ROLE OF MANAGEMENT EDUCATION IN INDIA - A MYTH

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ABSTRACT

Management education in India is not new to this country. The emergence of Management education came early in the year 1950s and gradually spread across the nooks and corners of the country. Government of India, Ministry of Human Resources, University Grants Commission and All India Council of Technical Education had played vital role for the growth of Management Education with liberalizing several of the policies. In turn to the liberalized policies, educational institutions that are present in the country had established their stand alone Management Education as well as one among the other Departments. Liberalization of policies was done due to the growth of industries and to fulfill their managerial talent needs. Today there is a mushroom growth of Management institutions in the country and thus face a stiffer competition rather than ever before. In the recent years apart from curriculum, most institutions started to offer add on programmes in order to strengthen the skill sets expected by the industrial and business organizations. This paper highlights several facets of management education that present in the country and also the challenges to be met by them.

KEYWORDS

Management Programmes, Education scenario, Quality, Benchmarking, Academic Courses, Skills, Post Globalization, New Dimensions, Professional Aptitude Council.
INTRODUCTION

Growth of Management Education

In the year 1950, the Department of Commerce of the Andhra University Started the first M.B.A. programme in India. In 1963, Indian Institute of Management, Ahmedabad was set up in collaboration with the Harvard Business School. The 1950s and 1960s witnessed the growth of commerce education and 1970 and 1980s witnessed the growth of Management Education in India.

There has been a tremendous growth of management institutes in our society. Every year about 14,000 students pass out of management schools. Keeping in mind the demand, the supply is very meager. Management courses have become 'Academic Courses' rather than 'Professional one'. Management Institutes, barring a few exceptions, have reduced to commerce colleges. There is an urgent need to restructure management education to meet new challenges of 21 Century.

New Management Education in Future Scenario

Keeping in mind the future scenario, re-engineering of management education must be done.

1. The future global manager would require the following new skills.
   - Information Management Skill
   - Information Technology Management Skill
   - Decision- making in very dynamic environment.
   - H.R.D Skill
   - Innovation/ Credibility
   - Service Sector Management Skills
   - Time Management Skills
   - Stress Management Skills
   - Environment Management Skills
   - Entrepreneurship
   - Customers Services Management Skills

Management schools will have to develop these skills among students in order to shape our future management education.

2. Management Institutes will have to introduce new Service Sector Management Courses, like Travel & Tourism Management, Hospital Management, Construction Management, Hotel Management, Consultancy Management, NGO Management, Advertising Management, Banking and Insurance Services Management, Farm Management etc.

3. Needless to say, courses should be need based and syllabus should be changed periodically

4. Lack of specialization is one to the problems of our MBA programme. MBA student must have specialization at least in one discipline.

5. Management is a performing art. Thus efforts must be made to imbibe work related values.
6. Management education must be made 'Mass Education' rather than the 'Class Education' and that too, without compromising on quality.

**Benchmarking for Quality in Management Education**

Benchmarking with the world best gives inspiration. They are teaching today knowledge and technologies of tomorrow. They are continuously being updated. They remain ahead of time teaching sunrise technologies. This is the key to success. Can we not? Certainly yes! We need to have a dream to lead in technology, and not merely follow. The mission for Management education should be to become innovative and creative. Management bodies of Institutions must facilitate them to be so.

**Objectives of Benchmarking**

- Making our Students Employable
- Moving the Institution from Academic mode to Corporate mode
- To identify the Industry expectations of the Skill sets required of the students in general, so as to make them more competent and employable.
- To identify the Areas of Total Quality Management in Management education.

**SKILLS REQUIRED FOR STUDENTS IN THE MANAGEMENT EDUCATION**

Management Education in the Post Globalization

Management Education in India is at cross roads. With the dawn of new millennium, while there was unique growth in the number of B-Schools, the benchmarks were also on the rise. The Globalization doesn't seem to have happened just to the Industry but also to Indian B- Schools. The expansion of B-Schools doesn’t look to be in line with the challenges posed by the globalization of Indian Management Education.

There are 1500 B- Schools in India currently, there might be around 200-250 schools, which might stand a standard test of quality. Should the globalization of Management education India become
a reality in terms of free movement of faculty and freedom of operations across the globe, the Indian B-Schools might have to take many initiatives to stand up to the challenge. The solution seems to be,' While the affiliated colleges are needed to be more autonomy-both financial and academic, the autonomous institutions have to strengthen their curriculum'. For the affiliated colleges to upgrade their competencies, the Financial Autonomy will be the Key and academic Autonomy, the major Driver. The established institutions have to strengthen their curriculum by improving the standards in terms of Faculty & Research, Industry Interaction, Use of Technology and Case Method.

The words 'global economy' is on everyone's lips today. From violently successful entrepreneurs and steel magnates to bio-techies and event management experts, everyone's talking about expanding their businesses across continents.

As more and more well-educated and well-equipped talent emerges, the task of talent selection becomes even more complex. Companies find it increasingly difficult to identify and zero in on the right candidate for the right job. The onerous task of hiring the best will become more and more difficult; the situation will be exacerbated by the requirement of greater numbers of people 'on-the-job'.

Opportunities to budding management education students

Traditional, time-tested avenues of employment making way for newer opportunities and career paths, and today, most students are faced with a confusing array of choices of colleges, study subjects, fields of specialization and methodologies. Students are faced with the unenviable task of having to make choices based on popular opinions or trends. Very few, if any, make choices based on potential and real aptitude. This means that finally, most new entrants in the professional field are there because they hope that they are in the right place and not necessarily because that is what they like and are good at doing. Identifying one's own potential and true métier is, therefore, based on experience as well as trial and error.

Apart from this, we will find that with newer seats of higher education opening up across the world, the task of getting oneself noticed by potential employers becomes more difficult. Highlighting one's abilities and hidden or unique strengths becomes even more crucial in the race to stand out from the crowd. Graduates from institutes located in unusual geographies will be hit even harder, with a new class structure based on one's graduating institute rather than one's merit emerging. Both companies and job seekers lose in the ensuing chaos. As companies resort to greater eliminatory tactics, they run the risk of letting real talent slip through the employment net. Finally, out of the confusion will emerge order? In a truly global economy, talent seekers from across the world will capture talent from across the world. In a truly global economy, there will be an
existence of a single, definitive benchmark, providing a standard methodology to recognize the quality of the human resource. In a truly global economy, external trappings will not matter, what will matter is potential and aptitude. In a truly global economy, the ability to contribute to a global business will be crucial as geographical boundaries to hiring get blurred. In a truly global economy, the playing field will be flat and level, providing opportunity to all, based on true merit.

The New Dimension of a Management Education

The emergence of such a new dimension has already begun. Companies are feeling the need for global standards to benchmark human resources, and academics are encouraging the use of merit-based candidate selection systems. India's position as a lead contributor to the global IT human resources pool will need to be supported by the adoption of global standards for talent selection.

It is out of this need that a council of companies, hiring experts, technology experts, psychologists, government agencies and test development experts came together and set up the Professional Aptitude Council. With a charter to develop and administer global, industry-standard examinations on behalf of the IT Industry, PAC helps test skills and aptitude to make a highly predictive assessment of a person's ability to perform in an IT job within a global business setting.

At the time of independence, Indian economy was developing and hence we required bureaucratic management skills. However 50 years after independence, the Indian economy has become more mature and hence we require entrepreneurial management skills. Our management schools have failed to meet this challenge. Therefore there is a need to revamp our management education.

Conclusion

It's hard for younger people to understand that this thing we're talking about, management education is just 100 years old. Now, we are in the early stages of what is really going to be a golden century for management education, in which customers are huge beneficiaries of what's going to happen. We'll see new offerings, new aggregation. We assemble talent, we educate, we do professional development, and we do career counseling. The demand for what we do is going to be huge in this century. And I think because of new competition, which is healthy, and because of technology, and because of global reach, people around the world are going to get what they need, which is the knowledge and the professional skills to really make these market economies work.

REFERENCE


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