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Peter F Drucker

The Father of Modern Management

Eighth Peter F Drucker Memorial Lecture

on

**Lifelong Learning:
How to survive in the age of Technology**

by

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March 07, 2017



Organised by
Department of Management Sciences
R V R & J C College of Engineering
Guntur - 522 019, A.P.

to develop courses that significantly boost the chances of finding the right job. General Assembly's curriculum is based on inputs from employers about the skills they are critically short of. Full-time participants pay about \$10,000-12,500 to learn about the digital economy in a program lasting 10-12 weeks. General Assembly holds "meet and hire" events where firms can see the coding work done by its students. Of its 2014-15 graduating class, 75% used the firm's career-advisory services, and 99% of those were hired within 6 months.

And now something to ponder for the faculty members. What is the future of traditional universities and institutions? Clearly, they are being given a run for their money by tech companies. In response, many of these institutions have begun to offer online courses. In the US, Georgia Tech has started to offer a low cost online version of its MS (Computer Science) program. The program targets older people who do not want to leave their jobs. This one program, it seems, has the potential to increase the number of Computer Science graduates produced in the US each year by 7-8%. Our leading engineering and management institutions like the IITs and IIMs too are moving in this direction.

But universities also need to look at the way they run their operations and draw lessons from the tech platforms. It would be no exaggeration to say that most traditional academic institutions lack the agility needed to constantly revamp their content and keep pace with the changes outside. Here again, they can learn from startups. A company called Pluralsight has a network of 1,000 experts to produce and refresh its library of videos on IT and creative skills. These experts get royalties based on how often their content is viewed. The best performer earned \$2mn last year. Such rewards provide keep the authors on their toes when it comes to updating their content. University faculty, who get bogged down in their intellectual pursuits and consulting activities will have to change fast.

The big advantage which universities enjoy is credibility. Many of them have been around for a long time and their names are well known. Even today, most of us prefer to do a course with a well-known academic institution. Coursera relies on universities and business schools for most of its content. Their names lend a lot of credibility to the certificates.

Universities are also offering modular courses that can be taken on their own and also carried forward as part of a full Master's Course. University of Wisconsin offers silvers of online content. In the new world that is

emerging, it may be possible to fit educational qualifications together like a Lego Block! Some universities are toying with the idea of digital badges. Such badges are given to skills that are acquired in practical ways (such as through action learning projects) but without going through an exam. To validate such badges, a standardized assessment is needed. Agencies which can offer credentials are also emerging.

Meanwhile, the way one finds a job will also change. Interviews will play a less important role as technology is enabling the testing of skills in innovative and more effective ways. Knack, a startup, offers a series of apps that are, essentially gamified psychological tests. In one case, participants play the part of waiters and are asked to take the orders of customers. As more and more customers arrive, the job of managing the workflow gets tougher. Every decision and every minute change in approach is captured as a data point. Machine-learning algorithms analyze the players' aptitudes against a reference population of 25,000 people. An ability to read the facial expressions of customers reflects empathy. Always serving customers in the order in which they arrive in the game, might serve as an indicator of integrity. Intellectual curiosity is another of the traits that Knack tests for.

Some of our IT Services companies are also trying out such experiments. They are providing to final year engineering college student's access to learning platforms which host different hackathon events. Based on the frequency of participation, their success while solving problems and the footprints they leave on the platform, the company can identify the high performers and provide them a faster career path.

A start up called Code Fights offers gamified challenges to learners. Once the learner achieves a level of proficiency, the startup recommends a candidate to prospective employers. Code Fights earns fees amounting to 15% of a successful candidate's starting salary.

At the same time, technology can help even average students to achieve better outcomes. The ability of learning platforms to try various experiments and analyze data is also providing useful ideas on how to improve learnability. For example, when MOOC participants were required to write down their plans for undertaking a course, they were 29% more likely to complete the course than a control group who did not have to do so.

Choosing the right career

As technology replaces human beings, it is also important for students like you to choose your career carefully. There are many factors to consider while choosing a career. Our skills, values and interests should be aligned with the demands of the career. Here, I will only focus on skills or more specifically the vulnerability of the job to automation. In short, I am saying that we must choose jobs that are less likely to be automated.

I will illustrate now with specific examples. Retailing is an exciting career. In our country, organized retail is very small. The organized sector is likely to expand in a big way. According to research done by McKinsey in the US, retailing is a sector with a high technical potential for automation. About 53% of its activities can be automated, but much depends on the specific occupation within the sector. Retailers can take advantage of efficient, technology-driven stock management and logistics, for example. Packaging objects for shipping and stocking merchandise have a high potential for automation. So do maintaining records of sales, gathering customer or product information, and other data-collection activities. But advising customers what to buy requires judgment and emotional intelligence. McKinsey estimates that only 47% of retail salesperson's activities have the potential to be automated—far less than the 86% possible for the sector's bookkeepers, accountants, and auditing clerks.

Take another example, Healthcare. Before I come to the impact of automation, let me share with you an experience. I had the privilege of listening to Dr Devi Shetty of Narayana Health last year. A pioneer in health care if ever there was one, Dr Shetty has been trying to bring down the cost of healthcare in very innovative ways. And Dr Shetty understands technology and its applications better than many technologists!

The eighth of nine children, Devi Shetty decided to become a heart surgeon when he was in high school after hearing about Dr.Christian Barnard, a South African surgeon who had just performed the world's first heart transplant. After working in the UK for some time, Dr. Shetty returned to India in 1989 and joined the B.M. Birla Hospital in Calcutta. He once performed a surgery on the legendary Mother Theresa after she had a heart attack and went on to become her personal physician.

Let me first talk about Udacity. Prof Sebastian Thrun who founded Udacity has this to say: Keep learning till you drop dead! When he was a professor at Stanford, Prof Thrun found it difficult to change the curriculum fast enough. This despite being at may be the best university in the world in the area of information technology. He realized that the university system made professors complacent and encouraged them to teach the same thing throughout their career.

In 2011, Prof Thrun and his friend, Prof Peter Norvig decided to offer their Artificial Intelligence course online for free. Some 160,000 applications were received from students in 200 countries. Some 200 students completed the course on campus while 23,000 did so online. When the scores were compiled at the end of the course, none of the top 400 students were from Stanford. The need to democratize education became the vision for Prof Thrun. He realized that a quality online course could be offered for a small fraction of the tuition fee for a conventional program.

Prof Thrun is a brilliant academic and one of the pioneers of the technology behind driverless cars. He could have continued as an academic and inventor. But he realized that "if I can help every talented person in the world a chance to build their own self driving car, the progress in the world would be much faster." So he founded Udacity as an independent start up. Udacity has launched a series of nanodegrees in tech-focused courses that range from the basic to the advanced, in partnership with employers. A course on Android has been developed with Google. A nanodegree in self-driving cars uses instructors from Mercedes-Benz and Nvidia. Udacity also offers a premium version of its nanodegree for an extra \$100 a month, with a money-back guarantee if graduates do not find a job within six months. The involvement of Google in the Android nanodegree has helped persuade India's own Flipkart to hire Udacity graduates.

Coursera, another leading education platform, is trying to improve employability through certification. Although its materials are available free, there is a price for assessment and accreditation at the end of the course (\$300-400 for a four-course sequence that Coursera calls a "specialization"). Coursera is also increasingly working with companies. Firms can now integrate Coursera into their own learning portals, provide the appropriate menu of courses and track employees' participation.

General Assembly, a job oriented training organization with campuses in 20 cities across the world and around 35,000 alumni is an example of how

United Technologies (UTC) is a conglomerate whose businesses include aircraft engine maker Pratt & Whitney and lift manufacturer Otis. UTC has been emphasizing lifelong learning, long before it became a fad. Since 1996, UTC has been allowing employees to take part-time degrees and have tuition fees of up to \$12,000 a year reimbursed, with no strings attached.

Microsoft, one of the pioneers of the IT revolution, is trying to encourage the "growth mindset" in its employees. One of the key performance appraisal criteria is how much an employee has learned from others and what efforts she has made to apply that knowledge. Microsoft has also set up an internal portal that integrates Lynda, the training portal of LinkedIn, which Microsoft bought.

AT&T, with around 300,000 employees, faces rapidly changing skills requirements in an era of big data and cloud computing. Constant employee churn means the company has to fill 50,000 jobs a year. The firm has launched an ambitious plan to reskill its own people. Employees have a career profile, which contains a record of their skills and training. They also have access to a "career intelligence" database, which shows them the jobs on offer within the company, what skills they require and how much demand there is for them. The firm has developed short courses called nanodegrees with Udacity, the MOOC (Massive Open Online Courses) provider, and is also working with universities on developing courses. Employees work in their own time to build their skills. AT&T offers generous help with tuition fees (totaling \$30m in 2015) for those who take courses while giving negative appraisal ratings for those who show no interest.

The response of education providers

Education providers must certainly take into account the rapid pace of technological change while designing and upgrading their curriculum. But they must also take note of how technology has revolutionized education, in the past 20 years or so. Like in various other industries, technology platforms are disrupting education too. This is most plainly evident in the rise of Massive Open Online Courses or MOOCs. The MOOCs are spreading their reach to cover underserved segments and are adapting themselves in various ways to address the problems of lifelong learning. In particular, they are trying to align their courses with the needs of employers.

Dr. Shetty founded Narayana Health in 2001 with a multi-specialty hospital on the outskirts of Bangalore. Over the years, the institution has grown in scale. Last year, Narayana treated about 2,000,000 patients, performing about 300 surgeries per day. With 32 hospitals across the country, Narayana handles 10% of the heart surgeries in India. Apart from cardiac surgery, Narayana also handles neurosurgery, pediatric surgery, hematology and transplant services and nephrology among various other treatments.

Dr. Shetty feels that technology will virtualize healthcare in dramatic ways. Out patients will not have to wait at hospitals and clinics for hours to meet their doctor. They will be able to consult doctors from their homes. Similarly, doctors will be able to monitor their patients effectively without being handicapped by location. Dr. Shetty explained in his talk about how during his stay in the US, he was using a simple WhatsApp application, to monitor the health of patients being treated in Bangalore.

Today, technology in hospitals primarily resides in expensive medical equipment. Hospitals continue to invest heavily in such equipment. But that is like building cars without having the roads in place. What we need to make healthcare more effective is software or more specifically Electronic Medical Records (EMR) that will enable virtualization and consequently global reach.

Dr. Shetty put it every elegantly when he mentioned that at the end of the day, the medical profession is all about interpreting data. There are some 6,000 diseases, 50,000 symptoms and 50,000 lab reports. The human mind can only correlate about 100-200 diseases at a time. But technology can provide the required data processing and analytics capabilities and make the doctor's life easier. Even a mobile phone has the required computing power to provide this kind of analytics. Dr. Shetty went on to predict that 5 years from now, smart software will be better at diagnosing a disease than trained doctors. And 10 years from now, regulations may mandate that a doctor must take a second opinion from approved software before providing treatment.

Now coming back to the topic of automation. According to Mckinsey, the Healthcare sector has a potential for automation of about 36%. But the potential is lower for health professionals whose daily activities require expertise and direct contact with patients. For example, less than 30% of a registered nurse's activities can be automated. For dental hygienists,

that proportion drops to 13%. In contrast, activities like preparing food in hospitals and administering non-intravenous medications can be easily automated. Data collection, which also accounts for a significant amount of working time in the sector, could become more automated as well. Nursing assistants, for example, spend about two-thirds of their time collecting health information. Even some of the more complex activities that doctors perform, such as administering anesthesia during simple procedures or reading radiological scans, have the potential for automation.

I understand that you are not trained to become doctors. But surely some of you will work in healthcare. Indeed, the sector certainly needs talented people like you. If you are going to work in healthcare, choose something like app development that will improve the efficiency of the hospital or the productivity of the doctor or may be provide online learning opportunities to doctors.

More generally, McKinsey reports that the hardest activities to automate with currently available technologies are those that involve managing and developing people (9% automation potential) non routine decision making, planning and creative work (18%). These activities, often characterized as knowledge work, include coding software, creating menus, or writing promotional materials. As of now, computers do an excellent job with very well-defined activities, such as optimizing trucking routes, but people are needed for those activities which are not so well defined and need quite a bit of judgment and intuition.

Concluding notes

Lifelong learning is a must if we want to move forward in our career. We must leverage the new ecosystem that is evolving. Shorter courses, lower costs and online delivery are making it easier for us to keep learning. At the same time, new technologies, including virtual and augmented reality are making learning more effective and engaging. Technology is also enabling more personalized education and making it easier to connect people of differing levels of knowledge and enable peer-to-peer teaching and mentoring.

I will go back to Dr Shetty as I move towards the end of my presentation. He feels technology can be used to revolutionize medical education. The world is today short of 12 million doctors. India itself needs 3 million more doctors. There is also a shortage of nurses and trained technicians. The

world! Our own Silicon Valley! Whenever any new technology emerges, the training institutes clustered around Ameerpet are quick to jump in. Today, you can see hoardings for Data Science training all over the place. Many students will do this course but only a handful will find good jobs. What we must understand is that Data science is not about learning a programming language or a tool. It is all about looking at data in a different way, processing it and generating actionable insights. The building blocks are analysis, synthesis and generating and testing hypotheses.

In his book, "The Industries of the future", Alec Ross explains the importance of both analytical and synthesizing skills. Ross quotes Jack Dorsey the founder of Twitter: "It (Programming) teaches you to think in a very, very different way. It teaches you about abstraction around breaking problems into small parts and then solving them, around systems and how systems interconnect." Ross also quotes Eric Schmidt of Google: "The biggest issue is simply the development of analytical skills. Most of the routine things people do will be done by computers but people will manage the computers around them and the analytical skills will never go out of style." Thus more than remembering the rules or syntax, we must focus on improving the quality of our thinking and reasoning.

In addition to analytical and problem solving skills, interpersonal and social skills are also becoming important. Indeed, since 1980, growth in employment and pay has been fastest in professions that put a high premium on social skills. Social skills are becoming important even in non-customer facing jobs. Social skills are needed to maintain good relationship with colleagues. Tasks are increasingly getting split among different employees, contractors and freelancers. So the ability to collaborate will become even more important.

The response of employers

The Economist report illustrates with a number of examples how employers are responding to the challenge of reskilling people.

At this point, if there is one suggestion I can give to young people like you, it is that you should join a company which is serious about learning. A company which provides many learning opportunities to its employees is always preferable to one which may pay a higher starting salary but does not provide such opportunities. Here are a few examples of learning organizations.

workers are taking on jobs that are cognitively less demanding, displacing less educated workers. Those with better education are still more likely to find work, but these jobs may not be very satisfying.

While on the subject of technology, we must note that when computers were first introduced, the focus was on enabling and supporting people and making them more productive. As routine jobs were automated, people could focus on doing the cognitively more demanding parts of their jobs, such as analysis and decision making. But now the scenario is somewhat different. Artificial intelligence (AI) is enabling the substitution of human beings by machines in a variety of jobs. Machine learning is building intelligence into inanimate objects. Big data algorithms can readily substitute human beings in a wide range of non-routine cognitive tasks. Algorithms are not only more scalable compared to human beings but they are also less vulnerable to errors and biases. And surely, it may not be that easy to convert all the people who lose their jobs into AI or robotics experts.

Changing skill sets

In this technology driven world, the type of skills in demand is also changing. Technology is increasingly a part of any job today. And technology is fast changing. Those of you who are familiar with computer programming would know about Do loops and For loops. But now the world is moving away from logical programming to data analysis. It is less about rules and more about learning and improving the app by collecting, analyzing the giga bytes of data that are coming at us from different directions.

People who can play with numbers, analyze them and most importantly derive meaning out of them will have better careers. Here are some relevant statistics. Over the past five years, demand for data analysts has grown by 372%. Within that segment, the red hot area is data-visualization, where demand has shot up by 2,574%. It is always a good idea for young people to understand the big trends at the start of their career. Today, clearly the bets are on Data Science.

Here is where I have a few words of advice to the students. If we learn anything mechanically, that knowledge will be of limited use. However, if we grasp the true significance of the knowledge and are clear about how it will help us, we can achieve true as opposed to superficial mastery. I live in Hyderabad, which is probably the software training capital of the

traditional way of training medical professionals is too expensive and time consuming to address this shortage. Dr. Shetty dreams of a virtual global medical university. Many 200-300 bed hospitals can serve as medical schools. All theory courses will be conducted online and the students can take these courses from their home as per their own convenience and when they are in a mood to learn. There is no need to attend compulsory boring lectures in the afternoons, as Dr. Shetty had to do when he was a student. Students will work in the hospitals for about 6-8 hours a day assisting senior doctors. At the end of each quarter, they will have to take online exams. It is definitely possible to produce qualified doctors this way. The main stumbling block is the mindset of academicians.

Today, it costs \$ 100 mn to set up a medical college in India. This is turns leads to a high fee structure. So students from poor families don't even look at medicine as a realistic career option. This is a pity. Dr. Shetty believes that the best doctors come from underprivileged backgrounds. They have a fire in the belly and the determination to work hard and change things for the better. So it is important to keep fees down. That can only happen when we completely revamp medical education using technology.

Whatever be the changes we will see in the world of education, the foundation for success will be laid at home, in school and in college. Teachers and parents have the onerous responsibility of guiding young minds who will have to reinvent themselves far more frequently during their careers than we have had to. We have to encourage a culture of lifelong learning in the true sense of the word rather than just paying lip service. For that to happen, we must become role models, i.e. be lifelong learners ourselves.

In his book, "The Effective Executive", the great Peter Drucker mentioned: "Every knowledge worker in modern organization is an executive if by virtue of his position or knowledge, he is responsible for a contribution that materially affects the capacity of the organization to perform and to obtain results." All of us must aspire to be knowledge workers in the true sense of the word. And lifelong learning is the path to get there.

Thank you for listening to me patiently. Let me wish all of you the very best in life.

AV Vedpuriswar

Profile of A.V. Vedpuriswar

Dr A.V. Vedpuriswar (Ved) takes care of leadership development for middle and senior level managers in a leading IT services company.

Ved has about 30 years of experience, 10 in Academics and 20 in industry.

Ved is passionate about simplifying complex themes using a cross functional approach.

Ved holds a B Tech (Hons) from IIT Kharagpur, PGDM from IIM Calcutta and PhD from Osmania University. His PhD dissertation was on Enterprise Risk management.

Ved is a keen follower of global business and macroeconomic developments.

Ved has compiled several cases and articles which have appeared in various publications. He has also authored 6 books. The books he has published include:

- The Global CEO, Vision Books, 2001
 - Enterprise Risk Management, Vision Books, 2002
 - Business Innovation, Vision Books, 2005
 - A-Z of Knowledge Management, Vision Books, 2007
 - A-Z of Strategy, Vision Books, 2008
 - Taking your Business Global, Vision Books, 2009
- Ved's website www.yedpuriswar.org is a small attempt to promote knowledge sharing among peers and the Academic community.
Ved lives in Hyderabad with his mother Lakshmi and wife Ananthalakshmi. His two children Vishwanath and Lakshmi are studying in IIT Madras.

Corporate training should logically play a big role in reskilling and upskilling people. But the news here is not too good. In the US and in the UK, the average amount of training received by workers seems to be falling. In India too, we see a similar scenario. Many companies are slashing their training budget. There is less focus on training and more on the Return On Investment from training! This may reflect the hard reality that when the times are tough, as indeed they are today, training is one of the first expense items that gets attention.

The impact of automation on jobs

Automation is having a big impact on the job market. Between 1996 and 2015, the share of the American workforce employed in routine office jobs declined from 25.5% to 21% eliminating 7 million jobs. Between the onset of the global financial crisis in 2007 and 2015, job openings for unskilled routine work suffered a 55% decline relative to other jobs. In our IT Services and BPO industry too, recruitment is on the decline as many jobs are going away due to automation in general and Robotic Process Automation (RPA) in particular.

For those not familiar with RPA, here is a quick explanation. RPA software automates repetitive, rules-based processes usually performed by people sitting in front of computer screens. Thus software robots can open email attachments, complete e-forms, and record and re-key data, and perform other tasks that mimic human action. RPA essentially involves the deployment of software robots or BOTs that interact with existing legacy systems at the presentation layer. Each BOT is assigned a login ID and password, enabling it to work alongside human employees. Business analysts can work with business operations specialists to "train" and to configure the BOTs. The deployment can be done fast. A proof-of-concept RPA project may take as little as two weeks. A pilot can be up and running within four to eight weeks, depending on scope and complexity.

Many optimists have argued that as automation removes jobs, new kinds of jobs will emerge. But this view may be too simplistic. According to a paper published in 2013 by Canadian economists, Paul Beaudry, David Green and Benjamin Sand, the demand for interesting and intellectually stimulating work is tapering off. In the two decades prior to 2000, demand for jobs involving such work shot up as the computerization wave gathered momentum. But now that the technology is largely in place, this demand has waned. In the US, since 2000, the share of employment accounted for, by such jobs has been falling. Thus, college-educated

of India Ltd (GAIL) and Infosys. Those days, the public sector companies were the best paymasters. GAIL offered a monthly salary of some Rs 400 more. One of my friends joined GAIL because of the substantially higher salary and the other Infosys. You can now guess how their career paths diverged and where they finally ended up.

Today, we fully recognize that Information technology is rapidly transforming industry after industry. Every business is becoming a technology business. In virtually every industry, the leader today is a tech company, a rank outsider like Uber. The rise of IT is also affecting the way we work. More specifically, automation is eating into a range of jobs, which in the past needed human skills. Machine learning, Artificial Intelligence and Intelligent Assistants are transforming the work place.

With all the changes we are seeing around us, the need for lifelong learning, i.e. constant upskilling and reskilling throughout our working life has never been more compelling. The current model of formal college education at the start of our life and backed up by a little bit of training once in a while in the organizations where we work, is becoming increasingly inadequate. We have to keep learning throughout our life. For this to happen, educational institutions, companies and individuals have to take ownership.

Understanding the ground realities

Education provides the fundamental skills needed to do well in life. We have all along assumed that higher education holds the key to success. Indeed, higher education has been considered as the stepping stone to better jobs, higher incomes and a more prosperous future. That is why many of you are doing your MBA. But this assumption is being challenged. Between 1982 and 2001, the average wages earned by American workers with a bachelor's degree rose by 31%, whereas those of high-school graduates did not budge. But in the following 12 years, the wages of college graduates fell more, compared to their less educated peers. At the same time, tuition costs at universities have been rising. Thus there is growing cynicism about the relevance and benefits of formal college education. A similar story prevails in India too. The cost of education has gone up significantly in the past 10 years but the entry level salaries for most people after being corrected for inflation have not gone up much.

APPENDIX 1

Main works of Peter F Drucker

- 1939 : The End of Economic Man
- 1942 : The Future of Industrial Man
- 1946 : Concept of Corporation
- 1950 : The New Society
- 1954 : The Practice of Management
- 1957 : America's Next Twenty Years
- 1959 : Landmarks of Tomorrow
- 1964 : Managing for Results
- 1966 : The Effective Executive
- 1969 : The Age of Discontinuity
- 1970 : Technology, Management and Society
- 1971 : Men, Ideas and Politics
- 1973 : Management:Tasks, Responsibilities, Practices
- 1976 : The Unseen Revolution: How Pension Fund Socialism came to America
- 1977 : People and Performance: The Best of Peter Drucker on Management
- 1977 : An Introductory View of Management
- 1979 : Song of the Brush: Japanese Painting from Sanso Collection
- 1980 : Managing in Turbulent Times
- 1981 : Toward the Next Economics and Other Essays

Lifelong learning- How to survive in the age of technology
By A.V. Vedpuriswar

Dear faculty and students,
 It is my privilege to interact with all of you today at the Department of Management Sciences, RVR & JC College of Engineering, Guntur. There have been many eminent personalities who have delivered the Peter F Drucker Memorial lecture at your reputed institution before me. I am too small and insignificant compared to them. However, I do hope during the time we have this morning, I will be able to give you a sense of what is happening in the industry today, especially with regard to careers and skills.

On this day, I propose to present before you a topic which is close to my heart and which I also believe is very important for students like you, as you are about to embark on your corporate career. I believe this topic is also important for the faculty and the management of your institution. And that topic is lifelong learning.

I draw heavily from the January 14 2017 issue of the prestigious Economist magazine. I will look at some key points covered in the report and try to explain how we need to change and adapt in this world of rapidly changing technology. I will also refer to a fascinating book, "The industries of the future" by Alec Ross. And last but not the least, I will talk about some thought leaders and the very insightful research done in this area by the leading consulting firm McKinsey.

Introduction

When I was an engineering student in the early 1980s, mini computers were just emerging on the landscape. PCs had not really arrived in India. Those were essentially the days of mainframes. One had to punch the program on the card and hand over to the operator. After 2 days, we would come to know that the program did not work because of some bug! We would have to start all over again. Not surprisingly, only the most tenacious of my batch mates and those who were serious about the world of computing mastered the art of programming.

In fact, hardly anyone in our batch imagined how the world would be transformed over the next 30 years or so because of the information revolution. Two of my classmates had job offers from both Gas Authority

- 1982 : The Changing World of Executive
- 1982 : The Last of All Possible Worlds
- 1984 : The Temptation to do Good
- 1985 : Innovation and Entrepreneurship
- 1989 : The New Realities: in Government and Politics, in Economics and Business, in Society and World View
- 1990 : Managing the Non-profit Organisation: Principles and Practices
- 1992 : Managing for the Future
- 1993 : The Ecological Vision
- 1993 : Post-Capitalist Society
- 1995 : Managing in a time of Great Change
- 1997 : Drucker on Asia: A Dialogue between Peter Drucker and Isao Nakauchi
- 1998 : Peter Drucker on the Profession of Management
- 1998 : Adventures of a Bystander
- 1999 : Management Challenge for 21st Century
- 2001 : The Essential Drucker
- 2002 : Managing in the Next Society
- 2002 : The Functioning Society
- 2004 : The Daily Drucker
- 2006 : The Effective Executive in Action
