

**“THE CRITICAL STUDY OF CAREER OPPORTUNITIES FOR
BUSINESS MANAGEMENT STUDENTS WITH SPECIAL
REFERENCE TO PUNE METROPOLITAN AREA”**

**A Thesis Submitted to
Tilak Maharashtra Vidyapeeth, Pune
For the Degree of Doctor of Philosophy (Ph.D.)
In Management Subject
Under the Board of Management Studies**

**Submitted By
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February, 2015

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CANDIDATES'S DECLARATION

I hereby declare that the thesis entitled “ The Critical Study of Career Opportunities for Business Management Students with Special Reference to Pune Metropolitan Area ” completed and written by me has not previously formed the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

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RESEARCH GUIDE

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This is to certify that the thesis entitled “The Critical Study of Career Opportunities for Business Management Students with Special Reference to Pune Metropolitan Area” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Management of the Tilak Maharashtra Vidyapeeth, Pune, is the result original research work complied by Mrs.Jayashree Pradip Jawlekar under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon him.

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Abbreviations

1	AICTE	All India Council for Technical Education
2	AIMS	Association of Indian Management School
3	ARAI	Automotive Research Association of India
4	B-School	Business School
5	CAT	Common Admission Test
6	CEO	Chief Executive Officer
7	CMAT	Common Management Aptitude Test
8	DTE	Directorate of Technical Education
9	GDP	Gross Domestic Product
10	Govt.	Government
11	HR	Human Resource
12	I.T	Information Technology
13	ICFAI	Indian Council for Financial Analysis of India
14	IGNOU	Institute Gandhi National Open University
15	IIM	Indian Institute of Management
16	IMDR	Institute of Management Development & Research
17	J&K	Jammu & Kashmir
18	LCV	Light Commercial Vehicle
19	LPG	Liberalisation Privatization globalization
20	MAT	Management Aptitude Test
21	MBA	Master of Business Administration
22	Mgt.	Management
23	MIDC	Maharashtra Industrial Development Corporation
24	MMS	Master of Management Science
35	NCMAT	National Common Management Aptitude Test
25	NGO	Non-Government Organisation
26	No.	Number
27	PGDM	Post Graduate Diploma in Management
28	PUMBA	Pune University MBA
29	SNDT	Shrimati Nathibai DamodardasThakarsi
30	TMTC	Tata Management Training Centre
31	UGC	University Grant Commission
32	VAMNICOM	Vaikuntha Mehata National Institute of Co-operative management
33	XAT	Xavier Aptitude Test
34	YASHADA	Yashwantrao Chavan Development of Administration

Abstract of the thesis for PhD

Title: “The Critical Study of Career Opportunities for Business Management Students with Special Reference to Pune Metropolitan Area”

Introduction

Pune metropolitan has more number of Management Institutes in last 10 years and they have produced large number of management graduates.

Employment focus is shifted from Manufacturing and Multi National Companies to service sectors and service industries; i.e. insurance industry, banking & investment industry, travel & tourism industry, hotel management and hospital management, agricultural & academics industry. Guidance for selection of career is often required. It is more important to help Management graduates in choosing their career. This study will be definitely useful to Management Graduates to shape their future hence study of career opportunities is more important and needed too.

I have immense pleasure and pride in submitting this thesis, an another milestone to reach after a long service career, including 28 years with the Education Society, Pune. I would like to briefly mention about my service experience before I write what made me do PhD in management education.

My 28 years administrative experience in academics gave me an opportunity and insight to interact with (1st year and 2nd year) students. Interaction used to happen at the time of –

1. Second year MBA students choosing electives
2. Students applying for various companies for their placements
3. When students and their parents used to come for the first time and used to ask questions like: -
 - a. What type of companies comes for placement?
 - b. What is highest package offered?
 - c. Did all students get placements?

This, in addition to my administrative experience , provided a discerning experience of what is being offered to management students in Pune, in terms of the academic

input, skills set and practical work experience, and what ought to be taught and practiced, keeping in mind the interest of the career opportunities available, at large, and the needs of business organizations / industries; which the students with MBA / Post Graduate degrees and Diplomas in management, join as management trainees to become Managers, Administrators and Leaders.

Management Education has acquired more importance. MBAs carry more shine in job market. It is visa for getting good jobs. They have status symbol in society.

Career has several meanings attached to it and these meanings change with time and generation. Researcher is interested in studying various options of choosing career open to MBAs, PGDM, and MMS students. The whole purpose of studying this subject is to acquire knowledge about changing options of careers with the time. The subject is very important in current situation. Proposed study for career opportunities for Management student's will be useful to –

1. New entrant to management education (MBA aspirants).
2. Management Graduates from various management institutes.
3. Passed out Management student's with experience not less than five years.

At present most MBAs end up with obtaining annual package in the range of 3 to 5 lacks. This study will be very useful for them if they understand importance of career and focus in that direction of the beginning of the management course. Times have changed and we find MBAs and others doing more jobs in Service Sector. It is in this context that this study acquires more importance in coming future.

Problem Definition

We find that Management student has to invest about 3 to 4 lacks for doing Management course. Range is very wide as there is variety in standard of the institute. Packages offered to MBA range from 3 to 7 lacks. Most MBAs do not get satisfactory jobs and they have to compromise with their career. This is one of the problems MBAs are facing. The research aimed at finding out career opportunities to management graduates. It also aims at forecasting job opportunities in new sectors. Service sector has gained more importance as there is large number of career opportunities. This is one of the research tasks of present study. Researcher also wants to prove that MBAs have more career opportunities than other graduates. I also wish to prove that importance of management knowledge is useful to all spheres of life and business.

The research aimed at -

1. Finding out if there are more career opportunities available for Management students than any other graduates.
2. It also aimed at finding growing importance of service sector.
3. To prove that management knowledge is essential and useful in all sectors (i.e. all business and corporate world) and is universally applicable.

Following research tasks are derived from these objectives–

1. To check and prove that there are more number of career opportunities to management students.
2. To prove that more career opportunities will be available in service sectors of management
3. To suggest changes in present MBA syllabus.

Based on aims of research study and research task, I wish to prove following hypothesis –

Hypothesis to prove

1. There are more career opportunities available for management students than any other graduates.
Management students - Includes MBA, PGDM, MMS others Post Graduation in management disciplines. Now a day's undergraduate level BBA is available under management discipline.
Other Graduates – Include BA, B.Com. , BSc, B.E, B. Farm, BCS etc. without Management disciplines.
2. The service sector will gain more importance in the future.
There is shift in career opportunities from manufacturing sector to service sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management.
3. Management knowledge is useful in all sectors and is universally applicable.

In today's business context, therefore, Management Education demands a diagnostic approach to the course content and secondly, to understand the differences between

what management institutes in Pune are offering and what are the career opportunities available for the students passing out from Pune. These two basic objectives have motivated me to undertake the challenging assignment of understanding the career opportunities for the Students and understanding the changes in course contents for management Students.

For providing added values to the management students and make them distinguishable from the others; the management institute has to be equipped with certain core competencies. The quality of Course Curriculum, Selection process of students, teaching faculty and Teaching methodologies are important areas of management education. Teaching aids and Infrastructures, Evaluation system, Industry-interface, Placement, Research, Management development and Consultancy, are relate to the main functional areas of any management institute and these are core competencies.

The existing instructional models of the Management Education in the city of Pune are mainly based on the structured syllabi and conventional methods / practices of teaching, which continue to remain unchanged. The regulatory provisions of the AICTE, DTE and University of Pune, do not provide much freedom and liberty to make the necessary changes. It thus causes a big gap between what the industries needs and what is being offered by the management institutes in terms of the academic input, skills set and work experience to management students. It is this wide gap which causes mismatching of demand and supply ratio of the management trainees, notwithstanding the fact that there is large number of the management institutes to produce the potential management trainees and the industries with a host of career opportunities in and around the city of Pune.

Research Design

I decided to study in details about career opportunities in Pune metropolitan area. I obtained information from students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes (Placement Agencies), Experts and Principals in the field of career guidance.

A sample of 441 respondents was selected.

I give below the detail –

Students (Graduate with management education)	180
Students (Graduates only)	180
Employers	25
Placement Department of Management Institutes (Placement Agencies)	25
Experts	25
Principals	6

Data Analysis

Data collection has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing research plan. This is essential for a scientific study and for ensuring that we have relevant data for analysing career opportunities of management student. It is the process of analysis and finding out relationships or differences; supporting or conflicting facts with hypothesis. A statistical test is applied to find out test of significance to determine with validity of data. This can be used to indicate any conclusion based on data.

Researcher has analysed the data in a general way involves a number of closely related options which were asked in questionnaire prepared for analyse career opportunities of management student. The study is also done by using Case-study method. The Details of the same are given in Data Analysis Chapter.

Research Methodology

For all research objectives and aims mentioned in introduction and problem definition, research students has designed four separate questionnaires.

Questionnaires has multioption questions and for some questions Likert type five point scale used. Sample is selected by using non-probability stratified samples method.

The Survey work is done from the academic year 2011-12 to2014-15.

The questionnaire data has been analysed using simple tabulation in order to determine extent of variety in responses. Attempt is also made to establish

relationship in variables. The qualitative data has been analysed and tried to establish relations in variables.

Research student has defined sample size with various category like students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes, Experts and Principals. Chapter plan for the research project is mentioned in research methodology chapter.

Findings

This chapter summarizes the key results of this research. The theme of this research is to analyse career opportunities of management student. Management students have to face problems of recruitment and career opportunities. They are not happy with the situation. I have made an attempt to provide answers to why this happens and suggested the means of proactively addressing some of these issues. The results are discussed in the respective sections of the relevant chapters in detail.

The important findings of the survey

1. Management students have good career opportunities in the market as compared to others.
2. There are less career opportunities for only graduate students (non-management students) as compare to career opportunities for management graduates.
3. Management students are preferred by many industries with high salary packages.
4. Management students do have good opportunities in many sectors. Sector like manufacturing, service, banking, travel and many more.
5. Employers preferred management students for the recruitment process as compared to other graduates or other professional course students,
6. Employers said management knowledge and skills are essential requirements to get jobs in the industry.
7. Employers think that management students have more career opportunities in many sectors like Service, Agriculture, Manufacturing, consultancy, government sector, and NGOs.
8. Most of commerce students preferred for further management education with marketing, finance, human resource management and other subjects.

9. Experts said in their responses that there would be many opportunities in Service sector. Service sector will have many more Career opportunities in new fields. Travel ,tourism, fertilizers, chemicals, more efficient hospitals, Hospitals at rural places, Construction, Development of SSI, Infrastructure development, are few fields to mention for further growth service sector. They are upcoming fields in service sectors. It will produce infinite career opportunities for Management student.

Utility of the Research Study

This study will be useful –

1. To Management students, Employers & Aspiring MBAs and experts.
2. To management institutes to forecast career opportunities for management graduates in near future.
3. To Placement cells in various Management Institutes.
4. To management institutes to create more career opportunities.
5. For finding out career opportunities for entrepreneurs in new sector. i.e agriculture, manufacturing, service sector.
6. To give guidance for management graduates to explore new career opportunities in various fields.

I have made my honest efforts to collect reliable data / information to complete this research study. I am sure; the readers will find it useful to understand the career opportunities available to management students and existing gap between what management institutes are offering and the requirement of change in course contents.

Chapter - 1

Introduction

- 1.1 Why this topic ?**
- 1.2 Why study for Pune Metropolitan area?**
- 1.3 Importance of Research**
- 1.4 Problem Definition**
- 1.5 Researcher's Observation**
- 1.6 Geographical Limits of the Research Study**
- 1.7 Summary**

Introduction

The topic for the research selected is a personal interest of the researcher.

The Researcher's 28 years long administrative experience of working as controller of examination as well as an Accountant has gave an opportunity and insight of interacting with 1st and 2nd year students, from various background, right from their admission into the institute to the end when they pass out.

Interesting interaction used to happen when students and their parents used to come for the first time and used to ask questions like–

Which area of elective do you have?

What types of companies come for placement?

What is highest package offered?

Do all the students get placed?

These interactions with student, generated interest in study of this research.

1.1 Why this topic?

Administrative experience , provided me an insight of what is being offered to management students in Pune, in terms of the academic input, skill sets and practical work experience, and what ought to be taught and practiced, keeping in mind the interest of the career opportunities available.

It is seen that in today's business context, therefore, Management Education demands a diagnostic approach to the course content. And to understand the differences between what management institutes in Pune are offering and what are the career opportunities available for the students passing out from this Institute. I took the challenging assignment of understanding the career opportunities for management students of Pune in detail. Study shows an attempt to answer, why, to study career opportunities for Management students.

Management courses are most popular among younger generation. New generation has realized importance of Management education. Top Management Institute came in to existence in 1960. Today there are about 4000+ Management Institution in India. It includes IIMs, University Management departments, private Management Institutes. Large numbers of Management Institutes in India are producing more Management

graduates than the requirement in the Market. They are produced in lacks year after year. Now it is very important to review the need of Management graduates for growth of India. It has been observed that large number of Management graduates looking out for good career opportunities and they are not able to get it, in spite of large number of opportunities available. Hence this topic “The Critical study of career opportunities for Business Management students, with special reference to Pune metropolitan” is very important.

1.2 Why study of Pune metropolitan area?

In the decade of 60, there were only very few (about 20) manufacturing units. Pune has manufacturing, glass, sugar, and forging industries since the 1950-60s.

Telco Bajaj, Vulcan Laval, Atlas Copco and Kirloskar’s are few names to quote. Today in 2014, Pune has changed its face from all possible angles and directions.

Pune has become main educational hub, Medicine, Engineering, I.T, Management, Law; etc. Pune is the eighth largest metropolis in India, the second largest in the state of Maharashtra after Mumbai. Pune has International, Three stars, five stars hotels and quality hospitals.

Research regarding study of career opportunities for management graduates in Pune metropolitan area is more important because Industries around Pune are increasing very fast.

This growth is taking place in all sectors of industries like -

- a) The automotive sector is prominent in Pune. Pune has Automotive Research Association of India (ARAI), which is responsible for the quality of all vehicles manufactured in India. Automobile companies like Tata Motors, Mahindra & Mahindra, Mercedes Benz, Force Motors (Firodia-Group), Kinetic Motors have set-ups in Pune. Automotive companies including General Motors, Volkswagen, and Fiat have set up Greenfield facilities near Pune. Pune is called as India's "Motor City". Pune is a home for automobile Industry. **(1)**
- b) Pune is Industry dominated area Kirloskar oil engines (India’s largest diesel engine company), Kirloskar Pumps (India’s largest manufacturer and exporter of pumps and the largest infrastructure pumping project contractor in Asia), Kirloskar Pneumatics

Co.Ltd. Kirloskar groups, Buckau Wolf, Hindustan Antibiotics, and several others. Bajaj Electricals Ltd, Cummins, Generator Technologies India Ltd., Cummins India Ltd, Haier Appliances India Pvt. Ltd., LG Electronics India P Ltd, Valeo Engine & Electrical System India Pvt. Ltd., Whirlpool of India Ltd, Dow Corning India Pvt. Ltd., Foseco India Ltd., Fresenius Kabi India Pvt. Ltd., are also located in Pune region. (1)

- c) Information technologies, Software Industries are growing very fast. Pune has InfoTechPark at Hirjewadi. Big names and leaders of Software industries have chosen Pune as center for their business. Major software companies in Pune include TCS, Infosys, IBM, Wipro, Persistent Systems, Geometric Limited, Symphony Services, Wipro, Cognizant, Symantec, Tech Mahindra, Syntel, Fujitsu, Sungard, IBM global, Sybase, Allscripts and Crest Premedia Solutions (P) Ltd.
- d) Service sector industries are also increasing with rapid and high speed service sectors like
 - 1. Building & Construction:-
 - 2. Insurance & Banking
 - 3. Travel tourism
 - 4. Finance
 - 5. Medical Care (Hospitals)
 - 6. Hotels
 - 7. Hospitals
 - 8. Education and Foreign Universities
 - 9. Marketing of FMCG goods
 - 10. After sales services for all kinds of vehicles.
- e) There are large number of middle scale and small scale units in Pune metro areas. Building and Construction, Building roads, Highways, etc. are another areas which are growing very fast.
- f) Vamnicom, Yashada are government training centers in Pune.
- g) TMTC, Crompton training centers are in private sector.
- h) Pune has government, semi-government and private enterprises in various fields.

The growth in industries, business, service industries, I.T. sector is sure to create more employment opportunities in coming years. This is going to create huge demand for management graduates.

Pune is also center for supply of qualified people in all areas, hence careful study is essential to balance supply and demand.

People from across the country come to Pune for better career and job opportunities.

With so many areas open to the students, it is important to know which field is suitable for the student; therefore this study of career opportunities available in Pune metro area for management students is very important.

Other objectives of research studies are given below.

1. To study & forecast the opportunities in new sectors, likely to produce demand for management students in coming 25 years.
2. To study and suggest changes in course contents for management students.

1.3 Importance of Research

I have discussed earlier that how Pune has changed its face in last 30 years this is going to create many career opportunities for management students in various sectors. So this study is important and this will prove more useful to management graduates and employers. Research student has assumed that there would be many career opportunities in service sector and many more super specializations will be available in service sector. Hence study of this subject is more needed.

Importance of research work for employers

Employers will get good management graduates according to their expectations. It will reduce their training and retaining cost of management graduates. This study will produce good management graduates useful for their organization hence this study is important.

Importance of research work for Management Institute

This study will provide good input to improve quality of management graduate. It will also give good input to Management Institute to design syllabus. It will help to

understand expectations of corporate (employers) from management graduates. So this study is very important for management institute.

Importance of research work for Student

It will help management graduates (student) to understand expectations of employers and management Institutes. It will help management graduates to understand various career opportunities available in various sectors in coming future. Based on this study they can plan their career.

1.4 Problem Definition

Research student has identified following research problems -

Management graduates produced from large number of management institutes are not getting jobs according to their expectations.

Employers are not getting management graduates according to their requirement.

Management Institutes are not getting good quality students at the time of admissions for management course due to quota system.

There is mismatch between expectations of management graduates from employer and employer's expectations from management graduates

Research student is trying to find out answers for these questions.

1.5 Researcher's Observation

It is observed that there is massive growth on both fronts like, increase in number of management institutes in and around Pune and growing industries in and around Pune.

The whole research centers on theme that, there is definitely a possibility of growth in employment opportunities in near future to come.

Due to the intensification of globalization, competition and professionalism in the corporate world, management education, no doubt, has earned a central role in the success of student's career.

1.6 Geographical Limits of the Research Study

Introduction

Locations/Areas around Pune covered for the research are as follows -

The research study is limited to Pune and surrounding areas of Pune. Area surrounding Pune is mainly considered for studying industrial growth.

Hadapsar, Pune camp area Airport, Chandan Nagar and surrounding places are important locations on east side of Pune. Westside of Pune starts with Kothrud and is up to Paud, Pirangut, Wakad, Hinjewadi, This place is mainly dominated by big players in software companies, Southern side of Pune is Katraj side of Pune city. This area is mainly known for small and medium industrial estates. Thousands of small units function from Southern side of Pune. North side of Pune is mainly Bhosari, Pimpri, Chinchwad, Nigdi and Upto Telegaon. This area is again dominated by big industrial Units like Telco, Bajaj, Atlas, Vulcan laval, Garware and thousands of small and medium scale units. This is only description about industrial development of Pune and surrounding areas.(2)

1.6.1) Development of Pune metropolitan area which has direct relation to career opportunities for all management graduates.

There is marked and significant improvement in other areas like

1. Establishment of Colleges and Universities
2. Infrastructure development like roads, electricity and communications
3. Development of all outskirts of Pune and surrounding area, Housing, Construction etc.
4. Medical facilities in newly constructed hospitals.
5. Service sector industries like travel and hotel industry.
6. Banking and Insurance Industry.
7. Hotel Industry.
8. Hospitals.

Pune now has emerged major center for management institutions run by government, semi-government & private sector & represents a cross section which is applicable anywhere. Pune is a major industrial & IT center. Pune has govt., semi-govt., and private enterprises in various fields with great employment potentials.

1.6.2) Development and growth of Management Institutes in and around Pune

When we focus only on development of Management Institutes and growth of management education in Pune, we find that there is 60 times increase in the number of management institutes in Pune as on 2014.

Up to 1990 there were only three management Institutes (Pune University MBA, DES'IMDR, & Symbiosis) and today, we have about 180 management institutes in Pune Metropolitan area up to year 2014. Year after year numbers of management institutes is increasing. This is not at all good trend and there is possibility of sudden fall in demand for management education.(3)

Table 1.6.2 Growth of Management Institutes in Pune Metropolitan area from 1970 to 2014

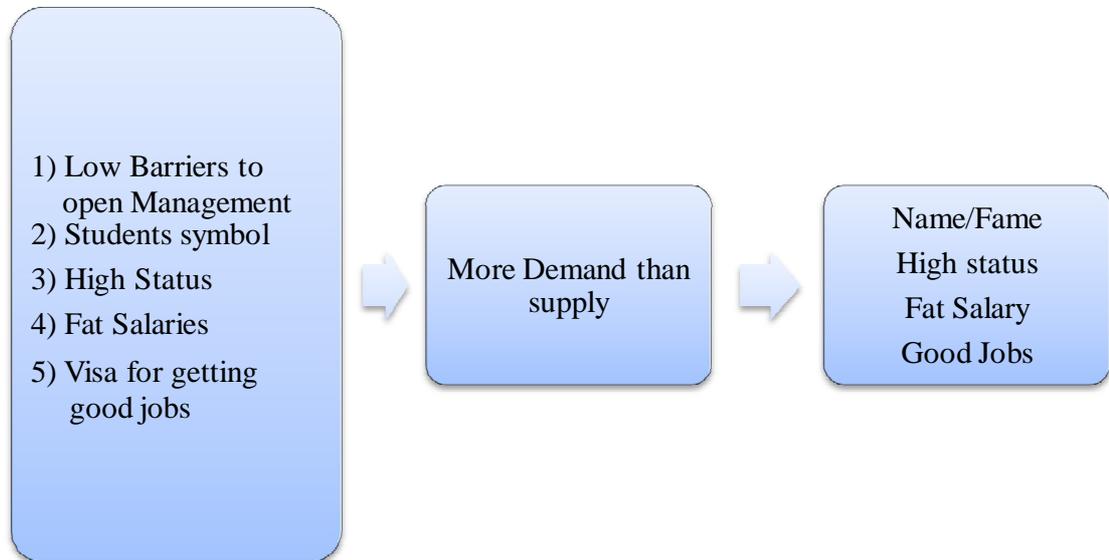
Year	Frequency	Cumulative Frequency
1970-80	01	01
1981-90	02	03
1991-2000	16	19
2001-2005	10	29
2006-2010	105	134
2011-2014	46	180

Figure 1.6.2 Large Number of Management Institutes In India over Producing Management Graduates



Why large number of Management Institutes? 1980-1995

Figure 1.6.3 Large number of Management Institutes 1980-1995.



Large Number of Management Institutes during decade of 90 and 2000 can be explained as follows.

Due to LPG (Liberalization, Privatization and Globalization) demand for management graduates increased suddenly. To fulfill this demand government decided to spread management education through private institutes and state controlled Universities and deemed Universities. Hence figure suddenly went up to 2500+ by 2013 -14.

Scope of Research study is focused on following main areas.

1. Growth of Management education and institutes in Pune and surrounding areas.
2. Growth of career opportunities and study of various careers available to management graduates.
3. To suggest means and ways to achieve balance between available number of management graduates and careers available.
4. Suggestion for improvement of structure and syllabus of management courses, so that MBA's produced every year are of good quality and fulfilling market expectations (Employers Expectations)

1.6.3) Details of Respondents

Proposed study for career opportunities for Management students will include following stakeholders.

1. Study of entrant to management education (MBA aspirants)
2. Study of management Graduates on the campus from various management institutes.
3. Study of passed out management students with experience less than five years.
4. Study of passed out management students with experience more than five years.
5. To find out from employers about scope for management graduates.
6. To find out from Director of Management Institutes, through questionnaire about Career opportunities in near future.
7. Students of undergraduate colleges more precisely last year degree students looking forward for job opportunities.
8. Principals of undergraduate colleges for obtaining information regarding creation of placement cells for providing jobs for passing out students. Also arranging job oriented training programme for students.

In nutshell research was done by holding interviews with students (with management education), students (graduates only), employers, placement department of management institutes, experts, and principals through a brief survey.

1.7 Summary

Chapter begins with Introduction. I have explained why this topic generated interest in my mind. Why I selected Pune Metropolitan area? To support this, I have explained, Industrial and academic growth of Pune for last 30 years. Growth of Management Institutes in Pune is also mentioned in table 1.6.2. Research student has tried to explain expansion of management institutes in Pune with figure 1.6.2. Chapter ends with details of respondent's details. The researcher has made efforts to collect reliable and realistic information to complete this research study. The researcher has tried to bridge the gap between what management institutes are offering and what is required by the professional world.

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3. Page no.8, 1.6.2 Growth of Management Institutes in Pune Metropolitan area from 1970 to 2014

www.dte.org.in/mba

Chapter II

Research Methodology

- 2.1 Selection of topic**
- 2.2 Objectives of the research**
- 2.3 Hypothesis of the Research**
- 2.4 Scope of the study**
- 2.5 Research methodology**
- 2.6 Selection of sample**
- 2.7 Chapter scheme**
- 2.8 Limitation of the study**

2.1 Selection of the Topic

Due to overall growth of Pune metro during last 25 years and increasing importance of management education, triggered desire to study career opportunities for management students in Pune metro. Also interactions with Passing out and Incoming students for Management education tempted me to study subject of career opportunities.

2.2 Objective of the Research

1. To study of career opportunities available for management students passing out from institutes in Pune and surrounding area.
2. To study and forecast the opportunities in new sectors likely to produce demand for management students in coming 25 years.
3. To study and suggest changes in course for management students.

2.3 Hypothesis of the Research

Researcher will study and prove following hypothesis:

1. There are more career opportunities available for management students than any other graduates.
Management students - Includes MBA, PGDM, MMS others Post Graduation in management disciplines. Now a day's undergraduate level BBA is available under management discipline.
Other Graduates – Include BA, B.Com. , BSc, B.E, B. Farm, BCS etc. without Management disciplines.
2. The service sector will gain more importance in the future.
There is shift in career opportunities from manufacturing sector to service sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management.
3. Management knowledge is useful in all sectors and is universally applicable.

2.4 Scope of the Study

The research study is limited to Pune and surrounding areas of Pune. Management graduates passing out from Management Institutes surrounding Pune will be considered for research study. Case study based method is also used for research study. Management Institutes older than ten years and passing out graduates from such Institutes are important sources of information for research study.

Researchers study is useful to –

1. New entrant to management education.
2. Management graduates from various management institutes.
3. Passed out management graduates with less than 5 years of experience.
4. Management schools to decide upon future (management institute which will come into existence) management Institutes.
5. Employers to decide recruitment of management Trainees.
6. Placement departments of Management Institutes.

2.5 Research Methodology

A critical study of career opportunities for business management students with special reference to Pune metropolitan area has been studied by adopting the methodology as summarized below.

In view of the objectives of the study mentioned above, it was decided that the study should cover Pune metropolitan city and surrounding area. The sample so selected consist of students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes, Experts and Principals in Pune

Collection of Data:-

As regards methodological aspect of the study, survey method has been followed from primary as well as secondary sources.

The present study is based on primary data and secondary data:

Period for the Survey: - The Survey work is done from the academic year 2011-12 to 2014-15.

A) Primary Data

Primary data will be collected through discussion, personal interview and structured questionnaires. The personal interviews with students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes, Experts and Principals in Pune..

Questionnaire: - Structured questionnaires prepared for students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes, Experts and Principals in Pune metropolitan area and information was obtained from them.

Interviews: - Personal interviews are conducted for students (graduate with management education), students (graduates only), employers, Placement department of management Institutes, Experts and Principals in Pune metropolitan area; who have provided information about career opportunities available for management students.

Data Analysis: - Analysis has been made for the information obtained from stack holders mentioned below in details of sample size.

Case Study : - The research problem is also studied by case study method. I collected information through questionnaires. The case is prepared based on information in questionnaires.

B) Secondary Data

Secondary data has collected through various published sources i.e. reference books, journals, newspapers, reports, records available with this in the market.

2.6 Selection of Sample

Table below shows details of sample size

Sr. No	Category	Sample Size
1	Students (Graduate with management education)	180
2	Students (Graduates Only)	180
3	Employers	25
4	Placement department of management institutes (Placement Agencies)	25
5	Experts	25
6	Principal	6

Sample size: - 441

Method used for sample selection:- Non probability stratified samples selection method.

Justification of sampling method:- Non probability stratified samples selection method is used for research study. The method being widely used for doing this kind of research. This is suggested by one of the experts.

Criteria of sample selection:

For the purpose of the present study, the researcher shall consider the following class of respondents -

Students (Graduate with Management Education): I have considered management Institutes who have survived more than ten years and has proven track record of placement beyond 10 years. There were about thirty management Institutes till 2005. There are about 180 management Institutes in Pune Metropolitan area as on 2013. This includes about 150 management Institutes beyond 20 kilometers surrounding Pune. 150 management Institutes are very new and which survival period is not beyond ten years. I have not considered these institutes since survival period is too short.

I am convinced with sample of 180 management students, as 30 Institutes @ 60

students at each management Institutes will produce about 1800 management graduates.

Students (Graduates only): I have also proved that there are comparatively less career opportunities for only graduates without management course. I selected sample of 180 students, collected information through questionnaire and proved my assumptions. For degree student's (graduation level), I have considered prominent degree colleges in Pune and selected again 180 students.

Employers: Pune is a metropolitan city having numerous industries in the city area as well as surrounding MIDC area (Pimpri-Chinchwad, Chakan, Talegaon etc). It is not possible to contact numerous employers from such wide spread. This area includes basic manufacturing, multinational, IT industries and service sector like banking, insurance, investment, Travel and tourism, , Hotel and Hospital. From this strength 25 respondents shall help to Know their views and opinions against career opportunities for business management students.

Companies which are frequently visiting to management Institutes are taken into account. There are about 25 companies falling in this class, hence selected sample of 25 employers for obtaining placement related information.

Placement Department of Management Institutes (Placement Agencies): Pune is a known as East of Oxford; city has many management institutes as well as Pune University itself. Along with, there are seven Deemed Universities i.e. Tilak Maharashtra Vidyapeeth, Bharati Vidyapeeth, Symboisis, D.Y.Patil, SNDT, Also private owners are running their own management institutes, charitable trusts too are running same kind of management institutes. Among these management institutes 25 respondents having placement department are taken into account. These respondents helped to know views and opinions for career opportunities for business management students.

Experts: Pune city has many industries. Placement agencies have more chances to grow their business. Placement consultants have made growth in the same area. Strength (Number) of these placement agencies, placement consultants, experts from industries, Director of management institutes is very big. 25 Respondents (experts) are selected for research study.

Principals: Information is also collected from college principals. Researcher is trying to prove that there are lesser career opportunities for student with graduate qualification, as comparing to career opportunities for graduate students with management qualification.

Six college principals of prominent degree colleges are selected for research study.

Total sample size for all categories is 441. According to me this sample is reasonable.

It will achieve my purpose of research study and will give me required results.

2.7 Chapter Scheme

Chapter-I:- Introduction :- Research student has given importance of the research study. Logical reasons for selection of the subject. Changing face of Pune is also touched.

Chapter-II: - Research methodology:- In this chapter I have touched following points Selection of Topic, Objectives of the research., Hypothesis of the research, Scope of the study, Research Methodology, Selection of Samples, Chapter Scheme, Limitations for study

Chapter III – History and Growth of Management Education: -This chapter covers history and growth of management education in India for last five years.

Chapter IV – History and Growth of AICTE: - Role of AICTE is studied in this chapter.

Chapter V Literature Review/Conceptual Study:- This chapter covers review of the subject related literature. Relevant literature is studied and importance of the article is highlighted.

Chapter VI Perspective of Career opportunities: - Information about various careers and career opportunities in new Sectors is studied in this chapter.

Chapter VII – Data analysis & Interpretation: - Data is analyzed using simple techniques of Tables, Pie-charts, Bar diagrams and graphical analysis.

Chapter VIII - Hypothesis Testing: - Chi- square test is used to prove the hypothesis.

Chapter IX – Findings, Conclusions & suggestions: - Conclusion based on analysis and hypothesis testing is drawn. Conclusions and suggestions are given. Utility of the study and scope for further research study is also mentioned.

2.8 Limitations of the study

Research study has following limitations.

- 1) Research student is working full time at premier management institute in Pune and hence it was rather difficult to visit places outside Pune. It placed limitations for research study. In spite of these limitations, research student went to Mumbai to visit AICTE office and SSS office.
 - 2) This Study is limited to Pune Metropolitan area. Research student has made all possible effort to obtain information. From students (Graduate with management education), Students (graduates only), Employers, Placement departments of Management Institutes (Placement Agencies) , Experts and Principals in Pune.
 - 3) Main source of information collected is through Questionnaires through multi option possible answers. It is quite likely that these options did not catch all possible information.
 - 4) Sometimes information is collected on telephones and through interview. All points in discussion (informal discussions) cannot be placed on records.
 - 5) Respondents do not disclose real information.
-

Chapter III

History and Growth of Management Education

- 3.1 History of management Education in India.**
- 3.2 Growth of management Education in India.**
- 3.3 Paradigm Shift.**
- 3.4 Business management Career overview.**
- 3.5 Various positions available in different areas**
- 3.6 Careers in management consulting**

3.1 History of Management Education in India

Management has been part of our civilizations and is integrated with our lives. Evidences of Managerial skills are found even in the ancient Mohanjodaro and Harappan Civilizations. Shrimat Bhagwat Gita, written seven thousand years ago teach us about Managerial wisdom and how to avoid conflict. Great epic of ancient India Ramayana and Mahabharata, Vedas, Shrutis, Smrutis and Puranas, teach us importance of management. The Vedas such as Brahmanas and Dharamsutras have details of management, wisdom and skills. KAUTILYA, popularly known as Chanakya, Prime minister of Chandra Gupta Mourya Kingdom were all very famous for administrative skills.

“Manache Shloka” by Samarth Ramdas gives Lucid description of study of Mind.

Please refer to shloka -

“Nako re mana krodh ha khedkari,

nako re manakam nana Vikari, (sholka 6)

Nakore mana dravya(wealth) te pudilanche,

ati swarth budde ne re pap sache.” (sholka 9)

It weaves a beautiful relationship between wisdom, wealth and affection. It has strong principles of management of anger and stress, control over sex, and ethical ways of earning money.

This is an example of good human behavior. Shrimant Chatrapati Shivaji Raja used war technique of *Ganimi kava*. He ruled kingdom through Ashta pradhan Mandal. All references mentioned are evidences of origins of management. History tells us that management was practiced all over world since the start of the universe.

Education in India as known today was laid down by the British during their rule. It is oriented towards generating a skill that can do more than think. Globalization has posed newer challenges to this orientation of education. It demands that the learning should focus more on thinking out of the box than merely doing what is expected. New ideas, challenges and opportunities of outer world entered India. New era of Management education began in India. But Formal management education has history of fifty years in India. Business schools in India have grown in Numbers since 1990. There are about 2450 business schools in India. This number does not include management education

centers outside DTE and AICTE brackets. Therefore the actual figure will be about 5000. History, civilizations and literature has important place in study of history of management. They are all interrelated with each other. Management has history of thousand million years and it is not at all new knowledge to world.

3.2 Growth of Management Education in India

Introduction:

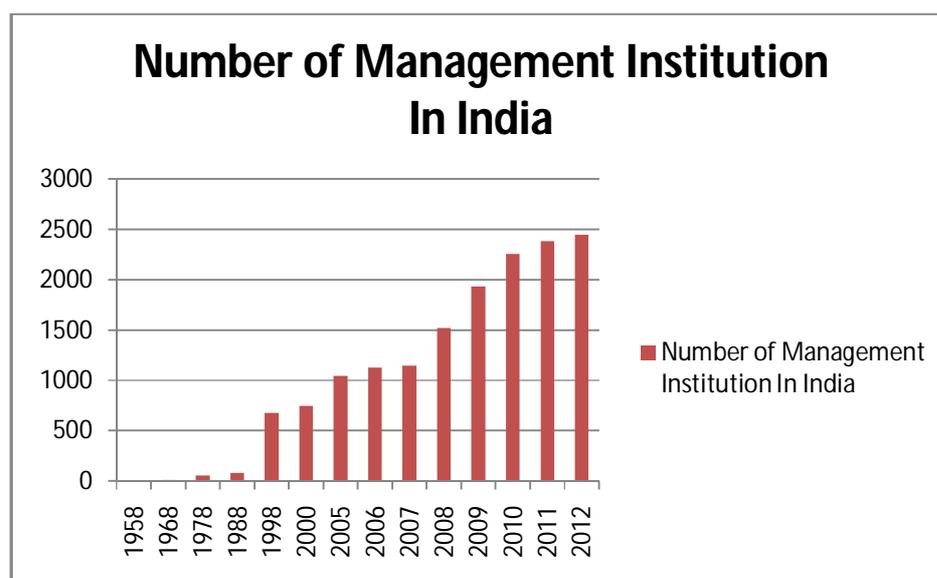
Relevant points towards the growth of management education are given below:-

1. Management education in India is hardly 50 years old.
2. Government of India established Indian Institutes of Management at Calcutta and Ahmadabad.
3. Commerce Departments in Universities repackaged their curriculum to offer MBA degrees.
4. University of Delhi and Punjab established separate faculty of Management.
5. We had 82 university-based management departments by the year 1990.
6. IIM was established at Lucknow in 1986 and as of now, today we have thirteen IIM's in India.
7. When IIMs were established, many Indian Corporate did not believe that business management could be taught in Schools.
8. Later market blossomed for management graduates and MBA became a passport for best jobs in the country.(1)

Table 3.2.1 Growth of Management Institutes in India from 1958 to 2012 (2)

Year	Number of Management Institution In India
1958	9
1968	14
1978	58
1988	87
1998	682
2000	744
2005	1052
2006	1132
2007	1149
2008	1523
2009	1940
2010	2262
2011	2385
2012	2450

Figure 3.2.1 Growth of Management Institutes in India



Source:-Cosmode Study Report 2002

Management Education and MBA Graduates in India

Title:- Management Education in India, Perspectives and Challenges by Dharni P. Sinha.

Table is updated up to 2012 from source is www.aicte.in

3.3 Paradigm Shift

9. The past two decades have been extremely challenging for the Indian business. It has witnessed an macro environment where no amount of planning was enough. Preparedness was always short to deliver results. Globalization threw surprises in terms of nature of doing business, be it quality of products or people. The focus was not to produce but to excel. Not to do well in India but survive anywhere.

10. Development of IT, Internet, and genuine recognition of human capital as the driver of new economy has shaken up in management education.

11. Recognition that people skills are cardinal in management education.

12. Service economy takes over manufacturing.

13. Management education has made rapid stride because of private initiative in India, the government has reserved its role as regulator.

14. Approving launch of new schools and accreditation of existing business schools. **(3)**

Shifting Government Policy:-

15. Government responded with laying down boundary conditions for working of management colleges and required infrastructure for the same. All India Council for Technical Education entrusted with planning, growth and regulation of management education, unfortunately has not been able to give adequate attention to it.

16. The demand for management education will further grow in the coming decades because of the predictable growth of Indian economy; the quality of supply will dramatically change.

17. The ranking of business schools has created awareness among the potential participants on the need to differentiate between schools of various qualities and shades.

18. In the coming decades, however quality of higher education in management will remain an issue of major concern.

19. India does not have a strong quality assurance system in higher education.

20. However the boundary conditions were weak enough to allow anyone to float a business school as it looked like a good business proposition. Many B-Schools believed that UGC and AICTE approval guaranteed academic quality.

21. Recently AICTE has announced stringent requirements in terms of funds, faculty, library and computerization, academic and physical infrastructure for opening a new B-School. (3)

Concluding Observation

1. Management Education is the latest academic discipline to arrive in the world of academia, hardly 100 years worldwide, it has been for less than 50 years on Indian Scene.
2. Management Education has emerged as a vibrant field for professional education.
3. Its demand will continue to rise and hence its qualitative growth needs serious attention.
4. Two gaps in B-Schools are glaring, the availability of qualified faculty and professionally driven quality assurance system. .
5. Government must stop from the temptation to control and command B-Schools.

Careers for MBAs

Given below different careers available to Management Graduates after completing management course:-

3.4 Business Management Careers Overview

A degree in business management prepares you for management positions and career paths within companies so that you can move up the corporate ladder. Additionally, a business management degree can give you the skills, you need to own, operate and expand your own business as well. There are many different paths you can take with a business management degree; because this is a generic degree that allows you to choose a niche or specialty, and the education received from a business management degree prepares you for the business aspect of, well, a business.

There are far too many options available to a business management career path to explore them all, and depending on which path you take in a business management career, your income could range from average to very high. However, let's look at a few of the most popular career paths taken by those who seek business management education and training.

1. Business Management Degrees in Large Companies

A business management degree can prepare you to launch a career path in a large corporation or company by starting at an entry-level or mid-level management position.

2. Business Management Degrees for Retail Sales/Store Career

Business management degrees prepare you for understanding things such as the business end of running a retail store or chain, or even just managing a department or a sales team. You may have exceptional sales skills and experience, but being in a team, in a department or store manager or leader requires more than just knowing how to sell something.

3. Business Management Degrees for Team Leadership

Many mid-sized to large companies today develop project teams or development teams, and team leaders are usually required to keep the project and team on track. Someone with a business management degree is better prepared to take on the authoritative and leadership position in a development or process team inside a larger corporation.

4. Business Management Degrees for Management Positions

Regardless of any industry, if you have experience in the industry, having a business management degree makes you an asset to any company, because you can take on the additional role of manager, team leader, team manager, department manager, etc. on the administrative end as well as the niche industry end.

5. Business Management Degrees for Small Businesses

One of the great aspects of working for a small company is that there is less competition and usually better job security. However, small businesses tend to require their employees to be jack-of-all-trades when it comes to work duties. Someone with a business management degree is perfectly suited to run and manage a small staff and small business office.

6. Business Management Degrees for the Self Employed

We all have talents and skills that if properly utilized could help make us money in our own businesses, but many talented folks just don't have the education or experience with managing or operating a business. Seeking a generic business management degree before or while starting up your small business can give you valuable skills for learning how to properly manage your business.

As you can see, a business management degree is an excellent all-purpose degree to have as a backbone for further education or moving up the corporate ladder, or even preparing you to start your own business. Today, with online degrees allowing flexibility along with education, obtaining a business management degree can truly increase your potential and take you down a whole new career path.(4)

3.5 Various positions available in different areas

Careers for graduates

There are many career options available for Management graduates. Below are some of the positions that Management graduates acquire after his management education..

1. Account Executive

- Benefits Manager
- Business Analyst
- Buyer
- Human Resources Manager
- Market Research Analyst
- Operations Manager
- Promotions Manager
- Portfolio Manager
- Media Planner
- Sales Analyst
- Training Specialist
- Purchasing Agent
- Transportation Director

2. Who employs management graduates?

- Consulting Firms
- Banks
- Advertising Firms
- Consumer Goods Manufacturers
- Market Research Organizations
- Insurance Firms
- Government
- Non-profit organizations

3. Skills developed by management

- Communication
- Analyzing Ideas
- Critical thinking
- Presenting information clearly
- Organizational skills
- Project Management
- Problem solving
- Accountability
- Teamwork
- Research

4. Careers in Management

- Consulting
- Entrepreneurship
- Human Resources
- General Management
- Non-Profit (NGO)
- Operations Management
- Strategic Planning

3.6 Careers in management consulting

The essence of management consulting is to help a client obtain information and advice which leads to real and lasting solution of a problem.

Management consulting is a growing area with good jobs available. Consultants think, analyze, brainstorm, cajole and challenge good organizations to perform better by adopting new ideas. Efficient consultants are able to step into ambiguous, sometimes hostile situations and sense what changes need to be made. They are driven by ideas and a strong desire to have a positive impact on clients. Their knowledge base needs to include specialized knowledge about their field along with cross functional needs of organization.

Manager's today need to adapt their leadership to the work context and therefore flexibility is the key to sustain in such areas. They need to focus on the type of products that may be launched in the market and the relevant skills desirable in the workforce. The course in MBA needs to equip the perspective MBA to deal with such flexible situations and diversity.

An MBA gives you an opportunity to gain both a broad business knowledge base, cement your communications and analytical skills and to build a professional network. It is very helpful to be comfortable in a diverse workplace. Workplaces in large corporations are increasingly diverse with people from all social backgrounds, ethnicities and nationalities. It's important to be worldly, to have travelled internationally and to understand the breadth of people and cultures.

Following are the important characters for the career as a manager in management consultancy

- 1.** Generally a slower moving career path than professions such as consulting or investment banking,
- 2.** Political and frustrating - that people management can turn into fictionalization (to change true story into fiction by changing details). It may create feeling of anxiety and nervousness about your situation.
- 3.** Risky - few make it to the top and
- 4.** Cubicle insanity - you may find yourself in a cubicle adhering to rules that make little sense, sometimes restricted by needless rules and resource constraints.

It is important to match ones interests and strengths with opportunities available.

Few focus points that will help attain this balance:

- What it involves, on a day-to-day basis, and how it fits with your lifestyle.
- The rewards associated with it.
- The knowledge, skills, aptitudes, and experience needed to take full advantage of it.
- How likely you are to find it satisfying.
- What career path the opportunity leads to.
- How easy it is to access the opportunity.

Research student observations

The management education system in India is facing one of the biggest crisis that an education system can experience with opening of innumerable management colleges in the suburbs of metro cities in India, this is not only ruining the management education system but the education system on the whole.

Private institutions rather than focusing on Quality Education are focusing on quantity placements, ubiquitous advertising and brand building by improving the tangibles (AC hostels, etc.). Very little emphasis is given on the quality of education, independent thinking.

We have most well developed languages, scripts, epics and dramas, what we need to understand is that management education is more than developing communication skills and learning how to wear a suit and a tie.

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Chapter IV

History and growth of AICTE (Role of AICTE)

4.1 Background

4.2 Objectives

4.3 Growth of Management institutes in India

4.4 Researcher's comments and Observations

4.1 Background

The journey of formal Technical Education in India can be traced back to the mid 20th century. With the establishment of the Indian Universities Commission in 1902, issue of the Indian Education policy resolution in 1904 and the Governor General's policy statement of 1913, a milestone was achieved that laid the foundations for Technical Education, the establishment of II Sc. in Bangalore, Institution for Sugar, Textile and Leather Technology in Kanpur, N.C.E. in Bengal in 1905 and Industrial schools in several provinces.

It was spurt in industrial growth that a sudden demand for qualified professionals in other fields, such as Business Management, Architecture, Hotel Management, and many others increased. The Government of India decided in 1954 to set up a Board of Management Studies under AICTE to formulate standards and promote programs for Technical Education.

The first three Five Year Plans were devoted to expansion of Technical Education to meet the growing demand for technical personnel at Diploma, Degree and Post-Graduate Levels. From the fourth Five Year Plan onwards, the emphasis was shifted to the improvement of quality and standard of Technical Education.

In the eighties, the policy became more friendly which led to many of Private and Voluntary Organizations setting up of Technical and Management Institutions on self-financing basis. This caused surprised expansion of the Technical Education System, a trend which had continued during successive Five Year Plans.

Growth of Technical Education

The growth of Technical Education before independence in the Country has been very slow. Then number of Engineering Colleges and Polytechnics (including Pharmacy and Architecture Institutions) in 1947 was 44 and 43 respectively with an intake capacity of 3200 and 3400 respectively. Due to efforts and initiatives taken during successive Five Year Plans and particularly due to policy changes in the eighties to allow participation of

Private and Voluntary Organizations in the setting up of Technical Institutions on self-financing basis, the growth of Technical Education has been phenomenal.

With the sudden sprouting of many technical and management colleges, AICTE was given statutory powers by the AICTE Act of Parliament in 1987, with a view to ensure the proper planning and coordinated development of Technical Education System throughout the Country and control any ad hoc treatment of education.

1. The All India Council for Technical Education (AICTE) is a body that was created in 1945 for the systematic planning and organized development of the technical education system in the country. After independence, AICTE Act came into existence from 28th March 1988.

2. All India Council for Technical AICTE is basically responsible for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education throughout the country. **(1)**

4.2 Objectives

- 1.** To ensure new institutes are in line with the policy and new as well as old institutes improve.
- 2.** To help Institutions in preparing professionals (who are competent) like engineers, pharmacists, managers, architects or scientists and encourage them to think beyond the curriculum while imparting training for the advancement of knowledge.
- 3.** To ensure approvals are done periodically in a transparent way.
- 4.** To make the approval process easier simpler and uniform.
- 5.** To emphasis on e-governance to ensure transparency, accountability,
- 6.** To Implement a tech-savvy approach to enable faster processing.
- 7.** To define clearly the infrastructural and qualification norms in Institutions.
- 8.** To foster a technical education system which is on par with the best Institutions in the world, AICTE would strive to be a true facilitator.

4.3 Growth of Management institutes in India

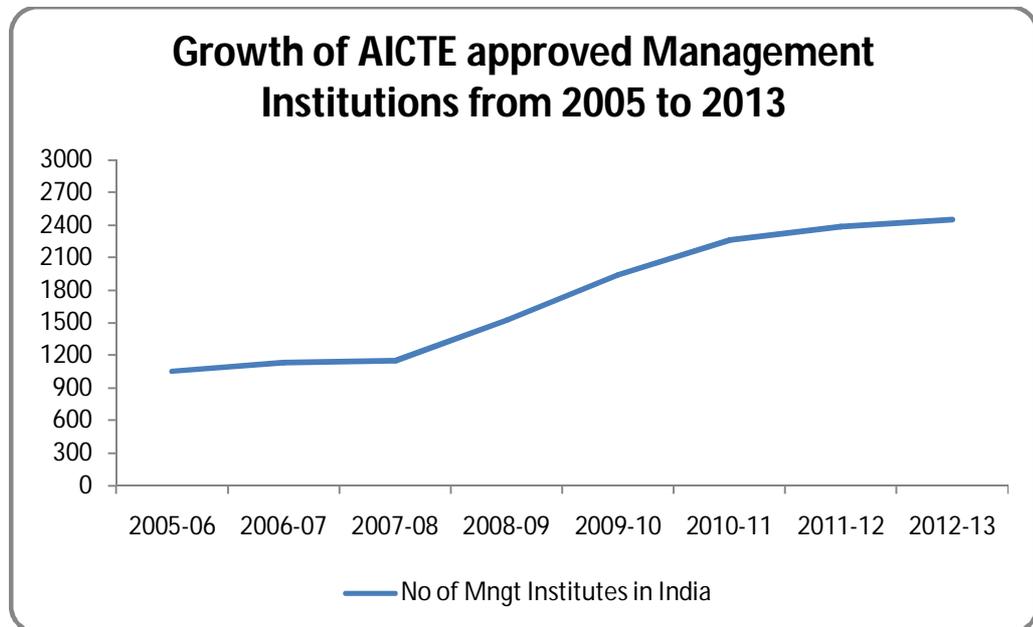
Table 4.3.1 Number of PGDM Institutes and Number of MBA Institutes as on 2012-13

Number of PGDM Institutes	283
Number of MBA Institutes	2450

Table 4.3.2 Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years in India

Year	Intake Capacity	No. of Management Inst.
2005-06	80464	1052
2006-07	94704	1132
2007-08	121867	1149
2008-09	149555	1523
2009-10	179561	1940
2010-11	277811	2262
2011-12	352571	2385
2012-13	385008	2450

Figure 4.3.2 Growth of AICTE approved Management Institutions from 2005 to 2013



Interpretation: -

Table shows that Intake capacity has increased five times in 2013, as compared with intake capacity in 2005. Management Institutes have multiplied 2.5 times compared with number of management Institutes in 2005.

4.4 Researcher's comments and Observations

1. Pre AICTE situation in management education and Institutes was not very satisfactory.
2. Private players used to run management shops without any written rules.
3. Management education was monopoly of few chosen Institutes and people with political Background.
4. It was not available to all, especially for downtrodden people in society.
5. Huge donations were taken and quality of infrastructure of institutes was very poor.

6. Teacher's quality also was not very satisfactory.
7. Syllabus was old and outdated.

Existence of AICTE has changed.

1. Quality of infrastructure and faculty has improved.
2. Management education is made available to all, especially to poor class of the society.
3. Syllabus is changed regularly.
4. There is one place where all information is available.
5. Management shops are closed.

Conclusions:

Research student feels that Only Quality Institutes will survive in coming future. AICTE only defines the boundaries of operation for an institute by laying down specifications and rules for infrastructure, working conditions and qualifications. It is based on the assumption that if these boundaries are maintained then quality would be improved.

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A paper prepared in October 2003 for an autonomous All India Management Council for Promoting & Regulating Qualitative Growth of Management Education in India and www.aicte.india.org
2. Page no.35 Table 4.3.2 Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8years in India
www.aicte.ernet.in Number of PGDM Institutes and Number of MBA Institutes as on 2012-13 and Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years in India

Chapter V

Literature Review/Conceptual Study

- 5.1 The concept of management is universal and very old.**
- 5.2 Management studies are of recent origin but management is as old as man's need for organizing work and activities.**
- 5.3 Management has grown quantitatively, but not qualitatively, feel experts**
- 5.4 Study of student's perception about quality of management education (also implies quality of management students) By Pankaj Tiwari,**
- 5.5 UdyojakWha , Written by Dr. Sudhir Rashingkar**
- 5.6 India 2020, A vision for the new Millennium authored by A.P. J. Abdul kalam with Y. S. Rajan**

Introduction: I have read following articles. I give below important part related to my research study. My research study subjects falls in Management area, hence I feel it is important to study Universal principles of management. They are the basics, so very important. My understanding about article is also mentioned at the end.

5.1 The concept of management is universal and very old.

I give below important points related to my research study.

1. Since the pre-scientific management period, i.e., prior to 1880 there has been a leading concept that management is an inborn ability. It is a traditional approach.
2. Today management is considered not only as an inborn ability but as an acquired ability. In the words of Ordway Tead, "Managers are both born and made."
3. Management as an Art, or Science or Both
4. In the words of George R. Terry, "Art is bringing about of a desired result through the application of skill." Art is, thus, skillful application of knowledge which entirely depends on the inherent capacity of a person which comes from within a person and is learned from practice and experience. .
5. In the words of Ernest Dale, "Management is considered as an art rather than science mainly because managerial skills are a personnel possession and is intuitive."
6. Learning and perfecting management skills has little to do with external knowledge simply because management skills and characteristics are universal to all applications
7. Basically, management involves five components; planning, organizing, staffing, leading, and controlling. The intended result of good management is achieved by coordinating an organization's resources in ways that accomplish its mission and objectives.
8. Establishing the internal organizational structure of the organization, filling and keeping with qualified people in all positions of the business; influencing people's behavior through motivation, communication, group dynamics, leadership and discipline. Furthermore, establishing performance standards based on the firm's objectives; measuring and reporting actual performance, comparing the two, and taking corrective or

preventive action as necessary. Some of these - for many, innate characteristics - are empathy, compassion, insight, and a keen intuitive sense.

9. The concept of universal management approach holds that organizational management principles are universal and can be applied worldwide. The approach takes for granted that organizational management principles can be applied to all kinds of organizations including for profit and nonprofit organizations, governmental and non-governmental organizations, local and international organizations, small, medium and large organizations among others. They can be applied to all levels of management namely lower level, medium level and high level without any strategic innovation because they are all pervasive!

10. In order to understand the prevalence of similarities and differences in market features, it is necessary to study and analyze the environments into which the management activities are done. It includes such as political factor, economic factor, social culture factor, technological factor and legal factors. It also requires studying and analyzing the micro environments like competitors, suppliers, customers, employees and pressure groups (groups with special interests).

The concept of organizational management

11. In particular, the concept of organizational management environment refers to the surroundings or conditions in which managerial activities are undertaken. It could also mean the surroundings or conditions into which economic activities are performed and organizations are established and operates. Generally the concept refers to the surroundings into which social and managerial processes take place whereby economic stakeholders (individuals / households / firms / government and its agencies) obtain what they need and want through creating values (products or services) and exchanging them with something of value in monetary terms with others.

In organizational management perspectives, the concept environment can be classified depending on the reason for undertaking such as classification. But generally organizational management environment can be classified under two classification based on their origin where aspects such as internal environment and external environment are yielded. Similarly, another classification can be made based on their controllability where the outcome can be controllable and uncontrollable environment. **(1)**

The Researcher's Comments - Management as art or science is discussed. Management as inborn skill or acquired skill is also explained. Research student feels that it is an Art reason being they are personnel skills and possessions. Basic functions of management are also mentioned in short.

The concept of universal management approach is based on the assumption that it is applicable to all types of management and at all levels. The study of outside environmental factors (Political-social-economical and government policies) and inside factors is important.

The concept of organizational management environment is useful to understand the surroundings or conditions (outside and inside) in which an organizations operates and economic activities (like producing goods and services) are done.

Two methods of classification under the concept environment, is based on study of internal environment and external environment and other based on the outcome controllable or not controllable is explained at the end.

5.2 Management studies are of recent origin but management is as old as man's need for organizing work and activities.

Introduction: - This article provides information about history of management. It tells about Interlinks between different departments of organizations and their importance in building complete organization. I selected this article because it is important for my research study.

I give below important points from the article related to my research study.

1. Management studies are of recent origin but management is as old as man's need for organizing work and activities. Management has emerged as new 'discipline' in recent times.
2. Whether Management is a Science or an Art has been resolved by saying that Management is the "oldest of the arts and youngest of the sciences".
3. It, not only deals with the theory and practice of production of goods and services but also with development and deployment of human resource.
4. Historically, Management Studies have their origin in the body of knowledge stemming from industrial engineering.

5. It is not only the scope but also the nature of Management that demands proper understanding. How the various “parts “of an organization relate to their “whole” and what contribution they make to its efficient and productive working are important issues. Looked at from these considerations, an organization needs to devise standards for measuring its performance.

6. Stanley Vance has defined Management as simply the process of decision-making and control over actions of human beings for the attainment of pre-deter-mined goals.

7. Lawrence Appley says it is the “accomplishment results” through others.

8. According to John Mee, management is the art of maximizing results and minimizing efforts for securing maximum happiness and prosperity for the employees and the employer and giving the public best possible service. (2)

The Researcher’s Comments – Formal management education has only 60 years of history in India. It was practiced since the beginning of mankind. Principles of management were used since the start of human development but they appeared as part of study in Management books in last 200 years in abroad and 60 years in India. This article shows importance of HRD in management studies. Article ends with various definitions of management. Management defined as obtaining maximum results with minimum efforts or input is most simple definition according research student.

5.3 Management has grown quantitatively, but not qualitatively and contributed too little to the labour-rich but skill-poor economy, feel experts

Introduction:-The Rani Channamma University, Belgaum, had organized a seminar on the issue ‘Management Education-Road Ahead’ and with a view to assess the present situation and explore ways and means to restructure the system to make it meaningful, effective and productive.. The discussion in the seminar was quite useful and informs precisely why quality of management graduates is not satisfactory. What are the means and ways to improve quality, so that MBA’s will be accepted in market? I strongly carry belief that quality of management students produced (MBA, PGDM, MMS,) has direct

relation to career opportunities for management students. **After globalization service sector has dominated other sectors and has resulted in tremendous demand for management education.** Please refer to point no. 8 in following article. I also wish to **prove same in hypothesis 2.**

At the end of the article there are important comments. Since this article has direct relation to career opportunities for management students, it is very important for me research work.

I give below important points from the article related to my research study.

1. Is 'management education' in India in crisis?
2. Will the mushrooming of management institutions help the stream tide over the crisis?
And,
3. How sensitive are these institutions and authorities concerned to the problems and challenges that have already started bothering it?
4. Too many attractive, lucrative and competent jobs are chasing very few individuals, who are highly talented, skilled and dynamic. An average student finds it difficult to sail through the acid tests of the corporate sector.
5. The element of professionalism, an important ingredient towards building managers, is not taught by institutions imparting management education. Communication skills for students from rural areas are like climbing the Himalayas.

Saleable product

7. Like professional education, management education has become a saleable product. From Kashmir to Kanyakumari and from Amritsar to Singur, more than 4,000 institutions have emerged in the management education landscape.
8. Globalization gave a big boost to the economy while the service sector came to dominate other sectors. This has necessitated the demand for management education. The Indian landscape of management education is composed of the following:

Role of AICTE

9. In the last five years, the AICTE, by granting permission to more institutions, also allowed increase in the intake of students by more than 300 per cent.
10. Thus, these figures reveal that the AICTE adopted a quantitative expansion strategy but paid inadequate attention to quality of management education.

11. Further, among 4,000 plus institutions sanctioned by AICTE, Andhra Pradesh has 945, Uttar Pradesh 459, Maharashtra 419, Tamil Nadu 389, Madhya Pradesh 215 and Karnataka 209. Experts feel that AICTE's policy is liberal in according permission to start institutions and increase intake.

12. Institutions enter the management education scenario with the intention of making quick profits as against contributing their bit to the field with some genuine concern.

13. Institutions imparting management education neglected quality and concentrated on quantity.

Lapses

14. Lapses in the curriculum up gradation and banking on some core subjects and niche electives added to the problems.

15. The element of 'skill quotient' is not appropriately addressed to add value to the education. Faculty members with industrial experience are less in numbers to share their expertise.

16. The former Chairman of the University Grant Commission, Arun Nigavekar, who addressed the delegates at the seminar, observed that under the changed circumstances it becomes inevitable to shun the old curriculum in management education and prepare CEOs by directing them to set goals and develop necessary skills to pursue them.

17. Citing the results of a survey conducted by the University of Michigan based on the interview with 1,500 executives, he said it was found that the subject to be learnt changed on priority. But the same subject became redundant. (3)

The Researcher's Comments - Article describes why quality is more important than quantity. It says MBAs and other management graduates are looked as saleable products like other professional education. (Medicine, Engineering, Law, Architecture etc.) Research student feels that Management is life going activity and it is way of life.

Article mentions Role of AICTE to improve this situation. It suggests that AICTE should not act as license giving authority but can provide guidance to improve quality. Change in syllabus and adequate number of teaching faculty with industrial experience will surely improve quality of management education. Rejecting unrequired (Redundant) subjects from syllabus and adding new ones relevant to current market requirements

(e.g. computers advanced knowledge, ERP, SAP,) is essential and important to improve quality of management education.

5.4 Study of student's perception about quality of management education (also implies quality of management students)

Introduction: -Paper given below having title "study of student's perception about quality of management education (also implies quality of management students) in private autonomous management institutes and university run management departments" has direct relation to the research subject. Paper includes important conclusion that university run management institutes are far better in imparting management education. They produce superior quality management students than private management institutes. It also says that university management departments also have much better infrastructure than unaided private management institutes. This conclusion is very difficult to digest, because generally, we find that private management institutes are placed in huge pane of glass and sky touching towers. Paper also says that gender has not shown any effect on perception of quality of management education in private institutes and university management departments. Paper provides insight for improving quality of management education.

Given below is the synopsis of the paper –

Due to liberalization and the globalization various multinational companies have entered in India and have increased the demand of professional managers. To meet the increasing demand of professional managers, the government has given approval to various private management institutes and private universities offering variety of management courses like MBA (Masters of Business Administration), PGDM (Post Graduate Programmes in Management) but these Institutes have not developed the necessary infrastructure required for running such courses and due to which the quality of management education is deteriorating. A total of 156 students have responded to self reported questionnaire that measured five dimensions of quality of management education. A comparison has been made between the private management institutes and the university management department on the various dimensions of quality of management education.

The results have shown that the perception of students about the quality of management education in government department is better as compared to private institutes and Gender has not shown any effect on the perception of students about the equality of management education. The study provides insight to management for improving the quality of management education in private institutes. (4)

The Researcher's Comments - Research papers concludes that quality of management education in government department (University departments) is better as compared to private institutes. This is not full truth. There are many private management institutes who impart quality management education. Quality perception is free from gender difference is also important conclusion.

5.5 Udyojak Wha , Written by Dr. Sudhir Rashingkar.

5.6 India 2020, A vision for the new Millennium authored by A.P. J.

Abdul kalamwith Y. S. Rajan

Introduction –These two books i.e. 5.5 and 5.6 are also related to the Research Study. Both books contain information on importance of Service sector. India 2020 has chapter titled “Service As Peoples wealth” In this chapter there is subtitle “India and the Services Sector.” It says Service sector alone contributes 40% of GDP, other two sectors are Manufacturing (GDP contribution 25%), and Agricultural (GDP contribution 32%).Service sector requires little investment in capital equipment. .This is also important reason for rapid growth of service sector in India in coming years in India.. Scientific development of Agricultural and manufacturing sector In India in coming years will also result in expansion of service sector in India. This sector is likely to produce enormous employment opportunities. This sector will also provide new career options in coming years.

Both books give Extensive list of services in different fields given below is list and brief description. of each field.

Some of the sectors considered to be of great value for India in the TIFAC reports are:

1. Financial services
2. Marketing communication services (i.e. advertising, media, consultancy and infotainment)
3. Marketing logistics, trading and distribution
4. Trade promotion services
5. Human resources development
6. Technical and management consultancy
7. Testing, certification and calibration services
8. Government administration
9. Security services

There are also other important activities. To name a few:

1. Repair and maintenance
2. Tourism and hotels
3. Leisure and sports resorts
4. Cultural activities
5. Old age care services
6. Preventive health care services

I shall find out a few sectors to assess future requirements.

Financial services

The financial sector includes a large number of institutions such as commercial banks, financial term lending banks, insurance companies, capital markets like the stock exchange and so on.

In the last twenty –five years the number of branches of commercial banks increased sevenfold, to about 65000 in 1995. Aggregate deposits of commercial banks have increased by two and a half times in the last six years, to Rs.4500 billion in January 1996. Despite voluminous growth in the banking and insurance sectors, processing and transactions have been carried out by largely manual means. A national network of banking and the insurance business have to emerge. .The problem in the bulk of our village communities is to generate money and make it available to workers.

Marketing communication services

Marketing communication which comprises services such as advertising, market research and entertainment, depends primarily on the stage of economic development and the nature of the target groups. Market research and market communication have so far been confined to a handful of consumer goods like soaps, cosmetics, toothpastes, beverage, and select food products. They are now being applied to white goods like television sets, refrigerators and washing machines. In rural areas too the purchase of these goods is on the increase.

The sale of an increased volume of product would also create a trend of market segmentation for high quality products. People would demand newer features, like greater user friendliness or greater portability or better aesthetics or looks.

It is very interesting to note that as the physical production in the agriculture and manufacturing sector expands; the demands on marketing communication grow, thus providing people additional employment opportunities

Other service sectors like

1. Marketing logistics, trading and distribution
2. Trade promotion services
3. Human resources development
4. Technical and management consultancy
5. Testing, certification and calibration services
6. Government administration
7. Security services
8. Hotel, travel, Tourism, Repairs and maintenance, Old age care and child care centers, Health Services, Marriage Bureaus

This list is endless and as said earlier these sectors will provide infinite employment opportunities and career options. We have seen only a few major possibilities in the above Descriptions. This is an area, which can grow depending on the imagination and enterprise of our people. For example by 2010, India will have a large number of old persons, who would be well –to –do and staying alone because their children may be in different parts of India and the world. The whole set of services required for them will be an essential social concern. It can also be a good business.

Given below is brief overview of the vision which we envisage for 2020 for our people.

1. India should become a developed nation by 2020
2. A developed India means that India will be one of the five biggest economic powers.
3. Capitalize on the agricultural core strengths to establish a major value –adding agro – food Industry based on cereals, milk, fruits, and vegetables ,to generate domestic wealth .Also , India a major exporter of value added agro-food products .Agro –food industry and distribution systems should increasingly be productive and efficient agriculture.
4. A number of engineering industries and service businesses to grow around the agro – food Sector
5. India to capitalize on the vast mineral wealth to emerge as a major technological global power in various advanced and commercial materials steel ,titanium, aluminum, rare earths.
6. Indian chemical industry to be transformed into a global technological innovator in clean Processes and specialty chemicals, and new drugs and pharmaceuticals ;a major business should be created Indian marine resources are to be transformed into economic strength
7. There is to be resources of Indian engineering industry: machine tools, textiles, foundry, electrical, machinery, and transport –equipment .India is to become a net exporter of technology by 2020 in these areas and an important world leader in embodied software field of flexible manufacturing and intelligent manufacturing.
8. India should emerge as a global leader in the services sector with its vast and skilled human resources base being its core strength. The services will range from the simple to the most sophisticated ones using the emerging digital revolution. The services sector is not only to be money –spinner but will also employ a good proportion of our people often in self-skills to super skills. (5)

The Researcher’s Comments – In order to achieve the vision, several crucial actions need to be taken to ensure speedier growth of infrastructure: energy, quality electric power in particular, roads, Waterways, airways, telecommunication, ports, etc. Several short term measures and some unconventional steps need to be taken. The long term action should be aimed at providing world class facilities for all parts of India. Rural connectivity is crucial even in the short run if the boom in agriculture and agro food

sector is to be utilized fully. In addition, the progress in information technologies is leading to the possibility of very advanced world class industries and businesses being established in a village. Highly creative projects in software, information technology, design and other creative work can in fact be better done in a rural environment which has good facilities and good facilities and good connectivity. The persons who live there should have access to the latest information available globally if they have to be creative and current. Such connectivity can be provided by electronic means even today.

Research student is very optimistic about dream for 2020 and is quite confident about dreams seen by our visionaries and will be turned in to reality soon. If this confidence works out then there would be explosion of career and employment opportunities. This will automatically prove hypothesis 1, 2 and3 of research study. This is the reason behind studying these two books and making an attempt to take review And include them in background study.

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Chapter - VI

Perspective of Career Opportunities

- 6.1 Career review, History and concept**
- 6.2 Theory – Concept of Career**
- 6.3 Career opportunities for management graduates**
- 6.4 Projection for career opportunities in this decade**
- 6.5 Conclusions**

6.1 Career review, History and concept

The concept of career has changed during last fifty years due to various changes which have taken place in different fields of Industry, Business and ultimately education sector. In the decade of 90 answer to such question changed. Younger boys of new generation thought that career was something new, challenging in the field which their parents did not door imagined. This generation consisted of again Doctors, Engineers, Architects, Advocates, Sports persons, Artists, Entrepreneurs, and MBAs etc. For this generation element of challenge, courage to do something new, Fearlessness for failures, risk factor, played important role. Parents of this new generation never knew what their sons and daughters were doing. Or they only knew that he or she was doing something which they did not imagine.

ERA of L.P.G. (Liberalization, Privatization & Globalization)

During the year 1991 major change occurred in country's Economy. Liberalization, Globalization, Privatization, opened doors for outside countries to enter India for Business and Indians were allowed to make business outside India.

Another marked change during this LPG era is removal of all licenses and various permissions required to start business. Earlier period was called Permit Raj. Except defense other sectors were opened for all interested parties. Huge expansion took place during LPG period. Disinvestment and privatization also occurred during LPG period. This entire situation led to enormous career opportunities for young generation.

Information Technology Sector and Software Industry

Huge opportunities exploded in this field. This being very new field, young generation was mainly attracted for package it offered.

Internet, Mobiles, laptops, tablets, turned world in to small village. Computer Engineers and career in software became buzz word of younger generation. Glaring opportunities were created in the field of software industries. Careers in software became status symbol. I.T. and software wave was so strong that many people of young generation choose to make career in this field even though they did not have formal education in computers. They learned computers to grab opportunities in software field. There are

many examples of engineers other than computer Engineers, Commerce and other graduates who acquired basic education in software and grabbed opportunities. (1)

6.2 Theory – Concept of Career

I have discussed various meanings attached to term Career. Now I am trying to find out theory part i.e. what is scientific definition of term career, what it exactly means, what are the other terms like career management, career development, career guidance, career decision making,. Also I have discussed factors contributing to career decision making and career education.

Definition of career

1.Oxford English Dictionary definition: - as a person's "course or progress through life (or a distinct portion of life)". In this definition career is understood to relate to a range of aspects of an individual's life, learning and work.

2. Career is also frequently understood to relate only to the working aspects of an individual.

3. A third way in which the term career is used to describe an occupation or a profession that usually involves special training or formal education, and is considered to be a person's lifework. In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in law" or "a career in the building trade".

4. An occupation undertaken for a significant period of a person's life and with opportunities for progress.

5. Career describes an individuals' journey through learning, work and other aspects of life. There are a number of ways to define a career and the term is used in a variety of ways.

6. Career is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, 'career ' includes life roles, leisure activities, learning and work. A career is process and actions taken by a person throughout a lifetime, especially those related to that Person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. While employees in

some cultures and economies stay with one job during their career, there is an increasing trend to employees changing jobs more frequently. For example, an individual's career could involve being a lawyer, though the individual could work for several different firms and in several different areas of law over a lifetime.

Synonyms for Word Career - profession, occupation, vocation, employment, job, line, line of work, walk of life, position, post, sphere.(2)

7. Career Development is the process of managing life, learning and work over the lifespan.

8. Career Management describes the active and purposeful management of a career by an individual.

9. Career Guidance is an inclusive term that has been used to describe a range of interventions including career education and counseling that help people to move from a general understanding of life, and work to a specific understanding of the realistic life, learning and work options that are open to them. Career guidance is often thought to incorporate career information, career education and career counseling.

10. The context for career Decision-Making

When developing and presenting career education programs it is important to be aware of the context in which career development and career decision-making occur. Career decision-making is not simply matching a person to an occupation.

11. Concept of Career Education

The development of knowledge, skills and attitudes through a planned program of learning experiences that will assist students to make informed decisions about their study and/or work options and enable effective participation in working life. Career education encompasses learning about the world of work, its changing nature, the general expectations of employers, and the demands of the workplace developing self-awareness in relation to interests, abilities, competencies and values developing awareness and understanding of occupational information and career pathways developing skills in decision-making which can be applied to career choices acquiring the skills necessary to implement the career decision made. (3)

6.3) Career opportunities for management graduates

Introduction:-I have given various definitions of career and terms used like career management, career education, career development, its growth, career path, and guidance for development of individual career, I wish to study career opportunities for management graduates. I feel that following points are very important. Careers in business management are solid backbone careers. Business management is the type degree that can benefit nearly ever career choice a person can make, because all careers or jobs are for a business. However, there are certain career paths in business management that are ideal.

While talking about the field of management, an individual is taught how to work with a team in order to achieve some pre-defined goals and targets of the respective organization. As such, the field asks for some built-in managing traits to excel. Though management can be done in every field, but management is symbolized to a career in corporate houses, hospitality industry, multinational firms, etc., after pursuing popular management courses, such as MBA, PGDM, PGDBM, etc. Both the term and course of management is linked with one of the highest paid careers in today's scenario. What completely matters is how an individual is able to make the most of his/her degree in the market and get paid.

There is always a huge demand for management degree holders in major fields of management, as operation managers, human resource managers, event managers, hospitality managers, and others like Marketing, Finance , service Industry,

For working professionals of various fields, part-time diploma/certificate courses in management can enhance their skills and improve their chances of climbing the ladder of hierarchy in their profession. Above all, a management degree is not just confined to corporate houses, but it also provides exciting opportunities after completing a course in management, one can start his/her own business.(3)

For beginners there is huge demand for Management trainees in corporate sector. In the field of manufacturing Starting with management trainee up to Production Manager, or factory Manager. Similarly in the field of finance, V.P. finance could be end position. In case of software field start could be trainee, then team lead and finally Project manager.

In the modern era of technology, the expansive and comprehensive global market presents amazing and excellent career opportunities in different fields of management,

Career Path

There are several career paths available after acquiring qualifications in management. Given below are few of them as an example.

1. Business management degree is useful in large companies and one can take on the authoritative and leadership position in a development or process team inside a larger corporation.

2. It may be useful in retailing or starting career in huge malls. Starting career in middle scale or small scale industry is good option.

3. Management degree is also useful for entrepreneurs for starting own business. However, small businesses tend to require their employees to be jack-of-all-trades when it comes to work duties. Someone with a business management degree is perfectly suited to run and manage a small staff and small business office. Obtaining degree of a business management, can truly increase your potential and take you down a whole new career path.(3)

Career opportunities are classified in three categories.

They are -

1. Functional career opportunities,
2. Sectorial career opportunities
3. And Entrepreneurial career opportunities.

Given below is brief description of each.

1. Functional career opportunities: - They are based on functions or departments.

Marketing, Finance, Human resource, Operations, Systems, Manufacturing, Logistics, Information Technology, International Trade, Quality control, are important functional departments. Packaging, advertising, after sales service, Recovery of outstanding payments, Research and development, Maintenance and Repairs, are some of the important support functions of management. Career opportunities available in functional areas are mainly touched and discussed in this section.

Given below the important branches of specialization in MBA

Various functional areas of management are:

- 1. Production (Operations) management**
- 2. Marketing management**
- 3. Financial management**
- 4. Personal (HR) management**

1. Production (Operations) management:

Production means creation of utilities by converting raw material in to final product by various scientific methods and regulations. It is very important field of management.

Various sub-areas of the production department are as follows -

Plant lay out and location: This area deals with designing of plant layout, decide about the plant location for various products and providing various plant utilities.

Production planning: Managers has to plan about various production policies and production methods.

Material management: This area deals with purchase, storage, issue and control of the material required for production department.

Research and Development: This area deals with research and developmental activities of manufacturing department. Refinement in existing product line or develop a new product are the major activities.

Quality Control: Quality control department works for production of quality product by doing various tests which ensure the customer satisfaction.

2. Marketing management:

Marketing management involves distribution of the product to the buyers. It may need number of steps.

Its sub areas are as follows -

Advertising: This area deals with advertising of product, introducing new product in market by various means and encourage the customer to buy these products.

Sales management: Sales management deals with fixation of prices, actual transfer of products to the customer after fulfilling certain formalities and after sales services.

Market research: It involves in collection of data related to product demand and performance by research and analysis of market.

3. Finance and accounting management:

Financial and accounting management deals with managerial activities related to procurement and utilization of fund for business purpose.

Its sub areas are as follows -

Financial accounting: It relates to record keeping of various financial transactions their classification and preparation of financial statements to show the financial position of the organization.

Management accounting: It deals with analysis and interpretation of financial record so that management can take certain decisions on investment plans, return to investors and dividend policy

Taxation: This area deals with various direct and indirect taxes which organization has to pay.

Costing: Costing deals with recording of costs, their classification, analysis and cost control.

4. Personnel (HR) Management:

Personnel management is the phase of management which deals with effective use and control of manpower.

Following are the sub areas of Personnel management -

Personnel planning: This deals with preparation inventory of available manpower and actual requirement of workers in organization.

Recruitment and selection: This deals with hiring and employing human being for various positions as required.

Training and development: Training and development deals with process of making the employees more efficient and effective by arranging training programmes. It helps in making team of competent employees which work for growth of organisation.

Wage administration: It deals in job evaluation, merit rating of jobs and making wage and incentive policy for employees.

Industrial relation: It deals with maintenance of overall employee relation, providing good working conditions and welfare services to employees.

2. Sectorial career opportunities: - Career opportunities available in various sectors and support sectors are mainly discussed. For example Automotive sector. Types of Automobiles (Heavy vehicles, Light vehicles, Two wheelers, Three wheelers, Cars, LCV etc.). Right from manufacturing, Quality Inspection, Authorized Dealerships, Repairs and maintenance, after sales service, washing centers, garages, driving class, arranging licenses, vehicle loans, RTO procedures, vehicle passing, are different supporting activities which fall in this broad sector. There are infinite career opportunities in main sector and support sectors. Similarly Banking, Chemicals, Fertilizers, Telecommunications, I.T., are examples of few sectors.

I have given list of various sectors – (4)

Agriculture

1. Agricultural Industry
2. Tobacco Industry
3. Dairy Industry
4. Cotton Industry
5. Tea Industry
6. Sugar Industry
7. Poultry Industry

Auto & Ancillary

1. Automobile Industry
2. Aviation Industry
3. Tractor Industry

Consumer Durables

FMCG (-Fast moving consumer goods)

1. Biscuit
2. Soap
3. Furniture
4. Jute
5. Leather

6. Paper
7. Plastic x
8. Silk
9. Television

Finance & Banking

1. Banking Industry
2. Insurance Industry
3. Mutual Fund Industry
4. Real Estate Industry

Health Care

1. Bio Technology Industry
2. Health care Industry
3. Pharmaceutical Industry

Information Technology & Software Industry

Metal & Mining

1. Aluminum Industry
2. Copper Industry
3. Diamond Industry
4. Granite Industry
5. Mining Industry
6. Pearl Industry
7. Zinc Industry
8. Steel Industry

Oil & Gas

1. Oil Industry

Power

1. Power Industry

Retailing

Service Sector

1. Advertising Industry
2. Electronic Industry
1. Hotel Industry
2. Railway Industry
3. Shipping Industry
4. Telecom Industry
5. Tourism Industry

Textiles

1. Textile Industry
2. Garment Industry
3. Weaving Industry

Other Industries

1. Cement Industry
2. Coir Industry
3. Construction Industry
4. Cottage Industry
5. Fashion Industry
6. Fertilizer Industry
7. Film Industry
8. Paint Industry
9. Printing Industry
10. Solar Industry
11. Turbine Industry

- 3. Entrepreneurial career opportunities:** - Very few management graduates choose to become entrepreneurs after they acquire degree /diploma in management. Reason could be they prefer to take experience first and then plan for own enterprise. I have discussed career opportunities for entrepreneurs in different fields. Career opportunities in NGOs are also briefly touched.

Career opportunities for Entrepreneurs in Pune

Pune's changed face in last twenty years brought several opportunities in for young management graduate entrepreneurs. Given below few examples of new career opportunities for MBA Entrepreneurs.(4)

1) Automobile: - Pune has large number of new automobile units. Pune is main hub for two wheeler, three wheeler and four wheeler manufacturing units. Services related to automobile sector are given below. There are many nonqualified people in this field.

1. Authorized Dealerships for Scooters, Motorcycles, and cars.
2. After sales service units.
3. Accessories for different kinds of vehicles.
4. Large number of garages, Washing centers, Denting, Painting workshops etc.
5. Other services like driving training schools, RTO licenses, Insurances.

These areas have surfaced recently and have big potential for career opportunities for young entrepreneurs.

2) Education:- Pune is education Hub and popularly known as VidyacheMaherghar.

Pune's educational facility has multiplied very fast. Pune has now 50 engineering colleges, 10 medical colleges, 200 management Institutes and about 10000 undergraduate and small centers offering education in different fields. Huge expansion in education has created large number of career opportunities for MBA entrepreneurs in different fields.

I give below few examples.

1. Lodging, boarding, Catering, centers at various places near colleges.
2. Private tuitions, coaching classes, study centers, Libraries, etc.
3. Large no. of food joints, entertainment centers, Sports facilities, swimming pools,
4. Transport arrangements,
5. Supply of printing and stationery, Photocopy and Xerox

These are the relevant services required for growth of education. It has large potential for career opportunities for entrepreneurs.

3) Art, Culture, Music, dance, and drama:-

Pune has advanced in this field very recently. Acting on small screens, participation in different musical groups, Marathi films and dramas. Pune has done well in creating very good Marathi films. This field has offered many career opportunities to young generation.

I find many young entrepreneurs shaping their career in this area. I feel that this field has huge potential of career opportunities.

Pune's famous Savai Gandharav, Musical programme has provided platform for many artist.

4) Medicine and Health care :-

Pune's requirement for hospitals and hospital related services is very large. This field has huge potential for career opportunities. Existing hospitals are too short and Pune requires many more hospitals. Hospital related services are given below.

1. Supply of hospital related material (medicines, Uniforms, Medical instruments,)
2. Ambulance service.
3. Patients lodging and boarding facility.
4. Supply of Manpower, Nurses, Ward boys, etc.
5. Transport facilities.
6. Mediclaim services.

Here too there are many opportunities for MBA entrepreneurs.

5) Advertising, Modeling, Beauty parlors and SPA centers.

Pune has produced many young entrepreneurs in these fields. Management background with Entrepreneur spirit gives career opportunities mainly for women's. I find many women Entrepreneurs making career in these fields.

Pune has famous Papillion beauty parlor. Modeling is gradually developing field.

6) Tourism

India with its diverse culture and rich heritage has a lot to offer to foreign tourists. Beaches, hill stations, heritage sites, wildlife and rural life. India have everything tourists are looking for.

Unfortunately this field lacks professional and trained manpower. MBAs willing to make career in this field has many entrepreneurial opportunities. Girikand and kesari are the examples of Entrepreneurs from Pune.

7) IT and Software companies

Pune is center for many IT and software companies. These services are making good contribution to growth of the Economy. Young entrepreneurs have proved and encashed opportunities in this field. Pune has huge Software companies like Wipro, Infosys, IBM, Cognizent, TCS, Tech – Mehendra, Sungard etc. Young Management graduates willing to make Career in IT field have many more Entrepreneurial Opportunities in Pune. Apart from big players in this field, there are several small companies in Pune.

8) Engineering goods and other services.

This field has big potential for Management Graduates. MBAs with engineering background have plenty opportunities. Starting from small workshops to Medium and large scale unit is proven path for MBAs. Pune is surrounded by large number of small scale and large industries.

Other services includes Transport, packaging, storage, Infrastructure services like electricity, water, Road, Internet connectivity etc. Large numbers of career opportunities are waiting for management graduates.

9) Franchising

With many small towns developing at a fast pace in India, the franchising model is bound to succeed .India is well connected with the world. Hence, franchising with leading brands who wants to spread across the country could also offer ample opportunities for young entrepreneurs.

Pune has glaring example of Dominos pizza. There are many outlets for branded readymade garments in Pune.

10) Food Processing and Catering contracts.

Entrepreneurs can explore many options in the food grain cultivation and marketing segments. Entrepreneurs can add value with proper management and marketing initiatives. The processed food market opens a great potential for entrepreneurs be it fast food, packaged food or organic food. Fresh fruits and vegetables too have a good demand

abroad. A good network of food processing units can help potential exporters build a good business.

Catering contracts is new field open to MBA entrepreneurs. Pune has huge potential opportunities in catering business. Supplying fresh fruits and vegetables, supply of packaged food etc. are new trends. (4)

6.4 Projection for career opportunities in this decade

Researcher has taken futuristic view based in certain assumptions and estimates of population growth. India 2020, A vision for the new Millennium by APJ Abdul kalam and Y. S. Rajan is used as source of information.

Introduction:

I have outlined Contents of this book and they are reviewed for obtaining idea about estimated parameters for population, demand for food, future growth of engineering industries and software field, chemical and textile industries. The whole effort for doing study of this book is that, there would be explosion of employment opportunities and there would be huge demand for management students in service sector, agriculture sector and manufacturing field. This feeling is strongly supported by Honorable President and his team in this book. manufacturing and agriculture being basic field for growth of economy and for creation of huge careers and employment opportunities for management graduates. This assumption is also strongly supported in this book. This book will prove Dnyaneshwari for modern India.

Relevant points are given below:

Books begins concept of per capita income and purchasing power. These indicators are used to check economic power of the country for international comparison. The people, the overall economy, the strategic interests are touched to understand concept of technologies as a core strength of the nation. Technological strengths are the key to creating more productive employment. It is suggested that mastering of technologies is the key task to which the country and its people have to give importance.

Expanding domestic market, Expansion of the wage economy and Growing tendency towards self employment are other features of the economy, which are likely to emerge.

(5)

6.5 Conclusions

I have concluded that service sector is likely to be more important in coming future and it will generate enormous career options. Importance of manufacturing and agriculture sector cannot be given less importance, reason being all services are based upon what we produce, marketing comes after that. Manufacturing and agriculture has direct relation to growth of service sector. Service sector will alone contribute 60% of annual GDP by 2020.

Management knowledge will be most useful in all sectors of business and corporate world. Especially Agriculture sector needs scientific approach. Other fields are academics, medical facilities, transport, travel and tourism, they need focused attention. And for this to happen, research student had assumed hypothesis that knowledge of management is required in all sectors of business has come true.

I conclude abstract of this book by santvachan by Ramdas Swami, “ Kelyane hot ahe re adhi Kelechi Pahije”, means Things will not automatically happen, you have to put systematic and focused efforts.

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Chapter VII

Data Analysis and Interpretation

- 7.1 Data Analysis based on responses of Experts**
- 7.2 Data Analysis based on responses of Placement Agencies (Placement Dept.)**
- 7.3 Data Analysis based on responses of Employers**
- 7.4 Data Analysis based on responses of Students (Graduate with Management Education)**
- 7.5 Data Analysis based on responses of students (Graduates only)**
- 7.6 Data Analysis based on responses of Principals**
- 7.7 Data Analysis based on case study method**

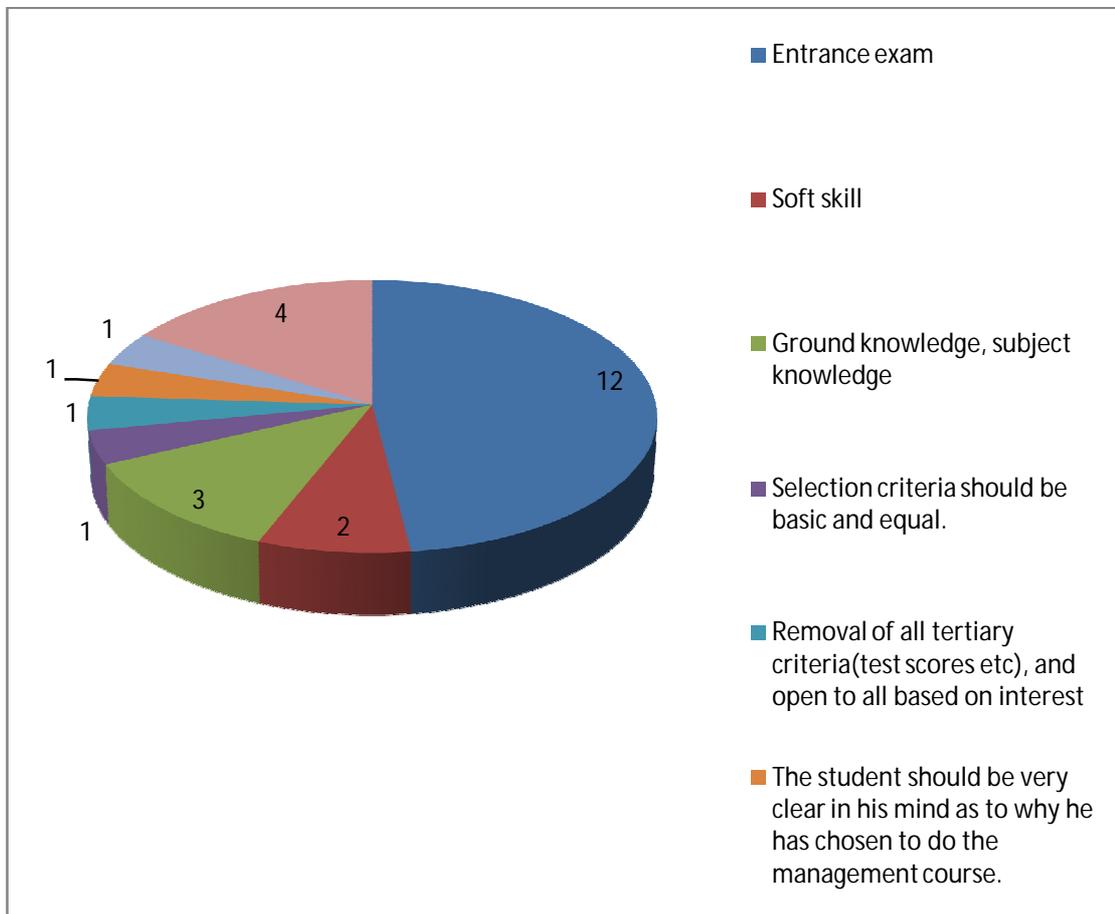
7.1 Data Analysis based on responses of Experts

Q.1 With your experience of management trainees, what suggestions would you like to make with regard to the following:

Table – 7.1.1a Selection criteria of students:

Response	Frequency	Percentage
Entrance exam	12	48
Soft skill	2	8
Ground knowledge, subject knowledge	3	12
Selection criteria should be basic and equal.	1	4
Removal of all tertiary criteria(test scores etc), and open to all based on interest	1	4
The student should be very clear in his mind as to why he has chosen to do the management course.	1	4
Should be changed	1	4
Neutral	4	16

Figure – 7.1.1a Selection criteria of students:



Interpretation:

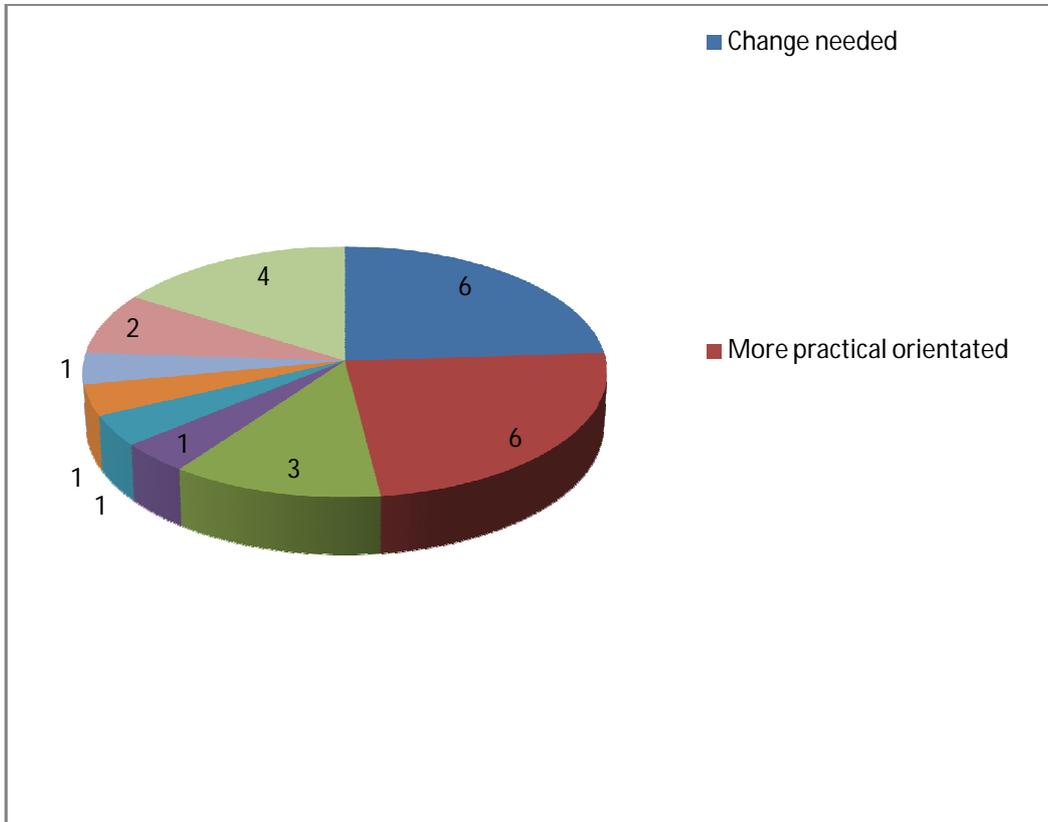
As per the Academicians/Experts, from the total respondents, 48% of respondents would like to have entrance examination, 8% of respondents would like to check soft skills of the students, 12% of respondents would like to see students ground knowledge, subject knowledge, 4% of respondents would like to change the present criteria and it should be basic and equal for all students, 4% of respondents would like to remove all tertiary criteria and open to all based on their interest, 4% of respondents would like to check students mind as why he has to chosen to do the management course, 4% of respondents would like to change the present criteria while 16% of respondents are neutral in this response.

Responses from various respondents indicate that to have management trainee, they must conduct entrance examination and also check different skill in the management trainee.

Table - 7.1.1b Change in MBA/PGDBA syllabus:

Response	Frequency	Percentage
Change needed	6	24
More practical orientated	6	24
Industry and scientific orientated	3	12
More of humanities curriculum, like sociology, psychology, literature etc. And relevance to organizations.	1	4
Un -fixed syllabus, continuously evolving.	1	4
Some course to be introduced to remove fear and improve personality.	1	4
Must be oriented to the needs of the trade. The first year should be theoretical to learn and understand the science while the second year should concentrate on the application in our environment(to practice the art).	1	4
Syllabus & course contents may be reviewed regularly. Inclusion of case studies from Indian business world is also required.	2	8
Neutral	4	16

Figure - 7.1.1.b Change in MBA/PGDBA syllabus:



Interpretation:

From the view of total respondents, 24% of respondents would like to change the syllabus, 24% of respondents would like to have more practical orientated syllabus, 12% of respondents would like to have industry and scientific orientated syllabus, 4% of respondents would like to have syllabus which is more of humanities, curriculum like sociology, psychology, literature etc. and it should be relevant to organization, 4% of respondents would like to un-fixed syllabus with continuously evolving, 4% of respondents would like to have syllabus must be orientated to the present need of the trade. First year should be theoretical to learn and understand the subjects while second year should be concentrate on application in their environment, 8% of

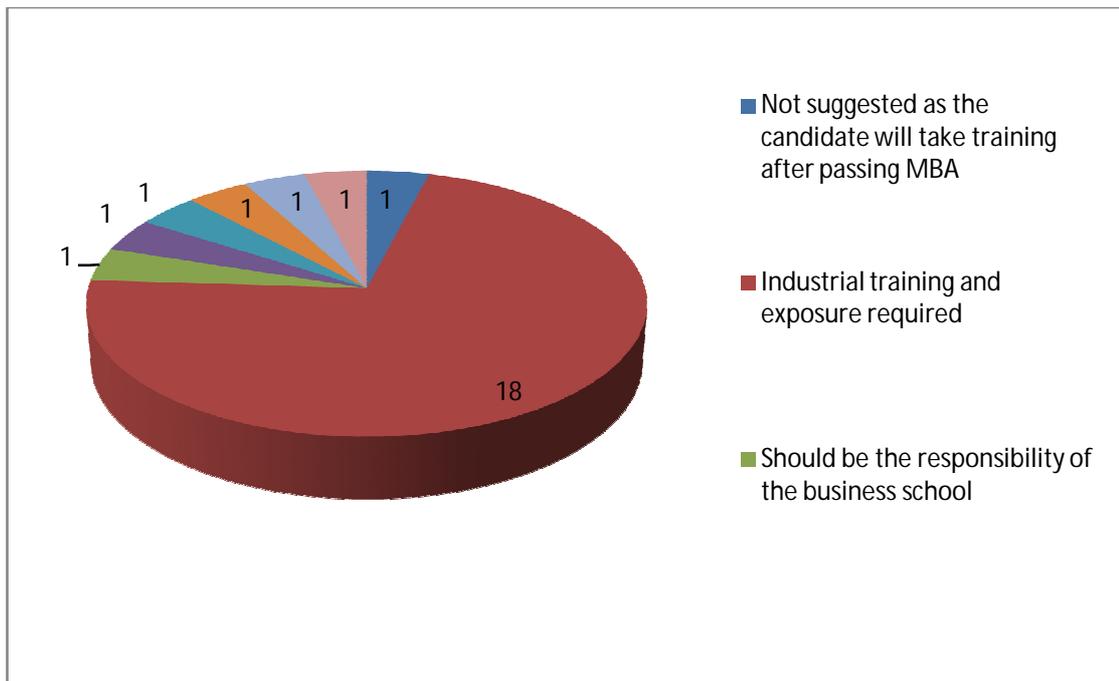
respondents would like to have syllabus and course contents may be reviewed regularly, case study based.

Responses from various respondents indicate that syllabus must be changed and it must include industrial knowledge.

Table – 7.1.1.c Industrial training and exposure:

Response	Frequency	Percentage
Not suggested as the candidate will take training after passing MBA	1	4
Industrial training and exposure required	18	72
Should be the responsibility of the business school	1	4
Concurrent and summer projects	1	4
Institutes can tie up with industrial houses and agencies for exposure.	1	4
Internships in family run as well as corporate business	1	4
Visits to site, mgt. & on job training.	1	4
It is normally taken very lightly, should be considered seriously. It should be in agreement with his past experience and future plans.	1	4

Figure – 7.1.1.c Industrial training and exposure:



Interpretation:

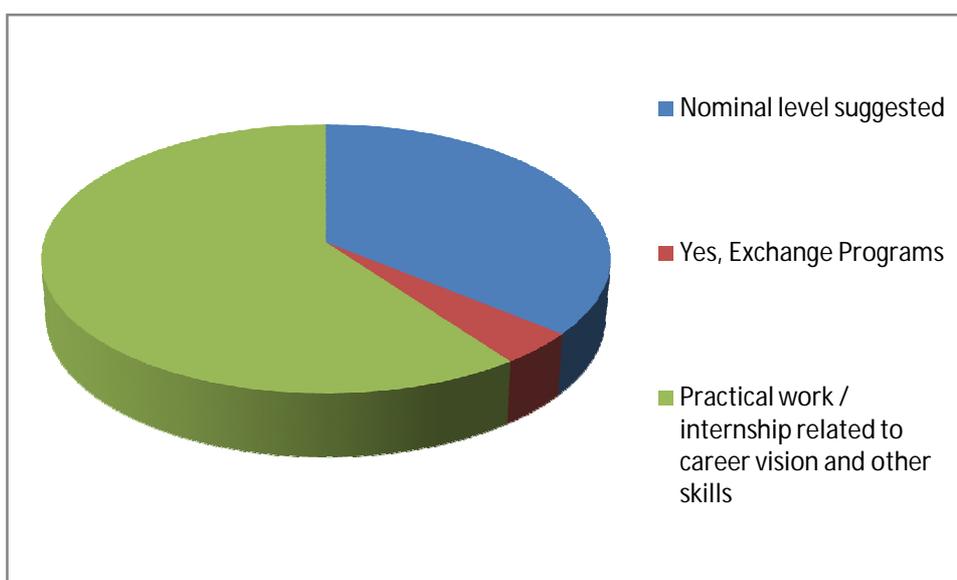
From the experts point of view regarding industrial training and exposure , 4% of respondents not suggested as the candidate will take training after passing his/her MBA, majority of respondents 72% of respondents emphasis on industrial training and exposure is made compulsory, 4% of respondents would like to take responsibility of industrial training and exposure to business school , 4% of respondents would like to run concurrent and summer projects for the students, 4% of respondents says that institutes would like to tie up with industrial houses and agencies for industrial exposure , 4% of respondents would like to send students for internships in family run as well as corporate business, 4% of respondents would like to have more industrial visits, management as well as on job training for the students, 4% of respondents view was students as well as institute are not taking industrial training and exposure very seriously, they must consider the experience , it will help them to have successful future plans.

Responses from various respondents indicate that each and every candidate must go through industrial training. Institutes and students are not giving much importance and taking lightly about industrial training.

Table 7.1.1.d Co- curricular &extracurricular activities

Response	Frequency	%
Nominal level suggested	9	36
Yes, Exchange Programs	1	4
Practical work / internship related to career vision and other skills	15	60

Figure - 7.1.1.d Co- curricular &extracurricular activities



Interpretation:

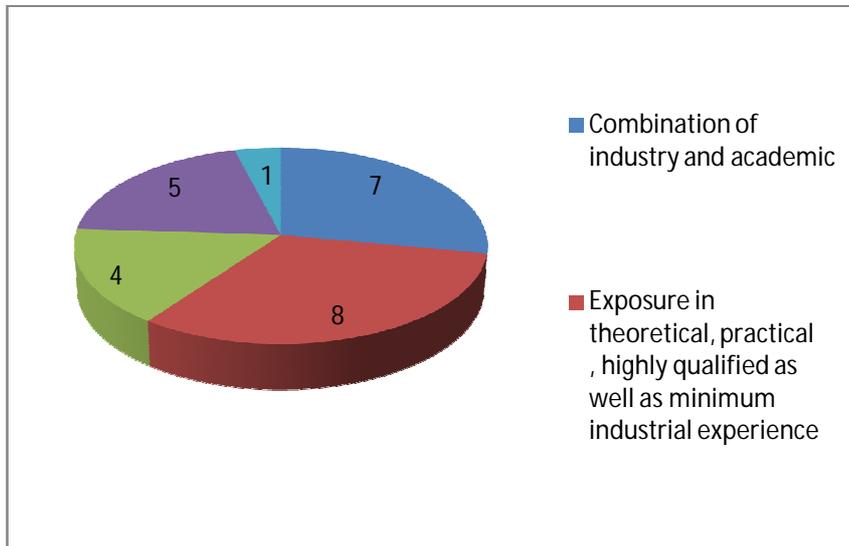
From the experts point of view regarding co-curricular and extracurricular activities to develop business management students , from the respondents , 36% of respondents suggested to change or add something new or at nominal level changes in this regards, 4% respondents would like to exchange the programs so that some extra skill will be develop in the management students while major 60% of respondents would like to improve major skills like communication , sports, yoga and peace living activities, managerial skill and overall personality development so that management student can handle the coming pressure may during his carrier.

Responses from various respondents indicate that for the management students, institute must conduct co-curricular activities which must include internship related to career vision and different skill improvement activities.

Table – 7.1.1.e Quality of Education

Response	Frequency	%
Combination of industry and academic	7	28
Exposure in theoretical, practical , highly qualified as well as minimum industrial experience	8	32
Average/Good	4	16
Faculty development programs	5	20
Foreign Universities Qualified Faculty	1	4

Figure – 7.1.1.e Quality of Education



Interpretation:

From the experts point of view regarding quality of education, 16% of respondents viewed that educational quality is good or average, 28% of respondents want faculty should have knowledge of industrial requirement as well as academic knowledge must be good, 32% of respondents like that exposure in theoretical, practical knowledge as well as highly qualified as well as having industrial experience faculty should be appoint so that quality education will improve , 20% of respondent want there should be regularly faculty development programs in the business school while 4% of respondents want to recruit foreign universities qualified faculty in the business schools.

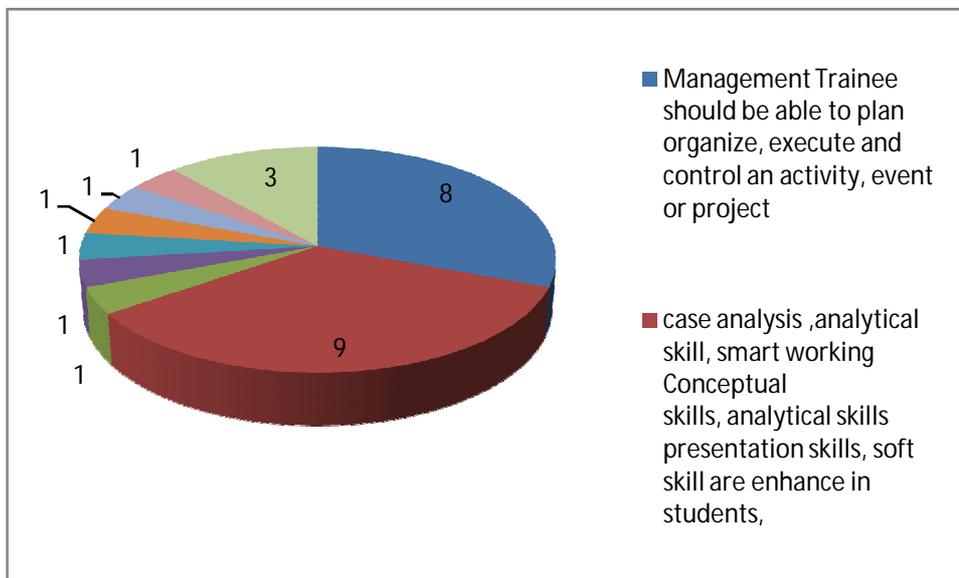
Responses from various respondents indicate that at present the quality of education is not up to the expected level of industry. Management school must involve industrial faculty in the academics and few compulsory sessions of must be conducted regularly.

Q.2 What according to you is the value addition by studying business management?

Table – 7.1.2 Value addition by studying business management

Response	Frequency	%
Management Trainee should be able to plan organize, execute and control an activity, event or project	8	32
case analysis ,analytical skill, smart working Conceptual skills, analytical skills presentation skills, soft skill are enhance in students,	9	36
Current industry trends ,competitive business strategies and performance, profitability	1	4
Adds to their knowledge; gives conceptual backup, demagnetify preceptors	1	4
The students get an extra orientation of business environment.	1	4
Mgt. education produces Entrepreneurs.	1	4
Anything which cuts process and yields better output.	1	4
Definitely it helps; career growth is very fast for mgt. graduates than the traditional approach from down to up.	1	4
None	3	12

Figure – 7.1.2 Value addition by studying business management



Interpretation:

Responses from various respondents indicate that case study based knowledge should be imparted.

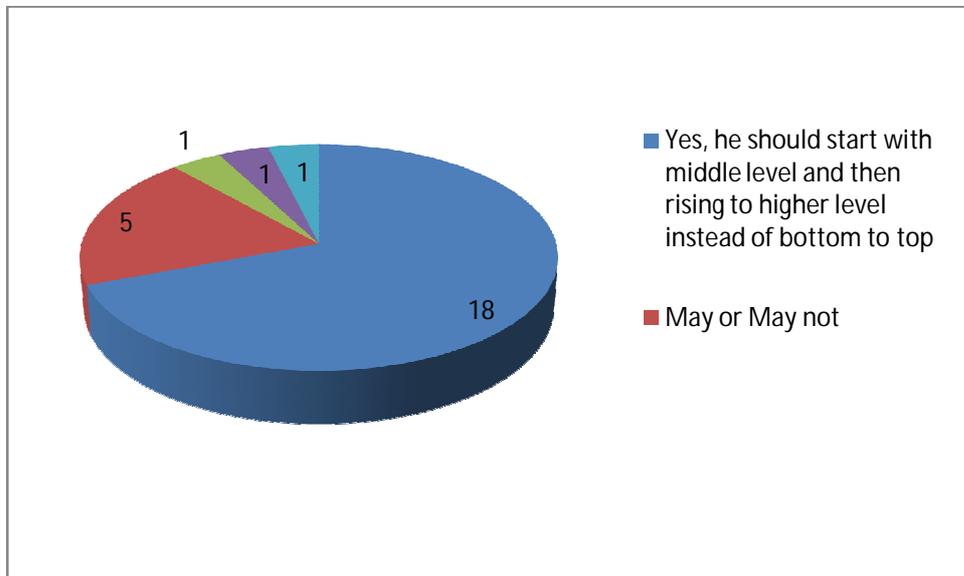
Q.3 Does business management degree helps to get higher designations and salaries than the traditional approach of bottom to top

Table – 7.1.3 Business management degree helps to get higher designation and salaries

Response	Frequency	%
Yes, he should start with middle level and then rising to higher level instead of bottom to top	18	72
May or May not	5	20

Only if the learning at the institute is translated as a skill at the workplace	1	4
Increasingly there will be less and less evidence to support the former claim. The traditional approach will also disappear	1	4
Sometimes but not always.	1	4

Figure – 7.1.3 Business management degree helps to get higher designation and salaries



Interpretation:

From the respondents, 72% of respondents agreed that business management degree help to get higher designations and salaries than the traditional approach of bottom to top, Not necessarily. Only result oriented, mission focused can deliver , he should start with middle level and then rising to higher level instead of bottom to top, Yes it does add knowledge. Experience is also essential.20% of respondents are somewhat agree for the same, 4% of respondents viewed that business school candidates only if the learning at the institute is translated as a skill at the workplace. 4% of respondents likely to increasingly there will be less and less evidence to support the former claim.

The traditional approach will also disappear while 4% of respondents view was sometimes management degree help the candidate but not always in their carrier.

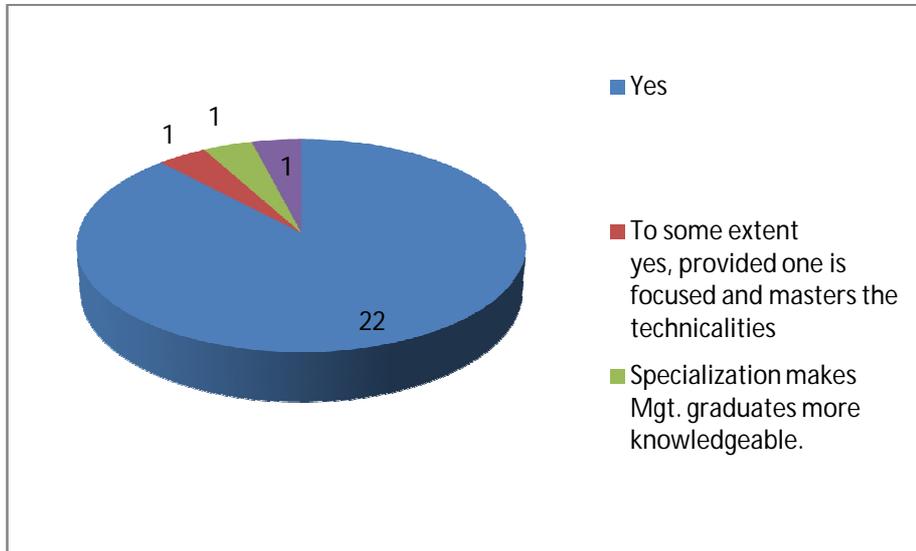
Responses from various respondents indicate that management degree holder must start career at middle level, after that they have even better career. They must learn all types of skills to handle their daily activities.

Q.4 Do you feel specializing in business management really adds knowledge and experience for an executive?

Table – 7.1.4 business management adds knowledge and experience for an executive.

Response	Frequency	%
Yes	22	88
To some extent yes, provided one is focused and masters the technicalities	1	4
Specialization makes Mgt. graduates more knowledgeable.	1	4
It adds knowledge but not experience.	1	4
None.	1	4

Figure – 7.1.4 business management adds knowledge and experience for an executive.



Interpretation:

Among the respondents, major 88% of respondents fill that specializing in business management really adds knowledge and experience for an executive, 4% of respondents viewed that up to some extent specialization in business management adds knowledge and experience for an executive, 4% of respondents viewed that specialization makes management graduates more knowledgeable , 4% of respondents responses that specialization adds knowledge but not experience while 4% of respondents kept mum in this regards.

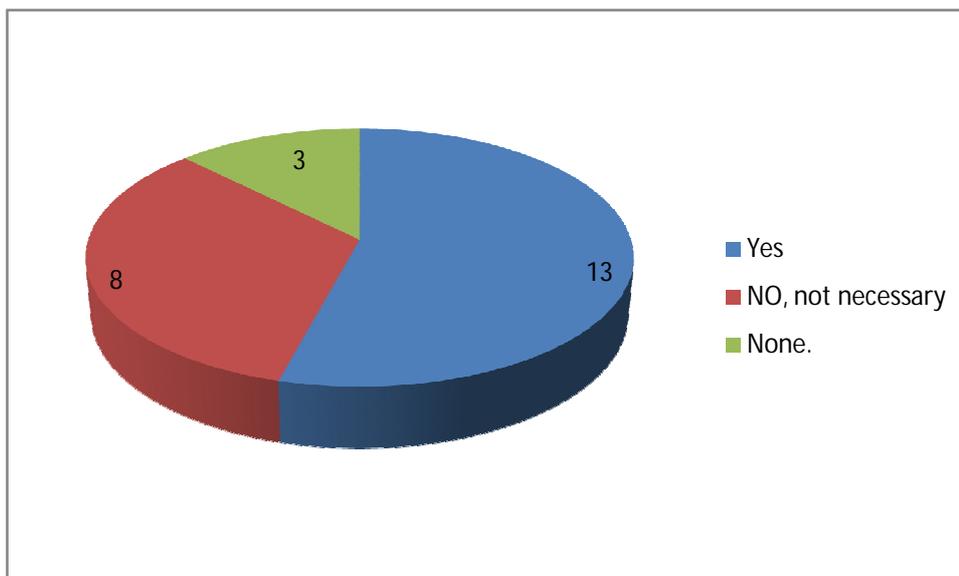
Responses from various respondents indicate that management education surely adds more knowledge. They are much focused students about their career .They must learn thoroughly specialization subjects.

Q.5. Do you feel business management background is essential for getting higher positions in industries?

Table – 7.1.5 Business management background is essential for getting higher positions in industries.

Response	Frequency	%
Yes	13	52
NO, not necessary	8	32
None.	3	12
It is significantly on the higher side .MBAs are more in demand now a days. They have more demand in service sector.	2	8

Figure – 7.1.5 Business management background is essential for getting higher positions in industries.



Interpretation:

From the total respondents 52% of respondents feel business management background is essential for getting higher positions in industries, 32% of respondents are said not sure about this, 12% of respondents are neutral in this regards while 8% of respondents said It is significantly on the higher side .MBAs are more in demand now a days . They have more demand in service sector.

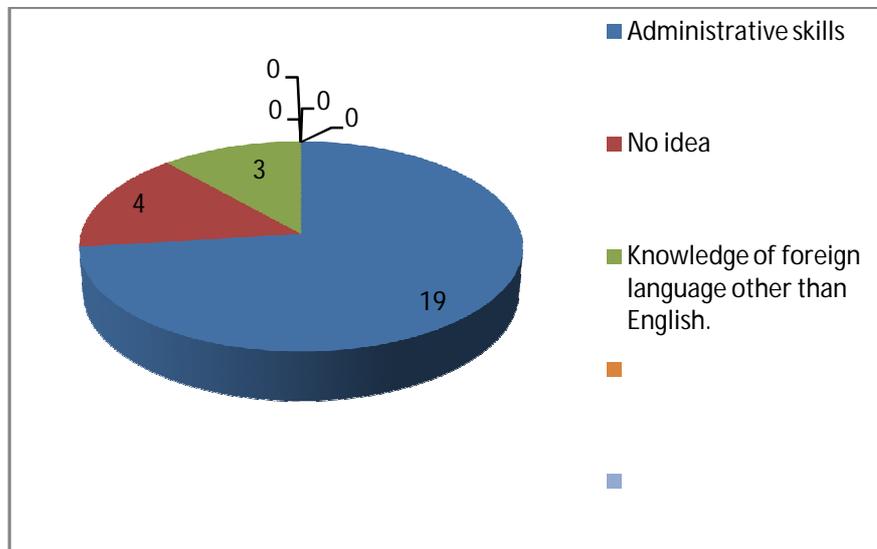
Responses from various respondents indicate that majority experts opinion shows that yes it helps to get higher position.

Q.6. what do you think the approximate % recruitments of persons with business management over graduate person in last 2-3 years?

Table – 7.1.6% recruitments of persons with business management in last 2-3 years

Response	Frequency	%
Management students are better placed than ordinary graduate students 90% students of management Degree get absorbed immediately on passing	1	4
80%	1	4
60-70%	6	24
30%	10	40
15% for graduates (BBA) 40% for MBAs	2	8
Systems, political science	1	4
It is significantly on the higher side .MBAs are more in demand now a days. They have more demand in service sector.	1	4
None	4	16

Figure – 7.1.6% recruitments of persons with business management in last 2-3 years



Interpretation:

For this respondents shown their response , 4% of respondents responses that Management students are better placed than ordinary graduate students 90% students of management Degree get absorbed immediately on passing, 4% of respondents viewed that 80% recruitments of persons with business management over graduate person in last 2-3 years, 24% of respondents viewed that 60-70% recruitments of persons with business management over graduate person, 40% of respondents viewed 30% recruitments of persons with business management over graduate person, 8% of respondents viewed that 15% recruitments of persons with business management over graduate person, 4% of respondents viewed as per the system there are recruiting 4% of respondents are viewed that it is significantly on the higher side .MBAs are more in demand now a days . They have more demand in service sector while 16% of respondents are neutral in this regards.

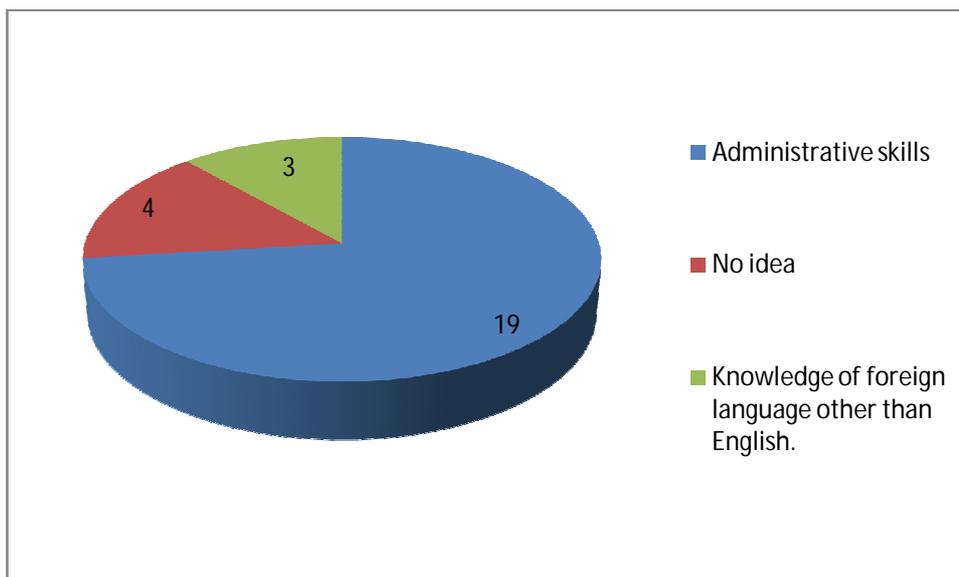
Responses from various respondents indicate that, around 60-70% of management students are absorbed in the industry. Other courses students rarely get absorbed in the industry.

Q.7. What other specific specializations are essential for business management courses?

Table 7.1.7 other specialization essential for Business management course

Response	Frequency	%
Administrative skills	19	76
No idea	4	16
Knowledge of foreign language other than English.	3	12

Figure 7.1.7 Other specialization essential for Business management course



Interpretation:

Among the respondents, 76% of respondents viewed that administrative skills, marketing, HR, operations, systems, retail, International business , finance, ERP, SCM are essential for business management courses, 16% of respondents have no

idea about this, 12% of respondents viewed that other than English, candidates must have foreign language knowledge is important.

Responses from various respondents indicate that administrative skill is essential for management courses along with foreign language.

Q.8.What will be the feature of business management studies over a period of 5 years?

Table 7.1.8 feature of business management studies over a period of 5 years

Response	Frequency	%
Job oriented management studies would get developed	18	72
It will explore	5	20
None	3	8

Interpretation:

Among the respondents, 72% of respondents would like to have features like job oriented, management studies would get developed, 20% of respondents would like to explore the subjects while 8% of respondents are neutral in this regards.

Responses from various respondents indicate that management study must be job oriented.

Q.9.What are the new career opportunities for the students with business management qualifications?

Table 7.1.9 career opportunities for the students with business management qualifications.

Response	Frequency	%
Service Sector	6	24
Starting own business and diverting to untapped areas.	3	12
Banking including investment Bank Derivatives.	2	8
Business analyst, business developers, consultants etc.	3	12
Health and life management; Family mgt and relationship	3	12
1. MBA in IT 2. Agricultural sector 3. travel and tourism etc.	3	12
None	5	20

Interpretation:

From the respondents, 24% of respondents informed that in service sector there is career opportunities for the persons with business management growth, 12% of respondents viewed that they should start their own business, 8% of respondents have banking career opportunities, 12% of respondents viewed they should go to business analyst, business developers, or consultants, 12% of respondents informed that in health and life management , family management and relationship management there is good career opportunities, 12% of respondents informed that there is career opportunities in MBA in IT, Agriculture sector , Travel and tourism etc., while 20% of respondents are neutral in this regards.

Responses from various respondents indicate that many areas are nowadays available for the management students. Only they must develop their skill in these respective sectors (area).

Q.10. Do you feel if there is any value recruiting preference to engineering or professional courses over business management students?

Table 7.1.10 value recruiting preference to engineering or professional courses over business management students.

Response	Frequency	%
Strongly agree	4	16
Agree	4	16
Neutral	3	12
Somewhat disagree	7	28
Disagree	4	16
Strongly Disagree	4	16

Interpretation:

Among the respondents, 32% of respondents strongly agree that there is value recruiting preference to engineering or professional courses over business management students, 12% of respondents are neutral over this regards, 44% of respondents are somewhat disagree , 16% of respondents are strongly disagreed in this regards.

Responses from various respondents indicate that majority of recruiter give more preference to other skilled professionals.

Q.11. Do you pay higher salaries for business management background persons over other engineering or vocational courses?

Table – 7.1.11 higher salaries for business management background persons over other engineering or vocational courses

Response	Frequency	%
Strongly agree	2	8
Agree	9	36
Neutral	7	28
Somewhat disagree	3	12
Disagree	3	12
Strongly Disagree	0	0
Not sure	1	4

Interpretation:

From all the respondents, 44% of respondents are agreed to pay higher salaries for the business management background persons, 28% of respondents are neutral in this regards while 28% of respondents are disagreed or even not happy to pay higher salaries for the business management background persons.

Responses from various respondents indicate that majority of recruiters pay very good salary to management background candidates.

Q.12. In your organization does business management degree help to get higher positions?

Table - 7.1.12 business management degree help to get higher positions.

Response	Frequency	%
Strongly agree	3	12
Agree	13	50
Neutral	8	31

Somewhat disagree	0	0
Disagree	0	0
Strongly Disagree	0	0
Not sure	3	12

Interpretation:

Among the respondents, 62% of respondents viewed that business management degree help to get higher positions in the organization, 31% of respondents were neutral in this regards, while 12% of respondents are not sure about this regards.

Responses from various respondents indicate that management background definitely helps to get higher positions in the industry.

Q.13.Do the person with business management background gets higher positions to the overall efficiency of the executive?

Table – 7.1.13 business management background gets higher positions

Response	Frequency	%
Strongly agree	2	8
Agree	13	50
Neutral	6	23
Somewhat disagree	2	8
Disagree	0	0
Strongly Disagree	0	0
Not sure	3	12

Interpretation:

Among the respondents, 58% of respondents are agreed that person with business management background gets higher positions to the overall efficiency of the executive, 23% of respondents are neutral in this regards, 8% of respondents are somewhat disagree in this regards while 12% of respondents not sure about this.

Responses from various respondents indicate that management student definitely has good skills, able to sustain pressure at workplace. So management student gets higher positions to the overall efficiency of the executive

7.2 Data Analysis based on responses of Placement Agencies

(Placement department of Management Institutes)

Q1: Which type of students you prefer for selection?

Table 7.2.1 Type of Students

Preference for selection	Frequency	Percentage
Graduates	8	29.6
M. B. A. s	10	37.0
Graduates and M. B. A.s	3	11.1
Graduates, M. B. A.s, and Diploma Holders	4	14.8
No answer	2	7.4
Total	27	100.0

Interpretation:

Please refer to row 2 of the table .37% MBA's are preferred for jobs. It proves H1, that Management graduates are more in demand, they have better career opportunities. Management graduates are more preferred over other type of graduates. Responses from various respondents indicate that majority of recruiter prefer management student for their jobs.

Q2: With your experience of management Trainees, what is your opinion regarding to the following:-

Table 7.2.2 Opinion regarding experience of management trainees

Response	Selection Criteria of Students		Change in MBA/PGDBA syllabus		Industrial exposure & training		Co-curricular & Extracurricular activities		Quality of faculty	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Non-Existent	1	3.7	1	3.70			1	3.70		
Poor	1	3.7	7	25.93			8	29.63	6	22.22
Inadequate	7	25.9	5	18.52	7	25.93	4	14.81	5	18.52
Adequate	14	51.9	9	33.33	12	44.44	8	29.63	10	37.04
Excellent	2	7.4	1	3.70	6	22.22	3	11.11	3	11.11
No answer	2	7.4	4	14.81	2	7.41	3	11.11	3	11.11
Total	27	100	27	100.00	27	100.00	27	100.00	27	100.00

Interpretation:

Among five parameters,(Selection Criteria of Students ,Change in MBA/PGDBA syllabus, Industrial exposure & training, Co-curricular & Extracurricular activities: Quality of faculty) which are used to judge quality of Management education and Management graduates, bold type row parentages indicate that these qualities are adequately provided, **however researcher feels that they are not sufficient and overall improvement is needed for better quality of management graduates.**

**Q3 What major shortcomings / weaknesses do you find amongst the students
Which need special attention at the Educational institute's level?**

Table 7.2.3 Require special attention at the Educational institute's level

Reason	Frequency	%
Practical aspect of management course is not taken care, only theory is focused.	1	4
Shortfall of practical training, lack of professional skill, awareness about job, duties and responsibilities, knowledge, self confidence,	5	19
Shortage of placement	1	4
Knowledge and analytical skills, skill knowledge, practical knowledge, creativity	4	15
Skill knowledge, self confidence, practical knowledge	3	11
Personal attention, project	3	11
Communication and to be practical	3	11
Technical skill	4	15
They must be forced to study hard during their stay on campus, find that they are very poor at communication and presentation	1	4
Leadership skills, problem solving ability	1	4
Self confidence	1	4

Interpretation:

Questions were asked related to shortfalls amongst the students which need special attention at the Educational institutes level. Among the respondents, 4% of respondents said that practical aspect of management course is not taken care, only theory is focused..19% of respondents said lack of practical training, and professional skill, awareness about job, duties and responsibilities, knowledge and self confidence,, 4% of respondents said short of placement activities, 15% of

respondents said lack of \knowledge and analytical skills. They lack practical knowledge, and creativity.

11% of respondents said they lack practical knowledge, and institute do not provide personal attention, and guidance for project work. 11% of respondents said they lacked communication skills. 15% of respondents said they lacked technical skills.

4% of respondents felt that they should be forced to study hard during their stay on campus,. They also found that they are very poor at communication and presentation skills. 4% of respondents said that they lacked leadership skills, and ability to solve problems.

The overall responses are suggestive of quality improvement of Management graduates and Management Education.

Q4: Keeping in mind the global business scenario, what expectations do you have from the management institutes in terms of students profile at the entry point, with special reference to the following?

Table 7.2.4 Expectations from the management institutes in terms of students profile at the entry point

Response	Premier Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Out-standing	9	33.33	14	51.85	7	25.93	11	40.74	7	25.93	5	18.52	8	29.63
Excellent	11	40.74	7	25.93	7	25.93	9	33.33	12	44.44	10	37.04	9	33.33
Good	1	3.70	1	3.70	6	22.22			1	3.70	5	18.52	2	7.41
Fair													1	3.70
No	6	22.22	5	18.52	7	25.93	7	25.93	7	25.93	7	25.93	7	25.93

answer														
Total	27	100	27	100	27	100	27	100	27	100	27	100	27	100

Interpretation:

For premier institute bold type percentages show that average of frequency for all expectations like knowledge and up to soft skills (7) is 9. and average of percentages for all seven expectations is 33.33. (Types considered are outstanding and excellent). We can conclude that only 1/3 of respondents felt that these qualities are outstanding or excellent.

It means 2/3 of total respondents dislike level of qualities in management graduates. So we can conclude that improvement is needed on these parameters.

For other class institutes these percentages are even on the lower side. So conclusion is similar that other class institutes also need to focus on improvement on these qualities.

Response	B - Grade Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Out-standing	3	11.11	4	14.81	2	7.41	4	14.81	2	7.41	1	3.70	3	11.11
Excellent	10	37.04	9	33.33	4	14.81	6	22.22	9	33.33	5	18.52	3	11.11
Good	5	18.52	3	11.11	9	33.33	6	22.22	4	14.81	9	33.33	8	29.63
Fair	1	3.70			1	3.70			1	3.70	1	3.70	2	7.41
No answer	8	29.63	11	40.74	11	40.74	11	40.74	11	40.74	11	40.74	11	40.74
Total	27	100	27	100	27	100	27	100	27	100	27	100	27	100

Response	Non Premier Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Out-standing	5	18.52	3	11.11	3	11.11	2	7.41	1	3.70	1	3.70	2	7.41
Excellent	5	18.52	9	33.33	2	7.41	6	22.22	6	22.22	4	14.81	3	11.11
Good	4	14.81	2	7.41	10	37.04	7	25.93	8	29.63	10	37.04	8	29.63
Fair	1	3.70	1	3.70									2	7.41
No answer	1	3.70	1	3.70	1	3.70	1	3.70	1	3.70	1	3.70	1	3.70
Total	11	40.74	11	40.74	11	40.74	11	40.74	11	40.74	11	40.74	11	40.74

Q5:Do you feel if there is any value recruiting giving preference to engineering or professional courses over business management students?

Table 7.2.5 Value recruiting preference to engineering or professional courses over business management students

	Frequency	Percent	
Strongly agree	1	3.7	
Agree	12	44.4	
Neutral	2	7.4	
Disagree	2	7.4	
Strongly disagree	8	29.6	
Not sure	2	7.4	
Total	27	100.0	

Interpretation:

About 44% respondent said that Engineers or other professionals like Architects, C.A.s and Advocates are preferred over Management graduates, which is not very

true. Research student feels that they are special knowledge based professionals. They are needed for business. They cannot replace Management graduates.

Q6: Do you pay higher salaries for business management background persons over other engineering or vocational courses?

Table 7.2.6 Higher salaries for business management background persons over other engineering or vocational courses?

	Frequency	Percent
Strongly agree	2	7.4
Agree	10	37.0
Neutral	7	25.9
Somewhat disagree	1	3.7
Disagree	2	7.4
Strongly disagree	4	14.8
No answer	1	3.7
Total	27	100.0

Interpretation:

10 out of 27 respondents felt that Management graduates are paid more than Engineers or others, which may be true at sometimes but may not be always true.

Q7: Does organization higher salaries for business management background persons over other engineering or vocational courses?

Table 7.2.7 Higher salaries for business management persons

	Frequency	Percent	
Strongly agree	1	3.7	
Agree	7	25.9	
Neutral	10	37.0	
Somewhat disagree	4	14.8	
Disagree	1	3.7	

Strongly disagree	4	14.8	
Total	27	100.0	

Interpretation:

Only 25% of respondents felt that MBA degree is preferred and MBAs are offered better pay, which may be true to some extent but may not true always.

Q8:Do the person with business management background get higher positions to the overall efficiency of the executive?

Table 7.2.8 Business management background gets higher position

	Frequency	Percent	
Strongly agree	1	3.7	
Agree	12	44.4	
Neutral	6	22.2	
Disagree	2	7.4	
Strongly disagree	6	22.2	
Total	27	100.0	

Interpretation:

it is observed that management graduates are offered higher positions, Table value in row 2 also says so. 44% of total respondents have agreed to it.

Q9: Is Business management knowledge the essential requirement for getting jobs in industries?

Table 7.2.9 Business management knowledge the essential requirement for getting jobs in industries.

	Frequency	Percent	
Strongly agree	1	3.7	
Agree	11	40.7	
Neutral	5	18.5	

Somewhat disagree	1	3.7
Disagree	3	11.1
Strongly disagree	4	14.8
Not sure	2	7.4
Total	27	100.0

Interpretation:

40% of respondents agree to fact that management inputs are essential for getting jobs in Industries. Which may be true?

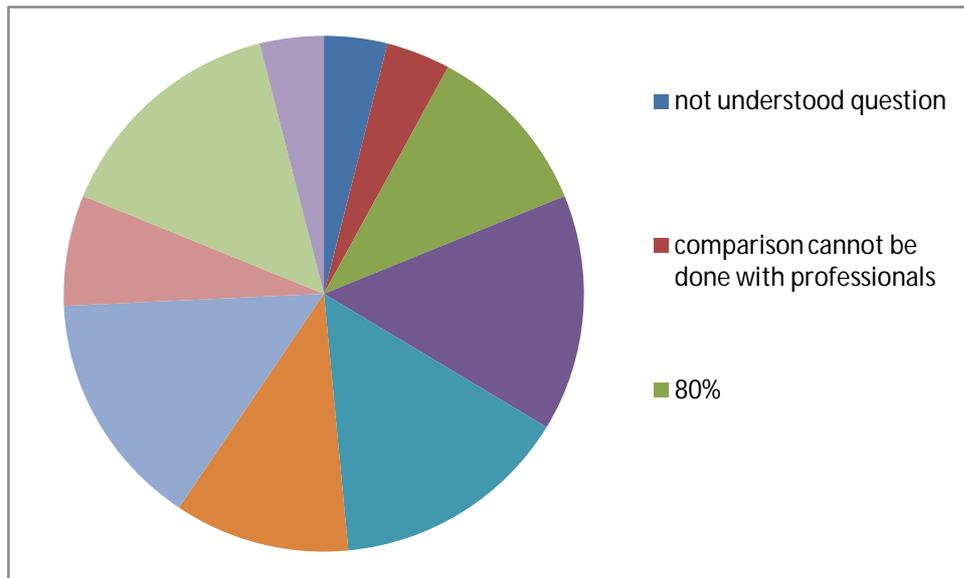
Responses from various respondents indicate that management students have some skills over other professional courses student, they will have more chances to get jobs.

Q10: What is the approximate % recruitments of business management students over professional persons in last 2-3 years?

Table 7.2.10 recruitments of business management students over professional persons in last 2-3 years

Reason	Frequency	%
Not understood question	1	4
Comparison cannot be done with professionals	1	4
80%	3	11
70 -75%	4	15
60%	4	15
30%	3	11
20-25%	4	15
18%	2	7
2-10%	4	15
We do not have that statistics, but we do not differentiate between MBA and non-MBA	1	4

Figure 7.2.2 recruitments of business management students over professional persons in last 2-3 years



Interpretation:

Regarding % recruitments of business management students over professional persons questions were asked to respondents, as per the respondents, 4% of respondents shown not very clear about this particular, 4% of respondents said there will not be comparison between professional and non-professional candidates, 11% of respondents said around 80% of recruitment of business management students over professional persons , 15% of respondents said around 70-75% of recruitment of business management students over professional persons, 15% of respondents said around 60% of recruitment of business management students over professional persons, 11% of respondents said around 30% of recruitment of business management students over professional persons, 15% of respondents said around 20-25% of recruitment of business management students over professional persons, 7% of respondents said around 18% of recruitment of business management students over professional persons, 15% of respondents said around 8-10% of recruitment of

business management students over professional persons while 4% of respondents said they do not have such type of statistics but even they don't differentiate .

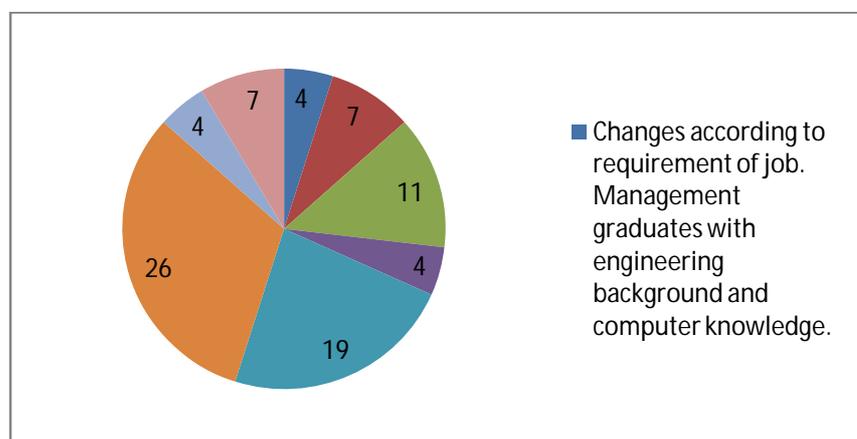
Responses from various respondents indicate that majority of recruiter recruiting management graduates in the industry, but it is not always true. Recruitment is always need based.

Q11: What specific specialization you are looking in a management persons or for persons with business management background?

Table 7.2.11 Specific specialization in management persons.

Reason	Frequency	%
Changes according to requirement of job.	1	4
Management graduates with engineering background and computer knowledge.		
technical knowledge along with management degree	2	7
Neutral	3	11
financial and marketing specialization	1	4
HR system/depends on requirement	5	19
excellent communication skills ,working directions	7	26
exposure to law, labour practices and HR	1	4
Skills ,technical knowledge, team work	2	7

Figure 7.2.2a Specific specialization in management persons.



Interpretation:

Questions were asked regarding specific specialization are looking in management persons with business management background, among the respondents majority i.e. 26% of respondents would like to have good communication skills, working directions skills ,technical knowledge, team work, decision making ,soft skills ,team work, attitude, sincerity, honesty, dedication to work, 19% of respondent would like have Human resource knowledge , Marketing and finance knowledge along with some industrial relation knowledge while 11% of respondents are neutral in this response. 7% of respondents would like to see technical knowledge along with management knowledge in the candidates, 7% of respondents would like see skills, technical knowledge along with team work capability in the candidates, 4% of respondents would like to have exposure to law, labour practices and HR skill while 4% of respondents would like to changes according to requirement of jobs. Management graduates with engineering background and computer background they preferred.

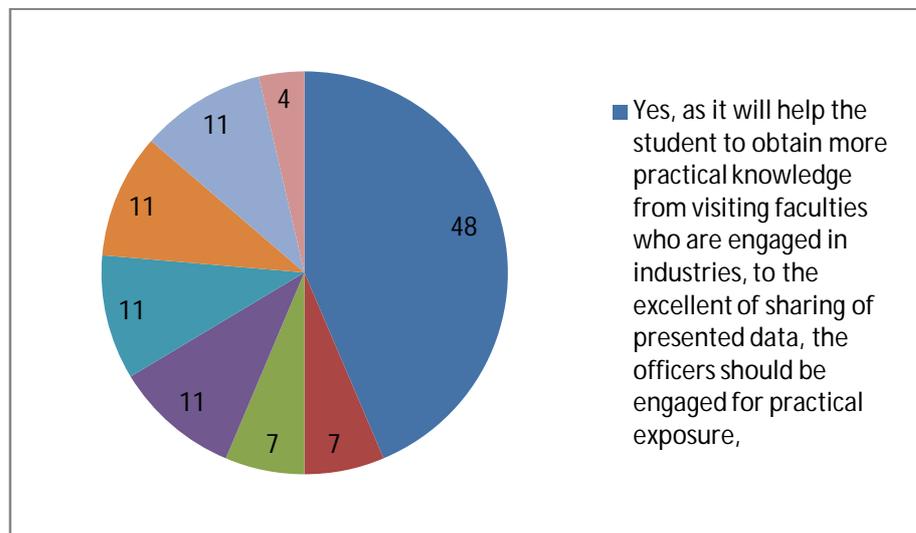
Responses from various respondents indicate that as per the need of the industry, they are searching that particular knowledge will search in the candidates like marketing, financial, logistics and many more. Only for these demand, management school have to make overall improvement in their activities as per the specialization.

Q12 Considering the requirement of industrial experience and exposure to working conditions, do you think the officers from Industries should be engaged by management institutes as their visiting faculty, if so to what extent?

Table 7.2.12 Officers from Industries engaged by management institutes as their visiting faculty

Reason	Frequency	%
Yes, as it will help the student to obtain more practical knowledge from visiting faculties who are engaged in industries, to the excellent of sharing of presented data, the officers should be engaged for practical exposure,	13	48
That is depend on your requirement	2	7
For practical training	2	7
Neutral	3	11
No	3	11
Training, developing and industrial training	4	11
It is required on top priority	4	11
Somewhat agree , 50-52%	1	4

Figure 7.2.3 Officers from Industries engaged by management institutes as their Visiting faculty



Interpretation:

Question related to industry-academic relationship, 48% of respondents shown keen interest to conduct some session for the regular business school students. As per them, might it will help students to improve their knowledge as well as practical knowledge, may then exposure their practical too. 7% of respondents were thinking as per the requirement, industry expertise have to conduct the session, 7% of respondents were thinking only for practical training, they must come to business school and exposure them for practical session, 11% of respondents are neutral in this response, 11% of strongly opposed this response, 11% of respondents were thinking training, developing and industrial training session must be conducted by industrial experts, 11% of respondents were thinking it is required on the top priority so that what industry require, industry will get ready to use candidates, while only 4% of respondents were somewhat agree against this.

Responses from various respondents indicate that definitely industrial person will added more knowledge into the management students. As he was the actual position holder for the respective job and actually working on that, his practical knowledge will add more knowledge.

Q13:You are happy with the practical training given to Management Trainees during academic period ?

Table 7.2.13 Practical training given to management trainees during academic period

	Frequency	Percent
Strongly agree	7	25.9
Agree	8	29.6
Neutral	3	11.1
Disagree	4	14.8
Strongly disagree	5	18.5
Total	27	100.0

Interpretation:

About 43% of respondent have indicated that practical training given to Management graduates during course of two years is not sufficient. This is general observation too. **Management graduates are not properly trained to realities of business world. They lack practical knowledge.**

Q14:What is the state of retention in respect of management trainees?

Table 7.2.14 State of retention of management trainees

	Frequency	Percent
Satisfactory	6	22.2
Good	13	48.1
Very good	5	18.5
Excellent	2	7.4
No answer	1	3.7
Total	27	100.0

Interpretation:

About 70% respondents said that retention level is either satisfactory or good .It means Initially Management trainees do not change job very frequently.

Responses from various respondents indicate that in the initial state management trainee would like to gain more industrial knowledge. So job retention at that stage is not that much.

Q15:What soft skills are lacking in the recruited officers?

Table 7.2.15 Soft skills lacking in the recruited officers

	Proficiency in Interpersonal communication		Competence in Technical Matters		Thinking Creatively & Positively		Aptitude for Leadership		Ability to visualize the implications & consequences of actions & decisions	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Poor	13	48.15	3	11.11	8	29.63	7	25.93	6	22.22
Inadequate	6	22.22	11	40.74	1	3.70	4	14.81	9	33.33
Adequate	5	18.52	8	29.63	14	51.85	12	44.44	9	33.33
Excellent			3	11.11	1	3.70	1	3.70		
	5	1			1	3.70	1	3.70	1	3.70
No answer	2	7.41	2	7.41	2	7.41	2	7.41	2	7.41
Total	27	100	27	100	27	100	27	100	27	100

Interpretation:

Bold % for row 1 and 2 (poor and inadequate) show that these skills are not up to good level. % on the higher side indicates that overall improvement is needed for development of these skills.

Responses from various respondents indicate that no proper skill what require from the management students not up to the mark, management schools have to make

alternative arrangement to improve skills into the students like extra classes for soft skills, communication skills, written and verbal communication, and case study competition.

Q 16:What is selection procedure of management trainees in Organizations?

Table 7.2.16 Selection procedure of management trainees

	Frequency	Percent
Application	2	7.4
Aptitude Test	2	7.4
Personal interview	6	22.2
Application and personal interview	2	7.4
Aptitude test and personal interview	5	18.5
Application, aptitude test and interview	1	3.7
Written, aptitude tests and interview	1	3.7
All methods	7	25.9
No answer	1	3.7
Total	27	100.0

Interpretation:

Selected rows in above table indicate that all methods are needed to produce better quality mgt. graduates.

Responses from various respondents indicate that majority of respondents would like to select management trainee by conduct different test. From this method they may understood what kind of the candidates is.

Q17: Are management students first preferred during the selection procedure in an Organization?

Table 7.2.17 Management students preferred during the selection procedure in an organization

	Frequenc y	Percent
Strongly agree	4	14.8
Agree	7	25.9
Neutral	6	22.2
Somewhat disagree	1	3.7
Disagree	4	14.8
Strongly disagree	5	18.5
Total	27	100.0

Interpretation:

48 % of respondents feel that mgt. graduates are more preferred over other graduates.

Proves H1, Mgt. graduates are more preferred for jobs and there are better career opportunities available to Mgt. graduates.

Responses from various respondents indicate that majority of recruiters preferred management students over other graduates.

Q18: Please specify number of Management Trainees placed during last three years

Table 7.2.18 Management trainees placed during last three years

2008-2009			2009-2010			2010-2011		
Number	Freq	Percent	Number	Freq	Percent	Number	Freq	Percent
3	6	22.22	2	2	7.41	2	2	7.41
4	1	3.70	3	2	7.41	4	2	7.41
5	4	14.81	4	4	14.81	5	4	14.81
6	1	3.70	5	5	18.52	6	2	7.41
7	2	7.41	6	1	3.70	7	1	3.70
8	1	3.70	8	1	3.70	8	1	3.70
10	2	7.41	9	2	7.41	9	1	3.70
15	1	3.70	10	2	7.41	10	4	14.81
25	2	7.41	20	1	3.70	12	1	3.70
300	1	3.70	28	1	3.70	15	1	3.70
400	1	3.70	500	1	3.70	23	1	3.70
500	1	3.70	600	1	3.70	32	1	3.70
			700	1	3.70	900	2	7.41
						1100	1	3.70
No answer	4	14.81	No answer	3	11.11	No answer	3	11.11
Total	27	100	Total	27	100	Total	27	100

Interpretation:

Table shows that there is increasing demand for management graduates. And there will be more demand in coming time.

From the above table, observed last 3 years of data, demand for management students in the industry, as they do have some kind of skill for administrative or workplace. Even in upcoming years there will be demand for management students.

Q19: There is a difference between the Management executives recruited from Premier Institute, B-grade Institute and non-premier Institutes

Table 7.2.19 Difference between the Management executives recruited from Premier Institute, B-grade Institute and non-premier Institutes

	Frequency	Percent
Strongly agree	3	11.1
Agree	12	44.4
Neutral	6	22.2
Strongly disagree	3	11.1
Not sure	2	7.4
No answer	1	3.7
Total	27	100.0

Interpretation:

55% of the respondents feel that there is huge gap in quality of MBA's from premier management institutes and management graduates produced from other management institutes.

Researcher feels that institutes having affiliation from University and AICTE recognition belong to class of other Institutes.

Q20: What scale of salaries is offered to management students in comparison to other graduates?

Table 7.2.20 salary offered to management students in comparison to other graduates.

Scale	During appointment		In the probation period		At the time of confirmation	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
50-2.4	19	70.37	19.00	70.37	18.00	66.67
2.5 - 3	1	3.70	2.00	7.41	1.00	3.70
Above 3	3	11.11	3.00	11.11	4.00	14.81
No answer	4	14.81	3.00	11.11	4.00	14.81
	27	100	27	100	27	100

Interpretation:

70% of total respondents feel that about 2.5 lakhs is offered during initial appointment and on Probation. Researcher feels that it is too low since for acquiring management he has to invest lot. It could be minimum 4 lakhs per annum.

Responses from various respondents indicate that as experience are increases management students getting even better salary in the industry.

Q21: After acquiring management degree, in which field there is preference:

Table 7.2.21 Preference in field, after acquiring management degree

	Frequency	Percent	
Manufacturing Industry	2	7.4	
Service Industry	13	48.1	
Government job	1	3.7	
Abroad	1	3.7	
Other	1	3.7	
Manufacturing and service sectors	6	22.2	

Service sector and government job	1	3.7	
Mfg, service sectors, and abroad	1	3.7	
No answer	1	3.7	
Total	27	100.0	

Interpretation:

48% of respondents indicated that MBA graduates prefer Service sector to start career after MBA ..It clearly shows that service sector is acquiring more importance than manufacturing sector. It proves H2; service sector is gaining more importance.

Responses from various respondents indicate that majority of respondents observed that management degree students preferred manufacturing and service sector while rest of are thinking other kind of industry.

For this reason, management students have to even better way trained for Manufacturing and service industry.

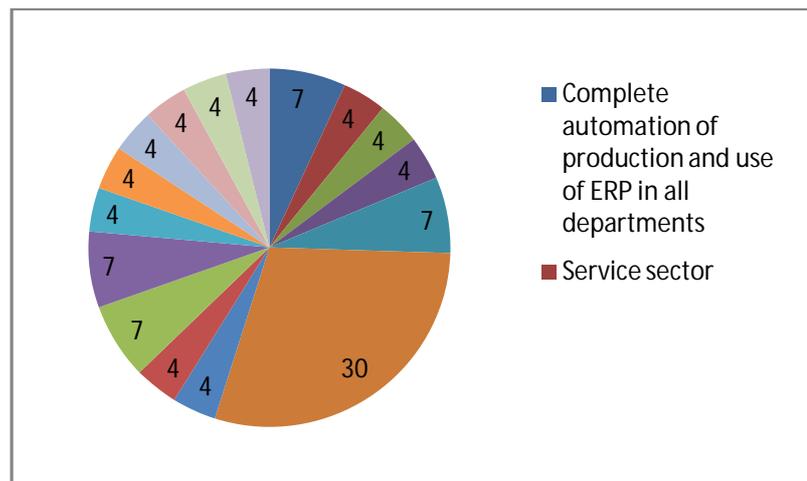
Q22 What new field do you anticipate?

Table 7.2.22 Anticipated New Fields

Response	Frequency	%
Complete automation of production and use of ERP in all departments	2	7
Service sector	1	4
Recruitment training	1	4
Logistics service oriented jobs	1	4
Neutral	2	7
International opening, Ph. D , R& D department	8	30
Councilors, psycho analysts, subject trainers and advisors	1	4
IT section interview seminar	1	4
PhD, project manager	2	7
Project management	2	7
Site services, oil and gas ,power ,software	1	4
On job training, o training and develop in industrial training	1	4

Advance skill development, global view, current trends	1	4
Subject, medical and industrial tourism	1	4
Media communication, promoting	1	4
Practical training , domain skill	1	4

Figure 7.2.4 Anticipated New Fields



Interpretation:

About the new field available after their business school education over, among the respondents, majority of respondents 30% anticipated that they must go for International education or doctorate or work only in the research & development departments, 14% of respondents would be anticipate for Project manager or management. As there were different views for this, summaries as other fields available for them are as service sector, logistics services, IT section site services, oil and gas station, media communication at the same time 8% of respondents were anticipated as business school candidates must go for more practical training, increase domain skill as well as training and develop in industrial training.

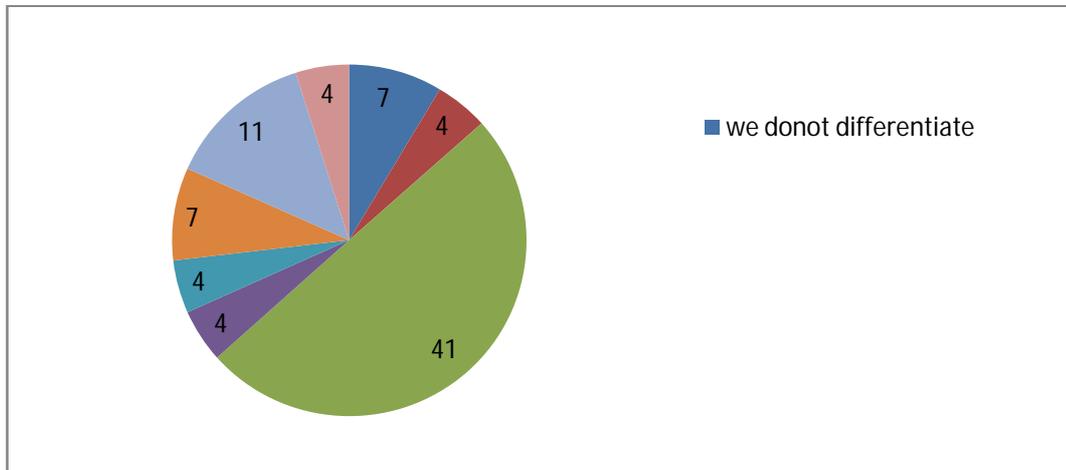
Responses from various respondents suggest that management students after their management degree they must go for research which later on helps to them for their progress in all the fields.

Q23 What difference have you observed between fresher and experienced students.

Table 7.2.23 difference observed between fresher and experienced students.

Response	Frequency	%
We do not differentiate	2	7
Time taken is less to get involved in set working process	1	4
Fresher is totally new knowledge related at industries and industrial relations. Experienced persons are already trained as per job works so these employs are almost trained in the companies.	11	41
Experienced persons are more effective than fresher students	6	22
Fresher learns fast than experienced	1	4
Experience candidate are no need to give time for training	2	7
Fresher puts more efforts whereas experienced plays skin saving tactics	3	11
Experienced management graduate is more valued and useful to us	1	4

Figure 7.2.5 difference observed between fresher and experienced students.



Interpretation:

Question were asked to respondents about the differentiate between fresher’s and experienced candidates. Among the respondents, major 41% of respondents differentiate as Fresher is totally new knowledge related at industries and industrial relations. Experienced persons are already trained as per job works so these employs are almost trained in the companies, 22% of respondents differentiate as Experienced persons are more effective than fresher students, 11 of respondents said Fresher puts more efforts whereas experienced plays skin saving tactics and so on. But 7% of respondent do not differentiated between fresher and experience as they do have experience about both criteria.

Responses from various respondents indicate that, as fresher have less industry knowledge, they take more time to adopt that, they are less effective but as they gain experience, they are more effective as well as cost saving factor for industry.

7.3 Data Analysis based on responses of Employer

Q1. Which type of students you prefer for your office cadre?

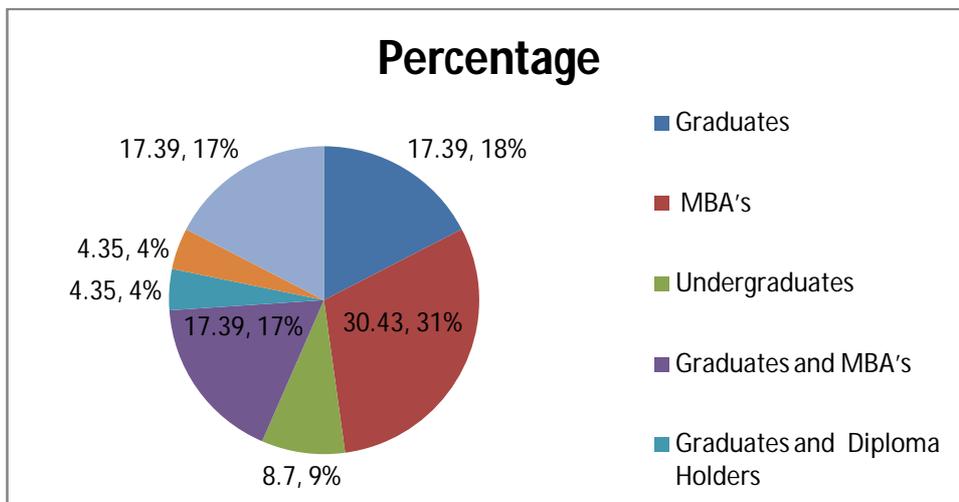
Table 7.3.1 Tape of students prefer for office cadre

Type of Students	Frequency	Percent	Percentage
Graduates	4	16	17.39
MBA's	7	28	30.43
Undergraduates	2	8	8.70
Graduates and MBA's	4	16	17.39
Graduates and Diploma Holders	1	4	4.35
Graduates and Undergraduates	1	4	4.35
Other Combinations	4	16	17.39
Total	25	100	

Interpretation:

MBA's are more preferred over other type of graduates. Please refer to row 2 of the table. 30% MBA's are preferred. It proves H1, Management graduates are more in demand, and they have better career opportunities.

Figure 7.3.1 Tape of students prefer for office cadre



Q2. With your experience of management Trainees, what is your opinion regarding the following:-

Table 7.3.2a Selection Criteria of Students:

	Frequency	Percentage
Poor	1	4
Inadequate	8	32
Adequate	8	32
Excellent	7	28
No answer	1	4
Total	25	100

Table 7.3.2b Change in MBA/PGDBA syllabus:

	Frequency	Percentage
Poor	4	16
Inadequate	4	16
Adequate	10	40
Excellent	6	24
No answer	1	4
Total	25	100

Table 7.3.2c Industrial exposure & training:

	Frequency	Percentage
Non existent	1	4
Poor	3	12
Inadequate	6	24
Adequate	6	24
Excellent	8	32
No answer	1	4
Total	25	100

Table 7.3.2d Co-curricular & Extracurricular activities:

	Frequency	Percentage
Non existent	1	4
Poor	3	12
Inadequate	4	16
Adequate	7	28
Excellent	9	36
No answer	1	4
Total	25	100

Table 7.3.2e Quality of faculty:

	Frequency	Percentage
Poor	2	8
Inadequate	5	20
Adequate	9	36
Excellent	8	32
No answer	1	4
Total	25	100

Interpretation:

All these parameters are useful for improvement of quality of management graduates. So it has indirect relation to career opportunities for management graduates in coming future. All tables indicate that

There exist strong relationship between quality of management education and better career opportunities. Researcher's feels that more importance should be given to qualified experienced faculty and frequent change in syllabus.

Q3. How do you evaluate the present crop of students of management?

- a. Outstanding b. Excellent c. Good
d. Fair e. Poor

Table 7.3.3 The present crop of students of management

	Frequency	Percent
Outstanding	1	4
Excellent	4	16
Good	16	64
Fair	2	8
No answer	2	8
Total	25	100

Interpretation:

Table indicates that MBA,s produced are of not better quality. More attention should be paid to focus improvement of quality of management graduates for better career opportunities.

Insert Graph

Q4. Keeping in mind the global business scenario, what expectations do you have from the management institutes in terms of students profile at the entry point, with special reference to the following?

Table 7.3.4a Expectations from the management institutes (Premier Institutes) in terms of students profile at the entry point

	Premier Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	10	40	9	36	4	16	6	24	7	28	6	24	5	20
Excellent	10	40	8	32	11	44	7	28	13	52	7	28	6	24
Good	1	4	3	12	4	16	9	36	2	8	8	32	10	40
Fair	2	8	2	8	1	4	1	4	1	4	1	4	2	8
No answer	2	8	3	12	5	20	2	8	2	8	3	12	2	8
Total	25	100	25	100	25	100	25	100	25	100	25	100	25	100

Table 7.3.4b Expectations from the management institutes (B-Grade Institutes) in terms of students profile at the entry point

	B-Grade Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	3	12	5	20	1	4	3	12	5	20	2	8	2	8
Excellent	10	40	8	32	9	36	3	12	4	16	6	24	6	24
Good	7	28	9	36	10	40	12	48	14	56	15	60	11	44
Fair	3	12	2	8	2	8	4	16			1	4	2	8
Poor					1	4	1	4	1	4			2	8
No answer	2	8	1	4	2	8	2	8	1	4	1	4	2	8
Total	25	100	25	100	25	100	25	100	25	100	25	100	25	100

Table 7.3.4c Expectations from the management institutes (Non-Premier Institutes) in terms of students profile at the entry point

	Non Premier Institutes													
	Professional Knowledge		Communication Skills		Dynamisms		Leadership		Innovation and Creativity		Overall Personality		Soft skills	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	2	8	3	12	1	4	2	8	3	12	2	8	1	4
Excellent	5	20	5	20	5	20	2	8	6	24	4	16	2	8
Good	12	48	9	36	11	44	12	48	7	28	10	40	14	56
Fair	2	8	4	16	3	12	4	16	5	20	5	20	4	16
Poor							1	4						
No answer	4	16	4	16	5	20	4	16	4	16	4	16	4	16
Total	25	100	25	100	25	100	25	100	25	100	25	100	25	100

Interpretation:

Table does not show anything. It can be useful for quality improvement of management graduates. We can only conclude that Premier institute's produce quality mgt. gradates

Q5 Do you feel there is preference given to management students over engineering or professional courses

Table 7.3.5 Preference given to management students over engineering or Professional courses

Response	Frequency	Percentage
Strongly agree	5	20
Agree	7	28
Neutral	7	28
Somewhat disagree	3	12
Disagree	1	4
Strongly disagree	1	4
No answer	1	4
Total	25	100

Interpretation:

Frequencies and percentages in bold colors clearly indicate that management graduates are more selected for job opportunities. Proves H1, those management graduates are more in demand in employment market.

Q6 Do you pay higher salaries for business management background persons over other engineering or vocational courses

Table 7.3.6 Salaries for business management background persons over other Engineering or vocational courses

Response	Frequency	Percentage
Strongly agree	3	12
Agree	8	32
Neutral	9	36
Somewhat disagree	2	8
Disagree	1	4
Not sure	1	4
No answer	1	4
Total	25	100

Interpretation:

First two rows considered together clearly show that 44% of respondents feels that management graduates are more paid in employment market. 11 out of 25 respondents have clearly said that management graduates are highly paid in employment graduates.

Q7 In your organization does business management degree help to get higher positions

Table 7.3.7 Business management degree help to get higher positions

Response	Frequency	Percentage
Strongly agree	10	40
Agree	7	28
Neutral	4	16
Somewhat disagree	1	4
Disagree	1	4

Strongly disagree	1	4
No answer	1	4
Total	25	100

Interpretation:

First two rows indicate that 68% of total respondents feel that (i.e.17 out of 25) management degree is useful for acquiring good status and position in organization.

Q8 In your organization, experience prevails over degree for higher posts?

Table 7.3.8 experience prevails over degree for higher posts

Response	Frequency	Percentage
Strongly agree	9	36
Agree	9	36
Neutral	2	8
Somewhat disagree	1	4
Disagree	1	4
Strongly disagree	1	4
Not sure	1	4
No answer	1	4
Total	25	100

Interpretation:

18out of 25 i.e. 72% respondents feel that experienced persons are more valued for higher posts in organizations. Researchers feels that experience d candidates acquires management skills while acquiring experience. This is true to large extent.

Q9 Will Business management knowledge be the essential requirement for getting jobs in industries?

Table 7.3.9 Business management knowledge be the essential requirement for getting jobs in industries

Response	Frequency	Percentage
Strongly agree	9	36
Agree	7	28
Neutral	4	16
Somewhat disagree	3	12
Disagree	1	4
No answer	1	4
Total	25	100

Interpretation:

16 out of 25 nearly 64 % respondent's feel that management education is must for entry and other higher levels for working in industries.

Q10. What is the approximate % of recruitments of business management students over professional persons in last 2-3 years?

Table 7.3.10a Recruitments of business management students in last 2-3 years

Management:

Percentage	Frequency	Percentage
2.00	1	4.0
5.00	1	4.0
10.00	1	4.0
20.00	4	16.0
30.00	3	12.0
40.00	1	4.0
50.00	1	4.0

60.00	4	16.0
65.00	1	4.0
68.00	1	4.0
70.00	1	4.0
80.00	2	8.0
No answer	4	16.0
Total	25	100.0

Table 7.3.10b Recruitments of other students in last 2-3 years

Others:

Percentage	Frequency	Percentage
2.00	1	4.0
3.00	1	4.0
20.00	1	4.0
30.00	1	4.0
40.00	5	20.0
50.00	3	12.0
60.00	1	4.0
68.00	2	8.0
70.00	2	8.0
80.00	1	4.0
95.00	1	4.0
No answer	6	24.0
Total	25	100.0

Interpretation:

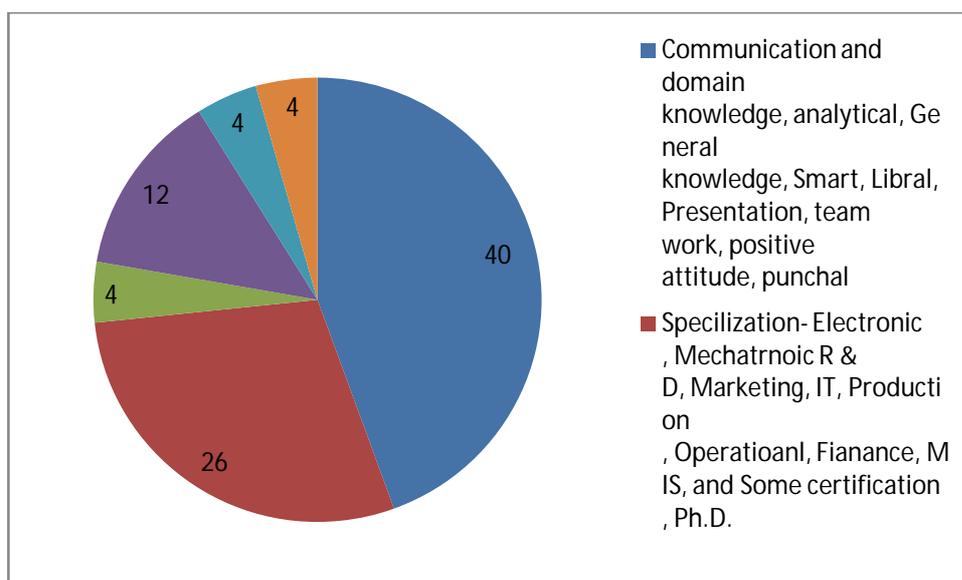
Management graduates are more preferred over other graduates.

Q11 What specific specialization you are looking for in a management persons or for persons with business management background

Table 7.3.11 Specific specialization in management persons

Response	Frequency	%
Communication and domain knowledge, analytical, General knowledge, Smart, Liberal, Presentation, team work, positive attitude, punctual	10	40
Specialization- Electronic , Mechatronic R & D, Marketing, IT, Production , Operational, Finance, MIS, and Some certification , Ph.D.	9	36
Vision	1	4
Neutral	3	12
Global exposure	1	4
Good organizational ability	1	4

Figure 7.3.2 Specific specialization in a management persons



Interpretation:

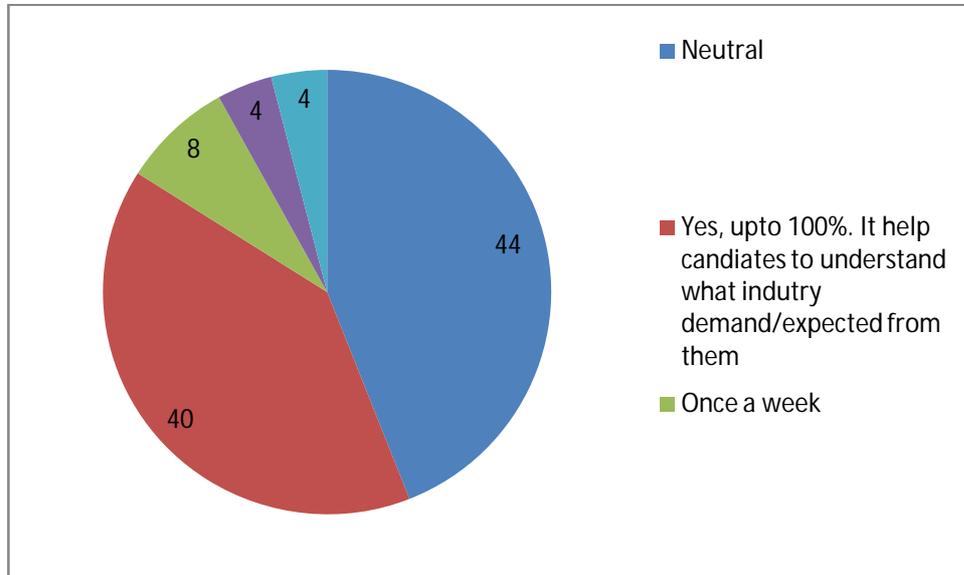
For the specialization employer looking to recruit an employee, 40% of respondents want different skills into the candidates so that he can be directly used for. Different skills like Communication and domain knowledge, analytical, general knowledge, Smart, Liberal, Presentation, team work, positive attitude, punctual. At the same time, 36% of respondents looking for specialization knowledge in the candidate as per their requirements. Specialization like Electronic, Mechatronic R & D, Marketing, IT, Production, Operational, Finance, MIS, and Some certification, Ph.D. while 12% of respondents are neutral in this response.

Q12. Considering the requirement of industrial experience and exposure to working conditions, do you think the officers from Industries should be engaged by management institutes as their visiting faculty, if so to what extent?

Table 7.3.12 Officers from Industries engaged by management institutes as their Visiting faculty.

Response	Frequency	%
Neutral	11	44
Yes, up to 100%. It helps candidates to understand what industries demand/expected from them.	10	40
Once a week	2	8
No, Generally they concern with their own department	1	4
Free lancer	1	4

Figure 7.3.3 Officers from Industries engaged by management institutes as their visiting faculty.



Interpretation:

For the requirement of industrial experience and exposure to working conditions, among the respondents, 44% of respondents are neutral in this regards, 40% of respondents said yes it is necessary that help candidates to understand what industry demand/expected from them. Management 8% of respondents informed that officers from industries should engaged by management institute as their visiting faculty so that they can judge the right candidates' for the recruitment in future.

Q13: Are you happy with the practical training given to Management Trainees during academic period?

Table 7.3.13 The practical training given to Management Trainees during academic period.

	Frequency	Percent
Strongly agree	6	24.0
Agree	9	36.0

Neutral	5	20.0
Somewhat disagree	2	8.0
Disagree	1	4.0
Not sure	1	4.0
No answer	1	4.0
Total	25	100.0

Interpretation:

About 60% of respondents feel that they are happy for practical training given to Management graduates.

Q14:What is the state of retention in respect of management trainees in your organization?

Table 7.3.14 Retention in respect of management trainees in organization.

Response	Frequency	Percentage
Satisfactory	9	36.0
Good	8	32.0
Very good	6	24.0
Excellent	1	4.0
No answer	1	4.0
	25	100.0

Interpretation:

92% of respondents feel that they stay with organizations. May be they acquire experience in initial stage of career improvement.

Q15: What % of management students indulge in job hopping?

Table 7.3.15 Management students indulge in job hopping.

Percentage	Frequency	Percent
2.00	2	8.0
3.00	3	12.0
4.00	2	8.0
5.00	5	20.0
6.00	5	20.0
7.00	2	8.0
8.00	2	8.0
10.00	1	4.0
No answer	3	12.0
Total	25	100.0

Interpretation:

40% res. Feel that they have tendency to change jobs.

Q16: What soft skills are needed in your recruited officers?

Table 7.3.16a Proficiency in Interpersonal communication

(1): Proficiency in Interpersonal communication

	Frequency	Percent
Very important	16	64.0
Important	7	28.0
Somewhat important	1	4.0
No answer	1	4.0
Total	25	100.0

Table 7.3.16b Competence in Technical Matters

(2): Competence in Technical Matters

	Frequency	Percent	
Very important	10	40.0	
Important	9	36.0	
Somewhat important	5	20.0	
No answer	1	4.0	
Total	25	100.0	

Table 7.3.16c Thinking Creatively & Positively

(3): Thinking Creatively & Positively

	Frequency	Percent	
Very important	14	56.0	
Important	9	36.0	
Somewhat important	1	4.0	
No answer	1	4.0	
Total	25	100.0	

Table 7.3.16d Aptitude for Leadership

(4): Aptitude for Leadership

	Frequency	Percent	
Very important	9	36.0	
Important	11	44.0	
Somewhat important	4	16.0	
No answer	1	4.0	
Total	25	100.0	

Table 7.3.16 Ability to visualize the implications & consequences of actions & decisions

(5): Ability to visualize the implications & consequences of actions & decisions

	Frequency	Percent	
Very important	15	60.0	
Important	9	36.0	
No answer	1	4.0	
Total	25	100.0	

Interpretation:

All tables indicate that all five factors carry importance for quality of management graduates.

Q17: What is selection procedure of management trainees in your Organization?

Table 7.3.17 Selection procedure of management trainees in Organization.

Method used	Frequency	Percent	
Personal interview	7	28.0	
Application and personal interview	1	4.0	
Aptitude test and personal interview	1	4.0	
Written-aptitude tests and personal interview	5	20.0	
All methods	10	40.0	
No answer	1	4.0	
Total	25	100.0	

Interpretation:

Selected rows in above table indicate that all methods are needed to produce better quality mgt. graduates.

Q18: Are Management students given first preference during the selection procedure in your Organization?

Table 7.3.18 Management students given first preference during the selection procedure in Organization.

Opinion	Frequency	Percent
Strongly agree	3	12.0
Agree	9	36.0
Neutral	7	28.0
Somewhat disagree	1	4.0
Disagree	3	12.0
Strongly disagree	1	4.0
No answer	1	4.0
Total	25	100.0

Interpretation:

48 % of respondents feel that mgt. graduates are more preferred over other graduates. Proves H1, Mgt. graduates are more preferred for jobs and there are better career opportunities available to Mgt. graduates.

Q19: Please specify number of Management Trainees recruited during last three years:

Table 7.3.19a Number of Management Trainees recruited during 2008-2009

Number of trainees recruited	Frequency	Percent
2.00	2	8.0
3.00	3	12.0
5.00	2	8.0
6.00	1	4.0
7.00	1	4.0
10.00	2	8.0

15.00	1	4.0
30.00	1	4.0
125.00	1	4.0
500.00	1	4.0
No answer	10	40.0
Total	25	100.0

Interpretation:

Max. to Max. 10 mgt. graduates are picked up for medium or large size company.
That is fine. 8% res. Fee so.

Table 7.3.19b Number of Management Trainees recruited during 2009-2010.

Number of trainees recruited	Frequency	Percent
2.00	1	4.0
3.00	2	8.0
4.00	2	8.0
5.00	1	4.0
7.00	1	4.0
8.00	2	8.0
10.00	2	8.0
20.00	2	8.0
30.00	1	4.0
200.00	1	4.0
450.00	1	4.0
No answer	9	36.0
Total	25	100.0

Table 7.3.19c Number of Management Trainees recruited during 2010-2011

Number of trainees recruited	Frequency	Percent
4.00	1	4.0
5.00	3	12.0
6.00	1	4.0
10.00	4	16.0
12.00	1	4.0
20.00	2	8.0
40.00	1	4.0
50.00	1	4.0
250.00	1	4.0
435.00	1	4.0
No answer	9	36.0
Total	25	100.0

Q20: What is the frequency of recruitment in your organization?

Table 7.3.20 Frequency of recruitment in organization

Frequency of recruitment	Frequency	Percent
Once in a year	4	16.0
Twice in a year	5	20.0
Any other	14	56.0
No answer	2	8.0
Total	25	100.0

Q21: What scale of salaries are offered to management students in comparison to other graduates

Table 7.3.21a Salaries offered to management students during appointment.

(1) During appointment:

Scale	Frequency	Percent
1000 - 15000	10	40.0
15000 - 25000	2	8.0
above 25000	3	12.0
No answer	10	40.0
Total	25	100.0

Table 7.3.21b Salaries offered to management students In probation.

(2): In probation:

Scale	Frequency	Percent
1000 - 15000	10	40.0
15000 - 25000	4	16.0
above 25000	1	4.0
No answer	10	40.0
Total	25	100.0

Table 7.3.21c Salaries offered to management students on confirmation.

(3): On confirmation

Scale	Frequency	Percent
1000 - 15000	3	12.0
15000 - 25000	8	32.0
above 25000	4	16.0
No answer	10	40.0
Total	25	100.0

Interpretation:

56 % of the respondent feels that salaries paid up to Rs.25,000/-during appointment and probation period. 48 % of the respondent feels that management graduates receive salary above 25,000/- after confirmation. Management graduates have more demand in employment market than any other graduates.

Q22: After acquiring management degree, in which field there is preference:

Table 7.3.22 Preference in the fields, after acquiring management degree

	Frequency	Percent
Manufacturing industry	4	16.0
Service industry	4	16.0
Government job	4	16.0
Abroad	3	12.0
Manufacturing and service industry	1	4.0
Manufacturing and abroad	1	4.0
Service industry and government job	1	4.0
Service industry and abroad	3	12.0
Mfg, service industry and Govt job	1	4.0
Mfg, service industry and abroad	1	4.0
All four	1	4.0
No answer	1	4.0
Total	25	100.0

Interpretation:

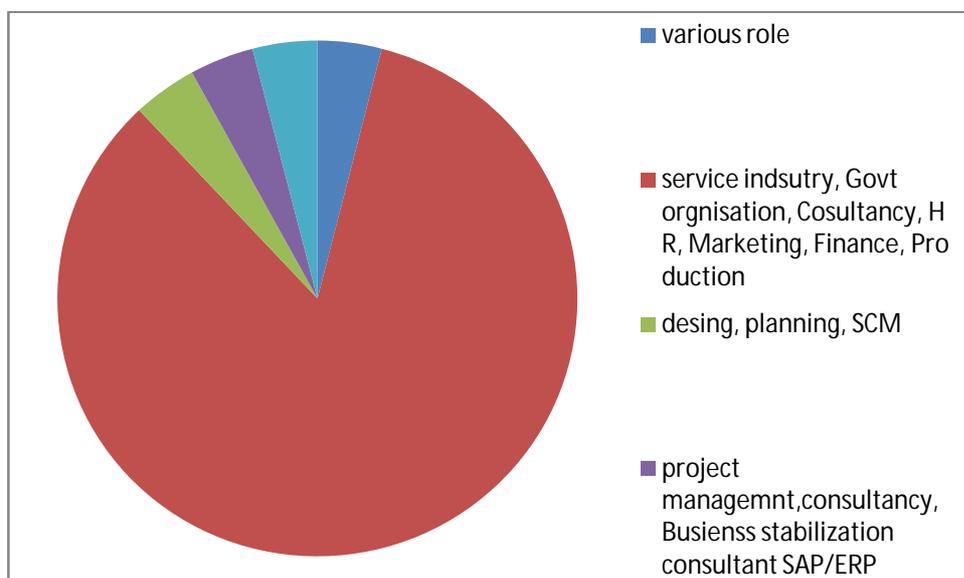
16% res. feel that there is tendency of taking jobs in manufacturing sector, service sector also shows same %. 16% res. Feel that mgt. graduates choose govt. jobs.

Q23: What are the new careers options opening after Management?

Table 7.3.22a New careers options opening after Management

Response	Frequency	%
Various role	1	4
Service industry, Government organization, Consultancy, HR, Marketing, Finance, Production	21	84
Design, planning, SCM	1	4
Project management, consultancy, Business stabilization consultant , SAP/ERP	1	4
Personality development	1	4

Figure 7.3.4 New careers options opening after Management



Interpretation:

About the career, among the respondents, 84% of respondents find out different areas where the fresher/ experience have good career opportunities, area likes Service industry, Government organization, Consultancy, HR, Marketing, Finance,

Production, 4% of respondents shown SCM, Designing and planning is good career, 4% of respondents shown Project management, SAP consultant, Business stabilization consultant while 4% of respondents shown they can play various role in the organization.

Q24: Please give approximately the amount spent by you in recruiting & Selecting Management students.

Table 7.3.24a Amount spent in recruiting Management students.

(1) Recruitment

	Frequency	Percent
Up to 500	5	20.0
500 - 1000	3	12.0
above	6	24.0
No answer	11	44.0
Total	25	100.0

Table 7.3.24b Amount spent in Selecting Management students.

(2) Selection

	Frequency	Percent
Up to 500	2	8.0
500 - 1000	6	24.0
above	6	24.0
No answer	11	44.0
Total	25	100.0

Interpretation:

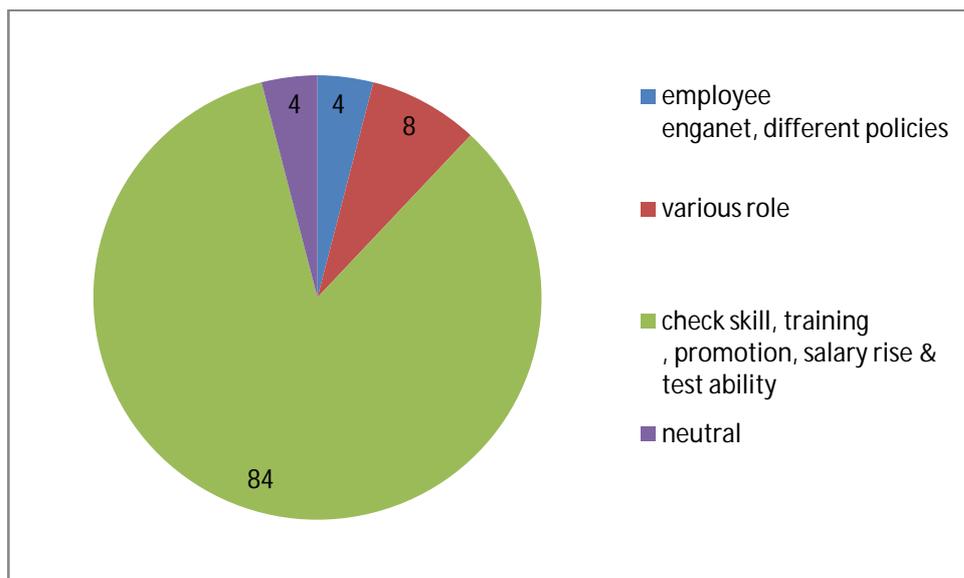
It is suggested that more amount (at least Rs.5000/-) may be spend for recruiting and selecting management students.

Q25: What efforts do you take to retain Management graduates in your Organization?

Table 7.3.25 Efforts take to retain Management graduates in Organization.

Response	Frequency	%
employee engaged, different policies	1	4
various role	2	8
check skill, training , promotion, salary rise & test ability	21	84
neutral	1	4

Figure 7.3.5 Efforts take to retain Management graduates in Organization.



Interpretation:

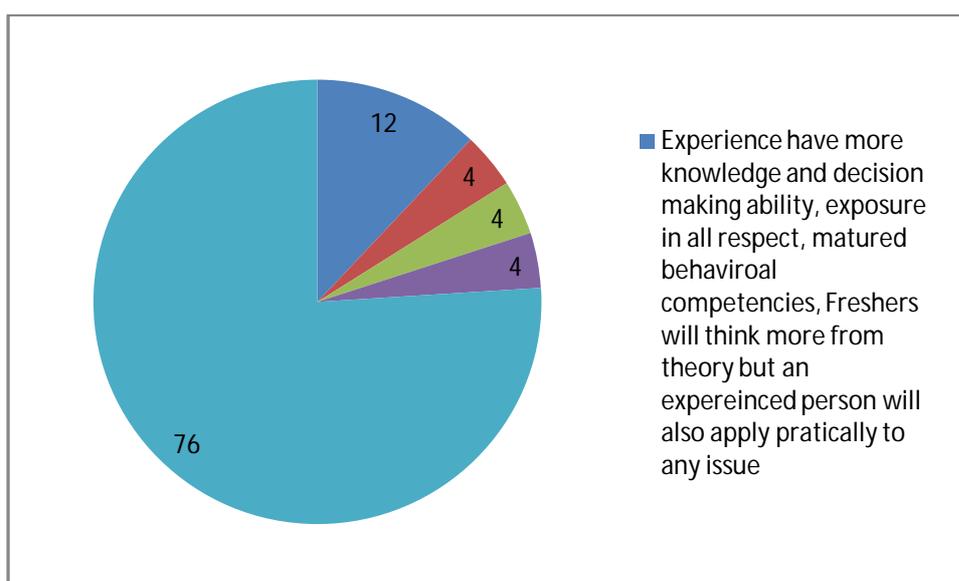
About the employees , different skill check by the employer and according to that the will suggest training , as per his ability promotion as well as salary rise , so that employee will work even in better way. That’s 84% of respondents were observed this. 8% of respondents find out various roles to improve this while 4% of respondents are neutral in this regards.

Q26: What difference have you observed between fresher and those with (1 to 5 years) experience students.

Table 7.3.26 Difference observed between fresher and experience students.

Response	Frequency	%
Experience have more knowledge and decision making ability, exposure in all respect, matured behavioral competencies, Fresher's will think more from theory but an experienced person will also apply practically to any issue	3	12
Fresher is clean slate, experience is wiped slate	1	4
Fresher are not that much serious about career, but experienced are more stable with their job	1	4
Fresher have lack of knowledge but they have tendency to learn	1	4
Experience have field knowledge fresher donot have	19	76

Figure 7.3.6 Difference observed between fresher and experience students.



Interpretation:

The employer have differentiate between fresher and experience candidates, 76% of respondents found out Experience have field knowledge fresher do not have, 12% of respondents found out Experience have more knowledge and decision making ability, exposure in all respect, matured behavioral competencies, Fresher's will think more from theory but an experienced person will also apply practically to any issue, 4% of Fresher have lack of knowledge but they have tendency to learn.

Q27: Do you have a policy of taking exit interview in your Organization?

Yes/ No.

Table 7.3.27 Policy of taking exit interview in Organization

Policy of exit interview	Frequency	Percent	
Yes	15	60.0	
No	4	16.0	
No answer	6	24.0	
Total	25	100.0	

Interpretation:

60 % of the respondent says that they have a policy of holding exit interview. Clearly tells us why management graduate is leaving organization. It could be useful to the organization to improve on facilities given to management graduate.

7.4 Data Analysis based on responses of Students (Graduate with management education)

Statistical Analysis:

With a view to understanding the views and opinions of the students in the management faculty about their choices, career opportunities, and future prospects available as compared to other faculties, a questionnaire containing nineteen questions was administered to two-hundred and four students studying in different colleges of Pune City. The following section elaborates the findings and statistical inferences from the data collected.

Sample Description:

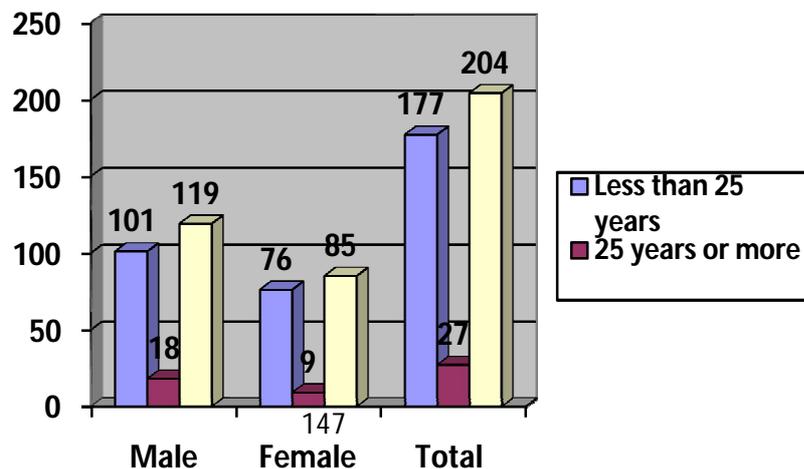
The following table and the graph give the classification of the respondent students as per the age-groups.

Table 7.4 Classification of the respondent students as per the age-groups.

Age	Gender		Total
	Male	Female	
Less than 25 years	101	76	177
25 years or more	18	9	27
Total	119	85	204

Figure 7.4 Classification of the respondent students as per the age-groups.

Graph: Bar diagram



Interpretation :

Table and chart Indicates that younger generation is more interested than slightly older generation (above 25 years) in management studies.

Q1: Please let us know your basic graduation:

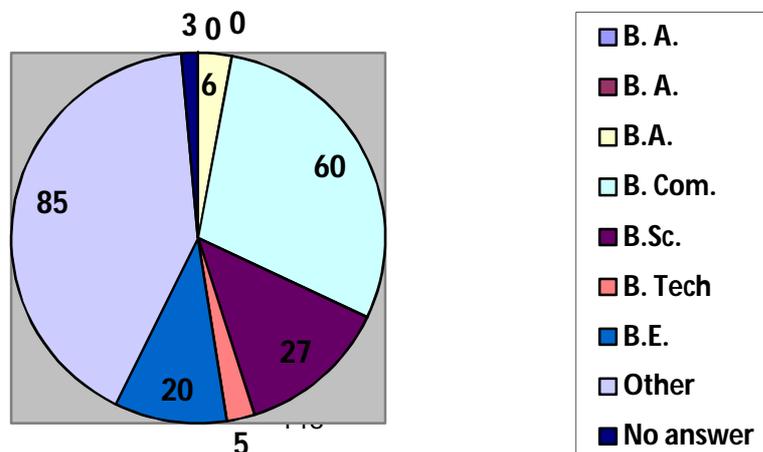
The following tables and the graphs give the classification of the student-respondents as per their basic qualification before joining the management faculty.

Table 7.4.1a Basic Education of the respondents

Education	Frequency	Percentage
B. A.	6	2.91
B. COM.	60	29.13
B. SC.	27	13.11
B. TECH.	5	2.43
B. E.	20	9.71
Other	85	41.26
No answer	3	1.46
Total	206	100.00

Graph: Pie chart

Figure 7.4.1a Basic Education of the respondents



Interpretation:

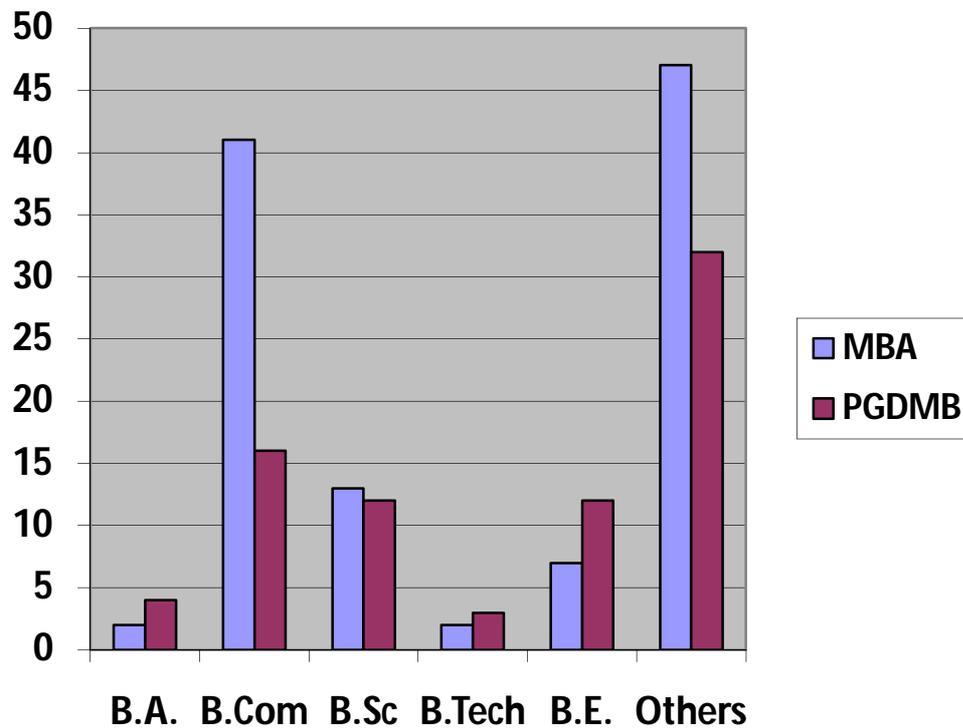
Data shows that majority of the Commerce graduates (29%) choose management course, While percentage of Engineering graduates is very low.

Table 7.4.1b Basic Education of the respondents and course chosen:

			GENDER		Total
			Male	Female	
COURSE	MBA	B. A.	1	1	2
		B. com.	16	25	41
		B. Sc.	5	8	13
		B. Tec.	1	1	2
		B. E.	2	5	7
		Others	26	21	47
		Total	51	61	112
	PGDBM	B. A.	1	3	4
		B. com.	14	2	16
		B. Sc.	7	5	12
		B. Tec.	3		3
		B. E.	9	3	12
		Others	24	8	32
		Total	58	21	79

Graph: Multiple Bar chart

Figure 7.4.1b Basic Education of the respondents and course chosen:



Interpretation:

Respondents preferred MBA course over PGDMB course. It appears that student preferred University MBA course over private institutes giving management diplomas. It is quite natural to prefer Security as MBA carries University certificate. It has more value in job market. It permits them for pursuing Ph.D.

Question 2: What is your major and minor area of Specialization?

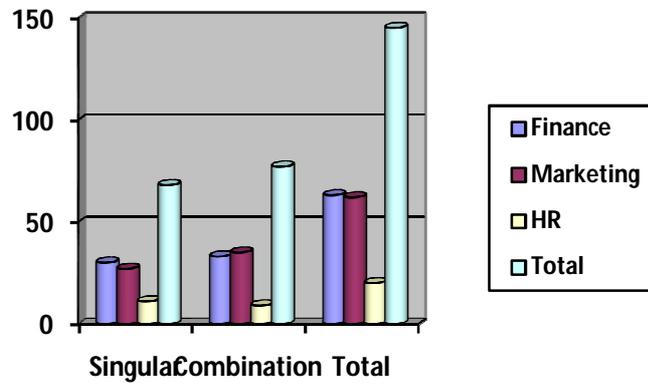
The following table gives the classification of the student-respondents as per their specializations. Three main specializations, in the order of preference, are finance, marketing and HR.

Table 7.4.2 Area of specialization:

Sector	Singular	combination	Total
Finance	30	33	63
Marketing	27	35	62
HR	11	9	20
Total	68	77	145

Graph: bar chart

Figure 7.4.2 Area of specialization:



Interpretation:

Three main specializations, in the order of preference, are finance, marketing and HR. This order keeps on changing. Sometime students prefer marketing over Finance.

Question 3: Please give the reasons for specialization in any of these areas

The following table gives the classification of the student-respondents as per their reason for opting specific specialization.

Table 7.4.3 Reason for opting specialization:

Reason	Singular	Combination	Total
Own Interest	2	78	80
Payment	2	62	64
Universal Experience	0	22	22
Colleagues opted	0	11	11
Parental Business	0	13	13
Total	4	186	190

Interpretation:

80 respondents out of 190 choose specializations out of own interest. This is good indication. 64 out of 190 respondents selected specialization area for money (payment) it may return in future. Less than 10 % respondents selected for the reason of family business.

Question 4: What of the following career options you have in your mind?**Table7.4.4 Career options**

Observed frequencies table:

Career Option	Frequency	Percentage
Employment	124	60.2
Entrepreneurship	66	32.0
Both	10	4.9
No Answer	6	2.9
Total	206	100.0

Interpretation:

60% respondent said that they preferred job over starting their own business. Reason could be, they thought acquiring experience was more important before starting own business.

Q5: If Employment, in which sectors are you more interested?**Table7.4.5 Interest in employment sectors**

Observed frequencies table:

Sector	Singular	Combined	Total
Manufacturing and service organisation	73	26	99
Trading	11	5	16
Financial Management	39	2	41
B2B Management	22	0	22
Others	9	0	9
	154	33	187

Interpretation:

More than 50% respondents preferred employment in manufacturing and service sector over other sectors. Second preference was Finance Sector. It means respondent also think that there will be more career opportunities in Service sector than any other sector.

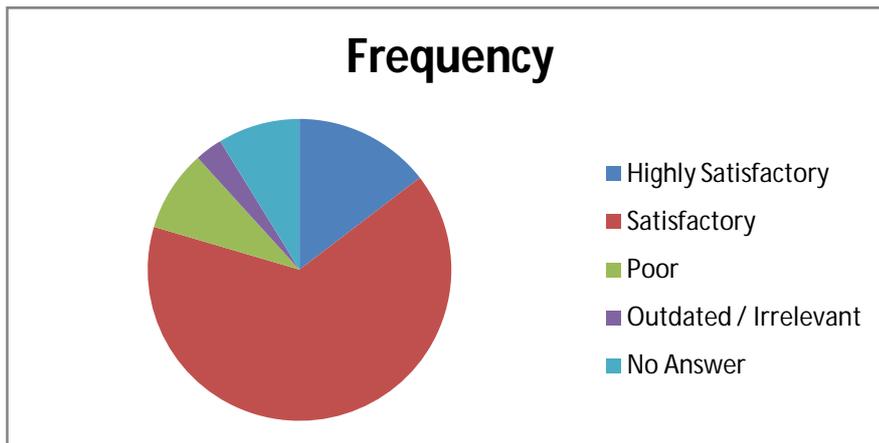
Q6: Keeping in mind the present and future business scenario, are you satisfied with the academic course structure?

.Table 7.4.6 Response in academic course structure satisfaction:

	Frequency	Percentage	
Highly Satisfactory	30	14.6	
Satisfactory	134	65.0	
Poor	18	8.7	
Outdated / Irrelevant	6	2.9	
No Answer	18	8.7	
Total	206	100.0	

Graph: Pie chart

Figure7.4.3 Response in academic course structure satisfaction:



Interpretation:

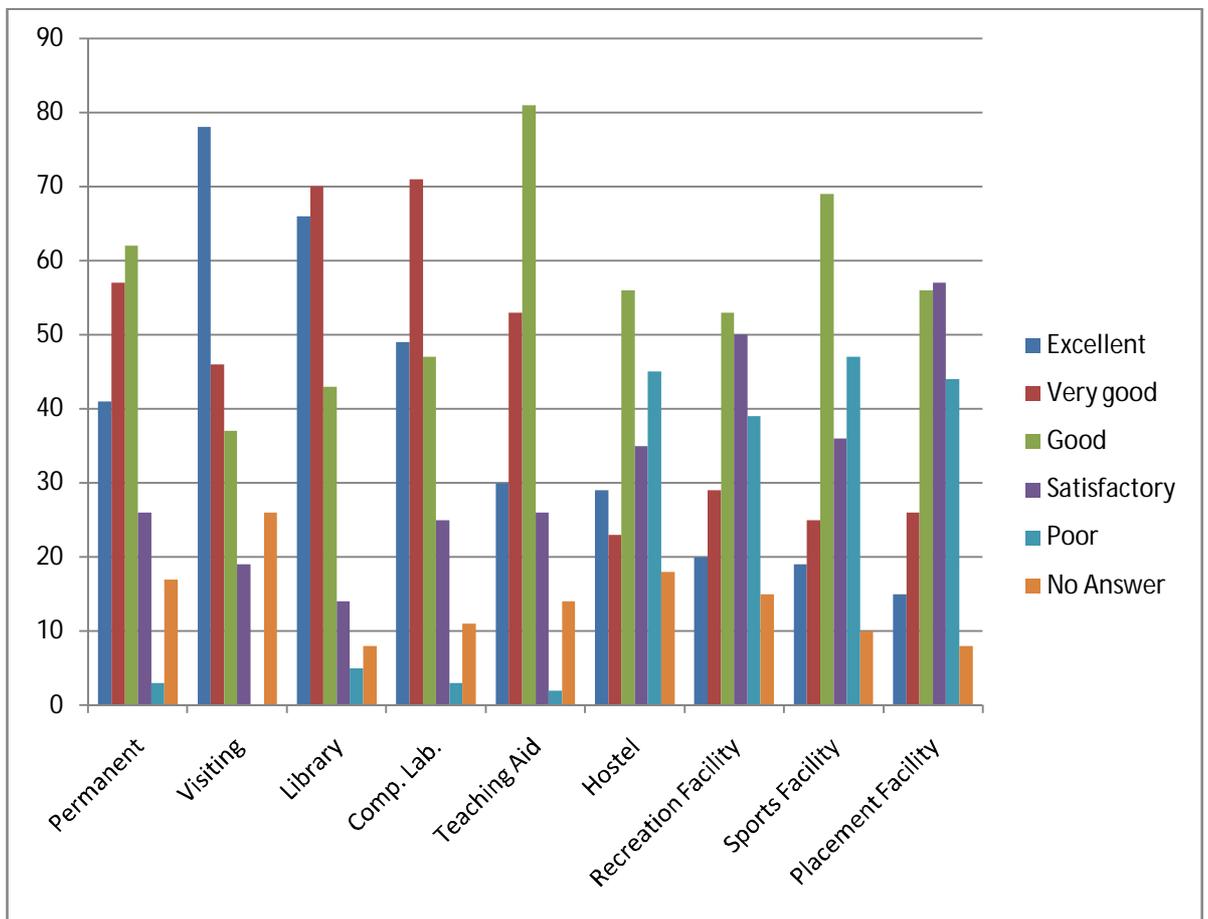
14 % student respondents are highly satisfied with course structure and 65% respondents are satisfied with the course structure. However, more than ten percent either found it poor or irrelevant. It means syllabus is of acceptable quality and student liked it.

Q7: Has your institute got sound infrastructural base in terms of competent Faculty, Library, Computer Laboratory, Classroom, Living Accommodation, Teaching aids etc.?

Table 7.4.7 Response for infrastructural facilities:

Rating	Faculty		Library	Comp. Lab.	Teaching Aid	Hostel	Recreation Facility	Games/ Sports Facility	Placement Facility
	Permanent	Visiting							
Excellent	41	78	66	49	30	29	20	19	15
Very good	57	46	70	71	53	23	29	25	26
Good	62	37	43	47	81	56	53	69	56
Satisfactor y	26	19	14	25	26	35	50	36	57
Poor	3	0	5	3	2	45	39	47	44
No Answer	17	26	8	11	14	18	15	10	8
Total	206	206	206	206	206	206	206	206	206

Figure 7.4.4 Response for infrastructural facilities:



Interpretation:

From the responses of the students about the infrastructural facilities available in their management institutes, Maximum of them are found to be satisfied with library and computer laboratory. Teaching aid and students hostels (lodging and boarding arrangements) were good. Recreation and sports facility were excellent. 60% respondents said that Placement facility was excellent.

Q 8:How Do you compare career opportunities in different fields?

Table 7.4.8 Career opportunities

Observed frequencies table:

Fields	Excellent	Good	Average	Poor	Total
Professionals and Conventional MBAs	71	73	76	57	277
Commerce	88	77	89	49	303
Sectorial MBA (MBA Agri,& MBA Biotech, etc.	12	22	24	34	92
Others	1	1	3	4	9
Total	172	173	192	144	681

Interpretation:

49% respondents said that there are Excellent career opportunities in professional and Commerce fields. Other fields (MBAs and others) have lesser career opportunities. They feel better opportunities are available to professional and commerce faculty students. There is a difference between the career opportunities available in different fields.

Q 9: What rating would you give to your full time / part time teaching staff?

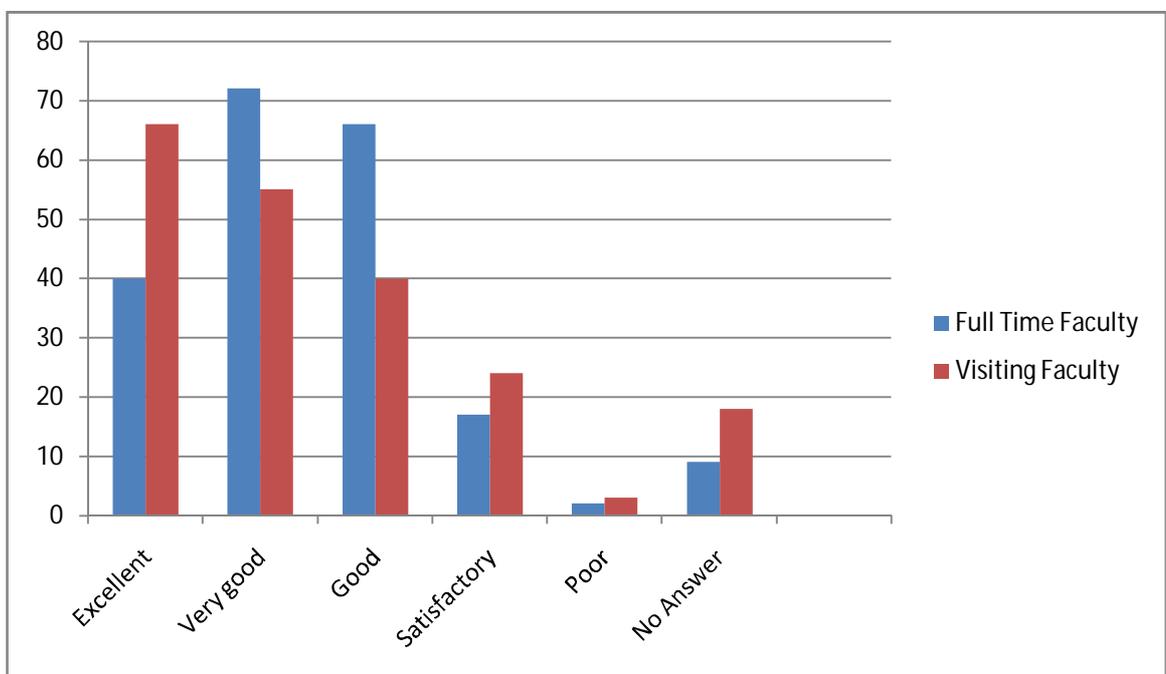
The following are the responses of the students about the teaching faculty available in their management institutes.

Table 7.4.9 Teaching staff ratings:

Rating	Full Time Faculty		Visiting Faculty	
	Frequency	Percentage	Frequency	Percentage
Excellent	40	19.42	66	32.04
Very good	72	34.95	55	26.70
Good	66	32.04	40	19.42
Satisfactory	17	08.25	24	11.65
Poor	02	00.97	03	01.46
No Answer	09	04.37	18	08.74
Total	206	100.00	206	100.00

Graph: Bar chart

Figure 7.4.5 Teaching staff ratings:



Interpretation:

- 1) Visiting faculty rating is on higher side for excellent and satisfactory types Category. It means that visiting faculties are more preferred.
- 2) Full time faculty rating is on higher side for very good and good type category.

Q 10: Do you feel getting a job will be easier after completing business management?

Table 7.4.10 Easy to get job after completing business management: Observed frequencies table:

Response	Frequency	Percent
Strongly agree	33	16.02
Agree	60	29.13
Neutral	60	29.13
Somewhat disagree	17	8.25
Disagree	3	1.46
Strongly disagree	3	1.46
Not sure	18	8.74
Strongly agree and agree	1	0.49
Neutral and not sure	2	0.97
No answer	9	4.37
Total	206	100.00

Interpretation:

45% of the respondent said that it is easy to get job after completing management education. It shows that there are **more career opportunities for management students.**

Q11: Do you feel business management students get paid higher than graduate from any other stream?

Table 7.4.11 Higher payment for management students as compared to other stream:

Observed frequencies table:

Response	Frequency	Percent
Strongly agree	38	18.4
Agree	90	43.7
Neutral	34	16.5
Somewhat disagree	13	6.3
Disagree	11	5.3
Strongly disagree	2	1.0
Not sure	6	2.9
Neutral and Somewhat disagree	1	.5
No answer	11	5.3
Total	206	100.0

Interpretation:

62% respondent said that student with management graduates get higher salary than the other graduates without management qualifications.

It means that the students feel it easy to get the jobs after completing business management education and also are of the strong opinion that **management students get paid higher than any other graduate student.**

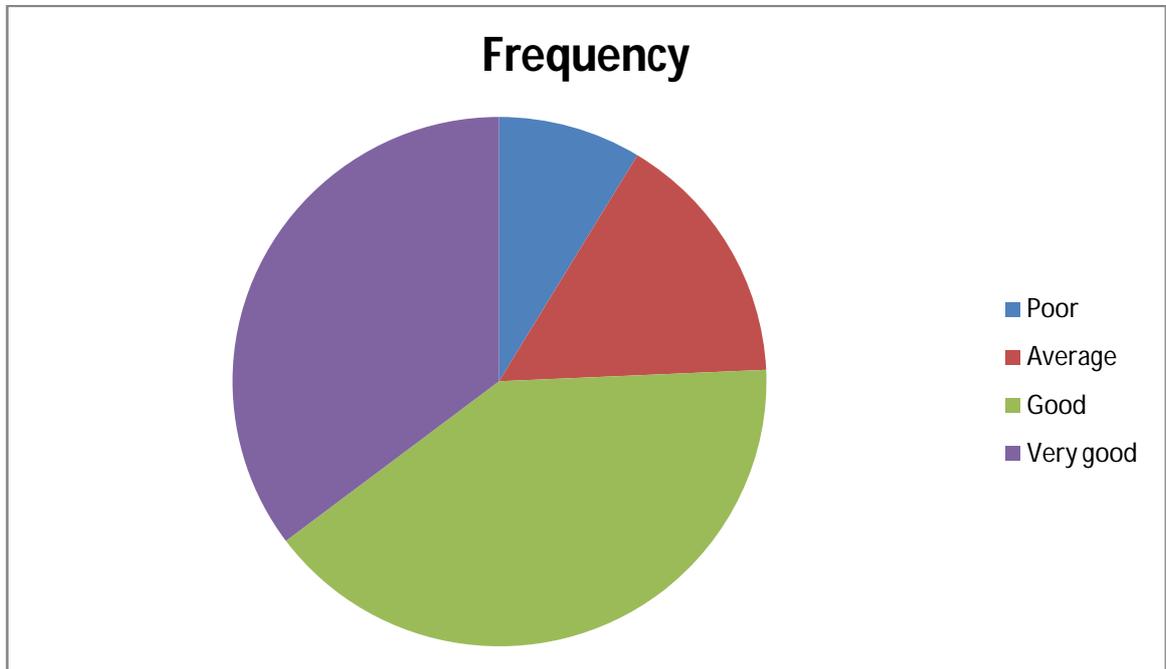
Q12: Have you attended Industrial or commercial visits, If Yes , Your experience from Industrial visits

Table 7.4.12 Experience from Industrial visits:

	Frequency	Percentage
Poor	15	7.3
Average	27	13.1
Good	70	34.0
Very good	61	29.6
Excellent	14	6.8
No Answer	19	9.2
Total	206	100.0

Graph: Pie chart

Figure 7.4.6 Experience from Industrial visits:



Interpretation:

63% respondents found industrial visits either good or very good. They give practical exposure to management student. 6% felt that they were handled in excellent way. 20% respondents felt that they were not handled properly.

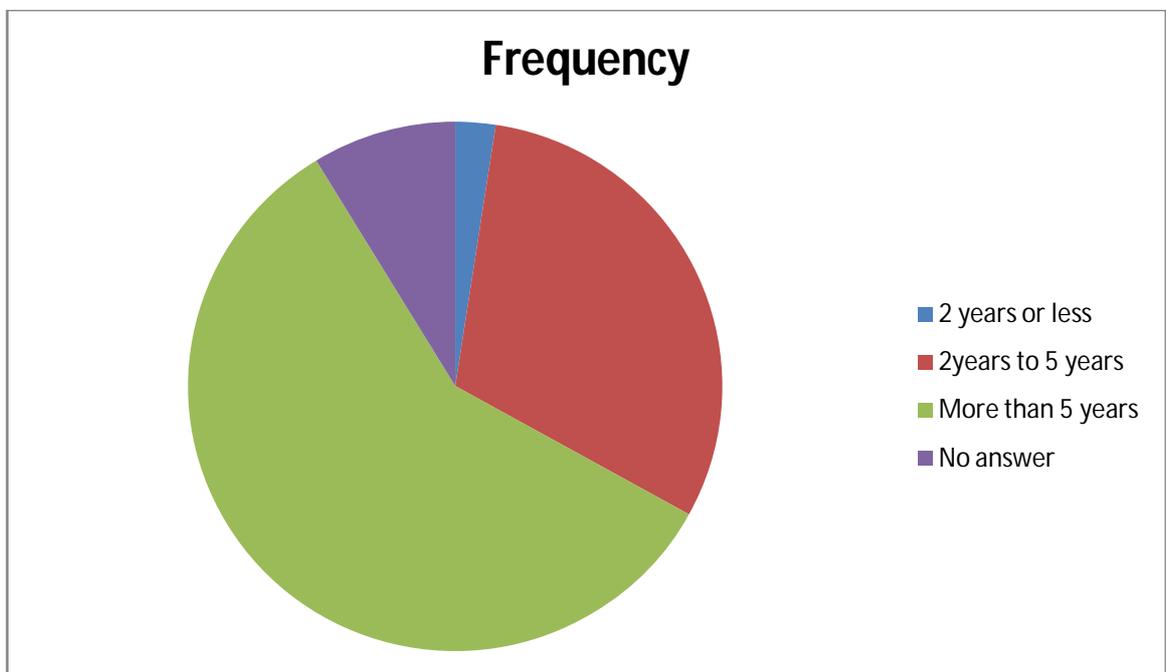
Q13:What is the age of the institute, where you are studying?

Table 7.4.13 Age of institute where students are studying:

Age of Institution	Frequency	Percentage
2 years or less	5	2.43
2years to 5 years	63	30.58
More than 5 years	120	58.25
No answer	18	8.74
Total	206	100.00

Graph: Pie chart

Figure 7.4.7 Age of institute where students are studying:



Interpretation:

Majority of the Institutes were established more than five years back. Institutes survived beyond ten years are supposed to be more stable Institutes. Pune metropolitan has 30 institutes in this class.

Q14: In your opinion how much has your management Institute excelled on the following aspects?

Table 7.4.14 Management institute rating based on criteria:

Criteria	Percentage of respondents									Total Response
	10-20 %	20-30 %	30-40 %	40-50 %	50-60 %	60-70 %	70-80 %	80-90 %	90-100 %	
Term assignments	12.14	3.88	5.83	11.65	12.14	12.62	14.56	14.08	3.88	90.78
Professional knowledge	6.80	0.97	5.34	10.68	15.53	13.59	23.79	10.68	4.37	91.75
Practical training in industries	25.73	7.28	8.74	12.14	13.11	7.77	10.68	4.37	1.46	91.26
Physical fitness	31.55	7.77	8.74	18.45	8.74	5.34	5.83	2.43	3.83	87.17
Job placement	22.82	6.80	5.34	18.93	9.22	13.11	9.22	2.43	2.43	90.78
Value additions	16.99	9.22	7.28	9.71	13.11	6.80	14.08	5.83	5.34	88.35
Other activities	9.22	8.25	2.43	11.65	13.59	12.62	18.45	7.77	7.77	91.75

Interpretation:

18 % respondents rate term assignment above 80%. Similarly 15% respondents rate Professional knowledge above 80%. 5 % respondents' rate Internship training, Physical fitness, and job placement above 80%. For value additions, 11% respondents rate it above 80%. In all cases percentages are less than 20; it means that Institutes need to improve in all areas mentioned above.

Q15: What differences have you observed between the graduation teaching methodologies in comparison to the business management course teaching methodology?

Table 7.4.15 Difference between graduation teaching methodology and business management course teaching methodology:

Rating	Percentage of respondents	
	Graduate Studies	Management Studies
Excellent	5.34	1.94
Very good	23.30	7.77
Good	33.01	23.30
Satisfactory	21.36	41.26
Poor	6.31	18.45

Interpretation:

61% respondents rated graduate level teaching methodologies above good category and only 32% respondents said that teaching methodologies used for management studies were good. It indicates that teaching methods used for management studies needed improvement.

Q 16: What changes do you suggest in teaching methods?

- a. Lectures
- b. Case Analysis
- c. Role Play
- d. Simulation
- e. Field Studies

Table 7.4.16 Changes in teaching methods:

Method of teaching	Frequency	Percentage
Field studies	33	16.02
lectures	22	10.68
Case analysis	16	7.77
Role play	14	6.80

Case analysis and field studies	14	6.80
Simulation and field studies	10	4.85
Role play and field studies	9	4.37
Simulation	8	3.88
Other combinations	64	3.40
No answer	15	7.28
Total	206	100.00

Interpretation:

16% respondents suggested that improvements must be done in teaching field studies. Similarly 11% respondents suggested that conventional methods of lecture should be changed. Role play and simulation techniques maybe more used for effective teaching.

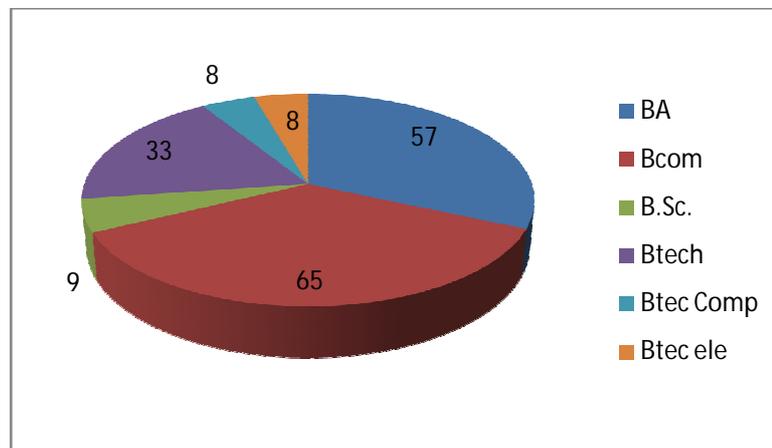
7.5 Data Analysis based on responses of Students (Graduates only)

Q.1 please let us know your graduation

Table 7.5.1 Graduation streams:

	Frequency	Percentage	Valid Percentage	Total
BA	57	31.67	31.67	31.67
Bcom	65	36.11	36.11	67.78
B.Sc.	9	5	5	72.78
B Tech	33	18.33	18.33	91.11
B Tech Comp	8	4.44	4.44	95.55
B Techele	8	4.44	4.44	100

Figure 7.5.1 Graduation streams:



Interpretation:

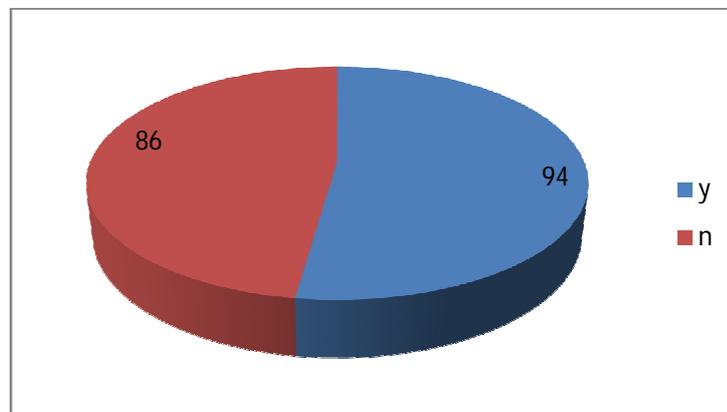
From the above table, it clear that, 31.67% of respondents are doing graduation in Arts, 36.11 are doing graduation in Commerce, 5% are doing graduation in Science, 18.33% are doing graduation in B. Tech, 8% are doing graduation in speciation in Computer while 8% of respondents are doing their graduation in engineering with Electrical Engineering as specialization.

Q. 2 Are you satisfied with your graduation qualifications

Table 7.5.2 Satisfaction in graduation qualifications:

	Frequency	Percentage	Valid Percentage	Total
y	94	52.22	52.22	52.22
n	86	47.78	47.78	100

Figure 7.5.2 Satisfaction in graduation qualifications:



Interpretation:

From the above table, researcher found that, among the total respondents, 52.22% of respondents are satisfied with their graduation while 47.78% of respondents are not satisfied with their graduation.

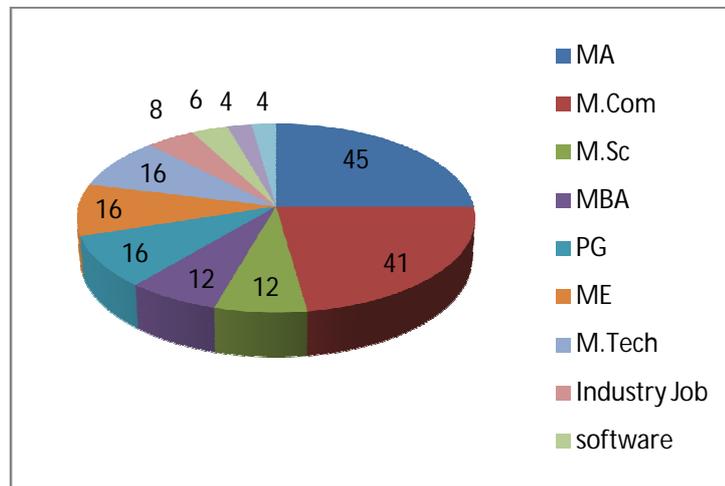
Q. 3 What career opportunities are available after completing graduation, from your college ?

Table 7.5.3 Available career opportunities after graduation:

	Frequency	Percentage	Valid Percentage	Total
MA	45	25	25	25
M.Com	41	22.78	22.78	47.78
M.Sc	12	6.67	6.67	54.45

MBA	12	6.67	6.67	61.12
PG	16	8.89	8.89	70.01
ME	16	8.89	8.89	78.9
M.Tech	16	8.89	8.89	87.79
Industry Job	8	4.44	4.44	92.23
software	6	3.33	3.33	95.56
manufacture	4	2.22	2.22	97.78
BPO	4	2.22	2.22	100

Figure 7.5.3 Available career opportunities after graduation:



Interpretation:

Among the total respondents, 25 % of respondent said MA as career opportunities are available after completing graduation, from your college, 22.78% of respondent said M. Com as career opportunities are available after completing graduation, from your college, 6.67% of respondent said M.Sc. (all subject) as career opportunities are available after completing graduation, from your college, 6.67% of respondent said MBA as career opportunities are available after completing graduation, from your college, 8.89% of respondent said PG as career opportunities are available after completing graduation, from your college, 8.89% of respondent said ME as career opportunities are available after completing graduation, from your college, 8.89% of respondent said M. tech as career opportunities are available after completing

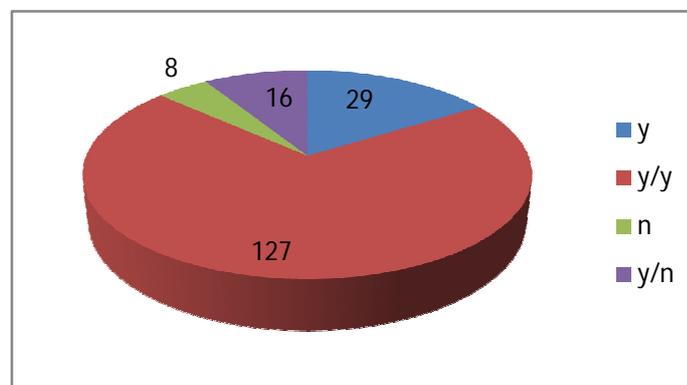
graduation, from your college, 4.44% of respondent said Industry Job as career opportunities are available after completing graduation, from your college, 3.33 % of respondent said Software as career opportunities are available after completing graduation, from your college, 2.22% of respondent said Manufacturing A as career opportunities are available after completing graduation, from your college, 2.22 % of respondent said BPO as career opportunities are available after completing graduation,.

Q. 4 Does your college has Post Graduation Department and how many choose to go for Post Graduation?

Table 7.5.4 Post graduation department in Graduation college and how many choose to go for Post Graduation:

	Frequency	Percentage	Valid Percentage	Total
y	29	16.11	16.11	16.11
y/y	127	70.56	70.56	86.67
n	8	4.44	4.44	91.11
y/n	16	8.89	8.89	100

Figure 7.5.4 Post graduation department in Graduation college and how many choose to go for Post Graduation:



Interpretation:

Among the respondents, 16.11% of respondent said in their college have Post Graduation Department,

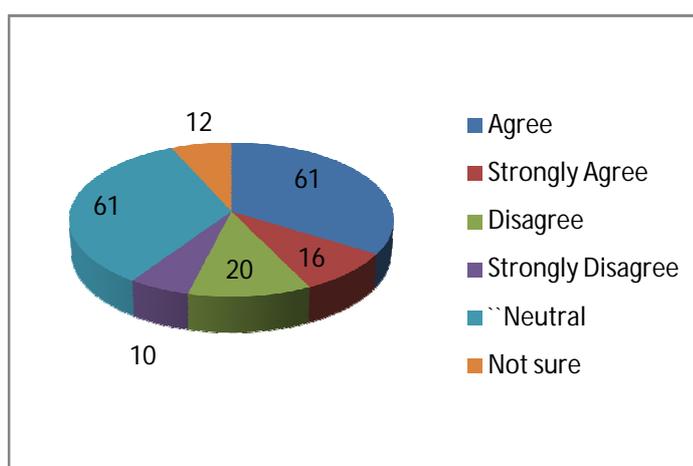
70.56% of respondent said in their college have Post Graduation Department and would like to choose to go for post graduation, 4.44 % of respondent said in their college do not have Post Graduation Department, while 8.89 % % of respondent said in their college have Post Graduation Department but not to choose to go for post graduation.

Q. 5: Do you feel that you will get job easily after completing graduation?

Table 7.5.5 Easy to get job after completing graduation:

	Frequency	Percentage	Valid Percentage	Total
Agree	61	33.89	33.89	33.89
Strongly Agree	16	8.89	8.89	42.78
Disagree	20	11.11	11.11	53.89
Strongly Disagree	10	5.56	5.56	59.45
``Neutral	61	33.89	33.89	93.34
Not sure	12	6.67	6.67	100.01

Figure 7.5.5 Easy to get job after completing graduation:



Interpretation:

Among the total number of respondents, 33.89 % of respondents are agreed as they feel that they will get job easily after completing graduation, 8.89 % of respondents are strongly agreed as they feel that they will get job easily after completing graduation, 11.11% of respondents are disagreed as they feel that they will not get job easily after completing graduation, 5.56 % of respondents are strongly disagreed as they feel that they will get job easily after completing graduation, 33.89 % of respondents are neutral as they feel that they will get job easily after completing graduation while 6.67 % of respondents are not sure as they feel that they will get job easily after completing graduation

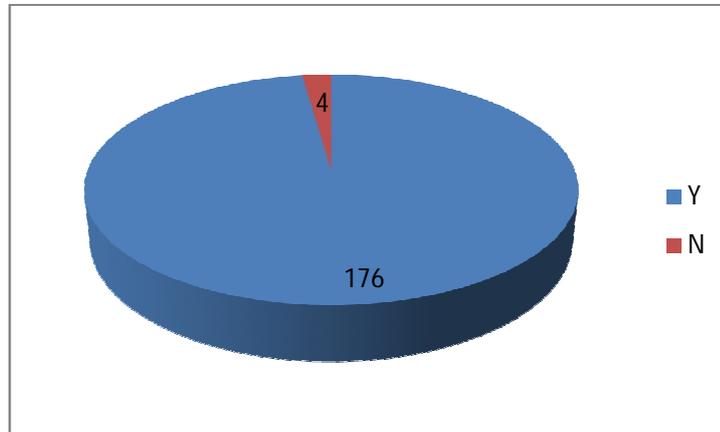
Considering total %es of respondents (nearly 56%) agreeing to fact that there are less career opportunities for only graduates, we can conclude that there are less career opportunities to only graduates.

Q. 6: Do you feel that additional professional qualifications are essential for getting higher pay package?

Table 7.5.6 Need for additional professional qualifications for getting higher pay package:

	Frequency	Percentage	Valid Percentage	Total
Y	176	97.78	97.78	97.78
N	4	2.22	2.22	100

Figure 7.5.6 Need for additional professional qualifications for getting higher pay package:



Interpretation:

Among the total number of respondents, 97.78 % of respondents feel that additional professional qualifications are essential for getting higher pay package while 2.22 % of respondents do not feel that additional professional qualifications are essential for getting higher pay package.

This indicates that only graduation is not sufficient qualifications for getting good job because nearly 98% of the respondent said that additional qualifications is must for getting good job. This proves assumption that there are less opportunities only for graduates.

Q. 7 Do you wish to pursue further education after the completion of graduation?

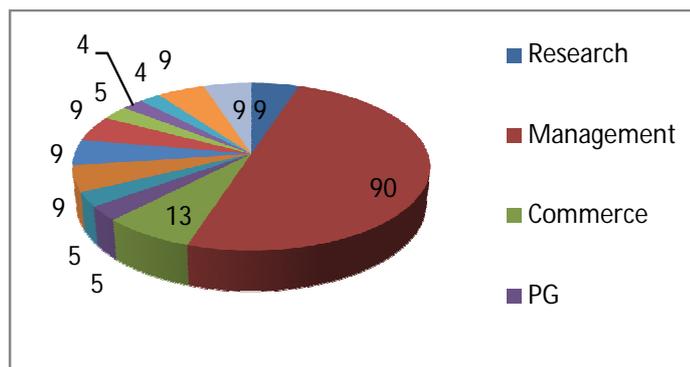
In which area

Table 7.5.7 Pursue further education after completion of graduation:

	Frequency	Percentage	Valid Percentage	Total
Research	9	5	5	5
Management	90	50	50	55
Commerce	13	7.22	7.22	62.22

PG	5	2.78	2.78	65
Professional course	5	2.78	2.78	67.78
M Tech	9	5	5	72.78
Computer	9	5	5	77.78
MA	9	5	5	82.78
microbiology	5	2.78	2.78	85.56
technology	4	2.22	2.22	87.78
journalism	4	2.22	2.22	90
CA	9	5	5	95
MSW	9	5	5	100

Figure 7.5.7 Pursue further education after completion of graduation:



Interpretation:

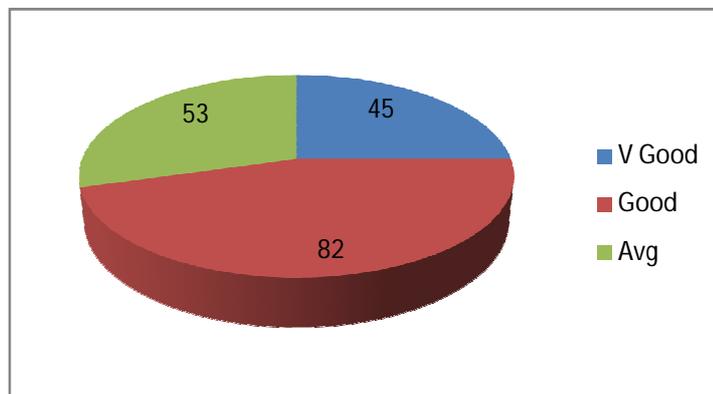
50% of respondents have clearly said that, they wish to pursue management course after graduation indicates that there are more career opportunities for graduates with management course.

Q. 8 Please rate teaching methodologies used in your college on following choices. Please put the tick to indicate your choice.

Table 7.5.8 Rating for teaching methodology in graduation college:

	Frequency	Percentage	Valid Percentage	Total
V Good	45	25	25	25
Good	82	45.56	45.56	70.56
Avg	53	29.44	29.44	100

Figure 7.5.8 Rating for teaching methodology in graduation college:



Interpretation:

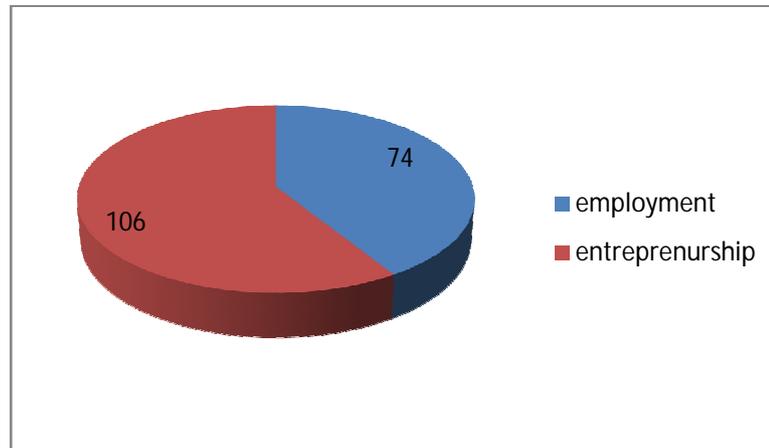
Among the total respondents, 25% of respondents are given very good remarkable rate teaching methodologies used in their college, 45.56% of respondents are given good remarkable rate teaching methodologies used in their college while 29.44% of respondents are given average remarkable rate teaching methodologies used in their college.

Q.9 What of the following career options you have in your mind?

Table 7.5.9 Career options after completing graduation:

	Frequency	Percentage	Valid Percentage	Total
employment	74	41.11	41.11	41.11
entrepreneurship	106	58.89	58.89	100

Figure 7.5.9 Career options after completing graduation:



Interpretation:

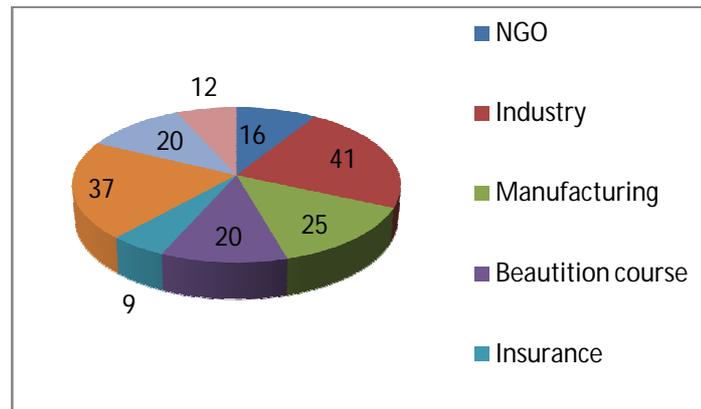
Among the total respondents, 41.11% of respondents said they want employment as career options in their mind while majority respondents 58.89% of respondents would like to be entrepreneurs.

Q.10 If Employment, in which sector you are more interested?

Table 7.5.10 Interest in Employment sectors:

	Frequency	Percentage	Valid Percentage	Total
NGO	16	8.89	8.89	8.89
Industry	41	22.78	22.78	31.67
Manufacturing	25	13.89	13.89	45.56
Beautician course	20	11.11	11.11	56.67
Insurance	9	5	5	61.67
Service organisation	37	20.56	20.56	82.23
Gover. Organisation	20	11.11	11.11	93.34
trading	12	6.67	6.67	100.01

Figure 7.5.10 Interest in Employment sectors:



Interpretation:

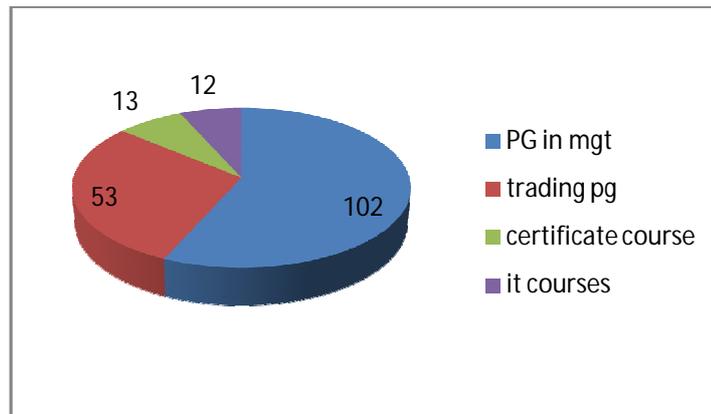
Among the total respondents, 8.89% of respondents are like to work in NGO , 22.78% of respondents are like to work in Industry, 13.89% of respondents are like to work in Manufacturing, 11.11% of respondents are like to work in Beautician course,5 % of respondents are like to work in Insurance, 20.56% of respondents are like to work in Service organisation, 11.11% of respondents are like to work in Government Organisation, 6.67% of respondents are like to work in trading.

Q.11 If you were to take further education, what could be your choice? Please put tick against your choice.

Table 7.5.11 Education after graduation:

	Frequency	Percentage	Valid Percentage	Total
PG in mgt	102	56.67	56.67	56.67
trading pg	53	29.44	29.44	86.11
certificate course	13	7.22	7.22	93.33
it courses	12	6.67	6.67	100

Figure 7.5.11 Education after graduation:



Interpretation:

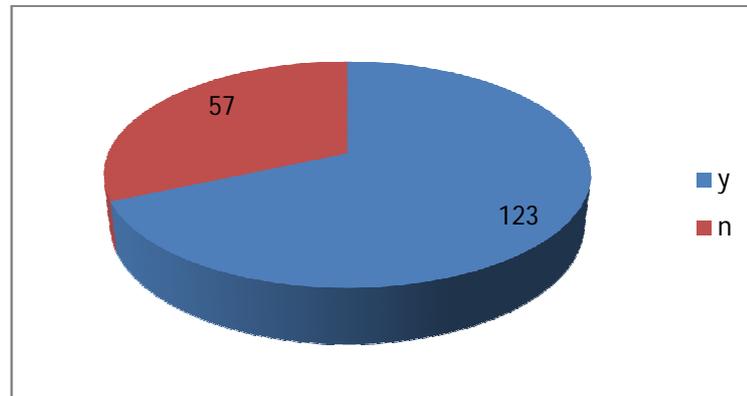
Among the total respondents, 56.67% of respondents would like to take further education in Management, 29.44% of respondents would like to take further education in trading programs, 7.22% of respondents would like to take further education in Some professional certificate course, 6.67 % of respondents would like to take further education in IT cortication course.

Q. 12 Do you feel that there are more job opportunities after graduation than Graduation plus any management qualifications?

Table 7.5.12 Job opportunities after graduation than Graduation plus any management qualifications:

	Frequency	Percentage	Valid Percentage	Total
y	123	68.33	68.33	68.33
n	57	31.67	31.67	100

Figure 7.5.12 Job opportunities after graduation than Graduation plus any management qualifications:



Interpretation:

Among the total respondents, majority of respondents i.e 68.33% of respondents feel that there are more job opportunities after graduation than Graduation plus any management qualifications while 31.67 % of respondents not feel they same.

Q.13 Is there any placement activity available in your college?

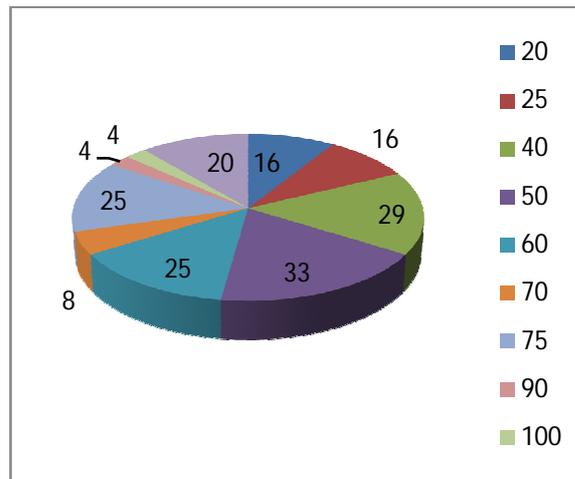
If yes please inform Placement On campus ____ percentage

Off campus ____ percentage

Table 7.5.13 Placement activities in graduation college:

	Frequency	Percentage	Valid Percentage	Total
20	16	8.89	8.89	8.89
25	16	8.89	8.89	17.78
40	29	16.11	16.11	33.89
50	33	18.33	18.33	52.22
60	25	13.89	13.89	66.11
70	8	4.44	4.44	70.55
75	25	13.89	13.89	84.44
90	4	2.22	2.22	86.66
100	4	2.22	2.22	88.88
No	20	11.11	11.11	99.99

Figure 7.5.13 Placement activities in graduation college:



Interpretation:

83 % of the respondents said that there was placement up to 40 % in placement departments of the colleges.

7.6 Data Analysis based on responses of Principal

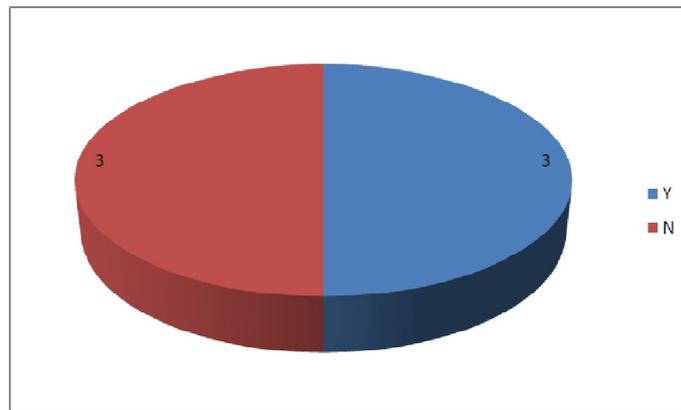
Q 1 Do you have placement activity/ Department in your college ?

If Yes, Please provide brief details

Table 7.6.1 Placement activity in college:

	Frequency	Percentage	Valid Percentage	Total
Y	3	50	50	50
N	3	50	50	100

Figure 7.6.1 Placement activity in college:



Interpretation:

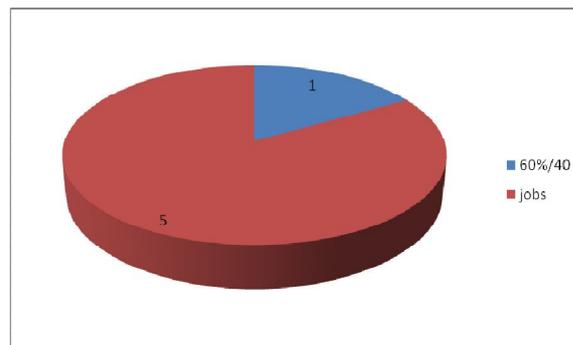
Among the total respondents, 50% of respondents said in their college/department have placement activity while 50% of respondent's aid such activity is not running in their college/department.

Q 2: Please inform, students preference for Job over own business? Job/ own business

Table 7.6.2 Student preference for Job over business:

	Frequency	Percentage	Valid Percentage	Total
60%/40	1	10	10	10
jobs	5	90	90	100

Figure 7.6.2 Student preference for Job over business:



Interpretation:

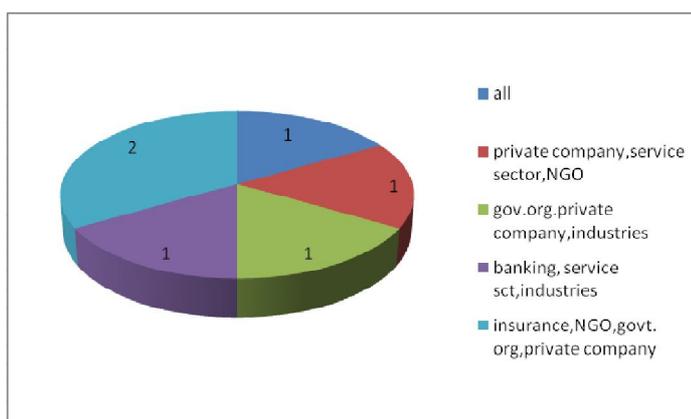
Among the total respondents, 90% of respondents said students preference for Job over own business while 10% of respondents said students preferred 60-40% job-business.

Q 3 In which field Graduates preferred employment?

Table 7.6.3 Employment preference for different fields:

	Frequency	Percentage	Valid Percentage	Total
all	1	16.67	16.67	16.67
private company, service sector, NGO	1	16.67	16.67	33.34
gov.org. private company, industries	1	16.67	16.67	50.01
banking, service sector industries	1	16.67	16.67	66.68
insurance, NGO, govt. org, private company	2	33.33	33.33	100.01

Figure 7.6.3 Employment preference for different fields:



Interpretation:

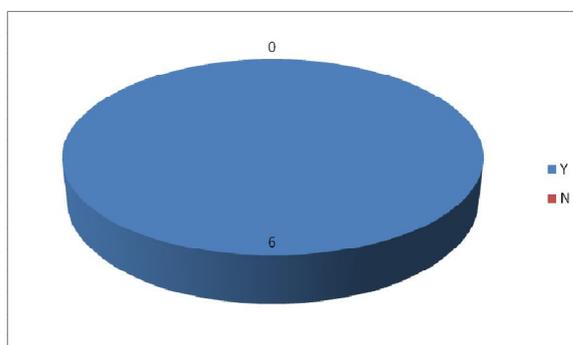
Among the total respondents', 16.67% of respondents said graduate students preferred all field for their employment, 16.67% of respondents said graduate students preferred private company, service sector, NGO field for their employment, 16.67% of respondents said graduate students preferred government organisations, private company, industries field for their employment, 16.67% of respondents said graduate students preferred banking, service sectors ,industries field for their employment, 33.33 % of respondents said graduate students preferred insurance, NGO, govt. organisations, private company field for their employment.

Q 4 Are student eager for further education ?

Table 7.6.4 Student eager for further education:

	Frequency	Percentage	Valid Percentage	Total
Y	6	100	100	100
N	0	0	0	0

Figure 7.6.4 Student eager for further education:



Interpretation:

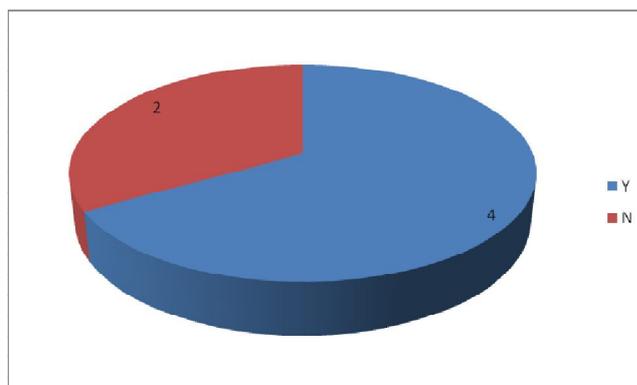
Majority of the students from the respondents' colleges are eager for further education.

Q 5 Does college provide guidance for various entrance test required for getting good job.?

Table 7.6.5 Guidance in graduation college for entrance tests required for getting good job:

	Frequency	Percentage	Valid Percentage	Total
Y	4	66.67	66.67	66.67
N	2	33.33	33.33	100

Figure 7.6.5 Guidance in graduation college for entrance tests required for getting good job:



Interpretation:

Among the total number of respondents, 66.67% of respondents College providing guidance for various entrance tests required for getting good job while 33.33% of respondents' college not providing guidance for various entrance test required for getting good Job.

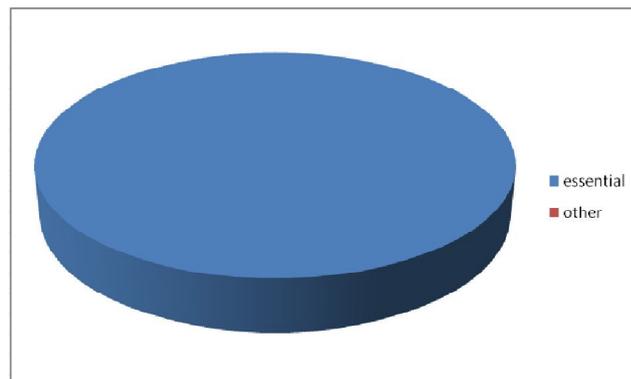
Q 6What is your opinion about obtaining professional qualification?

Is it essential / not essential?

Table 7.6.6 Is professional qualification essential:

	Frequency	Percentage	Valid Percentage	Total
essential	6	100	100	100
other	0	0	0	0

Figure 7.6.6 Is professional qualification essential:



Interpretation:

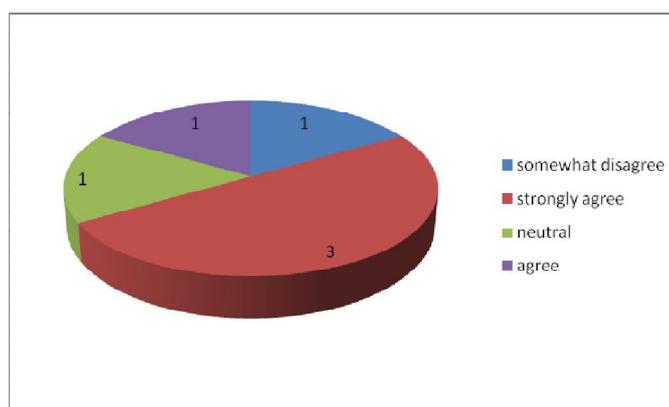
Majority of respondent said that it is essential for all students to have some kind of professional qualification.

Q7: According to you whether recruiting companies/employers give priority to Professional qualifications over the graduation courses?

Table 7.6.7 Priority given by recruiting companies/employers to professional qualifications over graduation course:

	Frequency	Percentage	Valid Percentage	Total
somewhat disagree	1	16.67	16.67	16.67
strongly agree	3	50	50	66.67
neutral	1	16.67	16.67	83.34
agree	1	16.67	16.67	100.01

Figure 7.6.7 Priority given by recruiting companies/employers to professional qualifications over graduation course:



Interpretation:

According to the total number of respondents, 66.67% of respondents said that recruiting companies/employers give priority to professional qualifications over

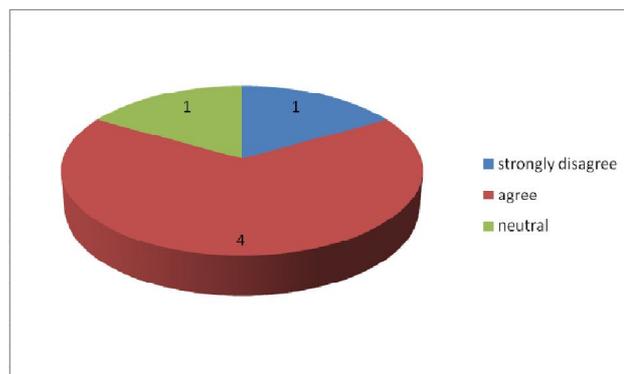
graduation course , 16.67 of respondent somewhat disagree with the same while 16.67 % of respondents are neutral in this regard.

Q8. Does student get higher salaries for professional course other than graduation?

Table 7.6.8 Higher salaries for professional course other than graduation:

	Frequency	Percentage	Valid Percentage	Total
strongly disagree	1	16.67	16.67	16.67
agree	4	66.67	66.67	83.34
neutral	1	16.67	16.67	100.01

Figure 7.6.8 Higher salaries for professional course other than graduation:



Interpretation:

According to the total number of respondents, 66.67% of respondents said that student get higher salaries for professional course other than graduation , 16.67 of

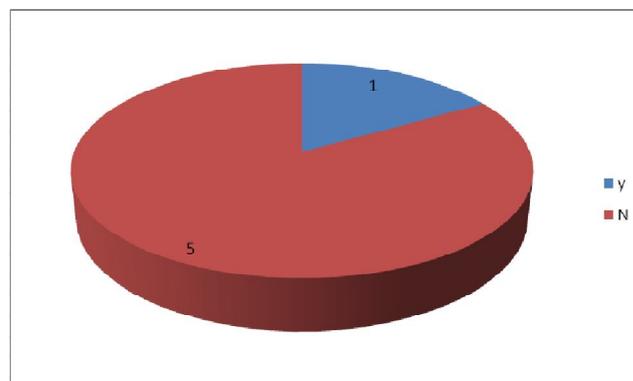
respondent somewhat disagree with student get higher salaries for professional course other than graduation while 16.67 % of respondents are neutral in this regard.

Q9. Does your college provide any training to students to start their own business?

Table 7.6.9 Training provided to students to start their own business:

	Frequency	Percentage	Valid Percentage	Total
y	1	16.67	16.67	16.67
N	5	83.33	83.33	100

Figure 7.6.9 Training provided to students to start their own business:



Interpretation:

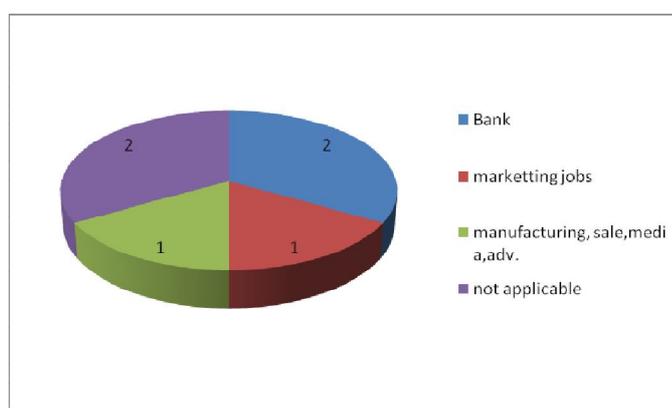
Majority that is 83.33% of respondents' college is not providing any training to students to start their own business while 16.67% of respondents colleges providing any training to students to start their own business.

Q10. Please inform how many graduates from your college got Jobs in last three Years and In which sector?

Table 7.6.10 Jobs secured by graduates in last three years:

	Frequency	Percentage	Valid Percentage	Total
Bank	2	33.33	33.33	33.33
marketing jobs	1	16.67	16.67	50
manufacturing, sale, media, adv.	1	16.67	16.67	66.67
not applicable	2	33.33	33.33	100

Figure 7.6.10 Jobs secured by graduates in last three years:



Interpretation:

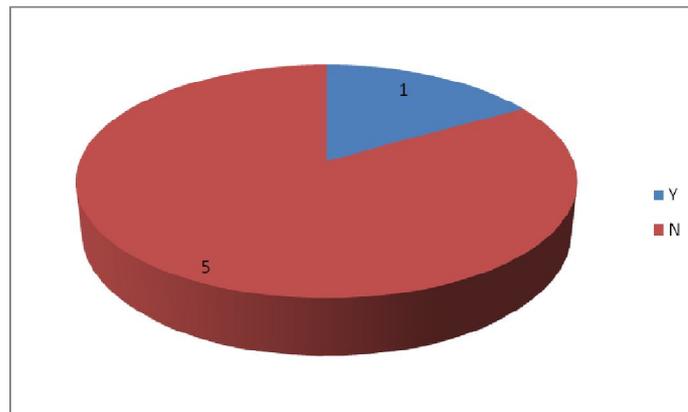
According to respondents, from last three years, 33.33% of respondent said their students got jobs in bank, 16.67% of respondent aid their students got jobs in marketing, 33.33% of respondent aid their students got jobs in manufacturing, sale, media, adv., while 33.33% of respondents said it is not applicable in their college.

Q 11. Is there any incubation center for creating new generation entrepreneur in your college?

Table 7.6.11 Availability of incubation center for creating new generation entrepreneur:

	Frequency	Percentage	Valid Percentage	Total
Y	1	16.67	16.67	16.67
N	5	83.33	83.33	100

Figure 7.6.11 Availability of incubation center for creating new generation entrepreneur:



Interpretation:

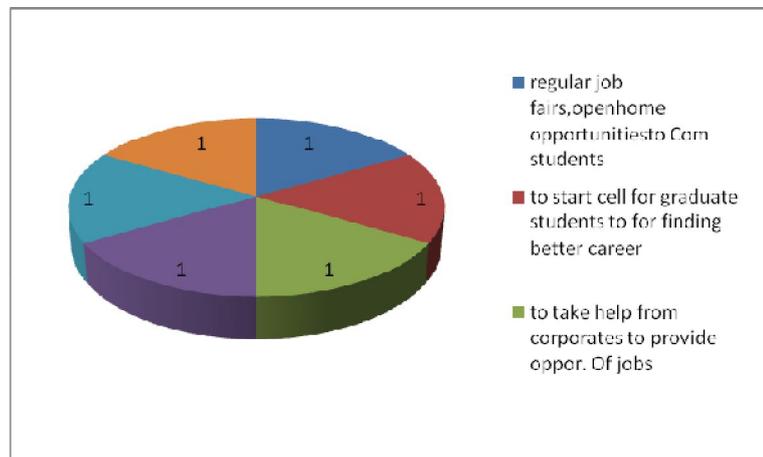
Majority of respondents i.e. 83.33% of respondents said there is no any incubation center for creating new generation entrepreneur in their college while 16.67 % of respondents said there is any incubation center for creating new generation entrepreneur in their college.

Q 12. Please tell us about future plans in respect of making available career Opportunities for graduates/ post graduates/professional qualified students.

Table 7.6.12 Future plans for making available career Opportunities for graduates/ post graduates/professional qualified students:

	Frequency	Percentage	Valid Percentage	Total
regular job fairs, open home opportunities to Commerce students	1	16.67	16.67	16.67
to start cell for graduate students to for finding better career	1	16.67	16.67	33.34
to take help from corporate to provide opportunities of jobs	1	16.67	16.67	50.01
planning to such centre for graduate, P.G.	1	16.67	16.67	66.68
to seek participation from NGO's and private sector companies	1	16.67	16.67	83.35
wish to have center helping for better career opportunities	1	16.67	16.67	100.02

Figure 7.6.12 Future plans for making available career Opportunities for graduates/ post graduates/professional qualified students:



Interpretation:

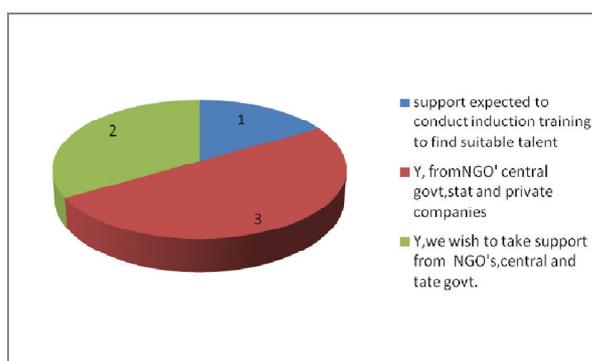
According to respondents, 16.67 % of respondents' want to have regular job fairs, open home opportunities to Commerce students, 16.67 % of respondents to start cell for graduate students to find better career, 16.67 % of respondents to take help from corporate to provide opportunities of jobs, 16.67 % of respondents planning to such centre for graduate, P.G., 16.67 % of respondents to seek participation from NGO's and private sector companies, 16.67 % of respondents wish to have centre helping for better career opportunities.

Q 13. Do you feel that you required support/help from Industry association, State or Central Government or any other local bodies providing employment Opportunities to graduates or post graduates of your college?

Table 7.6.13 Help required from other sources for providing employment opportunities:

	Frequency	Percentage	Valid Percentage	Total
support expected to conduct induction training to find suitable talent	1	16.67	16.67	16.67
Y, from NGO' central govt, state and private companies	3	50	50	66.67
Y, we wish to take support from NGO's, central and state govt.	2	33.33	33.33	100

Figure 7.6.13 Help required from other sources for providing employment opportunities:



Interpretation:

Among the total respondents, 16.67% of respondents feel to support expected to conduct induction training to find suitable talent, 50% of respondents ready to take support from NGO' central and state govt. and private companies while 33.33% of respondents said they wish to take support from NGO's, central and state govt.

7.7 Data Analysis based on case study method

The research problem is also studied by case study method. I collected information through questionnaires. The case is prepared based on information in questionnaires. This method is widely used in many university departments to study research problems and making research study stronger. I am proud to mention here that conclusions based on cases fully agree with assumptions and hypothesis in research study. They automatically prove what I wished to prove.

Case study 1

Name :- Mr. Prasad Joshi (Student)

Background:- Science Graduate

Course:- 2nd year PGDM student during 2013-14 at IMDR

Responses received

- **Objective** :- To find out from Mr. Prasad Joshi about career opportunities for MBAs/PGDMs
- **History**:- he is science graduate and studies in 2nd year at IMDR.. His interests are Finance and Marketing. Finance is his main interest and he feels marketing will help him to take job in any company. His career option is to bag good job in Finance and fall back arrangement is Marketing job.
- We focused regarding career opportunities for Management students. His response was very positive and He said confidently that there are more Career opportunities for management students. In his words there are excellent career opportunities for management students. He also strongly agreed on point that there are career opportunities for professionals like Doctors, Engineers, Architects, CAs and ICWAs.
- Regarding obtaining job after MBA/PGDM, he said it is very easy to get job. He strongly agreed to it. He also agreed for higher salaries to MBAs/PGDMs.
- He is not willing to take further education.
- Regarding academic course structure, syllabus. he said it is satisfactory. Syllabus can be changed with regular time interval. Suggested time frame is five years. New electives can be included and outdated part of the syllabus can be removed.

- Infrastructure like Library, Computer lab., Office, Placement cell, teaching aids, and recreational facility are adequate. Library and computer laboratory can be functional 24x7 all 365 days like IIMs.
- IMDR has good faculties, but he suggested more inclusion of visiting faculty from industries. Faculty drawn from Industry brings experience Institute has excellent visiting faculty data base.
- Regarding curricular and co-curricular activities, he said they are good. His experience about Industrial visits is very positive. They did visit Manufacturing units, Financial Institutions, after sales service, Insurance companies.
- His rating in terms of percentages for Assignments is(30), Professional Knowledge is(90),Internship training is (75),Job placements is (65),Value addition is (85), I.V.s, Seminars, Workshops, Cultural activities, is 70%. This is quite good indication.
- More industrial assignments to students and industrial consultancy for faculty will give exposure to student and faculty.

Case study 2

Name :- Ms. Priaya Bhor (Student)

Background:- Bachelor Engineering (B.E.)

Course:- 2nd year MBA student during 2013-14 at H. Nanavati Institute, Karvenagar

Responses received

- **Objective :-** To find out from Ms.Priaya Bhor about career opportunities for MBAs/PGDMs
- **History:-** She is engineering graduate and studies in 2nd year at Nanavati Institute, Karvenagar. Her interest is Corporate Finance. Project Finance is also her elective She feels these two will help her to take job in any company.
- Her career option is to bag good job in finance company and it will make her position stronger in short span. According to her there is further scope for this elective. It will help her to command more packages.

- I asked regarding career opportunities for Management students. Her response was very positive and she said confidently that there are more Career opportunities for management students. In her opinion there are excellent career opportunities for management students like opportunities for other practicing professions.
- She would like to go in for job preferably in Manufacturing company, maybe she feels job experience will make her position more stronger. Regarding obtaining job after MBA/PGDM, she said it is very easy to get job. She strongly agreed to it. She said in her response normal salaries to MBAs/PGDMs.
- She is not interested in further education after her MBA.
- Regarding case studies her response was unique, she said case could be designed considering Indian conditions and they should not be too long.
- Regarding academic course structure, syllabus. She said it is satisfactory. Syllabus must be changed regularly.. Suggested time frame is three years. New electives can be included and outdated part of the syllabus can be removed.
- Infrastructure like Library, Computer lab., Office, Placement cell, teaching aids, and recreational facility are adequate. Library and computer laboratory can be functional 24x7 all 365 days like IIMs.
- Nanavati Institute has good faculties, but she suggested more inclusion of visiting faculty from industries. Faculty drawn from Industry brings experience. Institute has excellent visiting faculty data base.
- Regarding curricular and co-curricular activities, she said they are good. Her experience about Industrial visits is very positive. She suggested more industrial visits.
- To judge the Institute her ratings in terms of %ages are as follows.
Assignments (75), Professional Knowledge (80), Internship training (40), Job placements (55), Value addition (50), I.V.s, Seminars, Workshops, Cultural activities etc.(80)
This is quite good indication. She was happy with Nanavati Institute.

- More industrial assignments to students and industrial consultancy for faculty will give exposure to student and faculty. This was not happening at her Institute.

Case study 3

Name :- Mr. Harishkumar Deshmukh (Student)

Background:-Engineering Graduate (B.E.)

Course:- 2nd year MBA student during 2013-14 at IMED, Bharti Vidyapeeth

Responses received

- **OBJECTIVE:-** To find out from Mr. Harishkumar Deshmukh about career opportunities for MBAs.
- **History:-** He is Engineering Graduate (B.E.) and studies in 2nd year at IMED. His interests are Marketing and specially International Marketing. International Marketing is his main interest and, he feels it will help him to take job in any company. His career option is good job in International Marketing field. Experience in International Marketing will help him to get good job. I.M. has good opportunities in coming future.
- I asked regarding career opportunities for Management students. His response was very positive and He said confidently that there are more Career opportunities for management students. There are excellent career opportunities for management students. He said that there are career opportunities for Engineers, Architects, CAs, ICWAs. And Management Consultants.
- Regarding obtaining job after MBA, he said it is very easy to get job. He strongly agreed to it. He also agreed for higher salaries to MBAs
- He is not willing to take further education.
- Regarding academic course structure, Syllabus. He said he was very much satisfied.. . New electives in syllabus can be introduced and irrelevant part can be removed.
- He suggested B2 B and B2C, electives teaching by case study method.
- Infrastructure like Library, Computer lab., Office, Placement cell, teaching aids, and recreational facility are adequate.

- IMED has good faculties
- He suggested more inclusion of visiting faculty from industries. Faculty drawn from Industry brings experience. Institute has excellent visiting faculty data base.
- Regarding curricular and co-curricular activities, he said they are good. His experience about Industrial visits is not very good. Industrial Visits were not held during his stay on the campus till he responded to us..
- His rating in terms of percentages for Assignments is (50), Professional Knowledge is (70), Internship training is (75), Job placements is (75), Value addition is (85), I.V.s, Seminars, Workshops, Cultural activities, is 70%. This is quite good indication.
- More practical training to students and industrial consultancy for faculty will give exposure to student and faculty.

Case study 4

Name :- Mr. Mahesh Patil (Student)

Background:- Bachelor of Pharmacy (B. Pharma)

Course: - 2nd year PGDM student during 2013-14 at IMDR

Responses received

Objective :- To find out from Mr. **Mahesh Patil** about career opportunities for MBAs/PGDMs

- **History:** - he is pharmacy graduate and studies in 2nd year at IMDR.. His interest is International Trade and he feels marketing will help him to take job in any export –Import Company. His career option is to bag good job in export –import firm and fall back arrangement is Marketing job.
- I asked him about career opportunities for Management students. His response was positive and he said confidently that there are more Career opportunities for management students. In his words there are excellent career opportunities for PGDMs from IMDR and management students from other Institutes..

- Regarding obtaining job after MBA/PGDM, he said it is very easy to get job. He strongly agreed to it.
- He was not sure about higher salaries to MBAs/PGDMs.
- He did not respond for further education. May be his ideas are not very clear about his plan after PGDM
- Regarding academic course structure, syllabus. he said it is satisfactory. Syllabus can be changed with regular time interval. Suggested time frame is five years. New electives can be included and outdated part of the syllabus can be removed.
- Infrastructure like Library, Computer lab., Office, teaching aids, and are very good. . Library and computer laboratory can be functional 24x7 all 365 days like IIMs. Games are not looked after seriously. He said poor to sports activity. Placement cell can be improved from good to excellent. Recreational facility also can be improved from good to excellent.
- For International Trade IMDR has a best visiting faculty. IMDR has good full time faculties but he was more happy with visiting Faculties. According to him they are excellent.. He suggested more visiting faculty from industries. Faculty drawn from Industry brings experience. Institute has excellent visiting faculty data base..
- Regarding curricular and co-curricular activities, he said they are good. His experience about Industrial visits is very good. He preferred not to respond for industrial visits...
- His rating in terms of percentage for Assignments is (90), Professional Knowledge is(90),Internship training is (70), Job placements is (60), Value addition is (85), I.V.s, Seminars, Workshops, Cultural activities, is 60%. This is quite good indication. He did not respond for practical training, Physical fitness, and value additions. May be this input is not provided by the Institute.
- More industrial assignments to students and industrial consultancy for faculty will give exposure to student and faculty.

Case study 5

Name :- Mr. Amol Rathod (Student)

Background:- B. Tech. (Production Technology)

Course:- 2nd year MMS student during 2013-14 at NMITD

Responses received

- **Objective** :- To find out from Mr.Amol Rathod about career opportunities for MBAs/PGDMs
- **History** :- He is engineering graduate and studies in 2nd year at NMITD, Mumbai. Institute is five years old. He is student of 3rd passing out batch.
- His specialization is marketing. He feels marketing will help him to take job in any company.
- His career option is to bag good job in Marketing. He feels knowledge in marketing will pay him good salary. He desires to go in Manufacturing and fall back arrangement is job in B2B area.
- I asked regarding career opportunities for Management students. His response was very good. He said that there are excellent career opportunities for management students and they will increase very fast in near future.
- Regarding obtaining job after MBA/PGDM, he said he was not very sure. He also agreed for higher salaries to MBAs/PGDMs/MMS
- He is not interested in further education.
- Regarding academic course structure and syllabus he remained silent..
- **Infrastructure** :- Library is very good. Computer lab. is excellent, Office Is in developing stage, Placement cell is not yet formed, teaching aids are good, and recreational facility are adequate.
- NMITD has good faculties, but he suggested more inclusion of visiting faculty from industries.
- Regarding curriculum and co-curricular activities, he said they are good. Students of his batch sold CRY, NGO products.
- His experience about Industrial visits is very encouraging.. They visited Toyota and Coca cola companies.
- His ratings for some parameters in terms of percentages are given below.

Term Assignments is (40)

Professional Knowledge is (60)

Internship training is (40)

Job placements is (65)

Value addition is (60)

I.V.s, Seminars, Workshops, Cultural activities, is 70%.

- This is quite good indication.

Case study No.6

Name :- Mr. Vaibhav Pawar (Student)

Background:- Bachelor of Science

Course:- 2nd year MBA student during 2013-14 at IMED, Bharti Vidyapeeth

Responses received

- **Objective:-** To find out from Mr. Vaibhav Pawar about career opportunities for MBAs.
- **History:-** He is Science Graduate and studies in 2nd year at IMED. His interests are Marketing and operations Research. Operations Research is his main interest and, he feels Marketing will help him to take job in any company. His career option is good job in Marketing field. Experience in Marketing will help him to get good job. Operations Research has good opportunities in coming future. Marketing Electives is his own interest. MBA with marketing gets good salary. Experience in marketing, he says, stands good chance for better job opportunities.
- We focused regarding career opportunities for Management students. His response was very positive and He said that there are more Career opportunities for management students. There are excellent career opportunities for management students. He also said there are career opportunities for Engineers, Architects, CAs, ICWAs, and Management Consultants.
- Regarding obtaining job after MBA, he said it is very easy to get job. He strongly agreed to it. He also agreed for higher salaries to MBAs
- He is not willing to take further education.

- Regarding academic course structure, Syllabus. He said he was very much satisfied.

Syllabus is decided by University. Institute has little role to play in designing syllabus.

- Infrastructure :- Library, Games and sports are excellent . Placement cell, computer laboratory, staying arrangements is very good, recreational facility and teaching aids are adequate and good.
- IMED has good faculties,
- He suggested more inclusion of visiting faculty from industries. Faculty drawn from Industry brings experience. Institute has excellent visiting faculty data base.
- Regarding curricular and co-curricular activities, he said they are good.
- His experience about Industrial visits is not satisfactory. IVs were not held during his stay on Campus.
- He had Internship training at Bajaj Auto ,Pune
- His rating to judge Institute in terms of percentage is given below.

Term Assignments is (50)

Professional Knowledge is (75)

Internship training is (75)

Job placements is (50)

Value addition is (45)

I.V.s, Seminars, Workshops,, Cultural activities, is 80%.

Physical Fitness is 50,

This is quite good indication.

- Practical training to students was looked as co-curricular activity at his Institute.

Case study 7

Name: - Dr. P. C. Shejwalkar (Expert)

Background:-Director, Institute of Management Education, Erandavane, Pune

Courses:- MBA/ PGDM/One year Management diplomas

Responses received

- **OBJECTIVE:-** To find out from **Dr. P. C. Shejwalkar** about career opportunities for MBAs.
- **History:-** Dr. P. C. Shejwalkar is known name in Pune for Management Education. He was founder Director of Management Institute (IMDR).He was Dean of commerce faculty at Pune University. He was also instrumental to start Management courses at IMDR. Till decade of 1980, management courses were not known to Pune and part of western Maharashtra. He made MBA popular among student community and other parts of western Maharashtra. He is popular in students and they call him Management Guru. Known as Management Guru and father of management in Pune and surrounding area ,I decided to find out from him about spread management education in Pune, Career opportunities for management students (MBAs,), and future of management education.
- We asked regarding career opportunities for Management students. His response was Very positive and He said that there are more Career opportunities for management students. There are excellent career opportunities for MBAs. Career growth is very fast for management students. MBAs have huge demand and it will further increase due to new fields of management.
- Introduction of Sectorial MBAs and career opportunities in new fields will further create huge demand for management students. Careers in - trading, broking, Private banking sector,(New upcoming banks like IDFC), Insurance, financial investment companies, Co-operative sector, Public sector units, Equity trading, Investments in Futures and Options, are new fields opened for MBAs
- Service sector has acquired more importance in last three decades. Transport, travel, tourism, hospitality, Insurance, Investment consultants, Management

consultants, are some examples of service sector. There is possibility of further growth in service sector and hence more career opportunities for MBAs.

- Regarding obtaining job after MBA, he said it is very easy to get job. He strongly agreed to it. He also agreed for higher salaries to MBAs
- Regarding academic course structure, Syllabus. He said he was very much satisfied.. . New electives in syllabus can be introduced and irrelevant part can be removed.
- Infrastructure like Library, Computer Lab., Office, Placement cell, teaching aids, and recreational facility should be provided adequately.
- He suggested more inclusion of visiting faculty from industries. Faculty drawn from Industry brings experience and helps student for placement.
- Regarding curricular and co-curricular activities, he said, they are useful for student development. Seminars, case discussions, workshops, Language labs are essentials of Management education. Get to gathers, Annual gatherings, sports; debates, etc are also most essentials of any education.
- More practical training to students and industrial consultancy for faculty gives good exposure to student and faculty.
- Regarding future of management education (some call it as future of MBA) he said definitely it has bright future. He agreed to point that it is passing through difficult phase. Because of large number of management institutes established in last twenty Years and lack of quality assurance system, this has happened. Situation will change soon and good days will come. He was optimistic about future of management education.

About fees, he said Rs.100000/- fee is too high for MBA. It should be made available for Rs.20000/- for rural student. More spread of management education should be done at Interiors of India. Rural MBAs should be introduced at all possible places in rural areas.

Chapter VIII

Hypothesis Testing

- 8.1 Hypothesis**
- 8.2 Introduction**
- 8.3 Hypothesis testing**
- 8.4 Objective Proof**
- 8.5 Conclusion**

8.1 Hypothesis

Researcher will study and prove following hypothesis:

1. There are more career opportunities available for management students than any other graduates.

Management students - Includes MBA, PGDM, MMS others Post Graduation in management disciplines. Now a day's undergraduate level BBA is available under management discipline.

Other Graduates – Include BA, B.Com. ,BSc, B.E, B. Farm, BCS etc. without Management disciplines.

2. The service sector will gain more importance in the future.

There is shift in career opportunities from manufacturing sector to service sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management.

3. Management knowledge is useful in all sectors and is universally applicable.

8.2 Introduction

The main theme of the research centers on the possible connection between career opportunities and Management graduates. Researcher tries to examine and prove that more number of career opportunities are available to management graduates.

Countries economy is in progress. Economy grows than normal growth rate, this state can be explained when industries grow very fast. Huge expansion of business happens. Demand for goods and services increases and there is overall requirement of manpower at all levels. Naturally demand for MBA Graduates will be more and there would be more number of career opportunities available to management graduates.

Researcher is also trying to find out relationship between Career opportunities in services sector and manufacturing sector. He is trying to prove that service sector will have more demand and hence more career opportunities in service sector in comparison with opportunities in manufacturing sector.

It is based in the assumption that manufacturing sector produces real assets and it is addition to country's GDP and country is not dependent on services from the other countries.

One of the statements in hypothesis study is that Management knowledge is useful and essential in all sectors (of business world) and is universally applicable. Research will try to examine and find out with the help of questionnaires administered to all stake holders of research study.

8.3 Hypothesis testing

In formal hypothesis testing, it is customary to produce two hypotheses, called **H0** (known as the "null hypothesis") and **H1** (known as the "alternative hypothesis"). In fact, these two are always given as opposites of each other. The two hypotheses might be stated as

Null hypothesis (H0): There are not more career opportunities available for Management students than any other graduates.

Alternative hypotheses (H1) There are more career opportunities available for Management students than any other graduates.

The testing aims to ensure that what is recognized is only what is contained in the data collection. When we test the hypotheses, we can never be 100% certain of our conclusions. We can only be confident to a certain level - hopefully a high one. Typically we construct our test so that we will be 95% certain that the conclusion we draw is a correct one. This is called a 95% confidence level, or a 5% significance level. If the hypothesized value for the effect (e.g. zero) lies outside the 95% confidence interval than we believe the hypothesized value is implausible and would reject H0. The study tests the following hypothesis.

From student's survey -

Q.No.4 What of the following career options you have in your mind?

Table 8.3.1 Career options

	Observed N	Expected N	Residual
Employment	124	66.7	57.3
Entrepreneurship	66	66.7	-.7
Both	10	66.7	-56.7
Total	200		

N= number of respondents

Residual shows remaining responses

From Expert's survey -

Q.No.9 What are the new career opportunities for the students with business management qualifications?

Table 8.3.2 Career opportunities for the students with business management qualifications.

Response	Frequency	%
Service Sector	6	24
Starting own business and diverting to untapped areas.	3	12
Banking including investment Bank Derivatives.	2	8
Business analyst, business developers, consultants etc.	3	12
Health and life management; Family management and relationship	3	12
1. MBA in IT 2. Agricultural sector 3. travel and tourism etc.	3	12
None	5	20

Frequency shows total number of response for each question / criteria.

Percent shows total percent for response for each question / criteria

From placement agencies (Placement Dept. of Management Institutes) survey -

Q.No.21 After acquiring management degree, in which field there is preference?

Table 8.3.3 Preference in field, after acquiring management degree

	Frequency	Percent
Manufacturing Industry	2	7.4
Service Industry	13	48.1
Government job	1	3.7
Abroad	1	3.7
Other	1	3.7
Manufacturing and service sectors	6	22.2
Service sector and government job	1	3.7
Mfg, service sectors, and abroad	1	3.7
No answer	1	3.7

Frequency shows total number of response for each question / criteria.

Percent shows total percent for response for each question / criteria

From Employers survey -

Q.No.23 What are the new career options opening after management?

Table 8.3.4 New careers options opening after management

Response	Frequency	%
Various role	1	4
Service industry, Government, organization, Consultancy, HR, Marketing, Finance, Production	21	84
Design, planning, SCM	1	4
Project management, consultancy, Business stabilization consultant , SAP/ERP	1	4
Personality development	1	4

Frequency shows total number of response for each question / criteria.

Percent shows total percent for response for each question / criteria

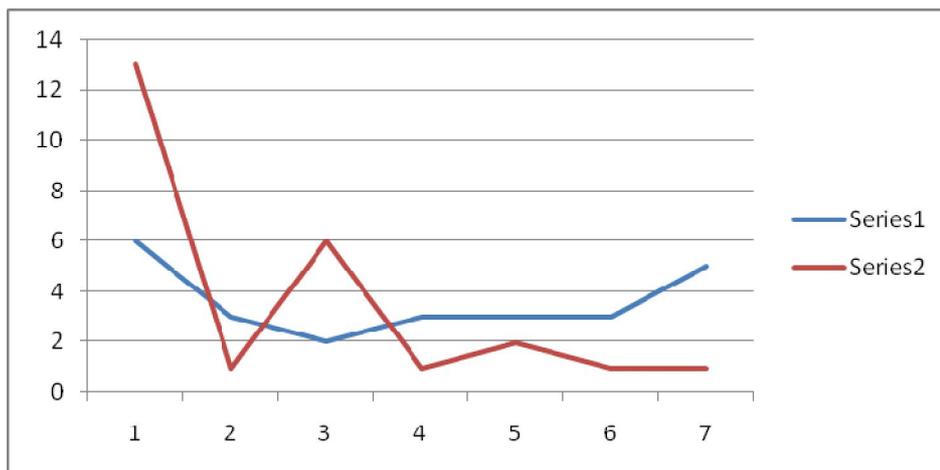
Correlation analysis

Table 8.3.5 Correlation between expert and placement agency

Response	Expert	Placement Agency
Service Sector	6	13
Starting own business and diverting to untapped areas.	3	1
Banking including investment Bank Derivatives.	2	6
Business analyst, business developers, consultants etc.	3	1
Health and life management; Family management and relationship	3	2
1. MBA in IT 2. Agricultural sector 3. travel and tourism etc.	3	1
None	5	1

By correlation analysis, graphs

Figure 8.3.1 Correlation analysis graphs



Correlation value is 0.544129322; it shows that A correlation coefficient of -1 indicates a perfect negative correlation. As variable X increases, variable Z decreases. As variable X decreases, variable Z increases.

(X is expert, Z is placement agency)

After comparison, it shows that from all employer, expert, placement agency and student survey, all respondents shows that there are more opportunities for management students in service sector.

For testing **hypothesis number 1**, questions were asked to employer, expert , placement agency and student (management graduates only) about their experience and observation career opportunities for management students ; as students they want to work in different organization , as per expert too, there are many opportunities for management students in many sectors, as per employer, they also require many management students in different areas of their respective sector, Also placement agencies observed, many organization open up with opportunities for management students . The variables are considered for collecting career opportunities for management students' information. Result shows that major career opportunities are available for management students in many service sector and more career opportunities available for Management students than any other graduates. Hence there is strong evidence to reject null hypothesis. Hence we conclude that there are more career opportunities available for Management students than any other graduates.

Hypothesis no. 2

Null hypothesis (H0): The service sector will not gain more importance in coming future. There is shift in career opportunities from manufacturing sector to service sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management.

Alternative hypothesis (H1): The service sector will gain more importance in coming future. There is shift in career opportunities from manufacturing sector to service sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management.

The above mentioned tables and graphs (i.e. Table 8.3.1, Table 8.3.2, Table 8.3.3, Table 8.3.4, Table 8.3.5 and Figure 8.3.1) shows that service sectors will open for management students so that they can choose their career in service sector. Placement agencies and employers have shown keen interest to appoint many management students in service organizations. Hence there is strong evidence to reject null hypothesis. Hence we conclude that the service sector will gain more importance in coming future.

Hypothesis no. 3

Null hypothesis (H0): Management knowledge is not useful to all sectors and is not universally applicable.

Alternative hypothesis (H1): To prove that management knowledge is useful to all sectors and is universally applicable.

From Expert's:

Q.No.2 What according to you is the value addition by studying business management?

Table 8.3.6 Value addition knowledge

Response	Frequency	%
Management Trainee should be able to plan organize, execute and control an activity, event or project	8	32
case analysis ,analytical skill, smart working Conceptual skills, analytical skills presentation skills, soft skill are enhanced in students,	9	36
Current industry trends ,competitive business strategies and performance, profitability	1	4
Adds to their knowledge; gives conceptual backup	1	4
The students get an extra orientation of business	1	4

environment.		
Mgt. education produces Entrepreneurs.	1	4
Anything which cuts process and yields better output.	1	4
Definitely it helps; career growth is very fast for mgt. graduates than the traditional approach from down to up.	1	4
None	3	12

Percent shows total percent for **response for each question / criteria**

From placement agencies (Placement Dept. of Management Institutes):

Q.No.11 What specific specializations you are looking in a management persons or persons with business management background?

Table 8.3.7 Specific specialization in management persons

Reason	Frequency	%
Changes according to requirement of job. Management graduates with engineering background and computer knowledge.	1	4
technical knowledge along with management degree	2	7
Neutral	3	11
financial and marketing specialization	1	4
HR system/depends on requirement	5	19
excellent communication skills ,working directions	7	26
exposure to law, labour practices and HR	1	4
Skills ,technical knowledge, team work	2	7

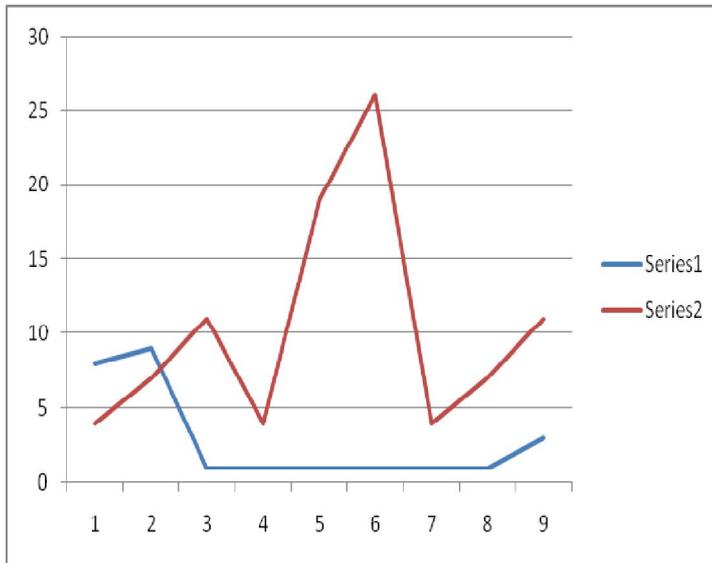
Frequency shows total number of response for each question / criteria.

Percent shows total percent for **response for each question / criteria**

Table 8.3.8 Correlation analysis between expert and placement agency related to value additional knowledge

Response	Expert	Placement agency
Management Trainee should be able to plan organize, execute and control an activity, event or project	8	4
case analysis ,analytical skill, smart working Conceptual skills, analytical skills presentation skills, soft skill are enhance in students,	9	7
Current industry trends ,competitive business strategies and performance, profitability	1	11
Adds to their knowledge; gives conceptual backup	1	4
The students get an extra orientation of business environment.	1	19
Mgt. education produces Entrepreneurs.	1	26
Anything which cuts process and yields better output.	1	4
Definitely it helps; career growth is very fast for mgt. graduates than the traditional approach from down to up.	1	7
None	3	11

Figure 8.3.2 Correlation analysis between expert and placement agency related to value additional knowledge



Correlation value is -0.351027076, it shows that A correlation coefficient of -1 indicates a perfect negative correlation. As variable X increases, variable Z decreases. As variable X decreases, variable Z increases.

(Series 1 is expert, Series 2 is placement agency)

From Employer's:

Q.No.11 What specific specialization you are looking in a management persons or for persons with business management background?

Table 8.3.9 Specific specialization in management persons

Response	Frequency	%
Communication and domain knowledge, analytical, General knowledge, Smart, Liberal, Presentation, team work, positive attitude, punctual	10	40
Specialization- Electronic , Mechatronic R & D, Marketing, IT, Production , Operational, Finance,	9	36

MIS, and Some certification , Ph.D.		
Vision	1	4
Neutral	3	12
Global exposure	1	4
Good organizational ability	1	4

Frequency shows total number of response for each question / criteria.

Percent shows total percent for **response for each question / criteria**

All above table shows that management students have definitely the different types of skills compared to any other graduates, so their knowledge will be useful to organization. As per Expert, they do have good communication, presentation and soft skills. It will help them to be a good leader to handle the workplace stresses as well as employees. As per the placement agencies (placement dept. of management institutes), management students have financial analysis skills, human resource and development skill as well as good communication, presentation skills. It is easy to fit as an employee for the organization. As per the employer, always they are looking for good leader, motivator and mentor to establish the organization. All major skills are in management students. This is useful to organization. Hence there is strong evidence to reject null hypothesis. Hence we conclude that the management knowledge is useful in all sectors and is universally applicable.

From Students (Graduates Only)

Introduction -

I also attempted to find out opinions through survey only for graduate students. I tried to find out their opinion about further education, acquiring higher qualifications etc. Based on the responses received, I have proved hypothesis.

Hypothesis no. 1- There are more career opportunities available for management students than any other graduates.

Q.No.2 Are you satisfied with graduation qualifications?

Table 8.3.9a Graduation qualifications adequate or not.

	Frequency	Percentage
y	94	52.22
n	86	47.78

Q.No. 4 Does your college has Post Graduation Department and how many choose to go for Post Graduation?

Table No.8.3.10 Post Graduation Department and how many choose to go for Post Graduation

	Frequency	Percentage
Y	29	16.11
y/y	127	70.56
N	8	4.44
y/n	16	8.89

Q.No.6 Do you feel that additional professional qualifications are essential for getting higher pay package?

Table 8.3.11 Need for additional professional qualifications for getting higher pay package

	Frequency	Percentage
Y	176	97.78
N	4	2.22

From above data analysis, major respondents are not satisfied with their graduation as a qualification, major are interested to choose post graduation along with some professional qualification.

This incident proves that, more career opportunities available for management students than any other graduates.

Hypothesis no. 2 - The service sector will gain more importance in the future. There are more career opportunities for service sector than manufacturing sector. Service sectors are marketing, banking and insurance industry, travel and tourism, hotel industry, academic, agricultural, hospital and hospitality management, event management.

Q.No.10 If Employment, in which sector you are more interested?

Table 8.3.12 Interest in Employment sectors

NGO	16	Beautician course	20
Industry	41	Insurance	9
Manufacturing	25	Service organization	37
Govt. Organization	20	trading	12
size	4		4
mean	22.5		16
Std. dev	9.5		10.87428
Ttest	0.57597		

From the T test it's clear that value is less than 1, it proves that they have good opportunities in service sector.

Hypothesis no. 3 - Management knowledge is useful in all sectors and is universally applicable.

Q.No.7 Do you wish to pursue further education after the completion of graduation?

Table 8.3.13 Pursue further education after completion of graduation

	Frequency	Percentage
Research	9	5
Management	90	50
Commerce	13	7.22
PG	5	2.78
Professional course	5	2.78
M Tech	9	5
Computer	9	5
MA	9	5
microbiology	5	2.78
technology	4	2.22
journalism	4	2.22
CA	9	5
MSW	9	5

Q.No.11 If you were to take further education, what could be your choice?

Table 8.3.13a Education after graduation

	Frequency	Percentage
PG in mgt	102	56.67
trading pg	53	29.44
certificate course	13	7.22
it courses	12	6.67

From data analysis, majority of respondents are preferring further education as management professionals. This incident shows, respondents have accepted truth that management knowledge is essential not only in all sectors of corporate world but also very essential for day –to- day life. Hence hypothesis number is 3 is proved.

From Students (Graduates with management education) survey -

Introduction–

Research student has also studied few questions form Students Respondents (Graduates with Management qualifications).

For question No. 4 regarding student preference for Employment over Entrepreneurship, Chi-square test result proves student prefer Employment over entrepreneurship. Similarly for other questions important results of the Chi-square test are written at the end of the questions. For Question regarding choice of sector for employment (Q. No. 5) student preferred service sector for employment than other sectors. Test result showed that there is a significant difference between the sectors preferred by the respondents for employment.

Q. No. 8, regarding career opportunities in different field test proves that, there is significant difference between the career opportunities available to the students in different fields. There are more career opportunities in commerce and Management field.

Q.No. 10 , regarding acquiring job after Management Qualifications.

Q. No.11, regarding getting higher pay for management graduates test result says that there is significant difference in the opinions of the students as far as getting jobs and

higher pay after Management Qualifications are Acquired. But generally it is seen that Management graduates get job quickly and they get high Paid.

Question 4: What of the following career options you have in your mind?

Table 8.3.14 Career options

Observed frequencies table for Various Career options

Career Option	Frequency	Percentage
Employment	124	60.2
Entrepreneurship	66	32.0
Both	10	4.9
No Answer	6	2.9
Total	206	100.0

H₀: There is no significant difference between the career options of the students.

Chi-Square Test

Table 8.3.15 Chi-Square Test for career options

	Observed N	Expected N	Residual
Employment	124	66.7	57.3
Entrepreneurship	66	66.7	-.7
Both	10	66.7	-56.7
Total	200		

Test Statistics

Table 8.3.16 Test Statistics for career options

	Q4
Chi-Square	97.480
df	2
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.7.

As the p value is less than 0, the hypothesis is rejected. It means that there is significant difference in the career preference of the students. They prefer employment over entrepreneurship.

H₀ There is no significant difference between career options chosen by the respondents

Table 8.3.17 Career options

	Frequency	Percent
Employment	124	60.19
Entrepreneurship	66	32.04
Both	10	4.85
No Answer	6	2.91
Total	206	100.00

Chi Square Test:

Table 8.3.18 Chi - Square Test for career options

	Observed N	Expected N	Residual
Employment	124	66.67	57.33
Entrepreneurship	66	66.67	-0.67
Both	10	66.67	-56.67

Test Statistics

Table 8.3.19 Test Statistics for career options

Chi-Square	97.48
df	2.00
Asymp. Sig.	0.00
0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.7.	

Conclusion: As p value is 0.00, the hypothesis is rejected. It means that there is significant difference between career options chosen by the respondents. The respondents prefer employment over Entrepreneurship.

Q5: If Employment, in which sectors are you more interested?

Table 8.3.20 Interest in employment sectors

Observed frequencies table for choice of sectors.

Sector	Singular	Combined	Total
Manufacturing and service organisation	73	26	99
Trading	11	5	16
Financial Management	39	2	41
B2B Management	22	0	22
Others	9	0	9
	154	33	187

H_0 : There is no significant difference between the sectors of employment preferred by the students.

Test Statistics:

Table 8.3.21 Test Statistics for Interest in employment sectors

Chi-Square	379.326
df	20
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.9.

As the p value is less than 0, the hypothesis is rejected. It means that there is significant difference in the preference of sector for employment. They prefer employment in manufacturing and service sector over other sectors.

H₀ There is no significant difference between the sectors of interest for employment

Observed frequencies table:

Table 8.3.22 Observed frequencies - Interest in employment sectors

Sector of interest	Singular	Combined	Total
Manufacturing	42	18	60
Trading	11	5	16
Service Organisation	31	8	39
Financial Management	39	2	41
B2B Management	22	0	22
Others	9	0	9
	154	33	187

Expected frequencies table:

Table 8.3.23 Expected frequencies - Interest in employment sectors

	Singular	Combined	Total
Manufacturing	49.41	10.59	60.00
Trading	13.18	2.82	16.00
Service Organisation	32.12	6.88	39.00
Financial Management	33.76	7.24	41.00
B2B Management	18.12	3.88	22.00
Others	7.41	1.59	9.00
	154.00	33.00	187.00

Chi square table:

Table 8.3.24 Chi square test for - Interest in employment sectors

O	E	(O-E)	(O-E) ²	(O-E) ² /E
42	49.41	-7.41	54.93	1.11
11	13.18	-2.18	4.74	0.36
31	32.12	-1.12	1.25	0.04
39	33.76	5.24	27.41	0.81
22	18.12	3.88	15.07	0.83
9	7.41	1.59	2.52	0.34
18	10.59	7.41	54.93	5.19
5	2.82	2.18	4.74	1.68
8	6.88	1.12	1.25	0.18
2	7.24	-5.24	27.41	3.79
0	3.88	-3.88	15.07	3.88
0	1.59	-1.59	2.52	1.59
			Chi Square	19.80

Conclusion: As calculated value of chi square (19.80) is greater than the table value of chi square at 1% level of significance for 6 df., the hypothesis is rejected. There is a significant difference between the sectors preferred by the respondents for employment. It proves that there would be more Career opportunities in Service Sectors, so students prefer it.

Q.No.8 How Do you compare career opportunities in different fields?

Table 8.3.25 Career opportunities

Observed frequencies table:

	Excellent	Good	Average	Poor	Total
Professional	71	73	76	57	277
Commerce	88	77	89	49	303

MBA	12	22	24	34	92
Others	1	1	3	4	9
Total	172	173	192	144	681

H_0 : There is no significant difference between the career opportunities available to the students in different fields.

Test Statistics

Table 8.3.25a Test Statistics for Career opportunities

	Q8	
Chi-Square	25.99	
df	9	
Asymp. Sig.	.000	

As the p value is less than 0, the hypothesis is rejected. It means that there is significant difference in the opinion of the student-respondents as far as availability of career opportunities in different fields is concerned. They feel better opportunities are available to professional and commerce faculty students.

H_0 There is no significant difference between career opportunities in different fields:

Observed frequencies table:

Table 8.3.26 Observed Frequencies for Career opportunities

	Excellent	Good	Average	Poor	Total
Professional	71	73	76	57	277
Commerce	88	77	89	49	303
MBA	12	22	24	34	92
Others	1	1	3	4	9
	172	173	192	144	681

Expected frequencies table:

Table 8.3.27 Expected Frequencies for Career opportunities

	Excellent	Good	Average	Poor	Total
Professional	69.96	70.37	78.10	58.57	277.00
Commerce	76.53	76.97	85.43	64.07	303.00
MBA	23.24	23.37	25.94	19.45	92.00
Others	2.27	2.29	2.54	1.90	9.00
Total	172.00	173.00	192.00	144.00	681

Chi square table:

Table 8.3.28 Chi square test for Career opportunities

O	E	(O-E)	(O-E) ²	(O-E) ² /E
71	69.96	1.04	1.08	0.02
88	76.53	11.47	131.59	1.72
12	23.24	-11.24	126.26	5.43
1	2.27	-1.27	1.62	0.71
73	70.37	2.63	6.92	0.10
77	76.97	0.03	0.00	0.00
22	23.37	-1.37	1.88	0.08
1	2.29	-1.29	1.65	0.72
76	78.10	-2.10	4.40	0.06
89	85.43	3.57	12.76	0.15
24	25.94	-1.94	3.76	0.14
3	2.54	0.46	0.21	0.08
57	58.57	-1.57	2.47	0.04
49	64.07	-15.07	227.12	3.54
34	19.45	14.55	211.59	10.88
4	1.90	2.10	4.40	2.31
			Chi Square	25.99

Conclusion: As calculated value of chi square (25.99) is greater than the table value of chi square at 1% level of significance for 9 df., the hypothesis is rejected. There is a significant difference between the career opportunities available in different fields.

Q.No.10 Do you feel getting a job will be easier after completing business management?

Table 8.3.29 Easy to get job after completing business management:

Observed frequencies table:

Response	Frequency	Percent
Strongly agree	33	16.02
Agree	60	29.13
Neutral	60	29.13
Somewhat disagree	17	8.25
Disagree	3	1.46
Strongly disagree	3	1.46
Not sure	18	8.74
Strongly agree and agree	1	0.49
Neutral and not sure	2	0.97
No answer	9	4.37
Total	206	100.00

Q.No.11 Do you feel business management students get paid higher than graduate from any other stream?

Table 8.3.30 Higher payment for management students as compared to other stream:

Observed frequencies table:

Response	Frequency	Percent
Strongly agree	38	18.4
Agree	90	43.7

Neutral	34	16.5
Somewhat disagree	13	6.3
Disagree	11	5.3
Strongly disagree	2	1.0
Not sure	6	2.9
Neutral and Somewhat disagree	1	.5
No answer	11	5.3
Total	206	100.0

H₀: Opinions of the student-respondents do not differ significantly as far as getting jobs and pay after graduation are concerned.

Chi square test:

Test Statistics

Table 8.3.30 Test Statistics for higher payment for management students as compared to other stream:

	Q10	Q11
Chi-Square	210.741	257.554
df	8	7
Asymp. Sig.	.000	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.9.

b 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.4.

As the *p* values are less than 0, the hypotheses are rejected. It means that there is significant difference in the opinions of the students as far as getting jobs and pay after graduation are concerned. It means that the students feel it easy to get the jobs after completing business management and also are of the strong opinion that management students get paid higher than any other graduate student.

8.4 Objective proof

From the hypothesis number 1 testing proves that there are good opportunities for management students. Many Service sectors like marketing, banking and insurance industry, travel and tourism, hotel industry, academics, agricultural, hospital and hospitality management, event management have opportunities.

Hence it proves the research regarding career opportunities available for management students.

As management students have many skills like communication, presentation, leadership, motivation and domain knowledge like marketing, human resource, financial management, help them to get good jobs in the market. As per expert, placement agencies and employers survey shows that, there is a demand for all these skills. These skills are found in management students. In future there will be even more career opportunities for management students. Analysis also proves that there will be more importance for service sector in coming future. Since there is demand for management education and management graduates too it shows that it is universally useful and applicable.

8.5 Conclusions

- 1.** Present syllabus is good, as per academic, but it does not have industrial exposure, it lacks practical knowledge, scientific work knowledge and many more practical orientated skills .It is suggested to have, Institute and industry interaction.
 - 2.** Improvement in communication, presentation and motivation skills, so that they may become good leader, and mentor for the organization. Language labs have to be established in the institutes.
 - 3.** Guest lecturers from industrial faculty will help students to understand realities of business and Industries.
-

Chapter IX

Findings, Conclusions and Suggestions

- 9.1 Findings from survey**
- 9.2 Findings from Desk Research**
- 9.3 Findings from case study**
- 9.4 Conclusions**
- 9.5 Suggestions**
- 9.6 Utility of the study**
- 9.7 Scope for further research**

Introduction - It is easy when you have a reputation. Consider Master Sachin Tendulkar example. It is like Sachin Tendulkar getting selected getting that automatic selection even when he is not in his prime, but to be there he had to perform at the highest levels in every match he played for about 15 to 20 years.

The college which is relatively new and want to improve on campus placement record, I provide top 10 tips based on our experience of more than 30 years in campus placement. It is based on the input from various Placement Officers who have been very successful and from very senior HRs. Sometimes even the God of Cricket needs to go back to his basics. So these tips could also be useful for colleges with great reputation and do campus placement day in and day out.

9.1 Findings from survey conducted from various stake holders

9.1.1 Findings for Experts

Different questions were asked and discussed with the experts. From their point of view:

- 1. Selection criteria:** They preferred some kind of competitive examination to be conducted for selection of students for admission for management education. Research student conclusion is based on analysis of table no.7.1.1a
- 2. Change in syllabus:** - From the analysis of table no.7.1.1b, researcher concluded, that improvement must be made in present syllabus.
- 3. After analysis of table no. 7.1.1c,** researcher concluded that it should include more industrial training.
- 4. After analysis of table no. 7.1.4 and 7.1.7** researcher concluded that, Management education included various specialization according to need of the competitive market but many institute did not offer specialization other than traditional courses. It should include more case studies. Highly qualified and faculty with industry exposure will improve quality of syllabus.
- 5. Analysis of table no. 7.1.5,** researcher concluded that inclusion of Management skills will improve quality of syllabus. Improvement in management students skill like, able to plan, organize, execution and control of activity, event or project, case analysis

,analytical skill, smart working Conceptual skills, presentation skills, soft skill are essentials to bring improvement in syllabus..

6. After analysis of table no. 7.1.8, researcher concluded that these skills help management student to get better jobs.
7. Analysis of table no.7.1.5 and 7.1.7 researcher concluded that more specializations will them to get higher positions in the organization. It is observed that good percentage of management students are placed in the industry as compared to other graduates.
8. Analysis of table no. 7.1.9, researcher concluded that management students do have good opportunities in many sectors. Sector like manufacturing, service, banking, travel and many more. Due to management education, even they can start their own business or join family business. These are good opportunities for management students.
9. Analysis of table no. 7.1.12 and 7.1.13 researcher concluded that with some experience, they will have good career opportunities in the market as compared to others. Management student are preferred by many industries with high salary packages.

9.1.2 Findings for Placement agencies (Placement Department of Management Institutes)

Preferred management students for many organizations for recruitment. Placement agencies also look for the good candidate to place them in good organization. They felt that their selection must be based on common entrance base examination. It is observed that many shortfalls are present in the fresh passed out management students. They lack communication skill, soft skill, case study analysis and many more. They also lack communication skill, professional knowledge, dynamism, innovation, leadership skills. Many management institutes in Pune do not include curricular and co-curricular activities in the syllabus.

They also preferred management students for placement. They also agreed that management knowledge is essential for getting jobs in industries. During last five years, they placed good percentage of management students in the industries.

Placement agency also look for Management graduates with professional knowledge along with marketing, HR, Finance and many more specializations to place management students.

Industry exposure is must to improve quality of the management student. Faculties from industries will improve quality of management students.

Skills like proficiency in interpersonal communication, Competence in Technical Matters, Thinking Creatively & Positively, Aptitude for Leadership, Ability to visualize the implications & consequences of actions & decisions, are lacking in the management students.

For management trainees, they would like to select students only by competitive examination. They prefer to service industry for the jobs. They prefer fields like international placements, research and development for management graduates.

They find difference between the fresher and experienced management degree holder.

Fresher need training after they join, experienced do not. Experienced persons are more effective than fresher students. Fresher puts more efforts whereas experienced plays skin saving tactics. Experienced management graduate is more valued and useful to industry.

9.1.3 Findings for Employers

Analysis of questionnaire and table from 7.3.1 to 7.3.27, researcher concluded that, employers were interested in recruiting quality management graduates as compared to other graduates. Research student comments are given below.

1. As compared to other graduates or other professional course students, employer preferred management students for the recruitment process.
2. As per them too, admission to management course should be based on national level entrance examination. This year AICTE has conducted unique NCMET test for admission to management course. Syllabus should be designed by involving experts from industry .Importance should be given to extracurricular activities. It should help student to improve skills required for managerial job. Competent, qualified faculty is also essential requirement for quality management education.

3. As per employer, MBAs produced are of not better quality. More attention should be paid to focus improvement of quality of management graduates for better career opportunities.
4. Present management schools have to look for global business scenario. To face the competition institutes need to make quality improvement.
5. Mix of management skills and professional knowledge , management student have good job opportunities in the industry as compared to other graduates They pay higher salary to MBAs, they get higher position in their career very quickly as compared to other professional courses,.
6. Employers think management knowledge and skill is essential requirement to get jobs in the industry.
7. They always looked smart MBAs with domain knowledge and skills such as Communication, and analytical skills, Presentation, team work, positive attitude, and ability to handle uncertain situations.
8. Employers suggested that faculty from industry will share their experience and knowledge to management students and it will improve quality of management graduates.
9. Employers observed that most management students do not prefer to stay at first job for long time, they change job for better prospects and for growth.
10. Employer would like to see major soft skill in his future employee. So they give more preference to management students in their regular or frequent recruitment process. During the training and probations, employers pay good salary to management graduates.
11. Employer think that management student have more career opportunities in many sectors like Service, Agriculture, Manufacturing, consultancy, government sector and NGOs.
12. To retain management graduates employer raise their salaries, motivate them for better work, quality work, and offer them promotions. Employer observed that as compared to fresher , experienced management graduates have more knowledge, skills and maturity. Experienced management graduate will be more helpful to the organization.

13. They are interested in exit interview for management graduates so that they get some important points to retain management trainees.

9.1.4 Findings for students (Graduate with management education)

Most of commerce students would like to prefer further management education with marketing, finance, human resource management and other subjects. Among them, some of would like to join their own family business and some would like to start own business. . They also want excellent faculty members. They think that along with academic curriculum, industrial visit and internship will be additional value to management course. Most of the students would like to take admission in premier institutes. Non-premier institute have to focus more on improvement of faculty, library, industrial visit, internship, academic-industry relationship and many other factors.

9.1.5 Findings for students (Graduates only)

1. Around 50% of respondents are not satisfied with graduation degree.
2. More than 50% of respondents do not feel good that they will have good job opportunities after their graduation.
3. Majority of respondents (50%) would like to prefer post graduation in management along with some of professional certification too. 4.50% of respondents are satisfied with teaching methodologies adopted in their graduation institutions.
5. Among the respondents, more than 50% of respondents would like to be entrepreneurs in the market after their post graduation. This is good indication that many students wish to start their own business.
6. Many respondents would like to have good job in service industry. It also Indicates that service industry is in Demand and proves hypothesis No.2

9.1.6 Findings for Principals

1. In few graduation colleges, placement activities are running.
2. Major students want job instead of to have their own business.
3. Majority of students preferred service sector as their employment.
4. Majority of students preferring higher education along with some of

professional qualification.

5. Majority of organization preferred only professional and management qualified Candidates. They are ready to pay higher salary as compare to graduate Candidates.
6. Very few colleges provided training to their students to start their own business.
7. From last three years, it had been observed that, many students have got job in service industry.
8. Few college have incubation center for creating new generation entrepreneur in their college.
9. Many college ready to support or to take support for placement from NGO', central and state government and private companies.

9.2 Findings from Desk Research

Introduction

Findings do not differ largely but they are based on opinions formed out of experience and are based on informal discussion and interviews with people. Main issues for discussion are Growth of Management Education in decade of 80s and 90s and growth of career opportunities. Other points are Quality of Management Graduates, Demand for them, and mismatch between demand and supply. Importance for service sector and its dependence on agriculture and Manufacturing sector is discussed. Answers to question like, why growth of management education? And why low qualities of Management graduates are produced is also discussed.

A. Growth of management education and its relation with increase in career opportunities, quality of Management graduates. And other issues. Findings are given below :

1. Management education has reached to large extent during decades of 80s and thereafter.
2. Quality of Management graduates is not maintained.
3. It is observed that large number of Career opportunities is available. New careers have been identified. There is mismatch between industry's expectations from

Management graduates and quality of Management graduates produced.

4. We find that, there are large number of Career opportunities on one hand and at the same time large no. of Management graduates searching for the jobs.
5. Management graduates are more absorbed in service sector.
6. Performance of service sector is entirely based on performance of Agriculture and manufacturing sector.
7. We need to improve performance of service sector.

B. Research student has tried to find out reasons for low placements. Findings are given below :

1. Poor knowledge contents and insufficient skills taught during Management Education, do not to match requirements of job.
2. Their expectations are very high.
3. Their supply in MBA job market is more than requirement of Job market for MBAs. So their demand is less.
4. MBAs change jobs very often. Possible reason could be lesser or no growth opportunities.
5. MBAs lack industrial exposure. In most institutes internship training in industries are not mandatory.
6. They are not prepared to take jobs at rural and interior places.
7. They have to study old and outdated syllabus.
8. MBA teaching is done in set formulas.
9. They lack written English and presentation skills.
10. New specializations according to market requirements are not taught in syllabus.
11. They lack basic knowledge of computers and written English. And communications too.
12. There is no periodical checkup of quality of Management graduates passing out from Institutes.
13. AICTE, DTE and SSS, has control on only Infrastructure and administrative matters. No guidance is provided on improvement of quality of teaching.

C. Findings for more number of Management Institutes after 80s

1. Low entry barriers for to start management schools.
2. Management Institutes are looked as profitable business opportunities.
3. It is observed that founders of management Institutes have Political background or they hold political connections.
4. They are money making centers.
5. It is set formula to start Management institutes.

9.3 Findings from case study

Case study 1

Conclusions by Research Student

Research student strongly feels that Mr.Prasad Joshi is Classic example of passing out PGDM student. I am very mush sure that his dream will turn in to reality. His responses clearly speak about my research study assumptions.

1. There are more career opportunities For Management students. (MBA/PGDM)
2. Getting job is very easy for Management graduates.
3. They get very good salary at the start of the job.

Conclusions based on Mr. Prasad joshi's responses prove study hypothesis (H1) that there are more career opportunities for Management students.

2nd assumptions for my study is that, service sector will gain more importance in coming future. (H2)

Mr.Joshi has said this in different words. His first choice for Job is in Finance sector. It indicates that there would be many more like Prasad Joshi willing to make career in Service sector. Hence I am very sure that Service sector will have many more Career opportunities in near future.

Banking, Insurance, financial investment companies, Private banks, Co-operative banks, Public sector banks, Equity trading, Investments in Futures and Options, are new upcoming fields which were not there 20 years back.

Case study 2

Conclusions by Research Student

Research student strongly feels that Mr.Priti Bhor is an example of passing out MBA student. I am very much sure that her dream will turn in to reality. Her responses are very clear and they speak about my research study hypothesis.

1. MBAs have more career opportunities.
2. Getting job is very easy for Management graduates. MBAs command good salary.
3. They have bright future.

Conclusions is based on her responses proves study hypothesis (H1)that there are more career opportunities for Management students.

2nd assumptions for my study is that, service sector will gain more importance in coming future.(H2)

Trading, Broking, Private banking sector,(New upcoming banks like IDFC), Insurance, financial investment companies, Co-operative sector, Public sector units, Equity trading, Investments in Futures and Options, are new service sector fields.

There are many MBAs from IIMs taking career in NGOs. This is new trend being set by IIM graduates and should be followed by Non IIM institutes too.

Case study 3

Conclusions by Research Student

Research student strongly feels that Mr.Harishkumar Deshmukh is an example of passing out MBA student. His responses are very clear and they are indicative of research study assumptions.

1. There are more career opportunities For Management students. (MBA)
2. Getting job is very easy for Management graduates.
3. They get very good salary at the start of the job.

Conclusions based on responses prove study hypothesis (H1)that there are more career opportunities for Management students.

2nd assumptions for my study is that, service sector will gain more importance in coming future.(H2)

Mr. Deshmukh said in his responses that his choice for Job is International Marketing. He is looking forward for many opportunities in Service sector .I am very sure that Service sector will have many more Career opportunities in new fields. Advertising, Distribution, Online purchase, B2B, B2C, Industrial Selling, Selling of Industrial products etc. They are upcoming fields in Marketing.

Case study 4

Conclusions by Research Student

Research student strongly feels that Mr.Mahesh Patil is passing out PGDM student from IMDR. I am very much sure that his plan to take up job in International Trade will be successful. He responded quite well but remained salient on few fronts. he spoke about research study assumptions.

1. There are more career opportunities For Management students. (MBA/PGDM)
2. Getting job is very easy for Management graduates.
3. They get very good salary at the start of the job.

Conclusions based on Mr.Mahesh Patil responses prove study hypothesis (H1) that there are more career opportunities for Management students.

2nd assumption for my study is that, service sector will gain more importance in coming future.(H2)

Mr.Mahesh Patil has said this in different words. His choice for Job is in export-import sector. It is service sector and it indicates that there would be more career opportunities in Service sector. Hence I am very sure that Service sector will have many more Career opportunities in service sector.

Case study 5

Conclusions by Research Student

Mr. Amol Rathod is student of MMS course at Mumbai. He is an Engineer too. An Engineer + Management qualifications makes good combination. They get job very easily. I am very much sure that he will get very good job. His responses are very near to research study assumptions.

1. There are more career opportunities for Management students especially with engineering background.

2. Getting job is very easy for Management graduates.

3. They get very good salary at the start of the job.

Conclusions based on responses prove study hypothesis (H1) that there are more career opportunities for Management students.

2nd assumptions for my study is, service sector will gain more importance in coming future.(H2)

Mr. Amol Rathod said that career opportunities will grow as time advances. B2B is an example of service sector opportunities. Mr. Amol Rathod wants to make career in service sector. Hence I am very sure that Service sector will have many more Career opportunities. He is placed in Mumbai and there is more possibility of very good opportunities in Mumbai than any other place.

Case study No.6

Conclusions by Research Student

Research student strongly feels that is an example of Mr. Vaibhav Pawar passing out MBA student. His responses are crystal clear and they are indicative of research study assumptions.

1. There are more career opportunities For Management students. (MBA)

2. Getting job is very easy for Management graduates.

3. MBAs get very good salary at the start of the job.

Conclusions based on responses prove study hypothesis (H1)that there are more career opportunities for Management students.

2nd assumptions for research study is, service sector will gain more importance in coming future.(H2)

Mr. Vaibhav Pawar said in his responses that he will take Job in Marketing. He is looking forward for many opportunities in Service sector .I am very sure that Service sector will have many more career opportunities in new fields.

Right from selling credit cards, Dmat account, Mobile phones, on line purchase software's, media advertising, print media Advertising, Distribution of Industrial goods,, Selling of Industrial products, are new fields of service sector opportunities etc.

Fields mentioned above have good potential for many career opportunities in service sector. Optimism for growth in career opportunities in coming future has indirect

connection to study hypothesis. That proves hypothesis No.2 regarding importance of service sector.

Expert

Case study 7

Conclusions by Research Student

Research student strongly feels that Dr. P. C. Shejwalkar is an example of matured management thinker. His views for career opportunities for Management student are very clear and they are indicative of research study assumptions.

1. There are more career opportunities For Management students. (MBA)
2. Getting job is very easy for Management graduates.
3. They get very good salary at the start of the job.

Conclusions based on responses prove study hypothesis (H1) that there are more career opportunities for Management students.

2nd assumptions for my study is that, Service sector will gain more importance in coming future.(H2)

Dr. P. C. Shejwalkar said in his responses that he is looking forward for many opportunities in Service sector .I am very sure that Service sector will have many more Career opportunities in new fields. Travel ,tourism, fertilizers, chemicals, more efficient hospitals, Hospitals at rural places, Construction, Development of SSI, Infrastructure development, are few fields to mention for further growth service sector. They are upcoming fields in service sectors. It will produce infinite career opportunities for Management student. It is supporting my hypothesis number 2.

(The service sector will gain more importance in the future.)

9.4 Conclusions

From considering all these factors following conclusions -

1. For selection of the students must be based on common entrance test, personal interview and group discussion.
2. Current syllabus is good but needs some changes. It should be industry based and,

more importance should be given to industrial exposure. Compulsory internship and Value added courses. Co-curriculum and extra curriculum activities and industrial visits will improve overall quality of management graduates

3. Appoint highly qualified and competent faculties to teach management subjects.
4. Improvement in the research and development department of the management institute. Very few management Institute have separate Rand D department.
5. As medium of communication reflects the knowledge that percolate in the brains and minds of the students for higher education. More emphasis on soft-skills i.e foreign language classes, communication skill, of professional skill, awareness about job, duties and responsibilities, knowledge, self confidence, analytical skills, skill knowledge, practical knowledge, creativity improvement.
6. As there is demand of many specialization in the industry, specialization like HR, Finance, Marketing, logistics, Operations have to be included. .
7. Premier institute even have to improve all these courses at high end. At the same time non premier institute have to improve on to survive in the competitive age.
8. As employers give priority to management student in industry, management Institute has to improve and impart proper knowledge

Conclusion -

From survey conducted for students (graduates only)

From the data analysis and findings of the survey conducted for students (graduates only) researcher concluded that, numbers of respondents are not happy with graduation as a qualification for getting good jobs. Also they are prefers management, professional certification course in management. As per the respondents, they feel they will have good job opportunities after their post graduation in management or some of professional qualification which matches service industries requirements.

From survey conducted for Principals

From data analysis, it's clear that under graduates students are willing to have professional qualifications as addition to their higher education/qualification. This indicates that there are less job opportunities for only graduates.

1. Also many jobs are available in service industry. It means that service sector is becoming more important.
2. College are helping student to start their own business. It shows that college wants student to be an Entrepreneur.
3. NGO, Govt. agencies, and some of private organization are also ready to support colleges, it shows that things will gradually improve and there would be many more jobs available for graduates' student.
4. Many colleges are ready to take support for placement from NGO', central govt, or state govt. and private companies is indicative of the fact that jobs for only graduates are not very easily available.
5. Many principal of the colleges said that they do not have placement cell is also indicative that there are no job opportunities only for graduates.

9.5 Suggestions based on Data Analysis of various stake holders for the research study

Introduction: I collected information for research study from Experts, Placement Agencies, Employers, Students (Graduate with management education), Students (Graduates only), Principals. Based on Data analysis of information collected from above sources following suggestions are received. I give below the suggestions -

9.5.1 From Experts -

1.Change in syllabus: - Responses indicate that syllabus must be changed on regular basis and it must include industrial knowledge. Majority of Experts respondents would like change in syllabus and 24% of respondents would like to have more practical orientated syllabus. This calls for more Industry Institutes Interactions. (Table – 7.1.1b)

2. Industrial/Business training and exposure:-

Respondents indicate that each and every candidate must go through industrial training. Institutes and students are not giving much importance and taking lightly about industrial training. Majority of respondents 72% of respondents emphasised on industrial/business training and Industrial/business exposure. (Table.7.1.1.c)

3. Co- curricular & extracurricular activities: - Management institute must conduct co-curricular activities to encourage leadership elements and organisation skills among MBA students.(Table 7.1.1.d)

4. Quality of Education:- 60 %of the respondents said that faculty should have experience of industry/Business as well as academic knowledge must be very strong, It will improve quality of management graduates. (Table – 7.1.1.e)

5. Other specialization essential for Business management course: - Inclusion of subjects like Administrative skills and controls to improve Administrative efficiency. Many MBAs lack this skill hence it is suggested that inclusion will improve quality of management graduates. This will increase chances of more Career opportunities.Inclusion of Foreign language will also improve quality of management graduates.

(Table7.1.7).

6. Career opportunities for the students with business management qualifications:- Table 7.1.9 indicates thatthere are more Career opportunities for Management graduates in Service Sector, hence it is suggested that specializations in Services in service sectors must be included in MBA syllabus.

9.5.2 From Placement Agencies (Placement Dept. of Management Institutes)

1. Choice of Students for employment:-

37%respondents said that MBAs are preferred for jobs. It proves that Management graduates are more in demand, they have better career opportunities.(Table 7.2.1) Hence it is suggested that focused efforts should be made to improve quality of passing out Management graduates.

2. Shortcomings / weaknesses amongst the students/necessity of soft skills

Management graduates lack Professional skills, soft skills, self confidence, and technical skills too. (Table 7.2.3). 48 % respondents (Table 7.2.15) said that Communications skills, and soft skills were not sufficiently provided to Management Graduates.

80 %respondents suggested Institute must develop professional skills, Communication skills, Leadership elements, Innovation and soft skills, among management students. (Table 7.2.4)

3. Specialization in a Management Education:-

Management graduates with modern H.R. policies, excellent communication skills, management graduates with engineering background and strong computer fundamentals, are essential specializations required in Management Graduates. More efforts should be made to improve further on these specializations. (Table 7.2.11)

4. Executives from Industries will improve quality of management graduates: -

Involvement of industry people will improve quality of management graduates. Table 7.2.12 indicate that respondents showed desire to include faculty from Industry.

5. Difference between the Management executives from Premier Institute, and other non-premier Institutes: -

55 % respondents said that there was huge gap between quality of Management graduates from premier Institutes and other non premier Management institutes. This clearly indicates that extra efforts should be made to improve quality of management graduates from other non premium institutes. (Table 7.2.19)

6. Preference in field, after acquiring management degree:-

52 % respondents said that managements graduate preferred jobs in service sectors. An interesting observation is only 22% preferred jobs in manufacturing sector. Here it is suggested that efforts should be made to make manufacturing sector more stronger than any other sector because Manufacturing sector is basic sector and other sectors are Dependent on manufacturing sector.(Table 7.2.21)

9.5.3 From Employers

1. The Quality of Management Graduates

MBA's produced through management institute are of not out standing or Excellent. More effort should be made for improvement of quality of management graduates. Suggested ways to improve quality is continuous change in Syllabus and Involvement of faculty from Industry (Table 7.3.3)

2. Employers Expectations from Management Institutes

Quality of students passing out from non-premier management institute is not matching the with the expectations of employer. They need to improve on Professional Knowledge, communication skills, dynamisms, leadership, innovation and creativity and soft skills. (Table 7.3.4c). Understanding of implications and consequences of actions and

decisions. So it is suggested that improvement should be done on weaker areas mentioned above.

3. Demands for management graduates in Industry

Respondents (Employers) indicated that management graduates have better chances in getting employment in Industries (Table 7.3.9) 64 % respondents said so. Hence it is suggested that management education should be made available to all. It should reach to rural places.

4. Employers preference for Specialization

Employers prefer management graduate with strong domain knowledge and good communication skills. According to them analytical skills and presentation skills can be developed on the campus.

Positive attitude was more important for employers for recruiting management graduates. (Table 7.3.11) Hence improvement should be done in above mentioned areas.

5. Employers expectations for Industry - Institutes interactions

Table 7.3.12 indicates that involvement of faculty from Industry will improve quality of Management graduates. Faculty from Industry brings experience of business with them; hence it is beneficial for management graduates. It also means that one year internship for management graduates will definitely improve their understanding about business.

Employers preferred management graduates over other graduates. I suggest that more management graduates may be produced in coming future. (Table 7.3.18)

6. Difference observed between fresher and experience students

74% employers respondents said that experienced candidates have better practical knowledge, field experience, and better understanding of business problems. They are more mature. Hence it is suggested that at least 50% seats may be reserved for experienced candidates. (Table 7.3.26)

9.5.4 From Students (Graduates with management education)

1. Response for infrastructural facilities

Table 7.4.7 indicates that infrastructure facilities provided were not adequate. Student suggested improvements in infrastructure facility, availability of books in Library, better computer and Internet facilities, improved lodging and boarding arrangements, recreation centers and sports facility.

2. Easy to get job after completing business management

In Table 7.4.10 student respondents indicated that it was not easy to get job after completing MBA. That means quality of management education needs improvement. Based on this it is suggested that management education requires quality improvement.

3. Experience from Industrial visits

Students' respondents said that Industrial visits are not done seriously or if they happen they are looked as sightseeing tours. It defeats the basic purpose of Industrial visits. Hence students suggested better Industrial visits.(Table 7.4.12)

4. Management institute rating based on criteria

According to student's opinion, Institutes did not provide guidance in practical training in Industry. They also failed in providing help and support for placements. Many said institutes did not provide physical fitness facilities and no value addition support from the Institute. This is clear indication that institutes must improve on these areas. (Table 7.4.14)

5. Changes in teaching methods

Lectures and case studies are more often used teaching methods in Management Institutes. Simulation techniques, (Game theory), Role play, Field assignments are less used or not used, hence students suggested more use of new methods of teaching management subjects. (Table 7.4.16)

9.5.5 From Students (Graduates only)

1. Career options after completing graduation

60% graduate students informed that they wanted to become Entrepreneur.(Table 7.5.9). Research Student observed that very few graduate colleges have Entrepreneur

Development Cell. Many colleges have placement cell. Research student suggest that Entrepreneur Development cell should be established. It will help and provide guidance to Young graduates to become Entrepreneur.

2.Education after graduation

57 % graduate students respondents said that they were willing to take further education in management. It shows we must make Education available to masses at cheaper rate. At present Management education is very costly and it is not available to all.(Table 7.5.11)

9.5.6 From Principals (Graduate colleges)

1. Help required from state governments/central govt./Industry associations and NGOs for providing employment opportunities to graduate students

All most all Principals indicated that they need help from NGOs/State Govt./Central Govt. and industry associations to provide jobs for graduate students. I also fees that this kind of help should be provided to colleges. It will help students to get a good job.(Table 7.6.13)

2. Availability of entrepreneur support center for new entrepreneur

90 % of respondents said that Entrepreneur Support Centre was not available in their college. They showed need for such center to provide guidance for young entrepreneurs to start own Business. Hence it is suggested that creation of such center for young Entrepreneurs. (Table 7.6.11)

3. Student preference for Job over business

All most all Principals of Graduate Colleges indicated that Graduate students wished to take jobs after graduation. This is not good trend according to them. So it is suggested that more efforts should be made to change their choice from taking Jobs to becoming Entrepreneur. For this all colleges should have Entrepreneur development Centre. (Table 7.6.2)

9.5.7 From Desk Research by Research Student

The current management education system has proved well, as large number of Indian CEOs is doing well in many organizations. Many of them have emerged as global business leaders too. But still after studying this subject and various visits to management Institutes, there are some suggestions by research student.

1. New Specialisations in management education

The future management education will require specializations in different functions as well as in different sectors. For Example –

Functional Areas: Marketing, HR, Finance, System, Operations

In Marketing area -

- Market Intelligence
- Relationship Marketing
- Publicity and Public relations
- Logistics management
- Shipping
- Marketing finance

Sectorial Areas: Manufacturing, Service, Agriculture

- Readymade garments
- Mass production Technology
- Banking
- Insurance
- Organic Farming
- Erma Management i.e rural management
- Facility Management
- Retailing Management

Entrepreneur Areas

- Entrepreneur Development and Enterprise management

2. Right combination of theory and practices should be encouraged.

3. Industry – Institute Interaction

Industry – Institute should be increased by inviting industry managers to act as faculty. And send faculty members to work in the industry for at least ones in a term.

4. Consultancy by Management Institutes

Management Institute should provide consultancy services in all disciplines. More particularly in SME sectors (small and medium enterprises), which cannot afford consultancy fee from established consultancy organization.

5. Introduction of games based on management principals - Management Institute should organize management oriented games and exercises. This will increase competitive spirit, better understanding and interactions. (Lego-games etc.)

6. Involvement of faculty from Industry - Regular lectures should be organised by successful Entrepreneurs and professional managers.

7. Introduction of Trimester Pattern -Trimester system should be introduced. So that it is possible to introduce more subjects for shorter duration. This will give more exposure to management students for management subjects.

8. Universality of management knowledge -As management knowledge is universally applicable, Syllabus of reputed B-School in the world should be studied and new subjects and new pedagogies (i.e. teaching methodology) can be introduced which will be useful for Indian management education.

9. New Teaching Pedagogies - Continuous use of new pedagogies other than lectures and case study can be put to use.

10. Training Programme for management students - To arrange for job oriented training program for students. Also to arrange internship training programme for students in related business and industries.

9.6 Utility of the Study

My study is related to career opportunities for management students hence it will be useful to -

1. Management Students - It will help them to find out areas in which better and more career opportunities will be available. For Management students it will help them to choose specialization in 2nd year. This study will provide them guidance regarding which sector will have importance in coming future. It will also help them to decide upon career

path. Students will also come to know what Employer's, Management Institutes are expecting from them.

2. Employers - This study will provide clear guidance to Employers and Corporates to decide upon recruitment of Management students. It will help to bridge the gap between Employers Expectations and Students expectations. It will help to decide upon sectors in which more and challenging career opportunities will be available.

3. Management Institutes - This study will prove pathway for transforming Management education in to a socio economic development of the country. This study will be guide Management Education Institutes to decide upon probable career opportunities in new sectors of employment. For example career opportunities in Service sector, Manufacturing or Agriculture sector etc.. This will help them to introduce new specializations in management education relevant to new career opportunities in near future. It will also help them to change in Syllabus

According to requirements Employers. It will guide Institutes to understand changing situations in employment market.

4. Graduating Students and graduate level colleges - So far graduate level colleges have proved only Graduate Manufacturing Factories. This study will prove guide for them to decide upon which areas should be more focused? Which field there will be more career opportunities?

I am sure; my study will provide answers to all these fundamental questions related to students future.

5. Employment Centers and Employment Exchange offices - Finding Conclusions and suggestions of my study will be very useful to employment Exchanges. Employment Exchanges provide jobs to large no. of students. Students will get up to date information through these Employment offices.

6. This study is more useful to rural youths - Rural students are away from focused area. They do not receive benefits of such studies. This study will help them to understand more about career opportunities available in various sectors related to development of rural areas. Rural youth is unaware of careers available in Agricultural Sectors. This study will definitely improve their understanding about different Careers and career opportunities available for them.

7. For Entrepreneurs - Many entrepreneurs will benefit from this study. It will guide them for various opportunities in different sectors to start their business.

Summary:- I have tried to highlight importance of my study . I have also explained how study will be useful to Management students, Management Institutes, Employers, Employment Offices, Entrepreneurs and specially Rural youths.

Students at large are very confused about their careers and career goals in their life. My study will definitely help students to reduce confusions regarding different careers, career goals, career paths and career opportunities too.

9.7 Scope for further Research

Introduction: - While studying subject of Career opportunities for Management graduates, research student found many areas under which further research can be done. I give below few areas for further research.

The study was only focused to Management graduates from Pune looking for Career opportunities in and around Pune.

1. The scope of the research can further be extended to State level and National level
2. The research of career opportunities can also be done for other graduates not holding management Qualifications.
3. I also found many MBAs and Non MBAs making their career In NGOs. This area has large potential for career opportunities for graduates. Many IIM passed out MBAs have chosen their career in NGOs. This is new trend. This trend is also getting spread in IT sector. Many IT graduates after working for 10 years take deliberate sabbatical (break) for one or two years and prefer to join NGOs.
4. Research student strongly feels that career opportunities for management students in NGOs is probable area for further research.

Research student also observed that there are following untouched sectors, and there exists large potential for career opportunities.

1. **Agriculture-** Very few people choose opportunities in this sector in India. Agriculture related other fields are storage of Agricultural produce, Storage of grains, Vegetables, fruits. Easy transportation of agriculture produce. There is huge potential for careers in agriculture sector.

2. Export of agriculture produce - Fruits, Flowers, milk products and other items for export. This field has large potential and holds much scope for further studies. (Recently we read news that USA and UK returned huge quantity of substandard Mangoes.)

3. Readymade garments export - Very few MBAs choose to make career in this sector. This sector needs systematic study for career opportunities and there exist much scope for careful study.

4. Hotels and event management - This field lacks professional and educated manpower. Field is highly dominated by traditional Udupis. This sector has tremendous potentials for career opportunities and holds much scope for further studies.

5. Tours and travels- Here again there is presence of traditional and conventional people. This field need careful attention and really has large scope for career opportunities.

6. Cleaning and maintenance - This field is figured recently. With emergence of huge housing society, Commercial organizations, offices, Factories, Govt. establishments, Roads, malls, hotels and multiplexes. There is dire need of this kind of services. This field holds huge scope for study of career opportunities.

7. The new rule regarding corporate social responsibilities came in to existence recently. It says 5% of Net profit of private organizations must be spent for social cause. If it really happens then huge amount of revenue would be available for social development. This calls for brilliant management graduates who can manage funds meaningfully. This field calls for systematic study of opportunities. There is much scope for further studies.

Summary: - Research student has carefully applied his mind to find out some sectors and fields which hold scope for further studies. This is not the end. Sectors and many other areas are still in dark and likely to surface as time advances.

Annexure 1

Survey Project for Ph.D

Questionnaire for Experts

Name : _____
Company : _____
Address : _____
Tel No : _____

Q1 With your experience of management trainees, what suggestions would you like to make with regard to the following:

(a) Selection criteria of students

(b) Change in MBA / PGDBA Syllabus

(c) Industrial exposure & training

(d) Co-curricular & Extracurricular activities

(e) Quality of faculty

Q2 What according to you is the value addition by studying business management ?

Q3 Does business management degree help to get higher designations and salaries than the traditional approach of bottom to top ?

Q4 Do you feel specializing in business management really adds knowledge and experience for an executive ?

Q5 Do you feel business management background is essential for getting higher positions in Industries ?

Q6 What do you think the approximate % recruitments of persons with business management over graduate persons in last 2-3 years?

Q7 What other specific specializations are essential for business management courses ?

Q8 What will be the future of business management studies over a period of 5 years?

Q9 What are the new career opportunities for the students with business Management qualifications?

Q10 Do you feel if there is any value recruiting giving preference to engineering or professional courses over business management students ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q11 Do you pay higher salaries for business management background persons over other engineering or vocational courses ?

Strongly agree

Agree

Neutral

Somewhat disagree

Disagree

Strongly disagree

Not sure

Q12 In your organization does business management degree help to get higher positions?

Strongly agree

Agree

Neutral

Somewhat disagree

Disagree

Strongly disagree

Not sure

Q13 Do the person with business management background gets higher positions to the overall efficiency of the executive?

Strongly agree

Agree

Neutral

Somewhat disagree

Disagree

Strongly disagree

Not sure

Annexure 2

Survey Project for Ph.D

Questionnaire for Placement Agencies

Name : _____

Company: _____

Address: _____

Tel No: _____

Q1 Which type of students you prefer for selection?

- Graduates
- MBA's
- Diploma Holders
- Undergraduates

Q2 With your experience of management Trainees, what is your opinion regarding to the following :-

Parameters	Non-Existent	Poor	Inadequate	Adequate	Excellent
Selection Criteria of Students					
Change in MBA/PGDBA syllabus					
Industrial exposure & training					
Co-curricular & Extracurricular activities					
Quality of faculty					

Q3 What major shortcomings / weaknesses do you find amongst the students which need special attention at the Educational institutes level?

Q4 Keeping in mind the global business scenario, what expectations do you have from the management institutes in terms of students profile at the entry point, with special reference to the following :

GRADES :A+ : Outstanding, A : Excellent, B : Good, C : Fair, D : Poor

Particulars	Premier Institutes	B - Grade Institutes	Non Premier Institutes
Professional Knowledge			
Communication Skills			
Dynamisms			
Leadership			
Innovation and Creativity			
Overall Personality			
Soft skills			

Q5 Do you feel if there is any value recruiting giving preference to engineering or professional courses over business management students

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q6 Do you pay higher salaries for business management background persons over other engineering or vocational courses

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q7 Does organization prefer business management degree and offer them higher positions

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q8 Do the person with business management background get higher positions to the overall efficiency of the executive

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q9 Is Business management knowledge the essential requirement for getting jobs in industries

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q10 What is the approximate % recruitments of business management students over professional persons in last 2-3 years?

Q11 What specific specialization you are looking in a management persons or for persons with business management background

Q12 Considering the requirement of industrial experience and exposure to working conditions, do you think the officers from Industries should be

engaged by management institutes as their visiting faculty, if so to what extent?

Q13 You are happy with the practical training given to Management Trainees during academic period

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q14 What is the state of retention in respect of management trainees?

- Satisfactory
- Good
- Very Good
- Excellent

Q15 What soft skills are lacking in the recruited officers:

Soft Skills	Poor	Inadequate	Adequate	Excellent
Proficiency in Interpersonal communication				
Competence in Technical Matters				
Thinking Creatively & Positively				
Aptitude for Leadership				
Ability to visualize the implications & consequences of actions & decisions				

Q16 What is selection procedure of management trainees Organizations?

- Application
- Written Test
- Aptitude Test
- Personal Interview

Q17 Are management students first preferred during the selection procedure in an Organization?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q18 Please specify number of Management Trainees placed during last three years :

Year	Recruits
2008 – 2009	
2009 – 2010	
2010 – 2011	

Q19 There is a difference between the Management executives recruited from Premier Institute, B-grade Institute and non-premier Institutes.

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q20 What scale of salaries are offered to management students in comparison to other graduates

Category	Management Students
During appointment	
In the probation period	
At the time of confirmation	

Q21 After acquiring management degree, in which field there is preference:

- Manufacturing Industry
- Service Industry
- Government Job
- Abroad
- If any, Please Specify

Q22 What new field do you anticipate?

Q23 What difference have you observed between fresher and experienced students.

Annexure 3

Survey Project for Ph.D

Questionnaire for Employer

Name : _____
Company : _____
Address : _____
Tel No : _____

Q1 Which type of students you prefer for your office cadre?

- Graduates
- MBA's
- Diploma Holders
- Undergraduates

Q2 With your experience of management Trainees, what is your opinion regarding to the following ?

Parameters	Non-Existant	Poor	Inadequate	Adequate	Excellent
Selection Criteria of Students					
Change in MBA/PGDBA syllabus					
Industrial exposure & training					
Co-curricular & Extra curricular activities					
Quality of faculty					

Q3 How do you evaluate the present crop of students of management?

- a. Outstanding b. Excellent c. Good
d. Fair e. Poor

Q4 Keeping in mind the global business scenario, what expectations do you have from the management institutes in terms of students profile at the entry point, with special reference to the following ?

GRADES:A+ : Outstanding, A : Excellent, B : Good, C : Fair, D : Poor

Particulars	Premier Institutes	B - Grade Institutes	Non Premier Institutes
Professional Knowledge			
Communication Skills			
Dynamisms			
Leadership			
Innovation and Creativity			
Overall Personality			
Soft skills			

Q5 Do you feel there is preference given to management students over engineering or professional courses ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q6 Do you pay higher salaries for business management background persons over other engineering or vocational courses ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q7 In your organization does business management degree help to get higher positions ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q8 In your organization, experience prevails over degree for higher posts ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q9 Will Business management knowledge be the essential requirement for getting jobs in industries ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q10 What is the approximate % recruitments of business management students over professional persons in last 2-3 years?

- a. Management %
- b. Others %

Q11 What specific specialization you are looking for in a management persons or for persons with business management background ?

Q12 Considering the requirement of industrial experience and exposure to working conditions, do you think the officers from Industries should be engaged by management institutes as their visiting faculty, if so to what extent?

Q13 Are you happy with the practical training given to Management Trainees during academic period ?

- Strongly agree
- Agree

- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q14 What is the state of retention in respect of management trainees in your organization?

- Satisfactory
- Good
- Very Good
- Excellent

Q15 What % of management students indulge in job hopping ?

_____ % .

Q16 What soft skills are needed in your recruited officers :

Soft Skills	Very IMP	Important	Somewhat IMP	Not Needed
Proficiency in Interpersonal communication				
Competence in Technical Matters				
Thinking Creatively & Positively				
Aptitude for Leadership				
Ability to visualize the implications & consequences of actions & decisions				

Q17 What is selection procedure of management trainees in your Organization?

- Application
- Written Test
- Aptitude Test
- Personal Interview

Q18 Are Management students given first preference during the selection procedure in your Organization?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree

Strongly disagree

Not sure

Q19 Please specify number of Management Trainees recruited during last three years :

Year	Recruits
2008 – 2009	
2009 – 2010	
2010 – 2011	

Q20 What is the frequency of recruitment in your organization ?

Once in a year

Twice in a year

Any other, Please specify: _____

Q21 What scale of salaries are offered to management students in comparison to other graduates ?

Category	Management Students
During appointment	
In the probation period	
At the time of confirmation	

Q22 After acquiring management degree, in which field there is preference:

Manufacturing Industry

Service Industry

Government Job

Abroad

If any, Please Specify

Q23 What are the new career options opening after Management?

Q24 Please give approximately the amount spent by you in recruiting & Selecting Management students.

- a. Recruiting Rs. Per person
b. Selection Rs. Per person

Q25 What efforts do you take to retain Management graduates in your Organisation ?

Q26What difference have you observed between fresher and those with (1 to 5 years)experience students ?

Q27Do you have a policy of taking exist interview in your Organisation ?
Yes/ No.

Annexure 4

Survey Project for Ph.D

Questionnaire for Student (Graduate with Management Education)

Name _____ Age _____ Gender _____

College _____

Business Management Course: _____

Q 1 Please let us know your basic graduation :

- BA
- B.Com
- B. Sc
- B Tech
- BE
- Other

Q2 What is your major and minor area of Specializations ?

Marketing	Finance	Operation	HR	Systems	International Trade
Marketing Strategy	Corporate Finance	Manufacturing & Services	HR Development	SA & Design	Exim
Distribution	Management Control Systems	Materials	Labour Legislation	Marketing of IT Products	Insurance
Sales	Investment Analysis	Logistics	Employee Compensation	Systems Planning & Audit	International Finance
Advt. & Promotion	Project Finance	Supply Chain Management	Industrial Relations	Enterprise Software	Economics of Foreign Trade
International Marketing	Financial Systems & Services	Decision Techniques	Employee Relations	RDBMS	International Marketing
Market Research	Tax & Regulatory Environment	Strategic Initiatives	Manpower Planning & Selection	Software Project Management	Domestic & International Trade Institute
Direct Marketing	Banking		Organisational Development		
B2B	Insurance		Action		

Marketing			Learning		
Legal & Commercial aspects of Marketing			Performance Management		
Retail Management			Cross Culture Management		
			Organisational Studies		

Q 3 Please give the reasons for specialization in any of these areas.

	Reasons						
	Payment	Own Interest	Future Opportunities in the segment	Experience will help in all Industries	Colleagues / Seniors have opted for the above opportunities	Parental Business in above field	Any Other Pl. Specify
Marketing							
Finance							
Operations							
HR							
Systems							
International Trade							

Q4 What of the following career options you have in your mind ?

- a) Employment
- b) Entrepreneurship

Q5 If Employment, In which sector you are more interested:

- a) Manufacturing
- b) Trading
- c) Service Organisation
- d) Financial Management
- e) B2B Management
- f) Others (Please Specify)

Q6 Keeping in mind the present and future business scenario, are you satisfied with the academic course structure? Do the rating as given below:-

- Highly Satisfactory : _____
- Satisfactory : _____
- Poor : _____
- Outdated / Irrelevant : _____

Q7 Has your institute got sound infrastructural base in terms of competent Faculty, Library, Computer Laboratory, Classroom, Living Accommodation, Teaching aidsetc.? Do the rating as per the following details :

Parameters		Excellent	Very Good	Good	Satisfactory	Poor
Faculty	Permanent					
	Visiting					
Library						
Computer Laboratory						
Teaching aid						
Living Accommodation						
Recreational facility						
Games / Sports Facility						
Placement Facility						

Q8 How Do you compare career opportunities in following fields:

Excellent Good Average Poor

- a. Professional (Engineers/Medical/Other)
- b. Commerce/CA/CS/ICWA
- c. MBA
- d. Others

Q 9 What rating would you give to your full time / part time teaching staff ?

	Excellent	Very Good	Good	Satisfactory	Poor
Full Time					
Visiting					

Q10 Do you feel getting a job will be easier after completing business management ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q11 Do you feel business management students get paid higher than graduate from Any other stream ?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q12 Have you attended Industrial or commercial visits ? If Yes , Your experience from Industrial visits

- Poor Average Good Very Good Excellent

Q13 What is the age of the institute, where you are studying?

Q14 In your opinion how much has your management Institute exceled on the following aspects

Aspects	%age out of 100
Term assignments	
Professional knowledge	
Practical training of students in industries	
Physical fitness	
Job placement	
Value additions	
Other activities like Seminar, workshops, industrial visits, cultural activities etc	

Q15 What differences have you observed between the graduation teaching methodology in comparison to the business management course teaching methodology ?

Ratings	Graduation Studies	Management studies
Poor		
Average		
Good		
Very Good		
Excellent		

Q16. What changes do you suggest in teaching methods?

- a. Lectures
 - b. Case Analysis
 - c. Role Play
 - d. Simulation
 - e. Field Studies
 - f. Any Other (Pl. specify)
-

Annexure 5

Survey Project for Ph.D.

Questionnaire for Students (Graduates only)

Name : _____

College : _____

Address : _____

Q 1 Please let us know your graduation :

- BA
- B.Com
- B. Sc
- B Tech
- BE
- Other

Q 2 Are you satisfied with your graduation qualifications?

Yes / No

Q3 What career opportunities are available after completing graduation, from your college ?

Career opportunities	Yes	No

Q 4 Does your college has Post Graduation Department and how many choose to go for Post Graduation?

Post Graduation Department Yes / No

Choose to go for Post Graduation Yes/ No

Q5 Do you feel that you will get job easily after completing graduation?

Strongly agree

Agree

Neutral

Somewhat disagree

Disagree

Strongly disagree

Not sure

Q6 Do you feel that additional professional qualifications are essential for getting higher pay package?

Yes / No

Q7 Do you wish to pursue further education after the completion of graduation ?

If Yes

In which area

**Q8 Please rate teaching methodologies used in your college on following choices.
Please put the tick to indicate your choice.**

Poor, Average, Good , Very Good , Excellent

Q 9 What of the following career options you have in your mind?

- a) Employment
- b) Entrepreneurship

Q 10 If Employment, In which sector your are more interested:

- a) Manufacturing
- b) Trading
- c) Service Organisation
- d) Banking
- e) Insurance
- f) Government Organisations (State/ Central)
- g) NGO
- h) Industries
- i) Others (Please Specify)

Q11 If you were to take further education, what could be your choice? Please put tick against your choice.

- 1) Traditional P. G. like MA. Mcom, M Sc.
- 2) P. G. In Management
- 3) Certificate course in computers or In I. T.

Q12 Do you feel that there are more job opportunities after graduation than Graduation plus any management qualifications?

Yes/No

Q.13 Is there any placement activity available in your college ?

If yes

Please inform Placement	On Campus	percentage
	Off campus	percentage

Annexure 6

Survey Project for Ph.D

Questionnaire for Principal

Name : _____

College : _____

Address : _____

Q 1 Do you have placement activity/ Department in your college ?

If Yes Please provide brief details _____

Q 2 Please inform, students preference for Job over own business?

Job/ own business

Q 3 In which field Graduates preferred employment?

Banking
Insurance
Service Sector
NGO
Government Organisations (State/ Central)
Private Company
Public sector undertakings
Industries
Other

Q 4 Are student eager for further education ?

Yes/No

Area for further Education _____

Q 5 Does college provide guidance for various entrance test required for getting good job.?

Yes/No

Q 6 What is your opinion about obtaining professional qualification ?

Is it essential / not essential

Q7 According to you whether recruiting companies/employers give priority to professional qualifications over graduation course.

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q8 Does student get higher salaries for professional course other than graduation?

- Strongly agree
- Agree
- Neutral
- Somewhat disagree
- Disagree
- Strongly disagree
- Not sure

Q9 Does your college provide any training to students to start their own business?

Yes/No

Q10 Please inform how many graduates from your college got Jobs in last three Years? And In which sector.

Year	Number of graduates obtained jobs	Type of sector
2011-2012		
2012-2013		
2013-2014		

Q 11 Is there any incubation center for creating new generation entrepreneur in your college? Please provide details about that.

Q 12 Please tell us about future plans in respect of making available career Opportunities for graduates/ post graduates/professional qualified students.

Q 13 Do you feel that you required support/help from Industry association, State or Central Government or any other local bodies providing Employment Opportunities to graduates or post graduates of your college?

Annexure 7

List of AICTE affiliated Management Institute in Pune

Pune University MBA/MMS List of Institute (Only Pune Metro)

Source: www.dte.gov.in→MBA/MMS 2014→downloads→Information Brochure→Annexure VII

- 1 6001 Department of Management Sciences (PUMBA), University of Pune
- 2 6102 Audyogik Shikshan Mandal's Institute of Business Management & Research
MBA Institute, Pune
- 3 6103 Shree C. E. Society's Indira Institute of Management, Pune
- 4 6104 Dr. D. Y. Patil Institute of Management & Research, Pimpri
- 5 6105 Dr. Vikhe Patil Foundation's, Pravara Centre for Management Research &
Development, Pune
- 6 6106 Institute of Science's Institute of Business Management & Research, Pune
- 7 6107 Poona District Education Association's, Mahatma Phule Institute of
Management & Computer Studies, Pune
- 8 6108 Marathwada Mitra Mandal's Institute of Management Education Research &
Training, Pune
- 9 6109 MAEER's MIT School of Management, Pune
- 10 6110 Modern Education Society's Neville Wadia Institute of Management Studies &
Research, Pune
- 11 6112 Shivnagar Vidyaprasarak Mandal's Institute of Management, Baramati
- 12 6113 Sinhgad Technical Education Society's Sinhgad Institute of Management,

- Vadgaon (Budruk), Pune
- 13 6114 Maharshi Karve Sreeshikshan Sanstha's Smt. Hiraben Nanavati Instt. of
Mangnt. & Research for Women, Pune
- 14 6116 Bansilal Ramnath Agarawal Charitable Trust's Vishwakarma Institute of
Management, Pune
- 15 6117 Shri Shivaji Maratha Societys Institute of Management & Research, Pune
- 16 6118 All India Shri Shivaji Memorial Society, Institute of Management, Pune
- 17 6119 Shri. Jagdamba Sanstha's Tirupati Institute of Management, Pune
- 18 6120 Shri. Khanderao Pratishthans Dnyansagar Institute of Management and
Research, Balewadi, Pune
- 19 6121 Rajgad Dnyanpeeths Rajgad Institute of Management Development Research,
Dhankawadi, Pune
- 20 6123 S.N.G. Institute of Management & Research, Jaidwadi, Pune
- 21 6124 Kasturi Shikshan Sansta's Institute of Management, Shikhrapur
- 22 6127 Shrinath Shikshan Prasarak Mandal, Sinhgad Management School, Pune
- 23 6128 Allana Institute of Management Sciences, Pune
- 24 6129 Jayawant Institute of Management Studies, Pune
- 25 6130 Sinhgad Institute of Business Administration and Computer Application,
Lonavala
- 26 6131 Sinhgad Institute of Management and Computer Applications, Pune
- 27 6132 Sinhgad Institute of Business Administration and Research, Pune
- 28 6133 Padmashree Dr. D. Y. Patil Institute of Management Studies, Pune
- 29 6134 Siddhant Institute Of Business Management, Pune 0 6135 Alard Institute of M
anagement Sciences, Pune 81
- 31 6136 Sinhgad Technical Education Society, Sinhgad Business School, Erandwane,

Pune

- 32 6137 Vidya Pratishthan Institute of Information Technology, Baramati, Pune
- 33 6138 Genba Sopanrao Moze Trust Parvatibai Genba Moze College of
Engineering, Wagholi, Pune
- 34 6139 Progressive Education Society's Modern College of Engineering, Pune
- 35 6140 Dnyan Kala Krida & Krishi Prathishtan's Maharashtra Institute of Management
, Kalamb, Pune
- 36 6141 Jaywant Shikshan Prasarak Mandal's, Rajarshi Shahu College of Engineering,
Tathawade, Pune
- 37 6142 Shivneri Foundation's Shivneri Institute of Business Management, Junnar,
Pune
- 38 6143 JSPM's Jaywantrao Sawant Institute of Management & Research, Hadapsar,
Pune
- 39 6144 Genba Sopanrao Moze College of Engineering, Haveli, Pune
- 40 6145 Jaywantrao Sawant College of Engineering, Pune
- 41 6147 JSPM's Kautilya Institute of Management & Research, Wagholi, Pune
- 42 6148 MAEER's M.I.T. College of Engineering , Kothrud, Pune
- 43 6149 Choudhary Attar Singh Yadav Memorial Trust,
Siddhant College of Engineering , Maval, Pune
- 44 6150 Sharad Chandra Pawar Institute of Management, Otur, Pune
- 45 6151 Maharashtra Institute of Technology, Kothrud, Pune
- 46 6152 Zeal Education Society's Dnyanganga Institute of Career Empowerment &
Research, Pune
- 47 6153 Sahyadri Institute of Management, Tathawade, Pune
- 48 6154 Institute of Industrial & Computer Management & Research, Nigdi, Pune

- 49 6155 G.H.Raisoni College of Engineering & Management, Wagholi, Pune
- 50 6156 Marathwada Mitra Mandal's College of Engineering, Karvenagar, Pune
- 51 6157 Rajarambapu Institute of Business Management, Ambegaon(bk), Pune
- 52 6158 Rajmata Jijau Shikshan Prasarak Mandal's Institute of Computer and
Management Research, Dudulgaon, Pune
- 53 6159 New Era Education Society's Apex Institute of Management, Undri, Pune
- 54 6160 JSPM's Imperial College of Engineering and Research, Wagholi, Pune
- 55 6162 G. H.Raisoni Edu & Medical Foundation's G.H.Raisoni Inst of Management &
Research, Haveli, Pune
- 56 6163 Novel Institute of Management Studies , Chinchwad , Pune
- 57 6164 Pandit Shivdatta Shastri Education Foundation's Asma Institute of
Management, Shivane, Pune
- 58 6165 Nav Sahyadri Charitable Trust's Institute of Business Management & Research,
Chakan, Pune
- 59 6166 Audyogik Shikshan Mandal's Institute of Professional Studies, Pimpri Waghere
Pune
- 60 6167 Kamla Education Society's Pratibha Institute of Business Management,
Chinchwad, Pune
- 61 6168 Shikshan Maharshi Dr.D.Y. Patil Centre for Management & Research, Chikhali
Pune 82
- 62 6169 Swargeeya Sanjibhai Rupjibhai Memorial Trust, Institute of Management &
Research, Silvassa
- 63 6170 Abhinav Education Society's Institute of Management and Research, Haveli,
Pune
- 64 6171 Managerial Excellence Resource Centre, MERC Institute of
Management, Bhukum, Pune

- 65 6172 Dr. D. Y. Patil Educational Academy's Dr. D.Y. Patil Institute of Management, Talegaon Dabhade, Pune
- 66 6173 Namdeorao Mohol Vidya Va Krida Pratishthan, Mamasahab Mohol College of Bussiness Administration, Pirangut, Pune
- 67 6174 K. J.'s Educational Instiute, Trinity Institute of Management and Research, Haveli, Pune
- 68 6175 Pimpri Chinchwad Education Trust, Pimpri Chinchwad College of Engineering Pune
- 69 6176 G. H. Raison Institute of Engineering and Technology, Wagholi, Pune
- 70 6177 Sinhgad College of Engineering, Vadgaon (BK), Pune
- 71 6178 Sinhgad Technical Education Society's Smt. Kashibai Navale College of Engineering, Vadgaon, Pune
- 72 6179 Chanakya Education Society's Indira College of Engineering & Management, Pune
- 73 6182 Sinhgad Technical Education Society, Sinhgad Institute of Technology and Science, Narhe (Ambegaon)
- 74 6183 Al-Ameen Educational and Medical Foundation, College of Engineering, Koregaon, Bhima
- 75 6184 K. J.'s Educational Institut Trinity College of Engineering and Research, Pisoli, Haveli
- 76 6185 Sinhgad Institute of Technology, Lonavala
- 77 6186 Indian Institute of Cost & Management Studies & Research (IndSearch), Pune.
- 78 6187 Sinhgad Academy of Engineering, Kondhwa (BK) Kondhwa-Saswad Road, Pune
- 79 6188 Eagle Education Society's Unique Institute of Management, Pune
- 80 6189 Dr. D.Y. Patil School Of Management, Lohegaon, Pune

- 81 6190 Sukhdev & Kamal Sharma educational Trust's Lexicon Institute of Management Education, Wagholi, Pune
- 82 6191 Shri Bhairavnath Shikshan Prasarak Mandal's Adhalrao Patil Institute of Management and Research, Landewadi
- 83 6192 Pimpri Chinchwad Education Trust's S.B. Patil Institute of Management, Nigdi, Pune 84 6194 Impulse Education society's Moment Institute of Business Management, Ambegaon
- 85 6195 Zeal Education Society's, Zeal Institute of Management and Computer Application, Nahre, Pune
- 86 6196 Gramodaya Trust's Rajeev Business School, Tathawade, Pune
- 87 6197 Aditya Education Foundation's Aditya Institute of Management, Nhare, Pune
- 88 6199 Poona Institute of Management Studies & Entrepreneurship, Pune □ 411001 83
- 89 6200 Nav□ Sahyadri Charitable Trust's Institute of Management Science, Pimpri BK, Khed
- 90 6203 Marathwada Mitra Mandal's Institute of Technology, Lohgaon, Pune
- 91 6204 Research Institute of Health Science and Mangement, Pune
- 92 6205 Sinhgad Institute of Business Administration and Computer Application, Lonavala
- 93 6206 Pune District Education Association's College of Engineering, Pune
- 94 6207 Dr. D. Y. Patil Vidya Pratishthan Society Dr .D. Y. Patil Institute of Engineering & Technology, Pimpri, Pune
- 95 6228 Dr. D.Y. Patil Pratishthan's Pad. Dr. D.Y. Patil Institute of Master of Computer Applications, Akurdi, Pune
- 96 6249 Audyogik Shikshan Mandal, Institute of International Business & Research, Pune

- 97 6251 Alard Charitable Trust, Alard School of Business Management, Pune.
- 98 6298 Zeal Education Society's Dnyanganga College of Engineering & Reserch,
Narhe, Pune
- 99 6307 Dhole Patil Education Society, Dhole Patil College of Engineering, Wagholi,
Taluka Haveli
- 100 6366 Saibalaji Education Society, International Institute of Management & Human
Resource Development(W), Nere Marunje, Pune
- 101 6460 Shree Chanakya Edu. Society's Indira School Of Business Studies, Tathwade
- 102 6547 Suryadatta Educational Foundation, Suryadatta Institute of Management and
Mass Communication, Pune
- 103 6548 Suryadatta Educational Foundation, Suryadatta Institute of Business
Management and Technology, Pune
- 104 6604 Dhareshwar Institute of Management, Dhayari
- 105 6606 Indus Business School, Wakad
- 106 6608 Institute of Technical Education, Research and Management, Akurdi
- 107 6614 Sadhu Vaswani Institute Of Management Studies For Girls, Koregaon, Pune
- 108 6615 Sankalp Business School, Vadgaon Bk, Pune
- 109 6626 Arihant Institute Of Business Management, Bawdhan
- 110 6627 Camp Education Society's Institute of Management, Nigdi, Pune.
- 111 6628 Dattakala Group Of Institutions, Swami □ Chincholi Tal. Daund Dist. Pune
- 112 6630 Magarpatta City Institute of Management & Technology, Hadapsar, Pune
- 113 6631 Modern Institute of Business Management, Pune
- 114 6632 Navsahyadri Education Society's Group of Institutions, Naigaon, Tal. Bhor,
Dist. Pune

- 115 6635 Samarth Group of Institutions, Bangarwadi, Post Belhe Tal. Junnar Dist. Pune
- 116 6638 Matrix School of Managment Studies, Ambegaon
- 117 6641 Pune Institute Of Business Management, Pune
- 118 6648 Sinhgad School of Business Studies, Narhe
- 119 6675 Matrix Education Foundation's Matrix Business School, Ambegaon, Pune
- 120 6707 Mathurabai Rambhau Narkhede Memorial Trust's, International Institute Of
Management Training,Chinchwad, Pune
- 121 6731 Anekant Institute of Management Studies, Baramati 84
- 122 6735 Pradnyaa School of Business Management, Darewadi Tal. Purandar, Dist.
Pune
- 123 6739 Institute of Management and Computer Studies, Kothrud, Pune
- 124 6740 Kohinoor Business School and Centre for Management Research Khandala,
Tal Mawal, Dist Pune
- 125 6741 Sinhgad Technical Education Society's S.K.N. Sinhgad School of Business
Management, Ambegaon, Tal. Haveli Dist. Pune
- 126 6755 JSPM narhe Technical Campus, Pune.
- 127 6760 Lotus Business School, Pune
- 128 6768 P.K. Technical Campus, Pune.
- 129 6769 Rasiklal M. Dhariwal Sinhgad Technical Institutes Campus, Warje, Pune.
- 130 6772 NBN Sinhgad Technical Institutes Campus, Pune
- 131 6773 Akemi Business School, Mulsi, Pune.
- 132 6775 Yashaswi Education Society's International Institute of Management Science
(Old Code MB3435)
- 133 6776 Shri. Gajanan Maharaj Education Society's Noble Institute of Business

Management, Gorhe Budruk, Pune.

- 134 6777 Indira Global Business School, Parandwadi Tq. Maval Dist. Pune
- 135 6783 Saibalaji Education Society, Saibalaji International Institute of Management Sciences, Nere Marunje, Hinjewadi, Pune
- 136 6784 Shri Sai Educational Society's Sai Sinhgad Business School, Ambegaon, Pune
- 137 6788 Pune Vidyarthi Griha's Late Govind Kashinath Pate, (Wani) Institute of Management, Pune
- 138 6792 Indyana Global Technical Campus, Nere Tal Mulshi Dist Pune
- 139 6793 Sinhgad Technical Education Society's Sinhgad Business School, Pune
- 140 6798 International School of Management & Research, Wadki, Pune
- 141 6801 M.E.S.' Ideal Institute of Management & Computer Application Technical Campus, Savargaon (pau)
- 142 6812 Progressive Education Society's Institute of Management & Career Development, Nigdi, Pune

Note:- List shows about 142 management institutes in Pune metropolitan area. There are about 38 institutes who run 2nd shifts. Their names appear only once in list. So total Number of management institutes in Pune Metropolitan area is 180.

Annexure 8

PGDM Institutes in Pune

1. Balaji Institute Of International Business, Pune
2. Indian Institute Of Cost And Management Studies & Research, Pune
3. Balaji Institute Of Modern Management, Pune
4. Balaji Institute Of Management And Human Resource Development, Pune
5. Indira Global Business School, Pune
6. Deccan Education Society's Institute of Management Development and Research,
Pune
7. Symbiosis Institute Of Business Management, Pune
8. Institute Of Business Management & Research, Pune
9. Vishwakarma Global Business School, Pune
10. Sinhgad Institute Of Business Administration And Research, Pune
11. Institute Of International Business & Research, Pune
12. Kohinoor Business School And Centre For Management Research Khandala,
Pune

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