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THE ROLE OF MANAGEMENT EDUCATION IN STRENGTHENING THE ECOSYSTEM OF BUSINESS EDUCATION, ORGANIZATION AND SOCIETY - NEED OF ERA

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Abstract: Management education is in great demand especially after the change towards liberalization, privatization and globalization. Today there are over 1200 management institutions in India. Keeping our global growing aspiration in view countries strength is basically the Intellect manpower. The relationship with the rest of the world can be expanded by a host of strategic issues like energy, access to market, technology and security. We can connect these aspirations by providing the Management education with a focus to grow entrepreneurs. Business schools should provide training to MBA Aspirants through entrepreneurial education to foster economic development. With the changing scenario globally managers have to play a bigger role in society and its development; therefore, schools have to provide the right education and training for the managers of tomorrow. Business education will give and teach all the things that are essential to make you a good manager and skills that are important to augment the efficiency and productivity of the organization. Imbibing entrepreneurial skills in Business management students will develop an entrepreneurial culture in country. This paper reveals to the major role of business education in providing practical knowledge to the person that helps them to understand the market better and build in them the skills to handle difficult and different situations more successfully and proficiently and helps in the development of organization, society and economy at large. Also the study reveals the impact of business education on the present condition and the future development of society and the nation.

Key words: Business education, economy, entrepreneurship

Introduction

Management is a science or an art? The debate is still raging on which is evident from the entrepreneurial trends in India. N R Narayanmurthy, Azim Premji, Ratan Tata, Mukesh Ambani are some of the entrepreneurs in India who have been able to make their businesses global. With the recent acquisitions of UK based companies like Jaguar and Land Rover, Tata has proven that there is no limit to Indian companies for doing business globally and living up to the international standards of operations and services. Indian IT

industry has shown the way to others as far as exports are concerned. In fact now a major part of economy is driven by services, which makes the Indian economy less dependent on Agricultural produce although a majority of the economic growth still comes from Agriculture. That again brings us back to the question i.e. whether management is a science or an art.

Following two questions can be raised:

- How many formally trained managers have gone on to become successful entrepreneurs?
- How many entrepreneurs have received a formal training in management?

Whatever we do in our professional life, the chances are that it will involve some 'businesses. Scientists, engineers, even artists, will inevitably have to understand at least the basics of business, and probably a lot more. Today's management gurus, the people who are forecasting the way we will do business at the beginning of the 21st century, are saying that the companies of the future will consist of groups of specialists who work together on a specific project and then disband. For the next project the composition of the group will almost certainly be different. One of the consequences of this is that many more people will be what we call today 'independent', and will have to understand more about the opportunities and constraints of business. In other words, the combination of specialist qualification and business knowledge will become vital. But it is not just 'knowledge' of business. Before embarking on a business education you need to ask yourself a basic question, 'what should a business education give me?' Most subjects that one studies are composed of theory and practice.

What will a business education give me?

Management education offers all necessary tools to equip one with the necessary techniques of successfully handling various business and management related issues. Besides providing the basic management capabilities, it also provides:-

- The ability to use the contingency approach for solving business problems.
- Combining the best parts of several solutions into a unique and better solution.
- Having a global perspective.
- Working with and learning from others.

Management - a practical subject

Management education cannot be compared with studying other subject areas like chemistry, physics, mathematics or law etc. Management education can rather be compared with medicine. No doctor is allowed near a patient purely on the basis of theoretical knowledge. Doctors learn the professional skills by acquiring the practical knowledge that is taught by practicing doctors and hence they become experts in diagnosing the real physical condition of patients. In the similar way, in a business scenario also you have to do things, take decisions, take actions, and monitor results. You cannot operate any business by just planning what to do on paper. Planning is, though an

important step in the process, there are many examples of businesses with excellent plans having failed because of non-implementation of proper ideas.

Management education enhances the managerial skills by sharing of ideas, the acceptance of others' ideas and many of healthy discussions. Learning from other approaches is not always a natural and single study process. It has to come with active participation in a group of people and it happens in the Management Courses. Faculty and other students challenge statements, attack and defend ideas. The assimilation of other approaches forms an important part of the learning process. Students coming from different spheres of life, bring with them all the advantages, disadvantages, fairness and prejudice of centuries of cultural heritage. These characteristics manifest themselves sometimes, in totally different approaches towards solving business problems and learning fundamentals of management.

Management Education in India

Management education in India in recent times has achieved a lot of significance with the country being exposed to Liberalization, Privatization and Globalization. In other words the education in Management will be directly proportional to generation of business within the country. With globalization, lot of multinational companies set up their units in India thus generating more jobs in the process. All the jobs required skilled manpower which meant that the requirement for managers was also more so as to handle more employees. This created a need for institutes imparting quality education in India which included the management education also. Earlier there were only a few management schools like Indian Institute of Managements or IIMs, and a few private players in the field. With the demand of managers outstripping the supply, the need for more management institutes was felt and the Ministry of Human Resources came out with a policy of privatization in the field of management education.

In recent years there has been an unprecedented number of technical and management institutions being set up, mostly through private capital. In the field of management education, India has around 1200 institutions providing undergraduate and post-graduate level courses. Since the management graduates and post-graduates produced by these institutions are primarily absorbed by industry, there is a growing need to match the curriculum and structure of management education to better fit the needs of India and to the changes in the industrial and services sectors within the country. Moreover, it is important to properly assess the quality of management education imparted to the students of various institutions.

Current Scenario

As in 2006-07, there were over 1100 business schools in the country. Of these, 5 were private aided institutions, 903 were private unaided and 149 were government

institutions. In the last decade, the country has witnessed a phenomenal growth in enrolment in management education. The current intake stands at roughly 92,000, with the majority of the students enrolled in private management colleges. The distribution of management institutions shows a regional imbalance, with 86 per cent of the colleges concentrated in north and south India. There appears to be a correlation between the number of schools in a state and its economic and industrial development. The regional imbalances in development and the creation of capacity for management education in the state are probably related.

Growth in the number of business schools has accelerated over the last two decades. This acceleration, propelled by the increase in the rate of growth of the Indian economy, speaks also for the entrepreneurial initiative of promoters to seize commercial opportunities in education. The imbalance between demand and supply for management graduates has led to an overly commercial and exploitative environment in management education.

Table 1: Growth of Business School in India (1950-2010)

Period	Number of B-Schools Added	Average annual addition
1950-1980 (30 Years)	118	4
1980-1995 (15 Years)	304	20
1995-2000 (5 Years)	332	64
2000-2010 (10 Years)	1017	169

Source: MHRD

There are some good and bad practices the world over in management education. India's management education needs an Indian Management thought because of its diversity, profound cultural base, collective thinking and possession of self-respect. Unlike business, it seems better if India's management education has only one stakeholder to be served: The student or the pupil or the disciple whatever the form may be. But core remains unchanged. Are B-schools ready for it?

Those 60s are gone when Harvard or MIT Sloan School of Management or Wharton sown the seeds of management in the Indian soil. Now, just one click in the largest search engine, Google, brings the entire universe than meets the eye. Despite the availability of cheap technology, quality of human resources is still priceless. 'Knowing, doing and being' — these must be program learning outcomes of any management education.

Rethinking the MBA has identified eight imperatives for reforming existing management programs: gaining a global perspective, honing integration skills, developing leadership skills, recognizing organizational realities and implementing effectively, acting creatively and innovatively, thinking critically and communicating clearly, understanding the roles, responsibilities and purpose of businesses; and lastly, understanding limits of models and

markets. It is evident from empirical research that the Ivy League schools seem not to have done any genuine introspection either: even after the latest financial turmoil, most of these Ivy League schools have re-affirmed their faith in extra curricula, pedagogy, strategies for admission, job placement and faculty recruitment.

Nothing much seems to have changed. Student engagement in curricular activities comes only second, after hunting for 'package-jobs'. The grip of those rooting for the status quo, among the faculty, continues to thwart any fundamental redesign of the MBA. A 'you scratch my back, I will scratch yours' attitude is a consequence of vindication and dominates the old as well as the revamped curricula. Do whatever, as long as one's own course or pedagogy can be kept as it is. Another concern is about 'peer learning' and 'outside-the-class learning' being perceived by students as more significant than classroom learning. Worse, the curriculum changes being introduced seem to support this view: 'Exchange programs', 'immersion' trips to foreign shores and outbound programs outsourced to others.

Yale University's School of Management looks like an exception. It is trying to revamp the entire curriculum by focusing on how to serve various stakeholders of a business including shareholders, employees, customers, suppliers and the society. There are no more courses titled 'marketing', 'finance', human resource management, etc. These are more vulnerable to criticisms from society today. These are expected to fend for raising resources. Unlike long-established disciplines in physical and social sciences, academics in professional education like management are not yet seen as 'rock stars' amongst researchers, and are still fighting for the place under the sun. Some of the management schools such as Chicago Booth and Harvard are harping on economies of scale of large class sizes to fund their activities. Introducing any change in such programs is a logistical nightmare. Something has to give in. In Chicago, both students and faculties enjoy a 'free market', with very little compulsory components in the curriculum; Harvard has a regimented first year and case pedagogy, never mind the heterogeneity amongst students. Stanford prefers compulsory courses at three different levels to cater to students with different levels of prior learning and experience. This avoids the wastage of time of the students in their first year. However, it raises the question whether the 'core' requirements of an MBA is merely a credit-quota requirement. After all, European Business Schools like INSEAD, France have been offering equally effective 10-month MBA programs. It is a well-known secret, at least among India's management schools, that the second-year is a virtual washout as far as classroom learning is concerned. In the US, they call it 'networking', 'internships', 'interviewing got jobs', 'global immersions' etc.

While, in India, management institutions have been mushrooming in a fast pace, however, quality imparted by these institutes has become the focus of investigation/critique in academia-industry parlance. Is management education too important to be left to management/B-schools? Is it time for rethinking the MBA program? Is a less ambitious reform agenda a more reasonable immediate goal for

management education in India? Critical assessment of 'quality management education' by addressing these questions raised would definitely provide some checks and balances on the part of management institutes/universities to upgrade the standard of the program. In turn, this kind of arrangement would help MBA aspirants to gauge the impact of B-schools and the program in serving their quality of life. There may be a number of means to achieve this.

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.

- 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.
- To identify the changes required of teachers of the Management education.

Skills required for Students

Management is a challenging job. It requires certain skills to accomplish such a challenge. Thus, essential skills which every manager needs for doing a better management are called as Managerial Skills. According to Professor Daniel Katz, there are three managerial skills, viz.,

- Conceptual Skills,
- Human Relations Skills, and
- Technical Skills.

According to Prof. Daniel Katz, all managers require above three managerial skills. However, the degree (amount) of these skills required varies (changes) from levels of management and from an organization to organization.

1. Conceptual Skills

Conceptual skill is the ability to visualize (see) the organization as a whole. It includes Analytical, Creative and Initiative skills. It helps the manager to identify the causes of the problems and not the symptoms. It helps him to solve the problems for the benefit of the entire organization. It helps the manager to fix goals for the whole organization and to plan for every situation. According to Prof. Daniel Katz, conceptual skills are mostly required by the top-level management because they spend more time in planning, organizing and problem solving.

2. Human Relations Skills

Human relations skills are also called Interpersonal skills. It is an ability to work with people. It helps the managers to understand, communicate and work with others. It also helps the managers to lead, motivate and develop team spirit. Human relations skills are required by all managers at all levels of management. This is so, since all managers have to interact and work with people.

3. Technical Skills

A technical skill is the ability to perform the given job. Technical skills help the managers to use different machines and tools. It also helps them to use various procedures and techniques. The low-level managers require more technical skills. This is because they are in-charge of the actual operations.

Apart from Prof. Daniel Katz's three managerial skills, a manager also needs (requires) following additional managerial skills.

4. Communication Skills

Communication skills are required equally at all three levels of management. A manager must be able to communicate the plans and policies to the workers. Similarly, he must listen and solve the problems of the workers. He must encourage a free-flow of communication in the organization.

5. Administrative Skills

Administrative skills are required at the top-level management. The top-level managers should know how to make plans and policies. They should also know how to get the work done. They should be able to co-ordinate different activities of the organization. They should also be able to control the full organization.

6. Leadership Skills

Leadership skill is the ability to influence human behavior. A manager requires leadership skills to motivate the workers. These skills help the Manager to get the work done through the workers.

7. Problem Solving Skills

Problem solving skills are also called as Design skills. A manager should know how to identify a problem. He should also possess an ability to find a best solution for solving any specific problem. This requires intelligence, experience and up-to-date knowledge of the latest developments.

Challenges for Indian Management Education

Management education in India faces a variety of challenges in the present scenario. These challenges could basically be classified into three categories: conceptual, pedagogical and motive-based.

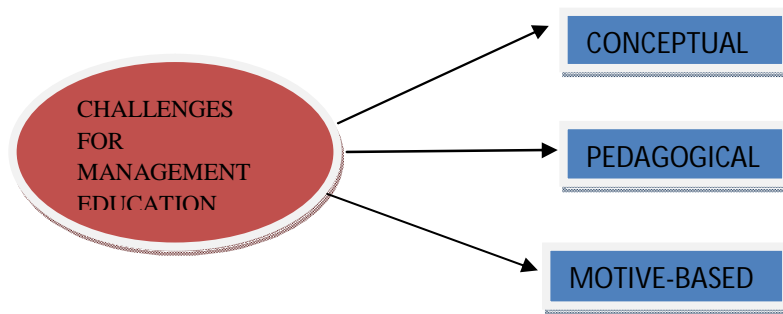


Figure1: Challenges for Management Education

Conceptual

Conceptual challenges are those challenges which pertain to the concept of management education. In earlier times, management was not as a concrete a concept as it now is. Management was considered to be a given, something which did not require study or did not need to be a separate discipline of study.

Albeit superficially, but management has become a household term nowadays. The concept of management has come a long way since its inception. But it is simply a case of “so near yet so far”. There are certain follies in the concept of management education. One such folly is the lack of distinction between two similar sub-concepts, management education and management development. It is important to clarify the difference between them in order to better understand the desired framework for improving management education so as to target the right group in a more effective way.

On the one hand, there is management education, a subset of higher education (HE), largely provided by university business and management schools and subject to the critical rigors of the wider academic and research community. On the other hand, there is management development, a subset of human resource development (HRD), which is largely provided by the public sector in the form of in-house management development, training and development, and/or HRD departments of organizations assisted by numerous freelance consultants, small and large training businesses, as well as a few charitable foundations. Management education tends to be more theoretical, emphasizing a body of knowledge, whereas management development tends to be more practical, emphasizing a repertoire of skills – in Quinn’s (1992) terms: ‘know-what’ and ‘know-why’ in contrast to ‘know-how’.

They differ in the following ways:

- In content: management development tends to develop personal knowledge, repertoires and skills (e.g. time management, stress management, assertiveness, team work, presentations, influencing, negotiating, selling, personal development, counseling, interpersonal skills), whereas management education tends to develop

analytical and critical skills in the academic disciplines relevant to management (e.g. economics, operations management and research, accounting, finance, marketing, organization theory and behavior, strategic management).

- In teaching methods: management education is predominantly delivered by traditional methods (e.g. lecture, tutorial and seminar), whereas management development uses a much wider range of methods.
- In organizations: management development is largely supplied by market mechanisms, whereas most management education, especially at under-graduate level, is supplied by the public education system.

Pedagogical

Management educators must be more than cheerleaders. We can no longer simply say 'management is different'. Management is now a part of the mainstream, better still it is the mainstream. Perhaps the greatest danger of all is that the hardy band of managerial scholars will become like many successful businesses. Business and scholars fail by not valuing change. Guarding the past, espousing orthodoxy, and refusing to see the wisdom inherent in the challenges of the young and inexperienced will lead to the same problems in education as in business.

With that thought in mind, I would like to propose some of the current challenges confronting management education. The catch with these challenges, however is that they are pedagogical i.e. they pertain to the pedagogy of the field of management.

The Maturity and Complete Academic Legitimacy

We need to ignite the young management faculty. Our collective leadership must inspire the next generation of faculty to take our discipline to the next plateau. The rightful place in business schools of the 21st century will be one of leadership—curriculum, research, faculty, and funding. We stand at the cusp of this monumental step. Faculty—young and old—must bind together to climb the next plateau and move management education into its leadership position.

The Research/Publications Dilemma

Doing research in business management is vital as it helps a business plan for the future, based on what may have happened in the past. If carried out successfully it can help a company make informed plans on how to become more viable in its sector.

If something has been unsuccessful, for instance, having carried out effective research may help a business avoid future failure. Carrying out research may also help a company decide whether now is the right time to expand into another city or whether it should apply for a new loan. It also helps a business determine whether a procedure should be changed or if more needs to be done to meet the needs of the customer base. Research is a major tool to understand the market better and build them the skills to handle difficult situations more successfully. So, it's very essential for management students to actively take part in research.

The Technology Challenge

Solomon et al. (2002) found a negative trend with regards to technology in their national survey on management education inasmuch as students do not take very well to distance learning programs as far as management education is concerned. Management cannot be a field that succumbs to stagnation. It must recognize and apply technologies in the educational setting. In many respects, management education may actually transform the educational setting. Apart from this, there could another major application of technology in management education. It could be argued that if certain course material could be accessed online, and the course could be further developed to an extent that the complete program could be made available online, this challenge of technology could be overcome. The Academia vs. Business Incongruence

It has been argued for, and financially supported by, some foundations such as the Coleman Foundation, the integration of managers into the classroom setting with academics. Even with a certain foundation's constant efforts, the question still remains as to whether we have "bridged" the gap or simply slowed the division. What meaningful dialogues have occurred that have truly impacted our curricula? We need to be sure that our practicing managers present more than interesting stories and delve into the real problems and issues involved with their ventures. Students need the exposure to those managers who have paid the price, faced the challenges, and endured the failures. We must take the lessons learned from our experienced managers' "make a difference" idea.

Motive-based

"It is motive alone which gives character to man's actions."

The trouble with "management" education is that it has become business education and leaves a distorted impression of management. Management is a practice that has to blend a good deal of craft (experience) with a certain amount of art (insight) and some science (analysis). An education that overemphasizes the science encourages a style of managing that can best be called "calculating" or, if the graduates believe themselves to be artists, as increasing numbers now do, a related style called "heroic." Enough of them, enough of that. We don't need heroes in positions of influence any more than technocrats. We need balanced, dedicated people who practice a style of managing that can be called "engaging." Such people believe that their purpose is to leave behind stronger organizations, not just higher share prices. They do not display hubris in the name of leadership. The development of such managers will require another approach to management education, likewise engaging, that encourages practicing managers to learn from their own experience. In other words, we need to build the craft and the art of managing into management education and thereby bring these back into the practice of managing.

India's Competitive Advantage: Why India needs Management skills?

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- India and the Indians have undergone a paradigm shift. There have been fundamental and irreversible changes in the economy, government policies, outlook of business and industry, and in the mindset of the Indians in general.
- From a shortage economy of food and foreign exchange, India has now become a surplus one.
- From an agro based economy, India has emerged as a service oriented one.
- From the low-growth of the past, the economy has become a high-growth one in the long-term.
- Having been an aid recipient, India is now joining the aid givers club.
- Although India was late and slow in modernization of industry in general in the past, it is now a front-runner in the emerging Knowledge based New Economy.
- The Government is continuing its reform and liberalization not out of compulsion but out of conviction.
- Indian companies are no longer afraid of Multinational Companies. They have become globally competitive and many of them have become MNCs themselves.
- Fatalism and contentment of the Indian mindset have given way to optimism and ambition.
- Introvert and defensive approach have been replaced by outward-looking and confident attitude.
- In place of denial and sacrifice, the Indian value system has started recognizing seeking of satisfaction and happiness.
- The Indian culture, which looked down upon wealth as a sin and believed in simple living and high thinking, has started recognizing prosperity and success as acceptable and necessary goals.
- Indian management graduates no longer queue up for safe government jobs. They prefer and enjoy the challenges and risks of becoming entrepreneurs and global players in the emerging private sectors.

Organization Competencies and Management Education

A broader definition of organizational competencies focuses on the first word – “organizational”. Under this definition, the organization becomes the focus. It is the organization as a whole that must perform – not just an individual employee. And so the definition of organizational competencies itself must change.

Under this approach the organization must step outside itself and evaluate, conceptually, what things, as organization, it does on an ongoing, systemic basis that enables it to achieve its mission. Generally, but not always, the organization will have more than one competency – but not many of them. In this context we can define organizational competencies as the combination of required skills, necessary information, appropriate performance measures and the right corporate culture that the company requires to achieve its mission.

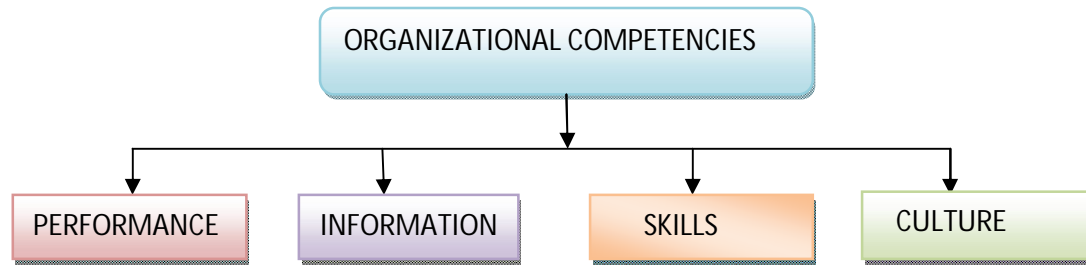


Figure 2: Organizational Competencies

Role of Management Education in Development of Society

Management education has brought in many benefits for every aspect of our being including society, organization and individual level. Beyond the contributions achieved by research, management education has developed programs that facilitate nourishment of much needed entrepreneurial ventures and programs such as incubators that facilitate help for new business ideas and technologies.

The main job of Incubator programs is to bring together potential entrepreneurs with some really creative ideas that can bring positive effects in the whole society. A team of Management educators and students has the goal of moving promising products and services all the way from concept to market. Many universities use to co-locate technology incubators with management education activities or they use to have faculty directly involved in university and community incubator programs.

The direct involvement of management education with Such Incubator programs facilitates the process of connecting management expertise to organizations and boosts the co-creation and transfer of new ideas to the marketplace. In such scenario, the creative ideas use to get a launch-pad that provides them with opportunities and all the resources that include financial and equipment's, etc. This facilitates effective and efficiently transfers of creative ideas directly from Minds of Budding entrepreneurs to the marketplace and this brings about welfare of mankind attached to it at almost every level. As an example, The U.S. Small Business Administration recognizes that management education has provided a rich environment for incubation of innovative ideas. Small Business Development Centers (SBDC) are frequently co-located with venues of management education and utilize that environment to provide management assistance to current and prospective small business owners. The impact of SBDCs on the communities they serve is significant. Research shows that organizations that receive SBDC services grow faster and have lower failure rates. This clearly signifies the impact of proper management education on organizations.

Entrepreneurship in its basic form would mean risk bearing. This is akin to doing a job wherein responsibilities are accepted. However the similarity ends in operations. It is the financial implication that makes jobs more favorite than entrepreneurship. In jobs

the income being fixed, financial planning can be made from day one. However in entrepreneurship, this may not be the case. It is here that the role of management institutions can be well defined. They are expected to carry out the following functions to support a student's entrepreneurial endeavor:

- Help the student in identifying business idea.
- Support the idea through critical evaluation.
- Use of expertise and contacts to support the student's venture.
- Provide financial support in the form of soft loans.
- Provide emotional support to the student entrepreneur in all forms.
- Help the student build his venture through all stages for at least 1000 days which is considered to be the incubation period for any business.

Considering the faculty members working for management institutes to be experts in their subject, almost every faculty member can easily identify a workable business idea. The business idea can also be generated through brainstorming sessions in classes wherein other students can contribute their intellectual inputs. Once an idea has been zeroed upon, a critical evaluation should be done in two ways:

- Technical Feasibility
- Financial Feasibility

The technical feasibility will talk about the operational modalities of the idea and will ensure that all aspects of operating a business are taken care of. This includes even technological feasibility, if the idea involves use of technology. Sourcing of resources like man, machine, material, and market is another area where critical evaluation will be needed. Competition analysis coupled with market analysis will add to more credibility to the data. The financial feasibility will take into consideration the sources of finance, the requirement of fixed and working capital, the breakeven analysis and the expectations of business volumes in the form of revenue and financial turnover.

Faculty members and institutional champions can further the cause of such student through use of their contacts and expertise to get the hands on information regarding the feasibility of the idea. This then can be included in the feasibility study, which can then be presented to the financiers, while sourcing the finance. The institution can set up a corpus fund for supporting such ideas and can forward funds to the student in the form of soft loans. The faculty members can also support the student by providing security to the student through this corpus to get the fund from banks or other financial institutions. This corpus created can be through the contribution of students and also an initial development fund to be constituted for the use of such ideas. In return the institution gets interest returns from the student. Also the institution can come up with a proposal to source the intellectual property generated through such ventures. This intellectual property can then be licensed to the student and a royalty can be charged from the student once his business is settled. The royalties and

interest can further increase the corpus fund ensuring more capital adequacy for such ideas.

All businesses face ups and downs and it is during the downs that the entrepreneurs require emotional support as they face losses. The institution in such a case can infuse more capital in the venture subject to the idea being feasible in the long run and till the time is ripe for the idea to take off. There is a downfall for this support also. In case if the student's operational skills are a problem, then execution of the best of the best ideas can be troublesome. Hence a closely monitored mentoring may be done to ensure that the student does not take the institution for granted and the funds are not easily available to him. So also if the student is not able to flourish in a span of 1000 days, then change of management can also be done to make the idea workable. However extreme caution has to be exercised in arriving at a conclusion regarding the nature of returns as it may take the best ideas out of the student's hand and leave him with nothing, thus spoiling his career.

Organization Growth Leads to Development of Society

According to the latest data there are total 732,169 registered companies present in India. Industry accounts for 28% of the GDP and employ 14% of the total workforce. In absolute terms, India is 12th in the world in terms of nominal factory output. The Indian industrial sector underwent significant changes as a result of the economic reforms of 1991, which removed import restrictions, brought in foreign competition, led to privatization of certain public sector industries, liberalized the FDI regime, improved infrastructure and led to an expansion in the production of fast moving consumer goods. Post-liberalization, the Indian private sector was faced with increasing domestic as well as foreign competition, including the threat of cheaper Chinese imports. It has since handled the change by squeezing costs, revamping management, and relying on cheap labor and new technology.

Growth is something for which most companies, large or small, strive. Small firms want to get big, big firms want to get bigger. Indeed, companies have to grow, observed Philip B. Crosby, author of *The Eternally Successful Organization*, "if for no other reason than to accommodate the increased expenses that develop over the years. Inflation also raises the cost of everything, and retaliatory price increases are not always possible. Salaries rise as employees gain seniority. The costs of benefits rise because of their very structure, and it is difficult to take any back, particularly if the enterprise is profitable. Therefore cost eliminations and profit improvement must be conducted on a continuing basis, and the revenues of the organization must continue to increase in order to broaden the base." Most firms, of course, desire growth in order to prosper, not just to survive. Organizational growth, however, means different things to different organizations. Indeed, there are many parameters a company can select to measure its growth. The most meaningful yardstick is one that shows progress with respect to an organization's stated goals. The ultimate goal of most companies is profit, so net profit, revenue, and other financial data are often utilized as "bottom-line" indications of growth. If number of

organization grows well than it leads to good employment rate and finally over all Indian economy will grow. But management education in India has not changed as per the requirement of the industry need and before this gaps widen enough; proper steps need to be taken.

Conclusion

The Management Institutes can play a vital role in strengthening the ecosystem of Business Education, Organization and Society. Management education introduces students to a broader perspective about the role of individuals in growth of business and society, which is quite evident. The Management Education is not only a catalyst but is also a father, mother and friend to the student in times of his development. Nurturing the seed of entrepreneurship to see it grown in a tree and blooming full will not only further establish the faith in the mind of the student but will also make the institution proud of its achievement. This in itself can be an encouragement to furthering the cause of more job creators, in the process ensuring 100% placements. Not all ventures will be successful. In fact it may follow the Pareto principle of 80-20 wherein 80% of returns may come from 20% of nurtured ideas and the rest 20% can come from 80% ideas.

Management education should target new competences both from individuals and from society as a whole. And for development of individual as well as society we must learn the core competencies required in the organization, i.e.

- Entrepreneurship;
- A spirit of cooperation;
- Communication skills and skills related to living and participating to social life;
- Problem-solving skills;
- Ability to autonomously organize their own work;
- Ability to collaborate with peers with a different cultural and national origin;
- Ability to use the new information and communication technologies;
- Linguistic competences.

Students master the knowledge, applications, and attitudes that will reinforce workplace competencies. As the nature of work continues to change, business education becomes increasingly important for all students. According to my opinion, if young people are to take their rightful place in society as productive and responsible citizens, they should have the chance to study the principles of business as they relate to their personal and professional lives.

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