CHAPTER II
DEVELOPMENT OF MANAGEMENT INSTITUTES AND DEMOGRAPHY OF TAMILNADU

2.0 INTRODUCTION
This chapter deals with development of management institutes and Demography of Tamil Nadu.

2.1. DEVELOPMENT OF MANAGEMENT INSTITUTES
2.1.1 MANAGEMENT EDUCATION IN INDIA
Before we examine how resources sharing and networking of the management Institutes libraries would bring about a qualitative change in management education itself, it would be in order to see the state of management education globally and how it has been and how it is developed in India.¹

Libraries don’t exist in isolation. Any tendency to compartmentalize or segregate the library systems, as units separate from the education institutions themselves, will not generate the result one would expect. The library system, therefore, has to be seen in the context of the organizations long-term goals and objectives. Unless this is done, this can hardly be afforded in to-days resource–constrained regime.

As a networking system is launched, there would, to start off with, only be a handful of participants – those for whom the merit of networking would have immediate appeal and would be infrastructural equipped to introduce the system. These would be the so called front runners in the development of the system. But
any further advancement in the area in the form of new inputs and increased membership would only be possible provided there is a demand from the original sources i.e. the management schools themselves. In turn, if the schools do not increase in number and / or improve upon the quality of reaching and training, the need for networking would be felt less and not more.

The introduction and consolidation of networking would then be a function of the growth of management education in the country and also abroad. This establishes the need to go into the historical roots of management education in India after which the present status and its future possibilities will be taken up for consideration and elaborate discussion.

The thrust of the argument here is this that unless the growth path and pattern of management education is charted out and understood well, the foundation of networking, which by itself is a laudable idea. Would remain on poorer grounds and might not deliver the goods as would have been expected of it.

2.1.2. BEGINNING OF MANAGEMENT EDUCATION AND THE LIBRARY SUPPORT

The formal education in business and commerce is an American gift thought certain aspects of business. Such as commercial law and double entry book keeping can be traced to Italy of the thirteenth and fourteenth centuries. However, business education was taken more seriously in the United States than any other country. In the developed world, The United States of than America has dedicated considerable resource over a long period of time towards the preparation of its
citizens for careers in business. Similar developments have taken place in U.K. though at a later date\(^2\).

The libraries attached to the business schools to begin with, started working in isolation- their basic role being to support the teaching to the business schools to begin with, teaching and research programme of their respective institutions. The extent of co-operation was limited to arranging the books on inter-library loan. Since those were not the days of knowledge explosion. And the libraries had reasonably sufficient financial resource. They served their users on their own. It should be remembered that during those days the dependence on libraries was not as much as its today. Now over a period of time these libraries have taken the shape have rich learning resource centre. Stocking comprehensive, up to date and well- balanced collections. During 1995, The Baker library for Business Administration of the Harvard University alone, for instance, stocks a collection of 5,66,400 volumes which is significantly more than the total collection of the libraries of all the four IIMs. taken together. Similarly the Hugh Jackson Business Library of the Stanford University stocks a collection of 3, 97, 908 volumes, their role is certainly more aggressive. Also, with more and more dependence on them. The libraries are completely automated and well equipped to provide a range of on-line and off-line information services.

Management education and training as part of the educational process was known to India since ancient times. Commerce education, from where management, education emerged, began in India as early as 1986 when the first Commercial school was started in Madras by the Trustees of Pachiappa’s Charities. The Government of Madras instituted examinations in commerce at about the same time.
The Government of India started a school of Commerce in Calcutta, Calcutta in 1895. In 1903 Commerce Classes were started in the Presidency College, Calcutta. Between 1903 and 1912 Commercial Institutions were also started in Bombay and Delhi. Commerce education at the University level began with the establishment of the Sydenham College of Commerce and Economics in Bombay in 1913.

The management education system emerged after India’s Independence. In 1949, the All India Council of Technical Education, Which advises the Government of India on the Development and coordination of technical education including management education, appointed an expert Committee to examine, in detail the question to education and training in industrial Administration and Business Management and to draw up a suitable scheme of management studies. The committee submitted its report in June 1953. The Indian institute of social Welfare and Business Management was the first school to offer management education in India, 1954. Based on the recommendations of the export Committee, a board of management studies was set up in the year 1955 under the Chairmanship of Sir Jehangir Hendy of TISCO. The board was entrusted with the responsibility of evolving courses of study in management, advising the AICTE on the selection of suitable institution to offer these courses, laying down standard for the conduct of examinations leading to the award of national diplomas and certificates in management, and generally promoting a coordinated development of management education in the century”.

In the light of the recommendations of the BMS of the AICTE, four leading universities of India – Delhi, Bombay, Calcutta and Madras- started offering part time course in management at the post graduate level for the junior executives. This
facilitated the launching of full time management education programmes for fresh graduates. The course offered by the four universities soon became popular and several other universities followed their example. In addition, the Indian Institute of science, Bangalore; the Indian Institute of Technology, Kharagpur; and the Victoria Jubilee Technical Institute of Bombay, and similar other institutions also started offering post Graduate Diploma programmes in Business Management and Industrial Administration.

During the latter part of 1960s, the Government of India encouraged the setting up of the All India Management Association and the National productivity Council with its network of Regional Councils to offer Executives development programmes for senior managers. The Administrative staff College of India was established to train higher level managers and senior government administrators on the lines similar to the Administrative Staff College at Henley-on-Thames, in England.

The sixties saw the starting of national level management schools. One each at Ahmedabad (1962) and Calcutta (1961). Indian Institute of Management, Ahmedabad was to collaborate with the Harvard University While Indian Institute of management, Calcutta, with the Massachusetts Institute of technology in launching their new programmes. In 1972 the management Development Institute was also established at Bangalore. The management development Institute was also established in 1973. In 1954 the Indian institute of management was established in Lucknow. As a result of all these efforts, India, beginning with less than ten institutions before the 1950, has now around 1500 institutions that offer a variety of management education programmes.
The programmes these institutions offer, cover not only Business Management and Industrial Administration but also other areas such as Health Care, Administration of public Enterprises, Computer Management, Labour Management, Cooperative management, Agricultural Management, Financial Management, and Portfolio Management, Personal Management etc. Research studies leading to Ph.D and post – doctoral research in Management are available at IIMs besides all universities and other higher educational institutions in the country. The sector institutions have been established to specifically focus on Management problems in different specialized areas. In developing the collection of the libraries attached with these management schools. From the resource sharing and networking point of view, bias towards management notwithstanding.

2.1.3. STRUCTURE OF MANAGEMENT EDUCATION IN INDIA:

Different school of Management are coordinating entries, of course, but they have been categorized into different levels on the basis of their resource, products, and also, generally speaking, the academic standards and practices followed by them. The details shows the three-tier structure of management education in India.

First Tier - All IIM’s

Second Tier - Second Level Institute like MDI, IBS, ISB XIM, FMS, NIRMA, TAPMI etc.

Third Tier - Third Level Institute like IFMR, Great Lakes BIM, Karunya, SSNSM, Amirta, PSG, Jansons, etc

The IIMs, at the top level, follow school of thought approach’ and two year post-graduate programmes are offered by these schools to prepare young graduates
for employment as professionally trained managers. The management development programmes Consultancy, and Research also form part of their activities. The institutes are autonomous and substantially rich in their resource as regards academic, physical and financial infrastructure. The second level includes Management education Department/Schools of 23 sector specific management education institutions. Such as NIBM, NIRMA, etc. national level institutions such as IITs, IISc, etc and central universities. These are also significantly rich in their resource base and infrastructural facilities. The management facilities department in the central universities run regular and quality educational programmes also take up, occasionally. MDPs and Consultancy assignments. In terms of intellectual, financial and physical infrastructure these are richer and their counterparts in the state universities. The third Level include management education department of 84, state universities. This level also includes a mix of other 119 Central and state Level institutions including associations, societies and councils, etc. Institutions at this level are mostly deficient in financial resources. Educational infrastructure, teaching aids, faculty and other needed inputs.

2.1.4 THE ROLE OF THE LIBRARIES OF THE MANAGEMENT INSTITUTES IN INDIA

Adequate library support is essential for any educational programmes to take off. This is true for management education. As well the growth of libraries supporting management education has, therefore been parallel to the growth of management education programmes in country. The central libraries of the four leading Universities of India – Delhi, Bombay, Calcutta, and Madras, and the Indian institute of social welfare and business management education and training programmes undertaken by their respective parent bodies. However the
Growth of the libraries supporting management education became vision with the establishment of the libraries at the two national management schools (IIMs) Indian Institute of Management, Calcutta in 1962 and Indian Institute of Management, Ahmedabad in 1963. starting their operations from a small room or two. With a very limited collection of reading materials, these libraries have taken the shape of modern libraries stocking rich, up to date and well balanced collection of a variety of reading materials and are well equipped to provide a range of services. Computer are being used to perform various activities and services at these libraries. The same holds true for the libraries of the four other national management schools- Indian Institute of Management, Bangalore, Indian Institute of Management, Lucknow. Indian Institute of Management, Indore, Indian Institute of Management, Kozhikode same as in Shilong also.

The IIMs have done well and have played a leadership role in promoting Management education in the country. Apart from other academic activities, the IIMs, conduct a regular two year Post – Graduate programme in Management. Upto 1995, the IIMs had produced a total of over 10,000 management graduates. The IIMs build on their fine reputation and vitality in management education by insisting on live contact with the problems of the real world of practice, through a variety of management development programme every year with the object of developing decision making skills and Administrative Competence of practicing managers. In addition to their regular teaching and training programmes, the IIMs are engaged in a wide variety of research and consultancy activities.

The library systems of these national Institution have played a key role in the successful achievement of such targets. Presently all the good management
schools are equipped with their own well established libraries. Every such library is however trying in it is own way, single handedly to serve its clientele satisfactorily which in view of various well established constraints, is now longer possible and hence, the need for cooperation, resource sharing, and networking.

2.1.5 MANAGEMENT INSTITUTES IN TAMIL NADU

The scope for management education in Tamil Nadu is no less encouraging. There is competition among various management institutions; this leads to better quality of education. The cities of Tamil Nadu boost some of the best Business Schools of the country.

Tamil Nadu boosts of 225 institutions offering management courses. Out of which 15 institutes are Government, 22 institutes are aided and 188 institutes are self financing which are functioning independently. The rapid development in the field of management education is due to rapid industrial growth in the state which has resulted demand for skilled manpower to manage the process.

The management institutes in Tamil Nadu offer two year management programs. The latest development being the five year integrated MBA, offered by few universities. The institutes not only provide mere teaching facility rather offer immense scope for research and consultancy services.

The state’s well equipped world class management institutes are in a continuous effort to redesign the traditional MBA program that fulfils the industry needs. The state’s well known management learning centres include Amrita school of business, PSG institute of Management, Jansons School of Business,
Bharathidasan institute of Management, Loyola Institute of Management, Thiyagarajar School of Management, American College, Great Lakes Institute of Management, Institute of Financial and Management Research, SSN School of Management, KCT Business School, Vellammal School of Management, Karunya School of Management etc, which are raising the bar of management education.

Table 2.1: Distribution of Management Institutes in Tamilnadu According to their Type of Management

<table>
<thead>
<tr>
<th>S.No</th>
<th>Type of Management</th>
<th>Total No.of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Aided</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Self-Financing</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>225</td>
</tr>
</tbody>
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A study of the table 2.1 indicates the distribution of institutions according to their type of management. Tamil Nadu has 225 management institutes. From the above table 2.1 it is inferred that most of the management institutes in Tamil Nadu are self financing institutes.

2.2 TAMIL NADU: GEOGRAPHY

Among the 33 constituent states in India, Tamil Nadu is one which is located on the eastern coast of the south Indian Peninsula bordered by Pondicherry, Kerala, Karnataka and Andhra Pradesh. Tamil Nadu is bound by the Eastern Ghats in the North, the Nilgiris, the Annamalai Hills, and Palakkad on the West, Bay of Bengal in the East, Gulf of Mannar, Palk Strait in the South east and Indian Ocean in the South. It is the eleventh largest state in India by size and the sixth most populous state.
Tamil Nadu covers an area of 130,058 sq. km and is the eleventh largest state in India. The major administrative units of the state constitute 39 Lok Sabha constituencies, 234 Assembly constituencies, 31 districts, 8 municipal corporations, 152 municipalities, 561 town panchayats and 12,618 village panchayats. Chennai (formerly known as Madras) is the state capital. It is the fourth largest city in India and is also one of the five A1 Metropolitan cities of India\textsuperscript{6}. 
REFERENCES


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