CHAPTER 1

INTRODUCTION

Chapter Overview

This chapter presents the Background of the Study, Growth of Higher Education in India, Structure of Higher Education System in India, Management Education, Value of Management Education, Growth and Future of Management Education, Management Education in India, Structure of Management Education in India, Management Education Regulatory Authorities in India, About Accreditation and Management Education: Challenges and Issues. It discusses the rationale behind the present research and gives an overview of the objectives of the work and also explains the need for a study of service quality in higher management education industry in India. In the end, the chapter provides a bird’s-eye view of the study framework

1.1 Background of the Study

The National Knowledge Commission has focused on the need to step up enrolment in higher education from 7 per cent to 15 per cent by 2015. To achieve this doubling in the intake of students into the system, it has recommended the setting up of 1,500 universities (Hindustan Times, New Delhi edition, dated January 5, 2009). On the other hand, the private sector seems to be playing an increasingly significant role in higher education, especially professional education in the country. With the popularization of the private self-financing colleges, and the Deemed Universities, the role of the private sector in education has been accepted and recognized. Now, every year number of B-schools are opening. Students have more options available to them. This has resulted in “commercialization of education”. To many, education remains a service, and indeed, has been categorized in the ‘service sector’ in the World Trade Organization’s list.
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In today’s competitive milieu, survival and success of various B-schools will depend on their competitiveness. Today’s consumers (in our specific context, students), more than and in history, view the world from a marketing perspective. The fundamental idea of marketing perspective is that there is an exchange of money for goods, services or information that is satisfying to both the purchaser and the provider (Kotler, 1967). Kotler and Fox (1985), Ryans and Shanklin (1986), the Shoemaker (1997) extended the notion of marketing from a description of a private sector business activity, to a higher education activity. In higher education, student money, time and energy are exchanged for information and education provided by B-schools.

In the private sector, customer satisfaction and loyalty is secured through high quality products and services which meet customer needs and which provide value for money, are seen as essential for survival. The challenge for B-schools is to be able to measure the legitimate needs and expectations of students, then satisfy or even exceed them. It is widely recognized that service quality and consumer satisfaction are essential for retaining present consumers and attracting new ones. Hence for service providers, the pursuit of service quality and student satisfaction is essential for competitive advantage. Service quality has become an important means of differentiation and path to achieve business success. Such differentiation based on service quality and student satisfaction can be a key source of competitiveness for B-schools and hence have implications for leadership in this sector.

Berry and Parasuraman (1992) argued that strategic success of a service organization depends on the ability of service providers to enhance their images by consistently meeting or exceeding customers’ service expectation. These components must be measured regularly to respond to the changes of the environment where the expectation of the stakeholder is becoming higher. It is vital to consistently measure the performance of service quality from the perspective of students. Students can be seen and act as a consumer or customer (William, 2002) and also as a product of the education institution. Views of students on all aspects of their higher education experiences are essential to monitor the quality of education. The information gained will help the service provider
and the stakeholder to make judgments about level of quality in institutions (Hill, Lomas and MacGregor, 2003). The definition offered by Gordon and Partigon (1993) characterized the general approach to education quality: “The success with which an institution provides educational environments which enable students effectively to achieve worthwhile learning goals including appropriate academic standards”.

Quality measurement has come to be recognized as a strategic tool for attaining operational efficiency and improved business performance (Anderson and Zeithaml, 1984; Babakus and Boller, 1992; Garvin, 1983; Philips, Chang and Buzzell, 1983). Several authors have discussed the unique importance of quality to service firms (Normann, 1984; Shaw, 1978) and have demonstrated its positive relationship with profits, increased market share, and return on investment, customer satisfaction and future purchase intentions (Anderson, Fornell and Lehmann 1994; Boulding et al., 1993; Buzzell and Gale, 1987; Rust and Oliver, 1994).

Nowadays, students as consumers are getting more demanding for the services they receive. This makes organizations to quickly adapt themselves to develop a consumer-oriented management. It has been realized the necessity to obtain better knowledge of providers’ and customers’ attitudes, opinions, expectations, habits, perceptions and satisfaction levels with the delivery of services. This knowledge should help institutions evaluate their performance and take more accurate decisions about the delivery of higher quality services (Donnelly et al. 1995, Loudon and Della 1995, Kotler and Andreasen 1995). Educational organizations have to focus exclusively on the improvement of academic programmes and operations. It is important to be student-centered and focus on quality.

Quality is a moving target. The quality expectation is a bottom-line of what it means to be student-centered. It is important for B-Schools to focus on the more personal or support side of the student experiences on campus so as to create an overall quality experience for students. Students have expectations about their study experience they arrive on campus and these expectations do not always come up to their perceptions of
how services are delivered. Service quality is usually thought of as an attribute of business activities, and if applied to higher education would be an attribute of student or business services. Doyle and Newbould (1986) extended the application of traditional business practices to higher education using marketing as the link between a wide variety of business practices and higher education practices. Shoemaker (1997) advocated the application of business practices to higher education, suggesting that the use of marketing concepts is essential for the survival of institutions. Kotler and Fox (1985) proposed the use of service quality measurements of student service components when developing higher education strategies.

Institutes do give a great deal of importance to meeting customers’ and providers’ expectations which is similar to business organization. It will be possible to map student’s expectations against perceptions and identify service quality gaps. This will help to locate areas of performance where improvements are needed, or where resources could be better utilized elsewhere. The aim of the investigation being to bridge service quality gaps, raise quality standards, and enhance the learning and teaching environment, as perceived among B-schools students.

1.2 Growth of Higher Education in India

As early as the ages of Vedic and Upnishada, the higher education exists in India. One of its kinds was Gurukul System. Takshashila was the first university which was set up nearly in the 6th B.C. and thereafter Nalanda and Vikramshila were established in the 4th and the 5th century A. D. In-spite of diversity of religion, socio-cultural, economical status and various political changes in India, the higher education system flourished in ancient times (World Conference, 1998).

The modern higher education system took shape only 140 years ago. In 1857, three universities were set up by Britishers. It was Macaulay and Wood’s Dispatch (1854), which shaped the scope and role of universities in India. Earlier the colleges set up, were affiliated to British Universities but later on they got affiliated to the three Indian
universities. The period 1857-1947 was a slow process in the development of higher education. During this period the institutions were mainly focusing on literature, history, philosophy, political science, social science and natural sciences i.e. on liberal art education. In this period only eighteen universities were set up. Macaulay’s minutes had greatly influenced the development of higher education and still have crippling effects in the process of education reforms in India. In 1906 a National College was set up by the nationalist leader Sri Aurobindo and Vishwa Bharti was set up under the kind principalship of great poet Rabindra Nath Tagore (World Conference, 1998).

After independence India adopted a planned development of Education System in the country. The approach for development of the education system in the Fourth Five Year Plan was to meet the challenges of development and the needs of agriculture (First Five Year Plan), industry (Second Five Year Plan) and society (Third Five Year Plan) in general. When India became independent, it had only 20 Universities and 500 Colleges located in different parts of the country. In the post independence period the expansion of higher education was phenomenal. In-spite of this phenomenal growth the total enrollment is just six to seven percent in higher education (World Conference, 1998). Hindustan Times, New Delhi edition dated January 5, 2009 stated that India has 417 universities and equivalent institutions. Apart from these degree awarding universities, there are 18000 colleges that provide mostly bachelors’ and sometimes master’s level education.
Table 1.1 Showing Growth of Colleges for General Education, Colleges for Professional Education and Universities from 1950-51 to 2004-2005

<table>
<thead>
<tr>
<th>Years</th>
<th>College for General Education</th>
<th>Colleges for Professional Education</th>
<th>Universities/Deemed Univ./ Institutes of National Importance</th>
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<tr>
<td>1950-51</td>
<td>370</td>
<td>208</td>
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<td>1955-56</td>
<td>466</td>
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<td>852</td>
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<tr>
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<td>1536</td>
<td>770</td>
<td>64</td>
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<tr>
<td>1970-71</td>
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</tr>
<tr>
<td>2004-05</td>
<td>10377</td>
<td>3201</td>
<td>364</td>
</tr>
</tbody>
</table>

*Includes institutions for Post-Matric courses

1.3 Structure of Higher Education System in India

The education in the Republic of India is a subject which falls under the control of both the centre and the state, with some responsibilities lying with the centre and the state having autonomy for others. Given the cultural and linguistic diversity of India, mainly higher education dealing with science and technology came under the jurisdiction of the central government. Additionally, the government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India. The central government of India formulated the National Policy in Education (NPE) in 1986 and also re-enforced the Programme of Action (POA) in 1986.

Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as ‘Deemed to be University’ on the recommendation of the UGC. Presently there are eighteen Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State of Mizoram is planned. There are ninety-nine Institutions which have been declared as Deemed to be University by the Government of India as per section of the UGC Act, 1956.

State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE). Special Constitutional responsibility of the Central Government: Education is on the ‘Concurrent list’ subject to Entry 66 in the Union List of the Constitution. This gives exclusive Legislative Power to the Central Government for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.
The main governing body at the tertiary level is the University Grants Commission (India), which enforces its stands, advises the government, and helps coordinate between the centre and the state. The Government established University Grants Commission (UGC) by an Act of Parliament in 1956. It discharges the Constitutional mandate of coordination, determination, and maintenance of standards of teaching, examination and research in the field of University and Higher Education. UGC serves as a vital link between the Union and State Governments and the institutions of higher learning. It monitors developments in the field of collegiate and university education; disburses grants to the universities and colleges; advises Central and State Governments on the measures necessary for the improvement of university education; and frames regulations such as those on the minimum standards of instruction.

India has the largest number of higher education institutions in the world, standing at 18,417 institutions (417 universities and 18,000 colleges). Higher education institutions in India are of different types, depending on their academic, administrative and financial systems. Universities may be established by the Central or State governments. The central government may also recognize institutions as ‘deemed to be universities’ or set up ‘institutes of national importance’ the institutions may be funded publicly, be aided by the government, and be funded privately. Foreign education providers number 131 through twinning arrangements (http://www.cscsarchiev.org).

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

The UGC’s mandate includes:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
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- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.

- Serving as a vital link between the Union and State governments and institutions of higher learning.

- Advising the Central and State governments on the measures necessary for improvement of university education.

The UGC Act, 1956 states that the general duty of the Commission is “to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit, for the promotion and co-ordination of University education and maintenance of standards of teaching, examination and research in Universities…”. Grants given by the Central Government through the Commission are meant to develop the academic and research programmes in the universities.

Three Section of the University grants Commission act deserve mention:

1) Section 22 (1) states that “the right of conferring of granting degrees shall be exercised only by a University established or incorporated by or under Section 3 or an institution specially empowered by an Act of Parliament to confer or grant degrees”.

2) Section 23 of the Act provides that “no institution whether a corporate body or not, other than a university established or incorporated by or under a Central Act, a Provincial Act, or State Act shall be entitled to have the word “University” associated with its name in any manner whatsoever”.

3) Section 24 provides for a fine extending to one thousand rupees for any violation of the provisions of Section 22 and 23.

Universities can be established under a Central Act (Central Universities) or a State Act (State University). India has the distinction of having five universities exclusively for women. All the universities and university level institutions are members of the Association of Indian Universities (AIU). “Deemed Universities” are institutions that are
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conferred the status of a university because of their long tradition of teaching, or specialization and excellence in a particular area of knowledge. They enjoy complete autonomy in respect of developing and innovating academic programmes on their own. The “deemed university” status is granted by the University Grants Commission (UGC) in accordance with Section 3 of the UGC Act, 1956 with the approval of the Department of Secondary and Higher Education in the Ministry of Human Resource Development. The “Institutions of national importance” are established or so designated by Acts of Parliament. So far 12 such institutions had been established, which include six Indian Institute of Technology (IITs) and the Indian Statistical Institute.

The unitary universities have a single campus and largely concentrate on postgraduate studies and research, though some may also have provision for undergraduate programmes, e.g., Aligarh Muslim University, Banaras Hindu University, and Jawaharlal Nehru University. Some of the unitary universities have also colleges under them known as university colleges or constituent colleges.

Affiliating universities generally have a central campus on which are located departments or schools or institutes that impart postgraduate centres located outside the campus in different districts. Affiliating universities may also have university colleges (within the campus) as well as constituent colleges (outside the campus). These universities have variable number of colleges affiliated to them. They are located in districts within the jurisdiction of the university as specified in the Acts. There are more than 9200 colleges affiliated to universities. Most of the Indian universities are of the affiliating type with the larger ones like Calcutta, Mumbai, Bangalore, Osmania, each having more than 250 affiliated colleges under its wings with enrolment of students exceeding one lakh.

While most of the “deemed universities” and “institutions of national importance” deal with specific subjects, there is now a new trend of establishing subject-oriented universities in various States. To begin with, one agricultural university was established in each State. All colleges of agriculture, forestry, veterinary and animal husbandry, and home science affiliated to different universities in the State, were transferred to this
university as its constituent colleges. The number of agricultural universities is 28. Another recent development is the establishment of exclusive Open Universities. Traditionally, a large number of universities, during the last three decades or so, had been offering correspondence courses (distance education or distance learning as the system is now known) for the benefit of those, who for various reasons cannot pursue higher studies in colleges and universities. As many as 60 universities now offer correspondence courses, ten separate universities, called Open Universities, had been established in different states for providing education exclusively through distance learning mode.

1.3.1 System of Governance of Higher Education Institutions

The Universities are of various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campuses. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees. Many of the Universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per National Policy on Education, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the University for Approval. They are also fully responsible for conduct of examination. There are at present 138 autonomous colleges in the country.

A multiplicity of institutions and rules govern the higher education system in India. Universities may be created through legislation by central and state governments. The University Grants Commission is the apex regulatory authority. States bear concurrent responsibility for providing and managing higher education, but there are thirteen professional councils at the national level, five at the state level, state councils, and affiliating universities that regulate the system. The central government has taken the lead role in regulation through the Ministry of Human Resource Development and other ministries such as health for medical education etc.
The UGC is a recommendatory body and has jurisdiction over university education overall disciplines for maintaining standards. The professional councils also fund and maintain standards as well as grant recognition to institutions. There is thus overlap and confusion in different sectors of education in the country. At the same time, the state governments regulate the sector through the concerned department of directorate, while affiliated colleges are regulated by universities. Thus the regulatory mechanism for Indian higher education system is highly fragmented, dispersed and dysfunctional. Colleges are affiliated to the universities and follow the syllabi and examination systems of the universities. There are also autonomous colleges with their own systems. Many colleges have temporary affiliation due to lack of standard infrastructure, but continue to award degrees from the University of Affiliation, even though they may not be recognized by the UGC. There is a lack of standardization across states, arising from the varied authority exercised. A system of national benchmarking is missing, making it difficult for end-users such as the corporate sector to grade graduates. UGC also sets in place standards for academic work of universities, regulating working hours, nature of evaluation, term papers, work-load of teachers, infrastructure and micro-management functioning of UGC attempt uniformity over several hundred universities and thousands of colleges.

1.3.2 Colleges under universities

(a) Affiliated Colleges

There are two types of affiliated colleges: government colleges, and privately managed colleges. The colleges offer mostly undergraduate courses, though some of them also have introduced postgraduate courses in selected subjects. Most of the affiliated colleges offer courses in arts, science, commerce, technology, management, education and law. The government colleges constitute about 15-20% of the total. They are managed by the State Governments concerned. As many as, about 70% of the colleges, have been established by privately managed trusts or societies. Nearly 33% of these colleges are located in rural areas. However, many of them are non-viable because of
low level of enrolment. The management committees of the private colleges are constituted according to the norms laid down by the statutes of the university concerned.

The relationship of private affiliated colleges with the university is also defined by the respective university act and statutes. Though established through private initiative, many of them now receive considerable financial support from the concerned State Governments. The power of granting affiliation to a college vests with the respective university and is exercised in consultation with the State Governments. As stated earlier, like unitary universities, several affiliating universities also have university colleges as well as constituent colleges, which are managed by the university itself. The university, to which colleges are affiliated lays down the courses of study, conducts their examinations and awards the degrees.

As regards professional colleges, a large number of them have been established by private trusts and societies. In the States of Karnataka, Maharashtra, Andhra Pradesh Tamil Nadu and Uttar Pradesh, there has been a phenomenal growth in the number of privately managed professional colleges. They do not receive any financial assistance from the State Governments. As a result, in almost all cases, they charge heavy fees to cover capital costs, recurring and other expenditures. However, a Supreme Court judgment had laid down a number of guidelines for admission and fees to be charged by such colleges.

(b) Autonomous Colleges

Among the affiliated colleges, there is a special category called autonomous colleges. The national Policy of education (1996) had advocated granting autonomy to colleges and also to university departments with the object of bringing about decentralization of academic administration, promoting innovation and ensuring higher standards. An autonomous college enjoys academic freedom to prescribe its own rules of admission, designing of curriculum, mode of conduct of examinations, and introduce innovations
in determining the courses of study and evaluation. The affiliating universities accept
the methodologies of teaching, evaluation and examination, course curriculum, etc.,
adopted by these colleges. However, the degrees are awarded by universities and the
names of the colleges are mentioned as well. The National Policy of Education
envisaged 500 autonomous colleges by 1995. However, as on 31 March 1999, there
were only 123 autonomous colleges affiliated to 28 universities spread over eight
States. They are mostly in Tamil Nadu and Andhra Pradesh. Tamil Nadu has the largest
number (55), which includes some of the oldest and best-known colleges like Loyola
College, Presidency College, Madras Christian College and RK Mission Vivekananda
College. The renewed effort of the UGC to grant this status to more number of colleges
had met with stiff opposition form several universities.

(c) Self-financing Colleges

Among the affiliated colleges are also the self-financing colleges. Some University
departments too have introduced self-financing courses. As the name suggests, they
survive on the money earned by collecting hefty tuition fees and other levies. The self-
financing colleges, both for right and wrong reasons, are perceived as a source of profit
for greedy entrepreneurs who capitalize on the large gap between demand and supply of
seats in existing colleges. Whereas self-financing professional colleges affiliated to
universities follow the same curricula and courses as are offered by public funded
colleges, self-financing arts and science colleges also affiliated to universities, prefer to
offer, instead of conventional subjects, professional or quasi-professional courses such
as business administration, bank management, company secretary-ship, biochemistry,
microbiology, electronics, catering technology and hotel management, fashion design,
computer science, visual communication. In Tamil Nadu, during the last two decades a
record number of 140 such self-financing colleges have come into existence, because of
the decision of the State government not to provide grants to new colleges. As against
these, there are 120 private aided colleges and fewer than 70 government colleges.
1.3.3 Erosion of the Affiliation System

The system of affiliation seems to have been diluted over time, as would be evident from many admission advertisements appearing in newspapers. Many institutions offering professional courses, mostly in management and computer fields, relate themselves to universities and their “associate” and “approved” institutions or “approved study and examination centres”. Such institutions are often located outside the territorial jurisdiction of the concerned universities. In some cases, the institutions claim that their courses are approved by specific universities, although the awards are not necessarily university degrees. Some universities are also entering into franchise arrangements with private institutions for offering courses in different branches of management and computer science. A case in point is the Makhanlal Chaturvedi Rashtriya Patrakarita Vishwavidyalaya (Bhopal). It was established in 1990 aimed at developing “a national centre of teaching, training and research in Journalism and Mass Communication in Hindi. The university has franchised its Bachelor of Computer Applications (BCA) course to a large number of institutions throughout India. Several universities have also started indiscriminately franchising their correspondence courses in computer (BCA) and management (BBA). Several deemed universities have started established extension centres in different states.

1.3.4 The AICTE Act of 1987

India’s National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. The All India Council for Technical Education (AICTE) is the statutory body established for proper planning and co-ordinate development of the technical education system in India. All the major Engineering, Pharmacy and MBA colleges are affiliated with AICTE. The prominent exceptions are B. Tech courses from Indian Institute of Technology (IITs), ICFAI and BITS, Pilani.
AICTE is vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through school of accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country as part of the AICTE Act No. 52 of 1987.

The AICTE Act, stated verbatim reads:

*To provide for establishment of an All India Council for Technical Education with a view to the proper planning and co-ordinated development of the technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith.*

### 1.4 Management Education

Management education is in great demand especially after the change towards liberalization, privatization and globalization. Global competition is changing the relationship between management education and businesses. Due to rapid changes taking place in technology and economy, the executives need to be engaged in a constant learning process. Management education has become a major profession that attracts considerable attention across the world.

Business education is a big business across the world. U.S is the largest market. About 900 American Universities are offering master degrees in business management education. Since the market is lucrative and entry costs are relatively low, there is continuous growth. As the competition is increasing the reputed B-schools are globalizing and branding their products. Over the last fifty years the corporations are intensifying their efforts for management development programs and hence the number of corporate universities is on the rise.
Management education has a long past but a short history. The first management education program started at MIT in 1931. The second was at Harvard, dating back to 1943. The first review of business education from University of Pennsylvania in 1931 reported that schools of business should establish a genuine discipline to be credible. In 1959, Carnegie Foundation report stated that schools of business have changed very little since the 1931. This has surfaced the role of management department among the traditional groupings in schools of business. To overcome this problem, it suggested that sub-discipline should grow, leading to specialization.

The study at MIT showed that significant attitude changes had taken place in students after management education, and a college degree is a self validating criterion for success. Accreditation has enhanced the variety as well as standards. Accreditation has made business schools measure learning skills and that led to continuous improvements. It became evident that broad-basing accreditation, and creating levels within, may be the best mechanism for improvements. The re-accreditation process makes sure that business schools are dynamic.

Global competition, emergence of consulting business and internet based transactions is changing the product offerings in management education. This trend of evolution of management education indicates that knowledge creation is becoming more students based. B-schools are focusing more on gathering and sharing new knowledge. With the growth of service economy management education will emerge as one of the main foci of higher learning. A recent study on management education has shown that there will be fundamental shift in B-school product offerings from traditional MBA programmes to more part-time programmes and education within corporations and in peoples’ homes.

There are several challenges of management education such as integration of management education with corporate sector, up-gradation of curriculum and course content, designing of different programmes for executives, maintenance of an efficient and effective regulatory system to check mushrooming and emphasis on research. The challenge is to ensure high quality management education that could financially sustain
itself, but at the same time capable of generating a pool of leaders who could emerge as the real global business leaders. B-schools have to reorient rapidly to meet the global business challenges. India being the part of global linkage in the aftermath of WTO agreement is becoming a technology driven society. Nearly one lakh management graduates pass every year in India, providing tremendous potential to contribute to the criterion of a ‘Knowledge Society’.

1.4.1 Value of Management Education

Today the most important question is “Why does the best youth study management?” Answer is very simple “Because of huge demand of managers in business enterprises, non-profit and non-governmental organizations”. Management education provides significant life-long economic benefits to graduates. MBA being the world’s most popular post graduate degree, and the economic benefit of achieving this post graduate level management education is clear; a higher starting salary, greater compensation growth, more stable long-term employment, and a higher likelihood of participation in management. Management courses develop good understanding of the society, economy and analytical skills, which is required for managerial positions. But merely studying management subjects does not certify students as ready-made managers. Employers have to spend years to train them so as to make them successful managers. Practice of business has contributed to our quality of life and well being. In a short span of time management education has greatly influenced our society, individuals and organizations. India needs a huge reservoir of management graduates every year for its businesses and for management.

The value of management education to individuals, organizations and society is almost incalculable. Management education has produced leaders capable of creating effective business organizations, which has transformed the world. Management education imbibes the passion to “make things happen”. Management education produces cutting edge ideas and theories that help to advance organizational efficiency and effectiveness. Management education is an extraordinary model of a liberal education. It is steeped in
intellectual tradition drawn from theories and concepts representing a wide range of social sciences (e.g. organizational behaviour, business strategy, finance etc.) including economics, sociology, psychology, mathematics and statistics. A liberal arts foundation also helps students to understand the extraordinary role of business in ensuring the efficient and effective use of global resources. Management education directly influences the effectiveness of organizations, in ways beyond the critical role graduates play by leading and participating role in organization (http://www.aima-ind.org).

1.4.2 Growth and Future of Management Education in India

In 1950, the Department of Commerce of Andhra University started the first MBA programme in India. In 1963, Indian Institute of Management, Ahmedabad was set up in collaboration with Harvard Business School. The 1950’s and 1960’s witnessed the growth of commerce education and 1970’s and 1980’s witnessed the growth of Management Education in India. Today after fifty years of independence, Indian economy requires entrepreneurial management skills, where our management schools have failed to meet this challenge. Management courses have become professional one rather than academic. There is an urgent need to restructure management education to meet new challenges (http://www.aima-ind.org).

The transformation from regulation to liberalization, from protection to globalization, from planned economy to market-oriented economy, demands re-engineering of management education in India. The future managers require, having information management skills, information technology management skills, decision-making in very dynamic environment, H.R.D skills, innovation/creativity skills, service sector management skills, time management skills, stress management skills, environment management skills, entrepreneurship skills, customer’s services management skills and entrepreneurship skills. To develop these skills in management graduates the institutes will have to introduce service sector management courses, like Travel & Tourism Management, Hospital Management, Construction Management, Hotel Management, Consultancy Management, NGO Management, Advertising Management, Banking &
Insurance Services Management, Farm Management etc. Courses should be need based and syllabi should be changed periodically. MBA student must have specialization at least in one discipline and management education must be made ‘Mass Education’ rather than the ‘Class Education’ and that too, without compromising on quality. Management institutes endeavor must be to develop global manager of proper knowledge, attitude, skill, insight and foresight to meet the challenges.

1.4.3 Management Education in India

Management education in India is a post Independence phenomenon. Since the fifties management education in India passed through different stages. In the fifties it was widely believed that managers are born. In the sixties it was realized that managers can be developed through education. In the seventies it has become a business. In the eighties it has grown into a huge industry. In the nineties it becomes a highly competitive industry. At present India is only third after the USA and Canada in producing management graduates and the spread of management education. A steady growth in the demand for management graduates in Indian industry. Concurrently the new generations in search of a professional career have begun to aspire for the MBA education which is now a new status symbol. Hence institution for general and sectoral management education have been steadily growing. This sector has grown phenomenally both in the number of institutions and the number of students.

The convergence of NPK (Nose for business, Professional excellence, Knowledge seeking ethos) has led to the emergence of new class of leadership to organizations and society. With this class of leadership, the management education in India has grown leaps and bounds. Growth of management education in India can be viewed in terms of three phases of development (http://www.ibainternational.org). In the first phase, management education got a boost with establishment of Indian Institute of Management at Calcutta and Ahmedabad in the mid sixties and few B-schools in Universities. Subsequently other IIMs were set up and now there is a proposal to set up new IIMs to meet the increasing demand for professional managers. During this phase some other leading institutions such
as NITIE – Mumbai, Management Development Institutions (MDI) – Gurgaon, International Management Institute (IMI) – New Delhi were also established. In the second phase of development of management education i.e. during 1970s and 1980s many B-schools within the university system were set up. As a result now every university has a B-school. In its third phase of development, a large number of private B-schools emerged. Many schools established in this phase have now acquired prominence and have becoming leading institutes surpassing the B-schools within the University system. One such example is of Indian School of Business (ISB), Hyderabad which has acquired international eminence. Today B-schools in India are emerging like the beauty shops in every market corner. As a result management education is now available to the middle class and subaltern segment of the society.

IIMs were started as a part of nation building era and to some extent as ‘socialistic’ Institutions. LPG era saw the emergence of many private B-schools. They are market-driven institutes as they are closely related to the market. Then, we see the emergence of ‘Retail Management’ courses in a big way. Now management education has entered the third era, viz. WTO era where ‘WTO’ implies ‘World of Threats and Opportunities’. In this era many B-schools are moving beyond the Indian Territory and are establishing their branches/centers abroad. This is a new development in the field of management education in India.

As a result of ‘integrative indigenization’ and opening of the ‘Eastern Doors’ establishment of Institute of Rural Management Anand (IRMA) in 1980 was a radical innovation as it led to the development of the idea of rural management as well as rural marketing that have now become distinctive Indian contributions to management thought. This extended to Eastern India in the form of recently established Kalinga Schools of Rural Management (KSRM), Bhubaneshwar. Similarly establishment of Women’s Institute for Studies in Development oriented Management (WISDOM) at Banasthali University in Rajasthan in 1996, is another radical innovation. Its curriculum is based on wisdom equation: \( W = R + I \) (Wisdom = Reason + Intuition). Both IRMA and WISDOM have now become well known and well acknowledged innovations in management
education in India. Another recent innovation in the making is Indian Business Academy (IBA) at Bangalore and Greater Noida. In fact, management education in India needs more such innovations including Dabbawala School of Management to teach the art, science and wisdom of creating world class grassroots institutions and self help groups that can achieve six-sigma standards.

MBA is the course of elites. The “elitist” character of management education has been counteracted by the effective role played by the universities in India by spreading management education from classes to masses. This is evident from almost a mushroom growth of management courses in the universities as well as by several autonomous bodies (private institutions). Thus growth in numbers has predictably resulted in a wide divergence in the quality of education provided by schools. This problem is severely aggravated by the entry of private academics more aptly described as “commercial shop” offering a wide range of management courses including those by correspondence. Their main motive is profit and they can successfully “exploit” the present “craze” for management education. They are not bothered about quality. Advertisements of these institutions are so attractive that students are “duped” and “mislead” and it is only quite late they realize that they have been taken for a ride. In a democratic country we can not prevent private institutions from “carrying” on a lucrative trade.

1.4.4 Structure of Management Education in India

Structure of management education in India is divided into major divisions as outlined hereunder:

- Institutions of national importance
- University departments
- Colleges affiliated to the Universities
- Non University Autonomous Institutions
- Distance/Correspondence based Institutions
- Unaffiliated Institutions
At the top are the reputed institutes of national importance like IIMs and some university departments such as FMS which have maintained the high quality in their teaching and research of management education. The second run institutes are those started by industrial houses, private institutes and state level educational institutes like MICA, Symbiosis and so on, which offer quality management education at par with reputed institutes. These come under the category of Non University Autonomous Institutions. The third level management Institutes in India are the University departments and other Open Universities which are providing management education through correspondence, distance and part-time (http://www.homejob.in).

1.4.5 Management Education – Regulatory Authorities in India

Some of the important persons who had played an important role in structuring the management education in India were T. T. Krishnamachari, Chairman of the Management Education Committee, John Matthai and Jehangir Ganghi. As a result of their efforts, the All India Council of Technical Education was formed, which later on regulated the management education in India. All India Council for Technical Education (AICTE) is entrusted the responsibility of regulating, controlling and ensuring the quality of Management Education in the country. The AICTE places equal emphasis on regulating the entry of new management institutions as well as enhancing the quality of the existing ones. In regulating the entry of new institutions, AICTE has developed an effective and transparent evaluation system based on certain norms and standards which have been developed with the active participation of some of the leading management academicians. The entry of new management institutions as well as the expansion of the existing ones are regulated by these norms, and are based on critical examination of the proposals by expert committees appointed by AICTE. Any proposal from a University system has to be routed through the UGC. In case of Private sector institutions, the concerned State Government’s clearance is to be sought in addition to approval by AICTE. The Norms and Standards developed by the AICTE provide, among other things a basic framework for curriculum development, academic standards, admission process, number and quality of faculty and the governance system.
1.4.6 About Accreditation

In order to evaluate performance of an institution and bring about a measure of accountability a mechanism of accreditation has been developed by UGC. Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission. The University Grants Commission has now established the National Assessment and Accreditation Council (NAAC) in accordance with Section 12CCC of the UGC Act, 1956, to assess the quality of education imparted by universities and colleges and grade them accordingly. NAAC is an autonomous council under UGC with a purpose to carry out periodic assessment of universities and colleges. NAAC has evolved a methodology of assessment which involves self-appraisal by each university/college and an assessment of performance by an expert committee. Similarly, for technical education AICTE has established its own accreditation mechanism for its institutions through the National Board of Accreditation (NBA). NBA has also undertaken a detailed exercise for bench marking the performance of reference for evaluation if performance can be initiated.

Table 1.2 Showing Current Quality Status in Colleges of Higher Education in India

<table>
<thead>
<tr>
<th>Details</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Colleges</td>
<td>17,625</td>
</tr>
<tr>
<td>Number of Colleges under UGC purview</td>
<td>14,000</td>
</tr>
<tr>
<td>Number of Colleges recognized under Section 2(f) of UGC Act</td>
<td>5,589 (40%)</td>
</tr>
<tr>
<td>Number of Colleges recognized under Section 12(B) of UGC Act</td>
<td>5,273 (38%)</td>
</tr>
<tr>
<td>Number of Colleges actually funded by UGC</td>
<td>4,870 (35%)</td>
</tr>
<tr>
<td>Number of Colleges accredited by the NAAC</td>
<td>2,780 (20%)</td>
</tr>
<tr>
<td>Number of Colleges accredited by the NAAC and scoring above 60%</td>
<td>2,506 (17.9%)</td>
</tr>
</tbody>
</table>


The news “Accreditation will become must for all: Higher education institutes to be graded by government” in Hindustan Times on January 5, 2009 stated that “In the next three years, all higher education institutions in India will have to get mandatory
accreditation and grading done with government agencies, enabling people to judge the quality of education being delivered, the HRD ministry has decided. The decision will mean that by the end of 2011, all the institutions will be graded A, B and C on over 27 parameters of quality of education, physical infrastructure on the pattern similar to the one in United States and Europe.

Accreditation at present is voluntary, resulting in less than 20 per cent of institutions being graded. The commission will have power to stop funding institutions which are not accredited. Institutions will have to be accredited with a grading agency like National Assessment and Accreditation Council (NAAC).” UGC’s data states that only 24 per cent of 18000 colleges and 30 per cent of 417 universities are accredited. Only 9 per cent of these colleges and 31 per cent of universities are in grade ‘A’ and there is huge disparity in quality of education in institutions graded ‘A’ and ‘C’.”

1.4.7 Management Education: Challenges and Issues

The quantitative expansion without adequate preparation and even the basic infrastructure has adversely affected the quality of management education. Hence there is an urgent need for developing a monitoring system for management education. To control the quality degradation in management education there should be a regular feedback from those who received management education as well as by the users of the product. A continuous dialogue with the users in public and private undertakings as well as in the academic field would serve a dual purpose of having a rapport with the users.

Various committees in India had suggested improvements in management education. Except top ranking B-schools, improvement in management education quality had not shown any significant changes. The growth in the number of B-schools has accelerated over the last two decades. But it is not clear how many of the recently started institutions are merely speculative and how many actually meet the norms and standards established by All India Council for Technical Education. AICTE regulatory framework has a control
perspective focusing on inputs rather than outcomes such as quality of education, effectiveness or relevance of subject.

The number of business schools has trebled in the last ten years, with many of indifferent quality. The market has already started discriminating the quality institutions and graduates. This is expected to intensify in future. One of the major finding of Porter-led study was that accredited and non-accredited schools differed considerably in terms of quality of education. So there is urgent need to welcome and enable the establishment of a new wave of management schools of excellence, which would be a role model for a number of schools.

Some of the burning issues & challenges that management education in India is facing are:-

- AICTE is just a regulatory body, is unable to monitor the quality standards in the institutions.
- B-schools engage part-time faculty members who generally had little involvement with the institution and the students.
- Management institutes employ new faculty members without having prior teaching and work experience on low salaries and burden them with heavy teaching load. This new breed of faculty members neither had time nor the necessary background to take up research or development of teaching material. They deliver lectures mainly drawn from text-books.
- The quality of management education is substandard as far as application of knowledge is concerned. B-schools need to provide a holistic education so to as equip students for the real world.
- Most of the B-schools do not support the research culture.
- The lack of a Corporate Governance System in B-schools is one more critical issue to be looked upon.
- Student testing is the basis of input quality in management education. In India this testing is not uniform and it is merely to admit the numbers of students rather
looking into the input of quality of students. With a competitive and transparent selection process, the schools can always ensure a competent batch of students.

- There is no institutional mechanism for developing liaison with industry in most of B-schools.
- Curricula customization, specific material development and faculty specialization are some of the neglected factors that had led to poor quality management education in India.
- Experiential learning elements i.e. close to the real life situation is far lagging in most of the management institutions, etc.

It has been reported that many business schools get AICTE approval on the basis of attractive project plans, which never got implemented, so that some of them operated “virtually from sheds and garages” (Raghunath, 1998). The result is that most B-schools have abstained from seeking accreditation. There are many discrepancies in B-schools which have to be explored and work upon to improve the quality standards in management education.

1.5 Need for the Study

The boom in Indian Higher Education sector has redefined the importance of privatization in Management Education. An increased number of private management institutes have opened gates for higher education in management. At the same time the higher management education industry in India is encountering problems related to quality standard of education, inadequate infrastructure, industry interaction, reliability issues, course curriculum, degradation in studies and low levels of student satisfaction.

In the higher management education industry, the winds of competition from private players, improved technologies and growing student satisfaction have changed the rules of the game. The pressure to provide better student services has never been greater. Students have become more and more aware of their requirements and demand higher standards of services. Their perceptions and expectations (Quality Gap) are continually
evolving making it difficult for the service providers to measure and manage services effectively. The key lies in improving the services selectively, paying attention to more critical service dimensions as a part of service management. Students are very sensitive to various service dimensions. Now, the challenge is to reduce dissatisfaction among the students is equally strong.

Higher management education institutes need to take into account the importance of service quality dimensions such as reliability, responsiveness, assurance, empathy and tangibility. Customer service initiatives are thus closely related to quality improvement initiatives. The strategy to consistently deliver superior service quality is a key for institutes to position themselves more effectively in this very competitive industry.

This study is an in-depth empirical investigation that seeks to establish a method to predict service quality in higher management education industry in India. The motivation for this work was provided by a lack of any useful instrument to predict and evaluate service quality in education to aid the satisfaction of students. While the literature is replete with empirical studies on service quality, loyalty, student retention, and student satisfaction in general, there is no much works relating specifically to higher management education industry in India.

The main purpose of this study is to contribute to the body of knowledge available on measuring service quality by the students studying in various B-schools. It also measures the gap between expectations and perceptions of the students so that strategies can be implemented to improve the quality of service and increase B-schools’ reputation and profitability.

Increase in number of B-schools has forced them to look beyond their boundaries for marinating the quality standards in the Process phase of Input-Process-Output framework of quality classification (Chua, 2004). In this direction MEASURING SERVICE QUALITY will play an important role in maintaining the standards in the Process Phase of delivering education quality.
Organizations look for greater levels of efficiency in their management, taking as a key objective the consumers’ satisfaction. For higher professional education institutions the requirements and the demand in terms of greater quality and better educative students training are increasing constantly. Exploring the causal relationships between the following latent variables: perceived service quality, user satisfaction, user co-production or implication, service outcomes and institutional reputation. The effect of service results on user satisfaction and the indirect effect of perceive service quality on institutional reputation.

Service quality measurement can cover many areas for improvements in any service industry. A good performer service provider covers the entire spectrum of service quality. Service quality is only as strong as its weakest link. The solution is to measure all key areas of service quality in the process phase of education delivery. “What gets measured gets managed” it is inevitable that once such measures are put in place, management attention will be directed to the key issues. Measurement is important, as it affects behaviour that impacts service quality performance. As such, measurement provides means by which an organization can assess whether its service quality has improved or degraded.

Intangibility, perishability, simultaneity and heterogeneity are some of the characteristics which differentiate service from physical goods. One of the major problems faced by the service providers is to control quality and offer consistent service. The subjectivity makes it imperative for the marketers to take into cognizance the customer perceptions of service quality so that service package defined and planned by the marketers is close to the one that is expected by the customer (Collier, 1987). Gronroos (1984) conceptualized a service quality as expected service and perceived service. He observed that the discrepancy between expectation and perceptions is the primary determinant of customer’s service quality assessment.

In today’s competitive business environment, institutes world over are shifting their attention towards understanding the requirements of students. The fundamental objective
is to focus on students centered and to measure the gap between the customer perception and customer expectations with regard to services delivered. It also aims to prioritize service quality dimensions leading to satisfaction among the students of B-schools. Today it is a strategic issue demanding top level management of higher professional education institution’s attention. The service quality standard has huge leverage on the creation of customer value. Service quality measurement and students’ satisfaction will fight the new battle for market dominance; as such measurements around services are critical. If we look at competition today, it is service quality and student satisfaction which brings out a situation, where institutions might on developing, may have superior service quality.

The major managerial implication of study includes the following:

- The service quality instrument so developed can be used by managers for periodic monitoring of service quality as perceived by customers.
- The study also provides directions to service providers as to which particular dimension require attention in terms of their importance. This would enable the service providers to focus resources in accordance with the importance of these dimensions.
- Further, the service quality index derived by aggregating the scores on these dimension can also be developed; which can be used for benchmarking their performance against competitors.

As a result, measuring service quality is important, has become means of differentiation and is critical for achieving corporate success. The proven positive relationship of service quality with customer satisfaction (Danaher and Mattsson, 1994; Leisen and Vance, 2001), customer loyalty and retention (Ranaweera and Neely, 2003), Profitability (Bloemer, Ruyter and Wetzels, 1999) and competitive advantage (Hampton, 1993) provides a base to explore the subject in B-schools context.

Many instruments evaluating service quality have been used in various service industries with varying degrees of success. These include SERVQUAL, SERVPERF, weighted-
SERVQUAL, weighted SERVPERF and INTER-SERVQUAL. There is a need to determine the extent of applicability and required modification to such instruments when used in higher management education industry. The applicability of such instruments is likely to be influenced by characteristics and environment of the higher management education students. This work investigates the applicability of SERVQUAL to measure the quality of service in B-schools in India and introduces the necessary modifications. The results of this study could be implemented by Indian B-schools as part of efforts to improve quality of services and maintain competitiveness.

1.6 Objectives of the Study

This study attempts to examine the customers’ (in our context students’) perceptions and expectations of service quality in NAAC accredited B-schools with special reference to Uttar Pradesh and National Capital Region (NCR) of India. This can also help in evolving a model of service parameters that B-schools could adopt in order to have competitive advantage.

a. To investigate the extent of applicability of the SERVQUAL instrument to the Education Industry in Indian context.
b. To compare service expectations; perceptions and the gaps using the SERVQUAL scale.
c. To compare the quality of services being offered by different categories of NAAC accredited B-schools.
d. To develop a reliable and valid instrument for measuring various dimensions of service quality in Education Industry (if required).
e. To understand and prioritize the dimensions of service quality as valued by students.
f. To assess satisfaction level of students on various dimensions of service quality.
g. To explore the relationship between service quality dimension and student satisfaction.

Based on extant literature and objectives of the study, hypotheses were framed and they have been placed under two groups. The first group of hypotheses (H₀₁ to H₀₈) was
developed to measure the overall difference in expectations and perceptions of students towards service quality provided by the NAAC accredited B-schools. The **second** group of hypotheses (H\(_{09}\) to H\(_{019}\)) is related to prioritizing the dimensions of service quality as valued by students.

1.7 **Research Framework**

Exhibit 1.1 presents the broad research framework followed in this study. Literature review was carried out in the area of service quality with special emphasis on service quality in education industry. Based on the literature review, gaps in the research area were identified.

Literature review led to the formation of research objectives and hypotheses. Research constructs were identified and research instrument for measuring service quality in higher management education was adopted. Modified version of service quality measurement tool SERVQUAL (Parasuraman, Zeithaml and Berry, 1988) was employed to assess customer (students in our context) expectations and perceptions of service quality in NAAC accredited B-schools in Uttar Pradesh and NCR of India. The survey instrument used in the study contained questions pertaining to expectation and perception rating for each driver. The questions are primarily based on 23 items of SERVQUAL model, divided along 5 dimensions, with a seven-point likert scale accompanying each statement to test the strength of relations.

To check for suitability of the research instrument, a two stage pilot study was carried out. Later the instrument was tested for validity and reliability.

To meet the objectives of the study, data were collected from the students of NAAC accredited B-schools located in Uttar Pradesh and NCR of India (Appendix 1). The main research was preceded by a pilot study in order to check for appropriateness of the items used in the investigation. A stratified random sample of students who were studying in MBA (2 year regular program) was used. The required data were mainly obtained from...
Jamia Hamdard University, New Delhi, Indraprastha University, New Delhi, C. S. J. M. University, Kanpur and Rohilkhand University, Bareilly. Data analysis and interpretation involved use of MS-Excel 2000 spreadsheet program; SPSS 18.0 Statistical Analysis Software; and LISREL 8.5 Structural equation modeling software. Appropriate statistical tools like Exploratory Factor Analysis (EFA), Kaiser-Meyer-Olkin (KMO) and Bartlett’s test of sphericity, Confirmatory Factor Analysis (CFA), Cronbach’s reliability test, cross tabulation, Levene test of Homogeneity of Variance and t- Test have been applied on the collected data. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to assess and refine the measurement scales in terms of unidimensionality, reliability and validity. Chi-square test was carried out to measure goodness of fit and relationship between respondents of different NAAC accredited B-schools and their perceptions of service quality. Hypotheses were tested and conclusions derived. Managerial implications and directions for future research were discussed.
Introduction

Exhibit 1.1
1.8 Organisation of the Study

Chapter 1, the current chapter, offers an overview of the study. It presents an overview of higher management education system and environment in India. It also includes need for the study, broad research objectives and research framework.

Chapter 2, provides a review of extant literature relevant to the research problem. The body of literature, as a whole, provides rationale for the scope and the conceptual framework of this study.

Chapter 3, discusses the research methodology adopted for the work. Research design, instrument development and pre-testing, survey method, and statistical tools employed in data analysis are also described. It also contains the conceptual research model that has been tested and refined using Structural Equation Modelling tool, LISREL 8.5 in subsequent chapter. Further, limitations of the study are also presented.

In chapter 4, hypotheses considered for the study have been tested. Reliability and validity measures of the construct using EFA and CFA are also presented. Assessment and modification of the hypothesized theoretical model described in chapter 3 is carried out.

In chapter 5, the conclusions are drawn. The managerial implications of the research have also been outlined. It is followed by suggested directions for future researches.

At the last references and appendices are given.

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