

# The Grey Shade of Management and Management Education

Alok Kumar<sup>1\*</sup>, Sudeep K. Singh<sup>2</sup>, Pramod Pathak<sup>3</sup>

<sup>1</sup>Faculty of Management Studies, Gopal Narayan Singh University, Rohtas, Bihar, India.

<sup>2</sup>Gopal Narayan Singh University, Rohtas, Bihar, India.

<sup>3</sup>Department of Management Studies, IIT (ISM), Dhanbad, Jharkhand, India.

## ABSTRACT

Since the Government is talking about revamping the higher education structure in our country under the generic basket of New Education Policy (NEP), Management Education seems to provide the basic structural element towards the same. Moreover, the focus on the skill element in the 'being implemented' policy further accentuates the need and role of management education across various disciplines irrespective of whether already existing or thought off in the years to come depending upon the shape and character of the Indian Economy supposed to lead the world in a way where predictions are a bit difficult. The current situation is like 'Amrit Manthan' and this will take some time before things settle down to pave way for a clearer path to such an issue! But then, as it is well known across academic and industry peers, no other education is complete without management education. This is so because two important ingredients: resources and the environment, have no alternatives. They will remain forever and will keep playing a vital role towards maintaining what we intend to call 'Grey' shade of Management Education. This article covers some very basic issues that may help us understand the colour 'Grey', synonymous with the extensive coverage and maturity that we all envisage in our country of multiple colours. Moreover, it looks to some thoughts on the 'Management' field itself being grey!

**Keywords:** NEP, Management Education, Grey decisions, Management in grey.

*Adhyayan: A Journal of Management Sciences* (2022); DOI: 10.21567/adhyayan.v12i2.08

## INTRODUCTION

The year 2022 happened to be an iconic year in many aspects. Amongst such aspects, one happened to be an extremely important thought point, we completed 75 years of Independence (really?) from the British Governance and we wish to brace up the next 25 years by making our economy grow faster and sneak through the small collection of 'developed' nations by the year 2047! Indeed so soothing to our ears!

Management education, relatively, is new to our country but has grown old and mature too in the light of exclusive complexities that systems have encountered in the past and more so in the previous two decades where we have seen more ripples than in the past and reasons are obvious. As per the latest available records from the AICTE (which governs professional education in India). There are 3100+ Management Institutions in our country with over Four lakh twenty thousand intake in the postgraduate classes, not a small number, but then let us see how they are or shall contribute to the shade of Grey (All India Council for Technical Education, n.d.)

---

**Corresponding Author:** Alok Kumar, Department of Management Studies, Gopal Narayan Singh University, Rohtas-821305, Bihar, India, e-mail: ramukola@gmail.com

**How to cite this article:** Kumar, A., Singh, S.K., Pathak, P. (2022). The Grey Shade of Management and Management Education. *Adhyayan: A Journal of Management Sciences*, 12(2):44-46.

**Source of support:** Nil

**Conflict of interest:** None

---

## GREY MANAGEMENT EDUCATION

Management education has now penetrated to the school level at the higher secondary. A bit of business studies, a tinge of relevant Management principles glued to the newer basket of skill drills has made the spread more backward. It signifies the need to identify the modules of basic Management concepts and principles relevant to school education, college education, university education and research arena. How well it can be blended with other prevailing subjects need to be worked out with management doyens and experts in our country. In fact, Management

education should start when the child ages 14–15 years. The idea is to catch them early. This shall enable better utilization of resources when they become capable of handling bigger responsibilities towards national development. So, the environment needs to be built up across the different age brackets for a better delivery of responsible citizens to society.

Management education in India is not only available at the PG level but of late, it has become very popular at the UG level too. We should agree to the fact that considering the nature of lower-level corporate jobs in the current scenario, companies have begun hiring management graduates instead of traditional stream graduates. Management graduates have also developed an affinity towards going for corporate experience and then joining a postgraduate management programme (India, 2020). Institutions have begun designing such programmes that suit even organizational-level requirements rather than generic requirements of the industrial sector. Moreover, the Government's intermittent whistles over skill up-gradation and honing of newer skills are forcing Institutions to upscale their offerings with newer courses irrespective of an effective background being offered at the school level or not. Moreover, NEP2020 has given armour to Institutions in terms of all sorts of 'flexi-learning's' coalesced with mental acumen of all individuals seeking learning!

The shades of grey have many other connotations. As known, Management education encompasses many disciplines like Psychology, Sociology, Anthropology, Statistics, Economics, Information Technology, Industrial Engineering, and now-a-days even International Relations besides the entire range of Rural Development and Agriculture, Defence studies etc. The overlap itself signifies grey. Not only the literature but the entire spectrum of applications is embraced by Management education. Should that mean these subjects also embrace the management domain if newer dimensions both in education and applications, need to emerge! What could be the role that management education can play? Speculative (development as a body of knowledge) or Emancipatory (development of the society) or Performative (development of quality in practice)! Combining these, as it ought to be, we still get the shade of grey!

Management education perhaps happens to be the only avenue that challenges conventional thoughts, in other words, the approach is to make the person better skilled and more confident towards decision-making. People often opine, it is the Game changer!

## GREY MANAGEMENT

Quantitative and decisional sciences go for more so exactness in managerial decision-making. However, leadership issues in decision making fall closer to the shade of grey. The kind of leadership necessary to tackle complex issues of today need complete paint of grey. One leader has immense pressure to play the grey leadership style, meaning overlapping styles are undoubtedly beneficial. Decisions in terms of centralization – decentralization balance too encompass grey. No organization can be fully centralized or decentralized and needs the shade of grey to diffuse any crisis emerging out of it. Management really means making a grey decision and prevailing over other colours, however, that should not mean or interpreted as 'hazy', we should accept grey as the in-thing.

India is a land of people with multiple educational qualifications – reasons could be many! It may be done for enhancing educational value, for understanding situations for greyer decisions involving multiple decision points, and could be a necessary input to being understood as a very strong grey decision maker. Our innovations or rather disruptions too have been acquiring the shade of grey to be precise. Any managerial transaction can never be complete if totally transparent! Hues of grey make it more comfortably adaptable. The superior-subordinate relationships too many a times use the grey tone. A team fulfills organizational aspirations not in black and white but in 'aspirational' grey. That should not be misinterpreted as 'compromise colour' but instead should be placed equidistant from extremes ready to tilt towards lighter or darker neighbourhoods. Rather, a golden mean between the two extremes. In color psychology, grey symbolizes neutrality and/or balance, futurity, stability.

Grey also symbolizes the experience, the learning curve or the experience curve all come in shades of grey! It is a colour of 'wisdom'. Grey minds are the most adaptive minds and are 'clash-free'. Should we not then say the best way to neutralize clash of ego is to go grey? Grey also provides lubrication in managerial movement, making corporate life sturdy as shocks get absorbed every now and then. Management is like grey ducks paddling under water rigorously to provide calmness and serenity to the environment around. Grey symbolizes self-restraint, a very relevant, contemporary feature not found now-a-days amongst corporate publics of the information age. Grey shade also means emotional stability. It is also considered a highly 'diplomatic' colour. All our International Relations surge ahead based on this colour. It also

signifies liberalism, this too has entered into the field of Management education which people consider as a Liberal study stream.

Grey gives us the opportunity to involve numerous angles to understand any problem. The solutions out of this emerge to be authoritative in nature. It also implies austerity, intelligence, and tranquility. People embracing grey can also become accustomed to various settings with acceptance, have a conciliation temperament, and can be reliant on information.

## CONCLUSION

Grey is the in thing. Grey supersedes all colours in Management and Management education. Those with a robust grey basket of skills, managerial expertise and

grayish willpower shall surely survive in the tumultuous days as of now. Nonetheless, we all know, a combination of all colours generates white but then we need to drop in some black drops to understand the very fabric of grey! After all, grey is iconic!

## REFERENCE

- All India Council for Technical Education . (n.d.). Retrieved from AICTE FACILITY: <https://facilities.aicte-india.org/dashboard/pages/dashboardaicte.php>
- India, G. o. (2020). National Education Policy. New Delhi: Government of India. Retrieved Jan 25, 2023, from [https://ruralindiaonline.org/en/library/resource/national-education-policy-2020/?gclid=Cj0KCQiAorKFBhC0ARIsAHDzslve66g7X7IZogdnFUKupUOWxN4XTxubrGQS-P9M3BCIdD1SYr0zPy0aAqq0EALw\\_wcB](https://ruralindiaonline.org/en/library/resource/national-education-policy-2020/?gclid=Cj0KCQiAorKFBhC0ARIsAHDzslve66g7X7IZogdnFUKupUOWxN4XTxubrGQS-P9M3BCIdD1SYr0zPy0aAqq0EALw_wcB)

