

Management Skills: A Door to Developed Economy

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Introduction

Management Education: Meaning and Importance

Management familiarizes the students with techniques and theories of management which may help them in solving the problems of businesses of the country. Management is a technical education program by nature and technical universities of the country run these courses in various colleges affiliated to the universities for duration of two years. Thus we can say that management education are widely spread and are accessible to Indian as well as foreign students.

Management education provides the students with theoretical knowledge and the limited practical exposure which educates them to manage their job/business and increase their companies to the top level. Discipline, dedication and determination have been identified as the three dynamic components of management education by scholars. These three can be applied in businesses as well as in other fields of life like society, spirituality, education etc.

Origin of Management Education in India

Origin of Indian management education is found in ancient Indian literature. Epics like Ramayana teach us to manage family, society and in some cases businesses also. Mahabharata is a little advanced in management stuff as it familiarizes the reader with strategy mapping in the Vyuhās used in the battle of Mahabharata. The two strategists of the story- Krishna and Shakuni are well known characters of Mahabharata. Roots of Guerilla war seen in Ramayana in Bali-Sugriva

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battle had developed to the chhadmaneeti (hidden policies) of Lord Krishna. Many warriors like five sons of the pandavas, Abhimanyu, Jaydratha etc. were killed using this methodology only. Not only Hindu, but literature with minorities like Jains, Sikhs in India is also full of management concepts which tells us that there were trained academicians in the society who taught management techniques to achieve the goals of organizations.

Dr. Sumith and Ravi B.S. have summarized the later journey of modern management education in India in these words, "The first MBA course was initiated in 1954 by Indian Institute of Social Welfare and Business Management at Calcutta. Prior to that, Tata Institute of Social Sciences, Bombay, (1936) and Xavier Institute of Labour Relations, Jamshedpur, (1946), were offering executive programmes to managers. Thereafter, at the instance of the Planning Commission of India, a Ford Foundation initiative resulted in a report on management education by Dean Robbins.

Based on this exercise, Indian Institute of Management (IIMs) were established –Calcutta in 1961, Ahmadabad in 1962, and Bangalore in 1972." Western scholars like Mary Parker have defined management as 'getting things done through others'. But Indian system of education was developed on the basis of strict discipline in terms of self-management. The belief was, you can manage others only if you learn to manage yourself.

Variety of Management Courses

In ancient India, perhaps the management education was clubbed with other sociological and technical domains of knowledge. But today, the management education stands apart from other domains. At UG level, BBA is the main management program while at PG level, MBA and PGDM are the two most popular management programs which are run in public and private both the colleges. The analysis still needs further exploration if the management education has played its role in giving positive social and economic outputs or not. The management education in India is open to male and females both. In urban areas there is not much difference in gender wise ratio in these courses but ratio of girls is less even in urban areas.

Educated youth is always more useful for the country which in turn contributes to psychological well-being of the future students. Even if the present population does not opt for academic field in education, the corporate with polished management will produce polished future managers for the country. As quoted from a previous article of the author, "Placement cells help students in getting summer internship opportunities in prestigious companies during first year of their management education. In second year they prepare them to appear in interviews successfully. Some efficient placement officers deliver lectures on interview preparation skills otherwise they hire professionals for the purpose from industries."

MBA provides the students with a degree while PGDM program gives them a diploma after two years of completion of the course. MBA programs have to follow the norms laid down by the University to which they are affiliated, while PGDM programs are autonomous and the management has the full authority over the course content, examination and admission procedures. They can give the kind of quality of education they want to give to the students and if they wish they can improve the quality of management education. There are various courses in different colleges and universities—Two year full-time PGDM (Retail Management, Financial Services, Marketing, HR, IT, Supply Chain Management, Tourism management, Sports management etc. Then a three year part time PGDM course (for working executives), equivalent to MBA is available for working executives. Some colleges also offer one year PGDM or weekend PGDM in various specializations.

Central Universities such as Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, Jadavpur University etc. are pioneers of technical higher education in the country. In addition to these public sector universities, many private universities like ICFAI etc. have also contributed to the management education in the country. A recent trend in management education is distance learning. The study material is shared and the projects are given the way regular MBA or PGDM programs do. But position of such courses is pathetic in terms of the quality of course content.

Need of Management Education in India

India is a developing economy, where growth and development depends on the efficiency of education system of the country. Management education is significant in evolving businesses as it enhances the business administration/management skills of the residents of the country. Education brings good work culture with better personalities around. Decision making will be fast with management educated people. Good institutes enable the managers with logics and strategies for fast and efficient decision making. India still lacks excellent management institutes. From public sector only a few good institutes like IIMS are there and in private sector there is hardly any name. Only a few institutes like Narsee Moonji, Symboisis, etc. are there but the fee there is too high for middle class students. Hence the reach is also limited to the rich class of the society only. Today's corporate world is too competitive for people not possessing management skills as the stakeholders like employer, investor and customer are scattered everywhere in the world. With IT revolution, global reach has become possible to contact all the stakeholders. Hence the need is far more felt today than the ancient era. The new opportunity of expanding business horizons is there and the survivors or the winners will be managers equipped with managerial skills.

One more reason behind popularity of management courses is that other professional/technical courses are unable to provide the youth with suitable jobs, so

management qualification adds on to their employability. Many engineers can be seen in PGDM/MBA courses as they either do not get good job offers with just a technical degree or want to enhance their managerial skills to get a job offer from techno-managerial fields.

Role of UGC and AICTE in Management Education in India

UGC (University Grants Commission) and AICTE (All India Council for Technical Education) are the two apex bodies. UGC is the body of higher education that takes care of entire higher education in general but AICTE is a specific body who governs all the institutions offer technical and managerial courses. Approval from both the bodies is essential to offer valid degrees. The two bodies have done a very good job by offering quality technical and management education to the youth of the country, but there are many hindrances like corruption and bureaucracy which make the academic progress slow.

Even after their hard work, India is not in a position to compete with global management education giants like Harvard, Stanford or Oxford. Other B grade institutes of the country just follow the pattern laid down by IIMs. We lack innovative vision to the management studies. Only AICTE Course objectives and program objectives are being considered while designing the course and classroom pedagogy. New steps need to be taken up to improve the standards of management education.

Academia – Industry Skill-gap in Management Education

The Academia-industry skill gap can be addressed by connecting the three-economy, academia and industry, if these three can be brought to one platform and the workforce development can be enabled to cover the three dimensional growth of the country . It is not only about up skilling the graduates but also to help the students realize their actual potential and provide them with the related skill set. There is no doubt that higher education has opened new thresholds for the job aspiring youth of the country. Public and private both the sectors are giving their input in producing skill enabled and employable youth for the economy.

Management is a growing stream which will empower the young population with managerial skills in the fields like marketing, sales, tourism, human resource, IT etc. Some innovative post graduate diploma programs have started courses in sports management and other less explored fields. In fact management is the essence of any society or the economy. Without this essential learning resources can be seen wasted or less utilized, be it a tiny enterprise like a small shop or giant companies. The impact of management education is implemented on all the levels of companies in similar percentage. But management is not to be connected with business only, each and every object needs to be managed- whether living or non-living, it is scattered everywhere.

Other Problems to be addressed in Management Education System

- In management colleges of India, AICTE has a fixed ratio of student and faculty. For every 20 students there should be at least one teacher. Then specification of teachers in terms of number of professors, associate professors and assistant professors have been given but there are still loopholes in the system. Many of the associate professors and professors are found on papers only. In reality only assistant professors take the classes. It is happening because assistant professors can be easily recruited as freshers from technical/management colleges.

They are available at a very low salary as compared to associate professors and professors. Associate professors and professors are called only at the time of inspection or other important occasions. This way the colleges save a lot of money on the salaries of academic staff. The actual teaching staff is low paid because of less experience. Staff taken to fulfill AICTE norms is paid low because they are not coming to the college. Some colleges have made a smarter move to call senior academic staff only thrice or twice a week. The salary is given on the basis of days they come to the college.

- Another problem is in terms of workload assigned to the academic staff. The associate professors and professors, if they are coming to the college regularly, the workload assigned to them exceeds in some of the colleges, they have to take a load of more than 18 or 24 hours per week, while maximum load which can be assigned to them should not be more than 12 hours. In some cases even assistant professors are overloaded and the quality of education is compromised to cut the cost. No research activities flourish because the senior staff is kept busy in taking classes only.
- There are companies who do not consider the CVs of those students who have completed their management degree from a non-accredited institute. While in India there are a no. of good institutes which are providing good education even in absence of an accreditation. ISB Hyderabad is one such Institute in the case of management education.
- There is high need of close check on such institutes because during the inspections for affiliation, everything is set right for the sake of display while in reality, things are entirely different. Highly low paid teachers take the classes who are generally freshers or just pass outs from other colleges. Professors turn up only during the time of inspection. Or their name is used on paper only. In southern as well as northern part of the country management colleges are preparing future corporate managers who will join Indian companies in due course of time. Many of the IIM graduates get good opportunities abroad also.

- There is one drawback in the management education system that the brilliant brains of rural India are deprived from this education, as spoken English is first and foremost requirement of most of the management schools/colleges. These technical management courses have the capacity of making the economy prosper as the individuals will get higher salaries. We still need to work on corporate language of the future, when it comes to management knowledge.
- The distance study course material received for IGNOU and Vardhman Mahaveer Open University is not updated for last ten years. No recent data is available for the students. They entirely depend on the internet because the libraries are also not having the study material which is recently published. It would be appropriate to quote an answer that was received: "Except IIT and IIM all just big garbage." ([https://www.quora.com/ Education](https://www.quora.com/Education), retrieved on 10/01/2018). This shows the perception about Indian management institutes. We can see the improvement in the management education system but more improvement is required as the employability competition has widened from India to the globe.
- Most of the management courses do not have business ethics as a separate subject. They are discussed while giving the domain knowledge only- for example advertising ethics, marketing ethics, financial ethics and so on. For example University of Mysore does not have business ethics in their MBA curriculum. The colleges working under University of Mysore have the liberty to add this subject to their course curriculum but many colleges have missed it.
- In absence of such excellence, India is not in a position to produce the students who can compete at the global level or global jobs. A few good colleges in India just imitate the steps of Harvard University blindly.

Literature Review

- "Some universities have gone so far as to create programs to retain professors. In 2016, the University of Wisconsin at Madison spent \$ 9 million to keep faculty members who were at high risk for leaving. In addition to holding on to top educators, the University kept \$ 18 million in research grants on campus.
- Previous studies, including survey conducted by COACHE , have found that senior faculty are satisfied with their jobs but associate professors and assistant professors are decidedly less so."
- "Faculty derive satisfaction from their students and love the challenge – but they see the managerial university as a barrier to their success and fulfilment, not as a source of support."

- According to Dr. Swati Majumdar, Pro-Chancellor, Symbiosis Skills University, “We keep missing the basic problem in our education system and that is the skill education. It is very essential to integrate existing higher education with skilling for every program and in every subject.”
- According to A. S. L. Narasimha Rao & Triparna Rai “Event manager is the career for those who have a genuine passion for conducting events and good organizing skills. It is fast catching up as hot career owing increasing retail and marketing sector. The salary package of event management jobs is between Rs. 3.3 lakhs to Rs. 5 lakh per annum for fresher in India in the field. It is a lucrative field in which high performers are paid handsomely. Some of the event management firms prefer MBAs with good PR skills and having a degree in public relations with master in marketing will be an added advantage.”
- “There is no equivalent independent and rigorous survey of higher education quality in India. The department of higher education in the human resources development ministry puts out an annual survey-which is numerical and supply-side-called the All India Survey on Higher Education (AISHE). According to the latest survey results, there are 38,000 colleges that make up 767 universities in India. Approximately 33 million students are enrolled in these universities with 1.4 million teachers. The gross enrolment ratio, the percentage of population 18-23 enrolled in college, is 23.6% for India and varies widely from 12% for Bihar to 44% for Tamil Nadu.” (<https://www.livemint.com/Opinion/PQmwXBdmg6FWPIPVPtmV7K/The-state-of-education-in-India.html>) “For universality, there will have to be easy on and off ramps, building block education and portable academic credit, affordability, ubiquity, employability and signalling value. For excellence, the emphasis will have to be on merit and on strong gating functions for faculty and students. Prime Minister Narendra Modi has made a beginning by suggesting that 10 public and 10 private institutions will be freed from the stifling clutches of the University Grants Commission (UGC). One major impediment will be removed, but these institutions will have to learn to become more financially independent so that they can pay their faculty more and provide greater resources for laboratories and research. India will need to take a leaf out of China’s 1,000 talents programme; that plan was launched to attract Chinese Diaspora academics with the promise to tag them as ‘National Distinguished Experts’ and provide them with “enabling working and living conditions”. (<https://www.livemint.com/Opinion/PQmwXBdmg6FWPIPVPtmV7K/The-state-of-education-in-India.html>)
- BYJU Raveendran, Founder and CEO of BYJU’s quotes, “We have a very young population with over 50% of our citizens below the age of 25. India also has the largest school system in the world with over 270 million children

enrolled in schools. In fact by 2020, India will have the youngest population in the world with an average age of 29 and is all set to enjoy the demographic dividend. Education is ranked as third most expenditure for families after food and shelter in India. While enrolment in schools and colleges has steadily increased in over the years, the quality of pass outs has been largely mediocre.....We need to create students who take the initiative of learning beyond exams.”(‘Integrate tech with education to create adaptable workforce’, The Economic Times, 22nd January, 2019) Debashree Mishra opines that “

Entrepreneurial Traits of Management Graduates in India

Skills universities in India have been operational as gap between management graduates capabilities and corporate expectations was huge. Private sector was already active to fill the gap but now a few Government Skills Universities have been inaugurated. One management institute produces not more than 5-6 entrepreneurs every year on an average. Hence it seems that our colleges are producing servants only not the masters. This is an area of concern for the decision makers of the academic policies of the country.

Recommendations

- Classroom education must be accompanied by personality development activities to make the education student focused.
- Digital libraries should be introduced to the students and google should not be the end of the knowledge for them.
- Academia industry joint development of course curriculum should be encouraged.
- Emphasis should be on producing globally competitive products from management institutes.

Future Anticipations with Management Programs

We need to overhaul the management education systems right from the scratch. This is the time when we need to leave the traditional pedagogies and bring in new teaching methodologies. We should link the course content with industry requirement and prepare the students accordingly. Indian management education system should be in a position to produce globally employable management graduates. For this goal the institutes should be focusing on improved pedagogy.

New education techniques as E learning and M –learning should be widely spread for management students. Distance learning has already been replaced by E-learning and M-learning. With online modes of education being used by management institutes, the management education sector in India is set to reach higher goals than ever. Management Education sector needs a lot of reforms and improved outlays which can transform the management institutes into centers of

excellent management learning. English knowledge is another problem for our management graduates, as they are not absorbable in the corporate world with the kind of communication skills they have.

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