CHAPTER – 4

Analysis of data, Findings, Suggestions and Recommendations given for the New Instructional Models

1. This chapter being most important, I wish to discuss each of the proposed new instructional models, as mentioned at page 37, under the following sub headings.

   a) The present state of the instructional models.
   b) The findings and suggestions / recommendations given by various respondents.
   c) The new instructional models given in the form of my recommendations for the purpose of this thesis.

Note: 1) For the new instructional models, which comprise of the nine main functional areas of the Management Institutes, the entire data collected from the management institutes, including 2 Founders, 9 Directors, 63 faculties, 109 students, 20 H R Heads of medium and large industries, 16 senior / middle / top level of management from the corporate sector, Heads of 3 Training Centres and other free flow information sources, which were approached to give requisite information, have been duly compiled, evaluated and incorporated in the worksheets, which are appearing in the thesis as Annexures A2, A4, A6, A8, B2, B4, C2 & D1 respectively.

2) The above Annexures should be referred to, whenever required to check the authenticity of information and compilation of data in terms of percentage. The details of other references like Books, Magazines, Journals, Newspapers, other periodicals and Excerpts / Notes etc, are given from serial No 1 to 81 of the list, which appears at the end of the thesis as “List of References / Bibliography”.
1.1 The Existing Syllabus for MBA Program, including Practical Training / Assignments, Co-curricular and Extra-curricular Activities.

MBA is a two years full time program and affiliated to Pune University. There are other autonomous management programs like PGP, PGDBA, PGDBM, PGPM, PGDBFT, PGDIT and such others, which are similar to MBA but for certain variations and modifications.

The objectives of the MBA Course, as set out by Pune University are:

a) To provide the country a steady stream of competent young men and women with necessary knowledge, skills, values and attitudes to occupy positions of Management and Administrations in Business, Industry, Public Systems and the Government.

b) To impart to the students latest and relevant knowledge from the field of Management theory and practices.

c) To provide opportunities to the participants, within and outside institutions, for developing necessary Managerial skills.

d) To impart / develop the right kind of values and attitudes to function effectively in Managerial/ Administrative positions.
## Semester-wise details of MBA Program

### SEMESTER – I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Period</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Organizational Behavior</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>102</td>
<td>Management Accounting</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>103</td>
<td>Managerial Economics</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>104</td>
<td>Statistical &amp; Quantitative Methods</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>105</td>
<td>Legal Aspects of Business</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>106</td>
<td>Basics of Marketing</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>107</td>
<td>Information Technology</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>108</td>
<td>Basics of Management &amp; Communication Skills</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Periods = 420 + 106 = 526**
### SEMESTER – II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Period</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Marketing Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>202</td>
<td>Financial Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>203</td>
<td>Human Resource Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>204</td>
<td>Manufacturing &amp; Operations Managements</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>205</td>
<td>Materials &amp; Logistics Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>206</td>
<td>Management Information Systems</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>207</td>
<td>Research Methodology</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>208</td>
<td>Economic Environment of Business</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Periods = 420 + 106 = 526

Table No.0.9

### SEMESTER – III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Period</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Business Policy &amp; Strategic Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>302</td>
<td>Management Control Systems</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>303</td>
<td>Specialization I</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>304</td>
<td>Specialization II</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>305</td>
<td>Specialization III</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>306</td>
<td>Specialization IV</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>307</td>
<td>Specialization V</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>308</td>
<td>Specialization VI</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Periods = 420 + 106 = 526

Table No.0.10
## SEMESTER – IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Period</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>Entrepreneurship Development &amp; Project Management</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
</tr>
<tr>
<td>402</td>
<td>International Business Management</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
</tr>
<tr>
<td>403</td>
<td>Managing for Excellence</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
</tr>
<tr>
<td>404</td>
<td>Specialization VII</td>
<td>External</td>
<td>60 15</td>
<td>50</td>
</tr>
<tr>
<td>405</td>
<td>Specialization VIII</td>
<td>Internal</td>
<td>30 8</td>
<td>50</td>
</tr>
<tr>
<td>406</td>
<td>Specialization IX</td>
<td>Internal</td>
<td>30 8</td>
<td>100</td>
</tr>
<tr>
<td>407</td>
<td>Specialization X</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
</tr>
<tr>
<td>408</td>
<td>Project Report</td>
<td>Internal</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Periods** = \(360 + 91 = 451\)

Table No.0.11

Grand total = \(526 \times 3 + 451 = 2029\) sessions for all the four semesters.

**Note:** “L” indicates Lecture and “T” indicates Tutorial Classes of 45 minutes each. It means that 2029 sessions of 45 minutes each will consume 253.6 days, say 254 days @ 6 hours of teaching / learning per day, which is in vogue.

1.2 **Number of lectures, tutorials, practical training, and specializations offered.**

a) **Number of Lectures / Tutorials**

There are 60 lectures and 15 tutorials / seminars / assignments per semester per course, barring those mentioned against course code Nos. 107, 108, 207, 208, 307, 308, 405, 406, each of which carrying 30 lectures and 8 tutorials for internal assessment. For half courses, the load is to be reduced proportionately.
b) **Practical Training and Project Work**

Each student is expected to undergo practical training for a period of not less than 50 days during the vacation at the end of first year. Based on actual training during the vacation, the student is expected to write a project report on a topic to be selected under the guidance of the teacher and submit the same to the Director of Institute before the end of Semester III.

The project report is required to be assessed by the internal teacher and the marks will be communicated by the Director to the University before the commencement of Semester IV examination, along with the marks for internal evaluation for all other papers. It is only on the basis of a certificate of the concerned teacher that the project report has been satisfactorily completed that the student will be allowed to appear for the examination of the second year (Semester III).

The project work carries 40 marks for internal assessment. On the basis of the project submitted by the student, there will be another internal viva-voce at the end of second year carrying 60 marks. Viva-Voce is conducted by a panel of three referees out of which, two are external and selected by the individual institute.

c) **Specializations offered**

In Second year (Semesters III & IV), a student is examined for a special subject consisting of 10 units, as mentioned against each of the different functional areas of the Management, in the following table:

**Subjects for specialization**

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Subjects</th>
<th>Specialization in Semester III</th>
<th>Specialization in Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Marketing Management</td>
<td>(303A) Advertising and Sales Promotion</td>
<td>(404A) Marketing Strategy and Rural Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(304A) International Marketing</td>
<td>(405A) Consumer Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(305A) Services Marketing and</td>
<td>(406A) Industrial Marketing</td>
</tr>
<tr>
<td>Group A</td>
<td>Marketing</td>
<td>Cases in Marketing Management</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Brand Management</td>
<td>(306A) Retail and Distribution Management</td>
<td>(407A) Cases in Marketing Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(307A) Marketing Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(308A) Sales Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B</th>
<th>Financial Management</th>
<th>(303B) Direct Taxation</th>
<th>(404B) Legal and Procedural Aspects of Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(304B) Advanced Financial Management</td>
<td>(405B) Risk Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(305B) Merchant Banking and Financial Services</td>
<td>(406B) Financial Institutions and Markets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(306B) International Finance</td>
<td>(407B) Cases in Financial Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(307B) Indirect Taxation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(308B) Security Analysis and Portfolio Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group C</th>
<th>Computer Management</th>
<th>(303C) DBMS with Oracle</th>
<th>(404C) OOP Concepts and Basic JAVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(304C) Software Engineering</td>
<td>(405C) Information Systems Audit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(305C) Visual Basic</td>
<td>(406C) Internet Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(306C) Business Applications</td>
<td>(407D) Cases in Computer Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(307C) ‘C’ Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(308C) Software Project Management and IT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Group D | Production & Material | (303D) Logistics and Supply Chain | (404D) Inventory Management |
Management (304D) Quality Management (405D) Industrial Engineering
(305D) Production Planning and Control (406D) Productivity
(306D) Manufacturing Strategy (407D) Cases in Production Management
(307D) World Class Manufacturing
(308D) Material Requirement Planning

<table>
<thead>
<tr>
<th>Group E</th>
<th>Human Resource Management</th>
<th>(303E) Labour laws</th>
<th>(403E) Performance Management Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(304E) Industrial relations</td>
<td>(405E) Strategic Human Resource Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(305E) Training and Development</td>
<td>(406E) Compensation Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(306E) Organizational Development</td>
<td>(407E) Cases in Human Resource Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(307E) Personal Administration-Applications and Procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(308E) Miscellaneous Labour Laws</td>
<td></td>
</tr>
</tbody>
</table>

Table No. 0.1

d) Papers No. 407(A), 407(B), 407(C), 407(D) & 407(E) are meant for case studies in the various areas covered in all the four semesters, as mentioned below:


iv) Production and Material Specialization – Course Code 204, 205, 303D, 304D, 305D, 306D, 307D, 308D, 404D, 405D and 406D.


e) Additional Special Subject.

A student who has passed the M.B.A. Examination of Pune University may be allowed to appear for the M.B.A. Examination again in any other special group only, by keeping terms for the third and fourth semester for that special group on payment of proportionate fees i.e. 50% of the Tuition Fees only, as applicable to a payment category student.

Note: 1. It is pertinent to note that the syllabus for MBA, as prescribed by Pune University, does not cater for value additions like, Research & Consultancy, Co-curricular and Extra-curricular activities; except the limited number of tutorials.

2. In the following Paragraphs / Sub Paragraphs, respondent-wise findings and suggestions / recommendations are given. However, in cases where there is no feedback or it is very scanty, a summary of the findings and suggestions / recommendations have been given in respect of all the respondents together.

1.3 Respondents-wise Analysis of data, Findings, Suggestions and Recommendations for syllabus of MBA / Post Graduate Programs in Management.

a) Founders and Directors of the management institutes.

- One of the founders said to have a vision to promote understanding between foreign and Indian students through quality education and training to make them global business leaders.
Following are some of the missionary statements given by the directors of the surveyed institutes, out of which, 78% claim to be amongst 1st top three, 11% amongst 1st top five and another 11% to be amongst 1st top ten in the city of Pune:

- To provide need based education and serve the society.
- To contribute through teaching and make business organizations self reliant and supportive
- Emphasis to impart value based management education to build global business leaders with ability to effectively contribute in the challenging environment and make a world class institution
- Transform average management student into a competent management professionals by discovering the innate qualities and instill in them a passion for life long learning

The important features of the management institutes include academic excellence, emphasis on ethical / cultural values and discipline, excellent infrastructure, faculty development, encouragement for PhD, consultancy and research, merit based admission, student’s drive approach, strong alumni network and freedom to faculty and students.

With regard to the freedom from the university, 57% of the Directors have opined that they enjoy only 50% or less of the freedom, with special reference to the board of studies.

Keeping in view the changes in the Global Business, 44% of the Directors of the affiliated institutes are not satisfied with the course curriculum and have expressed that given an option to make changes, they would like to enjoy financial and academic autonomy and frame proper syllabus with academic-industry interface.

Regarding practical exposure, 38% of the Directors have expressed their dissatisfaction and suggested that the student should be admitted for the management program with two years of work experience and the practical assignments for two months should be carried out under proper supervision and monitoring by a mentor. Some of them have also suggested for one full semester of practical assignment. On the other hand the Directors, who are conducting autonomous programmes, claim to be fully satisfied with the course curriculum because of their freedom to update the same, as and when required.
The above situation necessitates academic and financial autonomy to Directors / Management of the institutes to enable them frame their own syllabus with academic-industry interface and make the Management education value based and relevant. This will also bring a very healthy competition amongst fast growing management institutions in the city of Pune.

Respondents feel that management is a need-based education and is expected to serve the society at the grass root level. Therefore, there is a need to introduce new subjects and job oriented programs to provide maximum employment in not only urban areas and industrial cities but also the rural sector where 65% of the Indian population lives.

It is also felt that to produce better management professionals; it is desirable to admit students for management program not only based on merit, but also with a minimum two years of work experience and enhance it further by taking project assignments or internship with industries for a minimum period of 5-6 months.

In addition to what has been prescribed by Pune University, there is a need to add values in teaching and training of the young minds on subjects / topics like Indian Culture, Ethics & Morality, sense of discipline and character, Social awareness and responsibility.

Similarly, there is a need to explore and encourage the innate qualities of students and also conduct Research and development programs, including Faculty development program for teachers.

b) Faculty and students from the management institutes.

Amongst ten institutes, 35.1% of them have been rated as premier and 49.9% as B + Grade institutes by their respective students.

Further, 64.5% of the students belong to MBA, PGDBM / PGDBA, PGMP, PGDFT, PGDIT, MPM and MMM groups and 35.5% belong to MCM group, each of which is two year full time course.

As regard faculty, out of 63 faculties, 78% of them are permanent and 64% are the male members. Only 9.6% of the faculties have PhD with 10 years and above of teaching experience, another 9.6% with PhD but less than 10 years of experience,
17.7% with Masters and 10 years and above of experience and 56.4% with Masters but less than 10 years of experience. This does not show a happy state of the qualified and experienced faculties which are expected to teach in premier and B + Grade Management institutes.

- Major subjects which are taught by the majority of faculties include, Marketing Management (29%), HRM & PPM (25.6%), Organizational Behavior (22.5%), Computer related subjects (19%), Financial Management (11%), Business Communication / Communication Skills (9.5%), Sales Management (8%) and cases in Advertisement and Marketing (8%). This shows the importance of these core subjects.


- It is noteworthy that, only 18.3% of the students have expressed their total satisfaction with regard to the course structure.

- Further, 46.6 of the faculties hold a view that students have less of work load, which is expected of them during the academic period. 30.6% of the teachers have expressed their dissatisfaction with the work experience of students, which they gain through summer projects. 95.1% of the faculties are in favor of more practical knowledge than what is being given to the students, as of now, through different modules (Refer answer against Sr. 9 of annexure A-6).

- There is a need to recruit qualified and experienced faculty, including those from industries and also encouragement to research activities.

- More work load in terms of additional subjects, including those which are taught the least, though important and more practical training / assignments should be given to students.

Following table shows the priorities to be given for utilization of time, efforts and resources during the academic pursuit, as shown against Serial No 6 of annexure A-6 and Serial No 12 of annexure A-8 of the worksheets in respect of the faculty and students respectively.
Faculty / Student’s Priorities for utilization of time, efforts and resources for Academic, Co-curricular / Extra-curricular Activities.

<table>
<thead>
<tr>
<th>Top ten priorities given by Faculty</th>
<th>Top ten priority given by students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Professionals knowledge.</td>
<td>1) Professionals knowledge</td>
</tr>
<tr>
<td>2) Practical Training of students in industry in the subject of specialization</td>
<td>2) Practical Training of students in industry in the subject of specialization</td>
</tr>
<tr>
<td>3) Research &amp; development</td>
<td>3) Job placement</td>
</tr>
<tr>
<td>4) Value additions like character building, discipline, morality &amp; ethics</td>
<td>4) Co-curricular / extra curricular activities like seminar, workshops, management week, alumni week, industrial visits &amp; cultural activities etc</td>
</tr>
<tr>
<td>5) Long term / short term assignments</td>
<td>5) Research &amp; development</td>
</tr>
<tr>
<td>6) Co-curricular / extra curricular activities like seminar, workshops, management week, alumni week, industrial visits &amp; cultural activities etc.</td>
<td>6) Long term / short term assignments</td>
</tr>
<tr>
<td>7) Personality development program.</td>
<td>7) Personality development program</td>
</tr>
<tr>
<td>8) Computer knowledge and use of I.T. tools</td>
<td>8) Computer knowledge and use of I.T. tools</td>
</tr>
<tr>
<td>9) Job placement</td>
<td>9) Value additions like character building, discipline, morality &amp; ethics</td>
</tr>
<tr>
<td>10) Consultancy</td>
<td>10) Consultancy</td>
</tr>
</tbody>
</table>

Table No.0.13

**Note:** while commenting on the differences found in the academic input and work experience, the passed out students have made following significant remarks:-

- The theoretical teaching provides paper knowledge, whereas work experience provides confidence, contacts and self-development.
- There is a lack of professionalism during the academic pursuit.
- Decision-making in real life is really tough, as compared to those taken theoretically during academic period.
- For practical application, there is a need to develop ability to implement academic knowledge with modification, depending upon the existing situation.
- Ability to deal with the different people to achieve results comes with experience in real life.
Students have first experience of the corporate after joining an organization from a lower level, whereas in theory, an overall view of the corporate scenario and functioning is given.

In practical life, man management is very important

Communication and negotiation skill are put to test in practical life.

Further, 30.5% of the students are of the view that co-curricular and extra-curricular activities like Seminar, Workshops, Management Weeks and Alumni meet, are amongst the first top three priorities to be given in the institutes during academic period. (Refer table against Sr. 12 of annexure A-8)

The following table shows faculty and student’s recommendations for Co-curricular & Extra-curricular activities in the order of Priority from 1 to 10

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Topic</th>
<th>% age of faculty’s recommendation</th>
<th>% age of student’s recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Industrial visit / Institution industry interface</td>
<td>29%</td>
<td>32.1%</td>
</tr>
<tr>
<td>2.</td>
<td>Project Assignments &amp; Live Projects</td>
<td>17%</td>
<td>9.1%</td>
</tr>
<tr>
<td>3.</td>
<td>Intercollegiate meet &amp; Quiz competition</td>
<td>16%</td>
<td>26.6%</td>
</tr>
<tr>
<td>4.</td>
<td>Guest lectures</td>
<td>14.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>5.</td>
<td>Interaction with middle level managers, Alumni Meet, Group Discussion.&amp; PI</td>
<td>13%</td>
<td>15.5%</td>
</tr>
<tr>
<td>6.</td>
<td>Management games &amp; case study competition</td>
<td>11%</td>
<td>15.5% (11% +4.5%)</td>
</tr>
<tr>
<td>7.</td>
<td>Internship in related subjects for six months</td>
<td>9.6%</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Seminar &amp; Workshop</td>
<td>7%</td>
<td>23.1%</td>
</tr>
<tr>
<td>9.</td>
<td>Personality development</td>
<td>4.8%</td>
<td>11%</td>
</tr>
<tr>
<td>10.</td>
<td>Games and sports including Trekking and Rafting</td>
<td>-</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

Table No.0.14
To meet the essential requirement of I.T. inputs, the top five priorities given by the faculties are given below in the descending order:

i) Database
ii) Networking and Communication
iii) E business foundation
iv) ERP
v) Web based applications

c) HR Heads from Medium & Large Industries.

- The surveyed industries include 4 medium, 11 large-scale industries and 5 MNCs out of which, 16 are public and 4 private Ltd companies. Their nature of business, future business plans & diversifications, strategic alliance and growth in terms of turn over, during the successive three years, shows their strength and capability to recruit management trainees from the management institutes.

- Analysis of the data, as given against Sr. 11 of Annexure ‘B2’, shows a great variation in the standard of students coming from premier and B+ Grade institutes, as compared to those from non premier institutes. Also, that non-premier institutes are not up to the mark.

- As per HR managers, 76.7% of the management trainees consider themselves to be from high to very high status class of people, as per their perceived opinion. Further, the most preferred jobs by the management trainees are like, HRD work, Marketing, Planning & Operations, Software related work, Financial Services, Event Management, Public Relation, Decision making and other white collar jobs; with a few exceptions of those who are enthusiastic, motivated and down to earth (Refer Sr. 1 under Sec II of annexure B-2). This indicates that the management students are not aware of the ground realities of the corporate world and they prefer white collar job.

- Further, 43.8% of the respondents have opined that Management Trainees are insensitive to humanity and ethical / moral values and rather give more importance to material achievements in life. This fact gets substantiated from the feed back from students, as it shows that only 14.8% of them have considered values additions like Character building, Discipline, Morality and
Ethics etc. to be amongst top three priorities of the academic pursuit. (Refer Sr. 12 of annexure A-8)

- **Majority of respondents have also expressed their dissatisfaction on the institution-industry interface** and have said that interactive sessions are mainly confined to the meetings with the students either during the project work or while visiting the institute for guest lecture / seminar or campus recruitment.

- **On the issue of practical training during the academic period, 58% of the HR heads have expressed their dissatisfaction and are in favor of more training with the industries** either by way of monthly assignments or six months internship, unless the students have work experience prior to joining the institutes.

- As regard the usefulness of the summer projects, an average of 61.6% of the respondents hold the view that the Projects undertaken by the students are useful for data collection, case studies and technical input. **This shows that project assignments serve the interest of both, the students and the industries.**

- Analysis of the data also shows that besides job training, the HR heads lay more emphasis on imparting in-house training for Executive development, MDP, Technical training and Administration, as compared to other areas of training.

- **On overall, only 5% of the respondents have spoken of a very good correlation between academic performance and job performance; whereas 80% have called it just average or below average** (Refer Sr.2 ,under Sec ll of annexure B-2)

- **Students must be taught and trained to live with the ground realities of putting in hard work in the initial stages of joining a business organization, rather than making all rosy pictures. This view also finds support from senior / top level of management**

- **85.5% of the respondents are of the view that subjects / topics like Strategic Planning, Behavioral Science, Psychology, General Knowledge, Stress Management, WTO and other upcoming areas, Personality Development program to include Games, Sports and Yoga for physical fitness, communication skill & Public Speaking, Foreign languages, Humanity, Morality, Ethical and cultural values and discipline should be included in the syllabus for MBA / Autonomous Management Programs.** (Refer comments under Sr. 5 (b) under Sec ll of annexure B-2)
There is a need for close and frequent interactive sessions between the institutes and the industries. Therefore, for practical training students should be given 2 months of summer project, in addition to 6 months to 1 year of internship or monthly short term assignments on regular basis in the second year.

Weekly / fortnightly discussions and sharing of experiences, with special reference to understanding of the current business.

There is a need for Motivation of students to get fully involved with the project assignments.

There is a need for fundamental / working knowledge of computers.

d) Senior / Middle and Top level Managers

The data collected under this heading includes the organizations out of which 62.5% are those having Chairman / MD / CEO at the top level of management. The inferences drawn from the feedback are as under:

75% of the respondents prefer Management Trainees to be MBA / PGDBA qualified.(Refer Sr. 2 of annexure B-4)

The overall standards of students from premier institutes are far better, as compared to those from B+ Grade institutes and non-premier institutes.

54.5% of the respondents felt that the current Management education is biased towards western culture and style.

The major shortcoming / weakness of the students are lack of practical training and industrial experience. 88.8% of the respondents are not satisfied with the practical experience being given to the students by way of project assignment for two months which has, on an average, only 31.6% of involvement from the industry staff.(Refer Sr.10 of annexure B-4)

64.2% of the respondents have endorsed the views of HR managers regarding the superiority complex of management trainees and their reluctance to go in for shop floor work. They also feel that student’s expectations are very high in terms of job profile and salary. Also, they lack sound knowledge, clarity of role, value system, conceptual thinking and analytical skill. (Refer Sr. 5 of annexure B-4)
B + Grade and non-premier institutes need to improve standard of teaching and training. Also, the management education and training programs should be modeled, having due regard to the Indian culture, traditions, ethos and family/social norms and values to make young Indians better business leaders of tomorrow.

The MBA / PGDBA syllabus should be updated every two years in consultation with the professionals from the industry.

To produce competent professionals with winning personality, the Co-curricular and Extra Curricular activities should include programs for development of inter-personal relationship and development of human network, mental and physical health, practical knowledge & training with the industries by way of internship for a minimum of 6 months or otherwise part time training with live projects, global practices, leadership & entrepreneurship, mind control, patience and perseverance, proactive thinking, planning & organizing skills, presentation and communication skills, manners and etiquettes, role models, soft skills, attitudinal changes, morality and professional ethics, analytical mind and decision making, quizzes, debates, management contests, seminars, workshops, guest lectures, computer fundamentals and software knowledge, games and sports and interaction with the rural masses etc. Also, such activities should be made mandatory and be given at least 40% weight-age in the curriculum.

For IT input, computer fundamental, programming and ERP should be included in the curriculum.

e) Training centers.

As regard the training centers, the training heads endeavor to equip managers as well as Class-I officers of the state to be creative and global players. To achieve this, some of the institutions and training centers have also introduced course curriculum and training programmes, based on the customer’s need and the requirements of research and future developments. The customer’s need-based curriculum and training programs
designed by the training centers suggest that syllabus for MBA should also be need based.

f) Miscellaneous sources like Books, Magazines, Journals, Articles, News papers and Personal Interviews, as contained in Annexure D-1 and the list of references / bibliography.

- Management education should be relevant to the environment in the country, although it is a very difficult proposition because education has to be based on normal conditions and the actual environment may not normally conform to those assumptions.
- At any rate, there should be a regular feedback from those who have received management education as well as by the users of the product. A continuous dialogue with the users in the public and private undertakings as well as in the academic field could serve a dual purpose of having a rapport with the users and a continuous review of the training program. The former would help in opening up more avenues of training for students in the industrial environment which is very necessary for designing a management program, more relevant to the needs and expectations of the users in general and the society at large.
- Presently, the course content for Management program is developed with the assistance of academicians, wherein the practicing managers are not at all consulted or considered. This aggravates the problem of coordination and cooperation with institutions responsible for in-plant and in-service training. 43
- During All India Conference on “Blending the best of the East and the West in the Management Education”, held at IIM Kolkatta in 2001, a need to modify the Management Education curriculum was felt and it was suggested that the curriculum should include Values & Culture of mankind, Management by Human Values, Ecological Ethics & Environment Management, Developmental Economics, Post-Capitalism, Implications of WTO & IPR, Public System Management, Vedantic World View & Management and Comparative Ethos in Management, in addition to the standard subjects now being covered. 44
There is a growing rural-urban divide and, therefore, B-School should try developing an Indian paradigm of Management education, based on local, social and cultural attributes, to transform rural areas. The ideas and models focusing on more universal urban management situations will have to be modified, while dealing with rural India. Management institutions should work closely with sociologists and anthropologists to fulfill the local needs, while thinking globally.

The potential that rural areas offer is untapped due to logistics constraints and, therefore, there is a need to develop a logistics model, which can provide cost effective access for rural produce to urban industrial markets.

The Public-Private partnership in rural development for increased investment in rural infrastructure and improved connectivity by Govt. initiated plan “Bharat Nirman”, is about bridging the rural-urban divide and building new India. 45

The existing Management and Engineering curriculum are not quite adequate for preparing the students for professional careers. Enough scope appears to exist for improving these curriculums to narrow the gap between what are being taught and what industries need in terms of knowledge, skills and attitude. Therefore, the academic activities should preferably be carried out in consultation with the industry. 46

1.4 Development of New Instructional Models for inclusion with the Syllabus for MBA / Post Graduate Programs in Management.

From the existing syllabus, it is seen that the total time to complete all four semesters of two years MBA program works out to 254 working days @ 6 hrs of teaching / learning / training per day.

There are 730 days in two years, including 160 non-working days on account of Sundays and holidays (Approximately 120 + 40 Sundays & holidays respectively). Therefore, total number of working days in two years comes to 730 - 160 = 570 (4560 sessions @ 8 hrs of teaching / training per day)
The unutilized period is 570 – 254 = 316 days (2528 sessions of 1 hour each, including 15 minutes of leisure / break)

It implies, therefore, that 316 days may be used for value additions in terms of a few more core subjects, extended period for Practical assignments, Projects / Internship with industries and other important features, including Co-curricular and Extra-curricular activities.

Now, assuming that there is a batch of 60 students, the new instructional model for MBA/ Post graduate management programs will include the following features.

a) Reorientation (Induction) Program.

As we are aware that students come to Pune from different parts of the world for education. Therefore, it is necessary to give orientation program to make them know all about the city of Pune, in general, and the institute, in particular, including academic programs, co curricular / extra curricular activities and other salient features of the institute.

Further, the students should also be made to feel at home, while joining the institute. This needs personal introduction / interaction amongst the students, faculty and staff members, visit to classes, Seminar hall, Library, Computer Centre, Administrative block, Gymnasium, Recreation center, Shopping Malls, Restaurants, Bus, Trains and Air Terminals, Hospitals and other places of interest.

This may be termed as induction program which can be effectively conducted for a batch of 60 students within first 3 days of the opening of college / institute.
b) Career Counseling (CC)

The next event to take place at the institute will be the Career counseling for 5 days @ 30 minutes per student (excluding written test for 1 hour), followed by base Capsule Course.

What will counseling involve?

The students come from multicultural, religious and social backgrounds. Within our own country, majority of them come from the rural areas with vernacular background, having least exposure to the progressive world, which we are living in today. Some of them are academically / professionally weak, lack in leadership qualities, technological know-how and Communication skills etc, which are some of the basic requirements of a business professional / leader.

At the same time, they also have their own potential and talents, which need to be identified and encouraged in a manner that it goes a long way in developing their overall personality and help in making a desired career. It should be remembered that success in any Business, Friendship, Love, Sports or just about anything one tries, depends upon the power of visualization, will power and capability to live up-to one’s full potential. In this context, I would also like to quote the research work done by Stanford and Harvard Universities. It says, “The future wealth of any organization or Nation is Intellectual Capital. Every person has more than 10,000 crore bio-computers, but hardly 0.1% is tapped and the brain value is more than Rs. 10,000 lac crores @ Rs. 1 lac per computer. So, if we can use at least 2% of the total brainpower, we can literally create miracles and wonders in any organization, because the 21st century knowledge era belongs to the “creative mind power”. Whereas Bill Gate has said, “My brain power is the investment to be the richest and famous person in the world,” Tom Peter, World famous Management expert, declared, “This is the millennium of the mind.” The career and career planning is often talked about in various forums, exhibiting a common concern for the young generation. This issue has assumed so much of importance that some regard career planning as synonymous to life planning, because major part of our lives are spent at work and occupation related
activities. We must know that a career uses all of your abilities and experience and provides growth and long term results.

Therefore, Career Counseling will involve the study and assessment of student’s overall profile to basically include academic, social and cultural background, general awareness of the world, hobbies, interest, likes and dislikes, weak and strong points, dreams and aspirations, successes and failures in life and his / her psychological settings / inclinations to further ascertain the attitude and mind set towards making a career or a life of own choosing.

On the issue of Career Counseling, I would like to mention what the Centre for Creative Leadership in North Carolina is doing to conduct short term assessment of students and programs, including one-on-one coaching sessions. It is the practice that even before the students set their foot on the campus, one of the center directors of Research and Development takes a series of questioner aimed at measuring their strength and weaknesses. Other people close to the students fill out their own surveys and the centre takes a 360 degree approach to feedback, as it has for over 20 yrs; the students hear how others see them, with faculty and coaches on hand to help interpret the results and make suggestions. Although, such surveys serve the faculty as well, the results are added to the center’s data-base on would-be-leaders. However, the program remains focused on individual development.

Further, physical bearing and fitness, mental robustness, communication skills (both written and verbal) and leadership qualities; which all have impact on the over all personality of an individual, will also be objectively assessed to draw various inferences.

The above will thus enable a counselor to gain valuable information before advising and guiding the students to pick up different modules; including the area of specialization, well in the beginning of their professional studies at the institute.
The objectives of the career counseling would be:

i) To realize the importance of this endeavor and make students know themselves better.
ii) To develop a logical approach towards career.
iii) To give a comprehensive view of life-long career planning.
iv) To generate ideas for individual career.
v) To stimulate some creative thinking.
vi) To provide some tips and tricks.

c) Base Capsule Course (BCC)

This will be a composite package of various modules, which will form a major part of the Co-curricular / extracurricular activities and mandatory for all the students. It will be conducted concurrently along with normal academic schedule of the institute @ 1 hour per day.

Objectives of the Base Capsule Course.

i) To enhance professional / current knowledge
ii) To develop communication skill, including English & foreign language and public speaking
iii) To develop physical and mental health.
iv) To teach and train in soft skills
v) To develop leadership qualities
vi) To develop overall personality of the students and put them at par with each other.

In this context it would be worth mentioning the decision taken by the Divisional SSC board of Maharashtra, which has now decided to introduce ‘Personality Development’ as compulsory, subject for the academic year 2006-7 and onwards.
d) The Modules of BCC and durations:

i) Enhancement of professional / current knowledge.

This will include sessions on how management education is an interdisciplinary subject. Only relevant topics from subjects like History, Geography, Psychology, Sociology, Political Science, Behavioral Science, and organizations like WTO, IMF, World Bank, including other international organizations to update on the Business world, in general, should be included. Total sessions = 60

ii) English language, Communication skills (verbal &written) and Foreign Languages.

English language is the second language spoken by 478 million people in the world. Mindsets have changed and speaking the English language, especially with an accent, are hip. The nationalistic change restricting communication to ones mother-tongue have vanished and the global language is not seen as something that takes you away from your cultural roots. Across the length and breath of country Indians are learning English at any cost. The size of the English-teaching industry in India today is estimated to be anywhere between RS. 500 – Rs. 1000 crore, largely catered to by the unorganized sector. Today every company is related to the global mart / market and it is necessary to know English, whether it is a Trader or a Transporter who needs English because his clients may be a Coke or a Pizza Hut.

The recognition of English language is like a wave of second tsunami, fuelled by exploding aspirations, increasing globalization and a booming service sector which accounts for over 50% of the GDP now. The BPO sector will add another 1.25 lakh people to its existing work force of 2.50 lakh this year and the retail sector which is growing by 30% annually, has already employees close to 35 million people. Usually it is assumed that the call centers and the BPO boom have put the spotlight on learning English. Services typically need English which is like a screwdriver that opens up a whole new world for people and hence its importance.
Similarly today, communication has become an integral part of our life. Inability to communicate effectively and efficiently can jeopardize our interests in business and other managerial functions, especially functions like controlling and organizing. Be it inter-personal or intra-personal relationship, the role of communication cannot be underestimated. The significance of communication can be gauged by the fact that whenever there are impediments in communication process, the flow of activities loses its momentum and misunderstandings may crop up resulting in failure of relationships and situational breakdowns.

Effective communication skills form the nucleus around which all successful human relationships revolve. Human behavior and social relationships are, in fact, an outcome of the process of communication which takes place almost all the time. In fact, whether we are sitting, walking, talking, listening or thinking, we are engaged in some form of communication, which could be verbal or non-verbal. All these channels of transmitting messages are equally important and need to be analyzed in order to master the art of effective communication and hence its importance.  

As far as the foreign languages like French, German, Chinese and Japanese, these are the requirements of today’s global business, and hence need to be introduced in business schools. Total sessions = 45

iii) Development of physical and mental health.

Today, we are living on the thresholds of metamorphosis. As we move from abstract to the concrete and spirit to matter, we face various kinds of pressure and mental torments such as failures in life, personal/family problems and work pressure etc. We have no time for physical fitness and Stress has become part and parcel of life. Freud gave a minimum but a significant definition of mental health when he said that a healthy person was one who could both love and work. WHO attempts something broader in its definition that “health is a state of complete physical, mental and social well-being. Education for mental health, therefore, means education for the enhancement and enrichment of life.
Today, stress, which is a state of our mental faculty, has become an integral part of the natural fabric of life. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions experienced in these situations. Stress occurs where there are demands on the person which tax or exceed his accommodative strength. Though coping with stress and anxiety is an everyday requirement for normal human growth and development, repetitive stress results to a breaking point from where restoring normalcy is not possible and it further leads on to psychosomatic diseases.53

Amongst all the elements affecting bottom-line performance, the importance of executives / leader’s mood and their attendant behavior are most important, as these drive the moods and behaviors of others in any organization. It should be remembered that high level of emotional intelligence create climates in which information sharing, trust, healthy risk taking and learning flourish; whereas, low levels of emotional intelligence create climates rife with fear and anxiety. During a research, it has been discovered that emotional intelligence is carried through an organization like electricity through wires. If a leader’s mood and accompanying behavior are indeed such potent drivers of business success then a leader’s premier task is emotional leadership. A leader needs to make sure that not only is he regularly in an optimistic, authentic and high-energy mood, but also that through his chosen actions, his followers feel and act that way too.54

Therefore, to successfully meet the challenges of busy life, we have to ensure physical and mental fitness by way of Games & Sports, Yoga and meditation. Total sessions =10

iv) Soft skills.

This will include conversational skills, observance of manners / etiquettes and proper conduct during social gatherings, formal / informal occasions and interaction with peers, juniors and seniors. Total sessions = 10
v) **Leadership.**

Leadership is the ability of an individual to influence a group towards organizational goals. **Heightened competition, decreasing bottom lines, demanding customers and other similar pressures have precipitated enormous challenges for the role of leadership in today’s organization.** It still remains to be seen how these leaders will cope with such a demanding environment, where they may be tempted to look for shortcuts without caring for the values or ethical concerns of the society, at large. This is where the attributes of leaders and leadership quality comes into play.

**Successful leadership is focused on human values and directed towards satisfying people’s need.** Maslow had found that people achieve an optimal level of functioning when organizations develop practices that embrace the holistic nature of human beings. He believed that a humane, enlightened management policy, focused on human potential, would prove financially profitable as well. Major American companies such as Hewitt-Packard, Apple computers, Texas Instruments, Eastman Kodak and Levi Strauss, all apply management styles that involve individual responsibility, team work, and a concern for the people. These large companies reflect the growing acknowledgement that industrial life requires high levels of human interdependence, mutual trust, and cooperation for sustained productivity to occur. \(^{55}\)

Total sessions = 5

vi) **Fundamental / Working knowledge of computers.**

The present teaching methods are mostly content based and delivery is purely a one-way traffic, students receiving in a passive mode. Teacher-centric education is slowly being replaced by the student centric learning. **This paradigm shift in learning process demands more access to rapidly changing technology through computers.** \(^{56}\)

Further, problem solving is an age old activity. The development of electronic devices, especially the computers, has given added impetus to this activity. Problems which could not be solved earlier, due to sheer amount of computations involved can now be tackled with the aid of computers accurately and rapidly. Computer is certainly one of
the most versatile and ingenious developments of the modern technological age. Today people use computers in almost every walk of life.

The rapid growth in Internet business has seen collateral increase in demand for graduates with E-business skills, as it helps students in integration of current and future technology at the workplace. We are aware of the dramatic increase in Internet users who buy goods and services electronically. It is conservatively estimated that approximately $3 billion worth of sale currently occur on the worldwide web and therefore with such an exponential growth, companies are seeking professionals who are educated in both business and technical areas of E-business and hence the importance. Total sessions = 10

Total number of sessions for BCC is $60 + 45 + 10 + 10 + 5 + 10 = 140$ (18 days)

1.5 Recommended Model of Semester-wise Course Curriculum for MBA / Post Graduate Management Programs:

Note: 1) Some of the new subjects have been included in the syllabus on the basis of study and knowledge, not necessarily acquired from the surveyed data, but from other sources like Books, Magazines, Journals, News Papers, and statements made by eminent Leaders, Professionals, Educationists, Social Activists and other personalities. 2) The highlighted subjects shown in all the four semesters are the new additions / modifications to the existing course curriculum.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Periods</th>
<th>Marks</th>
<th>Remarks / Recommendations on Program contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>101.</td>
<td>Management in general and PPM</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>102.</td>
<td>Environment/Ecology Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>103.</td>
<td>Management Accounting</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>104.</td>
<td>Managerial Economics</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
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<tr>
<td>105.</td>
<td>Organizational Behavior</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>106.</td>
<td>Statistical &amp; Quantitative Methods</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
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<tr>
<td>107.</td>
<td>Business Laws, Rules &amp; Procedures</td>
<td>External</td>
<td>60</td>
<td>15</td>
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<tr>
<td>108.</td>
<td>Basics of Marketing</td>
<td>External</td>
<td>60</td>
<td>15</td>
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<tr>
<td>109.</td>
<td>Business Communication(BC) &amp; Communication Skills</td>
<td>External</td>
<td>60</td>
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<tr>
<td>110.</td>
<td>Agriculture &amp; Bio – Technology</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
Management.

175 million hectares of land declared as waste or degraded land are not waste but wasted and with policy level support to water resource management, timely availability of hybrid seeds, insecticides and fertilizers, it is possible to conserve every drop of water, prevent soil erosion and make this wasted land productive and double our agricultural production to be the largest exporter of agriculture and agro based product in the world. India is an agrarian country where-in 65% of population is involved with agriculture and with use of present Biotechnology; this sector is getting a big boost and has a great future. To tackle poverty, unemployment and hunger, we have to depend on natural resources, as modern computerized industries have limitations in generating jobs to the masses. Even Ex-President APJ Kalama’s action plan for employment generation also stresses on employment generation in the rural sector, primarily in agriculture and on providing urban amenities in rural areas (PURA) program. This will of course require strengthening of transportation, storage, infrastructure and setting up of world class agro- based industries.

111. Information Technology

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<tbody>
<tr>
<td></td>
<td>Internal</td>
<td>30</td>
<td>08</td>
</tr>
</tbody>
</table>

As per CII Career choices Survey results, IT still remains the top career choice for the main reasons that it provides opportunity for career growth, learning.
opportunities for professional growth, opportunities for creativity and innovation, besides high salaries today. More and more management institutes are now offering IT as a compulsory subject even when a student specializes in other functional areas.

More and more management institutes are now offering IT as a compulsory subject even when a student specializes in other functional areas.

Business organizations have to always work in conjunction with the Govt. organizations, NGOs and general public. We are also aware of the customer driven market today and hence the relevance of the subject.

Total Period = 660 + 166 = 826

Table No.0.15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Periods</th>
<th>Marks</th>
<th>Remarks / Recommendations on Program contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>201.</td>
<td>Marketing Management</td>
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<td>202.</td>
<td>Financial Management</td>
<td>External</td>
<td>60 15</td>
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<tr>
<td>203.</td>
<td>Human Resource Management (HRM) &amp; Human Resource Development (HRD)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td>The HRM &amp; HRD are the two faces of the same coin and inter-woven and hence a need to study the subject in its totality.</td>
</tr>
<tr>
<td>204.</td>
<td>Manufacturing &amp; Operations Managements</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td>No change suggested</td>
</tr>
<tr>
<td>205.</td>
<td>Materials &amp; Logistics Management</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
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<tr>
<td>206.</td>
<td>Management Information Systems</td>
<td>External</td>
<td>60 15</td>
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<tr>
<td>207.</td>
<td>Research Methodology</td>
<td>Internal</td>
<td>30 8</td>
<td>50</td>
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<tr>
<td>208.</td>
<td><strong>Technology Management &amp; Technology in Media</strong></td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
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<tr>
<td>209.</td>
<td><strong>Hospitality and Event Management</strong></td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Successes in business today, depend on the use of advanced technology. IT, which is one of the advance technologies, has enormously influenced the global business and hence the importance of the subject.

Hospitality industry is one of the core sectors of the service industry offering a good career opportunity for professionals in concept selling, concept marketing, client servicing and customer service areas. Hospitality management is also the future requirement of professionals joining the Hotel and Tourism industries, which are on the rise. In the operations side of Hotel management, graduates with an expertise in the areas like food and beverage, front office, house keeping, and banquet, to name a few, provide today, a plenty of job opportunities.

The tourism industry has maintained a growth rate of over 6% globally. In the FY 2005, foreign tourist arrival increased by 23% to a record 35.38-lakh and foreign exchange earning touched Rs 23469 crore. The plan outlay for tourism was increased by Ministry of Tourism (MoT) by 57% from 500 crore in 2005 to Rs 786 crore in 2006. Taking a clue from these favorable developments, an increasing number of international hotel chains are on the lookout for opportunities in India and trying innovative strategies to woo the customers.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Total Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>(Rural Management)</td>
<td>External</td>
<td>60</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>211</td>
<td>Safety and Hazard Management</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>212</td>
<td>Brand Management</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>213</td>
<td>Business Ethics</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
</tr>
</tbody>
</table>
given by multilateral agencies. The businesses that are perceived as ethical and socially responsible seem to be performing better financially too. Values and ethics are important for all human beings, especially for businessmen and industrialists, who are the custodian of immense economic power. Torn between the two extremes of one’s own cultural heritage and the demands of the materialistic values being imitated from the western societies, an Indian seems to have lost his/her moorings. Sociological parameters are undergoing metamorphosis at an accelerated pace. Money cannot buy reputation or integrity and both have to be earned. Organizations based on strongly-held shared values amongst their customers and employees have been able to professionalize and develop their market potential through strong brand loyalty and relationship building with their constituents, and hence the importance of the subject.60

Total Period = 630 + 160 = 790

Table No.016
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Periods</th>
<th>Marks</th>
<th>Suggested program contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>301.</td>
<td>Business Policy &amp; Strategic Management</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>302.</td>
<td>Management Control Systems</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>303.</td>
<td>Specialization I (Marketing Management)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>304.</td>
<td>Specialization II (Financial Management)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>305.</td>
<td>Specialization III (Computer &amp; Technology Management)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>306.</td>
<td>Specialization IV (Production &amp; Materials Management)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>307.</td>
<td>Specialization V (HRM &amp; HRD)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>308.</td>
<td>Specialization VI (Rural Marketing and sales)</td>
<td>External</td>
<td>60 15</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Indian Rural market is vastly spread over 6 lakh villages out of which only 1 lakh have been tapped so far. There are 3697527 shops (retail outlets) @ of 5.85 shops per village. By some estimates, the rural market is growing at 5 times the rate of the urban market and the government expects the income generated from agriculture to be Rs. 25,000 crores. The changes in rural marketing are to be viewed from the point of consumer’s preference for branded products, willingness to pay a premium prices for quality stuff, frill -free, sturdy and long life products. The direct points of contact and dealership
education should be part of the strategy for success in rural marketing. Major industries which are trying to cover rural market are those which are producing FMCG’s, consumer durables, automobile, infrastructure and providing services, like Telecom Banking, Insurance, Entertainment and Tourism etc. Since, a major portion of the country still remains untapped, of late, all big business organizations are trying to capture rural market, which has a great potential and hence its relevance.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Periods</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>401.</td>
<td>Entrepreneurship Development &amp; Project Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>402.</td>
<td>International Business Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>403.</td>
<td>Managing for Excellence</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>404.</td>
<td>Specialization VII (Marketing)</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>405.</td>
<td>Specialization VIII (Finance)</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>406.</td>
<td>Specialization IX (Computer and Technology)</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>407.</td>
<td>Specialization X (Production and Material)</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>408.</td>
<td>Specialization X1 (Rural Marketing and sales)</td>
<td>External</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>409.</td>
<td>HRM &amp; HRD</td>
<td>External</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>410.</td>
<td>Internship</td>
<td>External</td>
<td>-</td>
<td>600</td>
</tr>
</tbody>
</table>

Total Period = 480 + 520 = 1000

**SEMESTER – IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Examination</th>
<th>Periods</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Period = 510 + 765 = 1275
Grand total (For all 4 semesters) = 826 + 790 + 1000 + 1275
= 3891 (486.37 days)

1.6 Recommended Model for Co-curricular & Extracurricular Activities.

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Description of Co-curricular activities</th>
<th>Total No. of Sessions / Hrs</th>
<th>Description of Extra curricular activities</th>
<th>Total No of Sessions/ Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Seminars</td>
<td>1x10 Months (Aug-Nov, Jan-Mar, Aug-Oct)* @ 3 hrs each = 30</td>
<td>Inter collegiate meets (Debates, Quizzes, cultural competitions,)</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Workshop / Interactive sessions / Mgmt Games</td>
<td>1x10 Months @ 2 hrs each = 20</td>
<td>Games &amp; Sports, Yoga &amp; Meditation Practices</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Guest Lectures</td>
<td>3x10 Months @ 1 hrs each = 30</td>
<td>Social services &amp; interaction with rural masses</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Live case studies (in groups of 3) &amp; presentations**</td>
<td>1x10 Months @ 1 hrs each = 200</td>
<td>Alumni meet</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Research, Consultancy, MDP &amp; FDP ***</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Miscellaneous lecture &amp; tutorials for topics such as Morality, Ethics, Character, and Discipline etc.</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Preparatory leave and Examination for all papers given in the syllabus ****</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Period = 380 + 75 = 455 (57 days)
The total time plan for all 4 semesters of two years MBA / Autonomous Management Programs, including Academic, Co-curricular and Extra-curricular Activities for a batch of 60 students will be as follows:

Total period available in two years = 730 days – 160 days (120 + 40 for Sundays and holidays respectively) = 570 days = 4560 sessions @ 8 hrs per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorientation program</td>
<td>3 days</td>
</tr>
<tr>
<td>CC &amp; BCC (5 + 18)</td>
<td>23 days</td>
</tr>
<tr>
<td>All four semesters</td>
<td>487 days</td>
</tr>
<tr>
<td>Co-curricular/extracurricular activities</td>
<td>57 days</td>
</tr>
</tbody>
</table>

Grand total = 570 days

* These months may be changed, depending upon the preparation of the academic calendar and convenience.

** For live case studies and presentation, maximum periods have been allotted. Whereas the case studies sharpen the mind to successfully overcome live problems, the presentation is a potentially effective method of getting things done by other people. It is one of the first skills, which a manager must acquire. In managing any project, presentations are used as a formal method for bringing people together to plan, monitor and review its progress and hence the importance.61

*** These sessions are primarily meant for Faculty development program, as Research, Consultancy and MDP are the ongoing activities.

**** Period for preparatory leave and examination may vary depending upon the availability of time and requirements.

Note: (1) Research, Consultancy and MDP will be the ongoing activities and not confined to only 40 sessions, which are primarily meant for Faculty Development Program.

(2) The extra curricular activities will be decided by the Academic Council, as per convenience of all the concerned institutes, faculty and the students.
2. The existing Intake capacity, Eligibility criteria, Selection and Admission process for Students.

Students having the following qualifications are eligible for admission to MBA course:

a) A Bachelor’s degree / Master’s degree in any faculty of any statutory University with 45% or more marks (40% or more marks for students belonging to SC, ST/DT, NT, OBC, and SBC for Maharashtra state only).

b) Must have completed selection procedure, as prescribed by the competent authority from time to time.

Note: As for as the intake capacity is concerned, it is granted by AICTE, subject to fulfillment of certain conditions by the institutes, who seek affiliation of the MBA course. The Director of technical education (DTE), Maharashtra, conducts its own CET, followed by GD and PI for admission to this course. On the basis of overall marks obtained by the applicants, a merit list is prepared and colleges allotted by the Director of Technical Education, Maharashtra.

In case of autonomous institutes, however, there is no uniformity in the eligibility and selection criteria for students, except that he / she should be a graduate in any faculty from any statutory university with minimum passing marks i.e. 40%. Other formalities like written test, GD & PI and merit list etc. vary from institute to institute.

2.1 Analysis of Data, Findings, Suggestions and Recommendations.

Note: In view of the limited scope and the nature of the matter and the feed back received from various respondents, a summary of the findings and suggestions / recommendations are given below.

a) From the data it is revealed that 31.1% of students get merit based admission, 17.4% out of management quota, 45.8% through direct admission / instant test and 1.8% out of SC / ST / OBC quota. Some students also hold the views that regional students get reservations of seats, which should not happen in B+ Grade institute.
(Refer Sr.4 of annexure A-8). **This shows that other considerations take precedence over the merit in terms of eligibility criteria for admission and this leads to poor quality of student’s intake. There is thus a need for a systematic approach and proper screening of students before admission, at the national level.**

b) One of the directors has commented that the students lack compassion and social commitments. They are self centered and only bothered about their placement. **There is a need to induce human values and social concern amongst the students.**

c) In teacher’s perception, 28.7% students pursue such management courses aimlessly (Refer Sr.5 of annexure A-8). **It again suggests that a substantial number of students join the management courses without having a mind to make a career in the business world. This is merely a waste of manpower resources, which is a matter of serious concern and need to be looked into by all those, who are competent to bring changes for betterment of the society, at large**

d) 20% of the respondents from HR Division and a few respondents from middle / top level of management from industries have suggested selection of students based on Psychological / aptitude test, academic and other achievements, written test, GD & PI and such other parameters of evaluation to make the selection criteria totally based on merit and systematic. (Refer Sr. 5 of annexure B-2)

e) Professor Henry Mintzberg of MacGill University advocates that Management education should be for those who already have some background of directing personnel and most MBA students do not. He says “trying to teach Management to someone who has never managed is like trying to teach psychology to someone who has never met another Human being.” Most students at the top fifty US program have 4 to 6 years of work experience, often including at least a year or two of Project Management, Team Leading or service in a position with the title Manager.62
2.2 Recommended Instructional Model for Merit based Single door Entry for Admission

As far as possible, the students should have a minimum of two years work experience, while seeking admission for MBA program, in addition to minimum 45% marks with relaxation of 40% for reserved categories at Graduate or Master’s level in any faculty from any statutory University. The common entrance test should be conducted at national level to start with. **Based on the merit list prepared by a centrally nominated evaluation committee, the students will undergo GD and Interview by a panel of experts / professionals from Industry and Academia.** This will be followed by preparation of a merit list with due weight-age to past academic performance and other achievements, after proper verification of all the certificates and testimonials.

3. The existing state of teaching Faculty.

Besides full time faculty members, part time adjunct and visiting faculty members are invited to conduct the professional courses. Visiting faculty is expected to satisfy one of the following criteria:

a) Master’s degree of a recognized University of a subject in question or professional qualifications like ACA, AICWA or ACS.

b) Masters degree of recognized University in any faculty with at least two years professional experience related to the given subject.

c) Bachelor’s degree of recognized University in any faculty with at least 5 years professional experience related to the given subject.

d) Diploma of a recognized University/Board with at least 7 years professional experience related to the given subject.

From the above, it is apparent that research level studies like M. Phil. or PhD and industrial experience / exposure is not mandatory for the teachers.
3.1  **Respondent-wise Analysis of data, Findings, Suggestions and Recommendations.**

a)  **Founder and Directors of Management institutes.**

i) About 60% – 67% of the respondents have expressed full satisfaction with regard to the competence and overall standard of the teachers. At the same time, it is also felt that present faculties are wanting in industrial experience and research activities.

ii) Most of the respondents are also of the opinion that a combination of permanent faculty with adjunct faculty from industries will provide better education and training to the students. However, some of them have expressed the constraints / limitations of calling faculties from industries. The frequent changes in teaching faculty and swinging trend of educated and experienced people towards industries, for reasons of better pay and perquisites, is also perceived as a reality, which needs serious consideration.

iii) It is necessary that the institutes have the power and authority to offer attractive packages and draw competent and experienced teachers, academicians of national repute and adjunct faculty from industries to deliver better results in the educational institutes

b)  **Faculty and students, including passed out students**

i) For faculty development in terms of academic excellence and effective teaching, 82.2% of the respondents have expressed their dependence on self study and teaching on whole time basis. Contrary to this, only 30.6% of the faculties undergo faculty development programs or, otherwise, involve themselves with seminar and workshops. Further, major development programs suggested by the respondents include Faculty development, Management development, Teachers training and Training on changes in Management and Technology. A well designed program, based on these suggestions on regular basis, will ensure an overall upgradation of permanent faculty who, as of now, cater for more than 50% of the teaching / training assignments in the institutes.
On major shortcomings / problems, 68.8% of teaching faculties have outspoken their problems and shortcomings in terms of lacking professional knowledge and experience, communication skill, cheap popularity with the students, lack of freedom to introduce innovative programs, low morale / interest and outdated course materials. (Refer to Sr.12 of annexure A-6). In addition there is also a cribbing about additional responsibility in the institutes. These problems and shortcomings can only be overcome by proper planning of the academic schedule, including detailed syllabus with involvement of teachers and students who have completed their internship.

As per student’s assessment, on an average, 24-25% of permanent and 25-26% of the visiting faculties are worthy of falling within the bracket of very good to excellent type of teachers. (Refer Sr.5&13 of annexure A-8). This endorses the above view and a need for a proper faculty development program for teachers.

c) Managers from HR Divisions and middle / top level of management from industries.

i) Only a few respondents from HR Divisions have commented and said that there is a need for dedicated lot of faculties, who should have conceptual and practical knowledge, preferably with industrial experience. They have suggested for permanent faculty and professionals from industries in 70:30 ratio, for the purpose of teaching. They have further suggested that the teachers should be research oriented and concerned with the development of Management technology (Refer comments / remarks against Sr.5 (e) of annexure B-2).

ii) Similarly, respondents from middle and top level of management hold the view that except ‘A’ grade institutes, others have poor faculty resource. Although, 50% of them have rated the faculty as good, majority of them feel that faculties should be well qualified, like PhD with industrial experience. (Refer to Sr.6 (e) and Sr.13 of annexure B-4)

iii) The part time faculty should be drawn from industry and be made responsible for all the practical work, assignments and training.
The above observations again support the view that the present lot of faculties lack academic knowledge, industrial experience and research and hence the need for their all-round improvement.

d) Training centers

A comparative study of educational qualifications and experiences between faculties from educational institutes and Training centers shows that the former have less number of qualified and experienced teachers. Further, 60% of faculties consisting of consultants and those from the corporate sector form a better combination for teaching and training in the Training centers. This again suggests of the need for enhancement of academic and professional knowledge of teachers, including faculty development program in the educational institutes.

3.2 Recommended Instructional Model for Teaching Faculty and Faculty Development Program.

a) All the institutes should have the power and authority to offer attractive packages and draw competent and experienced teachers, academicians of national repute and adjunct faculty from the industries to impart sound professional knowledge and training.

b) Besides permanent faculty, experienced professionals from industry should be engaged for teaching at the minimum rate of Rs. 500 / hr. The ratio between permanent and visiting faculties to be drawn from the industries should be 40:60

c) For the purpose of teaching, the student-teacher ratio should be 1:20. (Refer to Sr.16 of worksheet marked as Annexure A6.)

d) Research and faculty development programs should be ongoing activities in the institutes and at least 50% of the permanent faculties should be PhD degree holders.
4) The current trend in teaching Methodology

As has already been mentioned earlier, the teaching methodology is primarily confined to lectures and tutorials, besides Project assignment, which is given to students for a period of 50 days. The evolution in IT sector and global business today has necessitated the changes in approach and methods of teaching, so as to make it relevant and meaningful.

In the knowledge economy, where even an apparently insignificant decision can make the vital differences, the onus of decision making has shifted down the corporate ladder. As a result, what the recruiters love today is not just a “doing executive” but also a “thinking executive”– someone who can take critical decisions on their own, though there is other side as well. Your decision making ability is honed only with years of experience and any experimentation with decision can be fatal to the bottom line.

Houston says “we have a situation, what do we do”? There comes a situation which one has to tackle and this has given rise to “simulated management games.” as latest happening tool in Management education, which have typically been associated with Space flights and Military warfare. These are safer and cheaper method of training and the concept is becoming increasingly popular as Management Training tool.63

4.1) Respondents-wise Analysis of data, Findings, Suggestions and Recommendations.

a) Founders and Directors of management institutes.

i) Students need exposure to the realities of the corporate world by organizing simulation exercises and mock practices.
ii) Teaching should be based on case studies rather than text books. There is also a need for updating syllabus on regular basis.
iii) Only 22% of the respondents (Directors) have expressed dissatisfaction with regard to the teaching methods and techniques.
iv) Some of the innovative and creative practices include, Experiential learning, Interactive / Participative learning, E-learning, Presentations, Book review, Research projects, Teacher’s training in methodology, Management games, Mentor’s sessions with students, live projects and taking students to rural areas for domestication of technology, which is called lab to land.

v) Treat students as co-creator of knowledge, form committees for various functional areas and encourage them to participate in all the events organized by the external agencies.

b) Faculty and students of management institutes:

The teaching methodologies suggested by faculties and students in the order of priority

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Case studies</td>
<td>GD, Interactive sessions / class participation</td>
</tr>
<tr>
<td>2.</td>
<td>Presentations</td>
<td>Management games &amp; Quizzes</td>
</tr>
<tr>
<td>3.</td>
<td>Lectures</td>
<td>Assignments, including field work and Presentations</td>
</tr>
<tr>
<td>4.</td>
<td>Role Plays</td>
<td>Case studies including live cases</td>
</tr>
<tr>
<td>5.</td>
<td>Management Games &amp; Quizzes</td>
<td>Project a Assignments &amp; exposure to corporate practices</td>
</tr>
<tr>
<td>7.</td>
<td>Industry visits.</td>
<td>Regular use of OHP, LCD, TV, Computer &amp; other audio-visual aids</td>
</tr>
<tr>
<td>8.</td>
<td>Small Project and assignments, including field assignments</td>
<td>Role plays / Examples</td>
</tr>
<tr>
<td>9.</td>
<td>Reading through web sites on line sessions and Feature / documentary films</td>
<td>Teachers training &amp; Faculty development</td>
</tr>
<tr>
<td>10.</td>
<td>Research and survey</td>
<td>Seminars and Guest lectures</td>
</tr>
</tbody>
</table>

Table No.0.20
A comparative analysis of the above shows that teachers have confined their answers to various methods of teaching / learning, whereas students have mixed up their answers with the teaching aids, teachers training and development.

From the available data, it is revealed that case studies, presentations, interactive sessions, management games and quizzes almost take top priority, amongst others, in the opinion of both, the teachers and students.

c) Managers from HR Divisions and middle / top level of management from industries.

i) 87% of the respondents have suggested for changes and are in favour of having 50:50 ratio of theory and practical methods of teaching. Further, 50% to 75% of professionals from industries should be engaged as visiting faculty to give hands on experience and new ideas. (Refer Sr.15 & 16 of annexure B-4)

ii) The main emphasis for teaching should be laid on case studies, live projects / practical assignments, interactive sessions and guest lectures, which all should be conducted by experienced professionals from industries.

The above observations are very important and fully endorse the views of other respondents on teaching methodology.

d) Training centers.

All the training centers follow almost the same practices of teaching methodologies, as mentioned above. However, there is little more emphasis on Practical, Field visits, Case studies, live situations and sharing of best practices.

e) Miscellaneous sources

The prime teaching methodology in our country is the lecture and other activities such as seminars and discussions in most of the Management Institutes. The case- method is no doubt followed in some of the Management schools, but these are “arm-chair cases”
with inadequate information. While discussing these cases, the instructor faces many problems, in terms of assuming a lot many things.\textsuperscript{64}

### 4.2 Recommended Instructional Model of Teaching Methodology

From the data analysis, it is felt that the ratio between theory and practical work / training should be 50-50 and to achieve this, practical work / assignments, Project and Internship should be included in the curriculum.

Further, in addition to the existing lecture and tutorial methods of teaching, following methodologies are suggested for implementation in the order of priority:

a) Case study, including live cases and mentor’s sessions with the students.

b) Group Discussion, interactive sessions, class participation and experience sharing.

c) Small projects, Assignments, Field work and technology aided presentations thereof.

d) Guest lectures Workshops and Seminars.

e) Management games and Quizzes.

f) Role plays and live examples.

g) Industry visits and interaction with the concerned staff.

h) E-learning through web sites, on line sessions and Feature / documentary film.

i) Book review, Research and survey by students.

ej) Community services.

\textbf{Note:} The importance of Case-Study method of teaching takes the precedence from the viewpoint of such practices being followed by 95-year-old Harvard Business School, USA. This iconic Business School has pioneered the Case -Study method of teaching and sold 6.7 million reprints in the year 2002.\textsuperscript{65}
5. The existing practices followed to provide Study material, Teaching / Training aids and Infrastructure

The study material in terms of textbooks and reference books in the library, computer lab for practical classes, internet surfing etc, are available to students in most of the management institutes. The teaching aids are also provided in terms of Black boards / white boards, OHP, Radio and Television, in addition to Class rooms, Auditorium, Seminar hall etc. However, the study material as well as teaching aids lack in quality and quantity both. For more details, instructions and norms issued by AICTE, DTE and University of Pune, may be referred.

5.1 Respondents-wise Analysis of data, Findings, Suggestions and Recommendations.

Note: On this issue, there is no feedback from industries, except from the academic institutions and training centers and that too scanty. These are given below:

a) Founders and Directors of management institutes

All of the respondents have expressed their satisfaction with regard to the infrastructural base of their respective institutes. However, some of them do feel that IIMs have much better infrastructure like Library, computer lab and experienced faculties.

b) Faculty and students of management institutes

83.8% of the teaching faculties are satisfied with teaching aids / facilities. However, only 26.35% of the students’ respondents feel that infrastructural support in terms of Library, Computer lab, Class rooms and teaching aids is good, and 12.9% consider them to be excellent.(Refer Sr.5 of annexure A-8)
c) Training Centers

The Training aids / facilities / infrastructures used by these centers include OHP’s, LCD, PCs with networking and Internet facilities, Flip Charts, Audio-Visual Conferencing system, besides proper class rooms, Auditorium, Syndicate rooms, Training Hall with requisite facilities, Hostels and other amenities like swimming pools, Yoga classes Centre and such others.

d) Miscellaneous Sources:

50% of the institutions have books in various areas of management published to their credit. Some others (10%) have brought out only case-studies and research projects, whereas, 15% of them have taken up book writing projects in collaboration with other institutions. 65% of these institutions have a separate departmental library for management and those who cannot avail the library facility, have to be content with the common University / college library. Only 5% of the institutions are in the process of computerizing their library system. Further, 10% of the institutions do not have access to computer facility.

5.2 Recommended Instructional Model for providing Study material, teaching / Training aids and Infrastructural support.

Having due regard to the changes required due to emergence of new technologies, a global perspective of all businesses and cross cultural work environment, following are the suggestions / recommendations in terms of study materials and teaching / training aids, including infrastructural support, to have a high degree of information system and keep the students / teachers updated and knowledgeable.
a) **Study materials and Teaching / Training Aids.**

i) At least 3000 of text books, including reference books, Cases and projects reports, and sufficient number of Magazines, Journals and News Papers of National / international standards in the library should be available for a batch of 60 students.

ii) Black Boards / White Boards, OHPs, LCD, PCs with networking facilities, Printers, Xerox machines, Flip Charts and Audio-Visual Conferencing system to facilitate teaching.

b) **Infrastructures**

i) Proper class rooms, a state-of-the-art Computer Lab with a minimum of 60 computers and networking facility, a fully automated Library, Auditorium, Seminar hall, GD and PI rooms, Training Hall with requisite facilities, Gymnasium, Indoor and outdoor games & sports facilities and such others, should be made available for a meaningful support to students.

ii) Proper offices and rooms / cabins for academic and administrative staff, which indirectly affects teaching in the institutes.

6. **The Current Evaluation System**

For evaluation, many Management institutes affiliated to University and University Management department emphasize memory test. The emphasis is on testing the conceptual part of the Management rather than testing the analytical and decision making skills. It has also been observed that there is a lack of linkage between Management Institute and Industries. Because of this wide gap, the industry is not in a position to know the type of knowledge being imparted and the Management Institutes fail to keep abreast with the required relevant Management education.67

The papers marked as “External” are meant for external evaluation by the University and carry 100 marks each paper. Out of these 100 marks, 60 marks are reserved for University evaluation, based on comprehensive written examination and 40 marks are reserved for internal evaluation by the individual institute.
The papers marked as “Internal” in the course structure, are meant for only internal evaluation by the individual institute and such marks are communicated by the individual institute to the University at the end of each semester. These marks are considered for the declaration of the overall results. Passing percentage is 40% for internal and external evaluation both.

6.1 Respondents-wise Analysis of data, Findings, Suggestions and Recommendations.

a) Founder and Directors of management institutes

It is noteworthy that 67% of the respondents have expressed their dissatisfaction over the existing evaluation system. Some of the important suggestions include engagement of large number of faculties, so as to carryout concurrent evaluation of students by testing them every alternative day or weekly written test. It is further suggested that assessment and evaluation of students should be mainly based on the Case studies, Group discussions, objective question-answer interactive sessions, Presentations and practical assignments (Refer to Sr.7 of annexure A-4).

b) Faculty and students of management institutes:

There is no feedback from faculty. However, 38.4% of the students’ respondents have expressed their dissatisfaction with regard to examination and evaluation pattern. Some of the main suggestions / remarks given by the students include the following:

i) Pattern of examination should be informed to students well in advance.
ii) Subjective assessment should be abolished and practical knowledge should be the main criterion to assess the performance of students.
iii) The theory-practical ratio should be 50:50. (Refer to Para 15(b) of worksheetA-8)
iv) Internal assessment should be based on overall performance through continuous evaluation.
v) For autonomous courses, paper setting should be done by outside faculty.
vi) Monthly test on current economic issues should be a regular feature in the institutes.
c) **Managers from HR Divisions and middle / top level of management from industries:**

i) About 54% of the respondents have desired for changes in the examination system and stressed on assessment by faculty from industries, based on practical test / assignments and weekly tutorials. (Refer to Sr.5 (g) of annexure B-2)

ii) There should be more marks for practical knowledge with 30:70 ratios between internal and external tests. (Refer to Sr. No.6 (g) of annexure B-4)

iii) It is also suggested that viva-voice should be conducted by experts in the respective field.

d) **Training centers**

Main evaluation system of trainees includes Feed back forms, Job performance, observation and tests.

6.2 **Recommended Instructional Model of Evaluation System.**

a) The pattern of assessment and evaluation should be informed to the students in the beginning of the academic sessions.

b) The evaluation should be mainly based on the practical performance in case study competitions, Group discussions, objective question-answer interactive sessions, Presentations, Projects and other practical work / assignments.

c) Evaluation should be on regular basis and **weekly written test with 50:50 ratios between theory and practice.**

d) The monthly tests should also be conducted for assessment of student’s knowledge on economic issues of the country.

e) **The ratio between internal and external tests should be 30:70 and assessment of all practical work / assignments should be done by experienced faculties from industries and experts from the respective fields.**

f) Besides performance in written and practical work / assignments, personal observations during interactive sessions, should also be taken into consideration for overall assessment of students
7. **The present state of Institution-Industry interface**

Generally, most of the interactions between industries and institutions take place through visits, Seminars, Workshops, Conferences, Training assignments, Guest lectures and Pre-placement meetings. Although, 89% of the Directors have mentioned about their close interaction with the industrial staff, considering the importance of the practical work experience and training for students, they have emphasized on continuous interface with the industries.

7.1 **Analysis of Data, Findings, Suggestions and Recommendations**

**Note:** Due to the limited nature and scope of the mater and the feedback received from the respondents, a summary of the findings and suggestions / recommendations are given below:

a) Amongst major suggestions, 29% of the teacher’s respondents have suggested for industrial visits.

b) Similarly, 43% of the student’s respondents have given top priority to industrial visits and training, including internship, project assignments and interaction with the corporate heads.(Refer to Sr.8 of annexure A-8)

c) 45% of the HR heads have rated co-relation between academic performance and job performance of below average standards. They are also of the view that only 5% to 10% interaction takes place between the institutes and industries and that too on certain occasions like project work, guest lectures, seminars, workshops and campus recruitments. As such, there is a need for a minimum 3-4 months of work experience with the industries.(Refer to Sr.2 of annexure B-4)

d) 88.8% of the respondents from middle / top level of management from the corporate sector have also expressed their dissatisfaction with the current practices of exposure and training through summer projects, especially because they consider that, on an average, there is only 31.6% of involvement by the staff in the project work of students.(Refer to Sr.10 of annexure B-4)
The above respondents also feel that a minimum of six months should be dedicated for practical experience with the industries. Even some of them have suggested for part time training with the industries.

On 29 Sep 2006, Dr Narendra Jadhav, the vice chancellor of Pune University, had spoken as to why Education should evolve with time and called for greater industry-university interaction to boost employment. He emphasized on institutionalization of compulsory summer internship to provide an opportunity for students to get familiar with their future work environment. He said “students will get exposure, experience and financial incentive, while industries will be able to make use of a skilled work force without having to go through the bureaucratic hassles associated with labor laws. This is more relevant in context of the management students; especially because their future squarely remains within the confines of industries.68

7.2 Recommended Instructional Model for Institution–Industry interface

a) List out the details of close interactive sessions / assignments, such as industrial visits, project work, internship, Seminars, Workshops, Conferences, Training assignments, Guest lectures, Pre-placement meetings etc. and incorporate them to cater for 50% of the course-ware to ensure proper exposure and training of the students. This should, however, be done in consultation with the professionals from industries.

b) A minimum 5-6 months be exclusively dedicated for Project assignments / Internship to provide sufficient work experience and training to students.

c) Ensure cent percent involvement of industry staff with student’s work / assignments by proper coordination and commitment between the both, staff from institutions and industries.

Industry should sponsor the projects and consulting assignments, which will be mutually beneficial to both, the institutions and industries.
8. The present practices followed for placement of management students.

Most of the educational institutions that run management programs harp on placement they generate for their students. At the same time, it is also a fact that many students choose to pursue MBA course, as this qualification guarantees them a job, or at least such is the student’s perception.

Some of them also feel that just pay the fees, hang out there for a couple of years and you will find yourself sitting in an air conditioned office of an “MNC”. This is what seems to be the mantra. Getting a job is the priority and knowledge and skills set are the secondary objectives, specially when there is a thinking that skills required by industry may be developed during on job training.\(^69\)

However, it is also a fact that because hiring of MBA students is easy, many organizations opt for this route and do the recruitment in a big way. We have also seen from the feed back of teaching faculty that, 57.6% of the students join management program’s to make a career in the corporate world. Because of the emerging markets, big foreign investments, availability of better trained managers and more corporate transparency in the private sector, as advocated by Black Stone Group and McKinsey & Co., the job opportunities in India are immense and hence the need for professional teaching and training of expected standards.\(^70\)

This obviously demands a very high degree of Institution-Industry interface, so that they both understand each other’s requirements and better serve the interest. Unfortunately, today management education is being considered, as a big business and many institutes just want to cash in while the going is good.

8.1 Analysis of data, Findings, Suggestions and Recommendations.

Note: In view of the limited scope of the matter and feedback received, a summary of the findings and suggestions / recommendations are given below:

a) From the respondents (Directors), it appears that amongst various management courses, the most sought after are PGDBM, MCA and MBA for which placement
state is said to be 100%, 95% and 70% to 90% respectively. However, HR heads from corporate organizations seem to prefer MBA students, the perspective management trainees, as is apparent from the increasing number of MBA students required and recruited during the years 2002 to 2005. (Refer to Ser. No 7 of annexure ‘B-2’)

b) As per the students’ opinion, the project reports help in their final placement to the extent of 21.1%.

c) Some of the students have remarked that institutes claim 100% placement, whereas in actual fact, it is not even 50%.

d) 76.7% of the HR heads feel that management trainees have their perceived opinion of a high to very high status of themselves. Similarly, 65% of the HR heads and senior / top level of management also feel that they are reluctant to go down to shop floor or remote areas to work. This needs teaching and training of the ground realities to students, especially in the beginning of their career. (Refer to Sr. 1 & 3 of Sec ll of annexure B-2)

e) Further, 43.8 of the HR heads hold the view that students are not sensitive and 37.5% feel that they are somewhat sensitive to humanity and ethical values. This shows that there is a need to inculcate these values in the students during the academic period. (Refer to Sr.6 of annexure B-2)

f) It has been brought out by the HR heads that about 60% of their management trainee’s requirement is met by campus recruitment involving written test, GD and interview, 55% by other ways and means like, online call and interview based on CVs, Notices in the institutes, job / career fair, instant interviews through employee’s references; 15% by advertisement, and yet another 10% by placement agencies and in-house promotional training. (Refer to Sr. 6 of annexure B-2).

This shows that firstly, the recruiters have their own matrix of rating the management institutes for the purpose of main recruitment and secondly, that they also follow other ways and means of recruitment, which are equally important to note. It further reveals that HR heads prefer MBA students in comparison to those passed out from autonomous courses.
g) Frequency of recruitment also shows that 45% of the recruitment is done yearly and another 45%, on as and when required basis. (Refer Sr.9 of annexure B-2)

h) From the yearly intake of management trainees, it appears that majority of HR heads prefer recruitment from premier and B+ grade institutes like SCMHRD, SIBM, SIMS, Dept of Management Sciences Pune University, IMDR, MIT School of Management, Sinhgad Institute of Management, Vishwakarma Institute of Management, Indira Institute of management, Bharti Vidyapeeth Institute of Management and hardly a few go for non-premier institutes. (Refer to Sr.12 of annexure B-2)

i) The main grounds of selection for the above institutes are, reputation of the institutes, good faculty, sound infrastructure, publicity and quality of projects being carried out by the students.

j) The salaries offered to the management trainees from the entry point to the confirmation stage ranges between Rs. 15000 to Rs. 20000 p.m. and promotions are merit based.

k) 50% of the senior / top level of management feel a satisfactory level of retention, whereas 10% consider as poor state of employee’s retention in their organizations and the reasons attributed to this are said to be lacking patience and loyalty, lucrative salary packages and better career prospects out side their own organizations (Refer Sr.18 of annexure B-4). This demands a great deal of professional ethics, loyalty, dedication and commitment on the part of the employees which values can not come overnight but are required to be imbibed during the period of academic career.

l) With regard to recruitment practices, a lot of importance is placed on soft skills such as emotional intelligence, Team spirit, Assertiveness and even sense of humor. However, attitude is most important amongst them. With the advent of multinational companies in India, a new trend has emerged, which is popularly called as ‘poaching’ or ‘raiding’. The tactic involved is to identify the right person, in competing firms, offering them better terms and luring them away. For this, establishment of an early bond between the corporate and the preferred institutes by way of offering Scholarships, Endowing chairs or sending managers to teach on campuses has been advocated. \(^7\)
8.2 Recommended Instructional Model for Placement

a) **Give preference to PGDBM / PGDBA / PGPM, MCA and MBA courses, as compared to others; for the students having degrees / diplomas from these courses are more in demand by industries.**

b) While planning for the recruitment of MBA aspirants, first identify the perspective industries vis-à-vis, manufacturing, service, IT or export / import units; and then prepare data base, along with the matching profiles of students to meet the demand already projected or to be projected in future. However, it is essential to remember that India’s real Job growth is in Services sector and not manufacturing industries, though they already have a big workforce. The ratio of revenue growth rate between the Service and Manufacturing industries is 6.8%: 3.4%. India’s information-technology services and call centre industries are exploding. India’s technology services industry alone has taken 3 lacks people since year.72

c) **Prepare various segments of students and approach the perspective recruiters for close interaction through various means of institution-industry interface, as has already been enumerated in Para 7.2 above.** This should be done in the beginning of the academic session, so that by the time the students pass out from the institutes, there is a good rapport and understanding between the institutes and the industries.

d) **Ensure sound professional knowledge of your students, imbibe in them certain moral and ethical values of life and develop their all-round personality.** Also, make them understand the ground realities of hard work in the initial stages of their career and the importance of remaining loyal and committed to the organization with a down to earth approach, as these are the success mantras. Remember that it is the product which makes or breaks any institution / organization. Of course, quality of faculty, infrastructure and publicity etc, have their own importance in making a brand.

e) **Impress upon the quality of the summer projects and internships with full involvement of the concerned staff from industries,** so that it helps in the final placement of students with full satisfaction of their potential to both, the institutions and the industries.

f) **Constitute the placement committee under a competent Placement Chair person to plan out the strategy for round the year work, which will primarily**
be related to the industry-institute interface, like preparation of student’s profile, data base of industries, Summer projects and Internship, preparation of Placement Broachers to its presentation to HR heads and arranging visits of recruitment teams at own campus or otherwise arranging it elsewhere for final placement of students, as and when opportunities exist.

g) Give wide publicity to your achievements, including institutional ranking at state, national and international level, through various publications and other Medias for information of others.

9. The existing state of Research, Development and Consultancy

Any research work aims at the advancement of knowledge and improves the Management practices in any organization. Whereas, the professors from the Harvard Business School are expected to teach half the time and research the rest, there is hardly any stress on such activities in most of the management institutes. The research requirement, as of now, is only for the teaching faculty as per the rules / norms of AICTE.

9.1 Analysis of data, Findings, Suggestions and Recommendations.

A summary of the findings and suggestions / recommendations are given as under:-

a) All Directors claim to have research and consultancy centre / units. They also encourage Research and development activities, such as Ph.D., Faculty development and Management development programs, which help in need based consultancy by bankers, builders and corporate sector. However, one of the Founders has said that writing research papers and reading are the two things where our faculties are wanting. This suggests that even though research and development programs are conducted by most of the institutes, there is a definite requirement of intensifying such activities.

b) Research, development activities and consultancy are the last priorities given by the students, as has emerged from the data on record. 77.9% of the students have said that they are not concerned with any kind of research work in their institutes.
However, 19.2% of them claim to have carried out research work like marketing survey for responses on products, impact of advertisement on sale, scope of upgradation of existing clients to higher value products, customer behavior towards electronic goods and project on entrepreneurship development (Refer to Sr. 11 of annexure A-8). This indicates that students need to be involved in research and development work to keep themselves updated.

9.2  Recommended Instructional Model for Research, Development and Consultancy

Following steps should be taken to carry out systematic research and development work in the institutes, as an integral part of the co curricular activities.

a) Establish a research, development and consultancy centre under a competent research guide with requisite infrastructures in terms of text books, research projects, research papers, other study materials and the teaching aids.

b) Conduct Research, Management development, Faculty development and consultancy, in consultation with other research organizations and industries for mutual benefits.

c) Encourage faculty and students to involve themselves in such activities throughout the academic period.

d) Disseminate the research and development work to all concerned for information and future developments.

e) Have proper system of feedback on up gradation of the courseware, competence level of faculties, teaching methodologies, study material and teaching aids, evaluation system, institution-industry interface, placement, research and development work and, above all, the reputation of the institute.

f) Besides getting periodical feedback through students and faculties, try to seek views / opinion from industries, common public and accreditation agencies / authorities from outside and act upon constructive suggestions and healthy criticism to improve further on multiple fronts.
10. Confirmation of Hypothesis.

From the findings and suggestions / recommendations of various respondents, contained in Para / Sub–Para 1.3, 2.1, 3.1, 4.1, 5.1, 6.1, 7.1, 8.1, and 9.1 of Chapter–4, it is amply proved that the business involvement today have necessitated changes in the instructional models of the management education and training. However, from the corporate point of view, the current professional knowledge, training and experience being provided by the management institutes in Pune, do not adequately meet the expected standards of the management students at the entry point and, therefore, new instructional models have been appropriately developed and recommended in the foregoing Sub–Paras 1.4, 1.5, 1.6, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2 and 9.2 of Chapter–4 of the thesis.