

**QUALITY OF MANAGEMENT EDUCATION:  
AN EMPIRICAL STUDY OF SELECTED MANAGEMENT  
INSTITUTES IN RAJASTHAN.**

**A Thesis**

**Submitted for the Award of Ph.D. degree**

**In Business Administration  
(Faculty of Commerce and Management)**

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University of Kota**

**By  
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**August 2020**

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## **ABSTRACT**

We hear change is the only constant; however the kind of uncertainties being faced by today's world there is a constant change in the rate of change happening around. And this ever increasing rate of change is modifying our surroundings, our methods of working and our ways of living. These changes are inevitable and our ignorance cannot prevent from happening. But the big question in front of us as a society remains is, are we ready to sail through these waves of changes? The bigger responsibility for helping societies & economies pace up with this dynamic environment lies on industry and education sector. They both go hand in hand. While the former provides goods & services along with generating employment, the later imparts the knowledge making individuals employable and laying a foundation of a happy life.

We have witnessed drastic industrial changes in past and continue to witness them; thanks to the technological advancements. What we haven't witnessed is a drastic evolution of our education sector. We do talk about reforming educational sphere and also see some initiatives being taken up by government & non profits, but what we do not see or measure is the impact of these reforms, especially in the Government managed Institutions; may them be schools or centers of higher education. This study is focused on a few such centers of Management Education in the state of Rajasthan.

Having exemplary faculty on board along with an advantageous infrastructural facilities, these identified Government Universities are pioneers and considered as epitomes of education within the state. But when it comes to the employability aspect the author thought of digging in bit deep and undertakes a research to critically examine the state of Management Education in Rajasthan. The aim of this study is to highlight major problems or challenges being faced by these Universities and the management aspirants who have enrolled with them; especially in terms of the quality.

This research also looks forward to be a skill gap analysis between the education & industry and bring out the strategies & solutions to enhance the effectiveness of these Management Institutes of Rajasthan.

The study is structured in five chapters for the purpose of clarity and better understanding. A brief description of these chapters is as follows:

- Chapter 1: Introduction to Management Education – This chapter details about understanding concept of Education, Higher Education & Management Education, especially in our country and a brief introduction of the four Universities covered in this research.
- Chapter 2: Review of Literature – This chapter talks about the previous researched is conducted on Management Education and its quality in the country and in state of Rajasthan.
- Chapter 3: Research Methodology – This chapter gives a brief description about research and explains the purpose of the study, objective of study, scope and methodology adopted for conducting the research.
- Chapter 4: Data Analysis & Interpretation – This chapter represents the data collected during the research through tables and graphs, followed by the author's interpretation.
- Chapter 5: Findings, Suggestions & Conclusion – This chapter entails the findings derived through the data analysis, suggestive mechanism and some useful recommendation made by the author. It also includes the brief conclusion of the thesis, talking about the futuristic aspects of management education.

## DECLARATION BY SUPERVISOR & SCHOLAR

I hereby certify that the work, which is being presented in the thesis, entitled **“Quality Of Management Education: An Empirical Study Of Selected Management Institutes In Rajasthan”** in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy, carried under the supervision of Dr. Anukrati Sharma and submitted to the Department of Commerce and Management, University of Kota, Kota represents my ideas in my own words and where others’ ideas or words have been included. I have adequately cited and referenced the original sources. The work presented in this thesis has not been submitted elsewhere for the award of any other degree or diploma from any Institutions.

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If anything is worth doing, do it with all your heart.

--Buddha--

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**“Quality of Management Education:  
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**CHAPTER 1**

**INTRODUCTION TO MANAGEMENT**

**EDUCATION**

# **CHAPTER 1**

## **INTRODUCTION TO MANAGEMENT EDUCATION**

### **1.1 - Introduction**

As a man was passing by elephants in a zoo, he suddenly stopped and stared at the hulk of 5000 kilo being tied with a metal chain; tied to a small wooden peg, hammered into the ground. The man looked in astonishment that the giant could easily rip the chain off and free himself but doesn't. He asked the zoo caretaker, as to how it is possible that this elephant is tied to this single rope, not even wanting to get freed? The caretaker replied that when this giant is brought into the zoo, he is a baby. We tie him with a rope and then he tries a lot to free himself but being not that capable enough he couldn't free himself. Over the years, the elephant grew strong; but somewhere in his mind he has accepted the fact that he cannot break that chain anymore. So he stays like this tied to that metal chain for years and years and does not even try to break his shackles.

The man realized that this not only happened with the giant but it happens with we human beings as well. We are conditioned to so many things since our childhood that by the time we grew; even if we had potentials to accomplish them, we wouldn't; because like an elephant, we too have accepted the way our situation is and we believe in not believing in ourselves capable enough to change them.

The mention of this story itself, makes us realize that we all go through some conditioning in our lives, but it's our wisdom that plays a vital role in turning around the situations in our favor. It is because of our knowledge that we either rise in our lives or stay at the same level.

So from where Wisdom comes in ? It comes from Knowledge.

And from where Knowledge comes in ? It comes from EDUCATION.

Here in my thesis I will be focusing upon the Higher Education aspect of our Indian Education System in special context to Management Education; as to how our existing syllabi; has conditioned us in a way; that by the time we have realized; a huge gap between our Higher Education and Corporate/ Industry has already emerged.

Talking about Higher Education; let us first understand what exactly is Education?

Education in common parlance means “the process of receiving or giving systematic instruction, especially at a school or university”. “It is a process of enlightening minds.”

The Dictionary interpretation of Education (2017) states it as, “the act or process of preparing oneself or others intellectually for a matured life by imparting or acquiring generic knowledge, developing the reasoning power and judgment.”

It also means, “the act or process of imparting or acquiring specific knowledge or professional skills.”

The third meaning stated is, “a degree, level or kind of schooling: a university education.”

Also it means, “the result produced by instruction, training or study: to show one’s education.”

According to another famous dictionary; Merriam Webster (2017), education can be simply termed as: “the action or process of teaching someone especially in a school, college or university.”

Additionally, it can be said that education is “the knowledge, skill and understanding that one gets from attending school, college or university.”

It can also be termed as, “a field of study that deals with the methods and problems of teaching.”

Smith M. K. (2015), defined education as “a process of inviting truth and possibility, of encouraging and giving time to discovery; as a wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life.”

Often people mingle education with schooling. They use them as synonyms. Images of schools and colleges are the first thing that comes to their minds, when the word education is heard. People even start thinking of professions like Professors and Teachers etc.

Problem with this mindset arises, basis the modes operandi of a lot of institutes & instructors, which not necessarily is something, we can appropriately call Education.

On the other hand, Freire P. (1972) used the term 'Banking' as narrative to education, which means creating deposits of knowledge; treating learners as depositories and educators as depositors.

According to a Philosopher and Educator, Horne H. H. (1874-1946), "education is an eternal process of adjustment, higher for the creatures who have evolved physically, psychologically and are aware of God being manifested in the environment of humans; intellectually, emotionally and willingly."

Horne was an advocate of the philosophical school of thought called Idealism. The idealism influenced the theory of education and also had a moderate influence upon the religious education, during the period starting from mid 19<sup>th</sup> century to almost 20<sup>th</sup> century. As articulated by Horne is Idealism in Education; which is recognized as the centre of the freedom of will, but it also emphasizes on the fact that the individual is not an isolated entity; rather the individual is a part of a larger community.

On the other hand another American philosopher, psychologist and educational reformer Dewey J. (1938) defined education as "a social process of experiencing the present and not just being ready for the future life. As life means growth; education means helping inner growth without age being the hindrance. The growth process comprises of two steps a) adjusting with each phase of life and b) adding to one's skill development".

Emphasizing upon the approach of learning by doing; Dewey's thoughts analyzed education both traditional and progressive standpoint. Traditional education is focuses upon curriculum and heritage; while, Progressive education focuses on the interests of students' than the instructor's.

Dewey proposed a fresh philosophy based upon the role one's experiences play in education. He clearly stated, that human experiences- past, present and future; affect the learning capacity of an individual.

The conclusion was that an experiential education is based on the simple ideology which states that experiences and activities (relatable to the learner's life) enhance the learning of an individual.

As per the School of Conscience, the definition of education; which currently serves as the guiding light to our mainstream schools today states; "education as a mechanism to deliver knowledge, skills and information from Educators to Learners." This metaphor definitely, gives a reasonable meaning to education as a delivery system, but overlooks the most important meaning of education. The pre conceived notion of standardized outcomes leads to exercising control over the behaviors of Teachers by the Administrators; which thereby leads to controlling the Student's behavior by Teachers. All this leads to an increase in the symptom of depression, stress, anxiety and psychological imbalance amongst the student fraternity, which tends to result in a higher suicide rate.

The essence of the education is deteriorated, when its outcomes are measured basis some numbers a student gets in an examination; which bears a little relationship with the true education; thereby labeling the education system a total failure.

A literate individual is the one whose cognizant, possess clarity of thoughts and works towards accomplishing his goals, but our current education system does not develop these qualities within the students.

With the rise of complexities within civilizations; transmission of knowledge directly from one person to another; became complicated and there was no way to pass it on to coming generations. Some way of preserving the knowledge was the need of the hour. Moreover, rise of trade and government, led to the invention of Writing. This happened around 3100 BC.

Then there was need felt for a devoted place, exclusively, for preaching reading and writing. Along with it, there appeared a group of people, who were the preachers, who imparted the knowledge and taught reading and writing.

The preachers or teachers were mostly the elderly people of the society/ civilization and were referred to as Priests, Scribes, Monks, Churchman or Padre. The vast population of learners or the children was also divided into 2 parts; one which learnt by the being the informal apprentice and the other, who were given formal schooling. The traditional method was memorizing everything being taught and harsh physical punishments were the ways of Motivation used by the preachers; understanding that the horror of getting penalized or beaten will enable the students to learn more.

One of the Clay tablet, found by archeologists in an ancient Egyptian Civilization; had written on it; “Thou didst beat me and knowledge entered in my head.”

The Jews, from the Middle East, were open towards the thought, that all children, regardless of the class, must be educated. They established elementary schools for the children falling into the age group of 6years to 13 years; where students learned Synagogues existed more as centers of imparting education rather than places of worship.

For Greek Civilization, Education was more about preparing a child for an adult life. Since the Greek Mythology was more focused on the human attributes and predominantly believed in representing the universal aspects, such as the Sun, the Moon, the Sea; which are near to human beings; and are basis of the world one lives in. It was the Greek Mythology, that made people heavenly happy in their daily lives. The schools of Sparta; an autocratic city/state; were meant to produce Fighter Citizens or Serviceman/ Servicewomen.

Looking towards Athens, which is a democratic city, emphasized more on training rudimentary Mathematics along with reading and writing. After the age of 13, they would study as disciples of a disciplinarian; more like a mentor or coach. Citizens learned the art of both peace and war, thereby making school and exercise, giving equal importance to both the fields.

For Ancient India, Vedas were the basis of most of the education. It included hymns, formulas & incantations. The Vedic period lasted from about 1500 BC to 600 BC, which was later on taken over by the Hindu texts & scriptures.

Initially education was available for free for everyone. But later, as the social systems started getting complex, rigid and restricted, the society was divided into 4 classes based upon their professions and only the meritorious lineage was allowed to study scriptures.

The Upanishads, encouraged explanatory learning, where teachers and students, together searched for veracity.

The method of tutoring was based on reasoning and questioning but there was nothing as a final answer for any topic or question. Sages imparted knowledge, orally to the scholars and the information was passed on from one generation to another.

The Education System built in 1900s focused on sustainability through the Industrial Age. The idea was to prepare people to live their lives happily and creatively during that phase. Today we are living in the Information Age and the old model of Education; based on conformity, linearity & batching people has almost become obsolete. The world is changing at a pace that, what is studied in the beginning days of the university, becomes obsolete by the time the session gets over.

Various studies on Indian Higher Education System have a common view about its structure which says that it is 'Complex' with Governance overlapping and entangled in self. It still faces the problem of inter-regional, inter-group, ecumenical, gender queer, inter-occupation, income disparities in accordance with the accessibility of the higher education with an all-time low number of enrollments. It still faces challenges in terms of quality and academic reforms. The 11<sup>th</sup> Five Year Plan not only focused on increasing the enrolment numbers in higher education but also gave due importance to diversity and inclusiveness, aspects of education like quality & relevance and needful reforms – academically in the University & College system. Resultant to which we have seen an increase in the GER (as described in Chapter 2) to 24.5 % in 2015-16; as compared to only a 10% decade ago 2004-05.

The following chapters of this thesis will focus on the factors responsible for the increased gap between the management schools of Rajasthan and Corporate. It will also emphasis on the concerns raised by Businesses and Aspirants; time and again.

Very recently, one of the Chinese news outlet Global Times; made a remark on India's pool of Business Graduates as one of the country's weakness and not the strength. Comparing the economic growth of the 2 countries, the article talked about the plight of India's biggest talent pool and how Brain Drain has actually taken the India's top talent away from the country. The quoted reasons in the article, as to why India will not be able to match or overtake China's Economic Growth were (i) the top talent of India is working for multinational companies, doing no good to the Country but creating value for foreign companies. (ii) the largest talent pool of MBAs; cited as the strength of the country; is a weakness because of the kind of the jobs they are into. (iii) slow growth of entrepreneurs still remains as the biggest challenge, despite of the numerous reforms introduced by the Government.

It was quoted that "To accelerate its economic growth, India needs high quality companies and to have its top tier multinationals, India needs to cultivate a more open environment for entrepreneurship."

Resultant; challenges faced in the foreign investments; "If India cannot provide a good environment for its own businesses to develop, how can, it ensure a good environment for foreign investors."

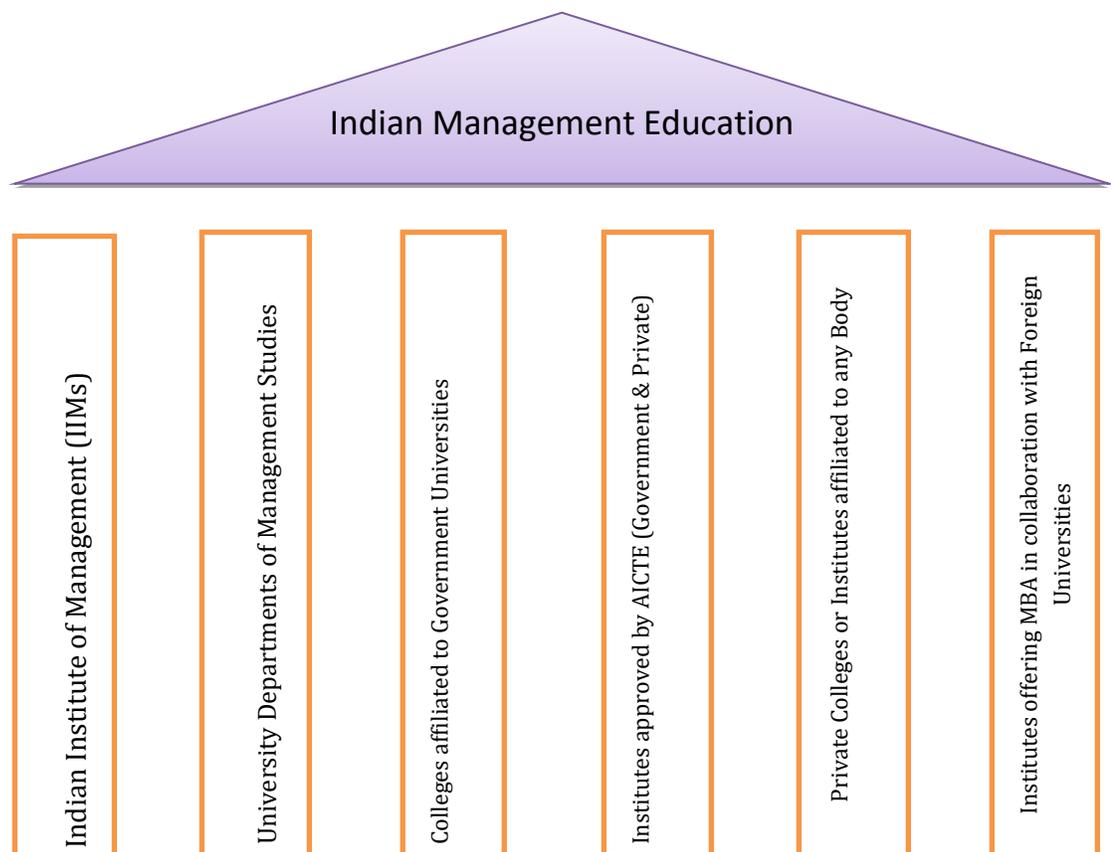
Gangaiah B. and Vishwanath J.; Yogi Vemana University – Andhra Pradesh; very simply; have described the History & Structure of the Indian Management Education System in their paper "Impact of Indian Management Education in Developing Entrepreneurial Aspirations and Attitudes Among Management Students". There came a drastic change in the Economy of India, when Liberalization, Privatization & Globalization became the foundation of the Industrial Revolution leading to a phase where Indian Education System transformed to meet the demands of the Global Economy. Management Colleges grew like mushrooms primarily focusing on increasing the number of aspirants for Higher Education but the contributions of these institutes towards the development of our Nation was never up to the mark.

In India, management training programs had already embarked their journey in 1936 by Tata Institute of Social Sciences and later in 1949, Xavier Labour Research

Institute, too joined the league. But these programs focused on the upliftment of the working managers in personnel function.

- However, Management as a discipline of study came into existence in 1953 by the Government of West Bengal & Kolkata University. The institute named as Indian Institute of Social Welfare & Business Management (IISWBM), was the first B-school of India. Soon, the then existing leaders of education like Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra Pradesh University (1957), adopted the pattern and started imparting 2 year full time MBA Program.

Today the Structure or Management Education in India stands tall, basis 6 Pillars:



*Figure 1.1: Structure of Indian Management Education.*

*Source: Researcher*

India's current workforce is suitable to serve the tertiary and scientific sectors, but the nation needs a large number of educated and agile workers to join the force, who are capable to adapt with the knowledge. And hence, imparting relevant & quality higher education has become more than necessary now. The need is to transform our education system as demand driven, more quality conscious and coupled with a futuristic perspective. This is done with a view to retain the visionaries & educationists (highly qualified) who can forecast the future needs and strive to meet them as well. Not to forget the changing dynamics and funding opportunities, because of which the management higher education can be accessed and afforded by many.

## **1.2 – Introduction to Universities**

### **1.2.1 - University of Kota, Kota**

Established in 2003, University of Kota is the heart of the country's major coaching hub. It's a growing university of the state presently expanding its scope in offering multi disciplinary courses, research and skill development. The university aims towards all round development of its students with imparting quality education. Currently around 180+ colleges & institutes across Rajasthan are affiliated with this university. The University currently offers courses in six different disciplines and has national and international collaborations to provide global exposure and also looking forward to introduce some new departments and amenities like central library, sports complex, hostels, etc to promote holistic development of the students.

### **1.2.2 - University of Rajasthan, Jaipur**

Established seven days before India's Independence, University of Rajasthan, then known as University of Rajputana, proved as badge of honor for the pre-independent educational horizon of the country. After 68 years of foundation, the University is acknowledged as Potential for Excellence and has strived towards coping with the changing trends of educational system. The University aspires to inculcate a critical

perspective and scientific temperament by enhancing interdisciplinary research, establishing academic links and strengthening its infrastructure.

#### 1.2.3 - Maharishi Dayanand Saraswati University, Ajmer

An end result of the bifurcation of the University of Rajasthan, Maharishi Dayanand University was positioned as a University of Colleges in 1987. The University was not just an affiliating university to the colleges, but also was expected to provide support to research and teaching to its affiliated institutes. It was in March 1990, as per the UGC requirements, University established teaching departments in history, political science, zoology, botany and mathematics. Subsequently in 1991 – 92, some unconventional and postgraduate courses in environmental technology, microbiology, laboratory technology and instrumentation were introduced too. Committed to the provide quality education in every sphere of higher education, the university provides academic leadership to 281+ colleges within the region by offering 147 programs through 20 teaching departments and 6 centers.

#### 1.2.4 - Mohanlal Sukhadia University, Udaipur

Established in the year 1962, Udaipur University was set up with a view to cater the higher education needs of the southern part of the state. University lays great emphasis on inculcating a scientific temper, high ethical virtues and pacing up with the new trends of learning. The university also focuses on socio economic development and plays a significant role in providing opportunities to people from underprivileged and vulnerable backgrounds through various activities. The University also has UGC sponsored ‘Women’s Study Centre’ and ‘Population Research Centre’ which contributes significantly towards areas of Gender Equality, women empowerment & child development. The University possesses a very strong infrastructure to enable growth & development of its students & faculties.

## **CHAPTER 2**

### **LITERATURE REVIEW**

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 – Introduction**

Education forms the base for individual development. It helps in raising the standard of living of the people by uplifting the regions from the backward ideologies and making them employment ready. This results in the growth and development of the overall country. Hence, reviewing the research carried out by other champions of the education field becomes necessary at this stage.

Primarily, review of literature focuses on connecting the dots of past researches done on this topic with the present scenario. Secondly, it also identifies the areas, where further research can be done. Thirdly, it gives the researcher visibility to the different spectrums of the research problem and helps acknowledge them, which in turn helps identifying different solutions to the research problem.

The researcher here has tried to review different theories of Quality Higher Education and the theme of the same is depicted in this chapter through 5 major categories:

2.2 Literature Review for Higher Education.

2.3 Literature Review for Concept of Quality.

2.4 Literature Review for Quality Higher Education in India.

2.5 Literature Review for Management Education in India.

## **2.2 - Higher Education**

Fulfillment of the eligibility criteria for admission into college/ university; precedence to this; successfully passing the secondary level education or acquiring an equivalent knowledge; is the conventional definition of Higher Education (Terry, G. and T.B.Thomas, 1979).

It basically refers to the knowledge which an individual acquires from the institutions bigger than school, like Universities, colleges, and vocational institutes of learning or professional certifications awarding institutes. Moreover, it is the specialized form of any discipline, through which an individual gains and in depth knowledge of that discipline, like medicine, technology, management, etc.

According to Barnett R (1997) too; higher education ignites minds of the students with earnest knowledge of a particular topic or discipline instead leaving the students with shallow information. The crux of the higher education lies in making the students intellectual. And not just intellectual, it also contributes in shaping the thought process and belief system of the individual.

It provides the deepest understanding of the particular discipline opens their minds and widens their horizon of thought which in turn helps the students to think of their benefit and helps them to smartly stand for their future.

The demand for responsibility and accountability from the institutes of higher education; by citizen and Government; has magnified over the past decade (Brennan, J., Fedrowitz, J., Huber, M., & Shah, T. (Eds.), 1999). And in context of Indian higher education system, it's mainly because the whole system is distorted and is not able to provide skilled manpower to a number of sectors.

Additionally the employers bear a heavy cost for training, development and retaining of the miniscule workforce that is provided or available to be employed. This is mainly done to develop the basic and advanced skill set required to perform a job.

Certain other issues being faced by Indian higher education system; as highlighted are; rigid academic pedagogy, unproductive affiliation process, inconsistent number of seats amongst varied disciplines, lack of free hand to the universities and decreasing levels of funding to the universities. There are some critical issues that are not taken into account but they do impact the desired outcomes of our higher education system. To name a few are disproportionate public funding, laid back regulatory ecosystem and no policing mechanism for the defaulters. Agarwal P. (2006)

However, there are tremendous opportunities to turn around the current situation and reap the benefits of today's dynamic environment. India can transform itself as a knowledge economy. An economy knows how the knowledge is created, spread and taken advantage of to grab the economic and technological developmental opportunities prevailing in the world. (Dahlman C. & Utz A., 2005). And this is because the development plans that India is looking at, will be challenging where only effective use of knowledge will help in raising the productivity of varied sectors of employment and will thereby lead to a reduction in poverty.

A deeper look at the university financials compel on to think on 2 major aspects Panchamukhi (1975) - (a) whether the budget allocated to the higher education sector of India is sufficient; and (b) the incurred expenses are contributing towards the fulfillment of the set objectives of higher education funding.

However, when it comes to the measuring the performance of the universities and their ratings; the institutes who strive to leave the biggest impact on student's knowledge and individual enhancement are the one which are recommended as outstanding (Tam, M., 2001).

One of the parameter while measuring the performance is the assumption that the curriculum followed in the university is exceeding the set standards, by including the objectives lay by the regulators and continuously improves the quality by meeting those objectives. (Westerheijden, 1998).

It is the responsibility of the higher education institutes; to assure their stakeholders, i.e. the state and the society to prove their commitment towards their mission, maintaining transparency while using the resources and adhering to the regulatory requirements.(El-Khawas, 1998). No matter how much outdated the academic controls become, the institutes should imbibe these three aspects, if they truly aspire to become world class institutes.

As recommended by Astin (1985) the quality of any institute is directly proportional to the student's involvement co-curricular.; which directly contributes in talent development.

The most impactful considered institutes of higher education are those whose educational objectives are clearly defined and are constant. These objectives are commonly shared between the students and faculties. (Chickering, A. W., & Reisser, L., 1993)

The National Policy on Higher Education (1986) interpreted the visionary ideologies of Radhakrishnan Commission and Kothari Commission and rewrote them as five main objectives for higher education to focus on. They were classified as; Substantial Access, Equivalent Access (or Equity), Quality & Greatness, Applicability and Knowledge Based Education (Kuppusamy, S, 2009):

- a. Substantial Access: requires increase in the proportions of any educational institute to be able provide opportunities to deserving and desiring students.
- b. Equity: states fair access to the lower income and the underdeveloped groups.
- c. Quality and Greatness: focuses on providing students with education of highest standards and help them develop their inner capabilities.
- d. Applicability or Relevance: is about promoting education with a perspective to develop human capabilities which help students to pace up with the ever evolving socio – cultural & fiscal environment of India; and last but not the least;

e. Knowledge Based Education: that means to instill basic human values encompassed in youth, which form the core of any individual.

Looking back to more such initiatives like Sarva Shiksha Abhiyaan, launched by Government of India; with a view to provide education to all; we can still find a good number of people uneducated, thereby leading such big initiative becoming unsuccessful. The basic reason found which lead to the failure of this program was that quality level of teachers was not up to the mark, that they could impart the right knowledge to students. We can observe number of colleges and universities opening up, but with a motive to earn money only and not to provide quality education. These reforms are introduced to respond to the need of development in higher education, but looking at the status of the manpower being infused in the workforce; these reforms turn out to be failures. (Dr Uppal S.S. & Dr. Uppal K. K., 2014)

### **2.3 - Concept of Quality**

The most basic modern concept of 'quality' as stated by Crawford, F.W., (1991) and which extensively referred by most head shrinkers and decision makers of higher education fraternity talks about whether the product or service is able to meet its slated purpose.

It is one of the most flexible concepts which not only allows determination of specification but also acknowledges the fact that these specifications may change time to time. Hence the scope o continuous evaluation and up gradation is always there.

However, on the other hand the traditional concept of quality is merely providing distinctive product or service. Placing soaring benchmarks; for producing goods, timely delivery and up to the mark presentation; can only be accomplished either at a higher cost or with limited resources, and hence they are kept out of reach of the masses. Basically, implying the sense of uncommonness. (Pfeiffer, N. and Coote, A., 1991). Some of the barriers that are identified in the existing services of the institutes

and students – teacher requirements, are in relation with the quality of education being imparted. (Adhikari, Tejaswini. 2001)

In another context, stated by Kenneth Clark; the then State for Education and Science Secretary; highlighted, that the academic standards with regards to students' achievements are equated with virtue of the higher education (DES, 1987).

About the Schemes/Programs designed; it was highlighted that; they were to improve the quality, based on making the basic academic and physical infrastructure strong, to promoting excellence within those institutes who are trying to be epitome of excellence, and to create a value based curriculum for the youth (Vrat, Prem, 2006).

In words of Deming 'the difficulty that arises while defining educational virtues or qualitative attributes, is to transform the futuristic requirements of the consumer into a quantifiable characteristic, therefore the designed product gives the desired satisfaction against the price paid for it. (Deming, W.E.,1982). Therefore with such varied views, quality just cannot be defined as satisfying customers' needs. It is not guaranteed that the user is always best judge of the quality. (Marchese, T., 1991). Rather the institute's capacity of fulfilling the industry needs should also be taken into account.

Although the current approach of measuring quality being used is too idealistic as it still focuses on the development of the learning environment that directly enhances the quality (JanneParri, 2006). Harvey (1995), described the process of transformation figuratively by quoting that the transformation of higher education cannot be juxtaposed with the transformation of ice into water or vice versa. There is a long way to go before we reap the fruits.

Prima facie, the students should always be given the utmost priority – the only way a University can accomplish the objectives of producing equipped workforce or in other words skilled youth; with peculiar skills, knowledge and especially perspective; which will prove to be a driving force for them to work and sustain in the knowledge

economy. But the universities should also keep in mind the fact that they will witness a change in the choices and ambition of students with the changing times (Kristoffersen, D., Sursoc, A., Westerheijden, D. 1998)

Perhaps, higher education cannot be taken as a great method of influencing the intellect of students, but definitely lays a foundation of an open minded, non judgmental & unbiased perspective of these young guns of nation. (Tam, 2001).

Unlike any other domain of economies, education system too has certain parties to which it's answerable. These are called stakeholders. And every stakeholder has different view, while defining the quality of the education which can broadly be classified in five different statements. (Harvey and Green,1993)

- quality as atypical or extraordinary,
- quality as excellence or without defects,
- quality as customizable or tailored as per the need of the hour,
- quality as appraised or monetary profits, and
- quality as adapting change or in other words evolving with changing times.

There are some unquestionable criteria set by the industry for measuring the quality which are students' knowledge, understanding of the concepts and applying them when they join the workforce. (Baroness Pauline Perry, 1991).

It is believed by the maximum academicians and researchers that the Major Stakeholders of an educational institute are more or less similar in every country. Although Malcolm Frazer (1994) stated the indicators & stakeholders of quality in higher education differs from country to country. According to the researcher, the key stakeholders of quality for India higher education are -

- Ministry – Central, State & Regional (Local) Governments
- Teachers – Primary, Secondary & Higher
- Students – school, graduate, post graduates, Ph. Ds & above.
- Industries
- Community

As the research progressed, researcher found some contradictions in the demands of each of each of these stakeholders. The never ending clash between communities' and industries' ideologies has led to a differentiation in the expected outcome from the higher education arena. While the former wants students to possess behavioral skills with a holistic skill development while the later wants students to be equipped with detailed knowledge. (Cave & Hanney, 1992)

Therefore the responsibility of setting and maintaining the benchmarks for higher education constitutionally fell upon the Central government. (Sripati, V. and Thiruvengadam, A., 2004) It is astonishing to know that an international consensus exists on quality of higher education and it is of high importance, but the existence of a clear agreement, is what's lacking. (De weert, E., 1990).

The demand from the university administrators is to maintain transparency in efficient and effective use of resources; because for students who are pursuing the programme; this seems to be an essential criteria (Nadeau, Konrad & Donald, 1992).

It is good to observe that one of the way of measuring the students' interaction and involvement; is by assessing their investment of psychological & physical energy in their educational journey. This has become a major factor behind achieving the desired outcomes from higher education fraternity. (Terenzini, P. T.,1989).

#### **2.4 - Quality of Higher Education in India**

At an early stage, the concept of quality assurance was adopted with a view to bring the Indian Higher education system in alignment with global practices. (Antony, S., 2002).

A NASSCOM-McKinsey Report, published in 2005 stated a fact about employability of the Indian Higher Education students. It stated that only 15% of the general graduation pursuant and 25-30% of the technical graduates were suited to join the workforce.

So to monitor the quality standards across various institutions, the Government of India established dedicated regulatory bodies. To name them are,

- National Assessment and Accreditation Council (NAAC) by UGC,
- National Board of Accreditation (NBA) by AICTE,
- Accreditation Board (AB) by ICAR,
- Distance Education Council (DEC).

To quote, there are some autonomous bodies too, whose aim is to regularly monitor and assess the quality benchmarks of Indian Higher education fraternity, but there are two major loop holes found:

First, the quality benchmarks set by them are not upto the ones laid out internationally.

Second, there is no stringent re-enforcement protocol being followed by these autonomous bodies, because of which there is an excess political interference, corrupting the overall impact.

Hence there is a need of prominent academic audit, for formulation, evaluation and assessment academic processes (Alteste, J., 2004). Therefore, NAAC has been established in India to undertake this role of assessing the higher educational institutions/ universities. The expectation from these units of assessment is to provide data about the variation between the actual & set quality standards in addition to the details of the courses these centers of learning offer. (DES, 1991).

It's debated that; institutions of higher education can also adopt other methods of assessment and quality improvement; rather than running for accreditations (Gates, S et al, 2002).

Therefore defining quality in the higher education arena becomes difficult. Tam & Cheng (1997) suggested that the quality of education is very unclear and

argumentative topic. On the other hand Pounder (1999) stated that defining qualitative aspects in higher education is a tricky and vague.

Wahlen (1998) stated that the activity of quality assurance within higher education arena will focus on preserving and appraising the bar of quality, by adopting various techniques of research and analytics, of adapting to different procedures of the changing world.

The idea of implying quality assurance in higher education is to ensure the advancement of the quality benchmarks in higher education sector with a view to fulfill the demands of its stakeholders. (Lomas, 2002). Hence, with such varied point of views, various attempts have been made to build an industry oriented model of quality measurement, like, Importance-Performance Analysis (Ford, Joseph and Joseph, 1999), The Balanced Scorecard (Cullen, Joyce, Hassall and Broadbent, 2003); and SERVQUAL (Aldridge & Rowley 1998; Oldfield & Baron 1998); but the most relied measure is Total Quality management (TQM).

TQM with reference to higher education can be defined as an approach used by institute, to exercise overall management based on participation level of all students & faculties and aspiring for a consistent and continuous success by achieving end user delight and win-win situation for all stakeholders including overall society. (ISO 8402).

The logic behind adopting this method is that TQM is a comprehensive approach that aims to imbibe the qualitative aspects, fruitful for its stakeholder; both external and internal; in a more collaborative and integrated way. In this way it can assure quality and facilitate change and innovation too.

But the concept of TQM, when applied in higher education's, highlights some constraints as well. Roffe (1998) pointed out that industry has a minimum number of quality indicators, however when it comes to higher education there are varied indicators each with their own complexity.

Another, limitation that was highlighted is the application of the methodology which is simple and appropriate for the service industry becomes ambiguous when applied for to university departments. (Srikanthan & Dalrymple, 2002)

Harvey (1995), predominantly laid emphasis on difference of the customer base. When it came to industrial and service sector, it's predefined who are the customers; whereas in university, the scope of the customer becomes broad. (Madu and Kuei, 1993).

However, Manjule R. & Pandhe M (2014) observed that Management Education system of India is yet to take the full advantage of quality techniques like, Benchmarking, Six Sigma, TQM and Re-engineering the methodology overall. There is dire need to enhance the quality, by carefully restructuring, updating and designing not just the MBA curriculum but the pedagogy on the whole.

On the one hand authors argue that the students should only be the primary customers of any educational institute and on the other some authors state that while defining the scope of the customers for universities, not just students but their parents, probable employers, ministry and community overall too must be taken into consideration.( Corts, 1992; Hittman, 1993; Sallis, 1993).

A huge confusion arises when one takes students as prime customers and the other takes them as the raw material or product which is being supplied to the industry. (Harris & Lavan, 1992).

A more deeper look at this dilemma, brings us to some interpretations like:

- If students are taken as customers then the course and learning may be compromised.
- If students are seen as products they are labeled as accepting and passive in nature.
- If students are taken as partners then it implies that they are self-directed and are on the same level as faculty.

- If they are taken as stakeholders then acquiring the knowledge is their vested interest and should be involved in designing the curriculum and delivering it as well. (Shahaida, Rajashekar and Nargundkar, 2006)

It is envisioned that TQM's central focus lies on continuously exceeding expectations of the customers and hence when come to measuring the quality of higher education it is necessary to give due importance to the students, faculty, employers, government and stakeholders.

### **2.5 - Indian Management Education**

Since the focus now has shifted to establish India as a knowledge economy; from a global standpoint; creation of the "knowledgeable force" becomes an essential requirement for nation's development. There has been a considerate increase in the demand for professional education. With the emergence of information and communication technology, higher education has undergone a paradigm shift in both philosophy and pedagogy (Powar, K B, 2012).

To add, the literacy rate of the country saw a significant improvement. As compared to 1901, the literacy rate of the country was only about 5% which by the time we got Independence; grew to approximately 20% (Gupta P.V, 2004).

With a less number of centers of higher education, the aspirant is seen to be stuck in a constant hustle with the prevailing challenges of racism & reservation as parameters of qualifying these exams, thereby leading to make the matter of more elimination than selection (Ministry of Human Resource Development, Government of India, 2000).

With having 12 IIMs (Indian Institutes of Management) in India; which have evolved as the global brands of India over a period of time and are also looked upon for the quality standards of their methodology, students and even the professors (Ashutosh P. & Deb P., 2017); sadly the scenario of Management Education system in our country is not up to the mark. On the one hand, we see many budding management institutes

coming up but on the other looking at the placement numbers of the students, it can be interpreted that definitely the quality is being compromised. (Datta A., 2016)

A for-profit system has more advantages as it results in greater competition in the education sector which compels institutions to lower fees, improve teaching quality, and use efficient technology as ways to distinguish themselves from the competition.

It also gives greater power to the students and the parents – as customers or stakeholders and therefore institutes; as businesses; will have to fulfill their needs. Even for employees such as teachers, competition among educational organizations would bring in better payment terms, training facilities and employment benefits.

This is because how qualitative the teachers and education administrators will determine the success or failure of the educational institute. Additionally, it will attract not only better faculty but also better investors and entrepreneurs for funding. (PwC Report, 2010).

The separation method and transactional inclination, available provides a basis to management educationists and head shrinkers; to mistakenly strike the relationship between a student and a faculty as of a service provider and a customer. (Sankaran, 2012).

The suggested conceptual framework of Quality of Indian Management Education System is by Shahaida, Rajashekar and Nargundkar (2006). The issue pertaining to the definition of quality management education is emphasized; as a difficult task to derive the right purpose by which the Indian higher education system is driven by.

In last couple of years, few endeavors have been taken towards defining the purpose of higher education by policy makers, which intend to be beyond the ones' provided by the Robbins Committee (Robbins, L. 1963). It slated that the important objectives of higher education were 'skill development', 'enhancing mind capabilities', 'learning advancement' and 'cultivating an unbiased culture for all to flourish'.

As per the observations of Marimutthu K. N. & Chandirasekar B. (2018) MBA is a technical degree and is held responsible to provide a well nurtured talent pool to join the workforce. Hence it is not just about the curriculum, but necessary steps have to be taken to enhance the Placement cells of the management institutes; focusing on project based learning by more industrial ties ups and devising trainings and collaborations to promote skill development of these MBA aspirants.

## **CHAPTER 3**

# **RESEARCH METHODOLOGY**

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#### **3.1 – Introduction to Research**

Commonly concluded as Search of Knowledge, specific to a particular topic; as mentioned in CR Kothari's Research Methodology, 2<sup>nd</sup> Revised Edition (2004); research is one academic activity which is used in a technical sense, worldwide. Research is viewed as a set of predefined activities which one undertakes to do a gap analysis for gaining a new understanding. These predefined steps range from defining the problem to reaching the conclusion; and between these lays processes like identifying the objectives of doing this research, deciding the methodology or strategy of conducting it, referring to some past observations, formulating some suggestive conclusions/ findings of the topic; basis which the future decisions can be made.

In one of the oldest book of research; The romance with research; Redman & Mory (1923) defined research as a methodical way of gathering or acquiring further information on a particular topic or gathering new knowledge about it. Therefore, it can be referred as addition to the already existing bunch of information on that particular topic.

Another way of looking at research can be termed as; a way of thinking or finding the rationale behind one's perceptions. Basis which, new theories and principles can be developed. These theories and principles are actual contribution to the existing stock of information and carve the way for future developments.

In a third manner the research can be understood as a tool to critically examine the ongoing procedure and asking questions related to; What, How and Why; that implies, what is done ?; how it is done ? And; why it is done ? This questioning instigates the individual to observe and then helps formulate changes in the ways of performing a particular task or function.

As we have considered different meanings of research, let us now have a look at the other important aspects that make a research more fruitful.

### **3.2 – Aims & Objectives of Research**

As we now know research is a critical activity, it's important to find the right answers to the questions raised and thus formulating these questions in the forms of Aims and Objectives, leads to better findings.

Aim of the research is a consciously defined purpose, of why the research is being undertaken. The scope and depth of any research are determined by its aims and objectives. It is the anchor, which provide direction to the research and help avoid any kind of deviations.

Following to this, when the Aim is divided into several smaller groups to be addressed separately, they are termed as Objectives of the research. Depending upon, with what purpose the study or the research is being carried out, the objectives can be categorized further. These can be mentioned as:

- Exploratory or Formulative: deals with finding insights to a less explored area/ topic.
- Descriptive: focuses more on the characteristics of an issue or the attitude towards it.
- Diagnostic: focuses on the patterns of occurrence of a particular activity.
- Hypothesis testing or Explanatory: deals with identifying connection between variables or analyzing standard v/s actual.

*Basis the problem statement, the research is undertaken to with a view to identify gap between student and employment opportunities:*

- Understand student's inclination towards securing a job and methods to motivate them to pursue research and entrepreneurship; through management studies.
- To encourage project based learning in management education system.
- Identify ways and means to develop managerial skills in the MBA aspirants through management studies and no just leading it to be an examination based only.
- To identify measures to develop overall personality of the students through dedicated skill development program and also identify

activities for productive utilizations of student's free time that will lead to development of required skill set.

- Last but not the least, what universities can do to develop young minds and not just robots.

### **3.3 – Motivation in Research**

It has been observed, that there is always a driving force behind any innovation or change that has come into existence. There is always a deep desire behind bringing or doing something different. The out of the box thinking is always based on a push from within, which is actually the motivation to pursue a goal or an objective. In the same way, there is a motivation behind performing any research too.

These motives can be named as:

- Challenging the current status and bringing simplification.
- Initiative to solve any particular problem pertaining to an existing procedure or functionality.
- A mode of giving back to the society/ social service.
- Working around with the creative instinct that an individual has, to prove his or her intellectuality.
- Personal gains like respect in the society or attaining a higher education degree in research.

### **3.4 – Research Types**

Based on the type of the problem, the research can be categorized in any one of the below types:

- Descriptive- based on facts collected through different channels, this type of study is the one wherein researcher can present the collected data as variables and which are uncontrollable.
- Analytical- the study emphasis on evaluating and analyzing the collected data to draw sensible interpretation from the same.
- Applied-it's a situational based study, which focuses on solving an immediate problem which is currently being faced by the institution or society.

- Fundamental- interpreting from a particular behavior or pattern to formulate a new theory is what, this type of research focuses on.
- Quantitative- the emphasis within this type of research is to collect quantifiable data through which, measurable information can be interpreted.
- Qualitative- once again the focusing on the behavioral aspect of any problem, this type of research aims to uncover the underlying thoughts, logic, rationale or any motives.
- Conceptual- this kind of research is the forte of thinkers and philosophers aiming at developing new concepts or revising the existing ones.
- Empirical-it's based on one's observations or experience; which may defy all the logic and theories and has the capability of being validated through previously recorded observations.
- Miscellaneous- this category includes some of the other variants of research; except the ones mentioned above. They can be named as Historical Research, Conclusion Oriented Research, Clinical Research, Laboratory Research and One Time Research.

### **3.5 – Research Methodology**

The systematized approach towards solving the particular problem is known as research methodology. It's a step by step process adopted by every researcher; no matter what kind of research he/ she is undertaking; to reach the desired results.

As we understand, that research is basically finding answer to a question; research methodology is the way that leads a researcher to the answer; that too in a streamlined manner.

The entire process of the Research Methodology can be summarized in an eight step model, as shown in the figure below:

The process of carrying out a research can be clearly described as:

- Defining the problem or formulating the topic research topic.
- Doing an extensive literature survey or in other words referring to the existing bunch of information about the topic.
- Finalizing the design of the research or choosing the method of collecting information or data, whether by conducting surveys through questionnaires or by conducting some experiments.
- Formulating Objectives or Hypothesis which serve as the focal point of any research (Standard) with which the findings (Actual) is compared.
- Execution of research as per the finalized design or in other words, collecting of data or information by the researcher.
- Then a researcher analyzes the collected information and interprets the outcomes, as per his / her observations.
- Once the interpretation is complete, a researcher then put forth his findings from the research which in turn becomes the base for providing necessary suggestions for improvement.
- Finally, the research is concluded; thereby providing the base for any future researches to be conducted.

### **3.6 – Data Classification**

As a part of the Research Process, the Collection of Data is one of the most crucial activities and has to be performed with utmost care. The crux of the whole thesis lies upon the analysis of the data collected. The conclusion of the research is based upon the findings drawn from the data analysis and thereby results in making decisions of future improvements.

However, the data collected is classified broadly in 2 categories. This classification is done basis the source from which the data is collected. These 2 categories are:

- **Primary Data:** the data collected by the researcher himself; through different modes like surveys or interviews; falls under this umbrella.

This data is the closest to the problem, which is being studied; as its collected with keeping in mind the specifications of the problem and does not compromise on quality as the research himself or herself has put in the efforts in collecting the same.

- **Secondary Data:** this is the set of already existing data, which is referred by the researcher to draw conclusion or correlation with the problem. This is the data which is collected by some other researchers for some other purpose.

The quality of this data cannot be validated, as its dependency lies in some other hands than the researcher. But the benefit with using this data is one, the researcher has to not go through the hassles of collecting the same; and two, the responsibility for the quality of it never lies upon the researcher.

### **3.7 – Hypothesis**

The formulated hypotheses for this study are:

**H1** – Government has taken various initiatives to enhance the quality of management education in Rajasthan to ensure proper intellectual growth of individuals.

**H2** – There are some drawbacks while implementing them at institutional level, that these strategies are unable to derive the desired output.

**H3** – The lack of placements opportunities in these universities is majorly due to old curriculum, old pedagogy and no global exposure.

### **3.8 – Gap Analysis**

Gap Analysis is another management tool which helps find the difference between the current situation the future situation that an organization aspires to be at.

In other words, it's about measuring the distance between the target and anticipated outcomes or Standard versus Actual performance of any organization. To understand this analysis of standard versus actual, it is simplified in 3 parts:

- The Current State of Performance – Actual
- The Aspiring State of Performance – Standard
- The Measured Difference between these two states – Gap

Therefore, Gap Analysis is a technique of finding reasons why the organization was unable to reach the target and how it can perform better to cover those gaps and reach the desired state.

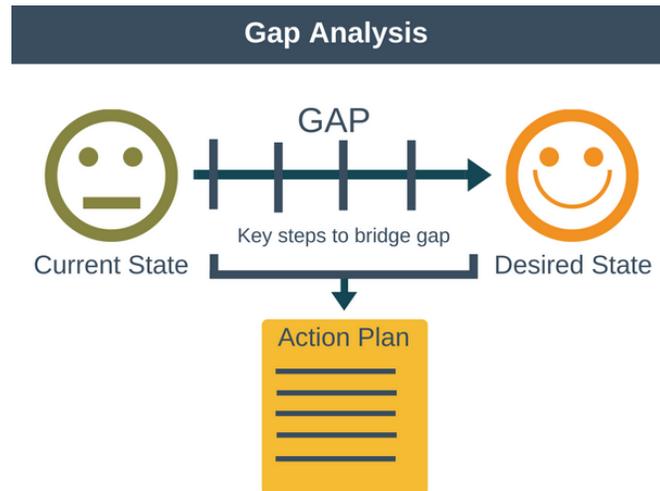


Figure 3.1: GAP Analysis Model  
Source: Expert Program Management – GAP Analysis

Basis the above figure, the Gap Analysis model of this research can be described as:

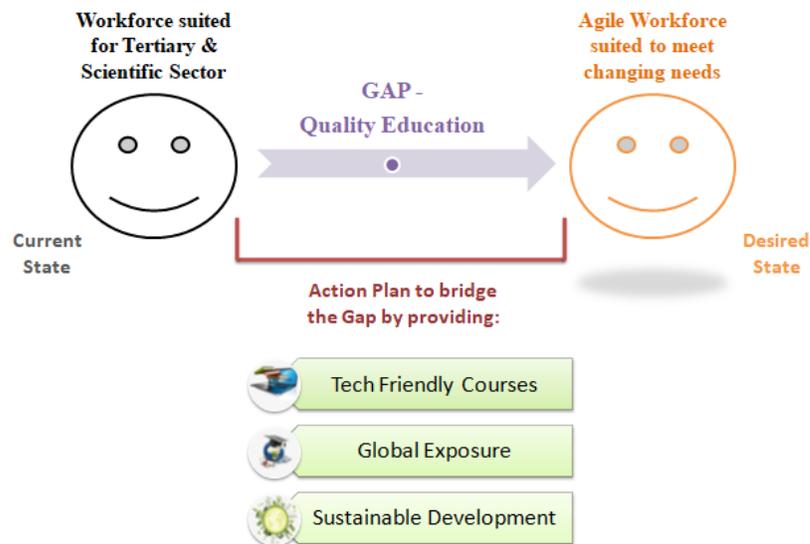


Figure 3.2: Quality Education GAP Analysis Model  
Source: Researcher

### 3.9 – Research Framework

Universe –All the important elements, which are involved in conducting the research, together are called as universe. These include the people, places, organizations, objects of observations and also the specific questions related to the research.

For this study, the researcher has considered the following elements:

#### 3.9.1: Cities or Places

- Jaipur – Jaipur being the capital of Rajasthan, attracts a large number of young crowd to pursue higher education. Not just because of the choices of Institutes available, but also because it is the Corporate Hub of Rajasthan.

The Rajasthan University is one of the Oldest University of India, established in 1947 (even before Independence) as University of Rajputana; which was renamed in 1956 as University of Rajasthan. It's the Legacy of this University, that researcher chose it.

- Ajmer – Situated in the lap of Aravalli Mountains and known as the Education city of Rajasthan, during the late 19<sup>th</sup> Century; Ajmer's literacy rate as per the 2011 census was rated as 86.52%. The land of famous Dargaah Sharif; one of the biggest Muslim Pilgrimage and the base for visiting Pushkar; Ajmer has always drawn people from all parts of the world.

Home to the famous The Mayo College and Sophia Girls' school and College, Ajmer is also famous for its Music College founded in 1942 and got their own University in the year 1987 named under the famous philosopher Maharshi Dayananda Saraswati.

- Udaipur – Titled as “The city of Lakes”, Udaipur is historically the capital of Kingdom of Mewar. Surrounded by Aravali Range, this city shares the border with the State of Gujrat, which provides it with the strategic geographical advantage. Some of the major contributors of its economy are tourism, handicraft industry, marble processing and chemical manufacturing, is currently a rising hub of Rajasthan. Being the homeland for IIM Udaipur, one of the premier management institutes of India, Udaipur University too attracts a good number of young minds for pursuing management studies.

- Kota – Located on the Banks of the famous Chambal River, Kota is the third most populous city of Rajasthan. It's the biggest coaching hub of the country, where students from all over the world come to attain knowledge from best of the Engineering and Medical Entrance Prep Institutes. Looking at its fast pace development, the city is also a part of the Smart Cities Mission.

In addition to the coaching institutes, Kota has three Government Universities named; Vardhaman Mahaveer Open University, Rajasthan Technical University and University of Kota. Out of the three, University of Kota is the recently established one, in the year 2003 and hence it is within its developing mode.

#### 3.9.2: Data Collection Method

Researcher has collected the data through a Semi Structured Questionnaire, which included maximum of closed Ended Questions, some of them even based on Ranking Method and Likert Scale.

#### 3.9.3: Population

The population of respondents includes the Students pursuing Management Studies or MBA from the four major Universities. These students include both Male and Female, who fall in the *age group of 21 to 25 years*.

#### 3.9.4: Sample Size

The data is collected by 50 management students from each University, making it a total of 200 respondents.

## **CHAPTER 4**

### **DATA ANALYSIS & INTERPRETATION**

## **CHAPTER 4**

### **DATA ANALYSIS & INTERPRETATION**

#### **Section I - Introduction**

The following chapter inscribes the interpretation of the collected Primary & Secondary Data followed by a brief analysis of the results drawn.

According to encyclopedia.com, “the process of drawing sense out of any numerical data is called data interpretation.” The commonly used method for assessing data is called as Statistical Analysis, which involves using statistical tools as well. However, analysis and interpretation of the data with a view to draw predictions is known as Inferential Statistics.

Mentioned in one of the blog on Udemy, describing the basic of Data Interpretation, “the procedure, leading to assign some meaning to the collected data and concluding significant findings out of it, along with their implications, as well is data analysis & interpretation.” 2

The data is collected in two forms; i.e. Quantitative (Numerical) and Qualitative (Narrative) and accordingly, different techniques are used to analyze and to draw conclusions.

Most commonly used techniques for:

- a) Quantitative Data (Numerical): analysis of this type of data is mostly represented in numerical terms. Some of the widely used terms include; Mean, Standard Deviation, Frequency Distribution, Regression, ANOVA, etc.

- b) **Qualitative Data (Narrative):** analysis of this type of data is concluded by categorizing it, in some common themes. Though interpretation of such data is difficult as these are open ended statements, however some of the strategies which are useful in assessment are; Focus Group & Interviews; Documentation in the form of training manual, policies & procedures; and Observations like behavioral patterns related to time and activity.

Going back to the conventional meaning of Statistics; “the body of techniques or methods, developed with a view of collecting, presenting and analyzing the quantitative data and then using it as a base for decision making; is called Statistics”

A one phrase definition for Statistics is “science of averages”.

However, looking at the recent trends of decision making, which is majorly based on the analysis and interpretation of data, the definition of statistics too has evolved.

Another meaning formulated is; “statistics is a package of techniques, which enables one to make wise decisions during uncertainties.”

On the other hand, modern day definition of Statistics is “obtaining & analyzing the numerical data through pre-defined techniques and then making decisions based on the results to sustain in the uncertain world.”

To understand statistics from a more holistic view, it has been divided into two branches named Descriptive Statistics and Inferential Statistics.

- a) **Descriptive Statistics:** this branch talks more about presenting numerical data in a form which is presented in a simplified and easily understandable way. These forms include tabulation and diagrammatic representation. Usually a difficult step to perform as the categorization of raw data in right focus groups; avoiding biases to intervene.

- b) **Inferential Statistics:** this branch deals with methods which help finding right conclusions from the analyzed data. Inference is the essence of any study and becomes the baseline for making some good future predictions; which in turn leads to some great decision making.

The data collected by the researcher; both Quantitative & Qualitative data has been depicted, representing both Descriptive & Inferential Statistics. This chapter mostly deals with the Quantitative Data and their interpretations. These inferences have been drawn with a view to provide base of the Conclusion Chapter of the Thesis; where in Findings & Suggestions to resolve the problem are incorporated.

## Section II – Analysis & Interpretation

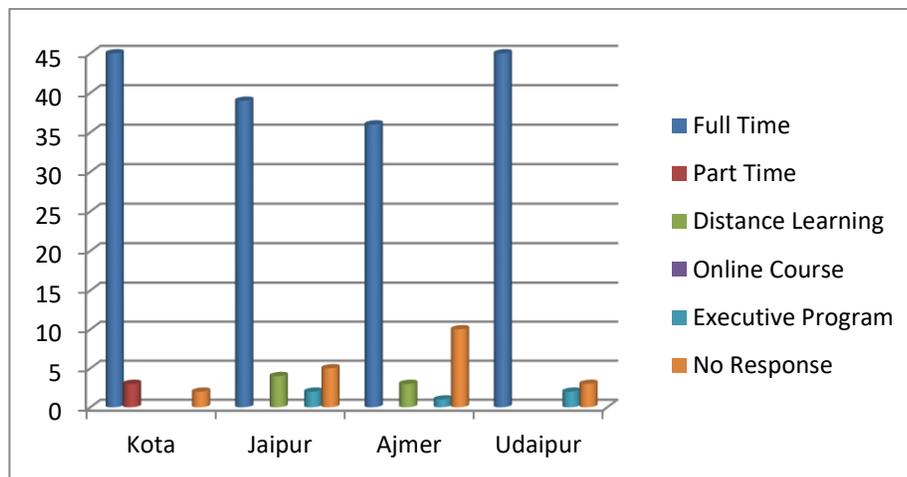
### 4.1 Preferred mode of pursuing MBA by students.

The data in the below table represents preference of students while selecting the mode of pursuing MBA. The mode of pursuing MBA is one of the critical factors in assessing the quality of imparting knowledge.

Table 4.1 –Preferred mode of pursuing MBA

Options	Kota	Jaipur	Ajmer	Udaipur
Full Time	45	39	36	45
Part Time	3			
Distance Learning		4	3	
Online Course				
Executive Program		2	1	2
No Response	2	5	10	3

Figure 4.1 – Preferred mode of pursuing MBA



**Interpretation:** The data reflects that in all the four Universities, maximum number of students has opted for a Full Time MBA course. However, it's only Kota University that has a few students who opted for a Part Time mode for pursuing

management studies. This was majorly because these students are employed and pursuing masters alongside.

Again, except Kota University, the other three Universities, i.e. Jaipur University, Ajmer University & Udaipur University are offering Executive Programs, which allow professionals to enhance their level of education.

Jaipur & Ajmer Universities are also providing Distance Learning mode of management education and few people have adopted the same. This is highly because; some of the aspirants look forward to do masters from renowned universities, but are unable to move cities. Thankfully these universities provide such a facility to promote management studies.

One of the strange outcome revealed through above data, is that many of the respondents chose not to disclose their mode of pursuing MBA. And topping the chart of such respondents was Ajmer University, followed by Jaipur, Udaipur & Kota.

And one of the shocking findings revealed through above data is, that no University provides Online Courses, which again is one of the essential part of the education system in today's technical world.

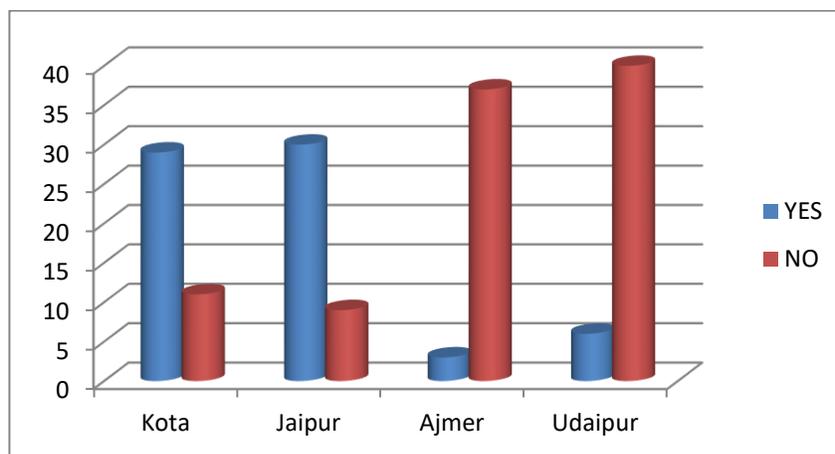
#### 4.2 Number of seats reserved for Women in these Universities.

Women's education is one of the crucial matters to look at from Government's perspective and its taking every possible step to improvise the condition. The data below reflects an act of Universities to support the Government in this initiative.

Table 4.2: Seats reserved for Women in Universities

Options	Kota	Jaipur	Ajmer	Udaipur
YES	29	30	3	6
NO	11	9	37	40

Figure 4.2: Seats reserved for Women in Universities



**Interpretation:** The data reflects a contradiction amongst the Universities. Maximum numbers of respondents from Kota & Jaipur Universities say that they have seats reserved for women. However, maximum number of respondents at Ajmer & Udaipur say that they do have seats reserved for Women in their University.

The data definitely shows that, there is lack of awareness amongst the students of these Universities. It also reflects the unclear situation of these universities, whether they have seats reserved for women or not..?

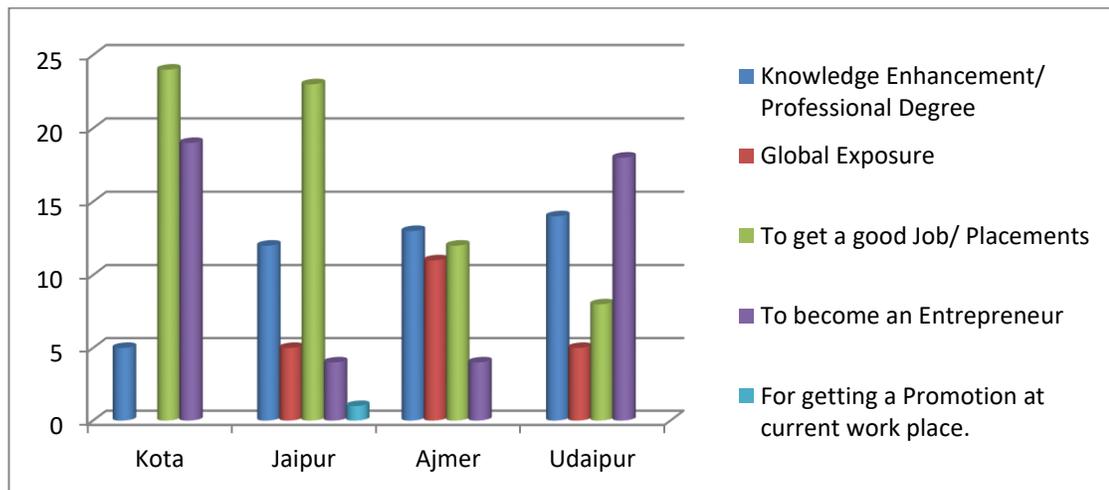
4.3 What are the deciding factors behind respondents' pursuing management degree?

The data is collected with a view to understand the reason why students opt for MBA as a best option for pursuing a Master's Degree

Table 4.3: Deciding factors for pursuing MBA

Options	Kota	Jaipur	Ajmer	Udaipur
Knowledge Enhancement/ Professional Degree	5	12	13	14
Global Exposure		5	11	5
To get a good Job/ Placements	24	23	12	8
To become an Entrepreneur	19	4	4	18
For getting a Promotion at current work place.		1		

Figure 4.3: Deciding factors for pursuing MBA



**Interpretation:** The above information decodes the rationale behind student's mindset while choosing MBA for a master's degree. The above graph shows, that the reason for choosing MBA to get a Good Job, is leading the race in Universities of Kota & Jaipur. However in University of Udaipur, it's not the Job that students are looking at, but being an Entrepreneur is what they aspire to.

Respondents of Kota University too rated Entrepreneurship as another driving force to pursue MBA degree. But on the contrary, respondents from Universities of Ajmer & Jaipur showed very little interest in Entrepreneurship.

Knowledge Enhancement through MBA degree was ranked lowest in Kota University; but the graph showed an upward move starting from Jaipur, then Ajmer and highest in Udaipur University.

With having a very balanced approach between knowledge enhancements & securing a good placement, respondents of Ajmer University showed a deep interest towards Global Exposure. While no respondent in Kota University showed interest towards Global Exposure.

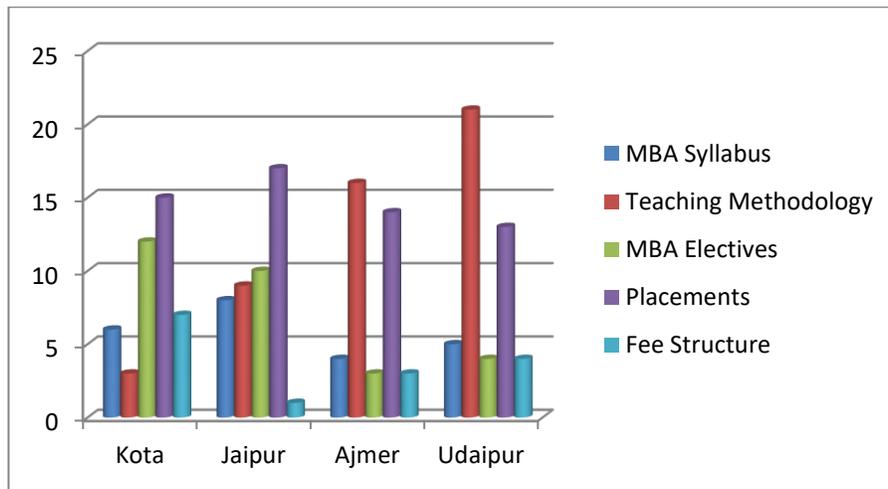
#### 4.4 What are the deciding factors while selecting a University to pursue MBA.

The collected data showcase the prime factors behind choosing any University for pursuing MBA Degree.

Table 4.4: Deciding factors while selecting a University

Options	Kota	Jaipur	Ajmer	Udaipur
MBA Syllabus	6	8	4	5
Teaching Methodology	3	9	16	21
MBA Electives	12	10	3	4
Placements	15	17	14	13
Fee Structure	7	1	3	4

Figure4.4: Deciding factors while selecting a University



**Interpretation:** Another important factor while pursuing MBA is choosing the right University to avail degree from. These factors are unique selling points of any university to attract students.

Teaching Methodology was the most important factor for choosing Udaipur & Ajmer University, by maximum number of respondents, as the data shows. On the contrary,

the respondents of both the universities rated MBA Electives as the least important factors while choosing a University.

However, University having a good placement record was the deciding factor, for the respondents of Jaipur & Kota University. Also the students in these two universities were keen towards different MBA Electives been offered at the Universities.

Respondents at Jaipur University emphasized on MBA Syllabus as another important deciding factor while selecting University. The same was the scenario at Kota University as well.

One of the striking findings were that a good number of respondents at Kota University said that the Fee Structure of the University was also a deciding factor while choosing the University. Followed by Udaipur & Ajmer, Jaipur University had a minimal number of respondents emphasizing on Fee Structure.

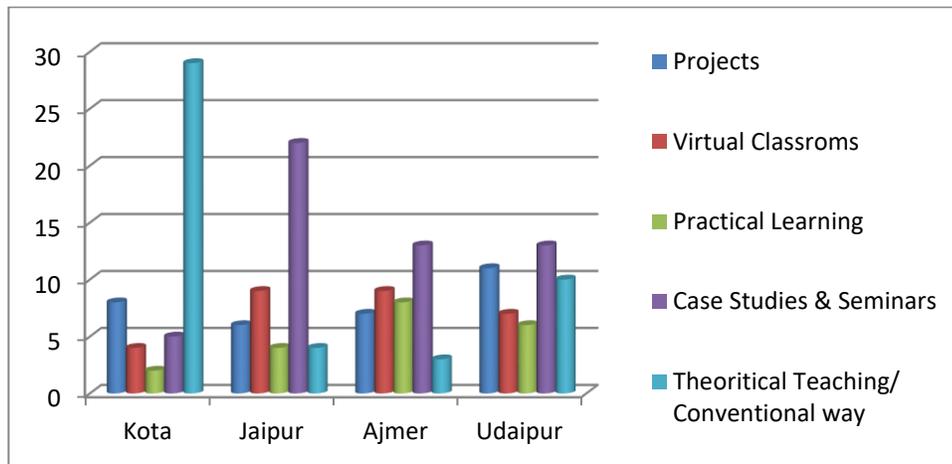
#### 4.5 What is the pedagogy adopted by Universities.

Pedagogy refers to the methods of teaching that a University adopts for imparting knowledge to students.

Table 4.5: Pedagogy adopted by Universities.

Options	Kota	Jaipur	Ajmer	Udaipur
Projects	8	6	7	11
Virtual Classrooms	4	9	9	7
Practical Learning	2	4	8	6
Case Studies & Seminars	5	22	13	13
Theoretical Teaching/ Conventional way	29	4	3	10

Figure 4.5: Pedagogy adopted by Universities



**Interpretation:** Pedagogy or the method of imparting knowledge is always a combination of different ways put together in a manner to provide best to the students. However, Universities do give high preference to one or more ways. Through the above data, the researcher has tried to find out which way, university thinks is the best way to impart knowledge to students.

Theoretical Teaching is the conventional way that every University follows, but the data reflects that Universities of Jaipur & Ajmer are now focusing more on Case Studies & Seminars, than following the conventional method. On the other hand respondents at Kota University said that University still focuses on Theoretical Teaching as their primary method.

The data for Udaipur University reflects that University follows a blend of Theoretical Preaching and Case Studies & Seminars. It's more with purview to 'first understand and then apply' principle. However, the weightage is more towards application of theories through case studies.

Another method of preaching is through Live Projects, and we can see that there is a considerate amount of focus on this method too by Universities. Udaipur university has highest number of respondents who said University do focuses on providing students with Projects. Followed by Kota University & Ajmer University, Projects too hold an important place in their pedagogy. Comparatively, respondents at Jaipur University felt that Projects are of a less priority for University.

One more ingredient of pedagogy being followed is more from an Infrastructural standpoint, which is having Virtual Classrooms. Respondents of Jaipur & Ajmer Universities said that their institutes have upgraded their Infrastructure by adding Digital Presenters. Udaipur University too has Virtual Classrooms, but Kota University is still lagging behind in providing such a facility to students.

Since the world is changing rapidly, Practical Learning is what it demands. However, this is one factor which still needs focus from all the universities listed. A decent number of students at Ajmer University said that they are being provided with the platform for Practical Learning, followed by Udaipur University. However Jaipur and Kota University lagged behind acknowledging this methodology.

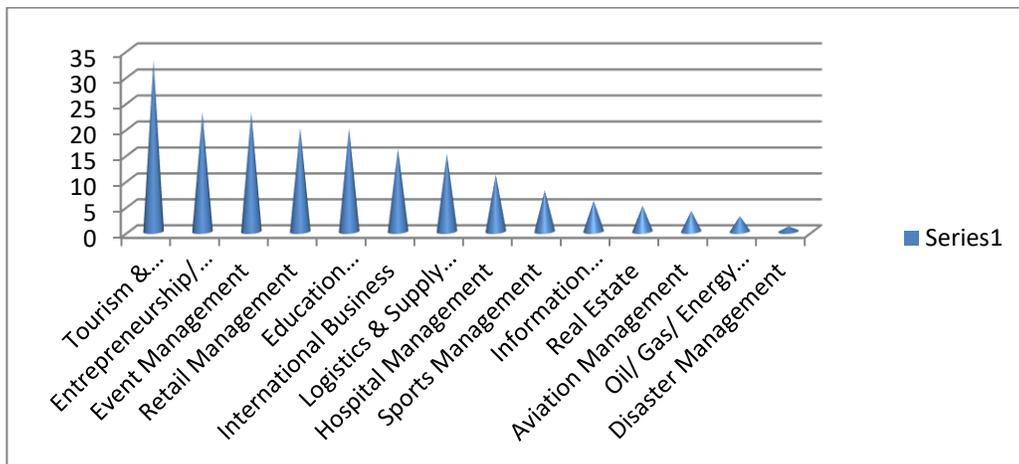
4.6 What are the different MBA Specializations/ electives in demand.

Apart from the common specializations that management degree offers, this data deals with the respondents view towards the newly formulated electives that are prevalent in the education world and they look forward to their Universities to introduce the same in their curriculum.

Table 4.6.1: Response to new electives and their ranking at Kota University.

Options	Response	Rank
Tourism & Hospitality/ Hotel Management	33	1
Entrepreneurship/ Family Business	23	2
Event Management	23	2
Retail Management	20	3
Education Management	20	3
International Business	16	4
Logistics & Supply Chain Management	15	5
Hospital Management	11	6
Sports Management	8	7
Information Technology	6	8
Real Estate	5	9
Aviation Management	4	10
Oil/ Gas/ Energy Management	3	11
Disaster Management	1	12

Figure 4.6.1: Ranking of the New Electives in Demand at Kota University



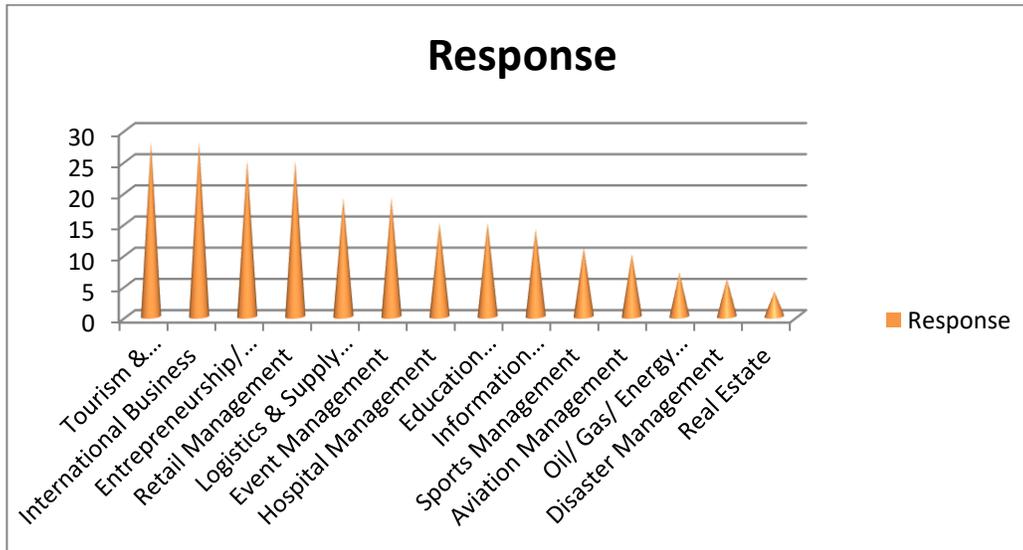
**Interpretation:** The above data clearly reflects Tourism & Hospitality management as the foremost choice of respondents at Kota University this is also because of the fact that University is planning to a separate department for Tourism Studies. Followed by Entrepreneurship & Event management became the 2<sup>nd</sup> choice of the students here. Surprisingly students did show a keen interest in Education Management, as Kota is an Education Hub and also looking at the growing number and also a demand for Retail Management was seen, as the culture of Shopping Malls is now booming in the city.

Respondents also showed an interest towards Logistics & Supply Management making stand at the 5<sup>th</sup> position after International Business. Eleven respondents voted for Hospital Management to be introduced and Sports Management too was able to accumulate eight votes for it-self.

Table 4.6.2: Response to new electives and their ranking at Jaipur University.

Options	Response	Rank
Tourism & Hospitality/ Hotel Management	28	1
International Business	28	1
Entrepreneurship/ Family Business	25	2
Retail Management	25	2
Logistics & Supply Chain Management	19	3
Event Management	19	3
Hospital Management	15	4
Education Management	15	4
Information Technology	14	5
Sports Management	11	6
Aviation Management	10	7
Oil/ Gas/ Energy Management	7	7
Disaster Management	6	8
Real Estate	4	9

Figure 4.6.2: Ranking of the New Electives in Demand at Jaipur University



**Interpretation:** In Jaipur University too, the elective of Tourism & Hospitality topped the chart, by gaining maximum votes. This is mainly due to Jaipur being the capital of the state and filled with heritage draws a number of tourists to the city. However, tourism as an industry is still unstructured and respondents feel the need of tapping the potential of this market. Along with this International Business too topped the chart.

Entrepreneurship & Retail Management shared the 2<sup>nd</sup> position of being the student's choice of electives. We observed that; Becoming an Entrepreneur; was one of the least rated factor of respondents while they made the decision of pursuing MBA but this data reflects that given an option of Entrepreneurship as an elective is something that they keenly look at. Again looking at the already settled Retail Industry in Jaipur students have shown an interest towards Retail Management specialization to be introduced herein.

Logistics & Supply Chain Management, along with Event Management as specialization took the third place in the preference list of respondents; followed by

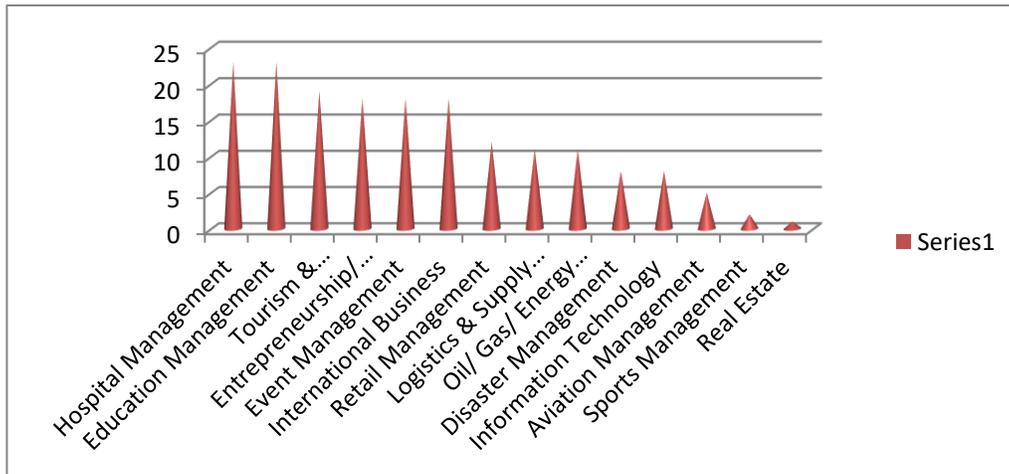
Hospital Management & Education Management both receiving same number of votes and securing 4<sup>th</sup> position.

Unlike, Kota & Udaipur Universities, Real Estate Management faced a dip in ranking at Jaipur University, one of the least numbers of people voting for the same thereby securing a last position. However, if we observe the Real Estate Industry of Jaipur is bigger than any city of Rajasthan State.

Table 4.6.3: Response to new electives and their ranking at Ajmer University.

<b>Options</b>	<b>Response</b>	<b>Rank</b>
Hospital Management	23	1
Education Management	23	1
Tourism & Hospitality/ Hotel Management	19	2
Entrepreneurship/ Family Business	18	3
Event Management	18	3
International Business	18	3
Retail Management	12	4
Logistics & Supply Chain Management	11	5
Oil/ Gas/ Energy Management	11	5
Disaster Management	8	6
Information Technology	8	6
Aviation Management	5	7
Sports Management	2	8
Real Estate	1	9

Figure 4.6.3: Ranking of the New Electives in Demand at Ajmer University



**Interpretation:** The trend in Ajmer University was different from others. Electives like Hospital Management & Education Management topped the chart. However Tourism & Hospitality Management was the second preference of the respondents here. Specializations like, Entrepreneurship, Event Management and International Business shared equal number of votes and became the 3<sup>rd</sup> choice on the Ranking Scale.

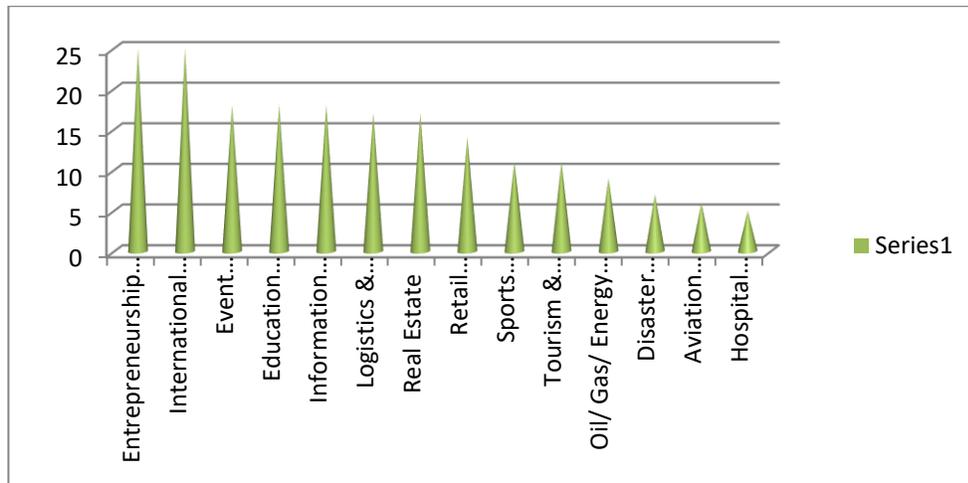
With Retail Management and Oil/ Gas/ Energy Management on 4<sup>th</sup>& 5<sup>th</sup> position on the ranking scale, Disaster Management too saw a rise in its position thereby securing a 6<sup>th</sup> rank in the list.

Another surprising shift was that respondents at Ajmer University weighted Aviation Management more than Sports Management unlike other universities. Here as well, Real Estate Management was ranked last.

Table 4.6.4: Response to new electives and their ranking at Udaipur University.

Options	Response	Rank
Entrepreneurship/ Family Business	25	1
International Business	25	1
Event Management	18	2
Education Management	18	2
Information Technology	18	2
Logistics & Supply Chain Management	17	3
Real Estate	17	3
Retail Management	14	4
Sports Management	11	5
Tourism & Hospitality/ Hotel Management	11	5
Oil/ Gas/ Energy Management	9	6
Disaster Management	7	7
Aviation Management	6	8
Hospital Management	5	9

Figure 4.6.3: Ranking of the New Electives in Demand at Ajmer University



**Interpretation:** At Udaipur University, Entrepreneurship is of course a 1<sup>st</sup> choice of students, however Tourism Management took a back seat and the International Business shared the stage with Entrepreneurship. Being Udaipur another tourist hub

of Rajasthan and Udaipur University having an established department for tourism, somehow effected the ranking of the Tourism and Hospitality Management as a preferred choice and its rank slipped to fifth position sharing it with Sports Management elective.

Event Management, Education Management and Information Technology took the second place in the ranking list followed by Real Estate Management and Supply Chain/ Logistics management on third.

Retail Management was ranked fourth. However, Udaipur itself doesn't have many malls as of now, but respondents still felt the need of introducing this one as they can avail placement opportunities in Metros.

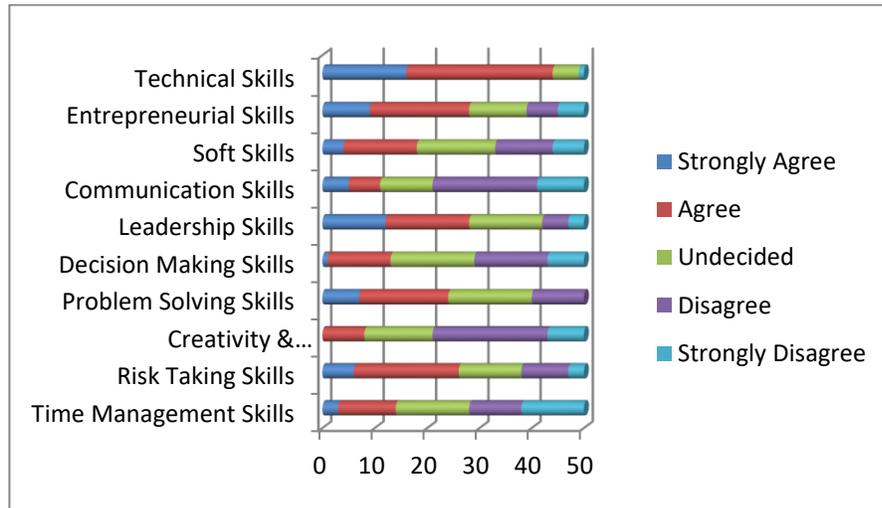
4.7 What kind of Skill Development is expected the through present management education system.

Through this data, researcher has tried to understand the view of respondents on today's management education being able to make our youth future ready by helping them develop some particular managerial skills. The data is collected via Likert Scale method and is rated between 1 to 5 where 1 stands for Strongly Disagree and 5 Stands for Strongly Agree.

Table 4.7.1: Respondents agreement on developing managerial skill set at Kota University.

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Qualities</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Time Management Skills	3	11	14	10	12
Risk Taking Skills	6	20	12	9	3
Creativity & Innovativeness		8	13	22	7
Problem Solving Skills	7	17	16	10	
Decision Making Skills	1	12	16	14	7
Leadership Skills	12	16	14	5	3
Communication Skills	5	6	10	20	9
Soft Skills	4	14	15	11	6
Entrepreneurial Skills	9	19	11	6	5
Technical Skills	16	28	5		1

Figure 4.7.1: Graphical representation of the responses at Kota University.



**Interpretation:** The above data shows the response of students at Kota University, about the fact that, whether today’s management education system is able to help develop these skills in the aspirants. As the graph shows that they Agree (including Strongly Agree) that its helps them develop Technical Skills and Entrepreneurial skills but is unable to develop enough Soft Skills & Communication Skills which is the current demand of the industry.

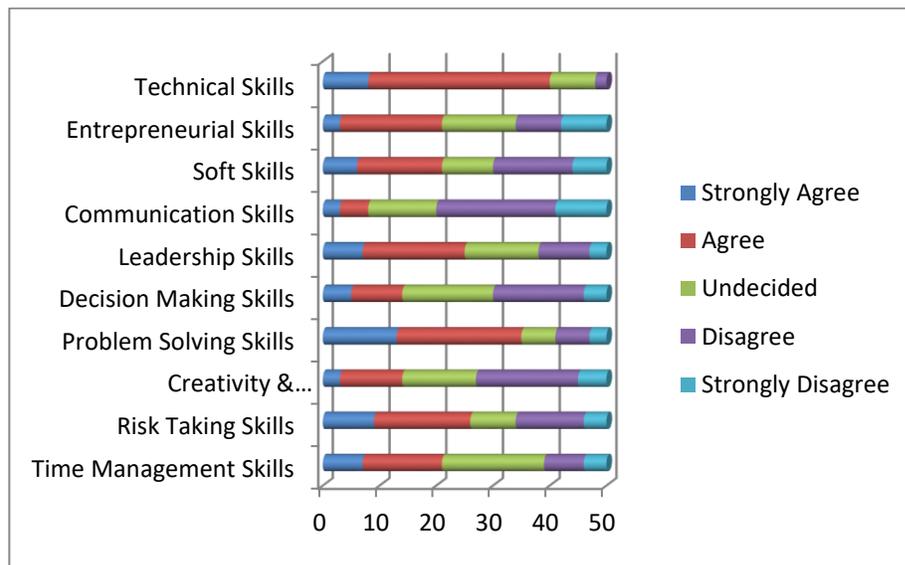
Majority of the Students agree that the courses are designed in a manner that their Problem Solving Skills are enhanced, but majority of the were Undecided and were in Disagreement that it develops the Decision Making abilities of Individual.

Respondents Agreed that Risk Taking Skills, however lacks in enhancing the Creativity or Innovativeness in a student. There was a balanced response to Leadership Skills and Time Management Skills majority being on the Agreement side of the rating scale.

Table 4.7.2: Respondents agreement on developing managerial skill set at Jaipur University.

	5	4	3	2	1
Qualities	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Time Management Skills	7	14	18	7	4
Risk Taking Skills	9	17	8	12	4
Creativity & Innovativeness	3	11	13	18	5
Problem Solving Skills	13	22	6	6	3
Decision Making Skills	5	9	16	16	4
Leadership Skills	7	18	13	9	3
Communication Skills	3	5	12	21	9
Soft Skills	6	15	9	14	6
Entrepreneurial Skills	3	18	13	8	8
Technical Skills	8	32	8	2	

Figure 4.7.2: Graphical representation of the responses at Jaipur University.



**Interpretation:** The Graph shows the view of Students at Jaipur University, on enhancement of managerial skills through Management Studies. Researcher found

that today's management curricula is such that it helps aspirant to enhance their Technical, Entrepreneurial & Soft Skills. But once again it fails to develop Communication Skills; which is the need of the hour.

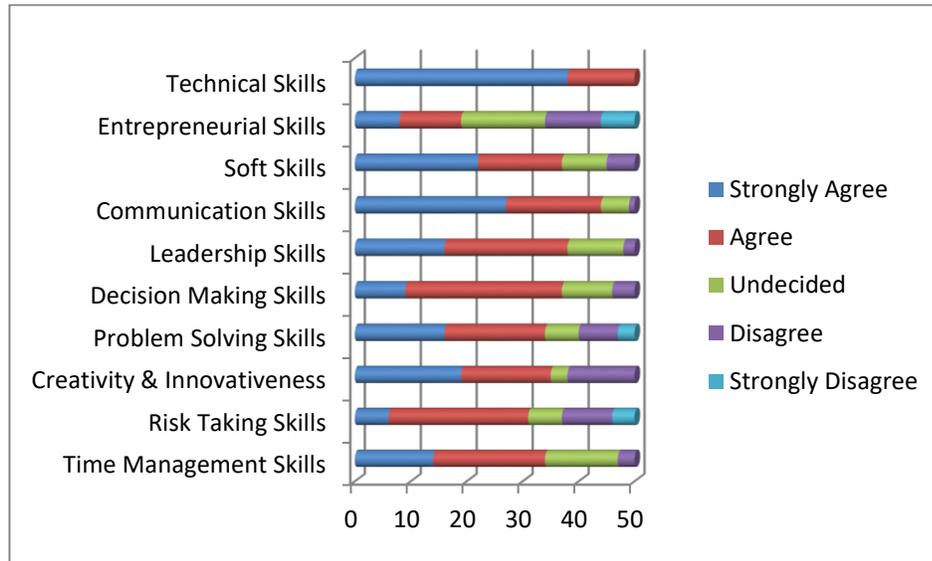
The respondents also agreed that it develops Problem Solving Ability and increases the Risk Taking Appetite as well but on the flip side it does not provide any concrete results towards Decision Making Abilities; which is a contrast.

Here also respondents strongly disagreed that the curriculum does not provide the platform for showcasing Creativity & Innovativeness of aspirants. While it does contribute towards building Leadership Qualities. Strangely, for Time Management skills, the response was majorly towards Undecided.

Table 4.7.3: Respondents agreement on developing managerial skill set at Ajmer University.

	5	4	3	2	1
Qualities	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Time Management Skills	14	20	13	3	
Risk Taking Skills	6	25	6	9	4
Creativity & Innovativeness	19	16	3	12	
Problem Solving Skills	16	18	6	7	3
Decision Making Skills	9	28	9	4	
Leadership Skills	16	22	10	2	
Communication Skills	27	17	5	1	
Soft Skills	22	15	8	5	
Entrepreneurial Skills	8	11	15	10	6
Technical Skills	38	12			

Figure 4.7.3 Graphical representation of the responses at Ajmer University.



**Interpretation:** The respondents at Ajmer University have a very strong belief in the management studies’ contribution towards developing the managerial skill set in the students.

Students here too feel that it enhances the Technical Skills but along with this, on the contrast to other 3 Universities, the Communication Skills too topped the chart with maximum population Strongly Agreeing to its development.

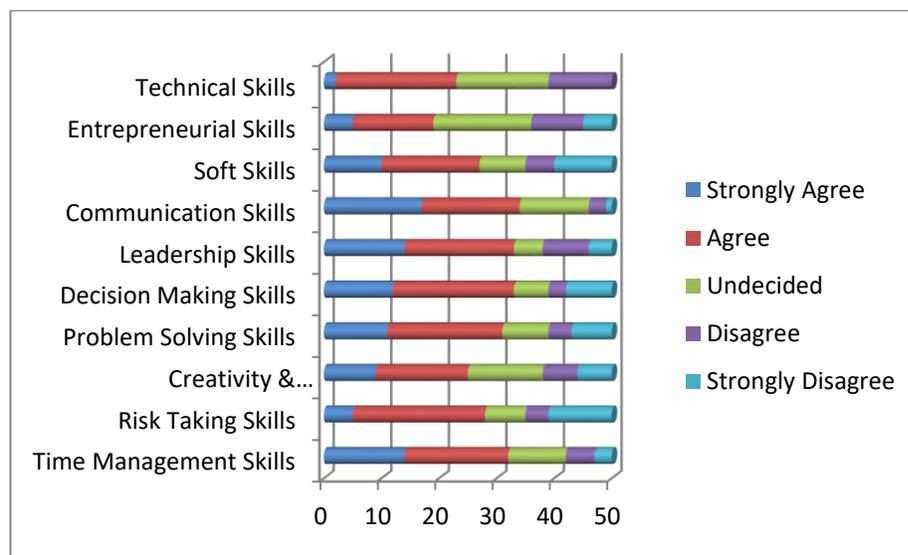
Another striking response received in Agreement is for Decision Making Skills and Creativity & Innovativeness. Students here do believe that today’s management education contributes towards building these abilities in them.

Maximum numbers of respondents was not sure or were Undecided for uplifting Entrepreneurial Skills. This is the only University where Strong Disagreement was less towards the criteria.

Table 4.7.4: Respondents agreement on developing managerial skill set at Udaipur University.

	5	4	3	2	1
Qualities	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Time Management Skills	14	18	10	5	3
Risk Taking Skills	5	23	7	4	11
Creativity & Innovativeness	9	16	13	6	6
Problem Solving Skills	11	20	8	4	7
Decision Making Skills	12	21	6	3	8
Leadership Skills	14	19	5	8	4
Communication Skills	17	17	12	3	1
Soft Skills	10	17	8	5	10
Entrepreneurial Skills	5	14	17	9	5
Technical Skills	2	21	16	11	

Figure 4.7.4: Graphical representation of the responses at Udaipur University.



**Interpretation:** At Udaipur University too, researcher found some striking results. Like development of Communication Skills received a positive response as aspirants Agreed to it.

In fact, Time Management Skill enhancement was another criteria which fetched the positive response.

Surprisingly, a good number of respondents were not sure about the development of Technical Skills and Entrepreneurial Skills.

The responses to rest of the skills were at par with other Universities.

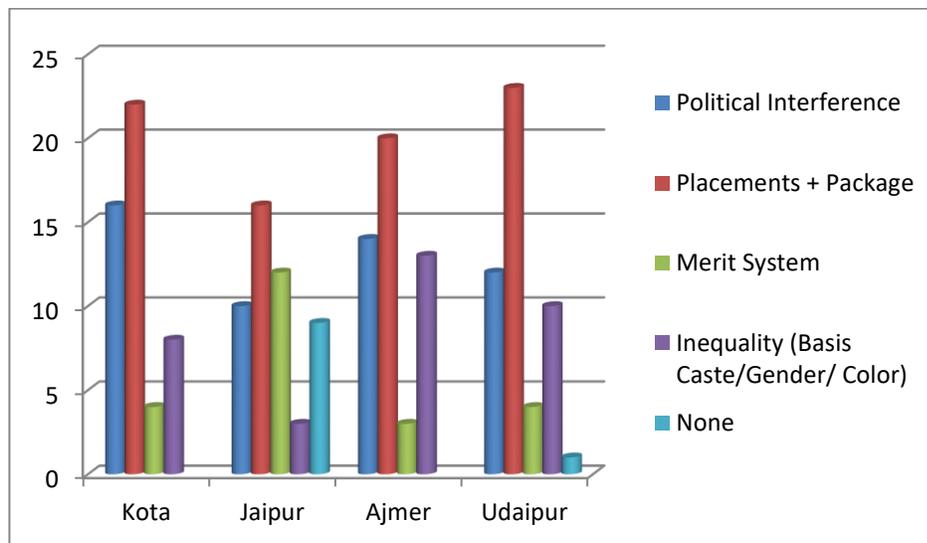
4.8 What are the issues prevailing within Universities.

The researcher by raising these points is actually looking forward to understand the potential issues that a university faces. These issues, hamper the growth of the Universities and also hampers the brand positioning of the.

Table 4.8: Issues prevailing in Universities.

Options	Kota	Jaipur	Ajmer	Udaipur
Political Interference	16	10	14	12
Placements + Package	22	16	20	23
Merit System	4	12	3	4
Inequality (Basis Caste/Gender/Color)	8	3	13	10
None		9		1

Figure 4.8: Issues prevailing in Universities.



**Interpretation:** The above graph shows the results about the major issues prevailing within these Universities and thereby hampering their growth. The one major hindrance found in all the four Universities was Placement opportunities for students along with a decent package to start with. With increasing demand of MBA graduates

in the corporate world, somehow these Premier Universities are not able to attract good companies.

The 2<sup>nd</sup> on the list of problems found is, Political Interference. It has been observed that the Student Union/ Bodies, like ABVP or NSUI hold a say in the Governance of the university.

The third position in this list was taken by the prevailing Inequality in these Universities. These biases are based on the Caste, Gender and Color and are visible in various events/ activities happening in the University. Ajmer University topped the chart with having maximum respondents complaining about the Inequality issue, followed by Udaipur, Kota and Jaipur.

As Jaipur University was declared by far the most fair one amongst all, in terms of Inequality, but on the contrary in outlasted others in the Issue of providing opportunities based on Merit of the aspirants.

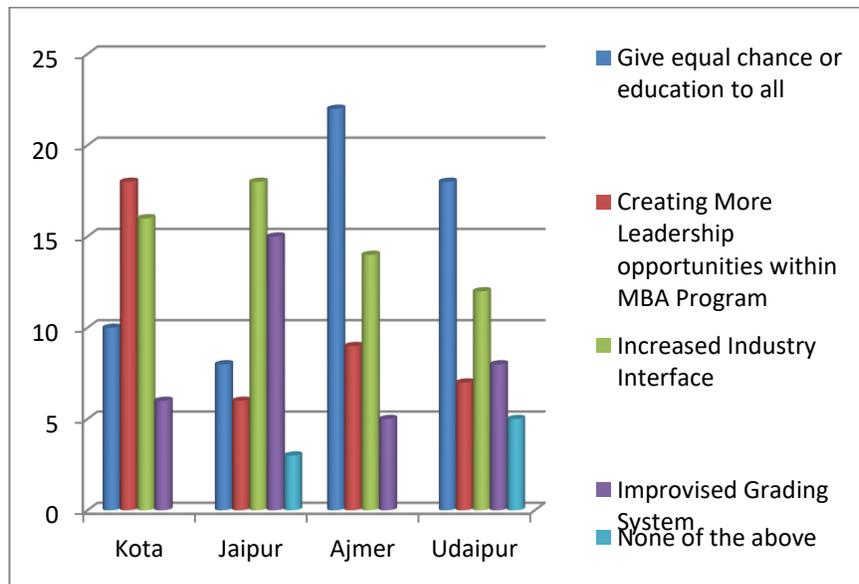
4.9 What can be the probable solutions to curb the prevailing University Issues.

In accordance with the prevailing University issues, the researcher proposed some probable solutions, which students might feel are appropriate for creating an inclusive environment in within the Universities.

Table 4.9: Solutions for University Issues.

Options	Kota	Jaipur	Ajmer	Udaipur
Give equal chance or education to all	10	8	22	18
Creating More Leadership opportunities within MBA Program	18	6	9	7
Increased Industry Interface	16	18	14	12
Improvised Grading System	6	15	5	8
None of the above		3		5

Figure 4.9: Suitable Measures a University can adopt.



**Interpretation:** An intense analysis of the issues prevailing in the University compels us to look for the solution and above graph shows students' preference of best solutions.

Equality was rated above all. The students at Ajmer University emphasized on the providing equal opportunities to all the aspirants, free from any sort of biases. Further, they looked forward to an increased industry interface which will help them broaden their learning curve and also open doors for placement opportunities for them at a later stage

At Udaipur University too, the students gave first preference to providing equal opportunities topped the chart. Having an unbiased attitude towards these aspirants is the only way that leads to proper nurturing of future managers. Unlike, Ajmer University, at Udaipur university too aspirants demanded for more industry interface activities, with a long term view of getting placed in good corporates. Further, aspirants at Udaipur university gave more preference to improvising the internal grading system rather than creating leadership opportunities.

Aspirants at Kota & Jaipur University had different views than both the other state universities. On one hand students at Kota university felt that creation of more leadership opportunities within the university can resolve maximum number of problems prevailing there and on the other hand students at Jaipur University felt increased industry interface can resolve major problems prevailing in the university.

At Kota University, students gave industry interface the 2<sup>nd</sup> place as one of the solutions to the persisting problems, on the contrary students at Jaipur University demanded for an improved grading system.

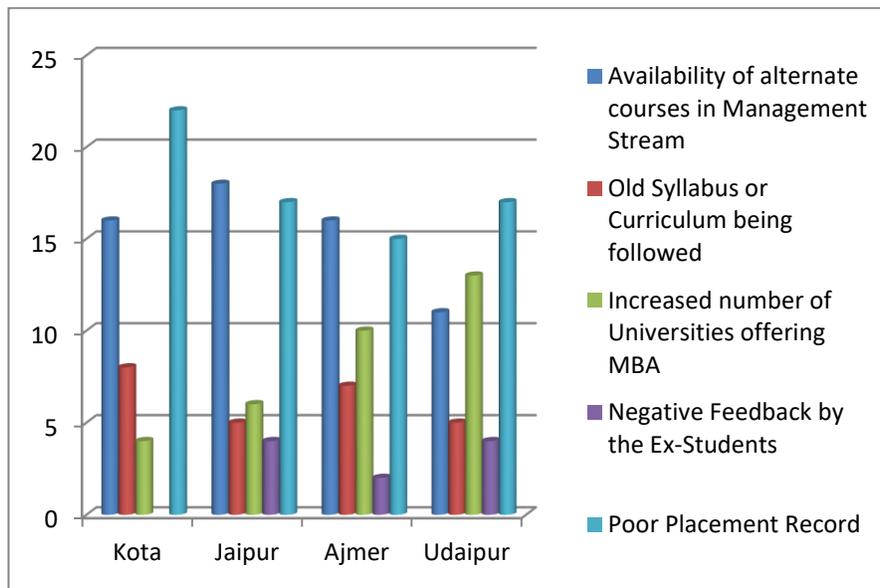
Top the researcher surprise, there were some students at Jaipur & Udaipur University, who mentioned that none of the mentioned measures can resolve the problems at University Level.

4.10 Reasons behind MBA seats remaining vacant even after Admission process is over.

Table 4.10: Reasons behind vacant seats

Options	Kota	Jaipur	Ajmer	Udaipur
Availability of alternate courses in Management Stream	16	18	16	11
Old Syllabus or Curriculum being followed	8	5	7	5
Increased number of Universities offering MBA	4	6	10	13
Negative Feedback by the Ex-Students		4	2	4
Poor Placement Record	22	17	15	17

Figure 4.10: Reasons behind vacant seats.



**Interpretation:** The highest voted reason for Universities facing the challenge of vacant seats in MBA courses is their Poor Placement Records. Especially, at Kota & Udaipur Universities.

At Ajmer & Jaipur Universities, availability of alternate courses in management stream took over. However, the second voted reason was again poor placement records.

Taking 3<sup>rd</sup> place with overall voting at different Universities, another important factor which has been overlooked for some time now is Increased Number of Universities Offering MBA. Which indeed is an eye opener, as today, not just Government Universities, but there are Private Universities too which offer MBA degree with placement guarantee.

Another good reason, which can be held reasonably accountable for decreased number of students' enrollment, is the outdated curriculum, being followed in these Universities. The curriculum has not been updated from a long time now and does not meet the present Industry Demands.

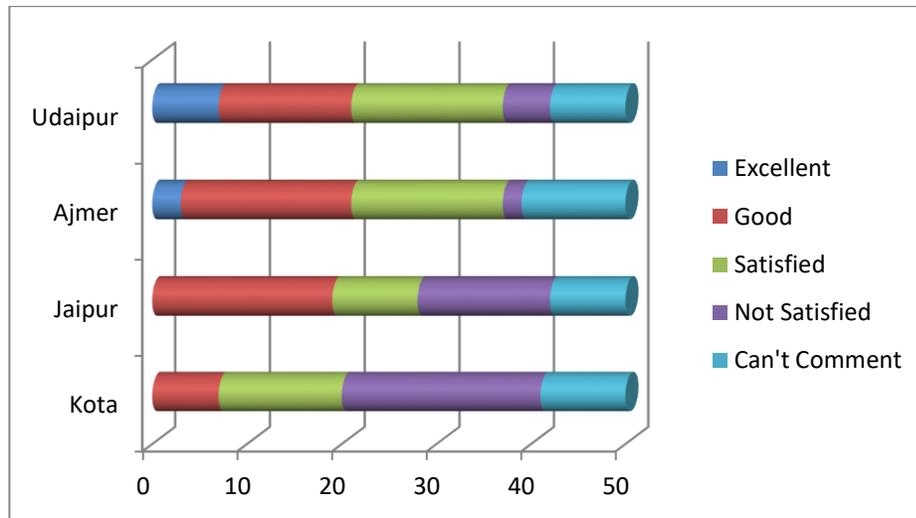
A very minimal impact was observed of the reason; Negative feedback from the ex-students. The word of mouth being spread for these universities is indeed is impactful and is one of the reasons for these universities for having less number of MBA aspirants.

4.11 How much satisfied students are with the Quality of the Management Education being offered in these Universities.

Table 4.11: Student satisfaction level with quality of management education.

Options	Kota	Jaipur	Ajmer	Udaipur
Excellent			3	7
Good	7	19	18	14
Satisfied	13	9	16	16
Not Satisfied	21	14	2	5
Can't Comment	9	8	11	8

Figure 4.11: Student satisfaction level with quality of management education.



**Interpretation:** The researcher observed quite a variation in the satisfaction level of MBA aspirants between Kota University & rest of the three.

The dissatisfaction level seen amongst students of Kota University was higher than other three Universities. A good number of students here seemed to be totally unhappy and a minimum number to be satisfied ranging from being good & satisfied

with the Quality of MBA education being imparted. There were some students at the University who chose not to comment as well.

On the other hand some Students at Udaipur and Ajmer Universities were not just satisfied but were extremely happy with the quality of management education, rating it to excellence. However the Number of students not wanting to comment was highest at Ajmer University. Also the least number of students “Not Satisfied” was seen at Ajmer University.

Out of the four universities, Udaipur University had the highest number of students those rated the satisfaction level as Excellent. But the number of Satisfied students is same as of Ajmer University. A reasonable chunk of people have rated the quality as Good in Udaipur University too.

Maximum students of Jaipur University rated the quality of management education as Good. However, almost similar number (but less than Good) of students was Not Satisfied with the kind of management education being imparted. And again, there was a certain number of students that chose not to comment upon the quality status of Jaipur University.

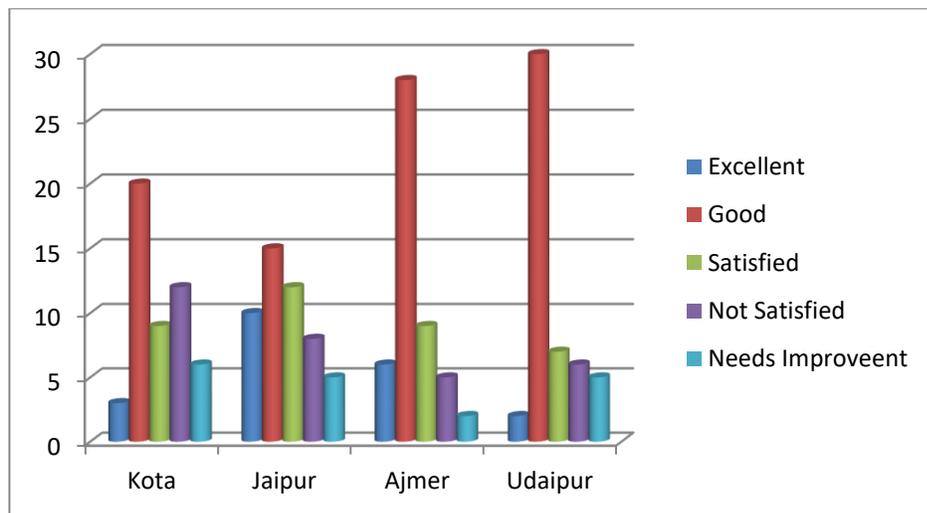
In a nutshell, the quality of management education in 3 Universities other Kota University, can be rated from being Good to Satisfied and on the other hand only for Kota University it can be interpreted that students are not satisfied.

4.12 What is the satisfaction level of the MBA aspirants, with regards to the admission process being carried out by these Universities?

Table 4.12: Student satisfaction level for University Admission Process

Options	Excellent	Good	Satisfied	Not Satisfied	Can be Improved
Kota	3	20	9	12	6
Jaipur	10	15	12	8	5
Ajmer	6	28	9	5	2
Udaipur	2	30	7	6	5

Figure 4.12: University wise satisfaction level of the students with regards to the Admission Process.



**Interpretation:** When it comes to the satisfaction level of the students with regards to the Admission Process, the response from all 4 universities on an average is Good. Students view the process to be fair enough for having the right set of candidates being given admissions.

However, if we closely look at the results, Students of Kota and Jaipur Universities had a mixed response but we could see huge variations in the response of students from Ajmer and Udaipur University.

At Ajmer University, more than half of the students agreed that the admission process adopted by their institute is good and fair enough to provide students the platform they require. However, the responses from the remaining students were majorly scattered between satisfied, not satisfied and needs improvement categories.

There was similar scenario observed at the Udaipur University too. More than 60% respondent said that the admission process they went through university was good and a very few students were not satisfied; with some even recommending improvements.

Definitely there were some students at Jaipur university too, who were not satisfied with the admission procedure and also felt that it needed improvement. But, it was Jaipur University which recorded highest votes for being the admission process Excellent.

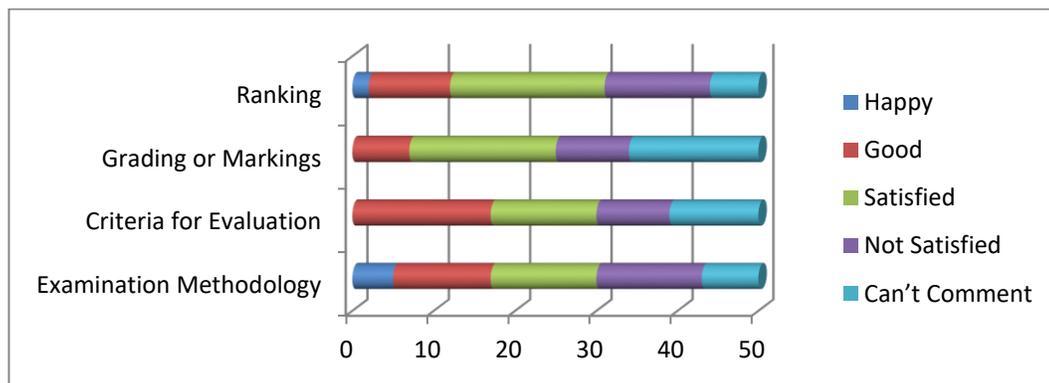
At Kota University too majority of the students were happy with the admission process, but again amongst all 4 Universities this university gained highest number of votes for improving the procedure.

4.13 Measuring the satisfaction level of students with respect to the examination scheme, adopted by the University.

Table 4.13.1 – Student satisfaction with the examination scheme at Kota University.

S. No.	Options	Happy	Good	Satisfied	Not Satisfied	Can't Comment
a)	Examination Methodology	5	12	13	13	7
b)	Criteria for Evaluation		17	13	9	11
c)	Grading or Markings		7	18	9	16
d)	Ranking	2	10	19	13	6

Figure 4.13.1 – Student satisfaction with the examination scheme at Kota University.

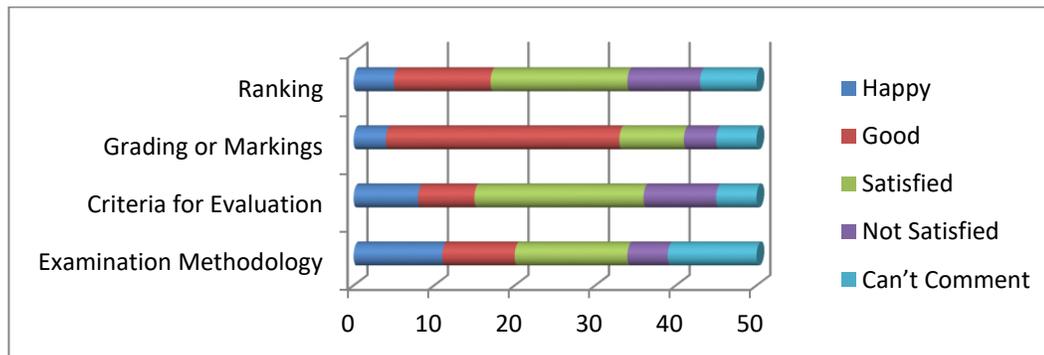


**Interpretation:** A mixed response was received while measuring the satisfaction level of students at Kota University. Majority of the students had a good opinion about the Ranking and the Grading methods adopted. However, a large number of students chose specifically not to comment upon the grading system of institute. Students were happy with the criteria for evaluation which included project work, presentations, viva etc. Examination methodology received a mixed response.

Table 4.13.2: Student satisfaction with the examination scheme at Jaipur University.

S. No.	Options	Happy	Good	Satisfied	Not Satisfied	Can't Comment
a)	Examination Methodology	11	9	14	5	11
b)	Criteria for Evaluation	8	7	21	9	5
c)	Grading or Markings	4	29	8	4	5
d)	Ranking	5	12	17	9	7

Figure 4.13.2: Student satisfaction with the examination scheme at Jaipur University.

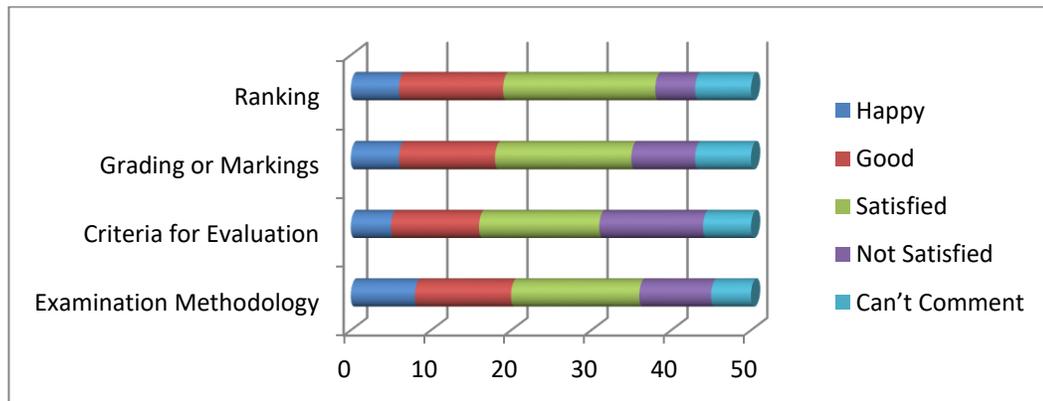


**Interpretation:** Students at Jaipur University were quite happy with the grading system adopted. Majority of the students rated it as ‘Good’ but the good number of students were just satisfied with the criteria of evaluation. They felt that attendance should not be criteria for evaluation as it becomes difficult to balance between the classroom training and practical training. Ranking and examination methodology had a blend of responses from students. However for ranking methodology equal number of students fell into happy and can’t comment category.

Table 4.13.3: Student satisfaction with the examination scheme at Ajmer University.

S. No.	Options	Happy	Good	Satisfied	Not Satisfied	Can't Comment
a)	Examination Methodology	8	12	16	9	5
b)	Criteria for Evaluation	5	11	15	13	6
c)	Grading or Markings	6	12	17	8	7
d)	Ranking	6	13	19	5	7

Figure 4.13.3: Student satisfaction with the examination scheme at Ajmer University.

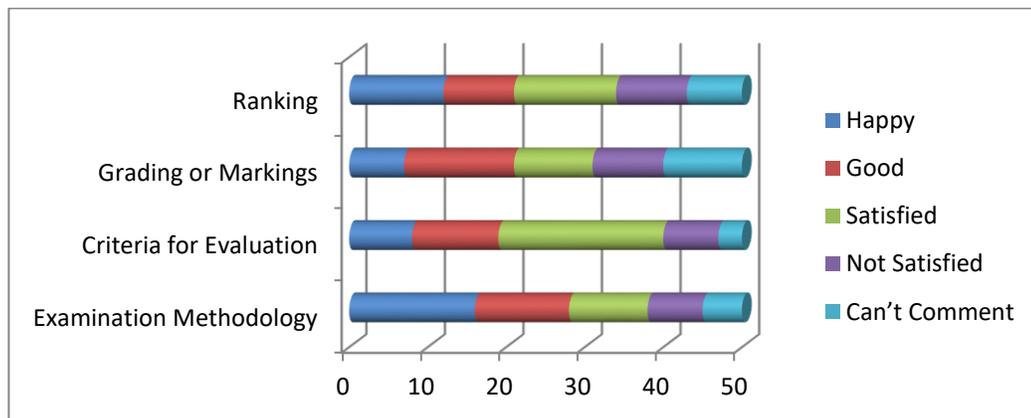


**Interpretation:** The satisfaction level of the students at Ajmer University was a mixed bag of emotions. More than fifty percent of the students fell into the satisfied category and above stating a positive image of the examination scheme of their university. Out of the four parameters, ‘Criteria of Evaluation’ topped the chart with highest of number of students being not satisfied. And this is again keeping in mind the 75% attendance rule.

Table 4.13.4: Student satisfaction with the examination scheme at Udaipur University.

S. No.	Options	Happy	Good	Satisfied	Not Satisfied	Can't Comment
a)	Examination Methodology	16	12	10	7	5
b)	Criteria for Evaluation	8	11	21	7	3
c)	Grading or Markings	7	14	10	9	10
d)	Ranking	12	9	13	9	7

Figure 4.13.4: Student satisfaction with the examination scheme at Udaipur University.



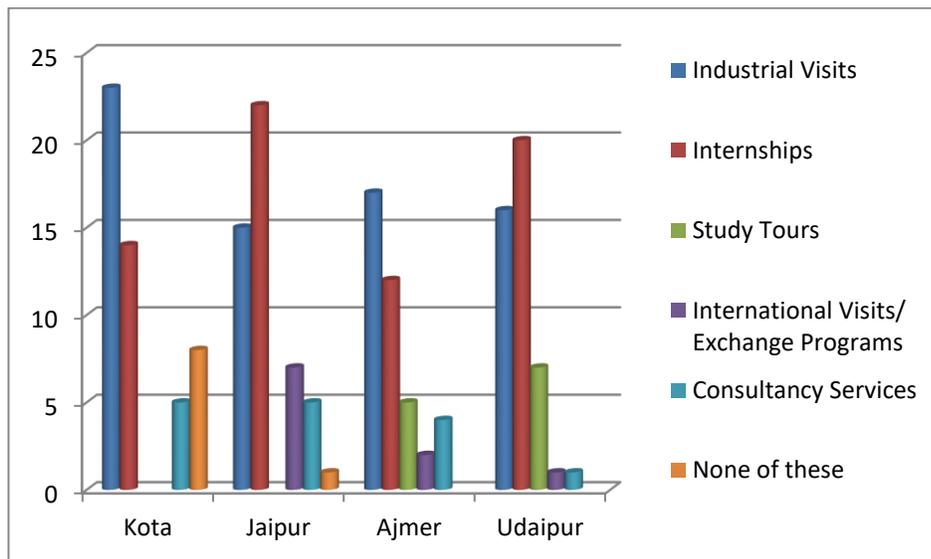
**Interpretation:** The data of Udaipur University again shows that majority of the students are quite happy with the examination setup that their university follows. They believed that the evaluation criteria and examination methodology is apt for creating the future managers required by the workforce. However there were a few students who were not satisfied with the whole pattern and some even didn't want to comment on it.

4.14 What are the modes of providing practical learning exposure by Universities to MBA aspirants?

Table 4.14: Modes of providing practical learning.

Options	Kota	Jaipur	Ajmer	Udaipur
Industrial Visits	23	15	17	16
Internships	14	22	12	20
Study Tours			5	7
International Visits/ Exchange Programs		7	2	1
Consultancy Services	5	5	4	1
None of these	8	1		

Figure 4.14: Modes of providing practical learning.



**Interpretation:** The data reflects that the Universities are able to provide learning exposure to the MBA aspirants in some form or the other. However the author can interpret that the respondents have selected the options basis their choice and not by which their universities have to offer. This realization is basis the fact that there are

some students who haven't chosen any option despite of the university providing them with.

The high bars of Industrial Visits and Internships show that all the four Universities have been able to do corporate tie ups within and outside the state the of Rajasthan and are able to provide ample opportunities to their students. However, looking at the placement numbers of these Universities, it is evident that these universities are unable to encash the opportunities in the form of pre-placement or placement of the students. Out of all the four universities, Kota University tops the chart in providing wide range of industrial visits, followed by Ajmer University; and Jaipur University tops the chart in providing internships to the students. This is definitely because of Jaipur is the state capital of Rajasthan and attracts quite a good number of corporate.

However, it was observed that these 2 universities were not able to provide good avenues for study tours and Kota University for exchange programs as well. Unlike Ajmer and Udaipur Universities where some of the students did mention that they have been part of a few tours being organized by their university and also have got a chance to witness some key exchange programs. However there were some students in Ajmer and Udaipur Universities who either had no clue about these initiatives or did not wanted to share.

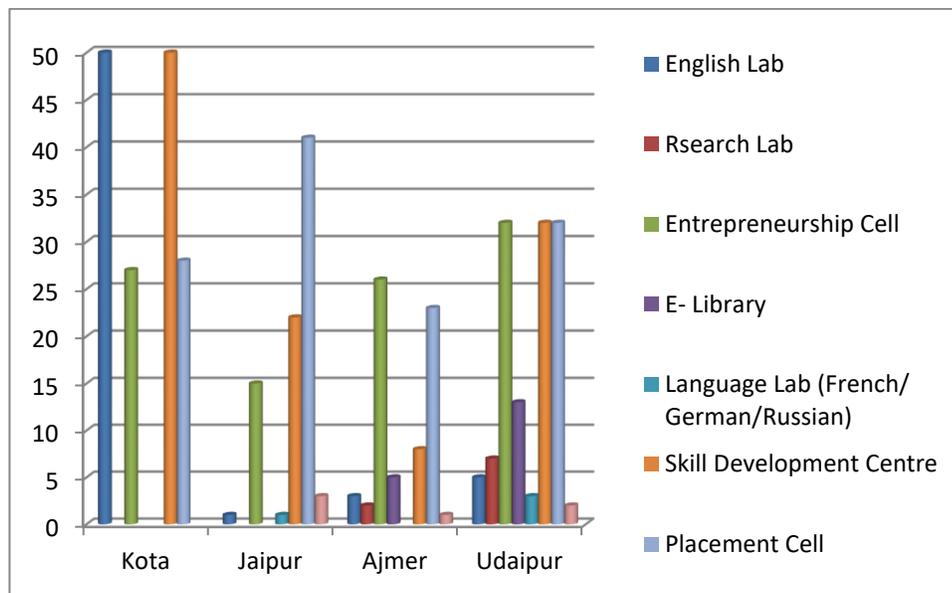
Looking at the consultancy services being provided by universities seems to be an improvement area for all of them. Looking at the number of students being provided with such sort of an exposure is very less. Institutes will have to strive towards reaching out more students with this as this exposure directly helps students in getting the placements.

4.15 What infrastructure facilities are being provided by the universities to make the journey of MBA aspirants smooth?

Table 4.15: Infrastructure facilities provided by Universities to MBA students.

Options	Kota	Jaipur	Ajmer	Udaipur
English Lab	50	1	3	5
Research/ Behavioral Lab			2	7
Entrepreneurship Cell	27	15	26	32
E- Library			5	13
Language Lab (French/ German/Russian)		1		3
Skill Development Centre	50	22	8	32
Placement Cell	28	41	23	32
none of them		3	1	2

Figure 4.15: Infrastructure facilities provided by Universities to MBA students.



**Interpretation:** The data in the above figure depicts the framework of infrastructural amenities being provided by these four Universities. The amenities provided by the

universities should be match with the internationally reputed institutes. Therefore the author has picked up a few which she feels are must to have and can be easily managed by the universities.

However, once again if we look at the responses provided by the students, they are based on the aspect of what they prefer to access within their university. In fact there were a couple of respondents who were not even aware about these amenities that exist within their universities.

At Udaipur University, the entrepreneurship cell, the skill development center and the placement cell are highly accessed by the students. Interestingly they have the language lab and research lab which very few students accessed. They do have an English lab which focuses on enhancing communicative English of the students and there were a few of the MBA aspirants making use of the same.

On similar notes like Udaipur university, Ajmer university too has a research lab and only two students are making use of the same. Majority of the footfall was seen in the entrepreneurship cell and placement cell. This university was the first university in Rajasthan to have established a skill development center but looking at the students response only eight students have recognized this effort from university and are making use of it. Additionally, very minimal inclination towards English lab and e-library has been observed from students end.

Moving on to Jaipur University, surprising factor was that they do not have research or behavioral lab setup within their premises. Like others they do have the E-cell, placement cell and skill development center which being accessed by the MBA aspirants time and again. They do have a language lab but only one student is able to take advantage of the same.

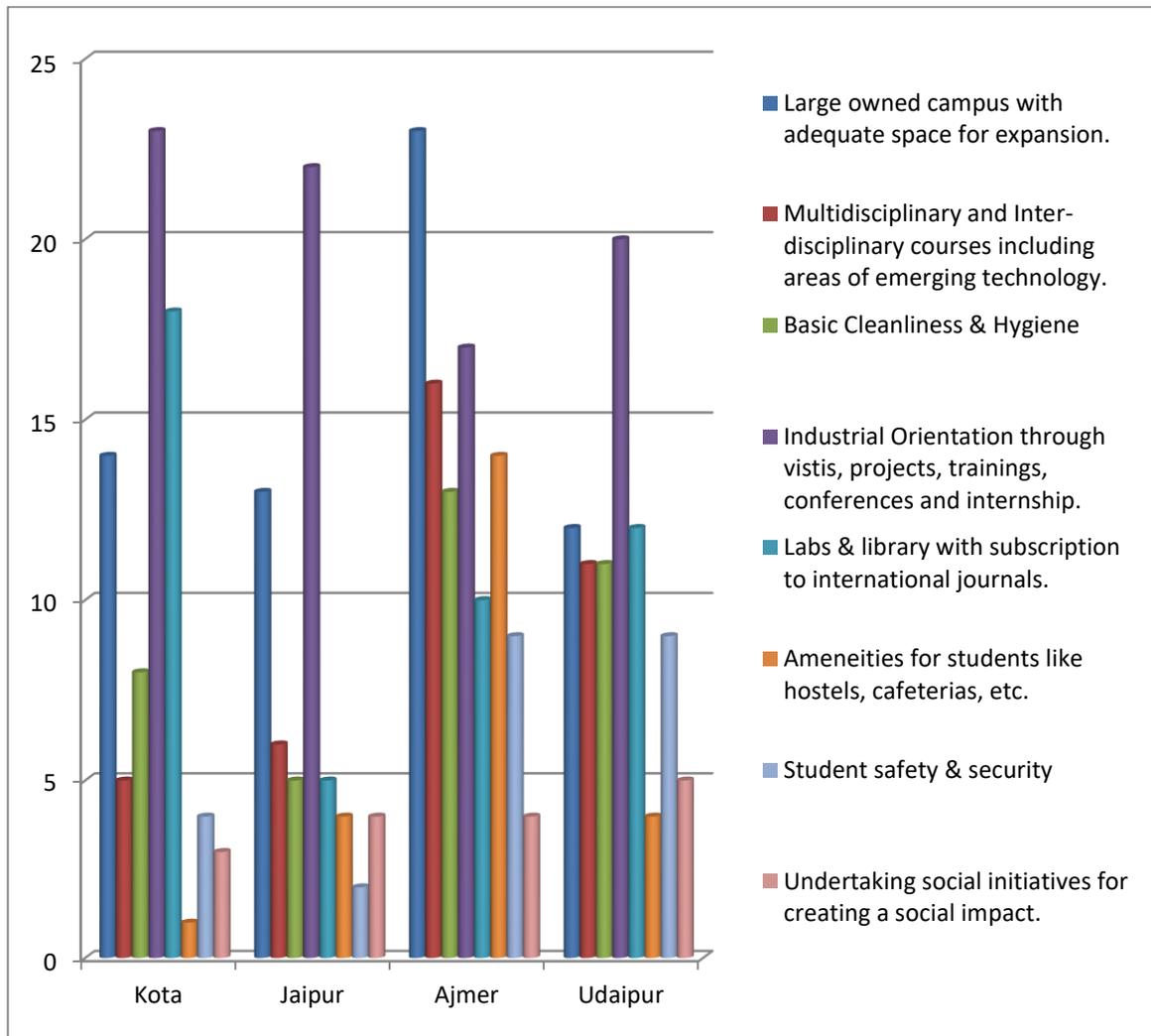
Lastly, when it comes to Kota University, majority of the students were seen accessing the English lab and the skill development center. Almost half of them were also utilizing the E-cell and the placement cell as well.

4.16 Status of criteria being fulfilled by Universities as per the MHRD guidelines to become world class institutions.

Table 4.16: Status of infrastructural guidelines followed by Universities.

<b>Options</b>	<b>Kota</b>	<b>Jaipur</b>	<b>Ajmer</b>	<b>Udaipur</b>
Large owned campus with adequate space for expansion.	14	13	23	12
Multidisciplinary and Inter-disciplinary courses including areas of emerging technology.	5	6	16	11
Basic Cleanliness & Hygiene	8	5	11	13
Industrial Orientation through visits, projects, trainings, conferences and internship.	23	22	17	20
Labs & library with subscription to international journals.	18	5	10	12
Amenities for students like hostels, cafeterias, etc.	1	4	14	4
Student safety & security	4	2	9	9
Undertaking social initiatives for creating a social impact.	3	4	4	5

Figure 4.16: Status of infrastructural guidelines followed by Universities.



**Interpretation:** When it comes to becoming a world class institution for these Universities, the Government of India; Ministry of Human Resources (MHRD); has laid some guidelines to be followed by universities pan India.

Some of them, which author found to be the basic requirements of any University; are mentioned in table 4.16 and how students of different universities have responded can be seen in figure 4.16.

The bars stand taller when it comes to the universities providing a large campus, along with infrastructural facilities and of industrial interaction to the MBA aspirants. However when it comes to basic requirements like student's safety and security; cleanliness and even food facilities like cafeteria, etc; universities are lagging behind.

Additionally, when it comes to providing the diverse educational choices, students do not have many multidisciplinary or inter-disciplinary options available. Therefore they pick the vanilla flavor. And for not providing such options, Kota University tops the chart, followed by Jaipur. Udaipur and Ajmer universities are still being able to provide some inter-disciplinary course like tourism and hotel management, journalism, entrepreneurship, etc.

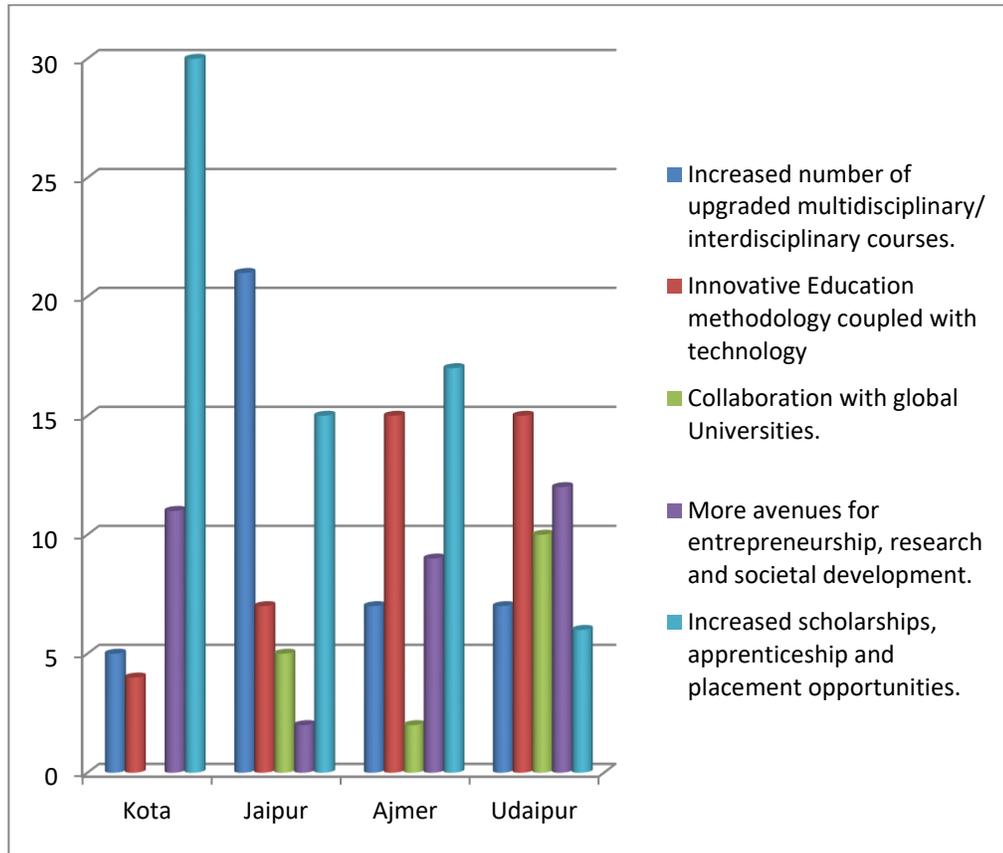
Another key guideline which is not being met by these universities is taking initiatives for societal development. Social Development programs or in another words, giving back to the society initiatives are one of the key factors for analyzing how responsible the institutes are. Looking at the numbers we can interpret that not much is being done towards this aspect, even after being prescribed the Government of India.

4.17 What students want from their university to help them sustain in today's competitive edge.

Table 4.17: Students' expectations from their Universities.

<b>Options</b>	<b>Kota</b>	<b>Jaipur</b>	<b>Ajmer</b>	<b>Udaipur</b>
Increased number of upgraded multidisciplinary/ interdisciplinary courses.	5	21	7	7
Innovative Education methodology coupled with technology	4	7	15	15
Collaboration with global Universities.		5	2	10
More avenues for entrepreneurship, research and societal development.	11	2	9	12
Increased scholarships, apprenticeship and placement opportunities.	30	15	17	6

Figure 4.17: Students' expectations from their Universities.



**Interpretation:** from the above data we can interpret that MBA aspirants these days are vigilant, smart and when it comes to their career they are demanding too. As the world is changing with a fast pace the dynamics of education are changing too and no student wants to lag behind.

MBA aspirants in different Universities had different expectations. Like students of Jaipur University want their university to focus more on introducing some multidisciplinary and interdisciplinary courses while students in Udaipur University want their university to bring in some technology based methodology for imparting education. A similar sort of a response was also seen from students at Ajmer

University where they too want their institute to introduce some technology based learning.

Ajmer and Kota university students look forward to have more avenues for apprenticeship and scholarships. They believe that practical exposure is the key to survive in the changing world.

Students in all three universities except Jaipur; believed that their universities should start taking initiatives towards societal development as well. Many of them agreed that such initiatives not leave an impact in the society but also helps in shaping them as responsible individuals for tomorrow.

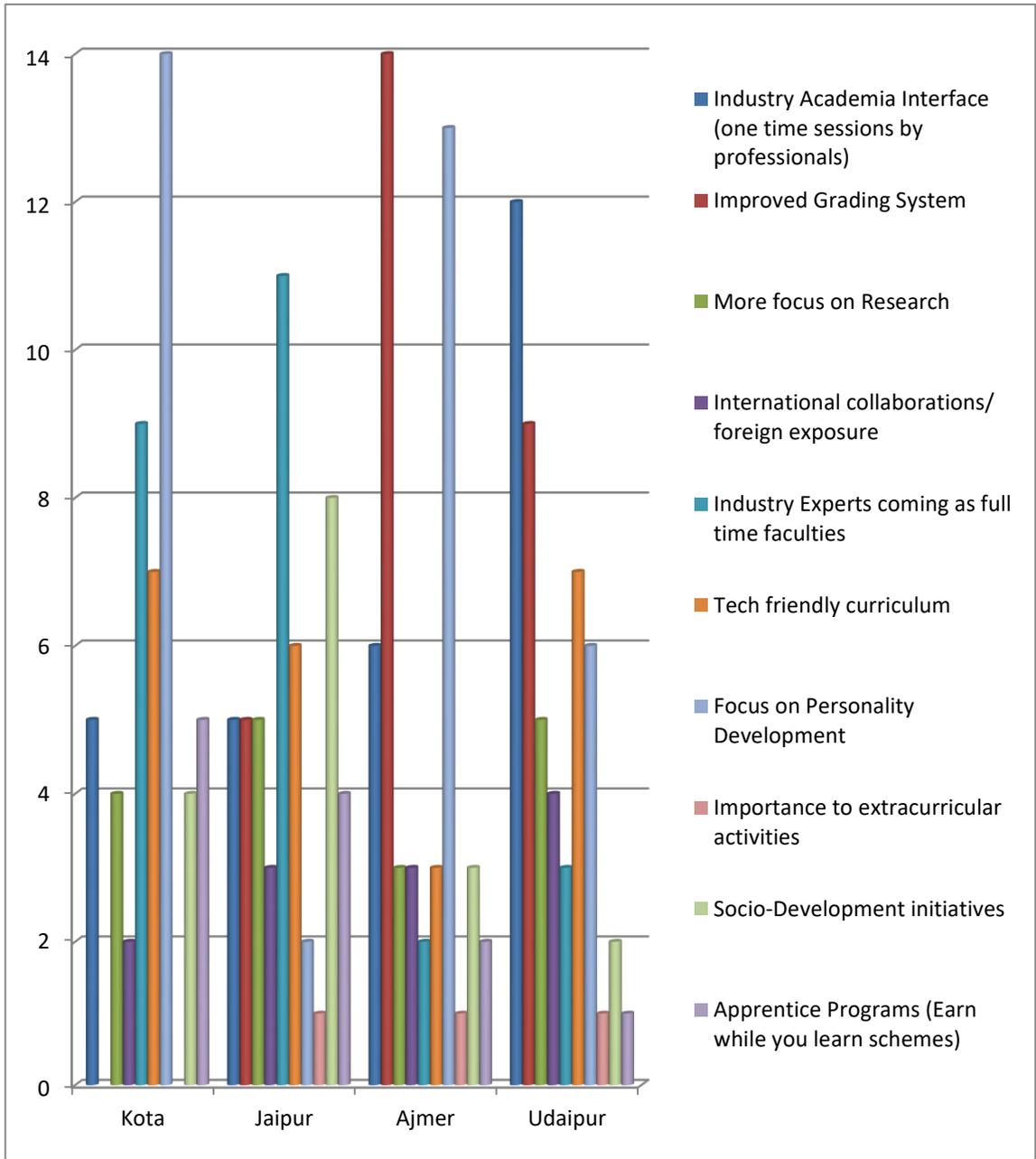
Alongside, the students also look forward to their institutes having more collaboration with global Universities for conducting knowledge exchange programs.

4.18 What changes; MBA aspirants think; our education system shall witness in future.

Table 4.18: Changes our education system will witness in future.

Options	Kota	Jaipur	Ajmer	Udaipur
Industry Academia Interface (one time sessions by professionals)	5	5	6	12
Improved Grading System		5	14	9
More focus on Research	4	5	3	5
International collaborations/ foreign exposure	2	3	3	4
Industry Experts coming as full time faculties	9	11	2	3
Tech friendly curriculum	7	6	3	7
Focus on Personality Development	14	2	13	6
Importance to extracurricular activities		1	1	1
Socio-Development initiatives	4	8	3	2
Apprentice Programs (Earn while you learn schemes)	5	4	2	1

Figure 4.18: Changes our education system will witness in future.



**Interpretation:** When we talk about the dynamics of the world continuously changing we expect that effects of the same will be seen in education system as well.

And to cope up with those changes, our universities will have to go through some revamping.

When asked for opinion of MBA aspirants on some selected changes they think education system will face, the above figure came out.

Having industry experts as full time faculties within universities was ranked highest by the students of Jaipur University while increased academia and industry interface topped the charts of Udaipur university.

The students at Ajmer University felt that an improved grading system is the need of the hour and universities will be compelled to adopt as per the global standards if they want to sustain. But on the contrary students at kota university felt that there is set behavioral expectation from the future managers and the education system will have to focus on personality enhancement of MBA aspirants.

Students believed that Socio-development initiatives will be on all time high importance and this more due to the environment depletion that everyone is experiencing, hence our education system will be compelled to adopt new ways and techniques to increase its contribution in uplifting society.

Being inspired by the international standards of education, our system might introduce more apprenticeship programs which definitely are a platform for practical learning but are also avenues for earning.

Surprisingly focus on the research could not gain much votes.

Tech friendly curriculum, foreign exposure and inclination towards extra-curricular activities were other changes that our overall education might adapt.

## **CHAPTER 5**

### **FINDINGS, SUGGESTIONS & CONCLUSION**

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#### **5.1 – Introduction**

The last and final chapter of the thesis aims to bring out the crux of the conducted research. The findings are based on the primary data collected, information gathered from different sources and scholar's observations. The findings and suggestion mentioned intend to reflect the current status of our universities and also the baby steps that can be taken to become a world class institution.

Education forms the core of any society or economy and a proper education system helps in growth and development of the same. Masters of business Administration is a worldwide acclaimed best professional degree and helps individuals to learn the nuances of business to become not just good managers, but good strategists too.

When it comes to universities imparting the MBA education, it is very important to analyze that their courses, curriculum and methodology are in sync with the industry/corporate standards. Only then the students will be able to grab employment opportunities.

More than making people better managers professionally, MBA education shapes people's mind and help them become better individuals personally as well. One of the mottos behind imparting education (in general) is about growth and development of human beings, which therefore will lead to prosperity of the society. And if renowned degrees like MBA is unable to break the dichotomy, then we need to start thinking about revamping the whole education system.

To keep up with the pace of the changing world the management education system needs to undergo changes because the fact is today's MBA degrees do not have that attracting capabilities that they had 3 decades back.

### 5.2 – Mode of imparting Management education.

**Finding:** It was observed that all the four universities, more or less offer the conventional ways of pursuing MBA. They majorly rely on full time programs, imparting management education through classroom mode. It was observed from the data that universities did offer part time programs or distance learning courses or even executive MBAs, however the enrolment ratio compared to the full time is very less. The major outcome was that no university out of the four offers Online Courses. This is shocking for we are living in an era of M – Education where apps like Udemy, Upgrad or CourseEra are providing degrees and certifications from foreign universities; just by accessing the courses on their smart phones.

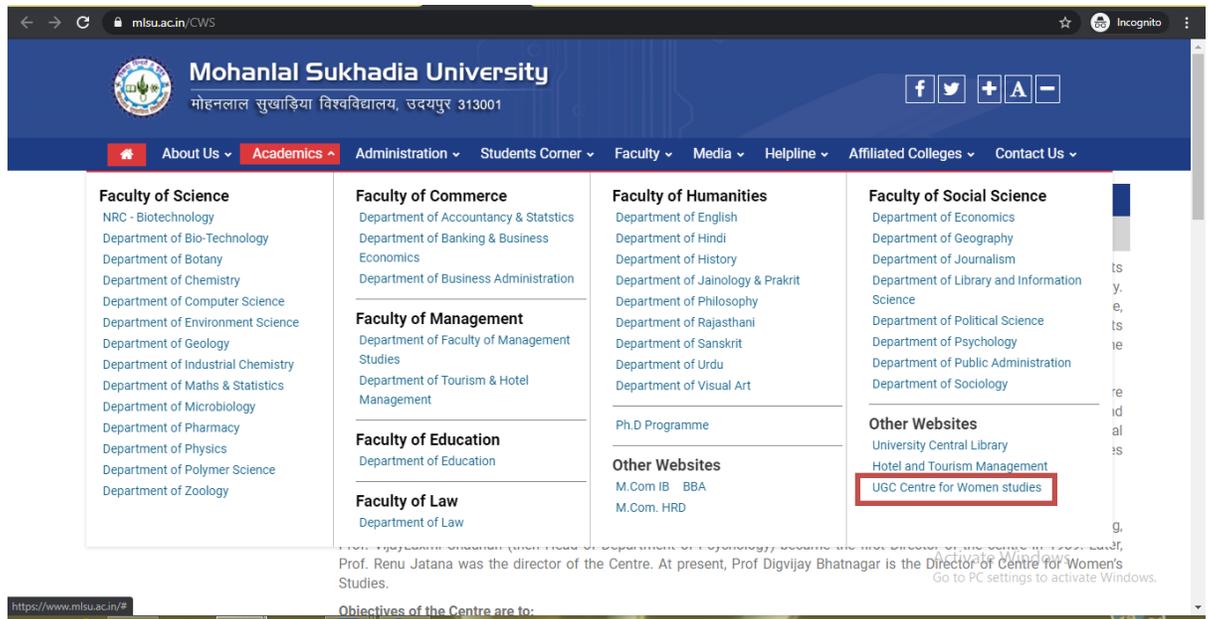
**Suggestion:** Universities will have to go GLOCAL; that means they will have to start thinking globally and acting locally; if they really want to become world class institutions of imparting education. Universities have to find ways of creating online platforms of imparting education, through which they can reach more number of students not just within the state or Country, but over the World.

### 5.3 – Focus on Women's education.

**Finding:** The research reflects another dichotomy of our education providers where on one hand the government looks forward to have a reasonably good mix of domestic and foreign students within a university and the on the other hand the universities are struggling to find a balance between their females and males student

ratio. Scholar found a wide variation amongst the knowledge of the students about special provisions being provided for women education by their university.

University of Udaipur and Jaipur do have special centers for women education. At Udaipur university it is the UGC Centre for Women Studies which is striving to build a conducive ecosystem for women to join the workforce at all levels. 1



*Image 5.1: Departmental information of MLSU*

*Source: Official website of Udaipur University.*

Also, Jaipur University too has a Centre for Women studies but unlike Udaipur University, there is no further information available on the website. 2

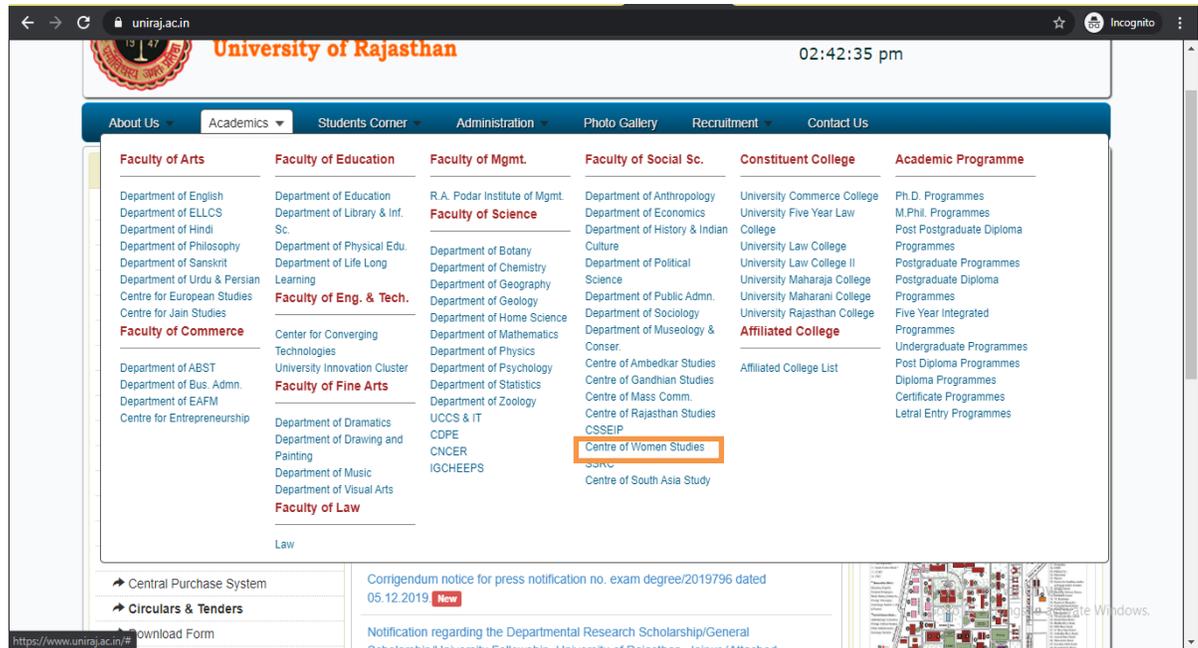


Image 5.2: Departmental information of Jaipur University.

Source: Official website of Jaipur University.

**Suggestion:** The universities should take dedicated efforts towards women education. Just by having specific learning centers or reserving seats for women students will not help. Until & unless people are not aware about these existing centers and their features, no improvement can be seen in numbers of women enrollments.

The Universities should look forward to align themselves to achieve the UN Sustainability Goal number 5 – Gender Equality; which focuses on women equality and empowerment. Interestingly the UGC Center for Women Studies at Udaipur University is supporting to achieve it. And for doing the same, not just introducing curriculum will help, but universities should also look at building an inclusive environment not forgetting safety, security and accessibility and hygiene factors.

#### 5.4 –Pedagogy adopted by the universities.

**Finding:** During the research the scholar found that while selecting any institute for higher education one of the key factors that student look into is teaching methodology being adopted by the university. Therefore, the chances of any institute being chosen by a student are higher if their teaching methodology strikes a balance between theoretical & practical learning, coupled with technology.

From that data it can be observed that the Kota & Ajmer universities are able to provide more opportunities of project based learning to their students. However, Jaipur being the capital of the state having large corporates being set up within and around the city; has shown a lower interest in developing such pedagogy.

**Suggestion:** Universities should start looking for different avenues to provide more On-The-Job learning. Live Projects, which are basically undertaken involving small/medium scale companies or large corporates; should be introduced.

The geographical placement of these universities can be leveraged. For example, Udaipur is located at the border of Rajasthan and Gujarat; it can definitely look forward to having tie-ups with industries and corporates existing in Gujarat as well.

Another suggestion is that universities should stop stressing on classroom attendance for students and should focus more on bringing them on ground for practical implication of their knowledge, which is again possible only if they allow MBA aspirants to pursue longer projects and internships rather than just 45 days.

#### 5.5 - Demand of more specialization electives in MBA course.

**Finding:** During a subjective comparative analysis of these four universities with private institutes, it was observed that private institutes have been offering varied courses with key features like; students' choice of specializations, dual degrees, triple main subjects or super specialization in one elective, industry affiliated programs and

graduation – post graduation integrated degree programs. While when we look at the current status of these four Universities, their course structures are still conventional with limited number of electives like Marketing, Finance and Human Resources.

**Suggestion:** Sustaining yourself in a constantly changing world requires continuous evolution because only the fittest will survive. Looking at the current status, it is recommended for these four universities to actually introduce new electives in MBA course for specialization. Universities should be mindful of the current corporate trends while introducing the same. Some of the key trending electives in MBA can be:

- Travel & Tourism
- Entrepreneurship
- Hospital Management
- International business
- Retail Management
- Change & Risk Management
- Logistics & Supply Chain Management

Introduction of these new electives, will definitely lead to a wider scope of employment opportunities for the MBA aspirants. Additionally the universities will not lose their candidates to private institutes; as it's the case today where the universities do not witness 100% admissions on available seats.

#### 5.6 – Revamping the MBA curriculum.

**Finding:** Another major finding of this research that students highlighted was the out datedness of the MBA curriculum being used by these universities. It can be said that the curriculum has not been updated since decades and is no longer serving the purpose, when it comes to student's placements.

Corporate Hiring managers no longer look at the degree, but they also look at some key parameters like, student's exposure with current industrial framework, practical experiences gained during pursuing management course and the necessary managerial skills/ qualities present in the individual. Looking at the increasing number of the unemployed MBA graduates of these Universities, it can be conveniently said that the current curriculum being used is not up to the mark of industry standards.

**Suggestion:** The suggestion that scholar want make here is that the Universities should be given a free hand for updating or restructuring the MBA curriculum according to the present industrial scenario and also keeping in mind the futuristic vision.

Additionally, while designing the curriculum, universities should involve industry experts as they know the demands of the market when it comes to the placement of college graduates. Also they bring loads of insights around future managers, which is due to the professional experience they carry.

#### 5.7 – Managerial Skill development of the MBA aspirants.

**Finding:** As suggested in the above finding the corporate HRs look beyond the degree when it's about hiring the MBA graduates and one of the key parameter is the assessment of the managerial skills that the MBA program has inculcated in the students.

Some of the identified skills that a manger should possess are:

- Cognitive Psychology & Decision Making
- Communication Capabilities
- Time Optimization or Organizing Skills
- Steering & Entrepreneurial skills
- Risk Taking Capabilities

However, observing the responses the scholar was able to derive on a conclusion that the present MBA program within these universities does not help students to develop all the above mentioned skills.

Stating the facts, students at Kota University deeply felt that their curriculum lags behind building Time Management & Decision Making capabilities and students at Jaipur University felt that development of Communication skills and entrepreneurial capabilities should be enhanced.

For Ajmer & Udaipur university students Risk Taking capabilities were areas of improvement along with Innovativeness and Soft Skills.

**Suggestion:** Definitely revamping the curriculum and providing more live projects are a few of the suggestions that would help build these capabilities in the MBA graduates. However, there are a couple of different ways which can be leveraged by these universities to make the students realize their inner potential and help develop these capabilities. A few are mentioned as below:

- Psychometric Tests - Conducting regular psychometric tests to find out the strengths and weaknesses of the students and then helping them with their areas of improvement during live or mini projects.
- Case Studies – students should regularly be provided with case studies to solve as this will improve their interpretation capability and problem solving skills.
- Extempore & Debates – Organizing events like mini United Nations, which can help MBA aspirants to immensely improve their communication skills. It will also lead to developing their creativity and innovativeness.
- Organizing Events – It's observed that all universities host ample of events during a year and these opportunities can be leveraged by delegating the responsibilities or organizing the events to MBA aspirants. Every event has varied aspects to be taken care of right from

audience management to food management or from media & communication management to light and sound arrangements.

Small team can be created and delegate the responsibilities to them. This will help students develop Time Management and Organizing Skills.

- Creating Committees – Universities can create internal committees of which students can be a part of. Every committee should be given some authority along with the responsibility to autonomously drive them. This will help students develop Leadership, Decision Making & Networking capabilities in them. To name a few committees to start with can be Placement Committee (connecting to corporates); Learning & Development committee (organizes talks/trainings); Social Responsibility working group (works with NGOs to drive societal development programs; and Sports Committee (organizes sports & fitness activities)

### 5.8 –Global Exposure

**Finding:** One of the major flaws in the existing management education system of these universities is lack of avenues for global exposure to the MBA aspirants. This is one of the important aspects of a professional degree which highly is looked upon by industry experts while hiring.

As per the research, it can be concluded that the Universities are unable to even provide national opportunities to their students; international is still far.

**Suggestion:** Scholar strongly recommends universities to have more collaboration with national & international universities to share best practices among themselves. Some of the measures that Universities can adopt to engage with other institutes could be:

- Hosting and participating in Residential Knowledge & Cultural Exchange Programs – lot of national & international level institutes host residential knowledge sharing programs which allow students of different universities to come and stay with the students of Host University. Usually the duration of such programs is between 3 to 4 weeks and is sponsored by universities participating. A set Agenda is put into place so that maximum learning can be gained by all the participants.
- Sponsoring at least one trip of the students to participate in any of the National or International conference, symposium or seminar; only to the meritorious students of the current session. These students on their return can share their learning with other batch mates through an organized learning session.

The sponsors can be either Department of Management studies or University over all.

- Participating or Hosting some National & International activities like Ad-mad, Quizzes, Mini UN, E-cell programs, etc which will help promote practical learning and exposure.
- Career Fairs – participating in career fair of national and international cadre will not only provide a platform to boost the exposure but will also serve as eye opener to the world's view or expectations from management graduates.
- Universities can also tie up with international institutes to carry out the study of one semester of the course in the foreign institute's campus; taught by foreign experts. In this case the students will definitely gain an enhanced exposure to different culture, both personally and professionally; while being on the land of a foreign country.

### 5.9 –Lack of Societal Development initiatives.

**Finding:** It was found during the research that no university from the mentioned four takes efforts towards societal development. Not even they engage in applied research to find solutions for the issues that concern the developing societies.

**Suggestion:** Social responsibility is one of the key focus areas of corporates and industrial sector. This is mainly because of the 2 reasons; one because of the organizations who are passionate about giving back to society; and two because of the government regulation, the organizations have to infuse 2% of their average net profit of last 3 years.

Therefore, while hiring companies do consider individual's inclination towards societal upliftment and chances of a candidate being selected are more if he has undertaken or has been a part of any such project or program during his course.

Additionally, as per the MHRD guidelines too, the universities should strive towards creating social impact.

Hence it is strongly recommended that as universities are making steady efforts for increased industry interface, they should also promote partnerships with local or National NGOs and motivate students to take up projects in collaboration with them.

### 5.10 – Less avenues of Research

**Finding:** The universities do have research departments but hardly any MBA aspirant looks forward to pursue research after his course completion. Moreover even during the MBA program itself, hardly any student takes up any project which is research related.

Therefore it can be concluded that very less initiatives have been taken to promote research by these institutes.

**Suggestion:** Universities should make one research project to be a part of the curriculum and also a deciding factor when comes to grades of the students.

Additionally, universities can start their own journal (online or offline) and mandate MBA students to at least publish 2 research papers while pursuing their 2 years management degree.

#### 5.11 –Lack of placement opportunities.

**Finding:** One of the biggest lacunas identified of the government universities is the lack of placement opportunities for MBA aspirants. The Universities even struggle to provide varied internship opportunities to their students.

There have also been cases where students have got good internship opportunities through their own network or references, but universities have lacked in encashing those connects for future prospects of employment.

Therefore, Government universities always lose out to private institutes, who have built a strong network of corporates coming regularly to their campuses for conducting placement drives.

**Suggestion:** the scholar strongly feels that if universities start working on all the above mentioned issues, then definitely they would witness more footfalls in terms of corporates. The suggestions mentioned in this chapter would not only help universities to provide quality management education to students but will also develop the MBA aspirants to better future manager or even leaders.

Additionally, university should take some particular steps to attract placement opportunities for their students. To mention a few would be:

- Setting up a dedicated placement cell and should hire either any experienced industry expert or any public relation personnel; who can build a network of companies for university.
- Alumni Network – universities should start engaging more with their pass out students who have joined the workforce and invite their organizations for conducting talks, training programs, skill development workshops, internship opportunities and even for placements.
- Leverage faculty network – faculties in universities have tremendous experience and have their own network of individuals. They can also help students to get placed somewhere within their network. And for doing this universities should recognize their efforts and may be introduce some non-monetary rewards for them.
- Partnering with NGOs and intermediaries, which can help initiate mentoring programs with Corporates based on a structured curriculum which helps them prepare to face the future challenges at work.

And as suggested previously in the chapter, steps like foreign exposure, industrial collaboration, etc will help boost the number of placed students.

#### 5.12 – Limited scope of student awareness

**Finding:** it was observed during the research that the learning spectrum of the MBA aspirants is just limited within the tutorial & the classroom. They are not much aware about what is happening outside their university and sometimes even inside too.

Their own limited thought process is the biggest challenge any university will face because in such a scenario, there is no additional knowledge enhancement happening for these students but just the spoon feeding.

In such a scenario, the students will miss the opportunities coming from outside the university.

**Suggestions:** The university administration should take some rigorous efforts to make students aware about the different initiatives being taken by various organizations and government too.

For example the Government of India has initiated SWAYAM; which is a portal for accessing different courses online by students themselves. The pedagogy of this program is spread in four divisions: 2

- a) Video lectures
- b) Specifics reading material in downloadable format.
- c) Mock tests for self-assessments.
- d) Online forum to have discussions and clearing doubts.

Additionally, under SWAYAM, NPTEL – National Programme on Technology Enhanced Learning; has been appointed as the national coordinator to provide the quality education on management courses at post graduate level.

The Government Universities have been asked to register themselves in this program and also spread awareness amongst the students. But to the scholar's surprise no student knew about it.

Therefore the universities will have to work towards widening the horizons of their students so that they look beyond the classrooms.

### 5.13 – Other Issues

**Findings:** some of the other findings of this research were:

- Less number of students interested in becoming entrepreneurs, even when they have right resources available. Especially in Ajmer University where

there is a dedicated entrepreneurship development center or Jaipur university, where the city has a well-knit ecosystem to support budding entrepreneurs.

- When it came to grading and examination scheme being adopted by these universities, there was a discomfort seen amongst the students. Especially students in Kota & Jaipur University. The students there felt that more emphasis is given to the classroom attendance numbers rather than number of live projects done by a student.
- Another finding was around the infrastructural development of these universities. Though they are renowned institutes but they seemed to be lagging behind in having some basic nitty-gritty like a good set up around Labs like for language and research etc. especially in Kota University.
- More from a MHRD guidelines perspectives, these universities are not able to fulfill some basic criteria of becoming world class institutes like Safety and security measures, maintaining cleanliness and hygiene and providing amenities like student hostels and eateries within the campus.
- There was discomfort observed amongst the students when the scholar tried to find out about the culture within these universities. Some of the key issues highlighted were too much political interference and biases prevailing with respect to particular caste, color or gender; especially in Ajmer & Udaipur University.

**Suggestions:** There are some suggestions that university can try apply to resolve these issues:

- Universities can start promoting entrepreneurship by organizing some E-cell activities for idea generation within their campus. Brainstorming sessions and entrepreneurial talks being conducted by some renowned entrepreneurs can boost student's morale and give them confidence to pursue something of their own rather than just being salaried.
- Definitely the grading system needs to be revamped for government universities; however it's observed that these universities themselves are

quite reluctant to change. Choice Based Credit System (CBCS) can be adopted which is being introduced by UGC and from a long time it has been coaxing all Universities to implement at their end. This is a programme initiated by University Grants commission, in which students can pick courses of their choice from a listed few, where in they are categorized as core, elective or minor or soft skill. They have the freedom to learn at their own pace and being graded for their interests and not out of compulsion.

- Universities will have to focus more on the infrastructural development for providing the basic amenities to the students. Amenities like cafeteria, hostels and safety should be provided. They help in morale boosting of the students and spreading a word of mouth about the university. Scenarios where there is infrastructure available but not being accessed by students, department can make its part of curriculum. For eg. Language Lab is not accessed by many students, however if department or university makes learning foreign language like French or German compulsory; to promote global exposure then students will start accessing the same.
- Universities should brainstorm to figure out ways of providing equal opportunity to all. Universities should align themselves with UN Sustainable development Goals and strive to achieve those objectives. Some of the Goals that Universities can align with are Goal Number 4 - Quality Education and Goal Number 5– Gender Equality.

## **CONCLUSION:**

We live in a constantly evolving world, where disruptions are bound to happen. These may be caused by ever increasing technological advancements or even by natural disasters. The current unprecedented times have made us realize that now it is more than ever, important for us to be adaptive with the dynamic changes of the world.

We no more live in times which were similar to 5 years ago and one will be called a daft to compare it with 10 or 20 years ago. The modern invention in every field from medicine to technology can all be credited to the education being the baseline.

One of the reports of released by a global organization stated a popular fact which turns out to be an eye opener for the education sector globally. It said that 65% of the school going kids today, will end up or if they ever end up having a job; will be for technologies that haven't been invented yet. Simply put, it jilts our education sector in a state that they don't even know what subjects should be taught or what skills should be imparted to students for making them career ready. And therefore judging kids on parameters like marks and ranks will become immaterial. To be able to meet these future challenges a whole new knowledge structure of education has to be created.

The other piece of the restructured education will be "Kids Who Code", where students will be asked to learn coding mandatorily. Five years down the line, unlike English and Mathematics, coding too will become an integral part of a school students' learning; no matter which field they chose to pursue in future. So to be adaptive of these inevitable changes, overall higher education sector will have to broaden its horizons, only then they will be able to match the pace of the students coming post completion of their school education.

No one foresaw these changes coming and no one knows what the future holds. The global meltdowns, advancements in the field of technology, coding becoming a mainstream subject and with artificial intelligence paving its way to simplify our lives, management thinkers and business leaders have started giving thoughts about reinventing or reengineering the Management Education too. The objective will have to focus on imparting skills to these future managers which will enhance their risk taking abilities, handling crisis, decision making power, organizing capabilities, stakeholder management and communication capabilities. To achieve these objectives the management education will have to make Emotional Quotient and Curriculum Quality as the focal point. The mission of the management education will have to provide confidence and strength to the aspirants which will help them deal with the unknown situations; as this will be the New Normal.

## **SUMMARY**

# **CHAPTER 1**

## **INTRODUCTION TO MANAGEMENT EDUCATION**

We have witnessed drastic industrial changes in past and continue to witness them; thanks to the technological advancements. What we haven't witnessed is a drastic evolution of our education sector. We do talk about reforming educational sphere and also see some initiatives being taken up by government & non profits, but what we do not see or measure is the impact of these reforms, especially in the Government managed Institutions; may them be schools or centers of higher education. This study is focused on a few such centers of Management Education in the state of Rajasthan.

Talking about Higher Education; let us first understand what exactly is Education?

Education in common parlance means “the process of receiving or giving systematic instruction, especially at a school or university”. “It is a process of enlightening minds.”

The Dictionary interpretation of Education (2017) states it as, “the act or process of preparing oneself or others intellectually for a matured life by imparting or acquiring generic knowledge, developing the reasoning power and judgment.”

It also means, “the act or process of imparting or acquiring specific knowledge or professional skills.”

The third meaning stated is, “a degree, level or kind of schooling: a university education.”

Also it means, “the result produced by instruction, training or study: to show one's education.”

According to another famous dictionary; Merriam Webster (2017), education can be simply termed as: “the action or process of teaching someone especially in a school, college or university.”

Additionally, it can be said that education is “the knowledge, skill and understanding that one gets from attending school, college or university.”

As per the School of Conscience, the definition of education; which currently serves as the guiding light to our mainstream schools today states; “education as a mechanism to deliver knowledge, skills and information from Educators to Learners.” This metaphor definitely, gives a reasonable meaning to education as a delivery system, but overlooks the most important meaning of education. The pre conceived notion of standardized outcomes leads to exercising control over the behaviors of Teachers by the Administrators; which thereby leads to controlling the Student’s behavior by Teachers. All this leads to an increase in the symptom of depression, stress, anxiety and psychological imbalance amongst the student fraternity, which tends to result in a higher suicide rate.

The essence of the education is deteriorated, when its outcomes are measured basis some numbers a student gets in an examination; which bears a little relationship with the true education; thereby labeling the education system a total failure.

A literate individual is the one whose cognizant, possess clarity of thoughts and works towards accomplishing his goals, but our current education system does not develop these qualities within the students.

With the rise of complexities within civilizations; transmission of knowledge directly from one person to another; became complicated and there was no way to pass it on to coming generations.

For Ancient India, Vedas were the basis of most of the education. It included hymns, formulas & incantations. The Vedic period lasted from about 1500 BC to 600 BC, which was later on taken over by the Hindu texts & scriptures.

Initially education was available for free for everyone. But later, as the social systems started getting complex, rigid and restricted, the society was divided into 4 classes based upon their professions and only the meritorious lineage was allowed to study scriptures.

It was quoted that “To accelerate its economic growth, India needs high quality companies and to have its top tier multinationals, India needs to cultivate a more open environment for entrepreneurship.”

There came a drastic change in the Economy of India, when Liberalization, Privatization & Globalization became the foundation of the Industrial Revolution leading to a phase where Indian Education System transformed to meet the demands of the Global Economy. Management Colleges grew like mushrooms primarily focusing on increasing the number of aspirants for Higher Education but the contributions of these institutes towards the development of our Nation was never up to the mark.

In India, management training programs had already embarked their journey in 1936 by Tata Institute of Social Sciences and later in 1949, Xavier Labour Research Institute, too joined the league. But these programs focused on the upliftment of the working managers in personnel function.

Structure of Indian Management Education includes:

- Indian Institute of Management.
- University Departments of Management Studies.
- Colleges affiliated to Management Universities.
- Institutes approved by AICTE.
- Private Colleges or Institutes affiliated to any body.
- Institutes offering MBA in collaboration of Foreign Universities.

The Universities on which this Research is conducted are quite prominent in the state and offer Management Education to its aspirants:

- University of Kota, Kota
- University of Rajasthan, Jaipur
- Maharishi Dayanand Saraswati University, Ajmer
- Mohanlal Sukhadia University, Udaipur

## **CHAPTER 2**

### **LITERATURE REVIEW**

Primarily, review of literature focuses on connecting the dots of past researches done on this topic with the present scenario. Secondly, it also identifies the areas, where further research can be done. Thirdly, it gives the researcher visibility to the different

spectrums of the research problem and helps acknowledge them, which in turn helps identifying different solutions to the research problem.

The researcher here has tried to review different theories of Quality Higher Education and the theme of the same is depicted in this chapter through 5 major categories:

2.1 Literature Review for Higher Education.

2.2 Literature Review for Concept of Quality.

2.3 Literature Review for Quality Higher Education in India.

2.4 Literature Review for Management Education in India.

## **2.1 Higher Education**

It basically refers to the knowledge which an individual acquires from the institutions bigger than school, like Universities, colleges, and vocational institutes of learning or professional certifications awarding institutes. Moreover, it is the specialized form of any discipline, through which an individual gains and in depth knowledge of that discipline, like medicine, technology, management, etc.

According to Barnett R (1997) too; higher education ignites minds of the students with earnest knowledge of a particular topic or discipline instead leaving the students with shallow information. The crux of the higher education lies in making the students intellectual. And not just intellectual, it also contributes in shaping the thought process and belief system of the individual.

It provides the deepest understanding of the particular discipline opens their minds and widens their horizon of thought which in turn helps the students to think of their benefit and helps them to smartly stand for their future.

## **2.2 Concept of Quality**

The most basic modern concept of 'quality' as stated by Crawford, F.W., (1991) and which extensively referred by most head shrinkers and decision makers of higher

education fraternity talks about whether the product or service is able to meet its slated purpose.

It is one of the most flexible concepts which not only allows determination of specification but also acknowledges the fact that these specifications may change time to time. Hence the scope of continuous evaluation and up gradation is always there.

However, on the other hand the traditional concept of quality is merely providing distinctive product or service.

In words of Deming ‘the difficulty that arises while defining educational virtues or qualitative attributes, is to transform the futuristic requirements of the consumer into a quantifiable characteristic, therefore the designed product gives the desired satisfaction against the price paid for it. (Deming, W.E.,1982). Therefore with such varied views, quality just cannot be defined as satisfying customers’ needs. It is not guaranteed that the user is always best judge of the quality. (Marchese, T., 1991). Rather the institute’s capacity of fulfilling the industry needs should also be taken into account.

Unlike any other domain of economies, education system too has certain parties to which it’s answerable. These are called stakeholders. And every stakeholder has different view, while defining the quality of the education which can broadly be classified in five different statements. (Harvey and Green,1993)

- quality as atypical or extraordinary,
- quality as excellence or without defects,
- quality as customizable or tailored as per the need of the hour,
- quality as appraised or monetary profits, and
- quality as adapting change or in other words evolving with changing times.

There are some unquestionable criteria set by the industry for measuring the quality which are students’ knowledge, understanding of the concepts and applying them when they join the workforce. (Baroness Pauline Perry, 1991).

### **2.3 Quality of Higher Education in India**

A NASSCOM-McKinsey Report, published in 2005 stated a fact about employability of the Indian Higher Education students. It stated that only 15% of the general graduation pursuant and 25-30% of the technical graduates were suited to join the workforce.

So to monitor the quality standards across various institutions, the Government of India established dedicated regulatory bodies. To name them are,

- National Assessment and Accreditation Council (NAAC) by UGC,
- National Board of Accreditation (NBA) by AICTE,
- Accreditation Board (AB) by ICAR,
- Distance Education Council (DEC).

To quote, there are some autonomous bodies too, whose aim is to regularly monitor and asses the quality benchmarks of Indian Higher education fraternity, but there are two major loop holes found:

TQM with reference to higher education can be defined as an approach used by institute, to exercise overall management based on participation level of all students & faculties and aspiring for a consistent and continuous success by achieving end user delight and win-win situation for all stakeholders including overall society. (ISO 8402).

The logic behind adopting this method is that TQM is a comprehensive approach that aims to imbibe the qualitative aspects, fruitful for its stakeholder; both external and internal; in a more collaborative and integrated way. In this way it can assure quality and facilitate change and innovation too.

But the concept of TQM, when applied in higher education's, highlights some constraints as well. Roffe (1998) pointed out that industry has a minimum number of

quality indicators, however when it comes to higher education there are varied indicators each with their own complexity.

## **2.4 Indian Management Education**

Since the focus now has shifted to establish India as a knowledge economy; from a global standpoint; creation of the “knowledgeable force” becomes an essential requirement for nation’s development. There has been a considerate increase in the demand for professional education. With the emergence of information and communication technology, higher education has undergone a paradigm shift in both philosophy and pedagogy (Powar, K B, 2012).

With a less number of centers of higher education, the aspirant is seen to be stuck in a constant hustle with the prevailing challenges of racism & reservation as parameters of qualifying these exams, thereby leading to make the matter of more elimination than selection (Ministry of Human Resource Development, Government of India, 2000).

A for-profit system has more advantages as it results in greater competition in the education sector which compels institutions to lower fees, improve teaching quality, and use efficient technology as ways to distinguish themselves from the competition.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

As we now know research is a critical activity, it’s important to find the right answers to the questions raised and thus formulating these questions in the forms of Aims and Objectives, leads to better findings.

*Basis the problem statement, the research is undertaken to with a view to identify gap between student and employment opportunities:*

- Understand student’s inclination towards securing a job and methods to motivate them to pursue research and entrepreneurship; through management studies.

- To encourage project based learning in management education system.
- Identify ways and means to develop managerial skills in the MBA aspirants through management studies and not just leading it to be an examination based only.
- To identify measures to develop overall personality of the students through dedicated skill development program and also identify activities for productive utilizations of student's free time that will lead to development of required skill set.
- Last but not the least, what universities can do to develop young minds and not just robots.

### **3.1: Data Classification**

**Primary Data:** the data collected by the researcher himself; through different modes like surveys or interviews;

**Secondary Data:** this is the set of already existing data, which is referred by the researcher to draw conclusion or correlation with the problem.

### **3.2 – Hypothesis**

The formulated hypotheses for this study are:

**H1** – Government has taken various initiatives to enhance the quality of management education in Rajasthan to ensure proper intellectual growth of individuals.

**H2** – There are some drawbacks while implementing them at institutional level, that these strategies are unable to derive the desired output.

**H3** – The lack of placements opportunities in these universities is majorly due to old curriculum, old pedagogy and no global exposure.

### **3.3 – Gap Analysis**

Gap Analysis is another management tool which helps find the difference between the current situation the future situation that an organization aspires to be at.

- The Current State of Performance – Actual
- The Aspiring State of Performance – Standard
- The Measured Difference between these two states – Gap

### **3.4 – Research Framework**

- Nature of Research – Empirical & Conceptual.
- Data Collection – Primary Data through Semi Structured Questionnaire and Secondary Data through Books, E-Journals, Magazines & Verbal Interviews.
- Universe – MBA aspirants of age group 21+ years studying at:
  - University of Kota, Kota
  - University of Rajasthan, Jaipur
  - Maharishi Dayanand Saraswati University, Ajmer
  - Mohan Lal Sukhadia University, Udaipur
- Sample Size – 200 Students
- Sampling Technique – Stratified Random Sampling
- Limitations –
  - Geographical Constraints
  - Language barrier due to Hindi medium background.
  - Respondents' behavior.

## **CHAPTER 4**

### **DATA ANALYSIS & INTERPRETATION**

The following chapter inscribes the interpretation of the collected Primary & Secondary Data followed by a brief analysis of the results drawn.

The data is collected in two forms; i.e. Quantitative (Numerical) and Qualitative (Narrative) and accordingly, different techniques are used to analyze and to draw conclusions.

The data collected by the researcher; both Quantitative & Qualitative data has been depicted, representing both Descriptive & Inferential Statistics. This chapter mostly deals with the Quantitative Data and their interpretations. These inferences have been drawn with a view to provide base of the Conclusion Chapter of the Thesis; where in Findings & Suggestions to resolve the problem are incorporated.

#### **Section II – Analysis & Interpretation**

Tabulation and Graphical representation of the data collated through response of the below questions:

4.1 - Preferred mode of pursuing MBA by students.
4.2 - Number of seats reserved for Women in these Universities.
4.3 - What are the deciding factors behind respondents' pursuing management degree?
4.4 - What are the deciding factors while selecting a University to pursue MBA.
4.5 - What is the pedagogy adopted by Universities.
4.6 - What are the different MBA Specializations/ electives in demand?
4.7 - What kind of Skill Development is expected the through present management education system..
4.8 – What are the issues prevailing within Universities.
4.9 - What can be the probable solutions to curb the prevailing University Issues?
4.10 - Reasons behind MBA seats remaining vacant even after Admission process is over
4.11 - How much satisfied students are with the Quality of the Management Education being offered in these Universities.
4.12 - What is the satisfaction level of the MBA aspirants, with regards to the admission process being carried out by these Universities?
4.13 - Measuring the satisfaction level of students with respect to the examination scheme, adopted by the University.
4.14 - What are the modes of providing practical learning exposure by Universities to MBA aspirants?
4.15 - What infrastructure facilities are being provided by the universities to make the journey of MBA aspirants smooth?

4.16 - Status of criteria being fulfilled by Universities as per the MHRD guidelines to become world class institutions.

4.17 - What students want from their university to help them sustain in today's competitive edge.

4.18 - What changes; MBA aspirants think; our education system shall witness in future.

## **CHAPTER 5**

### **FINDINGS, SUGGESTIONS & CONCLUSION**

The last and final chapter of the thesis aims to bring out the crux of the conducted research. The findings are based on the primary data collected, information gathered from different sources and scholar's observations. The findings and suggestion mentioned intend to reflect the current status of our universities and also the baby steps that can be taken to become a world class institution.

To keep up with the pace of the changing world the management education system needs to undergo changes because the fact is today's MBA degrees do not have that attracting capabilities that they had 3 decades back.

5.1 – Mode of imparting Management education

5.2 – Focus on Women's education

5.3 – Pedagogy adopted by the universities

5.4 - Demand of more specialization electives in MBA course

5.5 – Revamping the MBA curriculum.

5.6 – Managerial Skill development of the MBA aspirants.

5.7 – Global Exposure
5.8 – Lack of Societal Development initiatives.
5.9 – Less avenues of Research
5.10 – Lack of placement opportunities.
5.11 – Limited scope of student awareness
5.12 – Other Issues

**Conclusion:**

We live in a constantly evolving world, where disruptions are bound to happen. These may be caused by ever increasing technological advancements or even by natural disasters. The current unprecedented times have made us realize that now it is more than ever, important for us to be adaptive with the dynamic changes of the world.

No one foresaw these changes coming and no one knows what the future holds. The global meltdowns, advancements in the field of technology, coding becoming a mainstream subject and with artificial intelligence paving its way to simplify our lives, management thinkers and business leaders have started giving thoughts about reinventing or reengineering the Management Education too

**Scope of Further Research:**

- Role of non profits and learning intermediaries in nurturing the future managers.
- Campus to Corporate Initiative: a feasibility study, scope and challenges.
- Reverse Mentoring: Faculty Connect with Industry Experts.

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**PAPER PUBLISHED DURING RESEARCH**  
**WORK**

## Corporate Social Responsibility in the context of Female Foeticide and Infanticide in Rajasthan

Deepika Thakur\* and Anukrati Sharma\*\*

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### ABSTRACT

*In today's world, the success and recognition of a business has come to be associated with the way it carries out its corporate social responsibility (CSR). CSR is gaining popularity these days because of various reasons: to promote various brands of the company, social welfare, to uplift the reputation of a company, to comply with legal obligations and so on. There are many ways by which the companies can conduct their CSR activities to help the society in large. In recent times, CSR has become an important factor to boost the goodwill of a company as well as indirectly increase the sales of the company's product. The present paper is an attempt to find out the purpose and benefits of using CSR in creating awareness and strategies to help stop the crime of female foeticide and infanticide in the state of Rajasthan. The paper also focuses on some major steps which have been taken in this direction by the companies. The paper highlights a new model which can be adopted by companies in the context of 'save girl child' campaigns.*

**Keywords:** Corporate Social Responsibility, Female foeticide, Infanticide.

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### 1.0 Introduction

The concept of Corporate Social Responsibility (CSR) has widened the role of companies in recent times; the belief being that whatever profit is generated by companies is because of the society in which the company exists and hence the company has a duty to pay back something to the society. Thus the scope of responsibilities of companies has increased from merely providing jobs and contributing towards the economy to issues related to environment and social health. CSR has become a major driving factor behind a company's goodwill and companies are striving hard to mark their global presence by focusing on CSR activities that help in the upliftment of society as a whole.

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In India, the CSR initiatives have largely been limited to environment (plantations, less use of paper, recycling waste, etc.) and education and health of the underprivileged. Companies have undertaken various activities towards reducing environmental pollution, producing good quality products through a harmless mechanism, providing basic amenities to the underprivileged, education camps and constructing schools, opening hospitals and organizing medical camps for building a healthy nation. Some of these measures have developed as programs which are being run by these corporate houses on the national level. However, there are some issues of the society which are dangerous and degrade our culture but are still either untouched or very little care is taken of them.

This paper draws the attention of the corporate world towards one such social issue of female foeticide and infanticide in Rajasthan. An issue which is a heinous crime but still it does not exist in CSR strategies of big corporate houses. Companies have not been paying heed to this issue which is a road to various other problems occurring in the society and is also hampering the human life balance. Female foeticide is a major social problem in India and over a period of time social discrimination against women and preference for sons has promoted it to a level where the census reports of India since 1981 to 2011 have recorded an increasingly masculine ratio with Punjab and Haryana topping the chart. The magnitude of the problem as mentioned in the LANCET Journal based at Canada and India states that 500,000 girls were being lost annually through sex selective abortions. With such alarming figures, the Government, NGOs and social activists have come forward and have taken various initiatives to stop this crime. Several Acts have been passed but have not been enforced strongly enough. Multiple campaigns have been launched to increase the awareness of this act. This problem was also highlighted in a popular TV show „Satyamev Jayate“ which focused upon the severity of this problem in Western Rajasthan.

With such a situation prevailing around us, it is a bit of surprise that the issue of female foeticide lies nowhere in the CSR initiatives of the companies. While the corporate are taking various initiatives towards the social and environmental development,<sup>1</sup> the issue of female foeticide and infanticide is something which requires more focus. This paper focuses upon what the Government, Corporates and social activists have done and are doing to curb this heinous crime, especially in Rajasthan. It also brings out some suggestions as to what more can be done to remove this from our society.

## 2.0 Objectives

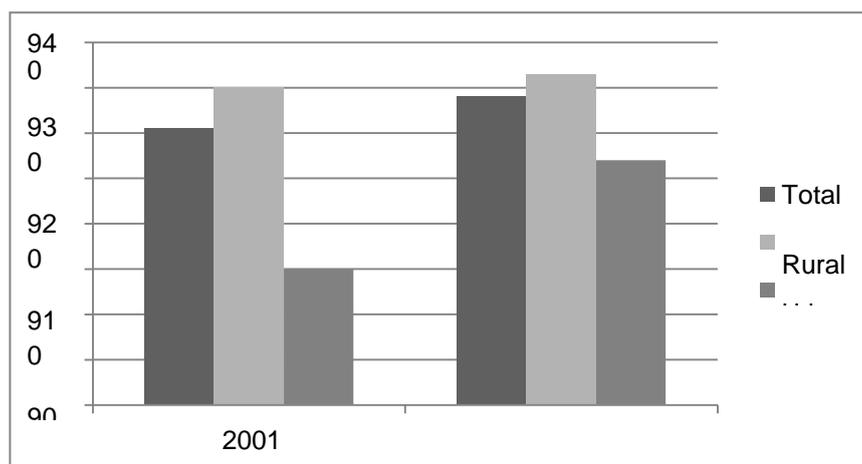
The study intends to achieve the following objectives:

- To highlight the increasing problem of female foeticide and infanticide in Rajasthan.
- To find the reason behind the lack of support and initiative towards this problem in terms of Corporate Social Responsibility.
- To study and analyse the initiatives of Government and NGOs of Rajasthan towards curbing this heinous crime.
- To suggest measures which can be taken by companies in preventing these activities and making them a part of their CSR initiatives.

## 3.0 Trends in Sex Ratio

The census reports of Rajasthan show a wide gap between the male-female ratio. The census of 2001 depicted a picture where Rajasthan had 930 females per 1000 males in rural areas and 890 females per 1000 males in urban areas; on an average 921 females per 1000 males (Figure 1). This figure showed a slight difference in the census report of 2011 wherein Rajasthan had 933 females per 1000 males in rural areas and 914 females per 1000 males in urban areas; averaging 928 females per 1000 males. This can be considered as a progress.

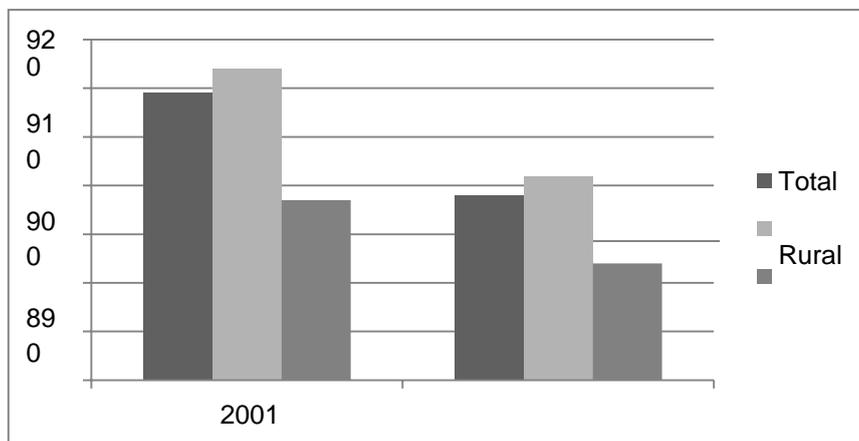
**Figure 1: Trends in Sex ratio (females per 1000 males) in Rajasthan**



**Source:** censusindia.gov.in

However, talking about sex ratio between 0-6 years, this figure has shown eye widening difference from 2001 to 2011. In 2001, there were 914 females per 1000 males in rural areas and 887 females per 1000 males in urban areas averaging 909 females per 1000 males (Figure 2). These figures drastically went down in the census report of 2011 which showed 892 females per 1000 males in rural areas and 874 females per 1000 males in urban areas giving an average figure of 888 females per 1000 males within the State.

**Figure 2: Trends in Sex ratio (females per 1000 males) in age group 0-6 years in Rajasthan**



**Source:** censusindia.gov.in

These figures clearly state that the mortality rate of girl child has drastically increased in past 10 years and that too more in Urban India as compared to the Rural India. The problem of Female Foeticide & Infanticide has aggravated in past 14 years and is still increasing. This is all because of better medical facilities available at Urban Areas. But the same is prevalent in the Rural India as well though they do not have modern techniques available there.

#### 4.0 Review of literature

The idea of CSR first came up in 1953, when it became an academic topic in HR Bowen's „Social Responsibility of the Business“. Since then there has been continuous

debate on the concept and its implementation. [Parliament Library & Reference, Research, Documentation & Information Service (LARRDIS)]

The term Corporate Social Responsibility became popular in 1960s and has remained a term used indiscriminately by many to cover legal and moral responsibility more narrowly construed. CSR policy functions as a built-in, self-regulating mechanism whereby a business monitors and ensures its active compliance with the spirit of the law, ethical standards and international norms. At some places, CSR goes beyond compliance and engages in “actions that appear to further some social good, beyond the interests of the firm and that which is required by law.

One of the most contemporary definitions of CSR is from the World Bank Group, stating; “Corporate Social Responsibility is the commitment of businesses to contribute to sustainable economic development by working with employees, their families, the local community & society at large, to improve their lives in ways that are good for business and for the development.” (LARRDIS). Many authors affirm that businesses are an integral part of society and have a critical and active role to play in the sustenance and improvement of healthy ecosystems, in fostering social inclusiveness and equity and in upholding the essentials of ethical practices and good governance.

Proponents argue that corporations make more long term profits with CSR. This also makes business sense as companies with effective CSR, have image of socially responsible companies. They achieve sustainable growth in their operations in the long run and their products and services are preferred by customers. Some others argue that it distracts from the economic role of business and that it is merely window dressing or an attempt to pre-empt the role of Government as watchdog over powerful multinational corporations.

Different authors and organizations have framed different definitions for CSR with some commonalities. Baker (2004) defines CSR as “CSR is about how companies manage the business processes to produce an overall positive impact on society” (Baker, 2004). A publication by World Business Council for Sustainable Development defined CSR as “corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.” (Holme & Watts, 2000)

Today, organizations that want to achieve long term success must consider what is known as the Triple Bottom Line: Profit, Planet and People. CSR as a strategic practice is a key to organizational success because it is one of the few practices that can positively impact all three elements of the Triple Bottom Line, contributing to a healthy

bottom line & long term sustainability. The benefits of an effective CSR approach to an organization can include:

- Stronger performance & profitability.
- Improved relations with investment community and access to capital.
- Enhanced employee relations and company culture.
- Risk Management and access to social opportunities.
- Stronger relationships with communities & legal regulators.

CSR is concerned with treating the stakeholders of the firm ethically or in a responsible manner. „Ethically and responsibly“ means treating stakeholders in a manner deemed acceptable in civilized societies. Stakeholders exist both within a firm and outside. The natural environment is a stakeholder. The wider the aim of social responsibility is to create higher & higher standard of living, while preserving the profitability of the corporation, for people both within and outside the corporation. CSR therefore means the ethical behavior of business towards its constituencies or stakeholders. (Hopkins, 2004)

According to CII, in a global context there is no single universally accepted definition of CSR rather each definition that exists underpins the impact of businesses on society at a large. Although the roots of CSR lie in philanthropic activities of corporations such as donations, charity, reliefs work, etc. Globally the concept has evolved and encompasses all related concepts such as triple bottom line, corporate citizenship, philanthropy, shared value, corporate sustainability and business responsibility.

The European Commission defines CSR as “the responsibility of enterprises for their impacts on society.” To completely meet their social responsibility, enterprises “should have in place a process to integrate social, environmental, ethical human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders.” According to United Nations Industrial Development Organization, “Corporate Social Responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders”. CSR is generally understood as being the way through which a company achieves the balance of economic, environmental and social imperatives (Triple-Bottom-Line Approach), while at the same time addressing the expectations of shareholders and stakeholders. In this sense, it is important to draw a distinction between CSR, which can be a strategic business management concept and charity sponsorships or philanthropy. Even though the latter can also make a valuable

contribution to poverty reduction, will directly enhance the reputation of a company and strengthen its brand, the concept of CSR clearly goes beyond that.

CSR in India has traditionally been seen as a philanthropic activity. And in keeping with the Indian tradition, it was an activity that was performed but not deliberated. As some observers have pointed out the practice of CSR in India is still remains within the philanthropic space, but has moved from institutional building (educational, research & cultural) to community development through various projects. The Companies Act, 2013 has introduced the idea of CSR to the forefront and through its disclose-or-explain mandate, is promoting greater transparency and disclosure. CSR is the soul of every business today and has also become the password to not only overcome competition but ensure sustainable growth.

## 5.0 Approaches towards CSR in India

There are varied approaches of CSR in different countries; for instance, it is said that for the Chinese consumers, a socially responsible company makes safe and high quality products. For Germans, CSR means providing secure employment. In South Africa, it makes a positive contribution to social needs such as health care and education. In general, the common approach to CSR is corporate philanthropy; which includes monetary donations and aid given to promote health, social welfare and the environment among others.

In India, the concept of CSR is governed by clause 135 of the Companies Act, 2013, which was passed by both Houses of Parliament. The Act lists out a set of activities eligible under CSR. Companies may implement these activities taking into account the local conditions after seeking board approval. The activities are mentioned in the Schedule VII of the Act are:

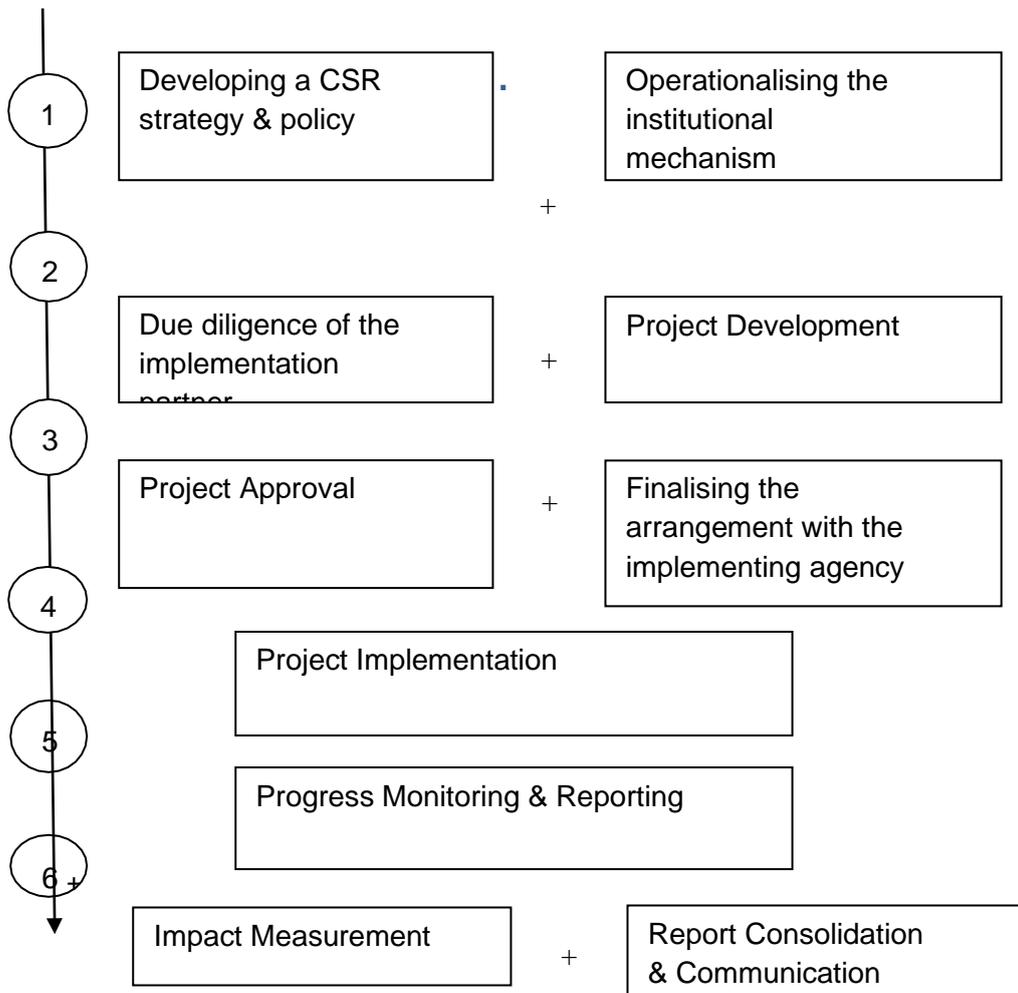
- Promotion of education
- Eradication of extreme hunger and poverty.
- Reducing child mortality and improving maternal health.
- Gender equity and women empowerment.
- Environmental sustainability
- Combating HIV-AIDS, malaria and other diseases.
- Employment enhancing vocational skills
- Social business projects.
- Such other matters as may be prescribed.

The Act prescribes that a CSR committee of the Board should be constituted. It should consist of at least three directors out of whom at least one is an independent director. This composition will be disclosed in the Board's report as per sub section (3) of section 134. The CSR committee shall :

- Formulate and recommend a CSR policy to the board, indicating the activities as specified in schedule VII of the Act.
- Recommend the amount of expenditure to be incurred on the activities indicated in the policy.
- Monitor the CSR policy regularly.

The Indian CSR Model has been explained in Figure 3.

**Figure 3: The Indian CSR Model**



**Source:** Handbook on Corporate Social Responsibility, published by Confederation of Indian Industry

## Initiatives so far

### Government Initiatives

With the new company law making it obligatory for corporate India to conduct CSR activities, India can become an international benchmark for CSR activities. From April 1, 2014, the new law under the Companies Act, 2013 will require entities with a profit of Rs. 5 crore or more; or a net worth of Rs. 500 crore or more; or an annual turnover of Rs. 1,000 crore or more have to spend 2% of their profits on real time CSR activities. This is the first legislation of its kind in the world. Over 16,200 entities will undertake CSR Activities from this year under section 135 of the Companies Act. This Law is being implemented not to transfer Government responsibility to Corporate Sector; rather to supplement and compliment what the Government is doing.

The Supreme Court of India have given directives to the Centre and all the States to supervise the implementation of Dowry Prohibition Act & Medical Termination of Pregnancy Act, 1971 for which a committees which would meet at least once in six months. The committees should gather information regarding breach of the provisions of Act and take legal actions against people violating them. The committees should ensure that all the Medical Units must be registered and manufacturers and sellers should not sell any of the ultra-sonography machines to the unregistered centre. The authorities should seize the machines used illegally and should be confiscated under the code of Criminal Procedure. Further, the courts should dispose of all the pending cases within 6 months. Government has launched a scheme, the Janani Suraksha Yojana, wherein a sum of Rs. 1400 is given for every baby delivered in the hospital.

### Initiatives by NGOs and Social Activists

*The Shanti Project:* Shanti Project seeks to promote the economic and social well-being of marginalised women and children, bridging resources and needs by providing a forum for stagnating traditions and skills. Shanti seeks not only to break free the chains of poverty, but to encourage empowerment. The team is working day and night in Jaisalmer and nearby areas working upon women liberalization and empowerment which includes the issue of female foeticide and infanticide happening there. On the other hand, a local community of Jodhpur naming Ghanchi community has decided to open a bank account for every new born girl and put Rs. 5000 in it as a fixed deposit. Again this step is taken to reduce the high incidences of female foeticide and infanticide in Rajasthan. This will be implemented among the hundred families of Ghanchi Community in Jodhpur city.

The main objective behind this initiative is to ease the financial burden on families at the time of the girl's marriage. This effort is worth appreciating.

*Priyanka Chopra Foundation for health and education:* Actor Priyanka Chopra has been actively involved in various causes related to girl child for many years now. Along with NDTV-Vedanta's campaign – Our Girls, Our Pride; she is also the Brand Ambassador of UNICEF's Goodwill Ambassador for India. Her Foundation is focused towards providing support to the unprivileged girls across the country.

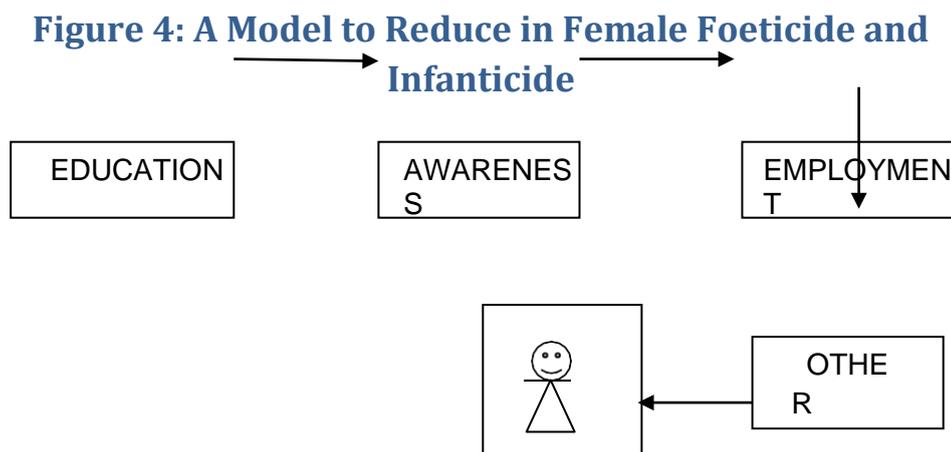
### Corporate Initiatives

*Vedanta:* Vedanta Group has launched a campaign named KHUSHI- Our Girls Our Pride. "Girls are not born by choice but by chance" is the mind set that prevails in the Indian society and this need to be broken. Therefore with a view to build a life of dignity for the girl child, Vedanta Group and NDTV has joined hands and launched this campaign. The campaign was launched on 19<sup>th</sup> August 2013, in New Delhi, addressing the key issues like nutrition, education, health, foeticide and infanticide. In the same context, they organised an event at Udaipur, Delhi, Mumbai and Kolkata simultaneously where hundreds of children painted canvases on the „Pride of Girl Child". Udaipur set the record with 600 school children participating in it. They painted their hearts out wherein, they painted women athletes, mother's womb, girls as mother, as school children, sister, and creator of life. The focus of the campaign will be to educate people at large, bring awareness, bring policy changes and sensitize people towards girl child and build a respect for the gender.

## 7.0 Findings and suggestions

- 1) During the research, it was found that though the Clause 135 of Companies Act mentions that gender equity and women empowerment is an area of concern and companies should take initiatives towards it, are only few initiatives taken towards this social cause.
- 2) The figures on sex ratio in Rajasthan indicate that the practice of female foeticide and infanticide is prevalent more in urban areas than rural areas. Bose (2007) in his address on *India's Unborn Daughters: Victims of Demographic Terrorism*, stated three major reasons for the spread of female foeticide: i) road connectivity, ii) availability of doctors with ultrasound machines, iii) the client's capacity to pay for the cost of test and abortion.
- 3) It was also observed that this practice is undertaken more by the Literate class of people, thereby questioning the education setup of our country.

- 4) Though the Government has taken initiatives in curbing this act, but tracking its implementation at the grass root level is a difficult task.
- 5) There are lot of initiatives that been taken in this respect by NGOs and social activists but corporate participation is very less. Companies need to play a major role towards economic development and overall growth of our nation; therefore with regard to their social responsibility, they should focus upon curbing the gender inequalities prevailing in our society, along with environment protection and sustainable growth.
- 6) It needs to be ensured that the medical facilities in the country are not unethically used. For the same, doctors have to practice medicine ethically and not allow sex determination of foetus.
- 7) We would like to suggest that corporates can start taking small initiatives like the Ghanchi community of Jodhpur has taken. They can introduce any scheme for their female workers having girl child which can include, opening an account or fixed deposit of certain amount; or may be free education up to a certain level; creating employment opportunities specially for women; starting more and more awareness campaigns in the regions where they exist.
- 8) Figure 4 lays down a model that we suggest to deal with this problem.



**Source:** Model suggested by authors

**Note:** In the above suggested model „Other Benefits“ refers to – employment quota for females in the corporate. Special Monetary benefits to the female employees who girl child. Sufficient number of leaves to the female employees as given in the Government sector. Financial aid to females at lowest rates. Female concessions in different services.

## 8.0 Conclusion

Gender equality is one of the key issue that needs serious attention. Increasing female foeticide and infanticide depicts a negative picture of our nation in the world. While our nation is improving in terms of medical facilities, we are an education hub and our cultural heritage is our strength; but we need to work more on ethics and human values which form the basis of our existence. A lot has been done by various people and organisations towards saving our girl child but there is long way to go to eradicate this difference of male and female and companies can play a major role in this as they are present in almost every part of our nation.

## Endnotes

1. Some notable efforts of big Corporate houses in this direction include the following: (i) the Axis Bank foundation runs Balwadis which are learning places for children living in large urban slum clusters along with skill development programs like motor driving, welding, mobile repairing, tailoring, etc for the youth in backward districts; (ii) Companies like Bharat Petroleum Corporation, Hindalco Industries, Indian Oil Corporations have undertaken initiatives regarding prevention of water in various States of India. Their only motto is to turn draught stricken areas to Water Positive; (iii) Tata Consultancy Services & Tata Steel are undertaking rigorous initiatives towards adult education and health. The TATA Steel Rural Development Society is aiming towards improving the agricultural productivity & raise the standard of living of the Farmers.

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Inputs from Dr. Nainani Mohini – Gynecologist, Kota (Rajasthan)

Inputs from Dr. Kabra Shashank – Radiologist; Camberwell Diagnostic & Research Centre, Jaipur (Rajasthan)

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**ANNEXURE 1**

**QUESTIONNAIRE**

**Quality of Management Education:  
An Empirical Study of Selected Management Institutes in Rajasthan.**



---

Dear Madam/ Sir,

As a Research Scholar of University of Kota, I need your support for conducting my research work upon the above mentioned topic, for completion of my Ph.D.

Note: This is an education survey, please provide necessary information or tick mark against the option (s) applicable to you. All the information provided by you will be kept confidential and will be used for academic purpose only.

---

**GENERAL INFORMATION**

NAME: Dr./Ms./Mr. \_\_\_\_\_

AGE: \_\_\_\_\_ GENDER: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_ CONTACT NO.: \_\_\_\_\_

EMAL-ID: \_\_\_\_\_ COURSE:

\_\_\_\_\_

NAME OF THE INSTITUTE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

- 1) What is/was your mode of pursuing MBA?
  - a) Full Time
  - b) Part Time
  - c) Distance Learning
  - d) Online Course
  - e) Executive Program
  
- 2) Does your university/institute have seats reserved for Women in MBA?
  - a) Yes
  - b) NoIf yes, what is the percentage \_\_\_\_\_
  
- 3) Why did you opt for pursuing a Management Degree?
  - a) Knowledge Enhancement/ Professional Degree
  - b) Global Exposure
  - c) To get a Good Job/ Placements
  - d) To become an Entrepreneur
  - e) For getting a Promotion at Current Work Place
  
- 4) What is more important to you while selecting a university for pursuing MBA?
  - a) Syllabus for MBA
  - b) Teaching Methodology
  - c) Electives in MBA
  - d) Placements
  - e) Fee Structure
  
- 5) What is the Pedagogy followed in your University?
  - a) Projects
  - b) Virtual Classrooms
  - c) Practical Learning
  - d) Case Studies and Seminars
  - e) Old Classroom Theoretical Teaching

- 6) Apart from ‘Vanilla’ Electives (Common Electives of MBA), which elective do you feel should be introduced by your university to increase the scope of MBA? (Kindly Rank According to the Preference.)
- Tourism & Hospitality/ Hotel Management
  - Entrepreneurship/ Family Business
  - Event Management
  - Disaster Management
  - Logistics & Supply Chain Management
  - Hospital Management
  - Real Estate
  - Sports Management
  - Education Management
  - Aviation Management
  - International Business
  - Information Technology
  - Retail Management
  - Oil/ Gas/ Energy Management

- 7) Do you agree that present management education curriculum develops the following qualities in students?

S. No.	Qualities	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
a)	Time Management					
b)	Risk Taking Ability					
c)	Creativity & Innovativeness					
d)	Problem Solving Attitude					
e)	Decision Making					
f)	Leadership					
g)	Communication Skills					
h)	Entrepreneurial Skills					
i)	Technical Skills					

- 8) According to you which is the current problem or issue prevailing in your University?
- a) Political Interference
  - b) Placements + Package
  - c) Merit System
  - d) Inequality (Basis Caste/Gender/ Color)
  - e) None
- 9) What step should be taken to rectify/ solve the problem?
- a) Give equal chance or education to all.
  - b) Creating more leadership opportunities within MBA Program
  - c) Increased Industry Interface
  - d) Improved Grading System
  - e) None of the above
- 10) What are the reasons behind vacant seats in the University even after the admission process is over?
- a) Availability of alternate courses in Management Stream
  - b) Old Syllabus or Curriculum being followed
  - c) Increased number of Universities offering MBA
  - d) Negative Feedback by the Ex-Students
  - e) Poor Placement Record
- 11) What is your satisfaction level with the quality of Management Education of your University –
- a) Excellent
  - b) Good
  - c) Satisfied
  - d) Not Satisfied
  - e) Can't Comment

12) Are you satisfied with the process of admission carried out by the University?

- a) Excellent
- b) Good
- c) Satisfied
- d) Not Satisfied
- e) Can be Improved

13) Are you satisfied with the examination scheme of your University? (Tick Mak)

		Happ y	Goo d	Satisfie d	Not Satisfie d	Can't Commen t
a)	Examination Methodology					
b)	Criteria for Evaluation					
c)	Grading or Markings					
d)	Ranking					

14) What Kind of Practical Learning exposure does your University provide?

- a) Industrial Visits
- b) Internships
- c) Study Tours
- d) International Visits/ Exchange programs
- e) Consultancy Services

15) What Kind of Infrastructure facilities does your University provides?

- a) English Lab
- b) Research/ Behavioral Lab
- c) Entrepreneurship Cell
- d) E- Library
- e) Language Lab (French/ German/Russian etc.)
- f) Skill Development Centre
- g) Placement Cell
- h) None of them

- 16) Which all criteria are fulfilled by your University; mandatory as per MHRD guidelines ? (you can tick more than one option)
- a) Large owned campus with adequate space expansion.
  - b) Multidisciplinary & Interdisciplinary courses including areas of emerging technology.
  - c) Basic Cleanliness & Hygiene
  - d) Practical Projects & Tasks
  - e) Industrial Orientation through visits, projects, trainings, conferences & internships.
  - f) Labs & Library with subscription to international journals.
  - g) Amenities for students like hostels, cafeterias, etc
  - h) Student Safety & Security
  - i) Undertaking social initiatives for creating social impact.
- 17) What do you expect from your university to provide to help sustain today's competitive scenario?
- a) Increased number of upgraded multidisciplinary/ interdisciplinary courses.
  - b) Innovative Education methodology coupled with global universities.
  - c) Collaboration with global universities.
  - d) More avenues for entrepreneurship, research & societal development.
  - e) Increased scholarships, apprenticeship & placement opportunities.
- 18) What changes you expect to take place in future in the Indian Education System as a whole?
- a) Industry Academia Interface (one time sessions by professionals)
  - b) Improved Grading System
  - c) More focus on Research
  - d) International collaborations/ foreign exposure
  - e) Industry Experts coming as full time faculties
  - f) Tech friendly curriculum
  - g) Focus on Personality Development
  - h) Importance to extracurricular activities
  - i) Socio-Development Initiatives
  - j) Apprentice Programs (Earn while you learn schemes)

Would you like to give any suggestions?

---

---

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Signatures

---

Thank you for your time and co-operation.

I assure you that these answers will not be disclosed to any one and will only be utilized for writing the thesis.

Gracious:

Deepika Thakur  
Research Scholar

**ANNEXURE 2**

**PLAGIARISM REPORTS**

## Abstract\_to\_Questionnaire-converted.pdf

### ORIGINALITY REPORT

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**ANNEXURE 3**

**CONFERENCES ATTENDED**



**Department of Computer Science and Informatics**  
**University of Kota, Kota**



**National Workshop**  
**on**  
**Global Internet Governance – Opportunities and Challenges**

**April 11<sup>th</sup> – 12<sup>th</sup>, 2014**

*Certificate of Participation*

This is to certify that **Mr./Ms./Dr.** Deepika Thakur of University of Kota, Kota has actively participated in two-days workshop on “Global Internet Governance – Opportunities and Challenges” at University of Kota, Kota during April 11<sup>th</sup> -12<sup>th</sup>, 2014. We wish him / her for best of success !

*[Signature]*

**Dr. O.P. Rishi**  
 Convener

*[Signature]*

**Prof. Reena Dadhich**  
 Head, Department of CSI



**NATIONAL WORKSHOP**



on  
**Opportunities and Challenges of Life  
A Road Map Towards Successful Career  
(3-4 July, 2014)**

Organized by  
**Placement and Counseling Cell, University of Kota, Kota**

**Certificate**

This is to certify that Mr./Ms. *Deepika Thakur* ..... of  
Department/Class..... *Research Studies* ..... has participated in the "National Workshop on  
**Opportunities and Challenges of Life-A Road Map Towards Successful Career**" organized by the Placement and  
Counseling Cell, University of Kota during 3-4 July, 2014.

*Anukrati Sharma*  
**Dr. Anukrati Sharma**  
Convener

*N.K. Jaiman*  
**Prof. N.K. Jaiman**  
Chairperson



12<sup>TH</sup> INTERNATIONAL CONFERENCE OF MANAGEMENT AND BEHAVIOURAL SCIENCES  
(ICMBS – 2014)  
AUGUST 2<sup>ND</sup> – 3<sup>RD</sup>, 2014

**CONFERENCE CERTIFICATE**

AWARDED TO

.....*Deepika Thakur*.....

FOR PRESENTING THE PAPER TITLED

*Role of Education in making Entrepreneurs - A Special  
concord to Rajasthan*

at 12<sup>th</sup> International Conference of Management and Behavioural Sciences on

"Re-Visioning Business Management and Psychology: Ecologies of Local and Global Contexts"

Organized by Society of Management and Behavioural

Sciences (SMBS) India and Canada on 2nd - 3rd August 2014 at Hotel Fortune Select Metropolitan, Jaipur, Rajasthan (India)

**Dr. S. Kumar**  
Conference Chair and Director  
SMBS-India & Canada

**Dr. Sudhir Agarwal**  
Co-ordinator  
SMBS-India



**Maharshi Dayanand Saraswati University**  
Ajmer 305009 Rajasthan India



4<sup>th</sup>  
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October  
11-12  
2014

# Certificate

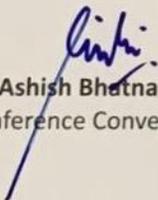
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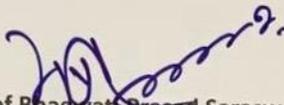
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This is to certify that DEEPIKA THAKUR  
of UNIVERSITY OF KOTA

has participated in the 4<sup>th</sup> Biennial International Conference on "Entrepreneurship, Tourism, Environment & Energy" organised by the Center for Entrepreneurship and Small Business Management, Maharshi Dayanand Saraswati University, Ajmer during October 11-12, 2014.

He/She has presented a research paper titled BUILDING ENTREPRENEURS - A STUDY UPON ENTREPRENEURSHIP DEVELOPMENT PROGRAM CARRIED OUT BY EDUCATION SECTOR OF RAJASTHAN as first/Second/Third author.

  
Dr Ashish Bhatnagar  
Conference Convener

  
Prof Bhagwati Prasad Saraswat  
Conference Chair



CENTER FOR ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT  
**MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER**  
SMALL BUSINESS RESEARCH GROUP

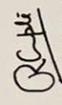
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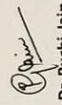
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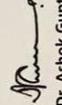
participated in the **International Conference on Marketing (ICM)-2015 Contemporary Trends & Challenges Across the Globe** organised by the Department of Commerce (Business Studies), The IIS University, Jaipur on 3-4 April 2015.

Heractive participation was highly appreciated.

  
Dr. Raakhi Gupta  
Rector & Registrar

  
Prof. M.K. Sharma  
Convener

  
Dr. Ruchi Jain  
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Dr. Ashok Gupta  
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### CERTIFICATE

It is certified that miss Deepika Thakur D/o Sh. Raj Thakur, Kota attended the TAXCON-2014 organised on 12<sup>th</sup> July 2014 at Hotel Radisson Blu, Jaipur jointly organized by RTCA & TCA Jaipur as Scholar alongwith her father.

Place: Jaipur

for Rajasthan Tax Consultant Association

Date: 15.07.2014

*Ashish*

Authorised Signatory