



## TO STUDY THE IMPLEMENTATION OF INDUSTRY INSTITUTE INTERACTION (3I) AMONG MBA/MCA INSTITUTES

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### **Abstract**

*Industry Institute Interaction (3I) has now become the buzzword for institutions providing technical education. AICTE, NBA accreditation also promotes and insists on 3I by different ways. But, do really institutions running MBA and MCA institutions have 3I. The researcher has surveyed institutions in Solapur University running MBA and MCA courses. The paper focuses on two questions- “Do the institutions really take efforts for 3I?” and “Do the students get benefit from 3I?”*

**Keyword: Industry Institute Interaction, MBA/MCA courses, 3I, CII.**

### **1. Introduction**

The journey of cooperation between industry and institute has taken different forms at different times. Historically, it started with simple interaction and gradually evolved to very close partnership overtime. There has been a wide variety of interactions practiced among industries and institutes which includes problem solving, curriculum development, study visits, scholarships, and apprenticeship training and incubation center. However, until the time that the concept of public private partnership has evolved, industry, has, by far, not been involved in taking sustainable financial, technical and operational risks in the design, financing and building and operation of educational projects. Therefore, public-private partnership has been regarded as a natural progression of relationship from interaction elevated to structural partnership where the private sector assumes substantial operational risks in the design and implementation of educational projects.

The development of entrepreneurship amongst technical students will be an effective mechanism of luminous renaissance in technology innovations, helpful in the removal of regional imbalance (Wani et.al. 2004). A student, through self-employment as a career, can bring about a technical revolution that can meet the challenges of the emerging scenarios of globalization and liberalization, with a key element of competition rather than protection. The institutions which are conducting technical and professional courses like MBA or MCA are also expected to encourage entrepreneurship and industry environment among students.

National board of accreditation (NBA), which assesses and accredits the colleges and/or institutions of technical and professional education or one or more of their units, has one integral parameter of 3I in its accreditation process. While accrediting any institution NBA is considered as the valued accreditation. So there is a vital importance of 3I when technical courses are considered. But unfortunately institutions don't apply the norms and don't give exposure to their students regarding 3I. So, it is decided to go through it and analyze the real condition of 3I in MBA and MCA institutions.

Institutions have to strongly felt the need for renovating knowledge and to help the students to realign themselves to the continually increasing demands of the industry. It helps to build relationship with the member and other Industries. So the platform is provided for the students to get implant training and to do project work on any topic based on the activity of the Industrial unit. It helps the students to co-relate the technical knowledge they acquire in their course of study to become knowledge based. It also provides a platform for the faculty of the Institution and Industry to share their expertise of subject or the area of specialization in the Industry respectively. Thus both the faculty and the students get expertise and get benefited with this interaction cell.

All India Council for Technical Education is proposing Industry Interaction of Institution and promoting also with different programs like “Confederation of Indian Industry (CII)”, “Entrepreneurship Development Cell (EDC)” etc. Institutes running MBA and MCA are also expected to develop industry relations for overall development of students and to inculcate practical knowledge in them.

### **2. Literature Review**





In order to make technical students ready for industries, there ought to be an interaction between the two, i.e. interaction between the institute & the industry. It is a well accepted issue. In spite of the realization that Industrial Organizations need to collaborate closely with Academic Institutions for survival in this fast paced global environment, in India there is a long divide that practically exists between the two. In the present information society, Academic Institutions become custodians of knowledge-networks with global leverage. As the shelf-life of knowledge is becoming short, there is a great need for the Organizations, as users of knowledge for markets, to interact closely with Institutions. The following examples illustrate the benefits of I.I.I. Some of the e.g. of the same are as follows. The software used for mining in Sweden has been developed and implemented by a university in Sweden, which also produced many Ph.D.s in the field. In the years 1965-70, big Japanese steel and glass manufacturing industries decided to switch-over to Hi-tech and Electronics as a growth strategy. The total program of training Managers and Technicians for the migration of existing Industries was carried-out under the guidance of Tokyo and other Japanese University Faculty members. There are a few examples of I.I.I. in India which are of recent origin. Indigenous development and pilot-manufacture of a special technology machines for Rapid Prototyping (a CAD/CAM process), was developed by P.S.G College of Engineering, Coimbatore, and I.I.T. (Chennai) successfully. The Project to plan and develop suitable Mass Transport System for the next decade to reduce Traffic problems in Metro Cities is entrusted to I.I.T.s Kanpur, Delhi and Rourkee as an inter-disciplinary Project by the Government of India.

### **Some of the possible reasons for the lack of initiative from Industry**

Industry in India, whether Public or Private Sector, does not look beyond their established “Foreign Collaborators” for solving their existing problems or for new developments. Indian Industry is not sure of the existing capabilities / infrastructure of Indian Academic Institutions for assisting them. Often, Industry Leaders and Policy Makers, due to their other preoccupations, do not get enough time to find the latest developments taking place in several fields globally. These are easily accessible to Universities through Books, Journals, especially through Conferences and Seminars. Industry is not sure of the ‘Confidentiality’ of the process, once it is entrusted to the Universities. Industry expects specific, ‘time-bound, financially viable practical solutions’ but they are not realizing the academic wealth in the form of research (papers) from academic institutions. Due to the prevalence of huge unemployment situation in almost all job areas need does not arise for industry to make special efforts to hunt for candidates. This is also one reason for the industry to back out seeking university assistance to improve industry functioning. Industry feels that it is the responsibility of Academic Institutions to supply qualified and suitable candidates for their needs.

### **Some possible reasons for Institutions not pursuing serious Interaction with Industry**

There is no compulsion for the Academic Institutions to establish rapport with Industry. Due to the large rush for seats in Professional courses, the Governing bodies of the Institutions need not make special efforts for rapport with Industry. All that is needed is, after starting the college with meagre infrastructure, to run the college to the satisfaction of the bureaucracy of the affiliated University, at the lowest expenditure. The objective of the Institute Management is only to teach the subjects as per the prescribed syllabus and prepare them for the examinations conducted by the University. Preparing them for “Jobs” is not their concern. Most of the Universities are run by the funds granted by Governmental agencies. Naturally, they are controlled by the bureaucracy and not by the needs of the Industry. Professors are rewarded for longevity and conformance to regulations than for merit, productivity or creative research. They have no option except to toe the line of management and bureaucrats governing the university. The Faculty members are mostly busy setting question papers, conducting examinations and evaluating them in the Semester system. They have little time for I.I.I. and improvements.

AICTE-CII Survey of Industry-Linked Technical Institutes 2013 clearly states that 7% management institutions have shown interest and responded to their CII Survey. In western India, the contribution is 13% only. [2]

### **3. Statement of the Problem**

Efforts are needed to take to understand whether the institutions conducting MBA/MCA course are really taking efforts for such interaction, how industry institute interaction is helpful to students in better understanding and developing the skills that industry requires and to faculty for providing quality education. Another need is to find out the problems faced by students in the institution regarding 3I.

### **4. Objectives**

Main objectives of the study are as below

1. To understand how institutes of MBA and MCA course implement the 3I.
2. To analyse the impact of 3I on the practical awareness of students
3. To analyse the satisfaction of students regarding 3I.



### 5. Scope of the Study

The present study on Implementation of Industry Institute Interaction covers different aspects of industrial requirements and its influence on learning process. The study is restricted to MBA and MCA institutions under the affiliation of Solapur University only.

### 6. Research Questions

1. Do the institutions really take efforts for 3I?
2. Do the students get benefit from 3I?.

### 7. Research Methodology

1.	Type of Research	:	Descriptive Quantitative Research						
2.	Population	:	Students and Training and Placement Officers (TPO) of MBA/MCA institutions under the affiliation of Solapur University						
3.	Sampling Unit	:	Solapur District						
4.	Sampling Technique- Students	:	Multi Stage Sampling <table border="1" style="margin-left: 20px;"> <tr> <td>Stage I</td> <td>All Institutions affiliated to Solapur University</td> </tr> <tr> <td>Stage II</td> <td>Cluster sample- Cluster is equal to class</td> </tr> <tr> <td>Stage III</td> <td>For each class- <b>Convenient sampling</b> - 15% of each class.</td> </tr> </table>	Stage I	All Institutions affiliated to Solapur University	Stage II	Cluster sample- Cluster is equal to class	Stage III	For each class- <b>Convenient sampling</b> - 15% of each class.
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Stage III	For each class- <b>Convenient sampling</b> - 15% of each class.								
5.	Sampling Technique- TPO	:	Census Survey						
6.	Sampling Size	:	175 Students and 8 TPO						
7.	Data Collection Method	:	Questionnaire for each sampling units was made. Each questionnaire was based on the NBA expectations of 3I. Response to questionnaire was collected through Scheduled Interviews						
8.	Data Analysis and Interpretation	:	MS Excel.						

### 8. Data Analysis

The data for the said study was collected from students and TPOs of 8 colleges under the ambit of Solapur University in which 3 MCA and 5 MBA colleges are there. Table I gives sample characters of Students.

Sr.No.	Character Name	Type/Number (%)
1.	Gender	Male/93 (53.14%) Female/ 82 (46.86%)
2.	Age Group	20-25/169 (96.57%) 25-30/ 6 (3.43%)
3.	Course	MCA/105 (60%) MBA/ 70 (40%)
4.	Year	1 <sup>st</sup> / 104 (59.43%) 2 <sup>nd</sup> / 71 (40.57%)



Sr.No.	Options		Frequency		Percentage	
			Student	TPO	Student	TPO
1.	<b>Dose the institute has policies for 3I?</b>					
	a.	Yes	44	2	25.14	25
	b.	No	131	6	74.86	75
2.	<b>How do you include 3I in curriculum?</b>					
	a.	Learning material is developed for different domain project	71	3	40.57	37.5
	b.	List of industry customers is maintained and annually update.	44	2	25.14	25
	c.	The syllabus clearly mentions the 3I.	47	0	26.86	0
	d.	Any other (please specify)	13	3	7.43	37.5
3.	<b>What is the scenario of involvement management practitioners and outside academics during school's activities?</b>					
	a.	They are involved in decision making.	63	2	36.00	25
	b.	B-school has entered into new industry segment with the help of advice given by management partition.	57	2	32.57	25
	c.	Practitioners are involved in designing workshop curriculum for student.	53	3	30.29	37.5
	d.	Any other (please specify)	2	1	1.14	12.5
4.	<b>How do you involve industry in conduct of institutional activities?</b>					
	a.	Industry representative are member of governing body and placement committee.	34	2	19.43	25
	b.	Visiting faculty from corporate participate in industry related case study.	80	2	45.71	25
	c.	Student industry interaction forum is there for placement guidance.	57	3	32.57	37.5
	d.	Industries Participate in institutional activities by sponsorship.	4	1	2.29	12.5
	e.	Industries do parent sponsorship.	0	0	0.00	0
5.	<b>What is the other way that you follow for 3I?</b>					
	a.	Industrial tours.	42	2	24.00	25.00
	b.	Workshop/lectures of industry persons.	50	3	28.57	37.50
	c.	On job training.	26	2	14.86	25.00
	d.	Involvement of students in industry activities.	35	1	20.00	12.50
	e.	Students are compelled to do summer projects	22	0	12.57	0.00



		through an industry.				
6.	<b>What benefits do you got from 3I?</b>					
	a.	Improvement in behavioral skills.	23	NA	13.14	--
	b.	Improvement in interpersonal skills.	30	NA	17.14	--
	c.	Overall improvement.	92	NA	52.57	--
	d.	Improvement in communication skills	26	NA	14.86	--
	e.	Any other	4	NA	2.29	--

The analysis clearly gives following points

1. Many colleges don't have the Industry Institute Interactions policy as expected.
2. Less than fifty percentage colleges include 3I in curriculum mostly by developing learning material for different projects.
3. Very few institutions involve management practitioners from industry in decision making.
4. Fifty percent institutions have visiting faculties from corporate.
5. Very few industries involve through partnership with institutes.

#### Analysis of Research Question

The research questions were as below

- Does the institute really take efforts for 3I
- Is it beneficial for students?

No, researcher surveyed the institute TPO for checking efforts institute are taking for 3I. It was very disappointing that institutes are really not interested in such interaction the reasons are so many like.

1. The difference in working style and expectation of industry and institutes.
2. Industry interest in interacting with institute.
3. They cannot analyse the proper need of 3I.
4. Students' attitude and effort also effect on these.
5. Casual approach by institutes for 3I.
6. Ignorance by the industries due to their tight schedule.

When researcher surveyed to check what is the presents status of 3I in the institutes which are affiliated to Solapur university at that time the first parameter that came to know is that there was no any efforts taken to make available at least one TPO in each institute to promote the interaction among industry and institute.

#### 9. Conclusion

Although the State and Central government is promoting and proposing institutes are less inclined for the same. The reasons include the difference in working style and expectation of industry and institutes, Students' attitude and effort also effect on these, Casual approach etc. There is need to concentrate and reanalyse the situations regarding 3I.

#### References

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