



Innovative Pedagogy for tomorrow's Challenges

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KEYWORDS:

INTRODUCTION

Management Education – which is in progress a little less than half a century ago- has made swift strides over the past decade. Today, an MBA or an equivalent degree is looked at by many as a authorization to a good career – a career which is highly demanding and exceptionally gratifying.

Post liberalization the significance of management education has become more essential, and this means a noticeable transformation in the way management education is perceived. So we must analyze the imperative questions, which need to be discussed so that a better study can be developed against the changing global scenario. One thing is certain that the demand of the time is the requirement to realize the effectiveness of a concrete paradigm shift in a dynamic field like "Management".

The period immediately following independence signaled the vital need of developing a pool of bureaucratic management skills. Ever after that, we have traveled a long way and the Indian economy is no longer promising but have become more mature and of late has become an international player, responding to the boom and slumps from Wall Street to Indonesia. This requires the development of a potential pool of entrepreneurial management skills. Standing at the verge of the 21st century, the transformation from regulation to liberalization, from protection to globalization, from planned economy to market oriented economy demand a new approach to deal with all types of problems, and hence a new insight to the development of management education in the backdrop of a global need and demand. In fact, statistics will help one realize the vital need to address this problem, as this field has shot up as the most promptly expanding field in India, if not in the world, ranking second to the growth of the IT industry. Every year about 14,000 students pass out of management school. Keeping in mind the demand, the supply is very inadequate. However and unfortunately so, to tide over the market deficit, Adam Smith's imperceptible hand prompts the growth of several management institutes all over the country leading to the conclusion that barring a few exceptions, these management institutes have reduced to nothing more than just commerce colleges. And the icing on the cake is the fact that management courses have become 'Academic Courses' rather than 'Professional one'. Thus, there is an imperative need to restructure management education to meet up new challenges of 21st century.

RELEVANT CHALLENGES IN MANAGEMENT EDUCATION

To respond the most significant question about the pedagogical methodologies, one important fact about management education, which we must remember, is that, it is a body of knowledge that is learned and acquired rather than being taught. Management science as we portray is more of a practical science than theoretical. But still the rationale to have people with work experience has not gained total support from all players mainly the industry. It is true that the notion is changing slowly but it is more due to the external challenges an industry is facing rather than any inward policy change.

The next somewhat contentious point is how the concepts of management education should be conveyed to the students in management schools. Schools in India have primarily relied either on a theoretical method or the case base method of coaching. But any single approach does not impart the flavour of the other and thus robs the students of seeing both the theoretical as well as the practical problems at the same time. The business schools still have a regimental method of teaching and the earlier we adopt ourselves to a mix of both these methodologies the better it is for the management education system as a whole. Industry due to its prejudiced attitude has rarely relied on interacting with the academia and has just relied on the management schools to take the

emulsion for their own benefit without going into any long term interaction with the schools. This cannot be the long run model for vibrant nourishment of the industry as well as management education. The solution that has to come from the industry is more involvement with the management schools on a long terms basis for everything starting from research, recruitment, sponsorships, funding etc. what one has forgotten in the current management academia is the fact that there has been a major socio-economic-political swing and in order to be performer in the global matrix one must adapt accordingly. The need of the hour according to the most key thinker of our times, Alvin Toffler is that "To help avert future stock, we must create a super industrial education system and to do this, we must search for our objective methods in the future rather than the past. Education must shift into future tense." And this is the indication what we are all ignoring right now.

BUDDING ISSUES WHICH BUSINESS SCHOOLS HAVE TO FACE

- The effects of globalization on business education and how to act in response to this fact.
- The scarcity of highly competent faculty and what to do to make up for the deficit.
- The necessity to bring in soft skills into the core curriculum while preserving the more analytical and concept based courses.
- The effects of information and communication technologies on teaching and learning methods.
- The need to implement more effective control structures and to make the appropriate strategic choices that will allow the school to better cope with competitive pressures
- Developing Material pertinent to the Indian Context
- Promoting a Research Culture
- Developing an Accreditation system
- Corporate Governance for B School
- Student Testing service
- Developing Interaction with the Industry
- Bringing in Specialization
- Broadening the perspective
- Learning real business issues
- Inculcating values
- Creating a Global Mindset

New concepts in the areas of behavioral fiancé, Enterprise Resource Planning (ERP), Business to Business (B2B), Customer Relationship Management (CRM), e-commerce, Supply Chain Management (SCM) etc have bred in a whole new concept of courses which has relied heavily on the fundamentals which have been borrowed from across the Atlantic. But what is not being specified a rational thought is the methodological adaptation of the ideas into our scenario, i.e. making us global nationally.

PIONEERING PEDAGOGY IN MANAGEMENT EDUCATION

Management is a performing art. Thus efforts must be made to imbibe work related values. Management education must be made 'Mass Education' rather than the 'Class Education' and that too, without compromising on quality. Henceforth, management institutes endeavour must be to develop global manger of proper knowledge, attitude, skill, insight and foresight to meet the challenges of 21st century. Dr. Laura Tyson, of London Business School has publicly accepted the importance of India's role in developing a well – networked management curriculum at a function here in Mumbai. Development of management education in the post-independence era is extraordinary in the educational history of the country.

However in spite of this considerable development, a lot more has to be accomplished in respect of escalating its coverage and enhanc-

ing its accessibility to various categories of people because there still exists a wide gap between the demand and supply of professionally competent people in the country and this gap is escalating year after year with increasing industrial and business activity. The solution to this paradox lies in providing facilities for management education and training which alone can develop professionally competent generations suitable for business, industry and public administration. Hence, the question that needs to be worked out is, Is that the overall objective of management education? Is it just to churn out technocrats and managers for the industry? The answer is No. Our society needs much more than that. It needs people who have hands on experience of the practical problems prevailing and should try to solve those rather than sitting in citadels of the industries.

REPERCUSSIONS OF MANAGEMENT EDUCATION

Management academicians have to focus on the topics to be taught (What has to be taught) and method of delivery (How it has to be taught). Management education has to give emphasis on making management education relevant to the Indian context, the themes to be covered, and the way the topics have to be dealt with. Detailed coverage has to be developed for each subject. Since management is a practice oriented domain, management education has to incorporate an element of on-the job training. This will need a mix of concepts, cases, exercises as well as simulations for themes such as business strategy,

market planning, business negotiations, leadership, business ethics and team work. The main lesson that one can glean from an analysis of US Business education is that they give considerable attention to context design and theme delivery modes.

The next point is that both European and US Management education has been made context specific through cases, exercises, experiences, sharing, problem solution and simulations that are prepared for the respective business contexts specific. There has to be a massive effort to prepare context specific materials. This will need willingness on the part of Indian business groups to share materials for case preparation.

Management education at all levels was monitored both in US and UK, with special reference to Bachelor of Accountancy and Bachelor of Business Administration. In India, however, the focus on content at the B.Com and BBA has been missing. Both the contents and delivery need to be given Emphases at that level as well. We have to examine whether we need a degree like BBA for the Indian context, as management education without any practice is of no value. The action imperatives are considered in detail in the fourth part of the series on Management education. Though there were many committees on management education in India, most of them did not delve into content and delivery, and these continue to be neglected action initiatives in Indian business education.

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