A STUDY OF ORGANISATION DEVELOPMENT IN EDUCATION AND INDUSTRY WITH RESPECT TO COMMUNICATION AND DECISION MAKING PRACTICES

An Abstract of

The Thesis submitted to
The Maharaja Sayajirao University of Baroda

for the Degree of
Doctor of Philosopy (Education)

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CONTENTS

1. INTRODUCTION

Many a dimensions influence the human life in the present changing environment. Some of these are the information technology revolution, new vistas for economic co-operation, the growing importance of continuous self-development. Communication and Decision making systems of organisations have very clear role to play in these areas, as most of the adaptation efforts to these dimensions have their fundamental basis on Communication and Decision making systems.

UNESCO's World Conferences on Higher Education (Otober 1998), for instance, emphasise the role of information and communication technologies in Educational institutions:

- The utilisation of new communication and information technologies was a theme which appeared in all conferences. In particular in the Beirut Plan of Action. Some conferences highlighted its importance for relevance and quality, others emphasised the need of co-operation in this field, others preferred to call attention to its use as a tool for better management of institutions that is, as an instrument for reaching the goals of the institutions.
- The Palermo document stated that 'modern information and communication technologies have major implications for the provision of education and training and require a fundamental restructuring of the ways in which teaching and learning objectives are delivered. Higher education institutions have a key role to play in exploiting, for themselves and together with other partners, the potential

of innovative information and communication technologies for academic development'.

- The Havana Conference kept 'new information and communication technologies (NICT)s as one of the clusters and had a special commission for it. This explained the number of points and proposals made either for relevance and quality, for management or for NICTs as an instrument of co-operation. The proposals include systematic research into the transfer of information and its relation to learning and transforming university libraries into channels leading to INTERNET and INTRANET.

1.1. Knowledge workers

The only comparative advantage of the developed countries is the supply of knowledge workers. It is not a qualitative advantage: the educated people in the emerging countries are every whit as knowledgeable as their counterparts in the developed world. But quantitatively, the developed countries have an enormous lead. The number of college and university students in all of China, which has a population of 1.25 billion, is no more than 3 million. Compare that figure with the 12.5 million students in the United States, which has one-fifth of China's population. To convert this quantitative lead into a qualitative lead is one - and perhaps the only - way for the developed countries to maintain their competitive position in the world economy. This means continual, systematic work on the productivity of knowledge and knowledge workers, which is still neglected and abysmally low.

Knowledge is different from all other kinds of resources. It constantly makes itself obsolete, with tomorrow's ignorance. And the knowledge that matters is subject to rapid and abrupt shifts - from pharmacology to genetics in the health care industry, for example, and from PCs to the Internet in the computer industry.

The productivity of knowledge and knowledge workers will not be the only competitive factor in the world economy. It is however, likely to become the decisive factor, at least for most industries and institutions in the developed countries. The likelihood of that prediction will come true holds implication businesses as well as for executives.

Knowledge makes resources mobile. Knowledge workers, unlike manufacturing workers, own the means of production: they carry their knowledge in their heads and therefore can take it with them. At the same time, the knowledge needs of organisations are likely to change continually. As a result, in the developed countries more and more of the critical workforce- and the most highly paid part of it - will increasingly consist of people who cannot be "managed" in the traditional sense of the word. In many cases, they will not even be employees of the organisations for which they work, but rather contractors, experts, consultants, part-timers, joint-venture partners, and so on. An increasing number of these people will identify themselves by their own knowledge rather than by the organisations that pays them.

There also are implications for the art and science of management. Management will increasingly extend beyond business enterprises, where it originated some 125 years ago

as an attempt to organise the production of things. The most important area for developing new concepts, methods and practices will be in the management of society's knowledge resources - specifically, **education and health care,** both of which are today over administered and undermanaged.

1.2. Respond to feedback

In the networked world, you cannot - and cannot expect to - control your organisation's image, the best you can do is influence it. Anything and everything about a company can be known - every slipup, every policy, every practice. You can't control what people say about your organisation. On the Internet, they'll say anything they like, which may be a mixture of fact, fiction and opinion. Living with this transparency requires executives and teachers to change their thinking fundamentally: they have to learn that their organisation is what people see it to be and they must figure out how to turn that visibility to their advantage.

Furthermore, because people can communicate so freely on the Internet, how one deals with one's colleagues will be just as visible as how one deal with outsiders. Theoretically, one could enforce a policy of reading every electronic message the employees send out over their corporate PC's. It is perfectly legitimate to do so, provided one discloses the practice to the employees. But how could one hope to attract and retain talented people with such policies? And besides, whom would one trust to read all those messages?

In other words, in a company's relations with customers and employees, the boundaries of what can be held private are narrowing. The world can easily see organisations for what they are, not for what they pretend to be. For executives and teachers, this involuntary feedback, like seeing themselves in a mirror, may at first be uncomfortable, but it is inevitable - and it might even prove useful. Those organisations and business and education leaders who will succeed in the years ahead will learn to respond to feedback rather than crush it, and they will become adept at influencing what they can no longer control.

1.3. A Community Language

A public corporation should now be regarded not as a piece of property but as a community - although a community created by common purpose rather than by common place. No one owns a community. Communities, as democracies know them, have constitutions that recognise the rights of their different constituencies and that lay down the methods of governance. The core members of communities are more properly regarded as citizens rather than as employees or "human resources" - citizens with responsibilities as well as rights. Even where organisational entities such as the Internet have already taken a new form - which may be models for the future - we lack the language to describe them. No one "owns" the Internet. It is indeed a community of common purpose, which serves its constituencies and is supported by them.

Yet the research on long lasting and successful organisations ("The Living Company" by Arie de Gues, HBR March-April 97) suggest that what enables a corporation to succeed

in the longer term is a wish for immortality, or at least a long life; a consistent set of values based on an awareness of the organisation's own identity; a willingness to change; and a passionate concern for developing the capacity and self-confidence of its core inhabitants, whom the organisation values more than its physical assets. Charles Handy (1997) suggests that those conditions are best met when organisations live up to the literal meaning of the word company - "the sharing of bread" - and regard themselves as communities, not property.

In time, a new theory of the corporation will develop. Profits are the lifeblood of any business, but life consists of more than keeping the blood flowing; otherwise, it would not be worth living. As more corporations realize this truth, they will become increasingly interested in enriching the lives of the people who work in them. In time, the laws governing corporations will change to reflect the new reality. First, however, we need a language to explain this new theory - a language of community and citizenship, not a property. As Ludwig Wittgenstein said, "Words enable deeds".

1.4. Communities of Leaders and Learners

Almost everyone agrees that the command-and-control corporate model will not carry us into the twenty-first century. In a world of increasing inter-dependence and rapid change, it is no longer possible to figure out from the top. Nor, as today's CEOs keep discovering, is it possible to command people to make the profound systemic changes needed to transform industrial-age institution for the next business era. Increasingly, successful organisations are building competitive advantage through less controlling and

more learning - that is, through continually creating and sharing new knowledge. The implications this change will have for the theory and practice of management are impossible for us to overestimate. But, we can start by rethinking our most basic concepts of leadership and learning.

Leadership first. In the knowledge era, we will finally have to surrender the myth of leaders as isolated heroes commanding their organisations from on high. Top-down directives, even when they are implemented, reinforce an environment of fear, distrust, and internal competitiveness that reduces collaboration and cooperation. They foster compliance instead of commitment, yet only genuine commitment can bring about the courage, imagination, patience, and perseverance necessary in a knowledge-creating the organisation's future.

Building a community of leaders within an organisation requires recognising and developing -

*Local line leaders, managers with significant bottom line responsibility, such as business unit managers, who introduce, and implement new ideas;
*Executive leaders, top-level managers who mentor local line leaders and become their "thinking partners", who steward cultural change through shifts in their own behaviour and that of top-level teams, and who use their authority to invest in new knowledge infrastructures, such as learning laboratories; and

*Internal networkers, people, often with no formal authority, such as internal consultants or human resources professionals and frontline workers, who move about the organisation spreading and fostering commitment to new ideas and practices.

In knowledge-creating organisations, these three types of leaders absolutely rely on one another. None alone can create an environment that ensures continual innovation and diffusion of knowledge.

As for learning, after six years of collaborative experimentation as part of the MIT Organisational learning Center (OLC), companies such as Ford, Shell Oil, Harley-Davidson, Hewlett-Packard, Chrysler, EDS, FedEx and Intel are finding that enduring institutional learning arises only from three interrelated activities :

research, the disciplined pursuit of discovery and understanding that leads to generalisable theory and method;

capacity building, the enhancement of people's capabilities and knowledge to achieve results in line with their deepest personal and professional aspirations; and

practice, the stuff that happens in organisations every day - people working together to achieve practical outcomes and building practical know-how in the process.

Today the knowledge creating process has become deeply fragmented. The three core activities are typically carried out by specialised, disconnected, often antagonistic

institutions : universities, consulting firms, and businesses. Too often, the results are ivory-tower research that is rarely applied, consulting projects that offer recommendations for solving problems but rarely build people's ability to stop creating the problems in the first place, and nonstop fire fighting as managers carom from crisis to crisis.

The deep systemic problems that afflict our institutions and society are not likely to be remedied until we rediscover what has been lost in this age of specialisation: the ability to honour and integrate theory, personal development, and practical results. In fact, the former corporate members of the OLC, along with MIT, have re-formed as the Society for Organisational learning to do just that.

In a sense, such a change involves returning to an older model of community: traditional societies that gave equal respect to elders for their wisdom; teachers for their ability to help people grow and warriors, weavers, and growers for their life skills.

Poised at the millennium, we confront two critical challenges: how to address deep problems for which hierarchical leadership along is insufficient and how to harness the intelligence and spirit of people at all levels of an organisation to continually build and share knowledge. Our responses may lead us, ironically, to a future based on more ancient - and more natural - ways of organising: communities of diverse and effective leaders who empower their organisations **to learn with head, heart and hand**.

2. RATIONALE OF THE STUDY

The current happenings all over the world on the educational, socio-economic and socio-political scene give us glimpses of the future things to come. The opening up of socialist countries to market economy, emergence of a common European Market and other such regional economic conglomerations, liberalisation of trade barriers, etc., are likely to create an international joint family of trade and economy which would result in the fading out of geo-political boundaries and isolationistic policies of National Education and Economy.

The new age of technological changes and the ushering in of an era of Information Technology would result in instantaneous availability of information from all corners of the world, thereby making organisations highly knowledgeable and sensitive to the growing changes. Consequent to the knowledge explosion and change in communication systems, coupled with socio-economic, cultural and political changes, emphasis in future will be on quality of life, demand to work in softer areas, enhancing educational qualifications, more freedom, self esteem, self actualisation and general improvement in standard of life.

The Education and Industry have direct bearing on life and living. While Education aims generally at improving "standard of life", Industry aims at improving the "standard of living".

The growing importance of the machines and the role of hi-tech in day to day life would result in alienation which includes powerlessness, normlessness, isolation and self-estrangement. Therefore, the psychological and behavioral aspects of the new work pattern would gain more importance and the 'high-tech' would require the systems of Education and Industry to adopt 'hi-touch' implying more human approach. Human approach in organisations is vital for the development of the organisation in its endeavor to achieve its goals. Achievement of goals or organisations in a people-oriented fashion demand effective Communication and Decision-making practices in organisations.

Education systems around the world are being restructured along new lines. Managers from field outside Education are securing executive positions in Education systems and they are encouraging Education managers to exercise discretion, to focus on efficiency, to act entrepreneurially, to cater to their clients, to establish a niche in their education market place. Leaders in educational organisations are being challenged to manage their organisation in ways that have associated with private enterprise.

The significance and rationale of this study focussing on Education and Industry are explained in the following observations of the investigator based on discussions and reading carried out by him which highlight certain similarities and differences between both systems that have direct relation to the present research endeavor.

*Education managers may learn much from their counterparts in Industry in respect of practical skills such as financial management, staff selection and forecasting. At the

same time, the diversity of management styles and standards highlight the need for selectivity in choosing from whom to learn.

*Industry managers with the help of their publications and research based on their practical experience may be able to advise Education managers in matters of organisational design. The Ravi Mathai Centre for Education Innovation, Indian Institute of Management, Ahmedabad, and the Committees of various Local Management Associations on Industry-Institution Interface are engaged in commendable work in the areas where Educational institutions and Industry co-operate to explore adopting systems and practices from each other.

*Commercial Managers and establishments can learn many from Education. Educational institutions exist for purposes other than profit; teachers are usually motivated by an interest in the development of students. Managers of educational enterprises may have useful advice for business leaders in matters such as formulation of organisational mission statements which assumes significance in the endeavor of more and more industrial organisations going for international recognition such as ISO 9000 Quality System Certification, development of a positive organisation wide ethos, reflection on the ethical aspects of management, identification of intrinsic rewards for professional effort and establishment of consultative approaches to work and decision-making.

*Teaching professionals may be well-placed to inform business managers about acquisition of instructional skills that industries such as computing require. Educators,

who are often called upon to develop new expertise and to manage new curriculum content, may also be good models of adaptability in the work place; such adaptability, rather than specialisation, is of growing importance in the world of commerce.

*Closer contact between Industry and Education may also improve the image of Education since there is a general lack of understanding in Business of the demands and regimen in Education.

*There are however, basic organisational differences between commercial educational organisations that prevent blanket application of managerial practices from one sector to another. For instance, the performance indicators are often readily available to business managers but the outputs of not-for-profit enterprises such as Education institutions are much harder to identify and quantify.

The present study, with its focus on Communication and Decision-making practices in Education and Industry, assumes significance in its endeavor to arrive at suitable models of Communication and Decision-making practices for Educational institutions by comparing and analyzing the existing practices in both these organisations. Further, this study essentially views Educational institution and Industry as organisations constituted of individual human beings, involved in the path of achieving organisational goals, and are subject to the dynamics of Communication and Decision-making in organisation.

3. STATEMENT OF THE PROBLEM

"A Study Of Organisation Development In Education And Industry With Respect To Communication And Decision-Making Practices."

4. OBJECTIVES OF THE STUDY

4.1.To find the strengths and constraints of communication and decision-makingpractices in Educational institutions imparting professional courses, based on the opinions of experienced teaching professionals.

4.2.To find the strengths and constraints of communication and decision-makingpractices in industrial organisation based on the opinions of practicing management professionals.

4.3. Identifying the ideal practices of communication and decision-making for education based on the fusion of findings related to practices of communication and decision-making in industrial organisation and educational institution.

4.4. Recommending a model of communication and decision-making practices suitable for professional educational institutions with the objective of enhancing the development of the organisation.

5. HYPOTHESIS

Effective management practices and processes are essential for development of any organisation in any sector. Management practices and processes vary from organisation

to organisation, from subsystem to subsystem and from sector to sector, depending, among other aspects, on goals, structure, environment etc. Communication and Decision making practices in organisations should be seen as very fundamental and sustaining processes in the development of the organisation. Whatever be the nature, goals and characteristics of an organisation, it is essentially constituted of people. In various the organisational processes, people interact and move the organisation towards its goals. Communication and Decision making practices provide a meaningful direction to this interaction.

There could be similarities and differences in various dimensions of Communication and Decision making practices in Educational and Industrial organisations. Appropriate study and analysis of these similarities and differences would help in exploring the possibility of arriving at a suitable model of Communication and Decision making practices for Educational institution. The hypothesis of the study is centered around this aspect and the study endeavors to evaluate the strengths and constraints of Communication and Decision making practices in Education and Industry based on the opinions of Managers in these sectors.

6. POPULATION AND SAMPLE OF THE STUDY

The research setting of this study includes educational institutions and industrial organisations. Five educational institutions which impart professional education in fields of Engineering and Management were selected from Education sector and one private industry was selected from the Industry sector. The educational institutions imparting professional education linked with industry was the criteria for selection of organisations

from Education sector and the general similarity of Communication and Decision making processes in industrial organisations was the basis for selecting one industry from the private sector. The two sets of respondents of the study are defined:

Educational Managers :

Heads of the departments and Professors of educational institutions imparting professional education who are responsible for decision-making and communication practices in the institution.

Industry Managers :

Managers working in industrial organisations who have a professional degree and relevant experience in responsible positions.

Universe of the study, thus, represented heads of the departments and professors of educational institutions imparting professional education that have direct link with industry, viz. Engineering and Management disciplines. Also, the universe of this study consists of practicing industry managers who hail from these disciplines or have considerable experience in these fields.

Considering the small size of the sample comprising Educational managers, census sampling method was adopted for sampling. The respondents were from Technology, and Management Studies faculties of M.S.University of Baroda, L.D. Engineering College, Ahmedabad, B.K.School of Business Management, Ahmedabad and from Tata Institute of Social Sciences, Bombay.

From the Industry sector, the investigator selected all the management staff of M/s Apollo Tyres Ltd., Baroda. which. is one of the major Tyre manufacturers in India. Their Baroda plant employs around 2500 people.

7. TYPES OF DATA COLLECTED FOR THE STUDY

The nature of the study demanded more qualitative type of data than the quantitative type. As there were a few studies and research endeavours related to the problem of this study, the investigator had to depend on views and ideas of experts in the field. Also at certain stages of data collection, the investigator had the opportunity to witness the Decision-making process or involve in the Communication processes.

8. SOURCES OF DATA COLLECTION

The main source of data collection for this study was the respondents. Respondents include Educational managers and Industry Managers and Department Heads of Educational Institutions were the respondents from Education. The Educational Institutions were Faculty of Management Studies and Faculty of Technology of M.S.University of Baroda, L.D. Engineering College, Ahmedabad, B.K.School of Business Management, Ahmedabad, and Tata Institute of Social Sciences, Bombay. The management staff of M/s. Apollo Tyres Ltd., Baroda were the respondents from Industry. Apart from collecting data from respondents using questionnaires, the investigator had carried out extensive discussions with experts in the fields of Education and Industry.

9. TOOLS USED FOR DATA COLLECTION

The investigator applied the following tools prepared by him for collection of data for the present research study :

1. Questionnaire for collection of data from teaching professionals from educational institutions selected for the study.
2. Questionnaire for collection of data from professionals from the industry (Apollo Tyres Limited, Baroda) selected for the study.
3. Supplementary Interview schedule for collection of data from the experts in Education and Industry.

The reliability and validity of the tools were established through a pilot study conducted by the investigator by administering these tools to fifteen experts in the field of Education and Industry.

10. PROCESS OF DATA COLLECTION

The investigator has adopted various methods for collection of data for the study. He has collected the data from teaching professionals by mail. The questionnaire was sent to them by post along with self-addressed envelope. Also personally visited many of the respondents and carried out extensive discussions.

The data collection from Apollo Tyres Limited was done by personally administering the questionnaire to the respondents (Officers and Managers). During this period, the investigator was working with this company as Officer - Personnel & HRD.

The investigator also collected useful information and data by his personal contact from experts in the field of Education (Professors from Indian Institute of Management - Ahmedabad, Tata Institute of Social Sciences, Bombay) and from Industry (Chief Executives of different organisations, renowned Management consultants).

11. ANALYSIS OF DATA

The investigator collected data by employing three tools. There were both open ended and closed-end items in the tools used for collection of data. The major portion of the data is qualitative in nature. The responses to each closed-ended items were sometime analysed in terms of frequency of the respondents with a particular response. The responses to the open-ended items were recorded and analysed suitably. The data obtained through interviews and informal discussions were used to supplement the questionnaires and analysed and interpreted as required using tabulation method and diagrammatic presentation.

12. MAJOR FINDINGS OF THE STUDY

12.1. More than 80% of the respondents from Education have 10 to 15 years teaching experience in professional courses and around 75% of the respondents from Industry have 5 to 15 years of experience in responsible positions in industry.

12.2. Almost all respondents from Education and Industry agree that Education system and Industrial development have direct influence in Nation building and that the

Communication and Decision-making practices are very important in development of any organisation.

12.3. The structural dimensions of communication is more or less similar in Educational institution and in Industry. The investigator found that upward communication, downward communication and at times, diagonal/crosswise communication happens in both these organisations, depending on the nature of information to be given, the target of the information and purpose of the communication.

12.4. The channels and method employed for communication in Educational organisation and in Industry differ. While industry employ tools that promote downward communication more, Educational Institution uses programmed policies and procedures.

12.5. In industry, instructions and commands to do or not to do something are always communicated down the chain of command, and the reports, inquiries, requests, etc. are communicated up the chain of command. In Education, the faculty members are more or less on the same level and therefore, this kind of chain of command, in its true sense, does not exist.

12.6. The interpersonal communication variables such as feedback, trust, expectation, values, status, attitude, etc. play important roles in communication practices in Education as well as in Industry. The impact of the influence of these variables

reflect relatively slow in Educational organisation while this can be fairly immediate in Industry.

12.7. The telecommunication techniques already widely used to communicate in Education and Industry are telephone caller ID, Electronic Mail, Voice messaging and Electronic bulletin boards. Industry make the latest information technology useful to foster communication, while in Education institutions, the process takes time due to various reasons.

12.8. In organisations, there are autocratic, participative and group decision-making situations. In industry, all these types of situations happen depending on the nature and goal of the decisions. In industry, the goals are more or less pre-defined or can be defined. In educational institution, participative type of decision-making is promoted. But, the organisation discovers its goals from what it is doing rather than by defining them clearly in advance; e.g. review of the curriculum content.

12.9. The political aspects and the power structure in the organisations influence the decision-making process. The decision-making process in Educational institution get affected by the external socio-political environment much more than the Industry.

12.10. Rationality in decision-making process is important. In industry, each sub-unit or department deals only with a narrow range of problems. Hence, their decisions may

not add up to overall rationality for the organisation as a whole. Similar in the case with Educational institutions having different departments.

12.11. Organisations in both the sectors -Education and Industry - function in uncertainty as far as day to day decision-making process is concerned. No decision-making situations receive all information relevant to that situation. Therefore, decision-making responds to information here and now, and avoids the uncertainties of long-term forecasting.

12.12.The game played by people in the organisations also influence the decision-making process in the organisation. From this point of view, even an organisation can be viewed as series of enmeshed power games. Games are played between group of partners of many kinds.

13. SUGGESTIONS FOR FUTURE STUDIES

The findings of this study and the overall framework reflect the fact that there are innumerable avenues which have potential for taking up research undertakings with objective of facilitating greater institution-industry interface. Some of the areas of study where such interface co-operation can prove valuable are:

- Insight into the staffing and structure of staff development units within educational institutions.
- Support in developing and drafting strategies for staff development in institutions.

- Information on good practice in operating and managing staff development programmes.
- Direct exchange of staff between institution and industry.
- Methods on how educational institutions can collaborate with other organisations in the private and public sectors for the good of the society.

The studies also should focus on improving quality of education inorder to achieve the following objectives:

- Develop a value based education: increase sensitivity to present development in society through a foundation course highlighting the importance of economic development.
- Empower the teachers through genuine academic autonomy to teach self-designed courses, and to students by increasing flexibility in the programmes.
- Develop research support in the universities, and especially develop linkages of research with national economy and industry development.

14. CONCLUSION

This research endeavor was aimed at knowing the strengths and constraints of Communication and Decision-making practices in Education and Industry based on the opinions of Educational and Industry managers. The study suggests a model of Communication and Decision-making practices for the development of Educational Institution imparting professional education on the basis of the fusion of findings in Education and Industry.

The Educational managers in this study were from Faculty of Management Studies, M S University of Baroda, Faculty of Technology, M S University of Baroda, B K School of Management, Ahmedabad, L D Engineering College, Ahmedabad, Tata Institute of Social Sciences, Bombay. The Industry managers in this study are the management staff of M/s Apollo Tyres Ltd., Baroda.

The study found certain similarities and differences in Communication and Decision making practices in Education and Industry. A careful fusion of these similarities and differences facilitate application of various aspects of these processes from one sector to another.

The model of Communication and Decision making is suggested based on the synergy of strengths and constraints identified in both the processes as practiced in Education and Industry. The model focuses on individuals who constitute the organisations and who are subject to the dynamics of organisational management. The model also emphasises Quality leadership, Latest IT tools, Ideal faculty, Accurate information and its genuine use for long term decisions, Designing standards based on proper benchmarking of processes and constant vision of Institutional Goals. The model aims at establishing a perennial reputation for the institution.

Finally, this endeavor is only a small attempt to contribute towards industry-institution interface. The investigator hopes that the findings and recommendations of this study will go a long way in fostering effective co-ordination between Educational institutions and Industrial organisations in the present competitive techno-commercial environment.