above paragraphs.

The fourth challenge was to figure out how to grow. After surviving the hard reality of money and food shortage, his life journey is marked by increasing his earning by setting up a small businesses either with his brother or friends or involving his wife. He might have calculated that he cannot earn more beyond a point by doing miscellaneous job here and there. He decided to do small businesses with which he had some familiarity. He started growing vegetables along with his brother based on his experience of selling vegetables and having contact with wholesalers who purchased vegetables. Another instance where he attempted to do a business was to start an ice factory along with his friends taking advantage of his experience of selling candies. The third instance when he tried to do business was selling of bondas and bajjis in Bengaluru with the help of his wife. The challenge in all these cases is not only starting the business but also running it profitably. These occasions made him pick up the skills and nuances of doing business. The fifth challenge is the establishment of social organization and a trust for rehabilitation of children who live in very challenging and unfavorable conditions. He started multiple centres and constructed building with the help of his friends and well-wishers. The challenge was not only in starting the centres but also running, managing, and leading them to the best satisfaction of the donors and others. The verbatim interview distinctly reveals that he converted every challenge into an opportunity to take up the next challenge. As he indulged in meeting the challenges and making use of opportunity at different stages of life, he could survive, grow, and subsequently contribute to the society.

Another dimension which is evident in the life journey of the person is the mobilization of different kinds of resources needed to survive, grow, and contribute to his life. The first and foremost resource was the mobilization of money for his survival as well as the family. Later on, money was mobilized by taking up that kind of job where he will earn more money. In his interview, he says, “I was working as a septic tank cleaner and used to get Rs 20. If I had been to other work, I used to get Rs 10.” At another stage of his interview he says, “I used to go to my native place on Sundays to bring chicken manure in the vehicle. If I go to any other work, I would get money only Rs 15 to 20. But I used to get Rs 50 for bringing chicken manure”. Later, he tried to mobilize more financial resources by undertaking different kinds of business from time to time. After starting a social organization, he used to mobilize much needed financial resources by reaching out

and networking with donors. The life journey of the person is also full of instances of making use of the time resource. He performed different kinds of jobs on the same day even at the cost of peace and rest. One interesting aspect of his mobilization of resources is the innovative approach. Another type of resource which was the human resource needed for visioning, decision making, advice, help and support. He sought the help and advice of his friends and donors from time to time. All these efforts in mobilization of resources brings out a very important dimension of his life journey. Only those persons will succeed in life who know how to mobilize, how much to mobilize, where to mobilize and in what way to mobilize without resorting to shortcut or unethical means.

One more dimension of his life is the kind of the person he is and his personality. After reading the entire life journey of the person in the form of a verbatim interview, it is evident that he is a fighter and never gives up on anything. To survive and grow, he takes on challenges and does not mind doing any kind of job. This shows that he is made of steel. Probably, all these things were possible because he had the ambition to grow and dream. The way he used to compare remuneration for different jobs and choose a job which would get him more money indicates his personality. At the same time, he pursued his education. Another significant feature which is evident is his ability and willingness to take risks. He says, "I used to take up risky jobs as I would get more money. So, taking risks in life has become a habit since my childhood. Now also I take risks in my life. According to me, many people who are ready to take risks in life will never fail permanently." This statement of the person in the interview reveals not just his personality but also his life philosophy. One important feature of his personality is the transferability of his attitude, knowledge, and skills from one kind of activity to another. After starting Sparsh Trust and embarking on Makkala Dhama, he says, "I will consult them at three to four stages for guidance before entering into any large plans. About the smaller ones, I will make decisions on my own. At organization level, I will discuss with directors of the core committee. We have three people to look after our finances. We have Accounts department, HR department, Programme department and have four wings – child protection, childcare, child development and youth skill development." These words bring out his competency for building a social organization and its management. It is also evident that he will pick up that kind of personality which is needed to fulfil the task on hand.

The role of ethics, values and principles in his life are also evident in his life journey. It appears from the interview that he has never resorted to any dishonesty in any of dealings. In fact, all those who met him were willing to support him with whatever he takes up. Otherwise, it is not possible to enlist the support of many top executives of different organizations for his social enterprise. This means that his purpose was genuine, and he was honest in his dealing.

Table 3.5. Dimension-wise findings of the case Swimming in the waves

Sr. No	Dimension	Findings
1	Life goal	1. There was no clarity of life goal initially because of the challenges of survival. But the goal emerged subsequently. Hence, it was evolutionary in nature. 2. Dreaming, ambitions, and aspirations develop passion to come up in life is evident in this case. 3. It was personal initially and became entrepreneurial subsequently.
2	Resources	1. There was significant emphasis on mobilization of resources as he chose not only multiple and simultaneous means but pursued more rewarding ones based on his calculation. 2. There was proper planning and evaluation of multiple sources of resources based on his life goal.

3	External environment (Opportunities and Challenges)	1. Every job and challenge was converted into an opportunity to do business as far as possible and to mobilize resources as well. 2. His challenges in life were taken as opportunities for promoting social organizations. 3. Scanning the external environment was a significant part in his life journey.
4	Personality	1. There was transferability of attitude, knowledge, and skill from one job to another, from job to business, from business to job and from job to social entrepreneurship. 2. The core personality traits remained constant, but others underwent change from one phase to another. 3. Managerial skills like decision making and team working were evident in particular about the two social organizations.

Table 3.6. Order of significance of dimensions of the case Swimming in the waves

Order of significance of dimensions
Difficult to give any order of preference

Management inferences from the above tables

There is a significant presence of management in this case as life goals are evolutionary. The personality was also evolutionary and got refined overtime, in the sense that there were variable and fixed traits. The external environment was scanned thoroughly to figure out opportunities for mobilization of resources. These finer elements of management were so evident that it is challenging to identify the order of preference.

4. Temple of learning

The life journey profiled in the verbatim case study is related to a child having grown up in a society characterized by various social and other challenges, in a completely rural setting; undergoing education in a challenging environment, pursuing education with the help of means mobilized through the network of friends, completing graduation and teacher education with the support of friends, starting the profession as a teacher in a government school; becoming an education coordinator, working in a government high school, building rapport with the community; having unconventional attitude towards colleagues, teachers, students, parents and higher-ups, brining about lot of changes in the working of the school; mobilizing lot of resources for it, confronting different kinds of elements coming in the way of development of education, taking risks in settling property dispute for the benefit of government school and developing his own philosophy towards education based on his life experience. The entire case study based on the verbatim interview is the story of a person who transformed himself into an educationist based on life experiences. He never became a victim of the circumstances or a beneficiary of the evils of the public education system and society.

The above life journey of a person is characterized by an unstated and invisible goal as the verbatim interview never brings out any particular goal of the person. His life journey is also full of challenges at the individual level, family level, institution level, system level, and society level which were converted into opportunities for survival and growth of not only the individual but that of institution and system in which he was a part of. It is

edifying to see him leveraging his network of friends and known people for mobilization of resources and for achieving his goal in a genuine manner. This is evident from the various things that he managed, based on his contact with influential people and higher ups in the department. Understanding the culture of an organization in a sensible manner and building rapport with the critical actors in the system is also evident. The innovative mindset in getting things done in a constructive manner appears to be one of the hallmarks of the person's life journey. Running, managing, and leading a government school with a positive attitude, through rapport with stakeholders and reaching out to the less privilege happens to be critical in this case. Apart from all these, his vision and understanding about the students, parents, teachers, institution, stakeholders of institutions, community leaders and all others is noteworthy and a model for any teacher in dealing with the public education system.

As stated above, the person has never mentioned any goal that he wants to achieve in the entire interview either directly or indirectly. This does not mean that he has no goal in his life which is evident from the kind of observation and experiences that he underwent during childhood, adulthood and as well as after becoming a teacher in a government school. If he had no goal in his life, he would not have undergone the kind of difficulties in his life and the kind of work reforms and initiatives that he undertook as an inspector, education coordinator, and as a teacher. At a couple of places in the interview, he mentioned that certain things happening in his life became the tipping point. In the interview he says, "Like that, a cow sent from my mother's maternal home has turned out to be a turning point in my life. We have not seen it as an animal but as a family member." He also quotes his father telling him that the birth of a cow is a precious soul. It seems these lines had a tremendous impact on him. The way he used to work in others' farms for livelihood, reading the books in the forest, eating the food received as alms by Eremit, eating the chalk-pieces, charcoal and dust, carrying on work and study in equal proportions, joining NCC for the afternoon lunch coupon, reading books other than textbooks.

The influence of his father and the teachers bring out the facts that he was determined to go ahead in his life possibly to achieve a goal which is not stated specifically. The various things that he dealt with as a teacher in the government school brings out that he has had something to achieve in his life. Overall, it can be said that he pursued a goal which was neither stated nor visible in the entire interview.

This person faces many challenges in his life at different levels due to the financial constraints on one hand and social conditions on the other. One of the challenges was to earn livelihood to satisfy his hunger either during childhood or afterwards. The other challenge was to pursue education despite the financial and physical limitations. This was more at a time when he joined PUC and received a degree subsequently. Mostly his friends came to his rescue during his difficult times. The incident involving one of his friends taking him to his hostel room to stay without permission and another friend bringing him hostel mess food reveal the extent of difficulties he must have undergone. The third challenge seems to be that of joining and surviving in an education system which is characterized by unscrupulous and unethical practices, corruption, hatred, and physical assault. The negative attitude in the public education system about duty, students, teachers, school, and community became a big challenge for this person not only to survive but also to discharge his duties consciously. The practice of the inspectors to find fault with the teachers and school and that of the education coordinator making unethical money out of the sale of textbooks etc. constitute these challenges. Another challenge that he faced was to make his government school to compete against the private school as well as to counter

various misbehaviours happening in the community in the vicinity. The way he initiated various measures to increase the enrolment in the school, transferring three teachers to his school instead of transferring 50 students from his school, petitioning against the quarrying happening in the vicinity of the school revealed the extent of the challenge. Another important challenge was to understand and pursue the kind of education philosophy which is beyond what is in practice.

It is evident from the case interview that the person did not have all kinds of resources for achieving whatever he wanted to in his life. Initially, it may be school education, later college, and university education. It is also evident that he became a teacher in the government school during which time he used all his contacts and familiarity with many people including political representatives. The incident when he stayed in the hostel room of a friend to pursue his education, later he reached out to the classmate in his college days for mobilizing infrastructure, teaching learning material, library etc. He also approached the local MLA to bring about various improvements in the school. He says, "I approached the MLA and suggested a plan called Maa-Beti. With his help, he enrolled 50 kids in the school. In another incident he approached an MLA for his admission into the hostel of a Swamiji. He impresses the MLA so much that he writes a recommendation letter on the back of a cigarette pack. Another resource that he used effectively is that of collecting information from the community about the happenings in the surroundings. This kind of continuous rapport with the members of the community also gave him lots of input for tracking the school dropout and learning at school. The same rapport was also used to get land for the sake of the government school, approaching a brother in a land dispute, or it may be building rapport with the milk vendor or with the elderly lady advising her son to donate land. His attitude of not criticizing teachers has helped him to mobilize a lot of human resources that are needed to carry on his work.

The person in the verbatim interview pursued an approach wherein he understood the working and the people in the system in which he is working and pursued appropriate ways and means of overcoming the hurdles. When he joined the education department of the government, he was aware of the culture, the limitation, the rigidity and the attitude of the people and the system. When he used to visit the school as inspector, he never used to criticize teachers but always spent time with the children to find out what they have learned. He used to note down the names of the children along with their answers and used to ask them in his subsequent visit as a continuation of his previous visit. As an education coordinator, he managed the distribution of textbooks and earned the goodwill of higher authorities when somebody wanted to play mischief against him. After becoming a teacher at a school, he got resources for constructing the building from a donor who was invited by the local MLA. When three teachers from a government school approached him to send 50 students to their school to avoid their transfer, the way the person persuaded them to join his school instead. He never blamed the system, but he was always conscious of solving the problem in a creative and innovative way without compromising on the principle of integrity.

Another important dimension which is evident in his verbatim interview is to understand and work with various stakeholders of the public education system, engaging with them and making them participate in discussions to improve the system. Wherever he went and whichever village he visited, he used to pick up few contacts and keep communicating with them. This created his own network with the community. Another important point to reckon with in the public education system is to maintain rapport with the local political leaders and elected representatives. He thought their support is very critical for the betterment of the school. The way he used to present to them and get their

help is noteworthy. The technique of presenting to them the benefits of their gesture in the long run has resulted in a lot of support for the school. The way he built bridges with the higher-ups and the way in which he got printed quality brochure and personal appeal to make the parents to join in when he got the bonded children relief. The kind of confidential work that he was entrusted with is an example of the trust that he earned in the department. The meticulous manner in which the distribution of textbooks took place is a testimony of his devotion. Above all, his own views and perspective in education have gone a long way in his leadership. A sample of his views are given below.

- The pupil teacher ratio is not a single teacher speaking to number of students but a single teacher knowing the name and handwriting of students.
- I visualize school as a nation building workshop.
- Teachers should develop the mindset of finding happiness in the career growth of the student.
- According to me, patience and love are the primary qualifications for the teacher.
- The serious lesson was learnt when two students of a class were crying when their favourite teacher did not come to the school
- Students will develop trust and confidence in a teacher who is near to them not necessarily close to them. Students would open up with the teachers near them.
- A flowing river could be diverted but not a stagnant river. No teacher or parents must be degraded in front of others.
- The behaviour change should take place in school but not in a police station.

This is how the teacher in the given case believed in and pursued his philosophy on education.

Table 3.7. Dimension-wise findings of the case Temple of learning

Sr. No	Dimension	Findings
1	Life goal	1. There was no direct mention but implied 2. There was complete clarity throughout the life journey
2	Resources	1. Financial resources were mobilized for his life up to the completion of his education 2. Financial, material, and human resources were mobilized for the school he worked for 3. Innovative and unconventional methods were used for mobilizing resources for the school.
3	External environment (Opportunities and Challenges)	1. Opportunities were identified based on life experience of childhood 2. Continuous relationships with the local community helped understand the climate. 3. Vested interests were formidable
4	Personality	1. Inclusive, stakeholder consultation and team approach were pursued 2. There was clarity in what he was doing
5	Values and ethics	1. Strong individual values 2. Institution was above self and Society above institution 3. These have guided and drove him all through life

Table 3.8. Order of significance of dimensions of the case Temple of learning

Order of significance of dimensions
1. Personality
2. Values
3. Life goal
4. External climate (Challenges and Opportunity)
5. Resources

Management inference from the above tables

The life journey was managed by moulding his personality, remaining firm on his values, managing the school in the best possible manner, mobilizing necessary resources, and cultivating social relationships with the local community. He made his own analysis and deliberately took the decisions of his life journey. There is management in this case as he planned, organized, and executed his life mission based on his values and assisted by his personality.

5. Wearing many hats

The person in the verbatim interview hails from a small town, migrated to a big city, completed B.Sc in Textiles, got involved in many kinds of business along with his relatives, as well as many social organizations. He is presently the head of the family which stays in a house in which four generations live together. His father migrated from a small town to the big city and started different kinds of businesses one after the other with the support of many of his cousins and other relatives. Naturally, he encouraged his only son to get involved in his businesses. After the death of his father, the person in the interview, as the head of the family, took charge of the business and he expanded it into new areas which were not traditionally acceptable to that community. He involved his cousins and their children in managing the business at multiple locations and brought in his son to do the same. In the meanwhile, he involved himself actively with cultural and social organizations, contested elections, and became an office bearer in various charitable, social, and educational organizations of his community and that of others. Gradually, he divided business and property among his relatives and empowered them to manage on their own. He along with his son and grandson continued their part of business. After a particular stage in his life, he only became a mentor for business and got involved more and more in various kinds of social organizations and activities. Along with all these, he pursued a spirit of joint family system by encouraging people spread over four generations to stay together under one roof. This is how one can describe the life journey of the person under discussion.

In the above life journey, many dimensions are evident. The first and foremost appears to be the kind of goal which he wants to achieve in his life even though it is not stated specifically anywhere in the interview. Hailing from a business family, he had to get involved in business on one hand and maintained his relationship with his larger family. He started his participation in social and cultural activities but not at the cost of the business. In fact, business and social activities are pursued simultaneously. From all these, his life goal appears to be living a holistic life involving business, family, and social work in a balanced and matured manner. Another dimension which is evident in the interview is his efforts to maintain family spirit in doing not just one business but multiple businesses over a period. The third dimension appears to be the demonstration of entrepreneurial spirit which is intrinsic to his nature. But this never came in the way of either family or social life.

One important dimension which is implied in his life journey happens to be the beautiful balance between various things in life. Another dimension in his life journey appears to be the absence of 'I' in the entire interview. No one who reads the interview gets the feeling that he is conscious about himself.

The above paragraph refers to the life goal of the person as is evident in the verbatim interview. The advice of his father to study B. Sc. (Textiles) and join his maternal uncle in the business is a kind of beginning of his own business life. His participation in a small flour mill shop, selling of frameworks/glass work, purchasing of flour mill, working in Maharaja Mills and in his own flour mill, and diversifying into hatcheries. As and when he started different kinds of business, he always made it a point to involve his cousins and other relatives in these ventures. He divided all the business and property among family members once he realized that it is better to allow them to manage their own businesses. The seniors in the family used to guide and mentor the junior members of the family in various businesses. At the same time, the education and grooming were appropriately carried on.

Another aspect of his life goal is his association with a socio-cultural organization, contesting elections and becoming office bearer of numerous social organizations. His involvement in business, family and social life brings out the harmonious goals in his lifetime.

The present case is a classic example of a concerned person safeguarding the spirit of the family without sacrificing the objective of running a business organization.

One of the significant points that emerges from all these is the ability of the person to balance family relations and business relations. He is the core of the family.

The entrepreneurial spirit of the person is evident in the case from the times of his father to the times of his great-grandson. After his father migrated to a big city, the way the person pursued school and college education along with observing the fundamentals of doing any business. As a result, he not only acquired the skill but also the spirit of being an entrepreneur. Even though he was advised by his father to do B.Sc. Textiles, he would not have pursued that education unless he wanted to succeed in textile business. He was instrumental in starting different kinds of business which are not complementary to each other. And he carried out all these not at the cost of his education and social work. He laid the basics, established businesses, and then brought in both his son as well as other family members of his relatives. All these were possible because he has the entrepreneurial spirit in his nature and blood. At the same time, he never compromised on ethics even after entering politics or for carrying out various social activities or for building family bondage.

Any objective person who goes through the verbatim interview can come to an observation that he is not conscious about his contribution either to family or to business or to society when compared with his emphasis on My (65 times). This is a very important virtue or value of the person who has narrated his life journey in the interview. In fact, he even believes in few things which are mentioned below:

"We should try, as much as possible, to help the people in need. All the employees working in our organizations are treated as family members."

He also says, "... understanding each other is very important in a family, they should think about what I should give to my family, and if they think personal motives, then there won't be any joint family setup. This must be the principle of the joint family. I have withdrawn from the business and, am now more actively involved in public service and charity service."

There is a need to establish harmonious balance between all of them in his life.

Table 3.9. Dimension-wise findings of the case study Wearing many hats

Sr. No	Dimension	Findings
1	Life goal	1.Playing the different roles in business, family and society seems to be the life goal. 2.There was no evidence of any conflict and imbalance between roles.
2	Resources	1.Management of resources was carried out without much mention
3	External environment (Opportunities and Challenges)	1.There were numerous instances of exploring business and social opportunities. 2.Decisions to discontinue or continue were made quickly. 3.There was a challenge of managing the expectations of family members.
4	Personality	1. Matured, practical, balanced and priority driven. Entrepreneurial in nature
5	Values and ethics	1. Action and behaviour speak louder.

Table 3.10. Order of significance of dimensions of the case Wearing many hats

Order of significance of dimensions
1. Life goal
2. Values
3. Personality
4. External climate (Opportunities and Challenges)
5. Resources

Management inference from the above tables

Clarity of goal, balancing priorities in life, keeping track and using the opportunities in the environment, keeping the family flock together, managing available resources and keeping all these on the bedrock of values and ethics are the management dimensions in the above case.

6. Simplicity smiles

The verbatim case study is the life journey of a woman who is a homemaker having studied upto SSLC and completed Hindi course in distance education. She meagre resources, she managed not only the education of her children but the marriages, purchase of land and construction of a house, frequent pilgrimages and reasonable donations to extended family members and others. She was conscious of her image among the elders as well as that of her family in the community and circle of relatives.

Few dimensions of her life journey are evident from the interview. Her life ambition seems to be more to do with her family rather than herself. Her pursuit in life all through appears to be upbringing of children, living respectfully with others, maintaining better relationship with society and above all seeking harmony in life. Another dimension which is significantly evident in this case is the way she used to manage her meagre

resources for fulfilling various needs of the family and beyond at different phases of life. This is management of resources which seems to be the hallmark of her life journey. The third dimension relates to her philosophy of life. This is evident from the way she took care of different events and developments in her life. One more dimension seems to be running her family as an effective micro unit of society in the belief that every individual member in a family has to work for family and every family has to work for society. In this way, the interview brings out a different dimension of a life journey of a meagerly educated lady member of a typical Indian family.

In the entire interview, she never spoke about what she wants to achieve in her life. But one could imply that her goal seems to be her family. Shae says, "I used to think that my children should not suffer in the way or manner that we suffered. In another statement, she says there was no electricity in the house, I used to read under a chimney lamp after 7 o'clock in the night when all the household work got over. I used to read Mahabharatha and Raja Yoga by Swami Vivekananda. I used to read Kannada novels by Saisuthe and Indira after my marriage". At another place, she says, "Even today, we have retained that same respect in the society that my father used to command. When her sister gave birth to a child, she completely took care of the child as her sister was to go for work. Another point which indicates her intention to maintain a good relationship with all the family members. She says, "Two sisters of my husband got married after our marriage. They have a good opinion of me. We have nurtured a good relationship with my father-in-law". She used to take sick people to hospital in her neighbourhood. All through, she has given preference to her own family, she was equally concerned about the well-being of her extended family and neighbours.

The dimension of managing the meagre resources of her family for fulfilling the needs of family members at different point of time seems to be a major highlight of her life journey. But in this case, the lady member of the family never thought of earning more resources but instead managing what she earned through planning and savings. This appears to be her way of mobilization of additional resources. She says, "We had decided to spend only a specified amount for household expenditure and accordingly we used to spend money and never exceeded that. I used to note down the expenditure of even 10 paise. I used to write it in a diary. We used to decide even how much vegetable to be purchased for a month." She along with her husband used to save gold regularly for her daughter's marriage. She used to calculate in advance how to spend the Dearness Allowance of her husband who used to work in the postal department. They constructed their houses in stages by spending as and when they earned. Her words in the interview, "If any relative or a well-wisher came to our home unexpectedly, the additional expenditure used to be adjusted against the next month's budget. I used to make sure that I should spend less than the planned expenditure for the next month." They used to open Recurring Deposits for repayment of loans, etc. She says, We both my husband and I used to discuss every expenditure before incurring it. I counseled him that we should take decisions jointly." She further says, "I was calculative in life. If I bought vegetables for four days, it should last for four days." This is how the person in the interview looked after and managed the financial resources. This approach of the person in the case seems to be extraordinary considering her own lack of knowledge about financial literacy that is being talked about today.

It is evident by looking at the life journey of the person in the verbatim interview and various developments in her life, one can decode the kind of life philosophy and the values that she has pursued in her life. Coming from a better placed family, she settled down in her husband's family which was dependent on the meagre salary of her husband.

Subsequently, she took the responsibility of managing the limited resources of the family by imposing a lot of restrictions on spending. Unlike other women, she never demanded or pressurized her husband to earn more money. She took the challenge silently and systematically and brought up her children with the same value system. She supported and looked after any family member or neighbour who was in need of some help. Normally, it is believed that people talk about values and ethics only when they can afford them. Even when the person in the interview underwent serious shortage of resources, she managed her family to the satisfaction of all concerned. At one point, she says, "I used to think my children should not suffer in the way or manner that we suffer. We never spent money without applying mind." This shows her clarity of purpose and focus of her life. She further says, "Whatever we able to accumulate was on account of our own struggle and persistence. I never purchased those things which were seemingly attractive to me but not needed." This shows that she restricted all her temptations and attractions in life and stood by the value system of her family. She set an example to her children how to manage limited resources and live respectfully. The way she believed and developed a sense of thrift and savings shows that one can look after one's life and family without compromising much.

On the whole, it can be stated that the person in the interview is the embodiment of the simple values which are not necessarily acquired from education or training but from the cultural and sociological underpinning of Indian society.

Her attitude and skills aimed at keeping the family in the centre stage of her life. The way she managed her husband, his family members, her own family, children, neighborhood, relatives as well as the resources of the family proves that she managed everything extremely well. Even without undergoing a so-called parenting session, she understood her own condition, duties and responsibilities and the task on hand. In this way, she used every skill to stand firmly on the legacy and credibility of her family in the community.

Table 3.11. Dimension-wise findings of the case Simplicity smiles

Sr. No	Dimension	Findings
1	Life goal	1.Happiness and well-being of the family 2.Clear and consistent all through life
2	Resources	1.Making use of the available resources rather than mobilizing additional ones 2.Inclusive and participative approach
3	External environment (Opportunities and Challenges)	1.No mention
4	Personality	1.Her family is her personality
5	Values and ethics	1.Highly driven 2.Found in every thought and action

Table 3.12. Order of significance of dimensions of the case Simplicity smiles

Order of significance of dimensions
1. Resources
2. Life goal
3. Values
4. Personality

Management inference from the above tables (What is the difference between point 6 and this section?)

Clarity and consistency in goal as well as role, managing with meager resources, participatory decision making, element of financial literacy, pursuing mother and servant leadership and strictly following a value system are some of the management dimensions in the above case.

7. Standing in life

This is the life journey of a person who had been afflicted with polio at the age of 5 and went on to study up to primary class in his village and high school including SSLC in a place which is 45 km from his village. Subsequently, he took up a job in a private company in Bengaluru and then joined a public sector defence company under sports quota having accomplished a good record in swimming. After his marriage, his wife played an important role in his life by assisting him in all aspects, either when he goes out or otherwise. He goes on to become a sports officer and takes up agriculture in his native village after retirement. He promoted three social organizations for the benefit of differently abled. This person underwent all kinds of difficulties and came up in life in a hard way. His life journey has many dimensions.

One goal of his life is sports in spite of his physical limitation. He puts in various efforts in the form of education or skill development in order to settle down in life for achieving his life goal. Another dimension is that of his personality which is characterized by interest in literature, sports and setting up social organizations. This personality was driving him all-through his life. His own values, life philosophy and views of the contemporary scenario also matter in his life journey. All these dimensions cannot be looked at in an isolated way but have to be approached in an integrated manner.

In the verbatim interview, the person has stated his life goal is more than one which is corroborated by various events in his life. He says, "I had a dream of becoming a good sports person. I wanted to get trained in swimming." In order to pursue his goals in swimming, he learnt it informally at village open wells and lakes. What started as interest, helped him get a job in a public sector company under sports quota. He participated in many national and international swimming events. In fact, a world champion swimmer hugged and encouraged him to pursue swimming as his stroke was good. Later on, his wife accompanied and assisted him in various events in India and abroad. During his childhood, he had interest in literature being encouraged by his Kannada teacher, but he did not pursue it. After reaching a particular stage in his life, he focused more and more on his job and setting up different social organizations that work for the differently abled. On the whole, the life journey speaks about his obsession with sports which gradually got replaced by managing the family as well as the social organizations.

The fulfilment of his life goal naturally involved meeting many challenges in his life because of his disability, family's economic condition and the extent of awareness among his parents. The way family members including his brothers encouraged him to pursue primary education in a nearby school gave him courage to survive and grow. After completing primary school, he completed middle school in his village itself. But later on, there was a major challenge to travel to another village for pursuing his high school education. Neither his parents were in a position to take him every day nor can he afford to rent a house in that village. Somehow, a bus conductor agreed to pick him up from his village and drop him near the school. He was also kind enough to bring him back in the evening. He says, "I used to go to the bus stand at 6 am and also return in the same bus at 8 pm in the evening. I travelled like this for two years. As he reached the stage of SSLC, it was not possible for him to waste so much of time in travel. Therefore, he stayed in his friend's room. The life during the period of his SSLC was miserable as he had to physically commute. In this regard, he says, "The room was around 2 km away from high school. I crawled 2 km to reach the school just like an animal walking". Many people offered to help him, but it was not possible because of his weight. During 1976 and 1977, he was staying in his friend's house to pursue his senior typewriting. In order to catch a bus, he had to crawl to the bus stop and return from the bus stop in the same way. Crawling caused major injuries to his legs and blood used to come out as he was not able to put on shoes or slippers. These incidents reveal the physical and mental challenges that he underwent. Another challenge was that of not being able to earn and having to depend on parents. This happened especially after the closure of a private company in which he was working. He somehow felt that it is the end of road for him and even attempted to commit suicide. This kind of financial constraints became a challenge for him as his family was also dependent on agriculture with very limited earnings. The third challenge which is evident from his life journey is the kind of sympathy that people used to show when he was crawling to his school. More insulting was the behaviour of passerby who used to put money in front of him when he was crawling. Apart from these, there could have been many challenges in his family life and work life which he has not stated in his interview. The extent of the efforts put by him to overcome these challenges has made him achieve his life goal to a great extent.

The fulfilment of the life goal and facing physical as well as financial challenges of life would have not been possible but for his personality which is marked by strong will, determination, tenacity, learning and contributing to society. His personality is not only strong physically but also otherwise as revealed by many incidents in his life. In spite of his physical disability and financial constraints, the determination with which he pursued his education upto degree is an indication of tenacity of purpose. The physical and mental discomfort due to crawling and the behaviour of people never prevented him from continuing his efforts. The pursuit for learning typewriting, making multiple attempts for interview in a public sector bank as well as in a public sector defence establishment speaks volumes about his determination to continue his efforts. The dimension relating to his social orientation is also evident in the promotion of three social organizations for the welfare and rehabilitation of fellow disabled persons. The spirit of a self-made man is very much evident when he and his wife decide to go back to his village to pursue agriculture after retirement. The entire verbatim interview is awash with his personality.

Another incident which brings out his value system very strongly is when people used to put money before him when he crawled to catch a bus in Bengaluru. He says, "I never used to touch any money given by them. I wanted to grow on my own independently. Many people used to scold me as being very arrogant for not taking their money. I used to tell them that I was a student, not a beggar." At the same time, he took

it positively when his school headmaster encouraged him to deal with sufferings in order to come up in life. He has a lot of views on contemporary situations. He also opined that we should "become a model for others and it is not good if we give just oral suggestions". He opined that there is no concept of children becoming like parents, they will grow in their own way. Parents are not Google, and they must have 'Loko Bhinnaha Ruchi.' He concludes the interview by saying, "I have a good family, good children, supporting me at all stages and life is going very well, I am happy now." He also says, "If we are happy, the entire world will be happy. If we are active, the others will be active too. Such philosophy of life has not only made him withstand a life journey but also motivated him to contribute to society in a constructive manner.

Table 3.13. Dimension-wise findings of the case Standing in life

Sr. No	Dimension	Findings
1	Life goal	1.Went through phases of survival, growth, and contribution. 2.There was clarity about a life goal, but its nature underwent change from time to time
2	Resources	1.Family members were mobilized
3	External environment (Opportunities and Challenges)	1.Waited for opportunities by attempting multiple times and used them as and when they appeared 2.Multiple challenges in most phases of his life 3.Every challenge was converted into an opportunity
4	Personality	1.Self-confident, self-made, and self-dependent were constant all through 2.Many skills and competencies were learnt over a period of time 3.Varied interests were pursued as wide as poetry, sports, agriculture, etc.
5	Values and ethics	1.There was no compromise on perseverance and self-respect. 2.Charity starts at home 3.High social orientation

Table 3.14. Order of significance of dimensions of the case Standing in Life

Order of significance of dimensions
1. Life goal
2. Challenges in an external climate
3. Personality
4. Values and ethics
5. Resources

Management inferences from the above tables (Point 7 Standing in life and this section seem repetitive)

There was focus on goal without any deviation. As a result he overcame challenges, made use of internal resources and followed uncompromising values and ethics. Managing one's life without giving up is a classic example for management.

8. Stick in hand ticks

The person in the verbatim interview has a life journey starting as a member of the family in a Taluk headquarters of a district. He had his schooling in different schools because of the frequent transfer of his father who was in the police department. He completed his graduation with a lot of determination and joined a private firm as account assistant and later on joined a government service in the police department. He served as a constable in various police stations of the district. His understanding of life philosophy emerged from his experiences in the police department. This is facilitated by the atmosphere in his family which underwent many challenges at different points of time. His life journey as stated in his interview is nothing but the life journey of a person as a policeman who had close connections with his family.

A close perusal of his interview brings out many dimensions of his personality. One is the goal of life which has not gone beyond formal education in the first phase and life education in the subsequent phase. Another dimension, which is a major part of his life, relates to his experiences and understanding of the job of police and the way in which he learnt and managed his stint in various police assignments. Understanding the environment in which the police department functions and the possible solution to the various challenges of society appear to be another dimension of his life journey. In other words, he served in the police department not just by performing duties but by understanding the realities of the society. Another important dimension of his life is his philosophy and attitude towards life and the importance of ethics and values in the department. The interview also brings out the interdependencies between the life of a person in police and his family.

The life goal of the person in the interview is reflected in few of his utterances in the interview. He says, "I had not kept any goal except completing B. Com." This is to be taken in the context of an incident in his life when his father's brother-in-law insulted his father for not having a degree. He took this as a challenge and completed B. Com. which he specifically mentions to his father's brother-in-law. This is also evident from the seriousness with which he pursued his education when one goes through his utterances as, "Even today I do not remember the building of the school but the face of my teacher. Another English teacher in High school was an inspiration to me." Subsequently, his vision is evident from his words, "After B. Com. I wanted to work as a chartered accountant or auditor. But my mother wanted me to become a government official." Once he joined the police department, there is no reference in his interview about his goal in life. Possibly, the event subsequent to his completing of B. Com. and joining the police department took his life in a different direction which he had not planned or imagined.

The way in which the head constable has served in different stations reveals his openness to learn to serve his department more effectively. His first posting was in IJ Battalion in Karnataka State Reserve Police, but later on he joined City Civil Police of a district. His next posting was in "A" category police station where his higher official recognized his drafting skill and deputed him for that purpose. He says, "I learnt the basics of policing in Saraswathipuram police station, and subsequently, I developed only on the basics that I had learned there."

The next posting was in a Police station "B," which is dominated by the members of a minority community. There used to be frequent communal clashes, murders, fights, etc. He says that many times, "We were not able to come home as there were several murder cases and clashes to deal with." His third posting was in Police station "C" which was "a light station as there used to be a smaller number of complaints". He

considered those days of his career as “the happiest” when he got married. His stint in the city crime branch also involved enquiring and documenting the different crimes and enquiries carried out by the department from time to time. Before joining the police department, he worked as an assistant in a chartered accountant office and as an accountant in a private company. These various assignments in his career helped him to pick up the basic understanding, attitude, and skills to perform a job in the police department.

Everybody in our society needs to understand and decode the environment (comprising the family, career, organization and the society) in which he lives.. How each person understands the environment from his perspective and lives according to that understanding is important. In the present case, the person in the interview not only inherited the environment of the police department but also joined the same and worked in different capacities at various police stations. This person talked about the nature of the work that he did in each of the police stations and his linkage to the societal condition. He tried to come out with some solutions for certain challenges based on his experience and observation in the police department. In other words, he understood the environment of the society through the police department. In the interview he says, “My higher officials told me that my drafting skills are good and instead of going on field duty, I should continue to be a writer. Hence, I was deputed as assistant writer. He learnt the basics of policing in another police station which he used as a basis for developing further. While working at different stations over a period of time, he understood that policing is a challenging job. He also narrates his experiences of dealing with multiple theft cases, communal clashes, murders, and fights. He says, “The posting here gave me an opportunity to handle some of the most difficult and tiresome jobs.” When he came across an inspector who is always patient in handling things, he feels that patient hearing and consoling would solve half of the complaint. At a point, he says, “it became a habit to work with dedication under the most difficult and tiresome situation. Here officers would be changing consistently. Naturally, opinion, perceptions and methods of investigation would change accordingly. Wherever I was posted I had to get adjusted to people and condition.” He found some very good colleagues and not so good ones who pursued things for different reasons. He says, “I have 100 percent support from my family the kids are also cooperative.” He mentions, “We are not God, but we should be putting in sincere efforts in resolving problems. All the officers are not corrupt.”

He compared the duty of a policeman with that of a vegetable vendor when he says, “It is something like a seller in the market, might be vegetable or any other goods but ultimately what takes him out is selling.” All the above instances and utterances of the person in the interview bring out his understanding of the social condition from the perspective of a policeman. Many of the ideas and solutions that he talks about in the context of his association with the police department are relevant to life situations also.

This person in the interview has lived his life with his head held high only because of the values he followed and the life philosophy he pursued. This is evident from what he says, “According to me, success is the result of what you get for your efforts, achieving goals whatever one has set for himself. A piece of land may be barren. If one digs bore well, sows seed, and sprays the manure, one is bound to get results -- that is achievement and success.”

Table 3.15. Dimension-wise findings of the case Stick in hand ticks

Sr. No	Dimension	Findings
1	Life goal	1.Goal was to complete. his graduation 2.Life goal was the result of circumstances and opportunities subsequently 3.There was no regret in joining the police department in spite of not aiming so
2	Resources	1.There was no mention
3	External environment (Opportunities and Challenges)	1.Every posting was taken not as a challenge but as an opportunity to learn 2.Work-life balance between his job and the family was maintained 3.Opportunities were preferred to perform/learn/understand/ contribute
4	Personality	1.Keen observer, always open to learning, and solution provider 2.Every posting was converted into learning
5	Values and ethics	1.Family oriented 2.Pursued ethical practices in a department which is perceived to be highly unethical.

Table 3.16. Order of significance of dimensions of the case Stick in hand ticks

Order of significance of dimensions
1. Personality 2. Value systems 3. External climate (Challenges and Opportunities) 4. Life goal

Management inferences from the above tables

Values, family orientation and personality of the individual matters much more than the organization in which one works.

9. Passion pays

The verbatim interview of the person concerns the life journey of a headmaster/ vice principal of a high school who pursued education despite all challenges. His ambition was to become a teacher from the beginning, and he used all possible opportunities to get closer to his ambition. He pursued education in a situation where societal attitudes were not favorable to education of children. Driven by his ambition to become a teacher, he used each and every occasion to pick up the nuances of a teacher. The interview also throws light on his life subsequent to becoming a teacher. The way he worked, managed, and led from the front to change the plight and status of his school. This continued upto his retirement.

There are many dimensions in his life journey. The first one relates to the life goal or ambition of becoming a teacher. The way he managed himself and the circumstances to become a teacher are all captured in this dimension. The second dimension relates to the existence of many challenges in himself, in his family and the society and how he overcame them. The third dimension relates to the way he worked as a teacher in different schools and the way he transformed the school leading either through his personality or values or skills or all put together. One more dimension appears to be the mobilization of various resources that are needed for building a school. These dimensions are not necessarily exclusive but dependent and interdependent in a holistic manner.

The person in the interview wanted to become a teacher from the beginning of his childhood either by being influenced by his teachers or by the experience of the members of the society having unfavorable attitudes towards education. He says, "I wanted to become an English teacher." At another place, he says, "I had decided to become a teacher on my own. I was dreaming to teach much better than what my teacher used to teach me." In fact, he had the choice of becoming a primary school teacher. He rejected the police job and opted to become a high school teacher or a lecturer. This shows that he had clarity with regard to his life goal. His interview throws light on various efforts that he made to understand the dimensions of the teacher so that he can become a good teacher and transform the school and students. He mentions many teachers who he came across in the course of his career. At a couple of places, he admits that they influenced him to do whatever that he did subsequently. He used to observe some of the teachers and imitate their style.

He says, "The way they used to teach us and the way they used to punish us influenced me to become a teacher." He talks about the English and Kannada teacher who taught him Grammar which he picked up and started teaching others. He remembers many of his teachers who occupy important positions today. His close observation of the behaviour of some of his teachers made him develop a close relationship and friendship with them which went a long way in making him a good teacher. He used to go to the public library for extra reading. He also conducted tuition of students from first to seventh standard and gained the experience of a teacher.

He faced financial constraints in his pursuit of becoming a teacher. He says, "Once he gets up in the morning, we have to do all sorts of work related to agriculture before going to school and used to work at home for some time after coming back from school." " He says, "After finishing all the work, we used to read. There were no facilities such as electricity. The financial constraints were so serious that only one pair of clothes was bought once in a year and that the same uniform was used for three years. The same bag was also used for not less than three years." Another challenge that he confronted was the unfavourable attitude of the family members and the society towards education. He used to be dragged for agriculture or domestic work by his parents instead of being encouraged to study. People in the family and outside the family never gave priority to education. He says, "For paying school fees of 25 paise, we had to request our parents endlessly." A pencil was used for the whole year, textbooks were brought very late and there was no money for buying notebooks. Their parents and others were unaware of the availability of different courses. These were some of the challenges faced in childhood or until he reached the stage of becoming a teacher. At the same time, he did not give up his ambition to become a teacher and to pursue his life goal. In a way, he felt that these struggles have made him stronger. After completing his education, he was appointed as a teacher and worked in various schools at different places before becoming the

headmaster/vice-principal of a school/college for a period of 17 years before retiring. Many parts of the interview throw light upon the improvements and progress he brought about in the high school with the involvement of all stakeholders like the government, the department, the institution, fellow teachers, students, and other civil society organizations. The way he managed to get resources to build the school building as well as the compound wall in addition to getting the donations of 5 acres and 30 guntas of land. He approached the companies nearby and maintained relationships with the members of the board who helped him to get the various things needed for the school like the council hall, a dining hall, and other facilities. The strength of the school increased from 480 to 685 children. He says, "There was a highest admission of 742 students in a particular year, whereas it used to be 480." He encouraged some of the teachers to participate in certain schemes of NCERT and bring laurel to the school be it ICG award twice or Yuva Vignana Awards, anchoring the performance of his school team with the Minister, or the first rank secured by his student in B.Sc. agriculture. These are only some of the initiatives and achievements. In this process of leading the school, he exhibited tremendous personal qualities and values which made him a leader in the true sense of the word. He never allowed problems to remain unsolved, and used to handle them deftly giving all credits to the teacher as well as to the school. Creation of Mitramandali in the school, the practice of having food together and going on trips, etc. are some of the initiatives he took to strengthen bonding. He never used the authority vested in him to arbitrarily allocate work. He encouraged teachers to shoulder the responsibilities of different jobs on their own. As a role model he was the first to reach the school and open its gate and the last to leave the school. His initiatives to repair the restroom, not treat an absent teacher as being on leave and drop an unwell teacher at the bus stop made a lot of difference in improving morale at the school. When it comes to the question of having food, he used to take the food after everybody in the queue had been served. Even for attending an official meeting, he used to go to the school to conduct the prayer, and then leave for the meeting. His attitude of helping the teacher financially whenever needed and not taking leave also made him a role model. He says, "Management of HM jobs is like if you take it simple it is simple. If you take it as conscientious, it is conscientious. If it is taken as bossism, then it is bossism. He promoted and worked on family-based values in the school and built an atmosphere in which all teachers and staff members were treated as family members, imbued with the spirit of give and take. Another important thing that he did as a headmaster was to ensure transparency in all the decision-making and financial transactions. For all these purposes, he used to conduct teachers' meetings and take them into confidence. He used to listen to their comments and observations in all these endeavors. On the whole, the person has exhibited the quality of value-based leadership in managing a school. Possibly, he never thought that he was the headmaster and always used to think that all were headmasters.

Table 3.17. Dimension-wise findings of the case Passion pays

Sr. No	Dimension	Findings
1	Life goal	1. There was clarity and consistency all through 2. Continuous efforts to actualize
2	Resources	1. Community and leaders are the main source 2. Innovative and unconventional methods were used
3	External environment (Opportunities and Challenges)	1. Every opportunity was taken as a step towards achieving life goal 2. Most of them relate to either his own or others' education

4	Personality	1. Personal traits were developed 2. Servant leadership was pursued 3. It was inclusive, participatory and role model oriented
5	Values and ethics	1. There was high orientation 2. There was institutionalization

Table 3.18. Order of significance of dimensions of the case Passion pays

Order of significance of dimensions
1. Life goals
2. Personality
3. Values and ethics
4. External climate (Opportunities and Challenges)
5. Resources

Management inferences from the above tables

Clarity and consistency in goal and purpose is very much evident in this case. The fundamental reason for this is the values and ethics. Institution building through management was also present here. The root cause of low morale was addressed by considering their views.

10. Milking the cow

The verbatim interview of the person accounts for his life journey starting as a kid, staying at grandparent's house, and doing all kinds of work just to have little food for survival. He discontinued his education, started taking care of cattle and sheep and working as a labourer in agricultural fields. He used to give the entire money to his grandmother who used to look after only the basic needs. When he reached the age of marriage, he was asked to leave the house suddenly when he could not go back to his parents as he had consented not to take any share in their property. He survived with the help of some people and started milk business. He milked the cows at several houses and sold it in Bengaluru on cycle. He started silk weaving business, which resulted in huge loss that he repaid after selling his land, wife's jewellery, etc. Over a period of time, he also bought land and constructed a house in phases by borrowing money from many sources including an engineer. He educated his son and got his daughter married off. All these things were carried out by him without any financial resources which he managed from people other than his family members and relatives, simply based on trust and his genuineness. This case is the journey of the person who accomplished his survival and went on to fulfil his necessities in life, his marriage, his earnings, children's education, construction of a house and marriage of his children, by managing resources but not from his family or relatives.

The above case brings out many dimensions of life journey. The first dimension relates to his goal or purpose which revolves around his own survival and that of his family by satisfying the minimum needs of life. The second dimension happens to be the various challenges in his life which he converted into an opportunity to take the next step. Another dimension appears to be the way in which he managed the required resources from the people known to him or who were his clients in the milk business rather than from his close

family members and relatives. His own values and ethics have only come to his rescue for leading a life of bare necessities.

Coming to his goal or purpose of life, it can be said that he was simply driven by the survival instinct. After being deserted by his grandparents, he lived his life in an abysmally small room and on meager earning from selling milk. He says, "We were using areca nut leaves to have food. We were also using sawmill rice to prepare a kind of ball and used to consume it." The owner of the room where he stayed searched a girl for him and got him married. He says, "I used to come cycling down to Bengaluru to sell around 80 litres of milk in 9 to 10 localities. . The way he got his marriage performed, got little support to start milk business, started silk weaving business, constructed a house and got his son educated speak of the priorities in his life. In fact, the verbatim interview is full of numerous instances of his borrowing money and repaying over a period of time. All these speak about his orientation to fulfil all necessities to live a decent life without making his family suffer.

The way he survived throughout his life journey having to depend on somebody else for food, clothes, stay, finance, education, business, etc. The first challenge is that of staying with his grandparents in pitiable condition, working hard, not being treated properly and finally resulting in not getting his share of family property. Another challenge is that of living independently without the support of his family members. He managed his milk by staying in a small house. This challenge of independent living gave him an opportunity to start earning his own living. The third challenge relates to the risk he took to expand his milk business or start silk weaving business, etc. to improve his lot. But he used this challenge as an opportunity to develop his own network of people to whom he used to visit in connection with the milk business. Other challenges include his own marriage and that of his daughter as well as the higher education of his son. He did not give up. He borrowed from his contacts to actualize his objectives. One more challenge appears to be revolving around the construction of his house. No doubt, this appears to be the greatest challenge of his life which he met with a spirit of continuity, consistency, and composure. The requirement of money and material for constructing the house were mobilized by tapping the different contacts he had developed. The way he communicated his requirements convinced many people (but none from his family) to support him. Whatever be the challenge (whether relating to his son's admission in college or serving his own mother or performing the last rites of his father), he successfully managed them.

The survival instincts of the person in the interview made him convert all his challenges into opportunities which he actualized by mobilizing resources from his network of contacts. The verbatim interview is full of instances when he borrowed money as loans or getting help in the form of materials. The first instance of having to stay in in a very small space to raise resource needed for survival. A person in the village donated a milk dabba, a bucket and a measuring vessel for starting the milk business. The owner of that small room also arranged his marriage and gave him a loan.

There were multiple occasions when he mobilized physical and material resources to achieve his goal. The one and only reason he could do so was because of his ethical life. The way the engineer helped him to construct the house is a classic example of how a value driven person is encouraged and supported by professionals. He says, "I had taken a loan of Rs 2000 for marriage, but the expenditure was Rs 750 and Rs 1250 was left over. I returned the money back to the person who had given the loan." He not only appreciated his sincerity but offered a site on instalments payment. Another incident which brings out his ethics is that he had borrowed Rs.15,000 from a relative. Nobody else knew about this transaction. When the concerned person passed away, he returned

Rs.10,000 to the son of the deceased and promised him to get the remaining shortly which was subsequently settled by supplying milk. In another incident, an old lady, in whose house this person was going to milk the cow, called him on her own and gave all her savings. There are many such instances in the verbatim interview. The only reason for him to develop contacts was to visit various houses for milking the cow. Possibly he picked up conversation with the family members and developed such a good relationship as a result of which many of the households supported him in various ways. In other words, the only factor responsible for multiple loans by multiple people on multiple occasions was his value system and principles in life. He says,

“To come up in life, there should be determination and persistence.” He is also meticulous in maintaining the accounts of his milk clients.

Table 3.19. Dimension-wise findings of the case Milking the cow

Sr. No	Dimension	Findings
1	Life goal	1.Fulfilling the basic needs of the family was the one and only goal 2.There was clarity and consistency in his life goal
2	Resources	1.Mobilization of financial resources appeared to be the life goal 2.Known persons and customers were the sources, not relatives 3.Most of the time, support came voluntarily
3	External environment (Opportunities and Challenges)	1.There were continuous and persistent survival challenges 2.Challenges were of one kind
4	Personality	1.Transparent, simple, and genuine person without any mask or facade 2.Better image among non-family members and customers of the milk business
5	Values and ethics	1.The credibility and trust about the person come from his values and ethics. 2.High orientation

Table 3.20. Order of significance of dimensions of the case Milking the cow

Order of significance of dimensions
1. Values and ethics
2. Resources
3. External Climate (Opportunities and Challenges)
4. Personality
5. Life goal

Management inferences from the above tables

Clarity and consistency in life goals, mobilization of resources again and again, the way challenges were addressed, transparency and above all unflinching trust and faith in his value system are some of the dimensions to be taken note of. The tactics, strategies

and effective communication do not matter when compared with the character of the person.

Analysis of the above ten cases was carried out with the help of findings on five management dimensions. The objective was to discover if management played any role in the life journey of a common man. The analysis brought out the following:

There is an element of management in each of the cases. This is evident from the management inferences from various tables consisting of findings on management dimensions and their order of preference. There are, no doubt, many common inferences, but they are not the same. In addition, there are differences in the order of preferences.

At the same time, the finer aspects of management dimensions are qualitatively different which need further investigation. The cross-case analysis carried out in the next chapter tries to explore the concept of Management in Common Man along with its future direction.

ACROSS THE CASE ANALYSIS: CONCLUSION AND THE WAY FORWARD

In the previous chapter, within case analysis was carried out for ten cases. Dimension-wise analysis of the verbatim interview, findings based on the analysis for each of the dimensions and the order of preference of dimensions for all cases was also carried out. Subsequently, management inferences were drawn from them. This has brought out analysis for each of the cases but not across them. Hence, across the case analysis is undertaken in this chapter.

The ten cases analyzed in the previous chapter relate to the life journey of individuals only but not that of organizations, firm, company, or institution as is normally the case with management. An attempt was made in the previous chapter to analyze the life journey of each of the ten individuals who are considered to be common man in the society. The qualitative data presented for each of the ten cases were analyzed further in this chapter to explore the concept of management in common man in Indian society. There is also an attempt to figure out what needs to be done in the coming days, considering the concept of management in common man as a humble beginning for a new era in management.

Firstly, the various dimensions culled out from the life journey of ten individuals are analyzed to examine whether they make any sense with regard to application of management to individuals in general and the common man in particular. Their order of preference has also been examined. The findings on each of the dimension for each case in the previous chapter (Refer table Nos. 3.1, 3.3, 3.5, 3.7, 3.9, 3.11, 3.13, 3.15, 3.17 and 3.19) are analyzed further to arrive at the summary of each dimension for all cases, which will bring out the application of some of the management concepts to the life journey of individuals. Based on this, the concept of management in common man has been explored. This chapter ends with the road ahead to realize the new era in the management horizon in Indian society.

Dimensions in the life journey of individuals

The qualitative analysis carried out in the previous chapter for each of the ten individuals as per the methodology followed brought out the following five dimensions in the life journey of individuals which are common to all.

1. Life goals
2. Resources (mobilization and utilization)
3. External climate (challenges and opportunities)
4. Personality
5. Values and ethics

Each of the above five dimensions in the life journey of individuals has a lot of similarity in with that of an organization, firm, company, or an institution, whether business or otherwise.

After multiple reading of the verbatim interviews, analyzing them dimension-wise by a team of researchers, grouping of the various points identified from the analysis, findings on each of the dimensions and examination of the management inferences of all

the cases were carried out. The following structure of the typical life journey of an individual is conceived to arrive at the presence of management.

While examining the life journey of an individual, it is very important to identify the goal at different phases of his life; or of his entire life; whether the goal has been changing from time to time; whether it is evolutionary over a period of time etc. They throw light upon the need and importance of a goal in the life journey of an individual. Every individual in the study had some goal or other in his life journey. But, some may not have stated. In spite of this, it is possible to infer from their life journey. These life goals may or may not be present all through or it might have taken a shape after some stage in life, or it might have changed from time to time, or it got evolved over a period of time. They may be a part of a well-thought out plan, or they might have happened accidentally, or something might have triggered also. The challenges, the family conditions or certain experiences, etc. might be the sources. Every individual may not have this in a similar manner. Mostly, they are personal, informal, or family driven or challenge/problem driven. Irrespective of all this, there will be some goal or other, well stated or not, in the life of every individual. It is the reason that drives the journey of life. In our society, we very frequently come across cases where the goal of the family becomes the individual's life goal. It is common knowledge to come across many of the individuals who may not have their own individual goals.

Another dimension which is reflected in the findings of all the case studies relate to the mobilization of resources as every individual needs some or other resource to lead the life or to fulfill the life goal. They may be the basic necessities like roti, kapda aur makaan or it may be financial resources for survival, growth, for meeting the daily needs, for running the business, etc. These may be material which are needed to satisfy some needs or these may be time resources to lead the life or to build relationship, etc. One of the most important needs is to fulfill the needs of family which has a significant role in Indian society. The type of resources mobilized like quantity, time, etc. differ from person to person. In the case of some individuals time becomes important whereas in case of others it may be finance, material, etc. Even if the type of resources is the same, the way it is mobilized might differ. Unless the individual mobilizes different kinds of resources in an appropriate manner, it will be difficult for him to achieve his life goal. This also differs from one individual to another or from one point of time to another.

The third dimension which is found in all the case studies relates to the climate/environment which is external to the individual. This consists of various kinds of challenges and opportunities in case of individual, family, organization, society, etc. It is but natural that everybody's life will be full of various challenges and opportunities as in the case of organizations. The life situation at various phases of life will always have different kinds of challenges and opportunities. How does a person take the challenge and overcome it in order to go forward? The challenges may also be because of poverty, family situation, disabilities, unexpected developments, unforeseen contingencies, etc. In some cases, they may be limited whereas in case of others, they may be multiple or multifarious or some time even simultaneous. There may not be any end to the challenges. Most of them will happen because of external factors which are not under the control of the individual. Some of them may be internal that might be either due to the weaknesses or mistakes of the individuals. At the same time, every individual may also get

opportunities in life. How one identifies or makes use of turns challenge to his advantage dependings upon the needs to be specified of the individual. Some persons will have most of the missed opportunities whereas others do not miss even a single, small,

and simple opportunity. Much of the climate is external to individuals as a result of which the individual may have limited choice. Still, he/she can make a lot of difference.

The fourth dimension happens to be the personality traits of the individual who comes across goals, resources, challenges, and opportunities in life. Basically, this relates to the various skills, talents, competencies, and other traits the individuals possess that guide, help and assist them in their life journey. They may be intrinsic or extrinsic dimensions of the individual. It is very clear in the verbatim interviews and subsequent analysis that the individual could travel in a given direction because of their own personality which they would have developed over a period of time – driven by goals, challenges, opportunities, etc. It is quite possible that their life journey would have taken a different course in the absence of the kind of personality these individuals possess. Thus, the personality of a person plays an important role in the life journey of an individual. The individual and collective personality of the people in the organization help them to achieve their goal. In fact, many organizations carry out talent search and talent management for ensuring the success of the organization. In a similar way, the personality of the individual matters in their life journey.

Another dimension which goes a long way in the life journey happens to be the values and ethics of the person. This is the central orientation of the individual that guides and directs. This represents the belief system, the extent of orientation and the importance given in their life. They include values, truth, sacrifice, non-violence, time sense, duty consciousness, humanitarianism, empathy, truthfulness, sacrifice, value for time, discipline, God fearing, spiritual, religious, etc. This orientation towards values and ethics play an important role in the life journey of the individual because they provide the foundational understanding and direction regarding the kind of life that the individual is expected to lead. It is not at one point of time, but for the entire life of the person. Indian society is full of the practices of those individuals who stood for their family values much more than anything else. It is also said that the main source for the values and ethics of individuals is the family and its members as well as the ecosystem around.

Thus, five dimensions were culled from the life journey of ten individuals who were chosen for the study. On a closer analysis, it can be said that life goals, personality and values are completely under control of individuals; external climate and resources are outside their control. This has an important bearing on the life journey of individuals.

Dimension-wise summary of findings

Once the dimensions of the life journey of ten individuals were identified, an effort was also made to collect data on each of the ten individuals. In this chapter, an attempt has been made to summarize findings for each of the five dimensions in all the cases (Table 4.1).

Table 4.1. Summary of findings

Dimension	Key terms in findings
Life goal	Clarity; Consistency; Innovative; Experimental; Maturity; Strategy; Evolutionary; Passionate; Roles; Conflict; Imbalance; Phases; Family.
Resources	Right time; Right quantity; Multiple sources; Simultaneous mobilization; Planning and evaluation of utilization; Unconventional sources; Inclusive approach; Participative approach; Family.

External climate (Challenges and Opportunities)	Needs; Deep rooted; Selective; Focused; Analysis; Right decision; Local community; Exploration; Multiple; Simultaneous; Conversion.
Personality	Practical; Simple; High thinking; Crediting others; Competency; Transferability; Teamwork; Inclusive; Matured; Balanced; Family oriented; Self-made; Varied interests
Values and ethics	Minimum needs; Life-long; Action; Behavior; Uncompromising; Extent of Orientation; Institutionalization; Conviction; Role model; Sacrifice

The above table gives an account of certain general comments made when the findings under each dimension are scanned by the research team. It reveals that the life goal in all the cases put together is clear, consistent, continuous, innovative, experimental, matured, or passionate. They evolved in different phases of life and consist of various roles. There was a presence of strategy, conflict, and imbalance.

In case of resources, there was mobilization or utilization of different types at the right time, in the right quantity, from multiple and unconventional sources. Sometimes, it was simultaneous also. There was planning and evaluation of details for individuals and the entire family. An inclusive participatory approach was pursued.

The table also reveals that the individuals analyzed the external climate to identify the challenges and opportunities for them, for their family, business, or organization. Deep rooted and selective needs were analyzed with focus and proper analysis so that right decisions are taken. They may be multiple or simultaneous also. Sometimes, the local community was reached out to get necessary updates. All this was explored to convert challenges into opportunities.

The personality of the individuals is made up of traits, competencies, skills, interests, and talents. They are practical, simple, inclusive, matured, balanced, family oriented and self-made. They think at a higher level and have the magnanimity of crediting others for their efforts. Some of them are able to work in teams. Many of these personality traits do not remain constant but change from time to time depending upon the situation and need.

The above table also throws light on the kind of values and ethics that the individuals are guided by. They have lifelong conviction in them and also demonstrate them in action and behaviour as role models without any compromise. They limit their needs so that they may give of their time, resources and energy to the society/community. Some of them have institutionalized them also. But the extent of value orientation is not uniform.

Analysis of order of preference of dimensions

Even though most of the ten cases have all the five dimensions, the order of preference as revealed by the verbatim interview analysis and findings are not the same. The preference given to each dimensions in the life journey of the individuals differed from case to case. For example, life goals are given the first preference by some individuals, while others have indicated something else. In the same way, other dimensions like resources, external climate, personality, and values do not carry the same order of preference which is evident in the following table.

Table 4.2. Distribution of case studies based on the order of preference of dimensions

Dimension	1st	2nd	3rd	4 th	5th
Life goal	5	1	1	Nil	Nil
Resources	1	Nil	Nil	1	5
External climate (Challenges and Opportunities)	Nil	1	Nil	5	Nil
Personality	1	2	3	1	Nil
Values	Nil	2	2	1	2

One could make out that life goal is given first preference by five out of ten individuals in their life journey. For five individuals the last preference is resources. The table brings out the relative importance of each of the five dimensions. This also means that the preference given by individuals for each of the dimensions differ from one individual to another. Another trend that can be inferred from the table is that the dimensions like life goal, personality and values have more preference as compared with others. Possibly, because they are more directly connected with individuals. The resources and external climate are the ones on which the individual may or may not have any control.

In the ten case studies analyzed in the previous chapter, some resources or other were mobilized or managed by seven out of ten individuals whereas there is no mention of resources in the other three cases. Mobilization of financial resources by two individuals is the central to their life activity. There are also differences between the cases about the origin of resources also. In most of the cases, they were mobilized from friends and relatives whereas in one case it was mobilized from unknown persons and customers. Further, management of available resources has also figured in the findings. In one case detailed planning has gone into the management of mobilized resources rather than mobilization of additional resources.

Another observation from the above table is that there is concentration of in case of life goals, resources, and external climate but preferences for personality and values are scattered.

The above analysis and discussions are carried out by the researcher in the context of studying awareness and practice of management in individuals leading to better understanding of the Common Man.

Management by individuals

The preceding discussion about the dimensions in the life journey of individuals and their analysis have brought out the dimensions of the life journey of individuals in our society. The ten individuals whose life journey is captured do not represent our society as such, but they are microcosm of our society. Five distinct dimensions have emerged in their life journey.

These dimensions and the findings provide an indication of how individuals carry on their life journey with lots of challenges, opportunities, problems, hurdles, family issues, other personality dimensions and the values and ethics. The life journey of an individual does not happen on its own. The concerned individual drives it. This resembles the life journey of an organization in a typical way which is nothing but strategy, plans, decision making, various tools, techniques, etc. In the same way, management is what all the

individuals in and connected with the organization do to achieve its goal, purpose, or objective. In a comparable manner, dimensions like resources, challenges, opportunities, personality, and values and ethics figure in the life journey of individuals.

The spirit and summary of the management of life journey of individuals is not conceptually or fundamentally different from that of the management of organizations. The dimensions of individuals reflect and represent, more or less, what all is being done for managing organizations at present. Every individual has to have a goal just like an organization. As in the case of organizations, different kinds of resources are needed for the individuals to achieve that goal. Both individuals and organizations have to continuously keep track of the external environments beyond them to take on and make use of the challenges and opportunities. Just like the competencies and capacities of people that matter in an organization, the personality traits of individuals matter in their life journey. The value systems and ethics of individuals and organizations become their bedrock or foundation. The five dimensions emerging from the life journey of ten individuals in this study resemble the various dimensions in the life journey of an organization. Therefore, it is reasonable to say that, much like an organization, there is management by Individuals.

Calling Management by individuals appears rather odd considering the contemporary scenario of management education and practices in India and elsewhere focusing on the organizations in general and business organizations in particular. The present effort is exploratory in nature and has a long way to go. At the same time, there are questions like

Why was management by individuals not explored until now?

Why is it attempted now?

The answer to the first question is not under the scope of the present study. The second question is applicable to the researcher as he is attempting something like this now. The answer is more philosophical in the sense that somebody has to attempt something like this at some point of time. Hence, the researcher is belling the cat. Apart from this, another reason is that this is the only way to indigenize any management as the individuals are the real torch bearers of any country, nation, and culture. If management by individuals is pursued more vigorously, there will be good news for indigenization of management.

Management for individuals

After discussing management by individuals, now the question is

Why management for individuals?

The current management has predominance of organizational situations especially that of business organizations. It will not serve much purpose if it is made available to individuals as it is because of the unsuitability of its content as well as its context which is heavily loaded with concepts, tools, techniques, cases, practices, theories relating to business situations and that too large ones. Hence, it is neither applicable nor useful for individuals. The issues, challenges and realities of individuals will never be the same as that of business organizations. Therefore, present management in India is not very relevant for individuals. Such management will be really useful to them if it is drawn and developed, based on the

context and realities of individuals. Even though every individual's life journey is unique, still management in their life journey would be a learning for all others whose life

situations are quite different. The truth of the matter is that I am not like you, but my life journey will be of use to you. Such uniqueness of organizations is very much prevalent in contemporary management in India which has to be recast, reviewed, and relooked from the perspective of the needs and requirements of individuals.

Such management will be beneficial to individuals, organizations, and society in many ways. Firstly, it would help individuals to manage their life journey better in terms of learnings, experiences and inspirations. That would improve quality of life. Secondly, individuals receive them better as they are drawn out of other individuals' lives. This would ensure more and better application. Thirdly, these individuals contribute more to their respective organizations in terms of bottom-line, performance, contribution, turnover of people, morale, loyalty, etc. Fourthly, better performing organizations would always make a better society.

In view of the above, management in and for individuals needs to make way for Management among Common Man which, as a concept needs to be developed, tested and practised in the days to come.

Management in Common Man

The present study, its analysis and findings have convinced the researcher to pursue further what started as a reflection of four decades of journey and experience with management as a student, teacher, researcher, trainer, practitioner, observer, policy maker, administrator, manager, thinker, reflector, innovator, and experimenter of management. At the end of the present study, it never remains as a mere reflection of experience but takes the shape of serious concept of management in common man.

To start with, Management in Common Man might consist of:

- Wide scope and application of all possible fields of society including business and industry
- Inclusive of organizational and non-organizational situations of management
- Increased emphasis on family, culture, traditions, credibility, wisdom, ethics, values, humaneness, etc. and reduced emphasis on formal ways and means such as process, technology, tools, techniques, objectivity, strategy, competition, impersonality, shareholders, performance obsession, organizational culture, climate, leadership, hierarchy, etc.
- Application of management for longer duration of life over a period of time rather , than short-term, yearly and medium term.
- Criticality of uniqueness of individuals and focus on life and living
- Applicable to all in society irrespective of caste, creed, income, education, designation, social class, geographical location, occupation, gender etc.
- The gravitational centre must be common individuals

An in-depth exploration needs to be done on various fronts in a consistent manner. In view of the wide agenda to be undertaken, WHY has to be addressed more vigorously than WHAT and HOW of Management in Common Man. The usage of common man instead of individuals has better communication because the terms 'common man or citizen' indicates the equity and inclusivity principles better.

While the present work has scratched the surface, there is a need to deepen the research to build a body of knowledge and its credibility around management in common man rather than management in business organizations. This cannot materialize in a short-term. It requires more and more exploration, testing, research, application, study material, courses, books, journal, case studies, etc. by individuals, institutions, and systems in a focused and consistent manner.

New era in Indian management

The so-called Management in Common Man is expected to bring about a new era in management in India by making it Indian Management.

They are not one and the same. The kind and type of management that is taught and practised in India with minor and marginal adaptations from their original thought process and model constitutes Management in India. This includes various questions raised in the prelude to the present study as well as the present-day subjects, syllabus, books, case studies, nomenclature of the courses, research, publications, training etc. Whereas the management that is built and developed on the civilizational wisdom of India could be called Indian Management. The starting point of this is the common man at the grassroots of Indian society; not the organizations that carry on business or otherwise.

Management in Common Man will usher in this new era of Indian management by incorporating the community knowledge and wisdom of common man in Indian society. Only individuals at the grassroots shall truly represent the real wisdom of age-old traditions and culture of India in addition to the current practices.

To sum up, management education and practices landscape in India is in for big transformation. Says Dr Subir Chowdhury, former director, Indian Institute of Management (IIM), Calcutta: "It's back to basics. If traditional values are transplanted to modern times, a new management style can develop as opposed to the Japanese and the American style."

India is one of the very few countries with the longest history of unbroken continuity of culture, tradition and ethos. Management is not something new to the Indians. Ancient India was one of the leading countries in the world in trade. They could not have done it without some home-grown management practices in place.

There is an urgent need to reduce, if not totally eliminate, the growing dissonance between what is taught in the name of management in class-rooms and the socio-economic realities in India.

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