

“The analytical study of the skill development in Management Education in Pune University”

Prof. Ganbote Akshay. N., Research Scholar, Department of Management Sciences (PUMBA) University of Pune. E-mail : akshayganbote@gmail.com

Dr. Bhawe Santosh. Research Guide, Department of Management Sciences (PUMBA) University of Pune

Abstract

The main objective of the present paper is to know the skill development through management education in institutes of Pune & to investigate its major issues & concerns. Owing to the globalization, privatization & liberalization lot of changes are noticed in the functioning of industries and this has resulted in upgrading of management education. Thus the paper focuses on the assessment of skill development in management education through an analytical study. Naturally industries across the world are required to have the manpower with multi-skills rather than simply knowledge oriented. Western B-Schools are molding their self & making the changes in their curricula as per the demand of industries. Now a day's learning has become more students centric. Branding has made in-roads into management education. Top B-Schools are continuously changing the contents & delivery modes¹¹. It is equally imperative to Indian B-Schools to make management education context specific. On this back ground it is equally important to address the skill development of Indian management education experiencing with time.

Introduction :

Present corporate world is full of competition. New technologies are emerging every day and everything is turning towards globalization. In such challenging situation, young managers possessing management degree turn out to be survivors. The biggest challenge of the corporate world is to produce efficient managers. The most important question lies in the thought that does management education develops the requisite skills to produce efficient managers? It is presumed that a management degree certifies that the person holding the degree has enough managerial skills required to face the competition. Management courses are considered to develop skillful workforce which constitutes of leaders of future as well as competitive managers. They have the ability to handle complex business situations. They maintain healthy relationships with clients. And all the allied skills which make an efficient manager are supposed to be developed

by management schools.

EVOLUTION OF MANAGEMENT EDUCATION

Business education has a long history in India, dating back to the 19th century. Early Business-Schools were focused on the commercial side of business, seeking to fulfill the needs of the then British government.

- India's first B-school i.e. Commercial School of Pacchiappa Charties was set up in 1886 in the southern city of Chennai (Madras).
- In 1903, British government initiated Secondary school level commerce classes at the Presidency College in Calcutta with a focus on Secretarial practice, Business Communication, Short hand, Typing, Correspondence & Accounting.
- The first college level Business School was founded in 1913 in Mumbai i.e. Sydenham College.
- Soon followed by another college in Delhi in 1920 as Commerce College, later on it was renamed as ShriRama College of Commerce.
- The Indian Institute of Social Science founded in the year 1948 as India's first management program with an intention to train manpower to create & spread the knowledge required for managing industrial enterprises in India.
- Catholic community founded Xavier Labour Relations Institute (XLRI) at Jamshedpur in 1949.
- Indian Institute of Social Welfare & Business Management (IISWBM) was set up in 1953 at Calcutta. *That was considered as India's first official Management Institute.*
- Encouraged by the results, Government of India applied for and obtained grant from the Ford foundation in 1961 to launch two (2) Indian Institutes of Management, one at Calcutta (West Bengal) and other at Ahmedabad (Gujarat). This grant was focused on helping American Business education knowledge & models to other nations and having intensive collaboration with an American B-Schools for facilitating the transfer of learning.
- The IIM Calcutta established in collaboration with the Sloan School of Management (MIT) for faculty & pedagogy development in the year 1961, with an intention to focus on Quantitative & Operational aspects of management.
- IIM Ahmedabad was founded in 1962, pioneered the case method of teaching in India with an emphasis on Qualitative strategic-integration.
- The mission of IIMs was to professionalize Indian Management education through teaching,

research, training, institution-building & consulting with the support of expertise developed by the pioneering IIMs.

- Two more IIMs were founded in Bangalore (Karnataka) & other in Lucknow (U.P.) in 1973.
- The Indian Institute of Forest Management was setup in 1982 in Bhopal (M.P.) as a leader in specialized management education for the entire forestry system in India with the help of IIM, Ahmedabad.
- In late 1990's, two more IIMs were setup, one at Kozhikode (Kerala) & the other at Indore (M.P.).
- Growth both in numbers & status occurred during the 1990's. A large number of multinational companies entered in India. Domestic companies also followed to compete with multinational corporations. Companies found that the graduates from commerce stream fell considerably short of the demands of the executive positions in a competitive world. They had good accounting skills but lacked requisite marketing, behavioural, finance & operations skills. They were also weak in oral & written communication, critical thinking & critical reading skills and in Information technology. Consequently, rather incurring on training cost for commerce graduates companies started offering huge premiums for MBA graduates. Recognizing the success of MBA programs & demands from students & employer, universities started looking at management education as an academic discipline & started offering MBA & BBA programs.

Management Institute and the Student Development :

Development of managers is the key to the future of any industry or organization, sectors which are increasingly affected by trends in globalisation and pressures on competitiveness. Reporting on around table event, driving forces affecting the development of the sectors are identified; major stakeholder views are offered and the ensuing discussion of graduate profiles was organized into three main scenarios: professional developers, portfolio strategists and pragmatic mavericks. The scenarios identify varying approaches for graduates, higher education institutions and employers. One outcome of the analysis is to note high levels of interdependency between these stakeholders in ensuring any desired outcomes and argues for long-term, strategic co-operation. The development of the society has been accompanied by the emergence of the global knowledge economy characterised by ubiquitous innovation, an information mode of development which mobilises knowledge as the critical factor of comparative advantage, and the creation of new knowledge to develop an individual which is fundamental to economic success. In this global knowledge economy skills development is critical towards determining a country's share of world economic activity and the wealth it creates. In order to understand

the nature the empirical study should be conducted keeping in focus skill development. The various skills which are essential in development of management professional must be grouped into factors and studied accordingly.

Key variables studied :

Attitude of Student & Staff : The key indicators of institute performance are the approach of student and staff towards management education. The effectiveness of student and staff with regards to competitive environment can also be adjudged through the variable. The creativity level of student and staff are measured under the attitude of student and staff. The enthusiasm of both students and staff are considered vital while measuring the attitude. The more the creativity and enthusiasm the more the positive attitude of student would be. The ready to eat approach in every walk of life has made the attitude of management professors and especially student's less sensitive.

Competencies of Students & Staff : Competencies are the measurable or observable knowledge, skills, abilities, and behaviours (KSABs) critical to successful job performance.⁵ Choosing the right competencies allows employers to:

- Plan how they will organize and develop their workforce.
- Determine which job classes best fit their business needs.
- Recruit and select the best employees.
- Manage and train employees effectively.
- Develop staff to fill future vacancies.

The competencies or skills of students and staff are the vital factors which determine the effectiveness of newly recruited management recruits in corporate. ⁶

Leadership of Students & Staff : Leadership has been described as “a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”.⁷ For example, some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others, citation needed while others define leadership as “organizing a group of people to achieve a common goal”.

Capacity Building of Student & Staff : is a conceptual approach to development that focuses on understanding the obstacles that inhibit people from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. ⁸

Planning: the process of thinking about and organizing the activities required to achieve a desired goal. Planning involves the creation and maintenance of a plan.⁹ As such; planning is

a fundamental property of intelligent behavior. This thought process is essential to the creation and refinement of a plan, or integration of it with other plans; that is, it combines forecasting of developments with the preparation of scenarios of how to react to them.

Decision Making : This can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice that may or may not prompt action. Decision-making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. ¹⁰ Decision-making is one of the central activities of management and is a huge part of any process of implementation.

Research Methodology : The research work was completed in six phases. In Phase I, review of literature, a conceptual framework of competencies and requisites for developing them. In phase II to make the groups of the factors to be analysed. Phase III measures for relevant variables that were readily available in published literature were studied. In phase IV, for measuring the competencies Likert scale was selected and later on adapted in consultation of experts for the purpose of study. Phase V Reliability and measures were tested. Phase VI, empirical assessment of competencies as being developed in Management schools in and across Pune was done and the proposed framework was drafted.

The Primary data was collected through the administering of relevant questionnaires to the thirty Head of Institutes and professors of Management Schools in Pune City. The thirty respondents belong to various strata of sex, experience levels, qualifications

Respondents	Positions Percentage
Director / Head of Institutes	13.34 % (4)
Professors	26.66% (8)
Coordinators	60% (18)
Total	100% (30)

Table 1 : Coverage of the Respondents as per the position.

Respondents	Experience Percentage
0 – 5 years	6.66 % (2)
6 – 10 years	16.66% (5)
11 – 15 years	50% (15)
16 – 20 years	13.34% (4)
21 – 25 years	13.34% (4)
26 + years	0%(0)
Total	100% (30)

Table 2 : Experience profile of respondents.

Respondents Qualification	Percentage
Ph D	66.66 % (20)
M Phil	16.66% (5)
Masters	16.66% (5)
Total	100% (30)

Table 3: Qualification profile of respondents.**Reliability :**

Reliability testing of various scales/subscales administered have been tested by the method of obtaining reliability coefficient i.e. Cronbach's Alpha scores. In order to test the reliability of various scales/sub scales administered for the purpose of the study, reliability coefficient of various scales is given in table 4. Reliability scores for various scales/ sub – scales were found more than 0.6 (the minimum value that is acceptable as per standard norms) which indicates reliability of all measures used for study

Sr. No	Scales	No. of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
1	Attitude of Student & Staff	10	0.936	0.939
2	Competencies of Students & Staff	26	0.946	0.945
3	Leadership of Students & Staff	12	0.682	0.681
4	Capacity Building of Student & Staff	4	0.642	0.643

Conclusion :

The principal objective of the research paper was to identify and analyse the competencies of students and staff in management schools in Pune. The effectiveness of skills and competencies is studied according to the work place requirement in manufacturing industries. The Class room sessions conducted imparts high level of skills in students and this research paper highlights these skills through analysis. The reliability study conducted on above mentioned skills and competencies show the improvement required in both the professors and the students of management institutes.'

Future Research :

The reliability output leads us to conduct the test of validity on above mentioned factors and parameters. The industry feedback on the above mentioned skills and competencies of management students is important. Thus the scope of the further research extends to the empirical and analytical study of the responses from the manufacturing sector especially the recruiters. Management institutes require the interface with industry and corporate world, to get the efficient employees and the skills required from the management students. Thus the future research is to study the interface of management institutes and manufacturing industry.

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