CHAPTER I
INTRODUCTION

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I.1 SERVICES AND EDUCATION

I.1.1 Service: Service (Lovelock, 2009) is an act or performance offered from one party to another that is essentially intangible and does not result in the ownership of factors of production. It may be tied to a physical product.

I.1.2 Education: The act or process (web 1.1) of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

I.1.3 Scope of Education: The Indian higher education system (Sinha, 2004) is a large system and it has the third largest enrolments in the world, after China and the United States. The academic structure of the Indian higher education system is broadly based on the pattern of 3-2-3 year cycle of academic qualifications adopted by Europe under the Bologna process. Higher education in India covers all post-secondary education beyond class 12 in different subject areas, including professional streams such as engineering and technology, medicine, agriculture, and so on. It comprises three levels of qualifications-bachelor's or undergraduate degree programmes, master's or post graduate degree programmes and the pre-doctoral (M. Phil.) and doctoral programmes (Ph.D.). Normally, a bachelor's programme requires three years of education after 12 years of school education. The master's degree is normally of two-year duration. It could be based on course work without a thesis, or on research with a thesis. The M. Phil. degree is a pre-doctoral programme taken after the completion of the master's degree. This can be either completely research based or can include course work. A Ph.D. degree is awarded two years after the M. Phil. degree, or three years after the Master's degree. The students are expected to write a substantial thesis based on original research for the award of a Ph.D. degree.
I.2 HIGHER EDUCATION

I.2.1 Higher education: The international (web 1.2) definition of tertiary (post-school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three or four years to complete. Shortly, Higher education mainly and generally means college or university level education. It offers a number of qualifications ranging from Higher Diplomas and Bachelors’ Degrees to Post-
graduate programmes such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills.

Higher education in India (Kapurand Megan, 2008) covers all post-secondary education beyond class 12 in different subject areas, including professional streams such as engineering and technology, medicine, agriculture, and so on. Normally, a bachelor's programme requires three years of education after 12 years of school education. In some places, honours and special courses are also available. These are not necessarily longer in duration but indicate a greater depth of study. The bachelor's degree in professional fields of study, such as agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while for architecture and medicine, a bachelor's degree takes five and five and a half years respectively. Bachelor's degrees in education, journalism and librarianship are treated as second degrees. A bachelor's degree in law can either be taken as a part of an integrated degree programme lasting five years or a three-year programme as a second degree.

The master's degree is normally of two-year duration. It could be based on course work without a thesis, or on research with a thesis. The M. Phil. degree is a pre-doctoral programme taken after the completion of the master's degree. This can be either completely research based or can include course work. A Ph. D. degree is awarded two years after the M. Phil. degree, or three years after the Master's degree. The students are expected to write a substantial thesis based on original research for the award of a Ph. D. degree.

I.2.2 Higher education Institutions: Higher education (Kapurand Megan, 2008) institutions in India include universities, colleges and other institutions. While universities award their own degrees, the colleges award their degree through the university to which they are affiliated. The
affiliating system is unique to South Asia, where colleges conduct teaching and learning under the academic supervision of the university to which they are affiliated. All universities are not of the affiliating type; a majority of them are unitary bodies, having a single campus, while some even have multiple campuses. A few universities and colleges use the word 'institute' in their titles. This does not make them different from other universities and colleges. Below table lists various types of institutions by degree-granting power, legislative origin and funding. Such institutions comprise various types like (a) Central, state or deemed-to-be university, (b) Affiliated college, (c) Public (government/aided) institutions or Private (unaided); and (d) not-for-profit institutions.

I.2.3 Academic Structure: The academic structure of the Indian higher education system is broadly based on the pattern of 3-2-3 year cycle of academic qualifications adopted by Europe under the Bologna process. However, a majority of institutions do not have a credit system. There is a fixed curriculum and limited options available in each area of study. Recent efforts to introduce choice-based credit system have met with limited success.

I.2.4 Features: Main features (Parthasarathi, 2005) of Indian Higher Education System are:

i. Highly bureaucratized system with multiple controls and regulations exercised by Central and State Governments, statutory bodies (UGC, AICTE and others), university administration and local management.

ii. System is heavily subsidized by the Government. Up to 90per cent of the operating costs are paid for by the state. The efficiency of fund utilization is very poor due to internal rigidities.
iii. Salary and compensation for teaching staff is poor and, therefore, higher education institutions are unable to attract and retain qualified and trained teachers. Besides unattractive compensation packages, recruitment procedure is lengthy and working environment not conducive to retention. As a result, a substantial proportion of high ranking students who could fill up such assignments prefer to work elsewhere or go abroad. In a recent move UGC has further damaged the pay and promotion prospects of college teachers by reducing promotional grades thereby creating more stagnation and frustration amongst college teachers.

iv. Most institutions offer out dated programmes with inflexible structures and content. While course content has been updated and restructured over time in the world’s best institutions, Indian university curricula have lagged behind.

v. Infrastructural facilities range from inadequate to dismal. Classrooms are often unattractive and laboratories inadequately stocked, leading to poor teaching. It is estimated that barely 20 per cent of the institutions have the basic minimum laboratory equipment.

vi. Steady electric power supply is not available.

I.2.5 Major Players: Main players (Agarwal, 2006) in Indian Higher Education are:

a) University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations.

b) Professional councils that is responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes.
c) Software development does not have a statutory council. NASSCOM is generally accepted as equivalent of a council

1.2.6 Growth: In its size and diversity, India (Agarwal, 2006) has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. In post-independence India, higher education growth occurred in two distinct phases.

In phase I, from 1947 to 1980, there was steady growth. Large number of colleges were started and affiliated to the new and the existing universities. The government set up universities and colleges at places not having higher education facilities. Courses in new and underrepresented subject areas were started. This resulted in geographical dispersal of higher education facilities and broadened the base of higher education.

From 1980 onwards expansion has been largely driven by private initiatives. After 2000, there has been a consolidation of private initiatives, particularly in the area of professional higher education. Despite, explosive growth of private professional education, majority of the universities and colleges still impart education at the undergraduate level in arts, science and social sciences. Post-graduate and doctoral education continues to be small. Several developments took place in the post-1980 phase. There was an unprecedented demand for quality higher education relevant to the needs of business and industry. The growing middle class, which could afford higher fees, made non-subsidised education possible. A large number of private institutions at the elementary and secondary education had come up as viable enterprises all over the country. Due to financial constraints, the government found it difficult to set up new
universities and colleges. According to some observers, this marked the withdrawal of the government from taking over additional responsibility for higher education (Tilak, 2005).

Thus, this period saw the emergence of new types of providers. Private institutions proliferated, distance education programmes gained wider acceptance, public universities and colleges started self-financing programmes, and foreign institutions started offering programmes either by themselves or in partnership with Indian institutions and the non-university sector grew rapidly. As result the entire higher education landscape got transformed over the past 25 years.

### I.3 EVOLUTION OF MANAGEMENT EDUCATION

#### I.3.1 Management / Business Education: 
Business education (web 1.3) can be defined as that form of instruction that both directly and indirectly prepares businessmen to manage their business. Business education can be considered as the total activity which is planned, organised and developed in favour of the preparation of youth for responsible economic participation in the country. Business education, like other manpower training programmes, is usually designed with the primary purpose of upgrading skills or providing citizens with the necessary skills required to obtain gainful employment. Business education can also be considered as a programme designed to develop special competencies in marketable business skills and techniques. It deals with business experiences both for specialized occupation uses and for general uses. Business education has recently developed into a more complex kind of learning which requires the knowledge of other subjects. A professional must equip himself with all forms of skill to be able to fit into today’s competitive environment.
The first graduate school of business in the United States was the Tuck School of Business, part of Dartmouth College. Founded in 1900, it was the first institution conferring advanced degrees (masters) in the commercial sciences, specifically, a Master of Science in Commerce degree, the forebear of the modern MBA degree. In 1908, the GSBA at Harvard University was established; it offered the world's first MBA program, with a faculty of 15 plus 33 regular students and 47 special students. The University of Chicago Booth School of Business first offered working professionals the EMBA program in 1940, and this type of program is offered by most business schools today.

In 1946, Thunderbird School of Global Management was the first school to offer an MBA program focused on global management. In 1950, the first MBA degrees awarded outside the United States were by The University of Western Ontario in Canada, followed in 1951 with the degree awarded by the University of Pretoria in South Africa. The Institute of Business Administration, Karachi in Pakistan was established in 1955 as the first Asian business school by the Wharton School of the University of Pennsylvania. In 1957, INSEAD became the first European business school to offer an MBA program. In 1986, the Roy E. Crummer Graduate School of Business at Rollins College (Florida) was the first MBA program to require every student to have a laptop computer in the classroom. Initially, professors wheeled a cart of laptops into the classroom, passed them out to students together with floppy disks and collected them at the end of class. A year later, the school issued a laptop computer to each student as the student's personal property during registration. This ensured that each student had the same computer capability. The MBA degree has been adopted by universities worldwide, and has been adopted and adapted by both developed and developing countries.
I.3.2 Management Education institutions (MEI): A B-school (web 1.4) is a university-level institution that confers degrees in Business Administration. It teaches topics such as accounting, administration, economics, finance, information systems, marketing, organizational behaviour, public relations, strategy, human resource management, and quantitative methods.

They include schools of business, business administration, and management. There are four principal forms of business school. Most of the university business schools are faculties, colleges or departments within the university, and teach predominantly business courses.

In North America a business school is often understood to be a university graduate school which offers a Master of Business Administration or equivalent degree. Also in North America the term "business school" can refer to a different type of institution: a two-year school that grants the Associate's degree in various business subjects. Most of these schools began as secretarial schools, then expanded into accounting or bookkeeping and similar subjects. They are typically operated as businesses, rather than as institutions of higher learning. In Europe and Asia, some universities teach only business.

I.4 MANAGEMENT EDUCATION IN INDIA

I.4.1 History: Management education in India (Sinha, 2004) is a post-independence phenomenon. The Andhra University was the first to start a full time postgraduate management program in 1957. The All India Institute of Management and Social Welfare, Kolkata and Delhi University followed suit in 1958. A number of universities setup the postgraduate management programme thereafter; mostly three year evening course for working executives. The University of Madras, University of Allahabad, University of Jodhpur, Punjab University and Bombay
University set up their Masters in Business Administration (MBA) programs in the 1960s. Majority of the universities set up their management programs between 1970 and 1995.

The first Indian Institute of Management, a centre of excellence in management education, was set up in 1961 at Kolkata followed by IIMs at Ahmedabad (1961), Bangalore (1971) and Lucknow (1974) and in 1990s at Indore and Kozhikode. These All India Institutes were set up as autonomous societies in the Ministry of Education with funding from the central government. Despite their dependence for funding on the government, IIMs enjoyed freedom in the formulation of syllabi, recruitment of teachers, international collaborations and faculty development. The XLRI was set up in 1966 in Jamshedpur with private initiative and TISCO's support. The universities not to lag behind started MBA programs; some innovative ones; rest using commerce faculty base or adjunct to engineering colleges. By the year 1990, about 120 universities had set up full-fledged courses in management.

However, the demand for management graduates far exceeded the supply. Further, the State encouraged establishment of private funded Management education institutions; and strengthened AICTE with the twin responsibilities of maintaining/upgrading the standards of management education and regulating all business schools in the country. AICTE granted liberally permission to establish new Management education institutions. The number of such institutions by year 2002 increased to around 850. As of now these postgraduate management programs are run by societies, trusts, university departments and affiliated colleges. AICTE in 1998 decided to discontinue PGDM programme undertaken by autonomous societies and encouraged them to affiliate with existing universities.

Recent surveys (COSMODE, 2002) of Management education institutions, however, have shown that the PGDM offered by autonomous society including IIMs have done far better than
those under auspices of the universities. Most Indian business schools, in the early years, copied their curriculum and pedagogy from US Business Schools. This led to a major criticism on the western bias in Indian management education; all American, sprinkling of Japanese and little indigenous. Whether MBA education adds value to the organization continues to be debated.

Questions on the self-oriented attitude and lack of skills on the part of MBAs surface from time to time. There is a general belief that Indian MBAs do not receive adequate practical training, which could equip them to be professional managers. They argue that MBA education should be patterned after Medicine, Chartered Accountancy, Law and Architecture, where internship is a prerequisite for receiving diploma or degree.

Many recruiters argue that the Indian MBAs give their best after re-orientation and re-education by the industry. In spite of these criticisms, the demand for MBA in India has been surging. It has become the most prestigious qualification for men and women as it prepares them to take on new challenges and exciting managerial responsibilities. MBA and PGDM education currently is available through residential, fulltime, and distant education mode. All of them add up to more than 1,000 programs. In addition to these AICTE approved programs, there are a large number of foreign universities, which offer management education in the country, either independently or as a joint venture with Indian Management education institutions. With the entry of transnational organizations and globalization of economies, the demand for management graduates having overseas degrees has been increasing. To attract high salary for their graduates coupled with an opportunity to work in globally oriented corporations, many Management education institutions are joining hands with many foreign counter parts by turning out MBAs who supposedly receive overseas management education within India.
Most of the quantitative expansion in the management education in the last decade has come in the private domain. This has been partly because of the failure of the public funded business schools and university teaching departments to respond to the demand for management education; partly because of the rise in academic entrepreneurship in India where opening & operating Management education institutions appears financially attractive. Entry of private institutions in management education on one hand has led to the establishment of some of the best business schools in the country, as also some of the notorious profit making organizations.

The history of management education in India is not different from the global history, although it emerged as an academic discipline only in the second half of the 20th century. As of now, most MBAs in India secure jobs in business and industry, banking and finance and that too in the large corporations. The market for sectoral management education graduates is yet to emerge, although several specialized institutions offering postgraduate degrees in forest management, agriculture management, cooperative management, rural management, plantation management, education management have come into existence. Since 1998 there have been several surveys of management education and management schools in India. These surveys have highlighted that only handful of Management education institutions in the country match in quality with the global schools; most of them offer education of uneven quality.

There is a real dearth of faculty primarily because MBAs prefer to enter job market; not go for higher education. With over 1000 schools, there are hardly 3000 qualified faculty with doctoral degree in management disciplines; and their contribution to advancement of management knowledge through research is almost dismal.
I.4.2 Governance and Regulation of Management Education in India

a) AICTE focuses more on taking punitive measures on those activities/institutions that are not approved by the AICTE (NKC Report, 2007), rather than on promoting the development of the more promising programmes/institutes/managements. Norms and Standards and Accreditation criteria are there, but are not being implemented as promptly and as fully as required for maintaining and enhancing quality in the face of the rapid growth in the number of schools. Management is treated as a sub-department of engineering by AICTE – rather than recognising that management itself has its demands that require exclusive attention. Previous reports have pointed out the weaknesses of the AICTE structure and why it is unable to ensure a high standard in management education.

b) Professional Staffing in the AICTE is not full-time and the existence of most staff on deputation for short durations has made the regulatory process highly rule based rather than quality based. No organisational learning is taking place and organizational memory is not accumulating.

c) There is a need to create a separate independent promotional/registry institution for management education and to replace the current regulation being carried out by the All India Council for Technical Education (AICTE), which is primarily concerned with engineering education.

I.4.3 Accreditation Mechanism of Management Education in India

Accreditation will be a separate function of the Governing Council for Management Education, in addition to the Rating. While Rating will be required for all, accreditation is voluntary. An
accredited institute is distinct from an institute rated in whatever category and should be treated as superior, since accreditation is a continuing commitment to processes of quality enhancement. Internationally, institutes are only accredited. The Group has recommended rating as an additional measure to inform the students, the parents and the public of the quality of management education entity. This is considered appropriate to the high-growth Indian context, where there has been a mushrooming of management institutes, many of which do not meet even the minimum requirements for acceptable quality. By requiring disclosure of information on rating, a great service will be performed to all stakeholders, including students and recruiters; this is why the Group recommended that all institutions must have a mandatory rating.

Accreditation is a process (NKC Report, 2007) of evaluating, mentoring and helping institutes who voluntarily wish to go beyond rating. In a dynamic economic environment, institutes will need to innovate and introduce new courses as well as new long- and short duration programmes. To achieve excellence in such programmes, while maintaining quality in existing programmes, the Council will arrange for mentoring the institutions. Till the role of mentoring is taken over by the Committee of Deans, the Council will announce the methodology and criteria for accreditation. The Committee of Deans, after it takes over this role, can periodically evaluate its own processes and change the criteria and methodology. Accreditation clearly establishes the institutions as having the highest quality standard. It is similar to an ISO 9000/9001 for manufacturing/service industries.

I.4.4 MBA Program

The Master of Business Administration (MBA or M.B.A.) is a master's degree in business administration, which attracts people from a wide range of academic disciplines. The MBA
designation originated in the United States (*web 1.3*), emerging from the late 19th century as the country industrialized and companies sought out scientific approaches to management. The core courses in the MBA program are designed to introduce students to the various areas of business such as accounting, finance, marketing, human resources, operations management, etc. Students in MBA programs have the option of taking general business courses throughout the program or can select an area of concentration and focus approximately one-fourth of their studies in this subject.

Accreditation bodies exist specifically for MBA programs to ensure consistency and quality of graduate business education. Business schools in many countries offer MBA programs tailored to full-time, part-time, executive, and distance learning students, with specialized concentrations.

Two-year (Full Time) MBA programs normally take place over two academic years (i.e. approximately 18 months of term time). For example in the Northern Hemisphere beginning in late August/September of year one and continuing until May of year two, with a three to four month summer break in between years one and two. Students enter with a reasonable amount of prior real-world work experience and take classes during weekdays like other university students.

Accelerated MBA programs are a variation of the two year programs. They involve a higher course load with more intense class and examination schedules. They usually have less "down time" during the program and between semesters. For example, there is no three to four month summer break, and between semesters there might be seven to ten days off rather than three to five weeks’ vacation.
Part-time MBA programs normally hold classes on weekday evenings, after normal working hours, or on weekends. Part-time programs usually last for three years or more. The students in these programs typically consist of working professionals, who take a light course load for a longer period of time until the graduation requirements are met.

Executive MBA (EMBA) programs developed to meet the educational needs of managers and executives, allowing students to earn an MBA or another business-related graduate degree in two years or less while working full time. Participants come from every type and size of organization-profit, non-profit, government-representing a variety of industries. EMBA students typically have a higher level of work experience, often 10 years or more, compared to other MBA students. In response to the increasing number of EMBA programs offered, The Executive MBA Council was formed in 1981 to advance executive education.

Distance learning MBA programs conduct class off-campus. These programs can be offered in a number of different formats: correspondence courses by postal mail or email, non-interactive broadcast video, pre-recorded video, live teleconference or videoconference, offline or online computer courses. Many schools offer these programs.

Dual MBA programs combine MBA degree with others (such as an MS) to let students cut costs (dual programs usually cost less than pursuing 2 degrees separately), save time on education and to tailor the business education courses to their needs. Some business schools offer programs in which students can earn both a bachelor's degree in business administration and an MBA in four or five years.
1.5 SERVICE QUALITY

1.5.1 Service Quality: According to Lewis and Booms (1983) service quality is a measure of how well a delivered service matches the customers’ expectations.

1.5.2 Dimensions of Service Quality:

   a) Reliability: Perform promised service dependably and accurately.
   b) Responsiveness: Willingness to help customers promptly.
   c) Assurance: Ability to convey trust and confidence.
   d) Empathy: Ability to be approachable.
   e) Tangibles: Physical facilities and facilitating goods.

1.6 LEARNING AND DEVELOPMENT

Learning and development is a more holistic way of approaching training (web 1.5). A learning and development approach acknowledges that we are always learning, both on and off-the-job. It strengthens the disability sector workforce and enables it to provide a consistently high quality of support for people with a disability.

Learning and Development is about an on-going commitment to developing people as an integral part of an organization’s operations. It is more than just training: Learning and Development asks employees and their management to take responsibility for their learning, to ensure they meet the required skills of their work, improve the quality of life of people with a disability, and allow them to pursue the lifestyle they desire.
Learning means (web 1.6) acquiring new or modifying existing, knowledge, behaviours, skills, values or preferences and may involve synthesizing different types of information. Some types of learning’s are simple non-associative learning, associative learning, observational learning, multimedia or e-learning, etc. Development is the activity (web 1.7) which focuses upon the activities that the individual is part of, may partake in the future and is almost impossible to evaluate.

A learning and development plan identifies (web 1.8) your career goals, areas for development and the associated action plan. Major core competencies of learning and development are effective interactive communication skills, organizational commitment, developing others, result orientation and team leadership.

Learning and development is seen as vital in keeping an organization going. Any organization sees learning and development (web 1.9) as a way to maximise the contribution of those employees already in business. Encouraging and supporting more effective coaching to develop and maximise individual and organizational performance. Learning Development Cycle (LDC) is a learning design model (web 1.10) to bridge the gap between design approaches and knowledge needs of academic and corporate learners. Learning happens in a variety of ways – from courses, conversations, life experiences, personal thought, or working on a project. Each different type of learning requires a different design process (as the object of the design differs depending on learning type). Learning today has moved beyond courses (courses serve a static knowledge field). Learning Development Cycle consists on the following stages: a) Scope and object of learning design, b) Creation of learning resources, c) User Experience, d) Meta-evaluation to determine effectiveness and accuracy of design process and assumptions, and e) Formative and Summative Evaluation of project and learner experience.
The needs of continual learning, often tightly linked to work, required a new approach and model. LDC has been designed to create an alternative, less-linear view of learning. Learning is the intent of any development activity – communities, courses, networks, or ecology. Selecting the most appropriate design approach will assure greater a more positive and valuable experience for the learner.

I.7 SIGNIFICANCE OF THE RESEARCH

The current research would help in the following ways:

a) It serves to assess the service quality dimensions impacting the Management education institution’s service quality.

b) It facilitates in ascertaining the main criteria behind students’ choice of a particular Management educational institution from amongst factors like Results, Discipline, Transportation facility, Infrastructure, Special status for College (Deemed University, Autonomous, Accredited), Specialisations offered, Accessibility, Special facilities (Sports, extra-curricular), Residential accommodation, Recommendations, Ward of employed staff, Placement record, Fee charged, Admission was not available elsewhere and Canteen / Dining facility.

c) It serves as a measurement technique to assess the students’ and faculty’s overall perception about Management education institution’s service quality.

d) There is value in knowing how satisfaction and dissatisfaction with institution’s service quality is distributed and its impact on different student groups (based on gender, course studying, semester, prior work experience)
e) There is value in knowing how satisfaction and dissatisfaction with institution’s service quality is distributed and its impact on different faculty groups (based on gender, designation, academic work experience, corporate work experience, length of service)

f) It helps to compile SCOT analysis about management education as perceived by institutions’ administrators.

g) The structural equation modelling helps in estimating the causal relations between the variables used in the research.

I.8 AIM AND OBJECTIVES OF THE RESEARCH

The aim of the research is to suggest measures to improve service quality of management education institutions to foster efficient teaching-learning process and value-addition.

The primary objective of the research was to ascertain the service quality of Management education institutions offering full-time management education in Salem district.

The secondary objectives of this study were:

a) to ascertain the perceptions of Management education institutions’ students and faculty about intangible factors like reliability, responsiveness, assurance, empathy.

b) to ascertain the perceptions of Management education institutions’ students and faculty about tangible factors like ambience, space and utilities.

c) to ascertain the perceptions of Management education institutions’ students and faculty about learning and development factors like training and activities in multiple domains.

d) to ascertain the perceptions of Management education institutions’ students and faculty about satisfaction with intangibles, tangibles, learning & development satisfaction.
e) to ascertain the impact of intangibles, tangibles, learning & development on service quality of management education institution.

f) to compile SCOT analysis of management education.

I.9 THESIS LAYOUT

Chapter One titled “Introduction” outlines the meaning of services and education, overview of Higher Education and Management education, service quality, learning and development, significance of research, aim and objectives of research and thesis layout.

Chapter Two titled “Review of Literature” highlights literature on Service Quality Dimensions and measurement, quality issues and perspectives in Higher Education, Perspectives and quality Issues in Management Education, and Research Gaps.


Chapter Four titled “Analysis and Discussion” is presented in three parts. Part A deals with analysis and discussion of data pertaining to survey administered to students pursuing management programmes. Part B deals with analysis and discussion of data pertaining to survey administered to faculty serving in management education institutions. Part C deals with SCOT analysis compiled through interviews conducted with Heads of department.

Chapter Five titled “Recommendations and Conclusion” presents the summary of findings, recommendations and conclusion for fostering excellent service quality in Management education institutions.