

**“THE QUALITATIVE AND QUANTITATIVE
STUDY OF GROWTH OF MANAGEMENT
EDUCATION IN INDIA WITH SPECIAL
REFERENCE TO PUNE”**

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Submitted By

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CANDIDATES'S DECLARATION

I hereby declare that the thesis entitled “*The qualitative and quantitative study of growth of management education in India with special reference to Pune* ” 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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CERTIFICATE

This is to certify that the thesis entitled “*The qualitative and quantitative study of growth of management education in India with special reference to Pune*” 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 **Mr. Satish Shripad Marathe 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.**

Place: Pune

Dr. Sudhir Rashingkar

Date -

Research Guide

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Place: Pune

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ABSTRACT

1. Introduction

In the last twenty years, the growth of management education in India has been phenomenal. The first full-time MBA in India started way back in 1957, and the two IIM's in Calcutta and Ahmadabad appeared in 1961 and 1962, respectively. It is interesting to note that these two Business Schools were promoted by the Federal Government under the collaboration of Sloan School of Business, and Harvard Business School. Many other Business Schools emerged in the 60's and the 70's. However, the real growth was from 1991 (The year of Liberalization in India). There were a few other interesting developments before this watershed year. XLRI, Jamshedpur, the number one business school in the private sector opened its doors to MBA in 1966. The third IIM appeared in 1973. The fourth IIM in Lucknow was inaugurated in the year 1984. Two other important developments of this period were the legislative framework on regulation of engineering and management education in India that came into force in 1987, and the association of Indian management Schools (AIMS), that was inaugurated in 1988. Today AIMS has in its membership, nearly 645-business schools, and is the second largest Business School's association in the world.

2. Problem Definition

- 1) The research is aimed at finding out the present status of Growth of Management Institutes in the Pune Metropolitan area.
- 2) Further, the study is aimed at finding out the quality of education imparted these management institutes in Pune.
- 3) It is assumed that due to unplanned growth of Management institutes, there is a degradation in the quality of management education.

Three Research tasks are derived from these research objectives.

- 1) To ascertain the growth of management Institutes in the Pune Metropolitan area.

- 2) To ascertain that the unplanned growth of Management Institutes has diluted the quality of Management education.
- 3) To ascertain that the massive growth has resulted in producing substandard (poor) quality of management graduates.

3. Research Design

It is expected that information will be obtained from Management students, Management Institutes, Management faculties and Employers. The study is focused around management Institutes in Pune. Population for study was determined as Pune Metropolitan area. It was also assumed that unplanned growth of Management Institutes has affected quality of education.

4. Research Methodology

For all research tasks from (1) to (3) stated earlier, instruments were developed using Likert type five point scales. The instruments based on multiple option questions was administered as questionnaires to management students (200), management faculty (40), stake holders like Management Institutes (20), Employers (20), Experts (5) and University Authorities (5). Information was collected through Questionnaire and Interview method.

Categories	No of respondents (sample size)
Management student	200
Management Institutes	20
Employers / Representative of Employers.	20
Faculties of management Institutes	40
University Authorities	5
Experts	5

The questionnaire data has been analyzed using simple tabulation in order to determine the extent of variety in responses, rather than to establish significant relationships. The subject of research study being descriptive in nature, it is more important to establish existence of some relationship rather than proving significant relationship.

The qualitative data has been analyzed on the basis of discussions and themes surfaced during direct conversations.

5) Findings and Conclusions

Research findings indicate existence of relationship between poor quality of management education and large number of management Institutes during last 20 years.

The analysis of qualitative data shows many interesting insight on the working of management Institutes and also throws many important issues like Admissions, Placements and Industrial visits. These issues were touched during the discussions that took place during the research.

Abbreviations

1	Mgt.	Management
2	AICTE	All India Council for Technical Education
3	DTE	Director of Technical Education
4	Govt.	Government
5	IMDR	Institute of Management Development and Research
6	PUMBA	Pune University MBA
7	AIMS	Association of Indian Management School
8	UGS	University Grants Commission
9	IIM	Indian Institute of Management
10	SSS	Shikshan Shulka Samiti
11	ICAER	Indian Council of Applied Economic Research
12	HRD	Human Resource Development
13	IT	Information Technology
14	CMAT	Common Management Aptitude Test
15	MMS	Master of Management Science
16	MBA	Master of Business Administration
17	PGDM	Post Graduate Diploma in Business Management
18	B-School	Business School

Chapter 1

1. Introduction

Topic Number	Topic name	Page number
1.1	BACKGROUND	3
1.2	MANAGEMENT EDUCATION IN INDIA	4
1.3	TRENDS IN MANAGEMENT EDUCATION IN INDIA	6
1.4	GROWTH OF MANAGEMENT INSTITUTES IN INDIA	10
1.5	IMPORTANCE OF RESEARCH PROBLEMS	13
1.6	SUMMARY	14

Introduction

The spread of professional management education in India after the 1980's has been impressive in terms of number of professional management institutes. The choice of research subject is personal interest of the researcher. We give below background for research problem. Research student has attempted to answers these questions. Quick answers occurred to his mind are given below

- 1) Why this study?
- 2) Why Pune metropolitan?

Management education acquired importance during decade of 80. I have witnessed growth, since I worked at premier mgt. Institute in Pune for 33 years. Pune city had about 10 management institutes prominent among them were IMDR, Symbiosis, Bharti Vidyapeeth mgt. Institutes and PUMBA etc. The number went up to 50 by 1990. Today we have about 200 management Institutes in Pune metropolitan area. This growth is according to market requirement. The surge in number of Mgt. Inst. in Pune area is because demand for management graduates. Job markets for MBAS suddenly blossomed. MBA degree became passport for getting good jobs. It became status symbol. It carried more shine in starting phase, and large no of management Institutes were established to fulfill demand for MBAs.

This phase continued about 10 years in Pune metro. Suddenly demand for MBAs slashed. Pune metro produced 6000 MBA's year after year and demand for MBA'S went down. This reality was difficult to digest but unfortunately, that was fact.

I have seen the days when deserving student could not get admission to MBA course and, I have seen the days when management Institutes were begging for the student. I have witnessed all this transition hence, decided to study this subject. I found interesting information about Pune from internet. I give below details.

Pune is the eighth largest metropolis in India, the second largest in the state of Maharashtra after Mumbai. Pune has had manufacturing, glass, sugar, and forging industries since the 1950-60s. It has a growing industrial *hinterland*, with information technology and automotive companies setting up factories in the district, generating many job opportunities for its people. The automotive sector is prominent in Pune. Automotive

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, leading the Independent to cite Pune as India's "Motor City". People from across the country come to Pune for better career and job opportunities. Major software companies in Pune include Infosys, Persistent Systems, Geometric Limited, Symphony Services, Wipro, TCS, Cognizant, Symantec, Tech Mahindra, Syntel, Fujitsu, Cybage, IBM global, Sybase, All scripts and Crest Premedia Solutions (P) Ltd

1.1 Background

It is observed that management institute in India have grown 25 times in last 24 years- The figure has reached 4000+.It is also observed that this spread of management education though phenomenal has lowered quality of management education imparted in management institute.

Based on these two assumptions mentioned above, research student has decided to study the subject. Following from these (two) assumptions certain management thinkers in India have started suggesting means and ways to improve quality of management education. Business schools that put onus on quality will continue to flourish since demand for effective leaders will continue to rise. (1) Quantity or Quality.

A. Chakravorty: - What matters more?

Managements Institute have mushroomed in India, but quality remains elusive (2)

Is statement made in article? "Do we need value based management education in India?"

Carriers importance and indicates quality improvement like brand building etc.

Desire to take an admission in an MBA program can be derived from students. The demand from aspirants will create own supply (Expansion of Courses/program/B – school) (3).

Research student has assumed and observed that expansion has not taken place according to market forces like supply and demand, but this balance has been disturbed by manmade actions.

Those 60s are gone when Harvard or Sloan School of management or Wharton sown the seed of managements in India soil. “Knowing doing and being these must be program learning outcome of any management education. (4)

There are some good and bad practices all the world in management education, India’s management education needs an Indian management thought because of its diversity, profound cultural base, collective thinking and possession of self-respect. (5)

If we are to, therefore seriously consider the possibility of a qualitative change in managements education in India, we have to adopt a historical perspective of how management education have evolved in India, and what the continuing direction of Change is.

1.2 Management Education in India

1) Era of development of new industries in India.

Industries existed in India before the turn of 20th century, Industries in India during 18th and 19th century were textile cotton and silk, ship building, handicrafts and other arts and crafts such as tannery, perfumery, paper making etc. These were mainly in the hands of Indians. Era of development of new industries began in India in the beginning of 20th century:

First phase of professional Management Education in India

In 1960’s and there after awareness of management education and managements as distinct process began to take shape in India, reason being conventional ways (old ways) of extracting result were becoming outdated and obsolete.

Taylor’s scientific management theory highlighted on organization of work and methods to manage work in a scientific manner. Massive investments (particularly in the development of the public sector) were made in industrial developments during second five-year plan (1956 to 1961). It was during that time only first institute of managements was established. IIM, Calcutta was established in 1961.

Surplus generation was one of the objective and expectation from managers of modern time. Application of modern technique was buzzword during decade of 70s. We observe

similarity in stress of efforts between phase of professional management in India and era of scientific management in the west.

Era of scientific management lost its luster (importance) as application of modern techniques of massive production created huge production capacities. One of the obvious outcomes of use of advanced technology was reduced rate of industrial employment generation. Industrial employment declined in absolute numbers in Maharashtra. A step towards modernization computerization and automation are important characters of this phase.

Table and Figure below shows growth in number of management Programmes in India and Increase in Intake capacity from 2005 to 2011. Management Programmes has crossed figure of 4000+ in 2012-2013.

Growth of Programmes and Seats in Management Education in India

Year	Programmes	Seats
2005-06	1888	122663
2006-07	2031	144372
2007-08	2062	185780
2008-09	2734	227989
2009-10	3482	273732
2010-11	3858	378907
CAGR%	16.9	24.9

Table 1.2.1- Growth of Programmes & Seats in Management Education in India

Growth of Programmes and Seats in Management Education in India

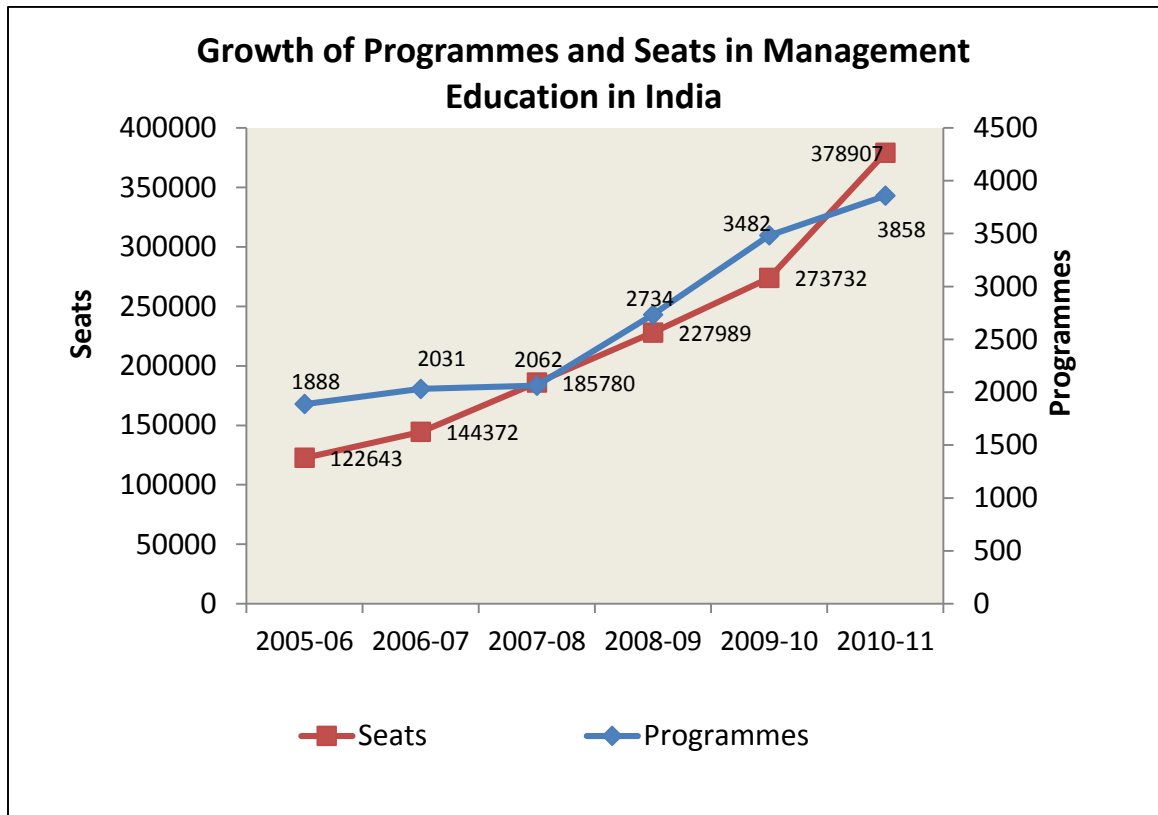


Figure 1.2.1– Growth of Programmes and Seats in Management Education in India

It is observed that Management Education, which has only 60 years history, has grown very fast and most popular among young generation.

1.3 Trends in Management Education in India

Introduction

The Article Trends in management education in India is included in introduction as it clearly explains reasons for growth of management Institutes and quality of incoming students for management course. This has direct relation to my research study.

It also explains problems faced by institutes in placing their student. The main reason is quality of incoming student is very poor.

Article suggests, action course for management institute to improve quality of education and not quantity. Article suggests about ultimate goal of management education.

Portfolio of skills and capacities for future managers. It ends with very important thought that management. Education involves a lifetime process.

Title:-Trends In Management Education in India

The demand in management education is surging upwards at a rate that is awe-inspiring. The large numbers of students who are lining up to acquire management education in India are no more short of opportunities for studying MBA in various colleges of India. The demand of the students and the rising market trends has been much responsible for the establishment of management institutes. There are more than 2000 B-schools in India where students pay a massive sum hoping to find their dream career after completing their program. Unfortunately, these business schools are not even able to place more than 50% of student except few top B schools. This is really an issue for concern and various reasons can be attached to it. These reasons can be explained from institutes imparting education, from student seeking education, and affiliating authorities. Quality has deteriorated from both ends Institutes imparting education and student gaining education. There are fundamental issues of student input quality. In addition, there are fundamental issues of academic delivery quality as most run-of the-mill colleges spend less than 10 per cent of their revenues on actual academic delivery.

Most college owners complain of not being able to have enough admission in spite of investing on college infrastructure and startup costs. In addition, those that are able to fill capacity they admit anyone who applies for admission thus resulting in poor input, leading to poor placements. After the introduction of ranking system for business schools, business schools used proactive approach in making changes, although they focused primarily on product tinkering, packaging and marketing. A study on management education has shown that there will be a fundamental shift in business school product offerings away from traditional MBA programmes and the trends of evolution of management education indicate that knowledge creation is becoming more student based. This will result in various changes such as closer interaction among industry, students and faculty. It is clear that management education will emerge as one of the main distinct

of higher learning, due to its growing demand. It has been stated that business schools, if they have to survive, have to focus on research to solve problems of enduring importance and to build such curricula that can actually prepare students to be effective in practicing the profession.

The trends of evolution of management education indicate that knowledge creation is becoming more students based. This will usher in a variety of changes, including, paradoxically, a trend towards closer interaction among industry, students and faculty. E-Learning and computer based learning packages are making inroads slowly. A recent study has concluded that although the creation of knowledge will always be an important mission for business schools, other organizations are developing more formal management programmes and creating knowledge; this may cause a shift in strategy as schools become more focused on gathering and sharing, rather than on creating knowledge. It is important to recognize that knowledge creation is taking place not only in ivory towers, but also in corporate boardrooms. Computer based tools and technologies are being used for themes where content is crucial. On the other hand, themes those are rich in tacit knowledge such as leadership, entrepreneurship and multicultural sensitivity experiential contexts are being generated for bringing teaching closer to real life. Thus, business schools need to focus more on gathering and sharing new knowledge. Many niche organizations and consulting firms are increasingly becoming the source of management knowledge creation. It is clear that management education will emerge as one of the focuses of higher learning, as service economy takes precedence over other segments.

Today, management education should aim at developing a holistic personality capable of maintaining a balance among contradictory demands, taking charge of functional responsibilities, being accountable for one's action, and contributing to creating a desirable future for businesses in particular and the economy as a whole. The ultimate goal of management education is to prepare students to achieve professional success in business management. Keeping in view this larger purpose of management education, business schools should thus focus on developing a number of aptitudes and skills. Specifically, they should:

1. Management Schools should provide an education that combines both generalist and specialist components.
2. Management Education should be much more holistic in character. It needs to be more integrated — incorporating a number of functional, quantitative, and analytical fields including the humanities and sciences — to educate the “whole” manager to meet the responsibilities and challenges of the future.
3. Management schools, thus, should aim to develop future managers with a “portfolio of capabilities” quantitative, computer and other analytical skills, functional knowledge and communications, interpersonal, bargaining, negotiation, entrepreneurship, administration and other non-cognitive skills.
4. Management education involves a lifetime process — a “continuum of learning” — with self-teaching and initiative beyond the business school, work experience, on-the job training, and management at the corporate level and possibly refurbishment of management knowledge at business schools at least once during a career.
5. Management schools should teach more effective environmental scanning and analysis which is particularly important for domestic and international business.
6. A closer partnership should be developed between educators and managers in the future.
7. Management schools should strive to develop experiential courses in creativity and managerial innovation.
8. Develop state-of-the-art domain knowledge, skills and competencies;
9. Impart generic skills transferable across domains and situations - creativity, innovation, problem-solving, strategic thinking and communication;
10. Build thinking-ability skills and emphasize cognitive development (conceptualization, analysis, synthesis) dealing with abstraction.

1.4 Growth of management institutes in India

Introduction

We have already said how management education began in India. Now we will study in brief how growth has taken place as time advanced. History begins with Establishment of two IIMs at Ahmedabad and Calcutta in 1961. Real growth or massive growth has taken in decades of 80s and 90s. IIM Bangalore was established in 1973 followed by 4th IIM at Lucknow at 1984. XLRI Jamshedpur was established in way back in 1947 and it started MBA in 1966. Many other B-schools were established in 70s and 80s.

Statistics showing Growth of Management Institutes in India.

At the time of founding of AIMS in August 1988, There were just about 100 B-schools in India. There was massive surge in number of B-schools in the country, almost doubling every five years—a geometrical progression, as it was:

In 1988, the number was 100

By 1993, the number was about 200

By, 1998, It was nearly 400

By 2003, the number reached nearly 800

And then was the real explosion

By 2008 the number reached about 1700**

By 2013 the number reached about 2450+*

**This number included nearly 200 business school outside the control of the central regulatory body AICTE. This number puts India ahead of U.S.A and every other country, in the world, in terms of MBA Graduates, it will be about 170,000. It must be reckoned that we have a population of 1.1 Billion and produces about 4millions graduates a year.

*Figures for 2013 are determined from DTE and AICTE website

The number has reached to 2450+ which includes 200 PGDM institutes

ABOUT AICTE AND AIMS

AICTE was set up in November 1945 as a national level Apex Advisory Body to conduct survey on facilities on technical education. The statutory AICTE was established on May 12, 1988. Objective being proper planning and coordinated development of technical education System throughout the country. Other objective is promotion of qualitative improvement in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education.

AIMS are networking organization of business school in India. Founded in 1988, has grown in to a powerful network of over 645 top management school of national and international repute in the country. It is the second largest network of management school in the world and the official representative of Indian management school in India as well as in some important international forums. (Source: - AIMS web site) AICTE became power center in recent year after 1988. Today there are about 2450+ AICTE approved managements institute in India. Maharashtra state has 708 AICTE approved Management institute. Pune city (Core) has 29 Management Institutes. (Source: - AICTE approved MBA colleges in Pune) Pune University recognized and AICTE approved are 178 Mgt. Institutes in Pune Metropolitan. Statistics about AICTE approved Mgt. institute is given only to have fair idea about growth of management education during last 15 years. This does not include tiny management institutes, which are not appearing in AICTE approved list.

Growth of AICTE approved Management Institutions from 2005 to 2013

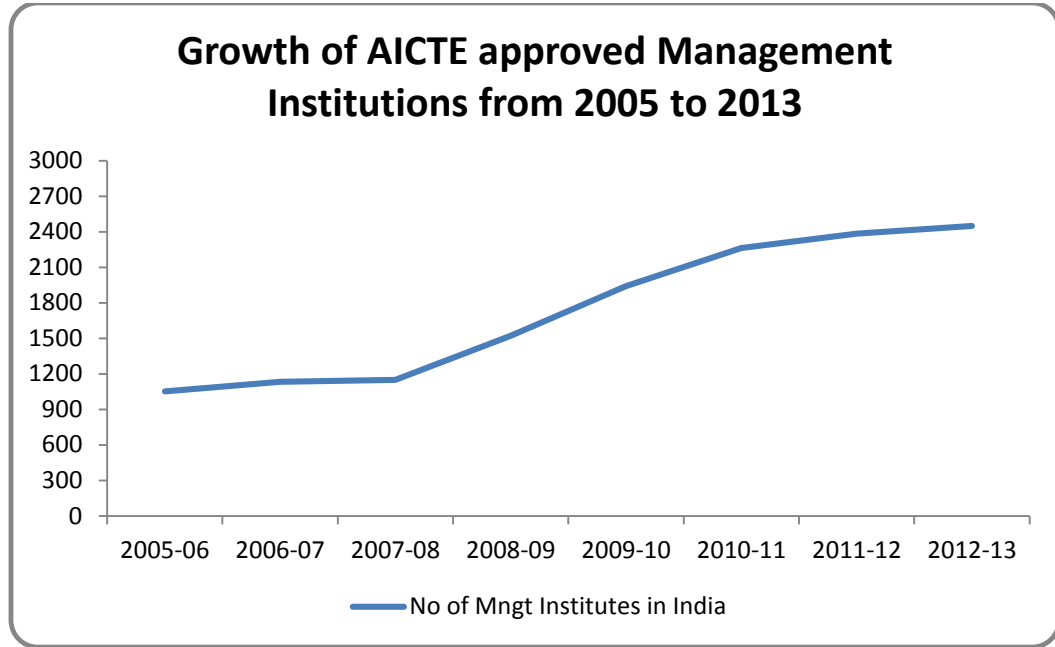


Figure 1.4.1 – Growth of AICTE approved Management Institutions from 2005 to 2013

Year	Intake Capacity	Management Institute
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

Table 1.4.1 – Growth of AICTE approved Management Institutions and Growth of Intake Capacity in last 8 years

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.

1.5 Importance of research problems

We have studied how growth has taken place since the turn of decade of 1980. Management education in Pune has started in 1971. There were very few institutes in the beginning. Pune University has department of management Sciences (PUMBA) established in 1971.

Figures mentioned above in 1.4.1 indicate growth in terms of numbers. We shall study why this growth and expansion has taken place in recent years. We will also study long-term effects of this growth. This growth has taken place even though there were controls from AICTE. One of the observations of AICTE controls is, they are regulatory and mainly focused on infrastructure facilities of the institute, teacher student ratio, and no. of teacher's requirement for given no. of students. These controls do not provide any guidance about academic matters. E.g. Quality of teaching and improvement programme for teachers development. It does not ensure methods of holding examination as it is done by universities. AICTE does not decide syllabus for the course. Institute looked at AICTE as license giving authority for running management institutes.

We will try to investigate reasons why this growth has taken place?

1. In the beginning founder and owners of managements institutes looked as business to it. They invested money in management institutes like any other business opportunity. Institute continued to the point they made money and generated surplus year after year. Now 70% of the institute does not meet even break-even point. The story is not very different for engineering colleges in Maharashtra. Initially passed out students (passed in decade of 70s & 80s) got good placement. Placement of MBA students became big problem for further growth of management's education.
2. Why students were not getting good placement? Let us investigate Employers followed simple rule of economics, when supply of management graduates was more than requirement of the jobs available for management student's demand for them automatically went down. This has happened with Management graduates.
This is one of the long-term effects of growth of low ranked management's institutes in western Maharashtra, and especially in Pune metropolitan area.
3. We will discuss about quality of incoming students for managements course. It is observed that quality has declined very fast. In 80s and 90s there used to be National

Level Common Admission Test (CAT) for management student. It ensured predefined level of managements students. State level Common Entrance Test (CET) does not ensure minimum (predefined) level of student coming for management course. This is one more reason for student not getting good placements.

4. Quota system for admission to management's course is also one of the reasons for low quality management graduates. Various quotas like management quota and other quotas lower the quality. It fails to maintain homogeneity in passing out student from managements institutes.

1.6 Summary

Research student has given brief information about why this subject is selected. Then assumptions and observations are discussed in background for the study. Brief discussion from articles from business standard is also part of background for research work. Growth of industries since 19th and 20th century followed by era of professional management education in India is discussed. Growth of managements institute in India is explained with help of figures from various sources and sites on internet. Role of AICTE is mentioned and general opinion about AICTE control is discussed. AIMS contribution for networking management institutes is discussed and highlighted. Research study is done for Pune metro area hence history of beginning of management education in Pune is discussed. Researcher has investigated possible reasons for growth of management education. Problems for placement are also discussed. Chapter ends with quality of student taking admissions in Management course.

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(1) Article appeared in Business Standard, Quantity or Quality. - What matters more?

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(2), (3), (4), and (5):-Article appeared in Business Standard,

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(1.2) Mgt.Edn. In India_ Fig 1.3.1_Gowth of Programmes & Seats in Management Education in India

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Sanchita & M. M. Goel

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(1.4) Growth of management Institutes in India-

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(1.4.1) Growth in Number of AICTE approved institutes-Intake capacity and Information about AICTE and AIMS

www.aicte.ernet.in and www.aims.org.in

Chapter 2

1. Literature study / Background Study

Topic Number	Topic name	Page number
2.1	MANAGEMENT EDUCATION IN INDIA - STRATEGIC OPTIONS	17
2.2	B-SCHOOLS AND MBA	18
2.3	MANAGEMENT EDUCATION-PAST, PRESENT AND FUTURE	19
2.4	FEES, FACULTY OR QUALITY OF MANAGEMENT EDUCATION	20
2.5	MANAGEMENT EDUCATION AND CORPORATE EXPECTATIONS	22

2.1 Management Education in India - Strategic options.

The book has same name. It consist 20 articles related to Management education.

Following are the relevant points from the article in the book

1. Management Education is only 50 years old in India.
2. Government of India established 1st IIMs at Calcutta and Lucknow in 1962. Today we have 13 IIMs and about 1700 management schools in India.
3. Growth and expansion of Management Institutes is astonishing.
4. The number of B-Schools mentioned in Serial No.2 does not include management shops opened at corners of the street.
5. Many Business houses did not believe that management of business could be taught in schools.
6. With IT revaluation, B-Schools expanded elective in Finance, Marketing, and HR.
7. There is shift in management education in last decade due to recognition of human capital.
8. Change in policy from local to global and regulation to deregulation, are major reasons for major shift in management education.
9. There is growing importance for people's skill in management education.
10. Leadership, Entrepreneurship and Teamwork are important parts of syllabus for effective management education.
11. The government has responded to unexpected demand for management education and supplied it in the country.
12. As demand will further grow quality of supply of management education will change.
13. UGS and AICTE approvals are not guarantee for academic quality.
14. Growth of Management Institutes in India in last two decades has been because low barriers to entry.
15. Qualitative growth of Management Education is serious matter.
16. Management Education in India suffers from two shortcomings, one is availability of qualified faculty and the other is quality assurance system.
17. For sustained growth of Management Education in country government should stop to control and command.

Research Student Comments: - Article gives information about history and growth of Management Education in India. According to the article, shift in the management education is because of the shift in the policy from state control to private initiatives. The article also emphasizes on the academic quality of management education. It also suggests that government should not control and command management education in India. Availability of qualified faculty and non-existence of quality assurance system are inadequacies of management education in India. However, article ends with optimism.

2.2 B-Schools and MBA

Summary of the article 'B-Schools and MBA'

This paper covers origin and growth of B-Schools in India. It ranks the B-Schools and explains the relevance of B-School in India. First MBA program was started in 1954 by Andhra University at Waltiar. With time the number of management students increased, as people became more aware of the importance of Management Education. In 1958 there were only 9 Management Institutes in India. By 1968 there were 14 Institutes, out of which 2 were IIMs. Within the next few years, the number of Management Institutes increased to 58 in 1978 and 87 in 1988. The year of 1998 saw a rapid growth in the number of Management Institutes. The number went up to 697. By the year of 2000, India had 744 Management Institutes. At present, there are about 1700 B Schools in India.

Cosmode Business (survey report.)

The recent survey indicates that only 5 Business Schools are benchmarked with Global B Schools standards. Few others meet the average requirements and rests were below 40%. The research findings show that the quality of these schools is poor. Institutes are commonly criticized for not responding to the industry demands, inability to provide information about quality of the programs offered and reasons for demanding huge amount of fees. Another fact identified in the research is that, there is a vast difference between syllabus at B Schools and knowledge required for working in the industry.

Curriculum covers basic courses in the areas of Accounting & Finance, Marketing & Production Personal and Industrial Relations, Organizational Behavior, and Computer in

the 1st year. Electives in few functional areas are taught in 2nd year. Lectures, management cases, projects, presentations, simulation and group discussions are modes of teaching.

MBA's are considered to have analytical mind and non-conventional thinking. The discussion included questions based on student's values, ethics, job-hopping behavior etc. It seems like there will not be much change in this process in future.

Research Student comments:

The article is focused on origin rapid growth of Management Institutes in India. It ranks the B-Schools and explains the relevance of B-School in India. It studies quality of management education, curriculum of the courses and various teaching modalities.

2.3 Management Education-Past, Present and Future-(Dr.S.V.Kulkarni)

Following are the relevant points from the article.

Management education as a separate field has its origin in the west. From the ancient times, primary focus of the Indian education has been 'Gyan', which has its roots in Religion and Spirituality. Indian/Eastern education emphasizes on the 'soul' as a part of the human identity, whereas, Western education is concerned with Mind, Body and Brain.

The first Management institute was set up in Andhra Pradesh, almost 100 years back. Since then, the Management Education has grown in leaps and bounds and today the country has almost 10,000 institutes of various kinds.

The Management Education can be categorized in three tiers. The top Institutes like IIM's coming directly under Ministry of HRD, the second tier institutes coming under University management departments, and the third category of Private Business schools. There are regulatory bodies involved like AICTE, DTE and the respective Universities.

Excluding the Top Management Institutes, the quality of education has been poor. However; some private brands have made their name. Industry is also not very happy with the output from tier 2 and tier 3 schools.

As far as the future is concerned, due to entry of foreign institutes, there will be a choice for students, but there will be competition for existing institutes.

There will be some re-aligning expected, but finally the best quality offering institutes will survive, which is one way, a good thing to happen for the future of Management Education in India.

Research Student comments

Small article states that origin of management education is in the west. It explains difference between Indian education and western education. Then it states history of Management education in India and its growth. Classification of Management Institutes in to three categories is understandable but only IIMs impart quality management Education is not understandable, there are others also.

AICTE, DTE and University are controlling bodies is true to some extent but not complete truth. Entry of foreign university will increase competition but we do not know their standard. It will surely provide wider choice to Management aspirants. It may perhaps improve quality. I see good future for Management education, I am an optimist.

Abstract of article provided me several ideas, which could be useful for further growth of Management Education, so included in literature study.

2.4 Fees, Faculty or Quality of Management Education

Relevant part in the article in the book Management Education in India

The fee-slash move by the HRD minister, Murli Manohar Joshi, has raised a number of issues. One is, does the government have the money to fund management education in the country? Assuming then Government wishes to promote management education in an equitable manner. It would need an additional Rs.25000 crore to fund nearly 100,000 MBAs each year in about 1000 B-Schools. It is difficult to comprehend this amount of budgetary support, in the light of the reduction in outlay approved in the Interim Budget. Any government would find it difficult to raise resources of this magnitude to fund management to fund management education.

The Ministry has taken this decision, in spite of the reservations expressed by the IIMS and their Chairmen. In the recent week, Management educations have brought to the four other priorities that the HRD ministry must address: Shortage of qualified teachers in management. the urgency to promote research, to establish an all India admission testing

system and the need for management education to be self-financing J. Irani, former Chairman, Tata Steel, has argued that autonomy of professional institutions such as IIMS should not be tempered with; T Thomas, former chairman, Hindustan Lever, has recommended that the IIMS should refuse central assistance; S L Rao, former Director, ICAER wrote that the government must stop interfering in matters such as fees, instead it must look at substantive issues such as maintaining the standards of management education. Samuel Paul, former Director, IIM (A), has suggested that the best schools must manage themselves. He has argued that the Ministry should monitor and assess the health of management education system as a whole and create a supportive environment for those institutions to function properly. Why should the Government want to manage the Business schools? Institutions of excellence thrive on autonomy, innovation and empowerment. Worldwide they are self-driven and self-governed, pursuing growth on their own terms. The IIMs need to be left alone. It is time the Government took a holistic view of management education in the country; ad hoc tinkering will not do well to any system, however strong it may be.

Some have argued that the HRD ministry is fully aware of all those; others believe that the HRD Minister is trying to spread the “feel good” among the millions of middle class citizens who aspire to send their children to the IIMS. While populism may be a good strategy from the political point of view, it is certainly not in national interest. The IIMs are centers of excellence; tampering with them can have undesirable consequence. If the ministry’s strategy is to induce other business school to scale down their fees as well, this may not be route. The private school and university-affiliated institutions will seek subsidy, which can run into thousands of corer of rupees, which no government, however populist, would be able to afford. It is not too late for the government to find the ways of funding the education of the deserving poor without subsidizing the rich.

Indian management education is at the crossroads; it can register sustained growth only by focusing on such areas as development of competent faculty, promotion of basic and applied research, encouraging B-school to meet sectorial demands, making corporate fund and strengthen management education, and encouraging B-Schools to excel globally.

Research student comment

There was an attempt made to slash fee by HRD Ministry. Many Top Business schools including IIMS expressed reservations. The hidden objective was to acquire popularity and feel good atmosphere among millions of middle class citizens. For sustained growth of Indian Management Education one has to focus on development of competent faculty and promotion of basic and applied research. Research student found that very few management Institutes follow this and for most of them existence or survival is a big question. Many B-Schools did not fulfill requirement of minimum no. of qualified faculty and they heavily depend on outsourced visiting faculty. AICTE, which also looks after management education, also does not have system to check and review quality of management institutes. Provision of only of 4% AICTE revenues is too small amount for qualitative growth of Management Education.

Article ends with suggestion and warning that qualitative growth of Management Education needs serious attention with growing demand for Management Education.

2.5 Management Education and Corporate Expectations: - A Gap

Analysis

Introduction

The summary of the Article “Management Education and Corporate Expectations: - A Gap Analysis “written by Prof. Krishna Kishore and Dr. Mousumi Majumdar, explains various gaps between expectations and fulfillment from Management education and corporate sectors. Original article contains seventeen pages. Research student has made an attempt to summarize. The article provides guidelines for Management Institutes. Research student has re-titled to summary and suggested name” Ideological deficit: Management education vs. corporate expectations.”

Summary

The degree of MBA is a gateway to careers in management. This may also include working with people with diverse culture and work practices when managers are exposed to working in business without boundaries of nations. The purpose of this career should not only be limited to understand complex business situations and solving them but also to learn to take operative and strategic decisions.

Corporate expect the managers to manage the economic and emotional turbulence in the world of business by displaying resilience and tenacity. Managers' professionalism should reflect through their commitment towards work, confidence in their preparedness, posture, attire, humility, quality and discipline. Every corporate expects a relevant educational degree coupled with skill and attitude while employing a person. Rapid expansion of industries after the enactment of new liberalization policy in India has increased the demand for managerial personnel in the corporate sector. Advent of multinational companies further increases the quest of the employees with high domain knowledge in all the fields of management like Finance, Production, Marketing, Personnel and Administration.

On the other hand aspiring managers expect a MBA degree to automatically lead to a job and earning a fat salary. Students perceive management education as a golden corridor towards a white-collar job. Business Schools are perceived by the students as placement agencies. All the MBA aspirants dream to get placed in a multinational company and earn a fat salary. The information hype with regards to campus placements, industry associations, world-class faculty members and facilities by the Business Schools creates a flowery picture regarding the prospects of their MBA. This results in young people applying in hordes, without assessing their own area of interest. This approach may drive them towards the schools who do business rather than business schools. This produces a poor quality management graduates with less employability quotient.

With such mushrooming of MBA institutes, there has been a phenomenal increase in the number of graduating MBAs creating more supply of management graduates with less employability quotient, which leads to the ironical contradiction. The corporate expects the fresh MBA graduate to have a basic knowledge along with the attitude for learning, enthusiasm, initiative, commitment, and leadership qualities to face the complex situations and challenges of the corporate world which can be achieved through the reinforcement of KSA (knowledge, Skill and attitude) approach of management education.

The business schools needs to be committed towards bringing in professionalism to management, creating new knowledge in creation of entrepreneurial, ethical, socially sensitive, and humane global managers. In the new era of management education, the

focus of producing future management graduates goes beyond finding them jobs but making them true professionals.

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Author:-Dharni P. Sinha, article published in Indian Management Journal, Jan.2004
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- 2.4) Fees, Faculty or Quality of management Education, Source: - “Management Education: Tinkering will not help”, Business Line.
- 2.5) “Management Education and Corporate Expectations: - A Gap Analysis “written by Prof. Krishna Kishore and Dr. Mousumi Majumdar. Source: - Internet link,
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Chapter 3

1. Need for the Study

Topic Number	Topic name	Page number
3.1	INTRODUCTION	26
3.2	NEED FOR IMPROVEMENT OF QUALITY OF MANAGEMENT EDUCATION	28
3.3	GROWTH OF MANAGEMENT EDUCATION	30
3.4	CLASSIFICATION OF THE MANAGEMENT INSTITUTES IN PUNE METROPOLITAN AREA	35

3.1 Introduction

The study is focused to Pune and surrounding area of Pune. Research student decided to take review of growth of Management Institutes from global to local level. Then tried for more focused study for Pune and nearby area. After this review, an attempt is made to check the effect of growth on quality of Management Education.

It is observed through several surveys conducted on Management Education.

1. There is wide acceptance for management courses. They are more popular and liked by men and women of younger generation.
2. No doubt that expansion is abnormal or uneven and perhaps unplanned.

One thing is sure that, in spite of all negatives, craze for management course has not changed. Still MBA carries name and fame. They are more valued in the market. Growth is studied in two parts.

Part one is all India Growth i.e. Expansion of Management Institutes for last 50 years and more precisely for last twenty years. Growth graph clearly shows that initially rate of increase of Management Institutes was not very high. It has increased at a shocking rate after 1980. Today we have about 4000 + business school all over India.

In Pune, there were about 10 Management Institutes in the beginning of 80s. They were within the area of 10 kilometers. The number increased suddenly between 1990 and 2000 and there were about 50 institutes.

After 1990 there was real explosion and it went up to 100. It included institutes of Pimpri, Chinchwad, Hadpsar, Katraj, Ambegaon and other surrounding areas of Pune.

Today we have about 200+ institutes in Pune metropolitan area. This is a local scene of spread of Management Education up to 2013. So at both levels i.e. National level and local level growth is uneven and perhaps unrequired.

We have studied growth of Management Education in India with the help of numbers. It shows increasing trend. Now let us examine its effect on quality of Management Education.

1. Research student feels that Quality of Management Education has direct relation to large number of various direct and indirect factors. Quality itself is a very relative term and it has different dimensions. By thumb rule, we assume that Business school with good infrastructure (building, library, computer lab, competent and qualified teaching staff etc.) will impart quality education and quality of management graduates will be reasonably good and acceptable in job market. But it is not so, Research student went to large number of Management Institutes in Pune and outside Pune and found that, most institutes fulfill all infrastructure and other requirements to start Management Institutes, but quality of education and quality of management graduates is not satisfactory. Pune has majority number of Business Schools situated in glass paneled brand new buildings. Most of the times they are empty and go unused. This is one of the direct factors affecting quality. Other direct and indirect factors are given below.

1. Most of the business schools in Pune are opened by people of political connections.
2. Business schools are treated as business.
3. Minimum number of qualified teaching staff as required by AICTE norm (seven) is partly fulfilled or not fulfilled.
4. Course curriculum up gradation and review is not done for years.
5. Old and set teaching methods.

They are some of the visible direct factors affecting quality of Management Education everywhere.

Other factors which affect quality of education.

1. Market requirement and government policy. So long as MBAs fulfill job requirements of the markets, Institutes will not put extra efforts for improvement of quality of management graduates. That is not needed even.
2. Government policy also will have good or bad effects on quality of Management Education. At present AICTE control and command has affected quality of large number of management school. This is external factor (and Institutes do not have any control over it) affecting quality of education.

Thus quality of Management Education is combined effect of all factors discussed above.

It is in this context that this subject needs serious attention. Hence systematic, careful and focused study of growth of Management Education and its relation to quality of education is needed.

3.2 Need for improvement of quality of Management Education

Need for improvement of quality of Management Education is big challenge for all Management Institutes. Need is more felt in Pune and everywhere. To improve quality and for sustained growth of Management Education, I have selected important points from article. At the end, I have given my views.

Article Review

Produce Managers Not MBAs

Following are important points related to my study. Important lines appear in bold. Indian Business schools, big or small, old or new, must adopt strategies that enable them to produce responsible and competent managers to effectively run enterprises in the fast changing economy.

Firstly, a business school must forge partnership with industry. The managerial community must be the primary partners in developing the MBA programme, its management technology, curriculum and teaching material. The business school's faculty must work on action research closely with managers, not only in a business firm but also in public agencies or voluntary organization.

Secondly, as we have argued, MBA student must bring with them valuable work experience. MBA education should be offered to those who have at least 5 years of work experience. During the two years of MBA programme no student can possible accumulate all the knowledge and information, and acquire all the abilities and skills, values required for effective manager. Meaningful work experience will help and MBA student to raise right questions, examine learning critically and make right choices what

to learn and what not to learn. Business schools at the best can help students to acquire skills for continued learning.

Thirdly, Business schools teacher need to think themselves not too much as the source of wisdom and knowledge but as the managers of learning process. The curriculum suggested earlier necessitates that the faculty help students to grow as competent responsible managers, endowed with skills of managerial surgeon. Skills are best attained when student actively participate in the process of learning and they primarily responsible for its success. Excellence comes through rigorous and repeated exercise in thinking, feeling, deciding and acting managerially. Business Schools must pursue these three strategic policies.

We must underline that the future of management education in India is nearly interwoven with the challenge of Indian economy, sustained growth, enhanced competitiveness, building synergy and creating visionary organizations. To meet these challenge business Schools must produce managers who are performers, not analysts. This will require recruiting students with work experience, designing problem centered curriculum and skill driven pedagogy. Above all, changes in the mindset where Business Schools thrive on partnership with industry and business faculty excel in managing learning process and learning organization. Should this happen, Business Schools will produce Managers not just MBAs.

Research Student Comments: -

Introduction: - To create managers, B-Schools need to implement following strategies. Business schools should try for producing Managers and not MBAs

1. Management Institutes should join hands with Industry. Managers should be partners in developing MBA programme. Their contribution in designing syllabus, preparing cases is very important.
2. Preference should be given to experienced candidates. Two years' time spent for MBA course is not sufficient to acquire abilities and skills, knowledge and information and adapt values to become successful managers.

3. MBAs with earlier work experience can differentiate between right and wrong. They can raise questions and can make right choices. Institute can help them acquire these skills.
4. Student's active participation in learning process will help him to become successful manager. For this faculty must act as managers of learning process.
5. Managerial excellence comes through exercise in thinking, feeling, deciding and acting on it. Institutes must add these qualities in management education.

3.3 Growth of Management Education

Introduction

Research student has made an attempt to explain growth status in five stages. Important factors for improvement of quality of Management Education are explained with figures.

- 1) Spike in growth of Management Institutes in the beginning of 1980.
- 2) Rapid growth of Management Institutes after 1990.
- 3) Excessive growth of Management Institutes in 2000.
- 4) Important factors for improvement of quality of Management Education.
- 5) Growth of Management Education Institutes in India

1980's – Potential for Management Education Institutes

Starting from 1980's, demand for management education was high; however the number of institutes providing management education were limited. Key reasons are as follows:

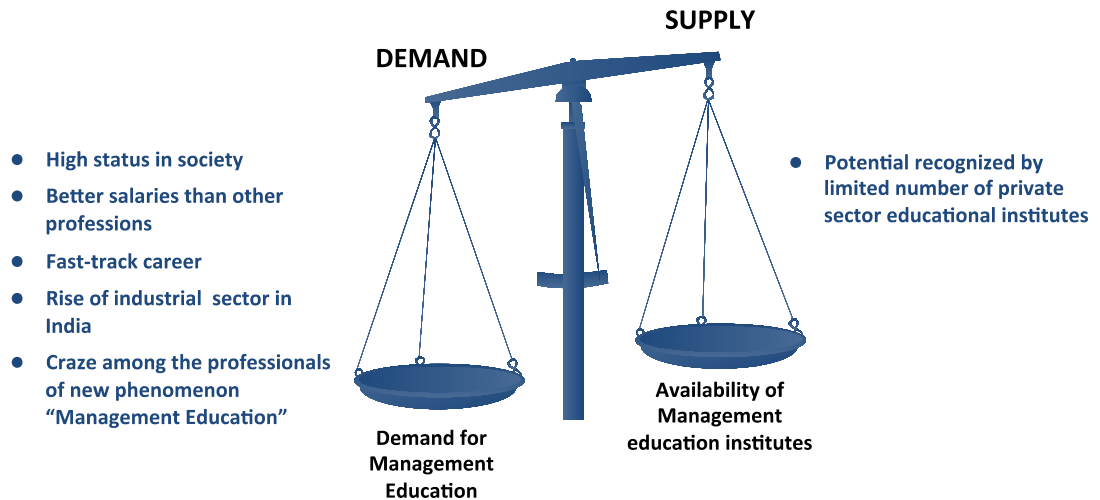


Figure 3.1 - Potential for Management Education Institutes

1990's – Rapid growth of Management Education Institutes

1990s saw rapid growth of management education institutes where the number jumped from 87 (1988) to 697 (1998). This was primarily due to private sector's participation in this field.

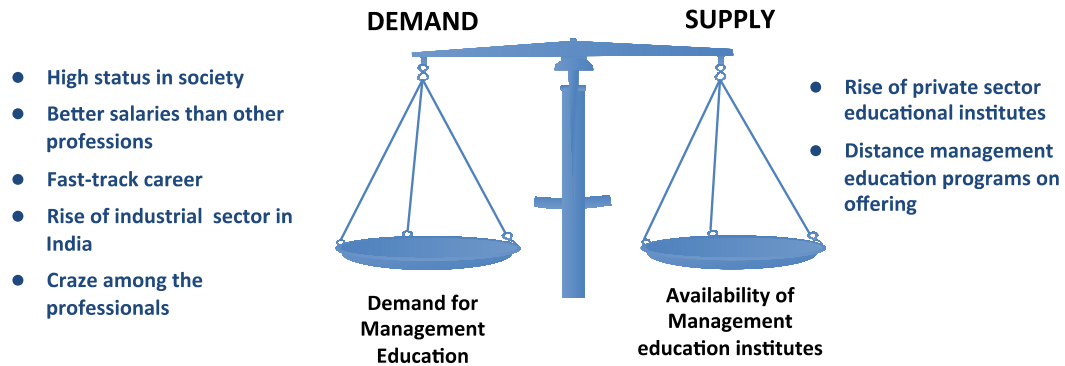


Figure 3.2 - Rapid Growth of Management Education Institutes

2000's – Excessive growth of Management Education Institutes

Between 1988 to 1998, there was a spike in the number of management education institutes. This continued in 2000's as well; however by then, number of seats offered by management education institutes were more than the number of applicants

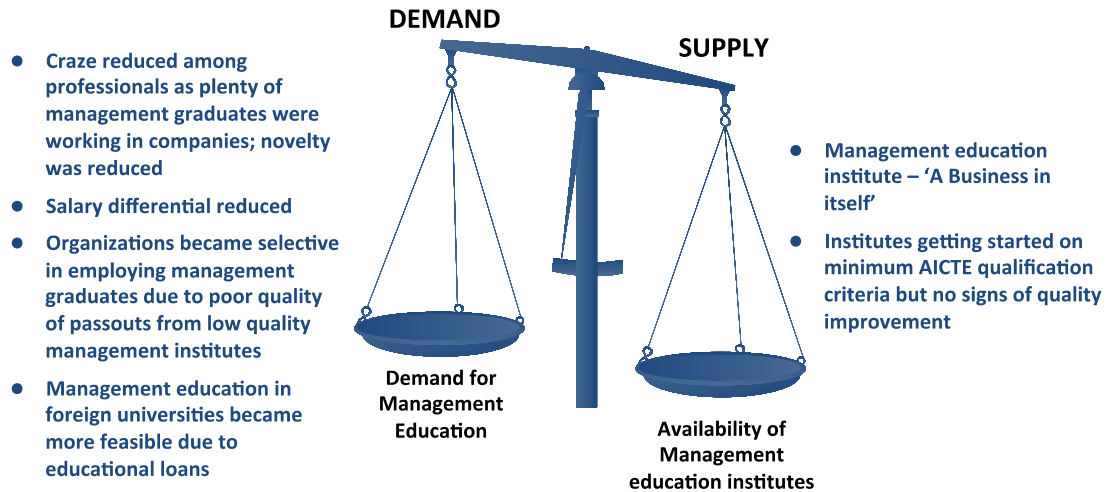


Figure 3.3 - Excessive Growth of Management Education Institutes

Quality Management

There are four pillars to enhance the quality of management education provided in the institutes.

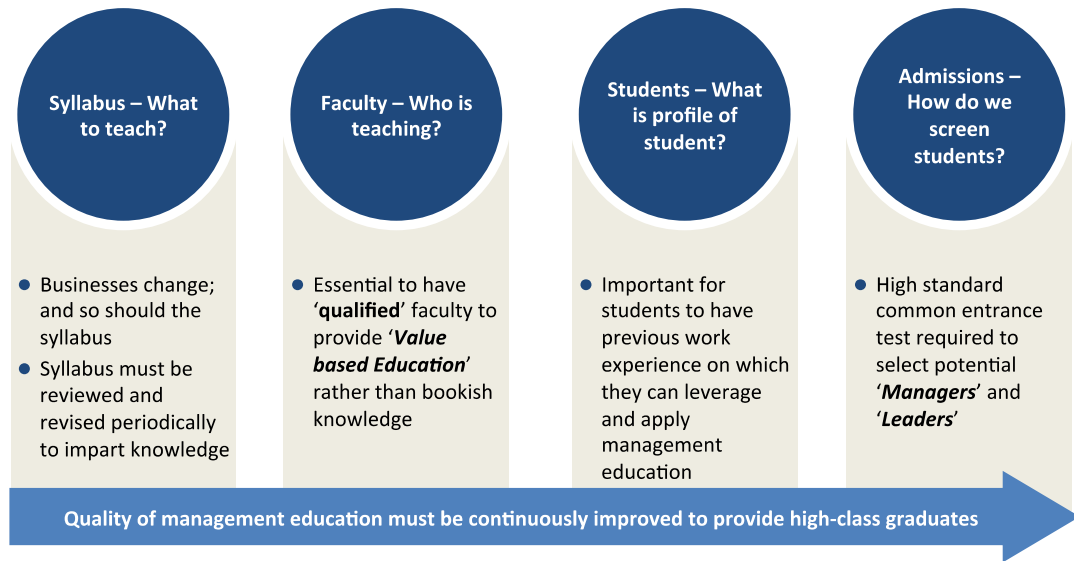


Figure 3.4 - Quality of Management Education

Growth of Management Education Institutes in India

Following graph shows the growth of management education institutes in India:

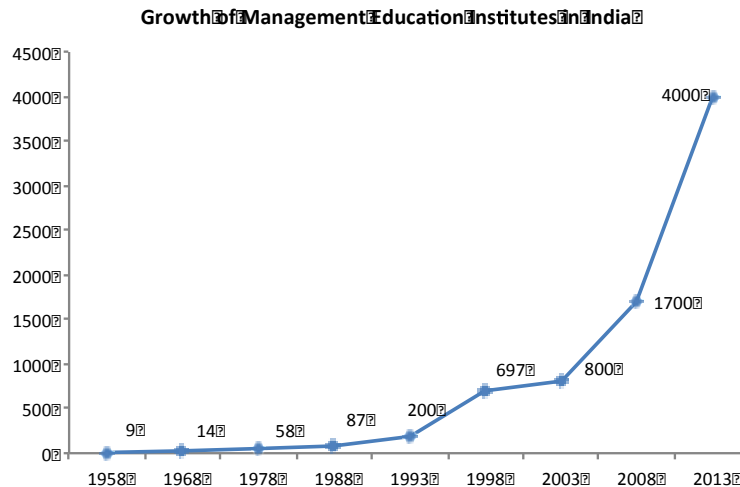


Figure 3.5 - Growth of Management Education Institutes in India

3.4 Classification of the Management Institutes in Pune Metropolitan area

Research student has made an effort to classify management institutes in Pune Metropolitan area to understand difference between management institutes. We need to decide some test/criteria for doing classifications of Management Institutes in Pune. We have used following criteria for classifying management Institutes.

A) Year of establishment of the Institutes: - It is observed that until 2005, Pune had 29 management Institutes. 1st management Institutes in Pune, Department of management Sciences (PUMBA) was established in year 1971. This was followed by IMDR and Symbiosis. This Number was increased up to 19 by the year 1998. We had 29 Management Institutes till 2005. This number increased to 100 by the year 2009. Today we have 180 management institutes in Pune and surrounding area. Institutes older than

ten years i.e. institutes established before 2006 (29Institutes) are considered as older management institutes.

Institutes established between 2006 and 2010, number is 105, and are considered as middle-aged management Institutes. Institutes established between the years 2011 to 2014 are about 46 and are classified as very new Institutes.

B) Good campus and good infrastructure: - Many management Institutes established after year 2005 have very good huge campuses. They are distanced beyond 15.km. from boundaries of Pune. Institutes at Lavale, Lonavala, Kondhwa, Nahre, Ambegaon, Katraz, Wadgaon, Talegaon and Hadapsar are the examples of such Institutes.

C) Qualified faculty: - Most of the institutes do not have required no. of qualified teaching staff (holding Ph. Ds) in required area. Very few institutes in old Institutes class fulfill this criterion.

D) Placements: - Many Institutes do not have placements cells. Very few Institutes make systematic efforts for placing their students, many institutes said we are not placement agencies and we do our job to teach management education.

E) Students Results: - Generally students did well in examinations. 50% of the students scored more than 70% marks. 30% were in 1st class and rest were in below 60 percentages.

F) Entrepreneurial Development Centre: - No institute has entrepreneurship development cell. Many institutes supported idea of having such cell. Very few showed real interest in starting such cell.

Using criteria mentioned above in Sr. No. A - F, research student has made an attempt to classify management institutes in Pune.

There are about 30 management Institutes falling in Category A, There are about 100 management Institutes falling in category Band rest 50 are falling in class C.

This is very rough classification and is made only to distinguish best ones from better ones and rest are good for nothing.

Limitations:-

A) Most of the Institutes refrained to spare time for this kind of study.

B) Those who agreed to spare time for this study refused to disclose identity.

C) Many points like absence of placements cells, Insufficient No. of qualified faculties, not having entrepreneurial cell, Industrial visits not happening every Year, and poor admissions, surfaced during informal discussions with the students and staff of the Institutes. This is not in writing and there are no proofs, but they are the truths.

Conclusions based on comparative study of classifications of management Institutes.

A) Characters of A class institutes

- Institutes are centrally located mostly in urban areas, and not very far from city.
- They have best infrastructure and best campuses,
- Best qualified teaching staff, and results are good.
- Admissions are generally full. Mid-term examinations are held.
- Student gets satisfactory placements. Placement cell exists.
- They have come in to existence between year 1980 and 2005.
- Modern teaching methodologies are used,
- Industrial visits are done.
- Institutes –industry interaction happens,
- Passed out students associations exist.

B) Characters of B and C class institutes

- Institutes are away from main city and beyond walking distance.
- They have best infrastructure and best campus, campuses are shared campuses.
- Insufficient and non- qualified teaching staff,
- Admissions are generally poor.
- Mid-term examinations are not held.
- Institutes does not help student in placements. Placement cell did not exist.
- Results are poor.
- Teaching does not happen.
- Industrial visits are not done.
- Institutes –industry interaction dose not happens,
- passed out students associations dose not exists

- They are established after year 2005.

There are some common features in case of all A, B, C class Institutes. All are University affiliated, AICTE approved, and DTE controlled. So on paper they have same status, and they teach same syllabus designed by university of Pune.

There are some institutes who also have autonomous wing and they run PGDM Courses. They are out of University control. Institutes design syllabus. Institutes hold exams only. Such diplomas are not P.G. masters qualifications and not considered at par with MBAs. PGDM diploma holders cannot do their PhD. This is one of the limitations of PGDM courses. In Pune, there are large No. of management institutes which hide this information.

In addition to this there are large No. of tiny Institutes which may be called as management shops. They do not appear anywhere on record. They are located at central places. Everything fitted in 1000 to 1500 square feet. It includes classrooms, computer labs, Library, Directors and teachers cabin, and other things. Generally they conduct distance education courses including Ph.D. for university in other states. Generally Rajasthan University, Sikkim Manipal University, Punjab Technical University or less popular universities from abroad. Pune has such Institutes, one in KK market at Balaji Chowk on Katraz road and other one at Katraz. They are only examples.

There are many such Institutes. Larger the city more the number of such institutes.

As said earlier that Pune has about 180 management Institutes on paper as on 2013-2014. They are at par as far as various licenses and other mandatory requirements laid By AICTE. Many institutes have applied for closures of the courses due to poor admissions and tough Competition. Correct figure is not available with research student.

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

Table 3.6 – Growth of Management Institutes in Pune Metropolitan area from 1970 to 2014

Graph given below shows growth of management institutes in Pune since 1971. Graph clearly shows spike in Number of management Institutes after 1990. The figure has reached to 29 by 2005.

It has reached 100 by the year 2009. It reached to top as high as 180 by 2014. All these institutes are university affiliated, AICTE approved, and DTE controlled.

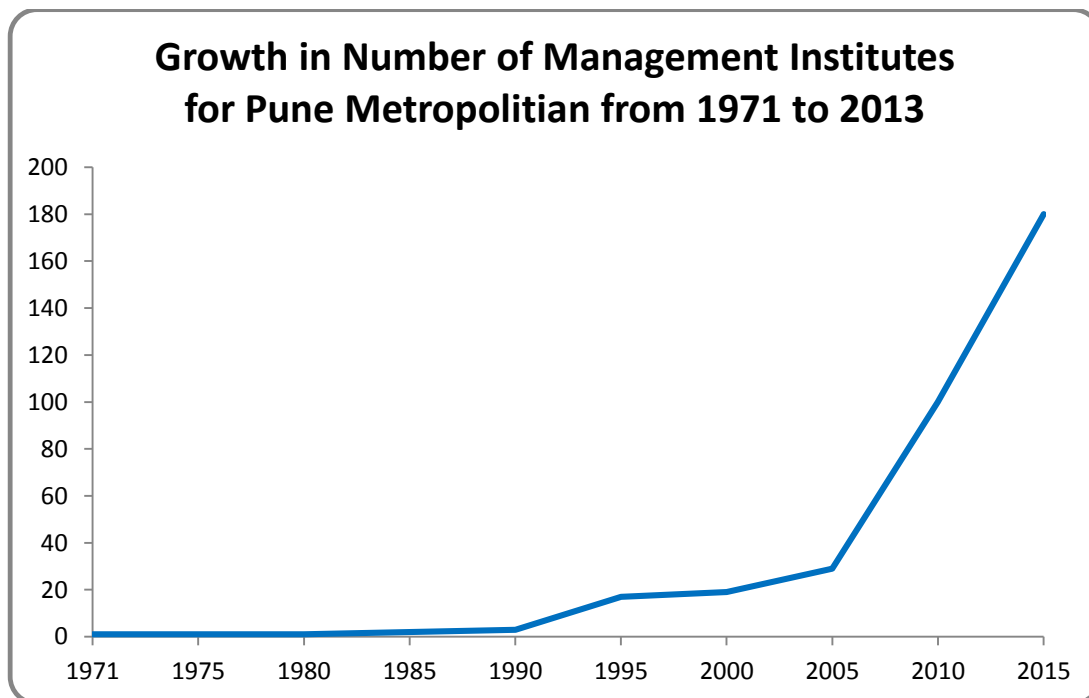


Figure 3.6 – Growth of Management Institutes in Pune Metropolitan area from 1970 to 2014

Comparison of growth of management Institutes at local level (Pune Metropolitan)V/S All India level. We had 29 management institutes by the year 2005 and by 2010 number went up to 134. It reached 180 by 2014. It means there is 6 times increase when we compare the years 2005 and 2014. All India growth is 2.5 times for same period.

References

(3.2) Need for Improvement – Produce Managers not MBAs-South Asian Journal of Management, July-Dec.1995.

Figure.3.5- Management Education and MBA Graduates in India (Growth of Management Education Institutes in India) Source: Cosmode Study Report 2002

Figure 3.6-Growth of mgt. Inst. In Pune—www.dte.org.in/mba

Chapter 4

1. Scope of the study

Topic Number	Topic name	Page number
4.1	OBJECTIVE	42
4.2	QUALITY OF MANAGEMENT EDUCATION	43
4.3	RISE AND FALL IN DEMAND FOR MANAGEMENT GRADUATES	47
4.4	NOTE ON ENTREPRENEURIAL DEVELOPMENT CELL	50
4.5	NOTE ON SYLLABUS REVIEW AND SYLLABUS CHANGE	50

4.1 Objective

The objective of this study is to find out the growth of management education in Pune metropolitan area and to check the effect of this growth on the quality of Management education in Pune. The subject is studied at Macro and Micro levels as below.

At Macro (National) level:

Growth in number of management institutes was very slow. In the beginning, for first 10 years, from the start of management education in India since 1962, we had about 10 management institutes. This number gradually went up to 1700 in the year 2008. The number increased and practically doubled every 5 years. Today we have about 3400 + registered management institutes in India.

At Macro level

1. History of management and beginning of management education.
2. Its growth, popularity and complacency.
3. Level of saturation and stagnation.
4. Present phase of reduction in growth.

At Micro Level:

1. Gradual growth
2. Explosion of demand for management education.
3. Present phase of reduction in growth
4. Closure of few Institutes.

At micro level, study is limited to Pune and its surrounding area.

For Pune metropolitan, management education was introduced in 1971, establishing Management department in University of Pune, known as PUMBA. Initially, there were only 10 management institutes growing rapidly post 1980. Today, Pune has about 200+ management institutes. This study is focused to ponder upon few important questions and find answers like,

- Whether this growth is abnormal or unplanned?
- What would be possible reasons for this growth?
- What could be possible solutions to control growth?

Coverage:

Study covers core Pune and outside areas. On the eastern side, Kondhwa, Hadapsar and surrounding area, Paud and Pirangut on the west, Katraj, Ambegaon and surrounding area towards south and Pimpri, Chichwad, Bhosari and surrounding areas towards north.

Growth of Pune:

Historically, Pune is cultural and educational capital of Maharashtra. It is also known as “Vidyeche Maherghar” in the colloquial language. In the decade of 1960, Pune changed its face and became industrial center too. Prominent industries like Kirloskar, Tata, Bajaj, Garware, Cooper, Vulcan Level and Atlas Copco are few to name. It has about 10000 middle-scale and small-scale industries. Pune’s 1st engineering college COEP is pride for all Maharashtrians. Now Pune has about 50 Engineering colleges and about 5 medical colleges. Recently, Pune has acquired importance in IT field. Rajiv Gandhi InfoTech Park at Hinjewadi has many IT industries. Pune is now an IT hub too.

Pune is typically known for its culture. With this, the researcher concludes basic information about the scope of study.

4.2 Quality of Management Education

Research student feels that quality of management education is very important. It is not one time event. Article given below suggest important steps for quality improvement and difference between conventional education and management education. Research student observations appear in the beginning followed by article.

Introduction

Prof. Jaideep Chatterjee has explained importance of management education. It explains how quality of management education can be improved. Given below are the comments of research student.

- 1) Management Education is different from traditional branches of other education.
- 2) It has the capacity to change life from ordinary to decent one and it is related to life.
- 3) He has explained connection between change in course curriculum and future of Management Education. Research student disagrees with his opinion and feels that future of Management Education does not only depend on change in syllabus, there are other factors too influencing future of Management Education.
- 4) National level common entrance test (NCMAT) for Management Education is good suggestion for quality improvement and it will stop back door admissions to management course.
- 5) Advancement in digital technology will improve quality of Management Education.
- 6) Globalization has provided us borderless opportunity and hurdle free environment.
- 7) Article ends with optimism for improvement in quality of Management Education.

Title:-Importance of management education and training

Author Prof. Jaideep Chatterjee, Teacher and Thinker of the Management Studies.

Source: - Internet

Important points in the article are given below.

- 1) In India, every kind of resources are available some time more than the actual need, but our greed don't allow us how to utilize them properly being not exploiting the basic fabrics of nature and natural elements and to maintain the culture of sustainable growth.
- 2) To gain knowledge, we all know continuous tracing is required and an active training through practical demonstration, is the best proven and popular method due to easy accessibility of digital technology in every sphere.

3) Today Globalization has given us a room for borderless opportunity, a hurdle free environment and ample scope of ventures, with an adequate availability of Man, Machine and Money but we don't know how to utilize the power of Man and materials rather feel proud to mis-utilize them invariably and have been facing the consequences of dire nature owing of improper Human Relation Policies.

4) There are many more nodal agencies and different authorities, including the residential Universities and their whimsical attitudes have managed to deteriorate the basic purpose and objectives of management education throughout the country. Our present education minister always in prefers to implement a national label education policy and advocated for uniformed examination pattern. But we yet to introduce the same logic in management education, which immensely helps in the disappearance of post study managerial skill, knowledge, competency, sincerity and above all honesty, because students with weak academic ground are allowed to study by arranging the token of permission through different types of entrance tests, ignoring the past academic records.

5) How many privately owned and run institutions even if, consisting with international amenities and intra national faculties, succeeded to produce the leader of future corporate world, who is ready to accomplish the job being not compromised with the greed of employers and need of the environment, is too hard to count, as their role found and witnessed unexpected in the series of their performance, either as a manager of service provider or custodian of manufacturing units.

6) Managements and their study should not be equated with the terminology of other technical education. Education does have a limited terms and period of conduction whereas the studies of management is related with life, in particular, it teaches how to convert ordinary lives, more decent full and uplift the entire society equally dignified alike any other industrialized nation.

7) Management study has got a new technique, communication, level and premises of thought and scope for their practice certainly, under unknown landscapes in unfamiliar demography, due to the advent of latest digital tools and availability of translating the latest ideas and experiments at any class room across the world, through proper handling

and application of them in acquiring the modern management knowledge in transcendental manner without further restrictions,

8) The future of management study depends on the adaptation and their timely alternation. Today, what we are lacking in India are; (1) Curriculum & (2) Authority. It is shame full to all of us neither IIM nor IIT stands equally in terms of quality what gathered and attained by most 25 prestigious institutions, located in other part.

9) Our decision maker don't want to take lesson from past and to take corrective measures.

10) A.I.C.T.E had announced that CMAT (Common Management Aptitude Test) will be the only option for taking further admission in any B, C, or D ranked management college across the country. A.I.C.T.E. did open a new website exclusively, to fulfill their purpose and bring all the aspirants of management study under one umbrella, but their proposed objectives got several blow from different corner.

11) While being noted that autonomous institution, colleges under universities, even affiliated institutions, including institutional authorities ,did not heeded and paid attention on the suggestive unification program, especially in order to bring examination process under single roof as proposed through C.M.A.T. by A.I.C.T.E. This kind of attitude could not be considered as ignorance but a clear violation, which has become common feature in educational arena and repeatedly occurs in India.

12) Due to intentional egoism of hypos and the fact is educational authorities headed by different technical and non-technical persons are interested more on how to put forward the hierarchical position and misuse them as clumsily as irreparable and unexpected to remaining authorities and the institutions concerned therewith, which makes M.B.A. not only free for all but give a free ticket to collect the degree, being not obtaining knowledge and post study skill, finally, as a practitioner, bound to train the folks of qualities, inferior than above the average graduate of any part of India.

4.3 Rise and fall in demand for Management Graduates.

The objective of the study is to find out reasons for rise and fall in demand for management graduates. Research student has made an attempt to explain with the help of flow charts. The charts are self-explanatory. Brief description is given below.

There was more demand for Management graduates in 1980. Reason being MBAs had social status and stigma attached to Management course. It was visa for obtaining good jobs. There was attraction for Management course and all wanted Management Qualifications. MBAs had recognition and getting very high salary. There was more demand and supply was less. To fulfill the demand many Management Institutes were opened between 1980 and 1995. They were running well till demand and supply was equal. Then Demand went down and supply remained same. MBAs status and identity was reduced. They earned normal salary. Whole description is explained with flow chart given below. The reasons for large no. of Management Institutes and then their closure are explained.

Below is a diagrammatic representation of various factors which led to unplanned growth of management education in India.

Before 1990 and Post 1990

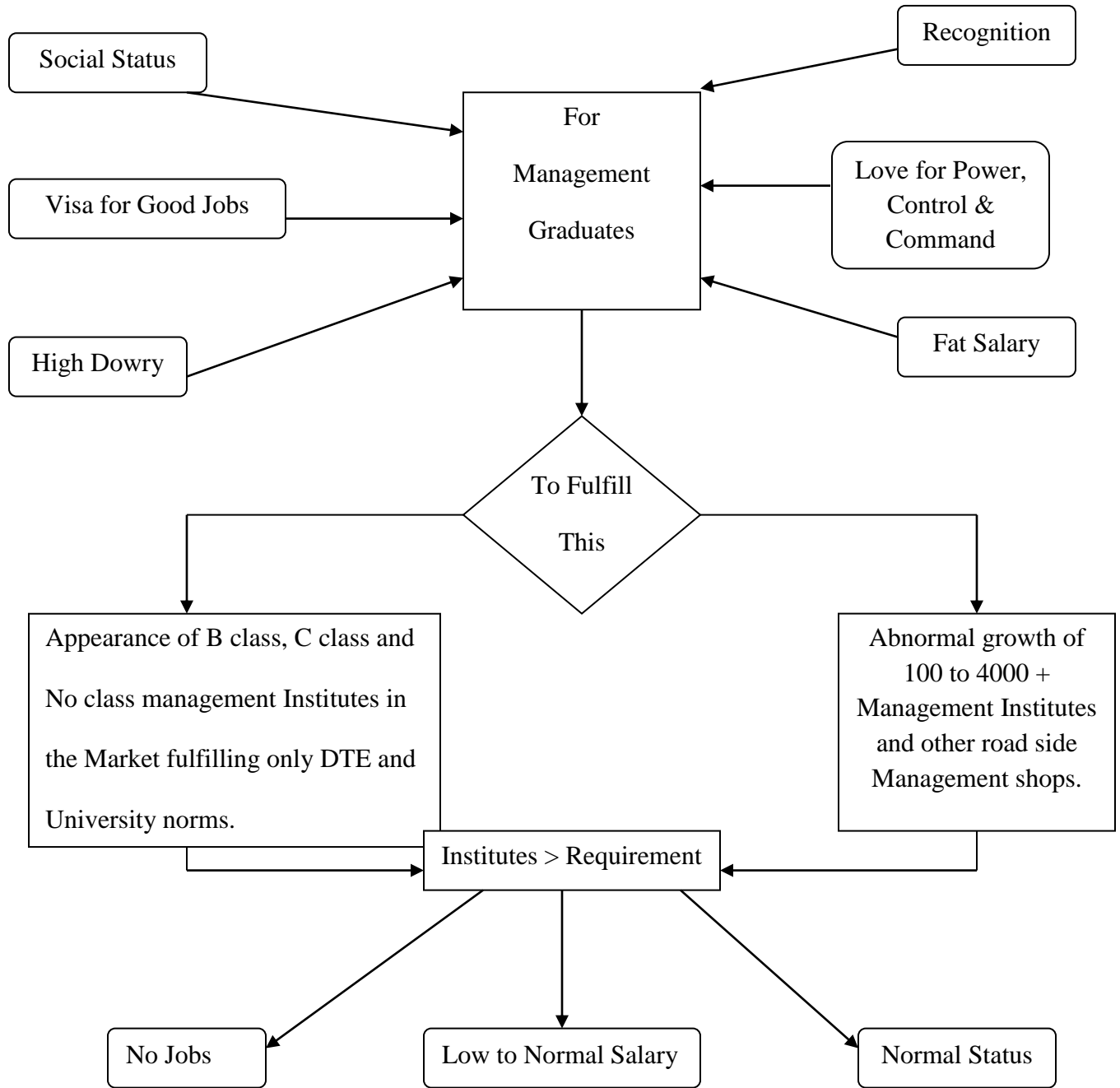


Figure 4.3.1 - Factors leading to unplanned growth of management education in India

Falling Quality of Management Education.

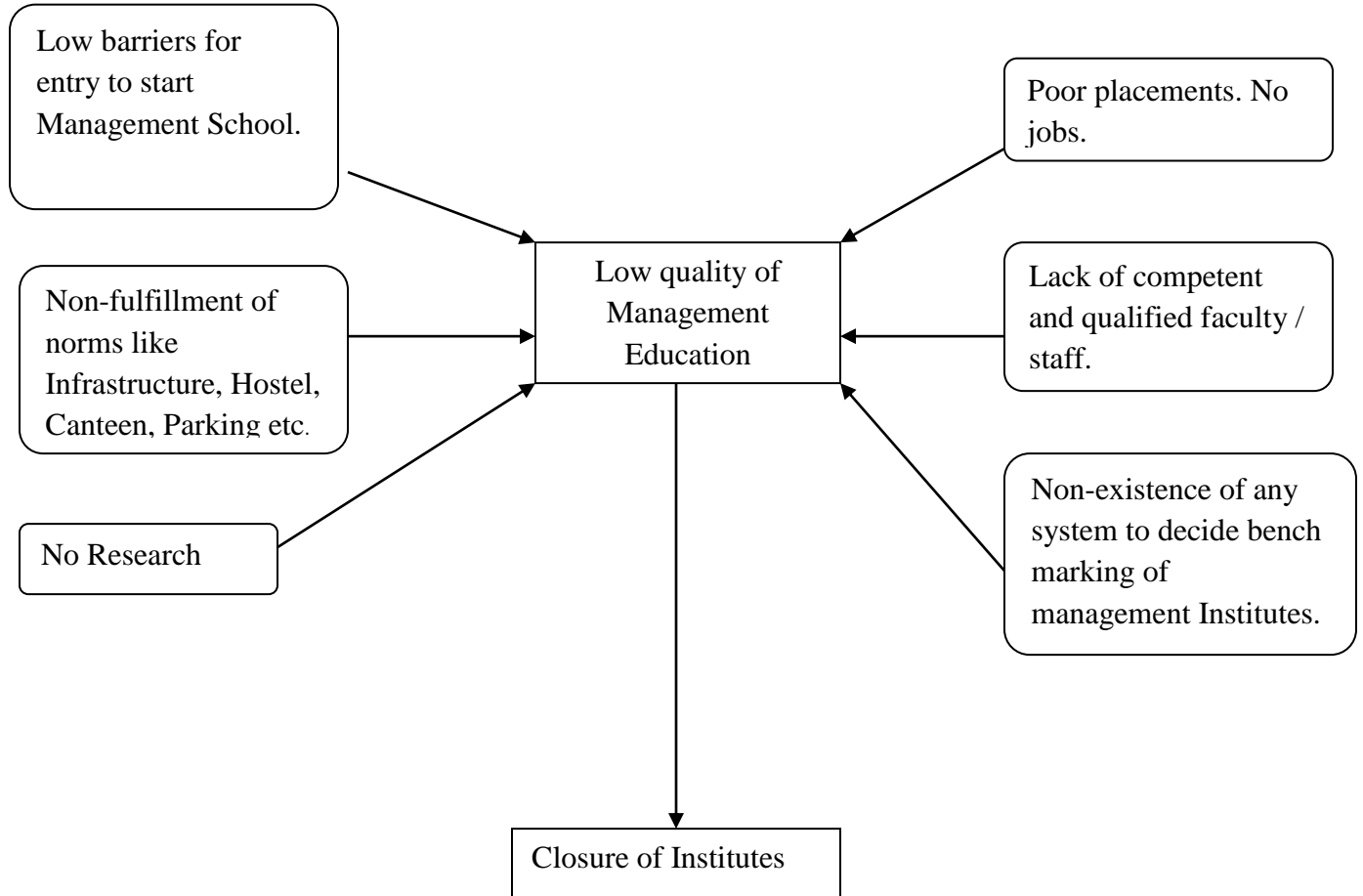


Figure 4.3.2 - Factors leading to falling quality of management education in India

4.4 Note on Entrepreneurial Development Cell

Introduction: - While doing survey work for research study research student found that, not a single Institute has Cell for development of Entrepreneurs. Many Institutes have placement cell. Many Institutes teach subject of Entrepreneurship. Large number of Management Institutes held programmes for Entrepreneurship development skills. Description given below is deliberately added to this study to help students to understand more about entrepreneurship.

Who is an Entrepreneur?

The person who has strong desire to become Entrepreneur.

The person who dreams for becoming entrepreneur.

The person who has capacity and courage to become entrepreneur.

He has knowledge of business.

The one who makes optimum use of available resources like Manpower, machine, material, money and management.

What is entrepreneurship?

Entrepreneurship is not an art or science. It is an outcome of continuous efforts.

Entrepreneur is self-motivated person. He may male or female. He fulfills his own needs through his business and he creates employment for others.

Source: - Udoyajk Vah! (Marathi) Dr. Sudhir Rashingkar

4.5 Note on Syllabus Review and Syllabus change

Syllabus review for management course is important because it improves the quality of management education. Inclusion of people from Industry and Business in making syllabus also improves quality of the management course. It also upgrades quality of management graduate.

Pune University has the changed Syllabus eight times during the last 43 years. It means it was changed once in five years. Pune University established Management department in 1971. Therefore, university management department is forty three years old.

Industry and Business Experts suggested that syllabus review must be a continuous and on-going process and must be done every year as far as possible. Syllabus must be changed once in two years. It also suggested that feedback from business and industry must be obtained. Syllabus must be changed as per requirements of the Industries. They require MBAs to run their business and Industries.

Private institutes awarding Diplomas (PGDM), which are not controlled by University, also do not change syllabus once in two years. There is no direct control over functioning of such private Institutes. There are many private institutes in Pune who did not change syllabus for last ten years. Syllabuses are borrowed from universities or they are copied from some other sources.

University has set procedures of changing syllabus. Pune University changed MBA syllabus six times since 1995. Before that, it was changed three to four times. Records were not made available.

Problems for change in syllabus are given below.

- Change in syllabus is not easy process. It calls for preparation and study. University teachers are not ready and they are reluctant.
- Honorarium for work is very low.
- Industry people do not value this academic work.
- They do not get good money for this work.
- Change in syllabus calls for change in books too.
- Additions and deletions in books is slow process. Practical problem are very difficult to solve.

Summary: - Importance of change in syllabus for management course is mentioned. Inclusion of people from Industry to change syllabuses also mentioned. Data about

Change in syllabus for Pune University is given. Practical problems to change syllabus are discussed.

References

(4.2) Quality of Mgt. Education Importance of management education and Training-
Jaideep Chatterjee.

Internet : <http://www.indiaeducationreview.com/article/importance-management-education-and-training/10879>

Chapter 5

5. Research Methodology

Topic Number	Topic name	Page number
5.1	RESEARCH METHODS	54
5.2	CHOICE OF SAMPLE	54
5.3	QUANTITATIVE RESEARCH METHOD	56
5.4	QUALITATIVE RESEARCH METHOD /DESCRIPTIVE RESEARCH METHOD	57
5.5	FORMULATION OF HYPOTHESIS AND PURPOSE OF THE STUDY	57
5.6	METHOD OF DATA ANALYSIS AND STATISTICAL TOOLS USED	58
5.7	CHAPTER SCHEME OF THE RESEARCH STUDY	58

5.1 Research Methods

This research problem has been studied using both quantitative and qualitative methods. The quantitative method consisted of administering questionnaires to a sample of students, management faculties, Employers and Directors of Management Institutes. The qualitative method consisted of research student observation at the time of interviews with Employers, Directors of Management Institute, and Management Faculty. The discussion with management students is also part of Qualitative method to study research problems.

Source of Information: Primary Research

Data Analysis and interpretation is based on study of questionnaire. Data is collected from Students, Parents, Management Institutes, Faculty, Universities, Experts and Employers

Sources of Information: Secondary Research

Information available from literature, Internet, Govt. Libraries and University Libraries, Journals and Magazines

5.2 Choice of sample

Sampling Method – Non-probability stratified sampling. Sample Size 290

Categories	No. of respondent(Sample Size)
Students	200
Management Institutes	20
Employers	20
Faculty	40
University Authorities	5
Experts	5

Table 5.2 - Choice of sample

Justification for Sample Size

Students: - Every year about 1800 students pass out from thirty management institutes. (30X60 student per management Institute) Institutes established up to 2005 are considered for collecting information. I shall select 11% of students i.e. 200 for my research project.

Management Institutes: - Total number of management institutes in Pune is approximately 140. but institutes beyond 10 years of survival are only 40. Institutes established up to 2005 are considered for collecting information. I shall contact 20 Institutes, it is 50% of Pune's premier Institutes.

Employers:- I shall select 20 known employers for my research work. Companies frequently visiting Institutes for recruitment are considered for collecting information. It is about 10%

Faculty: - 20 % of total number of visiting faculty for Management Institutes (Approximately 200 visiting faculty)

University Authorities: - There are four deemed universities and Pune University. I shall contact five university authorities in Pune.

Experts: - Five experts in management education field will be sufficient for my research work.

5.3 Quantitative Research Method

Here four instruments were developed and administered to four categories of respondents as shown below-

Respondents	Instruments
1) Management Student	Questionnaire with multi option answers to obtain required information and discussions.
2) Management Faculty	Questionnaire with multi option answers to obtain required information and discussions
3) Employers	Questionnaire with multi option answers to obtain required information and discussions
4) Director/ Founders of Mgt. institutes	Questionnaire and interview
5) Other Sources- DTE office, AICTE Officer, University Assistant Registrar etc.	Direct discussions& Questionnaire.

Table 5.3 – Quantitative Research Method

For all categories of respondents, few questions were designed using five points Likert scale method. Given below are the options provided.

- 1) Agree
- 2) Somewhat agree
- 3) Neither agree nor disagree
- 4) Somewhat disagree
- 5) Disagree

Respondents were also asked to rate on 1 to 5 scales for few questions. Few questions had only Yes/ No options.

Few respondents requested to record their opinion but not to mention name & it is followed.

5.4 Qualitative Research Method /Descriptive Research Method

Qualitative research was felt necessary by the researcher for following reasons-

- 1) Information obtained through questionnaire was not sufficient for research study.
- 2) Questionnaire did not catch all information required for research study.
- 3) Sometimes respondents made some remarks in informal discussions.
- 4) Sometimes it was difficult to ask for filling long questionnaire-

This method helped since few important points and discussion happened in informal meetings with respondents-

Observations and pieces of conversations, which took place at the time, were noted down by the research student and later recorded in full, narrative form on the same day. In this way nearly 150 pieces of observations/discussions were recorded in the form of notes. Some respondents would not come forward for sharing their true opinions. Hence reliance would be placed on responses of a few respondents. These are some limitations of the present qualitative study.

However the chief merit lies in getting closer to the sentiments and meanings attached by respondents to the events and happenings around them. The present qualitative study has succeeded to this extent.

5.5 Formulation of Hypothesis and purpose of the study

The hypothesis to be tested was formulated as follows:-

Research student will prove following hypothesis in testing of hypothesis.

- 1) It is felt that due to large number of Management Institutes quality of Management education is lowered. Products coming out of this Institute are not directly useful to employers and they need rigorous training to suit their needs.
- 2) There is massive growth (20 times) of Management Institutes in Pune for last Ten years.
- 3) Management Institutes has become business in India and needs special attentions of policy makers.

The purpose of proposed study is:-

- 1) To find out Present status of Growth of Management Institutes in Pune metropolitan area.
- 2) To find out quality of education imparted in management institutes in Pune.
- 3) To suggest means and ways to improve quality and find out whether growth pattern is relevant or needs any changes.

5.6 Method of Data analysis and statistical tools used

Data presentation is done with the help of table, graphs and charts. Statistical tables are used to indicate different statistical Indicator. They are Mean, Median, Mode, Standard Deviation, etc. Chi-square test is used for proving hypothesis. Data analysis and interpretation is done by using SPSS software

5.7 Chapter scheme of the research study

Chapter No.	Chapter Name
1	Introduction
2	Literature study
3	Need for the study
4	Scope for the study
5	Research Methodology
6	Data analysis and Interpretation
7	Hypothesis testing
8	Findings and conclusions
	Annexure
	Bibliography

Chapter 6

6. Data Analysis and Data Interpretation

Topic Number	Topic name	Page number
6.1	RESPONSES TO QUESTIONNAIRES FROM STUDENTS	60
6.2	RESPONSES TO QUESTIONNAIRES FROM FACULTIES OF MANAGEMENT	137
6.3	RESPONSES TO QUESTIONNAIRES FROM EMPLOYERS	182
6.4	RESPONSES TO QUESTIONNAIRES FROM DIRECTOR	213

6.1 Responses to Questionnaires from Students

Q. No.2.Why you have chosen management education over other P.G. options?

Introduction: - Research student collected responses from 200 Management students.

Based on information received, data analysis is done. Interpretation is given below tables.

Responses are also shown with the help of graphs and charts.

Statistics 0 – indicates No to option 1 – Indicates Yes to option

		Entrepreneur	Leadership	Better Prospects	High Salary	Good Status
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		.33	.41	.36	.29	.17
Median		.00	.00	.00	.00	.00
Mode		0	0	0	0	0
Std. Deviation		.470	.494	.482	.456	.374
Variance		.221	.244	.232	.208	.140
Skewness		.757	.378	.598	.928	1.812
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		1	1	1	1	1
Sum		39	49	43	35	20

Table 6.1 – Selection of management education over other P.G. options

Entrepreneur

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	135	67.5	67.5	67.5
	1	65	32.5	32.5	100.0
	Total	200	100.0	100.0	

Table 6.1.1 – Choice for Management Education - Entrepreneur

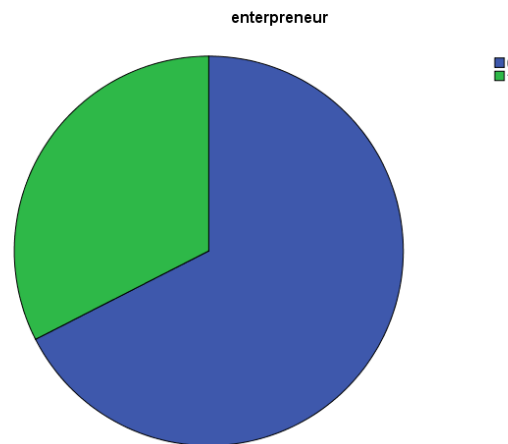


Figure 6.1.1 – Choice for Management Education - Entrepreneur

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents not want to be entrepreneur. They would like to be managerial skill holder in their future. As per the Table 6.1.1, it shows that 67.7% of respondents do not want to be entrepreneur while 32.5% of respondents want to entrepreneur.

May be 67% respondents prefer to acquire experience in the beginning. May be respondents felt that they wish to become entrepreneur. This is shocking but may be management student feels that experience is must for starting own enterprise

Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	118	59.2	59.2	59.2
	1	82	40.8	40.8	100.0
	Total	200	100.0	100.0	

Table 6.1.2 - Choice for Management Education - Leadership

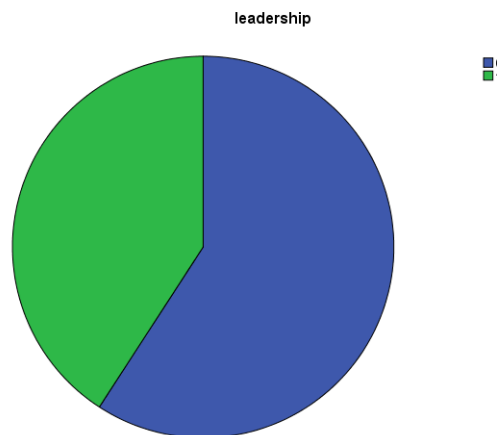


Figure 6.1.2 - Choice for Management Education - Leadership

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents not want to be a good leader. They would like to be managerial skill holder in their future. As per the Table 6.1.2, it shows that 59.2% of respondents said no for leadership, while 40.8% of respondents prefer leadership. This is motivating factor to develop leadership quality among student. Respondents felt that management. Course improves leadership qualities, working in group, Group assignments, Industrial visits, is part of management syllabus. It provides opportunity to learn and acquire

leadership elements. A group discussion on management issues, case study discussions, improves leadership qualities

Better Prospects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	128	64.2	64.2	64.2
	1	72	35.8	35.8	100.0
	Total	200	100.0	100.0	

Table 6.1.3 - Choice for Management Education – Better Prospects

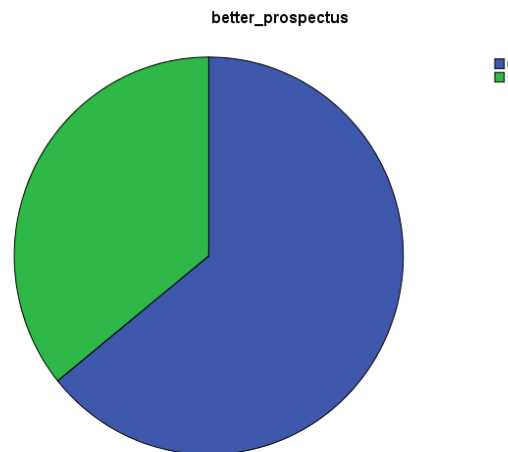


Figure 6.1.3 - Choice for Management Education – Better Prospects

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents do not want to be having better prospectus. They would like to be managerial skill holder in their future. As per the Table 6.1.3, it shows that 64.2% of respondents said no for better prospectus, while 35.8% of respondents said yes for better prospectus. This is motivating factor to others.

High salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	142	70.8	70.8	70.8
	1	58	29.2	29.2	100.0
	Total	200	100.0	100.0	

Table 6.1.4 - Choice for Management Education – High salary

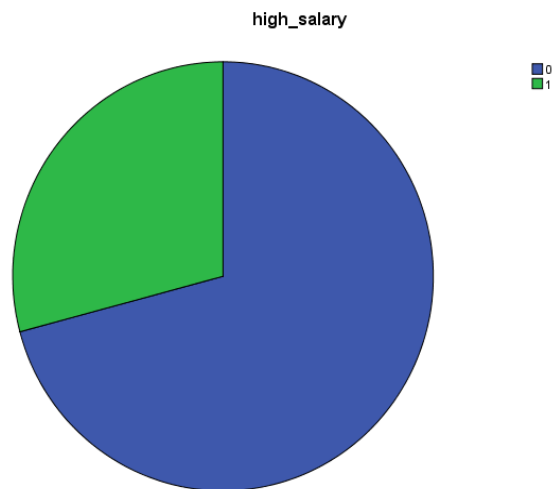


Figure 6.1.4 - Choice for Management Education – High salary

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents not want high salary. They would like to be managerial skill holder in their future. As per the Table 6.1.4, it shows that 70.8% of respondents do not feel that MBAs earns high salary while 29.2% of respondents do not say so. High salary is definitely attracting factor to management education.

Good status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	166	83.3	83.3	83.3
	1	34	16.7	16.7	100.0
	Total	200	100.0	100.0	

Table 6.1.5 - Choice for Management Education – Good Status

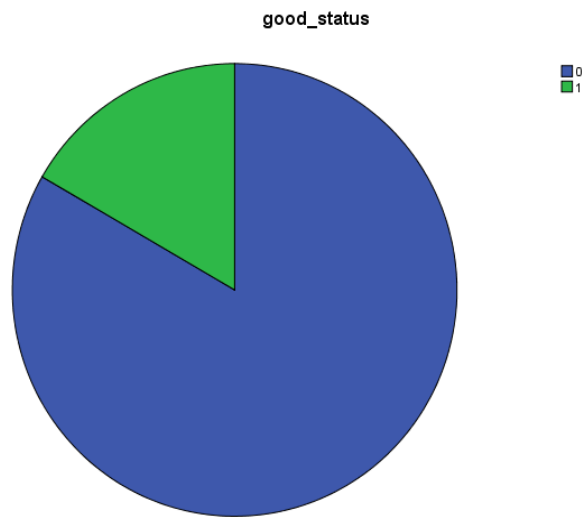


Figure 6.1.5 - Choice for Management Education – Good Status

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents not want good status in the society after management education. They would like to be managerial skill holder in their future. As per the Table 6.1.5, it shows that 83.3% of respondents do not feel that MBAs hold good status in the society

after management education while 16.7% of respondents feel that MBAs do have good status in the society after management education.

Researcher felt that management education enjoys better status in Indian society. MBA carry better value in comparison with others from all the above analysis, researcher understood that, majority of student chosen management education is option for their post-graduation.

Q.No.3. How would you judge quality of management graduates overall? Please give your opinion by giving marks out of five to each parameter.

Statistics

		Knowledge Content	Analytical Capacity	Decision Making	Capacity to lead	Skill Handling Uncertain Situations
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		3.95	3.74	3.98	3.92	3.73
Median		4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4
Std. Deviation		.839	.921	.902	1.001	1.165
Variance		.703	.849	.814	1.001	1.357
Skewness		-.687	-.248	-.648	-.752	-.825
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		4	3	4	4	4
Sum		474	449	477	470	448

Table 6.2 – Quality of management graduates

Frequency Table

Knowledge Content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.7	1.7	1.7
	2	2	.8	.8	2.5
	3	50	25.0	25.0	27.5
	4	92	45.8	45.8	73.3
	5	53	26.7	26.7	100.0
	Total	200	100.0	100.0	

Table 6.2.1 – Quality of Management Grads – Knowledge Contents

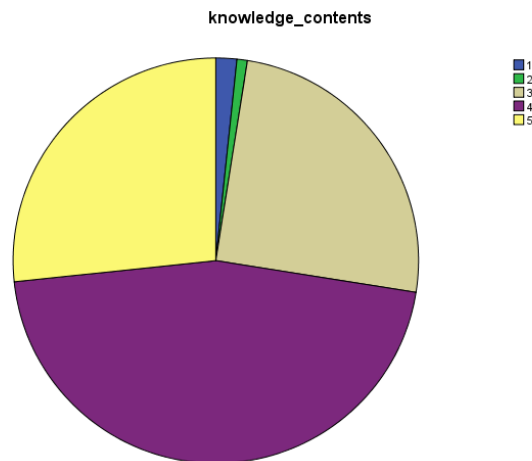


Figure 6.2.1 – Quality of Management Grads – Knowledge Contents

Interpretation:

To judge quality of management graduates overall, researcher asked to give their opinion by giving marks out of five to each parameter. (Question) to number of respondents. As per the Table 6.2.1, among the respondents, 97.5%* of respondents give more value for knowledge contents of management education. *>2

Analytical Capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	20	10.0	10.0	10.0
	3	57	28.3	28.3	38.3
	4	78	39.2	39.2	77.5
	5	45	22.5	22.5	100.0
	Total	200	100.0	100.0	

Table 6.2.2 - Quality of Management Grads – Analytical Capacity

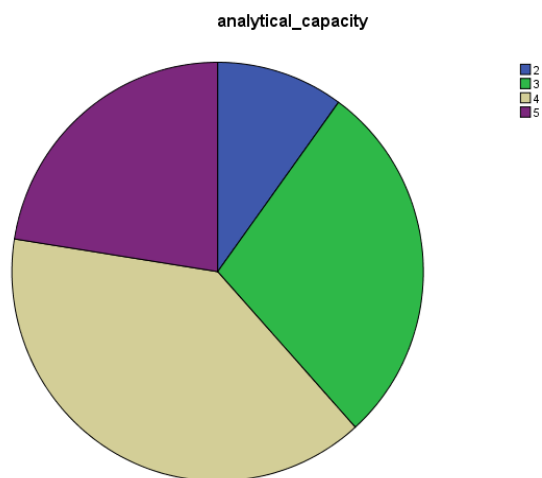


Figure 6.2.2 - Quality of Management Grads – Analytical Capacity

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion by giving marks out of five to each parameter. (Question) to number of respondents. As per the Table 6.2.2, among the respondents, 90% of respondents are thinking that management students have more analytical capacity. This is needed to solve critical business problems.

Decision Making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.8	.8	.8
	2	10	5.0	5.0	5.8
	3	43	21.7	21.7	27.5
	4	82	40.8	40.8	68.3
	5	63	31.7	31.7	100.0
	Total	200	100.0	100.0	

Table 6.2.3 - Quality of Management Grads – Decision Making

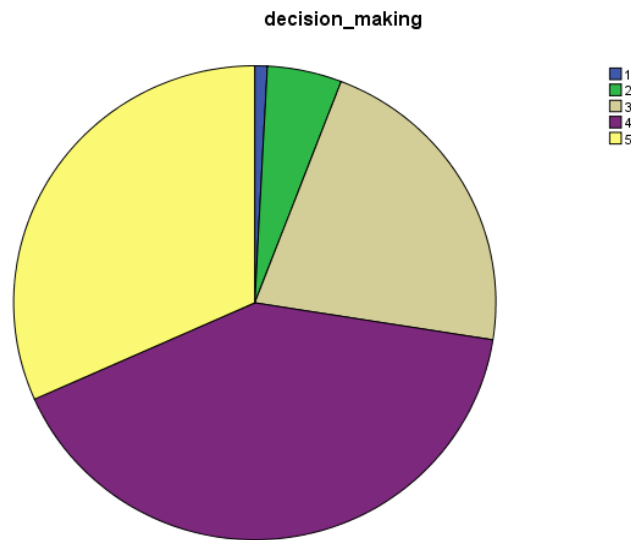


Figure 6.2.3 - Quality of Management Grads – Decision Making

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion by giving marks out of five to each parameter. (Question) to number of respondents. As per the Table 6.2.3, among the respondents, 94.2% of respondents are thinking that management students have fast decision making capacity as compare to other education. Fast decision-making is very important while handling business Uncertainties.

Capacity to Lead

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.7	1.7	1.7
	2	17	8.3	8.3	10.0
	3	38	19.2	19.2	29.2
	4	77	38.3	38.3	67.5
	5	65	32.5	32.5	100.0
	Total	200	100.0	100.0	

Table 6.2.4 - Quality of Management Grads – Capacity to Lead

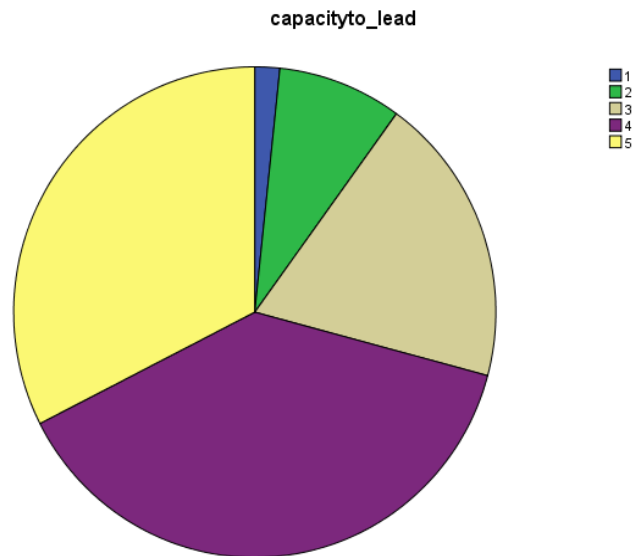


Figure 6.2.4 - Quality of Management Grads – Capacity to Lead

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion by giving marks out of five to each parameter. Question to number of respondents. As per the Table 6.2.4, among the respondents, 90%* of respondents are thinking that management students have capacity to lead group as compare to other education. Leadership element is most needed especially for management student.

Skill to handle uncertain situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	7.5	7.5	7.5
	2	10	5.0	5.0	12.5
	3	48	24.2	24.2	36.7
	4	67	33.3	33.3	70.0
	5	60	30.0	30.0	100.0
	Total	200	100.0	100.0	

Table 6.2.5 - Quality of Management Grads – Handling uncertain situations

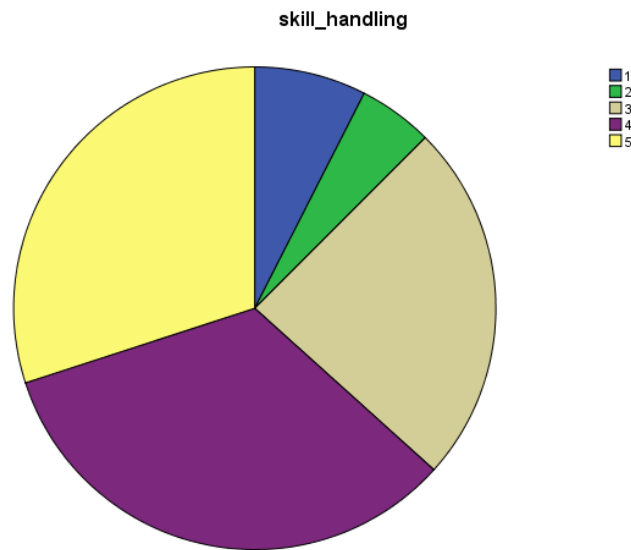


Figure 6.2.5 - Quality of Management Grads – Handling uncertain situations

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion by giving marks out of five to each parameter. Question to number of respondents. As per the Table 6.2.5, among the respondents, 87.6% of respondents are thinking that management students have skill to handle uncertain situations as compare to other education. This is must part for management student.

Q.No.4. Does management institute have internet facility?

Internet Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	4.2	4.2	4.2
	1	192	95.8	95.8	100.0
	Total	200	100.0	100.0	

Table 6.3 – Does Management institute have internet facility?

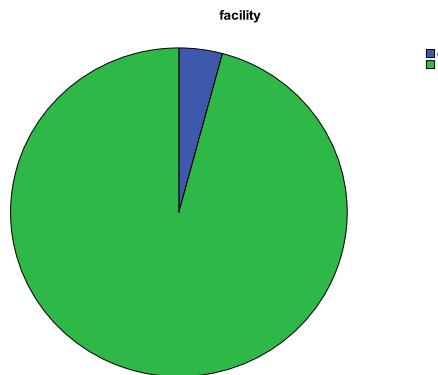


Figure 6.3 – Does Management institute have internet facility?

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion by giving marks out of five to each parameter. Question to number of respondents. As per the Table 6.3, among the respondents, 95.8% of respondent's management institutes provide internet facility to all the management students.

Q.No.5. What teaching methodologies are used in Management Institutes?

Lectures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	13.3	13.3	13.3
	1	173	86.7	86.7	100.0
	Total	200	100.0	100.0	

Table 6.4.1 – Teaching Methodologies – Lectures

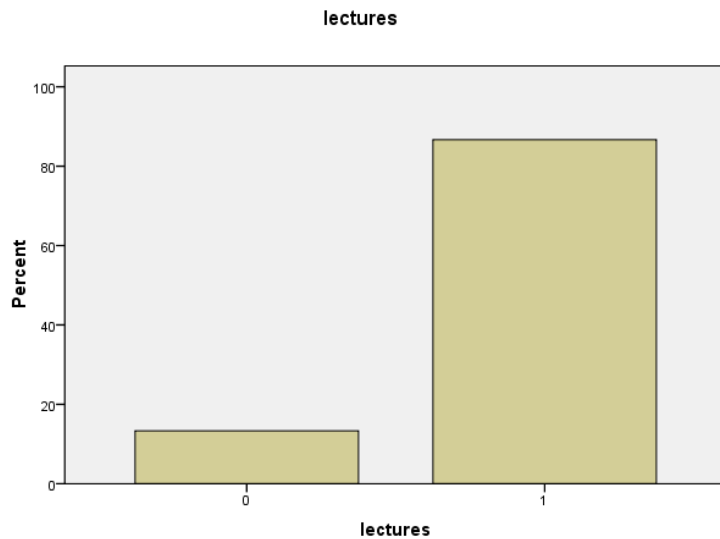


Figure 6.4.1 – Teaching Methodologies - Lectures

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.1, among the respondents, 86.7% of respondents said lectures as teaching methodology used in the management institutes. It is conventional, popular and followed everywhere.

Case Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	50	25.0	25.0	25.0
	1	150	75.0	75.0	100.0
	Total	200	100.0	100.0	

Table 6.4.2 - Teaching Methodologies – Case Studies

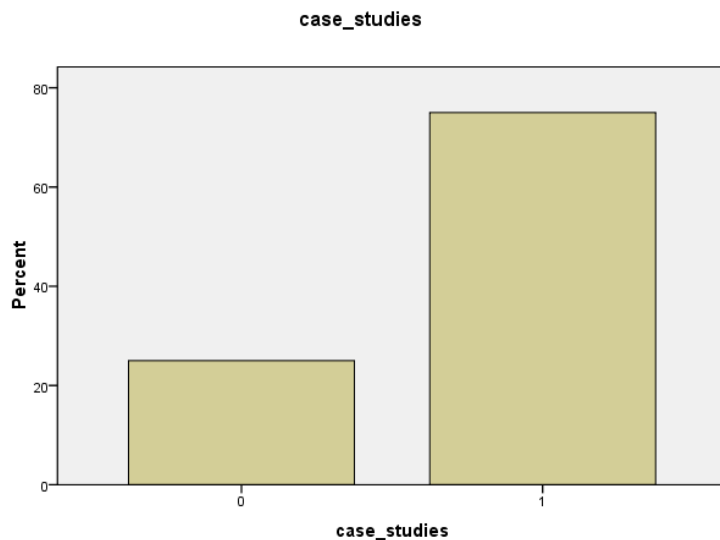


Figure 6.4.2- Teaching Methodologies – Case Studies

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.2, among the respondents, 75% of respondents said management institutes preferred case studies as one of the best teaching methodology. It gives exposure and theoretical inputs while solving cases for management course.

Role-playing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	98	49.2	49.2	49.2
	1	102	50.8	50.8	100.0
	Total	200	100.0	100.0	

Table 6.4.3 - Teaching Methodologies – Role Playing

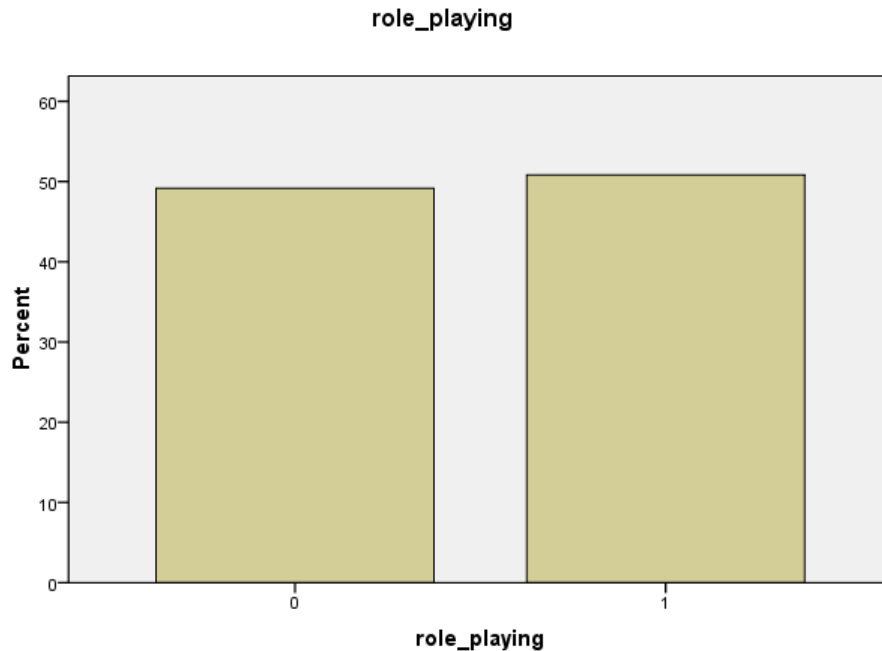


Figure 6.4.3 - Teaching Methodologies – Role Playing

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.3, among the respondents, 50.8% of respondents said management institutes preferred role-playing as one of the best teaching methodology. It teaches to understand from other's point of view.

Simulation techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	150	75.0	75.0	75.0
	1	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

Table 6.4.4 - Teaching Methodologies – Simulation Techniques



Figure 6.4.4 - Teaching Methodologies – Simulation Techniques

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.4, among the respondents, 25% of respondents said simulation techniques used as teaching methodology in management institutes.

Use of management film

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	110	55.0	55.0	55.0
	1	90	45.0	45.0	100.0
	Total	200	100.0	100.0	

Table 6.4.5 - Teaching Methodologies – Management Film

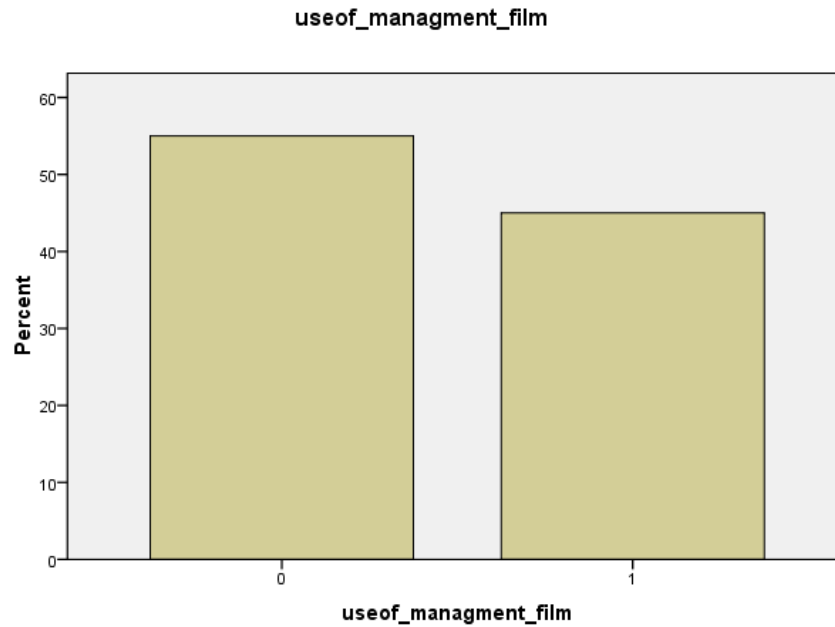


Figure 6.4.5 - Teaching Methodologies – Management Film

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.5, among the respondents, 45% of respondents said some of management institutes show good management film for improvement and they are using management film as teaching methodology in management institutes .it is clear that management films are not shown in most institutes in Pune.

Book reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	97	48.3	48.3	48.3
	1	103	51.7	51.7	100.0
	Total	200	100.0	100.0	

Table 6.4.6 - Teaching Methodologies – Book reading

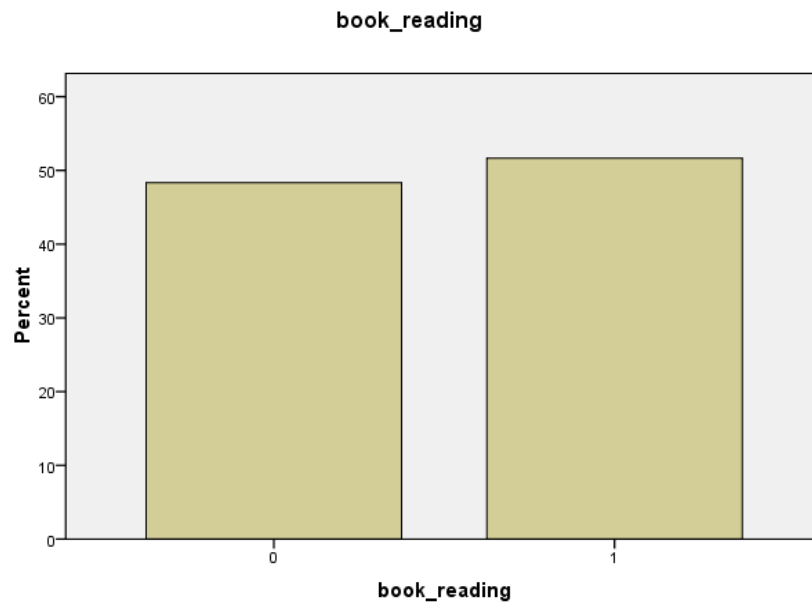


Figure 6.4.6 - Teaching Methodologies – Book reading

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.6, among the respondents, 51.7% of respondents said some of management institutes made compulsion for book reading. As per these management institutes, books reading improve thinking skill even better way and improve decision making skill too. So they preferred book reading as teaching methodology. Book reading is not essential part of course content in most institutes in Pune.

Fieldwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	103	51.7	51.7	51.7
	1	97	48.3	48.3	100.0
	Total	200	100.0	100.0	

Table 6.4.7 - Teaching Methodologies – Field Work

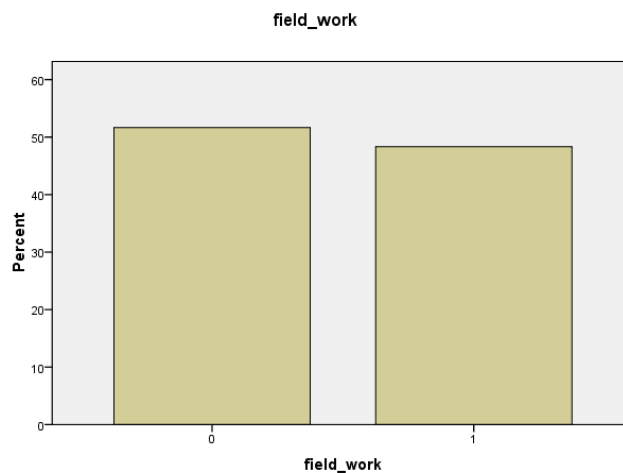


Figure 6.4.7 - Teaching Methodologies – Field Work

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.7, among the respondents, 48.3% of respondents said some of management institutes made compulsion for fieldwork. As per these management institutes, fieldwork gives more practical knowledge, improve writing skill even better way and improve understanding that particular subject too. So they preferred field work as teaching methodology. Fieldwork gives experience to MBA student.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	187	93.3	93.3	93.3
	1	13	6.7	6.7	100.0
	Total	200	100.0	100.0	

Table 6.4.8 - Teaching Methodologies – Others

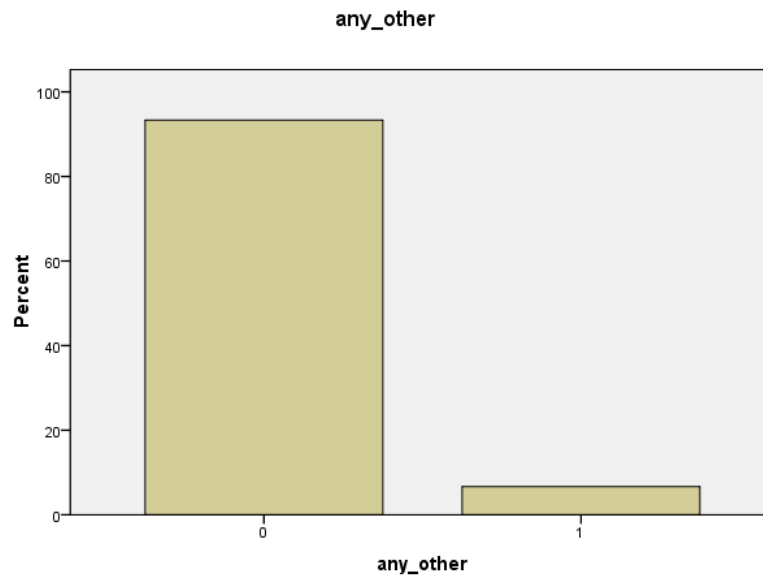


Figure 6.4.8 - Teaching Methodologies - Others

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.4.8, among the respondents, 6.7 % of respondents said some of management institutes are using some other teaching methodology.

Q.No.6 What multimedia equipment's are available? Please put tick mark if yes.

Statistics

		LCD Projector	Laptop	I Pad	Interactive Board	Any Other
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		.88	.52	.08	.25	.08
Median		1.00	1.00	.00	.00	.00
Mode		1	1	0	0	0
Std. Deviation		.322	.502	.278	.435	.264
Variance		.104	.252	.077	.189	.070
Skewness		-2.419	-.068	3.053	1.169	3.268
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		1	1	1	1	1
Sum		106	62	10	30	9

Table 6.5 – Multimedia equipment available

Frequency Table

LCD Projector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	11.7	11.7	11.7
	1	177	88.3	88.3	100.0
	Total	200	100.0	100.0	

Table 6.5.1 – Availability of Multimedia Equipment – LCD Projector

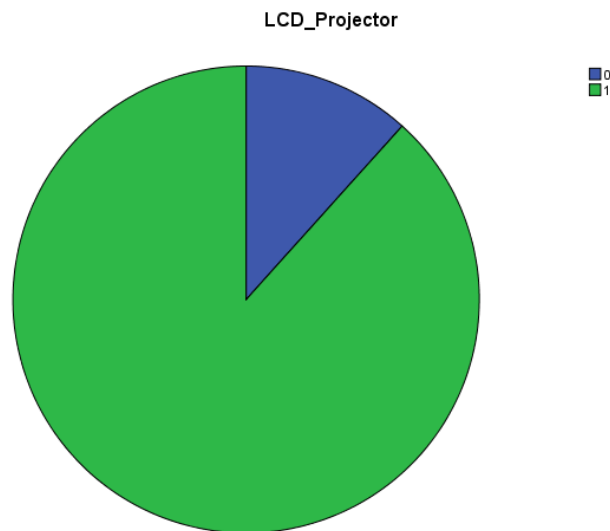


Figure 6.5.1 – Availability of Multimedia Equipment – LCD Projector

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.5.1, among the respondents, 88.3 % of respondents said major management institutes are using LCD projector as teaching tool.

Laptop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	97	48.3	48.3	48.3
	1	103	51.7	51.7	100.0
	Total	200	100.0	100.0	

Table 6.5.2 – Availability of Multimedia Equipment – Laptop

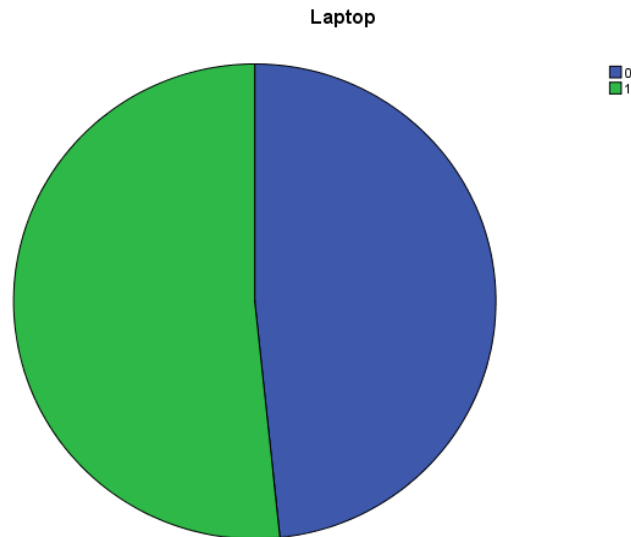


Figure 6.5.2 – Availability of Multimedia Equipment – Laptop

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.5.2, among the respondents, 51.7 % of respondents said major management institutes are using laptop as teaching tool.

I Pad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	183	91.7	91.7	91.7
	1	17	8.3	8.3	100.0
	Total	200	100.0	100.0	

Table 6.5.3 – Availability of Multimedia Equipment – iPad

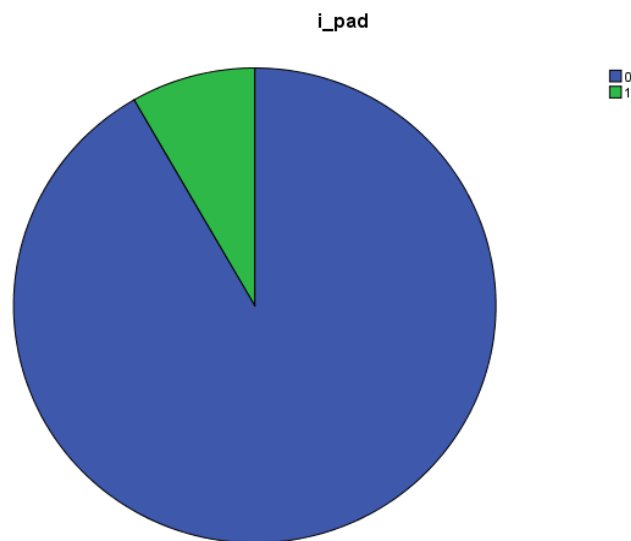


Figure 6.5.3 – Availability of Multimedia Equipment – iPad

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.5.3, among the respondents, only 8.3 % of respondents said management institutes are using iPad as teaching tool. This should be more used to teach management subjects.

Interactive board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	150	75.0	75.0	75.0
	1	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

Table 6.5.4 – Availability of Multimedia Equipment – Interactive Board

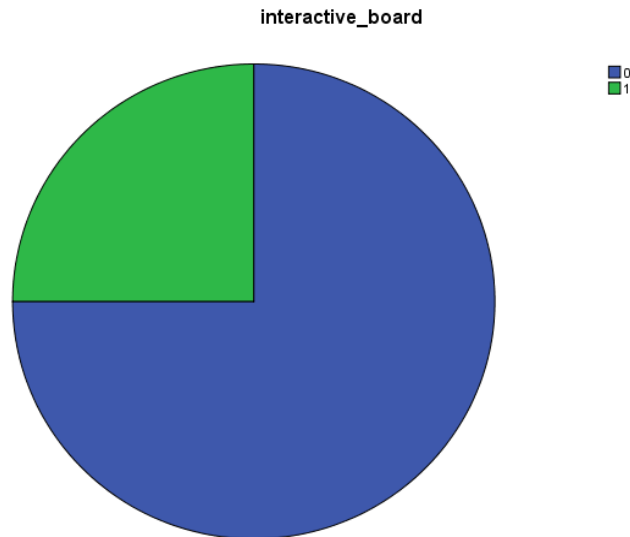


Figure 6.5.4 – Availability of Multimedia Equipment – Interactive Board

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.5.4, among the respondents, 25 % of respondents said management institutes are using interactive board as teaching tool. This is surely improvement in teaching methodologies.

Any Other (Teaching Methodologies.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	185	92.5	92.5	92.5
	1	15	7.5	7.5	100.0
	Total	200	100.0	100.0	

Table 6.5.5 – Availability of Multimedia Equipment – Any Other

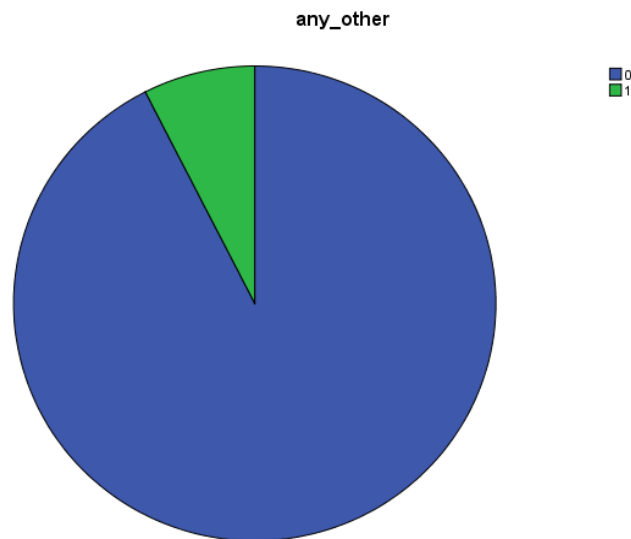


Figure 6.5.5 – Availability of Multimedia Equipment – Any Other

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.5.5, among the respondents, 7.5 % of respondents said management institutes are using any other tools as teaching tool.

Q. No.7 Please state what are the industry interface used in management institute?

		Lectures by industry managers	Factory visits	Consultancy assignments	Summer project	Attending Industrial Seminar	Any Other
N	Valid	200	200	200	200	200	200
	Missing	0	0	0	0	0	0
Mean		.63	.71	.23	.71	.38	.05
Median		1.00	1.00	.00	1.00	.00	.00
Mode		1	1	0	1	0	0
Std. Deviation		.484	.456	.425	.456	.488	.219
Variance		.234	.208	.180	.208	.238	.048
Skewness		-.560	-.928	1.277	-.928	.486	4.182
Std. Error of Skewness		.221	.221	.221	.221	.221	.221
Range		1	1	1	1	1	1
Sum		76	85	28	85	46	6

Table 6.6 – Industry interface used in management institute

Frequency Table

Lectures by industry managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	73	36.7	36.7	36.7
	1	127	63.3	63.3	100.0
	Total	200	100.0	100.0	

Table 6.6.1 – Interfaces used - Lectures by Industry Managers

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.1, among the respondents, 63.3 % of respondents said that management institutes are arranging faculty from industry. The industrial experience of these faculties will help students to improve their practical knowledge. Industry Managers bring real life practical experience to class for teaching management subjects.

Factory visit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	58	29.2	29.2	29.2
	1	142	70.8	70.8	100.0
	Total	200	100.0	100.0	

Table 6.6.2 –Interfaces used - Factory Visit

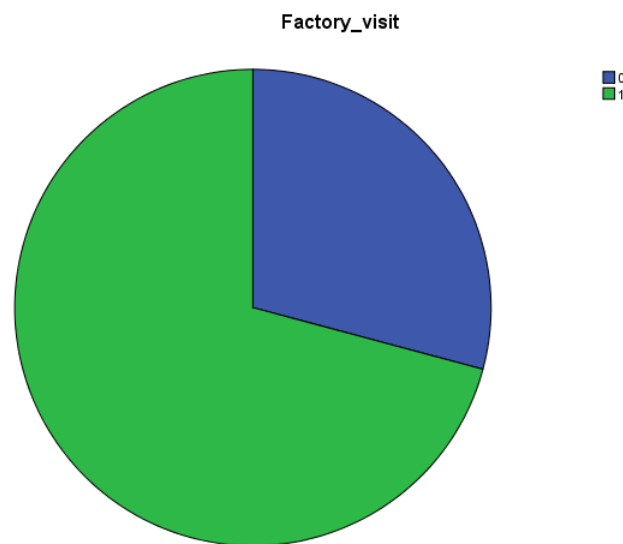


Figure 6.6.2 – Interfaces used - Factory Visit

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.2, among the respondents, 70.8 % of respondents said that management institutes are arranging industrial visit. As per management institute authorities, they are thinking that the help of industrial visits, there will be good industry-academic interaction. It gives practical exposure to management student. They can see application of what is learned in theory.

Consultancy Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	153	76.7	76.7	76.7
	1	47	23.3	23.3	100.0
	Total	200	100.0	100.0	

Table 6.6.3 – Interfaces used -Consultancy Assignments

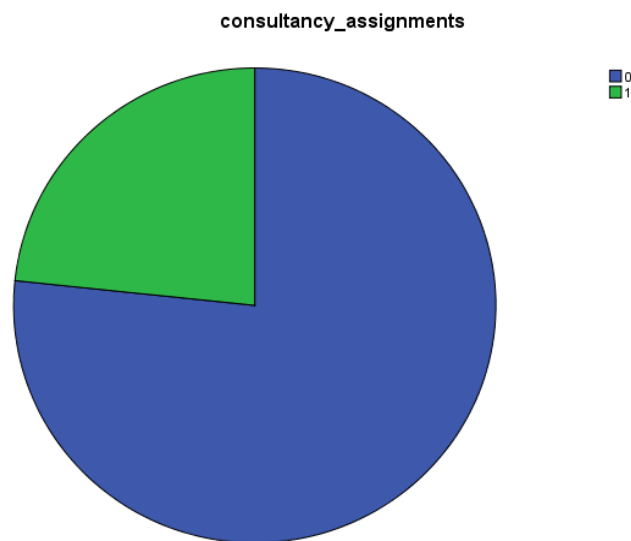


Figure 6.6.3 – Interfaces used -Consultancy Assignments

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.3, among the respondents, 23.2 % of respondents said, premier management institutes take consultancy assignment to their management students while others not. It must be made compulsory to do two assignments for management students.

Summer Projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	58	29.2	29.2	29.2
	1	142	70.8	70.8	100.0
	Total	200	100.0	100.0	

Table 6.6.4 – Interfaces used - Summer Projects



Figure 6.6.4 – Interfaces used - Summer Projects

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.4, among the respondents, 70.8 % of respondents said that management institutes are making summer projects compulsory to their students. This also gives them opportunity to see application what is learned in class.

Attending Industrial Seminar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	123	61.7	61.7	61.7
	1	77	38.3	38.3	100.0
	Total	200	100.0	100.0	

Table 6.6.5 – Interfaces used - Attending Industrial Seminar

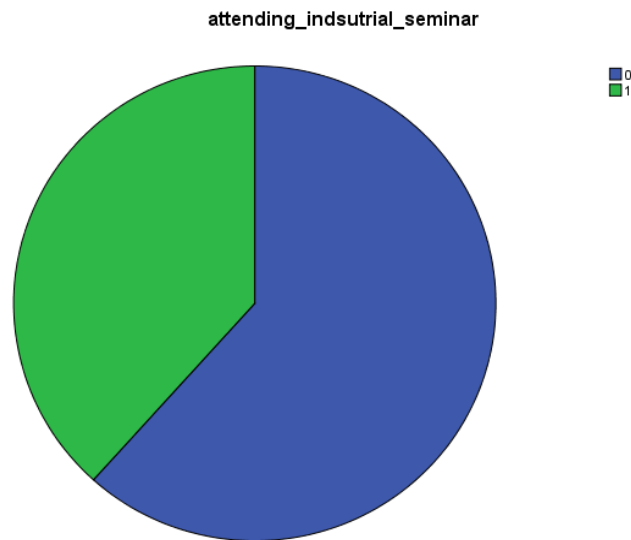


Figure 6.6.5 – Interfaces used - Attending Industrial Seminar

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.5, among the respondents, 38.3 % of respondents said that management institutes are encouraging to attend industrial seminar while other management institutes do not. There should be more stress on industrial seminar.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	190	95.0	95.0	95.0
	1	10	5.0	5.0	100.0
	Total	200	100.0	100.0	

Table 6.6.6 – Interfaces used - Any Other

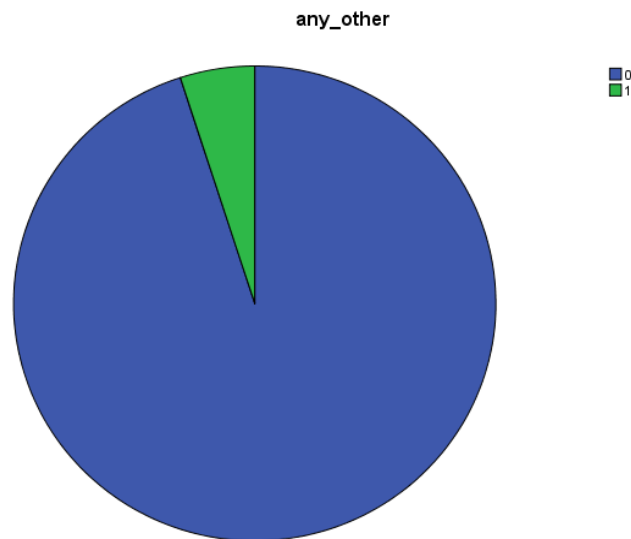


Figure 6.6.6 – Interfaces used - Any Other

Interpretation:

To judge quality of management graduates overall researcher asked to give their opinion. As per the Table 6.6.6, among the respondents, 5 % of respondents said some management institutes are preferring some other way to increase industry interaction.

Q. No.8 What do you think are the expectations of industry from B-school students?

Statistics

		Use of Statistics	Domain knowledge	Strong fundamental	Analytical skills	Soft skills	Any Other
N	Valid	200	200	200	200	200	200
	Missing	0		0	0	0	0
Mean		.44	.69	.66	.58	.56	.07
Median		.00	1.00	1.00	1.00	1.00	.00
Mode		0	1	1	1	1	0
Std. Deviation		.499	.464	.476	.496	.499	.250
Variance		.249	.215	.227	.246	.249	.063
Skewness		.238	-.841	-.676	-.307	-.238	3.519
Std. Error of Skewness		.221	.221	.221	.221	.221	.221
Range		1	1	1	1	1	1
Sum		53	83	79	69	67	8

Table 6.7 – Expectations of industry from B-school students

Frequency Table

Use of Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	112	55.8	55.8	55.8
	1	88	44.2	44.2	100.0
	Total	200	100.0	100.0	

Table 6.7.1 – Industry Expectations from Students - Use of Statistics

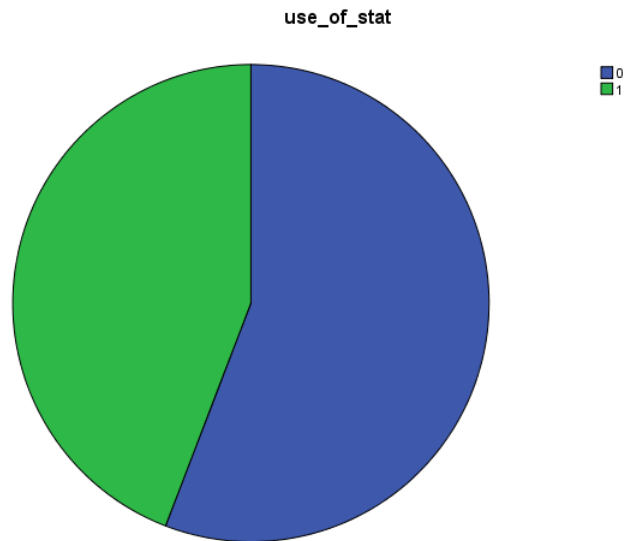


Figure 6.7.1 – Industry Expectations from Students - Use of Statistics

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.1, among the respondents, 44.2 % of respondents said Industries choose MBAs with strong statistical ability. This is required for analysis of business problems.

Domain Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	62	30.8	30.8	30.8
	1	138	69.2	69.2	100.0
	Total	200	100.0	100.0	

Table 6.7.2 – Industry Expectations from Students - Domain Knowledge

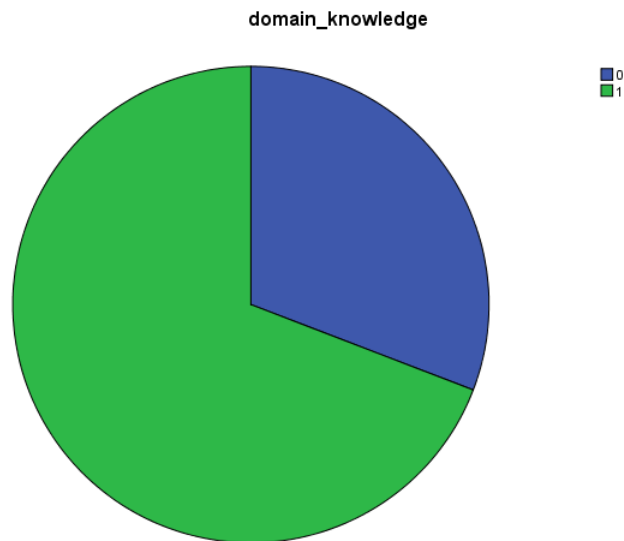


Figure 6.7.2 – Industry Expectations from Students - Domain Knowledge

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.2, among the respondents, 69.2 % of respondents said industry expects MBAs with strong domain knowledge of subjects. This is basic requirement for any profession but more important for management student.

Strong Fundamentals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	68	34.2	34.2	34.2
	1	132	65.8	65.8	100.0
	Total	200	100.0	100.0	

Table 6.7.3 – Industry Expectations from Students - Strong Fundamental

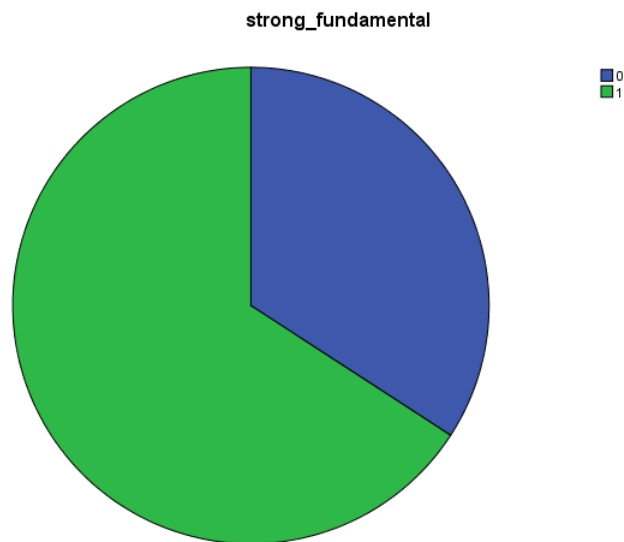


Figure 6.7.3 – Industry Expectations from Students - Strong Fundamental

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.3, among the respondents, 65.8 % of respondents said industry prefers strong fundamental knowledge of management subjects to recruit them. Theory concepts has to be very strong.

Analytical skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	85	42.5	42.5	42.5
	1	115	57.5	57.5	100.0
	Total	200	100.0	100.0	

Table 6.7.4 – Industry Expectations from Students - Analytical Skills

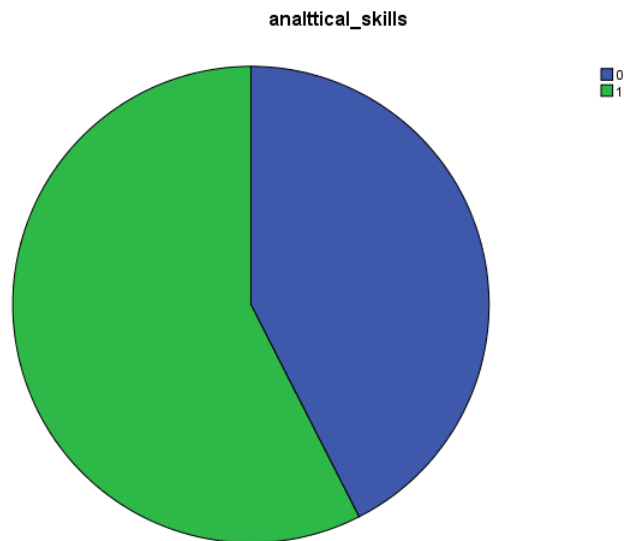


Figure 6.7.4 – Industry Expectations from Students - Analytical Skills

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.4, among the respondents, 57.5 % of respondents said industry prefers MBAs with strong analytical skills.

Soft skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	88	44.2	44.2	44.2
	1	112	55.8	55.8	100.0
	Total	200	100.0	100.0	

Table 6.7.5 – Industry Expectations from Students - Soft Skills

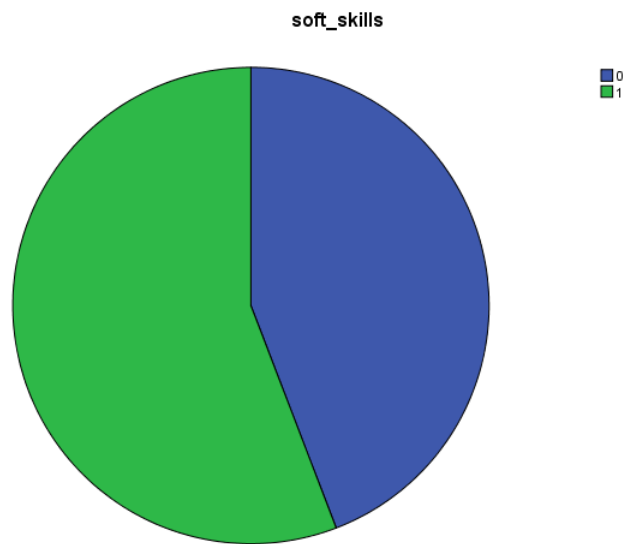


Figure 6.7.5 – Industry Expectations from Students - Soft Skills

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.5, among the respondents, 55.8 % of respondents said industry prefers MBAs with soft skill.

Any others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	187	93.3	93.3	93.3
	1	13	6.7	6.7	100.0
	Total	200	100.0	100.0	

Table 6.7.6 – Industry Expectations from Students - Any Others

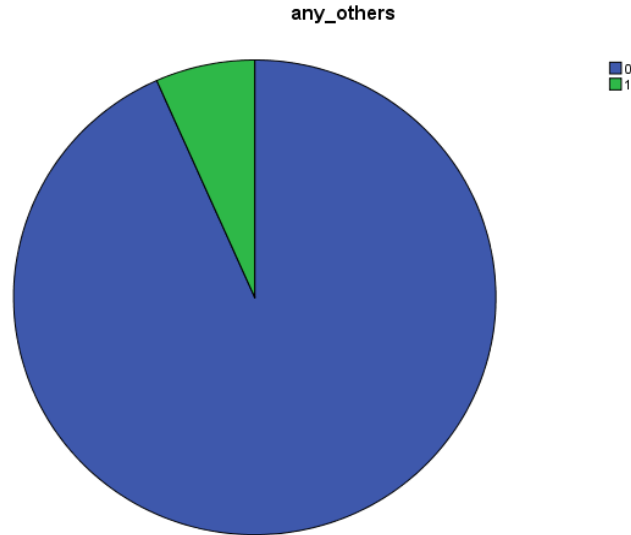


Figure 6.7.6 – Industry Expectations from Students - Any Others

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.7.6, among the respondents, 6.7 % of respondents said industry prefers some other skills in management students for recruiting them in the industry.

Q. No.9 Do you think that direct involvement of people from business in designing syllabus would improve the quality of management education.

Direct Involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	3.3	3.3	3.3
	1	193	96.7	96.7	100.0
Total		200	100.0	100.0	

Table 6.8 – Syllabus Designed by Corporate - Direct Involvement

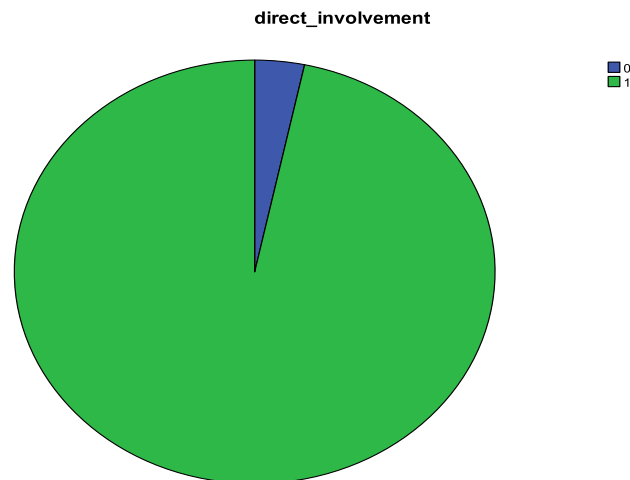


Figure 6.8 – Syllabus Designed by Corporate - Direct Involvement

Interpretation:

To find out the expectations of industry from B-school students, researcher asked to give their opinion by giving tick marks on the option (Yes/No). As per the Table6.8, among the respondents, 96.7 % of respondents think that direct involvement of people from business in designing syllabus would improve the quality of management education.

Q.No.10 What type of faculty is more preferred? Please put tick mark if yes.

Statistics

		Pure Academics	Only industry Experience	Combination	Any other
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		.12	.12	.87	.03
Median		.00	.00	1.00	.00
Mode		0	0	1	0
Std. Deviation		.322	.322	.341	.180
Variance		.104	.104	.117	.032
Skewness		2.419	2.419	-2.185	5.266
Std. Error of Skewness		.221	.221	.221	.221
Range		1	1	1	1
Sum		14	14	104	4

Table 6.9 – Type of faculty preferred

Pure Academics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	177	88.3	88.3	88.3
	1	23	11.7	11.7	100.0
	Total	200	100.0	100.0	

Table 6.9.1 – Faculty Preferred - Pure Academics

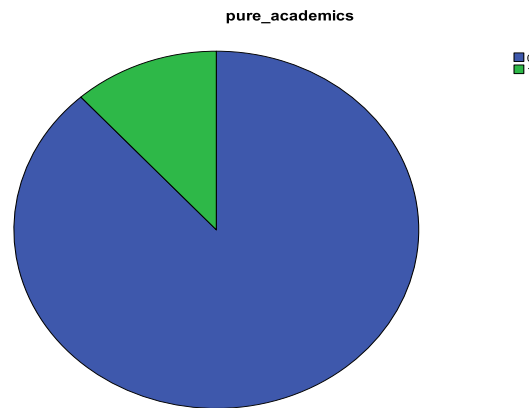


Figure 6.9.1 – Faculty Preferred - Pure Academics

Interpretation:

To find out type of faculty is more preferred, researcher asked to give their opinion by giving tick marks on the option (Yes/No). As per the Table 6.9.1, among the respondents, 11.7 % of respondents preferred pure academicians while 88.3% of respondents preferred industry experienced faculty for teaching. Involvement of faculty from industry surely helps Management students to understand application of management theory.

Only Industry Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	11.7	11.7	11.7
	1	177	88.3	88.3	100.0
	Total	200	100.0	100.0	

Table 6.9.2 – Faculty Preferred - Only Industry Experience

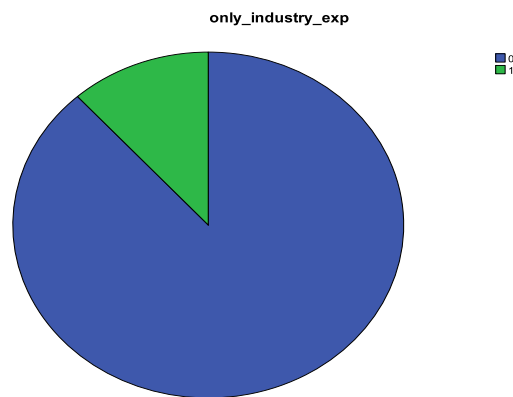


Figure 6.9.2 – Faculty Preferred - Only Industry Experience

Interpretation:

To find out type of faculty is more preferred, researcher asked to give their opinion by giving tick marks on the option (Yes/No). As per the Table 6.9.2, among the respondents, 88.3 % of respondents preferred only industry experienced faculty while 11.7 % of respondents preferred pure academicians for teaching. Pure academician's plus industry faculty is better mix to teach management Subjects.

Combination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	13.3	13.3	13.3
	1	173	86.7	86.7	100.0
	Total	200	100.0	100.0	

Table 6.9.3 – Faculty Preferred - Combination

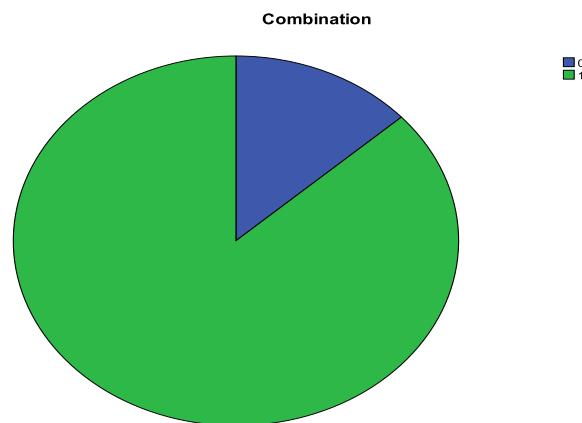


Figure 6.9.3 – Faculty Preferred - Combination

Interpretation:

To find out type of faculty is more preferred, researcher asked to give their opinion by giving tick marks on the option (Yes/No). As per the Table 6.9.3, among the respondents, 86.7% of respondent's preferred combined faculty, means for some topics academicians plus for some topics industrial experienced faculty. This combination improves their domain as well as practical knowledge.

Any other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	193	96.7	96.7	96.7
	1	7	3.3	3.3	100.0
	Total	200	100.0	100.0	

Table 6.9.4 – Faculty Preferred - Any Other

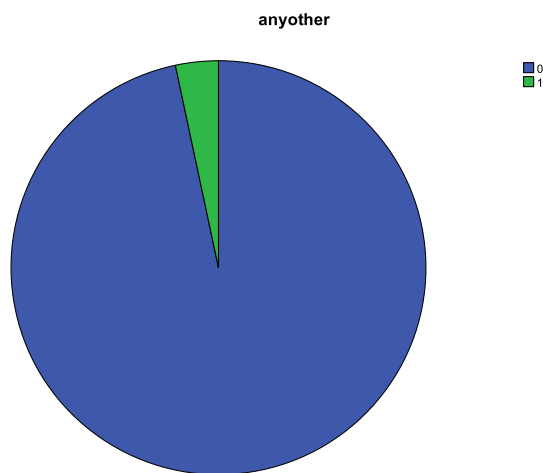


Figure 6.9.4 – Faculty Preferred - Any Other

Interpretation:

To find out type of faculty is more preferred, researcher asked to give their opinion by giving tick marks on the option (Yes/No). As per the Table 6.9.4, among the respondents, 96.3% of respondents are not ready to accept any kind of faculty. They want well in academic, industrial knowledge as well as industrial experience faculty.

Q.No.11 What is your opinion on massive growth in Management Institutes in Pune?

Statistics

		Welcome move	Diluting Quality	Problems in placement	No good faculties	Any Other
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		.37	.43	.50	.25	.06
Median		.00	.00	.50	.00	.00
Mode		0	0	0 ^a	0	0
Std. Deviation		.484	.496	.502	.435	.235
Variance		.234	.246	.252	.189	.055
Skewness		.560	.307	.000	1.169	3.817
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		1	1	1	1	1
Sum		44	51	60	30	7

Table 6.10 – Massive growth in Management Institutes in Pune

Welcome Move

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	127	63.3	63.3	63.3
	1	73	36.7	36.7	100.0
	Total	200	100.0	100.0	

Table 6.10.1 – Massive Growth of Management Institutes - Welcome Move



Figure 6.10.1 – Massive Growth of Management Institutes - Welcome Move

Interpretation:

To find out opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.10.1, among the respondents, 36.7% of respondents opinion was it is welcome move. Other respondents feel that this abnormal growth is only reason to reduce quality of management education. It also creates problems for placing students. We find that more jobless MBAs in job market.

Diluting Quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	115	57.5	57.5	57.5
	1	85	42.5	42.5	100.0
	Total	200	100.0	100.0	

Table 6.10.2 – Massive Growth of Management Institutes - Diluting Quality

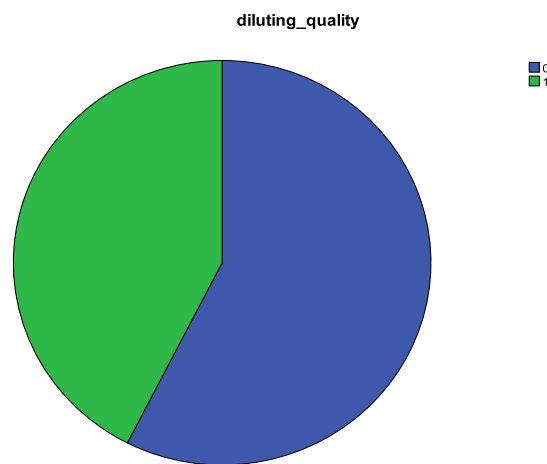


Figure 6.10.2 – Massive Growth of Management Institutes - Diluting Quality

Interpretation:

To find out opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.10.2, among the respondents, 42.5% of respondents opinion was massive growth was diluting quality of management education. It means nearly 58% respondents said that massive growth did not dilute quality of management education. This is surprising. May be they wish more degradation of management education.

Problems In placements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	100	50.0	50.0	50.0
	1	100	50.0	50.0	100.0
	Total	200	100.0	100.0	

Table 6.10.3 – Massive Growth of Management Institutes - Problems in Placement

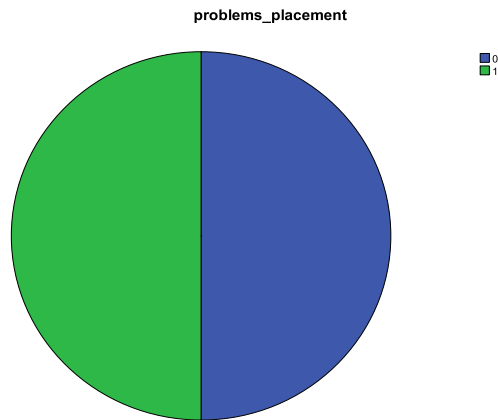


Figure 6.10.3 – Massive Growth of Management Institutes - Problems in Placement

Interpretation:

To find out opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.10.3, among the respondents, 50% of respondent’s opinion was creating problems of placement for the management graduates. Most management institutes in Pune do not provide jobs to their students.

Non availability of good faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	150	75.0	75.0	75.0
	1	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

Table 6.10.4 – Massive Growth of Management Institutes - No Good Faculty

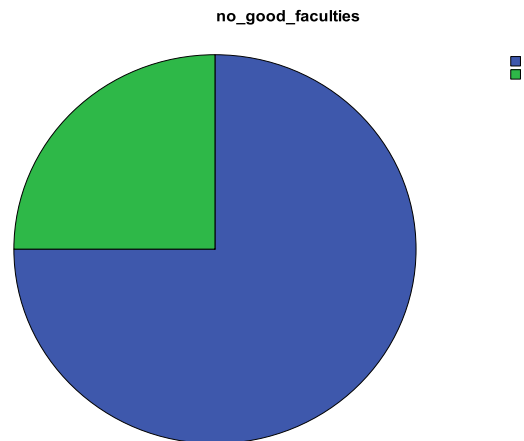


Figure 6.10.4 – Massive Growth of Management Institutes - No Good Faculty

Interpretation:

To find out opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.10.4, among the respondents, 75% of respondent's opinion was there was no problem of good faculty while 25% of respondents said that good faculty was not available for teaching management subjects.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	188	94.2	94.2	94.2
	1	12	5.8	5.8	100.0
	Total	200	100.0	100.0	

Table 6.10.5 – Massive Growth of Management Institutes - Any Other

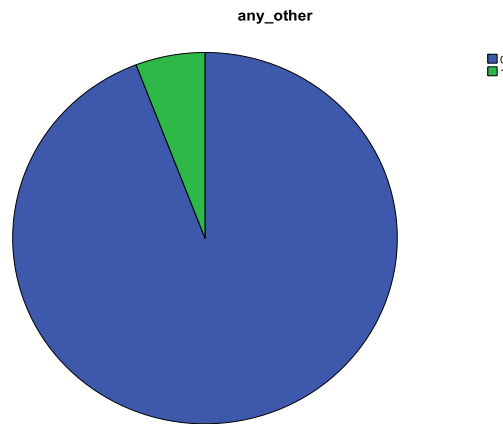


Figure 6.10.5 – Massive Growth of Management Institutes - Any Other

Interpretation:

To find out opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.10.5, among the respondents, 94.2% of respondent’s opinion was there was no other reason for massive growth in management institutes while 5.8% of respondents were thinking that there are other reasons for growth of management Institutes in Pune.

Q.No.12 What is your opinion on present management institute? Please put tick mark if yes.

Statistics

		Imparting Knowledge	Creating good managers	Money making Racket	Any Other
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		.35	.58	.35	.06
Median		.00	1.00	.00	.00
Mode		0	1	0	0
Std. Deviation		.479	.495	.479	.235
Variance		.229	.245	.229	.055
Skewness		.637	-.342	.637	3.817
Std. Error of Skewness		.221	.221	.221	.221
Range		1	1	1	1
Sum		42	70	42	7

Table 6.11 – Opinion on present management institute

Imparting Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	130	65.0	65.0	65.0
	1	70	35.0	35.0	100.0
	Total	200	100.0	100.0	

Table 6.11.1 – Present Management Institutes - Imparting Knowledge

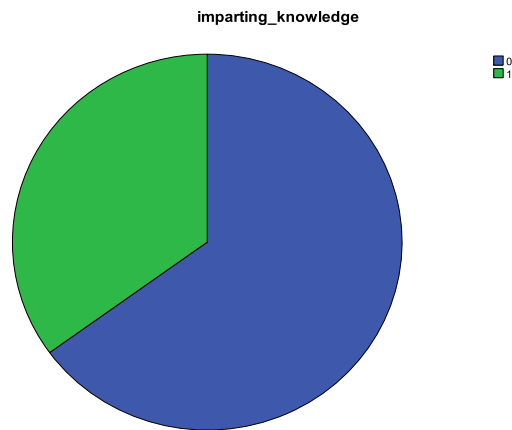


Figure 6.11.1 – Present Management Institutes - Imparting Knowledge

Interpretation:

To find out opinion on present management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.11.1, among the respondents, 35% of respondent’s opinion was that management institutes are imparting knowledge. It means 65% respondents have Acknowledged that management Institutes do not impart knowledge.

Creating good managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	83	41.7	41.7	41.7
	1	117	58.3	58.3	100.0
	Total	200	100.0	100.0	

Table 6.11.2 - Present Management Institutes – Creating Good Managers

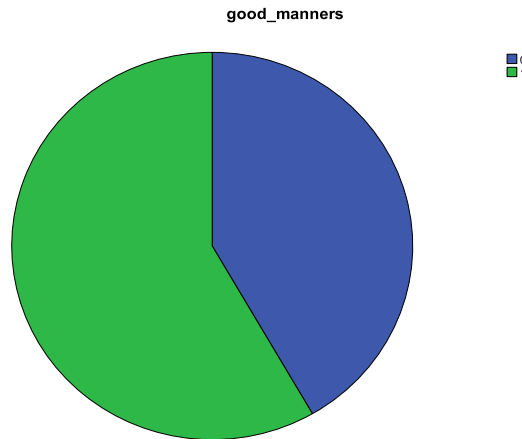


Figure 6.11.2 - Present Management Institutes – Creating Good Managers

Interpretation:

To find out opinion on present management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.11.2, among the respondents, 58.3% of respondent's opinion was that management institutes are creating good Managers.

Money Making racket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	130	65.0	65.0	65.0
	1	70	35.0	35.0	100.0
	Total	200	100.0	100.0	

Table 6.11.3 - Present Management Institutes – Money Making Racket

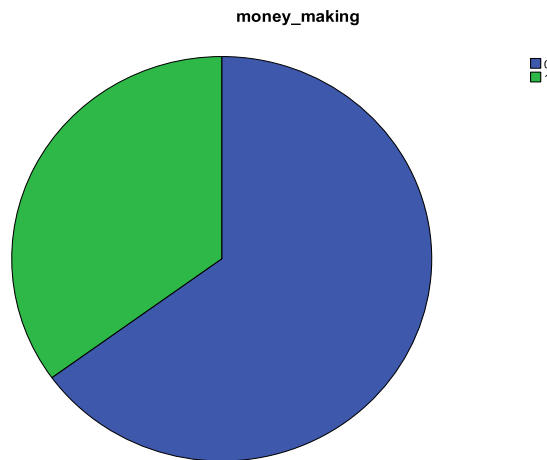


Figure 6.11.3 - Present Management Institutes – Money Making Racket

Interpretation:

To find out opinion on present management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.11.3 , among the respondents, 35% of respondents opinion was that management institutes are money making rackets while in majority 65% of respondent said that it is not so.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	188	94.2	94.2	94.2
	1	12	5.8	5.8	100.0
	Total	200	100.0	100.0	

Table 6.11.4 - Present Management Institutes – Any Other

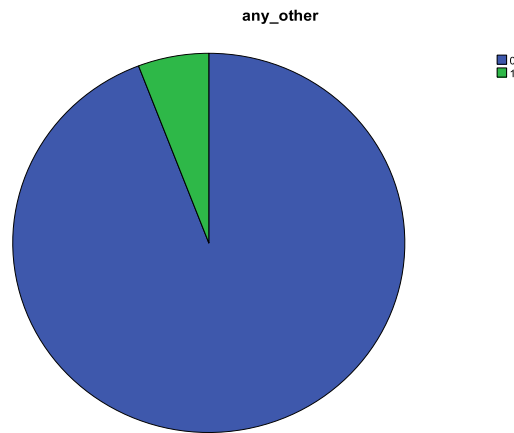


Figure 6.11.4 - Present Management Institutes – Any Other

Interpretation:

To find out opinion on present management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.11.4, among the respondents, 5.8% of respondent remained neutral.

Q. No.13) If foreign universities enter field of management education in India, what scenario do you think will emerge? Please put tick mark if yes.

Statistics

		Best school may not enter	Only B and C grade schools enter.	Will improve quality of Mgt. Education.	Competition for local Mgt. Inst.	Any other
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		.23	.14	.57	.39	.03
Median		.00	.00	1.00	.00	.00
Mode		0	0	1	0	0
Std. Deviation		.425	.350	.498	.490	.157
Variance		.180	.123	.248	.240	.025
Skewness		1.277	2.081	-.272	.450	6.162
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		1	1	1	1	1
Sum		28	17	68	47	3

Table 6.12 – Foreign universities entering field of management education

Best school may not enter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	153	76.7	76.7	76.7
	1	47	23.3	23.3	100.0
	Total	200	100.0	100.0	

Table 6.12.1 – Foreign University Entering – Best Schools May Not Enter

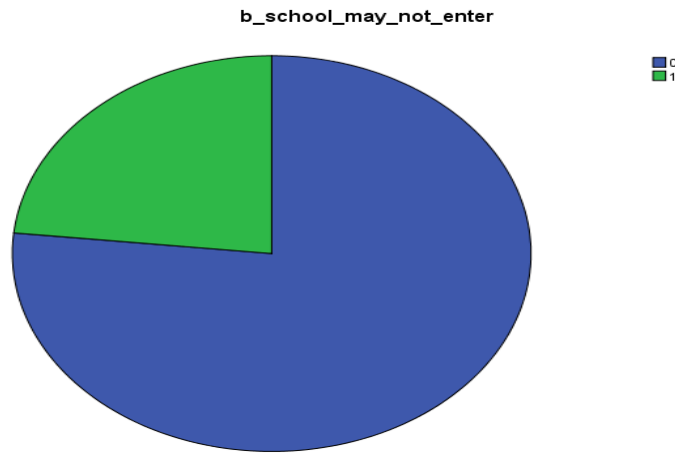


Figure 6.12.1 – Foreign University Entering – Best Schools May Not Enter

Interpretation:

To find if foreign universities enter field of management education in India, what scenario you think will emerge, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.12.1, among the respondents, 23.3% of respondents opinion was that Best-class foreign university may not enter, while in majority 76.7 % of respondent said that Best B-school and University will have their campuses in India. This is good sign for development of Management education. Potential MBA student will have opportunity to acquire Management education of international standard.

Only B and C grade Universities will enter.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	172	85.8	85.8	85.8
	1	28	14.2	14.2	100.0
	Total	200	100.0	100.0	

Table 6.12.2 – Foreign University Entering – Only B and C Grade Universities enter

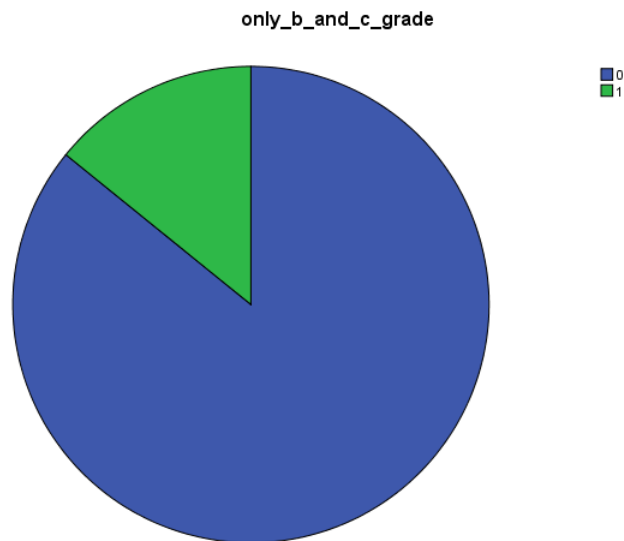


Figure 6.12.2– Foreign University Entering – Only B and C Grade Universities enter
Interpretation:

To find if foreign universities enter field of management education in India, what scenario you think will emerge, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.12.2, among the respondents, 14.2% of respondent’s opinion was that only grade B and grade C foreign universities may enter field of management education while in majority 85.8 % of respondent not thinking in this way. This suggests that top foreign Universities will have their campuses in India soon.

Improve quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	87	43.3	43.3	43.3
	1	113	56.7	56.7	100.0
	Total	200	100.0	100.0	

Table 6.12.3 – Foreign University Entering – Improve Quality of Education

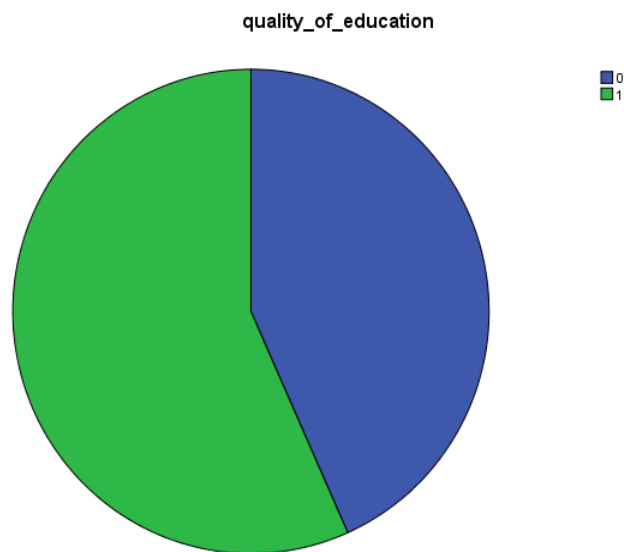


Figure 6.12.3– Foreign University Entering – Improve Quality of Education

Interpretation:

To find if foreign universities enter field of management education in India, what scenario you think will emerge, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.12.3 , among the respondents, 56.7% of respondents opinion was that overall education quality of management education may improve while 43.3 % of respondent not thinking in this way.

Competition for local management institute

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	122	60.8	60.8	60.8
	1	78	39.2	39.2	100.0
	Total	200	100.0	100.0	

Table 6.12.4 – Foreign University Entering – Increase In Competition

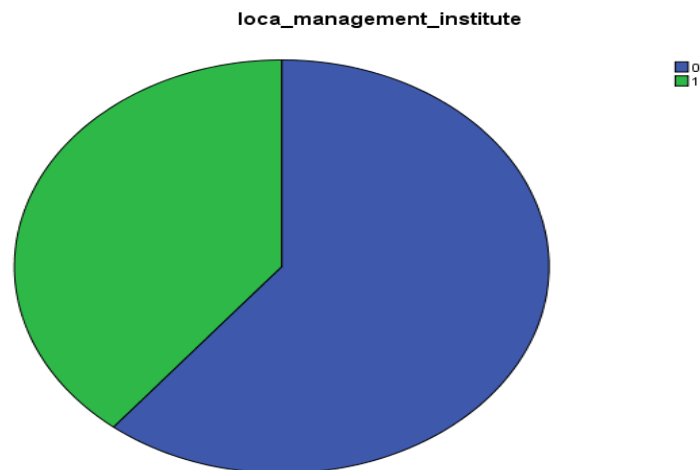


Figure 6.12.4– Foreign University Entering – Increase In Competition

Interpretation:

To find if foreign universities enter field of management education in India, what scenario you think will emerge, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.12.4, among the respondents, 39.2% of respondents said that entry of foreign university will be tough competition to local management institute, while 60.8 % of respondent do not think so. It means student will have doubts in their minds about standard of foreign universities. Competition will definitely improve quality of Management education in India.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	195	97.5	97.5	97.5
	1	5	2.5	2.5	100.0
	Total	200	100.0	100.0	

Table 6.12.5 – Foreign University Entering – Any Other

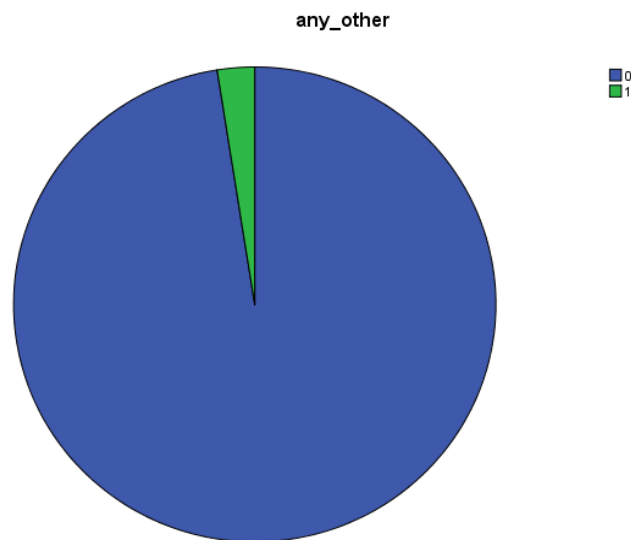


Figure 6.12.5– Foreign University Entering – Any Other

Interpretation:

To find if foreign universities enter field of management education in India, what scenario you think will emerge, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.12.5, among the respondents, 2.5 % of respondent's opinion was that there will be some other effect. While in majority 97.5 % of respondent not thinking in this way.

Q.No.14 What should be the policies of management institute?

Statistics

		Full autonomy	University control	Under AICTE	Any Other
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		.20	.51	.37	.06
Median		.00	1.00	.00	.00
Mode		0	1	0	0
Std. Deviation		.402	.502	.484	.235
Variance		.161	.252	.234	.055
Skewness		1.519	-.034	.560	3.817
Std. Error of Skewness		.221	.221	.221	.221
Range		1	1	1	1
Sum		24	61	44	7

Table 6.13 – Policies of management institute

Full autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	160	80.0	80.0	80.0
	1	40	20.0	20.0	100.0
	Total	200	100.0	100.0	

Table 6.13.1 – Policy of Institutes – Complete Autonomy

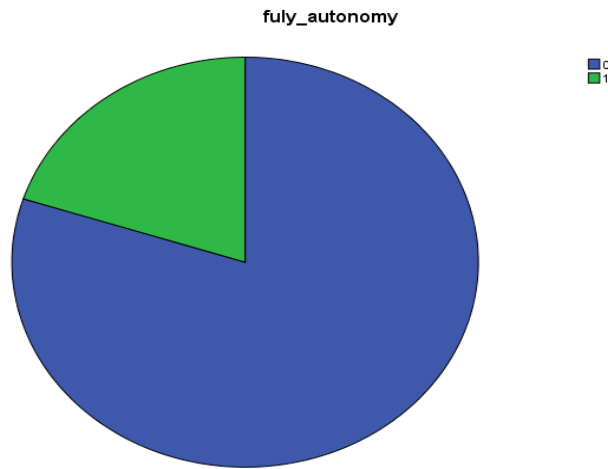


Figure 6.13.1 – Policy of Institutes – Complete Autonomy

Interpretation:

To find the policies of management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.13.1, among the respondents, 20% of respondent's opinion was that management institute will go for full autonomy, while in majority 80 % of respondent said no to complete autonomy. Perhaps complete autonomy may harm future of management education. People do not have faith in private and autonomous management institutes. They do not guarantee for good jobs. Knowledge content of syllabus, Assessment of student is not done seriously. This is due to large No. of substandard management institutes in last two decades.

100% Under University control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	98	49.2	49.2	49.2
	1	102	50.8	50.8	100.0
	Total	200	100.0	100.0	

Table 6.13.2 – Policy of Institutes – University Control

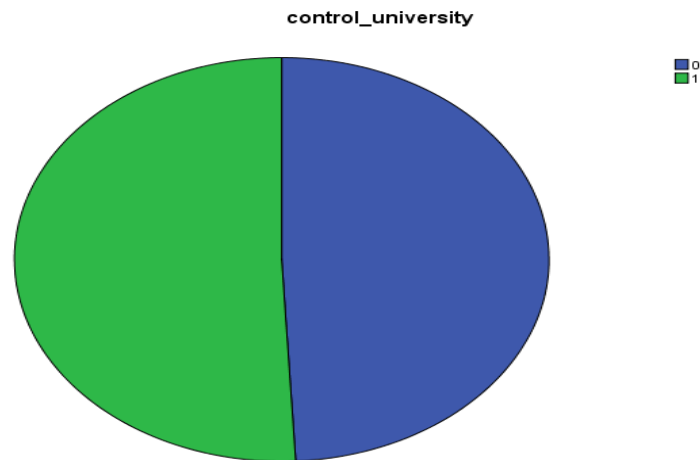


Figure 6.13.2– Policy of Institutes – University Control

Interpretation:

To find the policies of management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.13.2, among the respondents, 50.8% of respondent's opinion was for to university control. . While 49.2 % of respondent were against University control. Majority of respondents trust university control. There is divided opinion for 100% university control. May be respondents are indicating that University passed out MBAs are not very good MBAs.

Under AICTE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	127	63.3	63.3	63.3
	1	73	36.7	36.7	100.0
	Total	200	100.0	100.0	

Table 6.13.3 – Policy of Institutes – Under AICTE

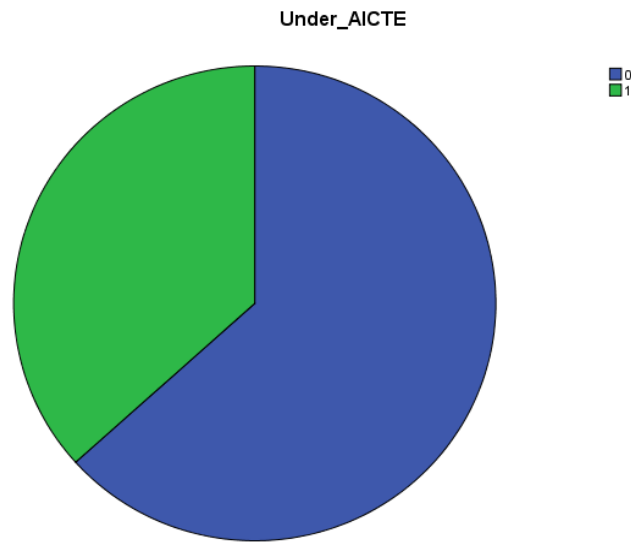


Figure 6.13.3 – Policy of Institutes – Under AICTE

Interpretation:

To find the policies of management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.13.3, among the respondents, 36.7% of respondents said yes to AICTE control. While 63.3 % of respondent did not prefer AICTE control. This means respondents have shown general dissatisfaction about functioning if AICTE.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	188	4.2	94.2	94.2
	1	12	5.8	5.8	100.0
	Total	200	100.0	100.0	

Table 6.13.4 – Policy of Institutes – Any Other

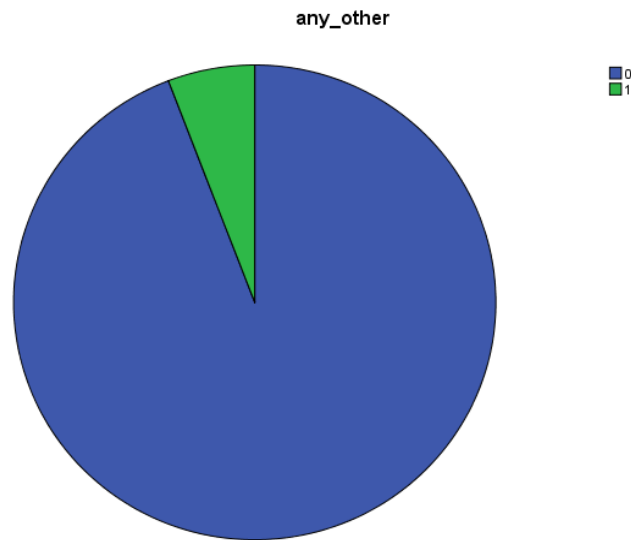


Figure 6.13.4 – Policy of Institutes – Any Other

Interpretation:

To find the policies of management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.13.4, among the respondents, 5.8% of respondents opinion was that management institute will find out some any other way to run their own institute while 94.2% of respondent said no for any other control.

Q.No.15 What future do you foresee for management Institute?

Statistics

		Bright Future	Survival of the fittest	More specializations	MBA will be common	Any other
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		.37	.41	.27	.32	.02
Median		.00	.00	.00	.00	.00
Mode		0	0	0	0	0
Std. Deviation		.484	.494	.444	.467	.129
Variance		.234	.244	.197	.218	.017
Skewness		.560	.378	1.069	.798	7.647
Std. Error of Skewness		.221	.221	.221	.221	.221
Range		1	1	1	1	1
Sum		44	49	32	38	2

Table 6.14 – Future of management institute

Bright Future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	127	63.3	63.3	63.3
	1	73	36.7	36.7	100.0
	Total	200	100.0	100.0	

Table 6.14.1 – Future of Management Institutes – Bright Future

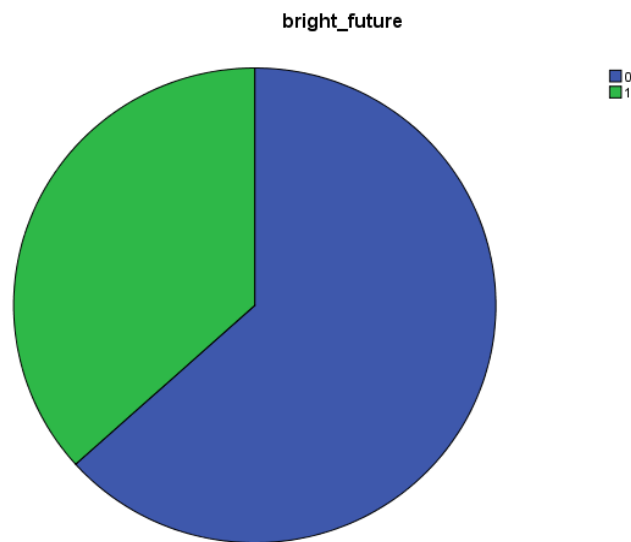


Figure 6.14.1 – Future of Management Institutes – Bright Future

Interpretation:

What future do you foresee for management institute? Researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.14.1, among the respondents, 36.7% of respondents said that management institute will have bright future, while 63.3% of respondent said management institutes have no bright future. This is red signal for management education.

Survival of the fittest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	118	59.2	59.2	59.2
	1	82	40.8	40.8	100.0
	Total	200	100.0	100.0	

Table 6.14.2 – Future of Management Institutes –Survival of the Fittest

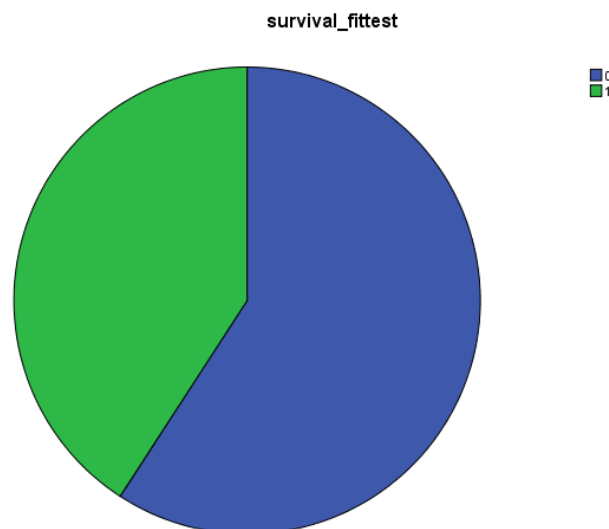


Figure 6.14.2 – Future of Management Institutes – Survival of the Fittest

Interpretation:

What future do you foresee for management institute, researcher asked to give their opinion by giving tick marks on the option? As per the Table 6.14.2, among the respondents, 40.8% of respondents said that only good institutes will survive, while 59.2% of respondent said other institutes will not survive. Market forces of demand and supply for MBAs will automatically make survival of quality institute.

Only Institute with more Specializations will survive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	147	73.3	73.3	73.3
	1	53	26.7	26.7	100.0
	Total	200	100.0	100.0	

Table 6.14.3 – Future of Management Institutes – Specializations

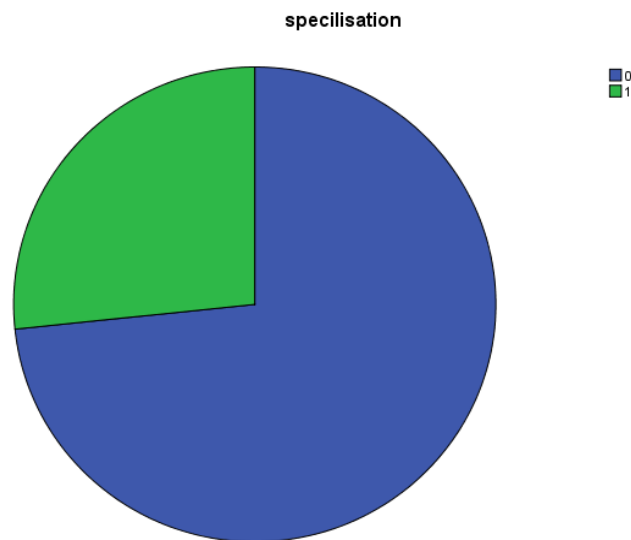


Figure 6.14.3 – Future of Management Institutes – Specializations

Interpretation:

To find future of management institute, researcher asked to give their opinion by giving tick marks on the option. As per the Table 6.14.3, among the respondents, 26.7% of respondents said that institute with more specialization will survive, while 73.3 % of respondent said only more specializations will not help in future. It suggests total quality improvement in management education.

MBA will be Common

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	137	68.3	68.3	68.3
	1	63	31.7	31.7	100.0
	Total	200	100.0	100.0	

Table 6.14.4 – Future of Management Institutes – MBA will be Common

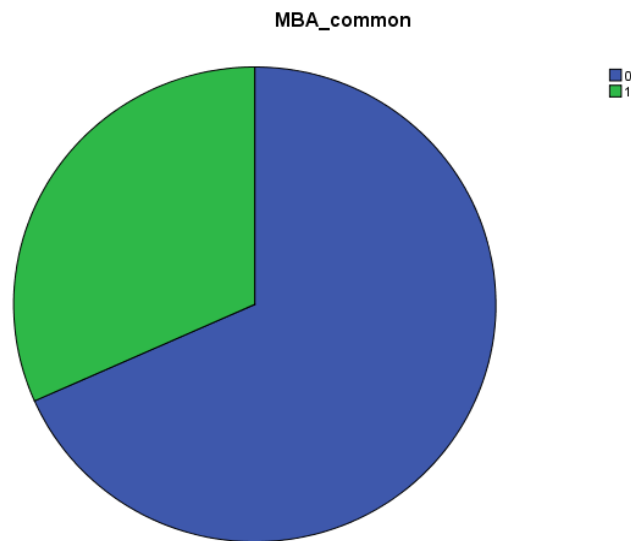


Figure 6.14.4 – Future of Management Institutes – MBA will be Common

Interpretation:

What future do you foresee for management institute, researcher asked to give their opinion by giving tick marks on the option? As per the Table 6.14.4, among the respondents, 31.7% of respondents said that, MBA Qualification will be common, while 68.3 % of respondent said it will not be common, like other degrees.

Any other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	197	98.3	98.3	98.3
	1	3	1.7	1.7	100.0
	Total	200	100.0	100.0	

Table 6.14.5 – Future of Management Institutes – Any Other

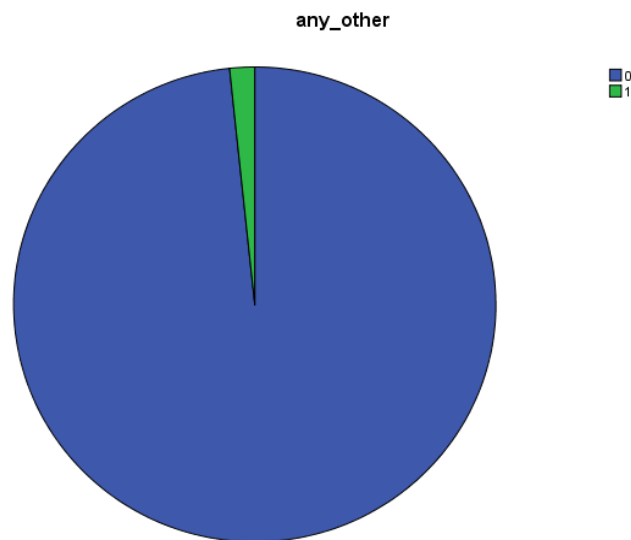


Figure 6.14.5 – Future of Management Institutes – Any Other

Interpretation:

What future do you foresee for management institute, researcher asked to give their opinion by giving tick marks on the option? As per the Table 6.14.5, among the respondents, 1.7% of respondents said any other future for management education, while 98.3 % of respondent said no to this option.

6.2 Responses to Questionnaires from Faculties of Management

Introduction: - Research student collected responses from forty faculties. Based on information received, data analysis is done. Interpretation is given below tables.

Responses are also shown with the help of graphs and charts.

Question No.1 and 2 are related to personal information about faculty hence no analysis.

Q. No.3 What is your opinion on massive growth in Management Institutes in Pune?

Statistics

		Welcome Move	Diluting Quality	Creating Problems of placement	Non Availability of good faculty	Any other
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		.18	.60	.28	.20	.05
Median		.00	1.00	.00	.00	.00
Mode		0	1	0	0	0
Std. Deviation		.385	.496	.452	.405	.221
Variance		.148	.246	.204	.164	.049
Skewness		1.778	-.424	1.048	1.559	4.292
Std. Error of Skewness		.374	.374	.374	.374	.374
Range		1	1	1	1	1

Table 6.15 – Opinion on massive growth in Management Institutes in Pune

Frequency Table

Welcome Move

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	33	82.5	82.5	82.5
	1	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 6.15.1 – Massive Growth of Management Institutes – Welcome Move

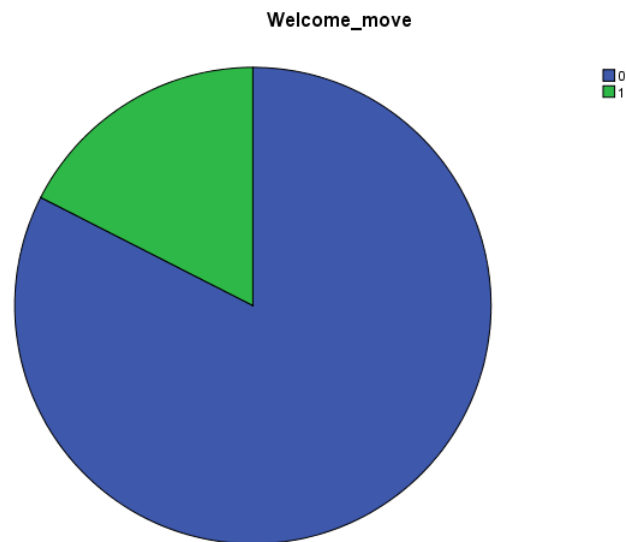


Figure 6.15.1 – Massive Growth of Management Institutes – Welcome Move

Interpretation:

To find opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick on the option. As per the Table 6.15.1, among the respondents, 17.5% of respondents opinion was that massive growth in Management Institutes in Pune is well come move, while 82.5 % of respondent said it is not so.

Diluting Quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	40.0	40.0	40.0
	1	24	60.0	60.0	100.0
	Total	40	100.0	100.0	

Table 6.15.2 – Massive Growth of Management Institutes – Diluting Quality

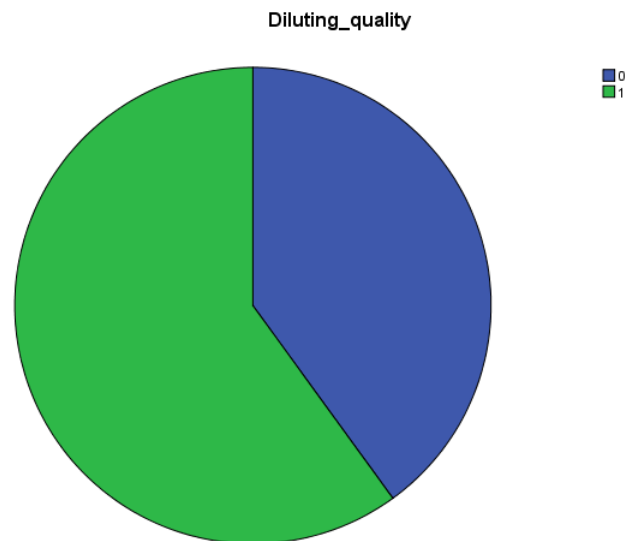


Figure 6.15.2 – Massive Growth of Management Institutes – Diluting Quality

Interpretation:

To find opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick on the option. As per the Table 6.15.2, among the respondents, 60% of respondents said that, quality of management education is diluted because of massive growth, while 40 % of respondent do not think so.

Creating problems of placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	72.5	72.5	72.5
	1	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 6.15.3 – Massive Growth of Management Institutes - Problems with Placement

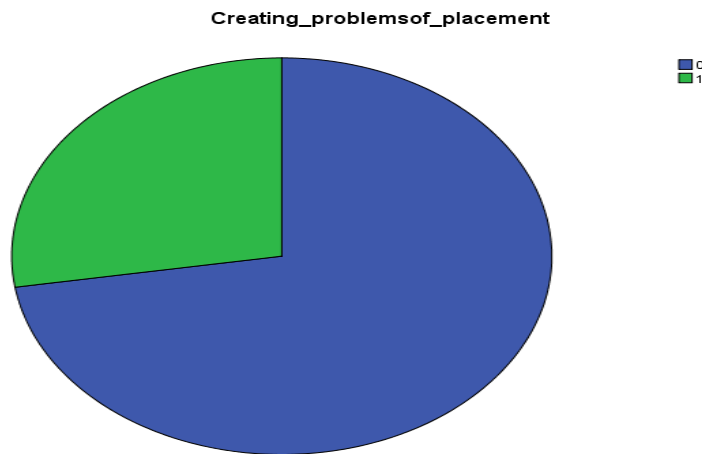


Figure 6.15.3 – Massive Growth of Management Institutes - Problems with Placement

Interpretation:

To find opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick on the option. As per the Table 6.15.3, among the respondents, 27.5% of respondent's opinion was that, because of massive growth, management institute face problems for placements while 72.5 % of respondent not think so.

Non-availability of good faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	32	80.0	80.0	80.0
	1	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Table 6.15.4 – Massive Growth of Management Institutes – No Good Faculty Available

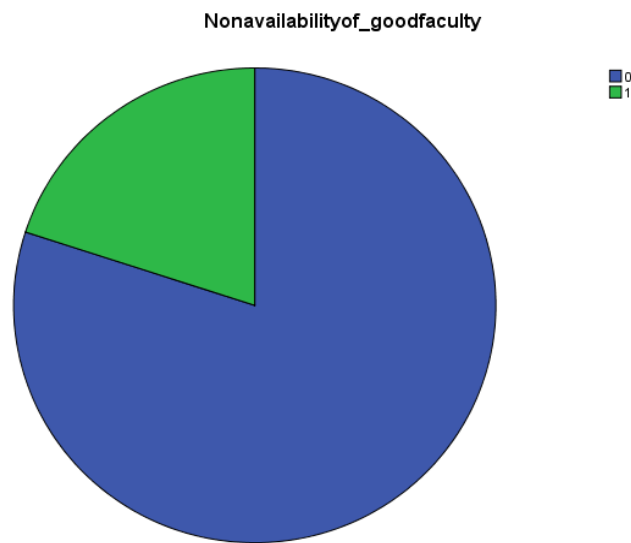


Figure 6.15.4 – Massive Growth of Management Institutes – No Good Faculty Available

Interpretation:

To find opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick on the option. As per the Table 6.15.4, among the respondents, 20% of respondent's opinion was that because of massive growth, good faculties are not available in Pune, while 80 % of respondent not think so.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	38	95.0	95.0	95.0
	1	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Table 6.15.5 – Massive Growth of Management Institutes – Any Other

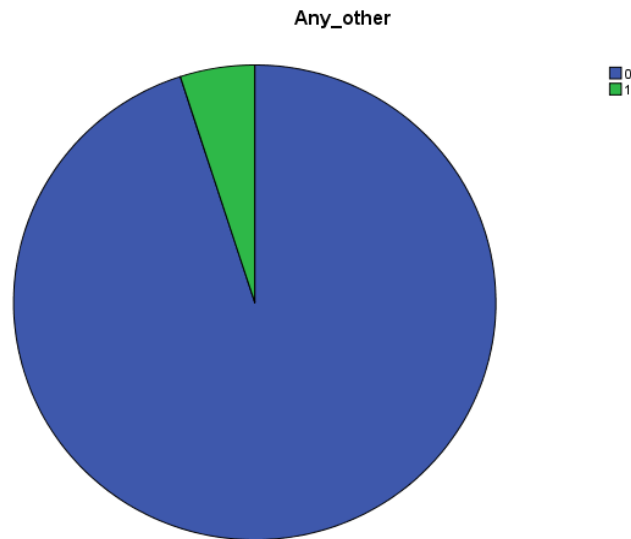


Figure 6.15.5 – Massive Growth of Management Institutes – Any Other

Interpretation:

To find opinion on massive growth in Management Institutes in Pune, researcher asked to give their opinion by giving tick on the option. As per the Table 6.15.5, among the respondents, 5% of respondent's opinion was that massive growth is due to any other reason while 95 % of respondent not think so.

Q.4. How would you judge quality of management graduates overall?

		Knowledge content	Analytical Capacity	Fast decision making	Capacity to lead group	Skill to handle uncertain situations	Return to the society
N	Valid	40	40	40	40	40	40
	Missing	0	0	0	0	0	0
Mean		2.98	2.79	2.66	2.95	2.63	2.19
Median		3.00	3.00	2.00	3.00	2.00	2.00
Mode		3	3	2	3	2	1
Std. Deviation		1.000	1.068	.996	1.085	1.079	1.084
Variance		.999	1.140	.992	1.177	1.163	1.175
Skewness		.376	.324	.426	.230	.821	.107
Std. Error of Skewness		.374	.374	.374	.374	.374	.374
Range		4	4	4	4	4	4

Table 6.16 – Judge Quality of management graduates overall

Knowledge content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	5.0	5.0	5.0
	2	10	25.0	25.0	30.0
	3	19	47.5	47.5	77.5
	4	5	12.5	12.5	90.0
	5	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table 6.16.1 – Quality of Management Graduates – Knowledge Content

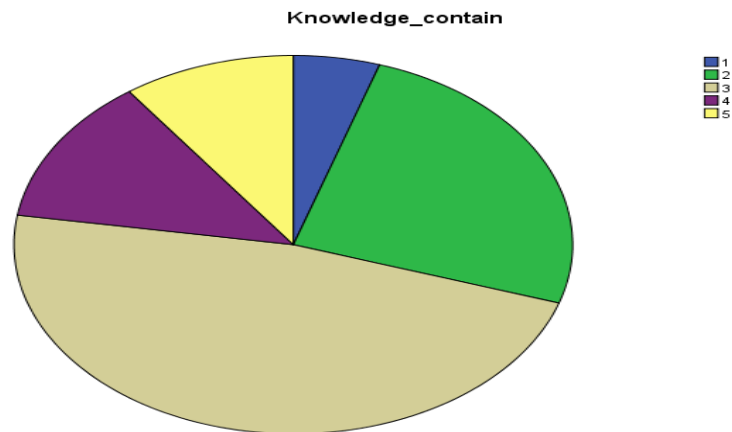


Figure 6.16.1 – Quality of Management Graduates – Knowledge Content

Interpretation:

To find opinion on quality of management graduates overall, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.1, among the respondents, 70% of respondent's opinion was that knowledge contents are good, 25% of respondents said knowledge contents are ok, while 5 % of respondent said knowledge contents are very poor.

Analytical Capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	10.0	10.0	10.0
	2	12	30.0	30.0	40.0
	3	15	37.5	37.5	77.5
	4	6	15.0	15.0	92.5
	5	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table 6.16.2 – Quality of Management Graduates – Analytical Capacity

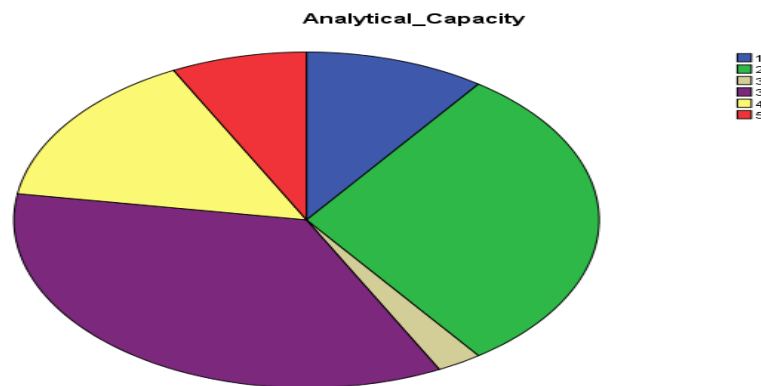


Figure 6.16.2 – Quality of Management Graduates – Analytical Capacity

Interpretation:

To find opinion on judging quality of management graduates overall, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.2, among the respondents, 60% of respondents said that management graduates have good analytical capacity. 30% of respondents said that management graduates analytical capacity is ok. While 10 % of respondent said that it was Poor.

Fast Decision-making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	7.5	7.5	7.5
	2	18	45.0	45.0	52.5
	3	9	22.5	22.5	75.0
	4	9	22.5	22.5	97.5
	5	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 6.16.3 – Quality of Management Graduates – Fast Decision Making

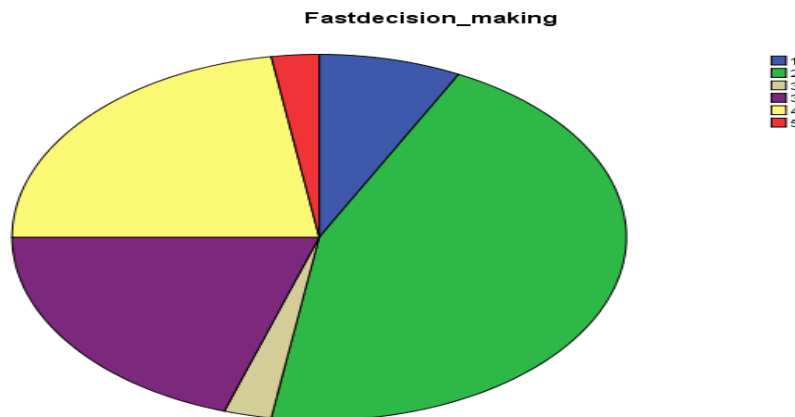


Figure 6.16.3 – Quality of Management Graduates – Fast Decision Making

Interpretation:

To find opinion on judge quality of management graduates overall, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.3, among the respondents, 47.5% of respondent's opinion was that management graduates have good fast decision making skill. 45% of respondent's

opinion that management graduates have fast decision making skill, was ok. While 7.5 % of respondent said that it was poor.

Capacity to lead group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	7.5	7.5	7.5
	2	11	27.5	27.5	35.0
	3	15	37.5	37.5	72.5
	4	7	17.5	17.5	90.0
	5	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table 6.16.4 – Quality of Management Graduates – Capacity to Lead Group

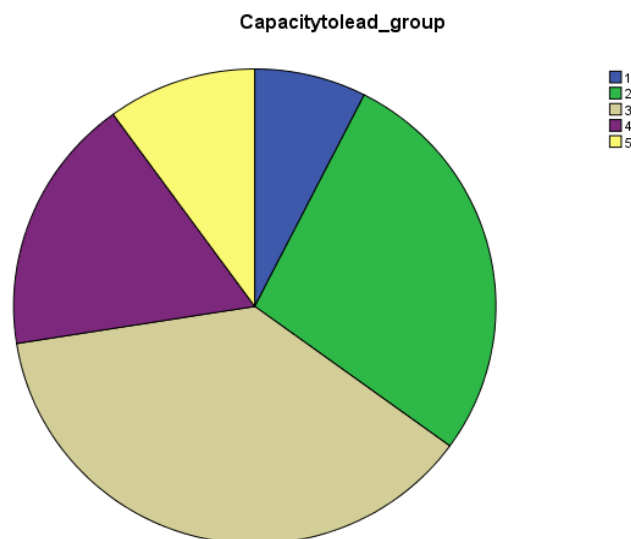


Figure 6.16.4 – Quality of Management Graduates – Capacity to Lead Group

Interpretation:

To find opinion on judge quality of management graduates overall, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.4, among the respondents, 65% of respondents opinion was that management graduates have good capacity to lead the group, 27.5% of respondents said it was ok, while 7.5 % of respondent said it was poor.

Skill to handle uncertain situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	7.5	7.5	7.5
	2	21	52.5	52.5	60.0
	3	7	17.5	17.5	77.5
	4	6	15.0	15.0	92.5
	5	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table 6.16.5 – Quality of Management Graduates – Handle Uncertain Situations

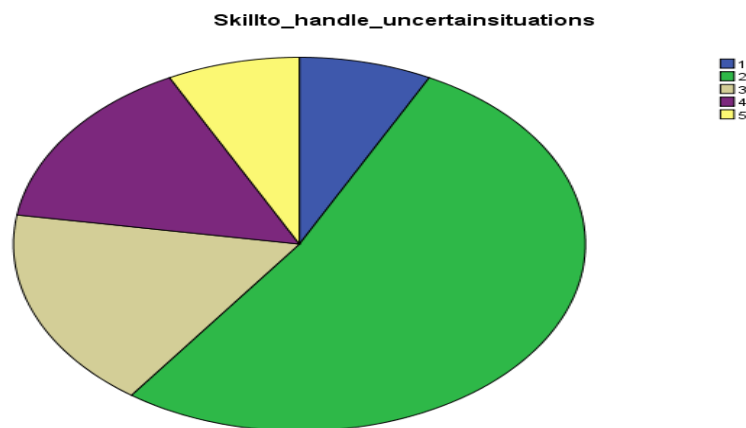


Figure 6.16.5 – Quality of Management Graduates – Handle Uncertain Situations

Interpretation:

To find the opinion on judging the overall quality of management graduates, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.5, among the respondents, 40% of respondents opinion was that management graduates have good skill to handle uncertain situations, 52.5% of respondents said that it was ok, while 7.5 % of respondent said that it was poor.

Return to the society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2.5	2.5	2.5
	1	12	30.0	30.0	32.5
	2	10	25.0	25.0	57.5
	3	1	2.5	2.5	60.0
	4	11	27.5	27.5	87.5
	5	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Table 6.16.6 – Quality of Management Graduates – Return to Society

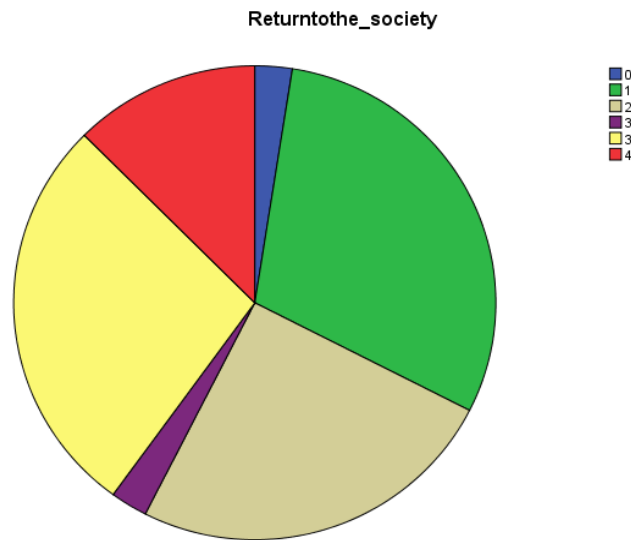


Figure 6.16.6 – Quality of Management Graduates – Return to Society

Interpretation:

To find opinion on judge quality of management graduates overall, researcher asked to give their opinion by giving points between 1 and 5. 1 is less and 5 is maximum. As per the Table 6.16.6, among the respondents, 42.5% of respondent's opinion was good. they return to the society something, 25% of respondents opinion that management graduates were ok with it., 30% respondents said they are not that much serious about return to society, while 2.5 % of respondent do not think even.

Q.6. What is your opinion on present management institute? Please put tick mark if yes.

Statistics

		Imparting Knowledge	Creating good managers	Money Making Racket	Any other
N	Valid	40	40	40	40
	Missing	0	0	0	0
Mean		.33	.18	.65	.08
Median		.00	.00	1.00	.00
Mode		0	0	1	0
Std. Deviation		.474	.385	.483	.267
Variance		.225	.148	.233	.071
Skewness		.777	1.778	-.654	3.354
Std. Error of Skewness		.374	.374	.374	.374
Range		1	1	1	1

Table 6.17 – Opinion on present management institute

Frequency Table

Imparting Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	67.5	67.5	67.5
	1	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Table 6.17.1- Present Management Institutes – Imparting Knowledge

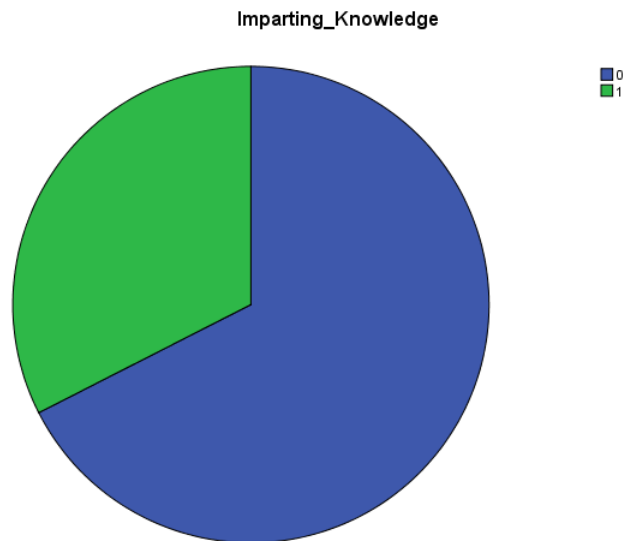


Figure 6.17.1 - Present Management Institutes – Imparting Knowledge

Interpretation:

To find opinion on present management institute, researcher asked to give their opinion by tick mark on right option. As per the Table 6.17.1, among the respondents, 32.5% of respondents opinion was that they impart knowledge. While 67.5% of respondents do not think like this.

Creating good managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	33	82.5	82.5	82.5
	1	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 6.17.2 - Present Management Institutes – Creating Good Managers

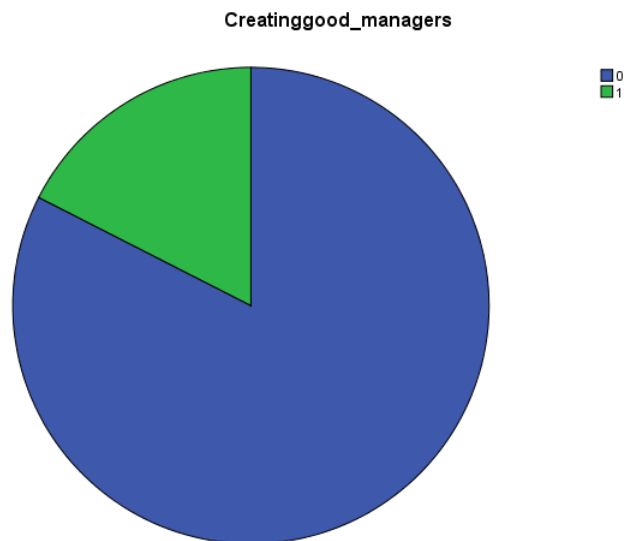


Figure 6.17.2 - Present Management Institutes – Creating Good Managers

Interpretation:

To find opinion on present management institute, researcher asked to give their opinion by tick mark on right option. As per the Table 6.17.2, among the respondents, 17.5% of respondent's opinion was that management institutes are creating good managers, entrepreneur, while 82.5% of respondent do not think like this.

Money making racket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	35.0	35.0	35.0
	1	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

Table 6.17.3 - Present Management Institutes – Money Making Racket

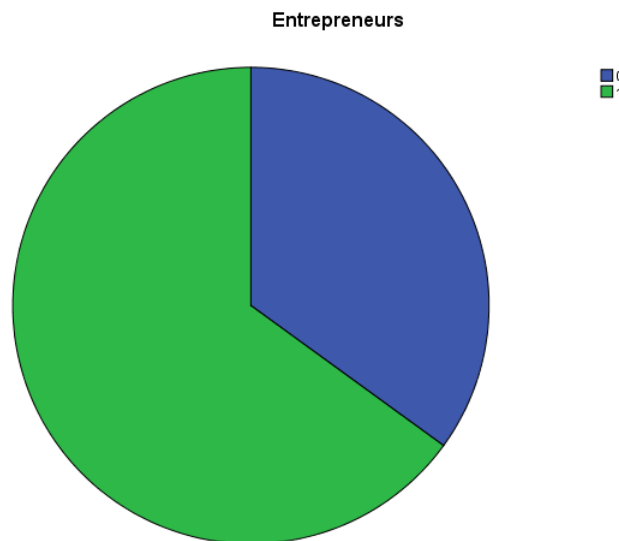


Figure 6.17.3 - Present Management Institutes – Money Making Racket

Interpretation:

To find opinion on present management institute, researcher asked to give their opinion by tick mark on right option. As per the Table 6.17.3, among the respondents, 65% of respondent’s opinion was that management institutes are money making rackets, while 35% of respondent do not think like this.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	37	92.5	92.5	92.5
	1	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table 6.17.4 - Present Management Institutes – Any Other

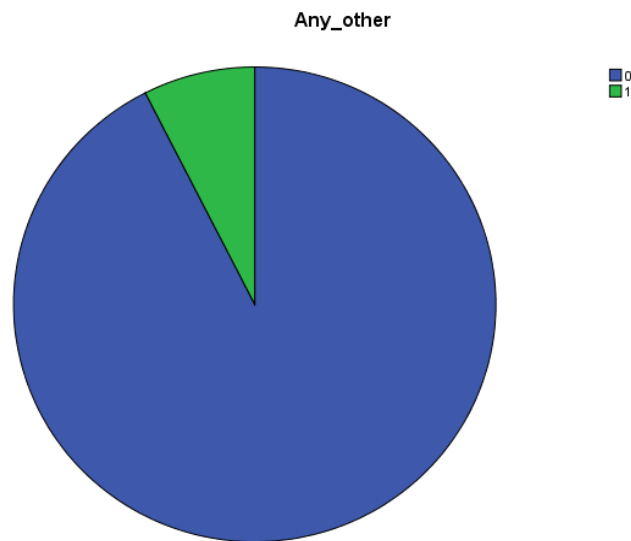


Figure 6.17.4 - Present Management Institutes – Any Other

Interpretation:

To find opinion on opinion on present management institute, researcher asked to give their opinion by tick mark on right option. As per the Table 6.17.4, among the respondents, 7.5% of respondents said yes to any other. While 92.5% said no to any other.

Q. 7 Does management institute have Internet facility.

Facility

N	Valid	40
	Missing	0
Mean		.95
Median		1.00
Mode		1
Std. Deviation		.221
Variance		.049
Skewness		-4.292
Std. Error of Skewness		.374
Range		1

Table 6.18 – Does management institute have Internet facility

Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	5.0	5.0	5.0
	1	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Table 6.18 – Does Institute have Internet Facility



Figure 6.18 – Does Institute have Internet Facility

Interpretation:

To find out about internet facility available or not in the management institute, researcher asked to give their opinion by tick mark on right option. As per the Table 6.18, among the respondents, 95% of respondents opinion was that in management institutes internet facility is available, while as per 5% of respondent, in the management institute internet facility was not available.

Q. 8 What teaching methodologies are used in Management Institutes

Statistics

		Lectures	Case Studies	Role Playing	Simulation techniques	Use of mgt. films	Book Reading	Field work	Any Other
N	Valid	40	40	40	40	40	40	40	40
	Missing	0	0	0	0	0	0	0	0
Mean		.85	.83	.40	.28	.48	.43	.55	.05
Median		1.00	1.00	.00	.00	.00	.00	1.00	.00
Mode		1	1	0	0	0	0	1	0
Std. Deviation		.362	.385	.496	.452	.506	.501	.504	.221
Variance		.131	.148	.246	.204	.256	.251	.254	.049
Skewness		-2.038	-1.778	.424	1.048	.104	.315	-.209	4.292
Std. Error of Skewness		.374	.374	.374	.374	.374	.374	.374	.374
Range		1	1	1	1	1	1	1	1

Table 6.19 – Teaching methodologies are used in Management Institutes

Lectures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	15.0	15.0	15.0
	1	34	85.0	85.0	100.0
	Total	40	100.0	100.0	

Table 6.19.1 – Lectures

Case Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	17.5	17.5	17.5
	1	33	82.5	82.5	100.0
	Total	40	100.0	100.0	

Table 6.19.2 – Case Studies

Role Playing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	24	60.0	60.0	60.0
	1	16	40.0	40.0	100.0
	Total	40	100.0	100.0	

Table 6.19.3 – Role Playing

Simulation Techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	72.5	72.5	72.5
	1	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 6.19.4 – Simulation Techniques

Use of management film

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	52.5	52.5	52.5
	1	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

Table 6.19.5 – Use of management film

Book Reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	57.5	57.5	57.5
	1	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Table 6.19.6 – Book Reading

Field work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	45.0	45.0	45.0
	1	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

Table 6.19.7 – Field work

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	38	95.0	95.0	95.0
	1	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Table 6.19.8 – Any other

Interpretation:

To find out what teaching methodologies are used in Management Institutes, researcher asked to give their opinion by tick mark on right option. As per the Table 6.19.1 to 6.19.8 among the respondents, 85% of respondents opinion was that, student still prefer lectures, 82.5% of respondent like to have case studies as a teaching methodologies, 40% of respondent like to have role playing as a teaching methodologies, 27.5% of respondent like to have simulation techniques as a teaching methodologies, 47.5% of respondent like to show management film and accept as a teaching methodologies, 42.5% of respondent like to have book reading as a teaching methodologies, 55% of respondent like to have field work as a teaching methodologies, while 5% of respondent opted for any other type of teaching methodologies, they said any other teaching methodologies.

Q. 9 What multimedia equipment's are available? Please put tick mark if yes.

Statistics

		LCD projector	Laptop	I_PAD	Interactive board	Any other
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		.95	.88	.00	.15	.00
Median		1.00	1.00	.00	.00	.00
Mode		1	1	0	0	0
Std. Deviation		.221	.335	.000	.362	.000
Variance		.049	.112	.000	.131	.000
Skewness		-4.292	-2.357		2.038	
Std. Error of Skewness		.374	.374	.374	.374	.374
Range		1	1	0	1	0

Table 6.20 - Multimedia equipment available

LCD projector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	5.0	5.0	5.0
	1	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Table 6.20.1 - LCD Projector

Laptop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	12.5	12.5	12.5
	1	35	87.5	87.5	100.0
	Total	40	100.0	100.0	

Table 6.20.2 - Laptop

I_PAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	40	100.0	100.0	100.0

Table 6.20.3 - I_PAD

Interactive board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	34	85.0	85.0	85.0
	1	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Table 6.20.4 – Interactive board

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	40	100.0	100.0	100.0

Table 6.20.5 – Any Other

Interpretation:

To find out what multimedia equipment's are available in Management Institutes, researcher asked to give their opinion by tick mark on right option. As per the Tables 6.20.1 to 6.20.5, among the respondents, 95% of respondent's opinion was institute used LCD as multimedia equipment in their regular teaching methodology, 87.5% of respondent used laptop, and 100% of respondent said that they have not used iPad, the latest, modern technology, while 15% of respondent used interactive Board. A multimedia equipment, nobody preferred any other method for teaching.

**Q. 10 Please inform what are the industry interface used in management institute?
Please put tick mark if yes.**

Statistics

		Lectures By Industry managers	Factory visits	Consultancy assignments	Summer project	Attending Industrial seminar	Any Other
N	Valid	40	40	40	40	40	40
	Missing	0	0	0	0	0	0
Mean		.78	.70	.33	.78	.43	.00
Median		1.00	1.00	.00	1.00	.00	.00
Mode		1	1	0	1	0	0
Std. Deviation		.423	.464	.474	.423	.501	.000
Variance		.179	.215	.225	.179	.251	.000
Skewness		-1.369	-.907	.777	-1.369	.315	
Std. Error of Skewness		.374	.374	.374	.374	.374	.374
Range		1	1	1	1	1	0

Table 6.21 - Industry interface used in management institute

Lectures by industry managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	22.5	22.5	22.5
	1	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

Table 6.21.1 - Lectures by industry managers

Factory visits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	30.0	30.0	30.0
	1	28	70.0	70.0	100.0
	Total	40	100.0	100.0	

Table 6.21.2 - Factory visits

Consultancy assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	27	67.5	67.5	67.5
	1	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Table 6.21.3 - Consultancy assignments

Summer project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	22.5	22.5	22.5
	1	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

Table 6.21.4 - Summer project

Attending Industrial seminar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	57.5	57.5	57.5
	1	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Table 6.21.5 - Attending Industrial seminar

Any other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	40	100.0	100.0	100.0

Table 6.21.6 – Any Other

Interpretation:

To find out what industry interfaces are used in management institute, researcher asked respondents to give their opinion by tick mark on right option and found that following industry interfaces are used in most of the Management Institutes in Pune. As per the Tables 6.21.1 to 6.21.6 among the respondents, 77.5% of respondents opinion was to conduct lectures by industry managers, so that their practical knowledge will share among the students, 70% of respondent like to keep more industrial visit, so that students can learn more practical approaches of some of theory, 32.5% of respondent like to assign compulsory consultancy assignments to students, 77.5% of respondents like to have summer project internship only in industry, 42.5% of respondent said for to attend industrial seminar, while 100% of respondent said no to any other.

Q. No.11 If foreign universities enter field of management education in India, what scenario do you think will emerge? Please put tick mark if yes.

Statistics

		Top University may not enter	Only the Band C class University may enter	Overall improvement in quality	Pose Tough competition	Any Other
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		.18	.18	.63	.60	.03
Median		.00	.00	1.00	1.00	.00
Mode		0	0	1	1	0
Std. Deviation		.385	.385	.490	.496	.158
Variance		.148	.148	.240	.246	.025
Skewness		1.778	1.778	-.537	-.424	6.325
Std. Error of Skewness		.374	.374	.374	.374	.374
Range		1	1	1	1	1

Table 6.22 – Foreign universities enter field of management education in India

Top University may not enter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	33	82.5	82.5	82.5
	1	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 6.22.1 – Top University may not enter

Only the B and C grade university may enter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	33	82.5	82.5	82.5
	1	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 6.22.2 – Only the B and C grade university may enter

Overall improvement in quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	15	37.5	37.5	37.5
	1	25	62.5	62.5	100.0

Table 6.22.3 – Overall improvement in quality of education

Pose Tough Competition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	40.0	40.0	40.0
	1	24	60.0	60.0	100.0
	Total	40	100.0	100.0	

Table 6.22.4 – Pose Tough competition

Any other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	39	97.5	97.5	97.5
	1	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 6.22.5– Any Other

Interpretation:

To find out, if foreign universities enter field of management education in India, what scenario do you think will emerge, researcher asked to give their opinion by tick mark on right option. As per the Tables 6.22.1 to 6.22.5, among the respondents, 17.5% of respondents opinion was that the best B-School will enter in India, 17.5% of respondent opinion was that only Grade B and Grade C foreign universities will enter in India, It may not be good to overall management education, 62.5% of respondent opinion was that there will be overall improvement in quality of education. , 60% of respondent’s opinion was that it will pose tough competition to local management institutes, while 2.5% of respondent said yes to any other effect.

Q. No.12 What should be the policies of management institute? Please put tick mark if yes.

Statistics

		Full Autonomy	University control and liberty to design syllabus	AICTE Control	Any other
N	Valid	40	40	40	40
	Missing	0	0	0	0
Mean		.23	.58	.18	.10
Median		.00	1.00	.00	.00
Mode		0	1	0	0
Std. Deviation		.423	.501	.385	.304
Variance		.179	.251	.148	.092
Skewness		1.369	-.315	1.778	2.772
Std. Error of Skewness		.374	.374	.374	.374
Range		1	1	1	1

Table 6.23 – Policies of management institute

Full autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	31	77.5	77.5	77.5
	1	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Table 6.23.1 – Full autonomy

University Control and liberty to design syllabus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	17	42.5	42.5	42.5
	1	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

Table 6.23.2 – University Control and liberty to design syllabus.

AICTE Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	33	82.5	82.5	82.5
	1	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 6.23.3 – AICTE Control

Any other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	36	90.0	90.0	90.0
	1	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table 6.23.4 – Any other

Interpretation:

To find out, policies of management institute, researcher asked to give their opinion by tick mark on right option. As per the Tables 6.23.1 to 6.23.4, among the respondents, 22.5% of respondents preferred full autonomy to run the management institute, 57.5% of respondent opinion was that management institute should be controlled by university but partial autonomy to design syllabus, 17.5% of respondent opinion was that management institute totally under AICTE control, while 10% of respondent said any other way to control.

Q. No.13 What future do you foresee for management Institute? Please put tick mark if yes.

Statistics

		Bright future for all	Survival of fittest	Specialization preferred	MBA/PGDM will be common	Any Other
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		.10	.55	.28	.35	.03
Median		.00	1.00	.00	.00	.00
Mode		0	1	0	0	0
Std. Deviation		.304	.504	.452	.483	.158
Variance		.092	.254	.204	.233	.025
Skewness		2.772	-.209	1.048	.654	6.325
Std. Error of Skewness		.374	.374	.374	.374	.374
Range		1	1	1	1	1

Table 6.24 – Future of management Institute

Bright future for all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	36	90.0	90.0	90.0
	1	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table 6.24.1 – Bright future for all

Survival of the fittest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	45.0	45.0	45.0
	1	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

Table 6.24.2 – Survival of the fittest

Specialization will be preferred

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	72.5	72.5	72.5
	1	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 6.24.3 – Specialization will be preferred

MBA PGDM will be common

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	65.0	65.0	65.0
	1	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

Table 6.24.4 – MBA PGDM will be common

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	39	97.5	97.5	97.5
	1	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 6.24.5– Any Other

Interpretation:

To find out, what future you foresee for management Institute, researcher asked to give their opinion by tick mark on right option. As per the Tables 6.24.1 to 6.24.5, among the respondents, 10% of respondents opinion was that, management institute have bright future, 55% of respondent opinion was that only good management institute will survive (survival of the fittest rule), 27.5% of respondent opinion was that management institute will follow policy of more specializations, 35% of respondents opinion was that MBA/PGDM will be common like B.Com, while 2.5% of respondent said yes to any other option.

Q. No.14 Do you feel that management education is must for good managers?

Statistics

Management education good

N	Valid	40
	Missing	0
Mean		.78
Median		1.00
Mode		1
Std. Deviation		.423
Variance		.179
Skewness		-1.369
Std. Error of Skewness		.374
Range		1

Table 6.25 – Is management education a must for good managers

Is Management education a need for good Managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	22.5	22.5	22.5
	1	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

Table 6.25.1 – Is management education a must for good managers

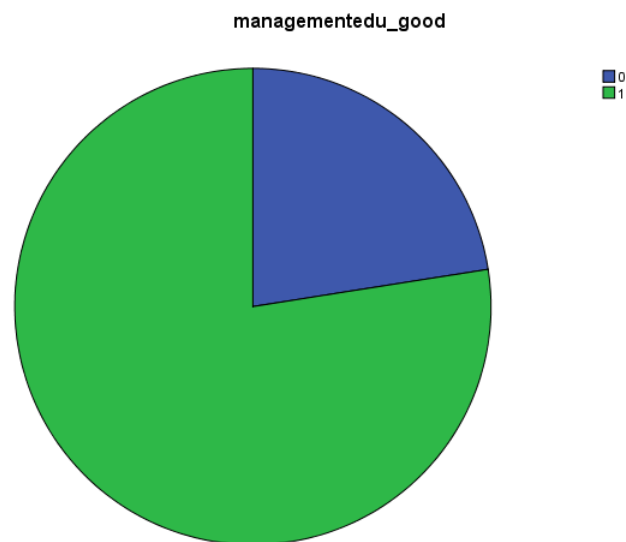


Figure 6.25.1 – Is Management Education must for Good Managers?

Interpretation:

To find out if management education is must for good managers, researcher asked to give their opinion by tick mark on right option. As per the Table 6.25.1, among the respondents, 77.5% of respondents opinion was that management education is must for the good managers, while 22.5% of respondent opinion was that it is not necessary.

Q. No.15 Do you feel that managers really run the corporate world?

Statistics

Management Corporate

N	Valid	40
	Missing	0
Mean		.58
Median		1.00
Mode		1
Std. Deviation		.501
Variance		.251
Skewness		-.315
Std. Error of Skewness		.374
Range		1

Table 6.26 – Do managers really run the corporate world

Management Corporate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	17	42.5	42.5	42.5
	1	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

Table 6.26.1 – Do managers really run the corporate world

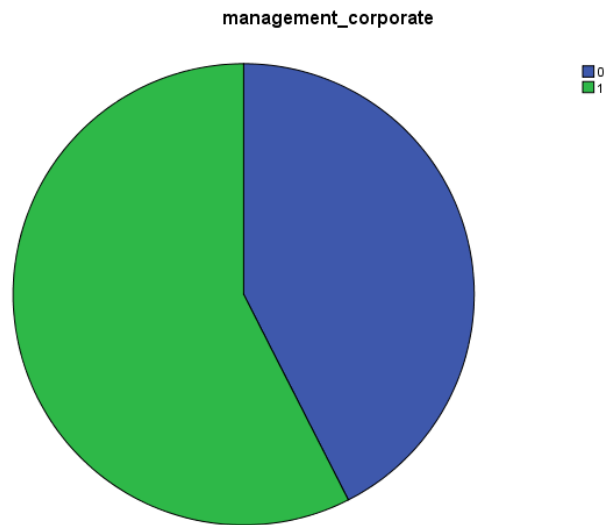


Figure 6.26.1– Do Managers Run Corporate World

Interpretation:

To find out, do managers really run to corporate world, researcher asked to give their opinion by tick mark on right option. As per the Table 6.26.1, among the respondents, 57.5% of respondents felt that good managers do run the corporate world, while 42.5% of respondent said that managers do not run the corporate world.

6.3 Responses to Questionnaires from Employers

Introduction: - Research student collected responses from twenty employers. Based on information received, data analysis is done. Interpretation is given below tables.

Responses are also shown with the help of graphs and charts.

(Q.No. 1 Personal information.)

Q. No. 2. Do you Employ management graduates? (Yes / No)

Statistics

Employability

N	Valid	20
	Missing	0
Mean		1.00
Median		1.00
Mode		1
Std. Deviation		.000
Std. Error of Skewness		.512

Table 6.27 – Employment to Management Graduates

Do you employ Management Graduates?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	100.0	100.0	100.0

Table 6.27.1 – Do you employ Management Graduates



Figure 6.27.1 - Do you employ Management Graduates

Interpretation:

To find out, employment of management graduates, researcher asked to give their opinion by tick mark on right option. As per the Table 6.27.1 among the respondents, 100% of respondents employ management graduates in their organization. So that major administrative as well teaching work will be complete systematically.

Q.No.3. Please give data on management graduates working with you.

- a) Number
- b) Male
- c) Female

Statistics

		Number of employee	Male	Female
N	Valid	20	20	20
	Missing	0	0	0
Mean		3.60	2.25	1.35
Median		3.00	2.00	1.00
Mode		3	2	1
Std. Deviation		1.188	.786	.489
Skewness		.469	.225	.681
Std. Error of Skewness		.512	.512	.512

Table 6.28 – Data on management graduates

Frequency Table

Number of employee

No Employee		No. Employer	Percent	Valid Percent	Cumulative Percent
Valid	2	3	15.0	15.0	15.0
	3	9	45.0	45.0	60.0
	4	2	10.0	10.0	70.0
	5	5	25.0	25.0	95.0
	6	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 6.28.1 – Number of employee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	65.0	65.0	65.0
	2	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

1 indicates: male

2 indicates:-female

Table 6.28.2 – Gender of employee

Interpretation:

To find out, employment to male or female, researcher asked to give their opinion by tick mark on right option. As per the Table 6.28.2, all employers employ males as well as females .They do not make gender difference.

Q. No.4. How did you hire these management graduates?

		Campus Recruitment	Advertisement	Placement Agency	Any Other
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		.00	1.00	.00	.00
Median		.00	1.00	.00	.00
Mode		0	1	0	0
Std. Deviation		.000	.000	.000	.000
Std. Error of Skewness		.512	.512	.512	.512

Table 6.29 – Hiring of Management graduates

Campus Recruitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	100.0	100.0	100.0

Table 6.29.1 – Campus Recruitment

Advertisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	100.0	100.0	100.0

Table 6.29.2 – Advertisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	20	100.0	100.0	100.0

Table 6.29.3 – Placement Agency

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	20	100.0	100.0	100.0

Table 6.29.4 – Any Other

Interpretation:

To find out, method of hiring of employee, researcher asked to give their opinion by tick mark on right option. As per the Tables 6.29.1 to 6.29.4, Employers recruit Management

graduates through all possible ways. Table above indicates same thing. Recruitment is done mainly through campus interview and advertisement.

QNo.5.How would you rate these management graduates under following parameters on the scale of 1to 5?

- a. Fundamental knowledge
- b. Soft skill
- c. Hard work
- d. Analytical abilities
- e. Innovation done for you
- f. Any other

Statistics		1- Poor	2 - good	3- best	4 - better	5 - excellent
N	Valid	20	20	20	20	20
	Missing	0	0	0	0	0
Mean		.00	.45	.10	.45	.00
Median		.00	.00	.00	.00	.00
Mode		0	0	0	0	0
Std. Deviation		.000	.510	.308	.510	.000
Std. Error of Skewness		.512	.512	.512	.512	.512
Skewness			.218	2.888	.218	

Table 6.30 – Rating of Management Graduates

Frequency Table

Poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	20	100.0	100.0	100.0

Table 6.30.1 – Poor

Good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	55.0	55.0	55.0
	1	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 6.30.2 – Good

Best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	90.0	90.0	90.0
	1	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table 6.30.3 – Best

Better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	55.0	55.0	55.0
	1	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 6.30.4 – Better

Excellent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	20	100.0	100.0	100.0

Table 6.30.5 – Excellent

Interpretation:

From all above tables 6.30.1 to 6.30.5, respondents rate management graduates as good, better and best. They did not find very poor as well as very excellent management graduates. It means management institutes are not producing quality graduates.

*The question regarding rating of management graduates is further analyzed by using scale of 1 to 5. 1=poor, 5=Excellent

Statistics

		Fundamental Knowledge	Soft Skill	Hard Work	Analytical Ability	Innovation	Any Other
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		3.00	3.15	4.05	3.35	3.00	1.45
Median		3.00	3.00	4.00	3.50	3.00	1.00
Mode		3	3 ^a	4	4	4	0
Std. Deviation		1.257	1.182	1.234	1.040	1.376	1.504
Skewness		-1.592	-2.018	-2.156	-1.738	-1.614	.055
Std. Error of Skewness		.512	.512	.512	.512	.512	.512
Range		4	4	5	5	4	3

Table 6.31 – Rating of Management Graduates

Fundamental knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	10.0	10.0	10.0
	2	1	5.0	5.0	15.0
	3	9	45.0	45.0	60.0
	4	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Table 6.31.1 – Fundamental knowledge

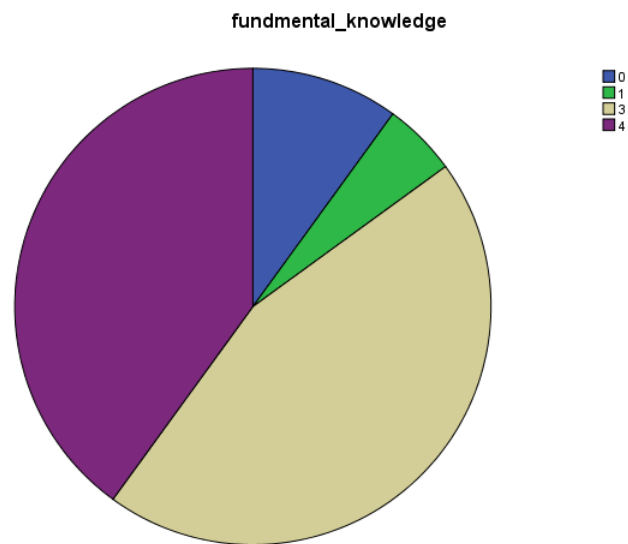


Figure 6.31.1 – Fundamental knowledge

Soft skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	10.0	10.0	10.0
	3	9	45.0	45.0	55.0
	4	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 6.31.2 – Soft skill

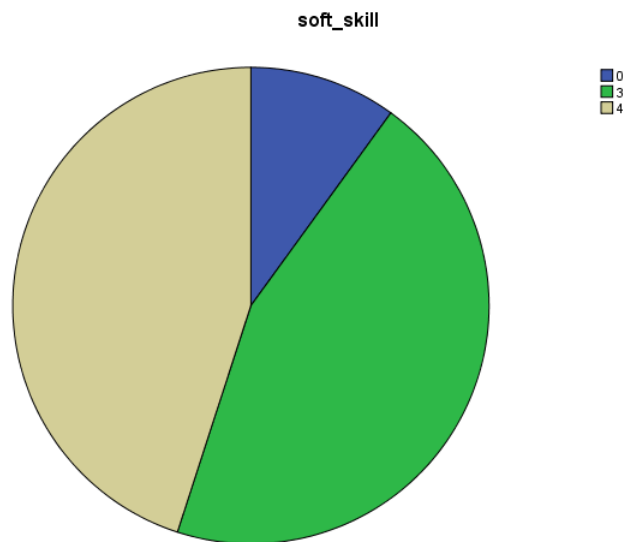


Figure 6.31.2 – Soft skill

Hard work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.0	5.0	5.0
	2	1	5.0	5.0	10.0
	3	1	5.0	5.0	15.0
	4	9	45.0	45.0	60.0
	5	8	40.0	40.0	100.0
	Total		20	100.0	100.0

Table 6.31.3 – Hard work

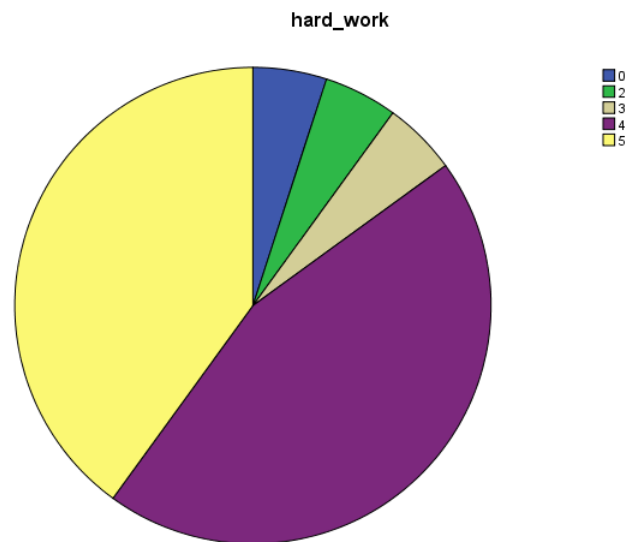


Figure 6.31.3 – Hard work

Analytical ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.0	5.0	5.0
	2	1	5.0	5.0	10.0
	3	8	40.0	40.0	50.0
	4	9	45.0	45.0	95.0
	5	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 6.31.4 – Analytical ability

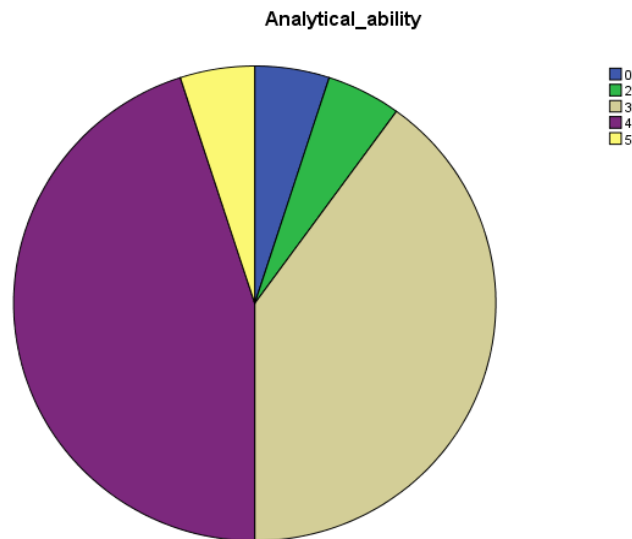


Figure 6.31.4 – Analytical ability

Innovation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	15.0	15.0	15.0
	3	8	40.0	40.0	55.0
	4	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 6.31.5 – Innovation

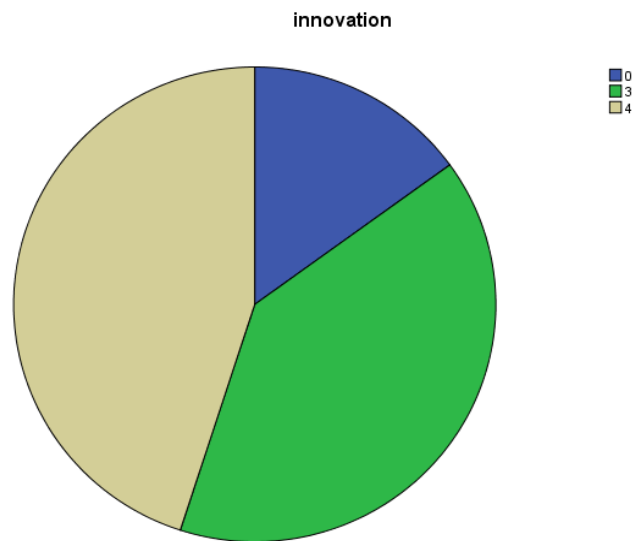


Figure 6.31.5 – Innovation

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	50.0	50.0	50.0
	2	1	5.0	5.0	55.0
	3	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 6.31.6 – Any other

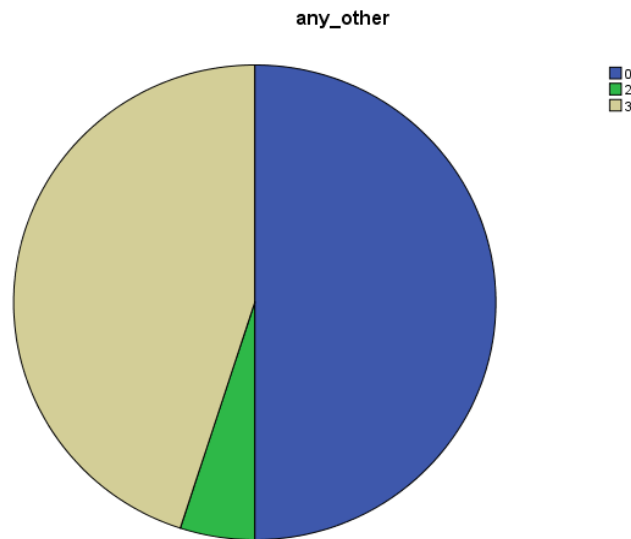


Figure 6.31.6 – Any other

Interpretation:

For judging management graduates, five criteria were used such as fundamental knowledge, soft skill, hard work, analytical abilities, and innovation. As per tables 6.31.1 to 6.31.6, 85% of respondents said, management graduates have better fundamental knowledge, 90% of respondents found they do have better soft skill as well as ability to do hard work and have analytical ability, 85% of respondents liked their innovation done for the management organization while 50% respondents also give credit to them for any other activities they are handling or completing in time period.

Q.No.6.What type of training is provided by your organization?

Training Duration	Count	%
NA	3	15
3 week	3	15
1 month	13	65
2 month	1	5

Table 6.32 – Training Provided

Interpretation:

From the above Table No.6.32, around 15% of employer not giving any type of training, 15% of employers give 3 week training as well as they send their employee for refreshers training programmes, 65% of employer are also giving 1 month training as well as they send their employee for refreshers training programmes, while only 5% of employer give 2 months training.

Q. No 7. Would you continue hiring management graduates (Yes / No)

Statistics

Hiring

N	Valid	20
	Missing	0
Mean		.85
Median		1.00
Mode		1
Std. Deviation		.366
Skewness		-2.123
Std. Error of Skewness		.512

Table 6.33 – Would you continue to hire Management Graduates

Hiring management graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	15.0	15.0	15.0
	1	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

Table 6.33.1 – Would you continue to hire Management Graduates

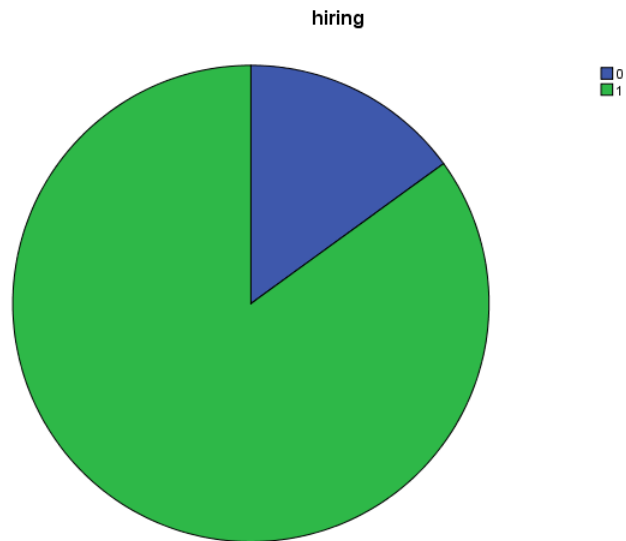


Figure 6.33.2 – Would you continue to hire Management Graduates

Interpretation:

As per the Table 6.33.1, among the respondents, 85% of respondents hire management graduates in their organization. This is good trend.

**Q.No.8. What is your opinion on massive growth in Management Institutes in Pune?
Please put tick mark.**

Statistics

		Welcome Move	Diluting Quality	Creating problems for Placement	Non availability of good Faculty
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		.75	.50	.80	.90
Median		1.00	.50	1.00	1.00
Mode		1	0 ^a	1	1
Std. Deviation		.444	.513	.410	.308
Skewness		-1.251	.000	-1.624	-2.888
Std. Error of Skewness		.512	.512	.512	.512

a. Multiple modes exist. The smallest value is shown

Table 6.34 – Massive growth in Management Institutes in Pune

Frequency Table

Welcome move

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	25.0	25.0	25.0
	1	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

Table 6.34.1 – Massive Growth of Management Institutes - Welcome Move

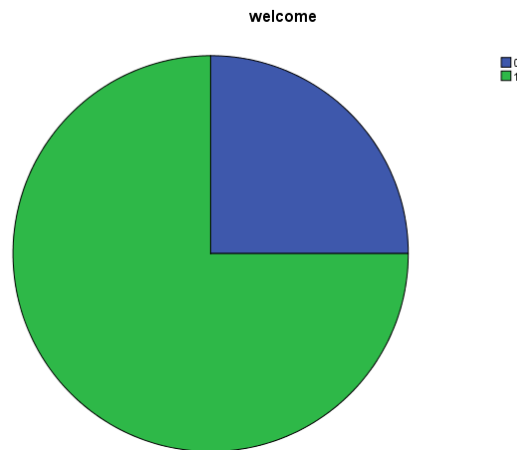


Figure 6.34.1 – Massive Growth of Management Institutes - Welcome Move

Interpretation:

About massive growth in management institute in Pune, researcher provided some options. From the above Table 6.34.1, 75% of respondents said it is welcome move.

Diluting quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	50.0	50.0	50.0
	1	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Table 6.34.2 – Massive Growth of Management Institutes - Diluting Quality

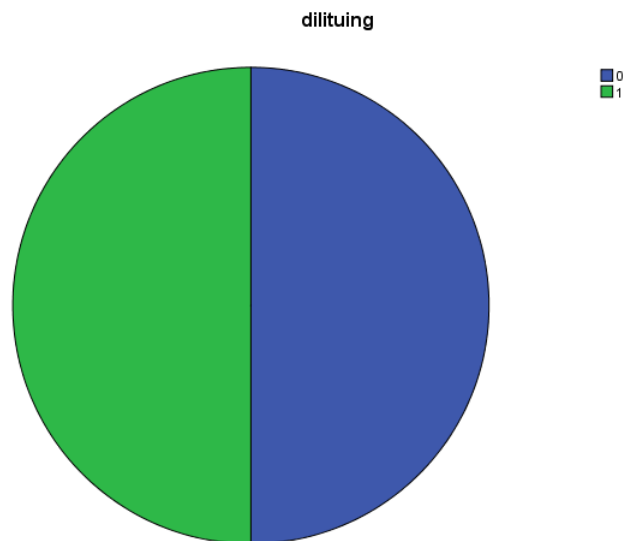


Figure 6.34.2 – Massive Growth of Management Institutes - Diluting Quality

Interpretation:

About massive growth in management institute in Pune, researcher provided some options. From the above Table 6.34.2, there is 50-50% opinion. Finding is massive growth neither improved nor lowered quality of management education.

Creating problems for placements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	20.0	20.0	20.0
	1	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Table 6.34.3 – Massive Growth of Management Institutes - Problems in Placement

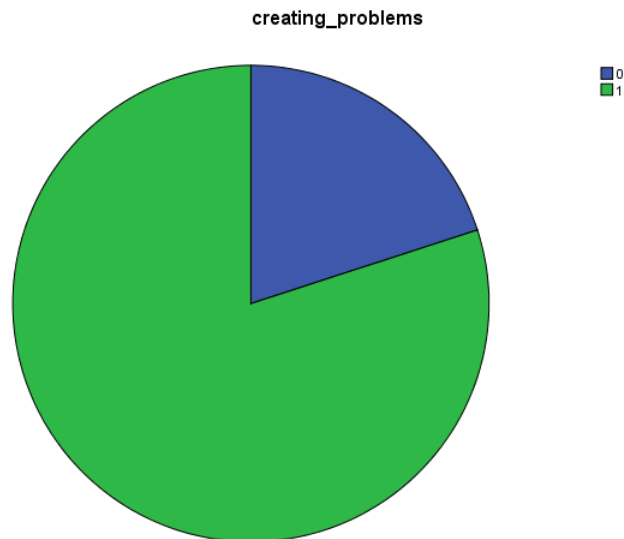


Figure 6.34.3 – Massive Growth of Management Institutes - Problems in Placement

Interpretation:

About massive growth in management institute in Pune, researcher provided some options. From the above Table 6.34.3 , 80% of respondents said that for massive growth of management institute are creating placement problems for their own management graduates in the market while 20% of respondents do not agree with this.

Non availability of good faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	10.0	10.0	10.0
	1	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

Table 6.34.4 – Massive Growth of Management Institutes - No Good Faculty

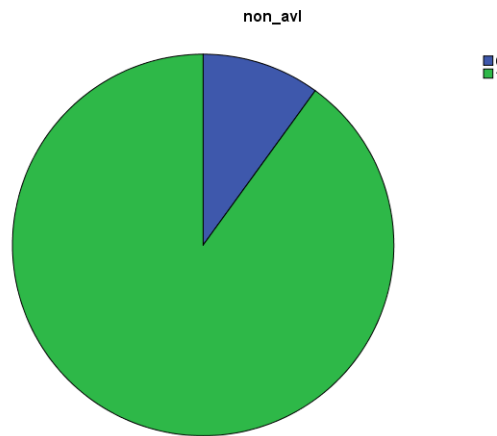


Figure 6.34.4 – Massive Growth of Management Institutes - No Good Faculty

Interpretation:

About massive growth in management institute in Pune, researcher provided some options. From the above Table 6.34.4, 90% of respondents said that because of massive growth good faculty was not available. While 10% of respondents said there was no problem in getting good faculty.

Q.No.9. What is your opinion on present Management Institutes? Please put tick mark if yes.

Statistics

		Imparting Knowledge	Creating Good managers	Money Making racket	Any Other
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		.80	.80	.20	.20
Median		1.00	1.00	.00	.00
Mode		1	1	0	0
Std. Deviation		.410	.410	.410	.410
Skewness		-1.624	-1.624	1.624	1.624
Std. Error of Skewness		.512	.512	.512	.512

Table 6.35 – Opinion on Management Institutes

Frequency Table

Imparting knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	20.0	20.0	20.0
	1	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Table 6.35.1 – Imparting knowledge

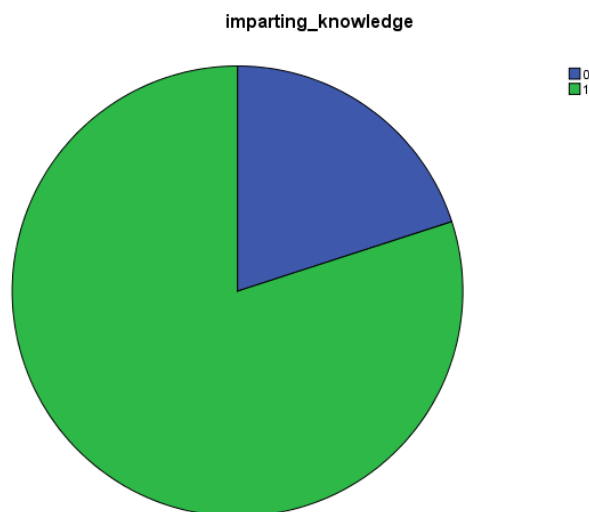


Figure 6.35.1 – Imparting knowledge

Interpretation:

Opinion about opinion on present Management Institutes, researcher gave some options. From the above Table 6.35.1, 80% of respondents said that present management institutes are imparting knowledge, while 20% of respondents are not thinking in this way.

Creating good managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	20.0	20.0	20.0
	1	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Table 6.35.2 – Creating good managers

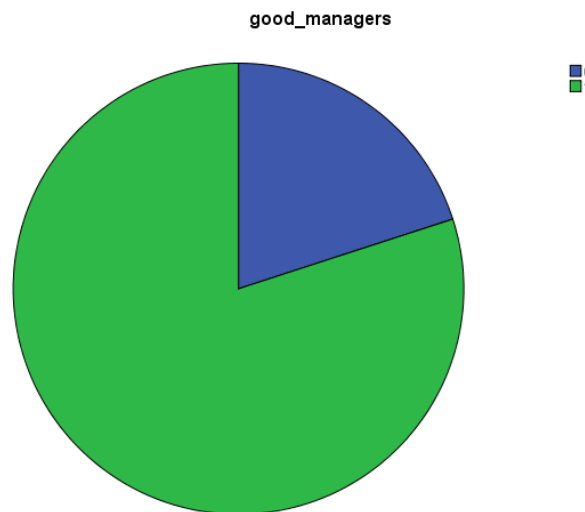


Figure 6.35.2 – Creating good managers

Interpretation:

Opinion about opinion on present Management Institutes, researcher provided some options. From the above Table 6.35.2, 80% of respondents said that present management institutes are creating good managers as well as entrepreneurs, while 20% of respondents do not think so.

Money Making racket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	80.0	80.0	80.0
	1	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 6.35.3 – Money Making racket

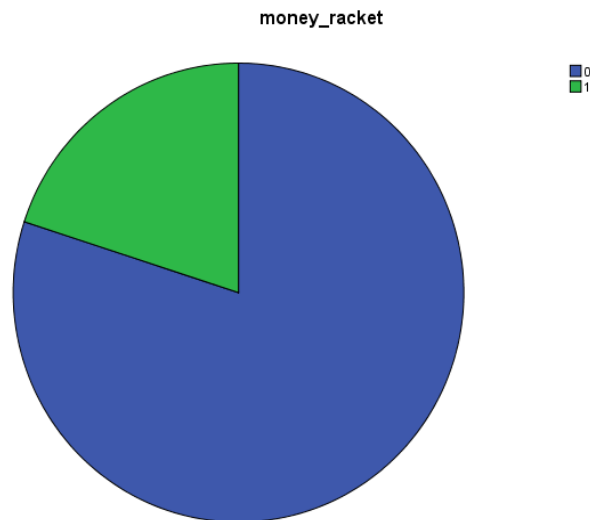


Figure 6.35.3 – Money racket

Interpretation:

Opinion about opinion on present Management Institutes, researcher provided some options. From the above Table 6.35.3, 20% of respondents said that present management institutes are money making racket, while 80% of respondents are not thinking in this way.

Any Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	80.0	80.0	80.0
	1	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 6.35.4 – Any Other

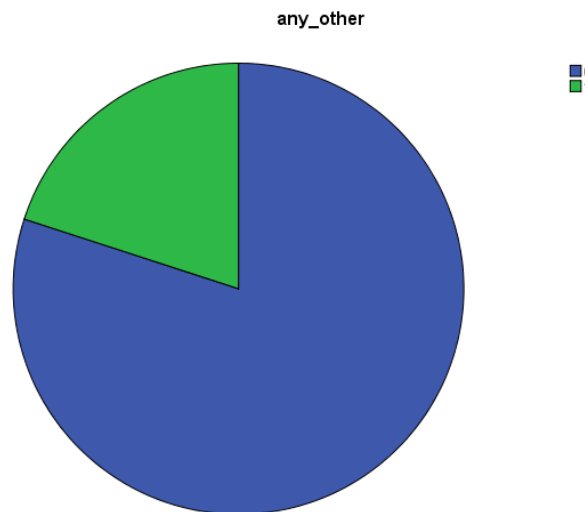


Figure 6.35.4 – Any Other

Interpretation:

Opinion about opinion on present Management Institutes, researcher provided some options. From the above Table 6.35.4, 20% of respondents said that that had some other opinion. While 80% of respondents refused to express any other opinion.

Q. No.10. If foreign universities enter field of management education in India, what scenario do you expect?

Statistics

		Best B schools may not enter	Only B and C schools will enter	Overall competition	Any Other
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		.80	.80	.20	.20
Median		1.00	1.00	.00	.00
Mode		1	1	0	0
Std. Deviation		.410	.410	.410	.410
Skewness		-1.624	-1.624	1.624	1.624
Std. Error of Skewness		.512	.512	.512	.512

Table 6.36 – Foreign Universities entering Education in India

Best B-schools may not enter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	20.0	20.0	20.0
	1	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Table 6.36.1 – Best B-schools may not enter

Only B and C grade schools will enter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	20.0	20.0	20.0
	1	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Table 6.36.2 – Only B and C grade schools will enter

Overall competition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	80.0	80.0	80.0
	1	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 6.36.3 – Overall competition

Any other option

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	80.0	80.0	80.0
	1	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 6.36.4 – Any other option

Interpretation:

If foreign universities enter field of management education in India, researcher provided some options. From the above Table No.6.36.1 to 6.36.4, 80% of respondents opinion was that the best B-school may not enter in management education in India, 80% of respondents opinion was that, only B and C grade university may enter, 20% of respondents opinion was that there will be overall improvement in quality of education, while 20% of respondents opinion was that it will pose tough competition.

6.4 Responses to Questionnaires from Director

Introduction: - Research student collected responses from twenty Directors. Based on information received, data analysis is done. Interpretation is given below tables.

Responses are also shown with the help of graphs and charts.

Q.No.1. Why do you choose to start Management Institute?

Remark	Frequency	%
Management teaching is ongoing process and open for improvement. It is beyond times and important in all areas.	2	10
To meet the need of industries/corporate sector	12	60
NA	2	10
Rural youth require management education	3	15
Not Formulated , just started	1	5

Table 6.37 – Reason for Starting Institute

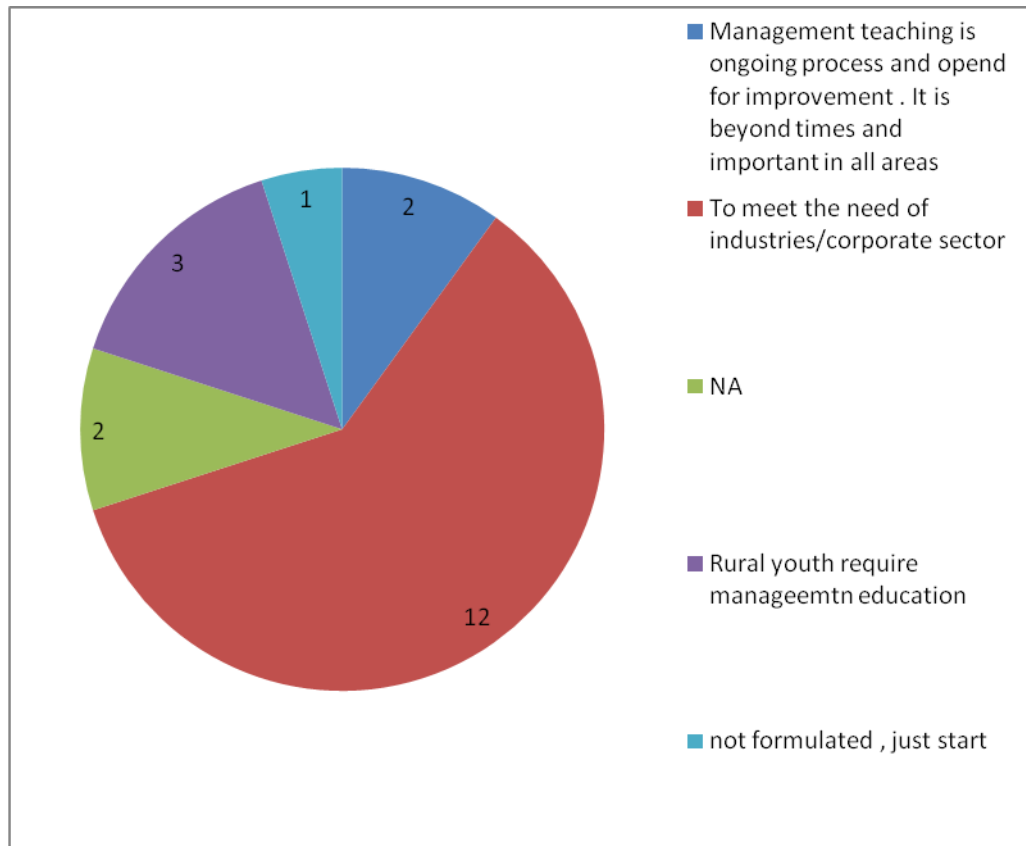


Figure 6.37 – Reason for Starting Institute

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, majority of respondents choose the management institute to meet the need of industry. As per the Table 6.37, it shows that 60% of respondents would like to develop their skill in their management graduate, so that they can fulfill the need of industry/corporate sector, 15% of respondents as they are from rural area, they want to develop management skill in them, 10% of respondents thinking management education is a continuous process, new managerial skill are coming or develop by management thinkers, these skill have develop in the management graduates, while 5% of respondents want to Entrepreneur. Have no clear idea, but they just started as like any business.

QNo.2 What qualities do you expect before student joins MBA at your institute?

Remark	Frequency	%
Leadership and managerial	10	50
Managerial	2	10
Communication and Planning	1	5
Good communication, Analytical ability	6	30
Ethical band, Return to society	1	5

Table 6.38 – Expected Qualities in prospective Students

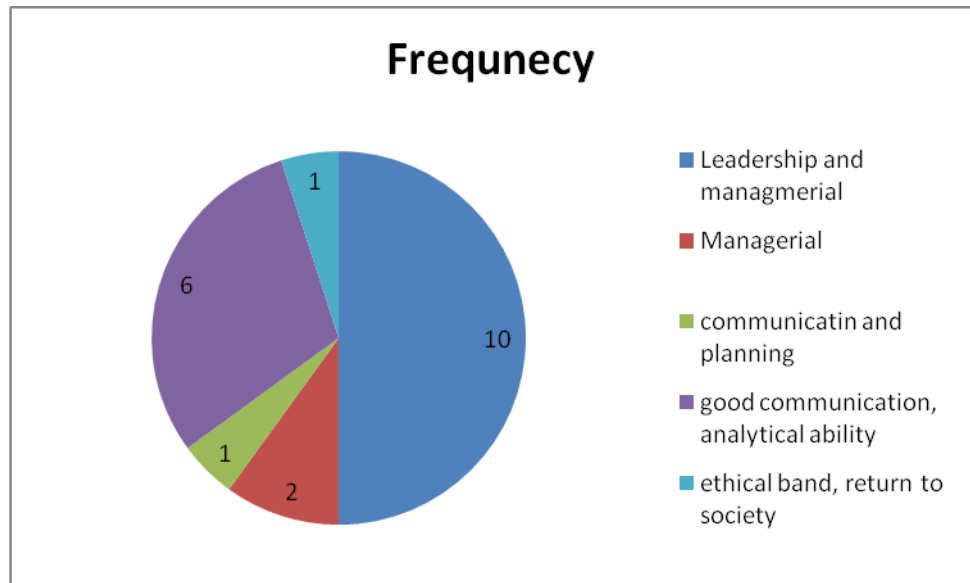


Figure 6.38 – Expected Qualities in prospective Students

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, As per the Table 6.38, it shows that 50% of respondents would like have leadership and managerial skill, 30% of respondents would like to have communication and analytical ability in them, 10% of respondents would like to have managerial skill in them, 5% of respondents would like to have communication and planning skill while 5% of respondents want ethical band or something to return to society skill/ability in them.

Q.No.3 What values you imbibe after he completes MBA?

Remark	Frequency	%
Leadership, professional nature, decision making	4	20
Personality development, Communication and Entrepreneur	1	5
Analytical, Networking	1	5
Excellent management knowledge, Application orientation, Logical reasoning, Work ethics	10	50
Ethical band, Return to society	4	20

Table 6.39 – Values Imbided post-Graduation

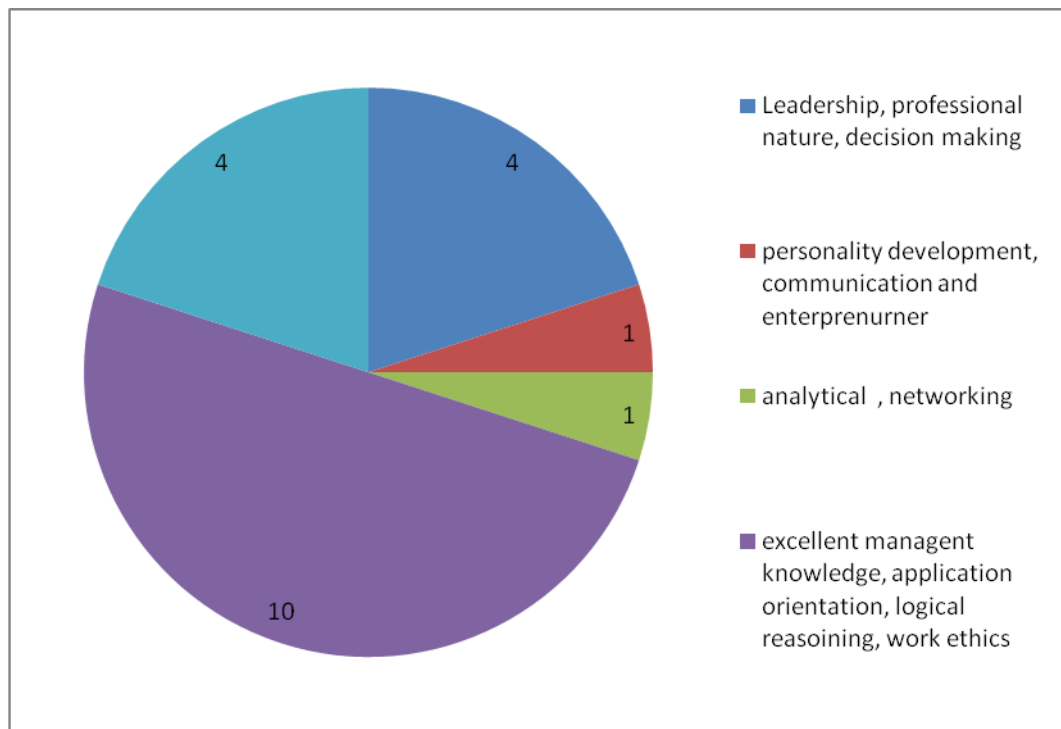


Figure 6.39 – Values Imbided post-Graduation

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, As per the Table No.6.39, it shows that 50% of respondents take in skill in management graduates like excellent management knowledge, application orientation, logical reasoning, work ethics , 20% of respondents would like to take in leadership, professional nature, decision making skill, 20% of respondents would like to take in ethical band, return to society, 5% of respondents would like to take in personality development, communication and entrepreneur skill while 5% of respondents would like to take in analytical as well as networking skill.

**Q.No.4 How do you rate your institute over a scale on following parameter
4.1 Facilities**

Library	Computer Lab	Broad band	Multimedia
4	3	2	1
4	3	2	1
3	4	2	1
4	3	1	2
4	3	2	1
4	2	3	1
4	3	2	1
4	2	1	1
4	3	2	1
4	2	3	1
3	4	2	1
1	3	2	4
4	2	3	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	1	2	3
4	3	2	1
4	1	3	2

Table 6.40 – Institute Rating - Facilities

4.2 Quality of faculty

Adequate number	Qualification (for example, how many PhD's	Popularity
1	2	3
3	2	1
1	2	3
1	2	3
2	1	3
2	1	3
1	2	3
1	2	3
2	1	3
1	2	3
1	2	3
1	2	3
1	2	3
3	2	1
1	2	3
1	2	3
1	2	3
1	2	3
1	3	2
1	2	3
3	2	1

Table 6.41 – Institute Rating - Quality of faculty

4.3 Industry interface

Visiting / Guest faculty	Faculty visiting	Case Studies	Consultancy	Practical training
4	5	3	2	1
5	4	2	3	1
3	5	4	2	1
4	5	2	3	1
4	3	5	2	1
5	4	3	2	1
4	5	3	2	1
4	5	3	2	1
4	5	3	2	1
1	2	3	5	4
4	5	3	2	1
4	3	5	2	1
4	5	3	2	1
4	5	3	2	1
2	5	3	4	1
1	5	3	2	4
4	5	3	2	1
4	5	1	2	3
4	5	3	2	1
4	1	3	2	5

Table 6.42 – Institute Rating - Industry interface

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, as per all above tables 6.40 to 6.42, respondents rate their institute on different criteria as below mentioned:

1. Facility wise

In this they have given first preference to multimedia, second rank to broadband, third rank to computer lab and last rank to library facility.

2. Quality of Faculty

In this they have given first preference to adequate number of faculty, second rank to Ph.D. holder's faculty and last rank to popularity of particular faculty.

3. Industry interface

In this they gave first preference to practical training, second rank to consultancy, third rank to case studies, fourth rank to visiting faculty and last rank to guest lectures.

From all above, it very clear to researcher that, majority of respondent would like to give importance to all parameters of quality so that their management institute will survive in the competition. It can impart best management education.

Q No.5. What is your preference of student?

Fresher's	With min 2 yrs. experience	Any other
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
2	1	3
1	2	3
2	1	3
3	1	1
2	1	3
1	2	3
2	1	3
1	2	3
2	1	3
1	2	3
2	1	3
1	2	3

Table 6.43 – Experience Preference for prospective Students

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, as per the above Table 6.43, majority of respondents prefer to admit student on with minimum two years of industrial experience, then they may consider fresher and last priority to any other graduates.

Q.No.6 How would you compare students passing out from IIM's Vs Non IIM'S?

Remark	Frequency	%
Quality and Study Environment	5	25
Interview method	1	5
Ambitious, research oriented	12	60
Can't compare	1	5
N/A	1	5

Table 6.44 – Comparison of Students from IIM Vs Non-IIM

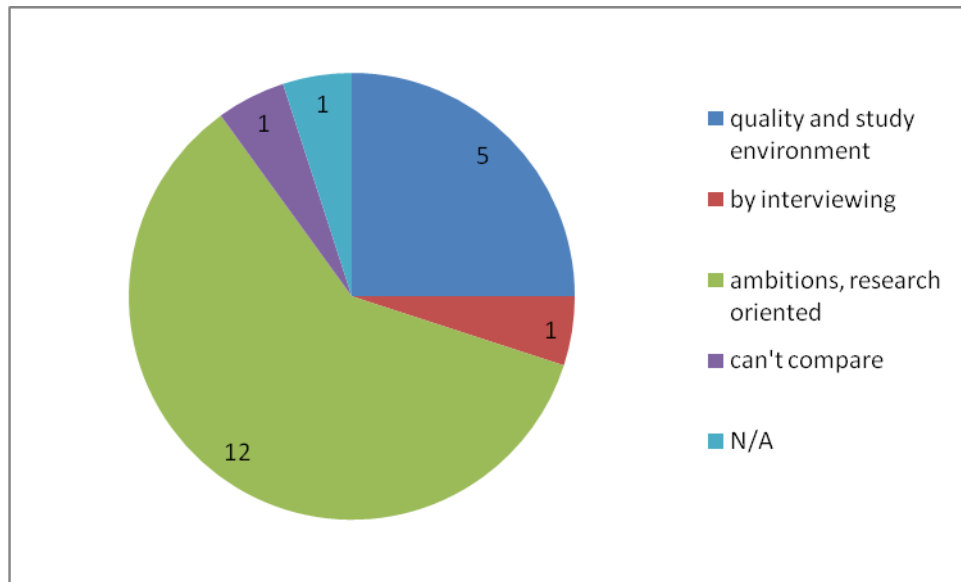


Figure 6.44 – Comparison of Students from IIM Vs Non-IIM

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, As per the above Table 6.44, all the respondents comparing IIM Vs Non IIM as, 60% of respondents compare on IIM's graduates ambitions, research orientated, 25% of respondents compare on quality and study environment in the management institutes, 5% of respondents comparing by conducting interviews of IIMs and Non IIMs, management graduates, while 10% of respondents did not think in this matter and said they cannot be compared.

Q.No.7. How would you differentiate MBAs from IIMs and Non IIMs?

Remark	Frequency	%
Quality of study environment, syllabus	1	5
Beyond differentiation.	1	5
Input student quality, Brand value, placements	1	5
IIM's gives rigorous training while university's MBA only get theoretical training	8	40
IIM's are specialized	1	5
Application of knowledge skill etc. , non-conventional thinking more entrepreneurship	8	40

Table 6.45 – Differentiation of Students from IIM Vs Non-IIM

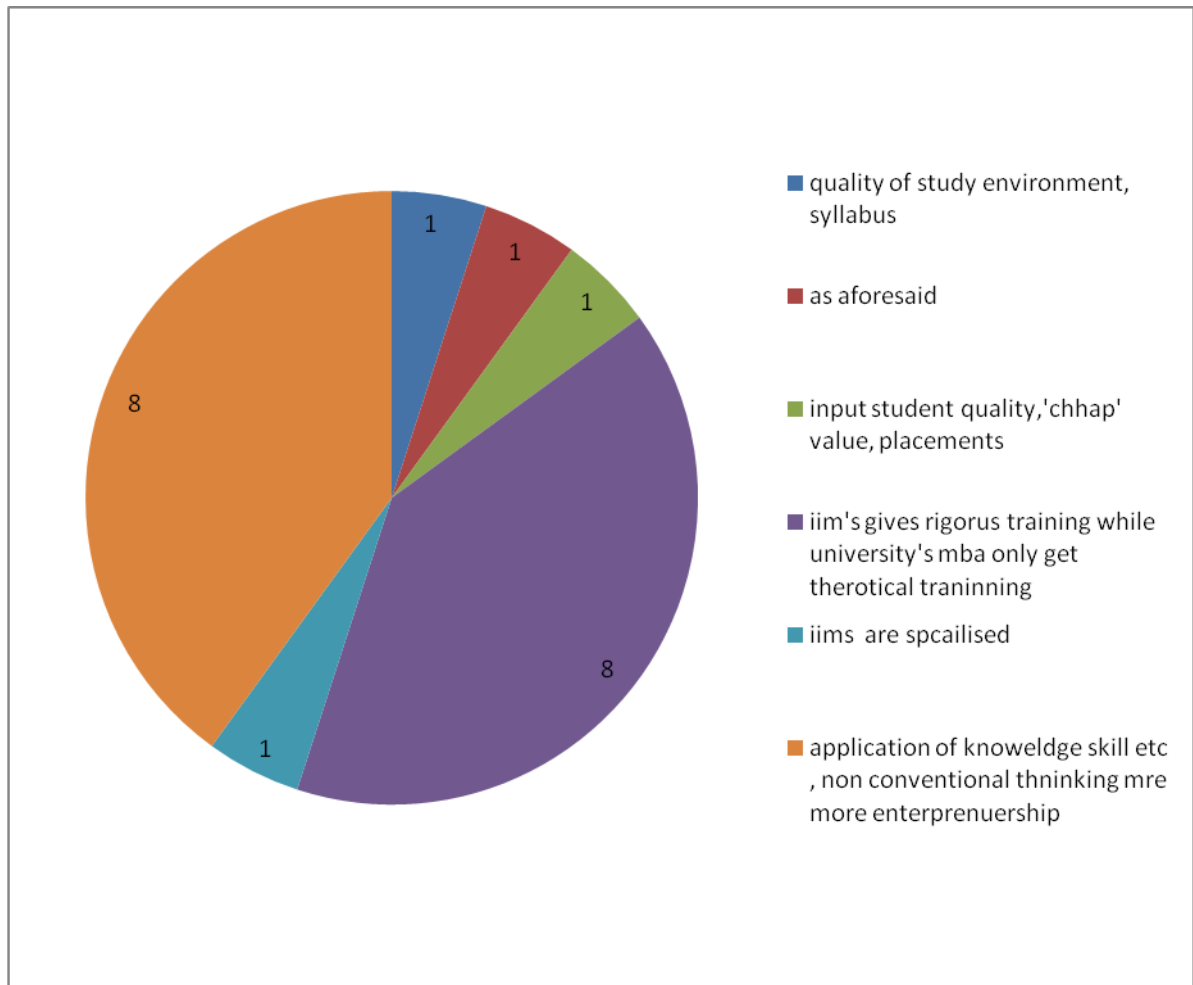


Figure 6.45 – Differentiation of Students from IIM Vs Non-IIM

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, As per the above Table 6.45, all the respondents comparing IIM Vs Non IIM as, 40% of respondents compare on rigorous training while university's MBA only get theoretical training, 40% of respondents compare on application of knowledge skill etc. , non-conventional thinking more entrepreneurship, while remaining 20 % of respondents compare on different areas like quality of study environment, syllabus as aforesaid input student quality, 'chhap' value, placements and specialization.

Q.No.8 How would you differentiate MBAs from university and private Institutes?

Remark	Frequency	%
NA	4	20
As aforesaid	1	5
MBA from universities gives standardized education for masses. Private institutes standard is limited to their institute	15	75

Table 6.46 – Differentiation of Students from Universities Vs Private Institutes

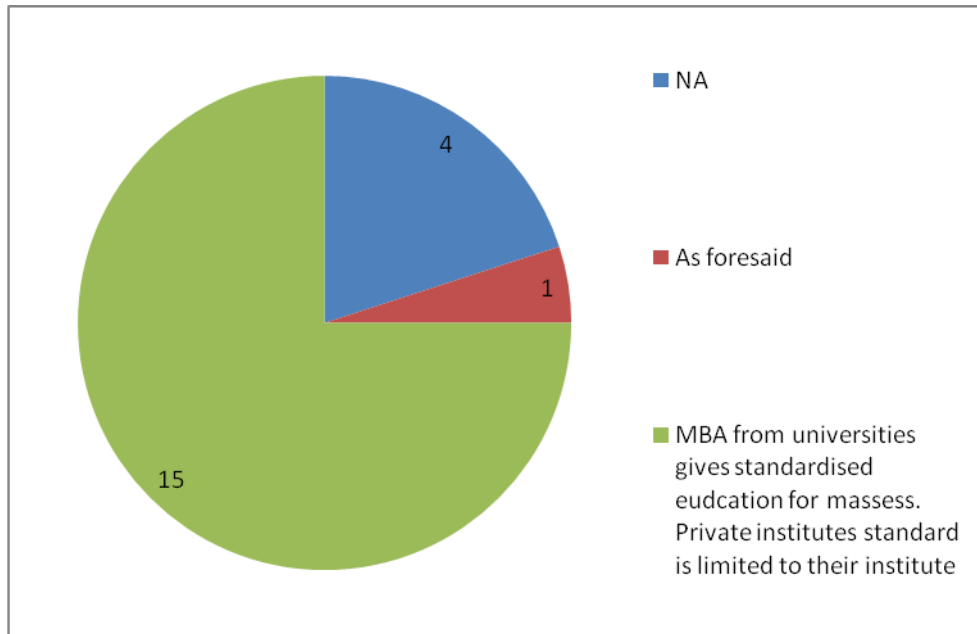


Figure 6.46 – Differentiation of Students from Universities Vs Private Institutes

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, As per the above Table 6.46, all the respondents comparing university recognized and private MBA as, 75% of respondents are thinking as MBA from universities gives standardized education for masses. Private institutes standard is limited to their institute,

20 % of respondents are not thinking in this matter while 5% of respondents thinking as aforesaid.

Q.No.9 What is your USP for MBA product?

Remark	Frequency	%
Not Answered	19	95
Ready for the job	1	5

Table 6.47 – Unique Selling Point of MBA

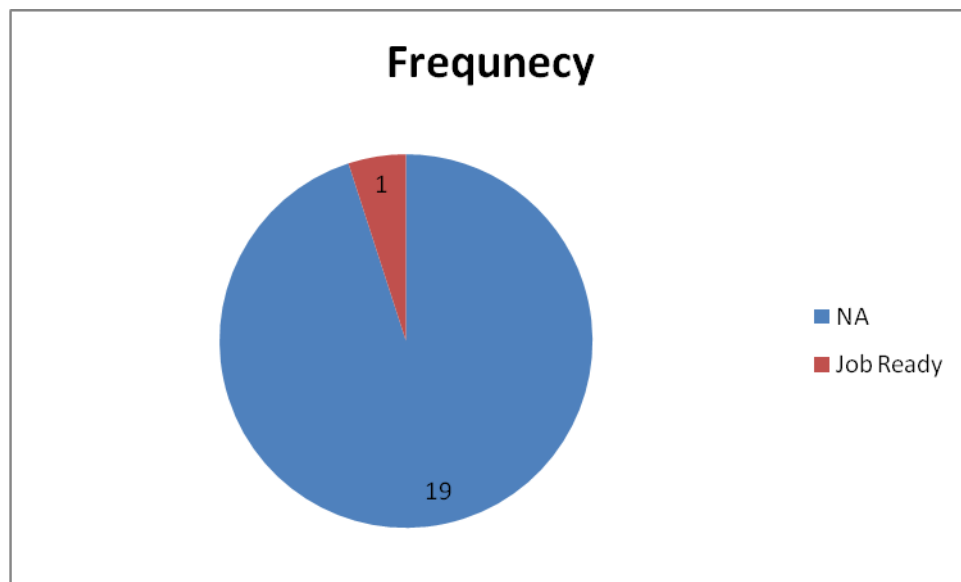


Figure 6.47 – Unique Selling Point of MBA

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, as per the above Table 6.47, 95% of respondents USP said no USP for their product, management graduates ready for the jobs was USP for 5% of respondents.

Q.No.10.What courses (specializations) you have as compared to your competitor's?

Remark	Frequency	%
HR, finance, marketing, production	17	85
Not answered	2	10
No special comparison	1	5

Table 6.48 – Specializations offered

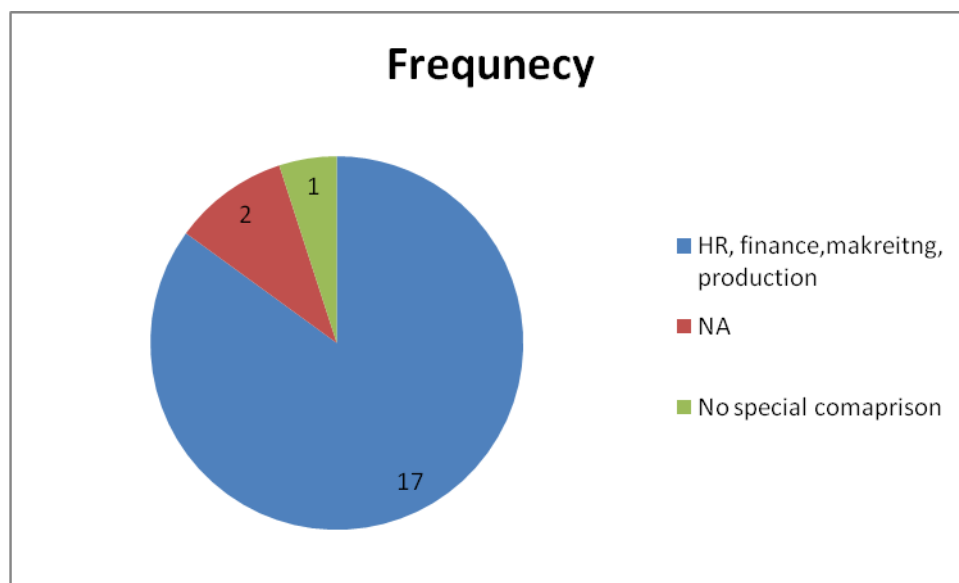


Figure 6.48 – Specializations offered

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, as per the above Table 6.48, 85% of respondents have major and required specialization 10% of respondents are not thinking in this regards while 5% of respondents have no special comparison with their competitors.

Q.No.11 How much importance is given to research programs?

Remark	Frequency	%
As per requirements	20	100

Table 6.49 – Importance Given to Research Programs

Interpretation:

For the above criteria, researcher asked question to respondents. Among the respondents, as per the above Table 6.49, majority of respondents are giving importance to research programs in their management institutes.

Chapter 7

7. Hypothesis Testing

Topic Number	Topic name	Page number
7.1	HYPOTHESIS TESTING	231

7.1 Hypothesis Testing

1. Introduction

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): It is felt that due to large no. of Management Institutes, quality of Management education is **not lowered**

Alternative hypothesis (H1). It is felt that due to large no. of Management Institutes, quality of Management education is **lowered**.

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 then we believe the hypothesized value is implausible and would reject H0. The study tests the following hypothesis.

Hypothesis 1

Null hypothesis (H0): It is felt that due to large no. of Management Institutes, quality of Management education is **not lowered**.

Alternative hypothesis (H1). It is felt that due to large no. of Management Institutes, quality of Management education is **lowered**

Responses from the students

Quality of management education is measured using following criteria.

- Knowledge contents of the course.
- Analytical Capacity
- Fast decision making

- Capacity to lead group
 - Skill to handle uncertain situations
 - No of full time faculties, Ph.Ds. institute has employed.
 - Placement records, Average salary offered.
 - Institutes ranking done by known agencies (India today, Crisal reports)
 - Affiliation from state university
 - Recognition by AICTE
1. To judge quality of management education, researcher asked the related questions to respondents, following are the responses as shown in tables.
 2. Parameters appearing in bold in first row of the table are used to judge quality of management graduates. Pl. refer to Q.NO.3 of Student Questionnaire

Marks	Knowledge contents	Analytical Capacity	Fast decision making	Capacity to lead group	Skill to handle uncertain situations
1	3	0	02	03	15
2	2	18	10	34	10
3	48	57	43	38	48
4	92	79	82	60	67
5	54	46	63	65	60

%age 97.5 90 94.17 81.67 87.5

Table 7.1 – Judge Quality of Management Graduates

Interpretation:

From the above table, student category, they observed that the knowledge contents, analytical capacity, decision making power, skill to lead group and skill to handle uncertain situation, these skill are not adequately provided.

Application of Chi-square test:-

1	2.852292	6.86927	2.852292	2.614601	2.852292
2	6.926995	6.86927	6.926995	6.349745	6.926995
3	28.93039	28.6893	28.93039	26.51952	28.93039
4	46.24788	45.86248	46.24788	42.39389	46.24788
5	35.04244	34.75042	35.04244	32.12224	35.04244

Table 7.2 – Expected Value Table

P VALUE	0.121524	0.016672	0.728925	0.272553	0.006553
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Table 7.3 – P-Value Table

Along with these, following parameters (appearing in bold in table given below) are used for measuring quality of management graduates. Please refer to Q.No.8 of student questionnaire.

Use of Statistics	Domain knowledge	Strong fundamentals	Analytical Skills	Soft Skills	Any other
“Yes” 088	138	132	115	112	13
“NO” 112	062	068	085	088	187
55.83	30.83	34.17	42.5	44.17	93.33

Table 7.4 – Quality of Management Graduates

59.83333	59.83333333	59.83333	59.83333	59.83333	59.83333
60.16667	60.16667	60.16667	60.16667	60.16667	60.16667
0.212179	2.34053E-05	0.000466	0.094208	0.190719	2.97906E-21

Table 7.5 – Expected Value Table

P VALUE	0.212179	2.34053E-05	0.000466	0.094208	0.190719
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Table 7.6 – P-Value Table

Respondents’ shows majority of above skill are not built up into them. They are not sufficient to handle business problems.

Chi-square test shows that p value is less than 0

Hence there is strong evidence to reject null hypothesis, and to accept alternative hypothesis. (Products coming out of this Institute are not directly useful to employers and they need rigorous training to suit their needs.)

Hence we conclude that, due to large no of Management Institutes quality of Management education is lowered.

Responses from Faculty

Faculty members responses :- To judge the quality of management graduates, parameters used are, knowledge contents, analytical capacity, decision making power, skill to lead group and skill to handle uncertain situations, are the important among them.

Other parameters are teaching methodologies etc. Please refer to Q.No.4 from faculty Questionnaire.

Marks	Knowledge content	Analytical Capacity	Fast decision making	Capacity to lead group	Skill to handle uncertain situations	Return to the society	Total
1	3	4	3	4	4	12	30
2	10	12	17	11	20	10	80
3	18	13	8	14	7	11	71
4	5	8	9	7	6	7	42
5	4	3	3	4	3	0	17
	40	40	40	40	40	40	240

Table 7.7 – Responses from Faculty

0.5	0.666666667	0.5	0.666667	0.666667	2
1.666666667	2	2.833333	1.833333	3.333333	1.666667
3	2.166666667	1.333333	2.333333	1.166667	1.833333
0.833333333	1.333333333	1.5	1.166667	1	1.166667
0.666666667	0.5	0.5	0.666667	0.5	0

Table 7.8 – Expected Value Table

5.42991E-35	5.42991E-35	5.43E-35	5.43E-35	5.43E-35	0
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Table 7.9 – P Value Table

To Judge the quality of management graduates, following parameters are used.

(Please refer to question No.4 of faculty responses questionnaires)

Faculty Responses for teaching methodologies are given below. Please refer to Q.No.8 Faculty questionnaire.

Lectures	Case Studies	Role Playing	Simulation techniques	Use of management film	Book Reading	Field work	Any other
34	33	16	11	19	17	22	2
6	7	24	29	21	23	18	38

Table 7.10 – Teaching Methodologies

Majority of teaching faculty till used standard teaching methodology as lectures, case studies. They are not using modern technology or methodologies to develop themselves as well as students.

From all above, chi-square test shows that p value is less than 0

Hence there is strong evidence to reject null hypothesis, and to accept alternative hypothesis. (Products coming out of this Institute are not directly useful to employers and they need rigorous training to suit their needs.)

Hence we conclude that, due to large no of Management Institutes quality of Management education is lowered.

Responses from Employers:

For recruiting, employer judges the quality of management graduates. The table given below shows different parameters used to measure quality. They are poor fundamental knowledge, soft skills knowledge, hard work, analytical abilities, and special innovation

in their regular activities, of even not using any other type of knowledge to improve their working performance. Pl. refer to Q. No. 5 of Employer questionnaire.

	Fundamental knowledge	soft skill	hard work	analytical abilities	innovation done for you	any other
1	2	0	2	2	2	1
2	1	2	1	1	1	1
3	9	9	8	8	8	9
4	8	9	9	9	9	9
Total	20	20	20	20	20	20

Table 7.11 – Judge Quality of Management Graduates

1.333333	1.333333333	1.333333	1.333333	1.333333	1.333333333
1.333333	1.333333333	1.333333	1.333333	1.333333	1.333333333
8.5	8.5	8.5	8.5	8.5	8.5
8.833333	8.833333333	8.833333	8.833333	8.833333	8.833333333

Table 7.12 – Expected Value Table

0.913434	0.637106535	0.929897	0.929897	0.929897	0.977714621
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Table 7.13 – P Value Table

Chi-square test, it shows that p value is less than 0.

Hence there is strong evidence to reject null hypothesis, and to accept alternative hypothesis.

Hence we conclude that, it is felt that due to large no of Management Institutes quality of Management education is lowered. Products coming out of this Institute are not directly useful to employers and they need rigorous training to suit their needs.

Hypothesis 2

Null hypothesis (H0): There is no massive growth of Management Institutes in Pune for last ten years.

Alternative hypothesis (H1) There is massive growth of Management Institutes in Pune for last ten years.

We tried to find out root causes for massive growth for management institutes in Pune.

We give below important reasons.

- There was demand for Management graduates from decades of 90's.
- This trend continued up to year 1995. This was the phase of welcome move.
- After 1995 there came saturation point and many respondents said that it was diluting quality.
- Many said it created problems for placements. We support this from the article published in Times of India dated 31st May 2014. It said Many (67%) B-schools graduates in India receive less than 3 lacks Annual package. Photocopy enclosed.
- Massive growth resulted in non-availability of good faculty.
- Many institutes did not have required no. qualified Professors.
- There is indirect acceptance of the fact that there was massive growth.
- Using all this we studied opinions of students (200), Management teachers (40) and employers (20). We give below table showing their opinions for various parameters.

	Welcome move	Diluting quality	Creating problems of placement	Non availability of good faculty	Any other
Student					
Yes	73	85	100	50	012
No	127	115	100	150	188
Faculty					
Yes	7	24	11	8	2
No	33	16	29	32	38
Employer					
Yes	15	10	16	18	0
No	5	10	4	2	0

Table 7.14 – Massive growth of Management Institutes in Pune

Interpretation:

Table above shows responses from students, faculty members and employers, it also shows that there is massive growth of management institutes. It is lowering the quality of management education, it has created problems for placements. There are problems for availability of good faculty.

Student					
Yes	073	085	100	050	012
No	127	115	100	150	188
	200	200	200	200	200

Table 7.15 – Observed Value Table

38.4	38.4	38.4	38.4	38.4
81.6	81.6	81.6	81.6	81.6

Table 7.16 – Expected Value Table

0.273126	0.013672362	2.37E-05	0.100209512	8.0051E-10
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Table 7.17 – P Value Table

Faculty					
Yes	7	24	11	8	2
No	33	16	29	32	38
	40	40	40	40	40

Table 7.18 – Observed Value Table

10.4	10.4	10.4	10.4	10.4
29.6	29.6	29.6	29.6	29.6

Table 7.19 – Expected Value Table

0.220352	9.46857E-07	0.828769	0.386970348	0.0024623
----------	-------------	----------	-------------	-----------

Table 7.20 – P Value Table

Employer					
Yes	15	10	16	18	0
No	5	10	4	2	0
	20	20	20	20	0

Table 7.21 – Observed Value Table

14.75	14.75	14.75	14.75	0
5.25	5.25	5.25	5.25	0

Table 7.22 – Expected Value Table

0.8989	0.015779502	0.525261	0.098602294	0
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Table 7.23 – P Value Table

From chi-square test, it found that p- value less than 0, hence there is strong evidence to reject null hypothesis. Hence we conclude that, there is a massive growth (20 times) of Management Institutes in Pune for last Ten years.

Hypothesis 3

Hypothesis (H0): Management Institutes has not become business in Pune and needs special attention of policy makers.

Alternative hypothesis (H1) Management Institutes has become business in Pune and needs special attention of policy makers. Research student asked following questions to Faculty of Management Institutes, based on responses received chi-square test is used to prove hypothesis. Teaching being important, research student tried to prove that sufficient teaching does not happen in many management institutes. Research student asked question regarding teaching methods (Q. No.8) used, Multimedia facilities available (Q. No.9) and opinion on present management education (Q. No. 6).All questions from Faculty questionnaire.

Teaching Methodologies	Lectures	Case studies	Role playing	Simulation	Use of mgt. films	Total
Yes	6	7	24	29	21	87
No	34	33	16	11	19	113
	40	40	40	40	40	200
Expected value	17.4	17.4	17.4	17.4	17.4	
	22.6	22.6	22.6	22.6	22.6	
p-value	0.000277065	0.00091	0.035294	0.000216	0.250901	

Table 7.24 – Teaching Methodologies tables

Multimedia Facilities Available	LCD	Laptop	I pad	Interactive board	Total
Yes	2	5	40	34	81
No	38	35		6	79
	40	40	40	40	160
Expected value	20.25	20.25	20.25	20.25	
	19.75	19.75	19.75	19.75	
p- value	7.85188E-09	1.42E-06	1.14E-05	1.37E-05	

Table 7.25 – Multimedia Facilities tables

Opinion on present management education.	Imparting knowledge	Creating good manager	Money making racket	Any Other	Total
No	27	33	14	37	111
Yes	13	7	26	3	49
	40	40	40	40	160
Expected value	27.75	27.75	27.75	27.75	
	12.25	12.25	12.25	12.25	
p value	0.796969172	0.071719	2.4E-06	0.001509	

Table 7.26 – Present Management education tables

Chi -test's p value which is less than 0,
Hence there is strong evidence to reject null hypothesis. Hence we conclude that, Management Institutes has become business in India and needs special attention of policy makers.

Quick Conclusions

1. Due to large number of management institutes, quality of management education has reduced
2. There is massive growth of management institutes in Pune for the last 10 years
3. Management institutes have become a business in Pune

Elaborate list of conclusions and findings are present in the next chapter.

Chapter 8

8. Findings and Conclusions

Topic Number	Topic name	Page number
8.1	STUDENTS QUESTIONNAIRES	244
8.2	FACULTY QUESTIONNAIRES	246
8.3	EMPLOYER QUESTIONNAIRES	249
8.4	DIRECTOR'S QUESTIONNAIRES	251
8.5	FINDING AND CONCLUSIONS BASED ON INTERVIEWS	253
8.6	UTILITY OF THIS STUDY	257
8.7	LIMITATIONS OF THIS STUDY	258
8.8	RECOMMENDATIONS FOR FURTHER IMPROVEMENT	259
8.9	SCOPE FOR FURTHER RESEARCH	261

8.1 Students Questionnaires

Introduction- For all questions, finding based on data analysis are given below the tables and pie diagram. The opinion trends are also mentioned in short. Research student has chosen important questions related to hypothesis and objectives of research. Given below are the findings and conclusions for No. 11, 12, 14 and question No.15.

Q. 11:- What is your opinion in massive growth of management Institutes in Pune?

Conclusions:-

1. Majority of respondent said there was massive growth in last twenty years.
2. Growth in number of management Institutes affected quality of management graduates and placements were difficult.
3. Good faculty was not available.
4. Majority respondents did not know real reason for massive growth.

Q.12 What is your opinion on present Management Institute?

Findings and Conclusions:-

- a) Imparting knowledge: - 42% of respondents said Institutes are imparting Knowledge. It means that many management institutes did not impart knowledge.
- b) Creating good Managers, Entrepreneurs:-58% of respondents said they are creating good managers.
- c) Money making racket: - 35% said they are money making rackets. Many student respondents (65%) do not think that they are money making rackets.
- d) Any other: - 94% respondents did not express any other opinion on present management education. It means they are sure it will not change the situation.

Q.14 What should be the policies of management Institutes?

Findings and conclusions:-

- a) Full autonomy:-80% the respondents said, no to complete autonomy. It means full autonomy will be dangerous for students and management institutes too. That is scene today for many management Institutes.

- b) Control by university but partial autonomy to design syllabus:-50% respondents said yes, to partial autonomy. This is only hope. University designs Syllabus.
- c) Totally under the control of AICTE: - 63% respondents said no, to complete AICTE control. AICTE controls are regulatory. They are not guiding and supporting.
- d) Any other: - 5% respondent remained neutral.

Q.15 What future do you foresee for management Institutes?

Findings and conclusions:-

- a) Bright future for all: - Many (63%) respondents said no bright future to all to Management institutes. It shows management education has lost the value. It has become common like B.com or any other degree.
- b) Survival of the fittest: - only 40% respondents said that only good management Institutes will survive. It also indicates respondent's insistence for quality management education.
- c) Specialization will be preferred: - Only 26% respondents said that, Institutes with more specialization will be preferred. More specializations will not help to improve the quality of management education.
- d) MBA/PGDM will be common like B.com - 31% respondents said yes. It shows that many respondents feel that MBA/PGDM will remain special. It is good indication.
- e) Any other:-. There is good future for management education. As almost 98% respondents said no to any other future option.

Research student observations

1. Many traders opened B-School shops to earn profit. After 1980 management graduates were in demand and to fulfill demand, supply was increased.
2. Entrance test was looked as formality to enter in to business school.
3. Donations and fee rise in management education was visible effect of growing demand for management education.
4. Market forces of supply and demand for management graduates will work and substandard management institutes will be closed.

A description above proves hypothesis that there was growth in last two decades it diluted quality of management education.

8.2 Faculty Questionnaires

Introduction: - For all questions, findings based on data analysis and trends of opinion are given below the tables and pie charts. Research student has chosen important questions related to hypothesis and objective of research study.

Given below findings conclusions and suggestions Q.No.3, regarding massive growth, Q.No.11 regarding entry of foreign University, Q.No.12 regarding policies of management institutes and Q.13 for future of management Institutes.

Q.No.3:- What is your opinion on massive growth in management institutes in Pune?

Findings and Conclusions:-

- 1) Professors and teachers accepted that there was growth in last twenty years. They did not like the growth and said it was not welcome move.
- 2) Majority of respondents (60%) said it diluted quality of management education.
- 3) It affected quality of management education and created problems in placing students.
- 4) Few faculties said (20%) that good teachers (PhD professors with industry experience faculties) were not available. This surprised research student.
- 5) There is definite reason for abnormal growth in management institutes.

Research student conclusions based on observations and suggestions from faculties of management education.

1. Many institutes in surrounding areas of Pune did not provide good infrastructure like Buildings Library, computer lab, Hostels and canteen.
2. Very few institutes have sufficient number of in house, full time & competent faculty. They lack industrial experience.
3. Many institutes did not have research facility.
4. They do not have separate placement cell.

5. There was no industry institute interaction.
6. There were back door admissions.
7. Mgt. institutes are run like placement agencies.
8. B-Schools have failed in developing leaders.
9. Many institutes do not revise syllabus.
10. Summer training is only paper formality.
11. Majority of the student are fresher's and less than 5% have work experience.

Research student is in agreement, what has been observed and suggested by management faculty. They are the opportunities to improve quality of management education.

Q.No.11. if foreign universities enter field of management education in India, what scenario, do you think will emerge?

Findings and Conclusions:-

Regarding entry of foreign university in India

1. Very few faculties said that Best B-School will enter in to India.
2. Only B grade and C grade schools will come.
3. There will be improvement in quality of management education.
4. It will create competition among management institutes. Overall trend is, it will improve quality. Research student feels that bogus institutes may come to India and further reduce quality of education.
5. Local management school will improve quality to remain in competition with foreign University.

Q No. 12. What should be the policies of management institute?

Findings and Conclusions:-

- 1) Teachers did not like full autonomy .Very few said yes to full autonomy. Full autonomy could be dangerous for management Institutes.
- 2) They preferred more University control and liberty to design syllabus.
- 3) They disliked AICTE control, very few respondents said yes to AICTE control.

Research student concludes that University control with liberty to design syllabus will be better idea. It will improve quality of management education.

Q.No.13. What future do you foresee for management Institute?

Findings: -

1. Very few faculties (Less than 5) said management institute have bright future.
2. Most of them said only good institutes will survive. It is good indication.
3. MBA will be common qualification, Research student feels that future is not very bad.

Future of management education has relation with course contents, change in syllabus, inclusion of industry faculty, experienced incoming student, competent faculty and an opportunity for research on the campus.

Desire to include and implement what is said earlier is also very important. This will improve quality of management education. There is tough time for management education all over world. Things will soon change.

Other Findings and Conclusions, for other questions:-

Other questions are related to improvement in quality of management education. We give below question. Findings are given below all questions.

Q.No.4. How would you judge quality of management graduates overall? Please give your opinion by giving marks out of five to each parameter.

Q. No.6. What is your opinion on present management institute? Please put tick mark if yes.

Q. No.7. Does management institute have internet facility?

Q. No.8. What teaching methodologies are used in Management Institutes? Please put tick mark if you.

Q.No.9. What multimedia equipment's are available? Please put tick mark if yes.

Q.No.10. Please inform what is the industry interface used in management institute? Please put tick mark if yes.

Findings and Conclusions:-

1. Overall quality of management graduate is poor.

2. Management institutes are money-making rackets.
3. Institutes surrounding Pune area need to improve infrastructure like building, computer laboratory, canteen, library, hostel and parking etc.
4. Management institutes are housed in industrial estates with 3 to 4 rooms only.
5. Many institutes have LCD supported classroom.
6. Teaching is done only through lectures. Use different teaching methodologies other than lectures
7. There is no sufficient industry institutes interface. It affects the quality of management education.
8. Appoint competent qualified teachers.
9. Admit experienced student for management course.
10. Increase institute industry interactions.
11. Arrange more factory visits-

These are basic fundamental things to improve quality of management education.
If it happens there will be bright future for management education.

8.3 Employer Questionnaires

Introduction: - Question wise findings of Employers are given below. Other findings of Employers through informal discussion are given below question wise findings

Q.No.2. Do you Employ management graduate?

Conclusions- Yes, employer recruits management graduates. They are preferred for employment.

Q.No.3. Please give data on management graduates working with you

Conclusions- They do not differentiate on gender. Equal opportunities for males and females. They select good students from reputed institutes. Many respondents said we select five graduate trainees every year.

Q.No.4. How did you hire these management graduates?

Finding:-

1. Campus recruitment 100%
2. Advertisement 100%

Conclusion:-Recruitment is done through Campus and through advertisement.

Q.No.5. How would you rate these management graduates under following parameters on the scale of 1 to 5? Parameters were Fundamental knowledge, Soft skills, Analytical abilities etc.

Finding: - Employers judged management trainees on five parameters and their rating is above 80% for all criteria. Still we find their quality is poor.

Conclusion: - They valued more to fundamental knowledge and soft skills. Hard work and analytical were also important factors. Innovation was perhaps difficult.

Q.No.6. What type of training is provided by your organization?

Conclusion: - Employers provide training to management graduates ranging from 3 weeks to 2 months. Initial training is for two months, three weeks training for others. Training improves his abilities.

Q.No.7. Would you continue hiring management graduates?

Conclusion:-Most of the Employers said yes. This is good indication and positive sign.

Q.No.8. What is your Opinion on massive growth in management institutes in Pune?

Conclusions: -

1. Most of respondents said it is welcome move.
2. They said massive growth neither improved nor lowered the quality of management education.
3. Most of respondents said it created problems in placement.
4. Many employers said there was problem in getting good faculty.
- 5 Employers accepted that there was massive growth. They also said management graduate fulfilled their expectations. Conclusions for this question are going against hypothesis.

Q.No.9. What is your opinion on present management institutes?

Conclusions:-

1. Most of the respondents said they impart knowledge.
2. Respondents said they create good managers.
3. Most of the respondent's employers said institutes are not money making rackets.
4. Though respondents hold good opinion about management institutes, MBAs face problem in placements

Q.No.10. If foreign University enters field of management education in India, what scenario do you think will emerge?

Conclusions:-

1. Respondents welcomed entry of foreign University to India.
2. Most of the respondents said that best B-Schools will not come to India.
3. There is possibility that Bogus foreign Universities will come to India and further spoil Quality of management education.
4. There will be overall improvement in quality.
5. There will be good competition for local Management institutes. That will also improve quality of Management Institutes.

8.4 Director's Questionnaires

Q. No. 1 regarding reasons for starting management Institutes.

Conclusions:-

- 1) Management education is important ongoing process.
- 2) It is important for development of industries.
- 3) It is important for development of rural youth.

Q. No.2 what qualities do you expect before student joins MBA at your Institutes?

Conclusions:-

- 1) Management education develops leadership qualities.
- 2) It also develops communication and analytical abilities.

3) Managerial skills, Ethical values and Return to society play important role in developing Manager being human rather than human being. These qualities are expected in management students.

Q. No.3:- What qualities you imbibe after he completes MBA?

Conclusions:-

1) Excellent management knowledge, Zeal to start own business, return to society, and Ethics in business are important for them.

Q. No. 4:-How do you rate your Institute on, following parameters?

Conclusions:-

1) Multimedia is No.1 among facilities; other facilities are Broad band, Computer lab and Library.

2) Regarding Teachers, Faculties with Ph.D. and industrial experience is more preferred.

3) Practical training is important among other industry interfaces.

Q. No.5:- What is your preference of student?

Conclusions:-

1) Student with earlier experience (from 2 to 5 years.) is a more mature student

Q. No.6:- Comparison between MBA's of IIM's vs. Non-IIM's.

Conclusions:-

1) IIMs perform better than Non IIM's.

Q No. 7:- Differentiation between MBA's of IIM's vs. Non-IIM's

Conclusions:-

1) MBA's from Non IIM's lack in practical training. They only get theoretical training.

Q. No.8:- Differentiation of MBA's from university and private Institutes.

Conclusions:-

- 1) University MBA's are far better than private Institutes.

Q. No.09:- USP for MBA's?

Conclusions:-

- 1) MBA's with Business Mindset must be USP. MBA's ready for job dose not attracts Employer.

Q. No.10:- what course specializations. You have as compared to your competitor's?

Conclusions:-

- 1) Conventional specializations like HR, Marketing etc. will not attract New MBA's.
- 2) Information Technology, Computers, agricultural MBA's etc. is needed.

Q. No.11:- How much importance is given to Research Programme?

Conclusions:-

- 1) Research activities are not done very seriously. Many institutes are not even aware of Research cells.

8.5 Finding and conclusions based on Interviews

Interviews were conducted with Directors, Parents and important government Officers, Employers and/or Representative of Employers and Experts.

Introduction: -

Research student held interviews with

- 1) Directors of Management Institutes
- 2) Employers or Representative of Employers
- 3) Parents
- 4) Government Authorities

Important points during discussion were noted in detail at the end of the day. Such 100 details were recorded. Given below is the general trend of opinion for each category.

1) Director of the Management Institutes-

Research student contacted 22 Directors of management institutes.

Important findings are given below.

- 1) All have said that there is uneven growth of management institute in India and Pune is no exception.
- 2) This growth has taken place initially because of market forces of supply and demand.
- 3) This growth has direct relation to quality of management education and hence quality of management graduates.
- 4) This growth is because government policy to distribute license to all interested.
- 5) There are low barriers to entry for starting management schools.
- 6) AICTE confirms only infrastructure of the institute other factors like competent faculty, faculty with experience and faculty from industries are only paper requirement.
- 7) AICTE do not have machinery to check and confirm fulfillment of all above requirements.
- 8) Management quota admissions are done with huge capitation fees.
- 9) Internship training and practical work exposure is not done in most of the institutes. Majority of the Institutes-specially from outskirts of Pune expressed this finding.
- 10) In most of the institute placements are not done even 20% for last five years. This was very shocking but brutal truth.
- 11) It was informed in low voice that midterm examinations are held as formality.
- 12) Some Directors made mention that management education was good business.

Researcher feels that in spite of all these negatives, market forces will now control growth. Only quality institutes will survive and others will be closed automatically.

Yes, there are large numbers of institutes which do not provide good faculty, (PhD holders) and do not fulfill AICTE norms, but that is not end of all things. Soon markets will flourish for management graduates.

- 13) AICTE does not provide any financial help to unaided management Institutes- only 4% of total outlay comes for development of management education and 96% goes to development by technical education.
- 14) Few suggested that there should be independent council for development of management education and it could be AICME.
- 15) Important suggestion came from one of the Director that Govt. should establish new independent agency to check AICTE functioning.
- 16) There is general feeling of dissatisfaction about future and growth of management education.
- 17) In few institutes faculties are forced to bring admissions for management course if they do not, then their jobs are at hook.
- 18) Minimum seven number of management faculty requirement is not fulfilled in most of the institutes in Pune metropolitan area-This is more applicable to institutes on the outskirts of Pune.
- 19) Very few management institutes have Ph.D. faculties.
- 20) Most of the management institutes do not have placement cell and no separate appointment is made for placements. This responsibility is given to Mgt. Professor.
- 21) Students move from company to company with placement brochures to sell themselves most of the time with their own expenses. This was very shocking.
- 22) Few institutes did not have even approach roads and did not provide canteen, parking and transport facility to their students. They do not have hostel facility too.
- 23) Many Institutes did not pay monthly salaries on 1st of every month or they were not paid for two to three months together.

2) Employers or Representative of Employers

- 1) Many employers were reluctant to speak about management graduates.
- 2) Among them who spoke mentioned that management graduates did not continue beyond two years.
- 3) Few employees said they come with high expectation of salary and not prepared to shoulder any responsibility.
- 4) Few did not recruit management trainees for last five years.
- 5) MBA from low rung management Institutes are poor in English and lack communication and presentation skills.
- 6) Very few employers said they were happy with performance of MBA graduates.
- 7) About five respondents said that they performed well in service sector companies.
- 8) Few said they lacked leadership element and were not prepared for working in team.

3) Parents

Research student approached to parents and found some interesting findings they are given below:

- 1) At the end of the two years of management course (for their sons and daughters) they found their dreams were completely shattered and institutes ignored them. They were cheated.
- 2) They also expressed feeling of dissatisfaction because their sons/daughters were not placed in jobs as promised.
- 3) There was no information channel available except institutes websites and information brochure.
- 4) In most of the outskirts institute of Pune, information brochure was printed on glossy and attractive papers. They contained, incorrect, and misleading information.
- 5) Fees for management course and Management education are very costly in Pune and surrounding area. Institutes refused to return fees in case admission was cancelled.

4) Government Authorities

Research student approached to three government offices namely AICTE office at Mumbai and DTE office at Mumbai and Shikshan Shulka office at Mumbai.

We give below some interesting findings.

1) Office in Director Technical Board Mumbai office suggested to buy information Brochure and redirected to clerk. When asked about requirement of several papers at the time of admission he showed finger to AICTE.

2) At AICTE office I asked two questions.

a) Why paper file submission is must when, we can apply online and payment is also made online.

b) Why we are required to submit hard copies to University and DTE, obtain there acknowledgements and then hard copy to your office.

Answer was shocking, He answered institutes provide different information at three different places is there any control mechanism? He said submission same information at three different offices is of step in that direction.

3) At University, I spoke with Assistant Registrar about delay in results. Answer was again shocking; University has 40% staff on contract basis. About management course examinations he said they are entirely done at colleges for MMS, two years course and University has no role to play. This issue is related to quality of management graduated. I discovered later on that most of the management graduate passes with 1st Class and distinction. Sorry to say they do not get good jobs.

8.6 Utility of this Study

- Improving the quality of MBA's and improving their demand in the job market
- Improving the quality of Management Institutes.
- For deciding upon policies for MBA education, keeping in mind demand and supply positions for MBA students in the country.
- It is useful for developing entrepreneurial development Centre.

- Study is useful for developing quality of management teachers.
- It will help to improve quality of management education.
- This study is also useful for growth of business and industries as improvement in quality of management education will also help for growth and development of corporate sector in India.

8.7 Limitations of this Study

- Research student observed following limitations for research study.
- Respondents (Students and faculties) were not ready to reveal real information.
- Directors of Management Institutes were afraid for giving real information.
- Regarding placement cell, placement figures, many institutes gave wrong information.
- Regarding entrepreneurship, development Centre, no institute revealed true information.
- Since academic performance (Internal examination Marks) are in the hands of the Institutes , Students respondents were not ready to share experience about teaching methods, Industry Institute interactions, industrial visits, Consultancy assignments and placement figures.
- Teachers and head of the institutes did not reveal real information about admissions figures, Vacant seats, donations, Number of qualified teachers, Salaries paid to the teachers etc.
- Many respondents refused to respond their real opinion about AICTE control.
- The research student worked in Management Institute at Mumbai, hence respondent refused to share some confidential information since there exist element of competition.

- Many students and Institutes refused to share information about syllabus, ways of holding examinations and declaring results, as it was university matter.
- Many including students and Institutes heads refused to talk about functioning of Director of Technical education, AICTE, University and Shikshan shulka samiti.

8.8 Recommendations for further improvement

To improve quality of management education and quality of management graduates following recommendations are important.

1. National level common entrance test for all MBA aspirants. This will bring homogeneity among incoming students.
2. More preference to experienced student. They are more mature and can quickly understand.
3. Summer training for students must be done very seriously. It gives practical work experience to student.
4. Establishment of independent body for periodical check and review of B-Schools. AICTE cannot handle large number of Management Institutes. There must be independent body to help AICTE.
5. Invite B-Schools of international standards to India to improve quality of management education. This will increase competition among local institutes.
6. Syllabus must be changed once in two years. Autonomy to B-Schools for designing syllabus and involvement of faculty from industry will improve quality of syllabus. This will improve quality of management education.
7. University/AICTE/DTE control for administrative matters. Academic decisions must be left with Institutes. This will improve quality.
8. Provide sufficient number off in house, full time & competent faculty. Faculties with industry experience will improve quality of Management Education.
9. Research cell should be established at management Institutes. Teachers and Management students must be encouraged for basic and applied research.
10. Consultancy assignments for management students. These assignments give exposure to business problems to Management students.

Management quota is the root cause of quality related problems. 20% management quota must be cancelled to stop admissions with capitation fees.

11. Self-financing B-School. All unaided schools are self-financed. They charge very heavy fees. This must be stopped.
12. Encourage B-Schools to meet sectorial demand. Sectors like Agriculture, Insurance, Banking, Infrastructure development, they are ignored.
13. Avoid heavy dependence on visiting faculty and use more in house faculty.
14. Provide good infrastructure like Buildings Library, computer lab, Hostels and canteen. Many management institutes are housed in two BHKs.
15. Establish separate placement cell. 80% institutes in Pune do not have separate placement cell.
16. Encourage industry institute interaction. Faculty from industry brings business experience. Industrial visit gives exposure to management students. It helps to understand business world.
17. Establish separate entrepreneurial development cell to all management Institutes. This will encourage student to start own business. This cell will also provide basic guidance for solving initial problems of business.

These recommendations will definitely improve quality of management education and ensure sustained growth.

8.9 Scope for further Research

- 1) Researcher did the research on growth of management education in Pune metropolitan area. He also studied increase in number of management institutes in Pune and surrounding area. Other objective of the research was to study impact of growth on quality of management education. Hence it is suggested that similar study can be done for other places in Maharashtra and then for India.
- 2) Comparative study can be conducted for Pune and other districts of Maharashtra.
- 3) The story is similar for Growth of Engineering and Architecture College in Maharashtra. Many engineering and architecture colleges were closed recently by AICTE in the beginning of academic year. Similar study can be done for places in Maharashtra and then for India.
- 4) Quality of Management education and Employment generation, they go hand in hand and there is direct relation between these two variables. Similar study can be done for places in Maharashtra and then for India.

Annexure 1: Pune University MBA/MMS List of Institutes (Only Pune Metro)

Source: www.dte.gov.in→MBA/MMS 2014→downloads→Information Brochure→Annexure VII

Sr No	Code	Name
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 Mangement 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 Institute Of Mgmt. and Research for Women, Pune
14	6116	Bansilal Ramnath Agarawal Charitable Trust's Vishwakarma Institute of Management, Pune
15	6117	Shri Shivaji Maratha Society's Institute of Management and 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	Jaywant 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
30	6135	Alard Institute of Management 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 and 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 and Research, Pune
47	6153	Sahyadri Institute of Management, Tathawade, Pune
48	6154	Institute of Industrial and Computer Management and Research, Nigdi, Pune
49	6155	G.H.Raisoni College of Engineering and 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. Raisonni Education and Medical Foundation's G.H.Raisonni Institute of Management and 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 and 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 and Research, Chikhali , Pune 82
62	6169	Swargeeya Sanjibhai Rupjibhai Memorial Trust, Institute of Management and 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 Business Administration, Pirangut, Pune
67	6174	K. J.'s Educational Institute, Trinity Institute of Management and Research, Haveli, Pune
68	6175	Pimpri Chinchwad Education Trust, Pimpri Chinchwad College of Engineering, Pune
69	6176	G. H. Raisonni 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 and 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 Institute 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 and Research, Pune
97	6251	Alard Charitable Trust, Alard School of Business Management, Pune.
98	6298	Zeal Education Society's Dnyanganga College of Engineering and Research, 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), Near 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	Nav Sahyadri 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 Management 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, Mulshi, 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 Tal. Maval Dist. Pune
135	6783	Saibalaji Education Society, Saibalaji International Institute of Management Sciences, Near 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 (Paud)
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 2: List of AICTE approved Management Institutes in Pune

1	AKI's Poona Institute of Management Sciences and Entrepreneurship
2	All India Shri Shivaji Memorial Society's Institute Of Management
3	Audyogik Shikshan Mandal Institute of International Business and Research
4	Balaji Institute of International Business
5	Bansilal Ramnath Agarwal Charitable Trust's Vishwakarma Institute of Management
6	Bharati Vidyapeeth's Institute of Management & Entrepreneurship
7	Dr. D.Y. Patil Pratisthan's Dr.D.Y.Patil Institute of Management & Research
8	Dr. Vikhe Patil Foundation's Centre for Management Research and Development
9	Indian Institute of E-Business Management
10	Institute of Science Poona's Institute of Business Management & Research
11	Jayawant Institute of Management Studies
12	L.K.Phatak Institute of Technology & Management
13	M. E. Society's Institute of Management and Career Courses
14	M.C.E. Society's Allana Institute of Management Sciences
15	M.J.S. Mandal's Institute of Social Science & Research & Institute
16	Maharashtra Academy of Engineering & Education Research's MIT School of Management
17	MITCON Institute of Management
18	MM's Institute of Management Education Research & Training
19	Modern Education Society's Neville Wadia Institute of Management Studies and Research
20	N.G.Naralkar Institute of Career Development & Research
21	P.E.Society's Institute of Management and Career Development
22	Pd. Dr. Vikhe Patil Foundation's Centre for Management Research & Development
23	PICT School of Information Technology and Management
24	Poona Institute of Management Sciences & Entrepreneurship
25	Shri Chanakya Education Society's Indira Institute of Management
26	Shri Shivaji Maratha Society's Institute of Management & Research
27	Sinhgad Institute of Business Administration & Research
28	Smt. Hiraben Nanavati Institute of Management & Research for Women
29	Surya Datta Institute of Business Management and Technology
30	Symbiosis Institute of Business Management
31	Synergy Institute of Management
32	Vaikunth Mehta National Institute of Co-operative Management

Annexure 3: Questionnaire for Management students

Q.1 Personal Details

- a) Name
- b) Email ID
- c) Mobile No.
- d) Course name
- e) Name of the institute
- f) Duration
- g) Name of the entrance exam passed

Q.2 Why you have chosen management education over other P.G. options.

- a) To be an entrepreneur
- b) To improve leadership quality
- c) Better prospectus
- d) High salaried job.
- e) Good status in society

Q.3 How would you judge quality of management graduates overall? Please give your opinion by giving marks out of five to each parameter.

- | Description of parameter | Marks out of five |
|--------------------------|-------------------|
|--------------------------|-------------------|

Q.4 Does management institute have internet facility. (Yes / NO)

Q.5 What teaching methodologies are used in Management Institutes.? Please put tick

mark if yes.

- a) Lectures
- b) Case Studies
- c) Role Playing
- d) Simulation techniques
- e) Use of Management film.
- f) Book Reading
- g) Field work
- h) Any other

Q.6 What multimedia equipment's are available? Please put tick mark if yes.

- a) LCD projector
- b) Laptop
- c) I-pad,
- d) Interactive board
- e) Any other

Q.7 Please inform what are the industry interface used in Management Institute? Please put tick mark if yes.

- a) Lectures by industry managers
- b) Factory visits
- c) Consultancy assignments
- d) Summer project
- e) Attending Industrial seminar
- f) Any other

Q.8 What do you think are the expectations of industry from B-school students? Please put tick mark if yes.

- a) Use of Statistics
- b) Domain Knowledge
- c) Strong fundamentals

- d) Analytical Skills
- e) Soft Skills
- f) Any other

Q.9 Do you think that direct involvement of people from business in designing syllabus would improve the quality of management education. (Yes / NO)

Q.10 What type of faculty is more preferred? Please put tick mark if yes.

- a) Pure academics
- b) Only industry experience
- c) Combination of academics and Industry
- d) Any other

Q.11 What is your opinion on massive growth in Management Institutes in Pune? Please put tick mark if yes.

- a) Welcome move
- b) Diluting quality
- c) Creating problems of placement
- d) Non availability of good faculty
- e) Any other

Q.12 What is your opinion on present Management Institute? Please put tick mark if yes.

- a) Imparting knowledge
- b) Creating good Managers, Entrepreneurs
- c) Money making racket
- d) Any other

Q.13 If foreign universities enter field of management education in India, what scenario do you think will emerge? Please put tick mark if yes.

- a) The best B-school may not enter
- b) Only the B and C grade university may enter

- c) Over-all improvement in quality of education
- d) Will pose tough competition to local management institutes
- e) Any other

Q.14 What should be the policies of management Institutes? Please put tick mark if yes.

- a) Full autonomy
- b) Control by university but partial autonomy to design syllabus
- c) Totally under the control of AICTE
- d) Any other

Q.15 What future do you foresee for management Institutes? Please put tick mark if yes.

Please put tick mark if yes.

- a) Bright future for all
- b) Survival of the fittest
- c) Specialization will be preferred
- d) MBA/PGDM will be common like B.com etc.
- e) Any other

Annexure 4: Questionnaire for faculty of Management Institutes

Q.1 Name & contact details.

- a) Name
- b) Address
- c) E- mail ID & telephone number

Q 2. Please give the following information.

- a) Teaching experience
- b) Whether full time or visiting faculty?
- c) If visiting number of institutes.

Q.3 What is your opinion on massive growth in Management Institutes in Pune? Please put tick mark if yes.

- a) Welcome move
- b) Diluting quality
- c) Creating problems of placement
- d) Non availability of good faculty
- e) Any other

Q.4 How would you judge quality of management graduates overall? Please give your opinion by giving marks out of five to each parameter.

Description of parameter	Marks out of five
Knowledge content	
Analytical Capacity	
Fast decision making	
Capacity to lead group	
Skill to handle uncertain situations	
Return to the society	

Q.6. What is your opinion on present Management Institute? Please put tick mark if yes.

- a) Imparting knowledge
- b) Creating good Managers, Entrepreneurs
- c) Money making racket
- d) Any other

Q.7 Does management institutes have internet facility? (Yes / NO)

Q.8 What teaching methodologies are used in Management Institutes.? Please put tick mark if yes.

- a) Lectures
- b) Case Studies
- c) Role Playing
- d) Simulation techniques
- e) Use of Management film.
- f) Book Reading
- g) Field work
- h) Any other

Q. 9 What multimedia equipment's are available? Please put tick mark if yes.

- a) LCD projector
- b) Laptop
- c) I-pad
- d) Interactive board
- e) Any other

Q.10 Please inform what are the industry interface used in Management Institute? Please put tick Mark if yes.

- a) Lectures by industry managers
- b) Factory visits
- c) Consultancy assignments
- d) Summer project

- e) Attending Industrial seminar
- f) Any other

Q. 11 If foreign universities enter field of management education in India, what scenario do you think will emerge? Please put tick mark if yes.

- a. The best B-school may not enter
- b. Only the B and C grade university may enter
- c. Overall improvement in quality of education
- d. Will pose tough competition to local management institutes
- e. Any other

Q.12 What should be the policies of management Institutes? Please put tick mark if yes.

- a. Full autonomy
- b. Control by university but partial autonomy to design syllabus
- c. Totally under the control of AICTE
- d. Any other

Q.13 What future do you foresee for management Institutes? Please put tick mark if yes.

- a. Bright future for all
- b. Survival of the fittest
- c. Specialization will be preferred
- d. MBA/PGDM will be common like B.com. etc.
- e. any other

Q.14 Do you feel that management education is must for good Managers? (Yes / NO)

Q.15 Do you feel that Managers really run the corporate world? (Yes / NO)

*Q. No.3, 8, 9 and 10 are multiple option questions. You may choose more than one option or all.

Annexure 5: Questionnaire for Employers

Q.1. Employee details

- a. Name of Organization
- b. Nature of Business
- c. Year started
- d. Turnover as on 31st March 2012
- e. No. of Employees

Q.2. Do you Employ management graduates? (Yes / No)

If No, Please give reason.

Q.3. Please give data on management graduates working with you.

- a) Number
- b) Male
- c) Female
- d) Institutes from where passed out.

Q.4. How did you hire these management graduates?

- a. Campus recruitment
- b. Applications against advertisement
- c. Through recruitment Agencies
- d. Any other

Q.5. How would you rate these management graduates under following parameters on the scale of 1 to 5 (1. Poor 2. Good 3 Better 4. Best 5. Excellent)

- a. Fundamental knowledge
- b. Soft skill
- c. Hard work
- d. Analytical abilities
- e. Innovation done for you

f. Any other

Q.6. What type of training is provided by your organization?

- a. Initial training (duration)
- b. Refreshers training (Frequency)

Q.7. Would you continue hiring management graduates (Yes / No)

Q.8. What is your opinion on massive growth in Management Institutes in Pune? Please put tick mark if yes.

- a) Welcome move
- b) Diluting quality
- c) Creating problems of placement
- d) Non availability of quality management graduates
- e) Any other

Q.9. What is your opinion on present Management Institutes? Please put tick mark if yes.

- a) Imparting knowledge
- b) Creating good Managers, Entrepreneurs
- c) Money making racket
- d) Any other

Q10. If foreign universities enter field of management education in India, what scenario do you expect? Please put tick mark if yes.

- a) The best B-school may not enter
- b) Only the B and C grade university may enter
- c) Overall improvement in quality of education
- d) Will pose tough competition

Annexure 6: Questionnaire for Director of the Management Institutes

Q.1 Why do you choose to start Management Institute?

- 1) Management teaching is ongoing process and open for improvement. It is beyond times and important in all areas.
- 2) To meet the need of industries/corporate sector.
- 3) To meet the need of industries/corporate sector.
- 4) Rural youth require management teaching.
- 5) Not formulated, just started.

Q.2 What qualities do you expect before student joins MBA at your institute?

- 1) Leadership and managerial
- 2) Managerial
- 3) Communication and planning
- 4) Good communication, analytical ability
- 5) Ethical band, return to society

Q.3 What values you imbibe after he completes MBA?

- 1) Leadership, professional nature, decision making
- 2) Personality development, communication and entrepreneur
- 3) Analytical, networking
- 4) Excellent management knowledge, application orientation, logical reasoning, work ethics
- 5) Ethical band, return to society

Q.4 How do you rate your institute over a scale on following parameter? (Scale 1to

- 5)1>2>3>4
- a) Facilities

Library

Computer Lab

Broad band

Multimedia

b) Quality of faculty

Adequate number

Qualification (for example, how many PhD's

Popularity

c) Industry interface

Visiting / Guest faculty

Faculty visiting

Case studies

Consultancy

Practical training

Q.5 What is your preference of student?

Fresher's

With min 2 yrs. experience

Any other

Q. 6 How would you compare students passing out from II M's Vs Non II M's.?

1) Quality and study environment

2) Interview method

3) Ambitious, research oriented

4) Can't compare

Q.7 How would you differentiate MBAs from IIMs and Non IIMs?

1) Quality of study environment, syllabus

2) Beyond differentiation.

3) Input student quality, Brand value, placements

- 4) IIM's gives rigorous training while university's MBA only get theoretical training
- 5) IIM's are specialized.
- 6) Application of knowledge skill etc, non-conventional thinking more entrepreneurship

Q.8 How would you differentiate MBAs from university and private Institute?

- 1) NA
- 2) As foresaid.
- 3) MBA from universities gives standardized education for masses. Private institute standard is limited to their institute.

Q.9 What is your USP for MBA product?

- 1) Not answered
- 2) Ready for the job.

Q.10 What courses (specialization)you have as compare to your competitors?

- 1) HR, finance, marketing, production
- 2) Not answered
- 3) No special comparison

Q.11 How much importance is given to research programme?

- 1) As per requirements.

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Brochures/Articles/ Journals**

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