Performance Appraisal of B-Schools in West Bengal: An Empirical Study Based on Students' Perceptions

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Abstract

During the past few decades, India has emerged as a major center of Management Education.The high demand for management graduates together with the economic liberalisation have led to the emergence of private Business Schools (B-Schools) and niche players and the increased globalisation of business education. However, over the period, institutions have come up in every nook and corner of the country, which claim to provide quality education. Consequently, quantity has superseded quality. In recent years West Bengal has shown a tremendous growth in the number of management institutes. This paper aims to study the quality of management institutes in West Bengal from students' perspective, being one of the important stakeholders of management education.

Key-words: Management Institution; Management Education, Performance Appraisal; Students' Perception

1. Introduction

Management education can be defined as a formal instruction in the principles and techniques of management, and in related subjects, leading to a degree. Management education strives to develop management knowledge, understanding and competence through classroom or distance-based methods. In India, management education is seen as elitist. Often, young men and women are attracted to management education not because they need some education, exposure and experience to create something wonderful and hence useful to society but are usually motivated by the positive economic consequences associated with management education. Management Education in India has not grown in an evolutionary manner. Its development has been random and its objectives, content, pedagogy and other aspects need re-examination in relation to the needs of India, in an increasingly globalizing economy. The high demand for management graduates together with the economic liberalisation have led to two innovative trends – the emergence of private Business Schools (B-Schools) and niche players and the increased globalisation of business education.

However, over the period, institutions have come up in every nook and corner of the country, which claim to provide quality education. Consequently, quantity has superseded quality. This is a matter of concern, especially because, education pertains to development of an individual as a whole and if it has loopholes then, India cannot boast of being a strong nation. Moreover, it goes against the country's image as a center for quality education on both national and international fronts.

2. Literature Review

In the last few years there has been considerable discussion on quality of Management Education mainly in the form of articles published in several journals in India and abroad. There is a need for a holistic perspective for measuring quality of management education, which considers all the aspects such as academic, non-academic, admission process, assignments, perspectives of different stakeholders, government, external, etc.

The first management education program started at MIT in 1931. The second was at Harvard, dating back to 1943. The first review of business education that has been reported in the public domain was from University of Pennsylvania in 1931. This report stated that schools of business should establish a genuine discipline to be credible. Carnegie Foundation brought out a report on management education in 1959 (Pierson, 1959).

Farland (1960) gave a three point agenda for improving management education which states that management departments and their faculties must redefine their own academic image. It goes on to state that, more than anything else; management departments need a solid research orientation.

Luthans et al. (1969) made another major study, on the impact of management education, and attempted to move one step closer to empirical validation of management education. It concluded that self-development was dependent on individuality rather than on specialized formal education. It came to the conclusion that a college degree is a self-validating criterion for success.

Wexley & Baldwin (1986); Keys and Wolfe (1988) made studies on management education that emphasized the need for a comprehensive approach to management development such as enhanced institutional accountability for quality; increased use of experiential techniques; intensive use of educational technology; and a recognition of the need for lifelong learning.

Some of the studies that highlighted the quality indicators in the field of management education are discussed below:

Laha (2002) identified the determinants of quality management education which are (i) Academic Environment comprising library facilities, journals available, computer facilities, etc.; (ii) Intellectual Capital comprising number of faculty, books and journal articles published seminars and conferences attended, etc.; (iii) Physical Infrastructure including classrooms, campus, hostels, etc.; (iv) Industry Interface including number of MDPs (Management Development Programs), in-company programs, consultancy projects, industry professionals visiting campus, etc.; (v) Placements including percentage of students recruited through campus selection, average salary offered, etc.; (vi) Stakeholder Satisfaction and Perception including faculty, students and recruiters' perception & satisfaction and innovation involving courses modified, updated, new innovative courses launched, etc.

Gupta et al. (2003) proposed five yardsticks to measure quality of business education in India, which are Quality of Students including the Admission Process, Pedagogy, Placement, Faculty Development, and Infrastructure.

Rao (2006) proposed a model for achieving continuous quality enhancement and global standards for B-Schools. The parameters of the proposed model are (i) Academic Curriculum including benchmarking, responsiveness and orientation to shifting corporate needs; (ii) Internal branding; (iii) Leadership and institutional governance; (iv) Forging international alliances and alignments; (v) Global admissions and internships; and (vi) Benchmarking for global accreditation.

The quality indicators or outputs were detailed by Shahaida et al. (2013) as Academic Outputs: Including number and difficulty of tests, grading patterns in terms of presentations, case study analysis, group and individual projects, term papers, university ranks, etc.; Non-academic Outputs and Placements: Including number of students placed, average salary offered, effort taken by B-Schools to help train students in attending placement interviews and facilitating placement opportunities, etc.; Brand Image: Including both internal branding (in the minds of students, faculty and staff) and external branding (industry, society and media) in the form of recognition from bodies like AICTE, NBA, NAAC, ratings and rankings conducted by various magazines, international alliances, etc.; and Stakeholder Satisfaction: This includes the expectations and perceptions of the major stakeholders of the B-School in the form of students, faculty and industry.

Schindler et al. (2015) identified four distinct categories: administrative, student support, instructional, and student performance indicators. The first three categories primarily address the desired inputs, such as educational resources available to students. The last category, student performance, focuses more on outputs, such as gains in learning, which reflects the trends in assessing student outcomes to assure quality (Tam, 2014).

Ulewicz (2017) evaluated the role which internal stakeholders, such as students or university employees, and external stakeholders or authorities have in shaping the concept of quality in higher education.

3. Objectives of the Study

In view of the above, the main objective of the present study is to analyze and examine the performance of some selected management institutes in West Bengal from the students' perception to ascertain whether quality education is imparted to serve the growing needs of the economy. This research is being undertaken to study the present position of these institutes keeping in mind the challenges put forward by globalization.

4. Research Methodology

To examine the quality of management education and analyze the performance of management institutes in West Bengal, a survey was conducted with structured questionnaire. Two stage sampling technique has been adopted for data collection. In the first stage some management institutions are selected and in the second stage some students are selected randomly in each of the selected institutions. The collected data has been analyzed through SPSS package by using different statistical tools (viz. descriptive statistics, testing of hypothesis, analysis of variance etc.) for interpretation of the data. For the qualitative analysis of data, Likert's Summated Scale and Semantic Differential Scale have been used. Most of the primary data were collected during 2016-2017. Reliability of the questionnaire has been tested by using Cronbach's alpha. The performance evaluation parameters of the student respondents have been measured with the help of a bipolar

scale (1-2-3-4-5). Two extreme ends of the scale are 1 and 5. 1 signifies "very poor", 2 signifies "poor", 3 denotes "satisfactory", 4 indicates "good" parameters and the other end of the bipolar scale 5 signifies that the respondents have "very good" opinion about the B-Schools. Altogether there are 29 performance evaluation attributes.

5. Growth of B-Schools in India

The phenomenal growth of MBA or its equivalent, the Postgraduate Diploma in Management has been largely triggered by the growth of the corporate sector and industrialization in India. Since B-Schools graduates have played and a critical role worldwide in building competitiveness of enterprise and industry, MBA education has emerged as the most wanted subject in higher education. Fig.1 below depicts the explosive growth in number of management institutes in the country during the post reform period.

Figure 1: Growth in the Number of B-Schools in India
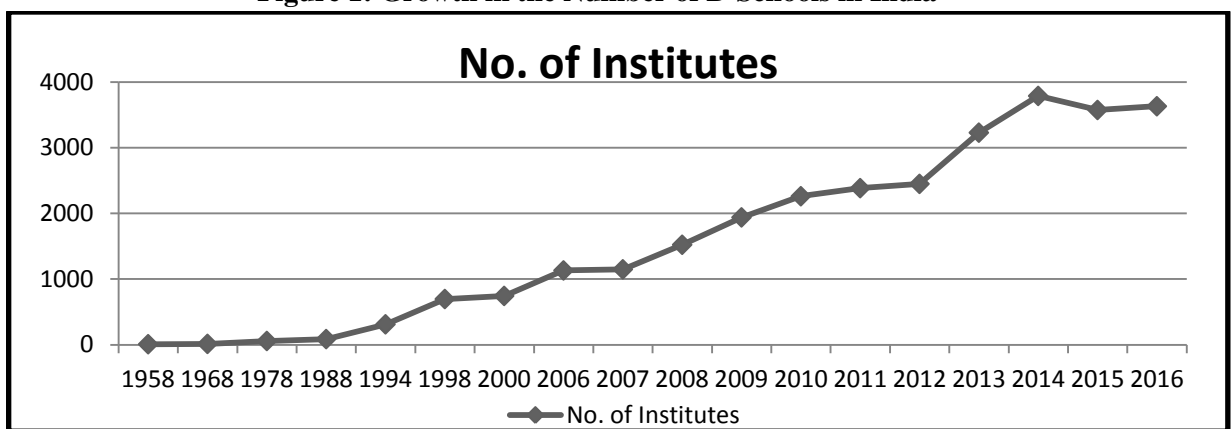
The increase in demand of professional managers in the country has also fuelled increase in the number of B-Schools. AICTE and its Board of Management Studies currently offer nearly 400000 intake capacity for postgraduate students in management. Total enrolment of students in higher education institutes in India as per the report of AISHE 2017, is around 345.8 lakhs, comprising 54% male and 46% female enrolments. Uttar Pradesh ranked first in terms of enrolment (21% of total enrolment); followed by Maharashtra (10.8%), Tamil Nadu (8.1%), West Bengal (5.9%) and Karnataka (5.5%). The five southern states of Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Karnataka account for nearly one-third (30%) of the total enrolments across India, with 19.3% of the country's share of 18-23 population. As far as enrolment in Ph.D. and M.Phil. Programs are concerned, the highest share of students enrolled in science courses (26.3%), followed by engineering & technology (24.2%), social sciences (12.6%), Indian Language (5.5%), management (5%) and education (2.9%).

The B-school in India has been increasing in same order without maintaining the quality of education, which creates problems such as unemployment, low standard of B-School in comparison to the global standard, students lacking global competency and skill thus unable to compete with the global standard.These problems directly affect not only the quality of education in India but raise the question on the issues of accreditation and affiliation of the institutes, grading of universities/institutes on global standard and the quality of students.

6. Management Education Scenario in West Bengal

With literacy rate of 77.9%, West Bengal has always played a crucial role in the development of education sector in the country. The key indicators of West Bengal in the Higher Education are shown in Table1.

Table 1: West Bengal – Key Indicators

Key Indicators			
Total State Population, Lakhs[1]	912.8	468.1	444.7
Literacy Rate [2]	76.3%	81.7%	70.54%
Pop. In 18-23 age group (lakhs)[2] Share to total state pop. (%)	109.1 (12%)	54 (11.5%)	55.1 (12.4%)
Share of state 18-23 pop. to All-India 18-23 pop. [2]	7.7%	7.4%	8.1%
Gross Enrolment Ratio [2]	17.7	19.1	16.2

Source: 1. Census 2011; 2. A l India Survey of Higher Education, MHRD 2015-16;

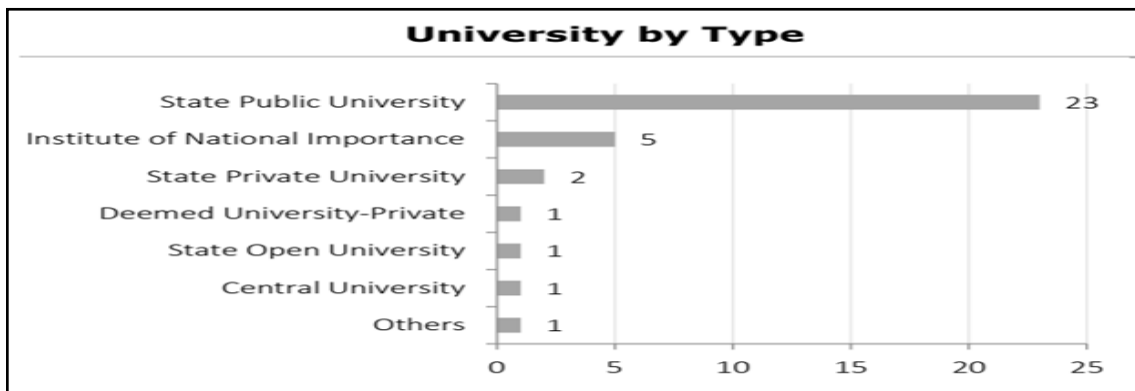**Figure 2: University Infrastructure of West Bengal (Source: AISHE 2017)**

Fig. 2 depicts the University infrastructure in West Bengal. The gross enrolment ratio (GER) in higher education institutes has improved in Bengal over the last one year, indicates a Confederation of Indian Industry (CII)-Deloitte report on the 'Annual Status of Higher Education of States and UTs in India 2016'. But the state has a lot of catching-up to do as it is still behind several other counterparts in the country. GER is a statistical measure used in the education sector to determine the number of students enrolled at several grade levels.

Indian Institute of Social Welfare & Business Management (IISWBM) was set up in 1953 at Calcutta. That was considered as India's first official Management Institute. In recent years West Bengal has shown a tremendous growth in the number of management institutes. The setting up of the Maulana Abul Kalam Azad University of Technology (MAKAUT), erstwhile West Bengal University of Technology (WBUT) in 2001 has resulted in the growth of management institutes in the state phenomenally. Fig. 3 gives an account of the scenario of growth of management education in West Bengal.

Figure 3: Growth in Number of B-Schools in West Bengal
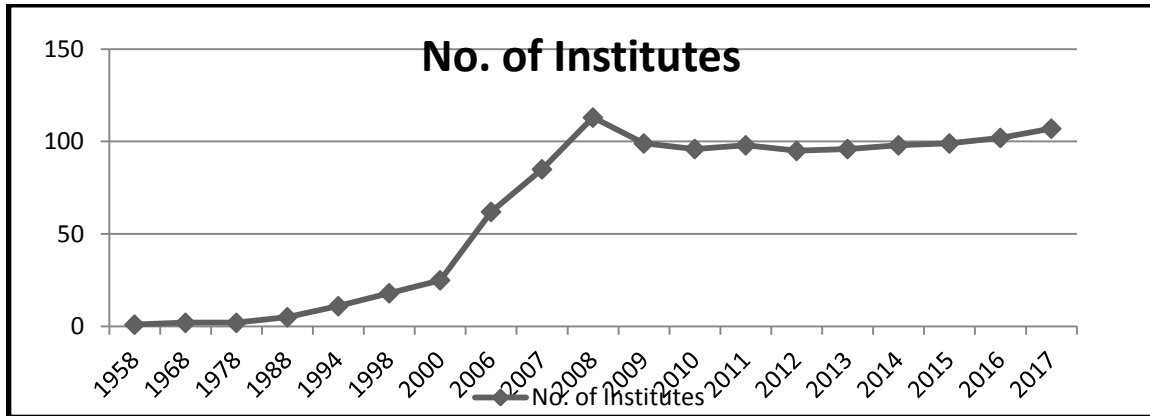
7. Performance Appraisal of B-Schools in West Bengal based on Students' Perception

A total of 380 questionnaires were distributed to the students studying full-time MBA or equivalent postgraduate programs in West Bengal, out of which 355 completed questionnaires have been considered for the purpose of this study. Students studying Bachelor in Business Administration (BBA) have been purposely kept out of the present study because these students are not mature enough to evaluate the performance of the business schools and also most of the students are not keen to get placements as they intend to study MBA. The distribution of the respondents as per B-Schools has been detailed in the Table 2 below.

Table 2: Distribution of Respondents as per B-Schools

Name of B-School	Number of Students
Heritage Institute of Technology	25
Calcutta University, Department of Management	20
Institute of Engineering and Management	15
Globsyn Business School	20
BharatiyaVidyaBhavan Institute of Management Science	25
NSHM Knowledge Campus, Kolkata	20
Institute of Business Management, Jadavpur	20
Techno India (MBA)	15
JIS College of Business Management	10
Pailan College of Management and Technology	15
Praxis Business School	10
Camellia School of Business Management	10
Haldia Institute of Technology & Management	20
ABS Academy of Science, Technology & Management	10
Army Institute of Management Kolkata	30
MeghnadSaha Institute of Technology & Management	10
Indian Institute of Social Welfare & Business Management	25
Institute of Business Management & Research	15
ICFAI Business School	10
International Institute of Management Sciences	10
Calcutta Business School	20
Total	**355**

Table 3 reveals that out of 355 student respondents 54.1% are male and the rest 45.9% are female. Since students studying MBA or equivalent programs were interviewed, the age distribution of the student respondents reveals that 73.2% of them are in the age group of 21-23 years, 26.2% of them belong to the age group of 24-26 years and only 0.6% of them belong to the age group of 27-29 years.

Table 3: Gender Distribution of Respondents

Gender	No. of Students	Percent
Male	192	54.1
Female	163	45.9
Total	**355**	**100.0**

Table 4 shows that 53.5% of the students have their permanent residence in Kolkata, 36.6% students have their permanent residence outside Kolkata, but within West Bengal and 9.9% students have their permanent residence outside West Bengal.

Table 4: Permanent Residence of Respondents

Residence	No. of Students	Percent
Kolkata	190	53.5
Outside Kolkata in West Bengal	130	36.6
Outside West Bengal	35	9.9
Total	**355**	**100.0**

Table 5 below, shows that 76.1% of the respondents are from B-Schools within Kolkata whereas, 23.9% of the students are from B-Schools outside Kolkata in West Bengal.

Table 5: B-School Location of the Respondents

Location	No. of Students	Percent
Within Kolkata	270	76.1
Outside Kolkata	85	23.9
Total	**355**	**100.0**

Table 6 shows universities under which the MBA course is being studied by the respondents. It shows that 67.6% of the respondents study MBA program under the MAKAUT (erstwhile WBUT), 9.9% of them study under the University of Calcutta (CU), 5.6% of the students study under Jadavpur University (JU) and 16.9% students study under other universities.

Table 6: Distribution of Respondents under Different Universities

University	No. of Students	Percent
Calcutta University	35	9.9
MAKAUT (WBUT)	240	67.6
Jadavpur University	20	5.6
Others	60	16.9
Total	**355**	**100.0**

Interview of the respondents reveal that only 1.1% students study some other part-time management programs along with the full-time course and 98.9% of the students do not study any other management program.

Table 7 depicts the percentage of institutes considering different entrance examinations for the purpose of admission of the students. 52.3% of the students interviewed have said that their B-Schools consider the Common Admission Test (CAT) Score. Similarly, 90.1% of the student respondents have said that their B-Schools consider Management Aptitude Test (MAT) conducted by All India Management Association (AIMA. 87.6% of the respondents opine that the Joint Entrance Management Aptitude Test (JEMAT) conducted by Maulana Abul Kalam Azad University of Technology (MAKAUT), on behalf of the Government of West Bengal is considered by their B-Schools.

Table 7: Entrance Test Considered by the B-School

Entrance Test	No. of Students	Percent
CAT	185	52.3
MAT	320	90.1
JEMAT	311	87.6
ATMA	23	6.5

Table 8 shows the course fees charged by the various B-Schools in West Bengal where the respondent students study.

Table 8: Total Course Fee of Respondents

Course Fee (in Rs. Lakhs)	No. of Students	Percent
2 – 4	69	19.4
4 – 6	172	48.5
6 – 8	66	18.6
8 – 10	46	13.0
>10	2	0.5
Total	**355**	**100.0**

Table 9 shows that 48.7% of the interviewed students have availed educational loan for meeting the course fee charged by the B-School, whereas 51.3% of the students did not avail the educational loans available from different banks.

Table 9: Students Availing Education Loan

Availed	No. of Students	Percent
Yes	173	48.7
No	182	51.3
Total	**355**	**100.0**

Table 10 shows that most of the students, 94.1% do not have any post-graduation qualification other than MBA. 53.2% and 46.2% students have secured 1st division and 2nd division in graduation

examination respectively. 69.3% and 85.6% of the students have secured 1st division in class XII and class X examinations respectively.

Table 10: Educational Background of the Respondents

Serial No.	Examination	Division	No. of Students	Percent
1	Post-Graduation (other than MBA)	I	5	1.4
		II	16	4.5
		N.A.	334	94.1
		Total	**355**	**100.0**
2	Graduation	I	189	53.2
		II	166	46.8
		Total	**355**	**100.0**
3	Class XII	I	246	69.3
		II	106	29.9
		III	3	0.8
		Total	**355**	**100.0**
4	Class X	I	304	85.6
		II	51	14.4
		Total	**355**	**100.0**

The respondent students studying MBA or equivalent programs have various graduation degrees. Table 11 throws light onto the different streams of graduation. It shows that 33% of the students are from B.Com background, 22.5% students are from B.Sc. background, 18% students are from the Arts (BA) background, 14.1% students are from the BBA background, 8.2% students are from the engineering background, 3.9% students are from the BCA background and 3% students are from other backgrounds including hotel management, law, etc.

Table 11: Graduation Discipline of Respondents

Stream of Graduation	No. of Students	Percent
BA	64	18.0
B.Sc	80	22.5
B.Com	117	33.0
B.Tech	29	8.2
BBA	50	14.1
BCA	14	3.9
Others	1	0.3
Total	**355**	**100.0**

It was found from the interview, that only 1.7% of the students possess other professional qualification in the form of courses from NIIT, CS (Company Secretary) Foundation, etc., while 98.3% students do not have any other professional qualification. Table-12 below shows that most of the student respondents studying MBA or equivalent programs in West Bengal do not have any work experience prior to joining the management program. Only 13.5% students have some work experience and the rest, 86.5% students do not have any work experience prior to joining the course.

Table 12: Work Experience of Respondents

Possessing Work Experience	No. of Students	Percent

Yes	48	13.5
No	307	86.5
Total	**355**	**100.0**

Table 13 shows that out of the 13.5% of the students who have some work experience, 87.61% of the students have no work experience; 8.45% of the students have upto 6 months of work experience, 2.54% of the students have 6-12 months of work experience, 0.56% of the students have 12-18 months of work experience and 0.84% of the students have 18-24 months of work experience.

Table 13:   Work Experience of Respondents

Work Experience (in months)	No. of Students	Percent
0	311	87.61
1-6	30	8.45
6-12	9	2.54
12-18	2	0.56
18-24	3	0.84
Total	**355**	**100.0**

Students who have some work experience have worked either in the IT Sector or BPO/ Call Centre.

Cronbach's alpha coefficient confirms the internal consistency of the set of items of a given scale. The present data set based on 29 attributes for the study shows Cronbach's alpha for Students Feedback Scale (SFS) equal to 0.9591. In general, any value greater than 0.50 is desirable for the Cronbach's alpha. Table 14 shows the descriptive statistics of the students' feedback about their B-Schools.

Table 14: Descriptive Statistics of the Students' Feedback about the B-School

Attributes (In a Bipolar Scale)	Frequency (%)					Mean	S.D.	Skew	Kurt
	1	2	3	4	5				
1. Learning ambience	9 (2.5)	52 (14.6)	102 (28.7)	102 (28.7)	90 (25.4)	3.60	1.094	-0.296	-0.792
2. Curriculum & pedagogy (teaching methodology)	7 (2.0)	60 (16.9)	110 (31.0)	150 (42.3)	28 (7.9)	3.37	0.922	-0.348	-0.416
3. Options available for choosing specialization	25 (7.0)	81 (22.8)	112 (31.5)	111 (31.3)	26 (7.3)	3.09	1.054	-0.166	-0.664
4. Examination System	7 (2.0)	79 (22.3)	127 (35.8)	111 (31.3)	31 (8.7)	3.23	0.957	0.003	-0.633
5. Faculty quality	11 (3.1)	50 (14.1)	105 (29.6)	104 (29.3)	85 (23.9)	3.57	1.093	-0.308	-0.706
6. Management response to your problems	77 (21.7)	104 (29.3)	91 (25.6)	74 (20.8)	9 (2.5)	2.53	1.120	0.173	-0.994
7. Classroom ambience & facilities	6 (1.7)	75 (21.1)	127 (35.8)	92 (25.9)	55 (15.5)	3.32	1.028	0.088	-0.809
8. Library	7 (2.0)	59 (16.6)	132 (37.2)	117 (33.0)	40 (11.3)	3.35	0.952	-0.096	-0.474

9.	Playground	87 (24.5)	102 (28.7)	108 (30.4)	32 (9.0)	26 (7.3)	2.46	1.167	0.501	-0.436
10.	Computer Lab, internet facilities	21 (5.9)	61 (17.2)	130 (36.6)	98 (27.6)	45 (12.7)	3.24	1.067	-0.152	-0.499
11.	Campus	9 (2.5)	53 (14.9)	100 (28.2)	113 (31.8)	80 (22.5)	3.57	1.072	-0.305	-0.716
12.	Canteen	48 (13.5)	99 (27.9)	118 (33.2)	71 (20.0)	19 (5.4)	2.76	1.086	0.107	-0.666
13.	Function Hall/ Auditorium	50 (14.1)	79 (22.3)	106 (29.9)	80 (22.5)	40 (11.3)	2.95	1.210	0.007	-0.891
14.	Toilets	56 (15.8)	124 (34.9)	86 (24.2)	59 (16.6)	30 (8.5)	2.67	1.175	0.390	-0.717
15.	Adequacy, upkeep & maintenance of toilets	97 (27.3)	121 (34.1)	71 (20.0)	59 (16.6)	7 (2.0)	2.32	1.103	0.448	-0.810
16.	Computer connectivity	22 (6.2)	77 (21.7)	117 (33.0)	102 (28.7)	37 (10.4)	3.15	1.072	-0.104	-0.645
17.	Quality & availability of Hostel	96 (27.0)	114 (32.1)	72 (20.3)	60 (16.9)	13 (3.7)	2.38	1.157	0.454	-0.800
18.	Library content, availability of books, ease of use	18 (5.1)	82 (23.1)	125 (35.2)	83 (23.4)	47 (13.2)	3.17	1.083	0.054	-0.687
19.	Facilities for recreation and sports	68 (19.2)	111 (31.3)	117 (33.0)	49 (13.8)	10 (2.8)	2.50	1.040	0.239	-0.573
20.	First Aid & Healthcare facilities	75 (21.1)	102 (28.7)	108 (30.4)	56 (15.8)	14 (3.9)	2.53	1.108	0.252	-0.721
21.	Banking & ATM facilities	79 (22.3)	106 (29.9)	100 (28.2)	59 (16.6)	11 (3.1)	2.48	1.103	0.262	-0.797
22.	22. Quality of student pool	16 (9.5)	76 (21.4)	125 (35.2)	90 (25.4)	48 (13.5)	3.22	1.069	-0.001	-0.670
23.	Brand of college	23 (6.5)	72 (20.3)	87 (24.5)	105 (29.6)	68 (19.2)	3.35	1.187	-0.238	-0.905
24.	Networking & corporate contacts of the institute	59 (16.6)	89 (25.1)	105 (29.6)	79 (22.3)	23 (6.5)	2.77	1.161	0.067	-0.873
25.	Value addition from project work during Summer Internship	64 (18.0)	101 (28.5)	97 (27.3)	73 (20.6)	20 (5.6)	2.67	1.155	0.176	-0.867
26.	Industry visits provided	146 (41.1)	71 (20.0)	85 (23.9)	49 (13.8)	4 (1.1)	2.14	1.135	0.484	-1.038
27.	How much is the course value for money	54 (15.2)	109 (30.7)	101 (28.5)	78 (22.0)	13 (3.7)	2.68	1.088	0.116	-0.836
28.	Attention paid to you by corporates during the Summer Internship	67 (18.9)	98 (27.6)	111 (31.3)	69 (19.4)	10 (2.8)	2.60	1.086	0.095	-0.852
29.	Quality of placements provided till date to the outgoing batches	52 (14.6)	100 (28.2)	90 (25.4)	83 (23.4)	30 (8.5)	2.83	1.189	0.113	-0.939

From the above Table 14; it can be noted that most of the mean value of the performance evaluation attributes are in between 2-4 in the bipolar scale which reveal that most of the respondents have evaluated their B-Schools to be moderately satisfactory.

In Table 15 below the score "1 – 2" indicates poor performance of the B-Schools, score "2 – 3" means fair performance, score "3- 4" means good performance and score "4 –5" reveals very good performance.

Table 15: Summary of Feedback about B-Schools

B-School Performance	Frequency	Percent
Poor	27	7.6
Fair	167	47.0
Good	141	39.7
Very Good	20	5.6
Total	**355**	**100.0**

Table 15 above shows that majority of the B-Schools have performed moderately satisfactorily from the viewpoint of the Student Respondents. 47% of the respondents have rated their B-Schools to be "Fair"; 39.7% of the student respondents have rated their B-Schools "Good"; 7.6% the students have rated their B-Schools to be "Poor" and a meager 5.6% of the students have rated the B-Schools to be "Very Good".

The variation of the performance appraisal of the B-Schools from students' feedback has been studied across various factors of the respondents like educational performance, course fee, location of B-School and work experience, accreditation status, student's graduation results and professional qualification and the results have been tabulated in Table 16 below. The factors having high impact towards students' opinion about their B-Schools are tabulated below:

Table 16: Variation of Feedback about B-Schools across Different Factors of Respondents

Factors	F-value	p-value	Remarks
Location of B-School	211.487	0.000*	Highly Significant
Course fees	7.315	0.000*	Highly Significant
Educational background	7.929	0.000*	Highly Significant
Work experience	5.963	0.015*	Highly Significant
Accreditation status	30.285	0.000*	Highly Significant
Professional qualification	6.504	0.011*	Highly Significant

   *Indicates significant at 0.05 level

8. Concluding Remarks

The management students, by and large, are quite well aware of the issues in the quality of teaching-learning process and its evaluation. It may be concluded on the basis of the responses of management student respondents on teaching-learning process that they are keen to learn well and are sensitive to the academic environment. They are also aware of the shortcomings in the system and have shown good level of thinking and concern for improvement in academic and research culture in the education system. Most of the MBA students are relatively young, and they enter the MBA program straight after their undergraduate education. 86.5% of the respondents studying MBA or equivalent programs in West Bengal do not have any work experience prior to joining the

management program. Most of them are from West Bengal. The B-Schools in West Bengal have a fairly satisfactory brand image in the minds of the respondents. The expectations and perceptions of the major stakeholders are not met exceptionally, so putting the students way ahead of the students from outside West Bengal becomes a challenge. The students invest hard earned family income to pursue their dream MBA qualification often to secure a good earning. Some even take financial support in the form of loans which become a burden when they do not get good placements. 52.3% of the students interviewed have said that their B-Schools consider the Common Admission Test (CAT) Scorecard. This suggests that either the students have taken admission based on some other entrance exam prevalent in the state. 87.6% of the respondents opine that the Joint Entrance Management Aptitude Test (JEMAT) conducted by Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal on behalf of the Government of West Bengal is considered by their B-Schools. The B-Schools use different admission tests and procedures to enrol students through their admission process, unlike the US where GMAT is used as a standard test. While some tests (like CAT) and selection processes (group discussion and personal interview) are tough, some others are very easy. This poses a problem in evaluating the quality of students among B-Schools. The quality of placements is directly linked to the quality of students which is not of great standards. The educational background provides a fairly adequate overview of the quality of the student pool studying various management programs in the B-Schools in the state. Though some of the graduates are of a high calibre, but many do not have the requisite skills needed by the employment sector. The academic structure should be flexible enough to meet the expectations of different types of students. Industry expectation is very high from MBA graduates and students even after getting placements are unable to bear job demands. To make the students job ready, extensive industry visits, lectures from experts in the industry, seminars, etc. are not conducted by most of the B-Schools. The interviewed students have opined that the Infrastructural facilities in the B-Schools should not be limited only to classrooms, library and hostels. Sufficient infrastructural facilities should be provided for sports, hobby clubs etc. The performance evaluation of the B-Schools by the respondents significantly vary across the location of the B-School, course fees, educational background, work experience of the students, accreditation status of the B-Schools, graduation results and professional qualification of the students.

Accessibility and quality up gradation are inseparable dimensions of higher education, including management education. India being a country of sub-continental size with a population above 1 billion, the quantitative expansion of business or management education (i.e., accessibility dimension) is of paramount importance to mitigate disparities across regions, gender and social strata in the field of management education. Though this should be given due consideration, it is equally important to improve the quality of management education. B-Schools would find it difficult to meet the challenges of globalization if there is a failure in improvement of quality. Emphasis on quality parameters become all the more necessary in the light of mushrooming of private institutions with the opening up of the Indian economy. In light of the above scenario and the study made, the following recommendations can be made for improvement in the quality of management education. It is generally seen that B-Schools with NAAC or NBA accreditations have better brand image in the minds of the students, faculty and recruiters than their counterparts who have no accreditations. The management institutes should focus and identify effective ways and strategies to expedite the completion of assessment and accreditation by national accreditation bodies like NAAC and NBA. Syllabus revision and restructuring must be taken up more often incorporating the learners experience and requirements of the corporate sector from the graduating students. Efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. This can be achieved with involvement of the stakeholders in the formulation of the syllabi and courses. Involvement of the students, faculty, alumni and industry representatives would give a whole new

dimension to syllabus designing. The entire MBA curriculum must be infused with multidisciplinary, practical and ethical questions and analyses reflecting the complex challenges business leaders face. Quality education can be catered if there is quality faculty in the system. This can be ensured if some kind of national management Faculty Eligibility Test and Ph D qualifications are being made mandatory for teaching in B-Schools. Attracting quality faculty will be possible with better remuneration and transparent promotion system. B-School faculties should be encouraged for maximum participation in Workshops/ Seminars/ Conferences and Faculty Development Programs (FDPs). B-Schools faculties must be encouraged to present papers at national and international seminars and conferences with financial support for presenting them at premier institutes. Promotion of B-School faculties should be made on merit and the process should be made transparent and credible. The parameters should be specified clearly with specification of weightages for teaching, research publications and administrative roles. Quality of management education can considerably improve through an extensive and optimal use of audio-visual technologies and internet in the classrooms. The course should be so designed to make good use of these modern technologies. Examination reforms, gradually shifting from terminal/ semester examinations to regular and continuous assessment of students' performance in learning might be implemented. Student interface with industry in terms of projects, internships, guest lectures, seminars, conferences, etc. must be increased. B-Schools must update their websites with all basic information like faculty details, seats available, course fees, placement report, etc. for a transparent disclosure of facts for the benefit of their stakeholders. A critical review of activities of management institutes as well as their budgets should be conducted to phase out obsolete activities and create the necessary space for new activities. B-Schools should try to incorporate student participation in governance comprising both curricular and extra-curricular involvement such as in placements, competitions, teaching-learning resources, etc. B-Schools should also give efforts in training students in attending placement interviews to meet the needs of the industry and facilitate in increasing placement opportunities.

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