

REDESIGN EVALUATION OF MBA STUDENTS

Trigger Question: Mr. G Jayanth Kumar

Dear colleague

MBA students are being evaluated in the conventional method of writing an exam for three hours (like any other academic course), MBA being a professional course needs evaluation, practical and execution skills.

I think we need to reconsider the evaluation method, design & develop a more pragmatic process, with emphasis on evaluation and analytical skills, which includes viva-voce in every subject, project work every semester, team activities, analyzing a case, developing strategies and so on which makes the students job-ready from day zero.

let us think about and evolve a better method.

Dr. Ruchi Tripathi

Dear sir,

You are very true at this point .we need to change the structure of MBA course as it is mistaken as a regular course which is far away from any kind of practical knowledge.

On this note i would give a suggestion that MBA should be much more practical in nature than being theoretical work . Management games like role playing should be emphasized so that students get an implementable knowledge base rather than having a theoretical knowledge base

Mr. Mahesh Shah

Yes, Ms. Ruchi has a point. Students need practice to progress towards perfection.

In medical colleges there are practically NO class room lectures for PG courses like MD, MS nor for Super Specialization Courses like DM, MCH, DNB, ETC. Students learn by remaining with their teachers who treat patients. Every point arising gets discussed in a group of 5 to 7 or even more students of the same course with their seniors. There is a written exam for which students prepare at home using text books and reference material, they also extensively use net. They discuss their difficulties with peers as well as seniors. This is a good combination of practical (hands on, shall we say?) learning also understanding principles involved.

However one thing occurs to me, the present pattern of teaching, though we may be tempted to label it 'pedagogy', has so far stood the test of time and has given very good, effective and successful managers.

Teachers themselves can use case study method, role play, discussion/GD, quiz etc based on current curriculum without waiting for "them" to change the pattern. In fact, many resourceful

teachers, with ability and courage to think out of box, have been doing this for decades. They are, obviously, successful trail blazers and dear to the student community.

Ms. Ruchi has raised a good point. Let us make it better by contributing all our views, ideas and even whims. Come friends join the party.

Mr. K.Paranjpe

Dear All, Management education is already a century old. During this time, a wealth of knowledge has been created and today it has found itself into the syllabus of every university. Management as a profession has stood differently from other professions. It is rooted in the culture of the human organization whether for commerce, manufacturing or any other purposes. Today, management as a profession does not stand on its own but depends upon the fundamental professional expertise to deliver the product or service for which an organization is set up.

There have been attempts, in recent times to link up management education to entrepreneurship. This new direction ensures that management as a profession is necessary for finding, developing and nurturing entrepreneurs. There are important differences though and the conventional curriculum is at odds to meet this need.

In a like manner, management education must meet the requirements of Self Employment and to make Self employment a rewarding pursuit. It is important that while entrepreneurs are self employed persons, not all self employed persons turn to become entrepreneurs. Yet, the need to meet the aspirations of a person to be self employed exists. Management training could provide that difference to the person who by misfortune or circumstances is forced to look for self employment.

In this sense, Management education must begin in the school stage, right through and up to the graduation to some specific non managerial professional pursuit such as medicine, law, engineering, or any other niche field.

Dr. Prabhakar Waghodekar

Human knowledge is exponentially increasing, removing the walls (or compartmentalization) amongst faculties like medicine, engineering, technology, pharmacy, management, literature, history, etc. The man is witnessing convergence of all faculties at one point. In fact, a system needs all these faculties for its effective functioning.

Management needs extension in such a climate. And that extension we see in entrepreneurship, an attempt to switch over from employee to employer. But the entrepreneurs are different types like innovation, Fabian, etc. Oh God! Still innovation is there.

It is rightly stated that right from school stage management subject can be covered. It can be done obviously because management exists in all schools. Management is omnipotent like 'Prana' in the human body. But man has to struggle hard to fit in management in formal education set up that is a Herculean task because of the limited capacity of human brain.

Educationists will have to keep this point in mind. The ancient Gurukul system may show a path how to achieve it. Somewhere I read students in those days had to study as good as 64 'Vidyas' from weapon handling, wrestling, cooking, dance, music, literature, logic, philosophy, finance, law, etc., making students holistic citizens. Thus, a suitable appendage of entrepreneurship to management can prove a worthwhile experiment.

Sri Virendra Goel

I feel that management need not be taught at junior levels. Efforts should be on development of leadership qualities, entrepreneurial attitude and soft skills through the process of different activities. This will prepare the students to effectively receive the higher education and be an asset to the nation and not a burden on the system. Regards

Mr. Venkatesh Tekumalla Rao

I suggest

1 Students should be allowed to do research work and surveys on their chosen areas of their specializations and share the same with their faculty and co students.

2 Respective colleges and institutes must encourage such programs.

3 Like Faculty Development programmes, there should be Student development programmes. Students should be encouraged to participate and conduct SDPs.

4. Subject matters to be decided by the students for the students with the help of senior faculties and scholars.