



**South Asian Quality Assurance System
Association of Management
Development Institutions in South Asia**

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**Supplementary
Material - 2**

MASTER'S DEGREE IN MANAGEMENT
The South Asian Quest for Global Acceptance

PREAMBLE

The Association of Management Development Institutions in South Asia (AMDISA) was founded in 1988 basically to develop global perspectives on the quality of management education as well as to strengthen institutions which impart management education in South Asia. In 2003, AMDISA started the process to create a formal South Asian Quality System (SAQS) on the lines of EQUIS of the European Foundation for Management Development (EFMD) and in keeping with other transnational quality initiatives such as the US based Association to Advance Collegiate Schools of Business (AACSB). The endeavour has been to evolve basic standards for the Master's programmes to be delivered by Management Schools and to institutionalize high quality through SAQS accreditation.

South Asian Management Schools offer management education with a variety of titles, but at the same time conform to certain basic subjects, methodology and participative work. Some are titled as Master's in Business Administration (MBA) and some as Master's in Management Studies (MMS). Typically, outside the Indian university system, the Indian Institutes of Management call their two-year degrees Post Graduate Diplomas in Management. SAQS attempts to draw common parameters for these post graduate degrees and diplomas in order to encourage diversity, academic excellence and broad convergence. The AMDISA guidelines, which are incorporated below, are basically benchmarks for both Management Schools and regulatory agencies in South Asia. Having been evolved from the best practices in Europe and North America, these guidelines are a part of the process to encourage continuous improvement in the quality of management education.

Guidelines:

1. The MBA, as the name implies, is a post graduate degree at the Master's level. It must correspond to a minimum intellectual and academic standards for such degrees to be approved by the respective University Grants Commissions and/or other equivalent/relevant official bodies in the School's country.
2. Admission to MBA, MMS and PGDM programmes (herein after called by the generic title MBA) normally requires a first degree in any discipline. This requirement is seldom compromised, even for those with proven professional experience admitted to executive MBA programmes. There is a general trend to encourage post experience graduates to opt for MBA. A minimum of two to three years of professional experience is preferred in these programmes.
3. The normal MBA is of two years duration; however, of late, some Schools have condensed the time and are offering a one-year programme for those graduates who have two to three years of professional experience. There is a demand for MBA as a career accelerator, or as an enabler of career shift for young men and women with executive experience.

4. Until recently, MBA, as in the United States, was a generalized degree in business administration. However, of late, many Schools in response to the market demand have started offering specialized Masters Degree programmes in sectoral areas such as agriculture, forestry, energy, rural development, health, NGOs, cooperatives, and functional areas such as HR, Finance, and Marketing. Even in a specialized MBA, the core curriculum for the first year generally remains the same.
5. In other words, South Asian MBA can be a generalized degree as well as specialized one.
6. The MBA curriculum provides broad coverage of the main functional areas in management such as finance, marketing and sales, operations, information systems, law, human resource management, environment of business, besides business economics, quantitative analysis, and business policy and strategy. Beyond acquisition of knowledge and analytical applied and decision making skills, the curriculum is expected to promote personal development of students in such skill areas as team work, leadership, entrepreneurship, negotiation, communication, and presentation. All these are to be achieved through a combination of core and elective courses, project work, exercises, internships, and workshops. Even in generalised MBA every student has to identify one or more major areas of study which are pursued through electives and project work in the second year.
7. The MBA requires a minimum duration of two academic years of full time study, three years of part time study, or one year programme for those who have two to three years of work/professional experience, and are willing to undergo a programme which does not compromise on the curriculum.
8. The two-year MBA requires about 1300 contact hours spread over four semesters of classroom study excluding personal study, besides internship/project work with industry for at least six weeks.
9. The MBA programme is intellectually demanding. It requires a substantial personal investment in terms of commitment and effort.
10. Admission to MBA programme is expected to be through a rigorous written and verbal process of selection including a global test, in order to ensure that only qualified participants with the desired aptitude are admitted for the degree.
11. All students of MBA programme are expected to be rigorously assessed through examinations and presentations to ensure that the relevant objectives are met. Schools are encouraged to have continuous evaluation, letter grading, and evaluation which enables them to weed out those students who do not measure up to overall expectations. While most South Asian universities are moving to semester and internal assessment systems, many still have systems of annual exams and external examiners. In either case, the system must ensure that learning objectives are met in keeping with Master's degree standards.

Implementation:

The above guidelines evolved by SAQS are not obligatory. However, the national organisations of Management Schools are expected to promote them as minimum standards.

The Association of Indian Management Schools (AIMS), Association of Management Development Institutions of Bangladesh (AMDIB), Association of Sri Lankan Institutes of Management (ASLIM), Association of Management Development Institutions of Nepal (AMDIN), Association of Management Development Institutions of Pakistan (AMDIP) and Education Ministries in Governments of Maldives and Bhutan, are the national focal points with whose cooperation AMDISA works for on-going and continuous improvement of academic standards in South Asia.