Chapter-9
Summary and Suggestions
Summary and Suggestions

The concept of global village and the revolution in the area of information technology has led to greater integration of economies around the globe and attaining global competitiveness became a necessity for the survival and growth of business. Business paradigms have undergone a radical shift and have thrown up a plethora of opportunities.

In the context of this intense business dynamism, Indian companies need to focus on safeguarding their interests in the international scenario and strengthen their global competitiveness. The 21st century promises to herald a more progressive environment for human development as it is going to be a knowledge driven century. This requires strengthening of professional education in the country especially management education, as India at this juncture of rapid economic growth also needs competent leaders with right decision making ability so as to compete with emerging new market dynamics. To realize India’s vision of becoming the intellectual capital of the world, it is essential to review the quality of management education in the country and efforts made to nurture obsession for quality in institutions offering management education.

The higher education system in India grew rapidly after independence. By 1991, there were 177 universities and 7346 colleges while in 2009, there were 467 universities and 25,951 colleges in the country. Today, while in terms of enrolment, India has the third largest higher education system in the world (after China and the USA); with approximately 31,868 institutions (544 Universities and 31,324 colleges) and is the largest higher education system in the world in terms of number of institutions.

Management education is a relatively new discipline in our country. Starting with a humble beginning in the 1960s’ when the first IIM (Indian Institute of Management) was started, management education in India has come a long way since then. At present there are around 3000 business schools all over India churning out over 2,50,000 management graduates every year and the demand for management education is growing at the rate
of 12% CAGR. However very few from among these have been successful in moulding the students to meet the expectations of the industry. This is often due to the lackluster attitude of the B-Schools towards quality assurance in management education. In order to ensure the delivery of qualitative management education, close, multilateral, cooperative linkages need to be established among the government, industry and academics. An environment of openness, nurturing creativity, ethics and values, and professionalism has to be created to make quality the ultimate destination. In this context it becomes essential to re-examine the entire structure, context, purpose and pattern of management education. This is an important pre-requisite for the creation of quality intellectual capital in the country.
9.1 Need for the study

In recent years, there has been an increasing demand for higher education in India. Due to this there is a mushroom growth of higher educational institutions with substandard facilities. Many preconditions stipulated as mandatory at the time of affiliation often either remain ignored or sidelined, resulting in the dilution of standards of the higher education institutions.

Institutions of higher education have the major responsibility of equipping the students with advanced knowledge and skills required for the positions of responsibility in government, business and profession. In keeping with the demands and needs that have been placed on educational system by various stakeholders, the higher educational system in particular is compelled to shift its focus from the state of quantitative expansion to a state of increasing emphasis on quality implementation.

In the context of increasing demand for qualified management graduates to steer the business organizations towards success in the era of global competition, it has become imperative to focus on the quality of education being offered in the portals of management education institutions. Hence the present study has been undertaken to observe and analyze the factors influencing the quality of management education in the colleges of rural and urban areas. Major part of the study is based on the perceptions of the individuals who are closely associated with management education like students, faculty members and management.

This study helps us to identify the level of disparities in the perceptions of students and strengths of faculty that exist between colleges of rural and urban areas in terms of quality of management education so as to propose suggestions to strengthen management education.
9.2 Objectives

The main objective of this study is to examine the 'Quality Management' in colleges offering Management Education in select districts of Coastal Andhra Pradesh, India namely Srikakulam, Vizianagaram, Visakhapatnam, East Godavari and West Godavari.

More specifically the objectives are

1. To analyze the variations in factors contributing to academic excellence of faculty in rural and urban colleges.

2. To analyze the quality of teaching learning process in management education in rural and urban colleges.

3. To analyze the variations in quality of academic and other supportive input system in rural and urban colleges.

4. To analyze variations in implementation of experiential learning systems in management education in rural and urban colleges.

5. To examine the extent of adequacy of physical infrastructure, learning resources and amenities in rural and urban colleges.

6. To examine the role of Director in quality management in the sample colleges.

7. To suggest suitable measures and suggestions for improvement in quality of management education in India in general and study area in particular.
9.3 Methodology

The study is mainly an empirical one and the variables used are both quantitative and qualitative in nature. In this methodology section an attempt is made to explain the methods used in the thesis to study the quality management in management education in rural and urban areas of select districts in Andhra Pradesh, India.

The study is based on both primary and secondary data. The secondary data has been collected from various reports published by government of India and Andhra Pradesh, handbook of statistics published by chief planning officer of the five sample districts of Andhra Pradesh. The primary data is collected from the students and staff of the select colleges and the details are given in the procedure of selection of sample staff and students. A sample of 100 from faculty and 200 from students relating to 45 management colleges is selected and the details are given below.

1) Selection of colleges, faculty and students: All the colleges offering MBA program prior to 2008 in the select districts namely Srikakulam, Vizianagaram, Visakhapatnam, East Godavari and West Godavari districts of Andhra Pradesh, India are considered for selection of sample faculty and students for the study of quality management in colleges offering management education. Details of selection of sample of students and staff are given below.

a) Colleges covered: The study was undertaken in the academic year 2009-2010, to collect data from the institutions, colleges that were established before 2007-2008 were considered for sample collection. As on 2007-2008 there were 46 colleges in the study area. Hence all the 46 colleges have been proposed to be covered for the study. However the management of one institution has not provided permission to collect data. Hence the study is confined to 45 colleges offering MBA Program in the select districts of coastal Andhra Pradesh. Out of these 45 colleges, 22 belong to rural areas and 23 belong to
urban areas. Rural and urban classification has been made on the basis of 2001 population census. All areas with less than 100,000 population are considered as rural and 100,000 and above population are considered as towns and cities which are classified as urban. Further, some among those have been selected for study and the sampling procedure is as follows. The number of colleges selected from each district is given in Table-9.1.

Table-9.1

Colleges selected for the study in the select coastal districts of Andhra Pradesh.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Existing No. of Colleges</th>
<th>Colleges covered in the study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Srikakulam</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vizianagaram</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Visakhapatnam</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>East Godavari</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>West Godavari</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

b) Selection of students and staff: From each selected college it is proposed to select randomly four students (final year) if the sanctioned strength of the colleges is 60 or less than 60 and six students (final year) if the sanctioned strength is above 60. Further it is proposed to select two staff members randomly from each college if the sanctioned strength of the colleges is 60 or less than 60 and three if the sanctioned strength is above 60. In the selected 45 colleges it is noted that 11 rural colleges and 6 urban colleges are headed by Directors exclusively for MBA Program. MBA departments of the remaining
colleges are headed by Associate Professor/ Assistant Professor and under the supervision of control of Principal/ Director of the institution. Sample size students and staff of each selected college is presented in Table-9.2.

Table-9.2

Sample size of Students and Staff

<table>
<thead>
<tr>
<th>Districts</th>
<th>Sample colleges</th>
<th>Student sample size selected</th>
<th>Sample size of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Srikakulam</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Vizianagaram</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Visakhapatnam</td>
<td>8</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>East Godavari</td>
<td>5</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>West Godavari</td>
<td>7</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from Table-9.2 that
a) The sample size of students is 200 out of which 100 are from rural and 100 from urban colleges and
b) The sample size of staff from the selected colleges is 50 from rural and 50 from urban.

c). Questionnaire

A questionnaire has been designed specifically to elicit the opinions of the students and staff on Quality Management in Management Education and official information regarding steps undertaken for maintenance of quality education from the college management. Questions are framed in such a manner that the respondents give their opinion for questions mostly on a four point scale and in some cases yes/no type.
d) Scaling

Scaling technique used to quantify the variables is explained in detail at appropriate places in the foregoing chapters containing analysis.

e) Methods Used

The following statistical methods are used in the analysis.

I. Tabular Analysis: Simple tabular analysis is used to analyze the perceptions of the students and staff regarding Quality Management in Management Education and information received from the management on maintenance of quality education in their colleges. Bi-variate tables are used to explain the association between the groups of students and staff with respect to selected parameters.

II. Chi-Square test: Using the information provided in bi-variate tables, Chi-square test is used to identify association between the variables under consideration.

III. Means and proportions: Most of the analysis is simple and relied on comparing means (average) and proportion. Test for equality of proportions is also used and explained in the analysis.

IV. Factor Analysis: In social sciences and especially in behavioral studies, variables cannot be measured directly. Such variables are usually referred as "latent" variables and can be measured by qualitative propositions to reflect the perceptions of the respondents. Factor analysis considers linear combinations of variables to explain a set of observations. Factor analysis is used to reduce the number of variables into a few in number without losing the inherent qualitative information. The factors generated are used to simplify the interpretation of the observed variables.
The factor loadings are the correlation coefficients between the variables and factors. Factor loadings are the basis for imputing a label to different factors. Like Pearson's correlation coefficient "r", the squared factor loading is the percentage of variance in the variable, explained by a factor. The factor analysis model does not extract all the variance. It extracts only that proportion of variance, which is due to the common factors and shared by several items. The proportion of variance of a particular item that is due to common factors (shared with other items) is called communality. Varimax rotation method helps to maximize the variances of the squared normalized factor loadings across variables for each factor.

**Eigen values:** The Eigen value for a given factor reflects the variance in all the variables, which is accounted for by that factor. A factor's Eigen value may be computed as the sum of its squared factor loadings for all the variables. The ratio of Eigen values is the ratio of explanatory importance of the factors with respect to the variables.

Chi-square test is used to test the significance of the cumulative explanation of variance. If the calculated Chi-square value is found to be significant (if it is above the table value) the factor/factors are considered as proper and the factor scores used as indices for further analysis.

V. **Discriminant Analysis:** Discriminant analysis is a technique for classifying a set of observations into predefined classes. The purpose is to determine the class of an observation based on a set of variables known as predictors or input variables. The model is built based on a set of observations for which the classes are known. This set of observations is sometimes referred to as the training set. Based on the training set, the technique constructs a set of linear functions of the predictors, known as Discriminant functions.
Discriminant Function can be simply defined as
\[ L = b_1x_1 + b_2x_2 + \ldots + b_nx_n + c, \]
where \( c \) is a constant and \( b_1 \) through \( b_n \) are discriminant coefficients and \( x \)'s are the input variables or predictors.

This Discriminant Function is used to predict the class of a new observation with unknown class. For a \( k \) class problem \( k \) Discriminant functions are constructed. Given a new observation, all the \( k \) Discriminant Functions are evaluated and the observation is assigned to class 'i' if the 'i\(^{th}\)' Discriminant Function has the highest value.

Discriminant analysis has two steps: (1) an F test (Wilks' lambda) is used to test if the discriminant model as a whole is significant, and (2) if the F test shows significance, then the individual independent variables are assessed to see which differ significantly in mean by group and these are used to classify the dependent variable. Discriminant analysis shares all the usual assumptions of correlation, requiring linear and homoscedastic relationships, and untruncated interval or near interval data.

Factor Analysis and Discriminating analysis are done on the available statistical package- STATISTICA.
9.4 Limitations

a) The study is limited to the colleges offering management education in the select districts of coastal region of Andhra Pradesh affiliated to Andhra University (AU), Visakhapatnam or Jawaharlal Nehru Technological University (JNTU), Kakinada. All these institutions are private and self-financed and no institution receives any grant from anywhere. Since, fee structure and admission policy is controlled by Government of Andhra Pradesh, India, no management has control to balance revenues and expenditure and try to run the institutions with tuition fees remitted by the government. So the quality of the institutions and service provided by them be understood from this angle.

b) Government of Andhra Pradesh sanctioned permission to establish colleges in rural areas as a policy of dispersal of educational institutions and arrest concentration in urban localities. Another limitation of the study is the natural preference of students and staff of good background and quality prefers to choose urban colleges rather than rural colleges.

c) Human bias and indifference in providing responses is common in all empirical studies. Though all precautions are taken to get valuable information, some bias may be unavoidable. Results are also subject to this limitation.
9.5 Chapterisation

The thesis is divided into nine chapters.

Chapter one deals with introduction to higher education in India, quality management in higher education and evaluation of management education in India. Objectives and need for of the study, methodology, chapterisation and limitations are also presented in this chapter. A review of literature on quality management in higher education with special reference to management education is presented in chapter two.

Chapter three is devoted to analysis of variations in factors contributing to academic excellence of faculty in rural and urban colleges. Chapter four is confined to analyze the quality of teaching learning process in management education in rural and urban colleges.

Chapter five is devoted to the analysis of students' opinions on variations in quality in terms of academic and other supportive input systems in rural and urban colleges.

Chapter six focuses on the analysis of variations in implementation of experiential learning systems in management education in rural and urban colleges. Chapter seven deals with the examination of the extent of adequacy of physical infrastructure, learning resources and amenities in rural and urban colleges while in chapter eight, an attempt has been made to examine the role of director in the management of quality in a management institution.

Summary and Suggestions are presented in chapter nine.
9.6 Findings:

a) The following are the major findings based on the analysis of the variations in factors contributing for academic excellence of faculty in rural and urban colleges.

- Most of the qualified teachers prefer to join colleges located in urban areas than in rural areas. The faculty in urban areas is found to be relatively more qualified (28%) than the faculty in rural areas (10%).

- Experienced faculty is found to be higher in urban areas (68%) than in rural areas (20%).

- Relatively more number of faculty in urban areas (62%) have reported being appointed after selection by a properly constituted selection committee than in rural areas (24%).

- Most of the colleges located in urban areas are implementing AICTE/UGC scales with varied dearness allowance component whereas most of the colleges in rural areas are paying consolidated salaries to their faculty.

- Additional degree obtained by an incumbent faculty is considered as an improvement in qualification. Relatively more number of urban teachers (60%) have acquired additional qualifications such as M.Phil / PhD when compared to teachers in rural colleges (22%) during their in-service.

- Relatively high proportion of faculty are found to be more in high research ability group in the colleges of urban areas (40%) than in the colleges of rural areas (16%) as is evident from the number of publications.

- The Level of participation in academic development programs (seminars, FDPs, workshops, refresher courses) by the faculty is found to be higher in urban areas (52%) than in rural areas (28%) which may be taken as a scope for development.
➢ There is no significant difference in the pattern of usage of teaching aids (tools such as LCD, OHP, digital boards) by the faculty in the colleges of urban and rural areas.

➢ Almost all the faculty members irrespective of location of the colleges are spending their time in library more or less in a similar manner.

➢ Almost all the faculty members irrespective of location of the colleges are using internet facilities in a similar manner.

b) The following are the major findings based on the analysis of the quality of teaching learning process in the colleges offering management education in rural and urban areas.

➢ Deficiency in the number of teaching faculty as per AICTE norm is found to be less in urban areas (9%) than in rural areas (21%) and the difference is found to be statistically significant at 5% level.

➢ Students in urban areas ranked their teachers as practicing relatively better pedagogy when compared to rankings given by students in rural areas.

➢ Teachers in rural colleges covered relatively higher percentage of syllabi during the academic period compared to teachers in urban colleges.

➢ Opinions of students on teacher accessibility indicates that accessibility is relatively high for students with their teachers in rural colleges (68%) than in urban colleges (61%).

➢ Relatively more number of students (84%) in rural colleges are of the opinion that rapport with teachers is high when compared to students in urban colleges (70%).

➢ More number of students (63%) in urban colleges opined that standards of teaching of their teachers is relatively high as against students in rural colleges (22%).

243
An aggregate index is obtained (using factor analysis) to identify the levels of extent of quality of teaching. It is indicated that while only 31% of the students in rural colleges ranked their teachers high or very high in quality of teaching, as high as 69% of the students of urban colleges ranked their teachers as high or very high quality.

c) The following are the major findings on the analysis of students' perception on quality of academic and other supportive input systems mainly in respect of curriculum design, academic planning, and exposure of students to industry, building rapport with the industry and personality development of students in management education in rural and urban colleges.

- Updation of syllabus and its adequacy: 89% of the students in rural colleges and 83% of students in urban colleges are aware of the fact that the syllabus is updated. About seventy five (75%) of the students in rural and urban colleges have expressed the opinion that curriculum content is adequate.

- Specializations offered in the colleges: 69% of the students in rural colleges and 79% in urban colleges reported that the specializations offered are more than two. Remaining students gave the opinion that there is no choice in the combination of specializations offered under dual specialization and it is almost compulsory to confine either to human resource management / marketing management or financial management/ marketing management i.e. making marketing management as a compulsory option. Students in both rural and urban colleges felt that dual specialization is advantageous over single specialization for getting better employment opportunities and to have a better grip over the subject to handle the situation in the event of decision making involving situations of conflict of interest.

- Industrial visits: All the students in the study area reported that the colleges are organizing visits to industries. More than 50% of the
colleges in both rural and urban areas have successfully completed three visits in the previous semester (Semester preceding the period of study)

➢ Colleges in both rural and urban areas are providing project works to their students to the maximum possible extent. However 13% of students in rural areas and 27% in urban areas made their own arrangements to secure permission for project works.

➢ Case studies: 88 percent of the students in colleges of rural areas and 94 percent of the students of colleges in urban areas reported that discussion of case studies in the class is really useful in understanding the concepts better.

➢ Guest lectures: 44 percent of the students in colleges of rural areas and 55 percent of the students of colleges in urban areas reported that their colleges arranged more than 4 guest lectures in the last academic year.

➢ PD Activities: 90 percent of the students in colleges of urban areas and 75 percent of students of colleges in rural areas reported that their departments are conducting PD Activities to show case the talents of the students and train them on different aspects. This shows that most of the students in urban colleges have benefitted from these programmes when compared to students in rural colleges.

Thus, it is noted that most of the students irrespective of the colleges in which they are studying expressed that academic and other supportive input system in their colleges are highly relevant to their career growth.

The results of the aggregate analysis shows that while only 39% of the students in colleges of rural areas indicated that quality of academic and other supportive input systems is high or very high, as high as 61% of the students in the colleges of urban areas
indicated that quality of academic and other supportive input systems is high or very high in their colleges.

d) The following are the major findings of the chapter analysis of Implementation of Experiential Learning systems/ Programs in Management Education in the colleges of rural and urban areas.

Experiential Learning facilitates students to handle uncertainties that arise in a professional environment. Students get a more realistic preview of actual job functions in a chosen field through this system, while they are still in the college. Through participatory experience, a management student develops certain competencies and skills like critical thinking, presentation skills, interpersonal communication, teamwork, leadership, self-confidence and cultural awareness.

➢ While only 27% of the students in rural colleges expressed that their participation levels are high, 44% of the students in urban colleges expressed that their participation levels are high. 56% of the students in rural colleges expressed that they exhibited their skills through presentations in personality development activities while this is as high as 71% in urban areas.

➢ Encouragement from college for presentation of papers: Forty four (44) students out of 100 in rural colleges and Forty eight (48) students out of 100 in urban colleges have shown interest in preparation of papers. Among the 44 in rural colleges, while 40 students received encouragement, only 24 students went up to the stage of submission of research papers and among those 24, only 22 attended the National and International Seminars and presented their papers and only two received financial support to meet their expenses. Among the 48 students in colleges of urban areas who have shown interest in preparation of papers, it is observed that while 47 students received encouragement. Out of 47, only 26
students went up to the stage of submission of research papers and among those 26, only 23 attended the national and international Seminars and presented their papers and only ten received financial support to meet their expenses.

➢ Involvement of student as Members in Departmental committees: It is noted that 44 among 100 students in the colleges of rural areas and 64 out of 100 students in the colleges of urban areas informed that one or more committees were constituted in their colleges with students, to run department activities or social development activities. Further regarding the membership of students in such committees, it is noted that out of 44 students in colleges of rural areas only 30 of them are active members in one or more of the committees while among 64 students in colleges of urban areas as high as 49 are active members in one or more of the committees. Among the committees a) 23% of students in colleges of rural areas and 26% students in colleges of urban areas have actively participated in cultural committee b) 10% of students in rural areas and 14% in urban areas are members in canteen committee, c) 8% of students in colleges of rural area and 10% of students in colleges of urban areas have reported as members in grievance committee, d) 10% of students in colleges of rural areas and 14% in colleges of urban areas are members in anti-ragging committee. 40% of students in rural areas and 54% students in urban areas are involved in one or more of the activities organized by the departments such as blood donation camps, environmental protection campaigns, services to old age homes, mobilization of funds for victims of natural calamities, and clean and green.

➢ The results of the aggregate analysis show that while only 60% of the students in colleges of urban areas indicated that the levels of index of implementation of experiential learning systems is high or very high in their colleges, as high as 40% of the students in the colleges of rural areas indicated the levels of index of
The implementation of experiential learning systems is high or very high in their colleges.

e) The following are the major findings on the analysis of aspects relating to physical infrastructure, learning resources and other amenities in the colleges of rural and urban areas.

Physical resource environment comprises of 1) a well built column structured buildings with spacious classrooms with good ventilation and aeration, conference rooms, staff rooms, student waiting rooms and open-air auditorium, and 2) provision of potable drinking water, uninterrupted power supply, preferably with non-acoustic generator. Learning resources that help to enhance the quality of teaching and learning include facilities in laboratories such as communication laboratory, computer laboratory with internet facility, and libraries with DELNET, and well-equipped seminar halls with Audio Visual Aids. Amenities that enhance the reputation of the college are hostels for boys and for girls separately, well maintained canteen, medical and transport facilities, sports and recreational facilities. Learning resources are maintained and managed mainly by the departments while the physical resources and amenities are provided and maintained by the managements of the colleges.

Results of analysis of students’ opinion on the above infrastructure facilities are as follows:

- 38 percent of the students in colleges of rural areas and 20 percent of the students in colleges of urban areas reported that the overall availability of infrastructure facilities is very good.
- 67 percent of the students in colleges of rural areas and 74 percent of the students in colleges of urban areas reported that the computer facilities are good. The purpose for which the computer is used is more or less uniform and is mostly for academic purposes.
- 43 percent of the students in the colleges of rural areas and 53 percent of the students in the colleges of urban areas are spending
two or more hours of their time in the computer laboratory. Proportion of students using internet facility for information retrieval purpose (academic) are found to be more in urban colleges (84%) than in rural colleges (38%).

➢ 39 percent of the students in the colleges of rural areas reported that overall library facilities are adequate, while only 24% of the students in the colleges of urban areas opined that overall library facilities are adequate.

➢ 57 percent of the students in the colleges of rural areas and 35 percent of the students in the colleges of urban areas are visiting the library once or twice in a week. 51 percent of the students in the colleges of rural areas and 23 percent of the students in the colleges of urban areas are referring and borrowing books/titles either recommended or suggested by their teachers from the library.

➢ Salient features of other amenities available in the college (based on opinion of students).

a. 13 percent of the students in the colleges of rural areas and 6 percent of the students in the colleges of urban areas expressed that 'canteens' are not available in their colleges.

b. 38 percent of the students in the colleges of rural areas and 57 percent of the students in the colleges of urban areas expressed that 'hostels' are not available in their colleges.

c. 58 percent of the students in the colleges of rural areas and 42 percent of the students in the colleges of urban areas expressed that 'Xerox and stationary facilities' are not available in their colleges.

d. 74 percent of the students in the colleges of rural areas and 67 percent of the students in the colleges of urban areas
expressed that 'medical facilities' are not available in their colleges.

e. 23 percent of the students in the colleges of rural areas and 21 percent of the students in the colleges of urban areas expressed that 'sports facilities' are not available in their colleges.

The results of the aggregate analysis shows that as high as 59 percent of the students in colleges of rural areas indicated that physical infrastructure, learning resources and other amenities are high or very high, while only 41 percent of the students in the colleges of urban areas indicated that physical infrastructure, learning resources and other amenities are high or very high in their colleges.

f) The following are the major findings of the study relating to role of Directors in management of quality in the institutions.

In the selected sample of 45 colleges, 22 are rural colleges and 23 are urban colleges. Further among the 22 rural colleges 11 have Directors exclusively for MBA Program while among 23 urban colleges only 6 have Directors exclusively for MBA Program and the remaining colleges are run by a common Director/ Principal for all courses including MBA.

➢ Quality policy: As high as 47% of the departments having an exclusive Director stated that they have a quality policy, while only 14% of the departments having no exclusive Director but run under a common Director/ Principal stated that they have quality policy. This shows that existence of an exclusive Director for MBA program has a significant impact on explicitly stating the quality policy of the institution.

➢ Status of Accreditation: 35 percent of the departments having an exclusive Director for MBA, and 36 percent of the departments not having an exclusive Director for MBA got accreditation. Thus
accreditation may not be influenced by the fact of having or not having a Director exclusive for the MBA department.

- **Constitution of Advisory Boards:** As high as 88 percent of the departments having exclusive Director for MBA have advisory boards, while only 40% of the departments not having an exclusive Director for MBA, have advisory boards. This shows that impact of having a Director for MBA department is observed in the constitution of an Advisory committee.

- **Selection of faculty through properly constituted selection committee:** As high as 59 percent of the MBA departments having exclusive Director filled the faculty positions by a properly constituted selection committee, while only 46 percent of the MBA departments having no exclusive Director have filled the faculty positions by a properly constituted selection committee.

- **Presence of Director in selection committee:** As high as 71 percent of the departments having a Director exclusively for MBA presented in selection committee of faculty, while 39 percent of the departments not having a Director exclusively for MBA have stated they were not members of the selection committee.

- **Strengths of faculty:** 64 percent of the departments having a Director exclusively for MBA and sixty eight percent of the departments of not having a Director exclusively for MBA are running MBA Program with less than 50% of the required qualified faculty. No significant differences are found in the strength of qualified faculty among the colleges with an exclusive Director for MBA and those not having a separate Director for MBA program. The main reason for paucity of qualified staff is that industries are more attractive both in terms of pay and career prospects. Besides that candidates appearing for NET /SLET or registered for PhD is relatively less in Management discipline. However all the colleges contracted are having a qualified Professor or Associate Professor and he/she generally heads the department.
Organisation of Seminars, Workshops and Faculty Development Programs: As high as 71% of the colleges having a Director exclusively for MBA program organized 1–3 seminars and 24% more organized 4 or more seminars in the last 3 years while 36% of the colleges having no Director exclusively for MBA program organized 1-3 seminars, while another 25% organized more than 4 seminars/workshops during the last three years. Thus impact of having a Director is clearly observed in organisation of seminars, workshops and faculty development programs.

Colleges sponsoring staff for Participation in Seminars/Workshops/ Faculty Development Programs: Ninety four percent of the colleges having an exclusive Director and eighty six percent of the colleges having no exclusive Director are sponsoring their staff for participation in seminars/ workshops/ faculty development programs. Thus the difference is not significant in terms of sponsoring their staff to seminars, faculty development programs and workshops in case of colleges having or not having a Director exclusively for MBA programme.

Reward for research publications in Journals: As high as 47% of the departments having a Director exclusively for MBA program are rewarding their staff, while only 18% of the departments without an exclusive Director for MBA, are rewarding their staff. The reward is generally in the form of reimbursement of publication cost and Rs.1000/- cash award in most cases.

Experienced faculty: Relatively more experienced faculty are found in the departments managed by exclusive Director (76%) for MBA than in the departments managed by either a common Director or by a Principal (50%) for all courses including MBA.

Attrition of Faculty in the colleges: The level of attrition of faculty is low (29%) in colleges having a Director exclusively for MBA program, while it is high (71%) in institutions having no Director exclusively for MBA program. Thus exclusive Director for the
g) The following are the major findings of the study relating to Student development programs initiated by the institutions.

- **Guest Lectures:** Impact of having a Director for MBA department is observed in the case of organisation of guest lectures. Only 29% of the colleges having no Director exclusively for MBA program organized 7 or more guest lectures during the last three years, while the corresponding percentage is as high as 59% in the colleges having a Director exclusively for MBA program.

- **Establishment of Industry Institution Interaction cell:** Around 47% of the colleges having an exclusive Director and 39% of the colleges having no exclusive Director for the department have established Industry Institution Interaction cell.

- **Organisation of Entrepreneurship Development Programs:** Colleges with an exclusive Director for MBA program or no exclusive Director are not found to be very different in terms of organization of entrepreneurship development programs. In both cases less than 40% of the colleges have organized such programs.

- **Placement cell:** All the colleges irrespective of having an exclusive Director for MBA programme or not, have formal placement cells providing placement assistance to their students.

- **Students' Performance:** Performance of students in most of the colleges under the leadership of exclusive Director is found to be relatively better (82%) than in the colleges under the leadership of common Director/Principal for all courses including MBA (64%).
➢ **Formation of Alumni Association:** Impact of having an exclusive Director or not is not prominent in this regard. In 82% of the colleges having a Director and 79% of the colleges not having an exclusive Director have Alumni associations.

➢ **Library and Laboratory:**

a. Fifty eight percent of the colleges having a Director exclusively for MBA Department have spent more than 5% of the total receipts while only forty seven percent of the colleges having no exclusive Director for MBA department have spent this much amount on the development of library.

b. Fifty eight percent of the colleges having a Director exclusively for MBA Department have spent less than 5% of the total receipts, while sixty eight percent of the colleges having no exclusive Director for MBA department have spent this much of amount on the development of laboratories.

c. Forty one percent of the colleges having a Director exclusively for MBA Department and thirty nine percent of the colleges having no exclusive Director for MBA department are using library software.

d. All the colleges, either having an exclusive Director for MBA program or not, have internet facility in the laboratory.

e. Role of Director is clearly observed in having more facilities such as hostel(76.47%) and medical facilities (94.12%) while in the case of canteen facilities and uninterrupted power supply difference are not found to be significant in the departments under the leadership of having or not having an exclusive Director or not.
9.7 Major Suggestions for Quality Improvement.

To make the MBA program more effective, it is suggested that there should be an exclusive Director for the course. Exclusive Director for MBA pay more attention in creating quality policy, advisory committee, selection of faculty and all other academic related activities.

➢ Qualified Director has greater awareness on the academic requirements and behavioral aspects including attitudinal compulsions of the candidate to deliver the right inputs to the students. Further they are able to plan well to deliver quality inputs to the students besides arranging special classes to impart communication and other skills to help them face the real world competition. Hence they play a more relatively active role in the growth of the department when compared to Principals of the institutions heading all the courses. The study revealed the impact of having an exclusive Director for MBA course on many aspects.

➢ As faculty are one of the main components to contribute to quality of higher education, due attention needs to be given to the process of selection of faculty. This helps to provide quality inputs to the students and enhance the brand image. The college management needs to select the faculty as per UGC/AICTE norms, through a properly constituted selection committee on permanent basis rather than adhoc basis. Higher proportion of temporary and adhoc faculty hinders delivery of qualitative education. Hence the colleges may be given directions to fill the teaching vacancies well in advance of the commencement of the academic year through constitution of proper selection committees and to not make any temporarily or adhoc appointments of unqualified faculty.

➢ AICTE made a special provision for the selection of candidates with experience in industry as faculty at higher levels even waiving the requirement of a PhD qualification. This helps the students to get hands on experience and get good exposure to the day to day
realistic problems faced by the management in the industry. Hence at least ten percent of the faculty positions be filled with persons having industrial experience.

Teaching is not the only job of management faculty. Imparting training and taking up consultancy services enhances the quality of a faculty and helps to uplift the image of the institution. Interaction with Industry gets the networking advantage to the institution and establishes unique identity. Conducting management development programs, undertaking specific research studies on contemporary issues such as formulating strategies for marketing of the products, training and development of HR personnel, enhancing the brand image of the local industries and mobilization of funds for new entrepreneurs etc., increases the reputation of the faculty and institution. This is possible if the Management of the institutions encourage faculty to take up research and extension activities along with consultancy. Hence managements be directed to earmark a reasonable percentage of receipts for research and consultancy and also frame policies to reward faculty for involvement in the above activities.

All management institutions should plan for the improvement of qualification of their staff by encouraging them to register for M.Phil./PhD and also to permit them to attend Seminars and Conferences, Faculty Development Programs and Workshops. This concern towards faculty increases the sense of belongingness among the faculty and helps in building bondage with the institution besides improving their quality of teaching and research skills.

Colleges and Universities use accreditation as a means for self-improvement as this process helps self-assessment of the institution to identify the specific strengths and weaknesses of the programs under accreditation. External group of peers go through the self study report submitted by the institution and assess the quality of inputs by analyzing the admission profile of students,
qualifications of the faculty, infrastructure both physical and academic, contribution to society and so on. Accredited institution is preferred by all stakeholders when compared to non-accredited institution. In this study area it is noted that most of the colleges are not accredited and many of them seem to be not very serious to improve their quality standards by going for accreditation. Accreditation be made compulsory for the institution to be considered for renewal of affiliation by the university or continuation of sanction of intake by AICTE at least after the institution sends four batches of students into the market.

▶ It is relatively difficult to find qualified faculty at higher levels in the self financing MBA colleges affiliated to universities as the pay package is not attractive when compared to industry and national level premium institutions. In the states like Andhra Pradesh where Government fixes the tuition fees and makes the admissions and allots candidates to the colleges, many institutions are facing difficulty in paying even the UGC prescribed salaries. To attract qualified staff, colleges be given autonomy to make admissions and to charge adequate tuition fees to provide competitive compensation package with due restrictions on policy of admissions. Good pay package attracts experienced and competent faculty as it not only motivates the people to a great extent but also retains potential faculty for a longer time.

▶ There is a considerable difference in teaching practices adopted for management education and other social sciences. Management education mostly focuses on the relations involved in the society among buyers and the sellers, consumers and producers, employees and employers, lenders and borrowers, savers and investors and so on. This needs an analysis of sociological, psychological nature of the persons involved in manufacturing, trading, consultancy, marketing and so on. Student has to be equipped with the basic concepts along with business etiquette. Hence MBA education needs a different pedagogy to suit the
requirements of management students and this may also differ from teacher to teacher and from institution to institution. Now a days most of the teachers are adopting new pedagogy and increasingly moving over to the usage of modern teaching aids using latest technology with emphasis on case studies. All management educational institutions be equipped with modern infrastructure on information and communication technologies (ICT) to adopt global practices of teaching to make the student globally competent.


1. As a part of MBA curriculum, Industrial visits and project work play a significant role in understanding the concepts and their applications in the real world situations. This also facilitates placements. Training through project work enhances their analytical and practical skills to help them to form suitable strategies in their functional area like marketing, human resource and finance. Hence all the faculty in the department shall pay more attention in arranging industrial visits and accompanying their students to reputed and well established organisations for project work. In this regard there is no need to emphasize the importance of establishment of an industry institution interaction cell in the department and appointing a qualified coordinator with industrial experience besides a placement officer.

2. In this globalized competitive era students be equipped not only with theoretical inputs but also better communication and leadership skills along with decision making and reasoning capabilities to win over any odd situation. All-round personality development of an individual helps to gain advantage in placements. Colleges which focus personality development activities as a part of activity in their academic schedule are usually preferred by students and hence all managements of the management institutions shall encourage the departments to plan such
programs. In this connection there is no need to stress the fact that qualified trainers be invited to execute Personality Development Activities besides regular training.

3. Apart from regular classes by their faculty, the departments need to arrange guest lectures by subject experts, visiting professors from universities, professionals from industry and other management schools. Exposure of students to professionals and experts enhances their horizon and enables them to think beyond the obvious and read and understand what the real content imbibes within the lines and between the lines.

4. The Managements and Directors of all the institutions shall pay greater attention to encourage their staff and students to attend seminars and conferences and submit research papers. Research spirit shall start at the student's level and sufficient provision be made to identify and encourage talented persons for training in teaching at higher levels and motivate them towards acquisition of advanced learning. This not only enhances the brand image of the institution but supplies talented persons to the country for getting new thoughts and techniques for the development of management science.

5. To meet the present day requirements of the market conditions, all MBA departments shall evolve suitable course curriculum and offer or train students to get special training through certification programs. It is desirable to start programs of their own if potentiality exists or to tie up with institutions offering certification programs such as SAP, Stock exchange certification programs in capital markets and commodity markets, mutual funds, retail marketing, International business and so on. This benefits the student to gain in specialized areas and enhances their potential for campus placement.
9.9. Suggestions for improvement of supporting facilities.

The tangible concept of quality service is also important in management education. The quality and quantity of infrastructure facilities like labs, library, and computer facilities play a significant role in teaching and learning processes and support facilities like accommodation, sports and canteen also reflect quality of education.

1. Adequate availability of supporting facilities and creation of right ambience along with trained manpower helps in establishing brand value of the institution. Modern and ample facilities in library and laboratories encourage students and staff to spend their leisure time (non-class timings) in laboratories and libraries. Now a days people learn and get good exposure to knowledge through search engines i.e., through ICT. Hence managements be encouraged to earmark sufficient funds for the development of knowledge centers by modernizing and updating library and laboratories.

2. Management should also plan for overall development of students besides imparting education. This requires sufficient investment in facilities like sports, playfields and gym.

3. As a part of development of participatory learning practices opportunities be created for students to participate in social development programs such as environmental protection by way of plantation, propagating the disadvantages of using non degradable materials and encouraging use of non-conventional energies. Students also be encouraged to participate in conducting awareness programs against AIDS, cancer, mother health and child malnutrition, polio, hepatitis B etc.,. Students also be involved in taking up voluntary services to encourage readmission of dropouts, conducting blood donation camps and mobilize men and material to support the victims of natural calamities.
4. More opportunities may be provided to students to involve in college administration as members on different committees like canteen committee, grievance redressal committee, placement committee, sports and cultural committee etc. This not only helps the students hone their decision making, leadership and conflict resolution skills but also exposes them to the real time management situations.