



Methodology

Now in its eighth year, the *Business India* annual B-school survey has earned the reputation of being one of the most comprehensive rating exercises in the country

Many business schools that responded our questionnaire spoke of the depth of coverage achieved by the survey and its ability to sense the changes that have taken place in the fast growing business of B-schools. Some B-schools felt that the survey helped them to streamline their own processes.

As always, we have found it a challenging task to measure the progress of B-schools coming from having a variety of ownership and work patterns, from autonomous schools to IIMs to B-schools attached to universities, to those owned by the government or the private sector. We relied on a large number of carefully designed parameters to compensate for the validation of the data by an expert team visiting all the schools that responded to our survey. The questionnaire has been designed to study broad parameters of excellence namely, intellectual capital, learning ambience which included infrastructure, IT investments, corporate networking along with brand value and growth. We further broke the parameters into 12 parts of which 11 sections excluding the contact section carried marks (*see chart below*).

Weightage was assigned within each section, depending upon the significance of each of the parameters. For instance, the publishing of books by faculty members has a higher weightage (in terms of marks) than if they published papers in international journals. This was in turn assigned a higher weight than papers published in Indian journals. Similarly institutions publishing journals of their own got handsome marks for their effort, and within the section, marks were assigned depending on their year of launch. Referred journals and journals that have bi-monthly publication cycle, were more highly valued.

The quality and size of the library is an important indicator of intellectual capital, but the annual addition of books gets a higher weight than the number of books in the library. Also the controversial issue of whether

more PhDs make for a better faculty, which AICTE insists should be the hallmark of any good school, has been dealt with appropriately. This is done by juxtaposing this parameter with four other parameters: the number of years they spent with industry, their participation in corporate boards or advisory committees, their record of publishing books, and their experience of teaching in international schools.

A balanced measurement of intellectual capital spread over as many as 90 parameters made the rating exercise comparable to the best in the business. Global academic opinion has always favoured intellectual capital over brand value or learning ambience when it comes to measuring the progress of a B-school. Earlier, we had combined the scores of different aspects into just four categories, namely: intellectual capital, learning ambience, brand value and growth.

Through our rating exercise we could nail down some of the myths about quality being perpetuated in the industry. For instance, we measured the faculty-student ratio not on the basis of the first year admission which is a misnomer by which almost all the schools could meet the AICTE norm of 1: 15, but applied the faculty-student ratio to the entire batch of students on the campus. In the process, we found little less than half the total number of the schools in our study could not meet the minimum criteria.

Likewise, pedagogy is not just about teaching a minimum number of courses but it also involves outreach programmes, it is about exposing students to national and international management gurus, senior management from practice areas like technology, accounting and exposure to development education. There is also an extremely detailed profiling of the students, going beyond mere numbers. Growth oriented B-schools are not entirely dependent on fee income, and their ability to earn from consulting and MDP indicates diversification and strength. Seen in this light, the bulk of the B-schools, barring those in our top 20 and A++ list, were totally dependent on fee income, showing continuing weakness of the B-school movement in the country.

The rating process

We had contacted around 1,400 B-schools from our database at least five times during the entire survey period, which started in May this year. We used the survey website www.bibschooolsurvey.com extensively to feature the questionnaire and also contact institutes. The results of the survey was classified into two categories, schools that were to be ranked numbering the first 20 and the rest of the schools that was to be rated on in nine grades – A++, A+, B++, B+, B, C++, C+, C, presented in alphabetical order. ♦

B-SCHOOLS SURVEY 2007

METHODOLOGY	Marks
Background information	50
Academic programmes	150
Faculty details	180
Student profile	130
Infrastructure	100
Placements	150
Curriculum and pedagogy	55
Income & expenditure	50
Alumni	15
Intellectual interface	70
MDP activity	50
Total	1,000