

Towards an Educated India:

Internal Co-opetition as Source of Strength for B-schools



exchange, faculty development, research programmes, holding industry conferences, etc.

In the inclusive growth model, students from different institutes say, from Pune or other cities, may visit institutes in cities like Mumbai to undergo a training-cum-development programme for about 10 days. Such programmes could be in the area of industrial sector analysis or in terms of specific subjects like retail management or outsourcing management. It could also be in the area of personality development, communication skill development, etc. Cultural programmes could be held in the evenings and perhaps a visit to few select industries could be planned. Another important area could be the joint working in terms of assessment of the projects. Under this model, evaluation could be done jointly by the faculty of the host college as well as from the other colleges in the loop.

Similar is the case with faculty training programmes or joint research work for mutual benefits of the participating schools. Sharing of library facilities is another area where there can be tremendous co-operation between the two institutions.

Inclusive co-opetition agreements also help in ensuring a win-win situation for all the schools and a tremendous learning both at the faculty as well as student level.

These, of course, are not without costs. There are costs involved in all activities but the advantage under the model is that the same resources can be shared and individual cost per institute goes down. The methodology of sharing cost, however, needs to be worked out. The imperative pre-condition is that there is a need for an understanding between the managements of the two or more participating institutions. The meeting of the minds of the promoters and / or trustees has to be the starting point for such collaborative actions. Additionally, there is a need for the statutory authorities to create guidelines for such joint ventures and suitable weightages to be given for such inclusive growth.

To sum up, there is a need of competition along with collaboration (co-opetition to be specific) among B-schools in a vast country like India. This will definitely be in the interest of students at large both from learning as well as employment perspective. The axiom can be: grow and help others to grow and thereby let all grow together.

Authored by Dr R Gopal, Director, Department of Business Management, Padmashree Dr D Y Patil University, Navi Mumbai and a senior member of Higher Education Forum (HEF)

On a rough estimate in India, there are currently over 4000 B-schools of which according to one source, more than 50% are located in Tier 2 and Tier 3 cities, where there exist problems of availability of faculty, corporate inputs, etc, resulting in many B-schools shutting down. The idea is to think about what can be done to prevent these B-schools from shutting down. A recent article suggested that around 70% of the MBA students are unemployable.

This calls for an important issue: can there be a case of inclusive growth (to reduce unemployment and shutting down) -- a case of internal co-opetition ie cooperation between different schools within India or tie up with institutions in the same city - cluster formation? For instance, B-schools in a small cluster of towns can tie up and come together with respect to sharing facilities.

This internal tie up becomes imperative when one considers the tremendous shortages faced by institutions of higher learning with respect to faculty. In these days of globalisation, there is also a need for

lectures by professors from other countries across the globe. Typically for example, if a single B-school desires to host a lecture by a professor from outside India, the cost will be quite exorbitant. In a collaborative scenario, this cost can be shared by say three or four institutions and benefits can be reaped by all. Similar is the case of foreign tie-ups where a number of smaller Indian B-schools in a cluster can tie-up with a foreign school enabling a number of students from different B-schools go for student exchange programmes abroad under a single agreement.

Some would like to ask the question why should these institutions help and cooperate with others. The answer is obvious. This type of cooperative and collaborative approach is necessary not just for one school, but for society at large. Students currently doing MBA are doing so primarily for the sake of placements. Some of them are in dire need of money and good jobs. Non availability of quality jobs could result in long-term erosion of the student's mental capabilities. Additionally, this could also create societal problems. Students lack knowledge about the industry and in many cases, fail to apply the concepts learnt in practical situations. Students need to be exposed to the global scenario and it would be highly beneficial if faculty, academicians and professionals abroad can paint the realistic picture from them.

The areas where such tie ups can occur could be in the areas of student

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Higher Education Forum



Teachers need a hobby too!

With a summer break this month, teachers too need some time to unwind

When attending a seminar recently, a college professor cornered me: "Do media persons think that teachers are not human? Don't get me wrong, I am not demeaning you, I mean do you all think we are super human?" I just gaped at him for a few minutes and wondered where this conversation was heading. Finally it was out that we, the 'media people' always publish articles on how students need a much-deserved break, and how they can unwind and take up hobbies, but never publish similar articles about teachers. And our dear friend was complaining about that.

Well, yes, we admit, teachers need a break too. And many of them use the much-deserved break to pursue hobbies with equal gusto as the students. Smita Tejani, who teaches economics at junior college level, is pursuing her graduation in Bharat Natyam. "It was a long cherished dream, which I could not fulfil when I was younger, since my academically oriented parents were dead against. I thoroughly enjoy learning at a stretch during the summer break, and take my exam soon after," she admits with the enthusiasm of a young girl.

For Amol Moghe, who teaches at a law institute, a vacation is meant for two object goals - travel and learning to cook, and sometimes the twain meet. "I recently went to Thailand with my wife and children, and while they were enjoying the sights and sounds of Bangkok, I was busy taking a Thai cooking class!" He proudly reveals. The meticulous educator does his homework well in advance and signs up for classes in time so as to not miss an opportunity.

And even though Moghe is the cook, sociology teacher Priya Ranna takes the cake. "I simply vegetate in front of the television going on a movie marathon. I update blog posts, join cinema forms and interact with other over the net. I love analysing movies," she says. In fact, for the last two years that she's been teaching, her mother is so used to the routine, that she "does not bother with her drama any more!" in the educator's own words. Even her meals are served at the couch!

Meena Menon, who is a language junkie (well, she said it!), does what she loves most. Brushes up on a language that she may have lost touch with, and tries to get to the roots of the cultural influence of the language. So far, she has managed to work with Sanskrit, Hindi (not her second language) and just about started with German.

With the teachers trying to squeeze in some fun in every moment during the summer break, students are unlikely to have a dull moment in their initial classes!

ALTERNATIVE SOLUTIONS

SNDT Women's University introduces a unique online course for doctoral students to learn research methodology, roping in international resource persons

When an institute has registered PhD scholars who work full time, and cannot afford the time to come to a face to face class, what does it do? Well, we don't know about others, but SNDT Women's University (SNDTWU) decides to convert that course into an online module, so ease it out for the students. What's more, it manages to rope in resource persons from other parts of the world, and throws the course open to "other than SNDT University participants" according to their website.

The course in question, on Research Methodology, commenced last week on May 1, and is a 10-week course for four credits, for newly registered PhD students. "The first course has registered 42 PhD scholars and we are sure they will have a very valuable experience in exploring the field of research with their fellow scholars," says Prof Vaudha Kamat, Vice Chancellor, SNDTWU.

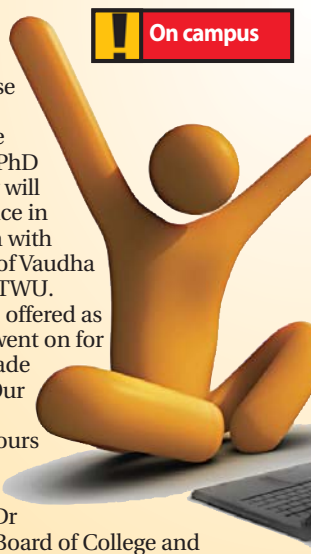
The face-to-face course was offered as per the UGC guidelines and went on for 10 days at a stretch, which made it difficult for the students. "Our students are from the social science background, so lab hours are not required like the pure sciences, so the idea of online learning works," says Dr Madhura Kesarkar, Director, Board of College and University Development (BCUD) at the University.

With the online course being publicised only through the University's website, it was a great response in terms of numbers. "What's more, over half of the students had already logged in within the first 24 hours, and many of them had put up their introductions, informs Dr Jayashree Shinde, Head of the Educational Technology Department at the University.

About 10 senior faculty members have gotten involved



On campus



with this online module, and have already created the resource materials to be distributed to the students. "They have arranged the activities, created their videos, and posted downloadable presentations on the learning management system, so that the students can get maximum benefit of the resources," informs Dr Shinde. With that, there are resources persons from Australia, Canada and Malaysia who are also contributing. "We already have linkages with many universities abroad, so we invited them to contribute. And with technology, the feasibility of sharing increases manifold," says Dr Kesarkar.

For the course, the faculty members have recorded over 30 videos, of 15 minutes duration each, so that they are digestible and viewable. In addition, the faculty will be available to the participants for synchronous interaction over the weekend using A-VIEW platform. It is a virtual classroom platform, which offers several beneficial features for online teaching and learning.

In addition, students will be initiated into discussion forums and blogs and will be encouraged to share online as many resources as they can. The University is going to be flexible about this, since the evaluators understand that not all students can articulate their thoughts as well as they can talk.

To make the course fully online, the assessments are also going to be done online, through both written assignments as well as objective type of tests. Those interested in registering to the course can visit the site <http://sntd.ac.in/courses/ph-d-courses.htm>

In addition, Prof Kamat informs, "Many of our faculty members are planning to offer a variety of online courses (either 4-credit or 8 credit) for SNDTWU students as well as interested persons from society in the 2013-14 academic year. The University has already been successfully conducting an online module on instructional design, twice a year, in the online mode.

News bites

Career guidance and counselling seminar

A rham Yuva Group in association with Parasdham and Jain Jagruti Centres like North West, North East and Rajawadi is organising a career guidance and counselling seminar.

HIGHLIGHTS:

- Eminent speakers impart practical knowledge to the students.
- Counsellor Shailaja Mulay will address the crowd, answering queries and explaining opportunities.
- The seminar is free for all, followed by aptitude test (paid).
- The aptitude test is conducted by a professional institute at a marginal cost.
- One-to-one counselling sessions available for students (and parents) who take the aptitude test.
- Guidance for studying abroad along with details and information on various related aspects
- Parents/ guardians are invited to the seminar with an aim of updating them with the new opportunities.

VENUE: Parasdham, Vallabh Baug Lane, Tilak Road, Ghatkopar (East)

DATE: Sunday, 19 May 2013 from 08:30 am onwards

REGISTRATION: May 1, 2013 onwards

TIME: 6:30 to 8:00 pm

CONTACT: Chirag Shah - 9820596646, Jay Bilakhia - 9867313550, Amit Parekh - 9819150539

New programmes at SNDT Women's University

SNDT Women's University is offering several new courses in different modes for the year 2013-14. The Academic Council of the University has approved following innovative programmes (at eight at master's level, three at degree level, two at Postgraduate Diploma level and 10 certificate programmes. These are:

AT MASTER'S LEVEL:

- Master of Arts in Educational Technology (MAET)
- Master of Arts in Ancient Indian Culture (MA) Sanskrit Department is offering
- MA in Interdisciplinary study in language and literature (this will be offered jointly by Hindi and Gujarati Departments)
- MVA (Master of Visual Arts) in Print Making
- MVA in History of Art & Aesthetics
- MA in Women's Studies
- MCom (Fully online course with 80 Credits)
- LLM (one-year)

AT UNDERGRADUATE DEGREE LEVEL:

- BCom (Accountancy & Finance)
- BSc with Mathematics
- BSc with Statistics

POSTGRADUATE DIPLOMA PROGRAMMES:

- PG Diploma in Hindi Cinema
- PG Diploma in Corporate Social Responsibility

10 CERTIFICATE PROGRAMMES

- Leadership for Local Self Government for Women Representatives of Local Self Government (16 credits).
- Certificate programme in Script Writing
- Fibre Glass (Basic)
- Fibre Glass (Advanced)
- Pottery, Mural: Terracotta
- Pottery, Mural: Ceramic
- Water Colour (Basic)
- Water Colour (Advanced)
- Oil/ Acrylic Colour (Basic)
- Oil/ Acrylic Colour (Advanced)

For further information and registrations, log on to sntd.ac.in

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