

**PHW: How do I look at the issues raised?**

**TS:** Let me indicate some of my observations on the management education in India on the basis of my experiences:

(1) **TS:** Most of the Management Schools in India assume that it is the duty of the parents to provide right character and moral base to their children. But this assumption may not be true as these days most of the parents send their children to the Management Schools to learn only how to earn more money and to get the most lucrative jobs by any means. The course curriculum of most the Management Schools are also prepared on the basis of this objective. In the process both the students and teachers put less emphasis on ethical and moral values and are concerned about materialistic achievements. In a way, many management schools are becoming commercial institutes.

**PHW:** Today's parents especially in urban areas are extremely cautious about the career of their wards. Indian education system as a whole per se has neither National Educational Policy nor national goals set for education sector. Writings of Sister Nivedita , Acharya Vinoba Bhave, Swami Vivekananda, Bharatratna M Vishvesvaraya, etc., have defined the goals of education crystal clear. But where are the takers? And why do they take? National Education was propagated by Tilak in mid 1900s but then after his demise? Naturally, we equated education to earning capacity, i.e., education is a tool to earn more and more money, where the question of ethics/values comes in? It is true most of the professional colleges including egg, medical, etc., are commercial houses and I would like to go a step further: the permit raj centers for distributing approved degrees, teaching is not their main function.

(2) **TS:** I personally feel that our education system starting from the primary education through the secondary and middle levels and going up to the higher education should be blamed for the growing trends of corruption in our economy and unethical ways to earn money in business. We cannot blame only the politicians or bureaucrats for this saddest state of affairs in the society.

**PHW:** Education is a noble profession, a large number of teachers/faculty do adhere to the values. But education is a part of society. Other sectors are, however, prone to corruption easily because they work for material gains, this is not the case for education where we deal with minds by minds. Therefore, education is the last sector that allows/accepts corruption. And if the education sector is also corrupt, one be sure the poison has reached to all corners and very difficult to revive. Please note what scams we see in India or world over today, the seeds are sown 3-4 decades ago in education system that is compelled to work under the whims of politicians mainly. And this can be proved by several examples in India, e.g., CGPA for CBSE, no exam. in primary schools, only one common entrance test for egg all over India, foreign universities collaboration, appointments of VCs, University elections, etc. In a society that is governed by passive free market, free elections and free education, a few organized greedy defeats the disorganized democracy whose ultimate objective is expected to be well-fare and well-being of one and all, including that of the last man in society.

(3) **TS:** In my opinion, all the Management Schools should teach one compulsory paper dealing with moral and ethical values in business and commerce, good corporate governance, corporate social

responsibility, and efficient and effective management of development process in the context of the ongoing economic reforms, liberalization and globalization. In the long run, it will help in shaping, training and grooming the management students as responsible and honest citizens, and sincere, dedicated, empathetic and successful managers and leaders. However, I know that it is easier said than done in reality.

**PHW:** Man like any other creature of the nature is born with values like honesty, integrity, love, cooperation, loyalty etc. And these need to be strengthened by the stalwarts including parents and teachers by practicing them in day to day life, encouraging the newly born to follow them. I strongly believe such fundamental and godly values can be inculcated up to the child's age of 6-10 years. The written code of conduct of a profession has no meaning without the foundation of such basic values. Values cannot be taught but need to be practiced by every individual. What do you say: I have got 100% for a special paper on "Values" by copying answers from my other fellows in exam. Hall?

If economic reforms, liberalization and globalization are erected on the solid foundation of right values, the outcome is well-fare and well being of one and all. If we are accepting capitation, no intensive teaching but selling the question papers or running coaching classes, appointing VCs for political mileage, etc., how can one expect our youths, the outturn of institutes, will be personnel of values.?

(4) **TS:** Another important aspect is the importance of research and development. Most of the emerging management schools (except the government funded IIMs) do not put any emphasis on research and development of management and other emerging issues and development challenges. In my opinion, Management Institutes should allocate at least 10 percent of their budget on research and development. R&D expenditure should be regarded as an investment which will have rich dividends in future.

**PHW:** Indian education system has allergy for research. We consider teaching and research as separate. Teacher is concerned with teaching (within four walls by traditional methods in line with the MacAulay's set model) and s/he has nothing to do with research. The result is India could not turn even a single Noble laureate during the past 65 years though India had two during British Raj. None of our institutes including IIMs/IITs/NITs have to their credit any research in real sense worth to the service of nation/community/industry. Introspect: What is the ground reality in some vital elements of education system like:

- a. Status of Research
- b. Academic Audit,
- c. Process and performance management
- d. Autonomy
- e. Salary linked with performance,
- f. LIC, AICTE, MCI, etc. inspection,
- g. Recruitment process, Talent Management, and succession planning,
- h. Capitation or other fees,
- i. Curricula, their completion, examinations, and results,
- j. Craze, coaching classes and our mind-set,
- k. Utilization of available infrastructure,

1. New experiments/adoptions in such areas as lecture capturing, flexible learning spaces, flipped classrooms, hybrid education technology, disruptive innovating colleges, outcome based education, PBL, on line free universities like MIT, Harvard, etc., etc.?

(5) **TS:** As regards desired qualities of teachers, they should be able to inspire and motivate the students by virtue of their experience, dedication, sincerity and passion for transferring knowledge. They should try to develop diversity in skills in development and management research, teaching, training and practical industry experience. An ideal management teacher should have a blend of excellent academic knowledge and practical experience in a reputed industry or organization. There could be exchange programs between management schools and industrial organizations where management schools can allow their faculty members to go to an industrial organization on sabbatical leave, and the industrial houses similarly allow their managers to go as management teachers on sabbatical leave. I know that many business houses are trying to develop management education by setting up specialized business schools. But, these business schools should not become another business centre for making profit, rather they should emerge as centre of excellence for imparting management education.

**PHW:** I agree with all these pre-requisite qualities for faculty. But the Indian environment and mindset is a big hurdle. Though the governance has to play a key role in ameliorating the environment, individuals, at least a few, are expected to come forward, sacrifice their personal gains, and do their job in the national interests within the autonomy they function.

**TS:** I am very sorry if I appear to be an idealist – devoid from practical world. As for myself, I always tried to follow these basic principles and still I loved and enjoyed my works.

***Tarun Das, Ph.D.***

World Bank Technical Expert (Linking Planning with Budgeting and MTBF)  
Deepening Medium Term Budget Framework (DMTBF)  
and Strengthening Financial Accountability Project  
Ministry of Finance, Bangladesh Secretariat,  
6th Building (21st Floor), Dhaka-1000.

**Note: TS: Tarun Das PHW: P H Waghodekar, PHW's views are personal, not to contradict any one, but a humble attempt to come out of the trap. Sorry if somebody is hurt.**

\*\*\*\*\* 11/6/2012 PHW