“Abstract of the thesis titled “A Study of Management Training and Educational Institutes in Pune, to develop new Instructional Models, so as to meet Corporate’s future requirements of Professional Managers at the Entry point.”

CHAPTER – 1

Introduction

I have immense pleasure and pride in submitting this thesis, an another milestone to reach after a long service career, including 28 years in the army and 10 years with the MAEER’S MIT group of institutions, Pune, which I had joined in the year 1997 after taking premature retirement from the service. I would like to briefly mention about my service experience before I write what made me do PhD in management education.

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

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

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

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

The term “Management” per se, is not limited to a specific area or field of education and by implication, it has a wide connotation. The concepts, principles and practices of management are as old as the human origin, but for its formalization. The socio-economic, political, scientific and technological developments today have brought in phenomenal changes in their applications, especially in the corporate world. The management graduates and postgraduates join business organizations, as professional managers, to manage, promote and sale their product and services. Therefore, Contemporary professional knowledge, skills and experiences assume greater importance.

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

To provide added values to the Management students and make them distinguishable from the others, a management institute has to be equipped with certain core competencies, vis-à-vis, the quality of Course Curriculum, Selection process of students, Teaching faculty, Teaching methodologies, Teaching aids and Infrastructures, Evaluation system, Industry-interface, Placement, Research, Management development and Consultancy, which relate to the main functional areas of any management institute. In this context, it is worth mentioning what Mr. Narayan Murthy had once remarked “A large portion of our educational institutes produce graduates and post graduates, who are ill-equipped to relate their learning with the
outside world. India today has over 5.3 millions un-employed university graduates, even as Indian industries face shortages of skilled labour.\(^1\)

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

I have made my honest efforts to collect reliable and cogent data/information to complete this Descriptive-Analytical-Empirical type of research thesis. I am sure, the readers will find it comprehensive enough to understand the existing gap between what management institutes are offering and the requirement of need-based new “Instructional Models” for teaching and training of the potential students to meet the Corporate’s future requirements of Professional Managers at the Entry point.\(^2\)

After critically examining some of the definitions/terms, which are required to be used in this thesis, I found that some of them do not fully cover the substance and purport of what is expected due to the changes in business scenario and development of technology. I have, therefore, adopted to define/redefine some of them on my own. Amongst the various definitions appearing in the thesis, only those are being given under the following paragraph.

2. Definitions

Education:

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

Training:

“Training is the practical application of knowledge, which provides the requisite experience, skills and the ability to produce the desired results. It may also be called as a man-made module for providing practical experience, skills and the ability, which is required to meet specific needs and standards.”

Management Education:

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

Educational and Training Institutes:

Educational institutes are the schools, colleges and universities, which impart knowledge of multi-disciplinary subjects, like Art, Science, Commerce, Management Sciences, Engineering, Technology, Medical Sciences and others, starting from the primary level to higher level of learning.

The training institutes are the work places where practical training of what is learnt in theory is given, to harness and hone the skills and gain hands-on-experience in any profession to achieve some specific needs and standards.

Instructional Models

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

Entry Point

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

Premier Institutes

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

B+ Grade Institutes:

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

Non-premier Institutes:

Non-premier institutes are those having a strong base of local students

Students:

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

Faculty:

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

A brief of India and national policy on education, number of educational institutions, students, stages and type of education, industrial training, role of AICTE, WTO and Govt of India, impact of WTO on Indian education, Indian economy, industrial growth and trade & commerce in India, with special reference to Maharashtra., are given in Para / Sub Para 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.5, 6, 6.1 and 7 of the thesis.

7.1 Pune as nucleus city of industrial growth and expansion

In 1969, the Maharashtra Industrial Development Corporation (MIDC) undertook development of a large industrial area of 4000 acres at Bhosari in the Pimpri Chinchwad Industrial Complex. The fortes of Pune’s industrial sector are its engineering and automobile industries. The small-scale industrial units provide a strong base of ancillaries for the bigger industrial units especially for automobile & engineering units. The exponential growth and expansion in the industries in and around the City of Pune, has given rise to a number of educational, commercial and R & D institutes, as well as the training centers for professional education and humanitarian sciences. In the recent past, there has been phenomenal development of large industrial areas around a radius of 50 kms with Pune City, which has a total population of 2540069, as per 2001 census, as the nucleus centre for expansion. The new areas where industries have come up include Khadki, Pimpri, Chinchwad, Bhosari, Kothrud, Hadapsar, loni, Mundwa, Yerawada, both sides of Pune–Nagar Road, Shankesheth Road and Gultekadi areas. The industrial areas around Pune include Bhor, Lonawala, Talegaon, Sasawad, Pinangut, Sanaswadi and Chakan, Jejuri, Ranjangaon and Walchandnagar.

8. Management Education Movement in India

In 1957, the management course was started by Andhra University, followed by Jammuna Lal Bajaj of management studies Bombay and faculty of management studies New Delhi. IIM Ahmedabad was established in 1961, as an autonomous institution by Govt. of India, Gujrat and Indian industry, in collaboration with Harvard University. Since early nineties, the business in India has taken a new dimension. It has necessarily given an impetus to the Indian industries and management institutions in India. With about 1500 management institutes in the country, one lakh students are passing out every year, out of which 4500 are getting prime jobs, besides others. Demand and supply ratio is thus 1:66.

8.1 Management Education in Pune and changes required

In terms of Institutes for higher education, Pune is second in the country with 102 institutes, 4.5 lakh students among 55.32 lakh people living in the city.35 As of now, there are about 50 management institutes, including private ones which are conducting MBA and autonomous courses like PGDBA/PGDBM, MBA E-Commerce, Master’s program in International Business, Master’s Diploma in Communication Management, Post Graduate Diploma in Service Management (PGDSM), Post Graduate Diploma in Manufacturing and Operation’s Management (PGDMOM), Post Graduate Diploma in
Computer Management (PGDCM) and such others. Some of the Institutes are also conducting corresponding courses to award these Degrees and Diplomas.

The Instructional Models, which are followed by the affiliated colleges of Pune University as well as private institutions, are at variance. There is a wide disparity in approaches to imparting Management Education and Training, starting from the Admission process to the Course structure, including Co-curricular and Extra curricular activities, Teaching faculty, Teaching methodology, Study material, Teaching aids and infrastructure, Evaluation systems, Industry-Institution interface, Placement, Research, Development and Consultancy. Similarly, the training of students in their respective areas of specialization needs serious concern, because for hands-on-experience, the only training which is given to students is in the form of summer project, which is confined to a period of just two months. Innovation and Creativity is yet another important aspect of human potential, which is often ignored. It is becoming increasingly clear in our fast-paced business world that creative thinking and new innovative product and services are essential for future success.

The existing instructional models seem to be lagging behind in exploration of the hidden talents of the students to the fullest and the management programs are being conducted purely based on the structured syllabi and conventional manner of teaching. There is thus a need to give encouragement for innovative and creative work of the students for optimum utilization of their potential. It is also a known fact that managerial functions involve physical, mental and meta-physical state of being, the last being important from the point of moral / ethical values and quality of life. Americas’ National Institute for Occupational safety and Health has found that stress-related elements cost companies about $200 billion a year in increased absenteeism, tardiness and the loss of talented workers. Between 70% to 90% of employees’ visit to hospital are linked to stress and job tension is directly tied to a lack of productivity and loss of competitive edge. Companies are increasingly falling for the allure of meditation to offering free on-site classes. They are being gradually won over by findings, that meditation enhances the qualities companies need most from their knowledge workers, increased brain-wave activity, enhanced intuition, better concentration, and the alleviation of the kinds of aches and pains that plague employee’s most.

Though, some of the institutes conduct personality development programs through different modules, the term “personality” itself is misconceived in most of the cases. The substratum of these modules remains ill-founded and does not contribute towards the growth and developments of student’s personality, which is three dimensional, i.e. Physical, Mental and Metaphysical. There is thus a need for a well-designed module to conduct personality development programs for students, as an integral part of the course curriculum for management education and training. Further, the new areas of management, which are fast drawing the attention of business leaders are, Hotel, Tourism and Hospitality, Hospital, Insurance and Banking, Disaster and Risk, Event, Environment and Ecology, Transport and communication, Technology, Telecom, and IT, Agriculture and agro-based product, Family Businesses, These segments have full of job opportunities in the city of Pune.

Similarly, some of the subjects which assume greater importance today include Multinational Finance, Corporate Governance, Public-Customer Relation, Advertisement and Publicity, Multimedia Communication, Foreign Languages, International Law, Cyber Laws, Corporate Taxation, Custom & Excise Duties, Environment, Ecology and Agriculture, which need to be focused, while structuring the course syllabi for Management Education. Last but not the least is the requirement of full autonomy, especially to affiliated colleges, which are presently governed by set of rules, regulations and ordinances of AICTE, DTE and University of Pune, in so far as their academic functions are concerned. These provisions act as barriers, at times, and retard the academic progress.

9. Industry-Institution Interface

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

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

CHAPTER – 2

[RESEARCH METHODOLOGY]

1. Background

In any industry, the work force consists of the skilled / un-skilled Labour, Technicians, Engineers, Supervisors, Management Executive and Office Staff at different levels. However, I have taken into consideration only the management cadre for the purpose of my research work.

1.1 Objective of the research study

The objective of my research study is to develop new instructional models for management institutes, based on the needs of industries in and around the city of Pune, so as to meet Corporate’s future requirements of professional managers at the entry point.

1.2. Hypothesis

The globalization, liberalization, privatization, technological advancement and competitive business environment world over, have necessitated changes in the instructional models of management education and training. It is also felt from the corporate point of view, that the current professional knowledge, training and experience, being provided by the management institutes in Pune, do not adequately meet the expected standards of students at the entry point, and hence the need for new instructional models.

1.3 The proposed instructional models include the following:

a) Syllabus for MBA / PGDBA / PGDBM programs, including Practical assignments, co-curricular and extra curricular activities.
b) Selection criteria of students, intake capacity and admission process
c) Teaching faculty, including visiting faculty and faculty development programs.
d) Teaching methodology
e) Study material, teaching / training aids and infrastructure
f) Evaluation system
g) Industry-Institution interface
h) Placement
i) Research, Development and Consultancy.

1.4 Type of Research

After I took over as Director of the MIT School of Management, it took little time for me to understand the importance of institution-industry interface, because after MBA most of the students head for the corporate sector, which is a ground reality. They are like a product for consumption of the business organizations. Therefore, I focused on the understanding of the Corporate’s requirements and their expectations from the management institutes, so that we could develop the students accordingly. I made every endeavor to closely interact with the middle / top level of management; especially the HR heads, during meetings, conferences, seminars, workshops, interviews, campus recruitment and other such occasions, to get valuable input. Besides these, I collected data from educational institutes, industries, training centers and other free flow information sources. Since I have to carry out analytical study of all the facts and figures of the surveyed data and other information / observations, before giving some of the new concepts, abstract ideas and my recommendations for the proposed instructional models, it would be more appropriate to call it a combination of the Descriptive, Analytical and Empirical type of research.40
1.5 Research Approach and basis for sampling

The needs and expectations of the business organizations / industries have to understood and fulfilled. With a view to understand as to whether, the management education and training institutes in Pune, fulfill such needs of the industries, I thought it proper to get the primary data from the management institutes, industries and training centers and the secondary data from other free flow information sources such as, conferences, seminars, workshops, and personal meetings with academicians, consultants and management experts / gurus, besides a large number of books, magazines, articles, newspapers and other study materials.

1.6 The Universe of sampling for data collection

In case of the Management education, I have randomly picked up ten institutes from amongst 52 Management institutes in Pune (number now increased to approximately 60), which were established prior to the year 2000. Similarly, in the case of industries and training centers, these were also randomly picked up from the medium / large scale industries and the training centers in and around the city of Pune.

1.7 Research Instrument

On the basis of the current MBA and other management programs being conducted in various management institutes at Pune, the quality of management trainees being produced, technological advancement, global business competitive environment and the changes / requirements perceived; keeping in mind the expectations of the industries, questionnaires / interview schedules were sent and also personal interviews conducted to get the requisite feed back. The details of the questionnaires / interview schedule sent and the feed back received from the management institutes, industries, training centers and other sources of free flow information, together with the data processed in the form of worksheets, are given below in Chapter–3 under various tables marked as ‘A’, ‘B’, ‘C’ and ‘D’ respectively.

CHAPTER – 3
DATA PRESENTATION

Data presentation is shown in the four tables marked as A, B, C, and D in respect of academic institutions,( 2 Founders, 9 Directors, 63 Faculty and 109 students), Industries ( 20 HR Heads, 16 Senior / top level of management), 3 Training Centers and other free flow information sources. The data / feedback / information collected from these universe of sampling, is duly processed and shown in the worksheets, which are given in the thesis as annexures A2, A4, A6, A8, B2, B4, C2 and D1.

Note: 1) The sources of secondary data also include hundreds of Books, Magazines, Journals, Articles, Web sites and News papers, apart from others, such as Seminars, Workshops, Guest lectures, Conferences, Meetings, and Personal interviews, as mentioned in annexure D-1 of table D.

2) After processing of the data, the results in terms of percentage, given against some serial numbers of the worksheets marked as Annexures ‘A4’ ‘A6’, ‘A8’, ‘B2’, ‘B4’ and ‘C2,’ may not be 100% correct; for the reason that some of the respondents have not given the answer to certain questions, whereas there is overlapping of some answers due to exercise of more options by others.

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 in sub Para 1.3 of the preceding chapter 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: For the new instructional models, which comprise of the nine main functional areas of the Management Institutes, the entire data collected from management institutes, including 2 Founders, 9
Directors, 63 faculties, 109 students, 20 H R Heads from medium and large industries, 16 senior / middle / top level of management from the corporate sector, Heads of 3 Training Centers 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 marked as Annexures A2, A4, A6, A8, B2, B4, C2 & D1 of the thesis.

These 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 extracurricular activities.

1.2 Number of lectures, tutorials, practical training, and specializations offered and additional special subject.

Note: The details of Para 1.1 and 1.2 are as per the revised syllabus for the MBA for the academic year 2002 – 03 of Pune. However, it is pertinent to note that the syllabus does not cater for value additions like, Research & Consultancy, MDP, FDP, Co-curricular and Extra-curricular activities; except the limited number of tutorials.

1.3 (a), (b), (c),(d), (e), and (f) A summary of the Analysis of data, Findings, Suggestions & Recommendations for syllabus of MBA/Post Graduate Programs in Management, is as under:-

- 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 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. However 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.
- 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 highly 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 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.
- The present state teaching staff does not show a happy state of qualified and experienced faculties in premier and B + Grade Management institutes.
- Only 18.3% of the students have expressed their total satisfaction with regard to the course structure.
- 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.
- The faculty and student’s recommendations shows that Industrial visit / Institution industry interface, Project Assignments & Live Projects, Intercollegiate meet & Quiz competition, Interaction with middle level managers, Alumni Meet, Group Discussion.& PI, Management games & case study competition, Internship in related subjects for six months, Seminar & Workshop, Personality development and Games and sports, tracking and rafting are amongst the top ten co-curricular and extra curricular activities given in the order of priority, and shown in table No.0.14 of the thesis.
- The targeted companies are the perspective recruiters of the Management students. 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. Prefer white collar jobs.
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.

Majority of the respondents from HR dept. 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.

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.

85.5% of the HR heads 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.

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 fundamental / working knowledge of computers,

75% of the senior / top level of managers prefer Management Trainees to be MBA / PGDBA qualified.

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.

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.

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

To produce competent professionals, 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, leadership & entrepreneurship, mind control, patience and perseverance, presentation and communication skills, manners and etiquettes, role models, soft skills, attitudinal changes, morality and professional ethics, 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.

Customer’s need based curriculum and training programs designed by the training centers suggest that syllabus for MBA should also be need based.

During All India Conference on “Blending the best of the East and the West in the Management Education”, held at IIM Kolkata 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.

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 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.

1.4 Development of New Instructional Models for inclusion with 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 would 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 over-all personality and help in making a desired career.

The 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. 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 the 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: To make students know themselves better, to develop a logical approach towards career, to give a comprehensive view of life long career planning, to generate ideas for individual career, to stimulate some creative thinking and 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.

The objectives of the BCC:

These objectives of BBC are, to enhance professional / current knowledge, to develop communication skill, including English & foreign language and public speaking, to develop physical and mental health, to teach and train in soft skills, to develop leadership qualities and 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.

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 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.

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. Effective communication skills form the nucleus around which all successful human relationships revolve. 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. We have no time for physical fitness and stress has become part and parcel 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. 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 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 and stressful life, we have to ensure physical and mental health by way of Games & Sports, Yoga and meditation. Total sessions =10

iv) Soft skills.

This will include conversational skills, table manners, observance of manners, etiquettes and proper conduct during telephonic conversations, social gatherings, formal and 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. 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. Major American companies such as Hewlitt-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 inter-dependence, 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 demand more access to rapidly changing technology through computers.56 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 of the thesis are the new additions / modifications to the existing course curriculum of Pune University. For the purpose of brevity in this abstract, only those new / modified subjects, which are recommended for inclusion with existing program for MBA, are given semester-wise in the following tables.
<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The concepts, theories, principles and practices of management make a better combination.</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This subject being a global concern has assumed importance; as has been acknowledged by many states including Maharashtra. (Introduction of environment as subject at SSC / HSE level in recent past). It has also the potential of employability.</td>
</tr>
<tr>
<td>107.</td>
<td>Business Laws, Rules &amp; Procedures</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Besides business laws, rules and procedures are the means to achieve the ends of all laws, be it Business laws, Penal codes, Constitution or any other law and hence its importance.</td>
</tr>
<tr>
<td>109.</td>
<td>Business Communication &amp; Communication Skills</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IS it as important as business need. To make the oral &amp; written communication effective during, interpersonal or business communication, one has got to master the skill to become a global player, as we witness today.</td>
</tr>
<tr>
<td>110.</td>
<td>Agriculture &amp; Bio – Technology Management</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>India is richly endowed with natural resources and agro product. 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 Bio-technology, 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 Kalam’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. (PURAM) program. This will of course require strengthening of transportation, storage, infrastructure and setting up of world class agro-based industries.57</td>
</tr>
<tr>
<td>112.</td>
<td>Public Relation &amp; Customer Relation management</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business organisations have to always work in conjunction with the Govt. organizations, NGOs and general public. We are also aware of the customer driven market and its importance and hence the relevance of the subject.</td>
</tr>
</tbody>
</table>

Total Period = 660 + 166 = 826

<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>203.</td>
<td>Human Resource Management (HRM) &amp; Human Resource Development(HRD)</td>
<td>External</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>208.</td>
<td>Technology Management &amp; Technology in Media</td>
<td>Internal</td>
<td>30</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>One of the most potent weapons of the modern business world is IT, which is one of the many advance technologies. Successes in business</td>
</tr>
</tbody>
</table>
13

<table>
<thead>
<tr>
<th>209.</th>
<th>Hospitality and Event Management</th>
<th>External</th>
<th>60</th>
<th>15</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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. 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 has been 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>210.</th>
<th>(Rural Management)</th>
<th>External</th>
<th>60</th>
<th>5</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural India has a great business potential in terms of agro-based product, market and services; which are yet to be explored and hence the importance of the subject. Also refer to Remarks / Recommendations on Program contents, mentioned against Subject Code No. 110.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>211.</th>
<th>Safety and Hazard Management</th>
<th>Internal</th>
<th>30</th>
<th>8</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Safety and hazard are the new areas which have drawn the attention of every organization for reasons of colossal losses, which take place due to hazardous incidents, at times, and hence the importance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>212.</th>
<th>Brand Management</th>
<th>Internal</th>
<th>30</th>
<th>8</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brand building is one of the important aspects of business. Success in business depends not only in the quality product and services, but also in brand building, which goes a long way to promote and expand its domain and hence the need to pay attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>213.</th>
<th>Business Ethics</th>
<th>Internal</th>
<th>30</th>
<th>8</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human Managers experience a clash between the values acquired from their education and professional training, and those drawn from Indian culture and society. Values drawn by Indian Managers from their Training mirror, shows emphasis on western instrumental rationality and rule following, whereas the values drawn from family and community emphasize affiliation and social obligations. Issues connected with Business Ethics have recently acquired prominence in the changing business scenario and are now closely linked with international financial aid 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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

\[
\text{Total Period } = 630 + 160 = 790
\]

Table No.0.16

<table>
<thead>
<tr>
<th>SEMESTER – III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Subject Title</strong></td>
</tr>
<tr>
<td>L</td>
<td>T</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>308.</td>
<td>Specialization VI (Rural Marketing and sales)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Total Period } = 480 + 520 = 1000
\]

Table No.0.17

<table>
<thead>
<tr>
<th>SEMESTER – IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Subject Title</strong></td>
</tr>
<tr>
<td>L</td>
<td>T</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>408.</td>
<td>Specialization X1 (Rural Marketing and sales)</td>
</tr>
<tr>
<td>409.</td>
<td>HRM &amp; HRD</td>
</tr>
<tr>
<td>410.</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No.0.18

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grand total (For all 4 semesters)</strong></td>
<td>826 + 790 + 1000 + 1275 = 3891 (486.37 days)</td>
</tr>
</tbody>
</table>

1.6 Recommended model for Co-curricular & Extracurricular activities.

<table>
<thead>
<tr>
<th><strong>Ser. No.</strong></th>
<th><strong>Description of Co-curricular activities</strong></th>
<th><strong>Total No. of Sessions / Hrs</strong></th>
<th><strong>Description of Extra-curricular activities</strong></th>
<th><strong>Total No of Sessions/ Hours</strong></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,</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Miscellaneous lecture & tutorials for topics such as Morality, Ethics, Character, and Discipline etc. 30

7. Preparatory leave and Examination for all papers given in the syllabus **** 30

Total Period = 380 + 75 = 455 (57 days)

Table No.0.19

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.

Reorientation program 3 days
CC & BCC (5 + 18) 23 days
All four semesters 487 days
Co curricular/extracurricular activities 57 days

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.

Note: The above details as per the rules / norms of AICTE, DTE, and Pune University.

2.1) Analysis of data, Findings and Suggestions and Recommendations.

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. This shows that other considerations take precedence over the merit in terms of eligibility criteria for admission.

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.

c) In teacher’s perception, 28.7% students pursue such management courses aimlessly.

d) 20% of the respondents from HR Division and a few respondents from middle / top level of management from industries have recommended 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.

c) Professor Henry Mintzberg of MacGill University has advocated that Management education should be for those who already have some background directing personnel and most MBA students do not. Most of the 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.”

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.

3. The existing state of teaching Faculty.

Note: The state of teaching faculty, including their qualifications and experience is required as per the rules / norms of AICTE, DTE, and Pune University.

3.1 A summary of Analysis of data, Findings, Suggestions and Recommendations.

- To equip the students with sound professional knowledge, skill and experience, it is essential to engage faculty from industries or otherwise with industrial experience / exposure. It is also essential to encourage Research, Consultancy and Faculty development programs for enhancement of professional knowledge and teaching skills, as has already been mentioned in the table under Para 1.6 above.
- 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.
- 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 goods in the educational institutes.
- For faculty development in terms of academic excellence and effective teaching, 82.2% of the faculty has expressed their dependence on self study and teaching on whole time basis. Further, major development programs suggested by the respondents include Faculty development, Management development, Teachers training and Training on changes in Management and Technology.
- 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.
- Only a few respondents from HR Divisions 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.
- Although, 50% of the respondents from middle and top level of management have rated the faculty as good, majority of them feel that faculties should be well qualified, like PhD with industrial experience.
- The part time faculty should be drawn from industry and be made responsible for all the practical work, assignments and training.
- The input from training centers also reveals that 60% of faculties consisting of consultants and those from the corporate sector form a better combination for teaching and training in the Training centers.

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

- 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. The ratio between permanent and visiting faculties to be drawn from the industries should be 40:60.
For the purpose of teaching, the student-teacher ratio should be 1:20. (Refer to Sr.16 of worksheet marked as Annexure A6.)

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**

**Note:** As per the rules / norms of AICTE, DTE, and Pune University.

4.1) **A summary of Analysis of data, Findings and Suggestions and Recommendations.**

- Students need exposure to the realities of the corporate world by organizing simulation exercises and mock practices.
- Teaching should be based on case studies rather than text books. There is also a need for updating syllabus on regular basis.
- 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.
- 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.

**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></td>
<td>Interactive sessions &amp; Experience sharing.</td>
<td></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,</td>
<td>Role plays / Examples</td>
</tr>
<tr>
<td></td>
<td>including field assignments</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Reading through web sites on line sessions</td>
<td>Teachers training &amp; Faculty development</td>
</tr>
<tr>
<td></td>
<td>and Feature / documentary films</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Research and survey</td>
<td>Seminars and Guest lectures</td>
</tr>
</tbody>
</table>

**Table No. 0.20**

**Note:** 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.
- 87% of the respondents from HR and middle / top level of management have suggested for changes and are in favor of having 50: 50 ratio of theory and practical methods of teaching.
- It is also suggested that 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.
- 50% to 75% of professionals from industries should be engaged as visiting faculty to give hands on experience and new ideas.
- Others feel that the prime teaching methodology in our country is the lecture along with seminars and discussion method 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.

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:

- Case study, including live cases and mentor’s sessions with the students.
- Group Discussion, interactive sessions, class participation and experience sharing.
- Small projects, Assignments, Field work and technology aided presentations thereof.
- Guest lectures Workshops and Seminars.
- Management games and Quizzes.
- Role plays and live examples.
- Industry visits and interaction with the concerned staff.
- E-learning through web sites, on line sessions and Feature / documentary film.
- Book review, Research and survey by students.
- Community services.

5. **The existing practices followed to provide Study material, Teaching / Training aids and Infrastructure**

**Note:** The existing practices are as per the rules / norms of AICTE, DTE, and Pune University.

5.1 **Analysis of data, Findings Suggestions and Recommendations.**

- Some of the directors feel that IIMs have much better infrastructure like Library, computer lab and experienced faculties.
- 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 are good, whereas 12.9% consider them to be excellent.
- From miscellaneous sources, it is revealed that 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 contented 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.**

a) **Study materials and teaching / training Aids**

- Sufficient number of text books, including reference books, Cases and projects reports, Magazines, Journals and News Papers of National / international standards.
- Black Boards / White Boards, OHPs, LCD, PCs with networking facilities, Printers, Xerox machines, Flip Charts and Audio-Visual Conferencing system.

b) **Infrastructures**

- Proper class rooms, a state-of-the-art Computer Lab with a minimum of 60 computers with networking facility and Library having at-least 5000 books including reference books, Auditorium, Seminar hall, GD and PI rooms, Training Hall with requisite facilities, Gymnasium, Indoor and outdoor games & sports facilities and such others.
- Proper offices and rooms / cabins for academic and administrative staff, which indirectly affects teaching in the institutes.

6. **The Current Evaluation System**

**Note:** As per the rules / norms of AICTE, DTE, and Pune University.

6.1 **Analysis of data, Findings and Suggestions and Recommendations**

- It is noteworthy that 67% of the Founders / Directors 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 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.

- 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:
  - Pattern of examination should be informed to students well in advance.
  - Subjective assessment should be abolished and practical knowledge should be the main criterion to assess the performance of students.
  - The theory-practical ratio should be 50:50. (Refer to Para 15(b) of worksheetA-8)
  - Internal assessment should be based on overall performance.
  - For autonomous courses, paper setting should be done by outside faculty.
  - Monthly test on current economic issues should be a regular feature in the institutes.

- Majority of the respondents from HR Divisions and middle / top level of management from industries have desired for changes in the examination system and stressed on assessment by faculty from industries, based on practical test / assignment, and weekly tutorials. Also that 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)
- It is also suggested that viva-voice should be conducted by experts in the respective field.
- In the training centers, the main evaluation system for trainees include Feed back forms, Job performance, observation and tests.

6.2 Recommended Instructional Model of Evaluation System.

- The pattern of assessment and evaluation should be informed to the students in the beginning of the academic sessions.
- 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.
- Evaluation should be on regular basis and weekly written test with 50:50 ratios between theory and practice.
- The monthly tests should also be conducted for assessment of student’s knowledge on economic issues of the country.
- 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.
- 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 Industry-Institution 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.

7.1 Analysis of data, Findings, Suggestions and Recommendations

- 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.
- 45% of the HR heads have rated co-relation between academic performance and job performance of below average standards.
- 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. The above respondents also feel that a minimum of six months should be dedicated for practical experience with the industries.
- The vice chancellor of Pune University has emphasized as to why Education should evolve with time and called for greater industry-university interaction to boost employment. He recommends institutionalization of compulsory summer internship, so as to provide an opportunity for students to get familiar with their future work environment, 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.
7.2 Recommended instructional model for Institution-Industry interface

- 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.
- A minimum of 5-6 months be exclusively dedicated for Project assignments / Internship.
- Ensure cent percent involvement of industry staff with student’s work / assignments by proper coordination and commitment between the 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 existing Instructional Model for Placement

Note: There is no any statutory requirement for placement of students as per the rules / norms of AICTE, DTE and Pune University.

8.1 Analysis of data, Findings, suggestions and Recommendations

- 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, 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 worksheet marked as annexure ‘B-2’)
- As per the students’ opinion, the project reports help in their final placement to the extent of 21.1%
- Some of the students have remarked that institutes claim 100% placement, whereas in actual fact, it is not even 50%.
- 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.
- 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.
- 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 CV’s, Notices in the institutes, job / career fair, instant interviews through employee’s references.
- Frequency of recruitment also shows that 45% of the recruitment is done yearly and another 45%, on as and when required basis.
- 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.
- 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.
- 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.
- With the advent of multinational companies, companies in India, a new trend has emerged, which is popularly called as ‘poaching’ or ‘raiding’. 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.

8.2 Recommended Instructional Model for Placement

- Give preference to PGDBM, MCA and MBA courses, as compared to others; for the students having degrees / diplomas from these courses are more in demand by industries.
While planning for the recruitment of MBA aspirants, first identify the perspective industries and then prepare data base, along with the matching profiles of students to meet the demand already projected or to be projected in future. Prepare various segments of students and approach the perspective recruiters for close interaction through various means of institution-industry interface. 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 between the institutes and the industries.

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.

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.

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 and its presentation to HR heads and arranging visits of recruitment teams at own campus or otherwise arranging it elsewhere for final placement of students.

9. The existing state of Research, Development and Consultancy Programs.

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.

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. 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 up gradation of existing clients to higher value products, customer behavior towards electronic goods and project on entrepreneurship development.

9.2 Recommended Instructional Model for Research, Development and Consultancy.

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.

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

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

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

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.

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.


From the findings and suggestions / recommendations, as given by various respondents, in Para / Sub–Para 1.3, 2.1, 3.1, 4.1, 5.1, 6.1, 7.1, 8.1, and 9.1, 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–Para 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.

CHAPTER – 5

Scope for further Study and Research

1. Dr. Arun Nigvekar, the Chairman UGC, while giving inaugural address on ‘Research in Management Education’ at the research centre of MAEERS’ MIT Pune, on 10th Sept. 2004, had brought out vital information related to the Research work in India and said that there are not very many research centers in Maharshtra, especially in professional field. On the type of research, he said that so far we have gone purely for empirical analysis of survey to find out what is happening and then stop at that. This does not help in Management teaching and training to full extent and remains only as a basic tool. Dr. Nigvekar advised that there is a need to inculcate and encourage projects as research oriented activities in our syllabus. He further advised that we should go in for Indian Model of Management with ethical values.

2. Padmeshree Dr. Vijay Bhatkar, the renowned scientist, also spoke on the above occasion and said that the top Fortune 500 companies including ‘Zensa’ and ICL, ICIML, Tyco have crumbled in the absence of research work and their CEO’s, who had a sense of complacency, did not know what was happening around the world. He also quoted failure of MNC’s like ENRON, Compaq and World Com due to bad governance and lack of ethical values. Dr. Bhatkar feels that Management is a great challenge and it offers more opportunities for research than any other subject. Today, we cannot imagine of higher education without research with value additions in the management models.

3. Research in India, however, is still in the growing phase. In the absence of research, the society has to depend on transfer of knowledge from other sources like foreign Universities. The general feeling among the knowledgeable circle is that the research output from all the institutes of Management and the Universities is well below expectations. Unfortunately, the R&D sector is not yet the priority area in our country, as is evident from the state of investment by the centre. We are aware, that in most of the developed countries, the private sector contributes significantly towards higher education and research and invests heavily into R&D, resulting in attractive job opportunities. Such contributions by the private sector have increased in India, but it still has to increase manifold to retain talent in the country.

4. It is significant to note that even though India’s GDP has shot up by a phenomenal 16.4% per year in last three years (2003-2006), it spends just 0.8% of its GDP in R&D, which is just $ 4 billion as against Sweden spending 4.27%, Japan 3.11%, Denmark 2.51%, Canada 2%, Israel 5.1% South Korea 2.91% and US 2.67% of its GDP. US are planning to invest up to $ 230 billion and up to $ 250 billion in scientific R&D by 2021, as per their 15 years plan. For the highest ranking business schools in the world, the focus is on creating knowledge, which is the value driver, while disseminating knowledge for them is a by- product. In contrast, most Indian B-Schools have focused on knowledge dissemination. They have not yet established a reputation for knowledge creation. In order to achieve this reputation, our B-Schools have to increase their focus on research.

6. At the same time, we should also remember that the research activities should not be confined to teachers alone, but continue all along as a team work of students and the faculty both, with full support of the management, to successfully meet the future challenges of the business world. It is this requirement of the future developments that makes the scope for further study and research everlasting, essential and indispensable.