

Skill Development in Business School of Bihar Sharif Town

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ABSTRACT

Introduction

Education is very important for an individual's success in life. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy.⁵

Education especially higher education is facing many challenges from the skill development point of view.⁵ During a discussion with teachers & students at Birla House in Delhi on December 10, 1947, Gandhiji said "only through imparting education through crafts can India stand before the world."³

Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be 'skill development' and 'Skilled India'. Millions and millions of Indian youth should acquire the skills which could contribute towards making India a modern country. I also want to create a pool of young people who are able to create jobs and the ones who are not capable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their dexterity of hands and win the hearts of people around the world through their skills. We want to go for the capacity building of

such young people. My brothers and sisters, having taken a resolve to enhance the skill development at a highly rapid pace, I want to accomplish this. -Hon'ble Prime Minister of India, Shri Narendra Modi⁷

Skills and knowledge are driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. Taking the Gandhian philosophy further to the masses, Government of India under UPA started the Honhaar Bharat programme & launched the National skill development mission in 2010 with an eye to skill 50 crore people by 2022. NDA government after it came to power in May, 2014 retooled the UPA policies on Skill Development & has set the target to skill 40.2 Crore workers by 2022.³

Today, India is one of the youngest nation in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to bulge across the 15-59 age group over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%.⁷

This poses a formidable challenge and a huge opportunity. To reap this demographic

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dividend which is expected to last for next 25 years, India needs to equip its workforce with skills which can give employment and knowledge so that they can contribute to the economic growth of the country.⁷

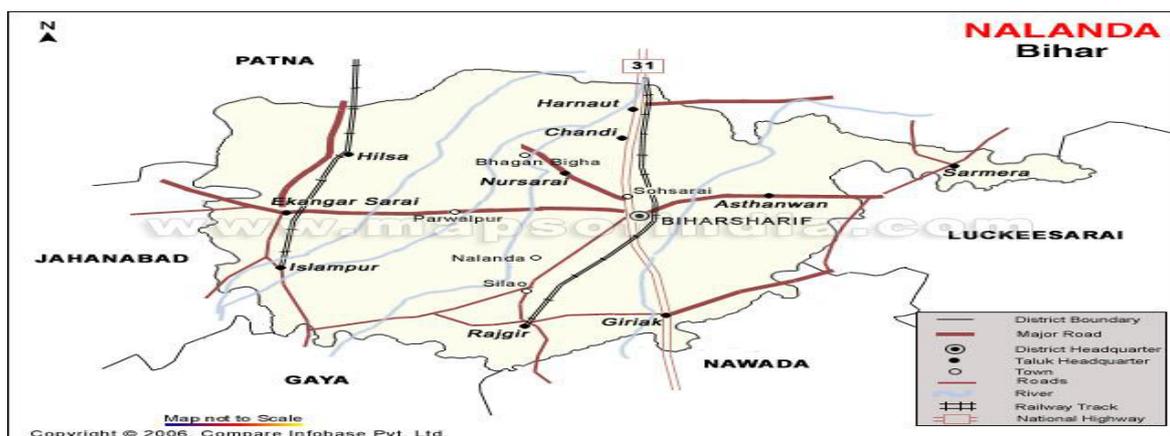
The country however, has bigger challenges ahead as it is estimated that only 4.69% of the total workforce in India has undergone formal skill training as compared to 68% in UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea.⁴ On demand side, a skill gap study has been conducted by NSDC (National Skill Development Corporation) over 2010-2014, which shows that there will be an additional net incremental requirements of 109.73 million of skilled manpower requirement by 2022 in 24 key sectors.⁴ For a skills strategy to be successful it should be complemented by commensurate creation of jobs in the primary, secondary and tertiary sectors which will be a key outcome of overall economic growth.

Management education denotes those activities traditionally conducted by colleges and universities that focus on developing a broad range of managerial knowledge and abilities. Unquestionably, the major issue in management

education is the curriculum offered in our business schools and this concern has been labelled , the competency movement. The traditional management education curriculum, as presently constituted, may not be adequately preparing individuals for the challenges they experience as professional managers (Pfeffer,1977). Today one fundamental question comes, whether the curriculum of a business school can produce future leader of the corporation with required management skill to meet contemporary challenges.

To live to the challenge of globalization which is in line with the era of information economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. The development of human capital is thus important and necessary since it drives the nation to the envision vision and mission. The business school plays an important role on this aspect.

Business School- is a university level institutions that confers degrees in business administration or management. Such Schools can also be known as School of Management, School of Business administration or colloquially, b-schools or biz-school.¹



About Biharsharif

It is the district head quarter of Nalanda & is the fifth largest town of the state of Bihar. It is 75Km away from the State Capital, Patna. As per Wikipedia.. Its total Population is 297268 as per 2011 census- out of these 155216 are males & 142052 are females. Literacy rate of Biharsharif is 75.30% higher rate than the state average of 61.80%.¹

Male literacy rates stands at 80.80% & female rate stands at 69.28%. 83,053 were engaged in work force or business activity- out of these 67,941 were males & 15,112 are females. Of total 83,053 working population, 83.41% were engaged in Main Work while 16.59% were engaged in Marginal work.²

The farmer mainly grow Paddy, apart from it they grow Potato and onion. Few people of the Districts are also involved in Handloom Weaving. Since the District is a famous tourist destination, tourism plays a vital role in the economy of Nalanda.¹

Industrial Scenario in Biharsharif

There is no **Large or Medium Scale Industries** in Biharsharif.¹⁰

MSME in Leather and Non Leather Shoes and Chappal industries are available in Biharsharif.¹⁰

Business School in Biharsharif

To cater the Business educational need of the city, there is only one full fledged business college at Nalanda College running full time Master Degree in Business administration & is recognised by Magadh University & AICTE with an intake of 60 students per year. This department is being run by 06 teachers.

The current curriculum in management education does not teach students in facing the challenges in business environment. How to manage uncertainty and complexity are not

taught in business schools. It merely teaches the concepts with case studies. It does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise. (M S Rao,2010).

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Management education is now under a confused stage of identifying what kind of approach that may be adopted for more employability option. Whether the institutions should follow typical knowledge based education or more skill based workability based education. The basic purpose of any business school is to impart the business aptitude and skill that ensure better professional skill development for employability. Getting employment after professional education is a must for the young graduates.⁵

Management education need to impart by the business school, must identify the expectations of the corporate on employability and the major hard and soft skills expected for workability. These skills are termed as survival skills for the students to get employment and retain the employment in the corporate sector.⁹

Soft skill is a must for Management Students & this can be done by 02 models-
(i) stand alone and (ii) embedded.⁶

(i) Stand Alone Subject Model:

Uses the approach of training through specific courses that are carefully planned for this purpose. These subjects are offered as university courses such as English Language, Entrepreneurship etc & elective courses like public speaking & critical thinking etc.

(ii) Embedded Model : uses the approach of embedding the soft skills in teaching &

learning activities across the curriculum. Students under this model don't take special special courses as in the above model. The students are trained to master the soft skills through various formal teaching & learning activities that are planned & carried out using specific strategies.

In general, the development of soft skills using the embedded model requires the expertise of the lecturers to use the various teaching strategies and methods that are entirely student-centered. It also involves active teaching and learning and students should participate actively in the activities. Some of the appropriate strategies and methods are (i) learning by questioning, (ii) cooperative learning, (iii) problem-based learning (PBL), (iv) e-learning.

(iii) Combination of Stand Alone Subject Model and Embedded Model

Each of the respective models described above has its weaknesses and strengths. From the framework, planning, implementing and assessment, the stand alone model is definitely at an advantage. This is because the course or subject is specially developed to assist students to acquire the soft skills. However, this model lacked the opportunity for students to develop and acquire soft skills as integrated with other knowledge and skills in the major discipline studied. The existing number of credits for the respective program is also a constraint for students to sign-up for additional courses on soft skills.

On the contrary, the framework, planning, implementing and assessment of the embedded model are more challenging than the stand alone model. This model requires the lecturers to master specific teaching and learning skills and then apply these skills in teaching the respective

core courses for the specific program. However, when carefully planned and used the appropriate teaching and learning strategies, this model is more effective in developing and acquiring the soft skills as integration with the other knowledge and skills in the program. In addition, this model does not require any additional courses to the already existing courses of the respective program.

Based on the weaknesses and strengths discussed, the Management education institutes are encouraged to use the embedded model as compared to the stand alone model. This is because the embedded model focus on student centered learning such experiential learning, problem-based learning and gives students the practical experience as well.

Development of soft skills through support programs

This involves programs and activities that are created, developed and used to support soft skills either directly or indirectly. In general, the program and activity can be divided into two: (i) academic support program and (ii) non-academic support program.

The academic support program is to help students acquire the soft skills that are associated with academic matters. Some of these programs include Learning Skills and English Language Support Program (ELSP). As for the non-academic support program, it assists students to acquire the soft skills that are not related to academic matters but more of personality and professional development of the students. Most of the programs and activities are in the form of co-curriculum and extra co-curriculum.

The development of soft skills through Campus Life Activities.

Most of the university students spend half of their students life living in residences in the university campus. As such, institutions of higher

learning should use this golden opportunity to develop their soft skills. This can be done through carefully crafted programs and carrying them out in the conducive campus grounds.⁶

Statement

Skill Development In Business School Of BiharSharif Town.

Rationale behind the Study:

This paper envisages whether the business school in BiharSharif is preparing their students for the corporate world according to their need or not.

Objectives of the Study:

BiharSharif's business School- Nalanda College, has been taken as a case study for skill development because BiharSharif is a rural area with an agricultural economy & it is the only business school of the town.

1. To understand the major skills(Survival skills) the corporate expected from Students.
2. To analyze the relationship between survival skills and employability options.
3. To analysis the socio demographic variations in relation to survival skills of students and employability options.

Hypothesis of the Study:

1. There may be significant relationship between survival skills and employability Options.
2. There may have socio demographic variations in relation to survival skills and employability options.

Methodology:

The data was collected from Primary source through interviews. Secondary data was collected through different websites, articles, journals & published data.

Surveyed 120 MBA graduates from Nalanda College, BiharSharif.(all 120 students

were studying- 1st Year of MBA & 2nd Year of MBA) on the following Parameters:

1. **Language Skills-** In my survey of 120 students I found out that none got the Formal training from the college but of course out of 120 only 30 students took the language training own their own.
2. **Environmental Law-** In my survey I found out that none got the information about environmental law.
3. **Regulatory Frame Work-** Their is a paper on business law which dealt with the regulatory law. No additional course is being taught.
4. **Communication-** 120 students were provided the communication course- how to appear in an Interview for job?45 students joined a private institute for proper communication training.
5. **Initiative and Enterprise Skills-** It contribute to Innovative outcome. They are taken care of through field study by going on a training to a business house. Then they are asked to prepare projects after this.
6. **Sustainability-** plays an important role for a MBA graduate. It is not a stand alone function within the corporation nor it should be an isolated part of the business school curriculum. It includes the research development, supply & chain Mangement, Financial Mangement etc.
The students informed me that all these aspects are taken care of during the Management courses of study.
7. **Team Work Skills-** which contribute to productive working relationships & outcomes. The result of the survey showed that the curriculum lacks on this aspects. Even the College or department don't take inititative on this issue.

8. **Problem Solving Skills-** It plays an important role in productive outcomes. The business school of Bihar Sharif is way behind on this issue.
9. **Planning & Organizing Skills-** There is no such initiative on this aspect. Only field study training is done.
10. **Self Management Skills-** It contribute to employee satisfaction. Business school of Bihar Sharif does not provide any self management skills programmes.

Conclusion:

In order for business schools to remain competitive and meet the demand for sustainability skills in the future, MBA programs must hear from companies as to the skills required for future employment. Graduate business school of Bihar Sharif must take a careful look at their programs to prepare MBAs to face challenges of the changing business environment. Some specific criticisms of graduate business programs of Bihar Sharif are:

1. Here MBA programs focus on technical skills to the exclusion of communication skills.
2. MBA programs in Bihar Sharif do not teach their graduates leadership, creativity and entrepreneurship.
3. MBA programs in Bihar Sharif ignore the importance of teamwork.
4. MBA programs in Bihar Sharif lack integration and a global perspective.

Suggestions:

1. Sustainability teaching must be formally integrated into MBA programs.
2. Communication skills must be taught in the Business School.
3. Leadership Training Program should be made a part of the MBA Program.

4. MBA teaching should include the importance of Team Work.
5. MBA curriculum should be designed according to the requirement of the Corporate World.
6. The art of Creativity should be taught to the MBA graduates.
7. Innovation teaching should be a part of the MBA Program.
8. Faculty members should be encouraged to undertake business internships.
9. The course should focus on negotiating skills & Long Term Planning.\

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