ABSTRACT

Management education has witnessed tremendous growth in the past decade. The increased number of B-Schools all over India and Karnataka in particular has raised many questions regarding the quality of education imparted in B-Schools.

A thorough literature research from International and National Journals has revealed that there is no holistic method of measuring and evaluating quality in a B-School.

This study is undertaken to understand and analyze the quality practices in B-Schools in Karnataka, from the perspectives of students, recruiting companies, faculty and heads of departments of B-Schools. A model is proposed to measure quality in a B-School.

The sample contains three types of B-Schools in Karnataka: University Departments, Private Colleges Affiliated to Universities and Autonomous B-Schools, four types of respondents have been sampled: students studying in B-Schools, recruiting companies recruiting from B-Schools in Karnataka, teaching faculty and heads of departments working in B-Schools in Karnataka.

To classify B-Schools based on quality practices, cluster analysis and discriminant analysis is applied. The expectations and perceptions of recruiting companies and faculty are identified by exploratory factor analysis. Paired t’test has been used to know the differences between expectations and perceptions. Hypotheses are tested using regression and one sample t’test. Means comparison method has been utilized for finding out the B-School type with highest quality. Regression is used to check the overall model fit.

Students of University Departments perceive their B-Schools as the best in quality (high in both function 1 and 2) in the discriminant analysis. Students of Autonomous B-Schools perceive their B-School quality to be high in function 2 and low on function 1. Students of Private Colleges Affiliated to Universities perceive that the quality in their B-Schools is low (on both functions).
A contrast finding has emerged from the survey of recruiting companies, companies prefer to recruit first from Autonomous B-Schools, second from Private Colleges Affiliated to Universities and last from University Departments.

The expectations of recruiters and faculty have not been met for most of the quality parameters. A model is proposed to measure quality holistically in a B-School.