CHAPTER 2

TECHNICAL EDUCATION IN CHANGED SCENARIO—CHALLENGES AND OPPORTUNITIES
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2.1 INTRODUCTION TO TECHNICAL EDUCATION

The history of technical education in India dated back to early eighteenth century. In 1794 one engineering institute GUNDY-Madras, in 1847 THOMPSON ENGINEERING College at Roorkee (U. P.) and B. E. college at Howrah (West Bengal) 1850 were established*, and then onwards the number of engineering and polytechnic colleges have been increasing by leaps and bounds, in fact during the British regime arts and commerce colleges were given more preference because the Britishers were in favour of producing most of the non technical workers. The second reason was the arts and commerce colleges need very short funds and infrastructure to begin with. But due to growth in relationships with other countries the wave of first and second world war paved rapid industrialization and run to cities trend compelled to feed the importance of technical education and people started understanding the value of it. The efforts of All India Council of Technical Education (AICTE), The Indian Society of Technical Education (ISTE) and The Institute of Engineers (India) and similar other institutions in this field have contributed more to bring awareness among public in general and educated class in particular. The quantum of remuneration status, glamour, security in service or business and upper class position to the engineers in the society have also tempted the students and

Ref.: 1. www.aicte.ernet.in 2. www.isteonline.in
parents to opt for this growing fast new field.

Defining technical education and institution; Traditionally technical education was a program of studies that prepared a technician. But today the scope of technical education has changed as world has become more technological.

Presently there are many technical skills of value to students, parents, consumers, citizens, industries and workers. Technical education can be defined as "Instruction and experiences that result in knowledge about or skills in using a given technology."

As the study revolved around engineering institution it become necessary to explain technical education relating with engineering technology. Engineering technology is the profession in which knowledge of the applied mathematical and natural sciences gained by higher education, experience, and practice is devoted to application of engineering principles and the implementation of technological advances for the benefit of humanity.

Technical education for the applicant directed basically on analyzing, applying, implementing and improving existing technologies and is aimed at preparing graduates for practice in that portion of the technological spectrum closest to the product improvement, manufacturing and engineering operational functions.

Technical institutions are those institution which are making efforts and applying all its resources for making a competent engineering technologist who is an application oriented person, which
utilizes applied mathematics, scientific and technological principles to produce a practical workable solution to a problem, install and operate technical systems, devise hardware from proven concepts, develop and produce products, service machines and systems, manage construction and production processes, and provide sales support for technical products and systems. The technologist must be prepared to make independent judgement that will expedite work without jeopardizing effectiveness, safety or cost.

So, the growth of any nation depends upon the holistic development of its various sectors. Society from the part had developed its own ways for the growth. Technical education is the key element in this process. Today also technical education is an important and crucial element in the development of society. But with the changes in the structure, price, values and customs of the society, the purpose and aim of the technical education also remains dynamic. But as drew the years, the society had got drastic change, these aims of the technical education are becoming incomplete models and the discipline that is more needed for the future of the society is crumbling many years behind the present conditions.

Over the years, the need of potential technical man power has increased enormously, and these inputs are provided by the technical institutions which are offering technical education.

New era is of globalization and liberalization which make impact in all the areas of lives like economy, culture, society, religion, etc., so it becomes very important not only to understand the
requirement of redesigning the objectives and goals of technical institution, but also to setup the environment for the smooth working of these liberalization.

2.2 LIBERALIZATION

Dr. Manmohan Singh has introduced a policy of Liberalization, Privatization and Globalization (LPG) in June 1991. It means in economic sense, opening the country's economy to the entire world and face competition bravely and daringly. Liberalization is the process of gradual integration of one country's economy with the world economy.

The world bank project appraisal document No.-24239 reads on Indian policy of liberalization as :-

Liberalization of the Indian economy is its gradual integration with the world economy and rapid transformation into a knowledge based society are increasing the demand for well trained work force to acquire new skills as knowledge independently as global standards come increasingly to dominate more outwardly oriented economy.

Liberalization is act of lifting the restrictions on foreign direct investments in the economy of one country. When the restrictions are lifted direct investment in education is allowed then it is position of liberalization in education. In India restriction on foreign direct investment is relaxed from year 2001. From that time various foreign institution are looking opportunities in vast education market of India. (with 7.5 million students in May 2002.)* Newly open

market may give path to the foreign institution to penetrate in Indian education market and create their position. For that first they may go for marking tie with Indian institution or they may go to launch distance learning programs. Some of the foreign universities can go for setting their campuses on Indian land. This happening can awaken sleepy, old Indian Universities as they have to face some competition from world-renowned names. Accepting policy of liberalization reveals its contribution in globalization process. Liberalization may be proved as gate way for globalization.

Liberalization brings internationalisation of education, which is the integration of an International element, which is manifested, in educational activities such as student and faculty mobility institutional collaboration in research, teaching, development of curricula designed with a global perspective. This is most essential to build competitive strategy, as liberalization may bring change in economy, industries and service sectors in India which create challenges due to national and international competition. This may force rapid modernization and the introduction of new technologies and management approaches.

2.3 GLOBALIZATION

The term “Globalization” is not new, since from the ancient time people used to travel from one country to another. We know the efforts of Vasco-De-Gama as other adventurous people as traders or trading companies like East India company, tourists like Hue, Albi Runi, Sanghamitra and so on who travelled down long distances. We know Iranian conquest, we know Alexander’s invasion
which brought, the world near and people from different countries tried interact with each others. We also know the first and second world war brought the world closer as more known than before. The world organizations like UNO, WTO, UNESCO, WHO, etc. has contributed much in this regard.

It is a process of increasing economic intellectual, environmental and cultural intercourse between everyone and everything on the planet. The opposite of localization, globalization is a fact that follows from technological changes and boundaries. In earlier times nation states, as political entities, were sensible because it was possible for people within a geographical boundary to live almost entirely independently from those out side. Globalization alters that basic fact. Globalization means that everyone on the planet is increasingly interdependent.

As per Indian scenario globalization was generally taken to mean interacting the economy of the country with the world economy. This in turn, implies opening up the economy to foreign direct investments by providing fields of economic activities in India. Allowing Indian companies to enter into foreign collaborations and encouraging them to setup joint ventures abroad. The real thrust to the globalization process was provided by the new economic policy introduced by the government of India in July 1991.

2.3.1 REASONS FOR GLOBALIZATION

One of the flows of globalization is people. They move to work or study, travel has become more convenient and affordable
for more people and in educational institutions this translates into increased staff and students mobility.

Many groups of countries are setting up Free Trade Zones encouraging the flow of trade and finance across the borders within the zones. The trade leads to the movement of people to support it. They take their knowledge, values and ideas, which leads to mobilization.

Multinational companies usually wish to be able to employ professional and other specialists in different countries with known qualifications or to move their staff internationally and have the staff's qualifications recognized or to provide staff development activities wherever the staff may be, the result of which must be globalization.

Another educational reason for globalization is that people would like to learn the education on offer elsewhere and want it. This means that people travel or the education does. In short this shows the central role played by education in globalization.

2.4 IMPACT OF LIBERALIZATION AND GLOBALIZATION

Globalization has brought new opportunities and threats to the industries and firms. In India many industries are trying to improve their competitiveness to survive and succeed in the changing competitive scenario, but most of these efforts are implicit, diffused, informal and less effective. The companies should benchmark with the best in industries across the globe and upgrade themselves to face
the challenges. For this our country needs to adopt and scrupulously adhere to the globalization imperatives of efficiency, excellence and exports, if it aspires to have its mirthful place in the changing economic scenario of globe.

2.4.1 Impact on Educational System :-

Due to the impact of globalization apart from conventional educational system, many new kinds of educational systems have been developed worldwide, they are

A] Transnational Education

Transnational Education denotes any teaching or learning activity in which the students are of different countries, in which the institution providing the education is based. The following are some examples of transnational education.

B] Branch Campuses

Campuses setup by institution in a host country to provide its educational programmes to foreign students.

C] Franchises

An institution (A) approves an institution (B) in another country to provide one or more of A’s programme to students in B’s country.

D] Articulation

The systematic recognition by an institution (A), of specified study at an institution (B) in another country, as partial credits towards a programme at institute A.


E] Twinning

Agreements between institutions in different countries to offer joint programmes.

F] Corporate Programmes

Many large corporations offer programmes principally for their own staff where the programmes are more extensive and for staff development, the term corporate university is often being used. The programmes are sometimes linked with academic institutions. So employees can obtain formal and possibly transferable credit for the work.

G] Distant Education Programmes

Distant Education Programmes that are delivered through satellite, computers, correspondence or other technical means across national boundaries.

H] On-Line Education - Virtual University

The term Virtual University means, institutions running in the absence of a campus with a group of academics located together. Now, not only the students are in distant but also the staff too, so, the programmes are provided and served primarily on-line through some form of computer-mediated communications. Furthermore, the staff who develop programmes may not be those who support them and who assess them may be different again. The virtual university builds directly on the widely available computer power and computer networks identified as mechanism for globalization.
I] Distant Education On-Line

Many existing conventional non-virtual universities who were not interested in distant education via print or video are marking increasing use of the Internet to develop on-line distant education. Many institutions are taking up on-line education because they envisage economies in staff cost. Once a course is created, it can be repeated to indefinite number of students without further staff invention.

J] Collaborative Education

This means the franchising non-virtual institution with virtual institution.

2.4.2 ON TECHNICAL EDUCATION :-

Globalization has posed various challenges and opportunities for all of us. Global competition is an essential tool for self-development and ultimately the development of the nation. Industrial world is expanding rapidly. One has to keep pace with the current technological trends. There is a constant increase in the demand of potential man power. For this it is important to create globally competitive stuff that survives and sustains itself in the market. Current global scenario and the market needs have to be constantly kept abreast with.

The growth of any nation depends upon the holistic development of its various sectors. Society from the part had developed its own ways for the growth. Technical education is the
key element in this process. Today also technical education is an important and crucial element in the development of society. But with the changes in structure, process, values and customs of the society, the purpose and aim of the technical education also remains dynamic.

But as over the years, the society had got drastic changes, these aims of the technical education are becoming incomplete models and the discipline that is more needed for the future of the society is crumbling many years behind the present conditions.

Globalization and liberalization in technical education sector came with opening doors to international institutions, universities, their collaboration with Indian institutions and universities. Again through www courses, entry of new companies and change in strategy of old companies which demand standards of education as per globalized needs.

With the continuing liberalization and globalization of economy, industries and services sectors in India are facing a major challenge due to national and international competition. This is forcing rapid modernization and the introduction of new technologies and management approaches. High-quality technical and scientific man power is critical for such developments.

In such scenario responsibility of technical institution is more mainly the challenges of globalization and liberalization are on technical institution directly and indirectly. And only technical institution can be the solution provider to the challenges of liberalization and globalization to one economy as shown in figure 2.1
Fig. 2.1 Challenges of Liberalization and Globalization

Fig. 2.1 gives general idea about challenges of liberalization and globalization to one national economy while fig. 2.2 explains particular idea about challenges of liberalization and globalization on technical education institution which is explain in succeeding points.
Fig. 2.2 Challenges of Liberalization and Globalization on Technical Education Institution
2.4.3 Direct challenges of globalization and liberalization :-

Previously about technical institution market is very much protected specially in Amravati University region. The number of institutions were less and the number of interested students willing for admission was very large. After adaptation of new policy there is growth in the number of institution which create the competition internally. The problem started to increase when the bell rang for entry of foreign institutions.

Several foreign universities are actually looking for land the surest indication that they are setting up base and it is a matter of time the sleepy, old Indian Universities have some competition from world renowned names. Maharashtra has emerged as a leading player in getting attention from foreign universities. Over 240 universities have already approached the state for space in the Mumbai - Pune - Nasik belt which is likely to transform itself into a knowledge zone. Georgia Tech University, Shulirk School, Schindler School, Mc Gill University, Simon Fraster University and Montreal University are all waiting for the Governments nod. Some of them are already in the process of short listing land for their campuses in Mumbai - Pune Corridor. Several foreign schools, for instance have set up research centres and field officer in the country to test water before large scale investments. Government have decided to bring these “research oriented universities in high end technology” to save money that is pumped into the economies abroad, since long the best Indian brains have always left the Country and proved to be fatal blow to our

Ref. :- * The Times of India, July- 2005
economy. But with the fruits of the policy of liberalization it is estimated that India has the potential to grab 50% of the estimated $110 billion global out sourcing market expected by 2010*.

With this foreign institutions are ready to tie up i.e. collaboration with some renowned institutions and universities. They are also launching www programs for the students which is mostly wanted by global market. All this may increase the challenges specially to the institutions of Amravati University region.

2.4.4. Indirect challenges of Globalization & Liberalization :-

Because of globalization & liberalization door of Indian economy are open world wide. Number of big industries entered in Indian market with different competitive strategy. New scenario brought new opportunities and threats to the industries and firms. In India many industries are trying to improve their competitiveness to survive and succeed. And the way of success is by forcing rapid modernization and the introduction of new technologies and management approaches. High quality technical and scientific man power is critical for such developments. Today the demand is of quality in every sector. Quality can be defined as “fitness for utility”. It depends on customers expectations and availability of alternatives. In this intensive competitive edge quality is basic need and want of customers. Ultimately technical institutions are responsible to provide such potential technocrats who can survive for industries and develop quality products for customer satisfaction. Means indirectly challenge of globalization and liberalization is shifted

Ref: *The Times of India, July- 2005
from the shoulder of industries to technical institution. Technical institution has to become more quality conscious to complete the need of industries because the output is generally absorbed by industries. Reason is in this edge government is no longer the principal employer of the students of technical institution and the hard reality is that majority of employment opportunities are now in private sectors. This sector is very selective in their process of employing only those who possess the required skills, quality and competencies. So it become obligatory for the technical institutes to focus on quality of education for the survival of institutes by introducing some innovative strategy. This position can be cleared again by following discussion.

2.5 ISSUES WITH GLOBALIZATION

The following are the issues related to globalization

2.5.1 Commercialization

As world economy has faltered, colleges and universities have been forced to adopt strategies for increasing revenues and decreasing cost. Students have traditionally attended universitites for free or have been paid for attending a university. As an economic problem faced by all colleges and universities, the solution to many problems seems amenable by the Internet, virtual universities, non-accredited degrees, on-line education, distant education.

The strong growth of private and for profit institutions around the world has attracted a great deal of attention, in country
after country. Governments have admitted that they themselves cannot provide places for all the qualified in their countries for building new universities and this created legislation and policies which encourage private money flow into their countries for building new universities.

Education itself has become an international business. Due to the vast economic slash in many countries, many institutions have been forced to generate their own fund for their operations resulting in new commercialisation of engineering education because of the increased opportunities for profit delivery in transnational technical education. Many international strategies and actions of universities now are market driven instead of motivated by intentions of co-operation and mutual developments.

2.5.2 Implications for Quality

The quality standards of public and private universities operating in the competitive global education market place get eroded as a result of commercialization and lead to differentiation of educational supply. In a more demand-driven educational market, standards tend to adapt themselves to the demands of the customers. Evidence for this fear can be found in the uncontrolled mushroom developments of virtual and non-virtual universities, increasingly operating via Internet and offering degrees of "Non-accredited" type without even any form of educational activity.

2.5.3. Insecurity

Globalization is threatening the conventional modes of technical education in many ways. The fact is that the concept of
globalization is heavily loaded with emotions and it has triggered the increasing insecurity in the new global environment in which institutions have to operate, is perceived as destabilizing, subjecting institutions and professionals to economic competition, market dependency and various form of dislocation. Many universities are left behind in the hard arena of international competition without much defence.

2.5.4. Interdependence

The most pervasive aspect of globalization is the increased reality and sense of interdependence. Interdependence means that changes in one part of the global technical education system affects institutions in other parts of the world. Though this creates opportunities to rise of the for-profit, but is absolutely also generates important challenges and problems, at least in the field of quality.

2.5.5 Harmonisation

Globalising means, harmonizing the educational system worldwide, but we can note contrary tendencies in harmonising the present system.

i] Increasing rigidity as countries seek to harmonise structures, e.g. language of the course, degree duration, learning frameworks, curriculum, syllabus, course type etc. to permit mobility and recognition.

ii] Increasing flexibility with more emphasis on outcomes or in claiming substantial equivalence.
2.6 ELEMENTS TO DETERMINE QUALITY IN TECHNICAL INSTITUTES. :-

In present scenario quality is important means for survival and success of an technical institutes. Hence it is the duty of one technical institute to find and follow all elements of achieving quality. Some of the elements for quality are as follows.

1. Teaching - Learning process.
2. Marketing strategy.
3. Infrastructure at institutes.
4. Human resource.
5. Placement of students.
6. Consideration of customers, like students, parents and industries and try for their satisfaction.
8. Practical oriented knowledge.
9. Curriculum as per global need and flexibility.
10. Inculcating research environment.
11. Image building of institution.
12. Thinking for expansion.
2.7 SWOT ANALYSIS OF TECHNICAL INSTITUTION IN CURRENT GLOBALIZE SCENARIO

The technical institution must evaluate strength, weakness, opportunity and threat of their educational services, by that institution can adopt the appropriate marketing strategies for success, development and building reputation of institution.

2.7.1 Strength :-

1. Institutions are providing educational services in rural areas also, by increasing number of institutions.

2. Since the education system in India stresses more on theoretical based learning, it provide opportunities for the students about getting greater exposure of the concerned subject.

3. One can use the technical education as a stair to reach ones goals in life and can serve society and hence Nation.

4. The basic strength of Indian technical education lies in the fact that it exercise the young mind making them more capable of amassing and storing huge amount of information and knowledge in their minds.

5. Very good basic education which provides a very strong base.
2.7.2. Weakness :-

1. More theoretical and exam oriented learning and lack of organized practical training.

2. There is lack of frequent and adequate up-gradation of curriculum.

3. No minimum benchmark or regulatory body to ensure homogeneity of the course content and examination procedure nationwide.

4. Industry-Institute relationship is not adequate.

5. Lack of additional courses around current needs and less flexible curriculum.

6. Learning is not multistep process.

7. Less efforts for developing personality and communication skill.

8. No aim of expansions of institution.


10. Stress on quantity production instead of quality production.

2.7.3. Opportunities.

For the satisfaction of customers of institute, expansion and growth of institute can be achieved around following points.

1. Considering students, parents and industries as their customers and adopting marketing strategy for their satisfaction. So that quality of services can be provided to them.
2. To develop curriculum as per global need and maintaining flexibility.

3. To provide skilled labours to industries. As in future need may increase.

4. Building image of institution and make the way for expansion.

5. Adaptation of marketing strategy and attracting potential students.

2.7.4. Threats

Below are the treats which one technical institution can face specially institutes of Amravati University region.

1. Loss of potential students by technical institutes as more and more students opt for education in other university or abroad. India spent $2.5 billion annually seeking education by the student in foreign university.

2. Threat from within, of deteriorating standards of education due to lack of uniform quality standard for institutes. Specially when there is mushrooming of institutes.

3. Institutes are not willing to identify their customers and activating efforts for customer satisfaction because of which customers are diverting towards available alternatives.

4. Lack of interest and interaction from the industry in developing and collaborating in the research field.
5. Threat from the attitude of the people who fail to work collectively on a common platform towards a common goal.

6. Threat of dominating technical institutes of Amravati University region from the institute of other university and foreign university.

7. Customer dissatisfaction and diversion from institute.

8. Stunting the growth of institution.

2.8 PROBLEM DEFINITION :-

The impact of liberalization and globalization have created new challenges to the existing technical education system. Till today we have been producing man power needed for the Indian industry, which was well protected so far as their markets were concerned. By this technical institutes of Amravati University region enjoyed the secured environment. They had the liberty to sell their products with little consideration for quality and to customer satisfaction i.e. actual needs and wants of students. Ample demand and short supply gave them no time to think about the customer’s needs & wants. The output was absorbed readily by the market i.e. sources of employment. Therefore institutes never thought seriously and systematically to interact with the customers for their satisfaction. But as a effect of changed scenario now employment opportunities are mostly created in private sectors and this sector is very selective in its process of selection. They recruit only those who possess the required skills and competencies. The gap between
the existing quality of education and the real corporate needs is widening due to which our students are lagging behind in placements as compared to the other universities. The effect of this is on migration of our potential input to other prospective institutes of other universities which help them to face the global challenge.

This problem again became critical after adopting liberalization policy since 1991. In the year 1947 the total number of institutions offering engineering courses was only 43. After independence, the scenario of engineering education in the country started changing. In 2000 i.e. after the span of 50 years of independence the total number of engineering degree level institutions rose to 880 with annual intake of more than 1,50,000 students which is nearly two third of these colleges are in the private self financing sector, which opened several opportunities to the students. This makes students more cautious about the selection of universities and the institutions as well for their technical education admissions which can tune with their global need. Awareness among the students is also stimulated about cost incurred by them on fees and the quality of education they get in return to that. In 2003 Amravati University comprised eight self financing engineering institutes having intake capacity of 3010 students out of which approximately 1770 seats are filled and nearly 1240 seats remain vacant*. Though in 2003 from Amravati HSC Board in science faculty 15903 students appeared and out of which 12175 were declared passed. 4095 students secured I class and 1567 students passed with distinction.**

This indicates that sufficient flow of prospective input for technical

institutes was available. But students ignored our institutions which indicates that something is missing in respect of the customer expectations.

Above condition shows that technical institutes of Amravati University region are still living in their imaginary protected environment. They are not identifying the future challenges of globalization. Their efforts for improving the quality of educational services for customer satisfaction are very less. They have also failed to identify their strength and weaknesses, for utilizing opportunities available to them because of globalization. In absence of which institutes can not even think of expansion and developments.

The development of self financed institutions of Amravati University region depend on the careful study of market. Identifying the requirements of global world. There is need to analyse the competition which is present on national, international and local level. Now there is need to develop definite marketing strategy by the institutes keeping in mind the global needs.

Now marketing is not just related to Advertising and/or personal selling of goods and services, but it includes all those activities which are associated with identifying the particular wants and needs of a targeted market customers, and then going about satisfying those customers better than the competitors.

Customer satisfaction is the key for upgrading quality. Without customer satisfaction it is not possible to increase the market shares. The customer satisfaction for technical institution can
be strongly linked with the marketing strategy adopted by the institution which should be product, price, place and promotion oriented. The first element product to be considered with qualities of educational services, price should be linked with monetary measure, promotion with creating awareness about institution, building brand image and its output capabilities to complete the need of global market and place relates to channels to transfer offering of institutes to its customers. If effective marketing strategy is not adopted by technical institutions of Amravati University region then success and development will be decline and make adverse effect on its brand name hence the title of study is “A study of marketing of educational services in technical institutes in light of liberalization and globalization” is preferred.

2.9 NEED OF STUDY :-

The purpose of this research is to present new dimensions to technical institutes of Amravati University region by treating students as their prime customers and imparting quality educational services to them which is the key for their full satisfaction through which institution can get success, increase their market share with improved image and complete their goals and objectives.

This study elicits the challenges of new environment. It stresses that technical education must prepare the young minds to inculcate new ideas, innovation and abilities to face the challenges of liberalization and globalization. The present structure of technical
education is superficial, emphasizing on theoretical aspect, less experimental learning and low on technological integration. This degradation of quality in technical education can be attributed to a number of factors like inadequate infrastructure and facilities, shortage of qualified faculty, poor placement and training, out dated curriculum unable to meet the requirement of global industries, etc. Thus there is an urgent need to relook at existing strategies and to adopt new strategies for streamlining the education system and provide quality technical education.

The study stresses on adopting appropriate marketing strategy for preparing the technical education for knowledge based economy and should seek to achieve value orientation, through which institutions and its output can get leadership position by creating image at national and international level.

Thus image building by any institution is important because in competitive world, an institution’s name should be well-known and should be recognized as the best institution. Effective marketing of technical educational services in technical institutions will also pave the way of effective utilization of resources by reducing wastages. Through which better services can be rendered to customers for their full satisfaction and provide opportunities for expansion of institutions.
2.10 OBJECTIVES OF RESEARCH:

This research study holds following objectives.

a) To study awareness of technical institutes about challenges posed due to liberalization and globalization with respect to technical education.

b) To study the consumer behaviour with reference to global competitive environment.

c) To develop and provide sustainable model around marketing strategy for technical institutes of Amravati University region with model for effective interaction and linkage between technical institution and its customers (Students, Parents, Industries.)

d) To identify the gap between customer requirements and services provided by technical institution.

e) To identify the opportunities for expansion.

f) To meet composite objectives and interest of customer, institutes and society.

2.11. STATEMENT OF HYPOTHESIS:

Hypothesis is the statement of problem put forth for testing by application of appropriate techniques. The following points of hypothesis guide the present study.

a) The awareness of technical institutes is negligible in the light of challenges posed due to liberalization and globalization.
Even awareness among students about required quality about technical knowledge as per changed global scenario is increased.

b] Input for technical institutions i.e. XII science appeared students are not showing priority to select private institution in area of Amravati University.

c] Technical institutes of the area are not taking initiative for improving level of interaction in between industry and institution. So they are reluctant to restructures the syllabi of the technical education and provide other factors for industry satisfaction.

d] Technical institution are reluctant for expansion, through proper marketing of institute.

2.12 LIMITATIONS ON STUDY :-

The following are the limitations on conducting this study

1. Study mainly covers the self finance technical institutes, which are coming under Amravati University region only.

2. The term, marketing is relating to technical institutes and their strategy for customer satisfaction around 4P’s of marketing, and also opportunities for their development and expansion.

3. Technical institutes include, only those institutes which are imparting engineering education only.
4. The study is on the basis of information collected through questionnaire interview and personal observations. For this stratified samples are selected, it is for reducing time and cost of the study.

5. As the effect of liberalization and globalization has recently influenced by institutions working in this field, therefore the recent 5 years (1998-2003) period is taken for study.

2.13. OUTLOOK OF CHALLENGES FOR TECHNICAL INSTITUTION.

Once again summary of the challenges which are generated to Technical institution can be stated as follows.

1. Understanding and adoption of new technology and ways.

2. Reorientation and reconstruction of technical education system.

3. Creating curriculum as per global need and by maintaining blend of flexibility.

4. Infrastructural facility.

5. Consideration of customers.

6. Adoption of adequate marketing strategy for customer satisfaction.

7. Institution - Industry interaction.

8. Research culture adoption.

9. Consultancy and Project.

10. Objective around expansion of institutes.
2.13.1 Counter Measures to face challenges.

1. Adoption of marketing strategy for customer satisfaction around elements of marketing.
2. Updating curricula frequently as per current global needs.
3. Increasing quality and infrastructural facility.
4. More interaction with customers, i.e. with students, parents and industries, identifying their needs and wants and efforts for their satisfaction.
5. Improving Industry-Institute relationship.
6. Encouragement for research and consultancy work.
8. Thinking about expansion. As this goal motivate for quality improvement and building competitive strength.

Other than above measures additional are stated in suggestion chapter.