

**Problems and Prospects of Management
Education – with Special Reference to
Karnataka State**

**Thesis Submitted to Kuvempu University for the award of the
Degree of**

**DOCTOR OF PHILOSOPHY
IN
MANAGEMENT**

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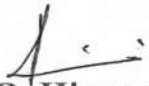
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Certificate

This is to certify that the thesis entitled “**Problems and Prospects of Management Education with Special Reference to Karnataka State**” by **Mr. Pradeepa** for the award of the Degree of Doctor of Philosophy in Management is an authentic work carried out by him under my guidance. I also certify that no part of this work has been presented for the award of any Degree or Diploma or any other similar title to any other University/Institute.

Place: Jnana Sahyadri

Date: 8/03/18


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Declaration

I hereby declare that this thesis entitled “**Problems and Prospects of Management Education with Special Reference to Karnataka State**” is an authentic record of independent research work carried out by me under the guidance of **Prof. R. Hiremani Naik**, Professor, Institute of Management Studies and Research, Kuvempu University, Jnana Sahyadri, Shankaraghatta. I further declare that this thesis or any part of it has not been submitted earlier to any other University/Institute for the award of any Degree, Diploma, Fellowship or other similar title.

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Pradeepa
(Research Scholar)

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Research Scholar

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CHAPTER - I

MANAGEMENT EDUCATION – AN OVERVIEW

1. Introduction:

The introduction chapter of the study basically focuses on management education system in India. It also presents the facts and the figures to explain the recent trends in the management education in India. The chapter also deals with the changes taking place over a period of time in management education across the world.

In the recent economic conditions all over the globe- “Management” as a field of education and course has acquired new different dimensions. Management is an emerging and the exciting field which is having a greater impact on the business operations and functions of management of various corporates. The field of Management and management education is truly dynamic in nature. New method and models are regularly being introduced into the management education in order to improve the efficiency, quality, productivity as well as the effectiveness of any organization. All the corporate houses and their departments does use the Management techniques, methodologies to resolve the various problems that might

arise in the business and also to make the strategies for the offensive and defensive purposes for the long run survival of the organization in the competitive world.¹

1.1 Growth of Management Education:

Management education has seen a great growth in the last couple of decades witnessing a positive growth. The first and the foremost management education program were established in 1954 by the Indian Institute of Social Welfare and Business Management (IISWBM) Calcutta. There were around 140 B-Schools in 1986 which was progressed to 800 plus B-Schools in 2001 and 2000 B-Schools in 2008. As of today it is estimated that there are more than 4000 B-Schools in India.²

1.2 Management Education the world Scenario:

Competition across the Globe is dynamic in nature for any business and thus remains same with the business and management education. There is a continuous strive from several years for building up the leaders to lead the corporates since the importance for leadership was emerged. Growth and development of technology and the penetration of internet has helped the students of business management in learning the new things and cope with the demand posed by the industry and engage in the continuous learning process. Business and Management education has become

¹ Somiah Malati (2004). Management Education in India, Conference Business Education in India – Cross roads, Garden City College, Bangalore held on 14-8-04.

² Ernst and Young (2009). India: Management Education stats India 2016

a major area of academics as well as the profession that attracts reasonable attention across the globe. Even though the market for management education but still there is lot of attempts to assess the required efforts at different points of time.³

1.3 Management Education and Recent trends:

The penetration of media and the ranking system adopted by those Medias for scaling up the B-schools made many of the management institutions, business schools and the university departments to be proactive and work towards providing the best management education and with the objective of placing the students in the best companies, this made the MBA course to get more popularity in the market. The Global competition and the development of technology made the education institutes to offer the best product in the market. . The concept of management is changing day by day to meet the requirement of the corporate and becoming the industry centric.

This will definitely bring in lot of changes in the learning process of the management education. The stake holders associated with the management education like students, faculty and the industry are closely working with each other with the model of Input, process and output that is the end result of the student in getting placed in the dream company of his/her and faculty providing the best employee and entrepreneur to the society. A study that was conducted recently has concluded that

³ Jenster Per V (2008). The Business Management Education: A Strategic Analysis of the Industry. Market Situation, Trends and Strategic Issues for Business Schools available at 15 Dec 2008.

even though the creation of knowledge is always important objective of a business schools, so as creating the employment opportunity. It is very important to analyze the requirement of the industry and design the curriculum based on the requirement so the demand and supply ratio would be proportionate.⁴

Computer and internet based learning has become crucial. In the other hand the skill set required to the students are also the important factors to be considered for the study such as leadership qualities, team building, communication, ethics etc. It seems to be very clear that management education will definitely emerge as one of the strong area of higher education in the upcoming days. This will change the face of management education further. A recent study on management and business education has clearly shown that there is definitely a great shift in business school product and service offerings today compared to the traditional MBA.

The future of the management and business school is a highly volatile in nature compared to last decade. It has been clearly stated that business schools and management institutes wants to survive for another few years in future they have to focus on research to solve different problems in the industry which is of high importance otherwise the management education will still remain in the cross roads.⁵

⁴ Mc Farland D.E (1960). The Emerging Revolution in Management, Journal of Academy of Management, pp 7-15.

⁵ Zimmerman, J. L (2009). Can American business schools survive? Rochester, AJB Pp 12-16

1.4 Revolution in Management Education:

There are significant changes have been brought into the management education system and also lot of innovations have been seen in management education system which was a effort of various leaders and also the business schools and the consulting firms as well as the alumnus of various B-schools. The intellectual leaders and the management experts brought in various new methodologies and perspectives into the management education. The concepts to reckon a few such as the six sigma model, 5s model, blue ocean strategy and fish bone strategy are the brain child of management experts. Lot of contribution has been made by these leaders in the field of production operations, human resource management, marketing and finance. This contribution plays a major role in the growth and development of the organization over a period of time. These models developed by the B-schools, management leaders, consulting firms has made to integrate the process in a right way in the organization and also helped in the decision making process.⁶

There were always the criticisms against the current practices in the management education across the globe and few were very serious to reckon with few one from the management guru mintzberg stated that the management education model more focuses on managing people in the organization and MBA's doesn't have anything to manage with the people and it is all about the decision making and

the preparation of the strategies and the action plan for the organization as an manager or entrepreneur.

This made lot of thinkers to have a question mark in their mind are the business school is in the right path. Many of the business schools and the management institute face more competition and the criticism today about the output like quality of students they give it to the external world. This has paved a way for making lot of changes from the root level and to make the management education a valued one.

The tough competition, along with the changing market condition, has forced most of the business schools to look back and work out on their mistakes and bring in the revolutionary changes in the management education and change the learning model among the business schools. Today the corporate houses are providing the feedback to the institution and B-schools to focus on those areas to be more competitive and produce the best results in providing the quality employees to the organization who can be a good decision maker, problem solvers, strategist and not just a MBA degree holder.

Today different B-schools and the management education institutes have different approaches for giving a new thrust for management education. Because of the changing the paradigms of business, business graduates passing out today must

be real critical thinkers on a global level in order to make right decisions at right time across various disciplines.⁶

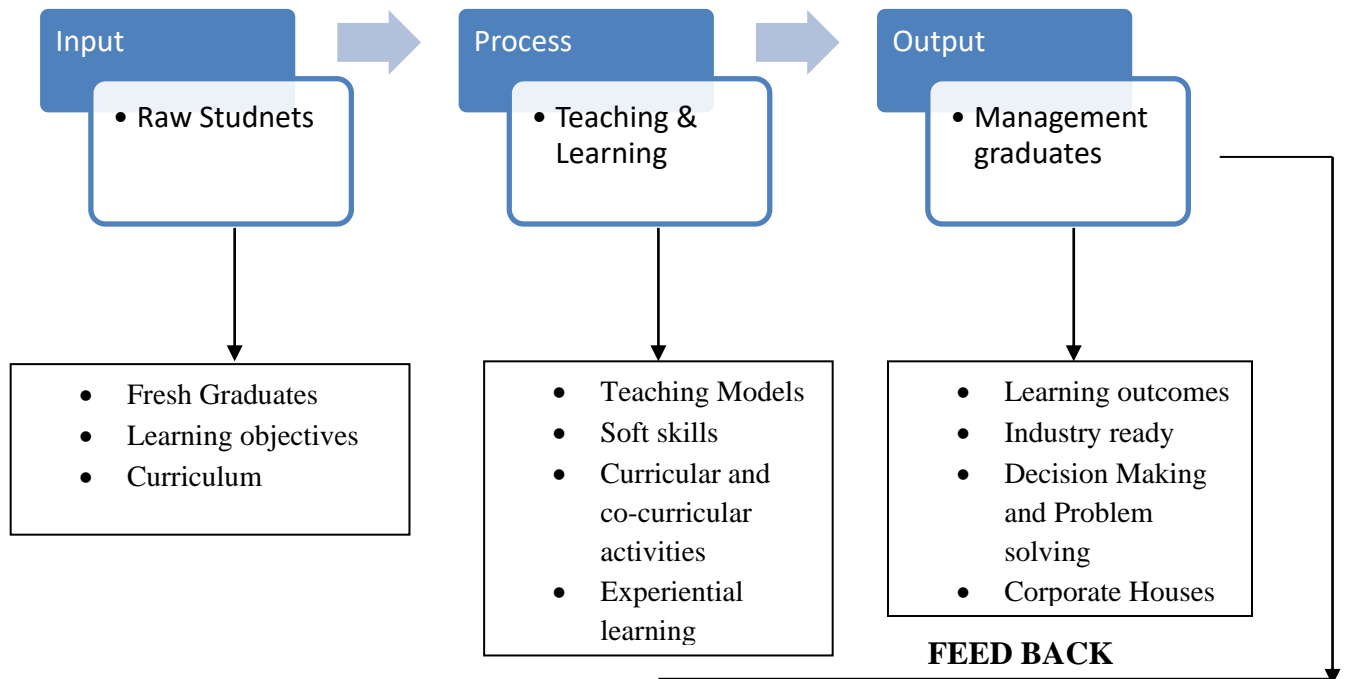
There is requirement for the B-schools and the management institutes to have the competitive dynamics and gain the advantage over the competitor and also to provide the best output to the market and B- schools are working on these areas of integration, industry institute collaboration, experiential based learning etc to facilitate the students to get the live experience of working in the organization by making them to participate in good number of programs such as live case study competitions, research paper presentation, book review sessions, shadowing with the corporate people will help the students to get the hands on experience of corporate working.

The concepts which are accepted worldwide including the six five force model, 7's model and different business strategy like PLC etc are the concepts which were emerged from the management experts and guru's. Good number of contribution has been made by these leaders in the field of production operations, human resource management, marketing and finance. This contribution plays a major role in the growth and development of the organization over a period of time. These models developed by the B- schools, management leaders, consulting firms has made

⁶ Mc Farland D.E (1990). The Emerging Revolution in Management education, Journal of Academy of Management, pp 8-15.

to integrate the process in a right way in the organization and also helped in the decision making process

CHART : 1.1 MANAGEMENT EDUCATION MODEL



Source: www.iacbe.com

In the above figure it is been shown the management education model how the input, process and the output is integrated to improve the quality of the management education. Implementation on such system is a proof of the institutions commitment to quality. Such initiatives made the institutions to improve the quality by integrating all functions, processes and personnel on a continuous basis. This is

just because management education is a continuous teaching-learning process with lot of innovations, change and developments.⁷

Management education certainly requires lot of innovation and changes to be successful. To see the success the B-schools and the management education institutions must follow the steps which are essential to deliver the quality output to the society in other words market in a consistent way. The B-schools and the management institutions should provide the these graduates with lot of commitment and passion and achieve the performance excellence, While performance excellence means to deliver the best to the organization by imparting high quality education and the learning experience they have got in their respective institutions.

The typical model of management education model system is indicated that the primary stake holders of the management education that is the raw of the fresh students from the under graduation are put into the process. The Raw and unprocessed skills are processed by the faculty members and try to build a cordial and strong human relation among the student community under the teaching-learning process through which they tend to produce outputs i.e. skill and knowledge required by the management graduates. The faculties in many B- schools and the management institution impart knowledge and try to develop the right attitude of students which

⁷ Leavitt, H, J (1986). Corporate path finders. Education, Journal of Academy of Management, pp.6-15

ultimately means shaping a mind as per set objectives. During the process of transformation the support is required from several resources other than faculties like supporting staff, department, well equipped library, business labs and other infrastructure facilities that support this process.⁸

After the fine tuning process from the faculties in the middle the student community is well equipped with all skill sets required for the corporate ready and sometimes if the process fail might lead to not reaching the expectation of the industry due to the gap between what was demanded and what was produced and this Research work mainly focuses on the core area of problems and prospects of the management education to understand the gap between the industry and the institute.

1.5 Types of Management programs

There are different types of management programs in the study area (Karnataka) including 2 year full time MBA program which runs for two academic year from the time of admission, There are institutions which are affiliated to different universities also runs a post graduation diploma in management program which again runs for two academic year from the time of admission and there are certain institutions and the business schools which offers 1 years executive MBA program and there are also PGDM programs which takes place for one year only.

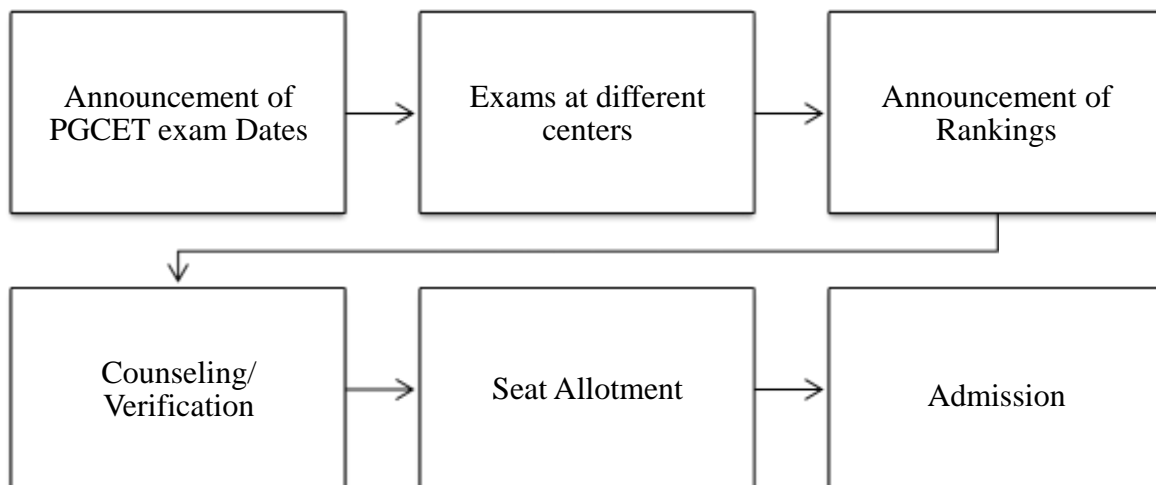
⁸ Hasan S. M. J (1993). Business Schools. Journal of organizational Change, Vol. 6 (1), pp 47-53.

There are many distance education as well as online management programs are not been considered into the present study.

1.6 Management Programs admission criteria

Most of the management programs admission in the study area are based on the entrance exams called by PG CET (Post graduation common eligibility test), the admission also requires the pre-requisites like the minimum scores in their UG level and other criteria's like caste and other category and students can also take up the admission by writing other tests like MAT, GMAT, KSET etc. The seats in the B-schools and the management institutes are filled up in two ways one is government seats and the second one is Management seats or payment seats.

CHART 1.2: PG CET ADMISSION PROCESS



Source: http://kea.kar.nic.in/pgcet_2015.htm

The above chart 1.2 depicts the flow of admission process of the PG CET students in Karnataka. All the students of different under graduate degree background including BA, Bsc, BBM, BBA, B.Com and B.E are eligible for the taking up the admission in colleges located in Karnataka; the Karnataka examination authority board announces the common entrance test for all the MBA aspirants and conducts the examination at different centers in Karnataka to test the eligibility of the students to pursue the MBA degree and the test will be based on the reasoning aptitude, English language, analytical skills, and statistics. After the evaluation process the rankings will be announced based on the rankings the students are open to choose the college of their choice for the admission and after the counseling and the verification process the students are eligible to take up admission in the college of their choice.

1.7 Teaching Methodology in MBA Institutes:

The modus and operendi of the business schools and the institutes across the study area are unique and different in its characteristics. Since the colleges are bifurcated into the various streams like autonomous, university departments, private university and the affiliated colleges even the operations of these business schools differ from each other.

Many of the B-schools since they affiliated to the universities they follow the curriculum prescribed by the university which gets revised once in five or six years

and which is not able to cope up with the industry changes. There is a focus on what the B- schools teach and how do they teach, many of the institutes across the study area are still following the traditional mode of teaching which may not give the fruit full results at the end of the day. The B- schools are still trying to concentrate more on the theoretical aspects rather than giving the students the practical exposure.⁹

The business schools are more into completion of the syllabus and making the students to write the exams and secure good marks which is really not just enough for an MBA graduate and even the industry demands something more than that from stake holders. The teaching pedagogy of the B- schools have changes from the traditional environment of chalk and talk and many of the B- schools are following great teaching pedagogy including live case study solving, power point presentations, simulation games, live project works, assignments, quiz, seminars etc. which is really a good sign to give a shape to the MBA graduates and it is also important to know the emerging topics covered by the B- schools since many of the B- schools are still following the old syllabus and not getting it updated will lead to the gap between the academics and the industry.

It would be always ideal to have the corporate people as consultants or as the members of the academic advisory board who will infuse the contents into the

⁹ Leavitt, H. J. 1999. Educating our MBAs: On Teaching What We Haven't Taught, California Management Review. 32(3), pp. 37-51.

academics which is required by the industry on a regular intervals which would help the study to focus on those areas which is been demanded by the industry.

1.8 Trends of Management Education in Last five years in India:

The programs related to management has allowed the individuals to be specialized in various fields like finance marketing, human resource, Production and operations and healthcare. It is considered to be one of the well-received professional courses and is not only opted for by fresh graduates but also professionals who are seeking to enhance their job in their fields. The present industry scenario is witnessing a high demand for qualified individuals across various market sectors.

Table 1.1 Showing the growth of MBA colleges in India in last five years

| Sl.No | Year | No. of Colleges |
|--------------|-------------|------------------------|
| 1 | 2012 | 2138 |
| 2 | 2013 | 2646 |
| 3 | 2014 | 3320 |
| 4 | 2015 | 3549 |
| 5 | 2016 | 4013 |

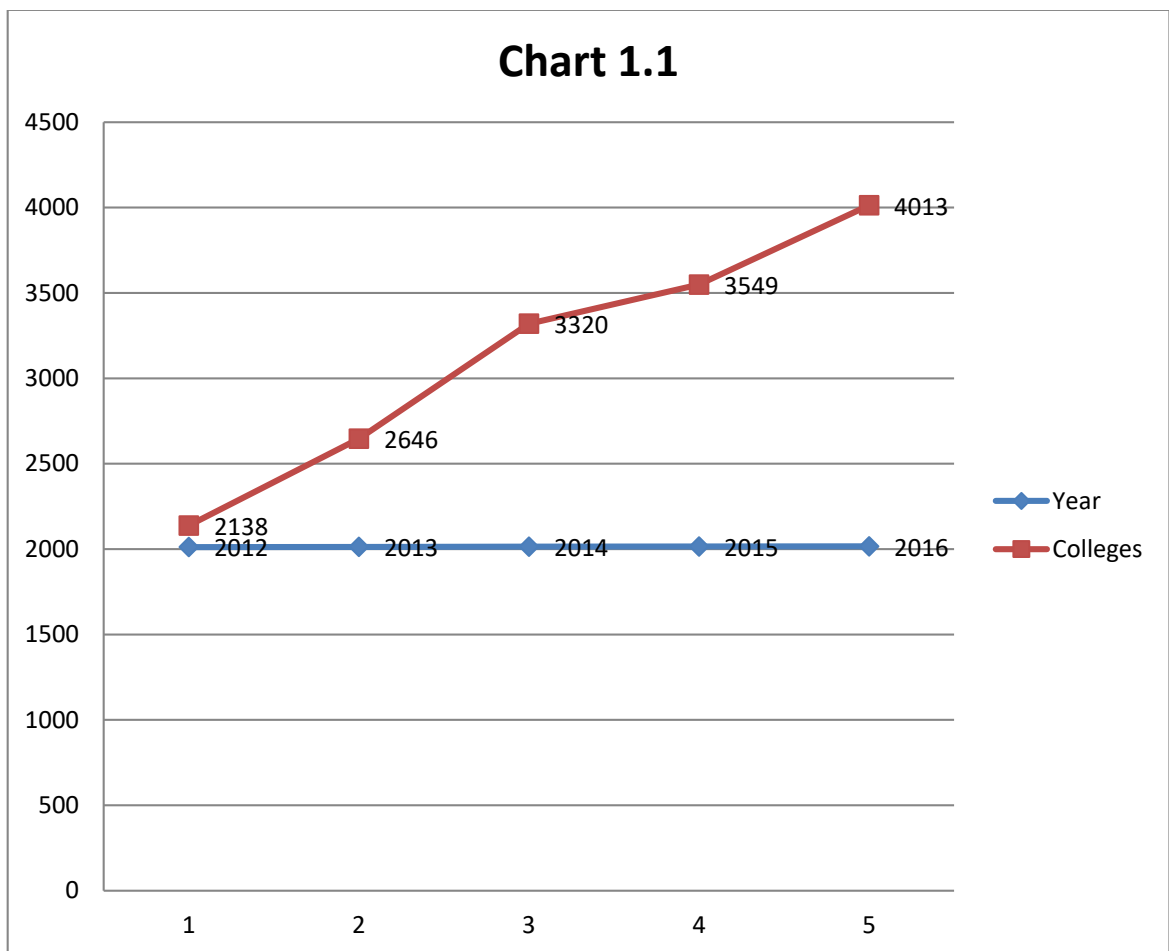
Source: <http://articles.economicstimes.indiatimes.com/>

The above table clearly depicts the growth of MBA colleges in India in last five years for the period of 2012-2016 there is an incremental improvement in increasing of number of MBA institutes in India which is progressed from 2138 in

2012 to 2646 in the year 2013 followed by 3320 in the year 2014 and 3549 for the year 2015 and in the year 2016 it was increased to 4013 which is good sign for the scope of management education in India.

This growth indicates the scope and demand for the management graduates in the industry and corporate for various managerial and executive positions.

Graph 1.1 showing the growth of MBA colleges in India in last five years



Source: <http://articles.economictimes.indiatimes.com/>

1.9 Employability of Management Graduates:

The amount of Management institutes present in India produces more than 3 lakh graduates every year but the statistics of employability of these graduates are not rosy in nature and there are facts and figures which support the statements and the key reason would be lack of industry-oriented syllabus and interaction with industry to improve employability which is causing a serious damage for the employment market.

Table 1.2 showing the percentage of employability of MBA graduates across MBA institutes in India in last five years

| Sl.No | Year | Colleges | No. of Graduates In lakhs* | % of Students Placed in Campus recruitment |
|-------|------|----------|-------------------------------|--|
| 1 | 2012 | 2138 | 1.9 | 10 |
| 2 | 2013 | 2646 | 2.4 | 12 |
| 3 | 2014 | 3320 | 2.65 | 9 |
| 4 | 2015 | 3549 | 2.92 | 11 |
| 5 | 2016 | 4013 | 3.13 | 10 |

*Data pertaining to off campus recruitment and family business and un-employability is not available.

Source: <http://articles.economictimes.indiatimes.com/>

The above table clearly depicts the number of students who passed out as management graduates and the employability of those students in the industry and corporates where the percentage of students placed in the campus recruitment gives a

highly valuable figures with just 10 percent of the students getting placed in the campus recruitment in the year 2012 followed by 12 percent in the year 2013, just 9 percent in the year 2014 followed by 11 percent in the year 2015 and lastly 10 percent in the year 2016. This is something that has to be considered seriously and suitable actions and measures to be taken. There is also requirement to know the gap for this problem of very less percentage of students getting placed in the campus.

1.10 Management Education and Emerging Issues in India :

To achieve the excellence there has to be great leaders and experts and managers who are capable of bringing in lot of reforms, changes and bringing in new practices and innovations which would definitely bring in the new shade to any programs. Greatness in any financial portion needs incredible supervisors who are fit for conceptualizing thoughts, changing over them into items and administrations, fulfilling client needs, empowering consistent working and ceaselessly keeping up the aggressiveness. India keeps on slacking in its positioning on intensity. In the event that India needs to end up distinctly a worldwide monetary power, it needs to offer regard for administration training as coordination of advantages, production network and learning streams will get to be distinctly basic for keeping up the aggressive edge. Before looking at the issues, audits of steps proposed by different boards for enhancing administration training are analyzed. This is trailed by a

segment that highlights the developing issues in administration training in India. The report that was provided by the Ishwar Dayal committee had lot of drawbacks with respect to the management education in India to quote a few below are the details:¹⁰

- a) Most of the B-schools were not following the policies made by the AICTE regarding recruitment of faculties and consideration of their credentials and qualifications etc. well-equipped libraries, language and business lab facilities and also the computer related aspects.
- b) The B-schools were not promoting the research and development activities among the faculties.
- c) The teaching pedagogy applied by the B- schools also exhibited the inadequacy of cumulative knowledge and problem solving abilities.

The committee also recommended for supporting the faculty development activities in order to scale up and upgrade the knowledge of the faculty community.¹¹

1.11 Management Education and Review Committee:

AICTE deputed a committee in the year 2003 to bring in a policy and also action plan for the betterment of the management education in India, with this context of our existing national demand and trends.

¹⁰ Sinha P. Dharni (2006), Emerging issues with management education in India IJRCM pdf accessed on 15-7-07

¹¹ Sinha P. Dharni (2006), Emerging issues with management education in India IJRCM pdf accessed on 15-7-07

The committee also recommended many steps for the development of the management education in India:

- a) The admission criteria for MBA admissions should only be through recognized entrance tests organized across India and also the group discussions and interviews to be conducted to give admissions to the students.
- b) Even though there was good number of B- schools during 2003 still the research activities were inadequate so the committee recommended that the primary aim of the management institutes has to be the best research outputs.
- c) The committee recommended that since there is a greater need for getting global exposure the management institutes has to have some kind of tie ups and MOU's with the global institutes and the corporates.¹²

1.12 Executing Changes in Management Education:

There is too much of intervention of the agencies and consulting firms who are dealing with management education. Management education should be a concern of the body created by the court of law for governing the management education – There is need to identify the steps which can be taken to extend management education to domains such as cooperatives, hospitals, NGOs, public governance etc. There is need to create better awareness and sensitize through extension of the

¹² A. Chakravarty (2007). "Review on Management Education" A report of MERC Published in 20-8-07 Pp 21-35

management curricular to agricultural marketing and rural places also as majority of our population lives there and also to identify the measures required for improving the quality of faculty and research, as most of the committees have detected the drawback on these grounds.

It can be explored different ways through which the interaction can be made between academia and management to improve.¹³

Look for ways through which the standards of several average and mediocre institutions of management can be enhanced, it can be done possibly through an better accreditation process, great research inputs and better administration.

It can be suggested to make the AICTE as an independent body to and give more power to make it strong for the betterment of the educational institutions.

The intention of the creating task force will help in establishing institutional mechanism which will give a new facet to management education. This will definitely ensure that there is an independent organization mechanism to particularly deal with management education and also give a new looks for management education.

¹³ Yunker J.J (2000). Accreditation process, standards & Suggestions for Improvement, Journal of Education for Business, July/August, pp.348-353.

Conclusion:

This chapter gave a complete overview of management education in the world context to the Indian context and also the scenario in Karnataka. The overall summary of this chapter deals with the growth of management education in India and also the teaching methodology and the pedagogy followed by the management institutes. Even the number of B-schools and the management institutes are increasing day by day but the end result seems to be not positive in nature in terms of providing employment opportunity to the graduates. Where out of the 100 percent passed out graduates passing out from B-schools and the management institutes only 10 percent of them are employable in nature so this is an alarming fact for the top management of B-schools and the management institutes to consider it seriously and bring in the necessary changes and modifications in the various fields required to make the students employable.

Chapter - II

RESEARCH DESIGN

2.1 Introduction:

The Indian B-School situation has seen various changes in the current past. Mushrooming of B-Schools, global rivalry and changing desires of the corporate world. Deficiency of very much qualified faculty, solid impact of changing advancements and elevated understudy desires are a portion of the issues confronted by Indian B-Schools. Global management instruction has seen various difficulties in the current past have highlighted distinctive, regularly clashing, explanations behind postgraduate management training in the US becoming rudderless.

A fundamental thought, rising up out of these researchers is that, weights from different sources like media, partners like understudies, have constrained management institutions to receive hones that may bode well in the short run but are probably going to have genuine negative impacts over the long haul. The literature review is introduced in a sensible way beginning from meanings of value in business taken after by meanings of value in administrations, especially instructive administrations. Universal and national diaries have been reviewed. Four ways to deal with quality exist in literature which have been reviewed to be specific administrations advertising point of view, add up to quality management viewpoint, balanced score card viewpoint and all encompassing viewpoint. Exact examinations

in every one of the four methodologies have been investigated. As just reasonable papers are available in the Indian setting, these have been altogether reviewed.¹

2.2 Need for the Study:

The extensive study of existing literature is indicative of the several studies of various areas that have been conducted by individuals, institutions and research agencies on the management education. The research examined various aspects related to management education. These research studies have shown some limitations in the sense that most of them were dealt with the quality of education, competitive dynamics of management education, student performance etc. A thorough study has confirmed that research on **problems and prospects of management education** to know the gap between the industry and management institutes. Further the researcher has observed that the research related to the above said factors in Karnataka are few to reckon with. This indicates a clear research gap as the demand for the management education is increasing along with increasing demand from the industry from the stake holders especially from the graduating students. A study in this particular area will help the B-schools to understand the requirement and expectation from the industry and also to know the gray areas to improve upon to provide the best management education.

¹ Bay, Darlene and Harold, Daniel (2001). The Student is not the Customer- An Alternative Perspective, Journal of Marketing for Higher Education, 11 (1) pp 1-19

2.3 Review of Literature:

A literature review is a content written by various authors in their research and empirical papers to be consider as the important points of existing knowledge including relevant findings, as well as theoretical aspects and methodological contributions made on a particular topic. For any research work it is very important to create and design necessary theoretical background and frame work. For this the researcher mainly depended on the secondary data available in research papers, articles, books, magazines, newspapers, survey reports of different organizations etc. This referring also helped in bringing about coherence in overall understanding of the study area. In this context of the literature review through many international and national journals, books, magazines and websites was under taken. The detailed discussion of a few relevant literatures reviewed is presented here.

Iulianaparvu et al (2014)² in his study entitled “Identification of Employability Skills – starting point for the curriculum design processes” The purpose of the study was, to identify the set of skills, knowledge and competencies expected from the graduates in financial accounting and management. The findings reveal that the significant proportion is held by policies that are related to involvement of higher education institutions in increasing the employability of the future graduates by developing academic programs based on the development of competencies and skills

²**Iulianaparvu article entitled** identification of employability skills – starting point for the curriculum design processes published in 2014 at ISRJM journal 6th volume and 5th edition.

necessary for the labour market. The study suggests that, the Global and National studies on transversal skills expected by employers of university graduates in economics too.

Rubvita Chadha et al (2014)³ “Industry’s requirement for Employability of Management Student in Present Scenario” The aim of the study was, the industry’s requirement for employability of management student in present scenario. The statistical tools used were mean and standard deviation. The study suggests and concluded that , the offer more practical training, develop their conversational skills, outsource to professional organizations specializing in improving employability skills, send their students to visit industries periodically , invite experts from industries to interact with students - take steps to train their teachers to orient them on the skills demanded by the industry , take measures to enhance students‘ confidence level , organize frequent personality development workshops and encourage institute-industry interaction.

Hoxby (2000) and Hoxby and Weingarth (2005)⁴, a debate has grown around the exact structure of peer effects. The standard linear-in-means model of peer effects – outcome as a function of student’s background characteristics, peers average academic ability and peers average outcome – suffers from the limitation of

³RubvitaChadha in the research paper entitled industry’s requirement for employability of management student in present scenario published in 2014 in Research Dimension journal of commerce

restricting all peer effects to the mean. Naturally, this approach fails to reveal the heterogeneity in peer impacts. For instance, the impact of one high ability student on another high ability student might be substantially different than the impact of a high ability student on someone of lower ability.

Sekhri (2011)⁵ looks at inter-caste peer effects in college education in India. The study uses admission records and university exam results of two government colleges in India for the years 1998 – 1999 to 2002 – 2003. Using college exit scores as the outcome measure, she finds that higher caste peers of better academic ability have a negative impact on the performance of lower caste students with peer impacts being positive within caste.

Tanyel et al. (1999)⁶ surveyed University faculty and employers to determine the most important attributes to be possessed by newly hired business school graduates and the skills tested were ethical values, responsibility and accountability, interpersonal skills, oral communications, time management and punctuality, team work, decision making, analytical ability, global awareness, persuasive ability, computer skills and presentation skills.

⁶Tanyel et al in his research paper “Univerity professors and their contribution towards the performance of the students” published in 1999 at South California school of education.

Rajan and Dhuna (1998)⁷ in their research paper focused on various important issues related to management education and its impact on the global scenarios. They opined that the globalization is spreading across the world and the business and management education system has to cope up with the changing pace to meet the challenges. They also highlighted that the issues related to the curriculum, faculty development activities and integrated courses has to be taken care.

Rangnekar (1983)⁸ in his research process has exhibited the concern towards the business and the management education. He mentioned that within the duration of last fifteen years the number of management education institutes has increased drastically and many of them seems to be not well equipped to provide the acceptable and the with the minimum standard level. Only the few B- schools and the institutes are really well equipped and providing the need based management education and many are not so there is a necessity to broaden the concept of management and business education and initiate the better process to provide the quality output.

Matani (1997)⁹ According to the research that he conducted stated that the economic and the social development is due to the impact of business which are education which are considered to be one of the most effective tools. The big challenge in

⁷ Rajan Ajay and Mukesh Dhunna (1998), "Globalization and business education", University News, 36(35), pp. 3-5 & 9.

⁸ Rangnekar, Sharu S. (1983). "Whatever is Happening to Business education", Indian Management, 22(7), July, pp. 5-6

⁹ Matani A.G. (1997). "Business Business education and Business managers in the Year 2001", University News, 35(42), pp.5-7

preparing the business leaders for tomorrow are to be tackled yet. It is greatest task in front of the management institutes to convert the students into the business leaders to lead the corporate houses tomorrow. The education and the learning process which we gather now in the environment such as class rooms and the simulation hours will have a huge impact how they students perform in the upcoming years. The crucial issues like the commitment and the learning curve of the students and the development of the skills will help the budding students to be better managers tomorrow.

Dholakia and Dholakia (1994)¹⁰ in their research paper have recommended certain strategies to change the existing Indian business education system to match with the global perspective. In their research they mentioned that country like India is having only few management institutes who are delivering the world class programmes. There is requirement for fostering the business education in India like the western and American countries. There are lot of ideas and the inputs that are been taken from the b schools of US but the Indian B- schools are failing in execution of those strategies here which is reflected in many cases.

Reddy (1998)¹¹ in his research paper gave a suggestion that to bring in the stiff internal integrative thrust and discipline in the curriculum delivery and methodology

¹⁰ Dholakia Nikhilesh and Ruby Roy Dholakia (1984). "Reshaping Business education in India: An International Perspective", *Decision*, 11(4),pp. 41-47

¹¹ Reddy, C. Monohar (1998). "Business education in India", *Management Review*, 10(1-2), pp. 132-136

by abolishing the old mediocre way of presenting the management education. But the methodology followed by the faculties from past so many years and the hesitation they had made them reluctant for the change which led to blocking the new plan and strategy for the future growth. The graduates should concentrate to enhance their effectiveness and efficiency to grow up in the ladder after working enough in the junior and middle level management position. It was decided that faculty role should be changed from teaching in the classroom to developing of the skills required for the graduated to grow up in their career ladder.

Agarwal (2001)¹² in his research paper stated that improving the product quality is a practicable activity over long term and depth of commitment to equality is very critical and key to have the defect free production. The theory remains same even with the business management education where to have a better quality product the production process should be defect free. The current management education practices followed by the Indian education system has got lot of defects which has to be rectified could be like curriculum, understanding the industry requirement etc. to bring out a best quality product which will make the customers satisfied and delighted.

¹² Agarwal Pawan, Higher Education in India-The Need for Change, ICRIER Working Paper No.180, June 2006

Bhandiwad and Patil (1993)¹³ in their study they have focused on the various aspects related to the business education and also gave some ideas to change the business education model in India. In this context they have expressed about the socio, economic and political factors of the world and India and made a comparison to prove that the business education in India needs a change to meet the new economic, social and technological up gradations therefore a new managerial knowledge is a key for survival of the enterprises in future.

Mehta (1998)¹⁴ in their study they conducted they focused on giving a corporate outlook to the working managers while he was contemplating the differences of the executive and entry level of the business education. He also stressed on the growth in knowledge base and obtaining the transformation agents. Though the B-schools infuse great analytical ability still it is failing in creating the successful managers.

Chowdhry (1996)¹⁵ he commented on the business education in three parts dealing with the emerging trends in the management education, environment and also understanding the implications of these trends and developing strategies for research and teaching which is happening in the respective departments. The part describes about the changing shape of our concerns and their implication on the objectives,

¹³ Bhandiwad V.S. and B.M. Patil (1993). "New Directions for Business education-Some Reflections", management and Labour Studies, 18(3), pp. 177-182

¹⁴ Mehta Ramesh (1998). "Business education", Management review, 10(1-2), pp.136-138

¹⁵ Chowdhary Nimit (1996). "Higher education Delivery System-Trying the TQM Option", University News, XXXIV(38),pp.1-5.

policies and the programs in business education. In the third part of his discussion the author gave his suggestion on the organizational design and what are the system requirements to deal better with the new programmes of the business education in various private B- schools and the government universities.

Johar (1998)¹⁶ He has noted the grey areas that has to be focused in the field of business education which includes the processing ability of the institution to convert the graduated into the better managers which includes the better networking for the placement activities, technical skill training, ICT methods of teaching the curriculum, experiential training these are some of the few areas where the business education systems needs to concentrate. The most important factors that have to abolish is the outdated syllabus and bringing in the industry required concepts to the syllabus.

Kumar (1997)¹⁷ in his study he stated that the world is changing itself into a business hub and there is no boundary for the business to take place and to meet the grades and the standards of the global business our management education system has to be improved to a greater extent. There is need for the experts to meet the B- schools and interact with them to solve the issues related to the management & business education and to set up a common platform to solve the issues. Indian business schools should work hard in this context to meet their goals. The success

¹⁶ Johar K.L. (1998). "Business education in Changing Scenario", University News, 36(5), pp.1-2.

¹⁷ Kumar, Harish (1997). "Globalization of Business education", University News, 35(32), pp. 10-11

rate depends on how well they perform and take up the challenges posed by the business world today.

Branch (1997)¹⁸ The students and graduated of the business schools and the management institutes today have great expectation from the recruiters in terms of the better packages like 6 figure salaries and also list of perks and the fringe benefits at the same time even the recruiters have got the similar kind of a expectation from the graduates to be best in their skill sets as well as the knowledge base which seems to be failing in the present scenario which makes recruiters to have a setback to employ the graduates.

Ranganayakulu (1995)¹⁹ proposed the procedure to follow that would lead to more acceptable course. In his opinion the business education India is weak because of the industrial globalization and liberalization and because of the improved technology. More than 500 business schools and the MBA institutes operating India needs to ensure high standard in their education and process and he has also recommended certain policies to make the business education better in India.

Mangaraj (1996)²⁰ he has explained some techniques and needs for the business education in India. He has opined that the management education in India requires a

¹⁸ Branch, Shelly (1997). "MBAs are Hot Again- And They Know It", Fortune, April 14, pp.91-93

¹⁹ Ranganayakulu K.C.S (1995). "Business education in India", Indian Management, 34(7), pp. 22-31

²⁰ Mangaraj, Sujata (1996). "Excellence in Business education", South Asian Journal of Management, 3(2-3), pp.64-71

strategic change to meet the industry requirement and that can be achieved only by assuring the better quality in terms of appropriate curriculum, better teaching methods, faculty development programs etc.

Padmanabhan (1996)²¹ in his study has given some alarm on the business education in India and the reforms required for the business and management education in growing economy like India. The new challenge for the business education in India is to understand the enterprise and their work culture to meet these challenges the business education should focus and work towards attaining the success in the work platforms both globally and locally is important.

Rao (1997)²² puts forth his view in prospect with the globalization. The author speaks about the dynamic market which should be driven by highly trained management personnel with the management skills and techniques. To make this happen there is requirement for the need based changes to empower the MBA graduates to be the best entrepreneurs, intrepeneurs or the managers and to make them better prospects as leaders. The entire paper was to bring out the gap between the industry needs and the graduates deeds which require a major surgery.

²¹ Padmanabhan C.B (1996). "Business education in the wake of current Current Economic Reforms in India-Macro Issues", South Asian Journal of Management, 3(2-3),pp.24-30

²² Rao S.L (1997). "Business education Issues and Challenges of Globalization", Indian Management, 36(1), pp. 27-32

Mehta (1999)²³ in his study reveals more on the usage of the technology for the better learning and the research process to meet the challenges in the global scenario. To make the technology as an integral part of learning process in the business and management education. He emphasized that there is need for the management institute to make use of the new upgraded technology as an integral part to teach the students. So, that the budding managers are made better in terms of using technology and be a global players. Our business education and management graduates should be comfortable in using and operating the new technology in the competitive environment.

Bose (2006)²⁴ in his article on the validation of the reputed brand of the B- schools conducted the survey by having many of parameters like the teaching methods, infrastructure, faculty and the best management practices to evaluate the performance of the B- schools. The end result of the survey stated that the B- schools and the management in states should focus on the qualitative parameters than focusing on the others criteria's.

Wicks (1992)²⁵ in his study on the objective of management education stated that the management education is all about the acquisition of knowledge and developing the

²³ Mehta Ramesh (1998). "Business education", *Management review*, 10(1-2), pp.136-138

²⁴ Bose, Arundati Sarkar (2006). Is the Free Market Appropriate for Education? *IMPACT, International Journal of Management and Contemporary Thought*, 1(1), pp 66-85.

²⁵ Wicks (1992). Peer Review and Quality Control in Higher Education, *British Journal of Educational Studies*, 40(1) pp 57-68.

management value and being ethical and making the right decision during the times. The Faculty has to perceive thorough subject knowledge and managerial skills to the students which is important for the management education. The people opinion would differ from individual to individual.

Richard E. Boyatzis, Elizabeth C. (2001)²⁶ stated that the major challenge to management and the business education is to develop the habit to inculcate and use management knowledge. The study covered the MBA graduates to understand the core competencies of the outgoing students where majority of them had developed the emotional quantum's and not the skills required by the MBA graduates and the current MBA curriculum will not help the students to develop the skills required.

Clinton O. Longenecker and Sonny S. Ariss (2002)²⁷ discusses how the management institutes and the B-schools can create competitive advantage which is very important. Creating competitive advantage through effective and quality management education and stated that to achieve the competitive advantage in the market it is important that the institutions has to strive hard to develop the core competencies among the student community.

²⁶ Richard E. Boyatzis, David A. Kolb, —From learning styles to learning skills: the executive skills profile, *Journal of Managerial Psychology*, 1995, issn 0268-3946, volume 10, issue 5, page 3-17.

²⁷ Clinton O. Longenecker, Sonny S. Ariss, (2002) "Creating competitive advantage through effective management education", *Journal of Management Development*, Vol. 21 Iss: 9, pp.640 – 654

Roger Bennett and Vicky Langford (1990)²⁸ in their study developed an assumption that all management education are exposed to the theories developed by the thinkers and the management gurus, understanding the concepts and techniques in a better way across various areas and functions of management will definitely help managers to perform better in their jobs. The result concluded that the understanding the theories of management very well will help the managers to execute it well in their work place.

Hercules Visser (2007)²⁹ in the thesis he defended that the many of the engineers with the technical background are generally looks to be unsuccessful in management roles in the corporates because of the inadequacy of the managerial skills: including the people management skills, interpersonal skills, negotiation skills, functional skill and other things. The engineer are good at their technical knowledge only and not fit to be in the managerial roles and this trend has made lot of engineers to take up courses like MBA and PGDM through which they are able to develop the skills required by the manager to work in the corporates.

Farhad Analoui, (2001)³⁰ presented that the effectiveness and efficiency of the processes involved in business education for the managers in country like Iran. It

²⁸ Roger Bennett, Vicky Langford, —Managerial Effectiveness and Management Education in Journal of European Industrial Training 1980, Vol. 4, No.6, Page. 17 – 20.

²⁹ Hercules Visser, —Transformation of Managerial Skills of Engineers, Rand Afrikaans University

³⁰ Farhad Analoui, (1995) "Management skills and senior management effectiveness", International Journal of Public Sector Management, Vol. 8 Iss: 3, pp.52 – 68.

tries to understand the basics of appropriate business education for managers and to explore their opinions and perceptions towards the skills and knowledge required of them. The results of the study exhibited that a mixture of these skills helps the managers to perform better. However, there is a gap between what is demanded and what is delivered by the managers in a country like *Iran*. Also it was also found that in Iran managers give more importance for the task and self-development skills and not much on than the people handling abilities.

Darryl Reed (2002)³¹ The research emphasized on the importance of the Management Education in Globalization era: The intention of this paper was to examine the factors to be considered in the globalization and the same to be incorporated into management education. The study examined the critical factors in the globalization era was the getting adopted to the technological changes and the developing the better communication to deal with the business houses located across the world. It was stated that the management education institution should focus more on training the students on the new technologies and also developing g the better communication among the budding managers.

³¹ Darryl Reed, —Management Education in an Age of Globalization: The Need for Critical Perspectives. Information Age Publishing, York University, Toronto 2002, 209-236

Shu-hui Lin (2000)³² conducted a study on A Family Member or Professional Management to be a CEO of the company. In this study it was examined the competency of the CEO of company who is a family members who has taken over the business from the ancestors and also a CEO of a company who is graduated from the Management institute it was observed that family member being the CEO has a competitive advantage since the family members share their business secrets with him and the knowledge is transferred to him and even the professional from a B-school has an advantage of deploying all the theoretical and the practical aspects that he has learnt in his classrooms and activities in the business house.

Edward E. Lawler(1999)³³ in their research examined the relationship between the business education, management style, and also the organizational effectiveness. The penetration of the management and the business education has increased the participative management working style. However, the boom of the management education has also made the people to be more sensitive on the concept of the functional management and this course makes the students to be clearer with respect to the management of people and resources in the organization.

³² Shu-hui Lin and Shing-yang Hu, —A Family Member or Professional Management? – The choice of a CEO and its impact on performance.”, National Changhua University of Education and National Taiwan University

³³ Edward E. Lawler, —Education, Management style and organizational effectiveness”, Personnel Psychology, Volume 38, Issue 1, Pages 1 – 26.

Mr. Ortrun Zuber (1996)³⁴ exhibited some of the facts and figures regarding pros and cons concerned to the management education and development for better learning organization and current example of a course and curriculum design for experienced leaders and managers. It was enlighten by the researcher in his article.

Mohammed Abdullah (2008)³⁵ made an attempt in his research to understand the emerging and changing needs of management education to encounter the upcoming challenges of management and the roles of business school with this respect. The business education institutes and management schools should know the implications of the changes and has to deliberately prepare the graduates in their capabilities required to implement the plans and policies after getting in corporate world.

Center for Creative Leadership (1998)³⁶ in the investigation they conducted on understanding the abilities of individuals to work in the global roles and global environment. It was noticed from the study that to make an individual effective to work in the global roles and background, he needs to have the following abilities and capacities such as personality traits, interpersonal skills, job knowledge and the right attitude.

³⁴ Mr. Ortrun Zuber – Skerritt, —Developing a learning organization through management education by action learningl, “*The learning Organization*”, June 1995, Vol. 2, No. 2, Page 36 - 46.

³⁵ Mohammed Abdullah Management Education for Contemporary Challenges: The Role of Business School, European Journal of Scientific Research, ISSN 1450-216X Vol.30 No.4 (2009), pp.649-661.

³⁶ Center for Creative Leadership (1998) “ Study on understanding the traits required to meet global competencies” AJSS pp21-42

Farhad Analoui, (1995)³⁷ in his research dealt with the effectiveness of the senior officers within the government sector is not been proportionately related with the work instead of people-related skills. A study was conducted including 74 managers in the top level with the Indian Railways, it was clearly observed from the study that to be more effective it is not just required to work with the assigned responsibilities but it is also important to develop the people management skills and to have considerable knowledge and other skills set required for the job.

F. Analoui, H. (2000)³⁸ indicated in his study that the managerial skills seems to be very important which acts as a fundamental importance for better performance of the managers in their roles which will reflect on the effectiveness of the performance as whole. Recent developments in the area of management education indicated that there are three categories of managerial skills which are very important namely task, people and self-related, which plays a crucial role towards increasing the effectiveness of the managers and make them to perform better in their assigned roles.

³⁷ Farhad Analoui, (1995) "Management skills and senior management effectiveness", International Journal of Public Sector Management, Vol. 8 Iss: 3, pp.52 – 68.

³⁸ F. Analoui, —Identification of clusters of managerial skills for increased effectiveness: the case of the steel industry in Iran, International Journal of Training and Development, Volume 4, Issue 3, pages 217– 234, September 2000

Clinton O. (2002)³⁹ clearly mentioned in his study that 21st century has brought new opportunities in the global marketplace, and there is great potential to grow in the business opportunities but with lot of competitive pressures. To cope up with the competitive pressures and to realize and convert the opportunities the organization has to make their managers to work in the global environment understanding the global requirements including the technology, strategies and the skills which has to be embedded in the organizations by providing the proper training and development activities to the managers and there is a need for the business schools and the managements to play a role in this arena to mould the graduating students in such a way that they should be competitive enough to work in the global environment.

Elizabeth C. (2002)⁴⁰ conducted a study on executive coaching does it really work?, She had a question to answer whether the executive coaching will help in improving the leadership effectiveness as well as the productivity, This study answered the questions by considering the progress of 291 executives engaging in a five-months coaching and considering the 360 feedback processes. The results indicated that the mixture of multi rater feedback & individual coaching will help in increasing the

³⁹ Clinton O. Longenecker, Sonny S. Ariss, (2002) "Creating competitive advantage through effective management education", *Journal of Management Development*, Vol. 21 Iss: 9, pp.640 – 654.

⁴⁰ Elizabeth C. Thach, (2002) "The impact of executive coaching and 360 feedback on leadership effectiveness", *Leadership & Organization Development Journal*, Vol. 23 Iss: 4, pp.205 – 214

leadership effectiveness to 65 per cent which was a indication to the organization and to the business schools and the management institutes to develop the students on various areas during their study in the schools and colleges which help them to perform better in the work place without taking much time to adjust in the work place.

Edward Zlotkowski (1996)⁴¹ in his research made a criticism that the contemporary business education institutes in failing to help business graduates to achieve sufficient knowledge, particularly with respect to the external environment of business houses. This can be done only by the faculties working the business schools and the management institutes by developing curricular projects attached to the community needs, embedding the technical skills and also to develop greater interpersonal skills and sensitizing them on the cross cultural and ethical aspects.

Debasish N. Mallick (2000)⁴² in their study made an attempt to explore the content and methodology of technology management education in the context of management programs in America and found out that the Knowledge of business plans and strategy, competitive skills, the adoption of technology in business, development of new product and the understanding of issues with respect to

⁴¹ Edward Zlotkowski, —Opportunity for All: Linking Service-Learning and Business Education , Journal of Business Ethics 15: 5-19, 1996, Kluwer Academic Publishers.

⁴² Debasish N. Mallick, Abhijit Chaudhury, —Technology management education in MBA programs: a comparative study of knowledge and skill requirementsl, JETM Volume 17, Issue 2, June 2000, Pages 153-173.

implementation of new business ideas were considered to be more important for the graduating students from the business schools.

John D. Bigelow (1994)⁴³ made a study to analyze whether the management education followed in US is relevant for international managers? This study identifies and compares skills seen as important in US and international literature. It was concluded that management education methodology followed by the US B-schools are relevant to the international standards and the curriculum followed also helping the students to be globally ready by understanding the cross cultural aspects of the business across the world so it was concluded that it is relevant.

Mortan T. Hansen (2010)⁴⁴ conducted a study on selected 50 CEO's across the country and found among these 50 CEO's only 14 percent of them had a formal management and business education and there was also a difference among the CEO's who had management education and who did not had it and it was observed that the management style of these CEO's were different in nature. Those who had management education were relatively performing better compared to those who did not have the management education background.

⁴³ John D. Bigelow ,— International Skills for Managers: Integrating International and Managerial Skill Learningl, Asia Pacific Journal of Human Resources, Vol. 32, No. 1, 1-12 (1994).

⁴⁴ Mortan T. Hansen, Herminia Ibarra and Urs Peyer , —Best CEO in the worldl, Harward Business Review, January – February 2010, page 104 – 113.

Dr. Appa Rao (1994)⁴⁵ argued that the management education will only help the graduated to understand the theoretical aspects of the business which would not help them for a long run in the organization since the business houses keeps changing their products, services and their delivery model so it requires the managers to learn during their job and cannot learn everything during their course of study in the B-schools and the management institutes.

Katz (1955)⁴⁶ after making a thorough study on the skill required by the business graduates came out with the three very important skill approach for managers and recommended the importance of these skills at different managerial levels. He assumed that business graduates after passing from their colleges must be in a position to direct the activities for the subordinates and also held the responsibility for achieving the organization objectives through these efforts. He emphasized on three important skills such as Human skills, conceptual skills and the technical skills.

Porter and McKibbin (1999)⁴⁷ in their book landmark emphasized that “Management Education and Development: Thrust of the 21st Century” studied the management education should focus on the development of various skills and personal characteristics traits and they identified very important nine skills including

⁴⁵ Dr. Appa Rao Korukonda —Managerial action skills in Business Education: Missing Link or Misplaced Emphasis? Journal of Management Education and Development, Canada, 1994, P.28-34. Vol.12 No.6.

⁴⁶ Katz (1955) : “ Three approaches for the successful managers” published in American journal of business pp 21-32

⁴⁷ Porter & McKibbin “ Landmark-Nine skills for Managers published in the year 1999 volume 1 issue 3 pp 1-196.

planning/organizing , analytical, computer, decision making, oral communication, risk taking and written communication, initiative, leadership/interpersonal.

Levenburg (1996)⁴⁸ in his research considering the two different populations including the management faculties and the management students understood the variables important variable of the management education identified more than ten important variable of the study such as presentation skills, oral and written communication skills, honesty and integrity, teamwork, reliability, computer skills , problem analysis skills, global awareness, self-initiative, decision making skills, leadership skills, statistical analysis skills, project management, technical report writing and research/library skills, diversity or multicultural appreciation.

Reizenstein and Rodgers (1994)⁴⁹ in their research conducted on Fortune 500 executives, professors and head's of business schools and also the alumni to understand the readiness of MBA graduates for the responsibilities their jobs in the corporates. On the area of skills and abilities the various factors were considered to be important such as oral and written communication, administrative skills, interpersonal skills, managerial skills, ability to conceptualize, poise and maturity,

⁴⁸ Levenburg “Understanding the important variable of the Management education-Perspectives:1996 published in Competency mapping magazine pp 12-14.

⁴⁹ Reizenstein & Rodgers “ Success of the fortunate 500 executive and the traits published in Harvard Business Review 1994 ppp56-63

analytical ability, work ethics, specific functional knowledge, level of initiative, leadership skills, strategic planning skills , decision making skills.

Pfeffer and Fong (2002)⁵⁰ had a question is there any worthwhile important business skills that can be developed by traditional MBA programs and after the survey conducted with the graduates and the corporate recruiter it was perceived that communication skills was something which was recommended by more than 50 percent of the respondents in the study and that is what the B- schools has to improve upon.

Tanyel et al. (1999)⁵¹ conducted a survey covering the University professors and the employers to understand the very important attributes to be acquired by newly hired B-school graduates and the skills examined were ethical responsibility and accountability, oral communications, interpersonal skills, decision making, time management and punctuality, team work, analytical ability, global awareness, computer skills and presentation skills, persuasive ability.

Syrett (1995)⁵² conducted a survey along with the Asian Business to know the views of the top executives in 7 Asian countries. The survey was administered to found out that necessary qualities required by the MBA graduates and it was observed that

⁵⁰ Pfeffer and Fong “Important skill for the Business graduates” published in 2002 in American journal of commerce and management Pp 12-31.

⁵¹ Tanyel et al. “ Empowerment of the business graduates through skills” published in 1999 in CAS journal.

⁵² Syrett published a paper on “Qualities required by MBA graduates published in the year 1995 in the journal of business and management Pp 01-17

various factors like creativity, change management, communication , innovation, leadership were on the top of the list of qualities that respondents look forward and which seems to be important while recruiting the MBAs.

Leavitt (1999)⁵³ he in his study make it a point that the faculties in the B- schools and the management institutes teach pretty well and at times they also over teach the analytic method and they seems to be failing in teaching the interpersonal skills and the persuasive skills. Professors at the B- schools and the management institutes teach the descriptive things but not driving the students to think globally which is quite necessary. Students are not given inputs on habits of continuous learning.

Pierson (1999)⁵⁴ stated that the curriculum of the institute serves as useful and logical starting point to evaluate the academic programs. The understanding of the functions of the curriculum speaks the volume and capacity of the programs. The curriculum very well specifies what is to be taught to students and in which order. Thus the management education delivery system depends on the curriculum of the management institute.

McCord (2001)⁵⁵ in his research paper emphasized on the experiential learning should happen outside the class room in the context of having practical experience

⁵³ Leavitt (1999) “What to Teach” published in 1999 in Academy of management association.

⁵⁴ Pierson “ The curriculum and its impact on the students” published in 1999 in the Business arena.

⁵⁵ McCord (2001) “Learning dimension of management education” published in 2001 in the journal of education.

rather than learning more of theoretical aspects. Problem solving skills and the analytical skills are two new methodologies which is very important to be adopted in the teaching for producing the better management graduates.

Mintzberg (2005)⁵⁶ in his study identifies the four important forms of pedagogy including the class room lectures, live cases, experiential exercises and live projects. He thinks that there are basic pedagogy that will help the students to be groomed very well in the field of management and make them ready to face the industry.

Green and Harmon (2006)⁵⁷ Disciplinary integration is further weakened by the trend to create large business schools to cater for research clusters based on discipline. Such structures not only minimize opportunities for exchange between the disciplines, but dissipate responsibility for program and course integration and distances educators from their students

Levy (2006)⁵⁸ In addition to growing enrolments, emergence of private higher education has been a worldwide trend in recent decades in different countries. Growth of private higher education has been in secular institutions that absorb the demand that the public sector could not or would not accommodate. Most private institutions are commercial-oriented (though they may claim to be otherwise) and

⁵⁶ Mintzberg “ Teaching pedagogy in Management Education published in 2005 in the Book Management study model.

prepare graduates for job markets. Majority of private providers are fully or almost fee dependent.

Sanyal and Martin (2006)⁵⁹ Reforms in higher education in China were initiated along with other economic reforms when China decided to become a market economy in the year 1978. Prior to that, higher education was in the public sector. There was no tuition fee. The government also took care of living expenses of the students. Since then, the system of higher education in China has radically changed.

Ramakrishnan and Kumaravel (2006)⁶⁰ Education is vitally important to all nations, given the critical role of education in economic, cultural and social development. Education is a dialogue between the past, present and the future. It is an important investment in human capital essential to economic growth as it lays emphasis on the training of skilled manpower, market forces requiring “marketable products” and consequently on, “specialization” contributing to a knowledge-based society in many ways.

Menan and Athisayam (2012)⁶¹ has studied training need for the management teachers and suggested that the central focus on the training need to influence the aspirations of teacher to produce worthy product from B-school to meet the global benchmark. It is finding that there are gap between the stakeholders expectations as reflected in vision and mission of institution with regard to students aspirations and

the available competency of the institutions in term of knowledge, skills and aptitude of the teaching faculty, from strategic perspective.

Kang and Sharma (2012)⁶² has compared the University and private management institutes in Punjab and found that the alumni have stronger belief than practicing manager, and practicing manager have stronger perception than faculty that university management departments are better than private management institutes in term of faculty, fee structure, link with industry, placement and infrastructure.

Neelankavil (1994)⁶³ on a study of specific criticisms of graduate business programmes highlighted the need for communication skills, leadership, creativity, entrepreneurship, team work, global perspective, oral and written communication, long-term planning and negotiating skills.

2.4 Research gap:

The extensive review of literature helped in identifying and also establishing the research gap for the study. The employability of the MBA students has drastically reduced from the past 5 years from the data provided by the AICTE and the above review of literature supports the same with various reasons causing the same which includes the outdated curriculum, lack of skill sets, not being corporate ready and also the competition from the tier one B-schools this series of literature helped the

researcher in identifying the gap and also working towards establishing the bridge between the same.

2.5 Statement of the Problem

The concept of management education is at its boom from the time it was emerged and it has also seen lot of up's and down in its journey of couple of decades and the present data reveals that definitely the management education is not rosy as it was before it is also supported by the facts that the employability of the management graduates has drastically reduced in the recent past and the threatening fact from the previous literatures also states the quality of the students is not up to the mark as demanded by the industry. Management education certainly requires lot of innovation and changes to be successful. To see the success the B-schools and the management education institutions must follow the steps which are essential to deliver the quality output to the society in other words market in a consistent way. The B-schools and the management institutions should provide the these graduates with lot of commitment and passion and achieve the performance excellence, the faculty members and the other stake holders have to build a cordial and strong human relation among the student community and develop all the skill sets and knowledge required by the management graduates. Even the management has to support the graduates with the necessary infrastructure contributing to better learning atmosphere. Proper fine tuning has to be done and adequate training and

development activities has to be conducted to embed the skill sets required to make the students corporate ready and failing in the process might lead to not reaching the expectation of the industry due to the gap between what was demanded and what was produced and this thesis mainly focuses on the core area of problems and prospects of the management education to understand the gap between the industry and the institute. Hence the research problem is stated as **“Problems and prospects of Management education- with special reference to Karnataka state”**.

2.6 Objectives of the Study

The objectives designed for the study is based on the gaps identified in the review of literature and also considering the factors which are impacting on the employability of the MBA graduates in the corporate world.

Following are the important objectives of the study.

1. To understand the profile of the students and faculties in the Management institutes in Karnataka.
2. To understand respondent’s opinion about the existing management education system and practices followed in the selected institutes in Karnataka.
3. To understand the various modus and operandi followed by management institutes in their curriculum.
4. To analyze the study outcome in light of the overall effectiveness of the Management Institutes in Karnataka

5. To analyze the gap between the industry requirements and the management graduate readiness.
6. To offer suitable suggestions to bridge the gap between industry and management education.

2.7 Hypothesis of the Study

The important hypothesis of the study are as follows :

Hypothesis 1

H₀: There is no significant relationship between the quality of students admitted and the placement of the students.

H₁: There is a significant relationship between the quality of students admitted and the placement of the students.

Hypothesis 2

H₀: There is no significant difference in the teaching pedagogy followed among the government and private B-schools.

H₁: There is a significant difference in the teaching pedagogy followed among the government and private B-schools.

Hypothesis 3

H₀: There is no significant difference in the placement activities among the government and private B-schools.

H₁: There is a significant difference in the placement activities among the government and private B-schools.

2.8 Scope of the study:

Management education is one such professional course which is helping lot of students for the employability and also developing the leadership skills and the managerial skills. The study on **“Problems and prospects of Management education- with special reference to Karnataka state”** is conducted to understand the expectation of the stake holder including the students, faculty and the industry from the management education to make it more relevant to the current scenario. The present study mainly focuses on the profile of the students who are studying in the management institutes and B- schools in the study area that is Karnataka and also to know the profile of the faculties in the area of study and this study also aims in understanding the expectation of the industry from the graduating management students and at last the present study helps in knowing the gap between the industry and the management institute. So the current study is an effort to bridge the gap between the industry and institute. The study is conducted covering the major cities of Karnataka like urban Bangalore, Shivamogga, Davanagere, Dharwad and Belgaum.

Research Methodology

The research methodology is the technique of sorting out the methodology for gathering substantial data and dependable information for further research

investigation. It gives a complete depiction of the research procedure that is taken after amid the examination. The exploration procedure took after for the present examination is discussed in this chapter in detail.

Research methodology is the predetermined systematic way of dealing with determining the problem, collection of data from different sources, analyzing the collected data by using the appropriate tools and arriving at conclusion may be in the form of solutions to the problem or formulation of some theoretical concept. Moreover, research methodology clearly describes the various methods used for collecting the data followed by the research design, sampling technique, and sources of data collection, conceptual framework and data analysis.

2.9 Profile of the study area:

The Karnataka state is spreading across to 191792km² or 5.3 percentage of the geographical area of entire India. Karnataka is the eighth largest state of India by its geographical areas and also the ninth largest by its total population 6.2 crore which is very significant in nature. Karnataka is contributing 5.2 percentage to the country's GDP and considered to be third among all the states. According to the 2011 census Karnataka state has a literacy rate of 75.6 percent with 82.3 percent of male and 68.1 percent of female in the state are being literate. The capital city of Karnataka is Bangalore considered to be a metropolitan city and also called as IT city. Karnataka

is also a land of great and renowned institutes and universities such as university of Mysore, Bangalore University, Indian Institute of Science, Tata Institute of Science, Indian Institute of Social and economic change, Karnataka University, Kuvempu University, Mangalore University. Some of the private university and colleges like Manipal University, Jain and Christ universities which is famous across the country. The state is also place for the world's best institute like Indian Institute of Management which is located in Bangalore which is popularly called as IIM-B which has produced good number of managers, leaders as well as entrepreneurs to the world of business and Karnataka recently added one more feather in the field of education into its cap by having the Indian Institute of Technology established in Dharwad which is called as the Shikshana Kashi. Karnataka has got more than 180 B-schools and management institutes including some of the premier institutes like IIM, TAPMI, XIME, ISB etc. offering MBA and PGDM programs to more than 30,000 students from across the world.

2.10 Sample Design:

The sample includes only those respondents who associated with the management education and those who are the stake holders of the management education including the students pursuing the management degree, the faculties working in the management institutes and the recruiters who visit the campus for the selection of students. The sampling procedure used for the Study will be convenience

sampling to collect the data which will best enable to get the accurate answer for the research questions.

2.11 Research Instruments:

Questionnaire method interviewing was done in the form of face to face interviews. Open ended question and close ended question were included in the questionnaire and most of questions are in 5 point likert scale. The questionnaires consist of a set of questions, asked to the respondent for his/her response. The questionnaire is structured and non-disguised, done in prearranged order and where the object of research can be revealed to the respondent. The questionnaire has undergone the reliability and validity test and concluded that the scale has good reliability.

2.12 Sample Size:

The Sample for the current study was drawn from three different sampling units namely Students, faculty and recruiters. The sample was drawn from five major districts of Karnataka such as urban Bangalore, Shivamogga, Davanagere, Dharwad and Belgaum.

Table 2.1 Showing the distribution of the Students sample Size

| Type of B-school | No. of Colleges | No. of Students | Sample Size 10% |
|----------------------------------|-----------------|-----------------|-----------------|
| University Departments | 15 | 740 | 74 |
| Private Colleges | 137 | 5100 | 510 |
| Autonomous | 23 | 1100 | 110 |
| Others | 2 | 30 | 3 |
| TOTAL STUDENT SAMPLE SIZE | | | 697 |

(Source; AICTE annual report 2015)

Table 2.2 Showing the distribution of the Faculty sample Size

| Type of B-school | No. of Colleges | No. of Faculties | Sample Size 145 10% of the population |
|-------------------------------|-----------------|------------------|--|
| University Departments | 15 | 115 | |
| Private Colleges | 137 | 1186 | |
| Autonomous | 23 | 138 | |
| Others | 2 | 7 | |
| TOTAL NO. OF FACULTIES | | 1446 | |

(Source; secondary data)

Table 2.3 showing the distribution of the recruiters sample Size

| | |
|--|-----------------------------|
| Recruiters (Companies)visiting B-schools | 1796 |
| Sample Size | 180 (10% of the population) |

(Source; secondary data)

2.13 Sources of Data Collocation

Data collection is systematic collection of gathering and measuring information on variables of the study, in an systematic format which enables the respondents to answer the research questions, test hypotheses and evaluate the outcomes. Data required for the present study is collected from two different sources including primary and secondary.

Primary data

Primary data required for the study was collected by means of structured questionnaire which consist of both open ended and majority close ended questions.

The questionnaire was pretested with the pilot study and the questionnaire was validated with the cronbach alpha value of 0.5 and the same was administered to the respondents including the students of b schools and the management institutes, faculties, professors, HOD's and the recruitments head's and executives of various companies based on the researcher judgment.

Secondary data

The secondary data will be collected from the news papers and journals, publications brought out by research institutions university library as well as those published on internet or website. Lot of information was collected from IIM Bangalore, Central Library Bangalore, Departmental library of Journalism and Mass communication, Jain and Christ University also found very useful for the research work. Electronic database like PROQUEST, EBSCO and J-GATE made this research work rich in terms of literature review and problem formulation

2.14 Tools of analysis

The collected data has been prepared primarily through percentage for tabular and graphical presentation. Preparing the data for computer application, they were coded as per requirement. The data were tabulated, cross tabulated and wherever required subjected to statistical tool for proper analysis. Raw data were transferred to an excel spreadsheet, so as to use for tabulation and cross tabulation. Depending

upon the objectives, data were analyzed by specific statistical tools. The results were interpreted in the form of graph and tables as per need. The data was analyzed statistically using descriptive statistics which includes test like frequency distribution, Cross tabulation, Chi- Square Test, weighted average with the help of SPSS software. The descriptive statistics, including frequency and percentage were used to provide a general picture of the demographic factors and reading habits of the newspaper, Chi Square Test and ANOVA were used to test the relationship between the research variables cross tabulation was adopted for the study to know the relation between two different variable and weighted average was used to get the average scores of the frequency and distribution tables.

2.15 Limitations of the Study

The study may have the following limitations:

1. The opinions may vary in accordance with awareness and thinking level of the Professors, HR executives, and student representatives in the current study.
2. The mood, temperament and the time constraint might influence the response at the time of responding to the questionnaire and at the time of interview.

2.16 Chapter Scheme:

The thesis has been presented in five chapters.

Chapter 1: Introduction

This chapter includes introduction, which gives out a general foreword to management education and importance of management and also throw light on trends in management education.

Chapter 2: Research Design

This chapter deals with the review of literature wherein the work already undertaken in the field of business and management education. This also explains the methodology of the research, sampling technique and data collection. The end it deals with significance of the study undertaken, the objectives of the research and the hypothesis is tested.

Chapter 3: Management Education-Perspective and Challenges

This chapter covers the conceptual frame work of the study that is the management and business education. This chapter covers the various models and theories related to management education

Chapter 4: Analysis and Interpretation of the data

This chapter is considered as the focus area of research which deals with the analysis and interpretation of the primary data collected which has explored the key areas of management education and the factors to be considered for the betterment of

the business and management courses for the study through which the final conclusion is drawn.

Chapter 5: Findings, Suggestions and Conclusion

Summary and main findings of the study are given. It summarizes and concludes the findings of the study, it also includes suggestions for future researches in the same field and at last Bibliography is given.

CHAPTER - III

MANAGEMENT EDUCATION-PERSPECTIVE AND CHALLENGES

3.1 Importance of Management Education:

The management education has become the universal application of business whether it is a small or a big organisation, government or private entity and profit or non-profit organisation application of management education is very much necessary. Throughout the most recent hundred years, business has changed the world. It has been a main impetus in forming society and the impetus behind uncommon monetary development and opportunity. Powerful management of business has provided the opportunities for occupations, the era of riches, and access to open door for an inexorably assorted population. Management training has delivered pioneers fit for making powerful associations that are the center of these significant worldwide accomplishments.¹

Fruitful studies and investigation of management education has made to get the information, abilities and states of mind that improve and enhance their lives and empower them to make significant commitments to their organisation. Thus, the organisation that are effective in meeting their objectives and satisfying their motivations get to be distinctly gigantic resources for social orders, encouraging more prominent efficiency and a more alluring personal satisfaction. Along these

¹Mc Farland D.E (1960). The Emerging Revolution in Management, Journal of Academy of management, pp 7-15.

lines, the estimation of management education is three-parameters: to people, to associations and to society.²

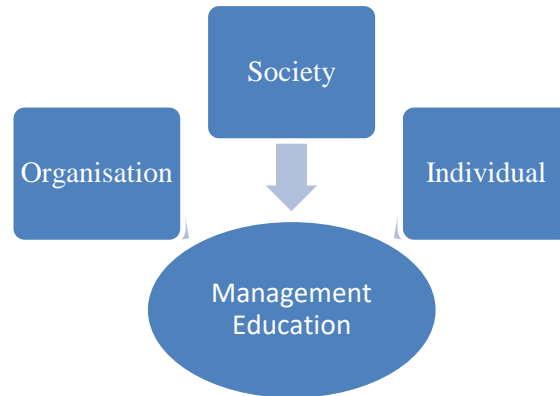


Figure 3.1 Value chain of Management Education

Value to the Society: Management education contributed for the development of the society. A meaningful relationship will exist between business houses and the society. Society depends on the business for the purpose of wealth creation, which leads to better standard of living, creation of employment opportunity. It also contributes in many ways including:

- Delivering better quality products to the society
- Creating employment opportunities
- Wealth creation and contribution to the economy

Value to the Individuals: The Individuals who are graduating as the management students will have lot of passion to do great things in the field of management and business. This includes:

²Hasan S. M. J (1993). Business Schools. Journal of organizational Change, Vol. 6 (1), pp 37-53.

- Development of various skills to improve the profile of the individual.
- Individual competency integrated with other factors to resolve the management problems.
- Ability to manage people and human resources with the right attitude.
- Creation of personal wealth

Value to the organization: Business management development through training and research has been fundamentally associated with private part associations since 1881, Since that time, entrepreneurs and chiefs have kept on locks in administration teachers on many levels to accomplish comes about that advantage business rehearse and the more noteworthy economy. The esteem advantages to associations are:³

- Adoption and commercialization of new technologies
- Generate well qualified and skillful human resource
- Creativity and Innovation

3.2: Management Education Concern:

The accomplishment of any scholarly organization lies in its readiness to go about as a learning accomplice alongside the business. This should give them the devices to work in its graduates the right abilities and an ideal arrangement of information and aptitudes. The basic obligation of the B-school subsequently is to bestow important figuring out how to its understudies and in this way include esteem. This esteem must be sufficiently high to meet the desires of the business. Once a B-

³Mc Farland D.E (1960). The Emerging Revolution in Management, Journal of Academy of Management, pp 7-15.

school comprehends the necessities of business it needs to have the correct skills to show its understudies what the business needs. At the end of the day, it ought to have the correct blend of learning and mastery in its employees firmly supported by instructive abilities. This ought to go past the conventional prerequisites of research, distribution and the prevalent sentiment College training being an administration for a social cause. There are three essential crevices that should be tended to guarantee that MBA instruction is in the correct training. They are: Significance Gap, Delivery Gap and the Policy Gap. The reason for any B-school is to guarantee that crevices in each of these and consequently the total idea are diminished.

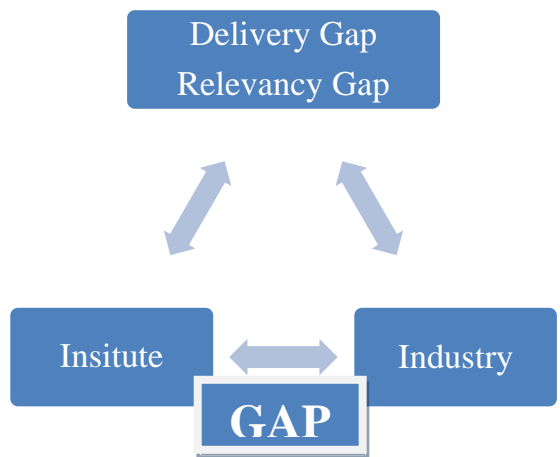
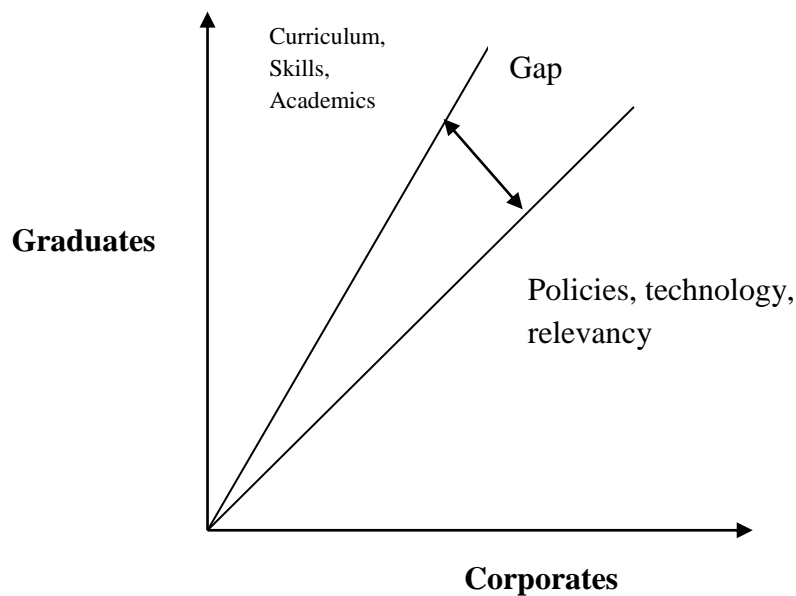


Figure 3.2 Management Education Concern

Delivery Gap: Delivery gap focuses on the competencies of the Business-school and the management institutes in understanding the industry requirement and delivering those requirements in the teaching curriculum which is affecting the today’s business education which is lacking in using proper pedagogy and methodology which is causing a big gap between the industry and the institute. A serious concern is

required to fill up the gap by using the appropriate methodology to teach the students.⁴

Relevance Gap: The relevance gap is all about the gap which can be seen as the difference between the needs of the industry / ‘corporate clients’ and what the B-schools are delivering. There was an era where only theoretical aspects were important and those things were been taught in the business schools now the demand of the corporates have increased to greater extent and they expect more than theoretical aspects which is missing in today’s business education.



Graph: 3.1 Showing the gap between the graduates and corporate

⁴Zimmerman, J. L (2001). Can American business schools survive? Rochester, NY: Unpublished manuscript, Simon Graduate School of Business Administration.

3.3: Teaching Pedagogy in Management Institutes

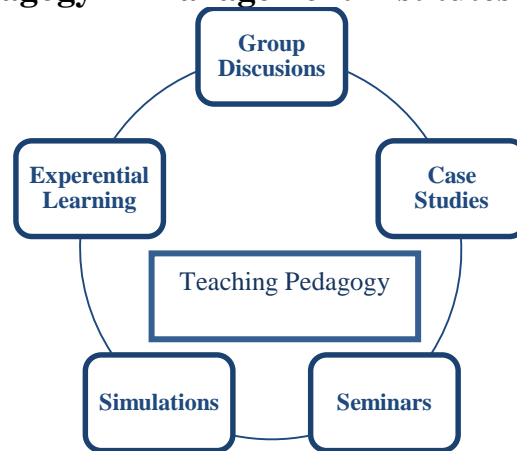


Figure 3.3 Pedagogy in Management Education

Group Discussions: Students were put into a deliberate discussion on various current topics to test their subject knowledge, their adaptability to be a team player, leadership qualities and his behavior as a team member.

Case Study: A descriptive, exploratory or explanatory analysis of a situation, circumstances and strategies. An explanatory case study was used to explore causation in order to find underlying principles and to give insight to the students how to find a solution to the existing problem as a manager or an entrepreneur.

Seminars: Employers are demanding graduates with excellent communication skills, interpersonal skills, confidence and positive attitude. Focusing on these things, students were assigned with various topics to present it as the classroom seminars.

Simulation Games: Classes were conducted with the help of simulation games because it can improve the thinking ability of the students and learn the business through the trial and error method.

Experiential Learning: Experiential is the most effective of embedding students to be ready for the corporate., where in the students are been given opportunity to do their internships and the project works in the corporates so that they get lot of in hand experience working with the organization.⁵

3.4 MBA as a Transmission:

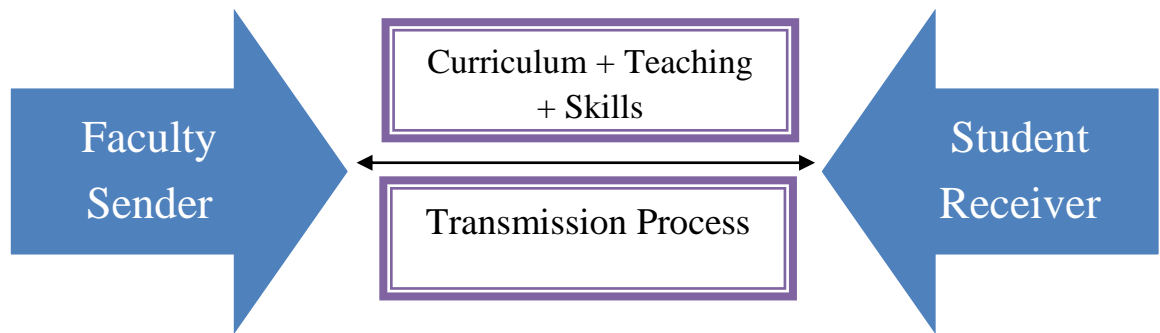


Figure: 3.4 MBA as a transmission process

The educational modules additionally fill another exceptionally helpful need. For onlookers, it gives brilliant analytic markers of a few key elements of the scholarly program; especially the sorts of instructive targets that a given arrangement of workforce thinks ought to be sought after. Significance is given to educational programs while surveying the general estimation of a degree program in business/administration.⁶

The essential issue, as per the advisory group, was staff aptitudes were not adjusted to the quickly changing requirements of the business. Over time, business

⁵Lozier, G. Gregory and Teeter J. Deborah (1996). Quality Improvement Pursuits in American higher Education, Total Quality Management, Vol. 7(2), pp.189-201.

⁶Mc Farland D.E (1960). The Emerging Revolution in Management, Journal of Academy of Management, pp 7-15.

hone had progressed rapidly and despite the fact that school and staff abilities had propelled, the hole amongst practice and scholarly research and educating had broadened. Different panels that have concentrated the Indian administration training have reliably called attention to the absence of value staff and quality workforce improvement programs. Regardless of this, no unmistakable approach has risen toward enhancing MBA training through enhanced personnel.

3.5 Application based learning in MBA

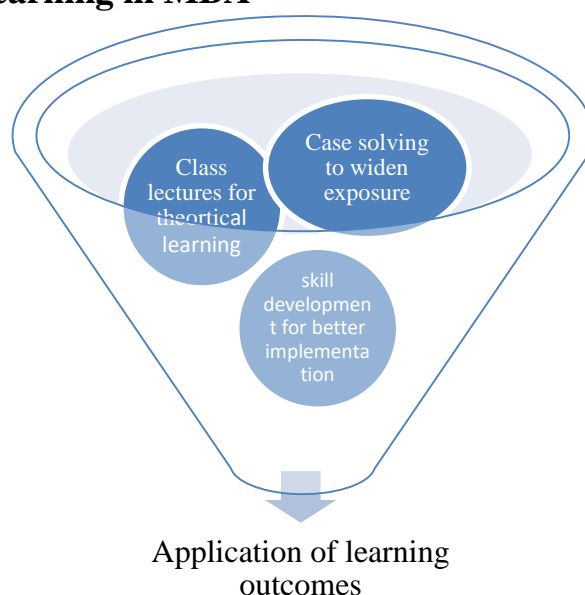


Figure: 3.5 MBA as an application based learning

Experienced reflection without anyone else's input can be another academic system which will be capable if mixed legitimately with different wellsprings of contribution for reflection: ideas through addressing, knowledge of others through cases, new encounters through field thinks about and projects. There is a developing collection of writing which is worried about educating approaches in B-schools. Many showing systems are counter-profitable to the objectives of the B-school and

neglecting to address the issues of business (Mintzberg, 2005). As a result, there is a need to always develop the showing forms with changes in business needs. Numerous philosophies like contextual analysis, activity based learning, issue based learning, and so forth are aftereffects of changes in traditional address based learning. Every technique has its own particular confinements and can't be recommended as the main right strategy. In light of a legitimate concern for better learning encounter for the understudies, the B-schools must guarantee a reasonable blend of all conceivable instructive hones.⁷

3.6: Challenges in Management Education in India:

The management instruction in India stresses for the mostly on theoretical approach and not on practical learning, there are research centers to try and confirm the hypothetical viewpoints. Be that as it may, the same is impractical in the administration training. Henceforth, the administration teacher's stress on contextual analysis drove training to guarantee takeaways to the understudies. They should make contextual analyses according to the profile of understudies to share their insight. It is additionally basic for understudies to have some industry experience to empower them to relate what is instructed in the classroom. Tragically, understudies in India seek after from KG to PG with no break. Thus, they don't have any industry

⁷Mankidy (1999). "Faculty Evaluation in Management Institutes", Management review, 11(3), pp.31-38.

introduction and think that it's extreme to process the administration training in the classroom.⁸

The majority of the administration instruction over the globe is contextual analysis driven and the administration instructors are a mix of industry, educating, preparing, research and consultancy encounter. They can influence their experience and impart their insight to understudies who as of now have a few years of industry experience. Such administration training guarantees successful takeaways in the understudies. The understudies will have the capacity to relate the hypothetical viewpoints with their functional information. At the point when such understudies hit the business, they will have the capacity to influence their administration training in the corporate world. They will have the capacity to redo their insight according to their verticals, divisions and industry. Then again, when you take a gander at administration instruction in India, it is for the most part personnel driven, not understudy driven. It is not modified according to the yearnings of the understudies. It doesn't oblige understudies according to the business desires bringing about a gigantic hole amongst industry and the scholarly world.⁹

3.7 Quality in Management Education in India:

- a) Provide student centric education keeping the industry standard as the benchmark.

⁸Ganguly (1998). "Are Our Management Institutes Responsible Enough?", *Indian management*, 37(8), pp.76-78.

⁹Hollapur, 1997. "University-Industry Interface in Business Education", *University News*, 35(33), pp.1-3.

- b) Continuous interaction with the industry will help the institute to understand the pulse of it so that the curriculum can be designed based on that.
- c) Motivate the students to have good interaction with the industry expert which makes them understand the industry very well.
- d) Practical training has to be provided to equip students in better way.

3.8 Executing Changes in Management Education

There are an excessive number of institutions which are providing management education. Management education is being regulated by various different bodies in India – The All India Council for Technical Education and its subsidiary – The Board of Management examines. Combining the administration of specialized and management education under one body was an error. A National Task Force on Management Education ought to be selected. The Task Force needs to address the accompanying issues as expressed in an article by Mr. R. Gopalakrishnan, current President, and All India Management Association.

- a) Recognize the means that can be taken to stretch out management education to spaces, for example, cooperatives, doctor's facilities, NGOs, public administration and so forth.
- b) Create more prominent mindfulness and affectability through expansion of the management educational programs to horticultural showcasing and country economy as 66percent of our populace lives there, and the crevice between the

per capita livelihoods of the agri-sector contrasted with the non-agri-sector has been broadening since Independence.

- c) Identify the measures required for updating the nature of workforce and research, as a large portion of the advisory groups have pinpointed the deficiencies.
- d) To investigate routes in which the association between the scholarly world and management could be progressed.
- e) Consider courses in which gauges of a few average and in various organizations of management are upgraded, possibly through an accreditation approach, as management is an affair based topic.
- f) The motivation behind the Task Force is to make an enabling institutional component that will give another push to management education. This will guarantee that there is an autonomous institutional component to explicitly manage management education and furthermore give another push for management education.¹⁰

3.9 Guaranteeing Quality Faculty:

The establishment of AICTE brought about the authorizing of an extensive number of B-Schools. While offering assents to a huge number of foundations, AICTE was unable to make satisfactory hardware for the advancement and preparing of personnel to educate in management courses with a connected bias. As AICTE

¹⁰Gokuladas, V. K. (2010), Technical and non-technical education and the employability of graduates: an Indian case study. *International Journal of Training and Development*, 14: 130–143.

was unable to screen the quality models in the foundations, they stipulated in 1997 from that year onwards, establishments would need to look for alliance from a perceived college before they are offered endorse to begin a program of study. The two basic issues to be tended to are instruments for guaranteeing nature of workforce and making the learning understudy focused. This requires personnel experienced in understudy 37 focused learning and satisfactory library and PC bolster. The issue is to change the bottom rung of 70percent of the organizations that are found far from metros/urban areas.

3.10 Creating Material Relevant to the Indian Context:

There is an expanding mindfulness that a hefty portion of the thoughts and ideas that have been viable in the nations of their starting point have been less powerful in India. While many industrialized nations have tried and received management rehearses that are in idealize agreement with their way of life and custom, India is yet to do this activity through methodical research and study. For instance, we don't have great cases or showing material on overseeing ITES. The materials available are not particular or important to our specific circumstance. There are no simple methodologies for settling the issue of insufficiency of setting particular material, but to build up a motivation for that, as creating material is a specific and tedious assignment. ¹¹

¹¹Dianne Bolton and Rui Nie (2010) 'Creating Value in Transnational Higher Education: The Role of Stakeholder Management' Academy of Management Learning & Education, Vol. 9, No. 4, 701–714.

3.11 Advancing a Research Culture:

The management organizations don't have a culture that is strong of research. This problem existed even in (low positioned) B-Schools in US. Imbibing an examination culture requires personnel with enthusiasm for look into and a decent library emotionally supportive network. An examination culture needs an exploration group and an exploration motivation. Such a culture will be made just when it becomes an authoritative need and there is top duty for building that. On the off chance that the objectives of B-Schools are dominatingly financial, an examination culture won't rise.

3.12 Creating Interaction with the Industry:

But on account of the best positioned B-Schools, there are no components to fashion cozy connection between B-Schools and industry gatherings. Improvement of industry communication is a transformative procedure. The primary quality of best class B-Schools like Kellogg, Wharton, Sloan and Harvard is their solid association with industry through educating inquires about, understudy placements, problem settling and contextual investigation readiness. As demonstrated in the main area of this chapter top level B-schools constantly associate with significant partnerships. The current case of BP setting up their learning focus nearby MIT, Cambridge demonstrates that as rivalry expands, industry–B-School collaboration will go up. The issue in India is to get this going on account of the low positioned B-Schools in

India. There must be an institutional component for creating contact with industry in every B-School.

3.13 Broadening the Perspective:

One of the significant worries that have been communicated broadly about B-Schools has been that the general population turning out have an exceptionally limited point of view. Management education and all the more particularly the MBA has pretty much nothing if any discernible constructive outcome upon profession achievement or administrative execution. Management is an esteem loaded field. The gatherings of basic management masterminds are of the view that management needs must be educated in ways that expressly recognize the political, moral and philosophical nature of management rehearse. Management education improves administrators. This is not because of lacks in management education, but rather because of the idea of management as esteem loaded movement. This brings us to the issue that there is a requirement for directors to associate with a more extensive arrangement of public obligations than that of corporate execution through a liberal education. Dark of Judge Institute of Management, Cambridge University has demonstrated that management education needs to encourage the broadening of points of view.¹²

¹²Katrin Muff (2012) Are business schools doing their job? Journal of Management Development Volume: 31 Issue: 7 2012 p 648-662

3.14 Conclusion:

The practices what followed in the past will definitely not help in the future at the same what brought us here will not take us upper in the ladder and the theory is well applicable even to the management education in India. There is major surgery required by the Indian management education in terms of having the industry oriented curriculum, proper teaching pedagogy, industry institute interface etc.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF THE DATA

INRODUCTION:

Any study would be incomplete without the data analysis chapter and it is been treated as the heart of the research. This chapter has been designed to analyze the data collected through the primary technique. The data was collected from the different stake holders of the study which includes the students, faculties and also the corporate HR's. This chapter critically examines the each factors and variables chosen for the study which includes the level of students admitted for the MBA course and their expectation from the business schools and the faculties and even the expectation of the corporate people from the students. This chapter includes various relevant and optimum tests to get the results for the study.

Table 4.1 Showing the age-wise classification of the respondents

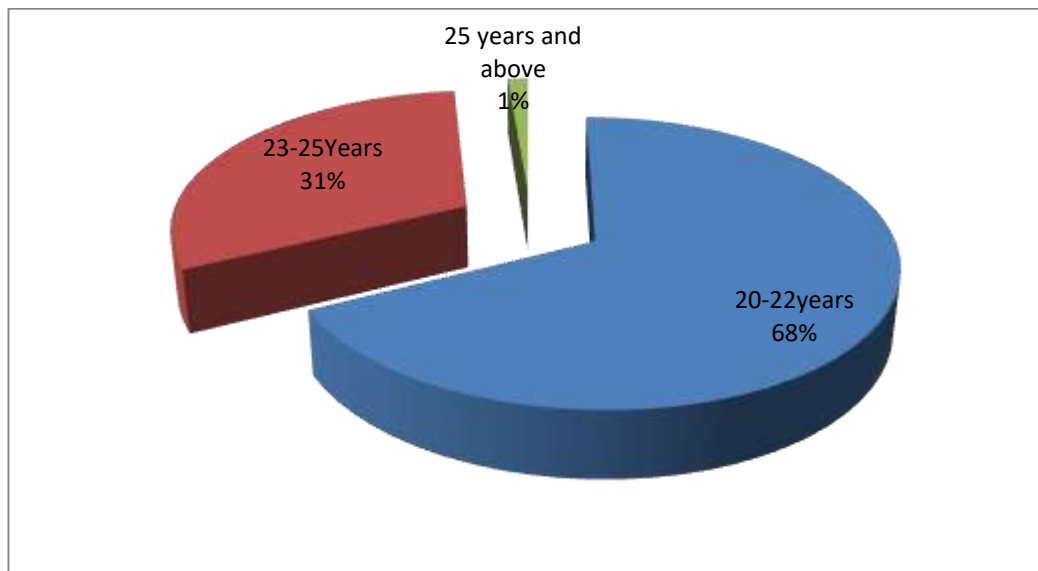
| Age | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|-----------|---------|---------------|--------------------|
| 20-22years | 471 | 67.6 | 67.6 | 67.6 |
| 23-25Years | 217 | 31.1 | 31.1 | 98.7 |
| 25 years and above | 9 | 1.3 | 1.3 | 100 |
| Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The primary data that was collected with the help of field survey revealed that majority of the respondents of the study conducted were falling under the age group

of 20-22years which was further followed by 31 percent of the students who responded for the survey were in the age group of 23-25 and lastly an ignorable 1 percent of the respondents were in the age group above 25years may be they are those who had break in between their education or who had joined MBA with having some years of work experience otherwise the average of those students who study MBA will be in the age group of 20-22 years only.

Graph 4.1 Showing the age-wise classification of the respondents



(Source: Primary Data – Field Survey)

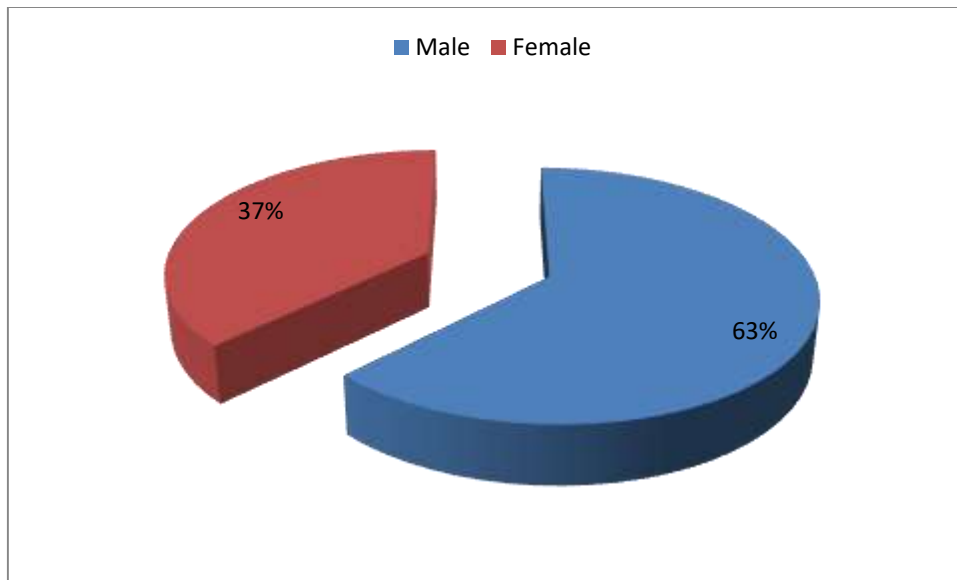
Table4.2 Showing the gender-wise classification of the respondents

| Gender | | Frequency | percent | Valid percent | Cumulative percent |
|--------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 436 | 62.6 | 62.6 | 62.6 |
| | Female | 261 | 37.4 | 37.4 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The primary data that was collected with the help of field survey revealed that majority of the respondents of the study 63 percent of them were male which was followed by 37 percent of the female the trend of more boys getting into the post-graduation can be seen with the above data and 1:3 ratio has continued in terms of the girls is to boys ratio in a country like India.

Graph 4.2 Showing the gender-wise classification of the respondents



(Source: Primary Data – Field Survey)

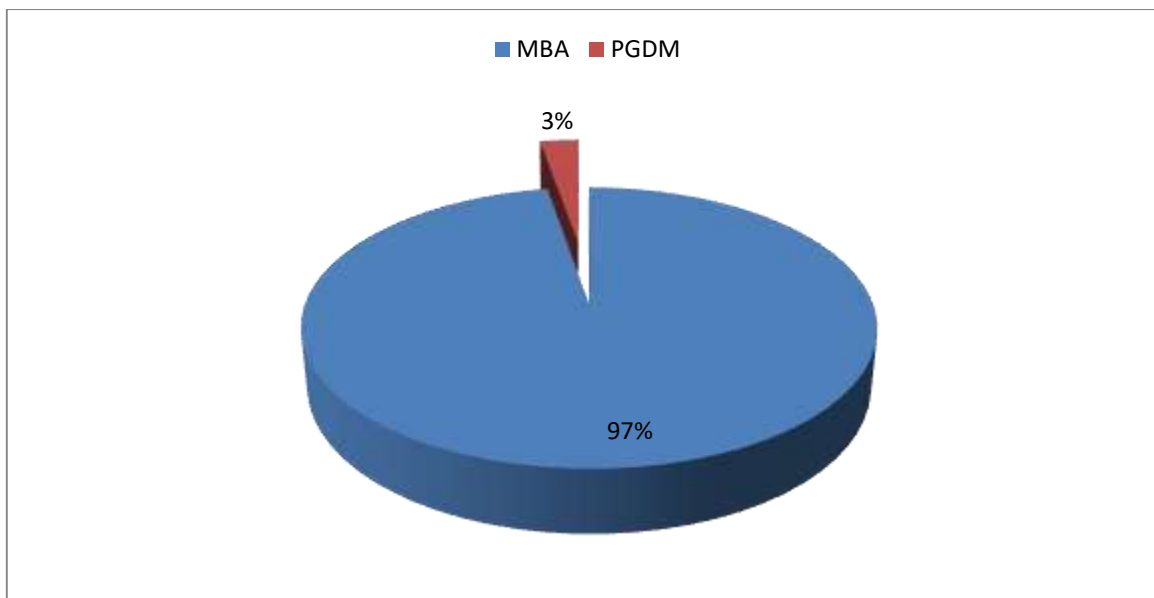
Table 4.3 Showing the course-wise classification of the respondents

| | | Frequency | percent | Valid percent | Cumulative percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | MBA | 678 | 97.3 | 97.3 | 97.3 |
| | PGDM | 19 | 2.7 | 2.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The primary data that was collected with the help of field survey revealed that majority of the respondents of the study 97 percent are into the Master in Business Administration course which was followed by 3 percent of the total sample size of the respondents are studying the Post-graduation in Diploma programme which is directly affiliated to AICTE Delhi where the college will be having all the rights and the flexibility of designing their own curriculum and also conducting the examination as well as giving the certificate, since the college have the authority of designing the curriculum they can update the syllabus on a regular basis according to the industry requirement.

Graph 4.3 Showing the Course-Wise Classification of The Respondents



(Source: Primary Data – Field Survey)

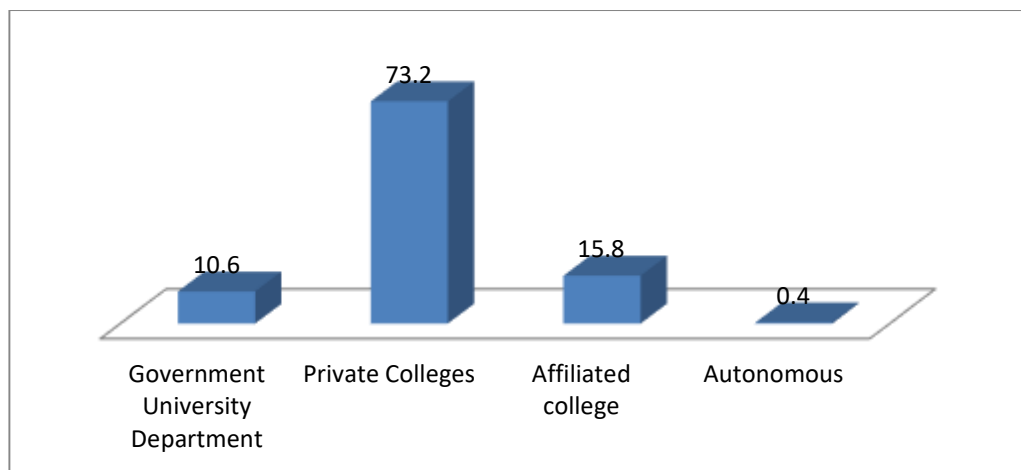
Table 4.4 Showing the type of institution of the respondents

| Type of Institution | | | | | |
|---------------------|----------------------------------|-----------|---------|---------------|--------------------|
| | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Government University Department | 74 | 10.6 | 10.6 | 10.6 |
| | Private Colleges | 510 | 73.2 | 73.2 | 83.8 |
| | Affiliated college | 110 | 15.8 | 15.8 | 99.6 |
| | Autonomous | 3 | 0.4 | 0.4 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above survey analysis with the help of the table and graph reveals that majority of the respondents who participated in the survey 73.2 percent of them are studying in the private colleges which was further followed by 15.8 percent of them are studying the affiliated colleges and later 10.6 percent of them are studying in the government university colleges where the MBA institutions or B-schools in Karnataka is been dominated by the private players.

Graph 4.4 Showing the type of institution of the respondents



(Source: Primary Data – Field Survey)

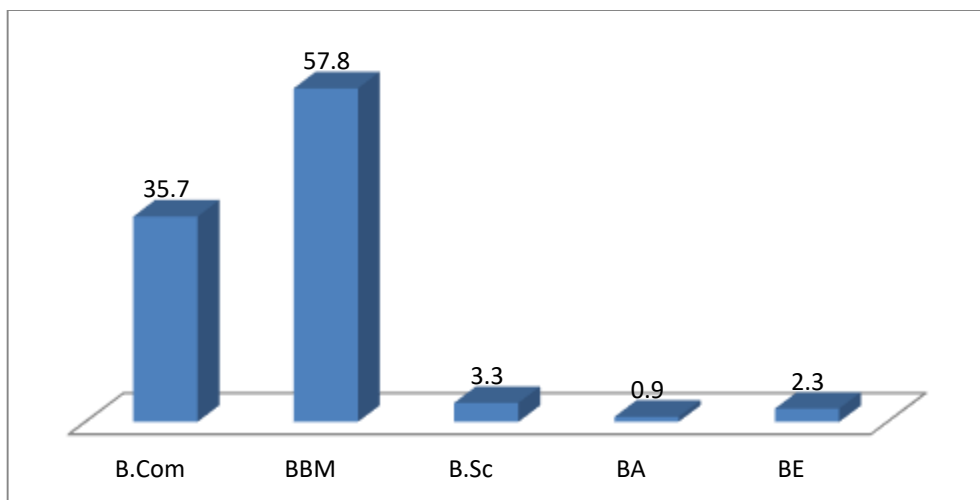
Table 4.5 Showing the under graduation degree of the respondents

| Degree/UG | | Frequency | percent | Valid percent | Cumulative percent |
|-----------|-------|-----------|---------|---------------|--------------------|
| Valid | B.Com | 249 | 35.7 | 35.7 | 35.7 |
| | BBM | 403 | 57.8 | 57.8 | 93.5 |
| | B.Sc | 23 | 3.3 | 3.3 | 96.8 |
| | BA | 6 | 0.9 | 0.9 | 97.7 |
| | BE | 16 | 2.3 | 2.3 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits that majority of the students 57.8 percent have got into MBA education after graduating from BBM which was followed by 35.7 percent of them have done their B.com before getting into MBA which was further followed by 3.3 percent, 2.3 percent and .9 percent B.sc, BE and BA respectively. The trend of students getting into MBA course has increased widely and also MBA is course which can be taken up by any interdisciplinary students.

Graph 4.5 Showing the under graduation degree of the respondents



(Source: Primary Data – Field Survey)

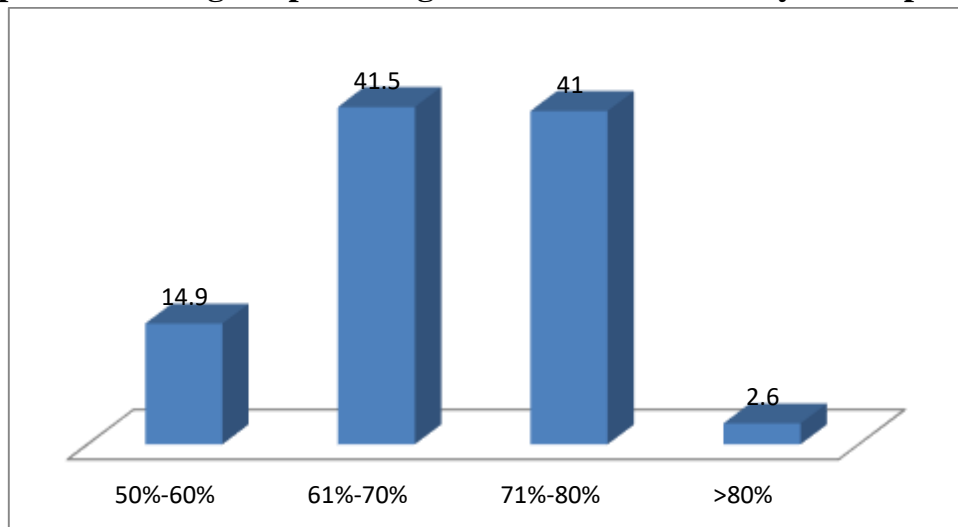
Table 4.6 Showing the percentage of the marks scored by the respondents

| percentage in UG | | Frequency | percent | Valid percent | Cumulative percent |
|------------------|-------|-----------|---------|---------------|--------------------|
| Valid | 50-60 | 104 | 14.9 | 14.9 | 14. |
| | 61-70 | 289 | 41.5 | 41.5 | 56.4 |
| | 71-80 | 286 | 41 | 41 | 97.4 |
| | >80 | 18 | 2.6 | 2.6 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits that majority of the students 41.5 percent who have got into the MBA course have got 66-70 percent of marks in their under graduation which was followed by 41 percent have scored 71-80 percent in their UG which was further followed by 14.9 percent of them are ranging between 50-60 percent marks.

Graph 4.6 Showing the percentage of the marks scored by the respondents



(Source: Primary Data – Field Survey)

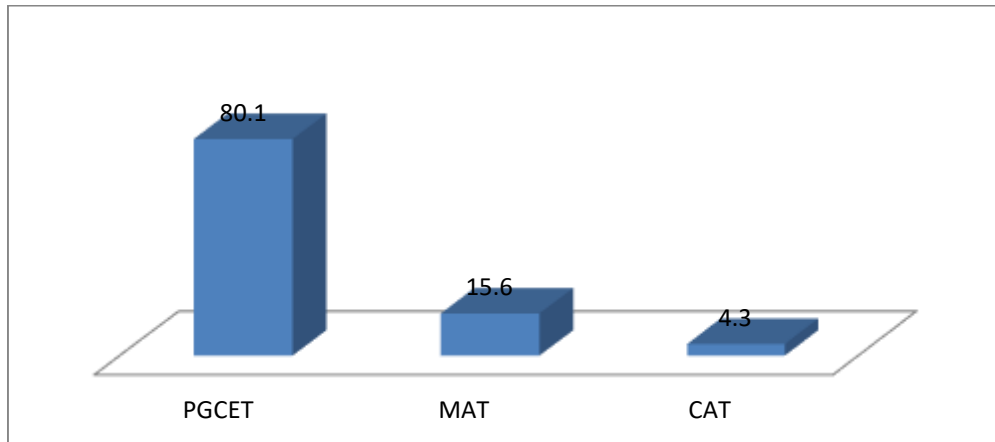
Table 4.7 Showing the entrance exams through which they have taken up the course

| Entrance Exam | | Frequency | percent | Valid percent | Cumulative percent |
|---------------|-------|-----------|---------|---------------|--------------------|
| Valid | PGCET | 558 | 80.1 | 80.1 | 80.1 |
| | MAT | 109 | 15.6 | 15.6 | 95.7 |
| | CAT | 30 | 4.3 | 4.3 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

All those who are prospective of taking MBA admission in any colleges are eligible to take up the admission only if they have cleared any of the entrance exams which includes Post graduation Common Entrance Test which will be conducted by the state government or exams like MAT, CAT, GMAT, XAT etc to take up admission in private colleges and entry to the government institution in Karnataka will happen only through Post graduation Common entrance test (PGCET). Here in the survey majority of them 80.1 percent are the PGCET students which are followed by 15.6 percent MAT cleared and lastly 4.3 percent of them have cleared CAT.

Graph 4.7 Showing the entrance exams through which they have taken up the course



(Source: Primary Data – Field Survey)

Table 4.8 Showing the university in which the college/institution/b-school is affiliated with

| University Name | | Frequency | percent | Valid percent | Cumulative percent |
|-----------------|------------------------------|-----------|---------|---------------|--------------------|
| Valid | Bangalore University | 157 | 22.5 | 22.5 | 22.5 |
| | Mangalore university | 79 | 11.3 | 11.3 | 33.9 |
| | VTU | 95 | 13.6 | 13.6 | 47.5 |
| | Davanagere University | 67 | 9.6 | 9.6 | 57.1 |
| | Rani Chennamma University | 50 | 7.2 | 7.2 | 64.3 |
| | Mysore University | 66 | 9.5 | 9.5 | 73.7 |
| | Karnatak University | 55 | 7.9 | 7.9 | 81.6 |
| | Kuvempu University | 61 | 8.8 | 8.8 | 90.4 |
| | Private University (Specify) | 67 | 9.6 | 9.6 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

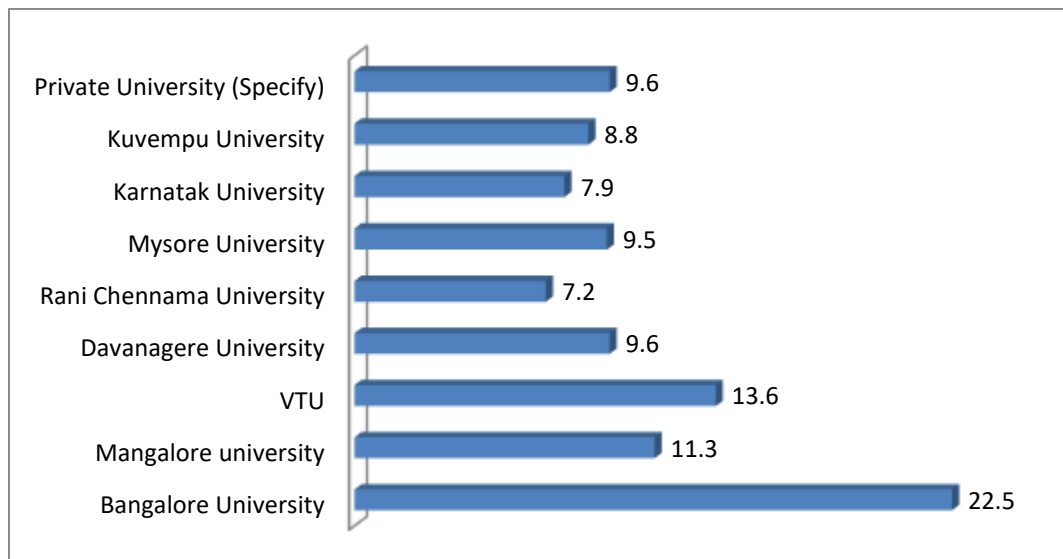
There is vast number of colleges and universities in Karnataka who are offering the master of Business administration and post-graduation diploma in Management courses and based on the demand of the courses in the particular locality the colleges have taken the admission approval from the appropriate universities and the bodies

The emergence of the private universities have made a reasonable churn in the admission of the government institution and also the data speaks that some of the colleges have wind up their MBA courses because no/less demand. But nevertheless there are more than 350 institutions in Karnataka offering the MBA course due to the

time and the resource constraint the researcher has concentrated on only few colleges dividing the sample unit into small clusters.

Majority of the respondents of the study 22.5 percent of them are studying in either department of Bangalore university and also in the colleges affiliated to Bangalore university, which is further followed by 13.6 percent in the VTU, 11.3 percent in Mangalore university and further it is been scattered to many of the popular universities and colleges in Karnataka including some of the old universities like Mysore university, Kuvempu university, Karnatak university etc.. And no wonder even the private universities are in the race including one of the universities like Christ University, Jain university, Alliance university etc.

Graph 4.8 Showing the university in which the college/institution/B-school is affiliated with



(Source: Primary Data – Field Survey)

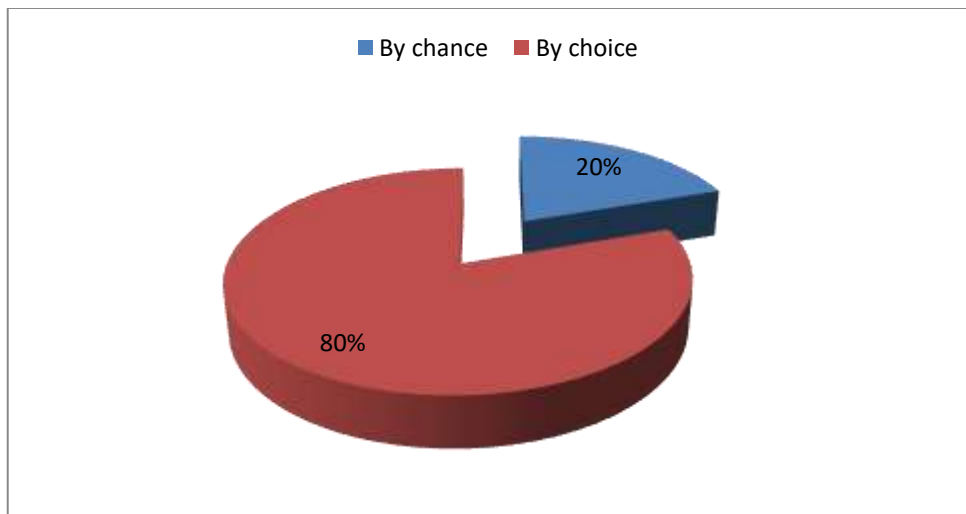
Table 4.9 Showing the respondents response towards the decision of joining

| Decision of Joining | | Frequency | percent | Valid percent | Cumulative percent |
|---------------------|-----------|-----------|---------|---------------|--------------------|
| Valid | By chance | 137 | 19.7 | 19.7 | 19.7 |
| | By choice | 560 | 80.3 | 80.3 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits that whether the students who have taken the admission in different universities or colleges have taken the admission by choice or by chance and majority of them 80 percent of them have taken admission in different colleges by choice only and only 20 percent of them by chance they have got into the colleges which they are studying now.

Graph4.9 Showing the respondents response towards the decision of joining



(Source: Primary Data – Field Survey)

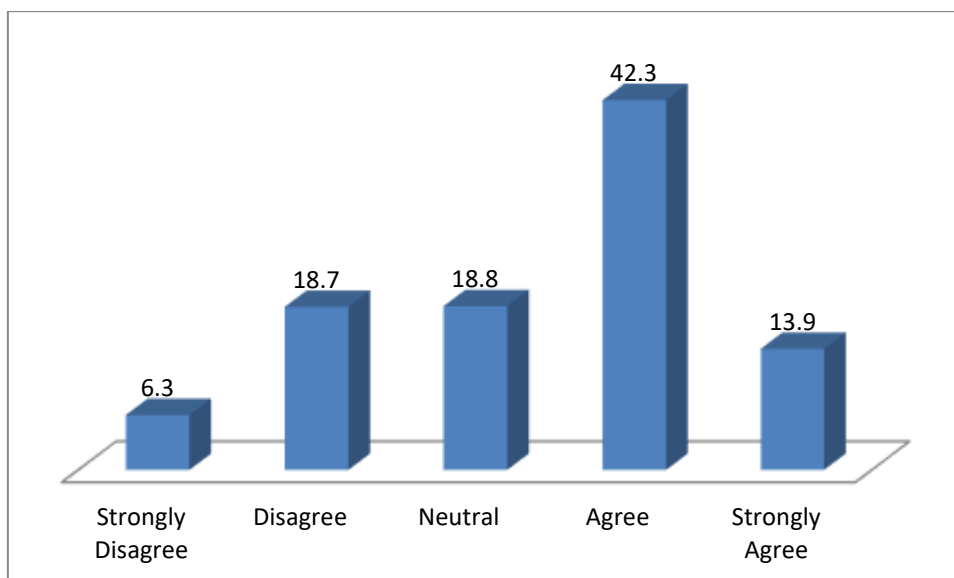
Table 4.10 Showing the Respondents Response towards Industry Interface of The College/Institution/B-School In Terms of Following

| Industry Relevant Curriculum& Syllabus in Academics | | | | | |
|--|-------------------|------------------|----------------|----------------------|---------------------------|
| Industry Curriculum | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Strongly Disagree | 44 | 6.3 | 6.3 | 6.3 |
| | Disagree | 130 | 18.7 | 18.7 | 25 |
| | Neutral | 131 | 18.8 | 18.8 | 43.8 |
| | Agree | 295 | 42.3 | 42.3 | 86.1 |
| | Strongly Agree | 97 | 13.9 | 13.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response industry interface of the college/institution/B-school in terms of following industry relevant curriculum& syllabus in academics where majority of the respondents 42.3 percent of them out of 100 percent agreed that college/institution/B-school follows industry relevant curriculum and syllabus and followed by 18.8 percent of them remaining neutral on this aspect and 18.7 percent of them gave disagree that college/institution/B-school follows industry relevant curriculum and syllabus which was further followed by 13.9 percent of the students strongly agree that college/institution/B-school follows relevant curriculum and syllabus.

Graph 4.10 Showing the respondents response towards industry interface of the college/institution/B-school in terms of following industry relevant curriculum& syllabus in academics



(Source: Primary Data – Field Survey)

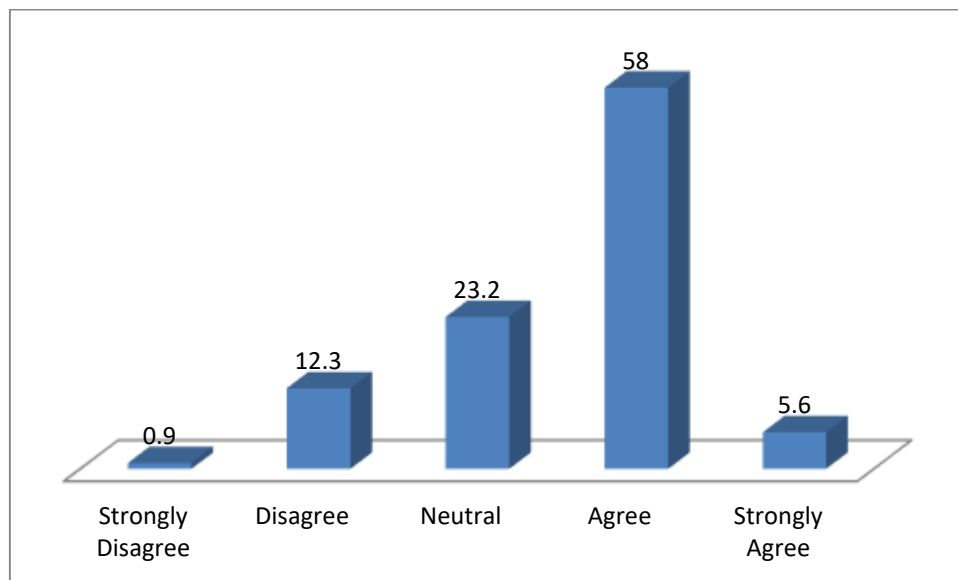
Table 4.11 showing the respondents response towards industry interface of the college/institution/B-school in terms of understanding the industry requirement

| Requirement of Industry | | Frequency | Percent | Valid percent | Cumulative percent |
|-------------------------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 6 | 0.9 | 0.9 | 0.9 |
| | Disagree | 86 | 12.3 | 12.3 | 13.2 |
| | Neutral | 162 | 23.2 | 23.2 | 36.4 |
| | Agree | 404 | 58 | 58 | 94.4 |
| | Strongly Agree | 39 | 5.6 | 5.6 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response industry interface of the college/institution/B-school in terms of understanding industry requirement in academics where majority of the respondents 58 percent of them out of 100 percent agreed that college/institution/B-school has understood the industry requirement and followed by 23.2 percent of them remaining neutral on this aspect and 12.3 percent of them gave disagree that college/institution/B-school has understood the industry requirement which was further followed by 5.6 percent of the students strongly agree that college/institution/B-school has understood the industry requirement.

Graph 4.11 Showing the Respondents Response towards Industry Interface of The College/Institution/B-School In Terms of Understanding The Industry Requirement



(Source: Primary Data – Field Survey)

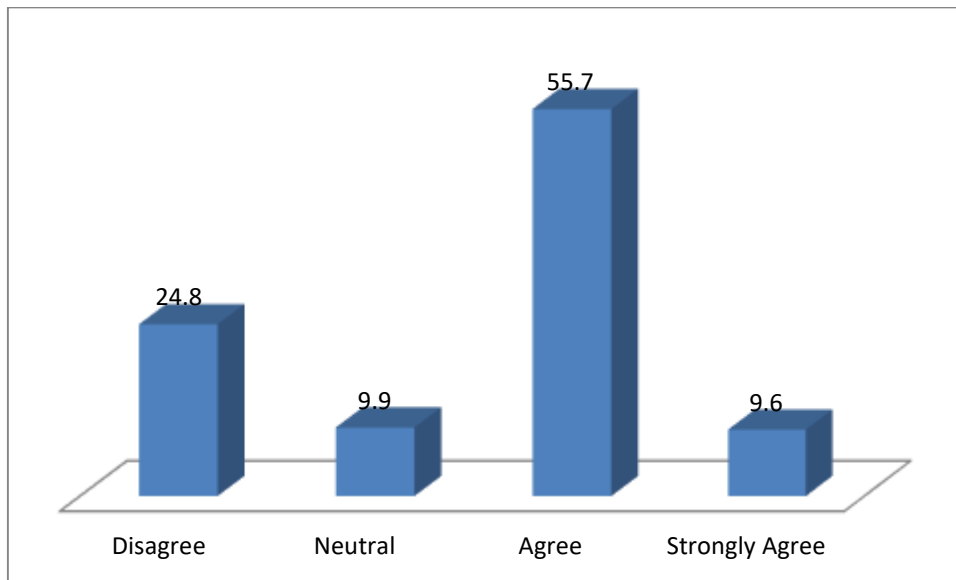
Table 4.12 Showing the respondents response towards industry interface of the college/institution/B-school in terms of providing skill sets required by industry

| Provide all skill set Demanded by Industry | | Frequency | percent | Valid percent | Cumulative percent |
|---|----------------|------------------|----------------|----------------------|---------------------------|
| Valid | Disagree | 173 | 24.8 | 24.8 | 24.8 |
| | Neutral | 69 | 9.9 | 9.9 | 34.7 |
| | Agree | 388 | 55.7 | 55.7 | 90.4 |
| | Strongly Agree | 67 | 9.6 | 9.6 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response industry interface of the college/institution/B-school in terms of providing training on skills sets required and demanded by the industry in academics where majority of the respondents 55.7 percent of them out of 100 percent agreed that college/institution/B-school in terms of provide training on skills sets required and demanded by the industry in academics and followed by 24.8 percent of disagreed that college/institution/B-school provide training on skills sets required and demanded by the industry in academics and 9.9 percent of them remaining neutral on this aspect which was further followed by 9.6 percent of the students strongly agree that college/institution/B-school provides training on skills sets required and demanded by the industry in academics.

Graph 4.12 Showing the respondents response towards industry interface of the college/institution/B-school in terms of providing skill sets required by industry



(Source: Primary Data – Field Survey)

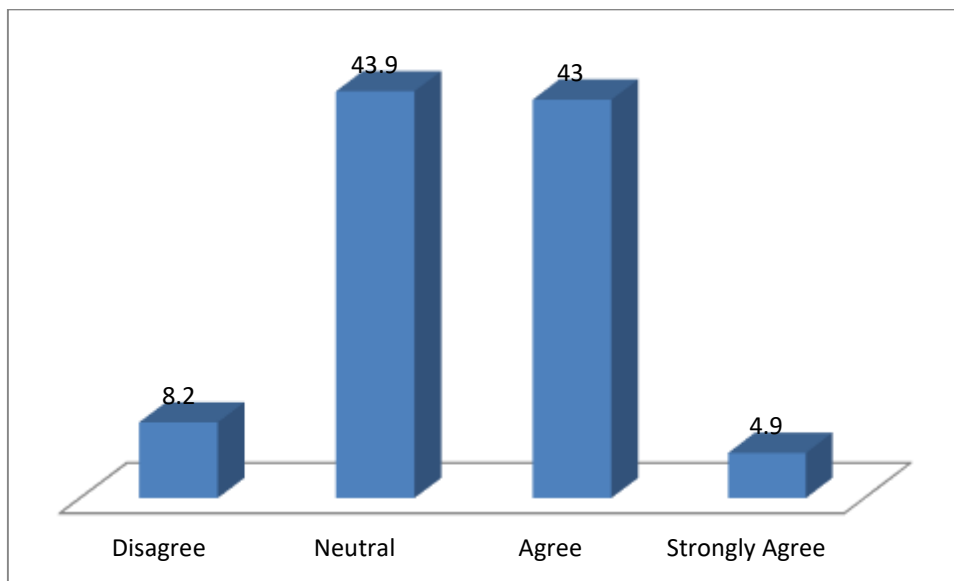
Table 4.13 Showing the respondents response towards industry interface of the college/institution/B-school has experts from industry in their academic bodies

| Expert people from Industry | | Frequency | percent | Valid percent | Cumulative percent |
|-----------------------------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 57 | 8.2 | 8.2 | 8.2 |
| | Neutral | 306 | 43.9 | 43.9 | 52.1 |
| | Agree | 300 | 43 | 43 | 95.1 |
| | Strongly Agree | 34 | 4.9 | 4.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response industry interface of the college/institution/B-school has experts from industry in their academic bodies where majority of the respondents 43.9 percent of them out of 100 percent remained neutral that college/institution/B-school has experts from industry in their academic bodies and followed by 43 percent of agreed that college/institution/B-school has experts from industry in their academic bodies and 8.2 percent of them disagreed that college/institution/B-school has experts from industry in their academic bodies which was further followed by 4.9 percent of them strongly agreed that college/institution/B-school has experts from industry in their academic bodies.

Graph 4.13 Showing the respondents response towards industry interface of the college/institution/B-school has experts from industry in their academic bodies



(Source: Primary Data – Field Survey)

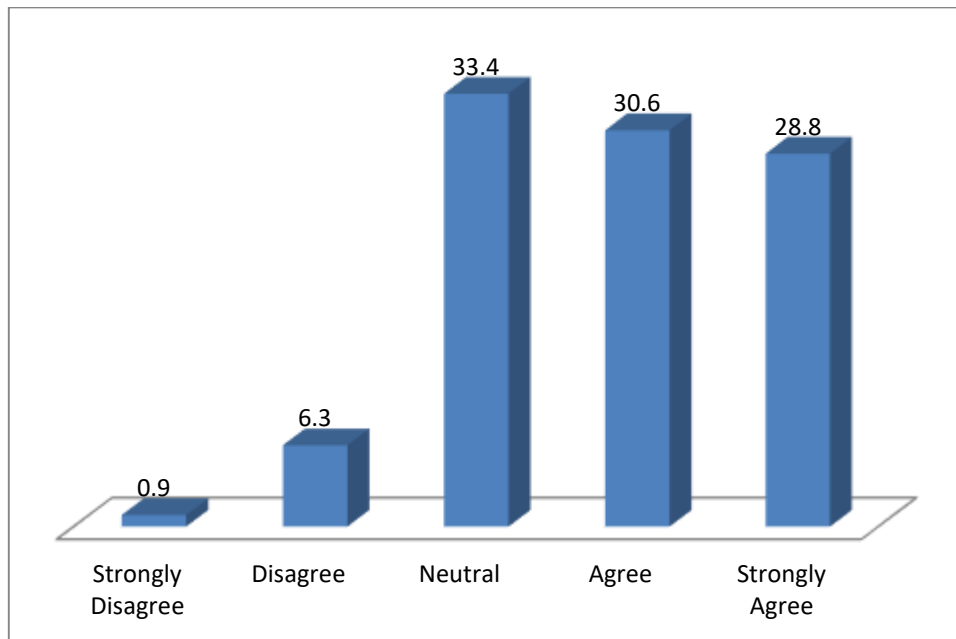
Table 4.14 showing the respondents response towards industry interface of the college/institution/B-school brings experts from the industry to address students

| Brings experts from industry to address the students | | Frequency | percent | Valid percent | Cumulative percent |
|---|-------------------|------------------|----------------|----------------------|---------------------------|
| Valid | Strongly Disagree | 6 | 0.9 | 0.9 | 0.9 |
| | Disagree | 44 | 6.3 | 6.3 | 7.2 |
| | Neutral | 233 | 33.4 | 33.4 | 40.6 |
| | Agree | 213 | 30.6 | 30.6 | 71.2 |
| | Strongly Agree | 201 | 28.8 | 28.8 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response industry interface of the college/institution/B-school bring experts from industry in to address and share knowledge with students where majority of the respondents 33.4 percent of them out of 100 percent remained neutral that college/institution/B-school bring experts from industry in to address and share knowledge with students and followed by 30.6 percent of agreed that college/institution/B-school bring experts from industry in to address and share knowledge with students and 28.8 percent of them strongly agreed that college/institution/B-school bring experts from industry in to address and share knowledge with students which was further followed by 6.3 percent of them disagreed that college/institution/B-school bring experts from industry in to address and share knowledge with students.

Graph 4.14 Showing the respondents response towards industry interface of the college/institution/B-school brings experts from the industry to address students



(Source: Primary Data – Field Survey)

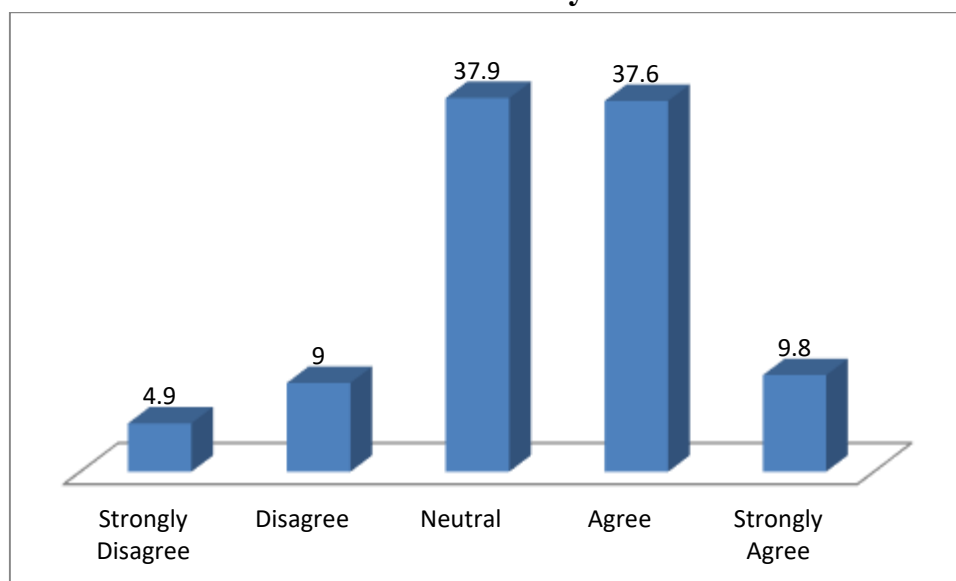
Table 4.16 Showing the respondents response towards industry interface of the college/institution/B-school provides the industry visits to understand the functionality

| Provides the Industry Visits | | Frequency | percent | Valid percent | Cumulative percent |
|------------------------------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 34 | 4.9 | 4.9 | 4.9 |
| | Disagree | 63 | 9 | 9.1 | 14 |
| | Neutral | 264 | 37.9 | 38.2 | 52.2 |
| | Agree | 262 | 37.6 | 37.9 | 90.2 |
| | Strongly Agree | 68 | 9.8 | 9.8 | 100 |
| | Total | 691 | 99.1 | 100 | |
| Missing | System | 6 | 0.9 | | |
| Total | | 697 | 100 | | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response industry interface of the college/institution/B-school provides the industry visits to understand the functionality where majority of the respondents 37.9 percent of them out of 100 percent remained neutral that college/institution/B-school provides the industry visits to understand the functionality and followed by 37.6 percent of agreed that college/institution/B-school provides the industry visits to understand the functionality and 9.8 percent of them strongly agreed that college/institution/B-school provides the industry visits to understand the functionality which was further followed by 9 percent of them disagreed that college/institution/B-school provides the industry visits to understand the functionality.

Graph 4.16 Showing the respondents response towards industry interface of the college/institution/B-school provides the industry visits to understand the functionality



(Source: Primary Data – Field Survey)

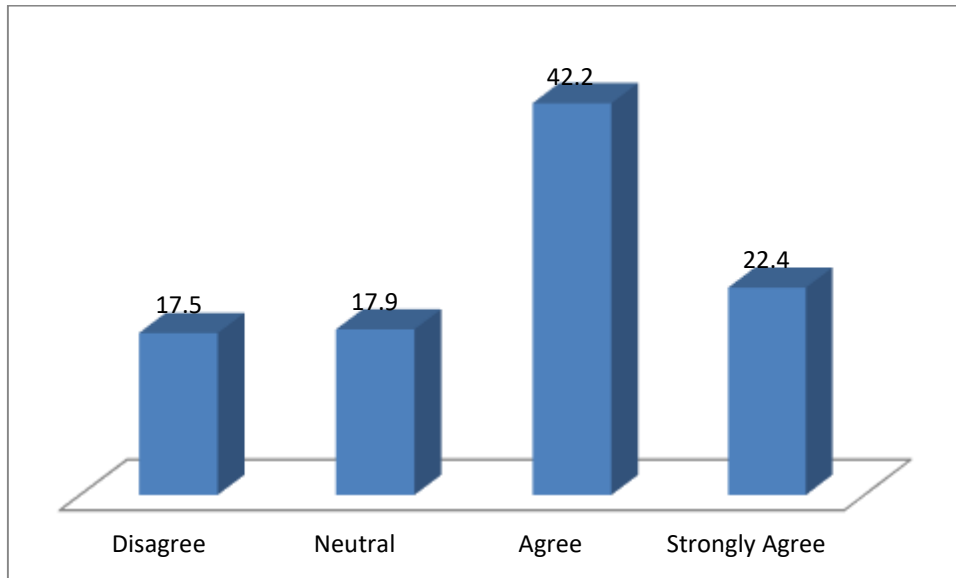
Table 4.17 Showing the respondents response towards industry interface of the college/institution/B-school provides opportunity to attend fest, conferences, seminars etc.

| Provides opportunity to attend various programs like fest conference etc. | | Frequency | percent | Valid percent | Cumulative percent |
|--|----------------|------------------|----------------|----------------------|---------------------------|
| Valid | Disagree | 122 | 17.5 | 17.5 | 17.5 |
| | Neutral | 125 | 17.9 | 17.9 | 35.4 |
| | Agree | 294 | 42.2 | 42.2 | 77.6 |
| | Strongly Agree | 156 | 22.4 | 22.4 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response industry interface of the college/institution/B-school provides opportunity to attend fest, conferences, seminars etc where majority of the respondents 42.2 percent of them out 100 percent agreed that college/institution/B-school provides opportunity to attend fest, conferences, seminars etc and followed by 22.4 percent of them strongly agreed that college/institution/B-school provides opportunity to attend fest, conferences, seminars etc and 17.9 percent of them remained neutral that college/institution/B-school provides opportunity to attend fest, conferences, seminars etc which was further followed by 17.8 percent of them disagreed that college/institution/B-school provides opportunity to attend fest, conferences, seminars etc.

Graph 4.17 Showing the respondents response towards industry interface of the college/institution/B-school provides opportunity to attend fest, conferences, seminars etc



(Source: Primary Data – Field Survey)

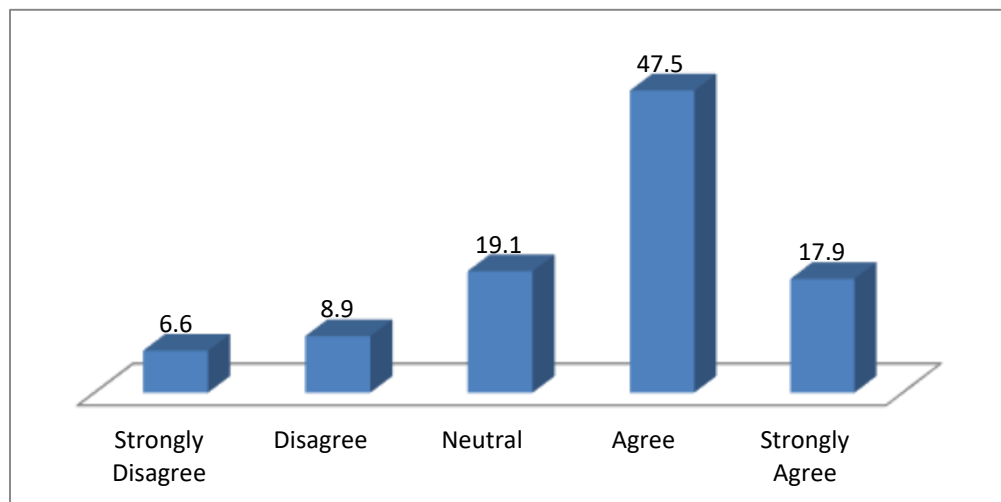
Table 4.18 Showing the respondents response towards industry interface of the college/Institution/B-school provides opportunity to work with industry for your live projects & case study

| Provides opportunity to work with industry for your live projects & case study | | Frequency | percent | Valid percent | Cumulative percent |
|--|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 46 | 6.6 | 6.6 | 6.6 |
| | Disagree | 62 | 8.9 | 8.9 | 15.5 |
| | Neutral | 133 | 19.1 | 19.1 | 34.6 |
| | Agree | 331 | 47.5 | 47.5 | 82.1 |
| | Strongly Agree | 125 | 17.9 | 17.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response industry interface of the college/institution/B-school provides opportunity to work with industry for your live projects & case study where majority of the respondents 47.2 percent of them out 100 percent agreed that college/institution/B-school provides opportunity to work with industry for your live projects & case study and followed by 17.9 percent of them strongly agreed that college/institution/B-school provides opportunity to work with industry for your live projects & case study and 19.1 percent of them remained neutral that college/institution/B-school provides opportunity to work with industry for your live projects & case study which was further followed by 8.9% of them disagreed that college/institution/B-school provides opportunity to work with industry for your live projects & case study

Graph 4.18 Showing The Respondents Response Towards Industry Interface Of The College/Institution/B-School Provides Opportunity To Work With Industry For Your Live Projects & Case Study



(Source: Primary Data – Field Survey)

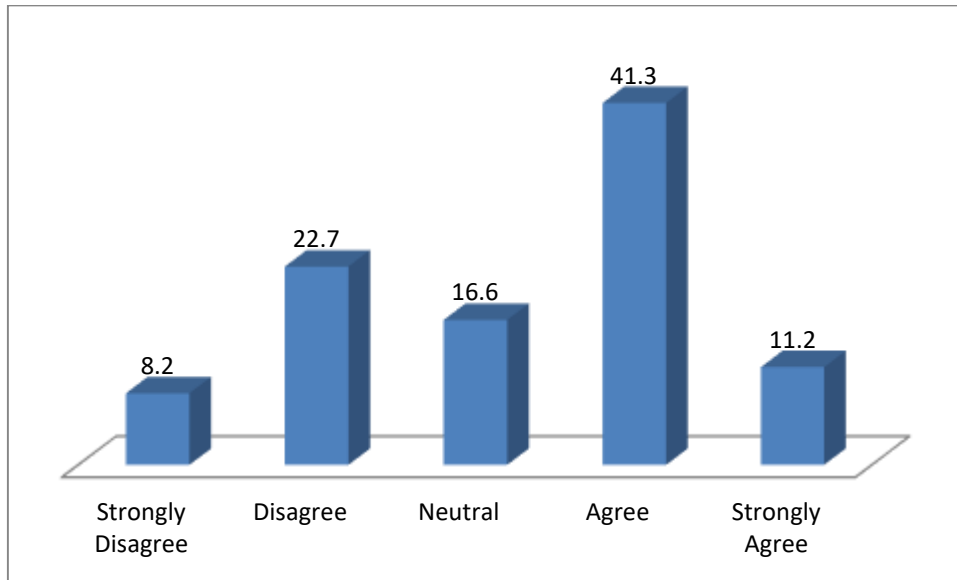
Table 4.19 Showing the respondents response towards industry interface of the college/institution/B-school provides training to be corporate ready

| Provides necessary training to be corporate ready | | Frequency | percent | Valid percent | Cumulative percent |
|--|-------------------|------------------|----------------|----------------------|---------------------------|
| Valid | Strongly Disagree | 57 | 8.2 | 8.2 | 8.2 |
| | Disagree | 158 | 22.7 | 22.7 | 30.8 |
| | Neutral | 116 | 16.6 | 16.6 | 47.5 |
| | Agree | 288 | 41.3 | 41.3 | 88.8 |
| | Strongly Agree | 78 | 11.2 | 11.2 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response industry interface of the college/institution/B-school provides training to be corporate ready where majority of the respondents 41.3 percent of them out 100 percent agreed that college/institution/B-school provides training to be corporate ready and followed by 22.7 percent of them disagreed that college/institution/B-school provides training to be corporate ready and 16 percent of them remained neutral that college/institution/B-school provides training to be corporate ready which was further followed by 11.2 percent of them strongly agreed that college/institution/B-school provide straining to be corporate ready.

Graph 4.19 Showing the respondents response towards industry interface of the college/institution/B-school provides training to be corporate ready



(Source: Primary Data – Field Survey)

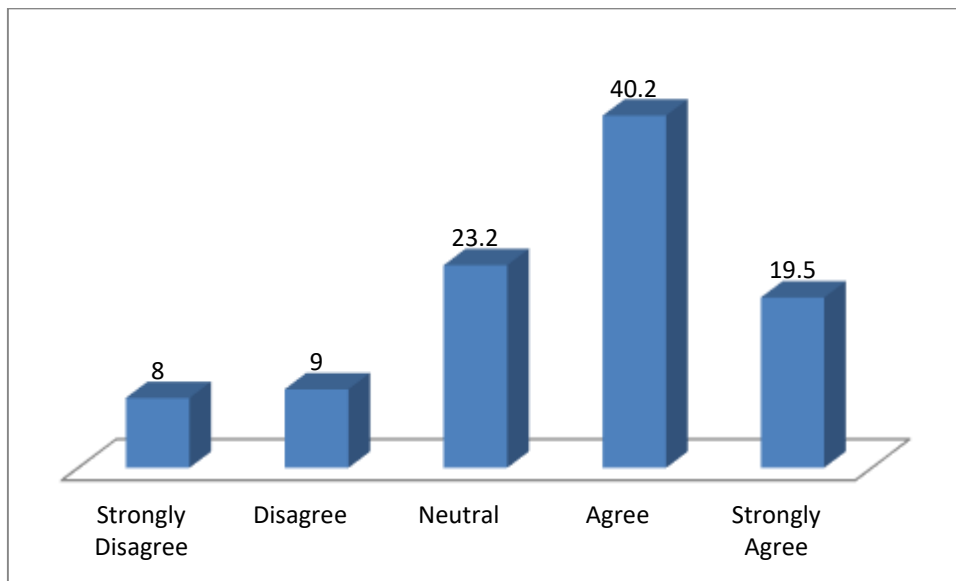
Table 4.20 showing the respondents response towards industry interface of the college/institution/B-school does follow methodologies like simulation

| Follow all the methodologies like group discussion simulation | | Frequency | percent | Valid percent | Cumulative percent |
|---|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 56 | 8 | 8 | 8 |
| | Disagree | 63 | 9 | 9 | 17.1 |
| | Neutral | 162 | 23.2 | 23.2 | 40.3 |
| | Agree | 280 | 40.2 | 40.2 | 80.5 |
| | Strongly Agree | 136 | 19.5 | 19.5 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response industry interface of the college/institution/B-school does follow methodologies like simulations, case studies etc where majority of the respondents 40.2 percent of them out 100 percent agreed that college/institution/B-school does follow methodologies like simulations, case studies etc and followed by 23.2 percent of them remained neutral that college/institution/B-school provide straining to be corporate ready and which was further followed by 19.5 percent of them strongly agreed that college/institution/B-school does follow methodologies like simulations, case studies etc.

Graph 4.20 Showing the respondents response towards industry interface of the college/institution/B-school does follow methodologies like simulation



(Source: Primary Data – Field Survey)

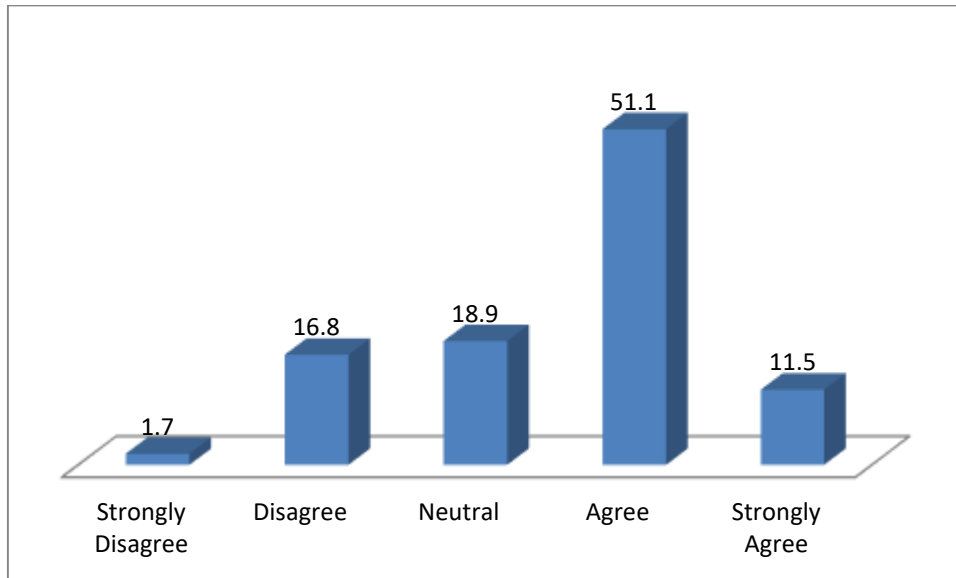
Table 4.21 Showing the respondents response towards industry interface of the college/institution/B-school focus on innovation, creativity, stress management

| Focuses on the areas like innovation creativity time managements stress | | Frequency | percent | Valid percent | Cumulative percent |
|--|-------------------|------------------|----------------|----------------------|---------------------------|
| Valid | Strongly Disagree | 12 | 1.7 | 1.7 | 1.7 |
| | Disagree | 117 | 16.8 | 16.8 | 18.5 |
| | Neutral | 132 | 18.9 | 18.9 | 37.4 |
| | Agree | 356 | 51.1 | 51.1 | 88.5 |
| | Strongly Agree | 80 | 11.5 | 11.5 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school does focus on innovation, creativity and stress management aspects where majority of the respondents 51.1 percent agreed that college/institution/B-school does focus on innovation, creativity and stress management aspects which was further followed by 18.9 percent remaining neutral on this aspect and 16.8 percent are disagreed that college/institution/B-school does focus on innovation, creativity and stress management aspects which was further followed by 11.5 percent strongly agreed that college/institution/B-school does focus on innovation, creativity and stress management aspects which was a good sign.

Graph4.21 Showing the respondents response towards industry interface of the college/institution/B-school focus on innovation, creativity, stress management



(Source: Primary Data – Field Survey)

Table 4.22 Showing the respondents response towards various facilities provided by the college/institution/B-school

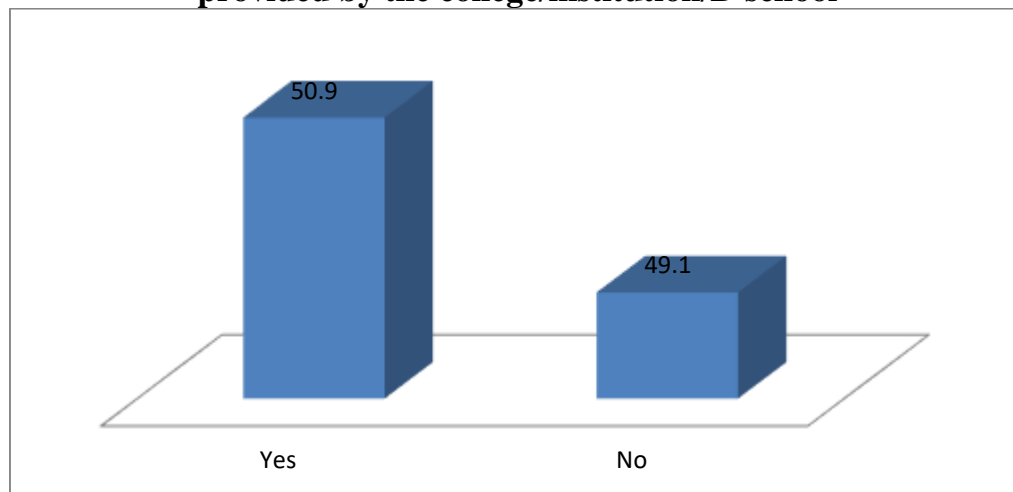
| IT has got fully Wi-Fi enabled campus | | | | | |
|--|-------|------------------|----------------|----------------------|---------------------------|
| IT has got fully Wi-Fi enabled campus | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 355 | 50.9 | 50.9 | 50.9 |
| | No | 342 | 49.1 | 49.1 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school does have a fully WIFI enabled campus

where majority of the respondents 50.9 percent agreed that college/institution/B-school does have a fully WIFI enabled campus which was further followed by 49.1 percent of them said that college/institution/B-school does not have a fully WIFI enabled campus.

Graph 4.22 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

Table 4.23 Showing the respondents response towards various facilities provided by the college/institution/B-school

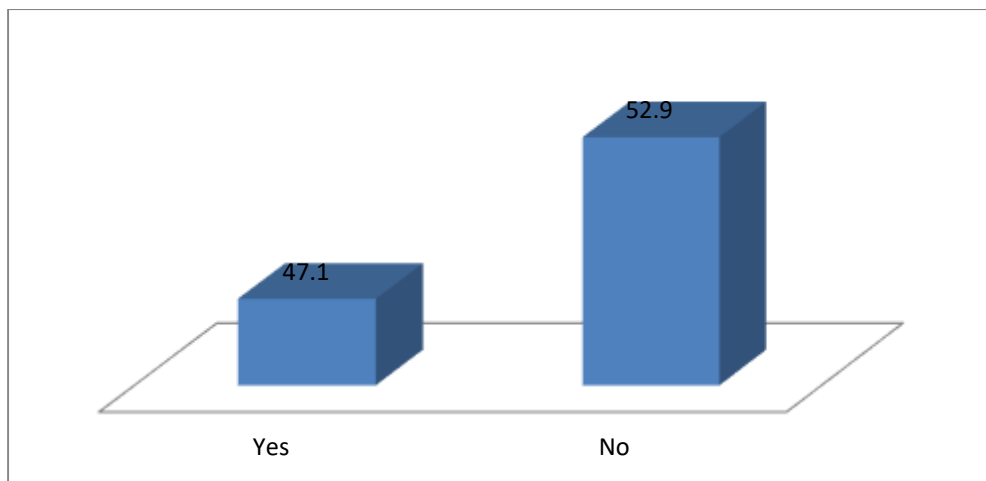
| Uses all the ICT methodologies to teach students | | | | | |
|--|-------|-----------|---------|---------------|--------------------|
| Uses all the ICT methodologies to teach students | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 328 | 47.1 | 47.1 | 47.1 |
| | No | 369 | 52.9 | 52.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school Uses all the ICT methodologies to teach

students where majority of the respondents 52.9 percent said no that college/institution/B-school does not Uses all the ICT methodologies to teach students which was further followed by 47.1 percent of them said yes that college/institution/B-school Uses all the ICT methodologies to teach students.

Graph 4.23 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

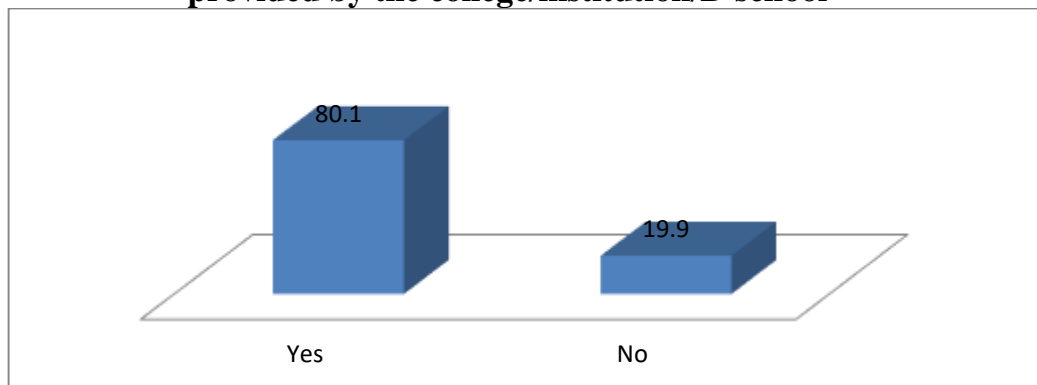
Table 4.24 Showing the respondents response towards various facilities provided by the college/institution/B-school

| B School has got all modern equipment to teach like LCD, VC, Webinar | | Frequency | percent | Valid percent | Cumulative percent |
|---|-------|------------------|----------------|----------------------|---------------------------|
| Valid | Yes | 558 | 80.1 | 80.1 | 80.1 |
| | No | 139 | 19.9 | 19.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got all modern equipment to teach like LCD, VC, Webinar etc. for effective teaching where majority of the respondents 80.1 percent said yes that college/institution/B-school has got all modern equipment to teach like LCD, VC, Webinar etc. for effective teaching which was further followed by 19.9 percent of them said no college/institution/B-school does not have all modern equipment to teach like LCD, VC, Webinar etc. for effective teaching.

Graph 4.24 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

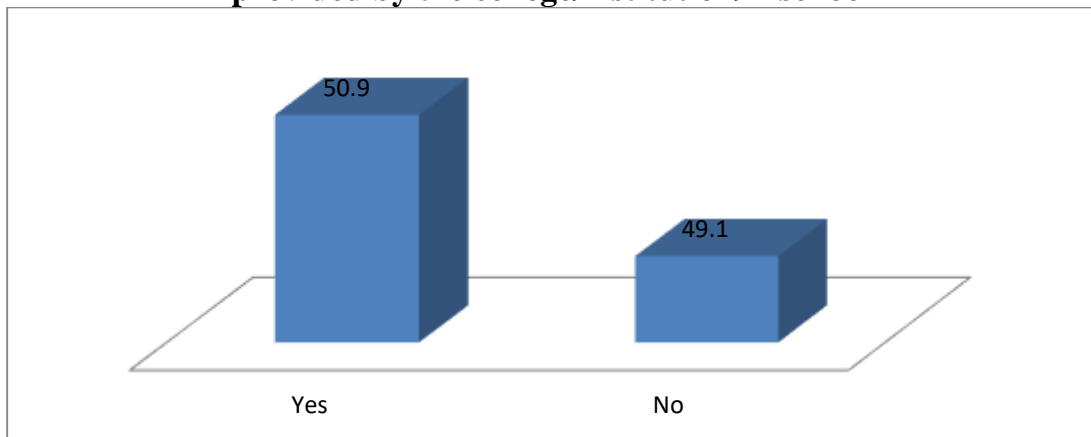
Table 4.25 Showing the respondents response towards various facilities provided by the college/institution/B-school

| IT HAS GOT WELL EQUIPPED BUSINESS & LANGUAGE LABS | | | | | |
|--|-------|------------------|----------------|----------------------|---------------------------|
| It has got well equipped business & language labs | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 355 | 50.9 | 50.9 | 50.9 |
| | No | 342 | 49.1 | 49.1 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got well equipped business labs and the language labs for effective teaching and learning where majority of the respondents 50.9 percent said yes college/institution/B-school has got well equipped business labs and the language labs for effective teaching and learning which was further followed by 49.1 percent of them said no college/institution/B-school has not got well equipped business labs and the language labs for effective teaching and learning.

Graph 4.25 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

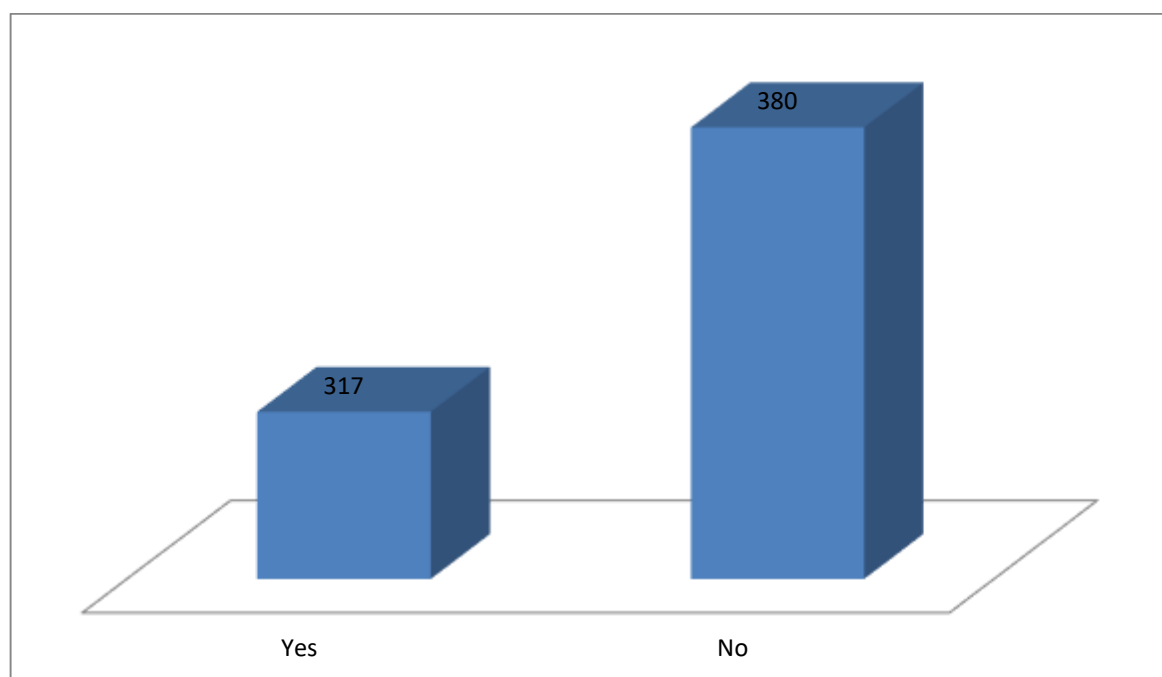
Table 4.26 Showing the respondents response towards various facilities provided by the college/institution/B-school

| IT has got well equipped library with good number of Books | | | | | |
|---|-------|------------------|----------------|----------------------|---------------------------|
| IT has got well equipped library with good number of Books | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 317 | 45.5 | 45.5 | 45.5 |
| | No | 380 | 54.5 | 54.5 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got well equipped library with good number of books and journals for effective teaching and learning where majority of the respondents 380 respondents said no college/institution/B-school has not got well equipped library with good number of books and journals for effective teaching and learning which was further followed by 317 of them said yes college/institution/B-school has got well equipped library with good number of books and journals for effective teaching and learning.

Graph4.26 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

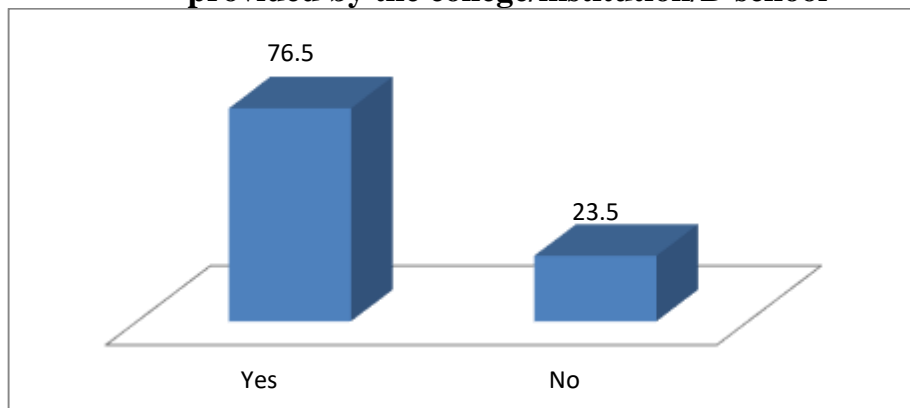
Table 4.27 Showing the respondents response towards various facilities provided by the college/institution/B-school

| IT has got research, entrepreneurship and placement cell | | | | | |
|---|-------|------------------|----------------|----------------------|---------------------------|
| IT has got research, entrepreneurship and placement cell | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 533 | 76.5 | 76.5 | 76.5 |
| | No | 164 | 23.5 | 23.5 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got research, entrepreneurship and placement cell for effective teaching and learning where majority of the respondents 76.5 percent respondents said yes college/institution/B-school has got research, entrepreneurship and placement cell for effective teaching and learning which was further followed by 23.5 percent of them said no college/institution/B-school has not got research, entrepreneurship and placement cell for effective teaching and learning.

Graph 4.27 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

Table 4.28 Showing the respondents response towards various facilities provided by the college/institution/B-school

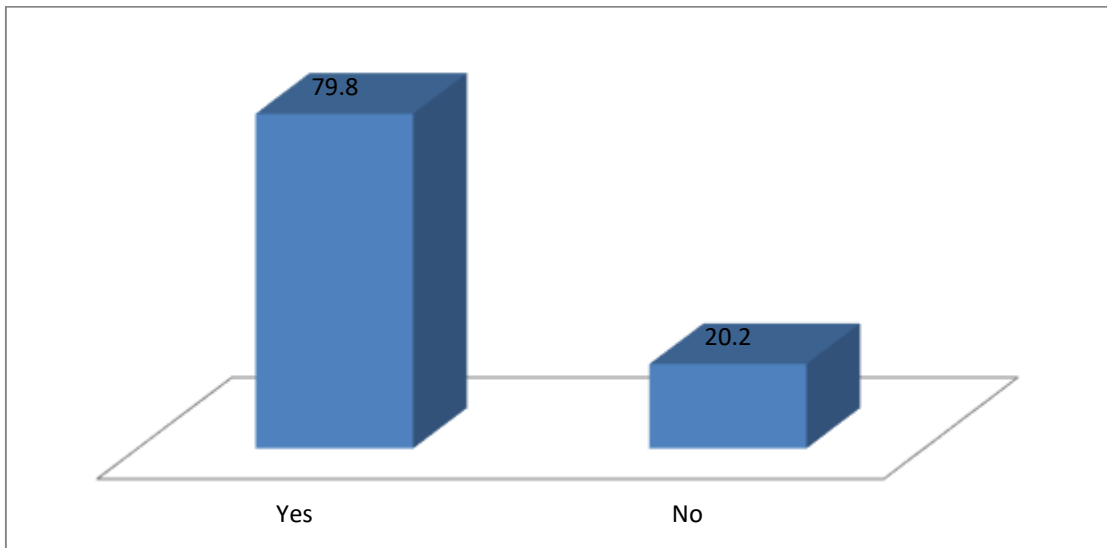
| Facilities like well-equipped classroom Fans Seminars halls Computer labs | | | | | |
|--|-------|------------------|----------------|----------------------|---------------------------|
| Facilities like well-equipped classroom Fans Seminars halls Computer labs | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 556 | 79.8 | 79.8 | 79.8 |
| | No | 141 | 20.2 | 20.2 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school well-equipped classrooms, Fans, Seminars halls ,Computer labs for effective teaching and learning where majority of the respondents 79.8 percent of respondents said yes college/institution/B-school are well-equipped classrooms, Fans, Seminars halls, Computer labs for effective teaching

and learning which was further followed by 20.2 percent of them said no college/institution/B-school has not got well-equipped classrooms, Fans, Seminars halls, Computer labs for effective teaching and learning.

Graph 4.28 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

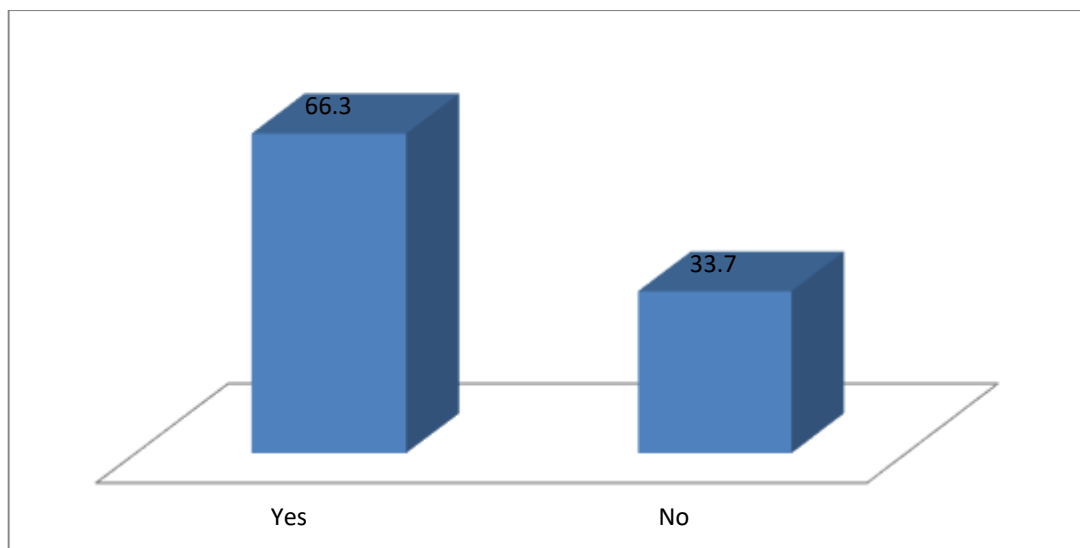
Table 4.29 Showing the respondents response towards various facilities provided by the college/institution/B-school

| IT helps in getting experiential learning | | | | | |
|---|-------|-----------|---------|---------------|--------------------|
| It helps in getting experiential learning | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Yes | 462 | 66.3 | 66.3 | 66.3 |
| | No | 235 | 33.7 | 33.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school helps in getting the experiential learning with different pedagogy where majority of the respondents 66.3 percent respondents said yes college/institution/B-school helps in getting the experiential learning with different pedagogy which was further followed by 33.7 percent of them said no college/institution/B-school does not help in getting the experiential learning with different pedagogy.

Graph 4.29 Showing the respondents response towards various facilities provided by the college/institution/B-school



(Source: Primary Data – Field Survey)

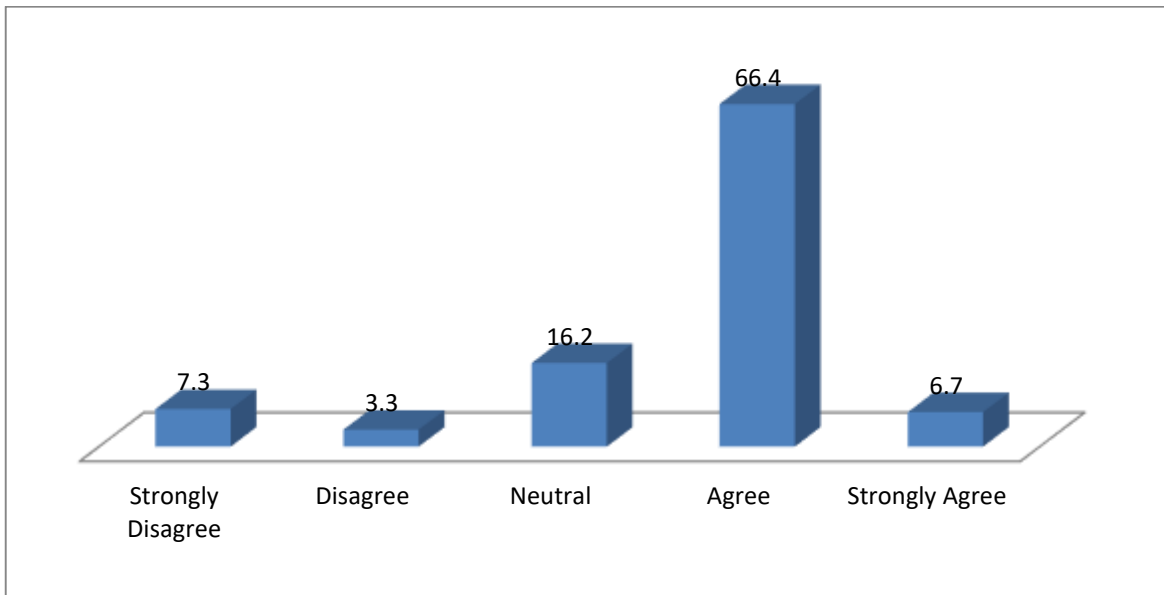
Table 4.30 Showing the respondents response towards faculties in the institution/college/B-schools in terms of good students faculty ratio

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 51 | 7.3 | 7.3 | 7.3 |
| | Disagree | 23 | 3.3 | 3.3 | 10.6 |
| | Neutral | 113 | 16.2 | 16.2 | 26.8 |
| | Agree | 463 | 66.4 | 66.4 | 93.3 |
| | Strongly Agree | 47 | 6.7 | 6.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school maintains a good student faculty ratio where majority of the respondents 66.4 percent agreed that college/institution/B-school maintains a good student faculty ratio which was further followed by 16.2 percent of the respondents remained neutral on this aspect which was further followed by 7.3 percent of the respondents strongly disagreed that college/institution/B-school maintains a good student faculty ratio and 6.7 percent of them strongly agreed that college/institution/B-school maintains a good student faculty ratio.

Graph 4.30 Showing the respondents response towards faculties in the institution/college/B-schools in terms of good students faculty ratio



(Source: Primary Data – Field Survey)

Table 4.31 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties with good qualification

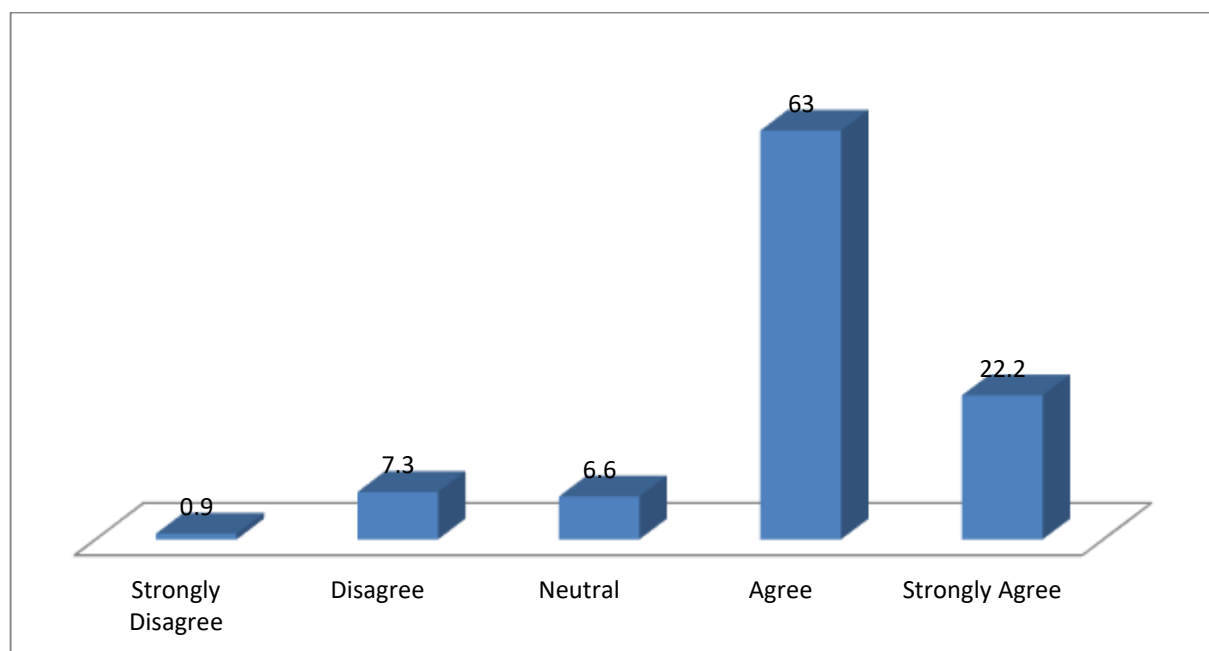
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 6 | 0.9 | 0.9 | 0.9 |
| | Disagree | 51 | 7.3 | 7.3 | 8.2 |
| | Neutral | 46 | 6.6 | 6.6 | 14.8 |
| | Agree | 439 | 63 | 63 | 77.8 |
| | Strongly Agree | 155 | 22.2 | 22.2 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school has got faculties with sound educational

background and also relevant experience where majority of the respondents 63 percent agreed that college/institution/B-school has got faculties with sound educational background and also relevant experience which was further followed by 22 percent of the respondents strongly agreed that college/institution/B-school has got faculties with sound educational background and also relevant experience which was further followed by 7.3 percent of the respondents disagreed that college/institution/B-school has got faculties with sound educational background and also relevant experience.

Graph 4.31 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties with good qualification



(Source: Primary Data – Field Survey)

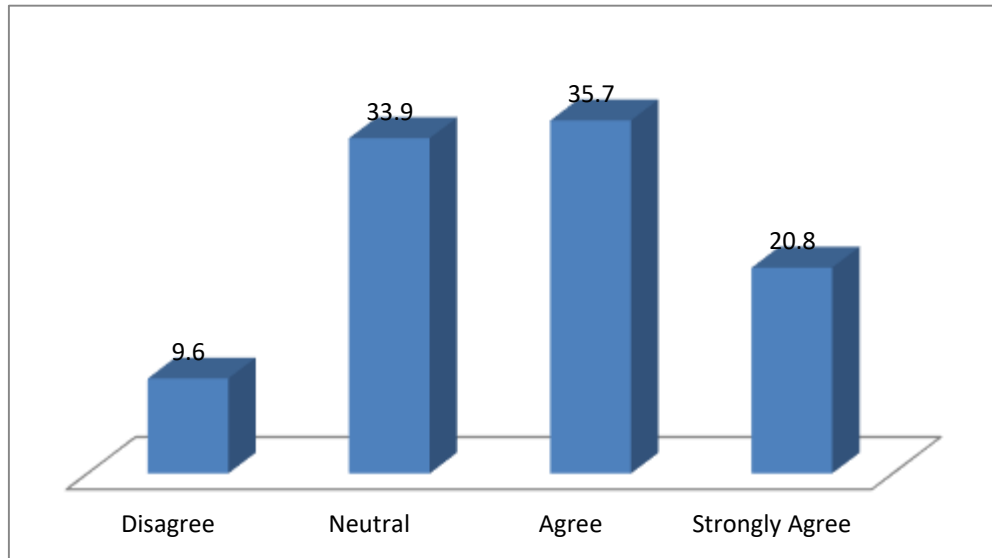
Table 4.32 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties has got industry experience

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 67 | 9.6 | 9.6 | 9.6 |
| | Neutral | 236 | 33.9 | 33.9 | 43.5 |
| | Agree | 249 | 35.7 | 35.7 | 79.2 |
| | Strongly Agree | 145 | 20.8 | 20.8 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got faculties with good industry and corporate experience where majority of the respondents 35.7 percent agreed that college/institution/B-school has got faculties with good industry and corporate experience which was further followed by 33.9 percent of the remaining neutral on this aspect which was further followed by 20.8 percent of the respondents agreed that college/institution/B-school has got faculties with good industry and corporate experience.

Graph 4.32 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties has got industry experience



(Source: Primary Data – Field Survey)

Table 4.33 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties work with passion

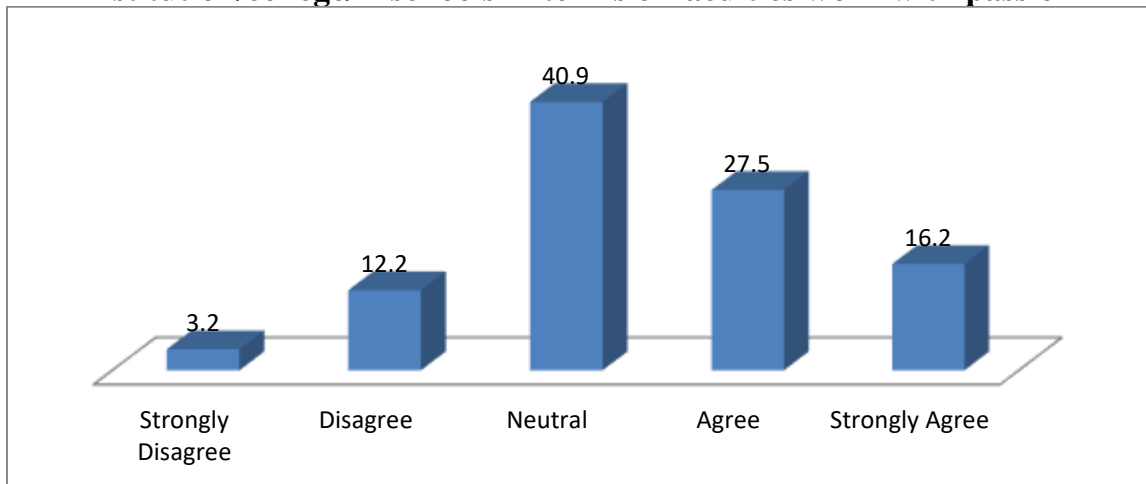
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 22 | 3.2 | 3.2 | 3.2 |
| | Disagree | 85 | 12.2 | 12.2 | 15.4 |
| | Neutral | 285 | 40.9 | 40.9 | 56.2 |
| | Agree | 192 | 27.5 | 27.5 | 83.8 |
| | Strongly Agree | 113 | 16.2 | 16.2 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards industry interface of the college/institution/B-school has got faculties with great passion and

zeal to teach students where majority of the respondents 40.9 percent remained neutral on the aspect that college/institution/B-school has got faculties with great passion and zeal to teach students which was further followed by 27.5 percentage agreed that college/institution/B-school has got faculties with great passion and zeal to teach students which was further followed by 16.2 percent of the respondents strongly agreed that college/institution/B-school has got faculties with great passion and zeal to teach students.

Graph 4.33 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties work with passion



(Source: Primary Data – Field Survey)

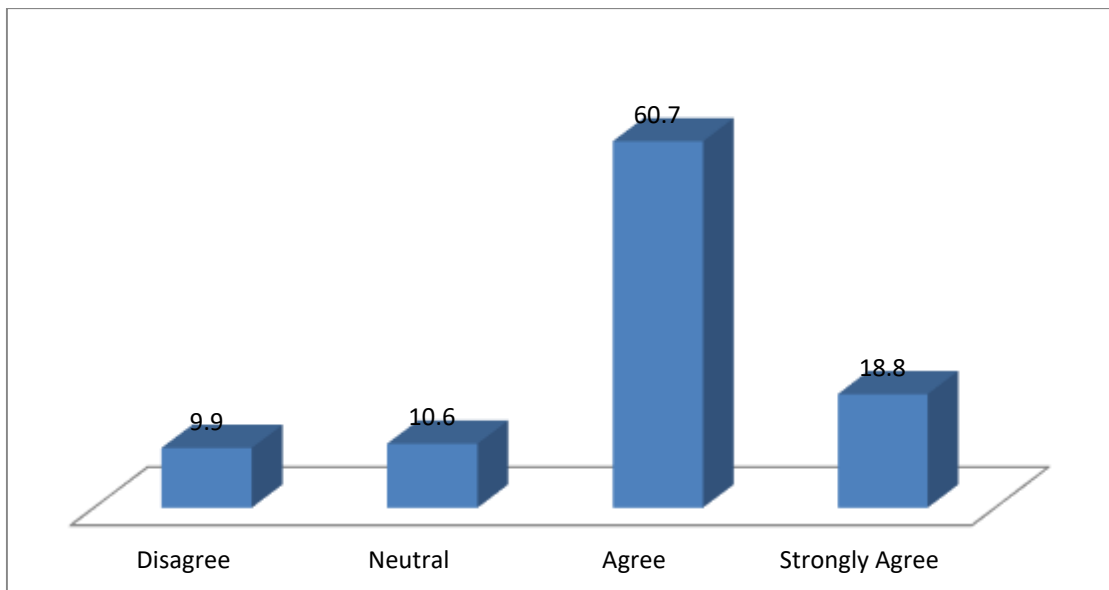
Table 4.34 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties are student oriented and has got willingness to help

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 69 | 9.9 | 9.9 | 9.9 |
| | Neutral | 74 | 10.6 | 10.6 | 20.5 |
| | Agree | 423 | 60.7 | 60.7 | 81.2 |
| | Strongly Agree | 131 | 18.8 | 18.8 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got faculties who are student oriented and has got willingness to help students where majority of the respondents 60.7 percent agreed that college/institution/B-school has got faculties who are student oriented and has got willingness to help students which was further followed by 18.8 percent of them strongly agreed that college/institution/B-school has got faculties who are student oriented and has got willingness to help students which was further followed by 10.6 percent of the respondents remained neutral on this aspect of college/institution/B-school has got faculties who are student oriented and has got willingness to help students

Graph 4.34 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties are student oriented and has got willingness to help



(Source: Primary Data – Field Survey)

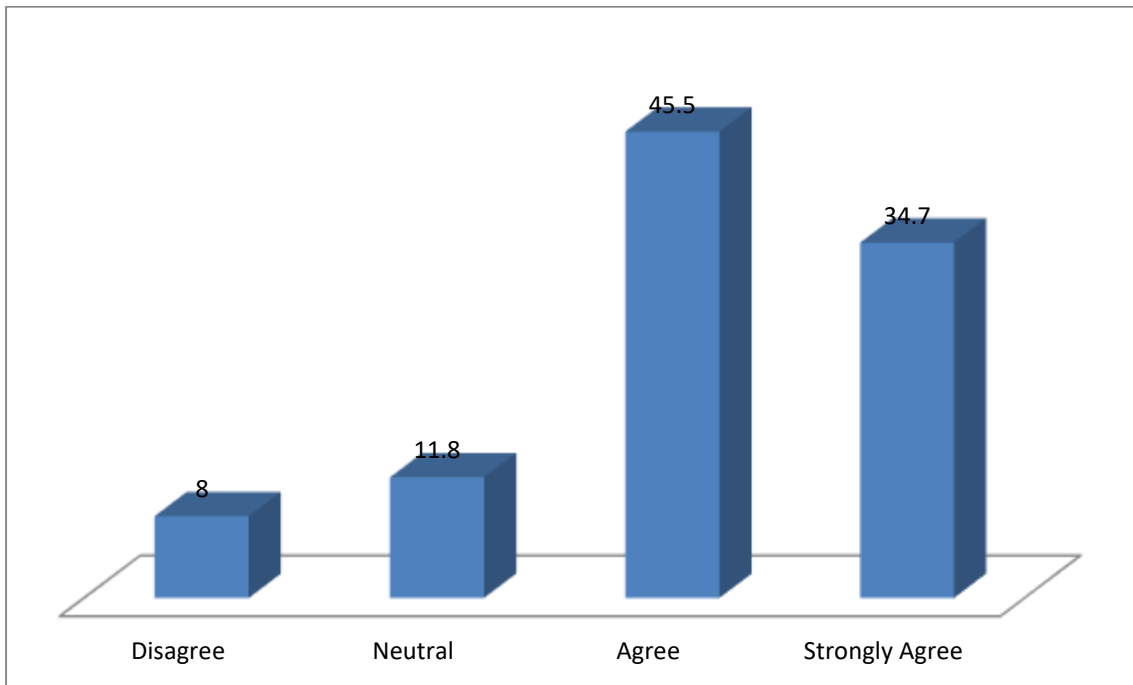
Table 4.35 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties has got updated knowledge

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 56 | 8 | 8 | 8 |
| | Neutral | 82 | 11.8 | 11.8 | 19.8 |
| | Agree | 317 | 45.5 | 45.5 | 65.3 |
| | Strongly Agree | 242 | 34.7 | 34.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school has got faculties who are who update their knowledge on a regular basis where majority of the respondents 45.5 percent agreed that college/institution/B-school has got faculties who are who update their knowledge on a regular basis which was further followed by 34.7 percent of them strongly agreed that college/institution/B-school has got faculties who are update their knowledge on a regular basis which was further followed by 11.8 percent of the respondents remained neutral on this aspect of college/institution/B-school has got faculties who are update their knowledge on a regular basis.

Graph 4.35 Showing the respondents response towards faculties in the institution/college/B-schools in terms of faculties has got updated knowledge



(Source: Primary Data – Field Survey)

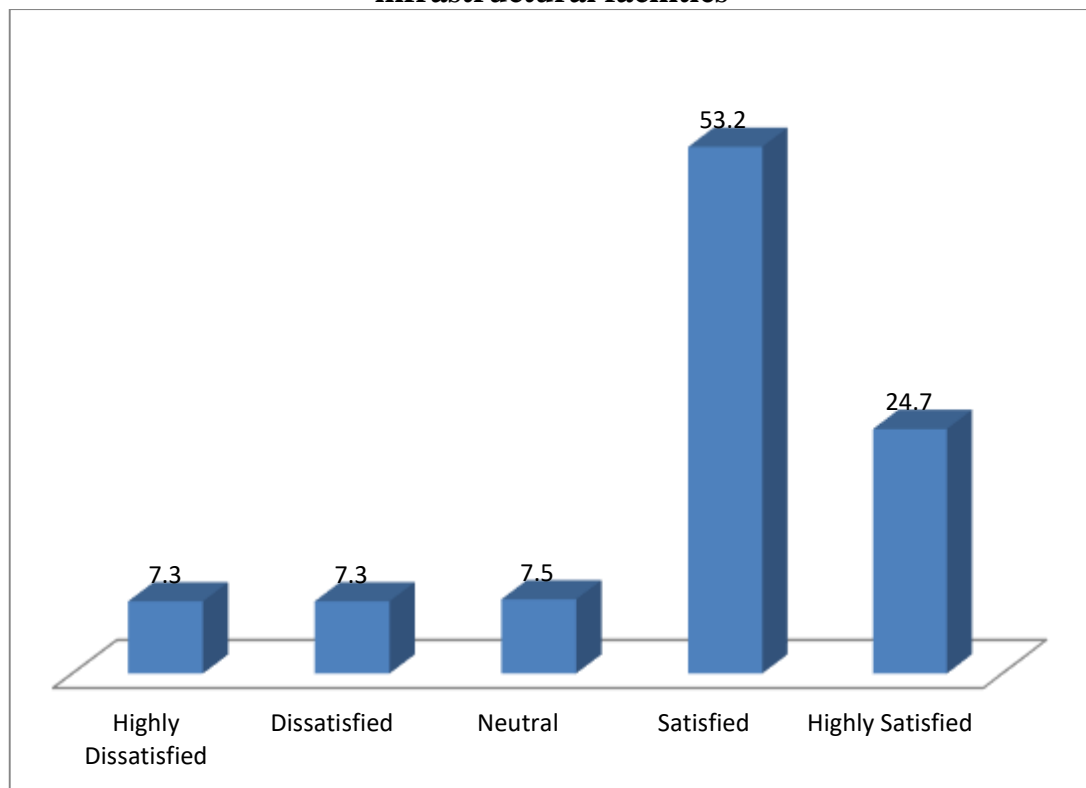
Table 4.36 Showing the respondents satisfaction level towards physical and infrastructural facilities

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 51 | 7.3 | 7.3 | 7.3 |
| | Dissatisfied | 51 | 7.3 | 7.3 | 14.6 |
| | Neutral | 52 | 7.5 | 7.5 | 22.1 |
| | Satisfied | 371 | 53.2 | 53.2 | 75.3 |
| | Highly Satisfied | 172 | 24.7 | 24.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school physical and infrastructural facilities where majority of the respondents 53.2 percent are satisfied with the college/institution/B-school physical and infrastructural facilities which was further followed by 24.7 percent of them are highly satisfied with the college/institution/B-school physical and infrastructural facilities which was further followed by 7.5 percent of the respondents remained neutral on this aspect of college/institution/B-school physical and infrastructural facilities.

Graph 4.36 Showing the respondents satisfaction level towards physical and infrastructural facilities



(Source: Primary Data – Field Survey)

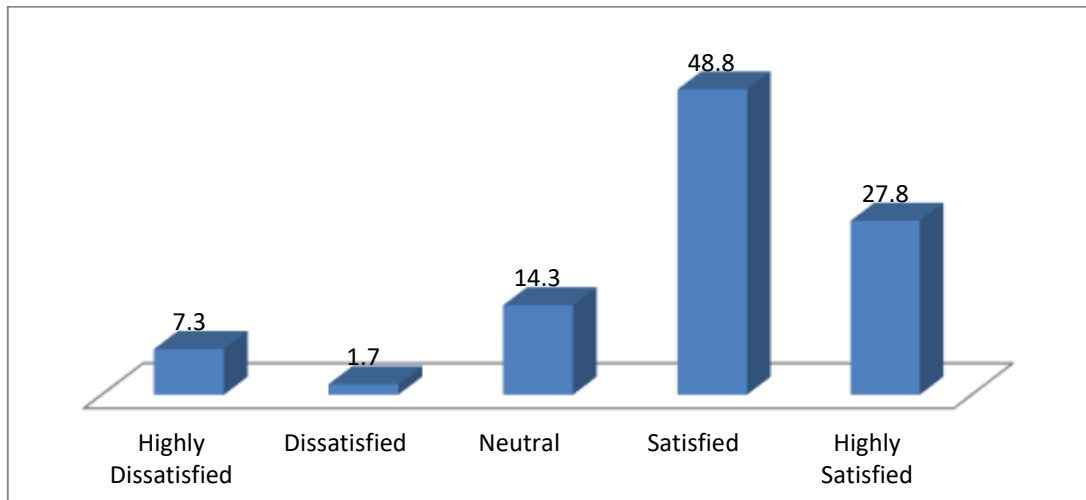
Table 4.37 Showing the respondents satisfaction level towards teaching faculties

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 51 | 7.3 | 7.3 | 7.3 |
| | Dissatisfied | 12 | 1.7 | 1.7 | 9 |
| | Neutral | 100 | 14.3 | 14.3 | 23.4 |
| | Satisfied | 340 | 48.8 | 48.8 | 72.2 |
| | Highly Satisfied | 194 | 27.8 | 27.8 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards industry interface of the college/institution/B-school teaching faculties where majority of the respondents 48.8 percent are satisfied with the college/institution/B-school teaching faculties which was further followed by 27.8 percent of them are highly satisfied with the college/institution/B-school teaching faculties which was further followed by 14.3 percent of the respondents remained neutral on this aspect of college/institution/B-school teaching faculties and lastly around 7.3 percent of them are highly dissatisfied with the college/institution/B-school teaching faculties.

Graph 4.37 Showing the respondents satisfaction level towards teaching faculties



(Source: Primary Data – Field Survey)

Table 4.38 Showing the respondents satisfaction level towards placement activities

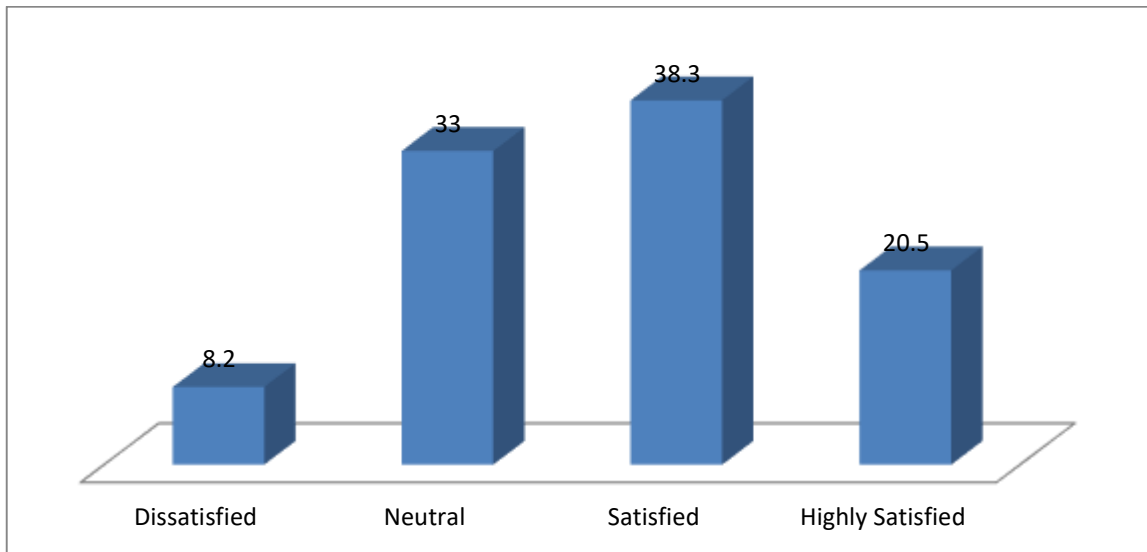
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Dissatisfied | 57 | 8.2 | 8.2 | 8.2 |
| | Neutral | 230 | 33 | 33 | 41.2 |
| | Satisfied | 267 | 38.3 | 38.3 | 79.5 |
| | Highly Satisfied | 143 | 20.5 | 20.5 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards the college/institution/B-school placement activities where majority of the respondents 38.3 percent are satisfied with the college/institution/B-school placement activities which was further followed by 33 percent of them are remained neutral with the aspect that college/institution/B-school placement activities which was further

followed by 20.5 percent of the respondents are highly satisfied with college/institution/B-school placement activities and lastly around 8.2 percent of them are highly dissatisfied with the college/institution/B-school placement activities.

Graph 4.38 Showing the respondents satisfaction level towards placement activities



(Source: Primary Data – Field Survey)

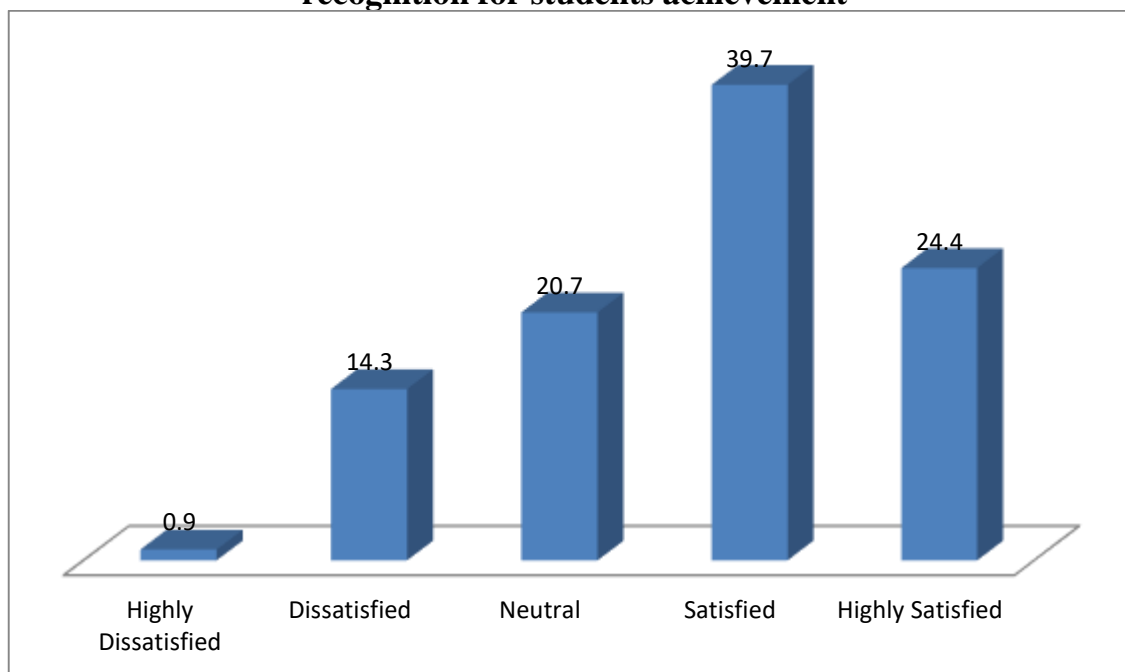
Table 4.39 Showing the respondents satisfaction level towards award reward recognition for students achievement

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 6 | 0.9 | 0.9 | 0.9 |
| | Dissatisfied | 100 | 14.3 | 14.3 | 15.2 |
| | Neutral | 144 | 20.7 | 20.7 | 35.9 |
| | Satisfied | 277 | 39.7 | 39.7 | 75.6 |
| | Highly Satisfied | 170 | 24.4 | 24.4 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards college/institution/B-school does give awards, rewards and recognition for the students performers where majority of the respondents 39.7 percent are satisfied with the college/institution/B-school does give awards, rewards and recognition for the students performers which was further followed by 24.4 percent of are highly satisfied with the college/institution/B-school does give awards, rewards and recognition for the students performers which was further followed by 20.7 percent of the respondents remained neutral on the aspect of college/institution/B-school does give awards, rewards and recognition for the students performers.

Graph 4.39 Showing the respondents satisfaction level towards award reward recognition for students achievement



(Source: Primary Data – Field Survey)

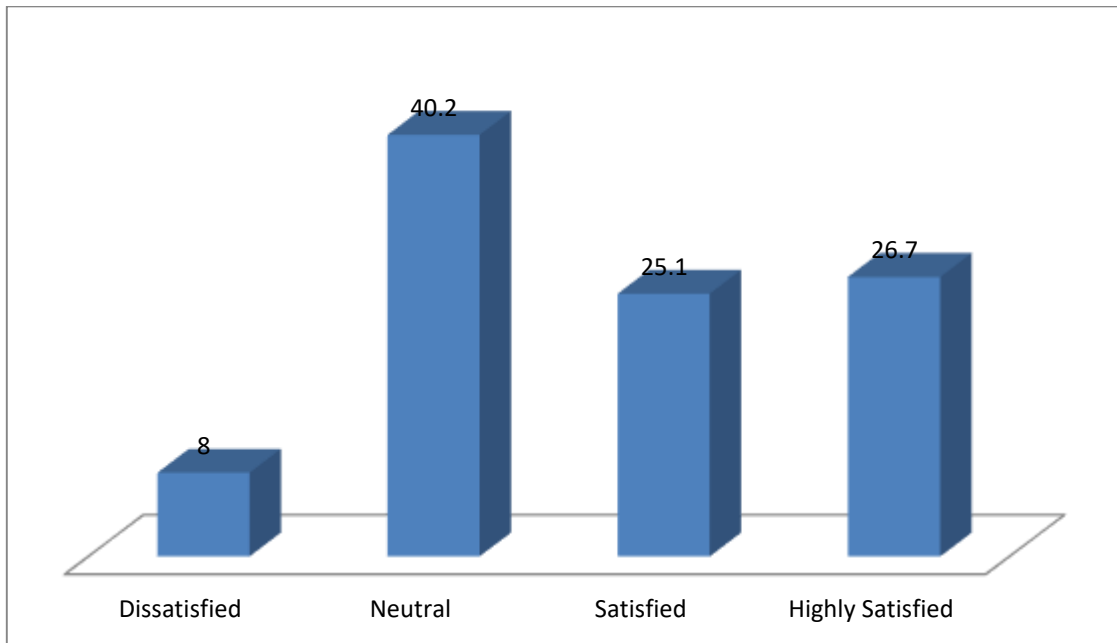
Table 4.40 Showing the respondents satisfaction level towards support for attending various activities outside the campus

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Dissatisfied | 56 | 8 | 8 | 8 |
| | Neutral | 280 | 40.2 | 40.2 | 48.2 |
| | Satisfied | 175 | 25.1 | 25.1 | 73.3 |
| | Highly Satisfied | 186 | 26.7 | 26.7 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards college/institution/B-school supports students for attending various activities like fests, seminars and competitions in other colleges where majority of the respondents 40.2 percent of them remained neutral on the aspect that college/institution/B-school supports students for attending various activities like fests, seminars and competitions in other colleges which was further followed by 26.7 percent of are highly satisfied with the college/institution/B-school supports students for attending various activities like fests, seminars and competitions in other colleges which was further followed by 25.1 percent of the respondents are satisfied with the college/institution/B-school supports students for attending various activities like fests, seminars and competitions in other colleges.

Graph 4.40 Showing the respondents satisfaction level towards support for attending various activities outside the campus



(Source: Primary Data – Field Survey)

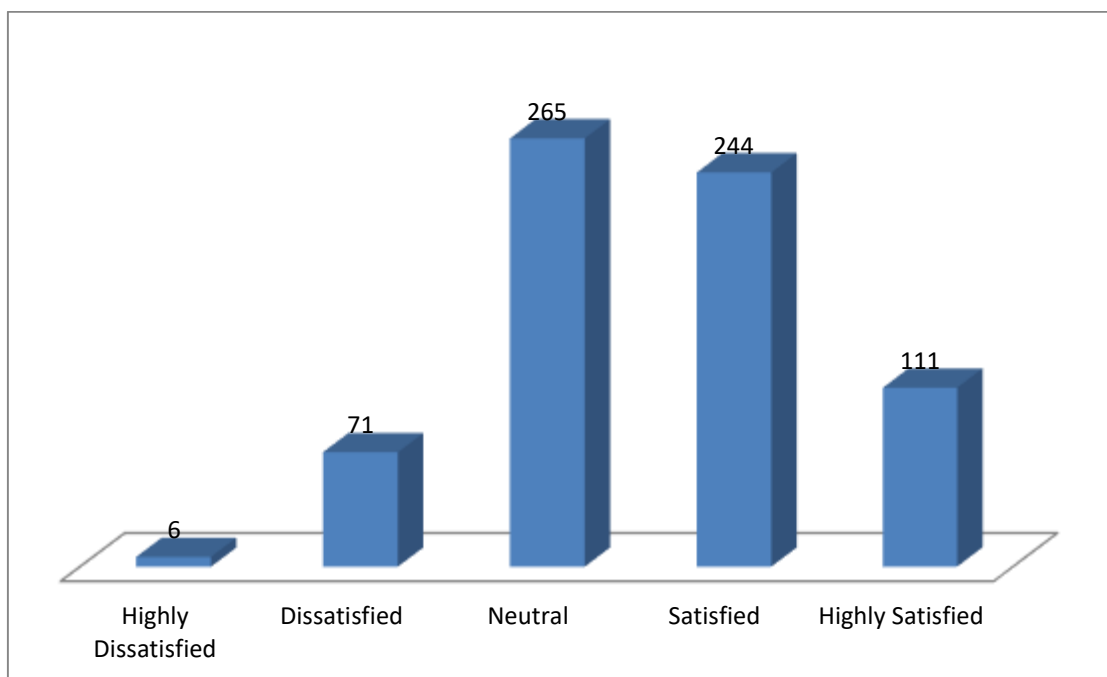
Table 4.41 Showing the respondents satisfaction level towards guest lectures expert talks industry visits

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 6 | 0.9 | 0.9 | 0.9 |
| | Dissatisfied | 71 | 10.2 | 10.2 | 11 |
| | Neutral | 265 | 38 | 38 | 49.1 |
| | Satisfied | 244 | 35 | 35 | 84.1 |
| | Highly Satisfied | 111 | 15.9 | 15.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards college/institution/B-school provides guest lectures, expert talks and also industry visit where majority of the respondents 265 of them remained neutral on the aspect that college/institution/B-school provides guest lectures, expert talks and also industry visit which was further followed by 244 of them are satisfied with the college/institution/B-school provides guest lectures, expert talks and also industry visit which was further followed by 111 of the respondents are highly satisfied with the college/institution/B-school provides guest lectures, expert talks and also industry visit.

Graph 4.41 Showing the respondents satisfaction level towards guest lectures expert talks industry visits



(Source: Primary Data – Field Survey)

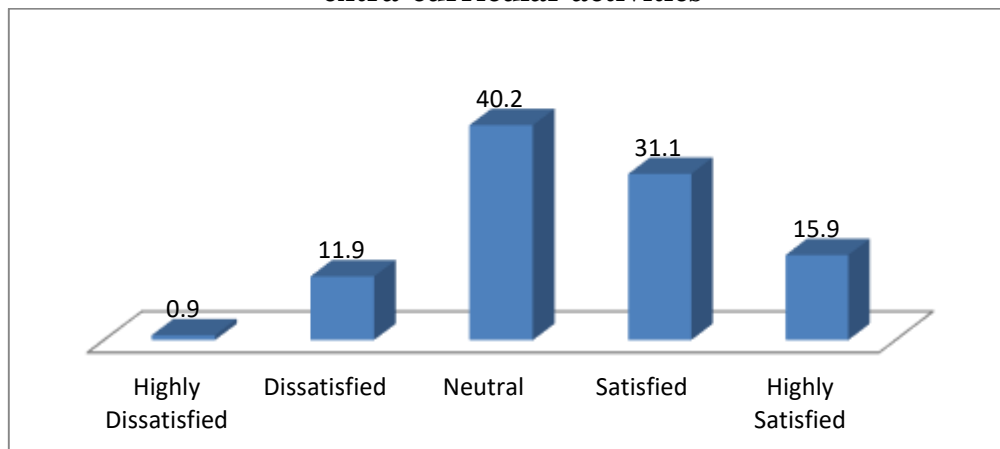
Table 4.42 Showing the respondents satisfaction level towards co-curricular extra-curricular activities

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 6 | 0.9 | 0.9 | 0.9 |
| | Dissatisfied | 83 | 11.9 | 11.9 | 12.8 |
| | Neutral | 280 | 40.2 | 40.2 | 52.9 |
| | Satisfied | 217 | 31.1 | 31.1 | 84.1 |
| | Highly Satisfied | 111 | 15.9 | 15.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards college/institution/B-school supports co-curricular and extracurricular activities where majority of the respondents 40.2 percent of them remained neutral on the aspect that college/institution/B-school supports co-curricular and extracurricular activities which was further followed by 31.1 percent of are satisfied with the college/institution/B-school supports co-curricular and extracurricular activities which was further followed by 15.9 percent of the respondents are highly satisfied with the college/institution/B-school supports co-curricular and extracurricular activities.

Graph 4.42 Showing the respondents satisfaction level towards co-curricular extra-curricular activities



(Source: Primary Data – Field Survey)

Table 4.43 Showing the respondents satisfaction level towards encouragement for student participation in different activities

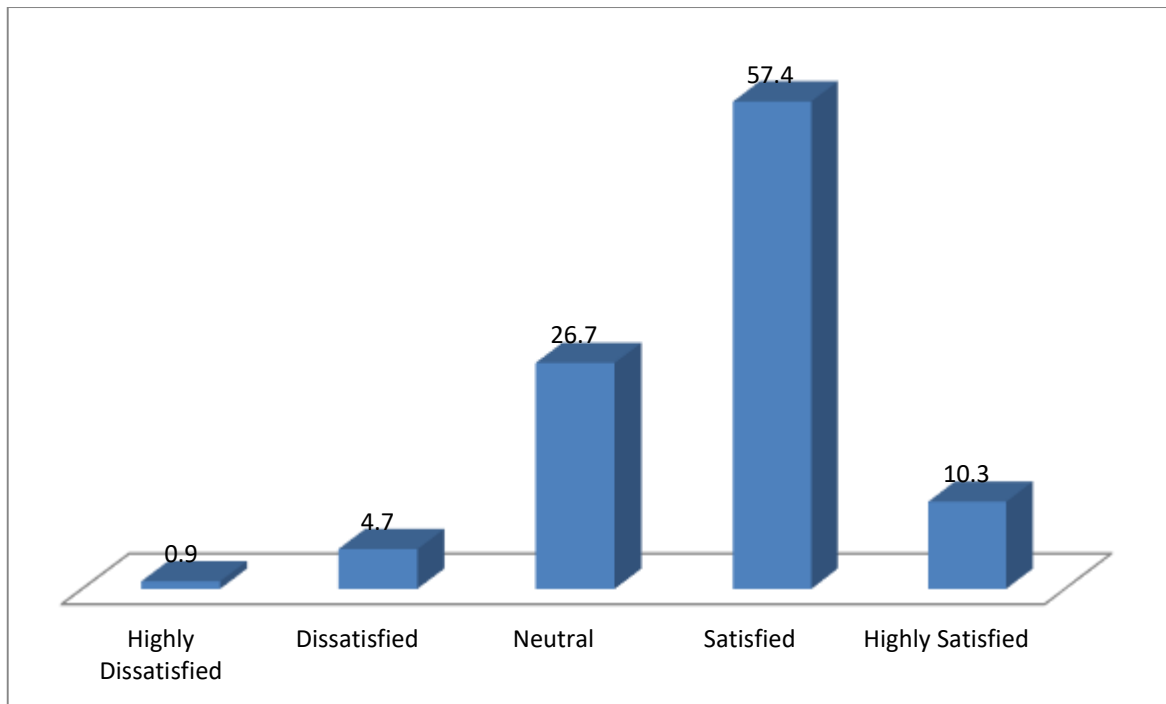
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Highly Dissatisfied | 6 | 0.9 | 0.9 | 0.9 |
| | Dissatisfied | 33 | 4.7 | 4.7 | 5.6 |
| | Neutral | 186 | 26.7 | 26.7 | 32.3 |
| | Satisfied | 400 | 57.4 | 57.4 | 89.7 |
| | Highly Satisfied | 72 | 10.3 | 10.3 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent’s response towards college/institution/B-school encourages students participating in different activities where majority of the respondents 57.4 percent of them are satisfied on the aspect that college/institution/B-school encourages students participating in different

activities which was further followed by 26.7 percent of remained neutral with the college/institution/B-school encourages students participating in different activities which was further followed by 10.3 percent of the respondents are highly satisfied with the college/institution/B-school encourages students participating in different activities.

Graph 4.43 Showing the respondents satisfaction level towards encouragement for student participation in different activities



(Source: Primary Data – Field Survey)

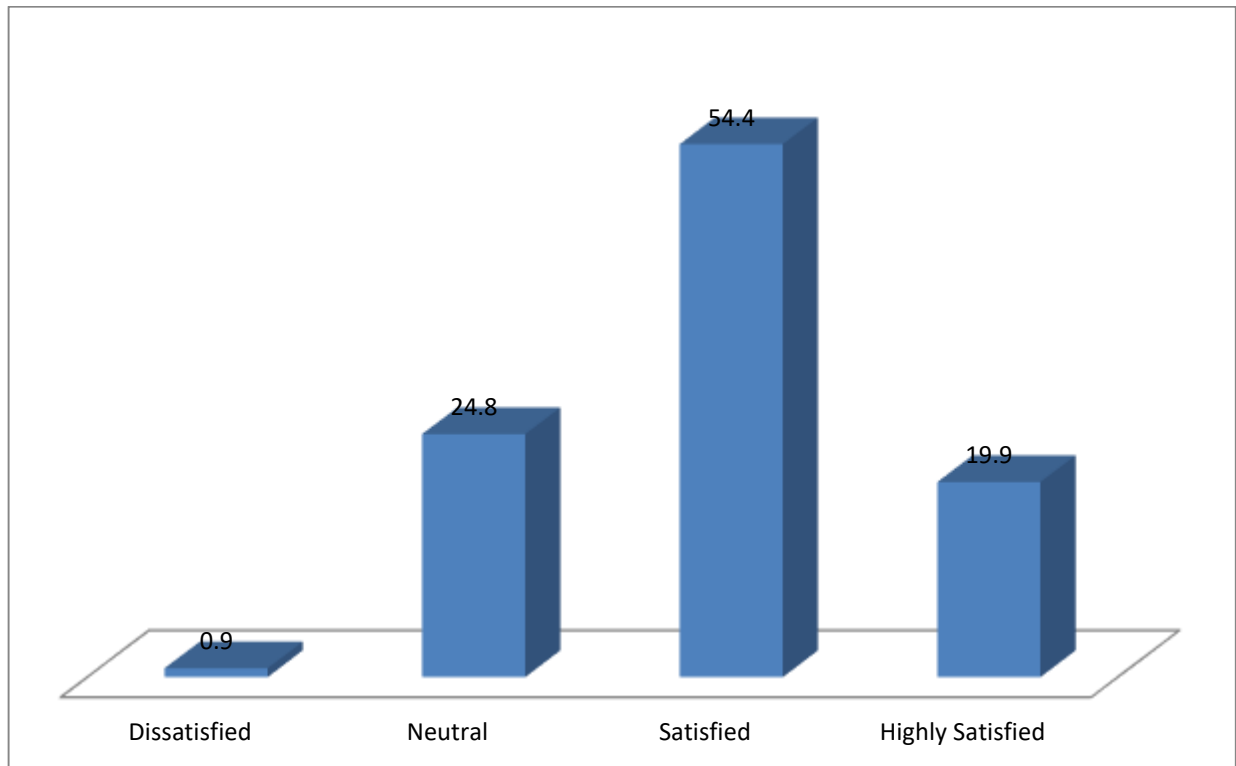
Table 4.44 Showing the respondents satisfaction level towards overall satisfaction

| Overall Satisfaction | | | | | |
|----------------------|------------------|-----------|---------|---------------|--------------------|
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Dissatisfied | 6 | 0.9 | 0.9 | 0.9 |
| | Neutral | 173 | 24.8 | 24.8 | 25.7 |
| | Satisfied | 379 | 54.4 | 54.4 | 80.1 |
| | Highly Satisfied | 139 | 19.9 | 19.9 | 100 |
| | Total | 697 | 100 | 100 | |

(Source: Primary Data – Field Survey)

The above table and the graph generated with the help of the primary data conducted through field survey exhibits the respondent's response towards the overall satisfaction with the college/institution/B-school where majority of the respondents 54.4 percent of them are satisfied on overall aspect of the college/institution/B-school which was further followed by 24.8 percent of remained neutral with the overall satisfaction of college/institution/B-school which was further followed by 19.9 percent of the respondents are overall highly satisfied with the college/institution/B-school.

Graph4.44 Showing the respondents satisfaction level towards overall satisfaction



(Source: Primary Data – Field Survey)

Hypothesis 1

H₀: There is no significant relationship between the quality of students admitted and the placement of the students.

H₁: There is a significant relationship between the quality of students admitted and the placement of the students.

Table. 4.45: Showing the statistical results of hypothesis one

| Correlations | | | |
|----------------------|-----------------------------------|------------|----------------------|
| | | percentage | Placement Activities |
| percentage | Pearson Correlation | 1 | -0.022 |
| | Sig. (2-tailed) | | 0.564 |
| | Sum of Squares and Cross-products | 393.816 | -10.133 |
| | Covariance | 0.566 | -0.015 |
| | N | 697 | 697 |
| Placement Activities | Pearson Correlation | -0.022 | 1 |
| | Sig. (2-tailed) | 0.564 | |
| | Sum of Squares and Cross-products | -10.133 | 543.036 |
| | Covariance | -0.015 | 0.78 |
| | N | 697 | 697 |

(Source: primary data-field survey-SPSS output)

The above correlation table between the percentage of marks scored in the under graduation that is the respective degrees that the qualified students have got and the placements that they have qualified for where in the critical value of 0.564 is not significant at .05 level of significance hence it can be inferred that there is no significant relationship between the kind of marks or percentage of marks scored by the students opted for management course and their performance in the placement activities.

Table 4.46 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards teaching faculties

| Type of institution | | Teaching Faculties | | | | | Total |
|----------------------------------|------------------------------|---------------------|--------------|---------|-----------|------------------|---------|
| | | Highly Dissatisfied | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 5 | 5 | 3 | 36 | 25 | 74 |
| | % within Type of institution | 6.80% | 6.80% | 4.10% | 48.60% | 33.80% | 100.00% |
| Private Colleges | Count | 45 | 7 | 72 | 241 | 145 | 510 |
| | % within Type of institution | 8.80% | 1.40% | 14.10% | 47.30% | 28.40% | 100.00% |
| Affiliated college | Count | 1 | 0 | 25 | 62 | 22 | 110 |
| | % within Type of institution | 0.90% | 0.00% | 22.70% | 56.40% | 20.00% | 100.00% |
| Autonomous | Count | 0 | 0 | 0 | 1 | 2 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 0.00% | 33.30% | 66.70% | 100.00% |
| | Count | 51 | 12 | 100 | 340 | 194 | 697 |
| | % within Type of institution | 7.30% | 1.70% | 14.30% | 48.80% | 27.80% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 39.252 ^a | 12 | .000 |
| Likelihood Ratio | 41.923 | 12 | .000 |
| Linear-by-Linear Association | .164 | 1 | .686 |
| N of Valid Cases | 697 | | |

a. 7 cells (35.0%) have expected count less than 5. The minimum expected count is .05.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 56 percent of them are satisfied with the affiliated college in terms of the teaching faculties which was followed by 48 percent are satisfied with the MBA departments at government universities. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and the teaching faculties over there and the chi square result of critical value .000 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the teaching faculties.

Table 4.47 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards placement activities

| Type of institution | | Placement Activities | | | | Total |
|----------------------------------|------------------------------|----------------------|---------|-----------|------------------|---------|
| | | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 7 | 6 | 36 | 25 | 74 |
| | % within Type of institution | 9.50% | 8.10% | 48.60% | 33.80% | 100.00% |
| Private Colleges | Count | 45 | 168 | 181 | 116 | 510 |
| | % within Type of institution | 8.80% | 32.90% | 35.50% | 22.70% | 100.00% |

| | | | | | | |
|--------------------|------------------------------|-------|--------|--------|--------|---------|
| Affiliated college | Count | 5 | 55 | 48 | 2 | 110 |
| | % within Type of institution | 4.50% | 50.00% | 43.60% | 1.80% | 100.00% |
| Autonomous | Count | 0 | 1 | 2 | 0 | 3 |
| | % within Type of institution | 0.00% | 33.30% | 66.70% | 0.00% | 100.00% |
| TOTAL | Count | 57 | 230 | 267 | 143 | 697 |
| | % within Type of institution | 8.20% | 33.00% | 38.30% | 20.50% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 57.470 ^a | 9 | .000 |
| Likelihood Ratio | 74.755 | 9 | .000 |
| Linear-by-Linear Association | 22.200 | 1 | .000 |
| N of Valid Cases | 697 | | |

a. 4 cells (25.0%) have expected count less than 5. The minimum expected count is .25.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 66 percent of them are satisfied with the autonomous college in terms of the placement activities which was followed by 48 percent are satisfied with the MBA departments at government universities. The chi square test helped in knowing is there any significant

relationship between the type of institution the students are studying and the placement activities over there and the chi square result of critical value .000 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the placement activities.

Table 4.48 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards award reward recognition for students

| Type of institution | | Award Reward & Recognition for Students achievement | | | | | Total |
|----------------------------------|------------------------------|---|--------------|---------|-----------|------------------|---------|
| | | Highly Dissatisfied | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 1 | 7 | 7 | 36 | 23 | 74 |
| | % within Type of institution | 1.40% | 9.50% | 9.50% | 48.60% | 31.10% | 100.00% |
| Private Colleges | Count | 4 | 79 | 92 | 195 | 140 | 510 |
| | % within Type of institution | 0.80% | 15.50% | 18.00% | 38.20% | 27.50% | 100.00% |
| Affiliated college | Count | 1 | 14 | 44 | 44 | 7 | 110 |
| | % within Type of institution | 0.90% | 12.70% | 40.00% | 40.00% | 6.40% | 100.00% |
| Autonomous | Count | 0 | 0 | 1 | 2 | 0 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 33.30% | 66.70% | 0.00% | 100.00% |
| TOTAL | Count | 6 | 100 | 144 | 277 | 170 | 697 |
| | % within Type of institution | 0.90% | 14.30% | 20.70% | 39.70% | 24.40% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 49.957 ^a | 12 | .000 |
| Likelihood Ratio | 53.962 | 12 | .000 |
| Linear-by-Linear Association | 16.592 | 1 | .000 |
| N of Valid Cases | 697 | | |

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .03.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 66 percent of them are satisfied with the autonomous college in terms of the Award Reward & Recognition for Students achievement which was followed by 48 percent are satisfied with the MBA departments at government universities. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and the Award Reward & Recognition for Students achievement over there and the chi square result of critical value .000 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the Award Reward & Recognition for Students achievement.

Table 4.49 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards support for attending various activities outside

| Type of Institution | | Support for attending various activities outside the campus | | | | Total |
|----------------------------------|------------------------------|---|---------|-----------|------------------|---------|
| | | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 5 | 20 | 30 | 19 | 74 |
| | % within Type of institution | 6.80% | 27.00% | 40.50% | 25.70% | 100.00% |
| Private Colleges | Count | 41 | 212 | 112 | 145 | 510 |
| | % within Type of institution | 8.00% | 41.60% | 22.00% | 28.40% | 100.00% |
| Affiliated college | Count | 10 | 47 | 31 | 22 | 110 |
| | % within Type of institution | 9.10% | 42.70% | 28.20% | 20.00% | 100.00% |
| Autonomous | Count | 0 | 1 | 2 | 0 | 3 |
| | % within Type of institution | 0.00% | 33.30% | 66.70% | 0.00% | 100.00% |
| Total | Count | 56 | 280 | 175 | 186 | 697 |
| | % within Type of institution | 8.00% | 40.20% | 25.10% | 26.70% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 18.951 ^a | 9 | .026 |
| Likelihood Ratio | 18.884 | 9 | .026 |
| Linear-by-Linear Association | 3.181 | 1 | .074 |
| N of Valid Cases | 697 | | |

a. 4 cells (25.0%) have expected count less than 5. The minimum expected count is .24.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 66.70 percent of them are satisfied with the autonomous college in terms of the Support for attending various activities outside the campus which was followed by 40.50 percent are satisfied with the MBA departments at government universities. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and Support for attending various activities outside the campus over there and the chi square result of critical value .026 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the Support for attending various activities outside the campus.

Table 4.50 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards support for guest lectures expert talks industry visits

| Type of Institution | | Guest lectures Expert talks industry visits | | | | | Total |
|----------------------------------|------------------------------|---|--------------|---------|-----------|------------------|---------|
| | | Highly Dissatisfied | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 1 | 13 | 17 | 32 | 11 | 74 |
| | % within Type of institution | 1.40% | 17.60% | 23.00% | 43.20% | 14.90% | 100.00% |
| Private Colleges | Count | 5 | 52 | 205 | 166 | 82 | 510 |
| | % within Type of institution | 1.00% | 10.20% | 40.20% | 32.50% | 16.10% | 100.00% |
| Affiliated college | Count | 0 | 6 | 43 | 45 | 16 | 110 |
| | % within Type of institution | 0.00% | 5.50% | 39.10% | 40.90% | 14.50% | 100.00% |
| Autonomous | Count | 0 | 0 | 0 | 1 | 2 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 0.00% | 33.30% | 66.70% | 100.00% |
| TOTAL | Count | 6 | 71 | 265 | 244 | 111 | 697 |
| | % within Type of institution | 0.90% | 10.20% | 38.00% | 35.00% | 15.90% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 22.614 ^a | 12 | .031 |
| Likelihood Ratio | 23.206 | 12 | .026 |
| Linear-by-Linear Association | 2.249 | 1 | .134 |
| N of Valid Cases | 697 | | |

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .03.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 43.20 percent of them are satisfied with the MBA departments at government universities in terms of the Guest lectures, Expert talks and industry visits which was followed by 40.90 percent are satisfied with the affiliated colleges. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and Guest lectures, Expert talks and industry visits over there and the chi square result of critical value .031 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the Guest lectures, Expert talks and industry visits.

Table 4.51 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards support for attending co-curricular extracurricular activities

| Type of institution | | Co-curricular & extracurricular activities | | | | | Total |
|----------------------------------|------------------------------|--|--------------|---------|-----------|------------------|---------|
| | | Highly Dissatisfied | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 1 | 8 | 21 | 37 | 7 | 74 |
| | % within Type of institution | 1.40% | 10.80% | 28.40% | 50.00% | 9.50% | 100.00% |
| Private Colleges | Count | 4 | 65 | 216 | 147 | 78 | 510 |
| | % within Type of institution | 0.80% | 12.70% | 42.40% | 28.80% | 15.30% | 100.00% |
| Affiliated college | Count | 1 | 10 | 42 | 31 | 26 | 110 |
| | % within Type of institution | 0.90% | 9.10% | 38.20% | 28.20% | 23.60% | 100.00% |
| Autonomous | Count | 0 | 0 | 1 | 2 | 0 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 33.30% | 66.70% | 0.00% | 100.00% |
| TOTAL | Count | 6 | 83 | 280 | 217 | 111 | 697 |
| | % within Type of institution | 0.90% | 11.90% | 40.20% | 31.10% | 15.90% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 22.559 ^a | 12 | .032 |
| Likelihood Ratio | 21.942 | 12 | .038 |
| Linear-by-Linear Association | 1.059 | 1 | .303 |
| N of Valid Cases | 697 | | |

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .03.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 66 percent of them are satisfied with the autonomous in terms of the Co-curricular & extracurricular activities which was followed by 50 percent are satisfied with the MBA departments at government universities. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and Co-curricular and extracurricular activities over there and the chi square result of critical value .032 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the Co-curricular and extracurricular activities.

Table 4.52 Showing the cross tabulation between the type of institution students are studying and their satisfaction level towards support for attending various activities outside

| Type of Institution | | Encouragement for student participation in different activities | | | | | Total |
|----------------------------------|------------------------------|---|--------------|---------|-----------|------------------|---------|
| | | Highly Dissatisfied | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 3 | 1 | 10 | 42 | 18 | 74 |
| | % within Type of institution | 4.10% | 1.40% | 13.50% | 56.80% | 24.30% | 100.00% |
| Private Colleges | Count | 3 | 22 | 142 | 290 | 53 | 510 |
| | % within Type of institution | 0.60% | 4.30% | 27.80% | 56.90% | 10.40% | 100.00% |
| Affiliated college | Count | 0 | 10 | 34 | 65 | 1 | 110 |
| | % within Type of institution | 0.00% | 9.10% | 30.90% | 59.10% | 0.90% | 100.00% |
| Autonomous | Count | 0 | 0 | 0 | 3 | 0 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | 100.00% |
| TOTAL | Count | 6 | 33 | 186 | 400 | 72 | 697 |
| | % within Type of institution | 0.90% | 4.70% | 26.70% | 57.40% | 10.30% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 48.139 ^a | 12 | .000 |
| Likelihood Ratio | 49.363 | 12 | .000 |
| Linear-by-Linear Association | 13.446 | 1 | .000 |
| N of Valid Cases | 697 | | |

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .03.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 100 percent of them are satisfied with the autonomous in terms of the Encouragement for student participation in different activities which was followed by 59 percent are satisfied with the affiliated colleges. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and Encouragement for student participation in different activities over there and the chi square result of critical value .000 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the level of satisfaction towards the Encouragement for student participation in different activities.

Table 4.53 Showing the cross tabulation between the type of institution students are studying and their overall satisfaction

| Type of institution | | Overall Satisfaction | | | | Total |
|----------------------------------|------------------------------|----------------------|---------|-----------|------------------|---------|
| | | Dissatisfied | Neutral | Satisfied | Highly Satisfied | |
| Government University Department | Count | 1 | 14 | 44 | 15 | 74 |
| | % within Type of institution | 1.40% | 18.90% | 59.50% | 20.30% | 100.00% |
| Private Colleges | Count | 4 | 144 | 261 | 101 | 510 |
| | % within Type of institution | 0.80% | 28.20% | 51.20% | 19.80% | 100.00% |
| Affiliated college | Count | 1 | 15 | 73 | 21 | 110 |
| | % within Type of institution | 0.90% | 13.60% | 66.40% | 19.10% | 100.00% |
| Autonomous | Count | 0 | 0 | 1 | 2 | 3 |
| | % within Type of institution | 0.00% | 0.00% | 33.30% | 66.70% | 100.00% |
| TOTAL | Count | 6 | 173 | 379 | 139 | 697 |
| | % within Type of institution | 0.90% | 24.80% | 54.40% | 19.90% | 100.00% |

(Source: Field Survey-Primary data)

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 17.789 ^a | 9 | .038 |
| Likelihood Ratio | 18.210 | 9 | .033 |
| Linear-by-Linear Association | 1.497 | 1 | .221 |
| N of Valid Cases | 697 | | |

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .03.

(Source: Field Survey-SPSS Output)

The above table of the analysis with the help of tools like cross tabulation and the chi square tests helps in understanding the respondent's satisfaction level towards the various factors related to the institution they are studying and the type of institution they belong to where majority of the respondent's 66 percent of them are satisfied with the affiliated colleges in terms of the Overall Satisfaction which was followed by 59 percent are satisfied with the government university departments. The chi square test helped in knowing is there any significant relationship between the type of institution the students are studying and Overall Satisfaction over there and the chi square result of critical value .038 which is less than the table value of .05 (at 5 percent level of significance) hence it can be interpreted that there is a significant relationship between type of institution and the Overall Satisfaction.

Overall chi-square results of the variables tested on the hypothesis 1

| STUDENTS SATISFACTION | Chi-Square Results |
|---|---------------------------|
| Physical & Infrastructural Facilities | .000 |
| Teaching Faculties | .000 |
| Placement Activities | .000 |
| Awards, Rewards, Recognition for student's achievement | .000 |
| Support for attending various activities outside the campus | .026 |
| Guest lectures, Expert talks, industry visits | .031 |
| Co-curricular and extracurricular activities | .032 |
| Encouragement for student participation in different activities | .000 |
| Overall satisfaction | .038 |

(Source: Field Survey-SPSS Output)

The chi square result of the variables chosen for the study the independent variable the type of institution and the dependent variables which is the various factors including Physical & Infrastructural Facilities (p value= .000), Teaching Faculties (p value= .000), Placement Activities (p value= .000), Awards, Rewards, Recognition for student's achievement (p value= .000), Support for attending various activities outside the campus (p value= .026), Guest lectures, Expert talks, industry visits (p value= .031), Co-curricular and extracurricular activities (p value= .032), Encouragement for student participation in different activities(p value= .000) and lastly the overall satisfaction with the P value of .038 which is less than the table value of .05 at 5 percent level of significance hence the null hypothesis : There is no

significant relationship between the type of institution students are studying and their satisfaction level is been rejected and the alternative hypothesis : There is a significant relationship between the type of institution students are studying and their satisfaction level is been accepted.

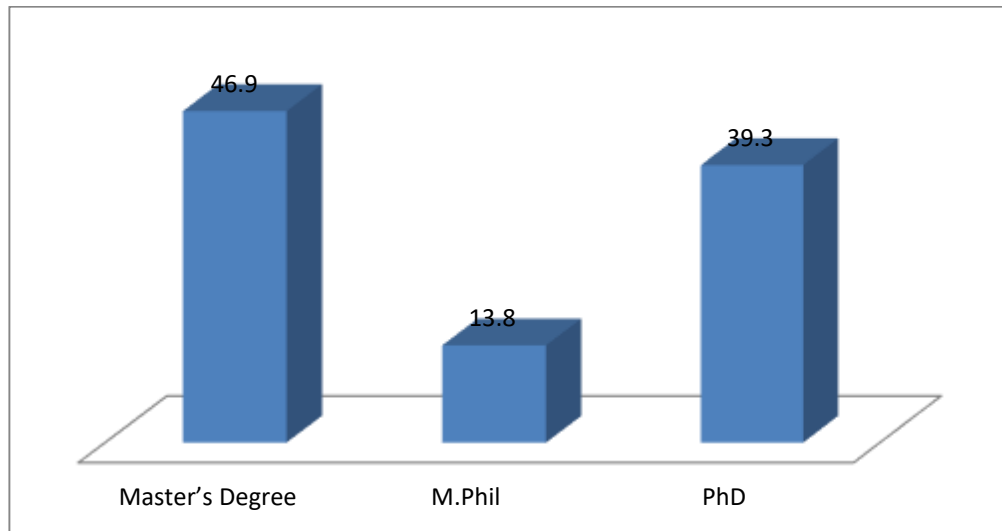
Table 4.54 Showing the highest qualification of the respondents

| Qualification | | Frequency | percent | Valid percent | Cumulative percent |
|---------------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Master's Degree | 68 | 46.9 | 46.9 | 46.9 |
| | M.Phil | 20 | 13.8 | 13.8 | 60.7 |
| | PhD | 57 | 39.3 | 39.3 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis which was output of the field survey conducted reveals that majority of the faculty 46.9 percent has got the Master's Degree qualification which was followed by 13.8 percent of the faculties has got M.Phil qualification and lastly around 39.3 percent of the respondents has got the PhD qualification overall majority of the teaching faculties have Master's Degree and PhD qualification.

Graph 4.45 Showing the highest qualification of the respondents



(Source: Primary data- Field Survey)

Table 4.55 Showing the faculties number of years of experience in teaching

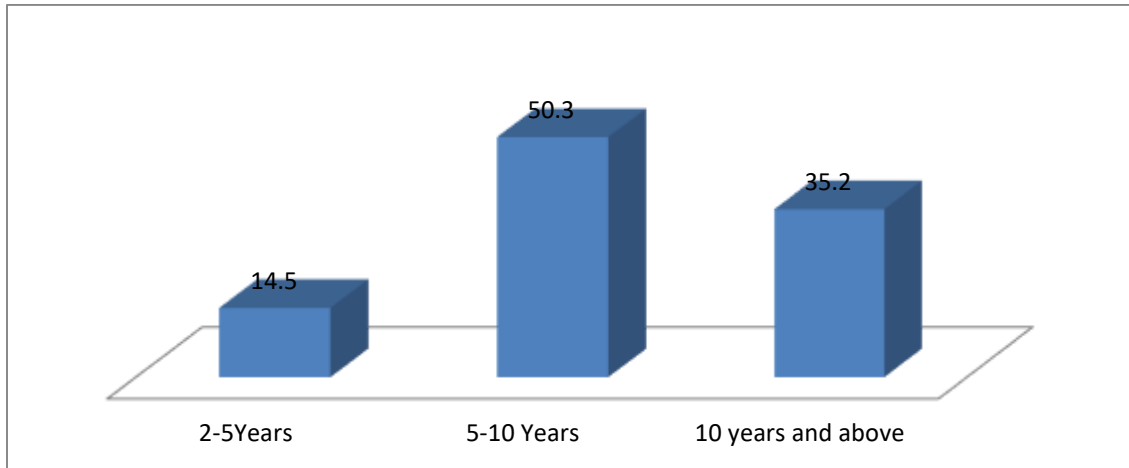
| Experience in teaching | | Frequency | percent | Valid percent | Cumulative percent |
|------------------------|--------------------|-----------|---------|---------------|--------------------|
| Valid | 2-5Years | 21 | 14.5 | 14.5 | 14.5 |
| | 5-10 Years | 73 | 50.3 | 50.3 | 64.8 |
| | 10 years and above | 51 | 35.2 | 35.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis which was output of the field survey conducted reveals that majority of the faculty 50.3 percent has got the teaching experience of 5-10 years which was followed by 35.5 percent of the faculties has got more than 10 years of teaching experience and lastly around 14.5

percent of the respondents has got the teaching experience between 2-5years overall majority of the teaching faculties has got a good teaching experience.

Graph 4.46 Showing the faculties number of years of experience in teaching



(Source: Primary data- Field Survey)

Table 4.56 Showing the faculties number of years of experience in industry & corporate

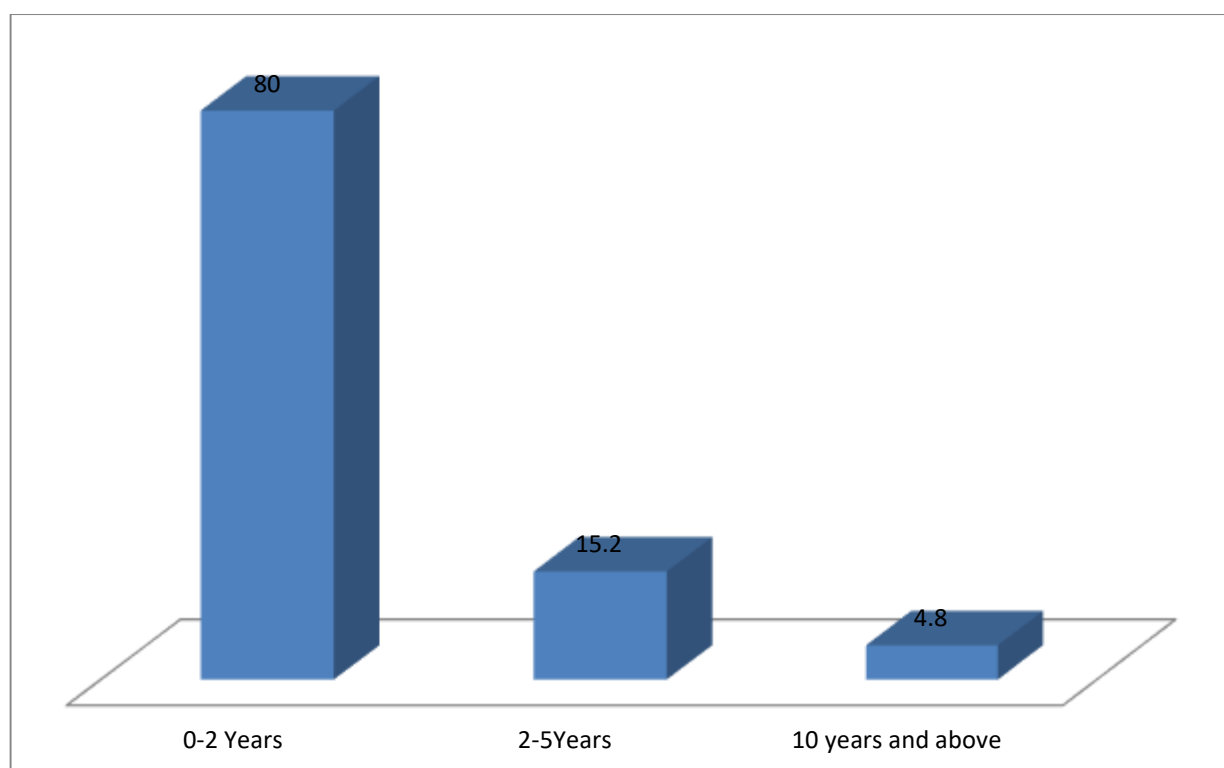
| Experience in Industry | | Frequency | percent | Valid percent | Cumulative percent |
|------------------------|--------------------|-----------|---------|---------------|--------------------|
| Valid | 0-2 Years | 116 | 80 | 80 | 80 |
| | 2-5Years | 22 | 15.2 | 15.2 | 95.2 |
| | 10 years and above | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis which was output of the field survey conducted reveals that majority of the faculty 80 percent has got the corporate or industry experience of 0-2 years which was followed by 15.2 percent of the

faculties has got more than 2-5 years of corporate or industry experience and lastly around 4.8 percent of the respondents has got the corporate or industry experience between 10 years and above overall majority of the teaching faculties does not have much of the corporate or industry experience and MBA being a very professional course does require faculties to have a corporate or industry experience to impart the knowledge working of corporate or industry to the students.

Graph 4.47 Showing the faculties number of years of experience in industry & corporate



(Source: Primary data- Field Survey)

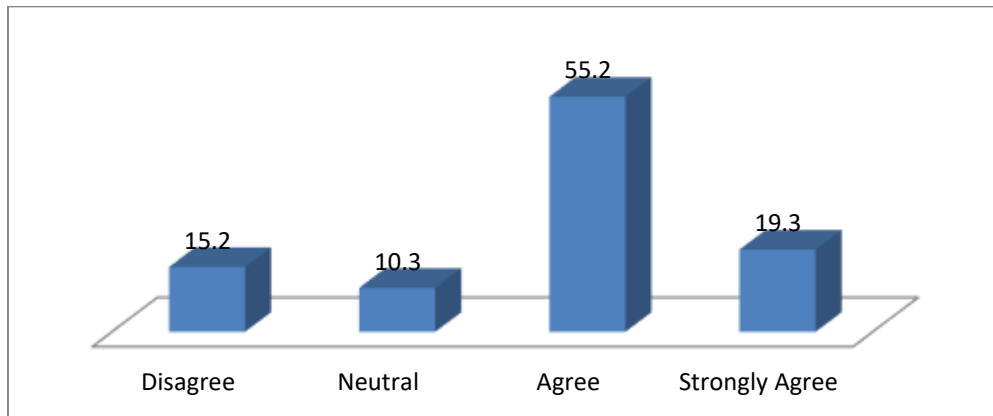
Table 4.57 Showing the respondents response towards the various the university/institution/b-school has got a great vision about the management education

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 22 | 15.2 | 15.2 | 15.2 |
| | Neutral | 15 | 10.3 | 10.3 | 25.5 |
| | Agree | 80 | 55.2 | 55.2 | 80.7 |
| | Strongly Agree | 28 | 19.3 | 19.3 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school has got a great vision about the management education where majority of the respondents 55.2 percent agreed that university/institution/B-school has got a great vision about the management education which was followed by 19.3 percent strongly agreed that university/institution/B-school has got a great vision about the management education which was further followed by 15.2 percent disagree that university/institution/B-school has got a great vision about the management education and lastly 10.3 percent remained neutral on the aspect that university/institution/B-school has got a great vision about the management education.

Graph 4.48 Showing the respondents response towards the various the university/institution/b-school has got a great vision about the management education



(Source: Primary data- Field Survey)

Table 4.58 Showing the respondents response towards the various the university/institution/b-school gets students from premier colleges.

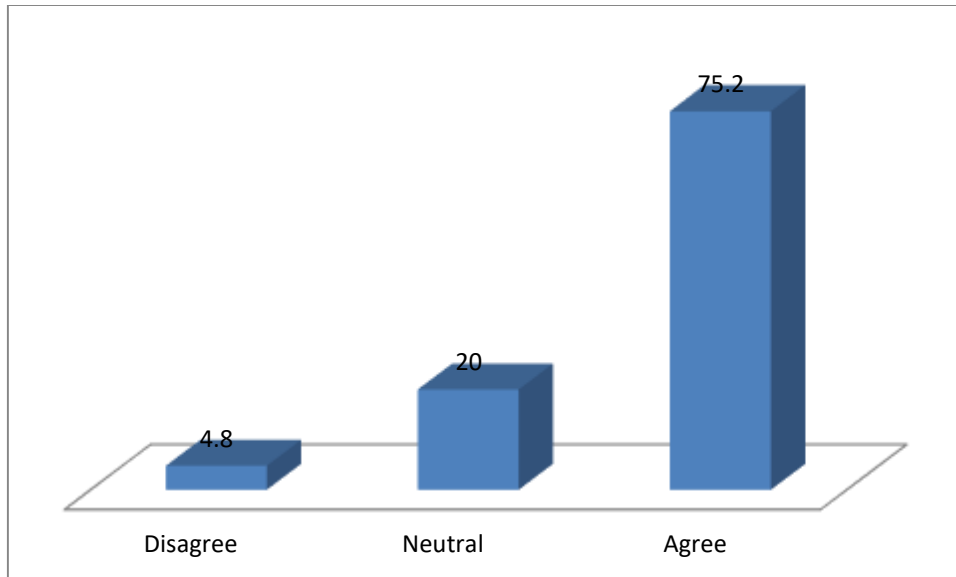
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 7 | 4.8 | 4.8 | 4.8 |
| | Neutral | 29 | 20 | 20 | 24.8 |
| | Agree | 109 | 75.2 | 75.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school gets students from premier colleges where majority of the respondents 75.2 percent agreed that university/institution/B-school gets students from premier colleges which was followed by 20 percent remained neutral that university/institution/B-school gets

students from premier colleges which was further followed by 4.8 percent disagree that university/institution/B-school gets students from premier colleges.

Graph 4.49 Showing the respondents response towards the various the university/institution/b-school gets students from premier colleges



(Source: Primary data- Field Survey)

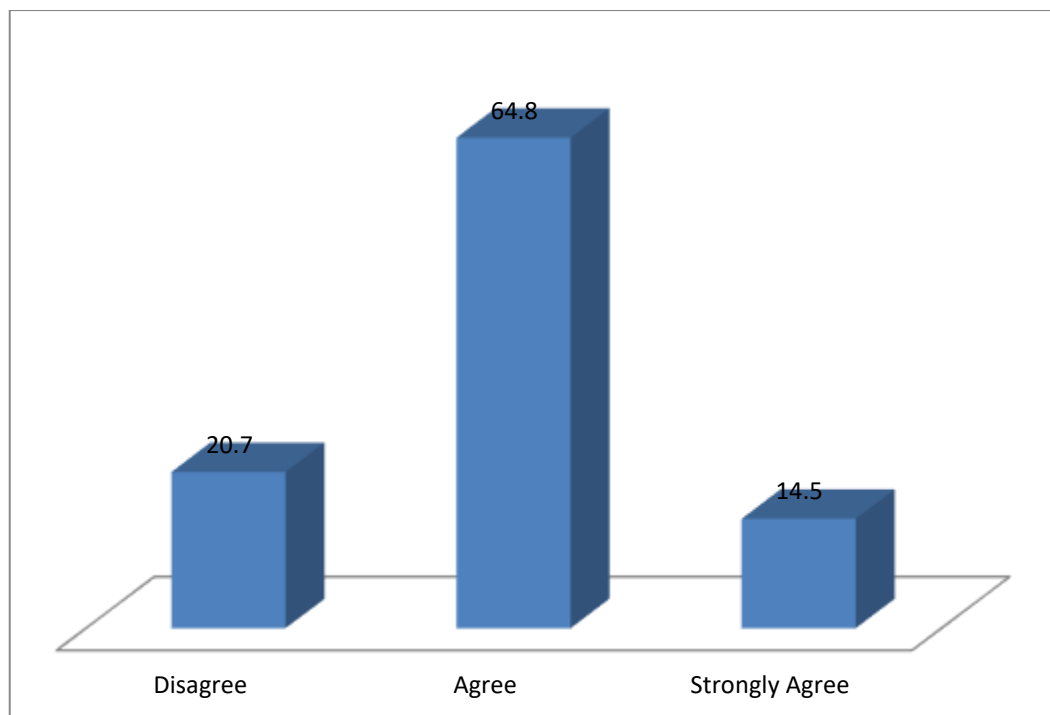
Table 4.59 Showing the respondents response towards the various the university/institution/b-school has got best practices to shape students career

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 30 | 20.7 | 20.7 | 20.7 |
| | Agree | 94 | 64.8 | 64.8 | 85.5 |
| | Strongly Agree | 21 | 14.5 | 14.5 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school has got best practices to shape students career where majority of the respondents 64.8 percent agreed that university/institution/B-school has got best practices to shape students career which was followed by 14.5 percent strongly agreed that university/institution/B-school has got best practices to shape students career which was further followed by 20.7 percent disagree that university/institution/B-school has got best practices to shape students career.

Graph 4.50 Showing the respondents response towards the various the university/institution/b-school has got best practices to shape students career



(Source: Primary data- Field Survey)

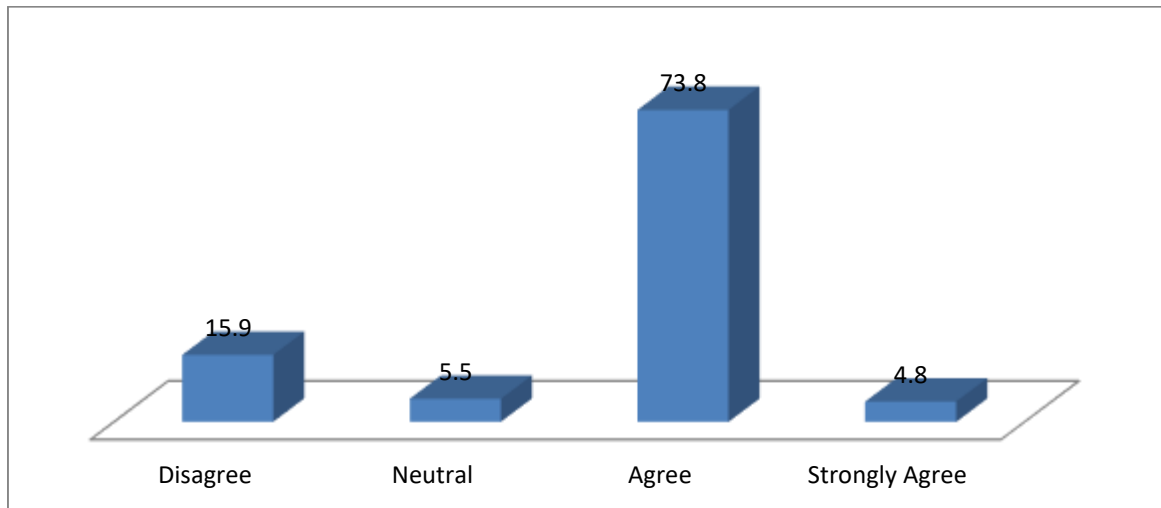
Table 4.60 Showing the respondents response towards the various the university/institution/b-school has got well established policies

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|-----------------|----------------|------------------|----------------|----------------------|---------------------------|
| Valid | Disagree | 23 | 15.9 | 15.9 | 15.9 |
| | Neutral | 8 | 5.5 | 5.5 | 21.4 |
| | Agree | 107 | 73.8 | 73.8 | 95.2 |
| | Strongly Agree | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school has got well established policies where majority of the respondents 73.8percent agreed that the university/institution/B-school has got well established policies which was followed by 15.9 percent disagree that the university/institution/B-school has got well established policies which was further followed by 5.5 percent remained neutral that the university/institution/B-school has got well established policies and lastly 4.8 percent strongly agree that the university/institution/B-school has got well established policies.

Graph 4.51 Showing the respondents response towards the various the university/institution/b-school has got well established policies



(Source: Primary data- Field Survey)

Table 4.61 Showing the respondents response towards the various the university/institution/b-school has got well established industry institute interface

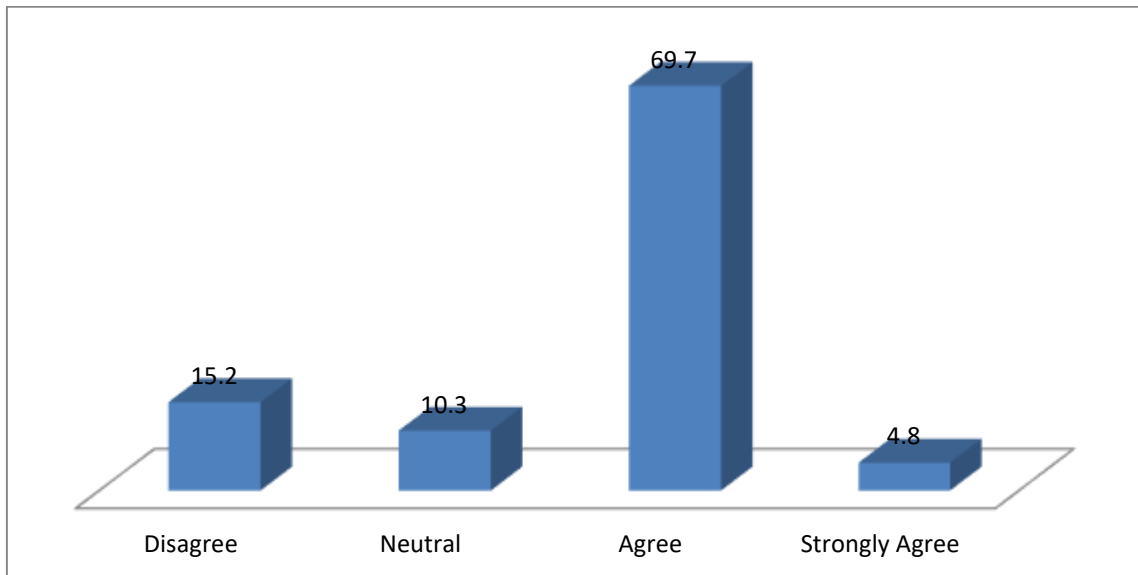
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 22 | 15.2 | 15.2 | 15.2 |
| | Neutral | 15 | 10.3 | 10.3 | 25.5 |
| | Agree | 101 | 69.7 | 69.7 | 95.2 |
| | Strongly Agree | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school has got well established industry institute interface where majority of the respondents 69.7 percent agreed that the university/institution/B-school has got well established industry

institute interface which was followed by 15.2 percent disagree that the university/institution/B-school has got well established industry institute interface which was further followed by 10.3 percent remained neutral that the university/institution/B-school has got well established industry institute interface and lastly 4.8 percent strongly agree that the university/institution/B-school has got well established industry institute interface

Graph 4.52 Showing the respondents response towards the various the university/institution/b-school has got well established industry institute interface.



(Source: Primary data- Field Survey)

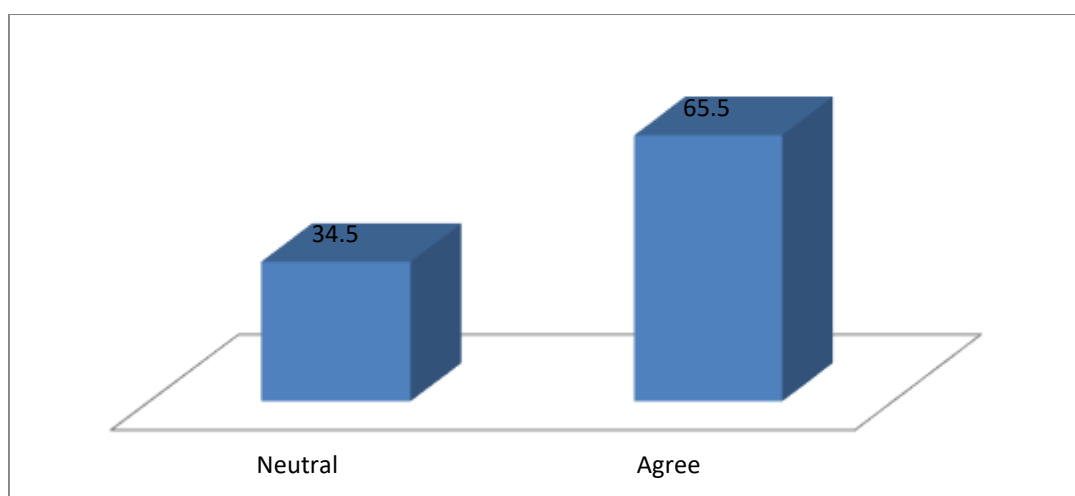
Table 4.62 Showing the respondents response towards the various the university/institution/b-school recognizes the faculties for the work they perform

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|---------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 50 | 34.5 | 34.5 | 34.5 |
| | Agree | 95 | 65.5 | 65.5 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school recognizes the faculties for the work they perform where majority of the respondents 65.5 percent agreed that the university/institution/B-school recognizes the faculties for the work they perform which was followed by 34.5 percent remained neutral university/institution/B-school recognizes the faculties for the work they perform.

Graph 4.53 Showing the respondents response towards the various the university/institution/b-school recognizes the faculties for the work they perform



(Source: Primary data- Field Survey)

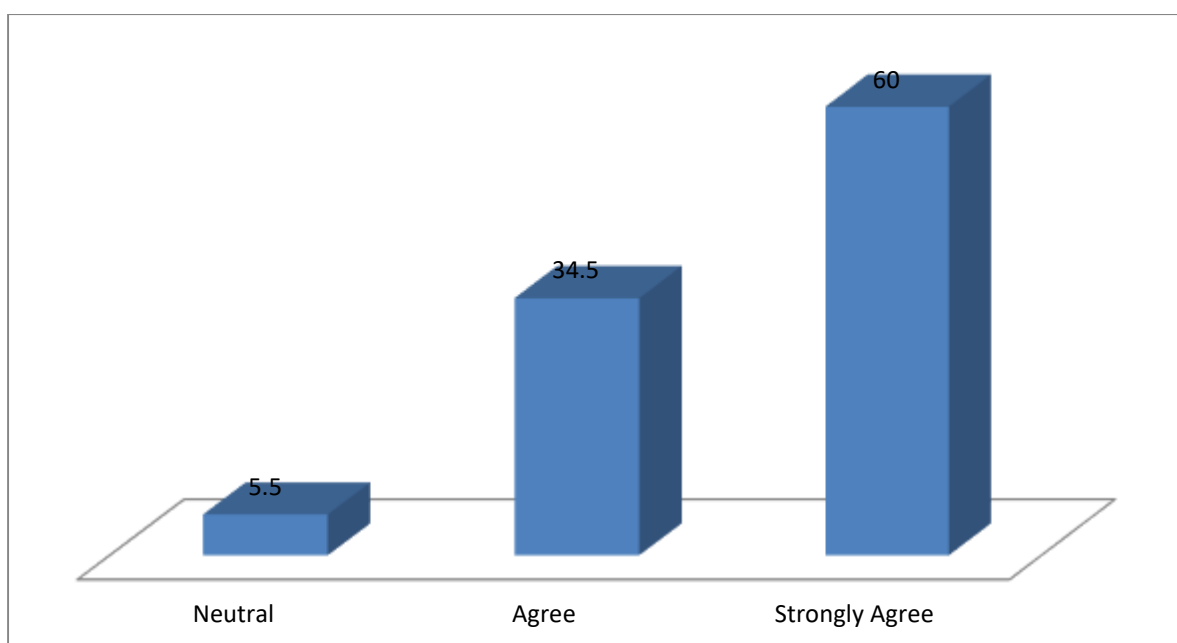
Table 4.63 Showing the respondents response towards the various the university/institution/b-school sponsors faculties to attend seminars and conferences

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 8 | 5.5 | 5.5 | 5.5 |
| | Agree | 50 | 34.5 | 34.5 | 40 |
| | Strongly Agree | 87 | 60 | 60 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school sponsors faculties to attend seminars and conferences where majority of the respondents 60 percent strongly agreed that the university/institution/B-school sponsors faculties to attend seminars and conferences which was followed by 34.5 percent agreed that the university/institution/B-school sponsors faculties to attend seminars and conferences which was further followed by 5.5 percent remained neutral that the university/institution/B-school sponsors faculties to attend seminars and conferences.

Graph 4.54 Showing the respondents response towards the various the university/institution/b-school sponsors faculties to attend seminars and conferences



(Source: Primary data- Field Survey)

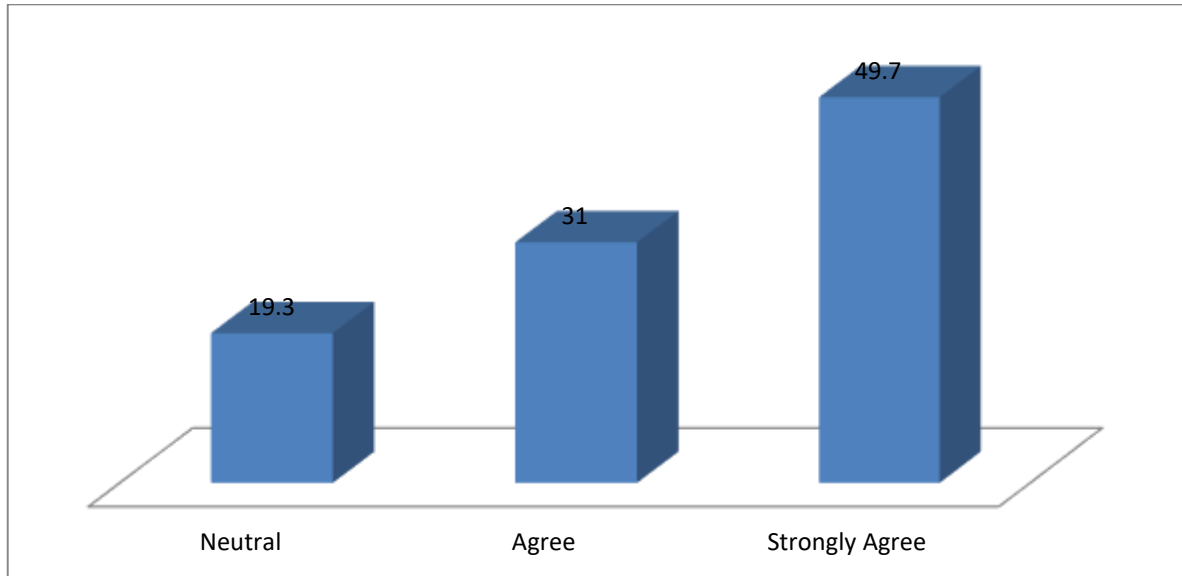
Table 4.64 Showing the respondents response towards the various the university/institution/B-school provides support for the faculties pursuing higher education

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 28 | 19.3 | 19.3 | 19.3 |
| | Agree | 45 | 31 | 31 | 50.3 |
| | Strongly Agree | 72 | 49.7 | 49.7 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school provides support for the faculties pursuing higher education where majority of the respondents 49.7 percent strongly agreed that the university/institution/B-school provides support for the faculties pursuing higher education which was followed by 31 percent agreed that the university/institution/B-school provides support for the faculties pursuing higher education which was further followed by 19.3 percent remained neutral that the university/institution/B-school sponsors faculties to attend seminars and conferences.

Graph 4.55 Showing the respondents response towards the various the university/institution/B-school provides support for the faculties pursuing higher education



(Source: Primary data- Field Survey)

Table 4.65 Showing the respondents response towards the various the university/institution/B-school provides od/leave facilities for pursuing higher education

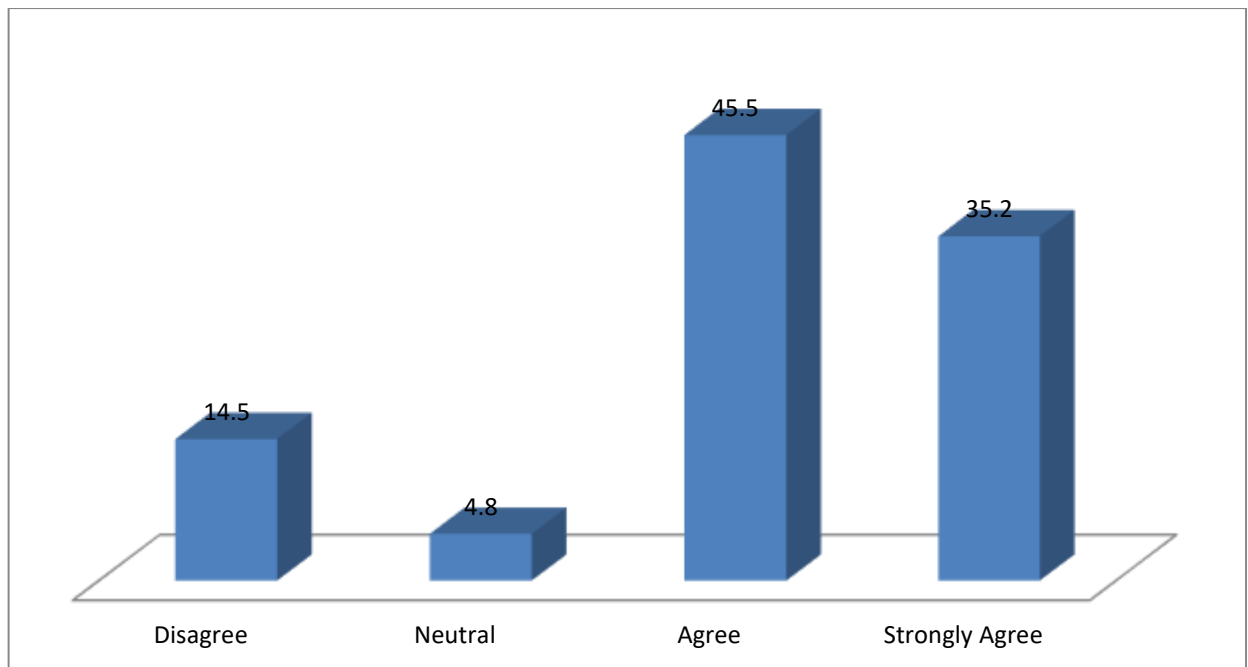
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 21 | 14.5 | 14.5 | 14.5 |
| | Neutral | 7 | 4.8 | 4.8 | 19.3 |
| | Agree | 66 | 45.5 | 45.5 | 64.8 |
| | Strongly Agree | 51 | 35.2 | 35.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school provides od/leave facilities for pursuing higher education where majority of the respondents 45.5

percent agreed that the university/institution/B-school provides od/leave facilities for pursuing higher education which was followed by 35.2 percent strongly agreed that the university/institution/B-school provides od/leave facilities for pursuing higher education which was further followed by 14.5 percent strongly disagree that the university/institution/B-school provides od/leave facilities for pursuing higher education and lastly just 4.8 percent remained neutral on the aspect that university/institution/B-school provides od/leave facilities for pursuing higher education.

Graph 4.56 Showing the respondents response towards the various the university/institution/B-school provides od/leave facilities for pursuing higher education



(Source: Primary data- Field Survey)

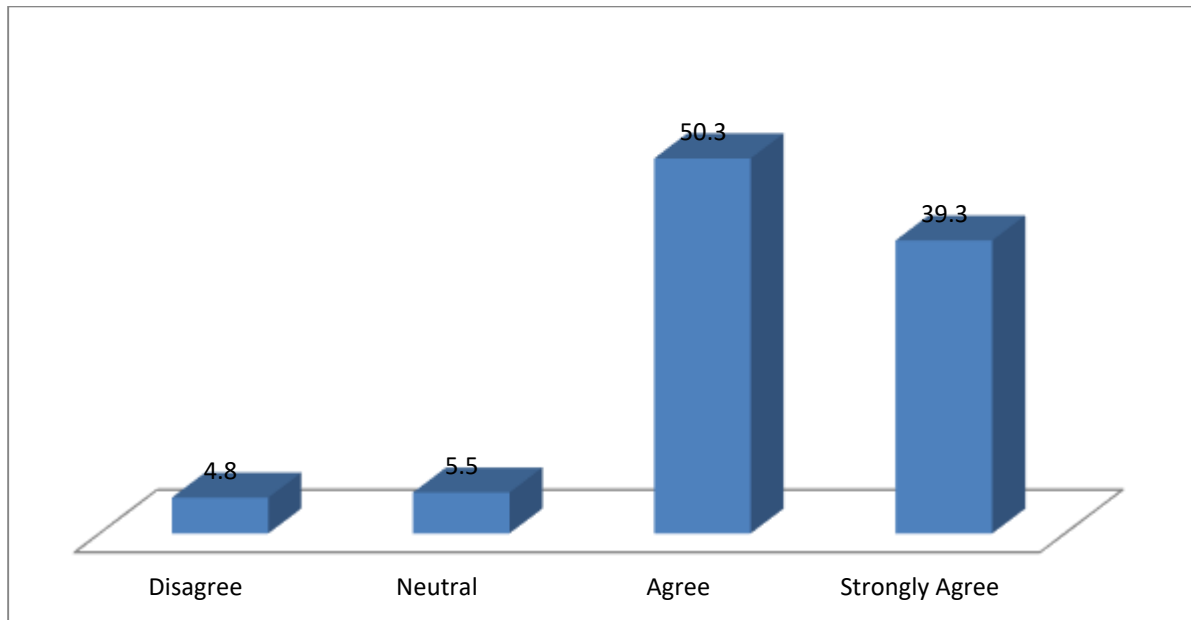
Table 4.66 Showing the respondents response towards the various the university/institution/B-school conducts faculty development programs to enrich the knowledge

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 7 | 4.8 | 4.8 | 4.8 |
| | Neutral | 8 | 5.5 | 5.5 | 10.3 |
| | Agree | 73 | 50.3 | 50.3 | 60.7 |
| | Strongly Agree | 57 | 39.3 | 39.3 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school conducts faculty development programs to enrich the knowledge where majority of the respondents 50.3 percent agreed that the university/institution/B-school conducts faculty development programs to enrich the knowledge which was followed by 39.3 percent strongly agreed that the university/institution/B-school conducts faculty development programs to enrich the knowledge which was further followed by 5.5 percent remained neutral that the university/institution/B-school conducts faculty development programs to enrich the knowledge and lastly just 4.8 percent disagree on the aspect that university/institution/B-school conducts faculty development programs to enrich the knowledge.

Graph 4.57 Showing the respondents response towards the various the university/institution/B-school conducts faculty development programs to enrich the knowledge



(Source: Primary data- Field Survey)

Table 4.67 Showing the respondents response towards the various the university/institution/B-school provides all the statistical software's to help the faculty to conduct research

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 15 | 10.3 | 10.3 | 10.3 |
| | Neutral | 29 | 20 | 20 | 30.3 |
| | Agree | 72 | 49.7 | 49.7 | 80 |
| | Strongly Agree | 29 | 20 | 20 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school provides all the

statistical software's to help the faculty to conduct research where majority of the respondents 49.7 percent agreed that the university/institution/B-school provides all the statistical software's to help the faculty to conduct research which was followed by 20 percent strongly agreed that the university/institution/B-school provides all the statistical software's to help the faculty to conduct research which was further followed by 20 percent remained neutral that the university/institution/B-school provides all the statistical software's to help the faculty to conduct research and lastly just 10.3 percent disagree on the aspect that university/ institution/B-school provides all the statistical software's to help the faculty to conduct research.

Table 4.68 Showing the respondents response towards the various the university/institution/B-school does have the subscription to various online journal portals like ebscho, jgate etc

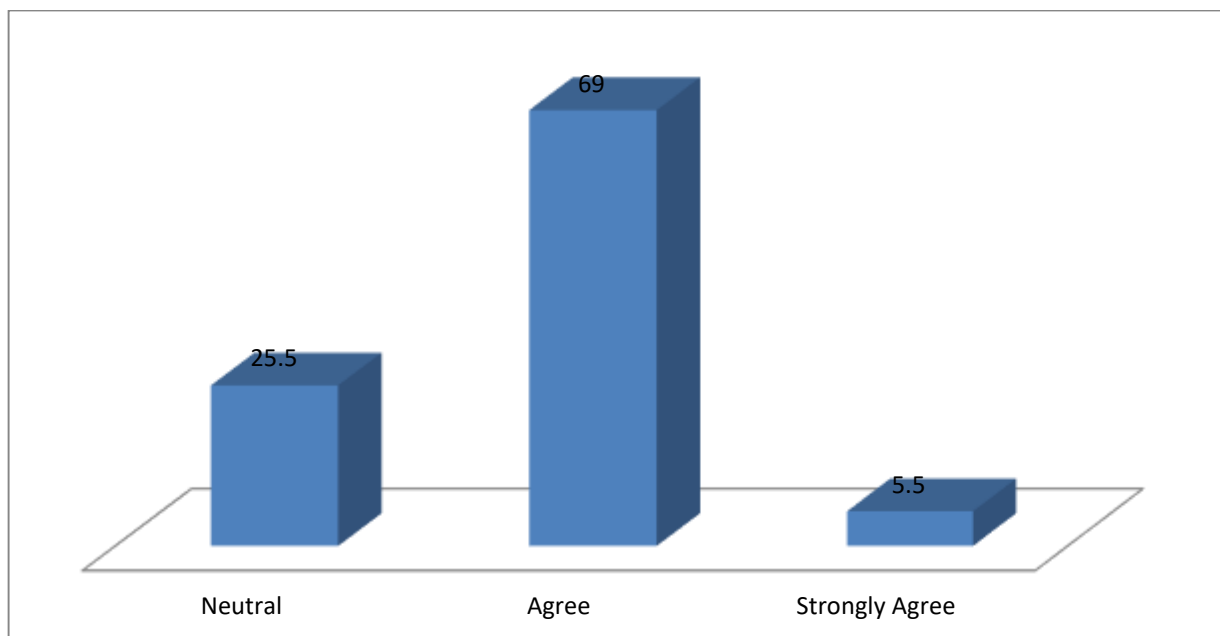
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 37 | 25.5 | 25.5 | 25.5 |
| | Agree | 100 | 69 | 69 | 94.5 |
| | Strongly Agree | 8 | 5.5 | 5.5 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/b-school does have the subscription to various online journal portals like EBSCHO, JGATE ETC where

majority of the respondents 69 percent agreed that the university/institution/B-school does have the subscription to various online journal portals like EBSCHO, JGATE ETC which was followed by 25.5 percent remained neutral that the university/institution/B-school does have the subscription to various online journal portals like EBSCHO, JGATE ETC which was further followed by 5.5 percent strongly agree that university/institution/B-school does have the subscription to various online journal portals like EBSCHO, JGATE ETC.

Graph 4.58 Showing the respondents response towards the various the university/institution/B-school does have the subscription to various online journal portals like ebscho, jgate etc



(Source: Primary data- Field Survey)

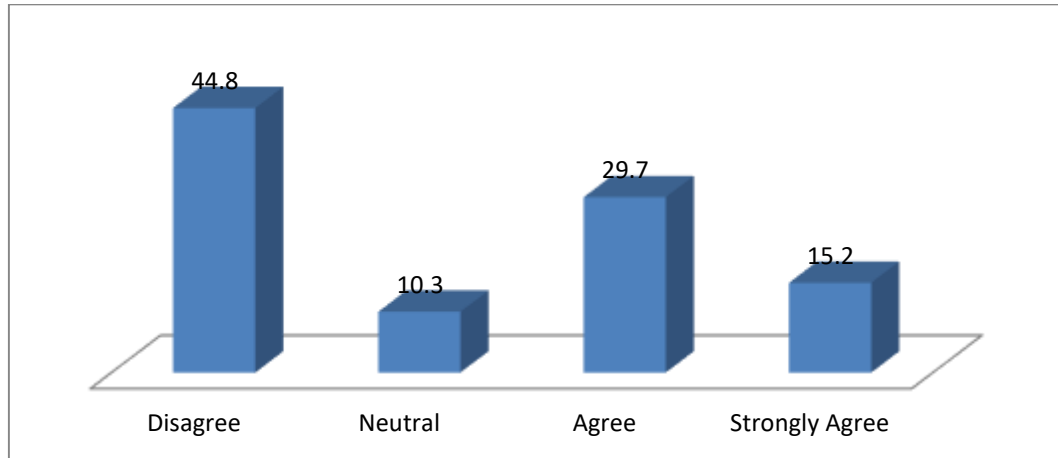
Table 4.69 Showing the respondents response towards the various the university/institution/B-school has accessible to the case studies from different institutes like harvard, oxford etc

| | Response | Frequency | percent | Valid percent | Cumulative percent |
|-------|-----------------|------------------|----------------|----------------------|---------------------------|
| Valid | Disagree | 65 | 44.8 | 44.8 | 44.8 |
| | Neutral | 15 | 10.3 | 10.3 | 55.2 |
| | Agree | 43 | 29.7 | 29.7 | 84.8 |
| | Strongly Agree | 22 | 15.2 | 15.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school has accessible to the case studies from different institutes like Harvard, Oxford etc where majority of the respondents 44 percent disagreed that the university/institution/B-school has accessible to the case studies from different institutes like Harvard, Oxford which was followed by 29.7 percent remained agreed that university/institution/B-school has accessible to the case studies from different institutes like Harvard, Oxford etc which was further followed by 15.2 percent strongly agree that university/institution/B-school has accessible to the case studies from different institutes like Harvard, Oxford etc.

Graph 4.59 Showing the respondents response towards the various the university/institution/B-school has accessible to the case studies from different institutes like harvard, oxford etc



(Source: Primary data- Field Survey)

Table 4.70 Showing the respondents response towards the various the university/institution/B-school sends the faculties to other institutes for knowledge enrichment

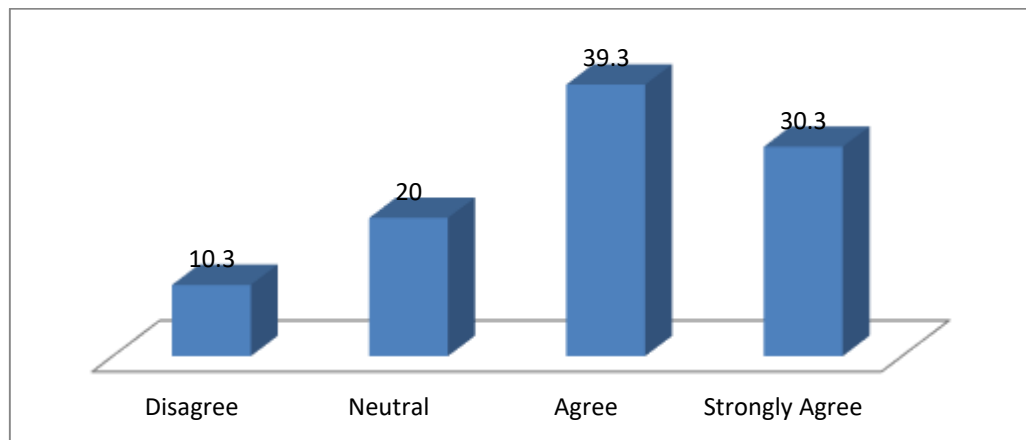
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 15 | 10.3 | 10.3 | 10.3 |
| | Neutral | 29 | 20 | 20 | 30.3 |
| | Agree | 57 | 39.3 | 39.3 | 69.7 |
| | Strongly Agree | 44 | 30.3 | 30.3 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school sends the faculties to other institutes for knowledge enrichment where majority of the respondents 39.3 percent agreed that the university/institution/B-school sends the faculties to other institutes for knowledge enrichment which was followed by 30.3 percent strongly agreed that university/institution/B-school sends the faculties to other institutes for knowledge enrichment which was further followed by 20 percent remained neutral

that university/institution/B-school sends the faculties to other institutes for knowledge enrichment and lastly 10.3 percent disagree that university/institution/B-school sends the faculties to other institutes for knowledge enrichment.

Graph 4.60 Showing the respondents response towards the various the university/institution/B-school sends the faculties to other institutes for knowledge enrichment



(Source: Primary data- Field Survey)

Table 4.71 Showing the respondents response towards the various the university/institution/B-school train faculties on new technologies

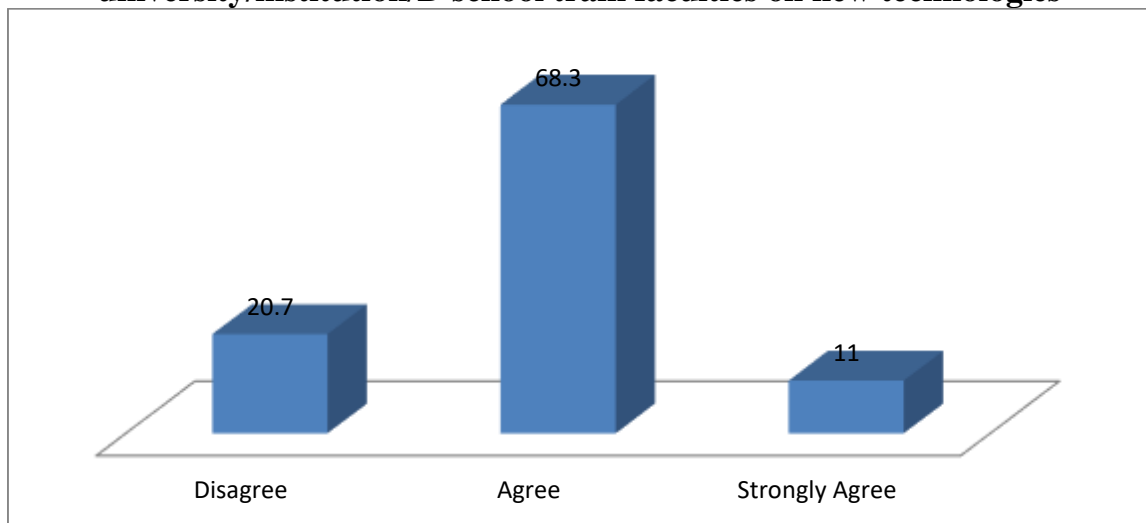
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 30 | 20.7 | 20.7 | 20.7 |
| | Agree | 99 | 68.3 | 68.3 | 89 |
| | Strongly Agree | 16 | 11 | 11 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school train faculties on new technologies where majority of the respondents 68.3 percent agreed that the

university/institution/B-school train faculties on new technologies which was followed by 20.7 percent disagree that university/institution/B-school train faculties on new technologies which was further followed by 11 percent strongly agreed that university/institution/B-school train faculties on new technologies.

Graph 4.61 Showing the respondents response towards the various the university/institution/B-school train faculties on new technologies



(Source: Primary data- Field Survey)

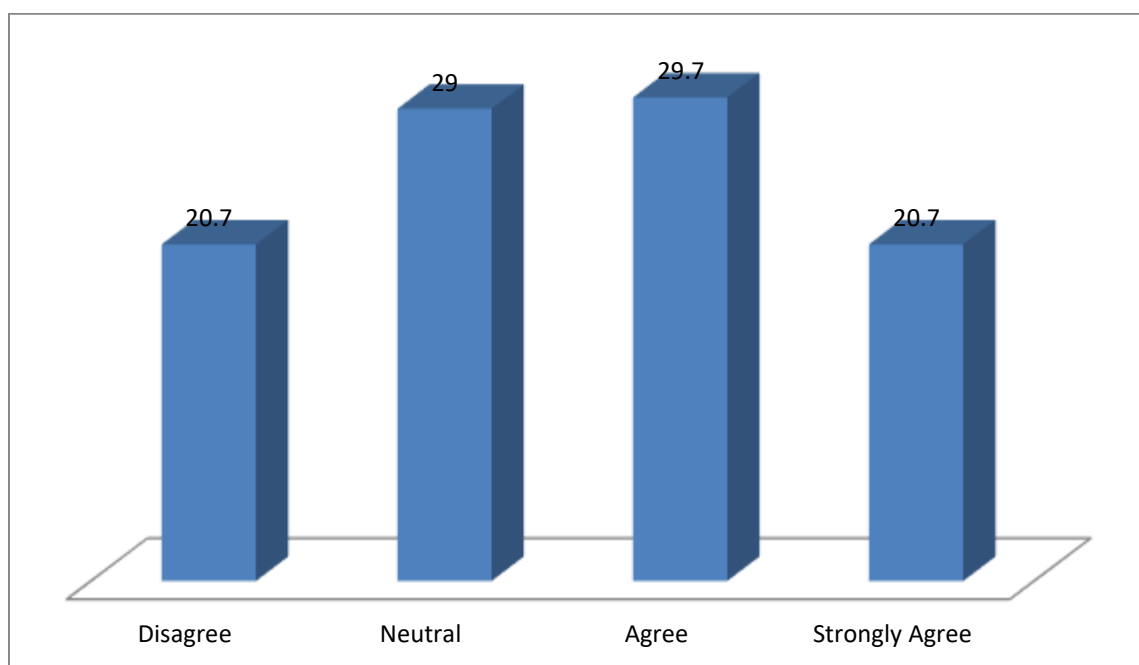
Table 4.72 Showing the respondents response towards the various the university/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 30 | 20.7 | 20.7 | 20.7 |
| | Neutral | 42 | 29 | 29 | 49.7 |
| | Agree | 43 | 29.7 | 29.7 | 79.3 |
| | Strongly Agree | 30 | 20.7 | 20.7 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents response towards the various factors of the university/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience where majority of the respondents 29.7 percent agreed that the university/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience which was followed by 29 percent remaining neutral that university/ institution/ B-school provides sabbatical leaves to enable faculties to update their knowledge and experience which was further followed by 20.7 percent strongly agreed that university/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience.

Graph 4.62 Showing the respondents response towards the various the university/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience



(Source: Primary data- Field Survey)

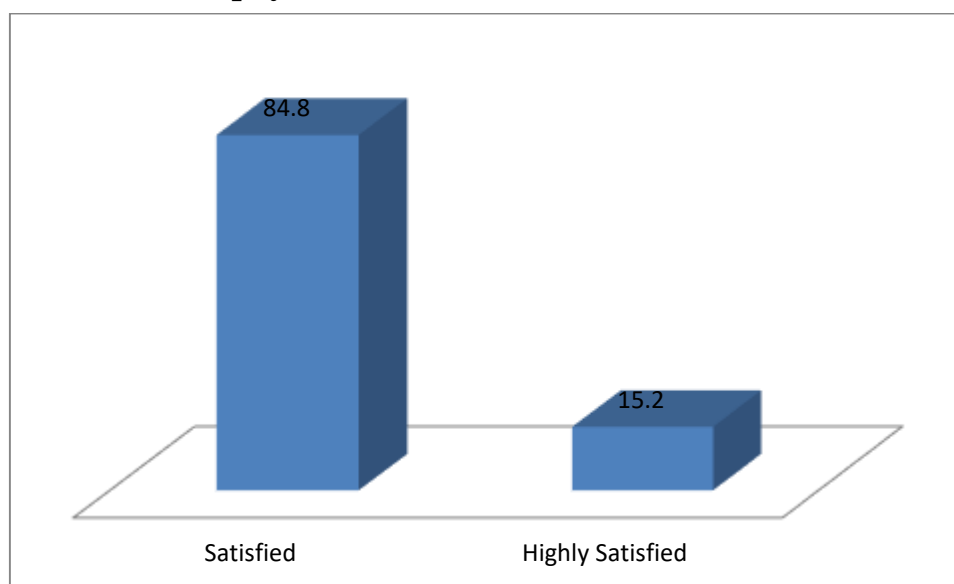
Table 4.73 Showing the faculties satisfaction level towards various factors- physical & infrastructural facilities

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Satisfied | 123 | 84.8 | 84.8 | 84.8 |
| | Highly Satisfied | 22 | 15.2 | 15.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the various physical and infrastructural facilities where majority of the respondents of the study 84.8 percent of them are satisfied with the various physical and infrastructural facilities provided in the institution which was followed by 15.2 percent of them are highly satisfied overall there is greater level of satisfaction among the faculty community on the various physical and infrastructural facilities provided at the university/institution/B-school.

Graph 4.63 Showing the faculties satisfaction level towards various factors- physical & infrastructural facilities



(Source: Primary data- Field Survey)

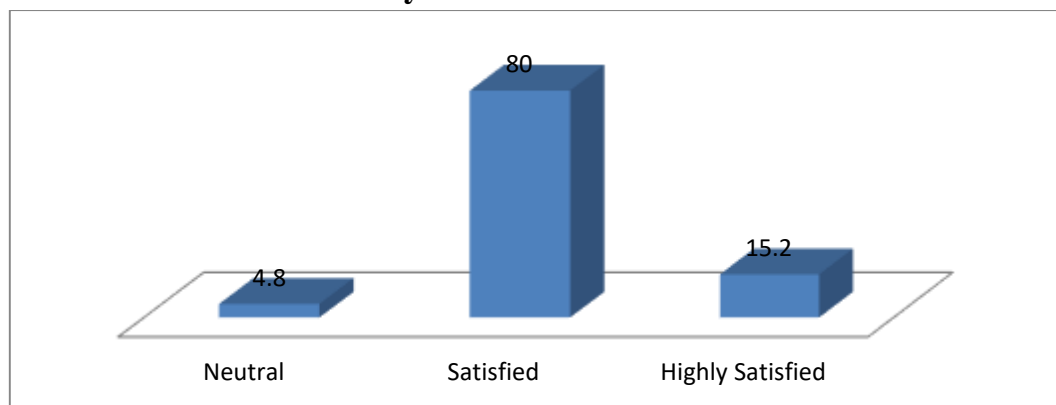
Table 4.74 Showing the faculties satisfaction level towards various factors-salary standards and norms

| Salary standards and norms | | | | | |
|----------------------------|------------------|-----------|---------|---------------|--------------------|
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
| Valid | Neutral | 7 | 4.8 | 4.8 | 4.8 |
| | Satisfied | 116 | 80 | 80 | 84.8 |
| | Highly Satisfied | 22 | 15.2 | 15.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the salary standards and norms where majority of the respondents of the study 80 percent of them are satisfied with the salary standards and norms in the institution which was followed by 15.2 percent of them are highly satisfied with the salary standards and norms and 4.8 percent remained neutral, overall there is greater level of satisfaction among the faculty community on the salary standards and norms at the university/institution/B-school.

Graph 4.64 Showing the faculties satisfaction level towards various factors-salary standards and norms



(Source: Primary data- Field Survey)

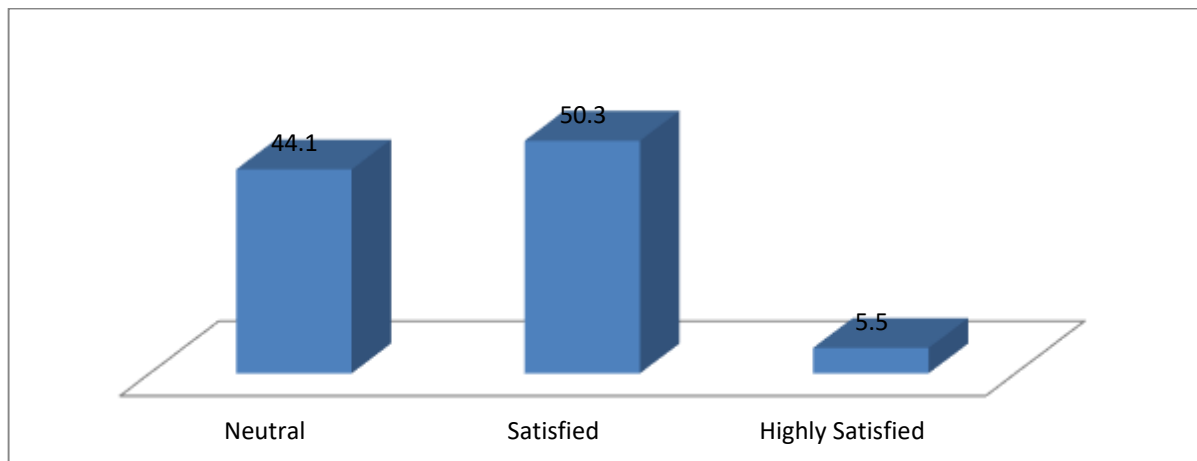
Table 4.75 Showing the faculties satisfaction level towards various factors-leave and od facilities

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 64 | 44.1 | 44.1 | 44.1 |
| | Satisfied | 73 | 50.3 | 50.3 | 94.5 |
| | Highly Satisfied | 8 | 5.5 | 5.5 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the leave and OD facilities where majority of the respondents of the study 50.3 percent of them are satisfied with the leave and OD facilities in the institution which was followed by 44.1 percent of them remained neutral with the leave and OD facilities and 5.5 percent of them are highly satisfied with the leave and OD facilities in the university/institution/B-school.

Graphs 4.65 Showing the faculties satisfaction level towards various factors-leave and OD facilities



(Source: Primary data- Field Survey)

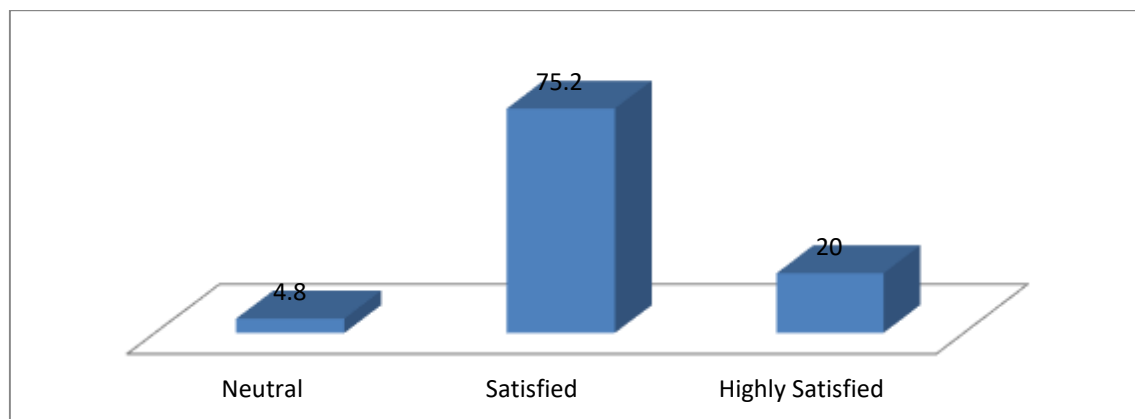
Table 7.76 Showing the faculties satisfaction level towards various factors-encouragement for knowledge enrichment

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 7 | 4.8 | 4.8 | 4.8 |
| | Satisfied | 109 | 75.2 | 75.2 | 80 |
| | Highly Satisfied | 29 | 20 | 20 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the encouragement for knowledge enrichment where majority of the respondents of the study 75.2 percent of them are satisfied with the encouragement for knowledge enrichment in the institution which was followed by 20 percent of them are satisfies with encouragement for knowledge enrichment and 4.8 percent of them remained neutral with the encouragement for knowledge enrichment at university/institution/B-school.

Graphs 4.66 Showing the faculties satisfaction level towards various factors-encouragement for knowledge enrichment



(Source: Primary data- Field Survey)

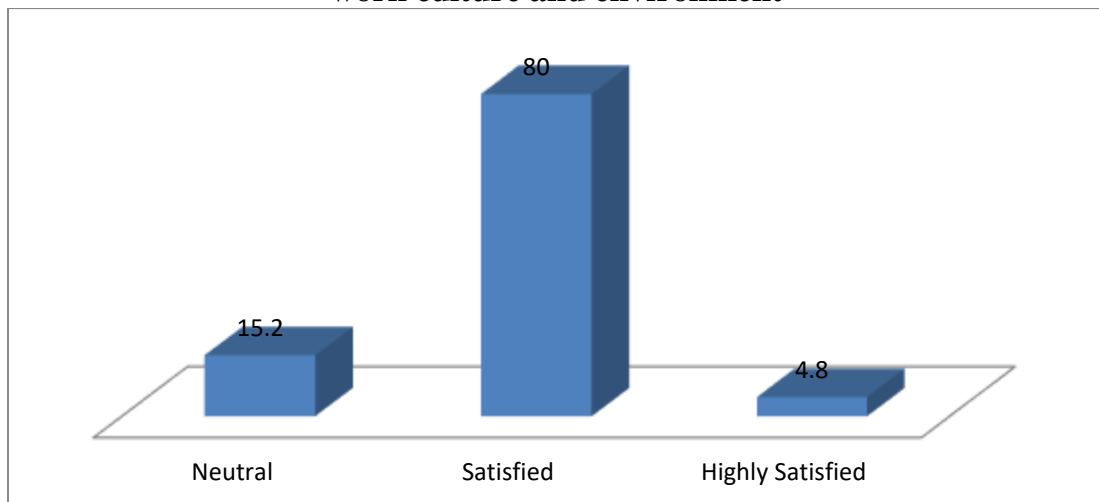
Table 4.77 Showing the faculties satisfaction level towards various factors- work culture and environment

| Satisfaction Level | | Frequency | Percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 22 | 15.2 | 15.2 | 15.2 |
| | Satisfied | 116 | 80 | 80 | 95.2 |
| | Highly Satisfied | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the work culture and environment where majority of the respondents of the study 80 percent of them are satisfied with the work culture and environment in the institution which was followed by 15.2 percent of them are remained neutral with work culture and environment and 4.8 percent of them highly satisfied with the work culture and environment at university/institution/B-school.

Graph 4.67 Showing the faculties satisfaction level towards various factors- work culture and environment



(Source: Primary data- Field Survey)

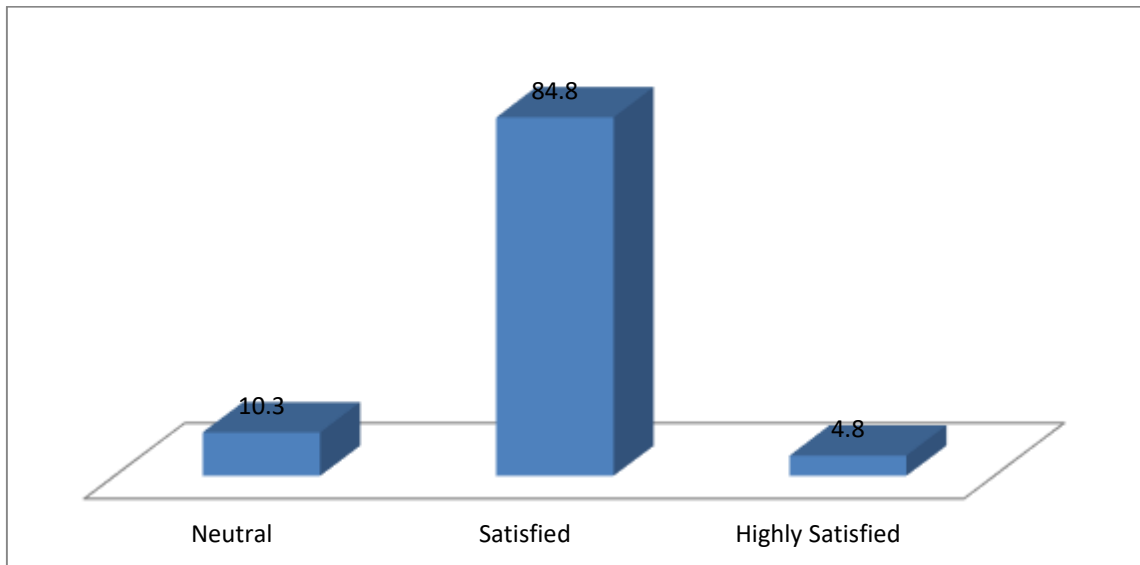
Table 4.78 Showing the faculties satisfaction level towards various factors- financial support for attending seminars and conferences

| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 15 | 10.3 | 10.3 | 10.3 |
| | Satisfied | 123 | 84.8 | 84.8 | 95.2 |
| | Highly Satisfied | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the financial support for attending seminars and conferences where majority of the respondents of the study 84.8 percent of them are satisfied with the financial support for attending seminars and conferences in the institution which was followed by 10.3 percent of them are remained neutral with financial support for attending seminars and conferences and 4.8 percent of them highly satisfied with the financial support for attending seminars and conferences at university/institution/B-school.

Graph 4.68 Showing the faculties satisfaction level towards various factors- financial support for attending seminars and conferences



(Source: Primary data- Field Survey)

Table 4.79 Showing the faculties satisfaction level towards various factors- incentives for new initiatives and performances

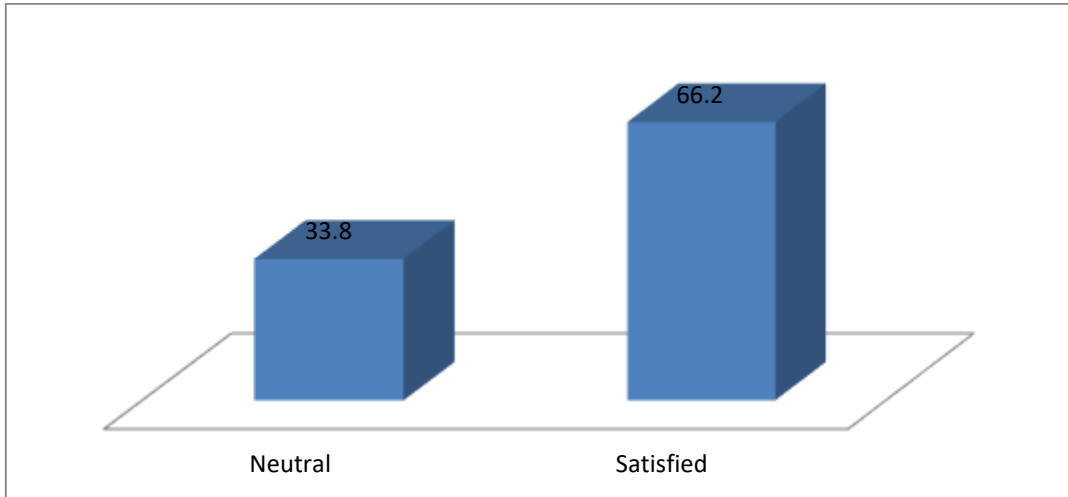
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|-----------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 49 | 33.8 | 33.8 | 33.8 |
| | Satisfied | 96 | 66.2 | 66.2 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents satisfaction level towards the incentives for new initiatives and performances where majority of the respondents of the study 66.2 percent of them are satisfied with the incentives for new initiatives and performances in the institution which was followed

by 33.8 percent of them are remained neutral with incentives for new initiatives and performances at university/institution/B-school.

Graph 4.69 Showing the faculties satisfaction level towards various factors- incentives for new initiatives and performances



(Source: Primary data- Field Survey)

Table 4.80 Showing the faculties satisfaction level towards various factors- overall satisfaction

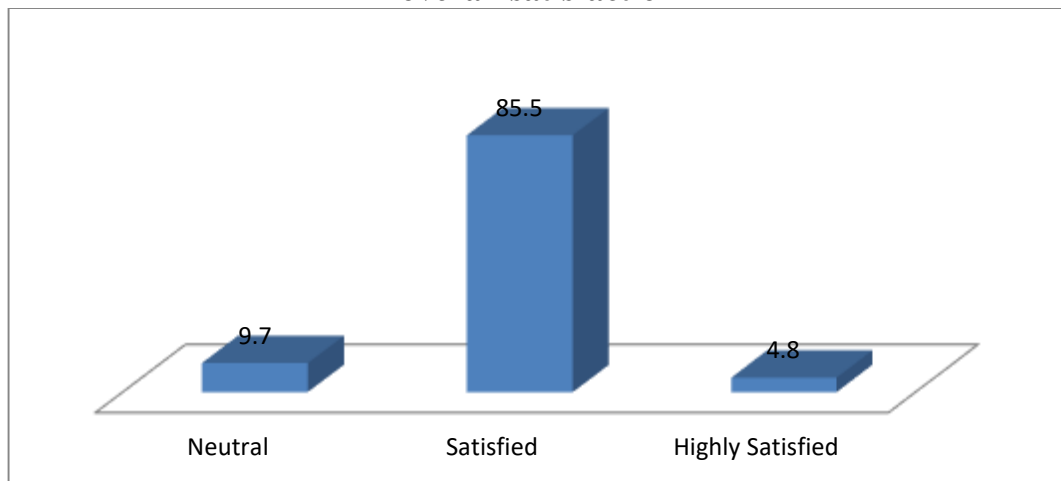
| Satisfaction Level | | Frequency | percent | Valid percent | Cumulative percent |
|--------------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 14 | 9.7 | 9.7 | 9.7 |
| | Satisfied | 124 | 85.5 | 85.5 | 95.2 |
| | Highly Satisfied | 7 | 4.8 | 4.8 | 100 |
| | Total | 145 | 100 | 100 | |

(Source: Primary data- Field Survey)

The above table and the graph of the analysis shows the respondents overall satisfaction level with the various factors related to the university/institution/B-school where majority of the respondents of the study 85.5 percent of them are satisfied with the overall factors related to the university/institution/B-school which

was followed by 9.7 percent remaining neutral on this aspect and lastly 4.8 percent of them are highly satisfied with the various factors related to the university/institution/B-school.

Graph 4.70 Showing the faculties satisfaction level towards various factors- overall satisfaction



(Source: Primary data- Field Survey)

Hypothesis 2

H₀: There is no significant difference in the teaching pedagogy followed among the government and private B-schools.

H₁: There is a significant difference in the teaching pedagogy followed among the government and private B-schools.

Table.4.81: Showing the statistical results of hypothesis two

| Multiple Comparisons | | | | | | |
|--|----------------------------------|-----------------------|------------|-------|-------------------------|-------------|
| Dependent Variable: does follow all the methodologies like group discussion, simulation games, Live case study, Industry visits, Corporate connect etc | | | | | | |
| Tukey HSD | | | | | | |
| (I) Type of institution | (J) Type of institution | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | Lower Bound | Upper Bound |
| Government University Department | Private Colleges | 0.175 | 0.14 | 0.597 | -0.19 | 0.54 |
| | Affiliated college | -0.365 | 0.169 | 0.137 | -0.8 | 0.07 |
| | Autonomous | -0.725 | 0.663 | 0.693 | -2.43 | 0.98 |
| Private Colleges | Government University Department | -0.175 | 0.14 | 0.597 | -0.54 | 0.19 |
| | Affiliated college | -.539* | 0.118 | 0 | -0.84 | -0.23 |
| | Autonomous | -0.9 | 0.652 | 0.512 | -2.58 | 0.78 |
| Affiliated college | Government University Department | 0.365 | 0.169 | 0.137 | -0.07 | 0.8 |
| | Private Colleges | .539* | 0.118 | 0 | 0.23 | 0.84 |
| | Autonomous | -0.361 | 0.659 | 0.947 | -2.06 | 1.34 |
| Autonomous | Government University Department | 0.725 | 0.663 | 0.693 | -0.98 | 2.43 |
| | Private Colleges | 0.9 | 0.652 | 0.512 | -0.78 | 2.58 |
| | Affiliated college | 0.361 | 0.659 | 0.947 | -1.34 | 2.06 |

*. The mean difference is significant at the 0.05 level.

(Source: primary data-field survey)

| ANOVA | | | | | |
|---|----------------|-----|-------------|-------|------|
| Institution does follow all the methodologies like group discussion simulation games, Live case study, Industry visits, Corporate connect etc | | | | | |
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 28.631 | 3 | 9.544 | 7.529 | .000 |
| Within Groups | 878.453 | 693 | 1.268 | | |
| Total | 907.085 | 696 | | | |

(Source: primary data-field survey-SPSS output)

The above table shows the ANOVA testing of the variables to test the hypothesis to see whether there is any significant difference in the teaching pedagogy followed among the government and private B-schools and from the critical value of the table .000 which is lesser the table value of .005 at hence it can be inferred that there is a significant difference in the teaching pedagogy followed among the government and private B-schools at 5 percent level of significance.

The ANOVA table showing the relationship between the type of institution faculty working with and it has got the best practices to shape the students career

| ANOVA | | | | | | |
|--|----------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School has got the best practices to shape the students career | Between Groups | 2.276 | 2 | 1.138 | 1.260 | .287 |
| | Within Groups | 128.234 | 142 | .903 | | |
| | Total | 130.510 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .287 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it has got best practices to shape students career.

The ANOVA table showing the relationship between the type of institution faculty working with and it has got well established policies

| ANOVA | | | | | | |
|---|----------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School has got well established policies | Between Groups | .682 | 2 | .341 | .532 | .589 |
| | Within Groups | 91.083 | 142 | .641 | | |
| | Total | 91.766 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .589 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it has got established policies.

The ANOVA table showing the relationship between the type of institution faculty working with and it has developed well established industry institute interface

| ANOVA | | | | | | |
|--|-------------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School has developed well established industry institute interface | Between Groups | .813 | 2 | .406 | .637 | .530 |
| | Within Groups | 90.539 | 142 | .638 | | |
| | Total | 91.352 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .530 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it has got established industry interface.

The ANOVA table showing the relationship between the type of institution faculty working with and it school recognizes the faculties for the work they perform

| ANOVA | | | | | | |
|---|-------------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School recognizes the faculties for the work they perform | Between Groups | .020 | 2 | .010 | .044 | .957 |
| | Within Groups | 32.738 | 142 | .231 | | |
| | Total | 32.759 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .957 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it recognizes the faculties for the work they perform.

The ANOVA table showing the relationship between the type of institution faculty working with and its sponsor faculties to attend seminars and conferences

| ANOVA | | | | | | |
|--|----------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/institution/B School sponsor faculties to attend seminars and conferences | Between Groups | .684 | 2 | .342 | .947 | .390 |
| | Within Groups | 51.275 | 142 | .361 | | |
| | Total | 51.959 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .390 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and its sponsor faculties to attend seminars and conferences.

The ANOVA table showing the relationship between the type of institution faculty working with and it provides support for the faculties pursuing higher education

| ANOVA | | | | | | |
|---|-------------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School provides support for the faculties pursuing higher education | Between Groups | .963 | 2 | .482 | .798 | .452 |
| | Within Groups | 85.685 | 142 | .603 | | |
| | Total | 86.648 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .452 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and its support for the faculties pursuing higher education.

The ANOVA table showing the relationship between the type of institution faculty working with and it gives OD/leave facilities for the research activities

| ANOVA | | | | | | |
|--|-------------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School gives OD/Leave facilities for the research activities | Between Groups | .738 | 2 | .369 | .371 | .691 |
| | Within Groups | 141.234 | 142 | .995 | | |
| | Total | 141.972 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .691 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it gives od/leave facilities for the research activities.

The ANOVA table showing the relationship between the type of institution faculty working with and it conducts faculty development programs to enrich the knowledge

| ANOVA | | | | | | |
|---|----------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/institution/B School conducts faculty development programs to enrich the knowledge | Between Groups | 3.653 | 2 | 1.827 | 3.206 | .043 |
| | Within Groups | 80.898 | 142 | .570 | | |
| | Total | 84.552 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .043 which is lesser than the table value of .05 at 5 percent level of significance hence we can infer that there is a significant relationship between that institution faculty working with and conducts faculty development programs to enrich the knowledge.

The ANOVA table showing the relationship between the type of institution faculty working with and it provides all the statistical software's to help the faculty to conduct research

| ANOVA | | | | | | |
|---|-------------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School provides all the statistical software's to help the faculty to conduct research | Between Groups | 3.230 | 2 | 1.615 | 2.112 | .125 |
| | Within Groups | 108.564 | 142 | .765 | | |
| | Total | 111.793 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .125 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it provides all the statistical software's to help the faculty to conduct research.

The ANOVA table showing the relationship between the type of institution faculty working with and it does have the subscription to various online journal portals like ebscho, jgate etc

| ANOVA | | | | | | |
|--|-------------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School does have the subscription to various online journal portals like EBSCHO, JGATE etc | Between Groups | 1.037 | 2 | .519 | 1.930 | .149 |
| | Within Groups | 38.163 | 142 | .269 | | |
| | Total | 39.200 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .149 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it does have the subscription to various online journal portals like EBSCO, JGATE etc.

The ANOVA table showing the relationship between the type of institution faculty working with and it has accessible to the case studies from different institutes like harvard, oxford etc.

| ANOVA | | | | | | |
|--|----------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/institution/B School has accessible to the case studies from different institutes like Harvard, Oxford etc. | Between Groups | 3.375 | 2 | 1.687 | 1.266 | .285 |
| | Within Groups | 189.287 | 142 | 1.333 | | |
| | Total | 192.662 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .285 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it has accessible to the case studies from different institutes like HARVARD, OXFORD etc.

The ANOVA table showing the relationship between the type of institution faculty working with and it sends the faculties to other institutes for knowledge enrichment

| ANOVA | | | | | | |
|--|-------------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/ institution/B School sends the faculties to other institutes for knowledge enrichment | Between Groups | 2.929 | 2 | 1.465 | 1.618 | .202 |
| | Within Groups | 128.519 | 142 | .905 | | |
| | Total | 131.448 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .202 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it sends the faculties to other institutes for knowledge enrichment.

The ANOVA table showing the relationship between the type of institution faculty working with and it train faculties on new technologies

| ANOVA | | | | | | |
|--|-------------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/institution/B School train faculties on new technologies | Between Groups | .638 | 2 | .319 | .371 | .690 |
| | Within Groups | 122.010 | 142 | .859 | | |
| | Total | 122.648 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .690 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it train faculties on new technologies.

The ANOVA table showing the relationship between the type of institution faculty working with and it provides sabbatical leaves to enable faculties to update their knowledge and experience

| ANOVA | | | | | | |
|---|----------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| The university/institution/B School provides sabbatical leaves to enable faculties to update their knowledge and experience | Between Groups | .299 | 2 | .150 | .136 | .873 |
| | Within Groups | 155.949 | 142 | 1.098 | | |
| | Total | 156.248 | 144 | | | |

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents where the above result we can see the significant result of .873 which is higher than the table value of .05 at 5 percent level of significance hence we can infer that there is no significant relationship between that institution faculty working with and it train faculties on new technologies.

| ANOVA | | | | | | | |
|---|----------------|----------------|-----|-------------|-------|------|--------|
| | | Sum of Squares | df | Mean Square | F | Sig. | Result |
| It has a got a great vision about the management education. | Between Groups | 1.106 | 2 | .553 | .637 | .530 | R |
| | Within Groups | 123.266 | 142 | .868 | | | |
| | Total | 124.372 | 144 | | | | |
| It gets students from premier colleges | Between Groups | .614 | 2 | .307 | .999 | .371 | R |
| | Within Groups | 43.634 | 142 | .307 | | | |
| | Total | 44.248 | 144 | | | | |
| It has got the best practices to shape the students career | Between Groups | 2.276 | 2 | 1.138 | 1.260 | .287 | R |
| | Within Groups | 128.234 | 142 | .903 | | | |
| | Total | 130.510 | 144 | | | | |
| It has got well established policies | Between Groups | .682 | 2 | .341 | .532 | .589 | R |
| | Within Groups | 91.083 | 142 | .641 | | | |
| | Total | 91.766 | 144 | | | | |
| It has developed well established industry institute interface | Between Groups | .813 | 2 | .406 | .637 | .530 | R |
| | Within Groups | 90.539 | 142 | .638 | | | |
| | Total | 91.352 | 144 | | | | |
| It recognizes the faculties for the work they perform | Between Groups | .020 | 2 | .010 | .044 | .957 | R |
| | Within Groups | 32.738 | 142 | .231 | | | |
| | Total | 32.759 | 144 | | | | |
| It sponsor faculties to attend seminars and conferences | Between Groups | .684 | 2 | .342 | .947 | .390 | R |
| | Within Groups | 51.275 | 142 | .361 | | | |
| | Total | 51.959 | 144 | | | | |
| It provides support for the faculties pursuing higher education | Between Groups | .963 | 2 | .482 | .798 | .452 | R |
| | Within Groups | 85.685 | 142 | .603 | | | |

| | | | | | | | |
|--|----------------|---------|-----|-------|-------|------|---|
| | Total | 86.648 | 144 | | | | |
| It gives OD/Leave facilities for the research activities | Between Groups | .738 | 2 | .369 | .371 | .691 | R |
| | Within Groups | 141.234 | 142 | .995 | | | |
| | Total | 141.972 | 144 | | | | |
| It conducts faculty development programs to enrich the knowledge | Between Groups | 3.653 | 2 | 1.827 | 3.206 | .043 | A |
| | Within Groups | 80.898 | 142 | .570 | | | |
| | Total | 84.552 | 144 | | | | |
| It provides all the statistical software's to help the faculty to conduct research | Between Groups | 3.230 | 2 | 1.615 | 2.112 | .125 | R |
| | Within Groups | 108.564 | 142 | .765 | | | |
| | Total | 111.793 | 144 | | | | |
| It does have the subscription to various online journal portals like EBSCHO, JGATE etc | Between Groups | 1.037 | 2 | .519 | 1.930 | .149 | R |
| | Within Groups | 38.163 | 142 | .269 | | | |
| | Total | 39.200 | 144 | | | | |
| It has accessible to the case studies from different institutes like Harvard, Oxford etc | Between Groups | 3.375 | 2 | 1.687 | 1.266 | .285 | R |
| | Within Groups | 189.287 | 142 | 1.333 | | | |
| | Total | 192.662 | 144 | | | | |
| It sends the faculties to other institutes for knowledge enrichment | Between Groups | 2.929 | 2 | 1.465 | 1.618 | .202 | R |
| | Within Groups | 128.519 | 142 | .905 | | | |
| | Total | 131.448 | 144 | | | | |
| It train faculties on new technologies | Between Groups | .638 | 2 | .319 | .371 | .690 | R |
| | Within Groups | 122.010 | 142 | .859 | | | |
| | Total | 122.648 | 144 | | | | |
| It provides sabbatical leaves to enable faculties to update their knowledge and experience | Between Groups | .299 | 2 | .150 | .136 | .873 | R |
| | Within Groups | 155.949 | 142 | 1.098 | | | |
| | Total | 156.248 | 144 | | | | |

(Source: SPSS output)

The above ANOVA table was executed to see if there is any statistical significant difference between the different group of respondents and on various factors related to academic policies since most of the factors value were higher than the table value of .05 at 5 percent level of significance it was determined that there is no statistical significance between the type of institution the faculty belong to and the academic policies over there hence the null hypothesis There is no significant difference between the type of institution faculty working with and the overall academic policies was accepted and the alternative hypothesis There is a significant difference between the type of institution faculty working with and the overall academic policies was rejected.

Table Showing the recruiters response towards the university/institution/B school has understood the requirement of the industry

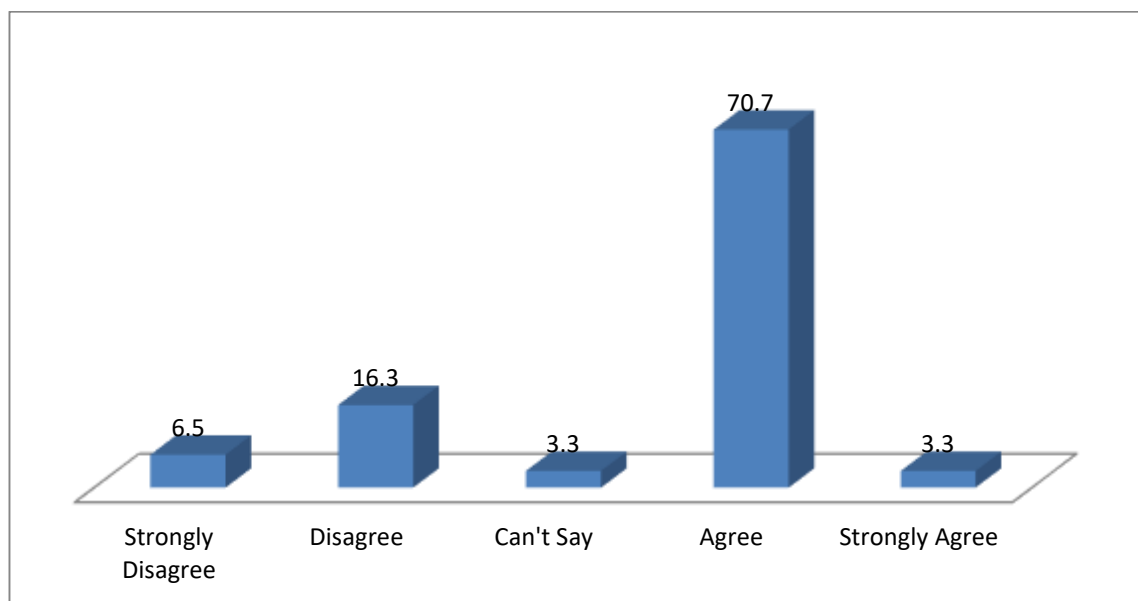
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 6 | 6.5 | 6.5 | 6.5 |
| | Disagree | 15 | 16.3 | 16.3 | 22.8 |
| | Can't Say | 3 | 3.3 | 3.3 | 26.1 |
| | Agree | 65 | 70.7 | 70.7 | 96.7 |
| | Strongly Agree | 3 | 3.3 | 3.3 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus

selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-school has understood the requirement of the corporate/industry where majority of the respondents 70.7 percent of them agreed that university/institution/B-school has understood the requirement of the corporate/industry where 16.3 percent of them disagree that university/institution/B-school has understood the requirement of the corporate/industry which was followed by 6.5 percent of them strongly disagree on this aspect and 3.3 percent of the respondents agreed that university/institution/B-school has understood the requirement of the corporate/industry.

Graph 4.71 Showing the recruiters response towards the university/institution/B school has understood the requirement of the industry



(Source: Primary data-Survey)

Table 4.82 Showing the recruiters response towards the university/institution/B school has got their curriculum which matches the industry requirement

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 42 | 45.7 | 45.7 | 48.9 |
| | Can't Say | 3 | 3.3 | 3.3 | 52.2 |
| | Agree | 38 | 41.3 | 41.3 | 93.5 |
| | Strongly Agree | 6 | 6.5 | 6.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-schools has got their curriculum which matches the industry requirement where majority of the respondents 45.7 percent of them disagreed that university/institution/B- schools has got their curriculum which matches the industry requirement where 41.3 percent of them agreed that university/institution/B- schools has got their curriculum which matches the industry requirement which was followed by 6.5 percent of them strongly agree on this aspect that university/institution/B-schools has got their curriculum which matches the industry requirement and 3.3 percent of the respondents strongly disagreed that university/institution/B-schools has got their curriculum which matches the industry requirement.

Table 4.83 Showing the recruiters response towards the university/institution/B school is embedding all the skills sets required to the students to be corporate ready

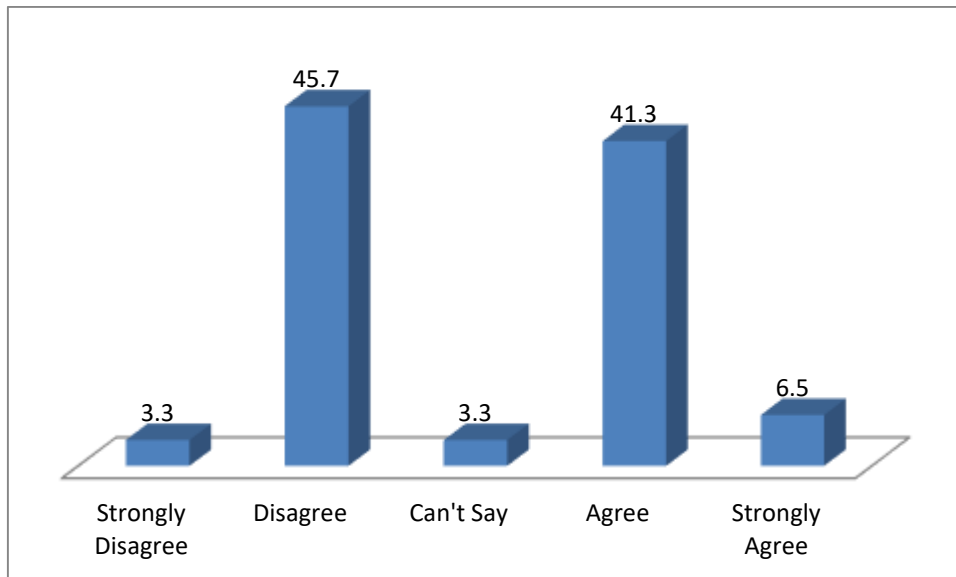
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 46 | 50 | 50 | 53.3 |
| | Can't Say | 3 | 3.3 | 3.3 | 56.5 |
| | Agree | 34 | 37 | 37 | 93.5 |
| | Strongly Agree | 6 | 6.5 | 6.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-schools embedding all the skills sets required to the students to be corporate ready where majority of the respondents 50 percent of them disagreed that university/institution/B- schools is embedding all the skills sets required to the students to be corporate ready where 37 percent of them agreed that university/institution/B- schools embedding all the skills sets required to the students to be corporate ready which was followed by 6.5 percent of them strongly agree on this aspect that university/institution/B- schools embedding all the skills sets required to the students to be corporate ready and 3.3 percent of the respondents strongly

disagreed that university/institution/B- schools embedding all the skills sets required to the students to be corporate ready.

Graph 4.72 Showing the recruiters response towards the university/institution/B school has got their curriculum which matches the industry requirement



(Source: Primary data-Survey)

Table 4.84 Showing the recruiters response towards the university/institution/B school is providing all the technical skills required to the students

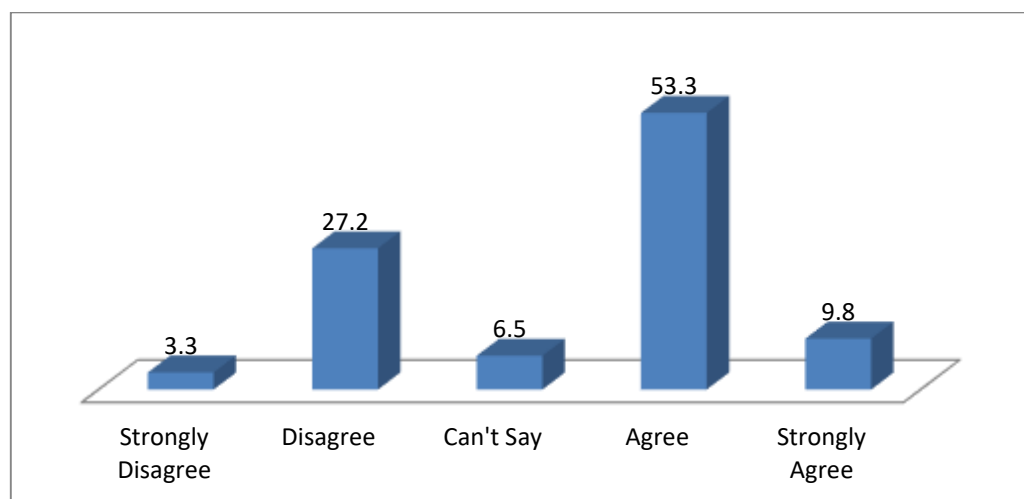
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 25 | 27.2 | 27.2 | 30.4 |
| | Can't Say | 6 | 6.5 | 6.5 | 37 |
| | Agree | 49 | 53.3 | 53.3 | 90.2 |
| | Strongly Agree | 9 | 9.8 | 9.8 | 100 |
| Total | | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus

selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-schools is providing all the technical skills required to the students where majority of the respondents 53.3 percent of them agreed that university/institution/B-schools is providing all the technical skills required to the students where 27.2 percent of them disagreed that university/institution/B-schools is providing all the technical skills required to the students which was followed by 9.8 percent of them strongly agree on this aspect that university/institution/B-schools is providing all the technical skills required to the students and 3.3 percent of the respondents strongly disagreed that university/institution/B-schools is providing all the technical skills required to the students.

Graph 4.73 Showing the recruiters response towards the university/institution/B school is providing all the technical skills required to the students



(Source: Primary data-Survey)

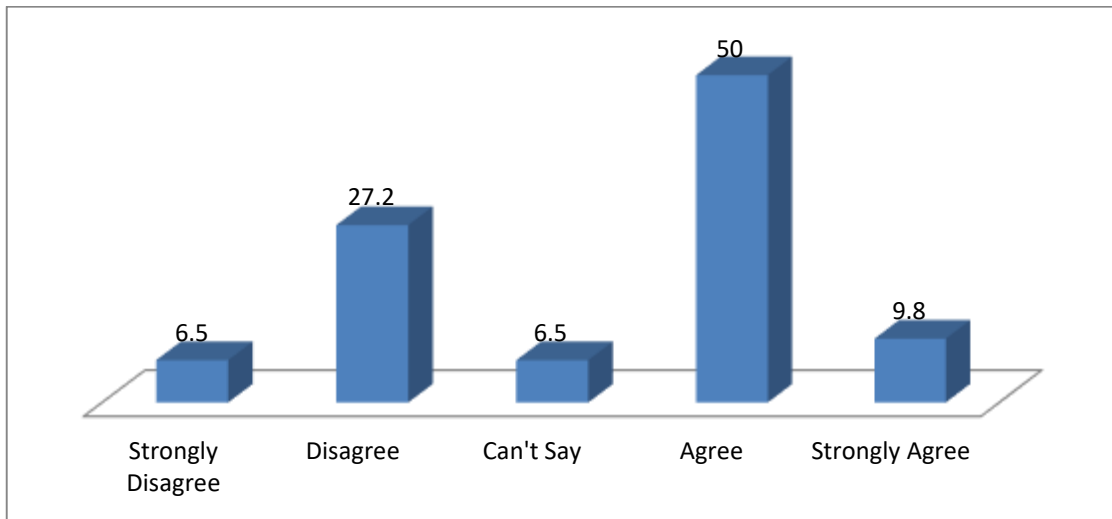
Table 4.85 Showing the recruiters response towards the university/institution/B school provides the analytical and decision making skills to the students

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 6 | 6.5 | 6.5 | 6.5 |
| | Disagree | 25 | 27.2 | 27.2 | 33.7 |
| | Can't Say | 6 | 6.5 | 6.5 | 40.2 |
| | Agree | 46 | 50 | 50 | 90.2 |
| | Strongly Agree | 9 | 9.8 | 9.8 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-schools provides the analytical and decision making skills to the students where majority of the respondents 50 percent of them agreed that university/institution/ B-schools provides the analytical and decision making skills to the students where 27.2 percent of them disagreed that university/institution/ B-schools provides the analytical and decision making skills to the students which was followed by 9.8 percent of them strongly agree on this aspect that university/institution/ B-schools provides the analytical and decision making skills to the students and 6.5 percent of the respondents strongly disagreed that university/institution/ B-schools provides the analytical and decision making skills to the students.

Graph 4.74 Showing the recruiters response towards the university/institution/B school provides the analytical and decision making skills to the students



(Source: Primary data-Survey)

Table 4.86 Showing the recruiters response towards the university/institution/B school is developing the leadership qualities among the student community

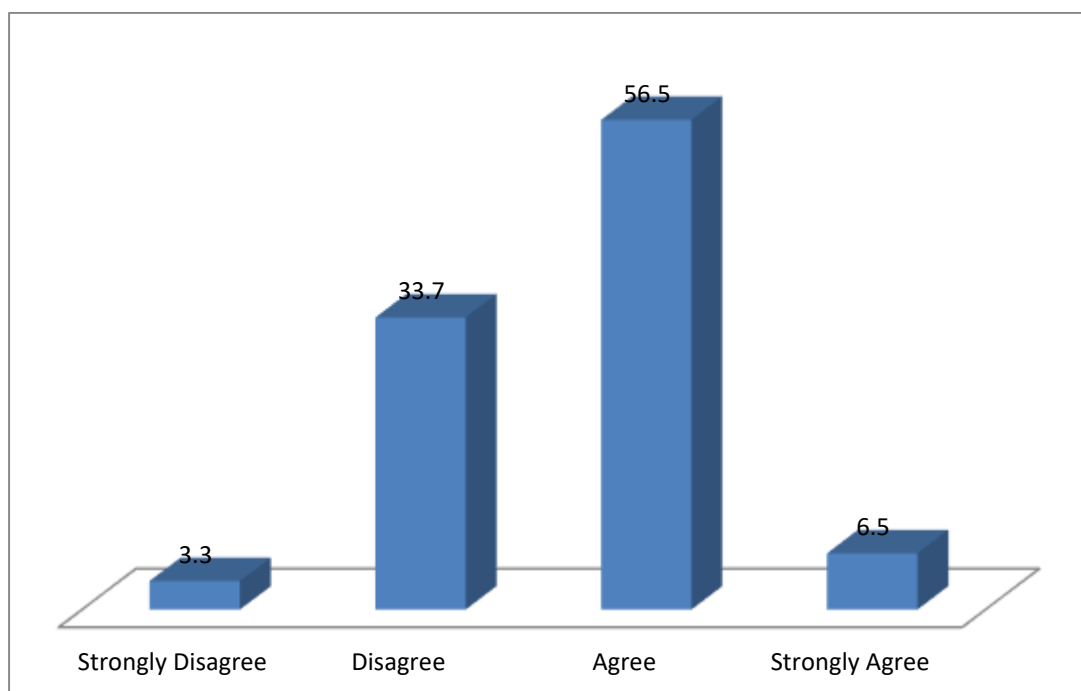
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 31 | 33.7 | 33.7 | 37 |
| | Agree | 52 | 56.5 | 56.5 | 93.5 |
| | Strongly Agree | 6 | 6.5 | 6.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools is developing the leadership qualities among the student community where

majority of the respondents 56.5 percent of them agreed that university/institution/ B-schools is developing the leadership qualities among the student community where 33.7 percent of them disagreed that university/institution/ B-schools is developing the leadership qualities among the student community which was followed by 6.5 percent of them strongly agree on this aspect that university/institution B-schools is developing the leadership qualities among the student community and 3.3 percent of the respondents strongly disagreed that university/institution/ B-schools is developing the leadership qualities among the student community.

Graph 4.75 Showing the recruiters response towards the university/institution/B school is developing the leadership qualities among the student community



(Source: Primary data-Survey)

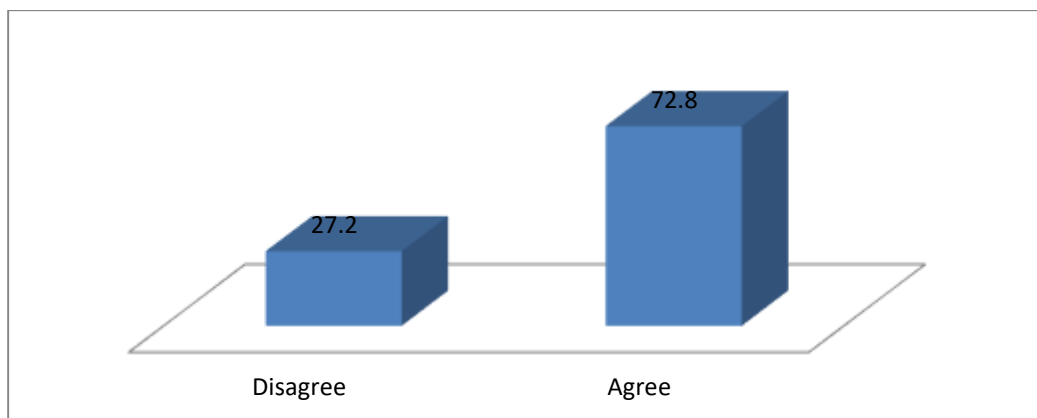
Table 4.87 Showing the recruiters response towards the university/institution/B-school does train the student to work in the team

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 25 | 27.2 | 27.2 | 27.2 |
| | Agree | 67 | 72.8 | 72.8 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does train the student to work in the team where majority of the respondents 72.8 percent of them agreed that university/institution/ B-schools does train the student to work in the team where 27.2 percent of them disagreed that university/institution/B-schools does train the student to work in the team.

Graph 4.76 Showing the recruiters response towards the university/institution/B-school does train the student to work in the team



(Source: Primary data-Survey)

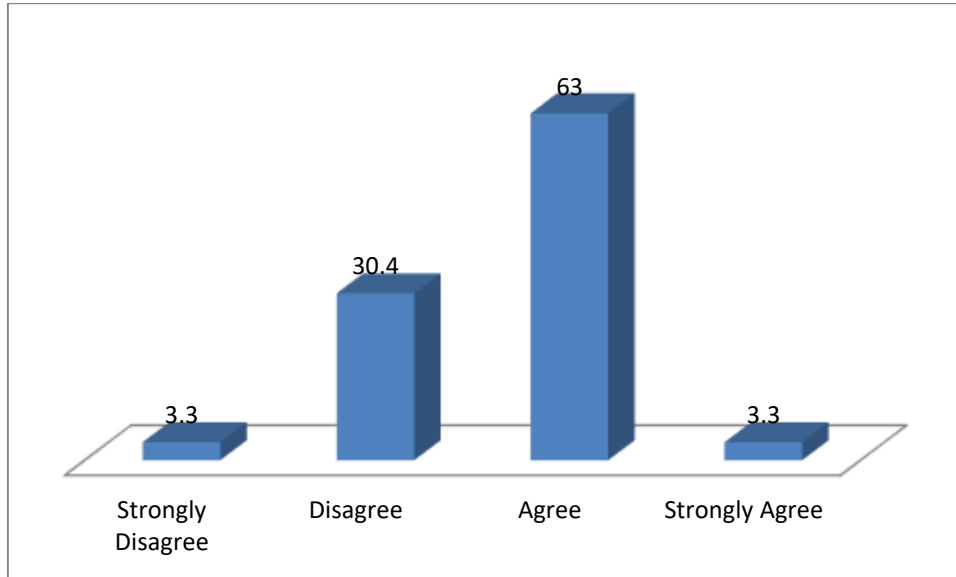
Table 4.88 Showing the recruiters response towards the university/institution/B school does help the students in being better communicator

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 28 | 30.4 | 30.4 | 33.7 |
| | Agree | 58 | 63 | 63 | 96.7 |
| | Strongly Agree | 3 | 3.3 | 3.3 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does help the students in being better communicator where majority of the respondents 63 percent of them agreed that university/institution/ B-schools does help the students in being better communicator where 30.4 percent of them disagreed that university/institution/ B-schools does help the students in being better communicator which was followed by 3.3 percent of them strongly agree on this aspect that university/institution/ B-schools does help the students in being better communicator and 3.3 percent of the respondents strongly disagreed that university /institution/ B-schools does help the students in being better communicator.

Graph 4.77 Showing the recruiters response towards the university/institution/B school does help the students in being better communicator



(Source: Primary data-Survey)

Table 4.89 Showing the recruiters response towards the university/institution/B school does train the students on various corporate etiquettes

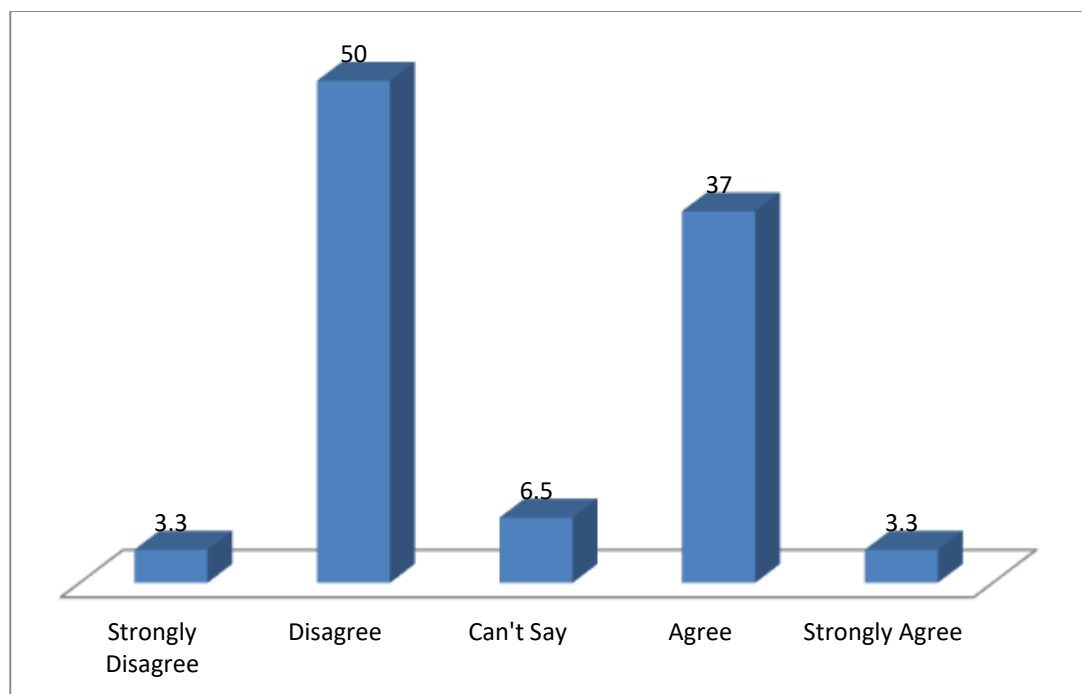
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 46 | 50 | 50 | 53.3 |
| | Can't Say | 6 | 6.5 | 6.5 | 59.8 |
| | Agree | 34 | 37 | 37 | 96.7 |
| | Strongly Agree | 3 | 3.3 | 3.3 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does train the students on various corporate etiquettes where majority of the

respondents 50 percent of them disagreed that university/institution B-schools does train the students on various corporate etiquettes where 37 percent of them agreed that university/institution/ B-schools does train the students on various corporate etiquettes which was followed by 6.5 percent of them remained neutral on this aspect that university/institution/ B-schools does train the students on various corporate etiquettes and 3.3 percent of the respondents strongly agreed that university/institution/ B-schools does train the students on various corporate etiquettes and lastly 3.3 percent of them strongly disagreed that university/institution B-schools does train the students on various corporate etiquettes.

Graph 4.78 Showing the recruiters response towards the university/institution/B school does train the students on various corporate etiquettes



(Source: Primary data-Survey)

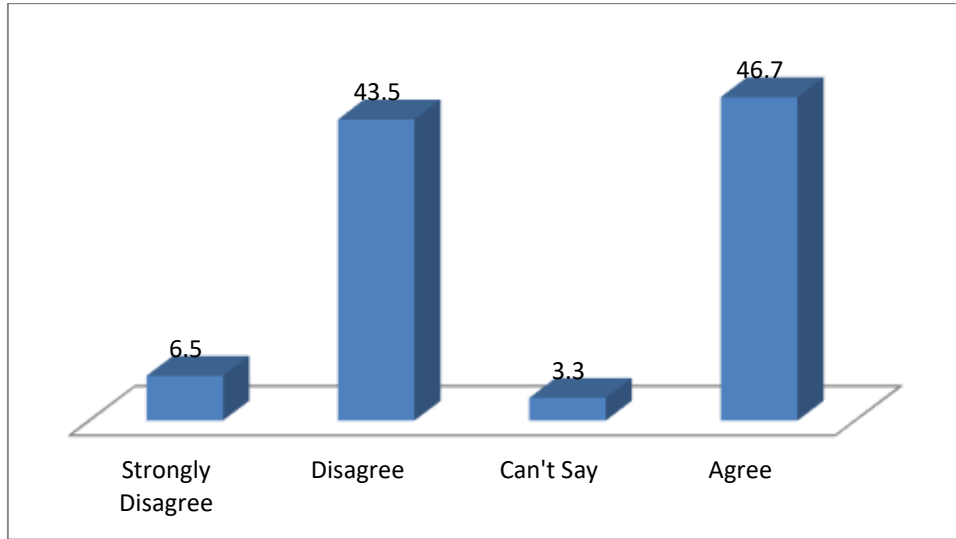
Table 4.90 Showing the recruiters response towards the university/institution/B school does train the student on personality grooming

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 6 | 6.5 | 6.5 | 6.5 |
| | Disagree | 40 | 43.5 | 43.5 | 50 |
| | Can't Say | 3 | 3.3 | 3.3 | 53.3 |
| | Agree | 43 | 46.7 | 46.7 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does train the student on personality grooming where majority of the respondents 46.7 percent of them agreed that university/institution/ B-schools does train the student on personality grooming where 43.5 percent of them disagreed that university/institution/ B-schools does train the student on personality grooming which was followed by 6.5 percent of them strongly disagreed on this aspect that university/institution/ B-schools does train the student on personality grooming and 3.3 percent of the respondents remained neutral on this aspect of university /institution/ B-schools does train the student on personality grooming.

Graph 4.79 Showing the recruiters response towards the university/institution/B school does train the student on personality grooming



(Source: Primary data-Survey)

Table 4.91 Showing the recruiters response towards the university/institution/B school does train on problem solving skills

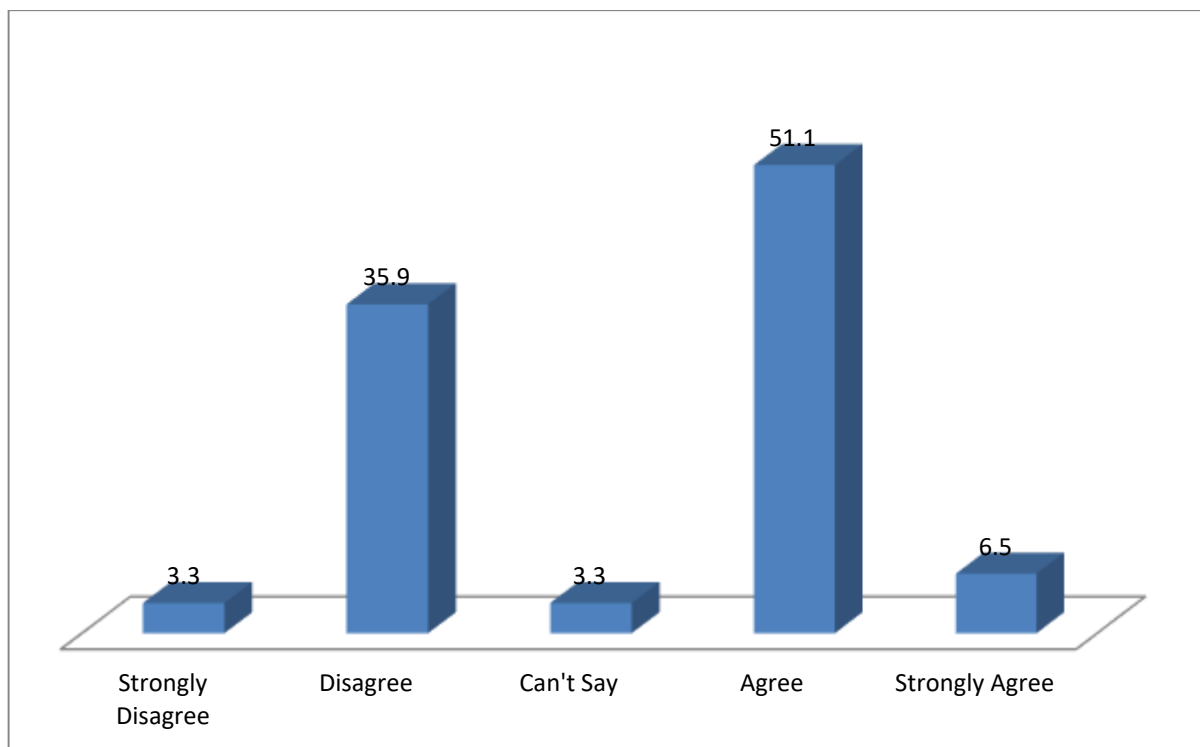
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.3 | 3.3 | 3.3 |
| | Disagree | 33 | 35.9 | 35.9 | 39.1 |
| | Can't Say | 3 | 3.3 | 3.3 | 42.4 |
| | Agree | 47 | 51.1 | 51.1 | 93.5 |
| | Strongly Agree | 6 | 6.5 | 6.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does train on problem solving skills where majority of the respondents 51.1

percent of them agreed that university/institution / B-schools does train on problem solving skills where 35.9 percent of them disagreed that university/institution/B-schools does train on problem solving skills which was followed by 6.5 percent of them strongly agreed on this aspect that university/institution/ B-schools does train on problem solving skills and 3.3 percent and 3.3 percent of the respondents remained neutral and strongly disagree respectively on this aspect of university/institution/ B-schools does train on problem solving skills.

Graph 4.80 Showing the recruiters response towards the university/institution/B school does train on problem solving skills



(Source: Primary data-Survey)

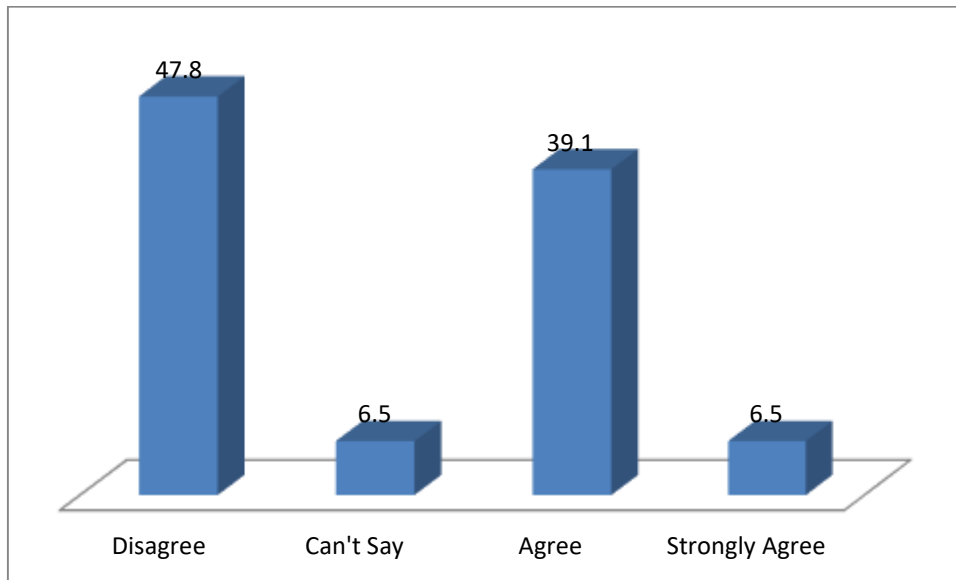
Table 4.92 Showing the recruiters response towards the university/institution/B school does sensitize the students on the corporate ethics and legal aspects

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 44 | 47.8 | 47.8 | 47.8 |
| | Can't Say | 6 | 6.5 | 6.5 | 54.3 |
| | Agree | 36 | 39.1 | 39.1 | 93.5 |
| | Strongly Agree | 6 | 6.5 | 6.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects where majority of the respondents 47.8 percent of them disagreed that university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects where 39.1 percent of them agreed that university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects which was followed by 6.5 percent of them strongly agreed on this aspect that university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects and lastly 6.5 percent of the respondents remained neutral on this aspect of university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects.

Graph 4.81 Showing the recruiters response towards the university/institution/B school does sensitize the students on the corporate ethics and legal aspects



(Source: Primary data-Survey)

Table 4.93 Showing the recruiters response towards the university/institution/B school does sensitize the students on the sexual harassments

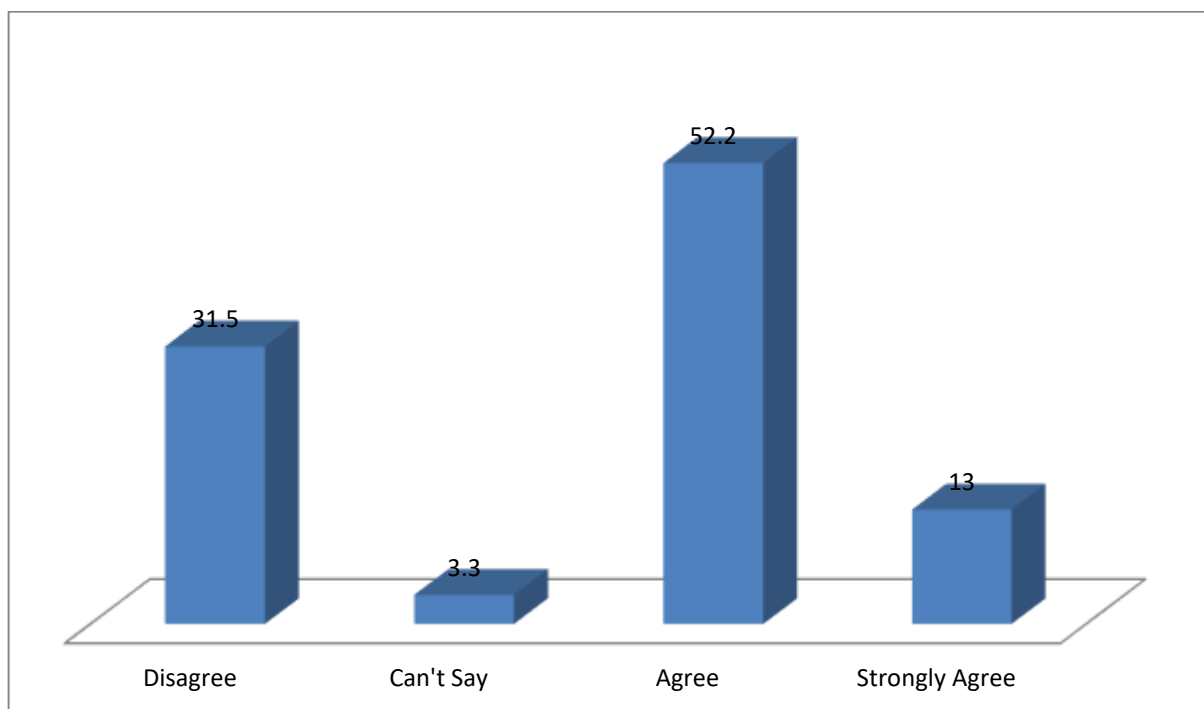
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 29 | 31.5 | 31.5 | 31.5 |
| | Can't Say | 3 | 3.3 | 3.3 | 34.8 |
| | Agree | 48 | 52.2 | 52.2 | 87 |
| | Strongly Agree | 12 | 13 | 13 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/ B-

schools does sensitize the students on the sexual harassments where majority of the respondents 31.5 percent of them disagreed that university/institution/ B-schools does sensitize the students on the corporate ethics and legal aspects where 52.2percent of them agreed that university/institution/ B-schools does sensitize the students on the sexual harassments which was followed by 13 percent of them strongly agreed on this aspect that university/institution/ B-schools does sensitize the students on the sexual harassments and lastly 3.3 percent of the respondents remained neutral on this aspect of university/institution/ B-schools does sensitize the students on the sexual harassments.

Graph 4.82 Showing the recruiters response towards the university/institution/B school does sensitize the students on the sexual harassments



(Source: Primary data-Survey)

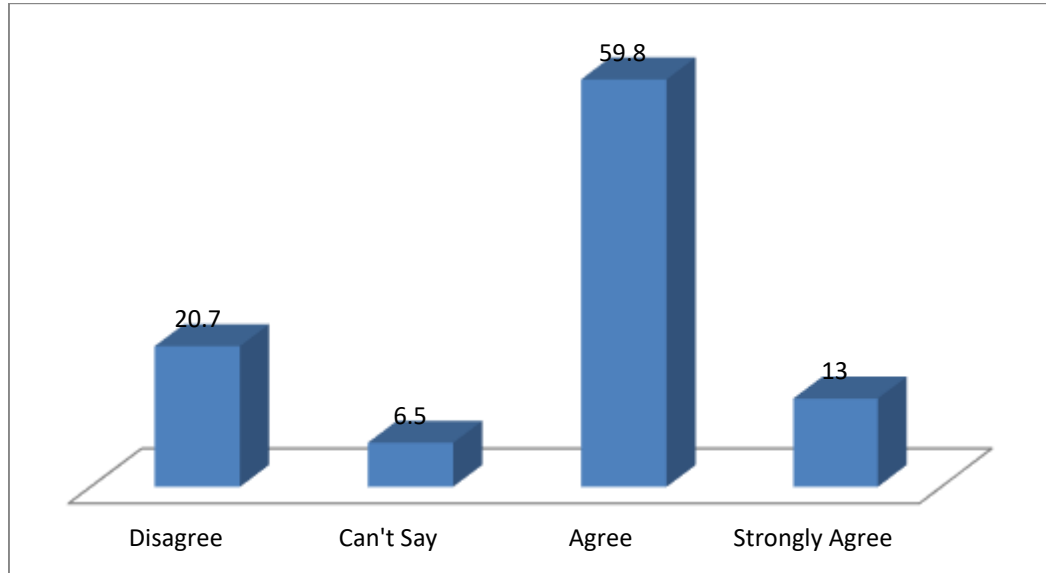
Table 4.94 Showing the recruiters response towards the university/institution/B school has infused the experiential learning among the students

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 19 | 20.7 | 20.7 | 20.7 |
| | Can't Say | 6 | 6.5 | 6.5 | 27.2 |
| | Agree | 55 | 59.8 | 59.8 | 87 |
| | Strongly Agree | 12 | 13 | 13 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions and B-schools which revealed the recruiters response towards the university/institution/B-schools has infused the experiential learning among the students where majority of the respondents 59.8 percent of them agreed that university/institution/ B-schools has infused the experiential learning among the students where 20.7 percent of them disagreed that university/institution/ B-schools has infused the experiential learning among the students which was followed by 13 percent of them strongly agreed on this aspect that university/institution/ B-schools has infused the experiential learning among the students and lastly 6.5 percent of the respondents remained neutral on this aspect of university/institution/ B-schools has infused the experiential learning among the students.

Graph 4.83 Showing the recruiters response towards the university/institution/B school has infused the experiential learning among the students



(Source: Primary data-Survey)

Table 4.95 Showing the recruiters response towards the various credential factors related to the students-academic marks

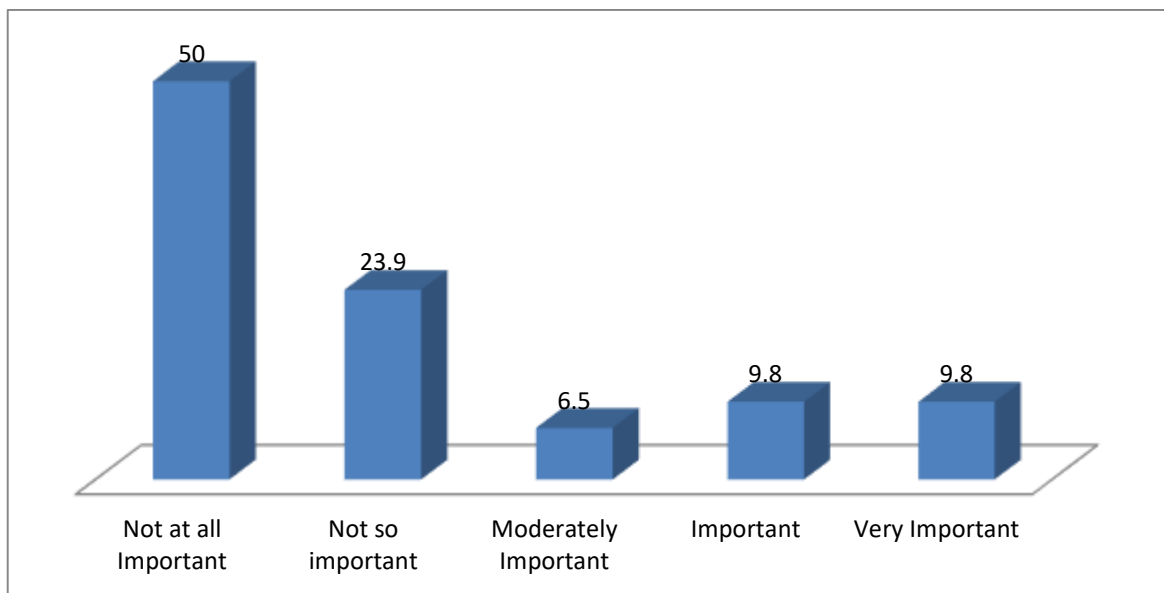
| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Not at all Important | 46 | 50 | 50 | 50 |
| | Not so important | 22 | 23.9 | 23.9 | 73.9 |
| | Moderately Important | 6 | 6.5 | 6.5 | 80.4 |
| | Important | 9 | 9.8 | 9.8 | 90.2 |
| | Very Important | 9 | 9.8 | 9.8 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of academic

marks where majority of the respondents 50 percent said that is not at all important which was followed by 23.9 percent saying academic marks are not so important and 9.8 percent and 9.8 percent of the respondents responded as academic marks are important and very important respectively and 6.5 percent said that academic marks are moderately important.

Graph 4.84 Showing the recruiters response towards the various credential factors related to the students-academic marks



(Source: Primary data-Survey)

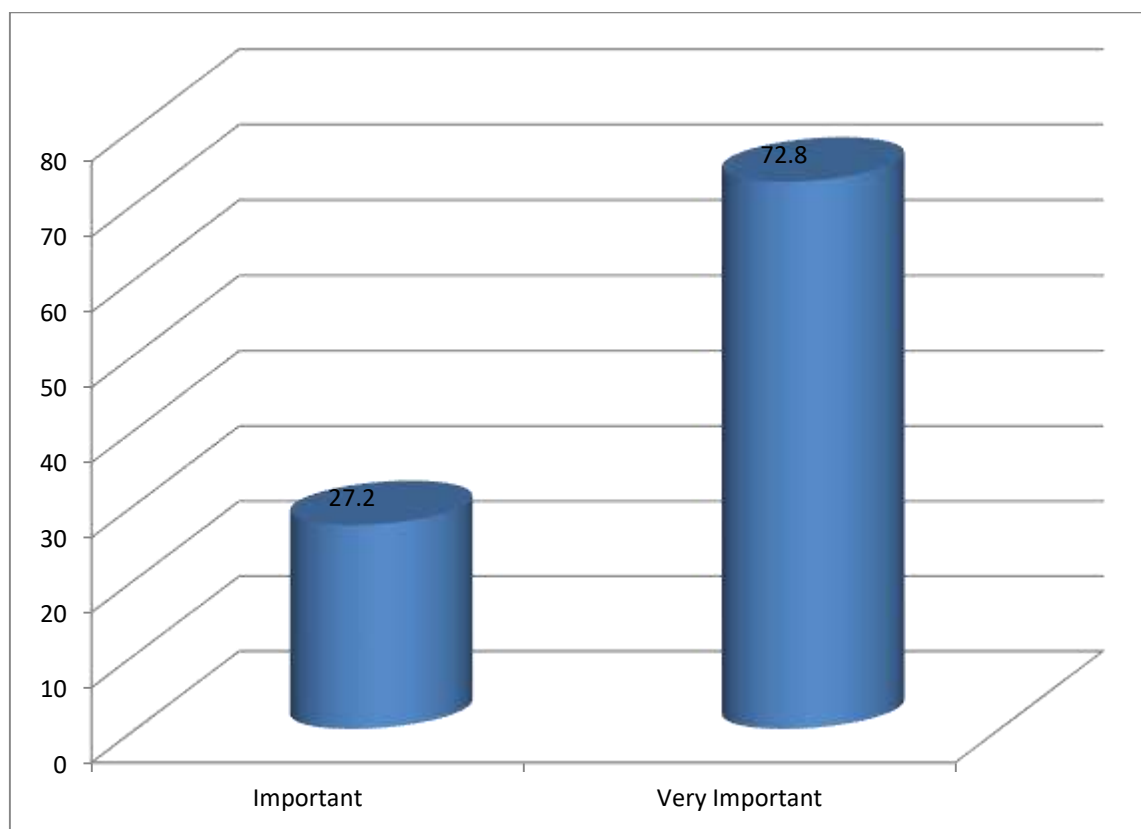
Table 4.96 Showing the recruiters response towards the various credential factors related to the students-communication

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Important | 25 | 27.2 | 27.2 | 27.2 |
| | Very Important | 67 | 72.8 | 72.8 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of corporate communication where majority of the respondents 72.8 percent said that is very important which was followed by 27.2 percent saying corporate communication is important.

Graph 4.85 Showing the recruiters response towards the various credential factors related to the students-communication



(Source: Primary data-Survey)

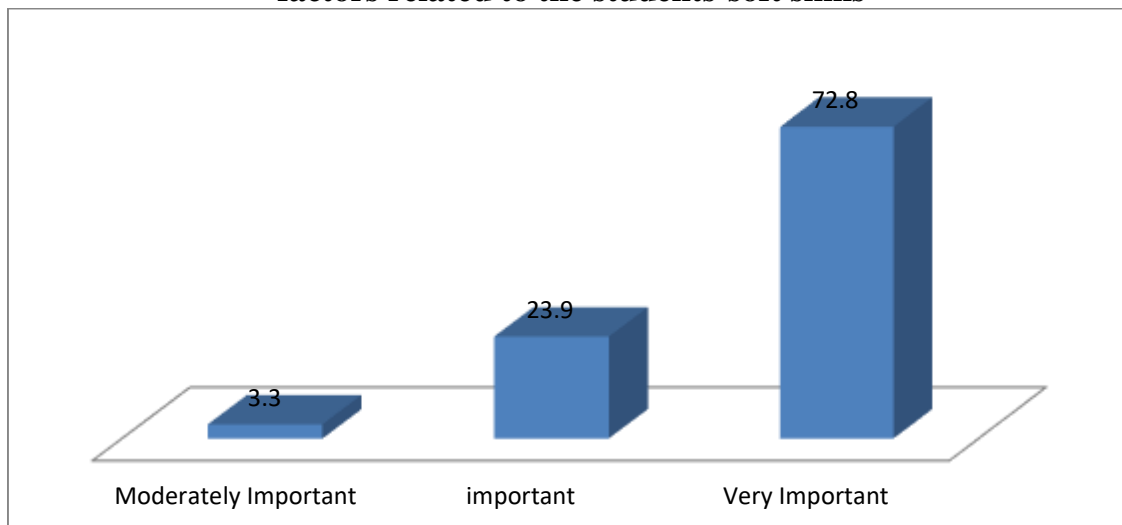
Table 4.97 Showing the recruiters response towards the various credential factors related to the students-soft skills

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Important | 3 | 3.3 | 3.3 | 3.3 |
| | Important | 22 | 23.9 | 23.9 | 27.2 |
| | Very Important | 67 | 72.8 | 72.8 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of soft skills where majority of the respondents 72.8 percent said that soft skills are very important which was followed by 23.9 percent saying soft skills is important and 3.3% percent of them opined that soft skills are moderately important.

Graph 4.86 Showing the recruiters response towards the various credential factors related to the students-soft skills



(Source: Primary data-Survey)

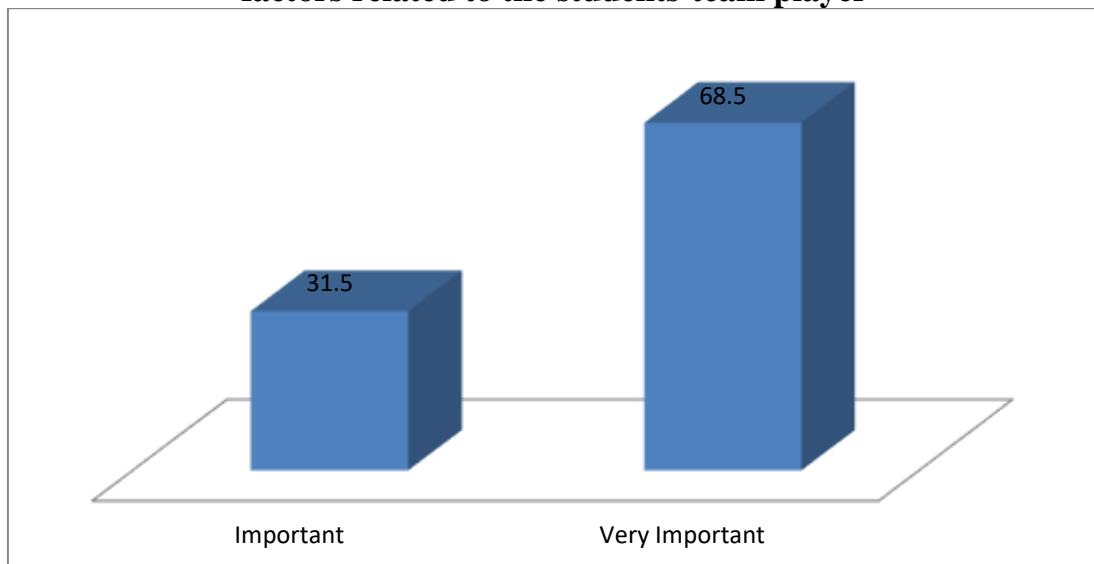
Table 4.98 Showing the recruiters response towards the various credential factors related to the students-team player

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Important | 29 | 31.5 | 31.5 | 31.5 |
| | Very Important | 63 | 68.5 | 68.5 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of being a team player where majority of the respondents 68.5 percent said that being a team player is very important which was followed by 31.5 percent saying being a team player is important.

Graph 4.87 Showing the recruiters response towards the various credential factors related to the students-team player



(Source: Primary data-Survey)

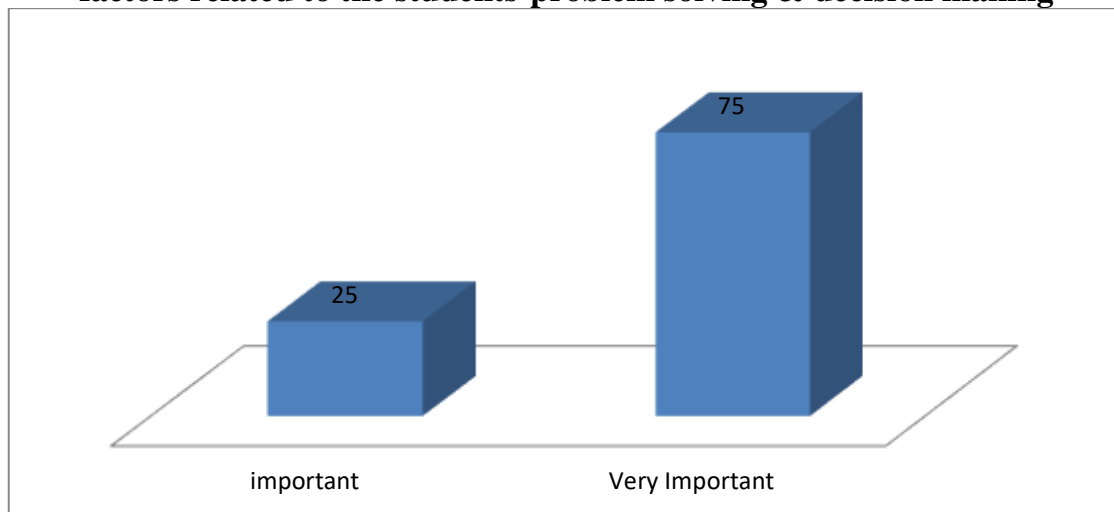
Table 4.99 Showing the recruiters response towards the various credential factors related to the students-problem solving & decision making

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | important | 23 | 25 | 25 | 25 |
| | Very Important | 69 | 75 | 75 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of problem solving & decision making skills where majority of the respondents 75 percent said that problem solving & decision making skills is very important which was followed by 25 percent saying problem solving & decision making skills is important.

Graph 4.88 Showing the recruiters response towards the various credential factors related to the students-problem solving & decision making



(Source: Primary data-Survey)

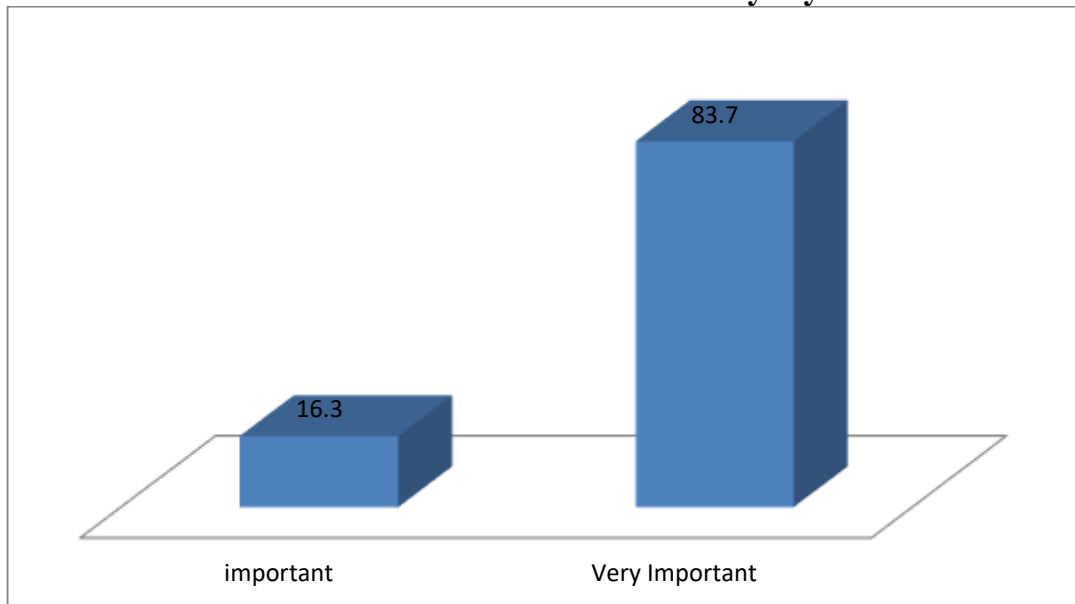
Table 4.100 Showing the recruiters response towards the various credential factors related to the students-loyalty

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | important | 15 | 16.3 | 16.3 | 16.3 |
| | Very Important | 77 | 83.7 | 83.7 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of loyalty where majority of the respondents 83.7 percent said that loyalty is very important which was followed by 16.3 percent saying loyalty is important.

Graph 4.89 Showing the recruiters response towards the various credential factors related to the students-loyalty



(Source: Primary data-Survey)

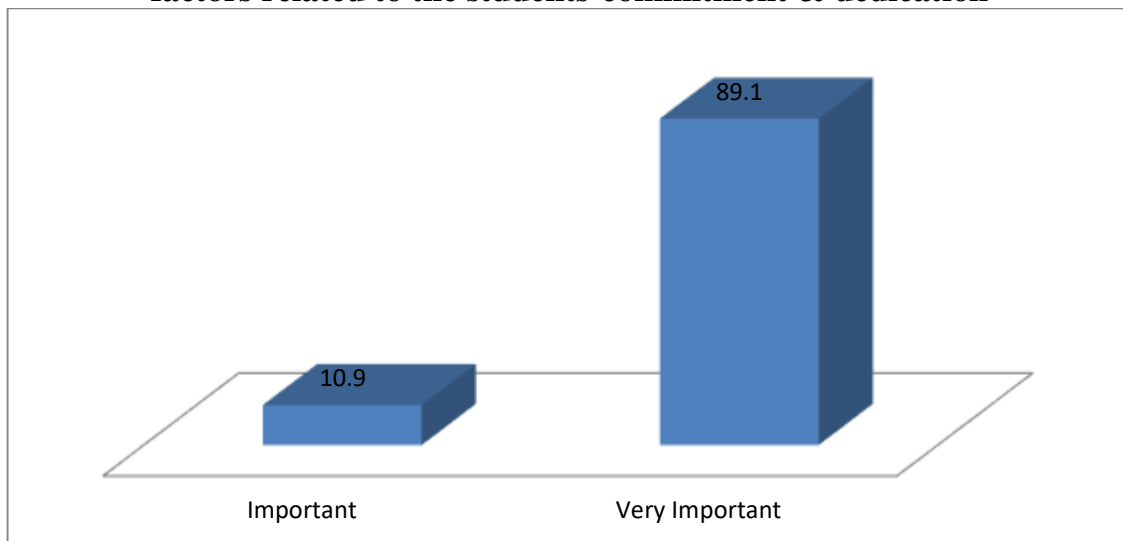
Table 4.101 Showing the recruiters response towards the various credential factors related to the students-commitment & dedication

| Response | | Frequency | percent | Valid percent | Cumulative percent |
|----------|----------------|-----------|---------|---------------|--------------------|
| Valid | Important | 10 | 10.9 | 10.9 | 10.9 |
| | Very Important | 82 | 89.1 | 89.1 | 100 |
| | Total | 92 | 100 | 100 | |

(Source: Primary data-Survey)

The above table and the graph which are the output result of the field study conducted on the recruiters of the various companies who visits for the campus selection or the pool campus selection to various different MBA institutions to understand their expectation from the MBA/PGDM graduates in terms of commitment & dedication where majority of the respondents 89.1 percent said that commitment & dedication is very important which was followed by 10.9 percent saying commitment & dedication is important.

Graph 4.90 Showing the recruiters response towards the various credential factors related to the students-commitment & dedication



(Source: Primary data-Survey)

Hypothesis 3

H₀: There is no significant difference in the placement activities among the government and private B-schools.

H₁: There is a significant difference in the placement activities among the government and private B-schools.

Table 4.102: Showing the statistical results of hypothesis three

| Multiple Comparisons | | | | | | |
|--|----------------------------------|-----------------------|------------|-------|-------------------------|-------------|
| Dependent Variable: Placement Activities | | | | | | |
| Tukey HSD | | | | | | |
| (I) Type of institution | (J) Type of institution | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | Lower Bound | Upper Bound |
| Government University Department | Private Colleges | .346* | 0.108 | 0.008 | 0.07 | 0.62 |
| | Affiliated college | .640* | 0.131 | 0 | 0.3 | 0.98 |
| | Autonomous | 0.401 | 0.512 | 0.862 | -0.92 | 1.72 |
| Private Colleges | Government University Department | -.346* | 0.108 | 0.008 | -0.62 | -0.07 |
| | Affiliated college | .294* | 0.091 | 0.007 | 0.06 | 0.53 |
| | Autonomous | 0.055 | 0.504 | 1 | -1.24 | 1.35 |
| Affiliated college | Government University Department | -.640* | 0.131 | 0 | -0.98 | -0.3 |
| | Private Colleges | -.294* | 0.091 | 0.007 | -0.53 | -0.06 |
| | Autonomous | -0.239 | 0.509 | 0.966 | -1.55 | 1.07 |
| Autonomous | Government University Department | -0.401 | 0.512 | 0.862 | -1.72 | 0.92 |
| | Private Colleges | -0.055 | 0.504 | 1 | -1.35 | 1.24 |
| | Affiliated college | 0.239 | 0.509 | 0.966 | -1.07 | 1.55 |

*. The mean difference is significant at the 0.05 level.

(Source: primary data-field survey)

| ANOVA | | | | | |
|----------------------|----------------|-----|-------------|-------|------|
| Placement Activities | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 18.326 | 3 | 6.109 | 8.068 | .000 |
| Within Groups | 524.71 | 693 | 0.757 | | |
| Total | 543.036 | 696 | | | |

(Source: primary data-field survey-SPSS output)

The above table shows the ANOVA testing of the variables to test the hypothesis to see whether there is any significant difference in the placement activities followed among the government and private B-schools and from the critical value of the table .000 which is lesser the table value of .005 at hence it can be inferred that there is a significant difference in the placement activities followed among the government and private B-schools at 5 percent level of significance.

Table 4.103: Descriptive statistics showing the list of factors which are important from the recruiters perspective

| Descriptive Statistics | | | | | |
|-----------------------------------|----|---------|---------|------|------|
| | N | Minimum | Maximum | Mean | RANK |
| Commitment and Dedication | 92 | 4 | 5 | 4.89 | 1 |
| Loyalty | 92 | 4 | 5 | 4.84 | 2 |
| Problem solving & decision making | 92 | 4 | 5 | 4.75 | 3 |
| Communication | 92 | 4 | 5 | 4.73 | 4 |
| Soft skills | 92 | 3 | 5 | 4.7 | 5 |
| Team player | 92 | 4 | 5 | 4.68 | 6 |
| Academics and marks | 92 | 1 | 5 | 2.05 | 7 |
| Valid N (list wise) | 92 | | | | |

(Source: Primary data-Survey)

The above table helps in understanding the key factor which are been demanded by the recruiters while recruiting MBA graduates. It was clear that the commitment and dedication is consider to be the number one factor, which recruiters look for from the management graduates, with the mean value of 4.89 followed by loyalty as the second important factor with the mean value of 4.84 followed by problem solving and decision making skill and communication being the third and fourth important factors, soft skill and team player is been rank fifth and sixth factor respectively. Lastly the academic marks with just 2.05 mean value. Hence it can be interpreted as the trust value and individuals' commitment seems to be the prime factor and academics and marks is given last impotence.

CHAPTER - V

FINDINGS, SUGGESTIONS AND CONCLUSION

This chapter exhibits the findings drawn after the extensive analysis of the data in the previous chapter. The findings that has been mentioned here in this chapter is purely based on the judgment of the researcher with the facts and the data that was collected for the study and hence cannot be generalized.

The findings of the study indeed helped the researcher in coming out with the suitable suggestion which could make some kind of a difference in the process of the entire management education system across all the stake holders involved in the study. The researcher has listed number of findings and suggestions with the hope that it could make some difference in the higher education system.

5.1 MAJOR FINDINGS OF THE STUDY

1. The data analysis helped in understanding the profile of the respondents of the study where in majority of the respondents of the study 63 percent of them were male which was followed by 37 percent of the female the trend of more boys getting into the post-graduation can be seen with the above data and 1:3 ratio has continued in terms of the girls is to boys ratio in a country like India.
2. Even though the pioneer institutions including IIM's and MDI is offering the courses as PGDM but it was identified from the study that majority of the respondents of the study 97 percent are into the Master in Business

Administration course in a country like India MBA has got more recognition than the PGDM.

3. The Karnataka state consists of lot of private players in the education market hence majority of the respondents who participated in the survey 73.2 percent of them are studying in the private colleges.
4. The study helped in exploring the education background of the students admitted to the MBA institutes majority of the students 57.8 percent have got into MBA education after graduating from BBM. The trend of students getting into MBA course has increased widely and also MBA is course which can be taken up by any interdisciplinary students.
5. The students who had qualified for the MBA course in which majority of them 41.5 percent have scored 66-70 percent of marks in their under graduation.
6. The entrance test through which the students got admitted to the MBA institutes are majorly 80.1 percent of them through PG CET (Post graduation Common entrance test) which is followed by 15.6 percent of them got in through MAT cleared and so on.
7. It was revealed from the study that majority of them 80 percent of them have taken admission in different colleges by choice only.
8. Today most of the institutions and the universities has involved corporate people in their academic advisory board hence It was observed that respondents 42.3 percent of them out of 100 percent agreed that college/institution/B-school follows industry relevant curriculum & syllabus.

9. The institutions and the universities are catering to the requirement of the students and aiming towards the better placements and observed from the study majority of the respondents 58 percent of them out of 100 percent agreed that college/institution/B-school has understood the industry requirement.
10. It was revealed from the study that majority of the respondents 55.7 percent of them agreed that college/institution/B-school in terms of provide training on skills sets required and demanded by the industry in academics.
11. Even though the institutions and the universities has got people in their academic advisory board but still they are lacking in bringing in the experts from the corporate and the same was found out from the study that majority of the respondents 43.9 percent of them out of 100 percent remained neutral that college/institution/B-school has experts from industry in their academic bodies.
12. It is always advised to have good number of industry visits to the students for the better understanding of the functional aspects of the business so it was revealed from the study that majority of the respondents 37.9 percent of them out of 100 percent remained neutral that college/institution/B-school provides the industry visits to understand the functionality of business.
13. Students should be motivated and inspired to go out gel with the other college students to know where they stand in the competition and It was observed out from the study that majority of the respondents 42.2 percent of them out 100

percent agreed that college/institution/B-school provides opportunity to attend fest, conferences, seminars etc.

14. Having better teaching pedagogies apart from the class room lectures will be helpful for the better learning of concepts it was found out from the study that majority of the respondents 40.2 percent of them out 100 percent agreed that college/institution/B-school does follow methodologies like simulations, case studies etc.
15. Today the industry expects the executive to be more innovative and creative it was observed from the study majority of the respondents 51.1 percent agreed that college/institution/B-school does focus on innovation, creativity and stress management aspects.
16. Having internet accessibility will help the students to avail the information in the tip of the finger and it was revealed from the study that majority of the respondents 50.9 percent agreed that college/institution/B-school does have a fully WIFI enabled campus.
17. Having better teaching pedagogies apart from the class room lectures will be more effective form of teaching it was found out from the study that majority of the respondents 52.9 percent said no that college/institution/B-school does not Uses all the ICT methodologies including LCD, VC, Webinar to teach students.
18. It was observed from the study majority of the respondents 80.1 percent said yes that college/institution/B-school has got all modern equipment to teach

like LCD, VC, Webinar, business labs and the language labs for effective teaching and learning etc for effective teaching.

19. It was myth that institutes do not follow the good student's faculty ratio to have the best learning approaches but it was found that majority of the respondents 66.4 percent agreed that college/institution/B-school maintains a good student faculty ratio.
20. Students/ respondents are with the opinion that college/institution/B-school has got faculties with sound educational background and also relevant experience which constitutes 63 percent and 35.7 percent of the respondents opine that college/institution/B-school has got faculties with good industry and corporate experience.
21. The faculties have be more energetic and enthusiastic in delivering the class it was found out from the study that majority of the respondents 40.9 percent remained neutral on the aspect that college/institution/B-school has got faculties with great passion and zeal to teach students.
22. Knowledge up gradation is quite important to be more competitive it was revealed from the study that majority of the respondents 45.5 percent agreed that college/institution/B-school has got faculties who are update their knowledge on a regular basis.
23. The institution has to have very good infrastructural facilities in order to create a good learning atmosphere it was found out from the study that majority of

the respondents 53.2 percent are satisfied with the college/institution/B-school physical and infrastructural facilities.

24. Students should be motivated and inspired to keep the spirit among the community it was found out from the study that majority of the respondents 39.7 percent are satisfied with the college/institution/B-school does give awards, rewards and recognition for the student's performers.
25. The business schools today are more academic centric and forgetting the overall development of the students it was revealed from the study that majority of the respondents 40.2 percent of them remained neutral on the aspect that college/institution/B-school supports co-curricular and extracurricular.
26. Most of the institutes have a pride that they have faculties with good experience which was also exhibited in the study that majority of the faculty 50.3 percent has got the teaching experience of 5-10 years overall majority of the teaching faculties has got a good teaching experience.
27. It was found out from the study that majority of the faculty 80 percent has not got the corporate or industry experience of just below 0-2 years.
28. The input of the raw materials will reflect on the output of the products and in the same even having the best students would help the institutes to develop them better so from the study majority of the respondents 75.2 percent agreed that University/institution/B-school gets students from premier colleges which are an added advantage to the institutes.

29. It was revealed from the study that majority of the respondents 49.7 percent strongly agreed that the university/institution/B-school provides support for the faculties pursuing higher education.
30. Encouraging the faculties for pursuing the higher education is important for being more competitive it was found out from the study that majority of the respondents 45.5 percent agreed that the university/institution/B-school provides OD/leave facilities for pursuing higher education.
31. The development of knowledge and skills of faculties are equally important to shape the future of students tomorrow hence FDP's and MDP's are important part of faculty development and knowledge enhancement so it was clear that majority of the respondents 60 percent strongly agreed that the University/institution/B-school sponsors faculties to attend seminars and conferences.49.7 percent strongly agreed that the university/institution/B-school provides support for the faculties pursuing higher education.
32. Hands on experience is required to be more efficient and effective in various arena of academics hence faculties should be provided with the training on various new technologies which will support the academic career where in majority of the respondents 68.3 percent agreed that the University/institution/B-school train faculties on new technologies and 29.7 percent agreed that the University/institution/B-school provides sabbatical leaves to enable faculties to update their knowledge and experience

33. Technology based education is important in today's scenario and technology will contribute for the better results in the overall academic performance. Out of the study majority of the respondents 49.7 percent agreed that the University/institution/B-school provides all the statistical software's to help the faculty to conduct research. 69 percent agreed that the university/institution/B-school does have the subscription to various online journal portals like EBSCO, JGATE ETC.
34. It was observed from the study majority of the respondents 44 percent disagreed that the University/institution/B-school has accessible to the case studies from different institutes like Harvard, Oxford and 39.3 percent agreed that the university/institution/B-school sends the faculties to other institutes for knowledge enrichment.
35. The salary and compensation should be followed according to the norms of UGC and AICTE scale and it was understood from the study that 80 percent of the respondents are satisfied with the salary standards and norms in the institution.
36. It was observed from the study majority of the respondents of the study 50.3 percent of them are satisfied with the leave and OD facilities in the institution.
37. It was found out from the study that majority of the respondents of the study 85.5 percent of them are satisfied with the overall factors related to the university/institution/B-school.

38. It was observed from the study majority of the respondents 70.7 percent of them agreed that University/institution/B- school has understood the requirement of the corporate/industry. 45.7 percent of them disagreed that university/institution/B school has got their curriculum which matches the industry requirement.
39. It was found out from the study that where majority of the respondents 50 percent of them disagreed that university/institution/B school is embedding all the skills sets required to the students to be corporate ready.
40. It was observed from the study majority of the respondents 53.3 percent of them agreed that university/institution/B school is providing all the technical skills required to the students.
41. Students are struggling to appear and crack the interviews and also those who are managed to get through with the interview process are struggling with the job and not able to perform up to the expectation and the reason being the lack of skill sets where majority of the respondents 50 percent of them disagreed that University/institution/B- school is embedding all the skills sets required to the students to be corporate ready. 53.3 percent of them agreed that university/institution/B-school is providing all the technical skills required to the students like analytical and decision making skills.
42. Taking initiative and leading people is considered to be one of the prime qualities expected by the corporate today and study revealed that majority of the respondents 56.5 percent of them agreed that University/institution/B-

schools developing the leadership qualities among the student community to train the students to work in the team..

43. Being a team player is very important to be in the corporate to gel and work along with the team it was observed from the study majority of the respondents 72.8 percent of them agreed that university/institution/B school does train the student to work in the team.
44. Communication is a very important skills set to be more competitive in the corporate it was revealed from the study that majority of the respondents 63 percent of them agreed that university/institution/B school does help the students in being better communicator.
45. Analytical and problem solving are the key elements that the corporate look forward for and it was seen from the study majority of the respondents 46.7 percent of them agreed that University/institution/B- school does train the student on personality grooming and problem solving skill.
46. Being ethical, honest and trust worthy is important for any business unit so majority of the respondents 47.8 percent of them disagree that University/institution/B- school does sensitize the students on the corporate ethics, legal aspects and experiential running among the students.
47. It was observed from the study majority of the respondents 59.8 percent of them agreed that university/institution/B school has infused the experiential learning among the students.

48. The employee's needs to be a good communicator as he/she will act as a liaison or a spokes person between the company and the other share holder so It was observed that majority of the respondents 72.8 percent said that corporate communication and soft skills is very important.68.5 percent said that being a team player is very important.
49. Apart from the skill sets the students should also develop empathy among them and should have the basic principles of being ethical, loyal and trust worthy it was revealed from the study that majority of the respondents 89.1 percent said that commitment & dedication is very important.
50. It was found out from the critical value of 0.564 is not significant at .05 level of significance hence was inferred that there is no significant relationship between the kind of marks or percentage of marks scored by the students opted for management course and their performance in the placement activities.
51. It was clear from the study that the critical value of the table .000 which is lesser the table value of .005 at hence it can be inferred that there is a significant difference in the teaching pedagogy followed among the government and private B-schools at 5 percent level of significance.
52. It was found out from the critical value of the table .000 which is lesser the table value of .005 at hence it can be inferred that there is a significant difference in the placement activities followed among the government and private B-schools at 5 percent level of significance.

5.2 SUGGESTIONS

1. The MBA college/institution/B-school has to bring experts in good number of experts from industry in to address and share knowledge with students so that students get the knowledge of the corporate and industry so the intensity has to be increased.
2. The MBA college/institution/B-school has provides the good number industry visits to understand the functionality of the business in different industries so the students be equipped with the practicality of the operations in the organisation.
3. The MBA college/institution/B-school has to encourage and provides ample of opportunity to the students to go out attend various management fest, conferences, seminars etc which will help them to get exposed to the other college students which help them in socialization and networking.
4. The MBA college/institution/B-school provides hands on experience training to the students to be corporate ready with the help of symposium and workshops.
5. The MBA college/institution/B-school has to introduce new teaching methodologies like simulations, live case studies etc to help them in their analyzing skills which is very much demanded by the corporate.

6. The MBA college/institution/B-school needs to have some mechanism to recruit faculties with good industry and corporate experience which will help the students to gain some knowledge on various corporate and industry.
7. The MBA college/institution/B-school has introduced some policies and creates environment and culture which will help the faculties work with great passion and zeal to teach students.
8. The MBA college/institution/B-school has to be very aggressive in approaching companies and bringing them to the campus for the placement activities.
9. The MBA college/institution/B-school has to encourage the students who performs well and also should be given awards, rewards and recognition for the student's performers which would enhance their performance.
10. The MBA college/institution/B-school has to encourage and provides ample of opportunity to the students to go out attend various management fest, conferences, seminars etc which will help them to get exposed to the other college students which help them in socialization and networking.
11. The MBA college/institution/B-school has to encourage the students to participate in co-curricular and extracurricular activities which would help the students in the overall and holistic development.
12. The university/institution/B-school should provide od/leave facilities for faculties who want to pursue their higher education including certification courses, fellowship courses, post doctorate degrees etc.

13. The university/institution/B-school should provide training on various statistical software's and tools including SPSS, SAS, to help the faculty to conduct research.
14. The university/institution/B-school should gain accessibility to the case studies from different institutes like Harvard, Oxford and IIM's which will contribute to the effective class room sessions.
15. The university/institution/B-school sends the faculties to other institutes for knowledge enrichment by participating in various Programmes..
16. The university/institution/B school does train the students on various corporate etiquettes and personality grooming since it is being the integral part of any business unit.
17. The university/institution/B school does sensitize the students on the corporate ethics and legal aspects.
18. The university/institution/B school should emphasize more on the corporate communication to the students as it is very important aspect which majority of the students is failing in the interview where they are lacking with the communication skills.
19. The university/institution/B- school should emphasize more on the soft skills like presentation techniques, group discussions to the students as it is very important aspect which majority of the students is failing in the interview where they are lacking with the soft skills.

20. The university/institution/B school should emphasize more on team building and being a team player to the students as it is very important aspect which majority of the students are failing in the working with the team.
21. The university/institution/B school should emphasize more on analyzing and decision making skills to the students as it is very important aspect which majority of the students are failing in the being a good decision maker.

5.3 CONCLUSION:

Management education in India has existed from the time of establishment of IIM's since 1961. But the management education had a fad which is spread like a wildfire across the country. It was a course which was helping students to fetch a higher remuneration 10 years ago which doesn't remain same today may be because of the reason that the demand for the MBA has reduced or the output of the MBA graduates has increased even in this tough competitive environment there are several B-schools which are performing well including the IIMs' and this study was conducted to know and understand the gap between the industry and the institutes and why is that they are not able to meet the requirement of the industry and several facts were revealed from the study that what made institutions to have the gap and also how it can be filled up. The institutions has to have greatest industry institute interface in terms of having lot of expert talks from the industry resource people, conducting MDP's, FDP's, industry visits etc.. The institutions will also have to strive towards enhancing their teaching methodologies by introducing new teaching

pedagogies etc.. and the students has to be given enormous opportunities like connecting with the CEO's of companies to be with them for a day to understand their analytical ability and decision making skills and also enriching the knowledge of the faculties by introducing them to various corporates and courses which will indeed contribute to the overall development of management graduates and making them to contribute to the companies and also being entrepreneurs which will help in the economic development of the Country.

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QUESTIONNAIRE

Dear Respondents,

I Pradeepa pursuing my Doctoral degree from the Institute of Management studies, Kuvempu university under the Valuable Guidance of Dr. Hiremani Naik on “**Problems and prospects of Management education- with special reference to Karnataka state**” as a part of Ph.D. work
Please spare your valuable time to fill up the questionnaire.

The information given by you will be kept confidential and used for academic purposes only.

Thank you for your valuable response.

FOR STUDENTS ONLY

- 1. Name:**
- 2. Name of the Institution**.....
- 3. Age:** 20-22years 23-25Years 25 years and above
- 4. Gender:** Male Female
- 5. Course:** MBA PGDM Others Please specify
- 6. Mention the type of Institution where you are pursuing your Management degree?**
Government University Department Private University
Affiliated college Autonomous
Others please specify
- 7. What is your under graduation Degree?**

| BBM | BBA | B.Com | B.Sc | BA | BE | BCA | Others |
|-----|-----|-------|------|----|----|-----|--------|
| | | | | | | | |

8. What was your overall percentage of Marks in your under graduation?

| | | | | |
|-------|---------|---------|---------|------|
| < 50% | 50%-60% | 61%-70% | 71%-80% | >80% |
| | | | | |

9. Through which entrance exams you were qualified for your MBA/PGDM degree?

| | | | | | |
|-------|-----|-----|-----|------|-----------------------|
| PGCET | MAT | CAT | KAT | GMAT | Others Please Mention |
| | | | | | |

10. Please do the mention the university to which your college is affiliated to?

| | | | |
|-----------------------------|--|---|--|
| Bangalore University | | Mysore University | |
| Mangalore university | | Karnatak University | |
| VTU | | Kuvempu University | |
| Davanagere University | | Tumkur University | |
| Rani Chennama University | | Vijayanagara Sri Krishnadevaraya University | |
| Gulbarga University | | Karnataka State Women university | |
| Other Government University | | Private University (Specify) | |

11. Your decision of joining this institution/university/college/b school was!

By chance By choice

12. Please tick the appropriate response of different industry interface related factors of the Institution/University? On a scale of 1 to 5 where 1 is strongly disagree and 5 being strongly agree.

| INSUDTRY INTERFACE FACTORS | SDA | DA | N | A | SA |
|--|------------|-----------|----------|----------|-----------|
| The university/institution/B School follows industry relevant curriculum and syllabus in their academics. | | | | | |
| The university/institution/B School has strongly understood the requirement of the industry. | | | | | |
| The university/institution/B School provides all skills set required for the industry. | | | | | |
| The university/institution/B School has the expert people from Industry in their academic bodies. | | | | | |
| The university/institution/B School brings experts from industry to address the students. | | | | | |
| The university/institution/B School provides the industry visits to understand the functionality of the industries. | | | | | |
| The university/institution/B School provides opportunity to attend various programs like fest, conferences and seminars in different companies and institutions. | | | | | |
| The university/institution/B School provides opportunity to work with industry for your live projects/case studies/ internships etc. | | | | | |
| The university/institution/B School provides necessary training to be corporate ready. | | | | | |
| The university/institution/B School does follow all the methodologies like group discussion, simulation, presentation, role plays, live case studies in the academics. | | | | | |
| The university/institution/B School focuses on the areas like innovation, creativity, time managements, stress management, adaption to technology up gradation | | | | | |

13. Please tick the appropriate response of various facilities provided by Institution/University/B school?

| PHYSICAL FACILTIES | YES | NO |
|--|------------|-----------|
| The university/institution/B School has got fully wifi enabled campus | | |
| The university/institution/B School uses all the ICT methodologies to teach students. | | |
| The university/institution/B School has got all the modern equipments to teach including smart boards/LCD/Webinars/Video conferencing etc. | | |
| The university/institution/B School has got well equipped business and language labs. | | |
| The university/institution/B School has got well equipped library with good number of books including AV facilities. | | |
| The university/institution/B School has got research/entrepreneurship and placement cell. | | |
| The university/institution/B School provides the students Laptops/Tabs/Ipads for technology based learning. | | |
| The university/institution/B School has got all the facilities like well equipped class room, Fans, Seminars halls, Computer labs etc.,. | | |
| The university/institution/B School helps in getting experiential learning | | |

14. Please tick the appropriate response regarding the faculties in the Institution/University/B school you are studying?

| TEACHING FACULTY | SDA | DA | N | A | SA |
|---|------------|-----------|----------|----------|-----------|
| The university/institution/B School has got good ratio of faculty (1:13) | | | | | |
| The university/institution/B School has got faculties with good qualification. | | | | | |
| The university/institution/B School has got faculties with industry experience as well. | | | | | |
| The university/institution/B School has got faculties who work with passion | | | | | |
| The university/institution/B School has got faculties who are student oriented and has got willingness to help students | | | | | |
| The university/institution/B School has got faculties who has got updated knowledge | | | | | |

15. Please tick your level of satisfaction on various factors related to the institution on a scale of 1-5 where **1 being highly dissatisfied and 5 being highly satisfied.**

| STUDENTS SATISFACTION | HDS | DS | N | S | HS |
|--|------------|-----------|----------|----------|-----------|
| Physical & Infrastructural Facilities | | | | | |
| Teaching Faculties | | | | | |
| Placement Activities | | | | | |
| Awards, Rewards, Recognition for student's achievement. | | | | | |
| Support for attending various activities outside the campus | | | | | |
| Guest lectures, Expert talks, industry visits | | | | | |
| Co-curricular and extracurricular activities | | | | | |
| Encouragement for student participation in different activities. | | | | | |
| Overall satisfaction | | | | | |

16. Please rank your expectation from the institution/B school/University on a scale of 1-5 where **1 being highest and 5 being lowest.**

| STUDENTS EXPECTATION | RANK (1-5) |
|---|---------------|
| Quality Education | |
| Good Placements | |
| Development of industry required skills | |
| MBA/PGDM degree with good percentage | |
| Good ambience and atmosphere for learning | |

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Please spare your valuable time to fill up the questionnaire.

The information given by you will be kept confidential and used for academic purposes only.

Thank you for your valuable response.

FOR FACULTIES ONLY

1. Name:
2. Institution working for:
3. What is your highest qualification:

| Master's Degree | M.Phil | PG. Dip | PhD | Others Please specify |
|-----------------|--------|---------|-----|-----------------------|
| | | | | |

4. Total number of years of Experience in teaching

| 0-2 Years | 2-5Years | 5-10 Years | 10 years and above |
|-----------|----------|------------|--------------------|
| | | | |

5. Total number of years of Experience in Industry

| 0-2 Years | 2-5Years | 5-10 Years | 10 years and above |
|-----------|----------|------------|--------------------|
| | | | |

6. Please mark the statements about the inputs to the organization on a scale of 1-5 where 1 being strongly disagree and 5 being strongly agree.

| Particulars | SDA | DA | N | A | SA |
|--|------------|-----------|----------|----------|-----------|
| The university/institution/B School you work with has a got a great vision about the management education. | | | | | |
| The university/institution/B School you work with gets students from premier colleges | | | | | |
| The university/institution/B School has got the best practices to shape the students career | | | | | |
| The university/institution/B School has got well established policies | | | | | |
| The university/institution/B School has developed well established industry institute interface | | | | | |
| The university/institution/B School recognizes the faculties for the work they perform | | | | | |
| The university/institution/B School sponsor faculties to attend seminars and conferences | | | | | |
| The university/institution/B School provides support for the faculties pursuing higher education | | | | | |
| The university/institution/B School gives OD/Leave facilities for the research activities | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| The university/institution/B School conducts faculty development programs to enrich the knowledge | | | | | |
| The university/institution/B School provides all the statistical software's to help the faculty to conduct research | | | | | |
| The university/institution/B School does have the subscription to various online journal portals like EBSCO, JGATE etc | | | | | |
| The university/institution/B School has accessible to the case studies from different institutes like Harvard, Oxford etc. | | | | | |
| The university/institution/B School sends the faculties to other institutes for knowledge enrichment | | | | | |
| The university/institution/B School train faculties on new technologies | | | | | |
| The university/institution/B School provides sabbatical leaves to enable faculties to update their knowledge and experience | | | | | |

7. Please mark the level of satisfaction about the organization you are working for on a scale of 1-5 5 where 1 highly dissatisfied and 5 highly satisfied.

| FACULTY SATISFACTION | HDS | DS | N | S | HS |
|---------------------------------------|------------|-----------|----------|----------|-----------|
| Physical & Infrastructural Facilities | | | | | |
| Salary standards and norms | | | | | |
| Leave and OD facilities | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Encouragement for knowledge enrichment | | | | | |
| Work culture and environment | | | | | |
| Financial support for attending seminars and conferences | | | | | |
| Incentives for new initiatives and performances | | | | | |
| Overall satisfaction | | | | | |

QUESTIONNAIRE

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The information given by you will be kept confidential and used for academic purposes only.

Thank you for your valuable response.

FOR RECRUITERS ONLY

Name:

Company working for:

Designation:

1. Please provide your level of agreement on the current management education practices followed by the various university/institution/B School on a scale of 1 – 5 where 1 being strongly disagree and 5 being strongly agree.

| Particulars | SD | D | CS | A | SA |
|--|----|---|----|---|----|
| The university/institution/B School has understood the requirement of the industry | | | | | |
| The university/institution/B School has got their curriculum which matches the industry requirement | | | | | |
| The university/institution/B School is embedding all the skills sets required to the students to be corporate ready. | | | | | |
| The university/institution/B School is providing all the technical skills required to the students | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| The university/institution/B School provides the analytical and decision making skills to the students. | | | | | |
| The university/institution/B School is developing the leadership qualities among the student community | | | | | |
| The university/institution/B School does train the student to work in the team | | | | | |
| The university/institution/B School does help the students in being better communicator | | | | | |
| The university/institution/B School does train the students on various corporate etiquettes | | | | | |
| The university/institution/B School train the student on personality grooming | | | | | |
| The university/institution/B School does train on problem solving skills | | | | | |
| The university/institution/B School sensitize the students on the corporate ethics and legal aspects | | | | | |
| The university/institution/B School sensitize the students on the sexual harassments | | | | | |
| The university/institution/B School has infused the experiential learning among the students | | | | | |

2. Please provide your level of importance on various factors associated with the management education to meet the expectations of the recruiters.

| Factors | Very Important | important | Moderately Important | Not so important | Not at all important |
|---------------------|----------------|-----------|----------------------|------------------|----------------------|
| Academics and marks | | | | | |
| Communication | | | | | |
| Soft skills | | | | | |
| Team player | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Problem solving & decision making | | | | | |
| Loyalty | | | | | |
| Commitment and Dedication | | | | | |
| Others Please mention | | | | | |