**Management Education…How productive?**

**Introduction**

India is still a developing Nation with GDP growth ranging between 5 to 7%. Our export is also pigmy by world standard. Our human development is quite low. In general we can say that the quality of life of Indians is satisfactory but certainly not good.

So as to add value in the quality of human life, I find the only foundation of education by which the overall development is possible. Dr. Babasaheb Ambedkar, Abraham Lincoln, Savitribai Phule and other thinkers have devoted their life to boost the education system.

Our present education system is examination oriented. Students attend classes to get through in the examination and after they come out of the universities they start finding jobs. Hence in our nation there are very few job providers and a large number of job seekers. This gap needs to be reduced by way of changing our education pattern in general and examination pattern in particular. This need arises because very few students are employable even though they pass out the university examination with flying colors.

**Quality Education:**

Quality is a relative & not an absolute term which means the achievement of the target which were previously set. The term quality is exactly suitable to a quality of a product or a service. However it is now-a-days applicable for any sort of policies whether it is education or any other organizational activities.

I remember one quotation on quality i.e. ‘quality is our creed’ which has been stated by Khetan’s executive about a decade before. There is also another such quotation & i.e. ‘Quality first & profit next’. In Education there is a need of quality of all sorts.

There is a question whether Education is a system, yes of course, it is a system where raw material i.e. students after their processing by way of academics, get converted into a finished products. The expected finished product is a happy & noble human being. There is also a quotation of Carlyle that ***“A country is great which nourishes maximum number of happy & noble human beings”***. To make them noble we have to reduce the gap between policies decided & results obtained. There is a gap between prescribed standard & achieved results.

If the gap between these two is narrower then we can say that we are heading towards quality. There are several ways to measure the quality of education. It is like efficiency of teaching & learning processes.

The quality of education and its determinants remain a topic of interest since the beginning of formal education. For this standardized assessment instruments are required.

**India’s education system:**

We have seen many Education Commissions & its form, methodology & policies have changed in due course of time. We have now a formal education based on the state policies. These policies are directly or indirectly reflected through the recommendation of different commission’s code, Govt. Bills, Gazettes, Circulars, Notifications, Notices & other procedural aspects.

As far as the provision of access and coverage is concerned, India today boasts of its educational system being the second largest in the world. It is estimated that the number of students in primary classes in India is larger than the total population of the neighboring Bangladesh. Our system claims for one of the largest, but it cannot make similar claims for efficiency, quality & achievements of learners.

At present we follow the National Policy on Education (NPE) of 1986 which was later revised in 1992 which mainly focuses on social and technological aspects. This system was designed in cancelation & wide scale discussion and debate with academicians, teachers and other stakeholders in the field.

**Education for equality:**

It is the responsibility of the scholars and academicians to not only develop themselves but also to develop their people. People here mean the deprived class. Keeping this in mind the NPE has made recommendation to provide education to those who are deprived of education or do not understand the value of education. Education to the poor, the women from the rural areas, the girl children, and the deprived classes should be given proper education. Certain strategies like adult education, awareness of education in rural areas can be taken up to spread education. There should be no difference based on the geographical areas as far as education is concerned whether it’s a rural or an urban area. There should be no barrier of caste or creed too. Equality in all sense is to be honored.

**MBA Today**

MBA as a subject is not losing its sheen; rather it has become a necessary degree to reach pinnacles of successes in most areas of organized activities. Good management graduates from good institutions are getting higher and higher average compensation every year. Most engineers, many CAs, ICWAs and technocrats are rushing to acquire management degree to enhance their chances of reaching higher echelons of hierarchies.

However the problem of MBA is it’s more than required proliferation of below the average so called management institutions, who impart substandard inputs through inefficient process to youngsters without any aptitude for management and leadership skills. Many of them are virtually teaching shops to make money, in the garb of imparting education. These so called MBAs carry paper certificates with hardly any insights, skills and competencies to manage systems, processes or people in their respective organizations.

The present sorry state of affairs of MBA is because of a simple reason that institutions have failed to create learning environment in the campuses that is joint responsibility of management and teachers and both of them are engaged in blame game. Also the state can be attributed to the lack of blend of academicians and practitioners to teach the students. The students do not get any exposure to practical insights, lacking in case studies as a pedagogical tool, mushroom growth of institutions preying upon the innocent students and parents. The education is viewed as a profitable venture, without focusing on the quality of teaching curriculum. Teaching management skills should be the top priority of any professional program.

**My views are furnished below**:

1. There is a mismatch between demand and supply. The “Says Law” did not work here because the education owners or politicians build the institutes to make use of their unaccounted money; they consider this the best tool for earning money.
2. The syllabus of MBA is hardly matching with the industry requirements.
3. The infrastructure is not as per with AICTE or UGC and Govt. norms. Most of the cases inspecting officers are given wrong feedbacks with the convenience of the management.
4. The teachers are recruited on contract basis.
5. Hardly do the teachers update themselves and run the PPT or teachers’ guide given by the publishers.
6. The students also go by internet information only.
7. Industry people are hardly recruited for teaching,
8. The directors, in most of the cases, are below the average and generally found to be management nominee. Thus their role is prejudiced.
9. Highly qualified and industry based people will never be accepted by the Director and Management. The recruitment board has to agree with the management because almost all the colleges are unaided.
10. These so called MBA students carry paper certificates with hardly any insights, skills and competencies to manage systems, processes or people.

There are very few honorable exceptions to the above facts. The present situation ultimately results in lack of entrepreneurial abilities in the pass out students.

**Degrading Atmosphere at University Campuses**

In our country qualitative improvements in education have not kept pace with quantitative expansion. In general, the standard of education is unsatisfactory and has deteriorated. The ill effects of this are lack of competent staff, lack of facilities for library, laboratory, research facilities and the appalling teacher-taught ratio. Oxford dictionary defines university as a “High level educational institution, in which students study for research and where academic research is done.

At present colleges have become the resting places for the unemployed youth whose number is increasing day by day. The growth in higher educational institutions is unplanned, expensive and not commensurate with ever growing demand. Research is rarely undertaken with a spirit of adventure or inquiry. Maybe, the aim seems to give a decorative look to the name on visiting cards, when it reads the prefix Dr. or a suffix Ph.D. It is only through manpower planning and uniform pattern of educational system that a problem like this can be solved. Universities have a great part to play in the life; it is a powerful tool for the realization of the nation’s technological and economic advancement. The universities must act as a catalyst in taking forward various policies and make India knowledge economy.

**Placements:**

Not only management institutions but many institutions imparting professional education organize “campus recruitment programs”. Many students appear for the same but it has been observed that very few i.e. about 10 to 12% students are selected. Out of this selected candidates about 4 to 5 % leave the job within a month or two. Many-a-times the selected candidates are being misled by the recruiting companies. They offer some high salary figure and then turn up from their word.

Many institutions organize “Job fairs”, where the candidates in thousands appear for the interview but the selective criteria is not fixed. It becomes a mess. It is something like hire in haste and fire in haste.

**Some Recommendations**

Some of the recommendations in overall education in general and business management education in particular are as below:

I have classified these recommendations as:

1. Question papers
2. Answer sheets
3. Mark sheets
4. Syllabus

Now we shall see one by one the above four points which are interwoven as below: (Suggestions)

Question paper:-

* There should be the name of paper setter and moderator & Chief moderator on the question paper.
* Difficulty level of question paper is to be mentioned on the paper itself. It should be in comparison with last 3 years question papers.
* Complete profile of names of paper setters’ moderators, Chief moderator and valuers should be made available on the WebPages of the university.
* Paper setters, valuers, moderators for particular subjects should not be repeated for at least for 3 years.

Answer sheets:-

* Stamp bearing name, qualification, Experience etc. of the valuer and the moderator should be there on the answer sheet.
* Valuer’s ranking by the moderator should be mentioned on the web pages.
* Model answers of question papers should be published on web pages soon after the examination is over.
* For the valuation of project reports, dissertation, thesis etc. the marks of self assessment by the student is to be mentioned.
* While submitting project report, dissertation, thesis etc. filled in questionnaire should be compulsorily submitted by the students.
* For the last five years the best answer sheets of each subject for each course for each examination should be published on the website along with names of students, paper setter, valuers and moderators should be there.

Mark sheets:-

* On the mark sheet, marks obtained question wise in each subject should be mentioned.
* Abstract of the result for the last five years course wise, subject wise and paper wise should be put on the web pages for the knowledge of the stake holders.
* There should also be a percentage of pass and fail students.
* On the mark sheet there should be name of Institute with date of establishment and accreditation ranking should be mentioned.
* Name of the University with its accreditation ranking should be mentioned.
* Number of approved faculties should also be mentioned on mark sheet.
* Name of merit students for each course and each subject for last five years with their aggregate marks should be mentioned.
* There should be a figure of per capita investment (unit cost) on students on academics made by the institutions.
  1. Student’s ranking in the University is to be mentioned i.e. his/her position amongst all the examination appeared student
* The percentage difference in marks of examination:
  1. Conducted by university
  2. Conducted by institute (Theory Subjects)
  3. Conducted by institute (Practical, Projects, Dissertations, Viva-voce etc.)

obtained by the student is to be clearly mentioned.

* Title of the project work done by the student should be mentioned on the mark sheet.

Syllabus:-

* A university syllabus must be of global standard.
* Points like definition, elements, characteristics, types etc. should be avoided.
* Real life case studies need to be included.
* Success stories need to be included.
* Practical should be given so as to provide the courage to act.
* Business needs skills to choose decide and act but above all, the courage to act.
* Biographies and autobiographies of the thinkers should be included.
* Compulsory study of sick units and failed project.
* Role Plays and management games be included.
* Which syllabi have been referred is to be mentioned.
* Name of the syllabus making team along with their brief profile is to be mentioned.
* For a four semester course:
  1. For first semester: questions should be based on whole syllabus
  2. For second semester: 10% questions should be out of syllabus (but related with topics)
  3. For third semester: 20% questions should be out of syllabus
  4. For fourth semester: 30% questions should be out of syllabus

I personally suggest these points which are like a hard nut to crack. But considering the present liaises-faire academic environment, many students those who come out of the universities with good grades are unable to show any practical results. We have IIMs and IITs, why not all technical and management institutions like it.

Fixing of the responsibility is one of the important principles of management and organization. Let the students to judge the faculties involved in the academic process. Our academic system should not test the knowledge part only but also the skills imparted so as to provide quality products and services to the society.

It will certainly gives rise to not only employability but also develop the spirit of entrepreneurship within the students.

**To sum up**

Management education has got commercialized. It lacks in its mission. Business management is said to be one of the highly volatile, integrated professional courses. Now-a-days it is losing its value day -by-day. In yesteryears only few institutes were there and admissions were need based. Those who were engaged in businesses were the students of business management courses. This situation is changed. Now the earlier ‘class’ MBA degree has become a ‘mass’ MBA degree.

Everything is fine in management institutions except the real academic part. We have a dearth of devoted teachers. As per the norms of AICTE a plain MBA graduate is eligible to teach to MBA classes. This is something ironical. To teach to middle school classes D.Ed as an additional qualification is required and for high school classes B.Ed is required but business management course is the exception. It needs to be changed. It should be MBA with minimum five years of industry exposure with degree in Education course.

We have big buildings for management courses with well decorative auditoriums, other infrastructure but we have very few qualified and devoted teachers to teach to MBA classes.

In management courses devoted academicians are required with a mission to inculcate the spirit of entrepreneurship within the students. Traditional lecture method is of no use now. But management games, live case studies, role-plays and other brainstorming activities shall be of great help.

No curriculum is said to be ideal in the changing course of time, it needs to be updated as per the environmental needs. Sustainability and viability should be taken as the criteria for the foundation of management curriculum. We have crossed many ladders of success still many quality indices are not at the required level. It needs devotion, determination and dedication from all the sides.

At this moment I remember a stanza of a poem I studied recently:

*The woods are lovely, dark and deep,*

*But I have promises to keep,*

*And miles to go before I sleep;*

*And miles to go before I sleep.*

**References:**

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