CHAPTER – 1

1. Introduction

I have the immense pleasure and pride in submitting this thesis, an another milestone to reach after a long service career, including 28 years in the army and 10 years with the Maharashtra Academy of Engineering and Educational Research’s (MAEER’S) Maharashtra Institute of Technology (MIT) group of institutions, Pune, which I had joined in the year 1997 after taking premature retirement from the service. I would like to briefly mention about my service experience before I write what made me do Ph D in Management.

My service tenure in the army, the major part of which I spent with the Judge Advocate General’s Department, my prestigious appointments and the places of postings through the entire length and breadth of the country, provided me a wide-ranging experience of working in the Government and Non-Government Organizations (NGOs), besides the opportunities to closely interact with a number of senior military officers, bureaucrats Judicial officers and many other people of repute and recognition.

My long academic tenure of 10 years, including over 7 years, as Director of the MIT School of Management (MITSOM), Pune, provided me the opportunities to attend various forums like Conferences, Meetings, Seminars, Workshops and lectures and share / interact with the renowned intellectuals, academicians, Management experts / Consultants, Corporate / HR Heads and other business professionals, apart from a large number of faculty and students, on various issues of the academic interest, specially the Management Education and Training.

This, in addition to my teaching and training assignments at MITSOM, provided me a discerning experience of disparity between what is being offered to management students in Pune, in terms of the academic input, skills set and practical work experience, and what ought to be taught and practiced, keeping in mind the interest of the nation and society, at large, and the needs of business organizations / industries;
which the students with MBA / Post Graduate degrees and Diplomas in management, join as management trainees to become Managers, Administrators and Leaders.

On the issue of Management and leadership, Harvard Business School Professor, John P. Kotter writes, “both are different but complimentary to each other and in the changing world; one can not function without the other. He contrasts the primary task of Managers and leaders and says that the former promote stability and deal with complexities, while the latter press for changes; but only organizations that embrace both sides of that contradiction can thrive and succeed in today’s complex, competitive and volatile business environment.

He adds that fast technological changes, greater international competition, the deregulation of markets, overcapacity in capital-intensive industries, an unstable oil cartel, and the changing demographics of the work-force, are among the many factors that have contributed to this shift. What was done yesterday, or doing it 5% better, is no longer a formula for success and major changes are more and more necessary to survive and compete effectively in the new environment.

In today’s business context, therefore, Management Education and Training demands a diagnostic approach to understand the differences between what management institutes in Pune are doing and what is required to be done to create professional managers and leaders of tomorrow. It is this juxtaposition of the two contrasting views, which motivated me to undertake the challenging assignment of developing new Instructional Models, with emphasis on the course curriculum and the teaching methodology, through my research study, to make the Management Education and Training relevant and meaningful.

The term “Management” per se, is not limited to a specific area or field of education and by implication, it has a wide connotation. The concepts, principles and practices of management are as old as the human origin, but for its formalization. However, socio-economic, political, scientific and technological developments have brought in phenomenal changes in their applications, especially in the corporate sector. Some of
the factors which govern global businesses are quality product and services, effective delivery system and the customer’s satisfaction.

The management graduates and postgraduates join business organizations, as professional managers, to manage, promote and sale their product and services. Therefore, Contemporary professional knowledge, skills and experiences assume greater importance.

If we critically analyze the relationship between the task of business schools and that of business organizations, then we find an uncanny similarity between them; for the former mould the raw material (the students) by adding values and converting them into finished products (Potential management trainees), which the latter buy as customers (Recruiters). These finished products have to compete with a host of me-too products to delight the customers, i.e. the recruiters. Here arises the question of deferential hallmarks. The value addition to students takes place by way of enhancing professional knowledge, experience and honing their skills, such as, analytical skill, presentation skill, communication skill and managerial skill, leadership qualities etc, and finally developing their overall personality.

To provide added values to the Management students and make them distinguishable from the others, a management institute has to be equipped with certain core competencies, vis-à-vis, the quality of Course Curriculum, including Co-curricular and Extra-curricular activities, Selection process of students, Teaching faculty, Teaching methodologies, Teaching aids and Infrastructures (Library, Computer facility, Class rooms with white / black boards, OHP, LCD and audio-visual equipments, Seminar hall, Auditorium and Gymnasium etc), Evaluation system, Industry-interface, Placement, Research, Management development and Consultancy; which relate to the main functional areas of any management institute.

The management institutes, which do not have these core competencies, are merely like the teaching shops with outdated and irrelevant inputs to students. In this context, it is worth mentioning what Mr. Narayan Murthy had once remarked, “Unfortunately, many institutions in India are not able to attract and retain high quality faculty. Also lack of market orientation has resulted in colleges focusing on out-dated
curriculum and rote learning. Consequently, a large portion of our educational institutes produce graduates and post graduates, who are ill-equipped to relate their learning with the outside world. India today has over 5.3 millions unemployed university graduates, even as Indian industries face shortages of skilled labour\textsuperscript{1}.

The existing instructional models of the Management Education and Training in the city of Pune are mainly based on the structured syllabi and conventional methods / practices of teaching and training, which continue to remain unchanged. In addition, the regulatory provisions of the AICTE, DTE and University of Pune, do not provide much freedom and the liberty to the management / heads of the institutes to make the necessary changes. It thus causes a big gap between what the industries need today and what is being offered by the management institutes in terms of the academic input, skills and the work experience to management students. It is this wide gap due to which, there is mismatching between the demand and supply ratio of the management trainees, notwithstanding the fact that there is a large number of the management institutes to produce the potential management trainees and the industries with a host of job opportunities in and around the city of Pune.

I have made my honest efforts to collect reliable and cogent data / information to complete this Descriptive-Analytical-Empirical type of research thesis. I am sure, the readers will find it comprehensive enough to understand the existing gap between what management institutes are offering and the requirement of need-based new “Instructional Models” for teaching and training of the potential management students to meet the Corporate’s future requirements of Professional Managers at the Entry point.

2. Definitions

After critically examining some of the definitions / terms, which are required to be used in this thesis, I found that some of them do not fully cover the substance and purport of what is expected due to the changes in business scenario and development of
technology. I have, therefore, adopted to define / redefine some of them on my own and / or choose the better ones, as can be seen from the succeeding sub-paragraphs. The definitions not having any mention of the authors are given by me.

a) **Education:**

“Education is the mother to give internal happiness and satisfaction”, said Albert Einstein. It is the one which someone remembers even after he has forgotten the classroom lessons of the schools and colleges of academic life. Education involves not only the process of learning but unlearning too, for the knowledge which contributes towards bringing unhappiness, miseries, violence or any kind of human sufferings, needs to be shed away forever. However, education is not the exclusive domain of human being but of all the species on this mother earth. The difference lies in the degree of understanding based on the intellect provided by the nature.

Education is related to the body, brain and beyond, i.e. consciousness; though in common parlance, one assumes it concerning to the first two only. There is a saying, “a healthy body has a healthy mind.” Therefore, education to keep a healthy body and mind is the first step that the parent of a child takes before education of the world that subsequently follows at primary, secondary, higher secondary and higher level of education in the areas of Art, Science, Commerce, Engineering, Management and Technology etc.

In my opinion, **“Education is the knowledge of self, the family, the society, the nature and the universe, at large”**. Knowledge is limitless, but it may also be empirical or testimonial.

b) **Training:**

Training has assumed significant importance in the world of business, especially during last two decades or so. Having recognized the role of training in enhancing productivity and improving organizational functioning, many public sector undertakings and business houses have established their own in-house training centers for their employees. At the macro level, training has become a part of the over all national
strategy for HRD and manpower planning, which contributes towards economic and social progress of the country.

In present context, training is better recognized in business organizations as it helps in updating competencies of staff, optimizing their performance and enhancing of productivity. Even in NGOs, where-in the people are driven by the spirit of service, there is an increasing demand for the role training which can improve the quality of services. To attract big commercial organizations, training is often organized in five star facilities. The maxim seems to be “higher the fees and sophistication of training facilities, more prestigious and sought after program”.

At the same time, there are skeptics who offer an adverse view of it and say that financial resources consumed by a large number of training programs could be used for more productive and useful activities. They also assert that training is often not in conformity to ground realities and practices and deals with certain crucial issues in a superficial and impractical manner.

There is also a view that the persons, who need training, do not get an opportunity, and conversely, sometimes people are nominated without any interest just to fill up the vacancies of training programs. In certain cases, participants join such programs just to get rid of their monotonous job role. In all these cases training suffers. In some business organizations, training has become more of an image-building exercise rather than getting actual value of it. While some are conducting training programs in a professional manner, others do it as a fast-track opportunity to make a mega-buck.

In certain cases, ideas and ready-made curricula are imported from the developed world and planted directly into developing countries without much relevance. Since funds for training, especially in area of social development, are available through international agencies and donors, training has become a commercial or profit-making activity for many training agencies and individuals.
In my reckoning, “Training is the practical application of knowledge, which provides the requisite experience, skills and the ability to produce the desired results. It may also be called as a man-made module for providing practical experience, skills and the ability, which is required to meet specific needs and standards.”

The difference between the knowledge and the training is that the former relates to the theory and the later to the practice. No aims and objectives may, however, be accomplished without combination of the both.

c) Management Education:

i) Management education deals with the art and science of directing and controlling or handling any organization, especially under resource constraints situations, be it business, industry, public system or government. Such an education not only covers a thorough understanding of Behavioral sciences, Human Resource Development, Financing, Marketing, Operations and Information System, but also calls for adequate grasp of the National and Global Economics, Politics, Sociology, Legal Framework, Technological trends and Natural Environment in which the organization has to function and prosper through the formulation of effective strategies.

ii) In my opinion, “Management education deals with the management of human, capital and material resources to get maximum output with minimum investment and achieve the goals / objectives set in any organization or enterprise”.

d) Educational and Training Institutes:

Educational institutes are the schools, colleges and universities, which impart knowledge of multi-disciplinary subjects, like Art, Science, Commerce, Management Sciences, Engineering, Technology, Medical Sciences and others, starting from the primary level to higher level of learning.
The training institutes are the work places where practical training of what is learnt in theory is given, to harness and hone the skills and gain hands-on-experience in any profession to achieve some specific needs and standards.

e) **Instructional Models:**

Instructional models may be called as the frame work of education and training, which help students acquire sound professional knowledge, skills, and experience to develop their overall personality.

f) **Entry Point:**

Entry point is the time and place at which a management student, having post graduate degree / diploma in business administration / management, is initially recruited as management trainee and subsequently serves as professional manager or administrator in any business organization.

g) **Premier Institutes:**

For the purpose of my research I define Premier institutes as those, having students from all over India through a Common Selection Process.

h) **B + Grade Institutes:**

B+ grade institutes are those which have a strong regional base and marginal base at national level.

i) **Non-premier Institutes:**

Non-premier institutes are those having a strong base of local students.
j) Students:

An individual, who is desirous of acquiring knowledge, skills and experience of any kind and studying on part-time / full-time basis, is a student.

k) Faculty:

Faculty includes all full and part time members of a particular profession, who are responsible for teaching, training and overall development of students.

l) Industry:

According to Franklin E. Folts, an industry is defined as a place where the means of production namely, plant and equipment, labour and management, are utilized to convert raw materials into products, which have greater values in use than the original raw materials. However, in my opinion, “an industry is a work place, where the means of production namely, men, money, material and plant / equipments, are utilized to convert raw material and minds into finished product and services with greater values for the end-users / consumers”.

m) Medium Industry:

A medium scale industry has 200-1000 employees and with investment in plant and machinery from 1 crore to 10 crores.

n) Large Scale Industry:

Factories with 1000 or more workers and supervisory staff, which are regulated by the factory Act and other Acts of the respective states, governing employment and management, are known as large-scale industry.

o) Trade:
i) Trade is commercial exchange (buying and selling in domestic or international markets) of goods and services.\textsuperscript{7}

ii) Trade is exchange of goods, funds, services or information with value to the parties involved. This value is either previously agreed or established during business.

iii) Trade centers on the exchange of goods and / or services. Exchanges may take place between two parties (bilateral trade) or amongst more than two parties (multilateral trade). In its original form, trade necessarily used barter and the exchange of goods and services and recognized equal value desirable to both parties. Modern traders generally negotiate through the use of a medium of exchange, i.e. money, and rarely through barter; as a result one can separate buying and earning from selling.\textsuperscript{8}

Although, all three definitions of trade are akin to each other, for the purpose of my thesis, I prefer the one given in sub Para (iii) above, as it has a wide connotation.

p) Commerce:

i) Dictionary meaning of the term “Commerce” is buying and selling of goods, especially on a large scale, as between cities of nations. It also defines commerce as intellectual exchange or social interaction.

ii) Commerce is the exchange of something of value between two entities. That "something" may be goods, services, information, money, or anything else the two entities consider to have value. Commerce is the central mechanism from which capitalism is derived. The process of transforming something into a commercial activity is called commercialization.\textsuperscript{9}

Between the above two definitions, I consider the one given in sub Para (ii) above better than the other for reasons of a comprehensive interpretation.

q) E–Commerce:
i) Electronic commerce implies conducting of business communication and transactions over networks and through computers. Specifically, e-commerce is the buying and selling of goods and services, and the transfer of funds, through digital communications.  

ii) It is also known as Internet facilitated commerce, using electronic means for promoting; selling, distributing, and servicing products.

For the purpose of my research, I consider the definition given in sub Para (i) above better, for having a broader perspective.

3. India and the National Policy on Education

India is a home for 17% of the world’s total population, spread in 2.4% of the world’s total land area, thus ranking 2nd in population and 7th in the landmass of the world. 26.1% of the Indian population is still below the poverty line and the overall literacy rate is 65.38 (75.85% male and 54.16% female). The highest literacy is in Kerala (90.92%). Amongst 2820 languages world over, 325 languages are effectively used in India alone. Local dialect changes after every 8-10 kms. During 2001-2002, India spent 4.02% of the GDP on education but still 44% of adult population remains illiterate.

The national policy on education is mainly based on the fundamental Rights and Directive principles of State Policy enunciated in Articles 29 (2), 45 & 46 of the Indian Constitution, which provide right of admission into any educational institutions, free and compulsory education for all children up-to 14 years of age and special care of economic and educational interest of the underprivileged; specially SC and ST. Free and compulsory education for children falling within age group of 6 to 14 years was guaranteed as fundamental rights by virtue of 86th Constitutional Amendment in 2002.

Though education falls in the concurrent list of the constitution, the state Govt. plays major role in the development of education, particularly at primary and secondary level of education. Based on the requirement of national development and the priority set for education, it was for the first time that in 1968, the Govt. passed a
resolution for national policy on education (NPE) to lay emphasis on quality improvement, planned and equitable expansion of educational facilities and girl’s education.

In 1986, NPE was formulated with a comprehensive framework for development of education by end of the century. As per Para 2 of NPE-1986, a goal is set to invest 6% of the national income on education as early as possible. NPE-1986 was further updated in 1992 with a plan of action (POA), assigning specific responsibilities for organizing, implementing and financing its proposals.13

3.1 Number of Educational Institutions, Students, Stages and Types of Education.

There are 888 thousands educational institutes in India with an enrolment of about 179 millions students. Elementary education system is the second largest in the world with 149.4 millions children (82%) between 6-14 years of age group and 2.9 millions teachers.

There are four broad stages of education, vis-à-vis, Elementary / Primary education, Secondary education, higher secondary education and Higher education. As far as type of education is concerned, it includes Adult education, Technical education and vocational education.

The Technical Education, Medical Education and Universities, which are subject to provisions of entries 63, 64, 65 and 66 of list I, fall within the ambit of list III of the concurrent list of the union and the states.14

3.2 Primary / Elementary, Middle, Secondary and Higher Secondary Education.

The Primary education consists of classes I to V, Middle V to VIII, Secondary VIII to X and the Higher Secondary classes are from XI to XII (10+2), which, in some states, are attached to university and colleges. Though a uniform structure of education i.e. 10+2...
system has been adopted by all the states and union territories of India, variations are found with regard to age for admission in various classes, number of classes at primary, secondary and higher secondary level, medium of instruction, public examinations, number of working days, academic sessions, vacation period and compulsory education etc. from state to state. Unfortunately, the latest UNESCO survey data released shows that India is at the bottom of the list of developing and developed countries, with mere spending of $ 7.2 per student; which is just above China spending $6.1 per student. The budget for 2007-2008 is likely to bring down the estimated amount for primary education from Rs. 17,128 crore to Rs 16026 crores.

3.3 Higher Educations

India has one of the largest higher education systems in the world with 305 Universities / Deemed Universities, 10,000 colleges, 3.5 lakh teachers and 89 lakh students, including 2 million students enrolled in the various distant learning programs offered by several universities. However, only 6% students go for masters programs and 1.5% for research.15

Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and 16 established central universities. Similarly, state Governments are also responsible for establishment and maintenance of state universities and colleges. Higher education is on the concurrent list of the union and the states, subject to Entry 66 of the union list I of the constitution of India, which provides exclusive legislative power to the central Government for co-ordination and determination of standards in institutions for higher education.

The degrees specified and recognized by the UGC, which are awarded at graduate and post graduate level are, Art, Science, Commerce, Agriculture, Engineering, Architecture, Statistics, Medicine, Law, Physical education Music, Nursing, Surgery, Literature, Pharmacy, Training, Technology, Telecom Engineering, Veterinary Science & Animal Husbandry, Lib Science, Business Administration, Business Management, Computer Application, Journalism. The duration for graduation ranges from 3 - 5 years, depending upon the subject; but for Masters Program it is only for two years. However,
Ph D degree in certain subjects is awarded on the basis of thesis submitted by the candidates for whom the normal duration is 2 to 5 years.\textsuperscript{16}

Unfortunately, we are still lagging behind in higher education in comparison to our Asian counterparts, despite an expected 150 percent increase in proposed allocation of central fund for the year 2007-2008 (Rs 6354 crore) in relation to the year 2006-2007 (Rs 2550.50 crore). Today, public spending on higher education per student is Rs 18000/ ($400) and is expected to rise by Rs 45000/ ($1000), as against US spending $9629, UK $8502 and Japan $4830 per student. Previously released UNESCO data showed that at $400, India had the lowest public expenditure on higher education per student amongst developing and developed countries. Among Brazil, Russia, India and China, India is listed at the bottom of the pyramid. Even Malaysia, which is another developing country, spends at $11790 per student.\textsuperscript{17}

3.4 Adult Education

Eradication of illiteracy has been one of the major national concerns of the Govt. of India since independence. During the 1\textsuperscript{st} five-year plan, the program of social education, inclusive of literacy, was introduced as part of the community development program in 1952. New implementation machinery comprising of male and female organizers at grass root level, comprehensive training support, rural libraries, Janta colleges, youth clubs, Mahila mandals, Folk schools and varieties of skill oriented adult education programs to rural youth were encouraged all over the country. Besides, rural institutes and National Fundamental Education Centre, to provide high-level training facilities and researches related to adult education, were also established.

Despite these varied initiatives, the programs for adult literacy did not make much headway. Community Development Programs got weakened and subsequently abandoned. This gave rise to Kothari Commission (1964-66), which emphasized the importance of spreading literacy as fast as possible, and suggested certain measures. The resolution on NPE 1968 endorsed the recommendations of the education commission. The central Advisory Board of Education also lent strong support to non-formal education program for adults with emphasis on functionality.
dimension. Functional Literacy for adult women (FLAW) also started in 1975-76. The NPE (1986) has given an unqualified priority for eradication of illiteracy, particularly among women belonging to SC & ST in rural areas.

Till Nov 2002, 587 Districts out of 600 in the country have already been covered under total literacy campaign of which 202 Districts have entered the post literacy phase and 187 in the continuing education phase. The National Literacy Mission (NLM) had set its goal to attain full literacy i.e. a sustained threshold literacy rate of 75% for 15-35 years of age group by 2005. NLM has also taken measures to strengthen its partnership with NGOs to promote adult education. The Directorate of Adult education, a subordinate office of the Department of elementary education and literacy, has been entrusted with the task of monitoring and evaluating various literacy programs being launched under the aegis of NLM.

3.5 Technical Education

The 19th century has witnessed the birth of many branches of Engineering and Technology in addition to the civil and mechanical. The technical education is broadly related to MBA / PGDBM, MCA, Engineering, Architecture, Planning, and Pharmacy programs. Primarily, technical education is provided at Post-Matriculation level, Graduate level and Post Graduate level.

At post-matriculation, diploma level courses for training of middle level manpower needed for wide range of professional duties for application of knowledge in the field of Operation, Production & Construction, Testing & Development etc. are offered in 291 polytechnics with an annual enrolment capacity of about 50000 students. They offer verities of specialization in Engineering, Technology and a few non-technical fields for a duration ranging 3-4 years.

At graduate level, courses are being offered to professional Engineers and Technologists in 141 Engineering colleges, which have an intake capacity of 25000 per annum with 4 years of duration.

Post Graduate courses in Engineering and technology, which include research and development activities, are offered in 65 institutions with annual intake capacity of
about 2,000. These courses lead to Master’s degree with two years duration and also with provisions for three years part time for those who are in the Service.18

3.6 Vocational Education

Vocational education program was started in 1976-77 under program of vocationalization of Higher Secondary education. Schools are offering a variety of vocational courses of two years duration in the area of Agriculture, Business & Commerce, Engineering & Technology, Home Science, Health & Paramedical and Humanities.

The program aims to provide skills through production and service-oriented courses to reduce the mismatch between skills acquired by students with those required by the employer / market; thereby reducing the aimless pursuit of Higher Education. It also helps in developing entrepreneurial spirit, motivation and competencies needed to organize and run an entrepreneurial venture.

In a much broader sense, vocational education covers education and skill development at all levels from post primary to tertiary education, both through formal and non-formal programs.

3.7 The objectives of Vocational Education:

a) To fulfill the national goals of development and removal of unemployment and destitution.
b) To impart education relevant to productivity, economic development and individual prosperity.
c) To meet the needs of skilled and middle level manpower for the growing sectors of economy.
d) To attract a sizable segment of population to varied vocational courses, so as to reduce the rush to general education.
e) To prepare students for self-reliance and gainful employment.
The adoption of NPE and its program of action (1986-revised in 1992) and centrally sponsored scheme (CSS) on vocationalisation of secondary education (1998), have led to the nation wide coverage of Vocational Education Program.

Technical and vocational education at both, national and state level is designed and administered by a number of ministerial and advisory bodies. The major bodies involved in policy formulation are, the AICTE for upper and post secondary technical and engineering education, the NCERT, which is especially involved in the vocationalisation of general education and curriculum co-ordination with training institutes, which are run by the third major body i.e. National Council for Training in Vocational Trades (NCTVT) under the Ministry of Labour.

4. Industrial Training

All industrial training institutes run under NCTVT, which was set up in 1956, are responsible for coordinating the training programs in the country, bringing about uniformity of standards and awarding certificates of proficiency in craftsmanship on an all India basis.

The objective of the council is to function as a central agency to advise the Government of India in framing the training policy and coordinating vocational training throughout India. It has been entrusted with the responsibility of prescribing standards and curricula for craftsmen training, conducting all India trade tests and awarding National Trade Certificates.
5. Role of All India Council of Technical Education (AICTE)

Education in India, particularly Higher Education has expanded enormously in the post independent period. A large number of Universities and Colleges, as mentioned in Para 3.3 above, and several recognized research institutes under the umbrella of UGC, are providing higher education. Some of them offer unitary discipline and others multidiscipline. Technical education being an important adjunct to economic development, the number of technical institutions has risen considerably in the recent past.

AICTE has been established under AICTE Act 1987 with a view to proper planning and coordinated development of the technical education system throughout the country. It aims to provide quality education for which certain norms and standards are set forth under the Act. AICTE thus plays important role of planning, coordinating and implementing those norms and standards to achieve the desired results.20

6. WTO and Government of India

The World Trade Organization (WTO), which replaced the erstwhile GATT, is one of the most important multilateral economic institutions in the world. It came into effect from 1st January 1995 and it is presently having 136 members of which India is one of the active members. The major activities of WTO covers three main areas, namely, trade in goods, trade in services and trade related investments. It is mandated to restore considerable liberalization of trade in goods as well as services globally.

At present, 27 billion dollars worth higher education is exported by USA, UK and Australia to Asia and Pacific region. 37 billion dollars trade in tertiary education has been projected by these countries for future. Most of the courses offered by these countries are for Hospitality Services, Management, Medical Sciences and Information Technology. Sometime, they conduct concurrent degree programs, i.e. two degrees within the same period. The largest numbers of Universities advertising for education are, from UK, followed by Australia, Canada and Austria. Some of the
foreign universities offer programs through distant learning modes like print, computers, television and electronic media, which is called virtual university.

6.1 Impact of WTO on Indian Education

The WTO agreement on globalizing education will release the winds of change in the educational scenario of India leaving only two options- let the winds sweep us off our feet or be pro-active and make an action plan to ride the winds successfully. It aims at creating an International environment that enables free flow of goods and services. It has included education in the list of services. International arrangements in trade, commodities and services are assuming greater importance.

India being one of the active member countries of the WTO and education being reclassified as one of the service industries, higher education has to open the gate for foreign Universities and colleges, which may be called as Internationalization of Higher education. Educational programs between the two countries may be conducted through Establishments, Alliance and Collaborations. It is also conversely true that Indian Universities and Colleges can go in for similar educational programs in the foreign lands and gain international recognition and strength.

Alliance and collaborative educational programs are already being conducted by some of the Indian and foreign institutions. For setting up of the campuses, however, the Foreign Education Provider (Regulatory) Bill is underway to get the approval of the cabinet, which is likely to come soon. Under these circumstances, the innovative and flexible educational programs are the needs of the hour and unlike institutions which are governed by regulatory bodies, the Non Government Organizations (NGOs) and private education suppliers will have the edge over the public education suppliers, due to unequal rule of the game, and autonomous institutions will be known for excellence in education.

As per a study carried out at Cato Institute, USA, Hong Kong ranks 1st, Singapore 2nd, Japan 24th and India 73rd out of 123 economically free nations of the world. Though the share of agriculture in GDP is 26%, as of now, and it caters for 65% employment of the total workforce in the country, the money spent on agricultural research is only 0.3% as against U.S.A. spending 2.8% and Australia 4% of the annual budget. The positioning of some of the agricultural products / live stock, which richly contribute towards the growth of the GDP is given below.²²

a) India is No 1 milk producer in the world (72 million tones per year)
b) It is the largest producer of Banana (26%), Mango (42%), Pulse (27%), Tea (29%) and Coconut in the world.
c) It is 2nd largest producer of vegetables, 4th largest producer of rubber and 6th largest producer of fish in the world
d) It has a share of 10% in world food crops.
e) Its live stock sector contributes 4.8 to 6.5 % to the total GDP.

As regard the industrial revolution, it was well underway in USA and other western countries in early forties. However, in India, due to the policy of controlled economy, we could not make any headway for Industrial growth until 1991, when the Government of India adopted a liberal approach and decided for being a global player. The economic growth initiated in the country in 1991 brought about a paradigm shift in the approach to economic growth, industrialization and income distribution.

A number of control regimes were dismantled in the areas of industrial policy, taxation, export–import and foreign investment. De-licensing of industry, de-reservation of the public sectors, easing of competitive controls, reduction of import tariffs, deregulation of interest rates and opening of capital markets were among the reforms undertaken to encourage investment and capital formation. It
is only after adoption of the policies of liberalization and the effect of globalization that the industrial growth picked up the momentum and the country today is foreseen as the emerging superpower of the 21st Century. Black-stone Group recently elevated India to one of its key strategic hubs in Asia and in the Year 2005, it hired several consulting firms, including McKinsey & Co. and looked at investing in various emerging markets. It chose India as the place to set up its next in-country office and intends to invest $ 1 billion in local companies.23

However, the major expansion and development has taken place in the IT sector and service sector. In the IT Sector, there has been a tremendous growth because every Industry has understood the importance of e-commerce, networking and online service provider. Software exports of IT in 2000 were $ 6.2 billions, as compared to Chinese of $ 600 millions. BPO is the latest trend which has spread all over the world, especially in India and the city of Pune for obvious reason of the availability of the manpower resources at low cost, as compared to USA and other western countries.

In the service sector, Education, Travel and Tourism, Health and Insurance, Entertainment, Telecommunication, News and Media, Portfolio, Pilgrims, Alliance and Financial services are the key areas, which cater for 65 percent of the global business. The services portion of India has increased the GDP from 40.6% in 1990 to 50.8% in 2003, accounting for 62% of the cumulative increase in GDP. Stephen Roach, the chief economist of Morgan Stanley declared. It is expected that India’s service sector will be matching to developed nations by 2010, as predicted by IMF. The impetus that services have given to India’s growth has been impressive.24

In the manufacturing sector, more emphasis is on agricultural machinery, mining and other heavy equipments, hardware and fastener, wire and cables manufacturing and of-course much more growth in manufacturing of automobiles. Since Indian consumers are extremely price conscious, there is a stagnation and decline at present in share of GDP in manufacturing sector, especially because global companies have entered our market. A recent survey shows that out of 116 manufacturing sectors, 65 sectors have shown growth up-to 10%, another 15%
grew between 10 & 20% and 6 leaping more than 20%. However, Indian industry looks for 25% growth in T.V. and Computer production.\(^{25}\)

As regard trades, India is trailing behind China, which is world’s 10\(^{th}\) largest trading nation. In 2000, China international trade was over $ 470 billions, which were five times more than India.

The new president of Confederation of Indian Industry (CII), Sanjiv Goenka, recently emphasized for infrastructural development and regulatory reforms, as these are crucial for India to achieve higher growth. The renewed approach of the Govt. of India for job reservation for SC & ST in private sector due to disinvestment by the Govt. in public sector and a need for social justice, is giving a nightmarish experience to Indian businessmen. A quota system for employment in private sector is likely to be introduced by the present Govt., expecting India to sustain 8.2% GDP growth in the next 3 years.

Asian Development Bank (ADB), in its Country Specific Strategy and Program (CSP) update, has acknowledged that India is one of the fastest growing economies. It has suggested for highest priority to infrastructure, supported by social development, good governance and special attention to agriculture and rural development, so as to have immediate impact on poverty reduction.\(^{26}\)

As per the Economic Indicators, Maharashtra ranks 1\(^{st}\) amongst major states in terms of state domestic product and accounts for 15 % of the national income. Per capita income of Rs.23849/- is 60% higher than national average. The state has strongest HRD infrastructures in terms of educational institutions i.e. 301 Engineering Degree / Diploma Colleges, 616 ITIs with turn out of 1, 60,000 technocrats every year.

The trade and commerce policy of Maharashtra 1995 aimed at empowering people at all levels with special focus on infrastructure development with private section participation. A comprehensive policy on information technology was announced in 1998, keeping in view the importance of IT sector for employment generation and its
implications on Industry and Trade, the Financial Sector, Media and Entertainment, Health Education and Research.

The objective of Maharashtra Industrial policy 2001 is to further accelerate the flow of investment in Industry, Infrastructure, promoting IT, High technology, Knowledge Based and Bio-Tech Industries, augmenting exports from Industrial units in the state and creating large scale employment opportunities, duly ensuring environmental planning. As per Mr. Sushil Kumar Shinde, the Ex Chief Minister of Maharashtra, between Aug 1991 to Feb 2003, Maharashtra had received 3000 FDI approvals and 50000 Crores investments.27

7.1 Growth of Industry, Trade and Commerce in Pune

Pune City is the Divisional Head Quarters of Pune Division, which comprises of four districts, vis-à-vis Pune, Satara, Solapur and Kolhapur. In the year 1867, Khadkwasala Dam was constructed for supplying water to Pune City and cantonment. In 1869, the Govt. set up defense factories near Pune, starting with the ammunition factory in Khadki. During first and second world war considerable expansion took place in this factory and in 1940 the High Explosive Factory at Khadki went into production.

The change in Industrial production was initiated with the establishment of Messrs Kirloskar Oil Engines Ltd. at Khadki in 1946 and this factory gave an impetus to the setting-up of a number of small-scale units serving as feeders to the large-scale units. After 1951, realizing the changing times, Pune responded to the challenges of achieving rapid economic development and made noteworthy progress in the industrial sphere during next two decades.

The establishment of important institution like National Defense Academy, the National Chemical Laboratory and University of Pune, a number of Defense establishments and Central Water & Power Research Station in and around Pune contributed greatly to the importance of the industrial base of the city. Subsequently, a few more large scale factories, like Ruston & Hornsby, Premier Automobiles (Machine Tool Division) Engineering, Buckau Wolf, K.S.B. Pumps, Bajaj Auto, TELCO and Hindustan
Antibiotics were established. The setting up of these manufacturing units encouraged considerable industrial development near about these factories in the Bombay–Pune railroad corridor in Pimpri Chinchwad area. This growth was further accelerated mainly because of the proximity and easy accessibility of this area to Bombay and also owing to restrictions imposed by the State Government on the industrial expansion in Greater Bombay. The other factors such as salubrious climate, availability of skilled personnel, necessary infrastructural facilities such as water, power, transport etc. also played a major role in attracting industries to Pune. The establishment of Hadapsar Industrial Estate in 1956 by Pune Municipal Corporation and the exemption of octroi duty on the raw materials and the machinery of the units located in the state also attracted a few new industries to Pune. In 1962 the boundaries of the Pune Municipal Corporation were further extended to include certain new areas.

In 1969, the Maharashtra Industrial Development Corporation (MIDC) undertook development of a large industrial area of 4000 acres at Bhosari in the Pimpri Chinchwad Industrial Complex. A large number of industries, both large scale and small scale, were already established in the area and the development of this area by the MIDC further helped the process of industrialization in Pune. Today, Pimpri–Chinchwad–Bhosari Industrial Complex is one of the largest industrial complexes in the state. As a result, there are more than 7000 units, both large and small scale, located in and around the city of Pune, where once cattle grazed ad farmers chatted under the cool shade of banyan trees.

The new areas where industries have come up include Khadki, Pimpri, Chinchwad, Bhosari, Kothrud, Hadapsar, loni, Mundwa, Yerawada, both sides of Pune–Nagar Road, Karve Road, Satara Road, near Railway Station, Shankesheth Road and Gultekadi areas. The industrial areas around Pune include Bhor, Lonawala, Talegaon, Sasawad, Pinangut, Sanaswadi and Chakan, Jejuri, Ranjangaon and Walchandnagar. During night-time, they provide a spectacle of lights with well-lighted factories and their neon-signed hoardings with modern architectural designs displayed prominently.
7.2 Pune as nucleus city of industrial expansion

The fortes of Pune’s industrial sector are its engineering and automobile industries. The industrial output of the Pune region includes products like pharmaceuticals, biscuits and chocolates, electrical appliances, electronic instruments, diesel engines, electrical fans, machine tools, air compressors, chemicals, dye-stuff, sugar machinery, scooters, cars, trucks, tempos, trailers, paper, paper boards, cables, rubber goods, glass, plastics, TV sets etc.

The small-scale sector includes brass and copperware, furniture, toys, dhotis, saris, hosiery, leather articles, dyeing and printing, chemicals production units, soap, pharmaceuticals, electrical equipments, sports goods, stationary goods, printing, engineering, scientific instruments, electronic equipments and machine tools etc. The small-scale industrial units provide a strong base of ancillaries for the bigger industrial units especially for automobile & engineering units.

In the recent past, there has been phenomenal development of large industrial areas around a radius of 50 kms with Pune City, which has a total population of 2540069, as per 2001 census, as the nucleus centre for expansion. This has been possible because of the progressive policy of the State Government for Industrial dispersal, formally incorporated in the package scheme of incentives; wherein the State Government gives multiple benefits to such units.

The exponential growth and expansion in the industries in and around the City of Pune, has given rise to a number of educational, commercial and R & D institutes, as well as the training centers for professional education and humanitarian sciences. Prominently among those are software Technology Park at Hinjewadi (IT hub), Electronic Sadan Bhosari, Tathwade National Informatics Centre (NIC), which covers 100 districts from Maharashtra, Madhya Pradesh, Goa and Gujrat, the Centre for Development and Advance Computing (C-DAC). The educational institutes include MIT, VIT, AIT, PICT, Sinhgad Institute of Technology, Symbiosis Deemed University and Bharti-Vidyapeeth Deemed University, to name a few.
The MCCIA has been instrumental in bringing to Pune several institutions important for business. Some of these are office of Jt. Director-General of Foreign Trade, Export Credit Guarantees Corporation of India, Commissionrate of customs, Regional Passport office and Registrar of companies. It has also promoted industrial estate in around Pune such as Ramtekadi Industrial Estate, Hadapsar, Electronic Industrial Estate on Pune-Satara Road, Pavana Industrial Estate at Bhosari.

International Convention Center, worth Rs.250 crores to house Exhibition Center, Trade Towers and conference facilities, International Exhibition Centre at Moshi and Centre for Electronic Test and Engineering with Joint collaboration between India and Germany, is on the anvil.

The Maratha Chamber of Commerce & Industries has also been collecting industrial data of Pune since 1972. This data reveals the trend of growth of Industries in the Pune region. The total turnover of industries in Pune has gone up from Rs.200 crores in 1972 to Rs.687.66 crores in 1978, Rs.2749.32 crores in 1985 Rs. 5445.42 crores in 1990 and Rs.26093 crores in 1995. The number of workers employed in Pune industries have gone up from a mere 75000 in 1972 to 1,11,965 in 1978, 1,48,470 in 1985, 1,97,830 in 1990 and 337417 in 1995, with the number of shops, establishments and trading centers reaching to 1,10,000.

As on date, the factual position of registered industrial units with Joint Directorate of Industries Pune is as under.\textsuperscript{28}

<table>
<thead>
<tr>
<th>Nature of Industry</th>
<th>Permanent Units</th>
<th>Provisional Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI</td>
<td>44816</td>
<td>10337</td>
</tr>
<tr>
<td>MSI</td>
<td>697</td>
<td>889</td>
</tr>
<tr>
<td>SSEB</td>
<td>2676</td>
<td>1924</td>
</tr>
<tr>
<td>Total</td>
<td>48189</td>
<td>13150</td>
</tr>
</tbody>
</table>

\textsuperscript{28} Details of registered Industrial Units

Table No. 0.1
8. Management Education Movement in India

The term MBA was invented in America in 1908, as a success story. However, the historical background of management education in India dates back to 1936, when Dorab Ji Tata Graduate School of social work and professional training for social work, which was later renamed as Tata Institute of Social Sciences (TISS) in 1944, was established under the patronage of Dorab Tata Trust and a Christian missionary Dr Chifford Manshardt. In the year 1949, Xavier Labour Relation Institute (XLRI), was founded by a great visionary, father Quinn Enright, in the steel city of Jamshedpur Bihar.

In 1957, the management course was started by Andhra University, followed by Jammuna Lal Bajaj of management studies Bombay and faculty of management studies New Delhi. IIM Ahemadabad was established in 1961, as an autonomous institution by Govt. of India, Gujrat and Indian industry, in collaboration with Harward University. Dr Vikram Sarabhai, a noted scientist and industrialist and other Ahemdabad based industrialist played major role in creation of this institute.

On 15 December 1968, former P.M. Shri Morarji Desai laid the foundation stone of IIM Calcutta, which is the First Institute in the country to introduce a Post Graduate Diploma in Computer Management (PGDCM). IIM Bangalore was established in 1974 followed by IIM Lucknow in 1984. IIM Kozhikode, Calicut came into being in 1996. IIM Indore is, of course, the latest edition to IIM community by the ministry of HRD, Government of India. The spate of Management Institutions that followed subsequently is almost totally influenced by the western models of management education.

Since early nineties, the business in India has taken a new dimension. It has necessarily given an impetus to the Indian industries. India has now emerged as growth region and favorite for US MBA researchers for study and project report on process and impact of globalization. Even for our students, MBA is most sought after Post Graduate; for business education provides a well-paid job and secures a bright future for the students. With about 1500 management institutes in the country, one lakh
students are passing out every year, out of which 4500 are getting prime jobs, besides others. Demand and supply ratio is thus 1:66.

Management education and training in our country has in the last 26 years matured into a movement and has contributed significantly in terms of providing a sturdy stream of trained managers. But in this process, we have relied heavily on ideas, concepts and theories developed in an environment which is very different from what we find in India. Now, perhaps, we are sufficiently matured to outgrow this obsession by becoming more discerning in accepting not only foreign collaborations but foreign ideas and foreign models of management.

Today, management education occupies top position in the society. Almost all the interested groups are crazy about it; it is needed in every walk of life. This need for Management education in the last 6 to 7 years is evidenced by massive growth increase in the number of Management Institutes in the country. As on 31st March, 1996, all India council of Technical Education had approved 420 Institutions with an intake of 37514 students. This includes IIMs, University departments and private Management Schools.\(^\text{30}\)

In 1999, 20000 Indian students had gone abroad for education in USA, UK, Australia, Canada and France; whereas only 1500 had come to India for education and that too from Gulf and South Asian countries. For Management education and job, every year 1 lakh or so MBA students pour to American job market after spending about $ 1 lakh to get a degree.

A question arises as to how different is the Management education in Europe, Asia and the US? Europe is top of the block, but The US is by far the best. As for India, Dr. Jitendra Vir Singh, one of the Wharton Faculty’s claims that the talent is available in India, as can be seen from the students in IIMs, and they can compete with the best in the world. The major difference between B school in India and abroad is that the average student in B school abroad is older than that of students in India because of their more work experience.\(^\text{31}\)
Today, the situation has changed drastically for a number of reasons, including fewer amounts of fees. For example, in case of Masters Programs in Business Administration (MBA) in India, fee is charged within a range of Rs.50,000/- to Rs. 1,00,000/ per student annually, except the premier institutes like IIMs and ISB. However, in case of foreign universities, the fee charged from students is much more than the Indian Universities, as can be seen from the following table:

**Details of top 4 universities in USA.**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Universities</th>
<th>Management Programmes</th>
<th>Duration</th>
<th>Total annual Tuition Fees per head.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Harvard Business School</td>
<td>MBA</td>
<td>2005-06 (9 Months Academic Year.)</td>
<td>$37,500 (Approx. Rs. 17,25,000/-)</td>
</tr>
<tr>
<td>2.</td>
<td>Stanford University</td>
<td>MBA</td>
<td>2005-06 (9 months Academic Year.)</td>
<td>$41,40 (Approx. Rs.19,01,000/-)</td>
</tr>
<tr>
<td>3.</td>
<td>University of Pennsylvania</td>
<td>MBA</td>
<td>2005-06 (9 Months Academic Year.)</td>
<td>$42,180 (Approx. Rs.19,40,000/-)</td>
</tr>
<tr>
<td>4.</td>
<td>Northwestern university (Kellog)</td>
<td>MBA</td>
<td>2005-06 (9 Months Academic Year.)</td>
<td>$51,792 (Approx. Rs.23,82,000/-)</td>
</tr>
</tbody>
</table>
Details of top 4 universities in Australia.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Universities</th>
<th>Management Programs</th>
<th>Duration</th>
<th>Total annual Tuition Fees per head.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Queensland</td>
<td>MBA</td>
<td>2 year full and part-time equivalent</td>
<td>AUD $38,400 (Approx. Rs.1,308,000/-)</td>
</tr>
<tr>
<td>2.</td>
<td>Monash University</td>
<td>MBA</td>
<td>24 months</td>
<td>AUD $44,000 (Approx. Rs.1,498,803/-)</td>
</tr>
<tr>
<td>3.</td>
<td>Australia Graduate School of Management</td>
<td>MBA</td>
<td>Fast track program you can complete in 15 or 18 months.</td>
<td>AUD $ 56,280 (Approx. Rs. 1,917,000/-)</td>
</tr>
<tr>
<td>4.</td>
<td>University of Melbourne</td>
<td>MBA</td>
<td>Minimum 16 months full time and Maximum 5 years part time</td>
<td>AUD $ 52,000 (Approx. Rs. 1,771,312/-)</td>
</tr>
</tbody>
</table>

Table No.0.3

A brief of the Government policy on education, in general, has already been given earlier on pages 11–17. There are inherent problems of Government orders, rules, notifications and procedures, which lay limitations on the functioning of the government’s organizations and institutions. India cannot be an effective global player; unless the Government frames policies to enable the educational institutions exercise certain amount of flexibility and liberty for conducting educational programs. This situational requirement has given rise to exponential growth of private educational institutions in our country. However, a major weakness of Indian Management education appears to be the wide gap between what is needed for the job and what is being taught in the management schools.

8.1 Management Education in Pune and the changes perceived.

In terms of Institutes for higher education, Pune is second in the country with 102 institutes, 4.5 lakh students among 55.32 lakh people living in the city. As of now, there are about 50 management institutes, including private ones which are
conducting MBA and autonomous courses like PGDBA / PGDBM, MBA E-Commerce, Master’s Program in International Business (MPIB), Master’s Diploma in Communication Management (MDCM), Post Graduate Diploma in Service Management (PGDSM), Post Graduate Diploma in Manufacturing and Operation’s Management (PGDMOM), Post Graduate Diploma in Computer Management (PGDCM) and such others. Some of the Institutes are also conducting corresponding courses to award these Degrees and Diplomas.

The Instructional Models, which are followed by the affiliated colleges of Pune University as well as private institutions, are at variance. There is a wide disparity in approaches to imparting Management Education and Training, starting from the Admission process to the Course structure, including Co-curricular and Extra curricular activities, Teaching faculty, Teaching methodology, Study material, Teaching aids and infrastructure, Evaluation systems, Industry-Institution interface, Placement, Research, Development and Consultancy.

Similarly, the training of students in their respective areas of specialization needs serious concern, because for hands-on-experience, the only training which is given to students is in the form of summer project, which is confined to a period of just two months. Though some of the Institutes claim to have internship program for the students, the ground realities are different, as can be seen from the surveyed data.

Innovation and Creativity is yet another important aspect of human potential, which is often ignored. It is becoming increasingly clear in our fast-paced business world that creative thinking and new innovative product and services are essential for future success. Based on interviews with 260 people at 22 organizations, it has been discovered that fear freezes many people in their thinking, that many organizations foster a play-it-safe culture and that most organizations have better rewards for fire-fighting and reacting than they do for innovative ideas.

True innovation requires an uncommon willingness to stick one’s neck out. That will take some effort. The study also revealed that, every organization should be concerned with creativity and innovation for the following reasons:
Superior long-term financial performance is associated with innovation
Customers are increasingly demanding innovation
Competitors are getting increasingly better at copying past innovations
New technologies enable innovation
What used to work doesn’t anymore.\(^{36}\)

The existing instructional models seem to be lagging behind in exploration of the hidden talents of the students to the fullest and the management programs are being conducted purely based on the structured syllabi and conventional methods of teaching and training. There is thus a need to give encouragement for innovative and creative work of the students for optimum utilization of their potential.

In this context, it is worth mentioning the address of Her Royal Highness Princess Maha Chakri Sirindhorn Global forum 2002 on Management Education at Bangkok, Thailand on 9-12-2002. While addressing 800 delegates from 75 countries, consisting of Dean / Executive Directors, University Presidents, Professors, Head of Management Schools, she appealed them all to consider the following points:

- To focus on the building up of Management values as the fundamental building block of education.
- To continue the educator role as mentor and not relinquish this crucial function to technological tools and techniques.
- To focus on development of Manager’s potential rather than his career.\(^{37}\)

It is also a known fact that managerial functions involve physical, mental and meta-physical state of being, the last being important from the point of moral / ethical values and quality of life. Spiritualism is a way of life, which differentiates human values from animal existence. We do not believe that search for material prosperity alone can lead to a balanced and satisfying life. The process of meditation in search of a quality mind helps us to understand ourselves and leads to a better synchronization between the body and mind for a richer life. Most of the training and
educational institutes lay emphasis on developing mental strength of students in terms of academic and professional knowledge and do not pay much attention to the spiritual growth.

**Americas’ National Institute for Occupational safety and Health** has found that stress-related elements cost companies about $200 billion a year in increased absenteeism, tardiness and the loss of talented workers. Between 70% to 90% of employee’s visit to hospital are linked to stress and job tension is directly tied to a lack of productivity and loss of competitive edge.

“Stress is pretty much the No.1 health problem in the work place,” says Eric Biskamp, Co-founder of Work Life Seminars in Dallas, who has begun teaching one-on-one meditation skills to executives at Texas Instruments, Raytheon and Nortel Networks. Companies are increasingly falling for the allure of meditation to offering free on-site classes. They are being gradually won over by findings at the US National Institute of Health, the University of Massachusetts and the Mind / Body Medical Institute at Harvard University, that mediation enhances the qualities companies need most from their knowledge workers, increased brain-wave activity, enhanced intuition, better concentration, and the alleviation of the kinds of aches and pains that plague employees most.¹³

Though, some of the institutes conduct personality development programs through different modules, the term “personality” itself is misconceived in most of the cases. The substratum of these modules remains ill-founded and does not contribute towards the growth and developments of student’s personality, which is three dimensional, i.e. Physical, Mental and Metaphysical. There is thus a need for a well-designed module to conduct personality development programs for students, as an integral part of the course curriculum for management education and training.

Further, the new areas of management, which are fast drawing the attention of business leaders are, Hotel, Tourism and Hospitality, Hospital, Insurance and Banking, Disaster and Risk, Event, Environment and Ecology, Transport and
communication, Technology, Telecom, and IT, Agriculture and agro-based product, Family Businesses. These segments have full of job opportunities in the city of Pune.

Similarly, some of the subjects which assume greater importance today include Multinational Finance, Corporate Governance, Public-Customer Relation, Advertisement and Publicity, Multimedia Communication, Foreign Languages, International Law, Cyber Laws, Corporate Taxation, Custom & Excise Duties, Environment, Ecology and Agriculture, which need to be focused, while structuring the course syllabi for Management Education,

Last but not the least is the requirement of full autonomy, especially to affiliated colleges, which are presently governed by set of rules, regulations and ordinances of AICTE, DTE and University of Pune, in so far as their academic functions are concerned. These provisions act as barriers, at times, and retard the academic progress.

9. Industry-Institution Interface

As of now, there is hardly any linkage between the industries and management institutes, except the time that management students spend, while doing their summer training or approaching otherwise for guest lectures, seminar, and workshops and placement etc. It is also pertinent to mention that even-though Pune has a large number of industrial units, as has been mentioned at page 26 earlier, besides 200 odd recruitment consultancies, which specialize in finding and supplying workforce for BPO, yet there is neither any coordination nor any collaborative efforts to foster a sense of mutual understanding and rapport between the management institutes and industries.

The western region of Maharashtra, Pune-Bombay, caters for 75% growth of Indian economy. The availability of industries and educational institutes, especially in these two cities, provide ideal opportunity to study the requirements of the corporate sector, in terms of professional competencies of the prospective managers and the changes needed in instructional models, which are, by far, at great variance in almost all of the 50 + Management Institutes in the city of Pune itself.
Therefore, it calls for an industry oriented approach to develop new instructional models of Management education and trainings to make it more relevant and meaningful.

The methodology followed is discussed in the following chapter.