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Quality of B-Schools- An Accreditation Perspective

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Abstract:

Management education has become vital for the world's need of managers for the ever growing industry requirements. With the multiple areas coming into focus like supply chain management, mall management, revenue management, funds management, etc; the need for formal education has become important. In India institutions providing management education have increased manifold in the last three decades. The question that arises is that of quality assessment of these B-Schools. Are the B-schools which are opening every year are capable to provide the education required to make the students employable in the industry. To keep a check on these institutions various accreditation agencies have been established in India such as NBA (National Board of Accreditation) and NAAC (National Assessment and Accreditation Council). The present paper discusses the parameters established by one of these agencies NAAC.

Keywords: Accreditation, Management education, parameters, Quality, B-School

1. Introduction

Management education in India is more than three decades old. During this period there has been a continuous increase in the number of colleges offering Management education. There is a need to assess the quality of the systems involved in operation of these institutions and confirm their suitability with the needs of the recruiters. Global marketplace and the era of economic competition both present before the B-Schools a challenge to provide quality education relevant to the needs of the industry so that the students can become active members of the business community and put to use the knowledge gained during their course of study for the growth of economy. The B-School systems and course offerings need to be in line with the industry requirements. In India, the last two decades have seen an upsurge in the number of Management Institutions. According to the records of AICTE (All India Council of Technical Education), there are a total of 3566 approved colleges of MBA in India, out of which 275 are Unaided-Private PGDM Institutes and 13 are Government/ Government Aided Institutes. These colleges have 2.86 lakhs seats available. These institutes can be categorized as:

- Institutions of national importance
- University departments
- Colleges affiliated to the universities
- Non University - Autonomous Institutions
- Distance/Correspondence based Institutions
- Unaffiliated Institutions

There are 13 IIMs, which are administered and funded by Central Government. The IIMs are widely considered to offer the highest-quality management programs in India. The tremendous growth of the number of students enrolled for management education in India is clearly visible across the globe. A lot of government interest and funding has gone into the quality enhancement of management education but the results seem to be very negligible. Indian B-Schools are producing more than 80000 management graduates every year.

Though the number of colleges providing management education is increasing vertically, the quality of education has taken an inversely proportional picture. Several problems like poor infrastructure, poor faculty quality, lack of accreditation and assessment, low research output, students with less academic standards etc have been prominent in the past few years. This has given rise to talent shortage in the world. Refer Table 1 and 2.

COUNTRY	TALENT SHORTAGE (%)
Japan	85
India	61
New Zealand	51
Australia	45
U.S.	39
Germany	35
China	35
Canada	34
UK	13
South Africa	6
Spain	3

Table 1: Country wise Talent Shortage of students

Source: Talent Shortage Survey Research Results US 2013, www.manpower.com

YEAR	TALENT SHORTAGE (%)
2008	12
2009	20
2010	16
2011	67
2012	48
2013	61

Table 2: Year wise Talent Shortage of students

Source: Talent Shortage Survey Research Results US 2013, www.manpower.com

2. National Assessment and Accreditation Council (NAAC)

NAAC was established in 1984. It is an autonomous body which is funded by UGC. It has its headquarters at Bangalore, India. It not only accredits but also assesses the Higher Education Institutions in India. Applying for this accreditation is voluntary in India and not mandatory.

To assess the academic body, NAAC has outlined seven criteria:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Innovations and Best Practices

The NAAC has categorized the Higher Educational Institutions into three major types (University-U, Autonomous College-Au, and Affiliated/Constituent College-Aff) and assigned different weightages to these criteria. Refer Table 3.

Curricular Aspects	150 (U)	150 (Au)	100 (Aff)
Teaching-learning and Evaluation	200 (U)	300 (Au)	350 (Aff)
Research, Consultancy and Extension	250 (U)	150 (Au)	150 (Aff)
Infrastructure and Learning Resources	100 (U)	100 (Au)	100 (Aff)
Student Support and Progression	100 (U)	100 (Au)	100 (Aff)
Governance, Leadership and Management	100 (U)	100 (Au)	100 (Aff)
Innovations and Best Practices	100 (U)	100 (Au)	100 (Aff)

Table 3: Criterion-wise differential weightages for three types of HEIs

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

3. Key Aspects

To ascertain the quality of a B-school, it is very important to outline some specific parameters to aid to the assessment of the seven basic criteria which are very subjective in nature. NAAC has identified some key aspects under each criteria so that the assessment can be done at a micro-level. Refer seven tables below Table 4, 5... 10

Curricular Aspects	Curriculum Design and Development
	Curricular Planning and Implementation
	Academic Flexibility
	Curriculum Enrichment
	Feedback System

Table 4: Key aspects of curricular criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Teaching and Learning Evaluation	Student Enrolment and Profile
	Catering to Student Diversity
	Teaching-Learning Process
	Teacher Quality
	Evaluation Process and Reforms
	Student Performance and Learning Outcomes

Table 5: Key aspects of Teaching and Learning Evaluation criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Research, Consultancy and Extension	Promotion of Research
	Resource Mobilization for Research
	Research Facilities
	Research Publications and Awards
	Consultancy
	Extension Activities and Institutional Social Responsibility
	Collaborations

Table 6: Key aspects of Research, Consultancy and Extension criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Infrastructure and Learning Resources	Physical Facilities
	Library as a Learning Resource
	IT Infrastructure
	Maintenance of Campus Facilities

Table 7: Key aspects of Infrastructure and Learning Resources criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Student Support and Progression	Student Mentoring and Support
	Student Progression
	Student Participation and Activities

Table 8: Key aspects of Student Support and Progression criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Governance, Leadership and Management	Institutional Vision and Leadership
	Strategy Development and Deployment
	Faculty Empowerment Strategies
	Financial Management and Resource Mobilization
	Internal Quality Assurance System

Table 9: Key aspects of Governance, Leadership and Management criteria

Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

Innovations and Best Practices	Environment Consciousness
	Innovations
	Best Practices

Table 10: Key aspects of Innovations and Best Practices criteria
Source: http://naac.gov.in/docs/WEIGHTAGES_0.pdf

4. Conclusion

To keep a check on quality, B-Schools should abide by the Accreditation quality parameters laid down by accreditation and assessment bodies like NAAC. There are other national and international bodies working in the field of assessment of quality of B-schools such as NBA and AACSB. The need of the hour for B-schools is to voluntarily keep an eye on the quality of their operations so that the students coming out of the institutions are capable of serving the nation.

5. References

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