

ABSTRACT

Business institutes are increasingly being questioned about the value of business education programs, especially MBA, within the vicinity of business and non-business community organizations. Previously, business institutes were considered as prestigious education institutions during and after 1960s, when changes were applied in accordance to the recommendation by *Ford Foundation* and *Carnegie Corporation*. However, the frequency of changes made since then is not matching the need of present times. Thus, many authors criticize and call business institutes lost at a cross roads. This issue has triggered this study to evaluate MBA program in Hyderabad, Pakistan and explore potentials for change – redesign the MBA program.

The study reviews different innovations in MBA program in top business institutes and found MBA case-method approach as effective tool for developing graduates' managerial and leadership skills. The study then explores factors strengthening and weakening the application of case method MBA program in Hyderabad. Informants in this research are deans, chairmen, faculty members and administrators in five different business institutes in Hyderabad. Factors explored (30 in total) are segmented in SWOT analysis format and the researcher has used SPSS (MANOVA analysis) to reach a decision: D1 (redesign MBA *now*); D2 (redesign MBA *later*); D3 (redesign MBA *never*).

There are four strengths, seventeen weaknesses, four opportunities and five threats influencing the application of case method MBA program in Hyderabad. Therefore, looking at growing strengths and opportunities against existing weaknesses and threats, this research has found that business institutes in Hyderabad should offer case method MBA program *later*. Business institutes in Hyderabad are in need of local case-studies and relevant literature. In addition, business institutes propose to control the admission process and limit the admission for students having prior business education background and business exposure.