



MEASURING EXCELLENCE INDEX IN AICTE APPROVED NON- GOVT. MANAGEMENT INSTITUTES - A CASE STUDY OF ODISHA

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Article History

Received : 2026-07-15

Revised : 2026-08-20

Accepted : 2026-09-14

Published : 2026-09-22

Abstract

This research tries to throw lights on the customer satisfaction value with the help of a technique called “Measuring Excellence Index” using a hierarchical construct Model. Strategic TQM is conceptualized as an endogenously determined function of the organisation’s ability to harness or orchestrate lower order capabilities that comprise physical assets such as IT infrastructure, Organizational Capabilities like Human analytics & business architecture. The result of the research helps to find the right metrics to measure the Customer Satisfaction, Comparative Analysis between different Institutes, measuring Competitive Index & at last understanding the Customer Satisfaction Index.

Research also tries to find that TQM initiatives jointly emphasizing customer intimacy & cost reduction outperform those who are taking a less balanced approach. Overall this research helps to elaborate how a superior TQM system helps to measure the business health & satisfaction level of the students for the AICTE Approved Non-Govt. Management Institutes situated in the Eastern states of India. It is common knowledge that an unsatisfied & unhappy student will tell more people about his unfortunate experience than a satisfied student. It is also seen that only a fraction of unhappy student complain while others simply bad mouth. Hence getting feedback from the student is essential for the Institutes to ascertain how his product & services are rated in the market & what ways they can make some improvement in the services. This will play key role in determining the success of a product or service in its market.

Keywords: *Measuring Excellence Index, Customer Satisfaction Index, AICTE, Non-Govt. Management Institutes.*

1. Introduction

TQM system of education designs an effective system of quality development, quality maintenance & quality improvement for various stakeholders to provide full student satisfaction. The essential characteristics of TQM designed for the educational Institutes are:

1. Every stakeholders of the Institute only take care of the quality issues.
2. Within the Institute every stakeholders must require training
3. Every stakeholder of the Institute is familiar with the necessities of the TQM.
4. Suggestion should be collected from each & every concern departments
5. All concern departments focus on student’s need satisfaction & increase the productivity of total

6. All Concern departments should interact & fix the common problem
7. Decision made on the base of best option rather than any favouritism.

For implementing TQM in the education system certain costs are also associated with the system. These costs are associated with preventing & remediating service. Quality cost not only concern simply for upgrading of the TQM system but also it incurred to maintain the minimum expectation of the students.

Quality Costs fall in to these categories:

1. Preventing Cost: Institute incurs such costs to keep away the quality problem from occurring again & again. Such cost is recommend highly & least expensive of all other category. Like Participating faculty development program is such cost.
2. Appraisal cost: Such Cost is incurred because of several inspections staff, faculty members should be careful about incoming & outgoing parts to & from their work station.
3. Internal Failure Cost: Such Cost is generated when dissatisfied student is coming out or an under-performed student is coming out from the system; if student is not placed, get failed or perform very poorly then internal failure cost is generated; as well as the student always bad mouth against the Institute. It damages the goodwill, visibility of the institute.

Objectives of the Study:

1. Understanding strength & weakness of participating Institutes
2. Calculate benchmark, Excellence index, Customer Satisfaction Index.
3. Understanding the factors of analyze the performance of each institutes.
4. Collect scores of each institute on each & every factor

Hypothesis of the Study:

H0: There is no significant difference in the student satisfaction level among the students of the Institutes (AICTE (All India Council for Technical Education) Approved Non-Govt. MBA Institutes) situated in the eastern part of India

H1: There is significant difference in the student satisfaction level among the students of the Institutes (AICTE Approved Non-Govt. MBA Institutes) situated in the eastern part of India.

H0: There is no significant difference in the Competitive/Excellence level among the Institutes (AICTE Approved Non-Govt. MBA Institutes) situated in the eastern part of India

H1: There is significant difference in the Competitive/Excellence level among the Institutes (AICTE Approved Non-Govt. MBA Institutes) situated in the eastern part of India

H0: There is no significant difference in the quality among the AICTE Approved Non-Government/Private Management Institutes situated in the eastern part of India

H1: There is significant difference in the quality among the AICTE Approved Non-Government/Private Management Institutes situated in the eastern part of India

Literature Review:

The concept of a student satisfaction is coming from the need satisfaction or matching the expectation level of the student according to the Aminand Amin (2003). However, Abu-sharar (2007) stated that satisfaction is an affective factor. Thus student satisfaction comes from his/her real life expectations or experiences: it is a personal view based on individual experience, knowledge, expectations & perception. Anandkrishnan (2006) stated that the idea of customer satisfaction depends on student's expectation & experience. However, these concepts are depending on the working methodology of the institutes. Ashton (2007) advocates the role of quality education in nation Infrastructure. That is why he said proper educational process, goals, administrative changes are required. Augustus, Longbottom, and Chourides (2007) defined TQM in educational sector depends on student's attitude towards the learning activities. If students are happy with the learning activities implemented by the Institutes; that institute has the best TQM implemented in their campus. The vision of education is not only to provide more knowledge or to train them but also change their behaviour & perception by Astin (1993). TQM in education is all about data collection of student's skills before entering in the Institutes & after passing out from the institutes, if any considerable change happen on skill set of the student the only it is said the skill of the student is enhanced by (Starr and Klingensmith, 1971), a key outcome of TQM is a quality education system by (Baker, 1995), and a proper mechanism should be designed to implement the TQM in educational Institutes by (Bapat, 2006).

Research Methodology:

Research Design: Descriptive Research Design is used in this Thesis

Secondary Data: Book, Journal, Magazine, Internet

Primary Data: Primary Data: Population: This research is organised in AICTE Approved Non-Govt. MBA Institutes in the Odisha

Sample Size:

Name Of the Institute	Total Students(Total PGDM Registration for the year of 2022-24 & 2023-25)	Sample Size(Students)	Sample Size(Representatives from industry)
ASBM	200	20	3
BijuPattnaik Inst.	34	10	3
RCM	114	15	3
C.V.Raman	50	10	3
Trident	47	10	3
Inst.Of Business & Computer Science	23	5	3
Bhubneshwar Inst.	23	5	2

Sampling Plan: Non- probability sampling technique

Sampling Design: Convenience and Judgemental sampling techniques

Data Collection: Personal, internet and Telephone based methods are used to collect data. But in every case Questionnaire is used to collect data from the sample.

Types of data analysis: One-way ANNOVA is used to analyze the data

Data Analysis:

For “ASBM” scores are:

Student facilities: Score= 1.8 (36)

Touch points for Institutes: Score= .52 (10.4)

Quality Top Management: Score= 4.05 (27)

Techniques of imparting knowledge: Score= 6.6 (33)

Physical structure & human resources: Score= 1.3 (26)

Student Assistances: Score= 3.81 (25.4)

Industry interface: Score= .75 (15)

Capability of staff : Score= 3.81 (25.4)

Quality of students: Score= 1.4 (14)

Distribution of resources: Score= 1.22 (24.4)

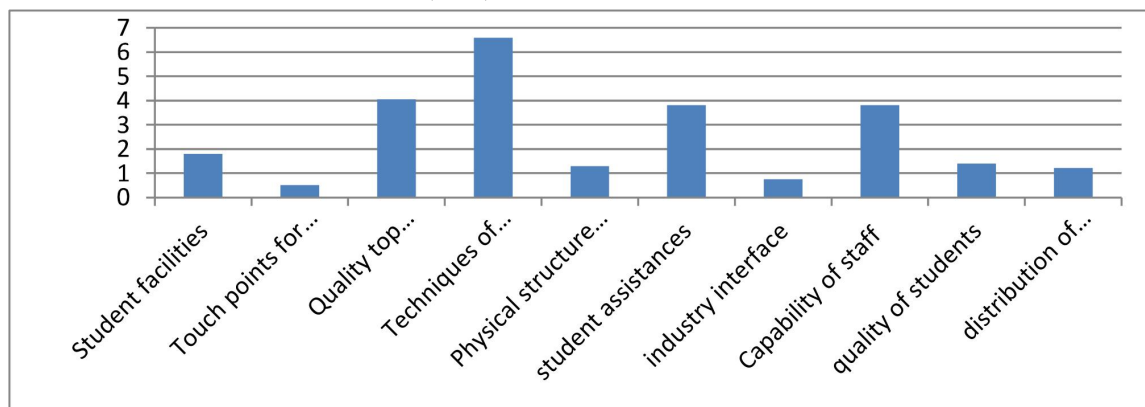


Figure: 1- Performance ofASBM

Table: 1- Excellence/ Competitive Index of ASBM

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to college (In %)
1	ASBM	Student facilities	42.7/45=95	36/45= 80
2		Touch points for Institutes	13.4/15=89	10.4/15=69
3		Quality Top Management	32.7/35=93	27/35=77
4		Techniques of imparting knowledge	40.7/45=90	33/45=73
5		Physical structure & human resources	31/35=89	26/35=74
6		Student Assistances	30.6/35=87	25.4/35=73
7		Industry interface	18.5/20=93	15/20=75
8		Capability of the staff	31.8/35=91	25.4/35=73
9		Quality of students	18.1/20=91	14/20=70
10		Distribution of resources	31/35=89	24.4/35=70
11	TOTAL		907	734
Excellence/ Competitive Index: 81%				

For “Biju pattnaik Inst.” scores are:

Student facilities: Score= 1.23 (24.6)

Touch points for Institutes: Score= .43 (8.6)

Quality Top Management: Score= 3.06 (20.4)

Techniques of imparting knowledge: Score= 5.24 (26.2)

Physical structure & human resources: Score= .99 (19.8)

Student Assistances: Score= 3.09 (20.6)

Industry interface: Score= .59 (11.8)

Capability of staff : Score= 3.03 (20.2)

Quality of students: Score= 1.12 (11.2)

Distribution of resources: Score= .96 (19.2)

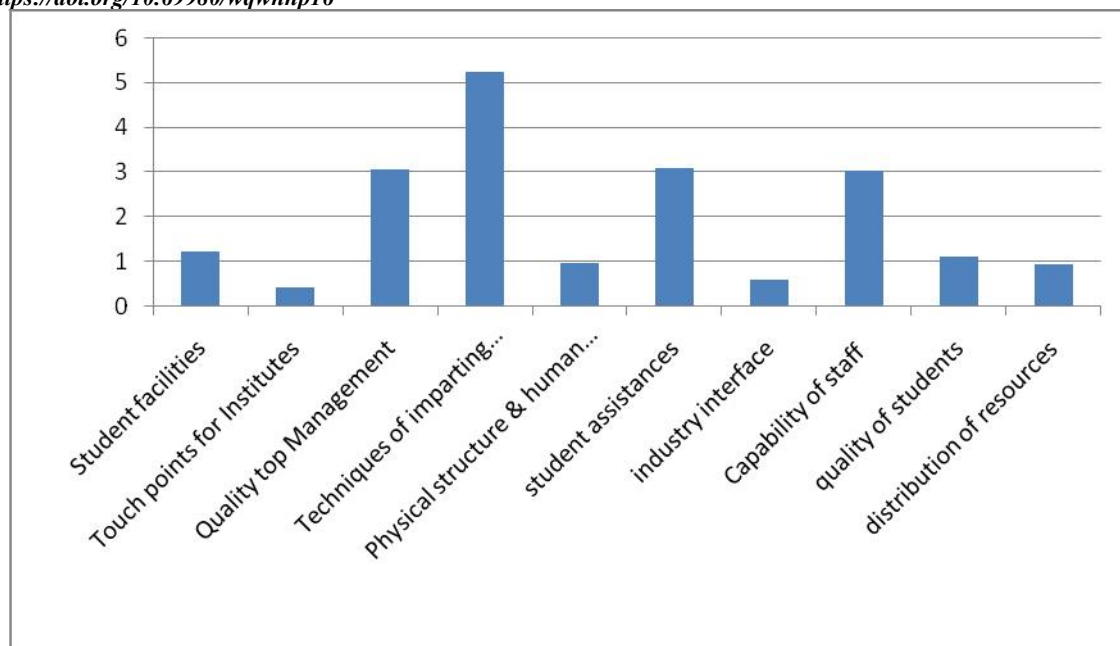


Figure: 2- Performance of Biju pattnaik Inst

Performance Score: 19.74

Table: 2- Excellence/ Competitive Index of Biju pattnaik Inst

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to college (In %)
1	Biju pattnaik Inst	Student facilities	42.7/45=95	24.6/45=55
2		Touch points for Institutes	13.4/15=89	8.6/15=57
3		Quality Top Management	32.7/35=93	20.4/35=58
4		Techniques of imparting knowledge	40.7/45=90	26.2/45=58
5		Physical structure & human resources	31/35=89	19.8/35=57
6		Student Assistances	30.6/35=87	20.6/35=59
7		Industry interface	18.5/20=93	11.8/20=59
8		Capability of the staff	31.8/35=91	20.2/35=58
9		Quality of students	18.1/20=91	11.2/20=56

10		Distribution of resources	31/35=89	19.2/35=55
11	TOTAL		907	572
Excellence/ Competitive Index: 63%				

For “RCM” scores are:

Student facilities: Score= 1.56 (31.2)

Touch points for Institutes: Score= .42 (8.4)

Quality Top Management: Score= 3.54 (23.6)

Techniques of imparting knowledge : Score= 6.32 (31.6)

Physical structure & human resources: Score= 1.27 (25.4)

Student Assistances: Score= 3.99 (26.6)

Industry interface: Score= .7 (14)

Capability of staff : Score= 3.81 (25.4)

Quality of students: Score= 1.42 (14.2)

Distribution of resources: Score= 1.23 (24.6)

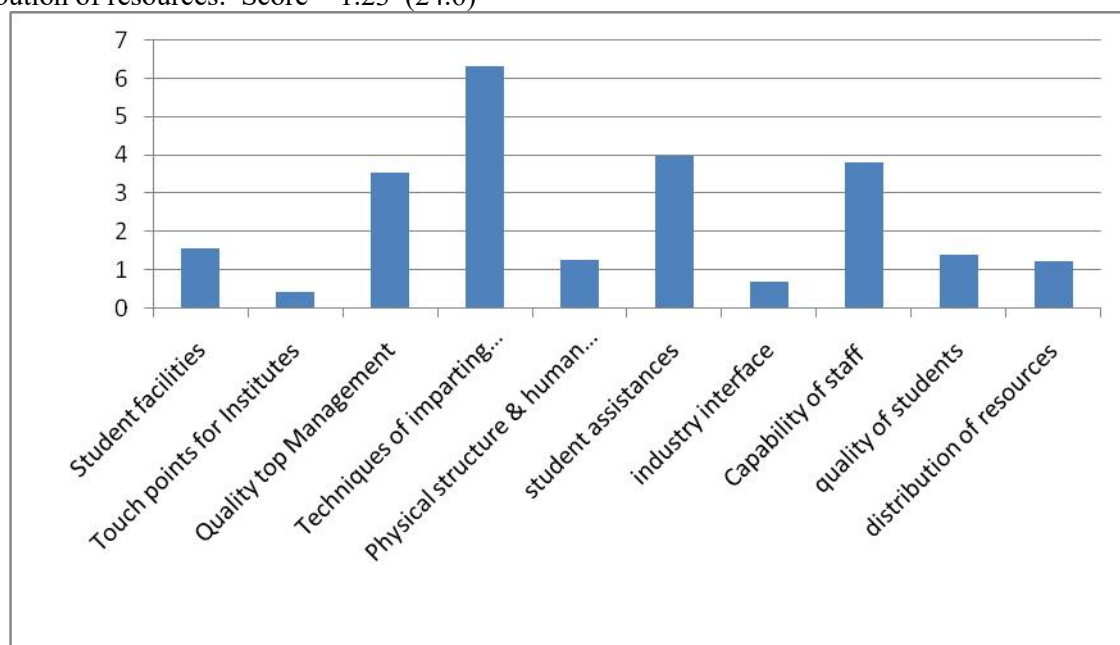


Figure: 3- Performance of RCM

Performance Score: 24.26

Table: 3- Excellence/ Competitive Index of RCM

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to Institute (In %)
1	RCM	Student facilities	42.7/45=95	31.2/45= 69
2		Touch points for Institutes	13.4/15=89	8.4/15=56
3		Quality Top Management	32.7/35=93	23.6/35=67

4		Techniques of imparting knowledge	40.7/45=90	31.6/45=70
5		Physical structure & human resources	31/35=89	25.4/35=73
6		Student Assistances	30.6/35=87	26.6/35=76
7		Industry interface	18.5/20=93	14/20=70
8		Capability of the staff	31.8/35=91	25.4/35=73
9		Quality of students	18.1/20=91	14.2/20=71
10		Distribution of resources	31/35=89	24.6/35=70
11	TOTAL		907	695
Excellence/ Competitive Index: 77%				

For “C V Raman” scores are:

Student facilities: Score= 1.71 (34.2)

Touch points for Institutes: Score= .57 (11.4)

Quality Top Management: Score= 4.2 (28)

Techniques of imparting knowledge: Score= 6.8 (34)

Physical structure & human resources: Score= 1.24 (24.8)

Student Assistances: Score= 4.11 (27.4)

Industry interface: Score= .77 (15.4)

Capability of staff : Score= 4.08 (27.2)

Quality of students: Score= 1.36 (13.6)

Distribution of resources: Score= 1.18 (23.6)

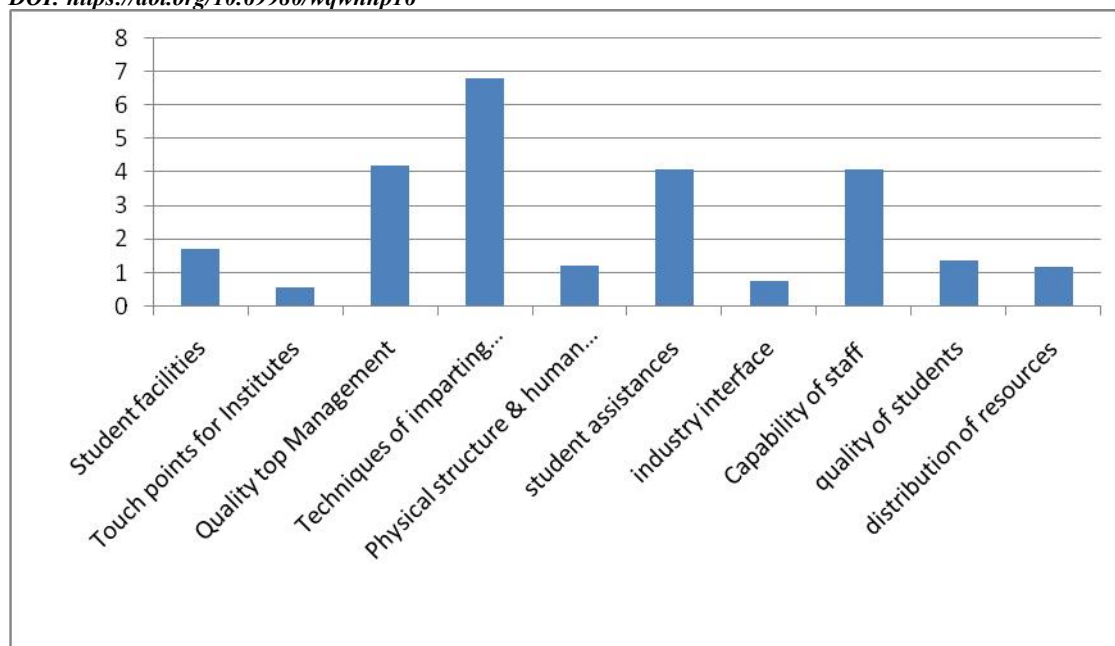


Figure: 4- Performance of C V Raman

Performance Score: 26.02

Table: 4- Excellence/ Competitive Index of C V Raman

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to Institute (In %)
1	C V Raman	Student facilities	42.7/45=95	34.2/45= 76
2		Touch points for Institutes	13.4/15=89	11.4/15= 76
3		Quality Top Management	32.7/35=93	28/35= 80
4		Techniques of imparting knowledge	40.7/45=90	34/45= 76
5		Physical structure & human resources	31/35=89	24.8/35=71
6		Student Assistances	30.6/35=87	27.4/35=78
7		Industry interface	18.5/20=93	15.4/20=77
8		Capability of the staff	31.8/35=91	27.2/35=78
9		Quality of students	18.1/20=91	13.6/20=68

10		Distribution of resources	31/35=89	23.6/35=67
11	TOTAL		907	747
Excellence/ Competitive Index: 83%				

For “Trident” scores are:

Student facilities: Score= 1.31 (26.2)

Touch points for Institutes: Score= .51 (10.2)

Quality Top Management: Score= 2.85 (19)

Techniques of imparting knowledge: Score= 5.68 (28.4)

Physical structure & human resources: Score= 1.28 (25.6)

Student Assistances: Score= 3.93 (26.2)

Industry interface: Score= .58 (11.6)

Capability of the staff: Score= 3.6 (24)

Quality of students: Score= 1.36 (13.6)

Distribution of resources: Score= 1.2 (24)

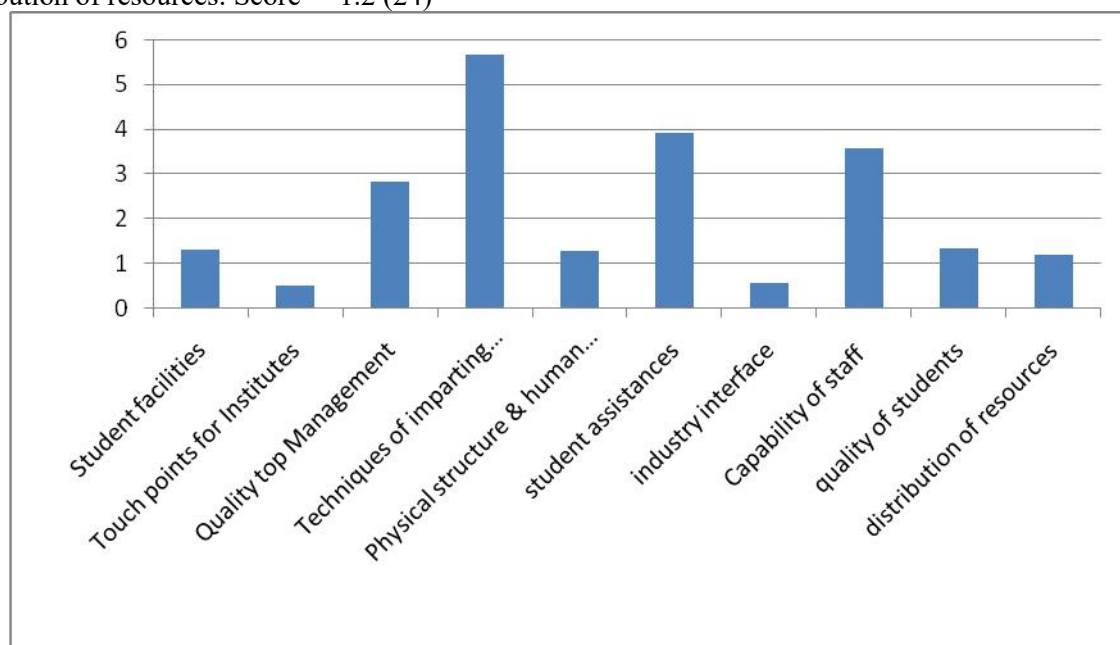


Figure: 5- Performance of Trident

Performance Score: 22.3

Table: 5- Excellence/ Competitive Index of Trident

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to Institute (In %)
1	Trident	Student facilities	42.7/45=95	26.2/45= 58
2		Touch points for Institutes	13.4/15=89	10.2/15=68
3		Quality Top Management	32.7/35=93	19/35=55

4		Techniques of imparting knowledge	40.7/45=90	28.4/45=63
5		Physical structure & human resources	31/35=89	25.6/35=73
6		Student Assistances	30.6/35=87	26.2/35=75
7		Industry interface	18.5/20=93	11.6/20=58
8		Capability of the staff	31.8/35=91	24/35=69
9		Quality of students	18.1/20=91	13.6/20=68
10		Distribution of resources	31/35=89	24/35=69
11	TOTAL		907	656
Excellence/ Competitive Index: 72%				

For “Institute of Business and Computer Science” scores are:

Student facilities: Score= 1.8 (36)

Touch points for Institutes: Score= .52 (10.4)

Quality Top Management: Score= 4.05 (27)

Techniques of imparting knowledge: Score= 6.6 (33)

Physical structure & human resources: Score= 1.3 (26)

Student Assistances: Score= 3.81 (25.4)

Industry interface: Score= .75 (15)

Capability of staff : Score= 3.81 (25.4)

Quality of students: Score= 1.4 (14)

Distribution of resources: Score= 1.23 (24.6)

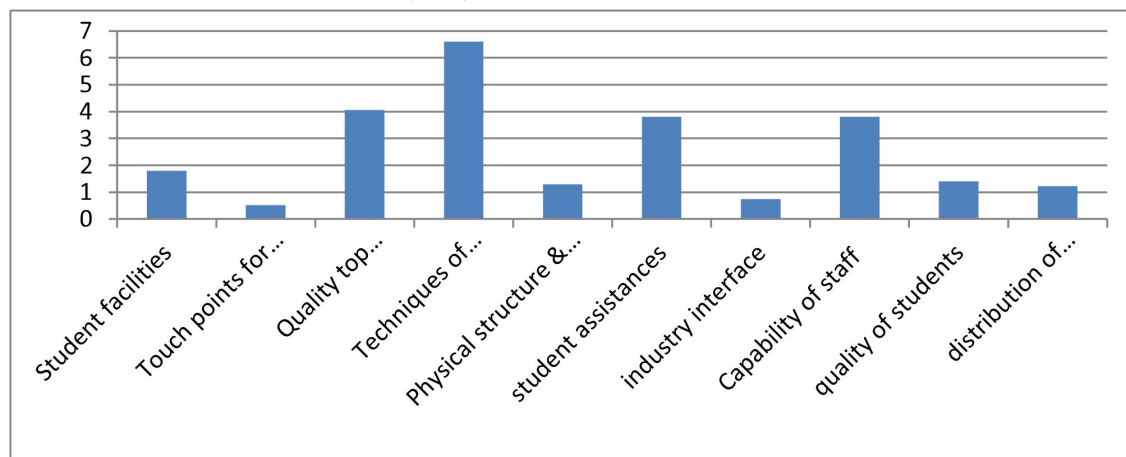


Figure: 6- Performance of Institute of Business and Computer Science

Table: 6- Excellence/ Competitive Index of Institute of Business and Computer Science

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to Institute (In %)
1	Institute of Business and Computer Science	Student facilities	42.7/45=95	36/45= 80
2		Touch points for Institutes	13.4/15=89	10.4/15=69
3		Quality Top Management	32.7/35=93	27/35=77
4		Techniques of imparting knowledge	40.7/45=90	33/45=73
5		Physical structure & human resources	31/35=89	26/35=74
6		Student Assistances	30.6/35=87	25.4/35=73
7		Industry interface	18.5/20=93	15/20=75
8		Capability of the staff	31.8/35=91	25.4/35=73
9		Quality of students	18.1/20=91	14/20=70
10		Distribution of resources	31/35=89	24.6/35=70
11	TOTAL		907	734
Excellence/ Competitive Index: 81%				

For “Bhubneshwar Inst” scores are:

Student facilities: Score= 1.36 (27.2)

Touch points for Institutes: Score= .48 (9.6)

Quality Top Management: Score= 3.03 (20.2)

Techniques of imparting knowledge: Score= 5.84 (29.2)

Physical structure & human resources: Score= 1.18 (23.6)

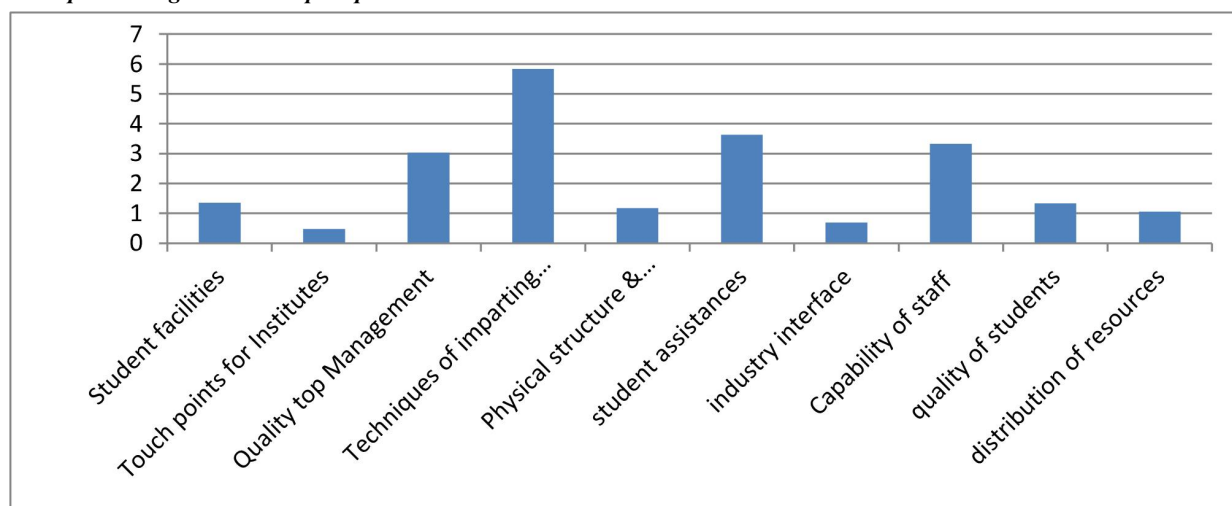
Student Assistances: Score= 3.63 (24.2)

Industry interface: Score= .69 (13.8)

Capability of staff : Score= 3.33 (22.2)

Quality of students: Score= 1.34 (13.4)

Distribution of resources: Score= 1.06 (21.2)

**Figure: 7- Performance of Bhubneshwar Inst**

Performance Score: 21.94

Table: 7- Excellence/ Competitive Index of Bhubneshwar Inst

Serial No.	Institute Name	Factor	Benchmark (In %)	Score awarded to Institute (In %)
1	Bhubneshwar Inst	Student facilities	42.7/45=95	27.2/45=60
2		Touch points for Institutes	13.4/15=89	9.6/15=64
3		Quality Top Management	32.7/35=93	20.2/35=58
4		Techniques of imparting knowledge	40.7/45=90	29.2/45=65
5		Physical structure & human resources	31/35=89	23.6/35=67
6		Student Assistances	30.6/35=87	24.2/35=69
7		Industry interface	18.5/20=93	13.8/20=69
8		Capability of the staff	31.8/35=91	22.2/35=63
9		Quality of students	18.1/20=91	13.4/20=67
10		Distribution of resources	31/35=89	21.2/35=61
11	TOTAL		907	643

Conclusion:

High Level excellence & delivery of quality education to the students are very important in this age. It should be consulted diligently & communicated regularly with in every stakeholder. Everytime such institutes should create strategic plan, implement it & monitor the outcomes of these plans that are formulated. The mantra of success depends on the:

Demonstrate of superb teamwork & collaboration skills

Managing people's skill & finances.

Use the technology to deliver quality in education

Excellent course structure, practical assessment techniques help the student to grow.

Customizing the education system if possible.

Educational Institutes should enjoy the challenges to raise their bar to provide quality education

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