

THE TEACHER'S ROLE IN HAPPINESS BASED MANAGEMENT EDUCATION: A SURVEY BASED STUDY

Adrinil Santra*

*Asst. Prof., Haldia Institute of Technology-West Bengal University of Technology, INDIA,
adrinil.santra@rediffmail.com

Abstract

In academic and critical quarters there is an increasing volume of research into teacher-learner relationships. Recent developments include studies involving education and happiness. This study investigates the role of the teacher in creating and maintaining happiness in management education. In course of our research we came across a number of questions regarding happiness, which especially in the Indian context become important. Is happiness a psychological or a socio-cultural concept? Is education a process of mere knowledge acquisition or posits an acculturation of value systems? In this context happiness and education, when connected, present a very interesting picture. In the domain of the classroom where 'formal' education is imparted happiness becomes an inescapable ingredient to (or maybe an end-product of) the teaching-learning process. In trying to understand the teacher's role in this respect we encountered certain problem areas. In university education system should the teacher be more of a mentor than a monitor? Does the teacher play the vital part in creating a constructive and happy learning environment? Is it quintessential for a 'happy' class to have a happy teacher? Does developing a happiness-education model have a profound impact on the learner's overall societal interaction? These questions reflect larger concerns about management education in the universities. Management education by and large entails the acquisition of professionalism. In such context does the teacher build the bridge between two very dilemmatic terms: happiness and professionalism? This paper considers such areas through our empirical survey of management students in a premier technical university in India.

Keywords: Happiness, management, education, teacher's role

1. INTRODUCTION

1.1 What is Happiness?

The term "Happiness " is quite an ambiguous term and has a wide range of connotations across people from various socio-demographic background. In general it is a state of mind which makes a person free from the discourses of life and instills an emotion from contentment to experience euphoria in this mundane world. Happiness is also an elusive term which espousing with the Socraterean concept can be said to be attainable and edifiable through human effort. Happiness depends on the "education of desire" whereby the soul learns how to harmonize its desires, redirecting its gaze away from physical pleasures to the love of knowledge and virtue. Individual happiness is fundamental societal metric (Kameron Decker Harris et al). According to Catherine O'Brien sustainable future for mankind can be built by imparting happiness and feeling of well being which in turn will accelerate the eternal quest for education and research .Happiness in

life is not the end for which man will strive for, rather happiness is the means to thrive in this utterly complex world in search for finding out the *raison d'être* of life. Psychologist Martin Seligman has provided the acronym PERMA to state the instances when human beings are most happy. The instances are Pleasure, Engagements, Relationships, Meaning and Accomplishments. A person therefore is possibly most happy when they develop symbiotic relationship with the environment and engage themselves mentally, physically and emotionally in pursuit of deriving pleasure through their activities in their life which gives them a deep sense of accomplishment which motivates them to ultimately fulfill the need for self actualization. Expressing one's creativity, quest for spiritual enlightenment, pursuit of knowledge, and the desire to give society are examples of self-actualization. This self realization is indeed the most important task of all human beings and every one of us manifests this need in various occluded and distorted ways in our life. However the true fact remains that this human need in the need hierarchy of Abraham Maslow cannot be enforced upon us rather it is intrinsic in the fact of coming to this incarnated life. So finding out the true meaning for one's existence is the ultimate endeavor in our life in search for happiness.

1.2 What is Education?

On the other hand Education in general sense means through which the aims and habits of a group of people lives in from one generation to the next. The other view point of education is it is a formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to other generation. It is not very easy however to exemplify the importance of education because of its wide assorted consequences in our life.

Education is one of the important factors which formulate the persona of a person. The training of human mind is not complete without education. But it not just the matter of training of the mind, it is much more than this. Training makes us efficient but fails to bring out completeness. This completeness of human existence is bestowed by knowledge. Education is one of the most valuable services provided by teachers. The role played by teachers becomes a very important component and in its long run it also helps in the process of nation building.

The two important factors which are basic foundations of life are character and education. Both of these are instilled by a teacher. The role of teachers is thus very important as they are the ones who mould the student in the right way. A marked paradigm shift is quintessential where the teachers need to adjust their role from a preacher to facilitator and the management education is no exception. Teachers are not just for imparting the knowledge and assessing the students at an defined interval, but modern society demands the teacher to be an organizer of many activities (R.Subramani Mudaliar) such as counselor, co-ordinator, motivator, social reformist, activist and as a skill oriented and moral individual. The teacher is expected to have an augmented concern for student's holistic development. Therefore there is an immense role of the B-School (Business School) teachers to help them to develop a symbiotic relationship with the corporate world and to derive contentment in their vocation and consequently realizing the justification of their existence in life.

This paper makes an attempt to identify the expectations of the students from the teacher, present state of conditions of MBA education, wants and lacks and suggesting some approaches to minimize the gap and to create a positive classroom environment for happiness education

1.3 Literature Review

Considerable amount of research work was made to emphasize the importance of teachers and how they are the one of the most pivotal factor in shaping the character of the students. Though happiness which is a fuzzy concept can mean different concepts to different people, the underlying concepts of the well being, quality of life and flourishing in life are the universal utilities of happiness. In this context the role of a teacher has increasingly becoming very challenging and management education is not an exception. Though there is a dearth of research works which directly refers to the role of faculty members in the context of B-Schools. McAllister and Jordan Irvine (2000) has propounded that a teacher may not be always look serious in the class and create a self inflicted dominant position: rather the teacher need to be empathetic, social, understanding and friendly so the students feel comfortable to seek help without any hesitation. The teacher has a prime duty of creating an interesting classroom for the students where the environment will be lively and reciprocation of thoughts is not hindered. However some researchers (Rosenberg, 1998) have pointed out the counter view of role of empathy in working with culturally participant students' qualification, has a standard management batch also had students from various socio cultural pockets and gender. In another research Spelman, 1995 have pointed out such a "false sense of involvement" leads to "Paradox of

appropriation" where the teacher unnecessarily relates their experiences with the students to create the sense of empathy, but in the because it creates a false sense of involvement where the teacher believes that they know and can easily identify with the students even though they have a shallow understanding. In a B-School the extent of diversity of students in terms of the socio-cultural and academic background is immensely distinct. Hence in a short term possibly it increases the student's acceptability, but in the long run loses out the confidence in them.

A good teacher should also become a role model for the student. In the process of transfer of knowledge, there are other virtues which subliminally transfer from the teacher to the students. For instance if a teacher remains angry in the class the students become repulsive towards the teacher. To make it worst the students may even start disliking the subject. . Psychologically, students could be affected if they have problems with their teachers. On the other hand where the teacher is cheerful the students not only like attending the class, but also become uplifted in their spirit. .Considerable amount of research work was made to develop a working relationship between qualities of a teacher and inculcating moral value among school going children (Hoffman and Saltzstein, 1967; Rogers, 1975; Straughan, 1988; Bottery, 1990) and more recently Koseki and Berghammer (1992). but the role of a teacher in a Post Graduation Course like MBA (Master of Business Administration) is not very clear. It is an undoubted proposition that the teachers play a vital role in the trajectory of formal schooling experience (Baker, Grant, & Morlock, 2008), and most research in this particular field of interest focus on the elementary schooling, yet identifying the teachers role at Post Graduation course like MBA in pursuit of academic excellence and attaining social veneration is still obscure.

2. PRESENT CONDITIONS OF BUSINESS EDUCATION AT INDIA

2.1 Present Position of Social Status of Business School Teachers in India

Indian college education is presently passing through a rough state of affairs where there is a widely accepted opinion about the fact that the noble profession of teaching is slowly loosing its glamour. The social status and position is slowly getting eroded and is much pronounced in the social status and low esteem of the teachers. Coupled with it are the most unfortunate and the depressing thing of holding an unfavorable image of teachers by parents, students and even people at large at India. It will not only jeopardize the chemistry of affirmative teacher student relationship, it will definitely be disapproving for the society at large. Teachers are very much responsible to create well educated citizens. The happiness of individuals in their career is directly related with their love of the job they do.(Aksoy Hamit et al,2013).But unfortunately in most of the Tier II Business Schools at India the quality of the education are far below standard. Faculties are a critical resource and the shortage of qualified faculty is posing a serious problem even at top B schools in India like IIM(Indian Institute of Management) Bangalore. Getting quality faculty is a challenge when the pool to tap from is limited. There are loads of reasons for such a depressing situation. One of the most prominent reasons is that according to the AICTE (All India Council of Technical Education) regulation the full time faculty members should have their Doctorate degree. Therefore most of the Tier II Business Schools are running with part time faculty members or inexperienced faculty members those who take up the professions after a series of misfit attempts to industries. These faculty members do not have any sort of professional training to teach the Business Graduates and worse they do not enter to teaching profession neither to make their career in teaching nor for the passion for teaching , it is because they prefer to join a college as a teacher at least ; rather than to remain unemployed. On the other side the minority of the faculty members those have their doctorate degree also have insufficient training on teaching pedagogy and cannot blend theory with practice. Therefore a void gets created. They cannot guide students effectively through the trials and tribulations of neither owning a business nor climbing up successfully up in the corporate ladder.

A perfect imbalance can be starkly observed while comparing the remuneration packages of a fresh Graduate MBA joining an industry and a person after devoting more years of education joins at the entry level in the teaching job. Qualified people with relevant corporate exposure are unlikely to choose a less lucrative teaching job. Attracting highly competent faculty demands them to be compensated at par with the corporate standard which most the Business Schools are reluctant to offer.

2.2 Present state of affairs of Business Education in Indian Business Schools

Once the most coveted line of employment oriented field of study is now losing its sheen. According to a survey made by Associated Chambers of Commerce and Industry in India(Assocham) only a mere 10% of graduates in MBA(Master of Business Administration) are actually employable in spite of the huge demand for MBA. The Assocham paper on 'B-schools and Engineering colleges shut down- Big Business Struggles'

reveals that in India since 2009, the recruitments at the campus have gone down by 40 per cent in the year of 2012. The closure of a huge number of Business Schools across India alone suffices for predicting an alarming situation. A plethora of reasons can be cited for pointing out the reasons for such a dreadful state of affairs. Attempts to create efficient, morally upright and responsible students effectively contributing towards the society only add up to this fiasco. The argument gets a more reinforcement when the gap is identified between what is expected and currently what state of affair the MBA education is passing through. Voids need to be filled which are created from both the sides of this dyadic relationship. For the teacher there are certain genuine expectations which when disillusioned fails to create a happy environment inside the class. MBA course is no more an exalted domain of study which used to be inundated by the extremely meritorious and ambitious students after vetting through a series of aptitude and attitudinal tests. Rather over the period of time it is now perceived as one of the effortless attempt to get an academic success and inflating a little more, possibly one of the easiest ways to get a social recognition. Students those who fail to secure a seat for a post graduation course, enlist themselves for MBA, as a last resort to avoid the tag of "plain graduate". As a result a wide number of Tier II categories of Business Schools have come up. The scores of mushrooming B-Schools coming up meet such mounting need. Most of the times no refusal of admission is given to the students with even nominal marks in the graduation level, from where the dilution starts and the quality of the student intake decreases radically compromising with the quantity. The huge number of B Schools has unfortunately not been matched to proportionately fortify the class of Management Education. Surfeit of regulatory bodies has also failed to improve and maintain quality at education. Most of these students do not have a clear career objective and they are psychologically muddled to take up this field of academics. Consequently most of them have a lack of interest which repels them from coming out of the closet to grab the opportunity and enhance their knowledge. Increasing disengagement of the students inside the classes is often a reason of lamentations of many Faculty members. The unprepared class does not add on positive and productive thoughts which lead to a drop in figuring out inventive solutions, lack of imagination and limits unconventional creative thinking.

Another critical aspect which is of sheer concern is the unscientific approach of framing the syllabus. Within a diminutive period of two years which virtually ends up to one and half year, the students are expected to study nearly 30 subjects. Ruminating the low intellectual capability of the students, the paucity of time limits their ability to have a comprehensive knowledge of all the subjects. The loads of subjects overburdens them and scope of probing on the subject and appreciating it becomes highly restricted. Hence the primary concern of the students centers on studying for the exams. On the other end it also discourages the teacher to use innovative teaching aids to stir up student's inquisitiveness.

The Students also carry the notion that the mushrooming B-Schools are just an extension of placement agencies. The considerable escalations of the tuition fee have made the students behave more like a customer where they seek value for money. B-Schools are now more considered as a part of a service sector and the students being the most important stakeholders are equated as valued customers in this service. With such an amplified expectations from the part of the students the B-School teachers are now confronted with arduous challenge. The students in most of the cases and ironically shift the responsibility of the learning and placement feat from themselves to the faculty members who are interestingly the service providers in the entire system. Considering the academic strata of the majority of the intakes, profound attempts to inculcate the right attitude and to make the students fit to be better managers and leaders goes in vain.

Another major issue which is an alarming situation for an impending problem is the quality of the teachings aids used inside the classroom to impart knowledge. Majority of the teachers aims to just finish the syllabus and use Power Point presentations with no scope of further interaction. The one way communication eventually becomes the blazes of disinterest and the presentations run down to just a series of diagrammatic and illustrative presentation of the syllabus. In most of the cases the teachers fail to connect the concepts with the practical scenario to prepare budding business professionals. The creative intent of the students is kept at closet and even the slightest attempt to ignite the creative spark is almost never exploited. Teaching inside the classroom becomes a drab and droning affair. Thus the sense of accomplishments and sense of control are kept at oblivion and the process of teaching becomes an uneventful practice without value addition. Such repulsive vibrations are sometimes so detrimental, that after losing out interest some of the students even discontinue with the course.

Another crucial aspect in the process of imparting education is the ego blockage of the teachers. According to the feedbacks which are collected from the students, most of the teachers have a feeling they are pantomaths. A good teacher should also be a very good learner (Hans Albanese 2014) and one of the prominent ways to improve the teaching quality is to engage the students and seeking constructive feedbacks from them. The teachers distinguishably maintain a separate identity inside the classroom. Even

when such differences are blurred, there is still a level of asymmetry. Epistemologically, the lecturer knows best, possessing knowledge that must be transmitted to students and that is the primary reason for confining the *modus operandi* with teacher led materials

Another reason which can be contemplated on this perspective is the level of unhealthy competition that many of the students assume among themselves. However needless to mention in majority of the cases it is a supposedly a self selected condition. We can always live in existence with careful selection of collaborative goals and selecting self referential standards. Moreover, to say that “we are preparing students for the real world by putting them in artificially constructed competitive situations, is to impose on them a specifically biased world-view” (Johnson & Johnson, 2006). And to certain extents the faculty members are responsible for creating artificially such competitive atmosphere within the class and they encourage the students to think their fellow colleagues as competitors. Therefore the students those who underperform feel estranged from others. The unhealthy competitive spirit jeopardizes collaborative methods of teaching and learning inside the classroom. According to Mintzberg, “Conventional MBA programs train the wrong people in the wrong ways with the wrong consequences.” He believes MBA programs are schools of business that pretend to develop managers and thus offers a critique of MBA programs and an analysis of the practice of management itself. MBA programs have failed to develop better managers who should be improving their organizations and thereby creating a better society. This is utterly correct in the context of India B-Schools too.

2.3 Methodology used

Participants:

The respondents comprised of 212 Students from 6 different B Schools of randomly selected 4 different districts of West Bengal, India .Out of the total respondents 58 (27.3%) are female and rest are male students. Out of the total respondents 96 (45.2%) were 1st students and rest of the students are from 2nd year.

Procedure:

This study was conducted by approval of college authority during the class sessions. A 5 point Likert Scale Questionnaire was used to collect the data regarding the student’s basic understanding of happiness, their own way of idea about education and how they perceive the teachers role in the classroom so that they get the maximum utilitarian benefit from the classroom sessions. The questions are framed with an idea of previous literature surveys and with the understanding of present state of affairs of management education. The questions are framed with the idea of understanding the student’s expectations from the teachers and how the teacher can play a role in bridging the perceived gap.

2.4 Recommendations based on the survey results

Research confirms that a compassionate approach by a teacher can play a pivotal role in assisting students to overcome adversity and can even instill a sense of likingness towards the chosen field of academics which is taken up by chance. To make this happen in a strictly professional course like MBA, the teachers need to shed out the image as that of a monitor and should step in as a mentor. Mentoring which is an utterly complex undertaking should have to be taken up, but unfortunately most of the teachers are not qualified and competent enough to be a mentor. Add on to this the reluctance from the teachers tote up to this problem. Even those teachers those who are takes up such responsibility muddles the role of a mentor and ends up monitoring the students. Neither they have the requisite training to allow the student to take responsibility for their decisions nor do they have the willingness to do things differently. Therefore the teachers should be mandatorily provided requisite training to take up additional responsibility of mentoring.

Another serious concern to make the happiness education in the MBA degree courses a distant reality in the present context are the grim and depressing mindset of the teacher themselves. The need of committed, talented, and motivated teachers has never been more urgent before. The attrition of the teachers is also quite high in MBA and burnout factor is correlated with such attrition. The ruinous affect of such burnt out teachers not only affects the class room environment, consequently the negative consequences are felt by the entire educational community. The burgeoning amount of Tier II B-Schools with a crunch of talented faculty members has led to a situation where they have to take a wide number of courses and thereby overlooking the importance of research work. Unarguably the teachers with research bend of mind bring the most recent materials for discussing inside the class are very probing. Its also quite usual that very few faculty members get time to attend Management Development programmes and can take up the role of

consultants to industries. Faculty is a critical resource and yes, shortage of quality faculty in the country is a critical problem,” says Prof. Devanath Tirupati, Director-in-Charge and Dean (Academic) at IIM-B. (Bhattacharyya & Chaturvedi), The discontentment in terms of the pay package is also a dissociating factor from the class. The flair of teaching and corporate experience of the faculty members are the pivotal factors which determines the quality of teaching and to prepare the students to fit in the corporate world which regrettably misses in most of the cases. From the survey it is quite evident that the students consciously imitate the teacher to a great extent and they enjoy the classes more where the teacher is able to create a relaxed environment conducive of learning. The teacher definitely gets a better mental satisfaction when they feel financially secure at their work place. Pay scales are supposed to be designed by AICTE norms, but non abidance to such norms are a common scenario in most of the B-Schools. The Educational Entrepreneurs of many Private Management Institutes those who enter this industry for the lucrative industry returns pay meagerly to the Faculty members. Hence better pay package should be devised to motivate the faculty members to fulfill their lower order needs of Abraham Maslow’s need hierarchy. Schools should try out their best to eliminate the imbalance with respect to the earning potential of a person joining an industry and joining a B-School teaching job. Inadequate pay and regulations makes it mandatory to have only PhD (Philosophiae Doctor) which make it tough for institutes to attract high-quality people from industry. Adopting the model of University of Chicago’s Booth school of Business there can be a practice of having two categories of faculty members, one those who are PhD and other those who are not PhDs but have a corporate exposure and excellent delivery skills.

There is also a requirement to reframe the curriculum. As most of the Tier II B-Schools are affiliated to various Technical Universities of India, inflexibility in designing the curriculum is a hindering factor. The Autonomous B-Schools however should ponder on redesigning the course content to meet with the course objectives. Educational institutes should customize their curriculum to address the day to day issues and concerns. “The applicability of the theories in practice, the degree and extent of challenges and complexities associated for thoughtful and effective application needs to be addressed effectively. Associated skills and the attitudes required for evaluating specific contexts and drawing correct conclusions needs to be built among the students whereby they develop the right skill sets that connects with the industry and is valued by the companies and the practicing managers” (Pallabi Pal Sarkar, Rajendra Prasad Sharma 2015). Various skill development programs with credit points should be mandatorily put into the curriculum to train the students on certain general requisites of employability like Interpersonal Skills, Negotiation Skills, Time Management, Uncertainty Handling, Creative thinking etc.

From the responses from the respondents it is evident that students also favored a teacher who is good humored. Humor is an educational setting serves a variety of purposes. Not only it builds up cohesive force among the students inside the class but it also makes the student to respond positively .It is definitely one the tools which can be used to make the students perceive a relaxed climate of teaching. Humour can also facilitate cohesion by softening criticism. Humour also relieves stress of both the educator and the students to a great extent. However humor should not be used negatively as a means of control. It will never be appreciable sarcasm is used to distinguishably point out a student because of their lack of knowledge and incapacity.

Traditional methods of teaching techniques of chalk and talk or giving power point presentations are no more appealing as it is quite evident from the survey. Often the educators worry about bringing flexible teaching techniques to the classes as they feel that it will not be effective, observing the free riding attitudes of the students. On the other hand most of the students feel that discussing the same management propositions and theories in a more creative way is more interesting rather than delivering lectures. An expansive method of approaches can be tried out in the classes like group assessments, problem solving sessions, case studies, peer evaluation methods, organizing student’s seminars. With almost everything available on the internet the assignments which are given to students is generally a cut-copy-paste of the readymade informations. The students tend to lose their individuality when doing any assignment or project. The menace of plagiarism is often loom area of concern for the educators. Therefore considerable focus on class activity should be given with an individual concern for every student. The teachers should also take up the challenge of employing every member to contribute significantly to the group projects and assignments so that a sense of self worth can be inculcated in them. Teachers should be also aware of the factors that may affect fairness in grading. They should also avoid unrelated factors or personal biases affecting their grading of students assessments like student’s attendance, classroom behavior, and conjectural disparity with students.

Another apparently benign issue which thwarts the process of gaining knowledge is the way teachers carry themselves to the classes. Although a majority of the teachers stick to professional attires at classroom, some young teachers who are teaching the Management Graduates do not even have the idea

about what is the importance of grooming and how much significance the attire has on grooming. It brings it to the surface the question about teaching professionalism and what constitutes "required educator attire." Dressing a little more offhandedly can send a blasé vibe to the students because of the nonchalant attitude and which slowly chip away the ability of the student to accept the person standing on the other side as a teacher. Though dressing too conservatively also could have the opposite effect, forming a sense of partition between teacher and students, but the former propositions tends to be stronger in the context of Management Education as it is evident that many students consciously imitate the faculty members and is goes without saying that grooming is also an essential and integral part of management education. The primary goal is to "feel good" about the way they look and project a positive image. When the students feel good about themselves, they naturally convey confidence and a positive attitude. Proper grooming and positive attitude is also a significant factor to create a first impression for the job interviews in front of the employer.

According to the words of John O-Donohue "Ego is the false self born out of fear and defensiveness". Psychologically feeling "safe" to contribute to the ideas is very important for the students to learn a new concept. The students can make meaningful value addition in the process of imparting knowledge and the contribution provided can be a way of identifying the lags and the weaknesses and to outclass further in the process. Trying out their own ideas with the help of a hint can be even more helpful in learning instead of the teacher just acquainting the class with the concepts. Especially in the field of management education where the environment is constantly dynamic the need for such class participation can in a long run make the students to apply the basic principles into their professional fields in future. Therefore the encouraging behavior of the teacher in absence of ego is very crucial in setting up a relaxed classroom climate. Educators must be able to relate to, and appreciate their students in order to assist those students' needs "focused on nurturing learning rather than judging performance" (Hinton 2008) The critical factor which alleviates the process of imparting knowledge is the extent and the various ways of psychological stroking given by the teachers during the class (Douglas Duncan –American Astronomical Society). Any sort of teacher posed queries should not act as a barrier where the self confidence conducive to the process of feeling an integral part of the class is crushed. Teachers should also developing implied power structure within the class.

Inarguably the teacher must create a warm and happy environment in the class also. Good teachers are not only ideally expected to show a caring attitude but at the same time show a considerable amount of respect for their students. A caring attitude of the teacher can escalate self esteem of a student because it creates ambitions in their mind which is useful for their further academic success. Derrick Meador strongly holds the opinion that a teacher should have respect for students at all times and B-Schools are definitely not an exception which is quite evident from the survey. Respect denotes both a positive feeling of esteem for a person and also specific actions and conduct representative of that esteem. In the present age of social networking time it takes no time to showcase how a teacher has made a poor judgment. The teachers in a Post Graduate level course of Master of Business Administration should professional enough not to commit such sort of mistakes.

Another important duty of a B-School teacher is to make morally upright students .Teaching ethics however has become a challenging job because of the widely hold predisposition that ethics and business never gel together. Future budding managers should not only derive long term pleasure and contentment from the work which they take up but they also have to take frequent decisions in their job place for which they should not regret or they should not leave a place for emotional discontent .Studying business ethics help them weigh the potential consequences of the business decisions The importance of teaching business ethics at B-Schools has once again assumed the attention in the light of the various corporate scandals, that are taking place recently Etzioni (2002) have argued that ethics has a very little space in the B-Schools because of its lack of scientific study characteristics compared to other subjects. Ethics is something you feel, not something you think. "Finance, marketing, operations, and even business law lend themselves to intellectual treatment, but ethics does not".(John Hooker 2003). Studying business ethics changes outlook and influence behavior and make moral distinctions while taking important business decisions. Therefore the teacher has a tremendously important role and interestingly the students look forward to the teacher those who will help them in solving such crisis situations in their future life.

3. CONCLUSION

Indisputably it can be said that Indian B-Schools especially of the Tier II and Tier III are passing through an awful state of affair and there is a pressing need to rethink on the entire process and restructure the system. The responsibility to revitalize the management education lies with the various stakeholders .associated. On one hand there are definitely some unmet needs of the students which require to be addressed. Before joining a B-School the students have some impressive ideas about the particular field of study and they take

up the course with some positive expectations in the mind. The repute to be a Business Graduate aspire them to build a career by joining a B-School even if they have to pay a colossal amount as their tuition fee. But within one semester most of them lose their focus after having the pipe dream. On the other hand the profound challenges and problems faced by the teachers make the situation even graver.

However it will not be a prejudice to comment at this juncture that revamping Management education and instill the "joy in learning" will have to get a jerk from the Faculty members first. Quoting Erin Gruwell "I realized if you can change a classroom, you can change a community, and if you can change enough communities you can change the world" should be the approach of the B-School teachers. The correct attitude, the magnetic persona, the appropriate methods of teaching, being decorous, appreciating the students, motivating them, instilling a climate of learning free from all sways and anxiety, preaching the ideals of life will considerably take the students in the transcendental journey towards excellence and realization of the self worth. It is now the correct epoch to resort to a holistic approach to make significant contribution in the area of management education in India by accomplishing the expectations of all the stakeholders and making Happiness Education in B-Schools a reality.

To conclude it can be said in the words of Spiritual leader Paramhansa Yogananda "Education does not consist in pumping ideas and the contents of books into the brain, but it consists of the development of intuition and the bringing of the hidden memory of all knowledge already existing in the soul back into the plane of human consciousness."

REFERENCE LIST

- Bake, J.A, Grant, S & Morlock L (2008). The student teacher relationship as a developmental context for children with internalizing and externalizing behaviour problems. *School Psychology Quarterly*, 23volume. Page 3-15
- Barker, C & Martin, B (2009). Dilemmas in Teaching Happiness. *Journal of University Teaching and Learning Practice*, Volume 6, Issue 2, Article 2.
- Bhattacharyya, R & Chaturvedi, A (2013). PhD requirement, poor salaries leading to shrinking pool of 'quality' faculty in business schools. *ET Bureau*, Nov 15
- Bottery, M. The Morality of the School: The Theory of Practice of Values in Education. *Journal of Philosophy Education*, Volume 26, Issue 2
- Cooper, B (2004). Empathy, Interaction and Caring: Teacher's role in a Constrained Environment. *Pastoral Care*, September 2004
- Costin, H.I (2010). Mintzberg's critique on MBA program. Retrieved on 18th April 2015 from <https://hcostin.wordpress.com/2010/03/06/mintzberg%E2%80%99s-critique-of-mba-programs>
- Duncan, Douglas. Retrieved on 19th April 2015 from https://aas.org/education/Six_Ways_to_Discourage_Learning
- Etzioni, A (2002). The Education of Business Leaders. *The Responsive Community*, Fall 2002
- Gabdulchakov, V.F (2014). Pedagogical Skills of the Teacher and Degree of Creative Self-Realization of a student in conditions of University Educational Space. *Procedia-Social and Behavioural Sciences*, Volume 146
- Hamit, A, Hakan, K, Faruk, A & Hasan, E (2014). Study on Professional Guidance on Teaching Settings. *Procedia -Social and Behavioural Sciences*, Volume-141
- Harris, K.D (2011). Temporal Patterns of Happiness and Information in a Global Social Network: Hedonometrics and Twitter. *Plos One*, 7th December 2011 issue.
- Hattie, J (2003). Teachers make a difference. What is research evidence?. *Australian Council for Educational Research*.
- Hinton, C, Miyamoto, K., & Della-Chiesa, B (2008). Brain Research, Learning and Emotions: Implications for Education Research, Policy and Practice. *European Journal of Education*, 43 (1), 87-103
- Hoffman, M.L & Saltzstein, H.D (1967). Parent's discipline in the child's moral development. *Journal of Personality and Social Psychology*, 5(1). Page-45-57.
- Hooker, J (2009). Corruption from cross-cultural Perspective. *Cross Cultural Management*, Volume 16.No-3. Pages 251-267
- Kozek, B & Berghammer, R (1992), The role of empathy in the motivational structure of school children. *Asian Perspectives of Counselling and Psychotherapy*
- McAllister, G & Irvine, J. J (2002), The role of Empathy in Teaching Culturally diverse Students:-A qualitative study of Teacher's beliefs. *Journal of Teacher Education*, Page: 433
- Mudaliar, R.S (2006). Challenges of Educational Leadership: A Report from India. *International Forum of Teaching and Studies*, Volume 2, No-4
- O'Brien, C (2010). The journey of sustainability education. *Sustainability, Happiness and Education*, 4th

Volume

O'Donohue, J (1999). The Presence of Compassion. Personal Transformation, Volume 8.No-4.Page-37

Reid, J, M (1987). The Learning style Preferences of ESL Students. Tesol Quarterly, Volume 121, No 1.

Sarkar, P.P & Sharma, R.P (2015), Challenges Faced By Educators in Management Education.Parikalpana
KIIT Journal of Management, Volume 11(I)