

Asian Development Bank

**TA6090: Private Sector Cooperation
in SASEC Subregion**

**MANAGEMENT
DEVELOPMENT
AND
INSTITUTION BUILDING
IN
SASEC COUNTRIES**

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From the Author:

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ABBREVIATIONS

AICTE	–	All India Council of Technical Education
AIMA	–	All India Management Association
B. Com	–	Bachelor of Commerce
BBA	–	Bachelor of Business Administration
BBS	–	Bachelor of Business Studies
BCCI	–	Bhutanese Chamber of Commerce
BHM	–	Bachelor of Hotel Management
BIM	–	Bachelor of Information Management
BBIS	–	Bachelor of Business Information Systems
BTTM	–	Bachelor of Travel and Tourism Management
CED	–	Centre for Executive Development (in RIM, Bhutan)
CPSD	–	Centre for Private Sector Development (Bhutan)
CIDA	–	Canadian International Development Agency
CMAT	–	Central Management Aptitude Test (Bangladesh)
DCCI	–	Dhaka Chamber of Commerce and Industry
FBS	–	Faculty of Business Studies ((Dhaka University)
FBCCI	–	Federation of Bangladesh Chambers of Commerce and Industry
FNCCI	–	Federation of Nepal Chamber of Commerce and Industry
GOB	–	Government of Bangladesh
HRD	–	Human Resource Development
IBA	–	Institute of Business Administration (Dhaka University)
IGNOU	–	Indira Gandhi Open University (India)
IIMs	–	Indian Institutes of Management
KUSM	–	Kathmandu University School of Management
MBA	–	Master of Business Administration
MBS	–	Master of Business Studies
MCCI	–	Metropolitan Chamber of Commerce and Industry (Bangladesh)
NGOs	–	Nongovernment Organisations
NIE	–	National Institute of Education (Bhutan)
NRTI	–	Natural Resources Training Institute (Bhutan)
NITM	–	National Institute of Traditional Medicine (Bhutan)
ODA	–	Overseas Development Agency (UK)
PGDM	–	Post-Graduate Diploma in Management
PGCFM	–	Post- Graduate Certificate in Financial Management
PGCDMC	–	Post Graduate Certificate in Development Management
RIHS	–	Royal Institute of Health Sciences (Bhutan)
RIM	–	Royal Institute of Management (Bhutan)
SAARC	–	South Asian Association for Regional Cooperation
SASEC	–	South Asia Subregional Economic Cooperation
SABF	–	South Asia Business Forum
UCLA	–	University of California at Los Angeles

Executive Summary

The objective of the study is to identify constraints on management development in the South Asia Subregional Economic Cooperation (SASEC) region, comparing the experience of institutional development in Bhutan, Nepal and Bangladesh with the experience of the Indian Institutes of Management (IIMs). Further, to suggest a plan for strengthening the management development capacity in the region to support private sector needs.

The success of the IIMs is based on the vision that their goal is education rather than training and goes beyond the knowledge of tools, techniques and concepts. Established outside the university system, the Institutes enjoy autonomy that has been used to foster a culture of creativity, research and innovation to meet the market needs. The capacity to attract, retain and develop the capabilities of their members has strengthened the institutes. Lack of hierarchy, dynamic leadership and faculty role in governance combined with systems that periodically review their goals, policies and programmes has made them the leading management institutes in Asia. During the last decade, the older IIMs have started generating their own resources in view of the declining support from the government and have amassed formidable corpuses. However, the proliferation of private schools in India during the 1990s with poor level of management training has led to tighter regulation and a process of accreditation.

In contrast, management education and development has found it difficult to strike roots in Bangladesh and Nepal. Bhutan has only one college and is establishing its first university. The Institute of Business Administration (IBA) established under Dhaka University was caught in the turmoil of the civil war in the 1970s even before it could take off. Dhaka University allowed its commerce department to masquerade as a management faculty and similar trends are seen in most universities. The entry of private universities without trained faculty and high tuition fee has added to the confusion. All these schools remain cut off from serious research, local content development and links with industry for training, consulting and placement.

In Nepal the Tribhuvan University affiliated colleges turned out more than 55,000 graduate students in business studies with little impact on the needs of the industry. In Bhutan, the Royal Institute of Management (RIM) has remained confined to training mid-level civil servants. This has forced the private industry and chambers of commerce to take the initiative in meeting the training needs of managers.

The long-run strategy to strengthen management development in the region has to garner support of the major stakeholders, namely the private sector, governments and academics. One alternative is to foster development of a regional centre for management development on a cooperative basis involving SABF, the governments of the four countries and academics that caters to region-wide needs. However, this is likely to face barriers due to weak regional integration, visa restrictions and barriers on cross-border movement of citizens.

Another alternative is to establish and nurture country-wise centres of excellence for management education. This will require either creating a new centre or selecting an existing school and helping it through a process of transformation. External assistance based on a national plan of strengthening management development through ensuring autonomy and visionary leadership, along with links with other leading institutes in Asia and North America is likely to facilitate such a process of transformation. In the short-run, the training needs of the industry would have to be met through management development programmes involving local as well as expatriate faculty.

I. Introduction

1. During the last decade, most countries in South Asia have experienced a shift in their development strategy. There is today, greater focus on economic reforms, markets and integration with the global economy. Most South Asian countries have lowered trade barriers, openly welcomed foreign investment and are seriously engaged in reforms to strengthen market regulations.

2. Some efforts have also been made towards greater regional co-operation and preferential trade amongst the members of the South Asian Association for Regional Co-operation (SAARC) though the move to establish a preferential trading area has been painfully slow. In recent years, there has also been some progress in developing sub-regional economic co-operation to foster better trade and investment links as well as work towards removing the barriers to such economic integration through tackling issues in transportation, promoting sub-regional tourism, co-operation in information technology, etc. The effort to forge a sub-regional grouping in the eastern part of the sub-continent, consisting of Bangladesh, Nepal, Bhutan and eastern parts of India, under the South Asia Sub-region for Economic Cooperation (SASEC) initiative has made some progress. This has been facilitated by India's decision to grant duty-free access to all products from Nepal and Bhutan, while there have been some problems in granting similar status to Bangladesh.¹

3. In order to strengthen this initiative and jointly work towards the realisation of a truly dynamic sub-regional grouping, the private sector in the four countries have formulated their own plan of sub-regional co-operation. This has been achieved through the establishment of a South Asia Business Forum (SABF), consisting of the leading chambers of commerce in the participating countries.²

4. The SABF plans to forge greater co-operation amongst the private sectors of the four countries and showcase the sub-region to international investor community. As part of this initiative, SABF has launched³

- (i) its own chapters in the member countries
- (ii) its own website
- (iii) facilitation services
- (iv) plan for a cell to review trade and investment policies in the region and suggest changes to governments of the member countries
- (v) plan for human resource development plan in the SASEC region to cope with the rapidly changing environment and deregulation
- (vi) sector-specific studies to foster cross-border co-operation in the sub region

5. As a part of the initiative, the short study focuses on the human resource development (HRD) strategy in SASEC, with special emphasis on management development. The specific objective of this paper is to compare the existing management institutes and management development initiatives by private sector in Bangladesh, Bhutan and Nepal with Indian experience. The success of Indian Institutes of Management (IIMs) and their growth experience

¹ Khanna, Sushil "Trade and Investment in the South Asia Subregion for Economic Cooperation: Barriers and Opportunities" mimeo, presented at the meeting of ADB sponsored meeting of the Trade and Investment and Private sector Cooperation Working Group, Calcutta, Dec. 2001

² Arif Nazeeb, Private Sector Co-operation: Action Plan & Institutional Framework for Implementation, mimeo, presented at the meeting of ADB sponsored meet on Trade and Investment and Private sector Cooperation Working Group, Calcutta, Dec. 2001.

³ Arif, Nazeeb, op. cit.

may provide a benchmark for such an assessment. The other objective is to suggest a short-term plan for private sector management capacity building in the three smaller SASEC countries. An action plan for new or existing management institutes for private sector management, including capacity building, using support from one or more of the IIMs in India or similar institutes in Asia may be fruitful.

II. Human Resource Development and Economic Development

6. There has been an increasing recognition of the fact that markets and reforms are unlikely to address the basic problems of poverty and underdevelopment without adequate development of human resources. Hence, during the 1990s, human development and the education and skill levels of the workforce have come to be recognised as the key element in a growth strategy.

7. That a developing country needs technical and managerial skills and capabilities more than physical resources is now abundantly clear to all students of growth. Markets deliver goods and services only if the economy enjoys a good supply of well-trained managers and provides them with an environment that encourages innovation and risk taking.

8. The success of the economic and structural reforms in the member countries is contingent on human resources. As the Human Development Report 2001 observes,⁴

“open markets and competition are not enough. At the heart of nurturing creativity is expanding human skills. Technological change dramatically raises the premium each country should place on investing in the education and training of its people. And in the networked age, concentrating on primary education will not suffice – the advanced skills developed in secondary and tertiary schools are increasingly important”.

Vocational and on the job training also cannot be neglected. When technology is changing, enterprises have to invest in training workers to stay competitive.

Market failures are pervasive where knowledge and skills are concerned. And that is why in every technologically advanced country today, governments have provided funding to substitute for market demand with incentives, regulations and public programmes. But such funding has not been mobilized to do the same for most developing countries, from domestic or international sources”.

9. In the case of India, its recent emergence as a powerhouse for global software development and biotechnology research may be attributed to superior higher education capability. It has developed a series of institutes of science, engineering and management that have provided well-trained managers and technologists for its thrust in high-tech industries and emerging areas of research. Though there are large gaps in basic and primary education, its universities, technological and management schools have provided the necessary human resources for the changing global economy.

⁴ UNDP, HDR 2001: “Making New Technologies Work for Human Development”, OUP, 2001

Human Resource Development in SASEC Region

10. South Asia is one of the few regions of the world, which has failed to provide universal primary education to its young citizens. South Asian countries rank amongst the bottom quarter of the countries in the world in terms of literacy, primary education and human development indicators. Not only have these countries failed to provide basic literacy, the enrolment at the primary, secondary and tertiary level is far below other developing countries.

11. The condition in SASEC region is even more depressing. The region comprising of Bangladesh, Nepal, Bhutan and eastern India is poorest in South Asia. At \$240 per annum, the per capita income (with exception of Bhutan) is about 40 per cent lower than the average for South Asia. The levels of human development are equally dismal, with high illiteracy, low school enrolment, high infant mortality, etc. (Table 1).

Table 1: Literacy and Education in SASEC

	India	Bangladesh	Nepal	Bhutan
Adult Literacy (% Of +15yrs)	58.0	40.6	42.9	47.0
Primary + Secondary + Tertiary Enrolment (%)	56.0	54.0	64.0	33.0
Tertiary Enrolment (000 no)	9,405.0	878.0	103.0	2.0
Tertiary students in Maths, Science & Engineering (million)	2.5	n.a.	1.4	n.a.

Source: Human Development Report 2003, New York, 2003

12. Therefore, in SASEC (and most of South Asia), the bulk of the effort in human development has been focused on development of literacy levels and of primary education. Though primary education is a prerequisite for human development, it is not sufficient to ensure rapid economic development.

13. To the extent, ability to use modern science and technology for development is a function of higher education and management capability, the SASEC countries lag far behind other developing countries. In SASEC, India is ahead of other countries, with about 10 million students enrolled in tertiary education, of which 2.5 million pursue science, technology and management education (Table 1). Though this number has made a significant impact on development in India, which has emerged as a significant player in the technology and knowledge driven sectors, this represents only a fraction of the young men in the age group 15-24 years.

14. Without substantial investment in human resources any strategy of economic development in the sub-region will fail. Also, it will be inadequate to confine the effort at the primary and secondary levels. As the SABF plan points out, management development, both at the tertiary and for working executives will be essential for the private sector level to cope with increasing competition, deregulation and privatisation that is sweeping the region.

15. Management development need not be pertinent to private sector only. Overall administrative efficiency in public systems too is essential given the changing role of the state. Regulation of markets requires an understanding of the issues of incentives and functioning of markets from agents of the state. International negotiations that have come to characterize issues of market access and costs and benefits imposed by liberalisation are other areas. Management schools through their research, consulting and training activities can strengthen the capacity in the public sector.

III. Management Development in SASEC Region

A. India

1. The First Phase

16. Planned institution building for management education in India is a post-independence phenomenon. But not all the Indian institutions now engaged in management development activity are of such recent origin.

17. The first university-affiliated college of commerce in British India (Sydenham College) was founded in 1913. Over the next four decades many more sprang up, with the result that at the time of Independence, India had a large number of graduates and post-graduates in commerce.

18. Unfortunately, in the older British tradition of liberal arts education for those destined for position of authority, commerce curricula were designed largely to fit the less able or less well connected for clerical occupation.⁵ Although commerce colleges did in the early years prepare students for accountancy and is still a likely route to major financial management responsibilities- the function was soon pre-empted by the professional accounting societies.⁶ Similarly, training for other important staff posts, such as that of company secretary, became the province of one or another such specialised agency. Although numerous local management associations were formed during the pre-independence period, some of which organised development programs for practising managers, the commerce colleges were generally remote from such activities and, with few exceptions, failed to form any strong ties with the real world of business.

⁵ Hill, Tomas M., WW Haynes and H. Baumgartel, Institution Building in India: A Study of International Collaboration in Management Education, Harvard University, 1973

⁶ Hill Tomas M. et al. Op cited

19. While efforts were no doubt made to raise the level of commerce education, there were and are several barriers to change. An external examination system imposed by an affiliating university designed to maintain standards works most effectively to perpetuate the status quo. Given the jobs filled by its graduate (accounting clerks in commercial firms or banks) an image of inferiority was firmly established with potential students, faculty, and employers of graduates. This combined with a steadily increasing population pressure on admissions, etc. proved to be insurmountable and the quality of education suffered. It was, therefore, not surprising that in 1953 the All India Council of Technical Education (AICTE), in advising the Government of India on expansion of educational facilities to implement planned industrialisation, heavily discounted the resource potential of the commerce colleges. On the other hand, it recommended establishment of an entirely new set of “management studies” programmes.

2. Second Phase: Management Studies Programme in India

20. Based on the recommendation of the Council of Technical Education the Ministry of Education created a permanent Board of Management Studies in 1953. The board established seven training programmes in Universities and technological institutes for management development and supported the setting up of an Administrative Staff College under the joint auspices of Government and business. These programmes were classified as either “Business Administration” or “Industrial Administration” and were for the duration of one-year full time study.

21. Indian educational practices were for a long period based on British patterns of education and prototypes. There was an absence of American model of business study in India. The Ministry of Education in late 1959 accepted a report presented by Professor George W. Robbins, then Associate Dean of University of California, Los Angeles’ (UCLA) School of Business Administration recommending establishment of a management institute based on the American Graduate School of Business model but without the University affiliation. Ford Foundation came forward to assist two institutes located in the east and west of the country.

22. The first institute of management, The Indian Institute of Management (IIM) Calcutta was established in 1961 with the financial support shared between Central and State Governments. Technical assistance from Sloan School of Management at MIT were implemented by a Ford Foundation grant. The Ahmedabad Institute (IIM Ahmedabad) was established approximately one year later in Gujarat and its corporate structure imitated that of IIM Calcutta. A link was established with Harvard Graduate School of Business Administration with the assistance of Ford Foundation.

23. It is significant that due to the opposition by the University of Bombay to the issue of autonomy to be enjoyed by the IIM, the earlier location at Bombay was abandoned. The private sector in Ahmedabad promised to provide support and persuaded the government to shift the location to Gujarat. IIM Ahmedabad, like IIM Calcutta was set up outside the university system. As we shall see later, this autonomy has been the key asset enjoyed by these schools. The experience of Dhaka University and the Institute of Business Administration (IBA) shows how important this autonomy is to growth of the centres of excellence (see Section 3.2 below).

24. When the IIMs were set up in India, the government made efforts to consult with a variety of stakeholders. The government officials who initiated the concept of IIMs had meeting with industrialists, engineers, management professionals, businessmen and selected experts from outside the country. This cross-fertilisation was important in spreading the message of management education and also created a greater sense of ownership amongst all

stakeholders. Bringing in external faculty from United States also facilitated the process of cross-fertilisation.

25. Both schools of management began with short term Executive Development Programmes. IIM Ahmedabad started the three-tier Executive Development Programme which brought together middle, senior and top level managers over a period of one and a half months with the middle managers spending about four weeks in the programme and senior people visiting for a couple of days. This design of management training for working managers was not entirely successful. The reason was that management education was new in India, and it was difficult to persuade industry that their managers needed specialised training. Although it was seen as a good idea, there was no guarantee that industry and family firms would take to the products of the new programmes. Another aim of executive development programmes was to build bridges with the decision-makers in industry since the institute needed accesses to information and industry support for preparing case studies.

26. However, both schools launched their two-year postgraduate programmes (equivalent to MBA) with graduates turned out by schools of technology and pure sciences. Soon their students began to be absorbed by private and public sectors, and came to be recognised as essential for a changing and competitive environment. In the following decades, two new IIMs were established at Bangalore, Lucknow and in 1990 two more at Indore and Kozhikode (Calicut).

27. Over the years these Institutes of management in India have emerged as powerful autonomous centres of higher education and research. They stand out as islands of excellence in an ocean of mediocrity this has been facilitated by the following:

- (i) The Institutes have avoided teaching dogmatic business routines and their emphasis has been on education rather than on training. They fostered the view that a model business organisation is not merely the combination of functions but a complex and integrated entity conditioned by its own internal dynamics and external forces. Management education has been seen as more than mere acquisition of knowledge of tools, techniques and concepts. The key goal of becoming relevant to the Indian social, political and economic environment was emphasised over mere techniques.
- (ii) The success of IIMs has been based on their ability to respond to and fulfil a market need. Second, they have managed to identify a market niche and develop core competence in that niche in terms of product, educational processes and system inputs. Third, they have managed to mobilise adequate financial resources from the environment through marketing their products or through the goodwill generated in internal and external communities. Last, they have managed to attract, retain and develop qualified and competent professional to pursue the institution's mission and objectives.
- (iii) The Institutes have been fortunate to have leaders who created an ethos and promoted values, culture and structures that foster innovation and creative expression. The leaders also managed to strengthen internal institutional processes to ensure that an appropriate organizational environment where individuals can achieve the desired outcome as well as contribute to the task of institutional building.

- (iv) Autonomy tempered by accountability has been the hallmark of these Institutes. It is a well-accepted principle of management that those who are responsible for outcomes must also have the freedom to choose their paths to achieve these goals. The head of the Institute needs autonomy from the governing body (or the government) to determine institutional strategies and policies, the faculty needs autonomy to design and manage academic programmes, employees' autonomy to create spaces for their effective functioning. The hallmark of these Institutes has been that the autonomy was not allowed to degenerate into license and was carefully and delicately balanced by accountability and responsibility. Hence the internal discipline, not in the form of rules and regulations, or manuals, but in the form of self-regulation guided by collective norms of behaviour has been critical.
- (v) Unlike the conventional hierarchical organisation in which policies are at the higher levels and others are expected to implement them, the faculty at IIMs play an important role in governance and this role has increased over time. Today, the influence of faculty in governance includes curriculum design, faculty evaluation, policy formulation and implementation and even participation in the governing council. The processes, which bestowed responsibility on the faculty and provided opportunity to participate in governance, led to sharing of values and fostering ownership of the institution, its programme and activities.
- (vi) The IIMs have succeeded in development of a process that enable them to review periodically their objectives, goals, policies, programmes and process to respond to environmental changes, market opportunities and competitive compulsions. They have also fostered in environment that promotes innovation and experimentation. This has resulted in new research and training programmes to meet the demands of the Indian industry and business.

28. The above discussion points to the factors that led to establishing and maintaining their autonomy and their culture of excellence. It must be remembered that if the autonomy is misused it is likely to be withdrawn by those who granted it. Autonomy has to be zealously preserved and can be retained only as long as it is deserved. This blend of trust on one hand and threat on the other has helped these Institutes to balance and temper autonomy with accountability.

29. During the last two decades, the government expanded the IIM system. A new Institute was set up at Lucknow in 1984 and two more were established in the 1990s at Indore and Kasikode. In all, India today has 6 IIMs. The six IIMs train about 1,200 graduates in a full time two-year Post- Graduate Diploma in Management (PGDM) course and train several thousand practising managers, in short courses to facilitate enhancement of skills and new practices. With the opening up the economy, working manager's training and consultancy services have acquired a new thrust. In addition, IIMs provide opportunities for doctoral research and turn out about 20-30 PhDs each year who fulfil the need for trained teachers in management education. IIM Calcutta and IIM Bangalore also offer courses in Computer Aided Management and Software Management respectively to cater to needs of software industry. Civil servants too are sent to these schools for training in modern practices as well as understanding the new paradigm of deregulation and liberalisation.

30. The success of IIMs in India can be judged from the fact that today, Indian industry relies almost entirely on indigenous sources for continuing training and development of their managers. They also provide consulting services and have helped establish several best

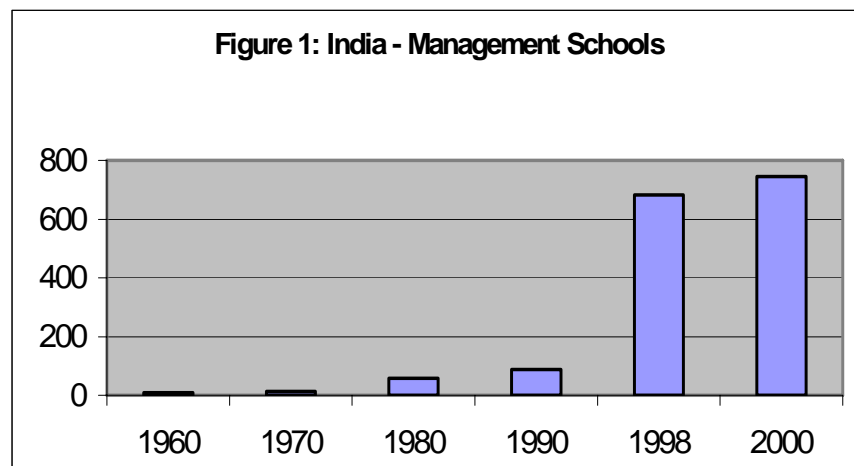
practises in Indian industry. International banks and global corporations seek out IIM graduates and during the placement week, a large number of corporate houses from across the world including London and New York visit the campus. Increasingly, some of the management graduates have come to occupy important positions even in the public sector and civil service. A large number of civil servants are sent to short programmes conducted by these schools. In recent years IIMs have faculty and student exchange programmes with business schools in Europe and North America.

31. The decade of 1990s also witnessed a shift in financing of the IIMs. The government support and grants to the older IIMs was frozen in 1993, and they were asked to generate resources for corpuses so as to become self-sufficient. This meant that the IIMs would be required to become more market-oriented and offer programmes and services that would generate adequate surplus to build up the corpus. This required launching of new training programmes for the private sector as well as greater thrust on consulting services.

32. The three larger IIMs during the last decade have generated large surpluses through these activities. Each of them has a corpus of about Rs. 1 billion (about US\$ 25 million each). They generate an income that is larger than their current expenses. These large corpuses also establish the fact that their products and services have a large market. The average passing out salary exceeds Rs. 1 million a year, with about 20 per cent of students finding placements in global firms in Europe, North America and Asia. Training to working executives and consulting services generate about Rs. 30-40 million each year, in the three larger IIMs (see Appendix 5).

3. Recent Expansion of Management Education in India

33. During the last decade there has been a rapid expansion of management schools in India largely in the private sector (Figure 1). Today there are approximately 870 business schools approved by AICTE and another 30 business schools outside the AICTE system. Of these 900 schools, approximately 566 are affiliated to Universities while 177 are University department of business studies. The rest are autonomous schools. Majority of these are private schools receiving little state support.



34. A survey of business schools carried by COSMODE⁷ shows that more than half the business school in India do not meet the AICTE minimum criteria in terms of faculty, adequate infrastructure, library facilities, computers, etc. The survey shows that despite these inadequacies, roughly half of the schools manage to attract more than 10,000 applicants. The majority of business schools had less than 12 faculty members.

35. The explosion in management education has not resulted in developing more than a handful of institutes that can match the culture and competence of IIMs. In recent years AICTE has been concerned about the quality of education imparted at the majority of schools approved by it. A process of national accreditation has been put in place but so far only about a dozen schools have sought accreditation.

36. The faculty from IIMs plays a leading role in laying AICTE standards for management schools and by participating in the accreditation process. However, given their stretched faculty resources and numerous demands, IIMs have stayed away from the task of strengthening private management education, except training teachers in short quality-improvement programmes.

37. However, there are several excellent private institutes outside the University system. Many of them are run by Charitable or religious trusts like the Church of North India. The most famous of these are the two institutes in east India promoted by the Society of Jesus, which manages Xavier Labour Relation Institute, Jamshedpur and Xavier Institute of Management at Bhubaneshwar. Both have excellent standards and conduct 2-year post-graduate and short term courses for working executives.⁸

38. In spite of the proliferation of management schools, distance-learning programmes launched by Indira Gandhi Open University (IGNOU) and All India Management Association (AIMA), demand for MBA education have increased geometrically. Likewise, the existing post-experience management development institutions are unable to cope with the demand for upgrading management capabilities within the industry, government, and public systems. As a consequence, most of the large corporations, banks, and government departments have set up their in-house management development centres. In industry, the Management Training Institute of the Steel Authority of India Ltd. at Ranchi; the Management Development Institute of BHEL at New Delhi; the Indian Oil Academy of the Indian Oil Corporation at Haldia; the Bankers' Training College of Reserve Bank, Bombay; the State Bank Staff Training Colleges at Hyderabad and New Delhi; the National Insurance Academy, and LIC Staff College, at Bombay, the Tata Management Training Centre at Pune for the Tata group of industries have already created excellent infrastructure and assembled competent faculty, which could equal any good institution in the sub-continent. Some of these attract participants from similar organisations in India and overseas, and a few of them have expanded their programmes to include executives and managers from related sectors. Of the 300 large industrial enterprises, 50 banking institutions and 250 public sector organisations in the country, almost all of them have management training departments, and nearly 50 of these have their in-house management development centres.⁹

⁷ COSMODE B-School Survey, 2002, Hyderabad

⁸ Misra, Sasi "Private Initiative and State Support: Xavier Institute of Management, Bhubaneshwar" in S.Misra & P.G.V.S.Chand (eds). Institution Building : An International Perspective on Management Education, Macmillan, India, 1999.

⁹ Sihna, Dharni "South Asian Management; Context, Concerns, and Trends in Indian Management", in AMDISA, Challenges of Management Development in South Asia, Hyderabad, 1990.

39. Besides the programmes offered by universities and other management development centres described above, most of the professional associations in India regularly organise seminars, conferences and workshops which are freely available to executives who wish to join them. Some of these seminars are research-based; others are for experience sharing; and still others bring to the sub-continent, from overseas, innovative ideas in management. During recent years, seminars on the Japanese management; quality circles; technology transfer and the like, are being offered by overseas experts and have received encouraging attention. Most, if not all, of these are organised on the initiative of the Indian institutions or associations or chambers of commerce. Some of these are funded by international agencies.

40. It would be fair to conclude that India has had considerable success in establishing institutions and policies for management education and development. Yet the success of few institutions and the failure of a much larger group to attain acceptable standards of education provide us with important lessons and inform us about the necessary conditions for successful institutional development. The Box below lays down the main differences between the policies adopted by IIMs and other schools, including those under the university system. As can be seen from the Box, the success of the IIMs is based on considerable autonomy that they enjoy in setting their own curriculum and standards, evaluation methods and certification procedures. Links with leading institutes in the west and expatriate support in early years provided for a culture of research and innovation. These also ensure that the institutes are able to keep pace with the rapidly changing market situations and respond to the changing needs of industry. In sharp contrast, the university schools suffer from rigid structure, which even prevent curriculum review for decades. Weak faculty members also feel threatened with curriculum reforms. All these affect the ability to attract better students further lowering the standard of education.

41. The diversity of activities in IIMs which includes training and education for working managers, consulting and research on current problems faced by managers ensures faculty development. Policies to share the earnings from these activities increase faculty income and attract better talent.

B. Bangladesh

1. Management Education in Bangladesh

42. East Pakistan (called Bangladesh since 1971) also inherited the British University System. All the Universities in the erstwhile East Pakistan had departments of commerce and like in India, their curricula lacked inter-disciplinary curricula of management education and functional areas of management.

43. The Government of Pakistan with the support of Ford Foundation invited Professor Robock of School of Business at Indiana University (USA) to survey the need for management education and advise on the possibility of setting up an institute of business administration in Dhaka. They recommended the establishment of an independent institute of business administration in East Pakistan, quite like the IIMs in India. They further recommended that a task force from business, industry and academia be appointed to evolve a blue print for these institutes.

Box 1: Success Factors in Institutional Development in India

	IIMs & A Grade Schools	Other Management Schools
1.	Clear plan of institutional development based on need assessment.	Response to growing market demand for MBAs. Effort to cash in on boom in management education.
2	Links with leading international centers of education in initial years.	Links limited to poaching few faculty members from leading schools within the country.
3	Expatriate faculty that facilitates curriculum design, course material development and a culture of research	Curriculum design either by faculty borrowed from leading institute or by the university body.
4	Autonomous institutes outside an ossified university system with continuous curriculum review, knowledge development and response to changing market needs	Lack of autonomy in curriculum design, evaluation methods and in many cases even faculty recruitment.
5	Focus on broad education rather than skilled development and training.	Limited to skills and techniques. Emphasis on teaching prescribed text.
6	Ability to attract and nurture world-class academics from within the country or abroad.	Low ability to attract faculty or provide them with research and development opportunities.
7	Strong research orientation and case study development.	Absence of support for research. Teaching materials from other schools.
8	International exposures to faculty and students through conferences, and student/faculty exchange programmes.	Lack of support for conferences.
9	Strong industry linkages through case studies, executive education & consulting	Industry links limited to inviting few practising managers to speak to students.
10	Strategy to attract the best students and nurture their creative talents.	Failure to attract better students.
11	Strong market orientation facilitated by placement and resource generation strategies.	Poor ability to place students in the job market. Affects ability to attract better students.
12	Ph. D. programme that strengthens research and provides future academics.	Ph.D. programmes absent or weak.
13	World-class infrastructure and library that helps attract good faculty and students.	Poor infrastructure due to resource constraint.
14	Attractive salaries and sharing of consulting income for faculty.	Poor salaries and little opportunity for consulting income.

44. A task force headed by Dr. M.O. Ghani the then Vice-chancellor of Dhaka University recommended that a new institute be set up. For the successful implementation of the recommended programme it argued:

that such an institute ...would require an organisation that has great freedom to innovate. The organisation structure must permit departure from the traditional examination system and place power and responsibility in its own teachers to examine and evaluate the performance of students throughout the academic year. The teaching staff must have power to determine the content of the curriculum, the reading materials assigned to students, and the methods of instruction used. The organizational structure should be designed so as to give to the director of the new organisation a high degree of flexibility in the use of budgeted funds. Such flexibility is necessary to the development of such a new and different academic programme.¹⁰

45. The taskforce unanimously recommended:

(i) that the proposed institute be a completely new programme at the postgraduate level, and (ii) that it be associated with the University of Dacca (Dhaka) not only to have degree-granting status but also to benefit from the intellectual resources, institutional continuity, and prestige that only a university can offer. The relationship with the University of Dacca (Dhaka) that we advocate is similar to that of the Institute of Business Administration, Karachi, with the University of Karachi, an arrangement that is functioning effectively.¹¹

46. To provide the necessary freedom and flexibility for the proposed institute, the taskforce also recommended that the University of Dhaka establish the Institute of Business Administration (IBA) as a "constituent but semi-autonomous institution with a separate Board of Governors." The institute would constitute a new faculty of the university to be called the Faculty of Business Administration. As in the case of the Institute of Education, the University Syndicate would delegate to the Board of Governors such administrative, operational, and financial powers as might be necessary for the Institute's proper and efficient functioning. Such delegation of powers should provide the Institute with substantial freedom in the matters of curriculum development, teaching methods, examination procedures, scheduling, recruitment and compensation of staff, and budgeting.¹²

47. The IBA designed its MBA programme with assistance from Indiana University professors. To develop local faculty four members of the Commerce Department were sent to Indiana University Business School for an MBA degree and joined IBA in 1968.

48. Unlike in India, business studies took a long time to establish a foothold in Bangladesh. IBA found it difficult to attract better students who were choosing other professional and honours degree courses.

¹⁰ Kalro, A.H. and Sasi Misra "The Challenge of Building Sustainable Institutionalilty: institute of business administration, Dhaka in S.Misra & P.G.V.S.Chand (eds). Institution Building: An International Perspective on Management Education, Macmillan, India, 1999.

¹¹ It may be noted the IIMs in India do not grant degrees, as they are not affiliated to any university. However it has not resulted in loss of prestige.

¹² Kalro, A.K. & S. Misra "The Challenge of sustainable Institutionalilty: Institute of Business Adm., Dhaka Bangladesh," in S.Misra & P.G.V.S.Chand (eds). Institution Building: An International Perspective on Management Education, Macmillan, India, 1999.

49. The Institute was caught in the midst of student activism and political turmoil during and preceding the civil war in 1971 when Bangladesh emerged as a new nation. Following the US Government's support to the Pakistan Government, the new nation created out of the war witnessed a backlash against everything American. IBA came under pressure to abandon its private sector orientation and shift to preparing managers for the public sector. Links with the Indiana University were snapped and Ford Foundation sponsorship was abandoned. However, soon links were established with Durham University and Manchester Business School with assistance from Overseas Development Ministry (ODA) of U.K.

50. Theoretically, IBA is an autonomous institute under the University of Dhaka with its own Board of Governors. Though in reality the Board consists of Vice-Chancellor of the University as the Chairman and a Board drawn largely from members of the Universities syndicate and the Academic Council with a sprinkling of business and industry representatives.

51. By late the 1970s, the situation improved. As the manufacturing and the financial sectors expanded, (putting behind the turmoil of the civil war), demand for MBA seats went up. IBA expanded its intake from a low of 50 students to about 150 by 1993. Less than half the students actually pass out (Table 2). A success rate that has hovered between 30-45 per cent points to serious malaise or intake of inadequately prepared students. Despite these shortcomings, its graduates are today recognised as valuable to both the public and private sectors. IBA launched a BBA programme in 1987 with assistance from Canadian International Development Agency (CIDA) grant of Canadian \$2 million. The programme was based on a collaboration with the University of New Brunswick.

52. In 1995, the Commerce Department of the Dhaka University transformed itself into the Faculty of Business Studies. The hitherto known Bachelor of Commerce (B. Com.) degree was modified and renamed as Bachelor of Business Administration (BBA) and Master of Business Administration (MBA). The students spend four years for a BBA Degree and every student is given a chance to join a one year MBA programme in one of the disciplines like marketing, accounting, operations etc. Thus, unlike IBA, the Faculty of Business Studies (FBS) does not offer any course in general management, but MBAs with specialisation in marketing, accounting, operations, etc. The FBS admits more than 2,500 students every year, bulk of whom spend 5 years till they complete an MBA with specialisation in one of the functional areas.

53. Thus the Dhaka University now has a semi-autonomous Institute of Business Administration and a Faculty of Business Studies, both offering MBA programme. Both these schools remain cut off from the industry and do not offer programmes for working managers. The two programmes in the same university is confusing regarding what constitute good business education and the policies required to nurture such institutions.

54. In 1982, the Government of Bangladesh negotiated a \$4 million project with the World Bank to further develop management education in the country. Part of the funds was diverted to improving the infrastructure, library, computers and faculty development at IBA. To develop the faculty, young academics were sponsored in different business schools in the USA. Of the 17 people selected for faculty development and sponsored abroad, only 3 returned to IBA, as the University failed to impose the bonds executed by the sponsored faculty. Thus, though the World Bank assistance resulted to better infrastructure, quality improvement through faculty development was a failure.

55. Despite substantial investment in faculty development, the IBA has continuously suffered from faculty attrition, especially after training abroad. The comparatively poor compensation

packages for University teachers in Bangladesh are partly responsible for the situation. Today, IBA faculty find it compelling to pursue additional teaching assignments in private institutes and seek assignments with consulting firms. One of the former directors of IBA is quoted as saying, “every IBA faculty member holds another full time job outside the IBA”.¹³ On average, income from such additional activity is nearly 3 times the salary income from the University. The causality of this has therefore been research, teaching material development, student contacts and institution development activities.

Table 2: IBA-MBA Graduates Admitted and Passed¹⁴

Year	Number admitted	Year	Passed	Percentage
1985-86	166	1987	71	49.20
1986-87	186	1988	63	35.25
1987-88	190	1989	89	53.23
1988-89	202	1990	69	50.85
1989-90	196	1991	62	43.55
1990-91	203	1992	87	60.18
1991-92	216	1993	88	40.88
1992-93	153	1994	101	50.00
1999-2000*	120*	2002	85*	70.0

Source: Kalro, A.H. and Sasi Misra, “The Challenge Of Building Sustainable Institutionalilty: Institute of Business Administration, Dhaka” in Misra, Sasi and P.G.V.S. Chand (ed.) *Institutional Building an International perspective on Management Education* MacMillan India, 1999.

* Data from IBS, *Graduate Profile: MBA 34th Batch*, Dhaka 2002

2. Growth of Private Universities in Bangladesh

56. In 1992, the Bangladesh Government approved a new Private Universities Act (*Besarkari Bishwabidyalay Aieen 1992*). Under this Act the Government of Bangladesh has approved and granted permission to about 48 Universities to be set up. The President of Bangladesh is the Chancellor of all private and public universities.

57. To establish a new university, the sponsors are expected to provide a reserve fund of Taka 10 million (about \$ 180,000). The Vice-chancellor of all universities is recommended by the sponsors and appointed by the Chancellor (Appendix 1). Except for the stipulation on minimum funds that the promoters have to bring as reserve (not necessarily invest in infrastructure etc.) and have its curricula approved by the University Grants Commission; there is almost no regulation or restriction on either academic or financial matters.

58. Table 3 below gives the partial list of private universities, which had become operational by 1999. As can be seen from the Table, most of these universities have few departments. They mainly concentrate on professional courses like engineering, medicine, management and a sprinkling of liberal arts courses, which have better market value and can attract high fee paying students.

¹³ Kalro, A. K. and Sasi Misra, op. cit.

¹⁴ Interviews with two faculty members

59. The North-South University was the first university to be set up under the Act and could today be considered the strongest in the private sector. However, the private universities face manifold problems. Most are very small operations in residential houses, with bedrooms converted into small classrooms. The infrastructure in most of these schools is rather poor. They rely largely on part-time faculty drawn from the public universities. Some of them like the North-South make efforts to attract faculty from the United States and to sponsor junior faculty members for studies abroad.

60. However, none of the universities can claim to have their own core faculty of more than half-a-dozen. Instead of setting a higher standard of education, which the public sector could not deliver, the private universities have failed in even reaching the level of weaker public universities. There are serious allegations of poor standard of education, financial mismanagement and recruitment of teachers lacking proper qualification.¹⁵ In response to the widespread criticism of their functioning, GOB has appointed a committee to review the working of private universities in September 2003 and is planning to amend the law.

Table 3: Private Universities in Bangladesh

Universities	Institutes	Faculties	Departments	Students	Teachers
North South University	2	-	6	745	81
Univ. of Science & Technology	1	4	12	1034	135
Independent University, Central Women's University	1	4	12	742	57
Darul Ihsan University	-	2	4	94	27
International University of Business Agriculture & Technology	-	5	7	718	60
Islamic University	1	3	3	279	45
Ahsanullah University	1	3	5	530	92
AMA International University	-	3	4	710	42
University of Comilla	1	2	2	48	18
Asian University	-	4	4	1694	54
East-West University	1	3	11	575	33
University of Asia Pacific	-	5	6	231	52
Queens University	-	4	4	285	41
Gano Bishwabidyalaya	1	2	6	62	33
The People' sector University	-	4	12	229	47
Total	14	51	115	8718	914

Source: University Grants Commission (UGCF), Annual Report, 1998

61. All this points to the fact that the task of building sustainable institutions in Bangladesh is still to find firm roots. There is a wide gap between management development needs and the supply position. A study in early 1990s carried out by a former dean of IBA, identified the following major factors affecting management development in Bangladesh.¹⁶

¹⁵ Daily Star, "Gov't. ponders amending private varsity act", Sept 16, 2003, Dhaka.

¹⁶ Rab, Abdur " Management Development in Bangladesh: Needs, Current Status and Challenge" in AMDISA, Challenges of Management Development in South Asia, Hyderabad, 1990.

“.....absence of management training needs assessment; shortage of training facilities; absence of linkage between training and career development; private firm owner’s ignorance of the value of management development; limited scope for utilising the acquired management skill by trainees; poor quality of training; and declining quality of education. The problems affecting the management development institutions include shortage of competent faculty; inappropriate courses and curricula, poor faculty incentives; shortage of training material and equipment; inadequate and inappropriate learning materials and library facilities, shortage of physical facilities, organisation inflexibility and lack of dynamic leadership.”

62. The study goes to recommend a number of measures to meet the challenge. These include:

... a national survey for management development needs, establishing strong linkages between management training and career development, creating favourable environment for utilising the skills, strengthening the existing management development institutions that have potential to emerge as centres of excellence, setting up of new management development institutions for private sector business, educating the senior managers and entrepreneurs towards value of management development and human resource development, increasing the financial support for institutes ensuring dynamic and autonomous structures and effective leadership for management development institutes.¹⁷

63. Despite the scepticism expressed by Bangladesh observers, the private sector in Bangladesh has in the 1990s, felt the need for management development. Management associations, chambers of commerce, etc. conduct numerous courses and seminars. The Dhaka Chamber of Commerce and Industry (DCCI) has established a DCCI Business Institute, which conducts about 50 programmes every year (Appendix - II for complete list). Similarly, the Metropolitan Chamber of Commerce and Industry (MCCI) also conduct about a dozen courses every year. For these, they source faculty from Bangladesh and abroad.

64. A large number of private sector firms and nongovernment organisations (NGOs), have also been deputing their managers for training to India and other Asian countries. Some of these are financed by aid, though the majority are paid for by the individual organisations. These point to the fact that there is a yawning gap between the need for training managers and the current availability of trained personnel in Bangladesh.

C. Nepal

65. Till 1991, Nepal had only two Universities. The Tribhuvan University with several campuses and affiliated colleges served as the main national university. It has more than 200,000 students and 130 affiliated campuses. It offers Post-Graduate Programmes in 20 campuses while the remaining offer only Under-Graduate education. In addition Nepal has a Sanskrit University with much smaller enrolment. Both these Universities received bulk of their budget from the Ministry of Education and the University Grant Commission.

66. In 1991, the political system in Nepal experienced a fundamental change. A democratic government was established and many new initiatives were undertaken in the field of development and governance. The new government allowed a group of educationists to set up

¹⁷ Rab, Abdur, op. cit.

the Kathmandu University on the condition that they would raise resources needed for growth and their current expenditure from non-government sources. The government, however, provided land and initial financial support. Today, Kathmandu University raises 90 percent of its total budget from non-government sources. Yet, it functions with fair amount of government control and supervision.

Table 4: Kathmandu University: Sources of Funds

	Item	%
1	Tuition Fee	60
2	Application Fee	10
3	Donations	15
4	Government Grants	10

Source: KU Annual report

67. The government established two new universities; the Purvanchal University at Biratnagar in 1995 and the Pokhara University in 1998. Both these Universities are entirely funded by the government.

68. Management education in Nepal has a chequered history. The Faculty of Management at Tribhuvan University is the largest single department of the University, in fact it is the largest management department in South Asia with more than 55,000 students. . It offers a two-year Master of Business Studies (MBS) degree and a three-year Bachelor of Business Studies (BBS). In addition, it offers four so-called “professional courses”. The general courses attract a very large number of students and admit approximately 5,000 post-graduate students MBS and 50,000 BBS students.

69. Its MBS & BBS courses select the students through a Central Management Aptitude Test (CMAT) and the University’s controller of examination conducts the exam simultaneously in all the campuses. With such a large student body, the University is unable to offer quality education.

70. The professional courses conducted by Tribhuvan University on its main campus are Bachelor of Business Administration (BBA), Bachelor of Information Management (BIM), Bachelor of Hotel Management (BHM) and Bachelor of Travel and Tourism Management (BTTM). These are semester courses with more rigorous selection criteria and the department conducts the examinations.

71. In contrast to the Tribhuvan University’s model of mass education, the Kathmandu University School of Management (KUSM) offers a general management degree of MBA and an executive MBA, which are well planned and provide for better student – teacher ratio. The MBA course runs on a semester system, with two batches of 25 students each admitted twice a year. In the three-year Executive MBA, which is meant for working executives, around 25 students are admitted. The admission procedure includes an aptitude test, group discussion, interview and a test on essay writing. The Kathmandu University has also granted affiliation to 3 colleges in Kathmandu for offering BBA course and also offers Bachelor of Business Information Systems (BBIS).

72. The MBA course offered by KUSM has a much better record of placement and its students get jobs in Nepal and India. The school has a total of 12 full time faculty (3 are currently working towards their Ph.D. in USA) and hires another half a dozen on visiting basis from other schools including IIMs in India. KUSM has a long-standing relationship with IIM Calcutta whose faculty members are invited to teach selected courses. The salary scales of KUSM faculty are superior to those offered to the faculty in Tribhuvan University and moreover, there are opportunities to earn from research and consulting projects. There seems to be an increasing demand for consultancy services in Nepal, which the faculty has begun to consciously cater to.

73. Executive education and training are relatively under-developed in Nepal, though there is an increasing need for such training. Tribhuvan University does not conduct any training for working managers, given its over stretched faculty resources. KUSM does conduct 3-4 programmes on invitation from public sector, banks, NGOs, etc.

74. In recent years some private organisations have begun to offer training to working managers. The Federation of Nepal Chambers of Commerce and Industry (FNCCI) has been conducting short term training programmes by inviting faculty and specialists from the universities and India. FNCCI has also carried out a survey of training needs. Results of the training needs assessment are summarised in Appendix 3.

75. FNCCI also conducts about a dozen programmes every year (Appendix 4) and has recently appointed a Human Resource Development Committee under a Vice-President. There were plans to invite specialists from India and abroad; which have been kept in abeyance due to the violence and civil strife.

76. The survey reveals that there is a growing need for management development and training in Nepal. In the absence of organised training programmes from universities and management schools, the need is met through small private sector training organisations and by inviting resource personnel from India.

D. Bhutan

1. Management and Human Resource Development

77. During the last decade, Bhutan has witnessed the acceleration of economic development and experienced growth in per capita income that has surpassed that of other South Asian neighbours. Since 1960 when the Royal Government of Bhutan abandoned the policy of self imposed isolation and sought to link its economy to the regional neighbours and the global economy, it has witnessed profound transformation. Due to the series of Five-Year Plans, there has been rapid expansion of infrastructure, health and education services and improvement in the agriculture and horticulture sectors. From 1981, the plans placed emphasis on hydropower, mining and industry and utilisation of natural resources, both in the public and the private sectors.

78. During the 1990s, the GDP growth has been about 6 percent per annum and there has been an improvement in the quality of life in general due to the expanding health and educational services. This has resulted in increased life expectancy, better access to health services, potable water, better communication, electricity and improvement in the human development index. Along with this there has been a significant change in the structure of the economy and labour force during the last two decades. The share of agriculture in GDP has

declined from 53 percent in 1980 to 37 percent in 2,000 while the share of secondary sector (manufacturing, electricity and construction) has doubled to 33 percent of the GDP. The number of industrial establishment in manufacturing, services and contract has risen to above 9,000 in 2000 from above 3,000 in 1992. Except for 34 public sector establishments and another 23 in the joint sector, the remaining establishments are in the private sector.

79. The Royal Government is firmly committed to the growth and strengthening of the private sector. Towards this objective, it has been active in privatising state-owned enterprises, strengthening legislation to facilitate the operation of the sector and has embarked on an ambitious plan to upgrade the skills of Bhutanese workers and managers to enable them to meet the requirements of the private and corporate sectors.¹⁸

80. The government's futuristic vision document, *Bhutan 2020* has identified the private sector as the main driving force behind employment growth and mentions that the Kingdom's future development is closely related to human resource development for the private and corporate sectors. In order to do this the 9th Five-Year Plan attempts to go beyond earlier approaches that have focused on the supply side of the labour market. The new Plan focus is on the demand side and an attempt is made to assess the real needs and requirements of the private sector.

81. The *Bhutan Private Sector Survey, 2001* estimates that the number of private and corporate sector jobs to be about 38,000, with a large number of these held by foreign workers. The employment growth in the private sector is perhaps about 2500 new jobs per year. The HRD Plan mentions that the enabling environment to facilitate rapid growth of the private and corporate sectors is contingent on suitable manpower. It is critical for Bhutan to identify and bridge this gap, especially since the 9th Five Year Plan envisages a development strategy based on privatisation, with little expansion in civil service employment.

82. The private sector will be able to play its role only if it has access to qualified, skilled workers and managers and if the existing managers and workers are adequately trained to enable them to compete in a market economy. This limitation is not confined to managers and workers only. For instance, the first generation entrepreneurs, currently at the helm of business, have inadequate technical and managerial capabilities to compete in regional and international market.¹⁹

83. The *Private Sector Survey 2001*, identifies lack of skilled workers and managers as the key challenge facing the private enterprises. It notes that the more- educated Bhutanese have a greater preference for jobs in the Royal Civil Service and the public sector, making it difficult for the private sector to attract local talent. The existing work force in the private sector is inadequately trained and suffers low productivity. For instance, in the agro processing sector, the labour productivity of the Bhutanese enterprises is half that of the Indian food processing companies and only one-tenth of similar companies in the USA.

¹⁸ Department of Employment and Labour (DEL), Human Resource Development Master Plan for Private and Corporate Sectors 2002-2007, Ministry of Health and Education, Thimphu, December 2002.

¹⁹ Ibid.

84. For these reasons, the private sector has shown preference for foreign workers, particularly in the border towns where majority of the industries are located. The foreign workers are considered to be readily available, more skilled and cheaper. The proportion of foreign employees in managerial and technical levels is also even higher.

85. The *Private Sector Survey 2001*, shows that Bhutanese managers have limited exposure to best practices and low awareness of marketing, advertising and production management. While the Royal Government has identified several constraints on the growth of the private sector including credit and finance, bureaucratic regulations, infrastructure, etc. and is attempting to address these gaps, the human resource development plan is the key component of the strategy to strengthen the private sector.

86. The *HRD Master Plan for Private Sector* calls for major effort in management training with emphasis on leadership and innovation and exposure to international management practices. It identifies sectors specific training requirement based on systematic need assessment. The Plan also recognises that the private sector has been reluctant to invest in training of workers and managers and that *“the Royal Government is prepared to offset some of the costs through its support in the implementation of the HRD Plan for private sector.”*²⁰

2. Tertiary Education in Bhutan

87. Bhutan has currently few schools for tertiary studies. The country has only one college (Sherubtse College) located in the eastern part affiliated to Delhi University in India. It has an intake capacity of 280 students every year. The Royal Institute of Management (RIM) and Teachers Training College are the other two centres of higher education. However, a large number of institutes offer varied training and skills from driving to nursing or forestry, language, performing arts, etc. Many of these provide training to students after 10 years of schooling.

88. Up to the 8th Five Year Plan, Bhutan has relied on higher education and training and development outside Bhutan. A large number of technical and managerial personnel have been deputed to other countries based on bilateral and multi-lateral aid, fellowships and scholarships.

89. The Royal Government of Bhutan established in May 2003 the first university in the country called the Royal University of Bhutan. It is proposed that the University will be based on a distributed network of federated institutes, led and co-ordinated by a small university office headed by a Vice Chancellor. The member institutes of the university would include Sherubtse College, the National Institutes of Education (NIE) (Paro and Samtse), the Natural Resources Training Institute (NRTI), the Royal Institute of Management, the Institute of Language and Cultural Studies, the Royal Bhutan Institute of Technology, the Centre of Bhutan Studies, the National Institute of Traditional Medicine (NITM) and the Royal Institute of Health Sciences (RIHS). In becoming an institute of the University, the RIHS and NITM will be merged. All these institutes will together constitute the Royal University of Bhutan.

90. The *HRD Master Plan 2002- 2007* calls for an increase in training to middle-level and junior-level executives in the private sector within the country while degree-level training for managers and engineers is proposed to continue to be outside Bhutan. The plan has identified sector-wide training requirement for manufacturing, mining construction and financial sectors, education and information technology sectors. In all these sectors, the degree-level or post-

²⁰ *ibid.*

graduate level, diplomas and degrees would be secured by deputing students to other countries. By the end of the 9th Five Year Plan, the HRD Master Plan will have facilitated training of 500 managers through short courses, supported the training of 118 undergraduates and 73 Post graduates in technical and management fields and contributed to the skill development of 7,160 persons at support level enhancing the productivity of the corporate and private enterprises.

91. Established in 1986, the RIM is the only institution in Bhutan offering management education and training. Ten years later it acquired a campus, and the Asian Development Bank funded the campus and its infrastructure. The Bank also provided the RIM faculty fellowships for post-graduate study. Under the scheme, 9 faculty members went abroad for MBA and related degrees like MA in Public Administration etc. Unfortunately, the RIM does not have a single PhD on its faculty and its library and computing resources are inadequate.

92. The RIM has evolved as the key institute for training civil servants and government employees. It also grants Post-Graduate Certificate in Financial Management (PGCFM) and a certificate in Development Management (PGCDMC). In addition, it grants short-term diplomas in Financial Management, Information Systems, Office Management, Accountancy etc.

93. In recent years, the RIM has initiated a strategic plan to address the changing needs of the Bhutanese economy. It has established a Centre for Private Sector Development (CPSD) and a Centre for Executive Development (CED). Despite these initiatives, the bulk of training and support provided by RIM is limited to civil service and personnel involved in the new initiatives in decentralised administration.

94. The Bhutanese Chamber of Commerce and Industry (BCCI) does not conduct any training programmes. As mentioned above, it plays a role in selecting and nominating working managers from the private sector to train abroad, based on fellowships and grants provided by the government or the donor agencies.

95. As the HRD Master Plan indicates, the Bhutanese Government has decided to continue to use foreign institutes for training students and managers in advanced management education. The Plan indicates that all management education at the post-graduate level as well as technical training in education required by private sector in trade, banking and manufacturing will be done abroad. However, it envisages that managerial and technical training for middle and junior level executives shall be conducted within Bhutan. For these it has prepared the most ambitious HRD plan in the history of Bhutan. Once the Royal University of Bhutan gets its act together and funding for the HRD Plan is arranged, the two technical and management institutes will need to be strengthened substantially and reorient their curricula towards the needs of the private sector as identified in the plan.

IV. Institutional Development in the SASEC Region: Constraints and Opportunities

96. The gain from the process of liberalization and de-regulation, with primacy to market forces, are contingent upon availability of educated and trained human resources. The most critical of these are managerial resources, both in the private and public sectors.

97. Analysis show, regarding management development efforts in the four countries, there is a large gap between requirements and availability of manpower. India is marginally better off because of its larger size and numerous universities and institutions offering technical and managerial education. The distinguishing feature being it has developed a sustainable model for

such education with centres of excellence in public and private sector universities and institutes and a well-established system of approval, regulation and accreditation, though there is scope for improvement in this aspect.

98. This is in contrast to the situation in the three smaller countries. Nepal and Bhutan were physically cut off from the sub-continent and pursued a policy of isolation till the 1960s. Also, as they were not directly under British colonial rule, the system of western education, that India and Bangladesh inherited, was absent in these two countries. The national liberation and freedom movement in British India also sought to develop independent universities and institutes of science and technology. This partly explains why Bhutan is in the process of setting up its first university and why till 1990, Nepal has only one (if one ignores the specialized Sanskrit University). Technical and management education has been marginal or absent and they relied on sending their students to India which allows visa free entry and right of residence to the nationals of the two countries.

99. The situation in Bangladesh is different to Nepal and Bhutan as its educational system is far more developed. It has a large network of universities and business schools and in recent years it has been experimenting with new models of the private initiatives in higher education. Unlike India, it has never allowed technical or management schools outside the university system. Hence, all the weaknesses and limitations of a large university system have affected the technical and managerial schools. Though, in theory, there is at least one school (the IBA) that is supposed to enjoy exceptional autonomy, the composition of its Board, with preponderance of Dhaka University academic council members and Vice-Chancellor as the Chairman of the Board, has ensured that it largely functions like a university department.

100. The war of independence in 1971 and the turmoil immediately after liberation cast a shadow on Bangladesh's first business school, still trying to strike roots. What is worse, allowing the Commerce Department of Dhaka University to designate its degrees as Bachelor or Master of Business Administration has added to the confusion as IBA (also under Dhaka University) was so far, the only MBA school under the University. Following the example of the Dhaka University, in almost all the public universities in Bangladesh, the Commerce departments have re-designated their courses as MBA. No wonder that the industry and their client organizations are wary and consider them to be commerce degrees masquerading as MBA.

101. The entry of dozens of private universities with their own management schools has further compounded the problem. In the absence of a culture of research and doctoral programmes in management, Bangladesh faces an acute shortage of trained teachers. The large number of private universities and business schools established by these universities fail to attract adequate number of students and are starved of faculty and infrastructure. The private universities have begun to poach on public universities for permanent and temporary staff. This has further weakened the management education in the public universities without actually strengthening the private schools.

102. The lack of clear policy and focus on quality of management education continues to be a major problem in Bangladesh. IBA is the strongest institute of management outside India in the region. The management departments of Dhaka University (Faculty of Management Studies) as well as the management departments of other universities suffer from large student intake and inadequate training. Because of these, the bulk of the graduates fail to find jobs in the private sector. In addition, almost all the schools in the country have little or weak links with private business. There is little initiative by IBA and other management institutes to meet the training

needs of working executives. Unlike India, Executive Development Programmes of business schools are largely absent.

103. In Nepal, the public universities do not provide any training to working executives. The large number of business graduates turned out by Tribhuvan University is poorly trained and fail to find jobs except at very junior levels. In contrast to Bangladesh, the Kathmandu University may be considered as a successful model of private and state initiative. Unlike, Bangladesh, there is no one or few “promoter(s)” for the university. Government and several individuals provide donations or support to different schools. This has ensured that the university enjoys considerable autonomy. It has tried to set better standards for education, with more restricted enrolment, better faculty-student ratio and better remuneration to teachers. Some of KUSM faculty members have been deputed abroad for doctoral studies. The small numbers of graduates turned out by Kathmandu University Management School do find placement in the private sector including banks and foreign firms operating in Nepal. Some also find placement in India. Its training and consulting services are increasingly being recognized as valuable to private and public sectors.

104. In Bhutan, the higher education and training is just being initiated with the establishment of the first university and a modest plan of training for private sector within the country. The Royal Institute of Management has so far confined its training activities largely to civil service. The only college in the country does not offer any business education or training. Sending managers abroad based on few fellowships and scholarships have met the needs of the private sector.

105. The chambers of commerce provide whatever little training to working managers in Bangladesh and Nepal. Of these, the Metropolitan Chamber of Commerce and Industry (MCCI) and Dhaka Chamber of Commerce and Industry (DCCI) play a leading role in filling this gap, while FNCCI is trying to do the same in Nepal. For this they rely on small training organisations, working executives and faculty from India and local sources to serve as resource personnel.

106. After comparing the experience of India with the experience of institutional development in Nepal and Bangladesh, we can identify the following constraints.

- (i) First, there has been an absence of a centralised plan for management development in the two countries. Only such a plan can identify the scope of management development in the respective countries and assess the resources and institution(s) needed to fulfil this need. This has resulted in ad-hoc proliferation of so called management departments in universities. Thus, today Nepal produces more graduates in management than India, with very poor training. Similarly, the Faculty of Management Studies, Dhaka University turns out about 500 MBAs in addition to those who pass from IBA. Other Universities, in the private and state sectors turn out several thousand MBAs.
- (ii) Both these countries are characterised by the absence of certification and regulation procedures for management education. There is no benchmark for minimum infrastructure, size and qualification of faculty, regulation of fee and evaluation procedures.
- (iii) Absence of a national plan has also resulted in confusion about the pre-requisites and necessary conditions needed to generate high quality managerial

manpower in Nepal and Bangladesh. This has resulted in imposing rigid constraints of an antiquated University system on business schools. Even the private Universities in Bangladesh are required to have their curriculum approved by the University Grants Commission. It is not clear if this has strengthened the curricula in these schools.

- (iv) Absence of a culture of research and a system that rewards innovation and creativity. This makes it difficult to attract good academics from these countries now living in the west. Internal faculty development is also made difficult. Thus the faculty members who were sponsored for doctoral studies abroad under the World Bank project failed to return to Bangladesh. RIM Bhutan was relatively more successful because those sent abroad were for MA and MBA degrees only.
- (v) Links with international centres of management education are largely absent. IBAs links with Indiana University did not bear fruits because of the civil war and the shift in the economic and foreign policy of the new government. The collaboration with the University of New Brunswick (supported by CIDA) had the limited objective of facilitating an under-graduate programme. Instead of enhancing the standard of education, proliferation of programmes with a large number of under-graduates diluted the focus on the post-graduate teaching and research and consulting activities. KUSM appointed a retired academic from IIM Calcutta as the first Dean. This facilitated some participation of faculty from India in teaching courses. However, no clear strategy of faculty development through such links was instituted.
- (vi) Proliferation of universities and courses in the private sector in the absence of certification and accreditation framework in Bangladesh resembles the proliferation of private schools in India. This has undermined the strategy to provide quality management education. The Kathmandu University model with joint effort of the government and academics appears as a more successful model.
- (vii) Absence of a culture of research and weak Ph.D. Programmes results in inadequate trained faculty. The problem is further accentuated by the private schools using faculty from relatively better schools at high remuneration. In all the three countries, bulk of the management teaching is in the hands of academics that have passed out from the course they are teaching.
- (viii) Unattractive salaries for teachers and limited opportunities for consulting have led to exodus of talent.
- (ix) The links with the industry is very weak. Moreover, private industry is forced to rely on training need either outside the country or with foreign experts.

107. On the other hand, increasing competitive pressures in the wake of liberalisation has increased the demand for high quality management training and development. The private industry has tried to fill in this gap through their chambers of commerce or through sourcing consultants and trainers from abroad. There is little doubt that there is an attractive market for management training waiting to be tapped in Nepal and Bangladesh. An institution that is capable of analysing the problems and challenges facing private industry can provide creative solutions and advice.

V. Strategic Plan for Management Development in SASEC Region

108. It would not be unfair to conclude that all the three smaller countries suffer from inadequate technical and managerial education and training. This has emerged as a binding constraint on the development plans and policies to integrate the economy with the global market. The absence of trained manpower has resulted in low foreign investment and a large number of expatriate managers and engineers in some countries, while in others, training needs are met through programmes in India and other Asian countries.

109. Any strategy of management development in these countries would require a network of strong centres of higher learning and education that would provide a continuous supply of trained graduates capable of meeting the challenge of a competitive economy. Such a plan would also need to facilitate close links between the management and technical institutes on one hand and the private industry on the other, to meet the continuing training needs of working managers.

110. The analysis above shows that Bhutan is at very early stage of instituting a system of tertiary and higher education. Bangladesh and Nepal have expanded tertiary and management education through private universities and institutions with little impact on the management developments needs of the economy.

111. A strategic plan for management development in the SASEC region must build on the existing situation and factors available in the region. There are two distinct possibilities of pursuing such a plan

- (a) Plan for management development at the sub-region level under the umbrella of the South Asia Business Forum (SABF) with the involvement of governments of all the member countries, multilateral agencies, and businessmen and academics from the entire region.
- (b) Alternatively, a plan for selective intervention in one or two of the member countries to develop national level institutions that will set in place a new paradigm for management education and training and help develop a tradition of research, training and consulting. Such an institution will enrich the academic sphere by generating and disseminating knowledge about conditions of private industry and commerce and develop strategies to successfully meet the increasing competition from liberalisation.

112. For the success of the sub-regional co-operation in South Asia, it is important that the private sector, one of the main drivers of the co-operative framework, is able to meet its development needs adequately. However, the exact choice of strategic intervention would depend on the pre-conditions and factors that support such a strategy.

113. Table 5 below presents an overview of the strengths and weaknesses of the existing national systems of management development and the availability of factors necessary for developing and sustaining such institutions. The last column provides the availability of prerequisites at the level of SASEC sub-region.

114. As is obvious from this analysis based on our field visits and secondary information, the sub-region as a whole has adequate tradition of successfully developing management development institutions. This is because of the long and successful models in India, which has been the pioneer in the region in the field of higher education in general and management education in particular.

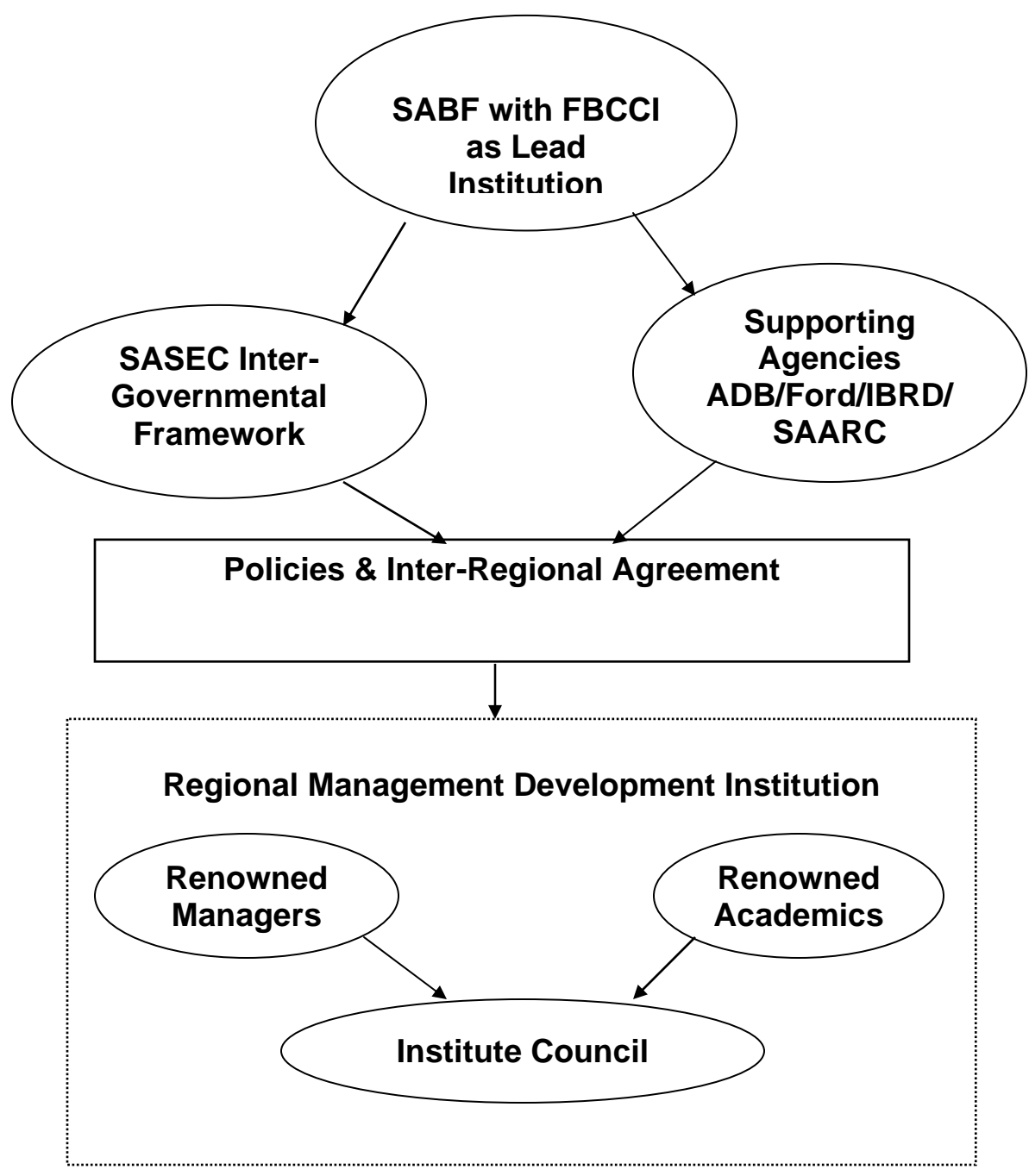
115. The other country that has the strongest pre-conditions for development of such institutions of higher learning and research in management is Bangladesh. Nepal too has some potential and few successful models of private-public co-operation in developing institutions of higher learning. Bhutan is at a very early stage of developing its higher education and it will be desirable that they continue to use the institutions in India and Nepal to which their citizens continue to enjoy un-fettered access.

116. The Chart-I below provides a framework for development of such an institute at the sub-regional level. The key to such an institutional development will be the active co-operation between the regional chambers of commerce and industry and the governments. Once an agreement is reached, it will be possible to invite institutions like ADB, Ford Foundation, EU, IBRD etc. to support the strategy. Within this framework, it will be possible for institutions in India to support such an institution through assistance in curriculum design, short-term transfer of faculty, and inter-regional research and training and consulting.

Table 5: Factors Supporting Management Development in SASEC Sub-Region

Factors	Bangladesh	Nepal	Bhutan	Inter-Regional
Perceived Need for Management Dev.	Strong	Moderate	Weak	Strong
National/Regional Plan for Management Developmnt	Absent	Absent	Absent	Absent
Private Ind. & Institutional Collaboration	Weak	Weak	Absent	Strong
Academic Tradition & Institutions	Strong	Weak	Absent	Strong
Tradition of Research	Strong	Weak	Absent	Strong
Framework for Private Educational Institutions	Present	Present	Absent	Present
Availability of Trained Management Academics	Moderate	Absent	Absent	Present
History of Cross Border Institutional Collaboration	Weak	Weak	Weak	Present
Regulation & Accreditation Framework	Very Weak	Absent	Absent	Present
Fair Remuneration of Teachers	Weak	Weak	Present	Present
Tradition of Executive Training	Weak	Weak	Weak	Present
Consulting Services for Private sector	Weak	Weak	Absent	Present

Chart I: Model for Management development at the SASEC Sub-Regional Level



117. However, at this juncture such a region-wide agreement seems distant on the horizon. Visa and travel restrictions between Bangladesh and other countries make co-operation in institutional development difficult.

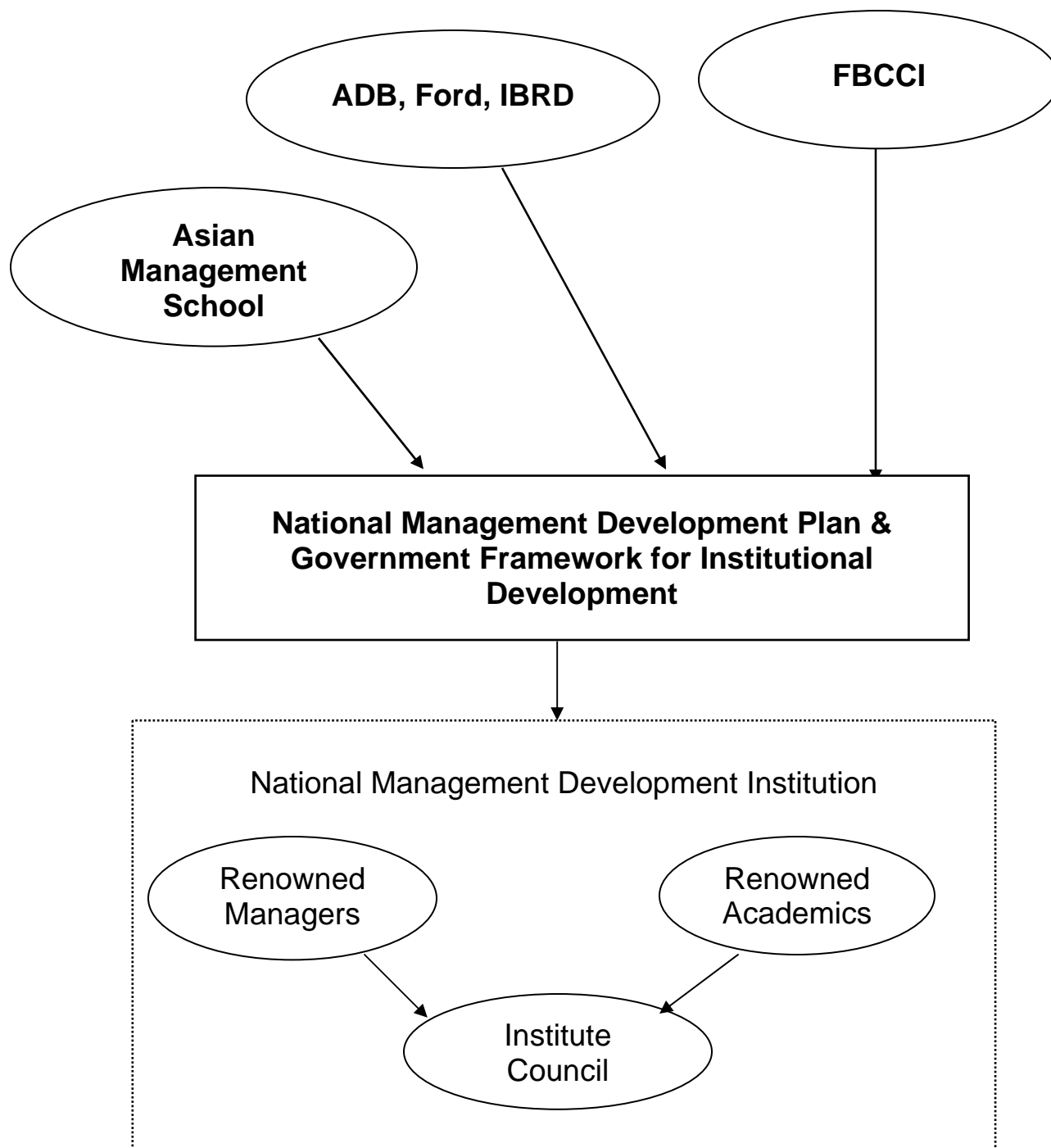
118. In the absence of such prerequisites the alternate strategy could be to develop management education and training to foster development of independent national level institutions in Bangladesh and Nepal.

119. Vision for a Long Term Plan will be developed by those responsible for designing and implementing such a national plan. However, the vision must incorporate an appreciation of the educational and skill requirements for meeting the challenge of a competitive market increasingly open to global competition. The general management skills, including leadership and innovation needed for these must form the key component of a vision.

120. The mission and goals of the strategy may include:

- ..1. Development or strengthening of at least one or two institutes of management in each country that can serve as the nodal centres for development of knowledge, education and development of national faculty resources with research and consulting capabilities to address the changing needs of business.
- ..2. The nodal institute can also facilitate the establishment of standards, design of curriculum, and supervision of private institutes and universities through a system of national/regional accreditation
- ..3. Establishing close links with the private sector and enterprises must form a key goal. At least 50% of all faculty time and resources must be geared to meet the training needs of working executives through designing and marketing executive development programmes

Chart II: Model for Development of National Level Management Development Institution



121. Implementation of the plan would entail:

- (i) Identify an Institution with strong leadership and an urge to change. In case an Institute cannot be identified, develop a plan for establishing a new institution, one each in Nepal and Bangladesh.
- (ii) Ensure all stakeholders, especially the private industry and corporate sector, share the governance of the Institute. It should be outside the rigid University structure. This would require change in the charter and constitution of any existing school, but may be easier in case of a new school.
- (iii) Identify a leader (or a group of leaders) who is known for his/her institution building capability from within the country or outside. There are a large number of academics from Nepal and Bangladesh in good management schools abroad that could fit the bill.
- (iv) Establish institutional linkages in the early phase with schools in Asia, with the objective of establishing culture and policies that support creativity and knowledge generation.
- (v) Attract good academics by offering a reasonable salary structure compatible with cost of living in each country.
- (vi) Support faculty development in both the countries by deputing young academics to schools abroad for training and higher studies.
- (vii) Build world-class infrastructure with adequate computing and library facilities.
- (viii) Establish linkages with the private industry by establishing consulting and training programmes.
- (ix) Attract better students through nation-wide selection procedure and strong placement services.
- (x) Design a curriculum that meets the manpower needs of private sector.

122. It is obvious that the intervention of private industry, the support of development institutions like ADB as well as links with either an Indian or another Asian management school would be crucial for the success of the strategy. However, this strategy overcomes the barriers due to the slow progress in inter-governmental agreement to establish a sub-region, which would facilitate trade, investment and movement of natural persons.

123. If the model of development of management education and institutional building in India is any guide (chart-II above and appendix-5) then collaboration and assistance from stronger business schools in India or in other Asian countries could facilitate the process of institutional building in Bangladesh and Nepal. The involvement of chambers of commerce and renowned managers and academics would help fill the gap between the industry and academia so pronounced in the two countries. A market-based model of management development for

working managers where private and public sector firms pay for such training will provide financial resources to strengthen the infrastructure. It will also provide research and consulting opportunities to faculty and help design and develop curriculum and training capabilities that meet the real needs of the private sector.

124. The success of the plan would depend on providing adequate autonomy to the new institution and to provide it with separate sources of funding with freedom to use resources raised through its own training and consulting services. In order to forge closure links with the private sector it is necessary that the new institute be entirely managed by an independent board of governors with majority of members from business and industry including the post of Chairman of the Board.

125. It is necessary that such an institution is not under the control and regulation of the University Grant Commission(s) of Bangladesh or Nepal. The entire responsibility for setting standards, curriculum designs, evaluation and grant of degrees/diplomas/certificates being entirely left in the hands of the academic council of the institute.

126. The success of the plan is contingent on all the stakeholders like private industry, government and academics coming together with adequate support and funding from bilateral or multi-lateral sources.

127. In order to catalyse such a process ADB could plan a national-level conference in association with the chambers of commerce, governments of the sub-region and leading management experts from all the member countries to discuss the prospects of establishing such an institution. Only such an intervention going beyond the national borders could help overcome the constraints imposed by existing institution in practices.

Short Term Plan

128. There is a need for management development of private industry in Bangladesh, Bhutan and Nepal that has been inadequately met. This has led to chambers of commerce initiating their own plans for management training and education often with the assistance of consultants and faculty from India and other countries.

129. The programmes currently conducted by the chambers are largely confined to functional skills and behavioural aspects (appendix 2 and 3). Senior managers interviewed in Kathmandu and Dhaka express their desire for programmes for senior managers (general managers and above) with emphasis on general management, strategic and planning focus. They also expressed the desire for longer duration programmes (two weeks to six months) for their managers. There is great interest in programmes on the emergence of the knowledge economy and information technology in enterprises.

130. Therefore, there is an urgent need to meet the demand for (i) General Management Programmes (ii) Strategic Planning Programmes (iii) Functional Programmes for senior managers focused on emergent trends in finance, marketing, human resource management and information technology (iv) programmes focused around a sector or a specific purpose like programmes on entering foreign markets, competitive strategy, or use of IT for enhancing efficiency.

131. The duration of these programmes would vary from one week to one-month to one-year programmes. An indicative list of such programmes focused largely on senior and middle managers is provided in appendix-6.

132. The mode of delivery of the programmes should initially be entirely based on direct classroom contact. Later it can evolve into a combination of both classroom contact and distance learning mode with the help of video conferencing and Internet.

133. In the short- term, few schools in India like the IIM Calcutta or in other Asian countries (The Asian Institute of Management, Manila) could be asked to design a set of executive courses in collaboration with the chambers of commerce and leading academics from each country in the region. They could facilitate in designing and deliver executive development programmes till local faculty is able to take over the tasks.

134. Financial support from governments or agencies like the ADB could play a crucial role in developing local talent in teaching and training. The Indian government already offers few scholarships to individual academics in Nepal, Bangladesh and Bhutan to pursue doctoral-level studies in Indian universities and institutions. ADB could provide support to the chambers of commerce so that they are able to source trainers from other countries in Asia. In the long run, such programmes would need to be self-sustaining and financially viable through the fees collected from the institute participants.

Concluding Remarks

135. Deregulation, liberalisation and increasing cross-border competition is imposing new pressures and demands on the industry and service organisations in the SASEC region. The capability of these organisations to cope with the rapidly changing scenario hinges on management development and human resources. With the exception of India, the countries in the region have achieved only partial success in developing institutions that can provide necessary support for management development. If the private sector is to cope with the emerging challenges, it is essential that new management institutions, capable of generating local knowledge, training and support, be established in the smaller countries.

136. The SASEC countries have excellent academics and varying traditions of technical and management education. The challenge before these economies requires that the level of training and consulting support to private industry take a quantum jump. Development of new independent institutes of higher learning, research and training in the field of management is imperative in these countries. This should ideally be on a regional level so that close co-operation and understanding of business practices is fostered in the region. However, there are serious roadblocks to the establishment of such institutions due to numerous restrictions on trade, visas and residence. In the short run, independent national-level institutions with assistance from other schools in Asia and support of ADB need to be pursued.

137. In the short term, the yawning gap in the training needs of the private sector in Bangladesh and Nepal can be filled up through collaborative efforts of local chambers, ADB and academics from abroad.

Bangladesh: Non-Government Universities Act

BANGLADESH GAZETTE

Extra Ordinary Number, Sunday, 9 August 1992

Bangladesh National Assembly

Dhaka 9th August 1992/25 Sraban 1399

The following Act which was adopted by the National Assembly and has received the assent of the President on the 9th August 1992 (25th Sraban B. S. 1399) and this law is hereby being published for general information.

Act No. XXXIV of 1992

(BESARKARI BISWABIDYALAYA AIEEN – 1992)

(Non-Government University Act, 1992)

Whereas it is necessary to set up universities at the non-government level to meet the growing demand for higher education in the country and for its wide dissemination, to make available higher education to the general public and to create skilled manpower through it, the Act is made to regulate establishment of Non-Government Universities;

And whereas certain public welfare oriented persons, assemblage of persons, charitable trusts and institutions of the country are desirous of setting up and administering university at the non-government level;

And whereas it is necessary and expedient to make provision for setting up of university at the non-government level;

Therefore the following Act is hereby made: -

1. Short title: This Act may be called the Non-Government University Act, 1992.
2. Definition: In this Act, unless there is anything repugnant in the subject or context,
 - (i) "Faculty" means academic faculty of a non-government university;
 - (ii) "Academic Council" means academic council of a non-government university;
 - (iii) "Authority" means authority referred to or constituted under this Act;
 - (iv) "Trustee Board" means trustee board referred to in section 14(1);
 - (v) "Governing Body" means Governing Body referred to in section 14(1);
 - (vi) "Founder" means any person, assemblage of persons, charitable trust or any other institution who has or have set up any non-government university;
 - (vii) "Non-Government University" means any non-government university established under this Act;
 - (viii) "A group of persons" means an assembled body or group as semblance comprising two or more persons for the purpose of establishment of any non – government university;
 - (ix) "Grants Commission" means the University Grants Commission of Bangladesh established by the University Grants Commission of Bangladesh Order, 1973 (P.O. No.10 of 1973);
 - (x) "Regency Council" means any regency council referred to in section 14(1);

- (xi) "Charter" means any charter given under section 6 for setting up any non-government university;
 - (xii) "Syndicate" means syndicate referred to in section 14(1).
3. Non-Government University:
- (i) One or more non-government universities may be established under the provisions of this Act;
 - (ii) Subject to the provisions of this Act, any non-government university will have the right to acquire, both moveable and immovable properties, possess these and transfer these and will sue and be sued by its own name.
4. The Establishment of Non-Government University: With the permission of the Government and subject to provisions of this Act a non-government university can be established any where in Bangladesh: Provided that with the prior approval of the Government, a Non-Government University can initially be established temporarily anywhere but from the date of its temporary establishment it must relocate permanently within five years on its own land measuring not less than five acres and with sufficient infrastructures as approved by the Government.
5. The University is open to all irrespective of caste and creed: The Non-Government University shall remain open to male and female members of any nation, religion, caste, tribe or class.
6. Charter for establishment of Non-Government University:
- (i) No Non-Government University can be established or operated without a charter obtained from the government.
 - (ii) Any person or a body of individuals, charitable trust or any other institution desirous of obtaining a charter under sub-section (1) for the purpose of setting up and operating any Non-Government University will have to apply to the Government in the prescribed form.
 - (iii) On receipt of an application under sub-Section (2) the Government may ask for further information from the applicant for consideration of the matter and if the Government is satisfied after consideration of the application that the applicant has fulfilled the conditions of Section 7 for establishment of a non-government university then it will issue a charter under sub-section (1) in favour of the applicant in the form prescribed by the Rules framed under section 21.
 - (iv) If the government is satisfied that the applicant has failed to fulfil the conditions of Section 7 for establishment of a Non-Government University then the Government may by an order reject the application submitted by the applicant under sub-section (2).
 - Provided that no such application shall be rejected without a reasonable opportunity of hearing being given to the applicant.
 - (v) The person, assemblage of persons, charitable trust or institution aggrieved by the order rejecting the application under sub-section (4) may within thirty days of

the order appeal against the order to the chancellor and the decision of the chancellor on the appeal shall be deemed to be final.

7. Condition for the procurement of the Charter: To obtain the charter under section 6 a Non-Government University, *inter alia*, will have to meet the following conditions, viz:-
 - (i) A plan of its curriculum must have the prior approval of the University Grants Commission;
 - (ii) It must have at least two faculties at the initial stage;
 - (iii) Each faculty must have a minimum number of teachers possessing the requisite exceptional educational qualification as prescribed by the Grants Commission;
 - (iv) It must have a Reserve Fund of at least Taka one core in any nationalized bank;
 - (v) It must have a balanced intensive curricula and syllabus, approved by the Grants Commission;
 - (vi) It must keep reserved five percent of its total admissible seats for admission of the poor but meritorious students who shall be entitled to exemption of tuition fees.
 - (vii) The pay scale of the teachers and the amount of tuition fees to be paid by the students should be mentioned specifically.

8. Officers of the Non-Government University: (i) A Non-Government University should have the following officers viz,
 - (i) Chancellor
 - (ii) Vice-Chancellor, Rector or Principal
 - (iii) Treasurer
 - (iv) Registrar
 - (v) Dean
 - (vi) Department Head
 - (vii) Controller of Examinations.

9. Chancellor:
 - (i) The President of the People's Republic of Bangladesh will remain the Chancellor of all the non-government universities and he or any person authorised by him will preside over the convocation ceremony for awarding academic degrees and honorary degrees.
 - (ii) Any offer containing award of honorary degree must have the consent of the Chancellor.
 - (iii) The convocation ceremony will be held each year with the permission of the Chancellor or at such intervals of time as will be determined by the Chancellor by his order.

10. Vice-Chancellor, etc.
 - (i) The Vice-Chancellor, Rector or Principal of any non-government university will be appointed by the Chancellor at the recommendation of the Founder for a period of four years on such terms as will be fixed by the Chancellor and he will be the Chief Executive of that University.

- (ii) The Treasurer will discharge the duties of the office of the Vice-Chancellor, Rector or Principal for such periods when the Vice-Chancellor, Rector or Principal will be incapacitated to perform the duties of this office due to leave illness or any other reason.

11. Treasurer:

- (i) The Chancellor will appoint the Treasurer at the recommendation of the Founder for a period of four years on such terms as the Chancellor shall determine.
- (ii) The Treasurer shall be responsible for the accounts of a Non-Government University.

12. Appointment of Registrar, Dean etc:

- (i) The Registrar, the Departmental Heads and the Controller of Examinations shall be appointed by the Syndicate, Board of Governors, Regency Council or the trustee board as it may be, on such terms as the Chancellor shall determine.
- (ii) The Dean of any faculty shall be elected by the Heads of Departments under the concerned faculty for a term determined by the Chancellor at the recommendation of the Founder.

13. Appointment of other officers: In case any other officer is required to be appointed in addition to those referred to in section 8 above, the Founder will have to take prior permission of the Government for appointing any such officer, and if the permission is not given within thirty days from the date of application for the permission, an appeal shall lie to the Chancellor within thirty days thereafter and if the Chancellor does not dispose off the appeal within sixty days from the date of receipt of the appeal, it will be deemed to have been allowed.

14. Authorities of the Non-Government University:

- (i) Any Non-Government University will have the following authorities, viz :-
 - (a) A Syndicate, Board of Governors, Regency Council or Trustee Board comprising not less than nine members;
 - (b) An Academic Council comprising not less than nine members;
 - (c) Faculty or School of Studies;
 - (d) Curriculum Committee;
 - (e) Finance Committee comprising not less than five members;
 - (f) Selection Committee comprising not less than five members.
- (ii) The Founder may, with the prior approval of the Chancellor constitute any other authority as he may deem necessary, in addition to those referred to in sub-section (1) of this section, to conduct the affairs of the non-government university more smoothly and efficiently.

- (iii) The Syndicate, Board of Governors, Regency Council or Trustee Board shall be constituted with such persons who have long experience in the field of education, culture, industry, science, technology or administration.

15. Curriculum, etc.:

- (i) The plan in regard to educational programs, curriculum, syllabus and the standard of the education of any Non-Government University shall have to be approved by the Grants Commission.
- (ii) For approval as required under sub-section (1), an application shall have to be made to the Grants Commission, which shall give its decision within sixty days from the date of receipt of the application.
- (iii) If the Grants Commission does not accord approval of the plan as sought under sub-section (2) of this section, any Non-Government University may appeal against the order of refusal to the Chancellor, within thirty days from the date of receipt of such order, and Chancellor's decision up on the appeal shall be deemed to be final.
- (iv) If the Chancellor fails to dispose off the appeal within sixty days from the date of receipt of the appeal then it will be deemed that the appeal has been allowed.

16. Cancellation of Charter:

- (i) In case of receipt of complaint as to fraud or cheating in awarding certificates or failure to maintain the standard of education as is approved for that university under section 15, the Chancellor may inquire into the complaint by appointing a sitting or retired judge of the Supreme Court and if the charge is sustained in the said inquiry the government may revoke the charter of that university.
 - Provided that the charter of the Non-Government University cannot be abrogated under this sub-section unless a reasonable opportunity of hearing has been given to the Founder.
- (ii) Any person, assemblage of persons, charitable trust or institutions aggrieved by the order given under sub-section (1) of this section may appeal to the Chancellor against such order, within thirty days from the date of such order and the decision of the Chancellor upon the appeal shall be final.
- (iii) The appeal under sub-section (2) of this section shall have to be disposed of within sixty days from the date of receipt of the appeal and if not done so, the appeal shall be deemed to have been allowed

17. Statutes:

- (i) The Syndicate, the Board of Governors, the Regency Council or the Trustee Board, with the approval of the Chancellor, will formulate statutes containing provisions relating to the Syllabus, Curriculum, Study schedule, and for the performance of administrative and other necessary functions of any Non-Government University.

- (ii) The Statutes formulated under sub-section (1) of this section shall come into effect from the date of its publication in the Government Gazette.

18. Certificate, Diploma etc. of Non-Government University:

All the educational certificate, degree and diploma of any Non-Government University shall be signed by the Vice-Chancellor, Rector or by the Principal as it may be and they must bear the seal of that university.

19. Fund:

- (i) The Non-Government University must have a fund;
- (ii) This fund, with the approval of the Syndicate, Board of Governors, Regency Council or, Trustee Board as it may be must be deposited with any nationalised bank in the name of that university and money may be withdrawn from the fund in the manner prescribed by the rule.
- (iii) No Non-Government University or any person or organisation on behalf of it shall raise any fund from within or outside the country, without knowledge or prior approval of the Chancellor.

20. Maintenance of Accounts and Audit:

The income-expenditure accounts of any Non-Government University shall be maintained in the form specified by the Grants Commission and the said accounts shall be audited by any Chartered Accountant appointed with the approval of the Chancellor, in every financial year.

21. Authority to frame rules:

To implement the objectives of this Act, the Government shall make rules, by government gazette notification.

Bangladesh: Private Sector Training Initiatives

1. Metropolitan Chamber of Commerce and Industry

Year - 2000

SL. No.	Name of Course	Duration
i.	Energy Management by Industrial Units	24 January 2000
ii.	Production Planning and Quality Control	29 Feb. - 2 March 2000
iii.	Marketing Strategies and Sales Promotion	6 - 8 March 2000
iv.	Strategic Management Planning	21 - 23 March 2000
v.	Strategic Management for Competitive Advantage	26 - 27 April 2000
vi.	Corporate Decision Making and Problem Solving	27 - 29 June 2000
vii.	New Approaches to Leadership and Team Building	18 - 20 July 2000
viii.	Managing Change and Organizational Development	12 - 14 September 2000
ix.	Financial Management for Corporate Decision Making	25 - 28 September 2000
x.	Marketing Mechanism and Effective Distribution Network	3 - 5 October 2000
xi.	Strategies for Competitive Success	19 - 20 November 2000

Year - 2001

SL. No.	Name of Course	Duration
i.	Finance for Senior Managers in Non-Financial Areas	24 -25 March 2001
ii.	Marketing Management and Selling Process	16 - 19 April 2001
iii.	Motivation for Higher Performance	20 - 23 May 2001
iv.	Sales Management	11 July 2001
v.	Effective Production Management for Higher Productivity	05 - 08 August 2001
vi.	Effective Performance Appraisal	26 -28 August 2001
vii.	Effective Customer Relationship Management	23 -27 December 2001
viii.	Managerial Effectiveness through Leadership & Interpersonal Relationship	30 Dec.2001- 2 Jan. 2002

Year - 2002

SL. No.	Name of Course	Duration
i.	Energy Management in Industrial Practice	17 - 18 February 2002
ii.	Plant Maintenance Management	16 - 21 April 2002
iii.	Strategic Planning in Marketing of Products and Services	24 - 30 April 2002
iv.	Total Productive Maintenance	16 May 2002
v.	Developing Team Leadership Skills for Organizational Growth	3 -7 August 2002
vi.	How to Economize Energy Cost	17 - 18 August 2002
vii.	Marketability through Effective Distribution Network	24 - 28 August 2002
viii.	Business Communication Skills	5 - 9 October 2002
ix.	Financial Management for Non-financial Managers	26 -30 October 2002

Year- 2003

SL. No.	Name of Course	Duration
i.	Improving Employee Performance: Professional Way of Coaching and Counselling	18 - 23 February 2003
ii.	Material Management and Cost Control for Higher Productivity	1 - 5 March 2003
iii.	Developing Effective Marketing Strategies	27th - 30th April 2003
iv.	Team Building for Organizational Growth	18th - 21st May 2003

2. Dhaka Chamber of Commerce and Industry

Sl. No.	Name of the Course	Dates
1	Garments Merchandising	January 2003
2	Tax & Tax Management	January
3	Financial Management	February
4	Import & Indenting Procedures	February
5	Marketing is Everything	March
6	L/C for Export and Import Operation	March
7	WTO-ITC Market Access	March
8	Managing Sales for Growth-The Bread and Butter for Your Organisation	March
9	How to Enter USA & EU Market with Your Products: An Interactive workshop	March
10	How to operate Import & Export Business Successfully	March
11	WTO Capacity Building needs for Market Access	April
12	Effective International Business Communication	April
13	How to Develop a Distribution Network for Marketing of Products	April
14	Marketing Research for SMEs	April
15	E-Commerce in Export Business	May
16	Marketing Plan-Basic needs for Future Business	May
17	Export Documentation	May
18	Customs Documentation and Harmonized System: Classification of Commodities	May
19	ISO 9000: Requirements for Successful Certification	May
20	Shipping Procedures for Export & Import	May
21	Human Resource Development	June
22	How to Prepare a Bankable Project Proposal for successful loan operation	June
23	Export Marketing of Software Products	June
24	Practical Training in International Business Communication	June
25	Quality Control-The Ultimate Choice to sustain in Business	June
26	Marketing & Promotion Strategies	July
27	Export Diversification and Market Identification in light of WTO Agreements	July
28	Effective Office Management	July
29	Introduction to Occupational Health, Safety & Environment	July
30	Garments Quality Control, Inspection & Management	August
31	Total Quality for Getting Access in International Market	August
32	Garments Patterns, Textile Dyeing & Printing	August
33	Rules & Procedures of Value Added Tax (VAT)	August
34	Effective Selling Skills	September
35	Leadership & Management	
36	Career Planning-for better chances in a growing market	September
37	Managing Sales for Growth-The Bread and Butter for your Organization	September
38	Professionalism in Hospital Management	October
39	Export Development	October
40	How to establish and set up a Joint Venture with European Partner	October
41	Simulation of Financial Analysis in a Computer	October
42	L/C for Export and Import Operation	October
43	Garments Merchandising-Operations & Management	November
44	Effective Office Management	December
45	General Export Marketing Management	December
46	Increase Sales Force Productivity: A Creative Approach	December
47	Training of Trainers	December

Nepal: Training Needs Assessment Study

FNCCI has appointed a Human Resource Development Committee under the Chairmanship of Mr. P.M.Vaidya. The Committee conducted a workshop in October 2001 where 36 participants from different organisation were participated.

The participants strongly supported continuous training from middle and senior level managers and felt that the training improves the overall efficiency and productivity of an organisation, develops competitive skills and to the individuals under-going training, provides better carrier opportunities and motivation. The participants suggested the following training areas and skills through a questionnaire that was administered to the group. These are:

- (i) Accounting
 - (a) Introduction/accounting for non-accountants
 - (b) Budgeting in Planning
 - (c) Communication
 - (d) Business written communication and presentation
 - (e) Writing plans and reports
 - (f) Organisational communication
 - (g) Dealing with difficult employees/peoples skills
 - (h) Managing conflicts

- (ii) Customer Service
 - (a) Delivering quality customer service/exceptional service
 - (b) Planning for service organisation

- (iii) MIS
 - (a) Designing and using MIS
 - (b) E-Business

- (iv) Human Resource Management and Leadership
 - (a) Basic HRM/HRM for General Managers
 - (b) Recruiting and selecting employees
 - (c) Leadership skills
 - (d) Effective supervisor
 - (e) Negotiating skills
 - (f) Motivational skills
 - (g) Coaching

- (v) Sales and Marketing
 - (a) Strategic marketing
 - (b) Fundamentals of marketing
 - (c) Marketing communication
 - (d) Sales Management
 - (e) Managing a sales team
 - (f) Advertising and brand management

- (vi) Project Management
 - (a) Project management and procurement
 - (b) Project design and feasibility studies

- (c) Project risk management
- (d) Project planning

- (vii) General Management
 - (a) Managerial effectiveness
 - (b) Stress Management
 - (c) Negotiation skills
 - (d) Strategic planning
 - (e) Quality management
 - (f) Developing high performance teams
 - (g) Time management
 - (h) Power and authority in organisation
 - (i) Organisational development
 - (j) Creativity
 - (k) Motivational skills
 - (l) Programme evaluation

The workshop recommended that FNCCI developed database for the prospective organisation with detailed profile, the training needs, etc. It recommended that programmes sponsored by FNCCI should be aggressively promoted. The programme content should be developed after a thorough study of the current business scenario so that the training can be customised to organisational needs.

**Nepal: Training Programmes Sponsored by
Federation of Nepalese Chambers of Commerce and Industry (FNCCI) 2001-2003**

General Management

1. Conflict Management
2. Continuous Quality Improvements
3. Creative Decision Making
4. Dealing with Difficult People & Situations
5. Developing High Performance Team
6. Developing Effective Negotiation Skills
7. Developing & Implementing Marketing Strategies
8. Developing Strategic Communication Plans
9. Effective Budgeting & Planning
10. Effective Public Relations
11. Introduction to Management
12. Leading Effective Meetings
13. Leadership in the Workplace
14. Managing Effective PR Strategies
15. Management by Walking Around
16. Managing Effective Teams
17. Managing Performance through Leadership
18. Performance Management
19. Project Risk Management
20. The Design of Wage and Salary Policy
21. The Experienced Supervisor
22. Time Management
23. Train the Trainers

Industrial Relations

1. Collective Bargaining
2. Disciplinary Procedures & Termination of Employment
3. Dealing with Sexual Harassment of the Workplace
4. Industrial Relation & Labour Act 1992
5. Understanding Labour laws

Child Labour

1. Sensitisation Programs for Employers and their Organisations
2. Regional Workshop on Codes of Conduct against Child Labour
3. Policies and Programmes Against the Worst Forms of Child Labour
4. Meeting of Employer's Network Against Child Labour

Occupational Safety & Health

1. Occupational Safety & Health of the Workplace
2. Safety and Health Management

Corporate Governance

1. Round table on Corporate Governance
2. Seminar on Corporate Governance

Corporate Social Responsibility

1. CSR Awareness Programme for Business Community
2. Study on CSR Activities

Indian Institutes of Management: A Brief Overview

1. India currently has six Indian Institute of Management located in different parts of the country. All these institutes were established by the Central (Federal) Government through the Ministry of Education. They are semi-autonomous institutes and till 1993 were entirely funded by the Government. All the institutes offer a two-year Post-Graduate Diploma in Management which is recognized worldwide as equivalent to MBA. The older institutes also offer a doctoral programme of 4-6 years duration with course work and a thesis that is publicly defended leading to the title of Fellow. In response to the demand from the stakeholders to take management training and education to under managed or strategic sectors, the institutes have diversified in different ways. Given below is a brief overview of each of the institutes.

A. Indian Institute of Management Calcutta

2. This is the first Institute to be established in 1961 with the assistance of the Ford Foundation and Sloan School of Management, Massachusetts Institute of Technology. For the first one year the Institute offered only Executive Development Programmes for working management. The two-year Post Graduate Programme was launched in 1964 and Professor Kennedy, of Sloan School of Management became the first Chairman of the Programme. The Programme had 4-6 expatriate faculties from Sloan School and another dozen recruited in India from different discipline. The institutes also advertised extensively in North America to identify and recruit experienced and qualified faculty of Indian nationality working in USA.

3. Over the years, the Institute expanded its activities to include consulting services and research and publications. The Institute designed an extensive system of faculty evaluation and promotion based on research, publication, teaching and executive training, which is still in place. The institute also conducted a nationwide examination to select students for Post Graduate Programme and provided placement services to its out going students.

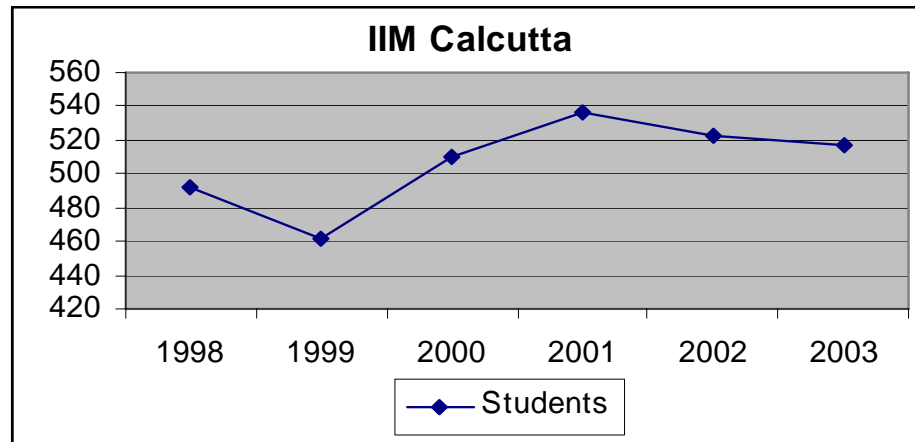
4. The Institute shifted to its own 137 acres campus in 1975 and expanded the student intake from 80 to 150. Currently the Institute admits about 280 students each year in the Post-Graduate Management Programme and in Post-Graduate Computer Aided Management Programme launched in 1994 (total of about 560 students in post graduate programme at a time). The Institute also admits 10-20 doctoral students and has turned out more than 80 qualified teachers and researchers, many of whom are employed in different Business Schools (including IIMs) in India and abroad. Some also find placement in consulting and research organisation.

5. The Institute has about 65 to 75 full time faculty members and encourages them to travel and teach at other business schools across the world. On an average 6-8 faculty members avail of special leave to teach in USA, Europe and Asia. The Institute faculty also turned out a large number of publication in disciplines as varied as statistics, probability theory, economic history, sociology, computer science along with the core disciplines of economics, finance, marketing and operations management, etc.

6. Under pressure from the Government and due to the changing economic environment characterized by liberalisation, privatisation, deregulation etc. the Institute began to focus on resource generation from 1993. The tuition fee was raised and institutes placement, consulting and executive training were re-organised to generate resources. During the last 10 years the

institute has established a corpus of Rs. 1 billion which is growing at the rate of Rs. 160 million per annum. The Institute generates Rs. 40 million from consulting and training activities.

7. IIM Calcutta became the first institute to take its executive training programmes across the borders. About a dozen programmes have been conducted in Bangladesh, Nepal, Dubai (UAE), Sri Lanka, Singapore, Thailand, etc. and is in the process of organizing similar programmes in South Africa and USA. Its training programmes held on the campus in Calcutta also attract a large number of working managers and management teachers from Bangladesh, Bhutan, Nepal and other neighbouring countries including middle-east.

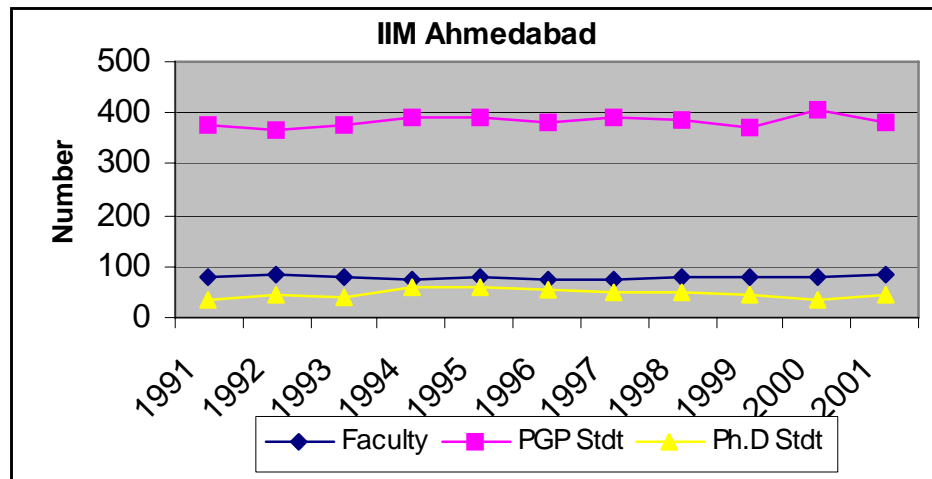


B. Indian Institute of Management Ahmedabad

8. IIM Ahmedabad is only few weeks younger than its Calcutta counterpart and launched its Post-Graduate Programme in 1964. Like the Calcutta institute, it was supported by Ford Foundation and Harvard School of Business, which provided expatriate faculty and career development to Indian faculty members. Over the years more than a dozen faculty members earned their Ph.D. from HBS.

9. The Institute shifted from its earlier planned location at Bombay to Ahmedabad due to resistance from the Bombay University to its autonomy as well as the initiative taken by private business leaders led by Dr. Vikram Sarabhai who promised adequate support. Dr. Vikram Sarabhai became its first Chairman of the Board of Governors and guided the institute's development for more than 15 years.

10. IIM Ahmedabad is rated by private rating agencies to be the leading institute in India. It has a smaller campus of about 40 acres, which limited its plans of expansion and growth. The institute has recently acquired additional land and during the process of developing a new campus nearby.



11. The Institute diversified into a Post-Graduate Diploma in Agri Business Management in mid -1970s along with the doctoral programme. All the institutes admit about 200 students in its Post-Graduate programmes each and plans to raise this to 360 during the next few years.

12. The Institute has about 85 full time faculty members and 50 research staff. The institute is well known for generating large number of case studies and teaching materials which is shared with other Business Schools. The Institute established Centre for Management Agriculture and Computer Information Systems group to focus on research and consulting in these areas. The Institute has been ranked as the premier institute in India and Asia.

13. Its consulting and training activities are even more extensive than its Calcutta counterpart. It conducts more 100 programmes a year. The Institute has the largest corpus of Rs. 1.1 billion.

C. Indian Institute of Management Bangalore

14. IIM Bangalore established in 1973 and for the first decade focused largely on Public Sector Management issues. Like the other IIMs it has a Post-Graduate Programme and in the 1990 added a Post-Graduate Programme in Software Management for working executives.

15. In order to cater to the needs of public sector, the Institute established groups focused on transport, infrastructure, and corporate public sector which played an important role in the Indian economy, manufacturing products as varied as watches to aircrafts.

16. By mid 1980s the Institute began to change its focus to private sector in response to the first signs of liberalisation and the increasing role private industry and commerce was playing in the economy. It also runs very successful doctoral programmes along with consulting, research, executive education and public policy.

17. The Institute admits about 200 Post-Graduates students and offers a very large number of executive programmes including 9 International Programmes some of which are conducted jointly with US Universities. It also participates in the international master programme for practicing managers jointly with Hitotsubashi University, McGill University, Lancaster University and INSEAD.

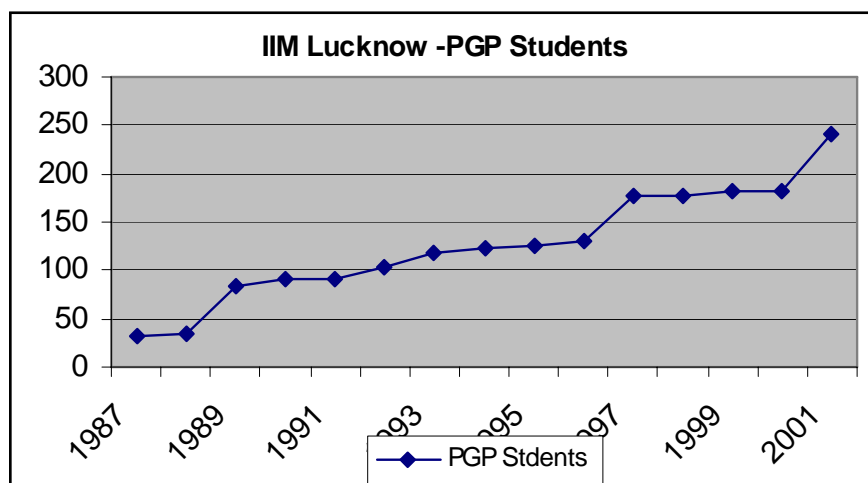
18. The Institute has established a number of research centres with funding from external sources. These include Centre for Public Policy, Centre for Insurance Research, Centre for Entrepreneurial learning etc. Over the year the Institute has emerged as a powerful centre of learning and has been more successful than other IIMs in attracting faculty, given its location at Bangalore which is considered to be the most attractive city in India and centre of the new economy. Its faculty strengths of 75 along with a large number of visiting faculty from private sector. Like the other IIMs the Institute has developed its own corpus, which currently amounts to Rs. 800 million. It has a student and faculty exchange programme with more than 30 business schools world over.

D. Indian Institute of Management Lucknow

19. Established in 1984 the Institute shifted to its 184 acres permanent campus in 1990. In initial years, its student strength was about 30 to 40 students. By early 1990s it rose to 100 and in 2001 it reached 240 mark. The Institute has launched its doctoral programme only two years ago.

20. IIM Lucknow has this year launched an Agri Business Management programme with 30 seats. It also conducts large number of training programmes and consulting activities. Its faculty strength is lower at about 60. Being a younger institute the Central Government continued to fund them. However, they generate a surplus of Rs. 30 million each year and carry reserves of about Rs. 150 million.

21. Like IIM Ahmedabad and IIM Calcutta, the Institute has an extensive faculty and student exchange programme with more than a dozen universities in Europe, Asia and North America.



E. IIM Indore

22. Established in 1994, IIM Indore has been operating from a temporary campus. It admits about 60 students and has about 30 faculty members on its rolls. However, it has already made a small impact and has being successful in placing all its students. A 240 acres new campus is under construction and the institute is expected to shift this year.

23. Being a relatively younger school with inadequate faculty it relies entirely on Government grants. However, it has recently launched few executive development programmes.

F. IIM Kozhikode

24. Located on the southwestern coast in Kerala this institute was also established in 1994. Like Indore it operates from a temporary campus. The Institute has about 32 faculty members and offer a limited number of executive programmes in addition to its post graduate programme (MBA). Currently the task of institutional building is in the hands of Professor A. H. Kalro who came from IIM Ahmedabad to become its current Director.

Suggested Short Term Management Development Programmes

1. One week programmes

- i) Corporate Strategy
- ii) Competitive Strategy
- iii) Entering in Foreign Markets
- iv) Mergers and Acquisition
- v) Corporate Restructuring
- vi) Global Capital Markets
- vii) Brand Management
- viii) Information Technology & Corporate Finance
- ix) Marketing Strategy
- x) Strategic Human Resource Management
- xi) Balance Scorecard
- xii) Supply Chain Management

2. One month programmes

- i) International Management
- ii) Achieving Outstanding Performance
- iii) Managerial Leadership and Effectiveness
- iv) Management of Service Organization

3. Six months to one year programmes

- i) General Management with Functional Skills
- ii) International Management Programme
- iii) Financial Management in Globalizing Economy

Persons Contacted/Interviewed

Bangladesh

1. Mr. Md. Akhtaruzzaman Manju, Director, Federation of Bangladesh Chambers of Commerce & Industry (FBCCI), Dhaka
2. Mr. Faiz Ahmed, Secretary, (FBCCI), Dhaka
3. Md. Mizanur Rahman Mukul, Deputy Secretary, (FBCCI), Dhaka
4. Mr. Syed Maozzam Hossain, Director The Dhaka Chamber of Commerce & Industry
5. Mr. Hasanur Rahman Chowdury, Deputy Secretary (Training), The Dhaka Chamber of Commerce & Industry
6. Mr. A.F.M. Fakhurul Islam Munshi, President, Agribusiness Development Organization of Bangladesh
7. Mr. Abdul Haque, Haq's Bay Automobiles Ltd.
8. Mr. M. A. Raquib, Lecturer, Finance & Accounting, North South University
9. Dr. Abul L. Haque, Ph.D., Associate Professor and Head, Department of Computer Science, North South University.
10. Mr. Kamrul Arefin, Asst. Professor, Department of Business Administration, Jahangirnagar University, Dhaka
11. Rokia A. Rahman, Chair & Managing Director, R. R. Cold Storage Ltd.
12. Dr. Zafrullah Chowdhury, Projects Coordinator, Gonoshasthaya Kendra
13. Prof. Abdur Rab, Chairperson, BRAC University.
14. Mr. Md. Serajul Islam, Dean, Faculty of Business Studies, University of Dhaka
15. Prof. Durgadas Bhattacharjee, Department of Management Studies, University of Dhaka.
16. Dr. Md. Anwarul Islam, Professor & Chairman, Department of Marketing, University of Dhaka
17. Prof. M. Alimullah Miyan, Vice-Chancellor, International University of Business Agriculture and Technology.
18. Prof. Iftekhar Ghani Chowdhury, Director, Institute of Business Administration, University of Dhaka
19. Mr. Muslehuddin Ahmad, President, Foundation for Education and Development, Dhaka
20. Mr. Santosh Kumar Dutta, Joint Secretary, Metropolitan Chamber of Commerce & Industry, Dhaka.

Nepal

1. Prof P. Koirala, Dean, Faculty of Management, Tribhuvan University
2. Prof. Purushottam Sharma, Assistant Dean, Tribhuvan University Faculty of Management.
3. Prof. Pushkar Bajrachrya, Faculty of Management, Tribhuvan University
4. Dr. Bijay K. C., Professor and Dean, Kathmandu University School of Management.
5. Prof. Dinesh P. Chapagain, Kathmandu University, School of Management
6. Dr. Bhadra Man Tuladhar, Dean, School of Engineering, Kathmandu University.
7. Mr. Rajendra Dahal, Editor, Himal Bhabarpatrika
8. Mr. Madhav P. Ghimire, Joint Secretary, Ministry of Finance, Foreign Aid Coordination Division, Nepal,
9. Mr. Niranjana Baral, Joint Secretary, His Majesty's Government of Nepal
10. Mr. Sandip Ghose, Managing Director, Nepal Lever Ltd.

11. Ms. Gomathy Venkateswar, Principal, Malpi International School.
12. Mr. Ambar Bahadur Thapa, Personnel Manager, Nepal Lever Ltd.
13. Mr. Jawed Usmani, Minister, Economic Cooperation, Embassy of India.
14. Ms. Sanjita Shrestha, Business Service Aadhar, Nepal
15. Mr. Ashutosh Tiwari, Director, Business Service Aadhar, Nepal
16. Mr. Binod Bahadur Shrestha, President, Federation of Nepalese Chambers of Commerce & Industry
17. Mr. Pradeep Man Vaidya, Executive Member & Chairperson, Federation of Nepalese Chambers of Commerce & Industry.
18. Mr. Badri Prasad Ojha, Secretary-General, Federation of Nepalese Chambers of Commerce & Industry
19. Dr. Binod K. Karmacharya, Sr. Project Analyst/Consultant, Asian Development Bank, Nepal Resident Mission

Bhutan

1. Mr. Bap Kinga, Vice-President, Bhutan Chamber of Commerce & Industry.
2. Mr. Tshering Dorji, Secretary General, Bhutan Chamber of Commerce & Industry
3. Mr. Chhimi Dorjee, Finance Officer, Bhutan Chamber of Commerce & Industry.
4. Mr. Karma Tshering, Director, Department of Employment and Labour
5. Mr. Sonam P. Wangdi, Deputy Secretary, Ministry of Trade Industry Thimphu
6. Karma Dorjee, Secretary, Ministry of Trade & Industry
7. Mr. Dhanraj Subba, Deputy Director, Department of Industry, Ministry of Trade & Industry.
8. Mr. Indraman Chhetri, Program/Project Manager, Royal Institute of Management,
9. Mr. Tshewang Norbu, Deputy Director, Royal Civil Service Commission, Bhutan
10. Ms. Namgayom, Director, Royal Institute of Management, Bhutan.

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