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**“ON INCREASING EMPLOYABILITY OF MANAGEMENT STUDENTS THROUGH UTILIZATION OF W. EDWARDS. DEMING’S 14 POINTS FOR MANAGEMENT”**

**Prof. Omkar J. Bapat**

**Assistant Professor at Sri Balaji Society’s Balaji Institute of Management and Human Resource Development.**

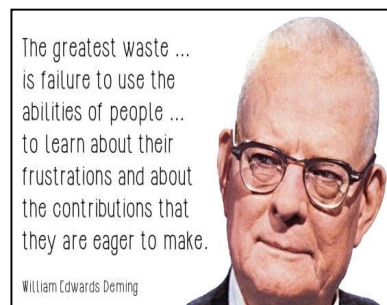
**ABSTRACT: -**

*Of late, a worrying trend has been observed in B-Schools in India, wherein the students passing out from these schools are not getting good job offers on account of them being considered ‘unemployable’. The causes are many and they stem from various sources – pedagogy, style of teaching in class, the way the institutes are managed, etc. It is possible to correct this lacunae so that the students are benefited on passing out from their institutes. This discussion study was conducted to find out how W. Edwards. Deming’s 14 points for management can be used for remedying the lacunae. Limitations: This study is majoritily theoretical in nature and may need experimental verification in real life to find out whether the 14 points can be employed to boost, improve or increase employability. This study does not take into account the extra-institutional factors: The will and the wishes of the management institution owners, Govt policies, Market related factors, etc. and is more or less limited to the factors that are under the control of the teachers of the institution.*

**KEYWORDS:** *Management Students , Market related factors , Govt policies.*

**INTRODUCTION:**

Management education is by no means, ‘new’ in India. When we look at India, we see that it has been ruled by several individuals, kingdoms and empires alike. From the cities of the Indus valley civilization, in the forest ‘Gurukuls’ mentioned in the great Indian myths, legends and stories and to the great universities started in Taxshashila and Nalanda, we find that education has been provided to students for over hundreds of years in the country. Kings, noblemen and businessmen were the patrons of these institutions of learning since hundreds of years and remain so till now, in some form or the other. The end purpose of the education delivered in these institutions was to transform students into better leaders, soldiers, businessmen, tradesmen, artisans, craftsmen, entertainers, statesmen and so on. Dr. Biju. G. Pillai (2017).



Initially, the language of instruction in these institutions was ‘Sanskrit’. In the years that followed, Sanskrit was followed by other local and regional languages such as Ardha Maagadhi, Pali, Braachad, Paishachi and so on based on the policies adopted by the various kings, rulers and emperors in India. In addition to these languages foreign languages such as Greek and Persian found place in the country following the various invasions into India. Persian became the ‘official’ language of the country after the rise of Mughals and later gave way to English as the medium of instruction in India following the rise of power

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of the East India Company. Meanwhile, other languages such as Portuguese, English and French were introduced in the country through the way of trade by the various merchants who made their marks in various portions of India. Dr. Biju. G. Pillai (2017).

Education and educational institutions were present in India during the medieval and the early modern periods, but differed in terms of quality and the amount of resources allocated for educating students. While rich students could afford to be taught from the who's who in the then academic universe, the common students had to study in their village 'pathshalas' and schools. The British East India Company recognized the value of education and saw it as a means of subjugation, conquest and enforcement of their will into India. Dr. Biju. G. Pillai (2017).

Due to this, they encouraged the construction of new schools and institutions of learning, created to impart education as per their policies and made it difficult for the indigenous institutions of learning to survive by introducing various rules and regulations which forced the indigenous institutions to restrict their students and raise their fees leaving the student no alternative but to enroll themselves into schools and institutions sponsored and run under the patronage, aid and advice of the Company. The enactment of the 1813 Charter Act by the British Parliament caused for the establishment of several universities and colleges in India at the dawn of the eighteenth century, seven amongst them which are still functioning today: The Serampore College, The Indian Institute of Technology, Roorke, The Universities of Mumbai, Madras and Calcutta, The Aligarh Muslim University and the Allahabad University. Dr. Biju. G. Pillai (2017).

The education imparted in these educational institutions was oriented towards the production of entry level staff as the Company needed people to assist it in its administration of the country and thus, they could not think of providing education for the creation of 'leaders' as it would defeat the purpose of the system of education introduced by them in the country. Very few Indians were employed at the top level position of many companies and industries in the country as the majority of the factories, companies and industries in India owned and operated by individuals and entities located outside the country saw it fit to employ their people at the helm due to the adoption of various measures of ethnocentric staffing policies in the then days as the controlling authorities and the ones running the government felt that expatriates were better suited for representing the interests of their company and their home country while ensuring that the foreign offices, institutions and locations are run and managed in sync with the regulations and policies adopted by the home headquarters. Dr. Biju. G. Pillai (2017).

Due to this the growth of 'management institutions' in non-independent India was very low. However, few institutes for management education were started in the then India with the establishment of India's first B-School: 'The Commercial School of Pachiappa Charities' in the year 1886. Following these pioneering footsteps was the introduction of secondary school level commerce classes at the Presidency College in Calcutta with a focus on Secretarial Practice, Business communication, Shorthand writing, Typing, Correspondence and Accounting. The first college level business school, The Sydenham College was founded in Mumbai in the year 1913 which imparted management education in a structured way and was followed by the founding of the Commerce College (Later renamed Shri Ram College of Commerce) in Delhi in 1920. In spite of the fact that these were one of India's oldest B-Schools, we cannot consider them as truly so as their primary was to further the interest of the British administration and commercial activities in India. In spite of these efforts, the pace of growth in the establishment and development of business and management institutions was very low in the country. Dr. Biju. G. Pillai (2017).

A year later India's independence in the year 1947, saw the foundation of two noteworthy B-Schools: The Indian Institute of Social Science and XLRI. With the transformation of India from a Dominion into a Republic, the Planning Commission of India was entrusted with the onus of overseeing, direction and management of the process of the development of the country. India experienced a rapid phase of growth in the years following its transformation into a republic and the Planning Commission soon realized that it faced an acute need for finding suitable managers for managing the large number of public sector enterprises started in the country. Dr. Biju. G. Pillai (2017).

To fill in the lacunae, the Planning Commission invited Professor George Robbins of the University of California in the year 1959 to assist the commission in establishing an all India institute of management studies. Based on Professor Robbins's recommendations the Government of India took the initiative of setting up to management institutes, named as the Indian Institute of Management (IIM). The cities of Calcutta and Ahmedabad were chosen for setting up the infrastructure and the needed facilities for these institutions of excellence. The first IIM was started IN Calcutta on date 13 November 1961 and the second IIM started running from Ahmedabad a month later in the same year on date 11 December. Dr. Biju. G. Pillai (2017).

Apart from the IIM's, other universities and colleges in India were offering full time programmes in management education. For example, the Indian Institute of Social Welfare and Business Management (IISWBM) was started in the year 1953 in Calcutta and is considered as the first 'official' institute of management in the country. This was followed by the introduction of two year full time programmes in management of business administration by the Andhra University in the year 1957. The pace of the growth of B-Schools has been on the rise since in the then years following India's transformation into a republic with eight institutes started in 1958 which increases steadily in the following years to 2450 institutes and beyond in the years following 2012. Dr. Biju. G. Pillai (2017).

From the report published by ASSOCHAM, it was found that amidst the entire B-Schools in the country only 7% students graduating from the top level B-Schools<sup>5</sup> such as Government of India owned and operated individual schools of management such as the Indian Institutes of Management and in-department specialization in management programmes offered by universities and training institutes owned and operated by the government such as: Department of Management Studies, Indian Institute of Technology, Delhi, Shailesh J Mehta School of Management, Indian Institute of Technology, Bombay, Department of Management Studies, Indian Institute of Technology - Madras, Department of Management Studies, Indian Institute of Technology - Kanpur, Faculty of Management Studies, University of Delhi, Delhi and so on and private owned institutions and schools of management such as - XLRI – Xavier School of Management, Jamshedpur, TA Pai Management Institute, Manipal, Xavier Institute of Management, Xavier University, Bhubaneswar, Symbiosis Institute of Business Management (SIBM), Pune and so on are found to be 'employable' leaving the balance 93% students of the middle and lower level B-Schools in the lurch wherein they are struggling to find quality jobs with good salaries<sup>6</sup>.

The importance of this paper can be seen in the present situation being faced in the field of management education wherein a sort of 'reverse inflationary crisis' is taking place due to the value of management education degree or diploma certificate going down due to the introduction of more and more students of management in the economy<sup>2</sup> In addition to this jobs are being reduced due to the shrinking job market in the country<sup>3</sup> causing a crisis in the country. As per a report<sup>4</sup> published by ASSOCHAM (The Associated Chambers of Commerce & Industry of India).

According to ASSOCHAM, one of the key reasons for this lacunae is the rapid 'mushrooming' of B-Schools in the country<sup>7</sup> as educational institutions are being viewed in a similar light to industries and factories<sup>8</sup> and run for other purposes in addition to teaching students<sup>9</sup>.

When we compare the fee structure of the courses<sup>10</sup> and the end placement salaries of the students of which the minimum is between Rs 8000 to Rs 10,000<sup>11</sup> which may or may not be attractive to the prospective students as the chief reason for pursuing a course in management education is employment prospects<sup>12</sup> in majority cases when compared to acquiring knowledge in the management sciences.

These lacunae can be remedied by the application of Total Quality Management for improving the employability as impartation of education is a 'process'<sup>13</sup> wherein information is disbursed by the teacher and is acquired by the students. One can call the process as a similar process in factories<sup>14</sup> as it can be seen in a similar light as 'manufacturing process' defined under Section 2 (m) of the Factories Act 1948<sup>15</sup> as education is the process of 'learning, un-learning and re-learning'<sup>16</sup>. The only difference here is that instead of the 'finished goods' as produced in factories, the finished good in schools and colleges is the 'student' within whom the changes have been done so that he will be able to 'sell himself' i.e. sell his skills as an

expert or a master of a particular area, subject or technical specialization or help his colleagues in selling themselves. Thus, one can add further improvements in increasing a student's employability by the application of W. Edwards. Deming's 14 points for management.

Based on the available literature on the topic of W. Edwards. Deming's 14 points for management, it is clear that there is scope for it to be employed for increasing employability of students so that the persistent problems so encountered by students and institutions of management can be solved. The reason why this topic was selected is because there is not much research conducted on the application of the W. Edwards. Deming's 14 principles for improving employability and thus offers a lot of scope for further exploration and research so that something useful can emerge out from it.

**Objective of the study:** To examine how the employability of management students can be increased by application of W. Edward. Deming's 14 Points for management

#### **PURPOSE OF STUDY:**

One of the main reasons why many freshly passed out management students are finding difficulties in finding employment is because there is a mismatch between the skills and knowledge that they have learnt in their institutes and the skills and knowledge expected from them by the companies. Due to this lacunae, freshly passed out management students are not being employed as they are deemed as 'unemployable'. This problem is persistent in almost all B and C level B-Schools in the country<sup>1</sup> and is one of the reasons for the dilution of the value of an MBA and PGDM degree today. The purpose of this paper is to describe how this lacunae can be filled in by the application of W. Edwards. Deming's 14 principles for management so that a sort of metamorphosis can be brought in the students and the teachers enabling them to be able to change their view towards studying and impartation of information so that they will be in a position to deliver more quality into their students and within themselves, increasing their chances for employability thereby bettering the probability of them being employed in the near future. There is much scope for further research and investigation in this particular topic and can be seen as a virgin avenue for further research papers and theses.

#### **REVIEW OF LITERATURE:**

As we set about on our task of reviewing existing content for improving the employability of the students by the application of W. Edwards. Deming's 14 points for management, we need to define who or what the 'voices' of the educational institutions are namely: Voice of the customer (Students), voice of the process (Teachers) and the voice of the system (Educational institution) and the voice of the employee (Students, teachers and the institution). A proper congruence between these voices is essential for making use of W. Edwards Deming's 14 points for productive ends.

#### **VOICE OF THE CUSTOMER:**

The voice of the customer is the sum total of the customer's needs, wants, expectations and preferences both spoken and unspoken and is voiced to the business for the satisfaction of the same. With reference to educational institutions, the students are the main 'customers' as the institution derives its existence and purpose because of them. If there were no students, an educational institution will be classified as 'just another building'. According to Spanbauer (1995), educational institutions need to redefine their relationship with the students as they cannot see them as mere customers as the relationship between them as 'sellers' and the students as 'customers' is different than the customer-seller relationships seen in companies, product sellers, manufacturers, service providers and so on as in case of the latter, the relationship ceases to take effect once the product is sold and transforms into a sort of 'residual' relationship which comes into picture only if the customer wishes to pursue an after sales service such as - repairs (not routine and scheduled repair and maintenance) and other unscheduled need fulfillment related to the product or the service.

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In the opinion of Madu and Kuei (1993), the definition of the word 'customer' when seen in the view of an academic background is broader than the definition of a customer as seen in the industrial and general service sectors. This may be possible as the duration of the 'product' i.e. 'education received by the customers (Students)' is spread over a broader course of time. In the light of this view, other authors (Sallis, 1993; Corts, 1992; Hittman, 1993) have broadened the term customers to include such potential customers such as parents, employers, the government and the society. We can state that the parents guardians and employers can be considered as 'additional customers' as they are the ones who are sponsoring the cost of the education by paying for the fees and other costs related to acquisition of education and thus, they stand to gain via the trickledown effect<sup>17</sup> when their sons, daughters and wards in turn take care of them by spending the money earned by them by way of salaries earned by them on being placed and play their role in increasing the business for their companies by delivering quality in the output of their work and by delighting the customers by tending to their needs. Whereas the Government and the Society can be considered as the outside-party interest customers as they too stand to gain from disbursement of education<sup>18</sup> as management education is majoritily acquired for gaining placement opportunities which is one of the key factors which attract students to management institutes (Dr. Biju Pillai, 2017). The Government gains from levying taxes on the income earned by the newly placed students and by levying other cesses and levies. The society stands to gain in a similar way as the newly placed students spend their money on fulfilling their essential needs - fuel, food, rent, clothes, footwear, maintenance of vehicles and so on and spend the remainder money as per their wishes on the non-essential, life-style, status maintenance and entertainment purpose needs. This money flows into the coffers of the shopkeepers, business owners, service providers and other need fulfillment people who in turn spend a portion of their gains on improving their position and their surroundings by planting more trees, cleaning up trash and raising their voice before the government for the fulfillment of their pending and immediate demands and needs.

Thus with the different roles of 'customers' the term can hardly be considered as monochromatic. Harris (1992) states that students are not limited to just 'customers' who acquire the information, they are also the 'raw material' who supply themselves for further processing by the process of receiving education so that they can transform into 'finished goods' i.e. transformation of the student as desired by the educational institution, the student, the teachers and the sponsors, exiting the institutions as 'products' of the educational institution.

While it is true that the students can be considered as 'customers', they are for all means students first and customers second. This point must be emphasized as one will be tempted to resort to an 'one size fits all' approach towards the students as if one views students as 'products' one will treat students as products, i.e. passive and accepting. If one views students as 'business partners', one will assume that the students will embody the responsibilities and self-motivationness as observed in individuals performing such roles and product functions in companies and business. Therefore it would be prudent to view the students, as students first so that their own needs as students - delivery of knowledge and information, curriculum design, etc will be viewed and fulfilled at a higher priority level. It is for the teachers and the faculty to make the final call, as they are the ones who bear the onus of transforming the students as per the requirements of the students, the faculties, the institute and the sponsors by virtue of the knowledge and experience gained by them while in the profession of teaching.(Shahaida, Rajashekar and Nargundkar, 2006) Now, we go for defining the next voice: **The voice of the process** i.e. The Teacher. According to John W. Moran and Grace L. Duffy (2011), the 'Voice of the Process' (VOP) is the 'feedback' generated for the business and the customer which describe through measurements, whether the processes and the systems of transformation are working as they should. The feedback received from this voice is crucial, for it helps one to understand where he or she is standing, so that he can judge for himself whether the things are going well as they should or if further corrections and remedial measures are required.

The voice of the process acts as the 'spokesman' for the machines allowing the process owners to measure whether the performance, the efficiency and the output yield of the process is as per their expectations. In case of educational institutions, the voice of the process can be heard from the student's



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responses in the examinations and tests which act as a similar role performed by 'quality assessment' in production facilities. Based on the numbers gathered after completion of the tests, the teacher will be in a position to identify the problem areas (students scoring low marks), potential problem areas (students scoring pass class marks), near problem areas (students scoring above pass class marks but below first class marks) and the good performing students (student scoring marks at and above first class marks but below the distinction class marks) and the high performing students (student scoring distinction and above distinction class marks). Based on these numbers, the teachers can identify the students for correction and maintenance of excellence so that they will be able to achieve the institution's goals in terms of marks for their class. This voice is the 'lynchpin' as far as the process of education is concerned because it is here that the students are transformed into better and able individuals and it is crucial that this process be kept running smoothly and systems created so that any problems and defects are found at the source, once symptoms of the same are detected. The effects and the consequences of the same can be measured using the 1-10-100 rule developed by George Labovitz and Yu Sang Chang in 1992<sup>19</sup>, which states that the cost of correction is ten times the cost of prevention and the cost of failure is ten times the cost of prevention and one hundred times the cost of correction. The teacher plays an important role in the class as he listens to the voice of the customer (students), analyses their wants and aspirants and the wants and aspirations of the business (the educational institution) on listening to their voice and prepares the classes, lessons and the study material for catering to both so that he will be in a better position to impart education that is both high quality and useful to the students.

The third voice is the **voice of the business**: The voice of the business is 'heard' from the financial information figures as disclosed on the books of accounts and finances of the organization<sup>20</sup>. These numbers reveal the 'health' of the business by analyzing the financial figures using ratios such as Quick ratio, Liquidity ratio, asset turnover ratio, financial leverage ratio, profitability ratio, dividend policy ratio, etc. Using the information revealed by these numbers, the business owner will be in a position to know where he is standing in terms of his position in the market and using the numbers he will know whether he is making a profit or is deep in the red so that he can take decisions for the welfare of his business. This voice is crucial for a business owner as it helps him in deciding where to use and invest his money and whether to expand, maintain or wind up his existing branches or to start a new branch or venture in the market. Business owners can listen to this voice and identify the areas which are in need of immediate action, remedial action or for identifying areas which are running well so that it can be maintained for a long time and for developing strategies for its further improvement. The voice of the customer and the voice of the process have a major impact on this voice as the latter stands to gain or lose from the former's work performance and activities. Now that we have identified these three voices, it is time to speak about 'employability'. Ronald W. McQuaid and Colin Lindsay (2004) have mentioned a definition of 'employability' as given by the Confederation of British Industry (CBI, Making Employability Work: An Agenda for Action. London: CBI.1999). The definition states that 'employability' is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and the customers and thereby help to realize his or her aspirations and potential to work.

Another definition of employability has been given by the International Labor Organization Guide published in the year 2013 (Brewer, Laura, 2013) as "The skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work." (Brewer, Laura, 2013). In other words, employability is the sum total of the skills, abilities and the qualities present within an individual which helps him in meeting the needs and requirements of the customers and his employers so that he can fulfill them. Employability by nature is a dynamic concept as it keeps changing to remain in congruence with changing situations and needs.

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According to the ILO report (Brewer, Laura, 2013) there are four employability skills that are essential amidst all individuals namely: learning to learn, communication, team work and problem solving. These four skills can be called as the ‘core’ on which the other skills are built and maintained through basic education, experience or such specific set of skills gained by professional training or attending professional courses. The basic personal attributes such as honesty, reliability, punctuality, loyalty and attendance are also built around these four core employability skills. Experience has disclosed that these four core skills are often neither recognized nor are they certified. It will be possible to bring in the required level of employability by focusing on these core skills and developing ways and means for them to be employed for achieving the intended purposes, with reference to employability.

Post definition of employability, let us move towards reviewing a few papers published on the application of W. Edwards. Deming’s 14 points on the increasing of quality of education.

According to Winchip Susan M. (1996) study on the 'Analysis of the Adaptability of W. Edwards Deming's Management Philosophy to Institutions of Higher Education', it is possible to adapt Deming’s 14 points for helping higher educational institutions to develop action plans for accomplishing the institution’s goals through the means of cooperation and the establishment of long term relationships based on trust and loyalty. The study further revealed that adoption and institution of leadership skills in higher educational institutions were seen in a positive light along with another revelation that leaders must focus on improving the quality and the service of organization by focusing their efforts on the policies and practices for it. The study also found that the application of the 14 points could help educational institutions to bring in a continual improvement throughout their system for the achievement of their goals.

In another paper by Terry, Paul.M, 'Using Total Quality Management Principles To Implement School-Based Management' (08, 1996), the author disclosed the success of implementation of Deming’s 14 points for management by the St. Petersburg Public School in St. Petersburg, Virginia over the period of a year wherein the school system’s mission, system wide objectives and expected outcomes were developed by the school’s management team and the school board with the involvement from the teachers, parents, students, businesses and the civic leaders after moving away from the existing highly centralized structure of organization which was there before. The study revealed that the 14 points were translated into action statements based on and consistent with the school’s mission, system wide objectives and the expected outcomes and proved fruitful based on the number of positive changes, such as improvement of test scores, reduction of school dropout rates and the creation of an atmosphere for individual creativity, intellectual growth and self-fulfillment McLeod et al. (1992). The author also described similar success stories in two other schools – Johnson City Schools in 1970 and in The Tupelo City Schools in Mississippi. The study found some problems related to the implementation of the 14 principles and traced them to the ‘human’ element arising from not using the principles, the tools and the philosophies behind the same as they were originally intended to be used.

According to Fred C. Lunenburg (2010), the concepts formulated by W. Edwards. Deming can be employed for bringing in excellence in schools. The same is based on the assumption that the people wish to perform their best and it is the management’s responsibility to see to it that the people in their system – students, teachers etc. should be given the ways and means for improving themselves by constantly improving the system wherein they are working. Teamwork, training and data collection and analysis is required for the above so that a sort of systematic change can be brought in for the school districts.

Robert C. Winn, Robert S. Green (1998) have stated that success in TQM by the application of the 14 principles is due to a careful study of each point and a clear determination of how it can be used for applying to the situation at hand. Each application is unique to the situation it is created for and is dependent on many factors native to the area it is being implemented in such as the size of the institution, the nature of the institution and the strength of the people involved in the institution. The most important variable is the level of involvement of the employers and the maturity of the students in the institution. A careful consideration of all these aspects is essential as it helps in the determination of how the TQM implementation will ultimately look. The implementation of this system is dependent on who the ‘customer’

of the educational institution is as the customer changes from the parents who bear the responsibility of the success of the education of their wards from the elementary school level to the middle school level. Beyond this level, the students themselves become the customers as they themselves bear the responsibility of the success of the education being received by them once they decide to 'own' themselves as the recipient of education in the system.

By tailoring the application based on the wants and the aspirations of the customers, the institution can bring in a level of success in the system. The researchers found four key elements for successful implementation of the application of the TQM system is that 1) the support of the elements in the chain of supervision (students, teachers, institution personnel. Etc.) has to be gained for the successful implementation of the application of the system within the organization. 2) The customers need to be identified so that their voices can be heard for the successful implementation of the system. 3) Focus should be placed on refining the process and 4) The 14 points should be used as a guide and a checklist during the implementation of the effort. The study reveals that post application of the above four elements will lead to a more efficient operation in the system along with an attitude change favoring the team instead of the individual with reference to the interactions between the faculty and the students.

All these papers are in agreement towards the improvement of the quality of education through the implementation of W. Edwards. Deming's 14 points for management and the same can be employed for improving the employability of the students.

### **W. Edwards. Deming's 14 points and their application for improving the employability of students:**

**1. Create constancy of purpose for improving products and services:** Amongst the various reasons one pursues management education in the country today, securation of employment, either by campus placement or by the strength of one's PGDM or MBA degree ranks as number one after pursuing the course for higher educational opportunities and acquiring knowledge related to management. Out of these three reasons, the reason of 'placement' is the most important reason for acquiring admission in a college of management (Dr. Biju. G Pillai, 2017) and thus, this reason should be identified as the 'purpose' around which one can create systems for improving the pedagogy and the way students learn and retain information and knowledge so that their overall 'quality' can be improved and maintained throughout the course. Mere impartation of information from existing textbooks and study material is not enough as the same should be supported by real life examples and case studies wherein the primary subject matter component being taught to the students was applied and the results so identified can be discussed so that the students will get an idea of the real life application of the information being imparted to them so that they develop excellence as students of management and are able to fulfill the myriad purposes and needs of the industry.

**2. Adopt the new philosophy:** Now that the 'purpose' has been identified, it is time to adopt a new 'philosophy of quality'<sup>21</sup> wherein all the components of the system – students, teachers, faculty members and the staff are directed to marshal their work towards the achievement of the purpose. For this, it is essential that an atmosphere of trust and cooperation should be created so that one can develop the bulk of one's effort towards one's work for the achievement of the identified purpose. One can improve the quality of one's work by asking question such as 'What should we as students, teachers and faculty members do to improve the learning experience in the class and in the institution?' so that one will be able to identify strengths and opportunities near and around us which can be employed for the achievement of the purpose. One must create systems that can 'measure' the efforts put forth into achieving the purpose so that one will be able to know the ground on which one is standing so that one will be in a position to accept one's responsibilities and take on challenges with the objective of fulfilling them.

**3. Cease dependence on inspection to achieve quality:** It is true that examinations can be considered as an 'inspection test' processes where one is 'checked' to learn whether one has gained the necessary information or knowledge imparted in the regular classes. Due to this one studies for the sake of studying so that one will be in a position to 'Pass OK' in this stage (UNICEF 2000). However, this attitude defeats the



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purpose of education as one is unable to practically use what one gained in real life thereby causing 'non-employability'. This can be remedied by One viewing the examination in a different light by ask oneself this question as in 'what benefit or advantage will I be gaining by acquiring and retaining the knowledge and information, I am learning in the class so that I will be able to reproduce it in writing on demand after a period of time?' The answer to this question can help the student to motivate himself to learn better so that he can 'self-inspect' himself and improve upon his shortcomings or 'defects' so that he will be able to improve the quality of his answers in the examination. This will ensure that the student is able to retain the information, at a longer time so that he can 'apply' it in real life in his work or job thereby adding quality to his output.

**4. End the practice of awarding business on price alone; instead, minimize total cost by working with a single supplier:** Experience in the industry has revealed the benefits in terms of cost gained by working with a single supplier so that one is able to gain the best output within the given time. This can be applied in the field of management education by reducing the 'cost' i.e. loss of time spent in studying due to procrastination, lack of interest generated due to inability to grasp the purpose of the assignment or failure to view the big picture. In light of this principle, the students must focus on 'one activity' at a time by first understanding the purpose of the activity (classroom lessons, home assignments and other reports) and the benefit gained by the activity so that he will be in a better position to devote his resources – time and energy for the activity. The student can reduce the time taken for the activity by focusing on the core areas first by using the 'Pareto principle'<sup>23</sup> so that he can improve the quality of the work. He can also invest a portion of the time saved by him in helping his friends in completing their assignments or activities as a 'group effort', so that he will be able to get his friends to help him in completing his work in the future. This will ensure that he will be able to improve the quality of his work.

**5.Improve constantly and forever every process for planning, production and service:** By nature the content published in textbooks is 'static' as it remain the same for a longer period of time. But the subject of management being a dynamic subject, one cannot afford to remain 'marooned' in one particular mindset or belief as the game changing paradigm shifting disruptions in the industry caused by factors within and outside the industry, requires one to change and evolve one's thinking and perception towards the study of management. By improving on the process of learning and understanding what one is studying<sup>22</sup> one will become and remains 'employable' for a longer period of time. An improvement or a series of improvements brought in the process of studying and impartation of knowledge should not remain static and must be further researched and investigated so that a series of further improvements and refinements can be brought in so that the overall 'quality' level of the output is maintained in a high level reducing and further eliminating defects in the process. This step is similar to 'Kaizen' and can be employed to increase the overall quality and excellence of students of management.

**6.Institute training on the job:** The study of management being a dynamic subject, cannot be studied to its full capacity by merely studying from textbooks or from published material. It is essential that 'field training' i.e. students of management should have productive and real time interactions with the actual functionaries of the corporate world so that they will have a firsthand account of the actual nuances and practices of the way one manages in the corporate world. Apart from this, case studies<sup>23</sup>, discussions and field visits can be done for gaining on the field information about the applications of the theories and the practices of management in real life situations so that the students will be in a better position to understand the how's, what's and the why's of management enabling them to develop excellence within themselves, thereby increasing their employability and chances of securing gainful employment.

**7.Adopt and institute leadership:** By design, students of managements are trained to be 'leaders' so that they will be in a position to manage effectively and efficiently. In colleges this can be done by assigning leadership positions to students based on their ability to understand and manage given situations as per the desired outcome. Students can also be trained to 'lead themselves'<sup>24</sup> so that they will be able to stay focused, motivated and have a cool head in every situation enabling them to take proper decisions that will end up benefiting them, their class and their institute. The development of leadership skill will help the

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students to be able to give a convincing answer to the recruiter’s question – ‘why should we hire you’ or ‘what benefit will we get if we decide to hire you’ enabling him to secure employment in the company. Further, leadership skills once learnt grow, mature and improve over the years and can help the newly employed student of management to rise fast within the echelons of management, creating the possibility of him occupying the topmost seats of power in the company within a reasonable time.

**8. Drive out fear:** Amongst the various reasons for ‘failure’, ‘fear’ has been identified as one of the core reasons which prevent students from reproducing what they have learnt during the course of study on paper during examinations. The root cause of fear can step from the class wherein an atmosphere of uneasiness gets created due to strict and high handed approach towards teaching by teachers and instructors who use their hands on the students more often than they use it to impart information and knowledge<sup>25</sup>. Another reason can be the ‘cycle of misery’ created when a student is unable to grasp the meaning or the concept of the lesson being learnt which results him into being scolded by the teacher who assumes that his inability to understand the lesson stems due to him not paying attention towards his studies or other similar reasons. The pain caused by humiliation drags the student further down which affects his performance in the class which ultimately leads to him getting poor marks in the examinations. This can be remedied by bringing in improvements in the method of learning and by creating an environment free from the fear of failure by encouraging ‘risk taking but in a measured way’ by identifying the right risk/reward ratio. This will encourage innovative ideas and bring in new changes in learning which can be further improved upon for increasing the overall quality of learning in the institute.

**9. Encourage co-operation by breaking down barriers:** Studies have shown that competition generated by creation of barriers creates more hurt than benefits. This can be illustrated with the classic example of ‘Buridan’s paradox’<sup>26</sup> named after the 14th century French philosopher Jean Buridan, wherein an equally hungry and thirsty donkey was placed between a trough of water and a bale of hay, both located apart at equal distances from the donkey. The paradox states that the donkey is unable to make a decision whether to drink the water first or eat the bale of hay first and perishes from hunger and thirst. Here the bale of hay and the trough of water are in competition with each other as they provide equal benefits to the customer (donkey). Due to the equally good benefits the customer will not be in a position to take a decision and may end up not purchasing (eating or drinking) from both sources. By replacing competition with co-operation one will be in a position to enjoy more benefits as formation of cross functional groups and teams will create more avenues for discussion, decision making, sourcing and allocation of resources. By co-operating with each other students will be in a better position to understand the study material and can take better decisions seeing the problem in many ways. The same can be extended throughout the institute so that a well-connected eco system is created where quality is encouraged, defects are identified and wastage is reduced.

**10. Eliminate ‘empty’ slogans, exhortations and targets for the workforce:** Goal setting is an important part of the educational and academic curriculum as it enables measurement and assessment of the quantity and quality of the goal fulfillment activities. However, goal setting and other deliverables must be accompanied by the needed resources, functional and working power and authority and reasonable time for the completion of the goal<sup>27</sup>. Goal fulfillment become difficult or ends up subverting the purpose of the activity if such resources are not provided. For example: A teacher may say that 70 percent marks is a top-level acceptable test score in a test but if the resources for achieving such as – creation of study groups, providing extra attention to difficult cases, good teaching and so on are not provided, majority of the students will not be able to achieve this goal. By eliminating ‘empty worded’ slogans and providing the necessary resources more goals can be achieved in higher levels of quality as exhortations create negative relationships which may hurt the process of goal achievement if the person is compared against a good achiever as such comparison may end up antagonizing him which can cause him to work against the system, hurting the progress towards achieving the goal. Along with setting of targets, another mechanism must be created to check whether quality is also being delivered in addition to the quantity so that the overall result achieves the purpose of increasing the student’s ‘employability’.

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**11. Eliminate numerical quotas for the workforce and numerical goals for management:** Emphasis should be given on the process by which the goal is achieved rather than merely focusing on the goal<sup>28</sup> as this mode of thinking creates an environment where the quality level of the output is high as tension and friction generated due to merely rushing towards achieving the goal is eliminated. It is often seen that 'marks' are used as a 'measuring tool' wherein marks about X level equals good quality and marks below Y level equals low quality and quotas are set wherein a class must secure marks about the allocated level of quality. However, such an approach towards learning causes for the declaration of open season for mere memorization and rote learning as the students are merely taught to read and remember what they have learnt instead of understanding what they are learning and how the same can be practically applied. This has been traced to be one of the major reasons for 'unemployability' of the students as they are unable to apply the knowledge of management learned by them in a practical, real time environment. By increasing the quality of learning amidst the students, they will be able to achieve the Y level marks and will be able to understand and make use of the knowledge of management gained by them in a practical way, thereby increasing their value and the quality of the output of the work. This can be maintained by designing the process by studying it for identification and elimination of bottle necks, time wasting areas and resource wasting areas so that the process can be streamlined and made proper in a way that increases the probability of the quota being achieved in line with the expected quality.

**12. Remove barriers that rob people of pride of workmanship, and eliminate the annual rating or merit system:** One of the fundamental things that make us 'human' is the sense of ownership or 'pride' one has in the quality of one's work. As human beings we like being praised and dislike being criticized as criticism causes pain whereas praise causes pleasure. When seen in the light of an academic environment, one feels proud of one's individual achievements and group achievements. It is observed that one of the reasons for lower quality output arises from the feeling of 'ego-hurt' which is caused by being the target of insults, ridicule and other 'putting down' or 'breaking' speech and comments over the output of one's work instead of identifying the reason for the output and asking for the same to be corrected or eliminated<sup>29</sup>. Such comments create 'barriers' wherein the individual feels reluctant to be a part of the system out of fear of criticism which results him into refusing to share his unique knowledge or experience about a particular sub component in the system, which if it was shared would have improved the overall quality of the work as a whole. One can increase the fundamental pride in the quality of one's work by encouraging the individual to be a holistic member or a contributor to the system. For example one can improve the student and faculty relationship by mutual discussion on arriving at a solution for curing problem areas thereby transforming 'antagonism' into 'protagonism' which in the long run can benefit the system and the components of the system in a big way. One can bring a further level of quality in the system by encouraging acquisition of additional knowledge so that one is able to view the problems or situations from more than one 'axis' so that one can utilize the additional information into bringing in improvements and solutions to the situation for solving the problem in a way that brings in more quality in the output.

**13. Institute a vigorous program of education and self-improvement for everyone:** Processes can be engineered to produce quality output on a consistent basis by listening and interpreting the voice of the process so that one can understand what, where, when and how much inputs, efforts and raw materials one needs to put in the system in line with the requirements and needs expressed by the voice of the customer. In the academic scenario, the 'customer' is the student who is enrolled in the institution and voices his needs and aspirations to the 'process' i.e. the institution comprising of faculty, staff members, support staff, resources and other related systems<sup>30</sup>. A vigorous program of education, self-improvement and communication designed for identification and correction of identified and potential problem areas and other bottlenecks between the processes and in the system will improve the probability of quality being delivered as output, thereby transforming the student into an employable candidate. Thus, all components in the system should be included in this effort so that each component is aware of his or her responsibility and is in possession of the required resources or level of authority necessary for achieving the set goals. Cooperation and sharing of information can assist in the fulfillment of the same as it helps in the

identification of lacunae, shortcomings, pitfalls so that they can be corrected and reveals success stories, smooth process and work areas, work resulting in savings in time and resources and so on for further improvement so that a high level of quality is maintained which will end up helping the entire system in the long run.

**14. Put everybody in the company to work accomplishing the transformation:** A complete transformation, as per the desired objective and outcome can take place by assigning responsibilities and the resources for achieving the same as it is the responsibility of all the members of the system<sup>31</sup>. This can start from the topmost level – Board members, directors, trustees and so on and go down to the ground level. Delegation of responsibilities and developing systems and mechanisms for measurement and assessment of the above can reveal whether the system is working as it should. Positive areas wherever identified should be rewarded and improved upon and lacunae wherever encountered should be filled in by correcting and solving the problems. By working in synchrony in the desired direction, one will be in a position to manifest the desired transformation which will benefit everyone in the system increasing the value and the image of the institute as well as enabling the students to be more employable.

### CONCLUSION:

Management education is by no means 'new' to India as the country has seen hundreds of empires, kingdoms and fiefdoms in its ten thousand year plus history. As rightly observed by Napoleon Bonaparte, the former Emperor of France, food and logistics is the key for victory. It is time that 'management' was added to these two words in his observation as without management, there would be no food, no logistics and no victory. The success of anything from the construction of termite mounds in the Savannah to the ways in which nations are run and administered is dependent on management.

Of late a worrying trend is being observed in the country, wherein students are passing out from the institutes of management but are not getting the level of quality of the job and the remuneration as expected from them when they signed up for pursuing courses in management. The reason for this can be traced to the classroom itself as the level of training given to them is simply not enough, in terms of quality rendering them being considered as 'unemployable'. This is a serious problem seen in almost all B and C level Management Institutes in India and many of these institutes are winding their operations up owing to lack of demand for their courses in management.

However, all is not lost. It is possible to remedy the situation by incorporating W. Edwards Deming's 14 points for management for bringing in a recognizable level of improvement in the area of employability of management students. There is scope for future study, experimental verification and further improvement in this area which can be exploited further so that a sort of solution can be created for this lacunae, improving the lives of the students, management institutes and the companies by training the students to improve their level of quality, increasing their employability and bettering their chances of securing lucrative, satisfying and gainful employment.

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**Prof. Omkar J. Bapat**

**Assistant Professor at Sri Balaji Society's Balaji Institute of Management and Human Resource Development.**