CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Global management education is expected to escalate in terms of demand and supply in the coming years. The ever-increasing job complexity in managing tiny and large multinational corporations substantiates the above fact. Every sensible manager is well aware of the fact that his native wisdom, experience and intuition may not help in the long run until they are supported by the tools and
techniques of professional management. The increasingly intricate behavior of technology, market financial and human resources with overwhelming impact of information technology compels the present and the future managers to thing so and hence the need for greater and professional management. The prevalence of the management as such had been there since the human beings associated for any specific goal attainment. Yet the modern management tools like job rotation etc., started with the emergence of industrial society.

Originally, management education made inroads in North America chiefly to cater to the needs of managerial expertise for profit oriented business organizations. The first university level business school was established at Wurttemberg in 1782. However, the University of Chicago was the first to offer a graduate business program, but it was the Harvard Graduate School of Business, established in 1908, which pioneered the development of MBA programs. In the later parts Western European countries and the ecological countries of the Third World recognized the role and significance of management education and the same was started though management institutions popularly known as business schools. The changes in the political and economic equations between the capitalist and socialist societies since the decade of the seventies gradually carried the winds of commercialism and liberalization into the socialist block. In
consequence, management education entered the countries of Eastern Europe and China. Concurrently, countries such as Japan and Korea, in spite of their unique reputation for entrepreneurial and economic success without western type management practices, began to adopt western management education. Management schools of North America and Europe began to fall over each other to spread management education in Japan and China with the opening up of the doors of educational systems by these countries. Consequently, a large number of western management schools have joint the projects with several Asian countries including India.

1.2 QUALITY IN EDUCATIONAL SERVICES

The service sector is the fastest growing sector of the country. In a situation of precariousness, gaining competitive advantage and professional excellence will be the major guiding forces in all types of organizations including the services sector. Within the services sector educational services comes at the core while setting the pace for the rest of the sectors. Education as a service can be said to be fulfilling need for learning, acquiring knowledge – providing an intangible benefit (increment in knowledge, aptitude, professional expertise, skills) procured with the help of a tangible (infrastructure) and intangible (faculty expertise and
learning) means, where the buyer of service does not get any ownership (Ravi Shanker, 2002). Irrespective of any design of the framework, competitive advantage and professional excellence fundamentally depends upon the quality of the product or service. The educational service sector being the base sector of the economy, perhaps needs more efforts on quality front. How the concept of quality, value added management, continuous improvement etc., can benefit the sector has been discuss through the views of different authors?

1.3 QUALITY IN MANAGEMENT EDUCATION

Management is not just the ‘latest fad’ in the field of education. Undoubtedly, the mushrooming of a variety of courses and institutes offering to produce managers tends to give such an impression. At the same time it is also true that the well-accepted two-year post-graduate MBA does not necessarily ensure uniformly good quality. Quite a few of many universities offering the management courses over the length and breadth of the country are identified with their reputation for easy-to-obtain degrees. Industry needs not just managers, but quality managers. However, in the absence of any certainty about the ever-increasing number and variety of courses, it is not possible to identify

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those that are of adequate quality. Hence, there is a need for standards in this area, just as courses for other professional education are levels needs to be established for degrees and diplomas. An Indian management studies institution is essential. It would be standardize education in the area and identify the institutes and universities, which offer adequate education and will automatically, isolate those that are run only as business enterprises (Sethi, 1983)².

Murthi (1983)³ gives a broad overview of comparative standards of management education in India and abroad. He affirms that there is a striking similarity in management educational curricula of different institutes and universities in India and many other countries abroad, despite the dissimilarities of business firms and other organizations, educational traditions, cultures, and practices in different countries. However, an in-depth some unusual variances ultimately affecting the quality and standards. Hence, there is clearly a need for greater matching of user needs, educational standards and student career expectations. There appears to be a need for greater integration among students,


mangers, and educators than there are today. In view of the demand-supply gap, educators ought to take the initiative to coordinate among themselves and specialize so that scarce good quality faculty resources are not spread too thin, leading to a dilution of application efforts.

Indian management education has been long-suffering from poor quality of teaching, inadequate classroom facilities and lack of accountability, all of which has to change urgently as visioned by Dhankar (1998). The author affirms that it will not be appropriate to say that management education is ailing in the country as a whole. There are some very well run institutes of management set up in collaboration with top management schools in the USA which also use the American syllabus of the curriculum. These have adapted well to the Indian environment on the basis that even the management education models and theories, which are universal, should vary depending upon the social, cultural and economic environment of the country. Hence the need of the hour is looking into the present state of management education and rebuilds it as per the domestic needs and international quality standards.

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Bhattacharya, AlDiab-Zoubi and Sukar (1998)\(^5\) affirms that the Total Quality Management (TQM) wave has been swapping the nation and its implementation is not restricted merely to industry, but has seeped into all sectors, including the educational sector, while studying its application in a business school over a period of one year the authors reveal that the entire process brought out a keener awareness of the goals of the school and the departments with strong focus on the needs of ‘customers / constituents’ of the departments and pilot projects applying TQM concepts to selected key activities. There is a general awareness of the goals of the school and the need for continuous improvement in all areas in order to achieve these goals. With the application of the concept the attendance at the Business Forums has improved and the forums are regularly covered by the local newspaper and TV station, a sign that the information need of the community is better met.

Trehaan (2000)\(^6\) studies implementation of TQM in management education for effective learning system. The author substantiates that a strong relationship


exists between the principles of total quality management and the best practice of management education. We wish to reiterate that each quality assurance system needs to be careful in analyzing the situation of the combination of process and student evaluation instruments needs to be carefully considered, as the unintended consequences in one area can originate from a bad choice in another. A firm adherence to an explicit view of what constitutes good teaching and learning, and an explicit view of issues of change and culture, will furthermore influence the specific approach taken in assuring the quality of teaching and learning.

Institution wide TQM may be one way of meeting the challenge posed by the mushrooming growth in the higher education and a drastic fall in standards emphasizes Venkatapathy (2000). The author opines that quality education is not based on quantity of subjects. Quality in higher education could be possible if an encouraging, nurturing, conducive and trustworthy environment is created. But today’s institutions of higher education are complex, too big and too many in numbers. Unless a uniform method of input variables and transformation process

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are maintained, the output is just like ‘garbage in – garbage out’, which further calls for applying a TQM approach.

Quality of management education can be imparted only by making the institutions accountable for their claims. The qualitative aspect of management education is also as important as its technical aspects. Management education should not just equip a student with the technical skills and expertise, but also develop in him the right attitude. If we wish to emerge as an economic power, we will have to do so through instilling quality in education system in general and management education in particular (Krishna, 2000).

Bhattacharya (2001) suggests a model approach for instilling quality in management education. The approach encompasses customer-centered, standards-centered and professional assessment-centered, standards-centered and professional assessment-centered sub-approaches. Simultaneously the author has highlighted the need for establishing a State Level Agency for with a transparent and uniform evaluation framework on the different qualitative aspects.

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dimensions of management education. To instill quality, all the dimensions as discussed in the next parts of the study need to be taken care of.

Management education thus has assumed greater significance particularly in the light of the liberalization process in India and thus brought into focus the need of for revitalized management. The focus has shifted from individual managerial excellence to quality oriented team managerial excellence. Success is the result of quality, which is, naturally the product of human efforts. Quality in management is not a unified concept rather a mix of many aspects detailed hereunder.

1.4 INDUSTRY-ACADEMIA INTERACTION

Industry and academia are interdependent and complementary to each other where the effective functioning of one needs the support of the other. They can be rightly correlated with two legs of the human body, one without the other results in a handicap. The industry looks to academicians for knowledge and academicians look to industries for practice. Their collective efforts will convert them stronger in spite of individual limitations. To what extent they are interacting, what further needs to be done in the direction he's been presented henceforth as viewed by the different management practitioners.
Hedge (1992)\textsuperscript{10} stresses the need of industry academia collaboration for an improved management curriculum. The author clarifies that academic institutions are service industries engaged in generating, multiplying and transmitting knowledge for the survival and growth of industries and society. Through the curriculum in management, new behaviors may be modified, maintained or eliminated and desirable behaviors may become both persistent and viable. Higher education, especially at the post-graduate level, involves equipping students with knowledge, skills, attitudes, values and behavior. However, our curriculum prepares ‘General Performers’ and not ‘Excellent Achievers’. Therefore, the courses and the activities, which can help students, ‘to learn to live with others in the organization’, should be introduced in the curriculum.

The programs of linkage being a bipolar process, expects from both the university and the industry the responsiveness and dynamism on the part of university and industry with identification of common areas. Openness in making each other knows about their expectations and limitations and willingness to forge linkages under the statutory / institutional sanctions will add strength to the linkage. If the interface is implemented as envisaged, the universities will be fit to

be called as institutions imparting, innovating, and creating the knowledge of universal application (Shollapur, 1997)\textsuperscript{11}.

Damodaran (2000)\textsuperscript{12} highlights that the quality of management education largely depends on the level of interaction between the industry and the institution. The present gap between the theory learned in the institute and the practice followed in the industry needs to be bridged. In the context of liberalized economy and global competition, our technological capabilities and competencies have to touch international standards, which is possible only through constant improvement in the quality of management education.

**1.5 NEED FOR THE STUDY**

Business is action-oriented, and skills are fundamental to effective management. However, skills are largely peripheral elements of most MBA Programmes.


Universities generally assume that the acquisition of skills is the responsibility of companies and individuals, the happy by-product of experience. This assumption no longer automatically holds.

The skills required of managers are global and complex, and require professional rather than ad hoc training. Although many skills needed by managers are often specific to particular situations, business schools can and must work with their end users to develop in their students a set of universal skills, such as communication, planning and organizing, productivity, creativity and human relations skills.

The important element to global capabilities is the acquisition of skills. Skills are practiced ability; the learning acquired through the repeated application of knowledge and tends to be acquired during the middle career period when people move into general management roles.

Whether a person is having these skills or not may be tested by his performance. These performance functions as an indicator of skills development. To evaluate the performance of a student certain tests may be employed and their skills achieved by the management students may be assessed. Hence the present study has made an attempt to focus on these aspects.

1.6 STATEMENT OF THE PROBLEM
Management schools will begin the serious training of managers when skill training takes its place next to cognitive learning. Cognitive learning is detached and informational, like reading a book or listening to a lecture. No doubt much important cognitive material must be assimilated by the manager-to-be. But cognitive learning no more makes a manager than a swimmer. The latter will drown the first time he jumps into the water if his coach never takes him out of the lecture hall, gets him wet, and gives him feedback on his performance. Our management schools need to identify the skills managers use, select students who show potential in these skills, put the students into situations where these skills can be practiced, and then give them systematic feedback on their performance.

1.7 REVIEW OF LITERATURE

Kim S. Cameron and David. A. Whetten13 have suggested in their paper that including the management skills in the business school curriculum will be a positive step in helping students to prepare for successful management careers. It is important first, however to identify the skills required by effective managers, and to teach them in a way that moves beyond mere cognitive awareness to

behavioral change. Evaluating skill competency in students also requires methods that are different from traditional college classes. In response of their requirement, we have presented an approach to teaching and evaluating management skills that we have found to be successful in college classrooms and executive training seminars. There are some faculty and administration who still argue that teaching management skills is inappropriate in a university setting. Education should be separated from training is their claim. Education belongs in the university; training belongs in the technical school.

Steven. A. San\(^\text{14}\) has examined that the collegiate business education is an American innovation and remains a field of higher education cultivated for more extensively in the United States than elsewhere. Indeed, prior to their term plantation in the new world, European businessmen and academicians had four countries gone about their affairs quite independently. But in the American institutional wilderness – a world without a royalty, aristocracy, or established religion – businessmen and academicians soon occupied critical leadership positions in state, society and economy and they came to see each other as allies. With the rise of the modern corporation and the research university at the end of

the nineteenth century, they became close collaboration in scientific research, economic policy making and vocational training. It was within this symbiosis that collegiate business education took root. And from the beginning, the program aimed at preparing students to direct the new giant enterprise, to create a capacity for general business leadership summed up in the concept of “management”.

John Bigelow \(^\text{15}\) describes the skill topics learning activities, and supplemental materials available with each of nine recently released or revised skills. The texts vary in their scope and on the weight given to skills vs. cognitive learning. Most draw on a social learning model involving skill preassessment, conceptual learning, conceptual and behavioral practice and life application. Considerations in choosing a text are discussed. Finally, recommendations are made for incorporating recent advances in skill knowledge with the use of these texts. These include more attention to obstacles, more emphasis on practice, avoiding a “one best way” impression, rewarding skillfulness, providing for skill integration and better links between concepts and skill advancement. The

purpose of this article is fold. First is to comparatively describe their texts and second purpose concerns going beyond their texts in teaching skills.

Cynthia Fisher Casol A. Drckension and James B. Show Greg N. Southey identified one potentially useful product of this study is the identification of five reliable skill dimensions which may be used to assess innovations in the teaching of human resource management. The five factors may be seen as to reflect a new teaching paradigm. Importantly, the five factors investigated in this study correspond closely to the key management competencies recommended for inclusion in academic researchers. All the three research questions investigated in this study were answered positively with respect to the impact of living case exercise. In sum, they feel that the living case in a teaching innovation which is responsive to needs identified by bodies such as the business /higher education Round table and Karpin committee as well as to the needs of students. They further recommended comprehensive evaluation of this type of teaching innovation compared to more standard classroom presentation, both on a subject by subject basis and on as the entire degree basis.

Jeanne.D. Maer, Teresa G. Weldy and Marjorie. L. Icanogle in their article has explained that the yesterday’s predictions, such as reduced layers of managers, wider spans of control, decentralized decision making, work-teams, empowered employees, reengineering and continuous improvement are reality in today’s business organizations. Recently, Business schools have been criticized for failing to provide students with the competencies and skills requirements in the new workplace. The importance of needs assessment for identifying competencies and skills is taught in training courses and the concept of customer focus is taught in management classes. Numerous articles suggest that business schools are failing to help the students develop needed competencies and skills. However, a number of problems exist with this stream of research.

Erasmus S. Kaijage in his paper discusses findings from a tracer study of B.Com graduates of the Faculty of commerce and Management of the University of Dares Salaam. Findings about the level and type of technical knowledge and skills required of graduates in the job market are related to the faculty curriculum. The paper further discusses employer's evaluation of the knowledge and skills of

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graduates. The conclusion is that although knowledge and skills imparted by the faculty were found to be relevant in the job market, there was a need to restructure the faculty programs in order to rationalize the extent of generalization as against specialization, streamline existing courses, include more relevant the courses and address the needs of the emerging private sector.

John D. Bigalow\textsuperscript{19} has observed that the managerial skills’ teaching has become established in Universities, and there are strong similarities between most skills texts in the way they approach skills. The image of skills, pedagogy and content which specify “current practice” in skill teaching is classified. Two issues with current practice are raised: skills learning does not carry over well to later situations and managerial skills are more complex and divergent than current practice implies. Four changes needed to increase the effectiveness of university skill teaching are proposed (1) shift our emphasis from developing managerial skills to developing skillful managers (2) emphasize effective inductive learning (3) reduce destructive interactions between deductive and inductive learning and (4) develop a “content free” and minimally prompted skill assessment process.

Angline Tay\textsuperscript{20} in her study disclosed that self development and career mobility were two important reasons the respondents had pursued their MBA degrees. About 93 percent were satisfied that their self confidence had improved and others with their move to other companies in the same industry or fields. Although 53 percent of these surveyed varied opportunities to earn high salaries as important, only 37 per cent were able to achieve it. The results of the survey also show that only 47 per cent of the respondents had changed their jobs after completing their course. The study also had its limitations. The small sample size had impeded the use of advanced statistical tools for additional and more meaningful information. Therefore findings from the survey cannot be generalized to a larger population.

David. A. Latif\textsuperscript{21} has explained that although researchers differ concerning the importance they place on various attributes of managerial effectiveness, three basic components are critical appropriate behaviors, motivation and skills. This paper focuses on the management skills component of managerial


effectiveness. It reviews the relevant management literature related to what effective management skills are why they are important and describes one model, based on empirical research, for teaching management skills to pharmacy students. Two basic assumptions are made; first, most pharmacists are managers since they must manage others. Second, basic management skills are transferable from one setting to another. In to addition, there is considerable empirical support for the notion that management skills are transferable across industries and practice settings.

Mary Pat Mc Ennve\textsuperscript{22} in his article advances the discussion of Management skills teaching by describing the design and delivery of the skills course that simultaneously address all 10 questions as well as two more concerns heretofore largely neglected—culture and course evaluation. The latter is particularly important to examine given the global nature of business, cultural heterogeneity of students, and increasing emphasis in program amendment within college business. The article explicitly identifies 12 design questions that must be answered by an instructor and illustrates how materials and methods developed and culled from a wide range of sources can be integrated into a single course to

meet learning objectives. It examines the results that have been obtained and described the changes made in the course over time.

Frank Shipper is his results of the study tend to agree with other studies in that two common dimensions related to management were found across all the three cultures and the results were remarkably stable across cultures. The results demonstrate that how the two dimensions are associated with effectiveness is what varies dramatically across all three cultures. In other words, the advice that would be given to managers on how to be effective is each of the three cultures would vary significantly. These results agree with Holt’s contention that no universal model exists for how managers can be most effective. Finally, the results suggest that the use of linear models to try to understand management is inappropriate. In summary, the findings indicate that an improved understanding of the relationships between managerial skills and effectiveness may be achieved by examining them within a given country’s culture using non-linear models.

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Vladimiras Grazulis\textsuperscript{24} has briefed that Successful activities of an organisation are quite often based on its preparedness to participate in the current processes. In 1960-80 a chrestomatic manager stereotype was formed, not fully evaluating the situational manager’s world. As a result there was an insufficient evaluation and consideration of the circumstances under which managers plan differently, organize and encourage employees at work. One of the reasons of such a situation is the poor quality of management studies because, according to specialists study programs does not always correspond to the requirements of today. In this article, the author’s point of view is presented. It is related to management studies, the essential quality of which is to encourage students to develop personal management skills i.e. to get acquainted with their needs, with their own personal management styles, their readiness to participate in the changes taking place and to be aware of their advantages and setback.

Abraham Carmeli and Ashe Tishler \textsuperscript{25} explain their goal of their study is to examine the effect that nine managerial skills of the firm’s top management team


(TMT) have on the performance of industrial firms. The results of their study showed that the managerial skills powered by the TMT strongly affect firm, performance, their impact apparently being greater than that of variables representing an industry sectors, firm size and age, and perceived environmental uncertainty. In particular, skills that are required to manage people are found to be more important to firm performance than intellectual abilities. The study contributes to the literature by first, providing support to the importance of managerial skills for firm performances, second suggesting a new avenue to incorporate the resource based view into the field of strategic leadership in general and managerial skills in particular.

Shane Robinson and Bryon. L. Garton\textsuperscript{26} stated that their purpose of the study is (1) to assess graduates perception of the importance and competence levels of performing identified transferable skills in the workplace, and (2) use Borich needs assessment model to identify the skills most in need to enhance the curriculum. The findings revealed that solving the problem, working independently, and functioning well in stressful situations were perceived by graduates as being most important to their job, while identifying the political

implications of the decisions to be made was the least important. In terms of competence, graduates perceived themselves to be most competent at working independently, relating well with supervisors, and working well with fellow employees and least competent at identifying political implication of the decision to be made. When using the Borich model, solving problems, allocating time efficiently, communicating ideas verbally to groups and accepting constructive criticism were the skills with the highest mean weighted discrepancy score, indicating a high need for curriculum enhancement.

Paul Beaudry and Patrick Francors in their paper aims to help understand why not all countries converge rapidly to the use of the most efficient or best practice technologies. Since micro level studies in developing countries suggest managerial skills play a key role in the adoption of modern technologies and the human resources literature suggests that managerial skills are difficult to codify and learn formally, in this paper, they model the interactive process between on the job managerial skill acquisition and adoption of modern technology. The paper highlights characteristics that would cause some countries to develop managerial skills and adopt the best practice technologies, while another stays

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backward. It also explains why managers may not want to migrate from rich countries to poor countries as would be needed to generate convergence. Finally, they also show why, even with the competitive market, standard growth accounting exercise will incorrectly attribute a large proportion of managerial skills contributions to income differences to TFP.

T.D. Prasad and A.K. Tiwari in their article make an attempt to study the effectiveness of Soft Skills training in a reputed B-school of India. The parameters of ascertaining the effectiveness was the students performance in Soft Skills courses and the placement secured by the students and also the student’s performance in courses other than Soft Skills. An attempt has been made to find the relationship (if any) between the performance in Soft Skills and placements and the performance in courses other than Soft Skills. It has been found that there is fairly high degree of correlation between the three parameters.

Ali KhalKhali, Mitra Sadooghi and Ahmad Niv in their article has explained that social organization development as one of the human civilization’s

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outstanding features, and the need of these organizations to a kind of management considering the characteristics of each society on the other hand, to have and achieve a variety and spectrum of skills is very important. Since it is difficult and sometimes impossible for managers to evaluate and know what skills are needed for them and how can they achieve them, they would need a valid and reliable instrument which is based on the local beliefs and consequences.

Zuzana Papulova and Matej Mokros\textsuperscript{30} in their paper has examined that the small enterprises are generally considered to be more operative, can respond either quicker and are more flexible than big companies, which form their strategies for years ahead. The limited focus of operations can have its advantage, but can also prevent enterprises to exploit new unseen opportunities. Development of market economy in central and Eastern Europe has been suspended for decades, while for the rest of the world the problems of small and medium enterprises are in the center of discussion for almost half of a century. Problems with the existence and development of small enterprises could be solved with closer attention to vital managerial skills and management knowledge.

for the small entrepreneurs. Support and provision of further discussion in their areas could help small entrepreneurs overcome initial development difficulties.

S.A. Vasantha Kumara and S.Sahasranam\textsuperscript{31} has captured that IT and other corporate and some recruitment agencies recruit students of engineering for various positions at the end of their pre-final years. Along with the academic grades, these skills assessment companies and campus recruitment agencies measure candidates’ creativity, innovation and soft skills during their multiple hurdle selection process. This paper is an empirical study on student’s soft skills such as creativity, research orientation ability to work with numbers and text, ability to manage people, organizing and marketing capabilities. Using, correlation coefficient and chi-square test of independence, it was observed that the gender, branch of engineering and academic credits of students seen to have little influence on their core soft skills. The feedings show that it is possible to tune, shape and develop creativity and soft skills among all students with the well planned training programs.

Donald English, Edgor Marton and Jonet Walker\textsuperscript{32} of their studies purpose were to determine the business communication students’ perception of selected business communication competencies. The two competencies that ranked the highest were “spells correctly” and “Understands the importance of business relationships”. Communication competencies of business college graduates have always been considered to be an important factor in employment. The importance of communication skills in business has been recognized for years. The conclusion of their study was that students are aware of the communication skills necessary to perform in the business environment and their relative importance. The business curriculum must reflect their competencies. One thing that is clear is that it is not possible for a single business communication course to adequately provide prepared in business communication competencies. Only 41 per cent of the students reported feeling well prepared in business communication competencies. The deans of the college of business, persons in charge of business majors must see to it that the entire business curriculum address and provides coverage for the communication skills necessary for the business graduates to enter the work force and function effectively.

Neeraj Dubey, Saurabh Goyal, Ravindra Pathak and Uday Singh Rajput in their study try to explore the gap between industry expectations and quality of recent college graduates. The main aim of the study is to create an active interface between industry and academia. This paper also studies the gap between academia output and industrial requirements in current scenario. It seeks to find out the relevancy of academic output to the industry and its underlying determinants. Reliability test and factor analysis was done with the help of SPSS. The study also reveals the factors which directly contribute in maintaining the quality of RCGS. The study also suggests some recommendations which may be helpful to find out the solution of this problem.

1.8 OBJECTIVES OF THE STUDY

The specific objectives of the study are as follows:

1. To study the level of expectation of the executives and the factors influencing the level of expectation.

2. To identify and analyze the dimensions of expectation of managerial skills.

3. To compare the different dimensions of managerial skills with different cadres of executives.

4. To analyze and compare the expectations of the executives and the importance given by the faculty.

5. To analyze the opinion about the effectiveness of current practices in skills teaching by faculty in MBA curriculum.

6. To evaluate the managerial skills of the students by self assessment.

7. To discuss the students’ evaluation in the view of the executives expectation and to importance given by the faculty.

1.9 HYPOTHESIS OF THE STUDY
1) There is no relationship between the age and the level of expectation of the executives.

2) There is no relationship between the educational status and the level of the expectation.

3) There is no relationship between the sex and the level of expectation.

4) There is no relationship between the experience and the level of expectation of the executives.

5) There is no relationship between salary and the level of expectation.

6) There is no relationship between the type of company and the level of expectation.

7) There is no relationship between the cadre and the level of expectation.

8) There is no relationship between the experience and the importance given to the curriculum by the faculty.

1.10 RESEARCH METHODOLOGY
Research methodology is the way by which the research problem is systematically solved. The research methodology enlightens the methods to be followed in research activities starting from investigation to the presentation of research report. It includes research design, sampling size and design, collection of data, pilot study and pre-testing, period of the study, analysis of data, limitations and chapter scheme.

1.10.1 Research Design

Research design is a framework or blue print for conducting the research projects. It details the procedures for obtaining the information needed to structure and / or solve the research problems. It includes an outline of what the investigator will do from writing the hypothesis and their operational implication to the final analysis of data.

The study is exploratory in nature relaying on both primary and secondary data. For collection of primary data survey method is adopted. The survey is conducted through a questionnaire that is designed to take into consideration pre-tested questionnaire after making modifications to make the questionnaire for the present study.
1.10.2 Sampling Size and Design

For the purpose of the study sample of executives from the selected companies in Madurai District, faculty members and students from MBA Departments, Madurai Kamaraj University Affiliated Colleges are selected by adopting simple random sampling and census method on the following basis.

In the first stage, out of 88 companies (25 large scale and 63 medium scale), 44 companies (11 large scale and 33 Medium Scale) which are functioning at present have been taken for the study. In a total of 435 executives including a general manager, human resource managers and other executives, 217 (about 5 percent) were randomly selected for the purpose of primary data collection.

In the second stage, census method has been followed to collect data from 10 MBA Departments, Affiliated Colleges of Madurai Kamaraj University. Among 68 faculty members and 592 students the researcher received the completed questionnaire only from 62 faculty members and 525 students.

1.10.3 Collection of Data
Three types of questionnaire one each for executives, faculty and students are developed to conduct the survey. The first section of the first and second questionnaire aims at gathering personal profile of the respondents including their opinion. The second section is fully dedicated to the variables in terms of statements of the managerial skills. The instrument is so designed to get the response from the selected respondents. A total of 46 statements are made to cover various facets of managerial skill. The response to these statements is ascertained in five point Likert type scale. The first section of the third questionnaire aims at gathering opinion of the students and second section is designed to evaluate the managerial skills from 101 statements on the basis of self assessment.

1.10.4 Pilot Study and Pre-testing

A pilot study was conducted with a sample of 15 respondents from each category. In the light of experience gained, the questionnaire relating to managerial skills has been modified suitably to elicit the response from sample respondents.
1.10.5 Duration of the period

The period of the study is two years six months. The first year was used to make a detailed study about the managerial skills identification and preparation of the questionnaire. The survey was carried out from September 2009 to June 2010. The survey pertains to the academic year 2009-10.

1.10.6 Analysis of Data

The primary data collected from the respondents are analyzed by using the following statistical tools through THE SPSS PACKAGE.

1. Descriptive statistical tools such as mean and standard deviation.

2. The paired sample test has been applied to assess the difference in opinion between executives, faculty and students.

3. ANOVA has been applied to examine the difference in expectations among the cadre of executives.

4. Factor analysis has been applied to extract a large number of variables about managerial skills into manageable factors about different dimensions of managerial skill.

5. The rank correlation coefficient has been found to examine the agreement in opinion of the executives and the faculty members.
1.11 LIMITATIONS OF THE STUDY

This study covers executives of the selected companies, faculty members and students of management courses from 10 colleges in Madurai, through this could be taken as representative of the nation, the generalization of findings must be done with care.

The study is based on the opinion of executives, faculty and students and these opinions are subject to change in the days to come and educational policy.

Further, the summary period pertains to the academic year 2009-2010.

1.12 CHAPTER SCHEME

The present study "A Study on the Evaluation of Managerial Skills of the Management Students" is organized under seven chapters.

Chapter I includes the introduction and deals with the quality in educational services, the quality in management education, industry and academic integration, need for the study, statement of the problem, review of
literature, objectives of the study, hypothesis of the study, research methodology, limitations and chapter scheme.

Chapter II discusses the theoretical framework of the study. It also explains managerial skills - a view, bridging the skills gap, conceptual framework, other’s perception about managerial skills, researcher's perceptions about managerial skills, identifying critical managerial skills, social learning theory as an approach to teaching managerial skills, current practice in skills teaching, "training" vs. "managerial" skills, issues in teaching managerial skills, critical managerial skills, managerial skills in management education, and managerial skills: what business schools don't teach you.

Chapter III describes the evaluation of testing components like conventional percentage analysis, arithmetic mean and standard deviation, chi-square test, KMO measures, factor analysis and the like.

Chapter IV identifies the executives’ expectations about the managerial skills of the management students by of the companies. It covers level of expectation and factors influencing the level of expectations of the executives, relationship between the personal factors of the executives and level of
expectation, identifying and analyzing the dimension of expectation of managerial skills and comparative analysis of the expectation.

Chapter V analysis the curriculum designed to develop managerial skills at the point of view expected by the executives and the importance given by the faculty.

Chapter VI chapter covers profile of the students and their opinions about the effectiveness of current practices, expectation of executives and evaluation of the students and the importance given by the faculty and evaluation of the students.

Chapter VII presents the summary of findings, suggestions, directions for future research and conclusion.

CHAPTER II
THEORETICAL FRAMEWORK OF THE STUDY

2.1 MANAGERIAL SKILLS - A VIEW

Managerial skills have become very significant in today's globally competitive market. Learning more about various skills that must be an integral part of an individual's personality, at the managerial level. Management thinkers