



International Journal of Economic Research

ISSN : 0972-9380

available at <http://www.serialsjournals.com>

© Serials Publications Pvt. Ltd.

Volume 14 • Number 14 • 2017

Students' Perception Towards Governance Practices in Private Management Colleges in West Bengal

Prasanta Guha¹ and J.K. Pattanayak²

¹Research Scholar, Univ: Indian Institute of Technology (ISM), Dept: Management Studies, Sardar Patel Nagar - 826004, Dhanbad. Email: guhapra@gmail.com

²Professor, Univ: Indian Institute of Technology (ISM), Dept: Management Studies, Sardar Patel Nagar - 826004, Dhanbad. Email: jkpattanayak@yahoo.co.in

ABSTRACT

Good governance acts as a support to the academic institution and also ensures sustainability. The paper aims to focus on the perception of management graduates towards governance practices in different private management colleges in West Bengal. The study captures perception of the management graduates towards ideal governance situation practicing state of governance in private management colleges. The study reveals that there is a difference between ideal governance and actual governance practices. The study has found that actual governance practices are lagging behind in the areas like showing equitable behaviour, research environment, communication, compliance management, student satisfaction etc.

JEL Classification: I23; G34.

Keywords: Ideal Governance, Actual Governance, Higher Education Institutes, Student perception.

1. INTRODUCTION

The nation has observed an incredible change in terms of growing numbers of higher educational institutions (HEIs) since independence. As per the information provided by Ministry of Human Resource Development (MHRD), Government of India, the number of universities has grown 34 times in number i.e. from 20 in 1950 to 677 in 2014. This phenomenal growth has resulted in establishing 45 Central Universities, 318 state universities, 185 state private universities, 129 Deemed to be Universities, 51(IITs - 16, NITs – 30 and IISERS – 5) Institutions of National Importance. The growth in the number of colleges during this period has also been 74 times i.e. from 500 in 1950 to 37,204, as on 31st March 2013 (MHRD, 2016).

However, this phenomenal growth has also been associated with different issues and challenges and the same has been highlighted by various researchers time to time. Modi (2014) identified certain crucial issues in the form of low gross enrolment ratio, quality education, research and development, faculty shortage etc. which have been affecting the effective functioning of HEIs since their inception. Chahal (2015) has also expressed few challenges faced by HEIs in India viz. traditional methods of teaching, lack of financing, quality teaching, privatization, quota system etc. Apart from the above identified common issues, many kind of literature has talked about governance pattern of HEIs. In continuation with Chahal (2015) delivering quality is a crucial part in higher education institutes. Many HEIs are in try to implement total quality management model to ensure better performance and to satisfy their clients viz. students, society, companies and government etc. (Zabadi, 2012). An environment of good governance can make the things happen and simultaneously results in better performance of the organization (Dayanandan, 2013; Duncan, 2003). The paper discussion usually draws the concept of governance. 'Governance' has been explained as rule of the ruler within the ambit of given set of rules (World Bank, 2010). It decides who holds power, who takes decisions, and how other stakeholders make their voices heard and who is accountable. The concept has been explained in different ways in different documents or in policy papers or by different authorities. UNDP (1997a) provides an exhaustive explanation to Governance, which reads as "exercise of economic, political, and administrative authority to manage a country's affairs at all levels. It comprises mechanisms, processes, and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations, and mediate their differences".

Good governance of HEIs influences the educational outcome positively. It helps to formulate different education policies. Accountability, political stability, government effectiveness, regulatory quality and rule of law are the different governance variables, which help the HEIs to increase the educational efficiency (Zaman, 2015). Sharing common vision and performance among the stakeholders, effective governance mechanism needs to be worked properly (Franzoni & Gennari, 2013). In a paper discussion, Brusoni et.al (2014) has emphasised on adopted management practices, teaching and research, and student performance as three key parameters of governance of HEIs. Therefore, to move towards excellence, an organization needs to be assumed good governance practices. There cannot be a single model of governance, which can be applicable to all the HEIs for successful operation. Complying with the main objective is to run the organization properly, different style of governance practices may prevail in the society. The present study is focused on governance practices in private management colleges in West Bengal.

Among the higher education institute in West Bengal, fifty two such institutions provide different types of Management Programs. Indian Institute of Management (IIM), Indian Institute of Technology (IIT), Central University and State University departments and Private run universities and colleges can be named. These institutes or colleges are controlled by the state or central governments or autonomously run. A little different angle has been discussed in the paper where the governance has been discussed in the light of different elements viz. transparency, accountability, authority and so many.

2. LITERATURE REVIEW

2.1. Management Education Overview in West Bengal

Management education in India started in the '60s and started witnessing a phenomenal growth thereafter. The management education is regulated by All India Council of Technical Education (AICTE). As per

AICTE approved institution list 2016-17, there are 7 government institutions, 4 university managed-govt. institution, 44 unaided private institutions running MBA program on full-time or part-time basis under the affiliation of eight universities or other bodies or acting as an autonomous body in West Bengal. University affiliation is mandatory for the master degree program. Besides master program, few institutions are running post graduate diploma courses also (AICTE, n.d.). Out of total management program running institutes or colleges, a significant number is affiliated with Maulana Abul Kalam Azad University of Technology (MAKAUT) and out of which maximum colleges are privately run (MAKAUT 2015). Nearly thirty-five colleges are running under the affiliation of Maulana Abul Kalam Azad University of Technology (MAKAUT). Most of the colleges are privately run. The total student intake capacity as per 2016-'17 is 2490 nos (College List 2015-2016, 2015). In this framework, the recommendation of National Knowledge Commission and Yashpal committee are more pertinent. As per the report, more educational opportunities can be created by stimulating private providers. The present study has made the scope to include those private colleges offering MBA program under the affiliation of the Maulana Abul Kalam Azad University of Technology in West Bengal.

Factors for Achieving Good Governance

Management teaching is more professional in nature than general education. In the process of management education, starting with the admission in placing the students to a different organization, it passes through different stages of academic and non-academic phases. Referring to the drafted policy paper in April 1999 of The African Development Bank that exercising good governance in the organization, factors or elements like accountability, transparency, combating corruptions stakeholders' participation, and legal and judicial reforms are essential. Apart from these elements, few more have been drawn for discussion with the help of relevant literature.

Authority and role clarity: A position in the organization assumes the authority to implement governance practices. It becomes a part of the administration and implied leadership skill works behind it. Leadership plays a crucial role and ethical leadership contributes to good governance practices (Othman et.al., 2014). Authority assumes role definition otherwise conflict may generate. Shoemaker (1999) emphasized on the same i.e. role clarity. Role clarity has a direct relation with organizational citizenship behavior and it increases employees' performance (Yadav and Rangnekar, 2015).

Accountability: Asian Development Bank in its policy paper named "Governance" mentioned accountability and transparency which both are essential for good governance. Answerability, being a part of accountability to the higher authority is very much present in management colleges (IFAD, 1999). Zaman (2016) in his study concluded with the need of accountability in achieving better educational outcomes. Hoecht (2006) has also argued that academics should hand hold accountability and transparency to ensure quality in higher education.

Transparency: "Good governance requires a standard of accountability and transparency for the delivery of public services, such as basic education" (USAID, 2003). Evaluating education policy of Europe and U S, Huisman and Currie (2004) have drawn transparency as the key actor. It means a decision was taken and the implementation is made as per rules and regulation. This feature enables an information to be freely accessible to the affected party of any decision. Jain & Shelly (2013) expresses their doubts that corruption may spread in higher education institutes. Transparency reduces uncertainty and corruption in the system.

Audit & Compliance: Governance works within the ambit of administration and management practices. It demands compliance procedure with the given rules to ensure better administration. So, checking and compliance tool becomes necessary for practicing good governance (Alhaj & Yusoff, 2012). It also props up the “rule of law”- as a key factor of good governance.

Participative decision making: Zuo and Ratsoy (1999) have researched that the student participation in university governance is desirable. Besides, expressing the faculty culture, author has also expressed view that the higher education institutes need team player than long range player where individualism of faculty members, protecting own status quo often lead them to resist in achieving organizational goal and as a result they may often withdraw from academic or administrative decision making. Good governance system is backed by participative decision making (Srivastava, 2009). Group decision making can exploit the expertise of different stakeholders viz. staffs or students can be utilized to accomplish a task and relevant decisions can be implemented in a right manner (Leach, 2008).

Trust: Effective governance depends on the willingness and interest of the people associated with the organization. Trust is an integral part of good governance in higher education institutes. It helps to create a good environment for better teamwork and also aids in achieving better educational performance (Migliorel and Laura, Ann, 2012). Karri et. al., (2005) suggested in their study that trust and trustworthiness can exist in the environment of ethical governance practice. The relationship builds on integrity and trust strengthen the governance process to execute the decision (Kezar, 2004).

Equity: In an article in United Nation, equity has been explained as “a society’s well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society” (What is good governance? 2009). Stakeholders expect equitable behavior and conduct from higher authorities in the organisation. More specifically students expect the equitable approach from faculty and staff members. Nesto & Jesover (2000) have also spoken out that the equity in the system strengthen the governance practices and enables to achieve good governance.

Discipline: “Discipline is a necessary condition for university work and no university can afford to work in an atmosphere of indiscipline” (Tetty, 1995). The college has an influence on building the character of the students and make them prepare for their future. Students should maintain discipline before honing in academic goal. Lecturers, students, and administrators all are in the consensus that the discipline is a need in managing a university (Asare and Adzrolo, 2013).

Environment: A study on adopted and non-adopted children reveal that the school environment has a significant impact on academic performance scores. But it is also applicable on other school learners (Coon et.al., 1993). Odeh et.al. (2015) has also consented upon the fact that the school climate influences a lot in teaching and learning environment.

Research environment: In higher education institutes teaching and research often considered as two sides of a coin. Rai and Sharma (2016) have revisited the concept in the light of quality education. Imparting quality education both are crucial and need of both is to be felt separately. Faculty members are primarily involved in teaching and research activities. It has been observed that faculty members are more pro towards academic interest than administrative and they like academic freedom where the college management demands responsibility and accountability and hence conflict arises (Leach, 2008).

Communication: “Communication is indispensable to good governance and cannot be divorced from development in a forward-looking society” (Okwechime, 2015). Written communication is preferred than verbal communication and add less noise in the channel. Communication in the wrong way delivers a different message to the sender. In management colleges, various issues like information sharing with students and staffs, academic compliance, placement of students, appraisal of the staff and so many demand clear communication unless it makes a barrier in practicing good governance and proper administration.

Student Satisfaction: Martirosyan, et. al., (2014) has found that the satisfaction is directly linked to academic achievement. Dealing with student satisfaction, the implication of institutional quality such as location, academics image, infrastructure, cost and personnel on student satisfaction has been examined by Ravindran and Kalpana (2012). Authors have pointed out the role of administrator to focus on institutional quality in managing student satisfaction. The Study reveals that student satisfaction highly depends on the service provided in different dimensions. Student satisfaction lies in quality teaching and learning environment. Quality teachers care impression on the mind of the students, yield satisfaction and engender a good academic environment in the institution (Danish, 2011).

Use of Information Technology (IT Gov): Information technology underpins good governance by escalating transparency and accountability to its stakeholders and empowers the system to take appropriate decisions (Mango & Sarafica, 2001; Yallapragada and Vitukuru, 2012). It also encourages collegial learning using IT platform. Learner performance kicks upstairs by the delivery of information to the students (Suklabaidya & Sen, 2013). Sapru & Sapru (2014) have been voiced similar thought i.e. making governance mechanism stronger by the effectuation of information and communication technology.

Effectiveness and Efficiency: By the practice of good governance institutions produce results to meet the demand of the society by utilizing the resource in the best way. In good governance practice effectiveness and efficiency shield the environment and sustainability of an organisation. In a management college staff effectiveness and efficiency enable to practice good academic governance (Srivastava, 2009).

Assessment: Assessment gives the direction to control action for future. Hence governance mixes with good management practices, the importance of assessment for governance practice is very much felt. Malesela (2016) articulates in her study that the role of monitoring and evaluation is very much applicable to ensure the quality of good governance practice in higher education institutes.

Accessibility: Accessibility to the information clears ambiguity in holding conception. Student access to the higher authority is also part of discussion. Every human has a right to access appropriate information. Accessibility to the information is a need for good governance practice (Chitambu and Kakana, n.d).

Quality of the Students: Though sufficient literature has not been found to support the need of student quality to exercise good governance but experts opinion has been gained to substantiate that the student quality matters for practicing good governance.

Relevance in the Management College Scenario

This part of the literature finds the rationale behind the elements discussed earlier in the light of governance practices in higher education institutes especially management colleges. Transparency and accountability have always been a part of good governance practices. Stakeholders say students expect transparency in all activities

starting from assessment to allotting responsibilities. A great deal of transparency can also be achieved with the application of IT or e-governance (Yallaprgada and Vitukuru, 2012). Talking about the environment, good leadership can create the better environment. Effective academic leader drives an institution towards achievement according to its vision where mutual trust and community respect are desirable (Hamidifar & Ebrahimi, 2016). Student community observes employees behavior in the organization, expect transparency, ready to take responsibility, expect fair assessment, and maintain disciplines and support good environments. Student satisfaction can be treated as the outcome of all these expectations

3. OBJECTIVES

The paper aims to study the perception of the management graduates towards governance practices in private management colleges in West Bengal. In lieu with the aim of the paper, following objectives have been pen down:

- (a) Understanding the students' perception towards governance practices in private colleges in West Bengal
- (b) Constructing a model for computing governance index

4. METHODOLOGY

The paper has been proceeded with an online and offline survey using a structured questionnaire validated through a pilot study. The survey was administered during the time span of July 2016 to August 2016. A total of 115 responses has been collected from the population of management graduates in private management colleges affiliated under MAKAUT in West Bengal.

After reviewing literature, students' perception towards good governance and governance practicing in different institutes were studied through several elements. The questionnaire has used multiple statements to capture perception. Students' opinion towards the need of different elements for ideal governance and how the governance is practiced in the organization have been measured with the help of different statements (referring to Table 1). A notion of the statement has been measured by a continuous rating scale of 0 to 10 where 0 denotes strongly disagree with the statements and 10 denotes strongly agree with the statements. Analysis has been used an understanding of agreeable zone (more than 5 to 10 rating), disagreeable zone (0 to less than 5 rating) and a neutral zone (at 5 rating). The last statement of the questionnaire deals with the rating (1 to 100 scale) of different elements scores to understand the relative importance for the good governance. A higher score for the elements represents more important the element is.

Table 1
Elements based statements

<i>Statements for Ideal State Capturing</i>	<i>Elements Covered</i>	<i>Statements for Actual State Capturing</i>
Role of a student representative is required to be defined clearly for better academic management.	Authority & Role Definition	A student's role is well defined before all academic activities in our college.
Trust among business graduate studying in the same institution is necessary for achieving academic goal.	Trust	Our friends are very trustworthy for professional aspects.
Proper accountability (see explanation) towards assignment is important for good governance (explained above).	Accountability	Students are very particular to complete task, assume responsibilities and submit in time in our institution.

Students' Perception Towards Governance Practices in Private Management Colleges in West Bengal

<i>Statements for Ideal State Capturing</i>	<i>Elements Covered</i>	<i>Statements for Actual State Capturing</i>
Good academic environment ensures better governance.	Environment	Students are very busy with the reading newspaper, journal and books in the library.
Political interference at college disturbs smooth execution of planning.	Environment	Our college environment is not influenced by political issues.
A participative approach in decision making helps in execution of the policy.	Participation & Decision Making	Coordinators or faculty members invites suggestion in any decision making relating to student activities.
An institution can run in better way if the responsibility is shared among different group.	Accountability	Activities are performed in our college by involving most of the students and sharing responsibility.
Discipline is one of the pillar in applying governance mechanism	Discipline	Discipline is highly maintained at our institution.
Academic progress is necessary to be reviewed in regular interval.	Audit & Compliance	Our progress is measured (in terms of academics and other skills) and reviewed time to time in our college.
Organisational structure needs to be clear to students for better management of a management colleges.	Authority & Role Definition	We are well aware about our college organisation structure.
Policy concerned with student interest is necessary to be easy accessible.	Accessibility	Different policies(viz. placement policy, academic policy, evaluation policy etc) are easily available to us.
Student representative is necessary in different committees (student concerned) formed for academic purpose to govern the college in better way.	Participation & Decision Making	Student represents in different committees (student concerned) formed for academic purpose.
Clear (unambiguous) communication to students from college authority helps in executing policies smoothly.	Communication	College always communicates clearly to us for any matter relating to academic and others.
Biased behaviour of faculty members or other authorities play negative role in achieving good governance.	Equity	We experience unbiased treatment from college end for all the activities.
A management colleges can be strongly governed with the help of more research oriented activities.	Research	Our research environment of the college is good.
A standard Management colleges should use mobile apps to manage it's institution more efficiently.	IT Governance	Most of the information , instruction and evaluation is communicated through email or whatsapp or other use of IT.
Evaluation needs to be transparent for better governance.	Transparency	Evaluation of academic activity is done in transparent manner in our college.
Student's satisfaction towards college activity and actions count to execute good governance.	Satisfaction	I am very satisfied towards the college activities and conduct.
Students enrolled with good academic background makes easier to implement good governance.	Quality	Most of our friends are from good academic background.
Efficiency and helpfulness of an employee is the institution helps in exercising good governance.	Effectiveness	Our college staffs are very helpful.
Academic activities need to be assessed over time.	Assessment	All academic activities are assessed properly in our institution.

A computation of mean score for every statement as well as for each element has been made. The methods address to answer the first objective question. The process has been forwarded with the Gap analysis suggested by Majumdar & Chakraborty (2015). The Gap analysis practically explores the expectation of ideal governance and it is actually practiced in the organization. A ratio: “Difference between Actual & Idea score/Average of Ideal & Actual score” has been used to reflect the gap. An example can make it clear the strategy of gap analysis. Say, one respondent rates Transparency needs for good governance as 9 and also rate it as practices in the organization as 7. On the other hand, another respondent rates the both as 7.5 and 5.5. In both cases, the difference is 2 but there is a difference in thinking and expectation. Transparency need for good governance is much more to the former than the later and every unit of difference will make the former more disappointed than the later. The absolute measure (difference as 2) is unable to capture this issue where the suggested ratio makes it clear that former is more sensitive (Majumdar and Chakraborty, 2015).

Further, the methodology aims to calculate overall governance score in terms of ideal and actual score. The overall index score has been calculated using individual weights of different elements which have been captured in the last statement of the questionnaire. Thereafter, the weighted ideal score and weighted actual scores have been derived. Finally, the summation of weighted ideal and weighted actual score have been drawn to arrive at Ideal governance score(termed as Ideal governance index) and Actual governance score (termed as actual governance index).

5. RESULT AND DISCUSSIONS

Data analysis has been done through statistical package SPSS version 21. The Cronbach’s alpha correlation coefficient for 54 items yielded 0.878 which is more than the prescribed cutoff of 0.70 (Streiner and Norman, 1989). Out of the total 115 respondents, 61% is male and 39 % is female graduates. A significant volume i.e.72.2 % of the total respondents are from Kolkata based colleges, 17.4 % from suburban colleges and 10.4 % are from district town colleges.

Referring to Table 2, management graduates have expressed their agreeableness for the necessity of all the seventeen elements for good governance. Figure 1 depicts the ideal and actual mean score of the governance elements. Column chart shows that ideal score column for all the elements are taller than actual score column. Ideal score is obviously more than the actual score. The analysis moves onto the comparison of different elements. Ideally, Communication followed by Discipline, Student satisfaction, Equity (Unbiased), Audit & compliance etc. have been prioritized for the need of good governance as per Table 2 and least importance has been shown for the student quality.

Table 2
Ideal and Actual mean score based on elements

<i>Elements</i>	<i>Ideal Mean Score</i>	<i>Zone of Agreeableness</i>	<i>Actual Mean Score</i>	<i>Zone of Agreeableness</i>
Authority	7.915652	Agreeable	6.862174	Agreeable
Trust	7.2609	Agreeable	6.0870	Agreeable
Accountability	7.7365	Agreeable	6.8178	Agreeable
Environment	8.10913	Agreeable	6.653478	Agreeable

Decision_making	7.9170	Agreeable	6.4737	Agreeable
Equity	8.3148	Agreeable	5.7591	Agreeable
Discipline	8.4391	Agreeable	7.2852	Agreeable
Accessibility	7.8017	Agreeable	6.6003	Agreeable
Communication	8.5478	Agreeable	6.7819	Agreeable
Student Quality	7.0130	Agreeable	6.5870	Agreeable
Audit & Compliance	8.1217	Agreeable	6.5504	Agreeable
Satisfaction	8.3365	Agreeable	6.7461	Agreeable
Transparency	8.0435	Agreeable	6.7744	Agreeable
It Governance	8.1739	Agreeable	6.8305	Agreeable
Assessment	7.4626	Agreeable	7.3296	Agreeable
Effectiveness	7.7061	Agreeable	7.1548	Agreeable
Research	7.9239	Agreeable	5.9591	Agreeable

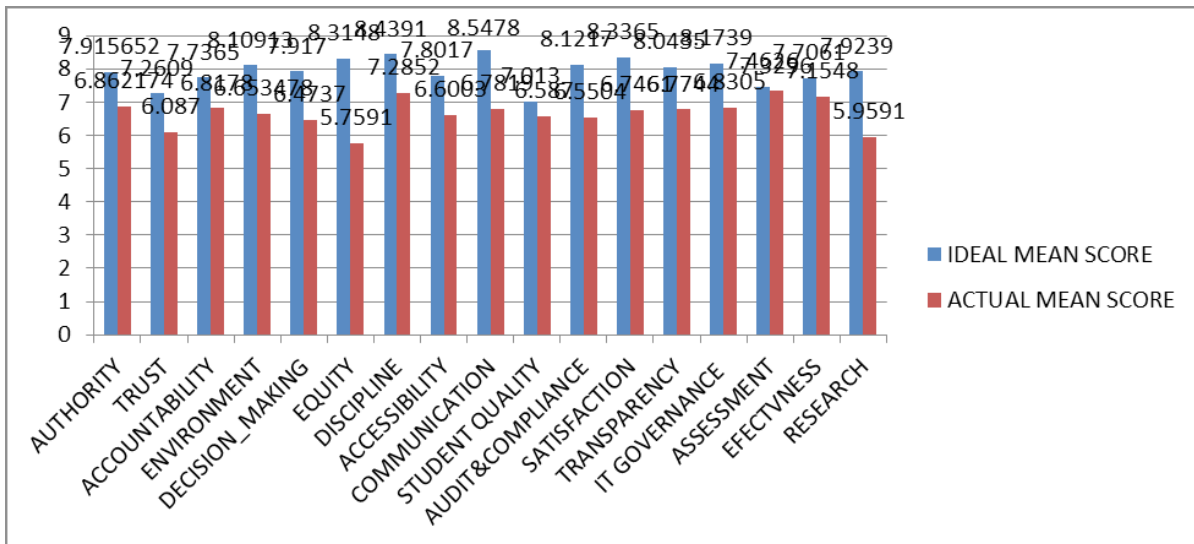


Figure 1: Element wise mean score Ideal and Actual mean score

The students put their score for practicing the elements in the colleges. Referring to Table 2 the results found that “Discipline”(7.28), “Assessment”(7.32), staff “Effectiveness”(7.15) have been recognized as better practiced in the colleges in comparison to other elements. Lower confidence towards the actual picture of “Authority and Role Clarity” (6.86), “Transparency” (6.77), “Accountability”(6.81), and “Trust”(6.08 etc. have been expressed by the graduates. In the context of showing equitable behavior(5.76)in the colleges results in very low score as if just agreed but not at all strongly agreed level. “Research environment”(5.96) of the private colleges are also not so convincing to the students. The actual score of “Trust”(6.08) presents an agreeable state of trust exists in the private colleges but the same can’t be said has very strong. “Accountability”(6.81) also does not portray very strong stand in the mind of the management graduates. Besides the need of accountability for good governance, they won’t find it very strongly practiced in the colleges. Students’ feeling in regards to the participation in decision making by way of a member in any committee is not very assertive. A score of “Decision -making”(6.47) substantiate the same. Students are agreed to accept that “Accessibility”(6.60) towards the information access or access to higher authority are

available in the institution but it can't be claimed as best level of accession. Similarly, "Communication"(6.78), Compliance (6.55), student quality (6.58), student satisfaction(6.76) and use of information technology (IT Gov-6.83) project agreeable state exists in the organization but the practicing level is not very satisfactorily.

Table 3 projects the result of the gap analysis to address the perceptual deviation between ideal and actual. Negative difference substantiates that the perception rating for ideal governance state is higher than the actual or practicing governance state. Higher gap leads to the more expectation mismatching. The outcome reveals that the students perceive highest gap for Equity behaviour and Research orientation at college, followed by Communication and Compliance management, student satisfaction etc. Students are comparatively less disappointed for the governance practices in the area of Assessment and Student's quality.

Table 3
Derivation of Perceptual Gap

<i>Elements</i>	<i>Ideal Mean Score</i>	<i>Actual Mean Score</i>	<i>Gap</i>		
			<i>Actual -Ideal</i>	<i>Ratio: (Actual-Ideal)/ Average of (Actual + Ideal)</i>	<i>Gap Rank (Ratio wise)</i>
Equity	8.3148	5.7591	-2.5557	-0.090795728	1
Research	7.9239	5.9591	-1.9648	-0.070762803	2
Communication	8.5478	6.7819	-1.7659	-0.057597344	3
Audit & Compliance	8.1217	6.5504	-1.5713	-0.053547209	4
Satisfaction	8.3365	6.7461	-1.5904	-0.052723005	5
Decision Making	7.917	6.4737	-1.4433	-0.05014697	6
Environment	8.10913	6.653478	-1.455652	-0.049301993	7
It Governance	8.1739	6.8305	-1.3434	-0.044766868	8
Trust	7.2609	6.087	-1.1739	-0.043973209	9
Transparency	8.0435	6.7744	-1.2691	-0.042823207	10
Accessibility	7.8017	6.6003	-1.2014	-0.041709485	11
Discipline	8.4391	7.2852	-1.1539	-0.036691617	12
Authority	7.915652	6.862174	-1.053478	-0.035643876	13
Accountability	7.7365	6.8178	-0.9187	-0.031561119	14
Effectiveness	7.7061	7.1548	-0.5513	-0.018548675	15
Student Quality	7.013	6.587	-0.426	-0.015661765	16
Assessment	7.4626	7.3296	-0.133	-0.004495613	17

Table 4 depicts the calculated weights of the elements of governance. As per the perception of the students, weights are very close to each other and therefore assumed to be as more or less equally important for good governance practices. Still going by the absolute value differentiation, Accountability gets the highest weight followed by Discipline, Environment, Authority, Trust, IT Governance and so on.

Referring to Table 5, the weighted ideal governance score and weighted actual or practicing governance scores have been calculated with the help of an equation which has been presented below:

Table 4
Weight for elements of good governance

<i>Elements</i>	<i>Score</i>	<i>Rank</i>	<i>Weight</i>	<i>Weight (In %)</i>
Accountability	8933	1	0.0622	6.22
Discipline	8888	2	0.0619	6.19
Environment	8790.5	3	0.0612	6.12
Authority	8642	4	0.0602	6.02
Communication	8634	5	0.0601	6.01
ITGOV	8618	6	0.0600	6.00
Trust	8602.5	7	0.0599	5.99
Satisfaction	8582	8	0.0598	5.98
Transparency	8538	9	0.0595	5.95
Equity	8475	10	0.0590	5.90
Decision Making	8301.5	11	0.0578	5.78
Effectiveness	8284	12	0.0577	5.77
Assessment	8276	13	0.0576	5.76
Research	8112	14	0.0565	5.65
Stu_qual	8078	15	0.0563	5.63
Accessibility	7949	16	0.0554	5.54
Audit & Compliance	7860	17	0.0547	5.47
Total	143563.5		1	100

Table 5
Governance Index Calculation

<i>Elements</i>	<i>Weight</i>	<i>Ideal Condition</i>	<i>Actual Condition</i>	<i>Weighted Ideal</i>	<i>Weighted Actual</i>
Accountability	0.0622	7.74	6.82	0.481608626	0.424363
Discipline	0.0619	8.44	7.29	0.522519443	0.451323
Environment	0.0612	8.11	6.65	0.496581339	0.407184
Authority	0.0602	7.92	6.86	0.476755164	0.412947
Communication	0.0601	8.55	6.78	0.514202426	0.407754
ITGOV	0.0600	8.17	6.83	0.490438447	0.409999
Trust	0.0599	7.26	6.09	0.435028054	0.36492
Satisfaction	0.0598	8.34	6.75	0.498552069	0.403504
Transparency	0.0595	8.04	6.77	0.478154406	0.402625
Equity	0.0590	8.31	5.76	0.490565151	0.340031
Decision Making	0.0578	7.92	6.47	0.457970724	0.374125
Effectiveness	0.0577	7.71	7.15	0.444887733	0.412574
Assessment	0.0576	7.46	7.33	0.430046356	0.422552
Research	0.0565	7.92	5.96	0.447516534	0.336767
Stu_qual	0.0563	7.01	6.59	0.394437165	0.370805
Accessibility	0.0554	7.8	6.6	0.431879969	0.365437
Audit & Compliance	0.0547	8.12	6.55	0.444564252	0.358608
Calculated Governance Index				7.93 (Approx) Index -Ideal	6.66 (Approx) Index - Actual

Governance Index (GI) = 0.0622 (Accountability) + 0.0619 (Discipline) + 0.0612 (Environment) + 0.0602 (Authority) + 0.0601 (Communication) + 0.0600 (IT Governance) + 0.0599 (Trust) + 0.0598 (Satisfaction) + 0.0595 (Transparency) + 0.0590 (Equity) + 0.0578 (Participative Decision Making) + 0.0577 (Effectiveness) + 0.0576 (Assessment) + 0.0565 (Research) + 0.0563 (Student Quality) + 0.0554 (Accessibility) + 0.0547 (Audit & Compliance).

Theoretically the ideal governance index should be 10. The study is based on perception and hence the ideal state in the mind of the graduates have been derived as 7.88. The practicing governance *index* resulted as 6.6593. The difference is truly a perceived difference.

6. CONCLUSION

Ideal governance is a theoretical state. An approach towards ideal governance may fulfill the need of good governance practices. Going by theoretical assumption i.e. ideal governance index is 10, the practicing governance is very much lagging behind to the practice of good governance.

The study concludes that Authority and Role clarity, Accountability, Trust, Transparency, Participation in Decision Making, Communication, Equity, Effectiveness, Student's Quality, Compliance, Assessment, Discipline, Environment, use of IT, Satisfaction of the stakeholder, Research Environment etc all are necessary to be emphasized for good governance practice. The same has been supported by the different researchers. A few can be named say Othman and Rahman (2014) supported authority and role clarity, Zaman (2016) for accountability, Huisman and Currie (2004) for transparency, Alhaj & Yusoff (2012) for compliance, Karri et. al., (2005) for trust, Nesto & Jesover (2000) for equity and Asare and Adzrolo (2013) for discipline etc. Students expectation break due to the mismatch in an ideal state and actual practices in the area of "Equitable behaviour", "Research Environment", "clear communication", "Compliance management", Comparatively "Assessment" practice is better marked.

The governance practices in private management colleges in West Bengal can't convince the management graduates as better practiced in terms of different elements discussed in the paper. Therefore, the private management institutions are in need of long miles to go. Drawing a change in the administration at the institutional level can present a new morning to the management education and to the society at large.

The present paper has been concentrated on the students' perception study. The paper has got some limitations. The study has been conducted only on private management colleges affiliated under Maulana Abul Kalam Azad University of Technology in West Bengal. Inclusion of government colleges may result different outcomes. The conclusion would vary if respondents include faculty members, staff and administrators.

7. FURTHER RESEARCH

Limitation opens the area of further research. Further study can extended by considering other major stakeholder viz. faculty members' or staff. A comparative study may also be carried out among the stakeholders viz. students, faculty members and staff. The present research did not consider government management colleges within the it's ambit and hence the scope lies in the area of government owned colleges.

References

- AICTE, List of AICTE approved Institutes in 'Management' 'PG' for the state West Bengal for the academic year: 2016-2017, retrieved from <http://www.aicte-india.org/dashboard/pages/approvedinstitutes.php>.
- Akareem, H.S. and Hossain, S.S. (2016). Determinants of education quality: What makes students' perception different? *Open Review of Educational Research*, 3, 52–67.
- Akomolafe, C.O. and Ibijola, E.Y. (2014). Staff and students' perception of students' participation in university governance in Ekiti and Ondo states, *Nigeria. International Journal of Learning & Development*, 4.
- Asare, K.B. and Adzrolo, B. (2013). Lecturers', students' and administrators' perception of discipline in the faculty of education, University of Cape Coast, Ghana. *Sage Open*, 1-8, DOI: 10.1177/2158244013494208.
- Alhaji, I.A. and Yusoff, W.B.F.W. (2012). An empirical study of the role of audit committee in promoting good corporate governance. *3rd International Conference on Business and Economic Research Proceeding*, Bandung, Indonesia. Retrieved from <http://eprints.uthm.edu.my/2513/>.
- Banwari, Vijeta & Shokeen, Seema (2015). Management education in india: issues and concerns. *International Journal of Research in Commerce and Management* 6(2), 38-42. <http://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=22494561&AN=119728746&h=QS8LoAjwhrMYNml4b37jJCR1XDdbhe0B8qn8QKKZtqGtzilJ1ahBfzSv2W77Cdvj%2f8nRKtIZqq%2bbC3s27VaJfTA%3d%3d&crl=f&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d22494561%26AN%3d119728746>
- Birnbaum. R (2004). The end of shared governance: Looking ahead or looking back. *New directions for higher education*. 127, 5-22.
- Brusoni, M., Damian, R., Grifoll Sauri, J., & Jackson, S. (2014). The concept of excellence in higher education. *European Association for Quality Assurance in Higher Education AISBL 2014*, Brussels, Belgium.
- Evaluating Higher Education Institutions through Agency and Resource-Capabilities Theories: A Model for Measuring the Perceived Quality of Service. Available from: https://www.researchgate.net/publication/314173832_Evaluating_Higher_Education_Institutions_through_Agency_and_Resource-Capabilities_Theories_A_Model_for_Measuring_the_Perceived_Quality_of_Service [accessed May 16, 2017].
- Chahal, M. (2015). Higher education in India: Emerging issues, challenges and suggestions. *International Journal of Business, Quantitative Economics, and Applied Management Research*, 1 (11)
- College List 2015-2016 as on 22-09-2015 (2015). Retrieved from http://www.wbut.ac.in/big_files/College%20list-2015-16-as%20on%2022-09-2015.pdf
- Coon, H., Carey, G., Fulker, D.W., and Defries, J.C. (1993). Influences of school environment on the academic achievement scores of adopted and non adopted children. *Intelligence*, 17, 79-104.
- Das, N. and Pattanayak, J.K. (2016). Corporate governance mechanism for academic institutions imparting higher education in India. *International Journal of Management in Education*, 10(2).
- Dayanandan, R. (2013). Good governance practice for better performance of community organizations - myths and realities. *Journal of Power, Politics & Governance*, 1(1).
- Duncan, R.C. (2003). Governance and growth. Paper presented to the symposium on Governance held at the University of the South Pacific, Suva.
- Franzoni, Simona & Gennari, Francesca. (2013). School governance: an international comparison. *US-China Education Review B*, 3(10), 772-779.

- Gayle, D.J., Tewarie, B. and White, A.Q. (2003). Governance in the twenty-first century university: Approaches to effective leadership and strategic management. *ASHE-ERIC Higher Education Report*, 30(1), 1-132.
- Governance, Scribd, retrieve on August, 30th, 2016 from <https://www.scribd.com/document/84650803/Chapter-4>
- G20/OECD Principles of Corporate Governance , Sept. 2015 retrieved from <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/MENAEXT/EXTMNAREGTOPGOVERNANCE/0,,contentMDK:20513159~pagePK:34004173~piPK:34003707~theSitePK:497024,00.html> ,MHRD, Dept.of Higher Education, retrieve on September,13th, 2016 from <http://mhrd.gov.in/university-and-higher-education>
- Hoecht, A. (2006). Quality assurance in UK higher education: Issues of trust, control, professional autonomy and accountability. *Higher Education*, 51(4), 541–563.
- Husain, S. A, and Hossain, S. S. (2016). Determinants of education quality: What makes students’ perception different? *Open Review of Educational Research*, 3(1), 52-67.
- Huisman, J., & Currie, J. (2004). Accountability in higher education: Bridge over troubled water? *Higher Education*, 48(4), 529–551.
- IFAD, INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT, Executive Board – Sixty-Seventh Session, Rome, 8-9 September (1999).
- Jain, K. and Shelly (2013). Corruption: It’s silent penetration into the Indian education System. *Journal of Education and Practice*, 4(1)
- Karri, R., Caldwell, C., Antonacopoulou, E. P. & Naegle, D. C. (2005). Building trust in business schools through ethical governance, *Journal of Academic Ethics*, 3(2-4), 159-182.
- Kezar, A. (2004). What is more important to effective governance: Relationships, trust, and leadership, or structures and formal processes? *New Directions for Higher Education*, 2004(127). DOI: 10.1002/he.154.
- Koirala, B., Dulal, R., Joshi, M., & Dahal, R. (2013). Collaborative Study on School Governance. Kathmandu : Save the Children Nepal.
- Leach, W.D. (2008). Shared governance in higher education: Structural and cultural responses to a changing national climate. Sacramento : California State University.
- Lewis, M. and Pettersson, G. (2009). Governance in education: Raising performance in the sector--Overview of issues and evidence. Retrieved from <http://microdata.worldbank.org/index.php/citations/1225>.
- Majumdar, A. and Chakraborty, R. (2015). Measurement of efficiency of hospital care in terms of patients’ health expenses. *TSM Business Review*, 3(1).
- MAKAUT, List of Colleges & Its Courses Affiliated by Maulana Abul Kalam Azad University of Technology, West Bengal (formerly West Bengal University of Technology) for the Academic Year 2015-2016 (As on 22.09.2015) retrieved from http://www.wbut.ac.in/big_files/College%20list-2015-16-as%20on%2022-09-2015.pdf.
- Malesela, Lesiba James (2016). The role of monitoring and evaluation to enhance good governance in the department of higher education and training. Retrieved from http://www.academia.edu/30212295/THE_ROLE_OF_MONITORING_AND_EVALUATION_TO_ENHANCE_GOOD_GOVERNANCE_IN_THE_DEPARTMENT_OF_HIGHER_EDUCATION_AND_TRAINING.
- Malik, Muhammed Ehsan., Danish, Rizwan Qaiser. & Ali, Usman (2010). The impact of service quality on students’ satisfaction in higher education institutes of Punjab. *Journal of Management Research*, 2(2). Retrieved from macrothink.org/journal/index.php/jmr/article/download/418/1470.

- Mango. Francisco and Serafica. Ramonette, 2001, "Information Technology for Good Governance", retrieved from <http://www.dlsu.edu.ph/research/centers/yc/publications.asp>.
- Martirosyan. Nara. M, Saxon. D. Patrick, Wanjohi. Reubenson, (2014), "Student satisfaction and academic Performance in Armenian higher education", *American International Journal of Contemporary Research*, 4 , 2.
- Migliore, Laura-Ann (2012). Leadership, governance, and perceptions of trust in the higher education industry. *Journal of Leadership Studies* 5(4). 30-40. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/jls.20241/abstract>.
- Modi, S. (2014). Higher education in India: Issues and challenges. *Academe*, 17(1).
- Nestor, S. and Jesover, F. (2000). OECD principles of corporate governance on shareholder rights and equitable treatment: their relevance to the Russian federation. Retrieved from <https://www.imf.org/external/pubs/ft/seminar/2000/invest/>.
- Odeh, R. C., Oguche, O., Angelina and Ivagher. Ezekiel. Dondo., (2015). Influence of school environment on academic achievement of students in secondary schools in zone "a" senatorial district of benue state, Nigeria. *International Journal of Recent Scientific Research Research*, 6, 7, 4914-4922.
- OECD, (2013), Ch. 1, Principles for the Governance of Regulators, Public Consultation draft , retrieved from October, 1st, 2016 from <https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjV8d72vrvPAhVIAcAKHeTICAgQFggBMAA&url=http%3A%2F%2Fwww.oecd.org%2Fgov%2Fregulatory-policy%2FGovernance%2520of%2520Regulators%2520FN%25202.docx&usq=AFQjCNE3qa3AiTgqz74P9EmOSFQOvvattw&bvm=bv.134495766,d.d24>
- Othman, Zaleha & Rahman, Rashidah Abdul (2014). Attributes of ethical leadership in leading good governance. *International Journal of Business and Society*, 15(2), 359-372. Retrieved from <http://repo.uum.edu.my/16178/>
- Okwechime, C. (2015). Interfacing effective communication, good governance and sustainable development in Nigeria. *GSTF Journal on Media & Communications*. Retrieved from <http://www.globalsciencejournals.com/article/10.7603/s40874-014-0015-4/fulltext.html>.
- Peter Maassen, Peter., Moen, Eli & Stensaker, Bjorn (2011). Reforming higher education in the Netherlands and Norway: the role of the state and national modes of governance. *Policy Studies*, 32(5). 479-495. Retrieved from http://www.academia.edu/8075111/Reforming_higher_education_in_the_Netherlands_and_Norway_the_role_of_the_state_and_national_modes_of_governance.
- Pandey, I.M. (2004). Governance of higher education Institutions. *VIKALPA* , 29, 2.
- Ravindran, D., Sudharani. Kalpana, M. (2012). Students' expectation, perception and satisfaction towards the management educational institutions. *Procedia Economics and Finance* 2 , 401 – 410.
- Rai, Ajeet Kumar., Sharma, Naveen Kumar (2016). Teaching versus research in higher education institutes: revisiting the issue. *Current Science*, 111(10). Retrieved from <http://www.currentscience.ac.in/Volumes/111/10/1585.pdf>.
- Sapru, R. K. and Sapru, Y. (2014). Good governance through e-governance with special reference to India. *Indian Journal of Public Administration*, 60(2).
- Shoemaker, M.E. (1999). Leadership practices in sales managers associated with the self-efficacy, role clarity, and job satisfaction of individual industrial salespeople. *The Journal of Personal Selling and Sales Management*, 1-19.
- Singh, S.K. (2016). Improving governance in education field: Role of technical guide in internal audit of educational institutions. *International Journal of All Research Education and Scientific Methods*, 4(6).
- Srivastava, Meetika., (2009), Good governance - concept, meaning and features: A detailed study., Available at SSRN: <https://ssrn.com/abstract=1528449> or <http://dx.doi.org/10.2139/ssrn.1528449>

- Suklabaidya, S. and Sen, A. (2013). Challenges and prospects of e-governance in education. *International Journal of Emerging Trends & Technology in Computer Science*, 2(3).
- Tetty-Enyo, A. (1995). School discipline. *CHASS Journal: The Educator*, 1, 33-36.
- UNESCAP, (n.d.), What is good governance ? article retrieved from <http://www.unescap.org/sites/default/files/good-governance.pdf>.
- UN-ESCAP. What is good governance? Retrieved from <http://www.unescap.org/resources/what-good-governance>.
- USAID (2003). Approaching education from a good governance perspective: USAID resource guide for joint DG/ Education programs. Washington DC : US Agency for International Development. Retrieved from http://pdf.usaid.gov/pdf_docs/Pnacr222.pdf.
- What is good governance? (2009). Retrieved from <http://www.unescap.org/resources/what-good-governance>.
- What to do? Key: Good Governance Practices, Practical Guide To Corporate governance, Retrieved from October, 1st, 2016 from <https://www.oecd.org/daf/ca/corporategovernanceprinciples/43654277.pdf>.
- World Bank (2010). What is governance? Retrieved from <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/MENAEXT/EXTMNAREGTOPGOVERNANCE/0,,contentMDK:20513159~pagePK:34004173~piPK:34003707~theSitePK:497024,00.html>.
- Yallapragada, V. R. Naga Pawan & Vitukuru, Sarada (2012). Private higher education institutions and e-governance. *Journal of E-Governance*, 35(4), 405-407. Retrieved from <http://content.iospress.com/articles/journal-of-e-governance/gov00321>.
- Zabadi, Abdulraheem. M.A., (2013), Implementing Total Quality Management (TQM) on the Higher Education Institutions – A Conceptual Model , *Journal of Finance & Economics* , Vol : 1, Issue: 1.
- Zaman, K. (2016). Quality guidelines for good governance in higher education across the globe. *Pacific Science Review B: Humanities and Social*.
- Zgaga, Pavel (2012). University autonomy and governance: between academic freedom and institutional autonomy. In Schutze, Hans Georg, Bruneau, William A. & Grosjean, Garnet. (Eds.) *University Governance and Reform: Policy, fads, and experience in international Perspective*. New York: Palgrave Macmillan, pp. 11-22. Retrieved from http://www.academia.edu/16860428/Reconsidering_University_Autonomy_and_Governance_From_Academic_Freedom_to_Institutional_Autonomy.
- Zuo, Bing and Ratsoy. Eugene. W. (1999). Student Participation in University Governance. *The Canadian Journal of Higher Education* , XXIX, 1, pp. 1-46.