



BUSINESS OF AND FOR BUSINESS EDUCATION: TIME TO THINK FOR LOSER

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Abstract:

Indian higher education system has changed drastically in the process of globalization. The noble profession – teaching does not remain passion, it turn up into profit making activity. Education became product (service) in the market and students became customer for the product. There is least scope to correct this product after sales (on completion of degree). It is highly difficult to correct it even if there is warranty and guarantee. The introduction of information communication technology has changed the role of teacher. ICT has changed the satisfaction level of customer (student). The teacher – student relationship has also changed simultaneously. The business management education institutes resulted in the mode of business activity through teachers (teaching mechanism) for customer (student) satisfaction. There is high need to maintain values of education with ethics and morality in the profit making environment. Hence tremendous pressure is with teachers to satisfy their student (customer) in class room as well as out of class room. Attracting and retaining students in the educational institutes' premises in general and in class room in particular is extremely difficult. Therefore the pressure is with old generation teachers to satisfy new generation student in the era of information communication technology.

Keywords: Education as product, student as customer, education institute as profit making activity, teacher as processor

Teaching a Noble Profession

In the 21st century students have to be positioned as the discoverer and teachers have become a guide to academic excellence. Education institutes are working to redefine academia to be more engaging and challenging. Teachers are adapting to facilitate class discussions and flipped classrooms. The business management education institutes are becoming student centric (customer oriented). The intentions of the business management course and the way institutes approach are critical to implement with effectiveness and to release competitive pressure. A recent study indicates that only ten percent MBAs are employable despite robust demand to management graduates in the market. The reason is rapid mushrooming of five tier management institutes. Except first and second tier management institutes, others are mostly absence of socio economic perspective and a social consciousness. Therefore the institutes fail to impart quality education to build value based managers.

As per the recent study (TOI dated May 31, 2014) the average annual salary offered to students during placements in close 40 percent of B- schools across the country is less than rupees three lakh. About 4500 are B-schools across the country and close to one percent are charging Rs. 12-15 lakh as course fees annually. These B-schools are offering an annual salary upwards of Rs. 9 lakh during campus placements. The Crisil Research report

says that there is more awareness about the lack of quality in infrastructure and decreasing rate of return. Around 37 percent of the B-schools were placed in the bottom, with many failing sometimes to place single student. The average annual salary for those more fortunate is about rupees three lack. The largest chunk of B-schools i.e. around 52 percent falls in the tier third category of study with an average annual salary of rupees three to five lakh. That apart just 60-80 percent of students in this category are offered jobs during campus placements. Crisil categorized B-schools into four different categories for the study based on parameters such as occupancy rate, number of students placed, average annual salaries offered and average course fees charged (Appendix I). A Crisil Research report reveals that students passing out of tier fourth business schools have a poor chance of landing a high paying job. The seat occupancy rate is the worst in the 37 percent institutes that fall in tier fifth. It is understandable, given that many fail to place any student some years; some though, manage to place up to 60 percent of batch. The report predicts an improvement in the occupancy rate in the next two years, though, as several B-graduates B-schools are shutting down. The number of B-schools in the country swelled to an estimated 4500 in 2012-13 from 3000 in the year 2009-10. However there are fewer takers for MBA programmes, especially in tier third and tier fourth B-schools. Consequently several institutes have had to shut shops stated the report.

Generation X and Y in B-schools

Teaching is recognized as noble profession. The students had paid considerable attention to their teachers in the class and off the class prior to the introduction of information communication technology (ICT). Teachers were recognized as key for every question - answer. The students were used to take class notes beside active listening and understanding the lectures of the teachers. The teaching in the classroom had become the course material for the students. The students could not have the access to the online databases and search engine prior to introduction of ICT. The students were required to spend a considerable amount of their academic life for submission of assignments and attempting examinations. In this period the teachers had an upper hand over the student in the learning environment. It was because of (1) availability of references material were very limited and (2) teachers were perceived to be persons with an answer for every question that came in the minds of the learners. Hence the entire learning process was lecture oriented. It was more of the supply side factors rather than the demand side (student-customer) factors.

Introduction of information technology in higher education particularly in B-schools started providing answers to every question that twinkle in the mind of student. Search engine can provide number of references for a particular topic or jargon. But the author personally does not agree for the same. The students of Y generation need an interesting andragogy and cannot listen to continuous lectures beyond half an hour. New generation students give more importance to the off-the-class room learning than the class room learning. These students are good in getting through the examinations just a week before preparation of examination. There is high pressure to transform the education process from the examination orientation to learning orientation. It resulted into a wide gap between intention of education and implementation of education in real life. Hence it hardly had co-ordination, co-operation between business management education institutes and industry – business in the country. The competitive pressure in respect to customer satisfaction need be released by considering supply side (student-customer) factors.

Competitive Pressure for Customer Satisfaction

There is high deficit of teachers in business management education institutes in terms of quality and quantity. The paucity of qualified faculty on full time basis and approved by the authority is serious concern. In almost all business management institutes faculty strength could range anywhere from more than one to less than ten. The teacher student ratio of 1:15 stipulated by AICTE may not seen in most of the institutes. Many regulated business schools have only four-five qualified teachers. These institutes outsource almost the entire teaching to so call visiting faculty. The average age of teacher in new business education institute may range from 25 to 30 years with a senior faculty working as Dean or Director. The fresher's have demand as a teacher because of their easy availability and low payment. The teachers in these institutes look at teaching profession as time pass activity. In some cases to whom no takers are there in employment market, they prefer teaching in business education institutes. Sometimes student-teacher finds in the same age group. Therefore it find difficult to develop teacher student relationship in right perspective of higher education. There is tremendous pressure with teacher in spite of all odds with them including absence of work environment, work culture, basic facilities, job security, reasonable compensation, work life, orientation to profession etc. But administrator expects better examination results, better job placement to students and healthy nexus with all stakeholders. These teachers have to look after administrative assignments and routine work of the institute on priority basis because in most of the institutes administrative and support staff is missing. There is high need to release this pressure with teachers in higher education, so as to get better results from teaching of the teachers.

Business Education Students

The changing structure of higher education and particularly business management education has started recognizing the students as customer of education institutes. Prior to this change in higher education students had right approach and aptitude towards in class and off class learning from teachers. The students themselves also have feelings as customer of education institution. Because of this approach the students have expectations from institutes and

particularly from teachers in the capacity of

customer of educational institutes. The perceived expectations of students from management education are far away from actual expectation. The filling of gap between perceived and actual expectation requires long day residence of students in the educational premises. Students are neither ready to turn up to classes nor to education premises. The expected expectation of students and expected expectation of teachers from students and owners expectations from students does not match anywhere. The students are valued customer for the institute owners. The owners wanted to satisfy these customers on various parameters. In most of the cases this satisfaction goes at the cost of teachers' credential, ethics and value of teaching profession, teaching methodology and students' proper assessment. The business management education is losing its value, market credentials and legacy particularly from bottom line business management institutes.

Meeting Gap between Teaching and Learning

There is huge gap between learners want and value addition by teachers because of various factors. But it needs to narrow down by shifting to learners oriented education system. Following are the suggestions for the same.

1. Customer is always right is the maxim of the business management education institutes in the present scenario then the institute should produce employable students and hand over them to the business particularly to economic activity.
2. There should be industry institute interaction or partnership or co-ordination or co-operation in making students employable. A matching of demand - supply for required number of human resources shall be there.
3. The curriculum of business management programme shall be industry ready. People from industry shall be partner in designing curriculum as well as in designing teaching pedagogy also.
4. Teachers are expected to delearn the outdated concepts and practices and relearn the new concepts or development in the practical environment.
5. The business and industry have to come forward to allow students for learning purposes. Industry and business in India hardly allows to students even during summer internship programme or in training programme to learn in reality.
6. Industry visits and industry working during academic programme are only paper completion work, it has no meaning. The industry and business people need to be serious to allow students for practical learning.
7. The new generation students need an entertainment oriented teaching process. It does not mean that teachers should become entertainer. Teachers need to design their innovative teaching methods so as to students shall have self interest in learning.
8. Students should be assess continuously on various parameters. Examination shall not be single parameter for assessment of students. Out of class room teaching rather informal way of teaching shall be there and assessment of this learning shall be on continuous basis on different parameters.
9. Self assessment of students on different parameters can be proved better and healthy learning environment. Students will learn self assessing themselves as well as the assessment remains transparent and clear.
10. There shall be good combination of faculty from business and industry with core faculty to teach various subjects and institutes shall provide industry exposure to the faculty.
11. Teachers should get regular feedback from students as well industry people and administrators. Similarly students should get feedback from teachers, industry people and administrators.
12. Participation of students in designing assessment programme is highly well come. Students shall be allowed to contribute case studies, situations, business stories etc in the curriculum.
13. The institutes shall provide all basic facilities to students and teachers separately, which required for longer stay in educational premises. It is also expected that the institute should keep their promises to teachers and students.
14. There shall be regular interaction of administrators and teachers with all stakeholders particularly with students.

The perceived and expected value and expectations of students could not match because of high pressure with teachers. The actual expectation and values of students are quite mismatching with their perceived value and expectation. The gap can be filled in by teachers, provided their pressure of unwanted

factors except teaching can be release timely.

Appendix I

Institute Grade	Percentage of Institutes	Occupancy Rate (%)	Annual Salary (Average in Lakh)	No. of Students Placed (%)	Annual Fees (Average in Lakh)
Tier I	1	95-100	9+	98-100	12-15
Tier II	10	80-90	5-9	80-98	8-12
Tier III	52	70-80	3-5	60-80	5-8
Tier IV	37	0-70	0-3	0-60	0-5

Appendix II Teaching Methods in Leading Business Schools

SN	Business School	Case Study	Lectures	Team Project	Experimental Learning
1.	Harvard Business School	80	-	10	5
2.	Western Ontario (Ivey)	75	10	-	5
3.	Virginia (Darden)	74	-	6	10
4.	IESE Business School	70	10	10	-
5.	UC-Berkeley (Hass)	50	20	-	17
6.	UNC (Kenan – Flagler)	50	20	-	15
7.	Dartmouth (Tuck)	45	23	20	-
8.	Stanford GSB	40	20	-	15
9.	Pennsylvania (Wharton)	40	20	25	-
10.	Columbia	40	38	15	-
11.	Yale	40	34	-	10
12.	Georgia Tech	40	25	25	-
13.	IE Business School	40	20	20	-
14.	Indiana (Kelley)	35	25	20	-
15.	Texas-Austin (McCombs)	35	35	-	15
16.	MIT (Sloan)	33	25	-	20
17.	Duke (Fuqua)	33	33	24	-
18.	Northwestern (Kellogg)	30	30	25	-
19.	London Business School	30	30	-	15
20.	INSEAD	30	30	20	-
21.	Cornell (Johnson)	30	30	20	-
22.	UCLA (Anderson)	30	40	15	-
23.	Vanderbilt (Owen)	30	40	-	30
24.	SMU (Cox)	30	25	25	-
25.	ESADE	30	30	-	-
26.	New York (Stern)	25	25	25	-
27.	Michigan (Ross)	25	20	-	15
28.	Notre Dame (Mendoza)	25	27	22	-
29.	Emory (Goizueta)	25	30	-	20
30.	Maryland (Smith)	25	25	-	20
31.	Georgetown (McDonough)	25	30	25	-
32.	Oxford (Said)	25	40	25	-
33.	Carnegie Mellon (Tepper)	20	50	10	-
34.	USC (Marshall)	20	48	25	-

Note: Figures in percentage

Source: Business Schools reporting in Bloomberg Businessworld

Adopted from: Pinnacle, KCT Business School, July 2013, p.21

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