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**A CRITICAL STUDY ON THE PRESENT POSITION OF MANAGEMENT EDUCATION IN ASSAM****DR. ARABINDA DEBNATH****HEAD****DEPARTMENT OF HUMANITIES & SOCIAL SCIENCE****B. B. ENGINEERING COLLEGE****KOKRAJHAR****PRODIPTA RONGPIPI****RESEARCH SCHOLAR****ASSAM DOWNTOWN UNIVERSITY****GUWAHATI****ABSTRACT**

*Through this paper an attempt is being taken to carry out a critical study on the present position of management education in Assam. With a view to systematize the discussion on the topic referred to here, the entire paper is divided into three parts. The first part entitled, "Theoretical Approach" which includes an Introduction, Meaning and concept of management education, Objective of the study, Methodology of the study and Significant of the study. The second part entitled "Management education in Assam" is a comprehensive study where its present position is reflected through status of the curriculum, teaching procedures and learning systems. The third part entitled Conclusion, where some major findings are identified and some suitable suggestions are also given.*

**KEYWORDS**

management, education.

**THEORETICAL APPROACH****1.1. INTRODUCTION**

Notwithstanding its immense importance in producing entrepreneurs for the socio-economic development, the prevailing system of management education in Assam miserably failed to contribute towards this aspect. It is because of the fact that the design of curriculum, selection of teachers, teaching methodology with the education policy adopted by the Assam Govt. for imparting management education are not exercised appropriately in the context of producing entrepreneurs for the socio-economic development of the State. Due to the devoid of above mentioned factors, the expenditure of management education incurred in Assam cannot be utilized in productive way for the overall socio-economic development of the state. The absence of practical approach in the management education system cannot encourage the qualified management educated persons towards the field of business and industries. It is observed that there is a high possibility in developing socio-economic situation of Assam by utilizing those management qualified persons for the socio-economic development if they are made by systematic management education having pragmatic approach affectively.

**1.2. MEANING AND CONCEPT OF MANAGEMENT EDUCATION**

Management education is an academic discipline by which students are taught to be business leaders, managers and university professors in business education. Management education focuses on producing efficient and successful future business leaders who can be able to tackle difficult complex situation. Through theory and knowledge of management practice, students learn how to develop the leadership capabilities necessary to run a team of workers. Part of the curriculum focuses on assessing and evaluating teams in order to examine the role as a manager. People who specialize in management education must be able to adapt to changes in laws, regulations and trends. The present world is full of competition and many new technologies are emerging each day. To survive in this challenging environment, management education plays a vital role. Management Education can trigger the entrepreneurial spirit in a society. The liberalization of Indian economy has encouraged the growth of management education both in graduate and post graduate program. Because of the huge demand, many institutes have started management courses in the past few years. Management education can also help in enhancing the existing skills of the students. In the recent years, management education has attained a very important position in the realm of higher education in India. It has carved a niche for itself amongst other professional courses like engineering, medical etc. The prime reason behind this is mainly the element of job certainty that came to be associated with anyone possessing this degree/diploma. This was primarily because with India liberalizing in 1991, there was an urgent need for skilled and professional manpower to man the private organizations.

**1.3. OBJECTIVE OF THE STUDY**

The basic objective of the study is to analyse the present position of management education in Assam. The study examine as to how the management education can contribute towards the socio economic development of Assam. Inorder to fulfill the basic objective following three specific objectives have been taken under study:-

- I. To review the present curriculum of management education in Assam.
- II. To critically analyse the present teaching and learning system of existing management education of Assam.
- III. To evaluate the Government policy.

**1.4. RESEARCH QUESTION**

In order to examine the above specific objectives, the following Research Questions (R.Q) are taken under study and these questions are explained in the appropriate content of the Part II.

R.Q. I. Is the present curriculum of Management education in Assam designed according to the need of its social demand and requirement?

R.Q. II. Is the present teaching and learning system of Management education in Assam made scientifically and systematically?

R.Q. III. Is the existing Government policy appropriate and scientific?

**1.5. METHODOLOGY OF THE STUDY**

The study is based on both primary and secondary data. The primary data are compiled by the technique of field survey, personal interview and questionnaires. It is estimated that there are nine Universities imparting management education in Assam out of which five are Government universities, one is Government Institute and three are private universities. It is not easily possible to conduct a throughout study on all of these universities. So only two Universities from Government and two from private Universities are taken, considering its seniority as shown below:



TABLE NO. 1: LIST OF UNIVERSITIES IMPARTING MANAGEMENT EDUCATION IN ASSAM

Sl	Name	Location	Type	Level	Year of Establishment	Courses offered
1	Gauhati University	Gopinath Bordoloi Nagar, Guwahati	University	State University	1948	BBA, MBA, PGDHRM, PGDSMM, PGDBM, PGDFM, PGDIM, PGDBFS & Ph. D.
2	Dibrugarh University	Dibrugarh	University	State University	1965	BBA, MBA & Ph. D.
3	Assam DonBosco University	Azara, Guwahati	University	Private University	2009	MBA & Ph. D.
4	Assam Downtown University	Panikhaiti, Guwahati	University	Private University	2010	BBA, MBA & Ph. D.

Source: Compiled from field survey and personal interview

In order to elicit the views and attitude of various relevant persons through questionnaires a group of 100 respondents are constituted as follows:

TABLE NO. 2: LIST OF RESPONDENTS

Category	Number
Teacher	36
Student	45
Educationalist (Chancellor, Vice-Chancellor, Registrar, Senior Educated Citizen) .	19
total	100

Source: Field survey and Personal Interview.

On the other hand the secondary data are compiled from various books, journals, newspapers and reports and relevant websites. Both primary and secondary data are analysed and explained with the help of various statistical techniques such as tabular, diagram, time series analysis.

### 1.6. SIGNIFICANT OF THE STUDY

The study of Management Education is immensely important for producing entrepreneurs for socio economic development of Assam. The development of management education not only helps in enhancing economic aspects such as Human Resource Development, Marketing and Financial Development but also can contribute towards the upliftment of social position by providing adequate and quality goods and services creating employment opportunities, industrialization, national income etc. Hence it is to be said that management education can create a strong foundation on which overall socio economic development of a state or a country can be definitely expected. It is the reason why there is the need of carrying out a careful research work on the topic referred to here, so that in case of Assam a quality management education can be built up and this education will provide a strong basis of overall socio economic development of Assam.

## MANAGEMENT EDUCATION IN ASSAM

Like other states of India, management education in Assam is borrowed from western country. In order to enhance the social benefit from management education its prevailing system in Assam should be immediately reformed. In this paper a discussion is made only on three important dimensions of management education in Assam. The study attempts to examine and review these three dimensions and observe as how far this part of management education can contribute towards the socio economic development of Assam along with identifying various problems.

### 2.1. CURRICULUM OF MANAGEMENT EDUCATION IN ASSAM:

To make the management education effective and beneficial towards the state, its curriculum should be designed in the light of its socio economic environment. In this connection below we discuss the curriculum of four selected Universities as how far these are designed considering the requirement of socio economic position of Assam.

#### 2.1.1. IN GAUHATI UNIVERSITY

The MBA programme at Gauhati University is a two year, full-time programme, approved by AICTE. "The program aims to groom students into competent professional managers with:

1. a capacity to learn & adapt to national & international environment.
2. an orientation towards achieving excellence, maintaining high ethical standards.
3. a capacity to work effectively & efficiently, both individually & in groups."

It is a two year programme, each consisting of two semesters and the students spend eight weeks on a summer project in a business organization. The programme offers dual specialization in the areas of Marketing, Finance, Personnel Management, Production Management.

#### 2.1.2. IN DIBRUGARH UNIVERSITY

The Centre of Management Studies of Dibrugarh University offers 2-year full time Master of Business Administration (MBA) Programme. The programme offers dual specialization in the areas of "Marketing management (MM)/Financial Management (FM)/Human Resource Management (HRM)/Systems Management (SM) Small Business and Entrepreneurship Development (SBED)."

#### 2.1.3. IN ASSAM DON BOSCO UNIVERSITY

The Don Bosco Institute of Management offers Master of Business Administration (MBA) program, which is a two-year full time program for graduate students from all disciplines who aspire to choose a career in Management.

"DBIM follows a trimester system - one academic year consisting of three trimesters. Hence, the two-year program would have a total of six trimesters." Each trimester/term lasts for four months (inclusive of contact hours, holidays, exam schedules, etc)

The Elective courses are categorized under Areas of Concentration (AoC). Students can opt for any elective or a group of electives from the same or under different areas of concentration. The AoCs and the elective courses are defined by functional areas and are Marketing, Accounting & Finance, Human Resource, Information Systems/Operation, General Management

#### 2.1.4. IN ASSAM DOWNTOWN UNIVERSITY

The Assam Down Town University offers "two years full time MBA program with specializations in Marketing, Finance, Human Resource, Operations and Administration." The MBA program offers a lucrative career option to both experienced professionals as well as freshers.

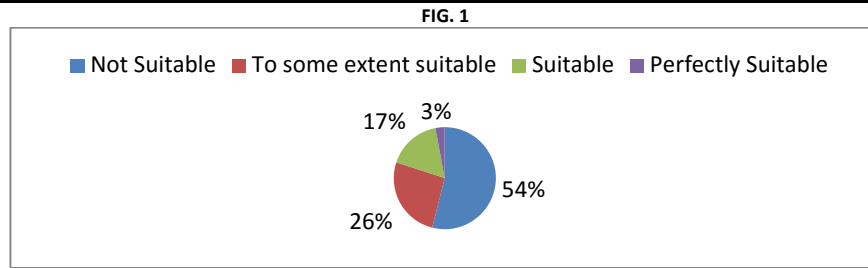
### QUESTIONNAIRE ANALYSIS

In order to elicit the views of selected respondents regarding the prevailing curriculum the following questions is put to them.

**Q.1.** According to you what is the level of suitability associated with the prevailing curriculum of management education in selected four universities with the socio economic condition of Assam?

Not Suitable   
 To some extent suitable   
 Suitable to a great extent   
 Perfectly Suitable

Against putting this question to 100 respondents 54% respondents said that it is not suitable, whereas 26% respondents said as to some extent suitable. According to 17% respondents, it is suitable to a great extent and remaining 3% respondents opine that perfectly suitable which is depicted in the following diagram.



According to 54 respondents it is not suitable because it does not provide any special subject and curriculum on Agri based management curriculum, small and cottage industry based curriculum, entrepreneurship development curriculum which are much more suitable than present international based curriculum such as Marketing, Finance, Human Resource. On the other hand according to three respondents the reason of perfectly suitable is that the duty of management curriculum is to provide a wide foundation of knowledge and the suitability depends on the ability and capacity of the management educated persons as how far they can be able to apply their acquired knowledge in the practical spheres.

**OBSERVATION**

Out of the above analysis, and feedback of the respondents, it is observed that most of the subjects of MBA course and their contents prevailing in Assam are borrowed from western country. This is one of the serious causes that there is no too much interrelationship in between course contents and socio economic conditions and factors of Assam. Assam is basically an Agriculture State. So, to develop its socio economic position, its agriculture sector much be developed. So, these should have some special paper and specialization on Agriculture Management. But in the present syllabus of BBA, MBA, PGDBM, PGDM, PGMM, PG FM do not pay much more attention on this inter related aspects. Parallely the present management education does not give any effort in designing specially a subject and course contents on Agro-based industries mostly functioning in Assam such as paper mill, jute mill, bamboo industries, sugar mill, vegetable processing industries, wood furnishing industries, handloom and textile industries. Moreover, there is no specialization on entrepreneurship, rural economy and marketing etc. The prevailing specializations are HR, marketing and Finance, the syllabus of these specializations are designed in international arena. So, after completion of MBA on these specialization candidates are educated in average standard of those papers but do not get special idea and knowledge which they can get the scope for implementing in existing economic environment. That is why most of the MBA degree holders are found to be service oriented and out of those a majority portions are appointed outside Assam. So, the Assam economy, in real sense is not benefited by this qualified management degree holders. Moreover, women entrepreneurs have an ample scope in developing socio-economic position in Assam but there is no sufficient contents in the entrepreneurship papers on women entrepreneurship related contents. Also the curriculum has not changed with the change in the socio economic scenario.

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation.”-John F.Kennedy.

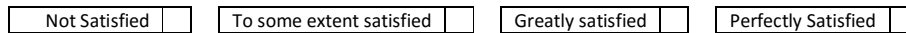
**2.2. TEACHING AND LEARNING PROCEDURE IN ASSAM**

In Assam many management institutes follow the traditional ways of teaching and learning system, which creates a challenge for management education. The course curriculum should be designed in a way that helps in building managerial and leadership skills..

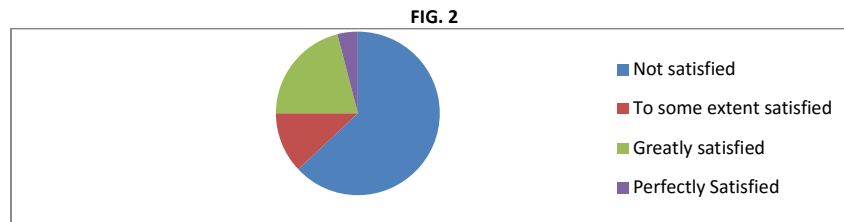
**QUESTIONNAIRE ANALYSIS**

In order to elicit the views of selected respondents regarding the teaching and learning procedure the following questions is put to them.

**Q.2.** Are you satisfied with the tools and techniques used by the management education system of Assam so far as the enhancement of teaching and learning is concerned?



Against putting this question to 100 respondents 63% respondents said that they are not satisfied with the tools and techniques used by the management education system of Assam, 12 % respondents were to some extent satisfied, 21% respondents were greatly satisfied and 4 % respondents were perfectly satisfied.



According to 63% respondents, they are not satisfied because most of the tools and techniques used by the management education system of Assam are still traditional. On the other hand, 21 % respondents are greatly satisfied because according to them the computerized projector seminars, workshops, industrial visits etc. make the teaching and learning system improved.

**OBSERVATION**

Management itself is an art of getting things done through people as said by Mary Parker Fallett. Moreover, the process of management i.e. planning, organizing staffing, directing and controlling are very much practical tasks. On the other hand, marketing management, financial management, HRM are also based on practical idea and knowledge. But that practical knowledge are imparted under prevailing teaching systems in form of class room teaching, written examination and book based knowledge learning. That is why no management qualified candidate can utilize his knowledge acquired from management course in productive way in practical affairs of socio-economic condition of Assam. So the direct contribution of this management qualified persons on socio-economic development of Assam are found to be less or zero. Lack of sufficient project work, practical training and industrial visit make the management qualified persons ineffective. Whatever the project works are entrusted there is no control or provision of monitoring whether the candidate exactly visited in industry or not. That is why most of the candidate get a chance of submitting some readymade project prepared by others. Another aspect is that examination procedure where most of the questions are theory based questions and by answering this question the candidate can get a satisfactory mark but may not have any practical knowledge at all. So, the teaching-learning and examination procedure should be strictly tie-up with the related practical sector which may be industry or agro or service sectors. The teaching and learning of the theoretical aspect should be the personal concern of the candidate. But he will be provided the facility of teacher’s help of teaching, library and internet facilities. The main aim of the teaching of teachers is to clear the practical ideology, knowledge and experience of the subject by the help of industrial unit and systematic project work, chapter wise time to time in regular interval.

Regarding teaching and learning system of management, Professor Abad Ahmad said that, “we must look at the level of openness and collaboration between industry and academia. It was a keen desire of the industry to learn from B-schools and vice versa. In fact, just as in medicine, students cannot be educated without clinical experience in a hospital; management education must also have a similar relationship with organizations in business, industry, and other relevant sectors. Their concept is very clear. Unless you have close association with the industry for case writing, research, executive development, consultancy, and sharing knowledge and experience, you cannot have a good professional management course in management.

**TO EVALUATE THE GOVERNMENT POLICY**

There should be a pragmatic Government policy regarding management education but so far as government policy of Assam is concerned, it is observed that the Government also emphasis on the increase of management institutes rather than improving quality in the greater interest of the state socio economic condition. Moreover most of the management institutions and courses are approved by the government in their political interest

**CONCLUSION**

In this part an attempt is taken to give some findings (problem) as identified throughout the study. Accordingly some suitable suggestions are put forward to make the management education as powerful tool for socio economic development of Assam.

**3.1. FINDINGS ON CURRICULUM**

1. The present curriculum of management education cannot contribute directly towards indigenous industries and Agri based industries
2. Most of the subjects of MBA course and their contents prevailing in Assam are borrowed from western country which is one of the serious causes that there is not too much interrelationship in between course contents and socio economic conditions and factors of Assam.
3. It does not produce any suitable management educated persons who can be defined as a quality entrepreneur.
4. Lack of practical exposure both inside and outside the class room makes many students unable to face the reality of business world.
5. Lack of updated syllabus with the changing needs of the environment specially in the context of Assam Economy.
6. Traditional teaching method. In spite of using LCD projector and many high technology system the basic teaching methodology used by the teachers in the classroom are not developed. Even LCD projector reduces the level of teaching art required by the teacher in the classroom
7. How to face uncertainty and complex situations are not taught in many management schools
8. Due to devoid of suitable curriculum ,based on some traditional industries, most of the management educated persons have a tendency to give their service in national and multinational companies, which leads to deprived of the state economy because this kind of curriculum failed to sustain the educated persons in state economic activities.
9. The lamentable matter is that still no university adopt any management games based on leadership, decision making, motivation, trust building, team building etc topic of the management course for the better understanding of students on subject.

**3.2. FINDINGS ON TEACHING AND LEARNING PROCEDURES**

1. Lack of provision of appointment of industrialists as faculty. Only teachers who have book based knowledge are teaching. So the students get no practical idea of applying the management knowledge through their present teaching and learning methodology.
2. Lack of industrial visits, projects and case studies is another demerit.
3. Lack of adequate tie up provision with industries for placement demoralizes the students.
4. Lack of industrialization is one of the major factors for non-popularization of management education in Assam.
5. Many times the teacher's educational careers are considered. But their practical knowledge and experience are not counted.
6. The teaching-learning and examination procedure are not related with the indigenous sector which may be Industry, Agro or Service sectors
7. The teachers training such as orientation and refresher course are also based on book knowledge and class room teaching.

**3.3. RECOMMENDATIONS ON CURRICULUM**

1. The management curriculum in Assam should be Agri based, Fishery based, Small scale industries so that the management educated person can get engaged in Assam
2. Curriculum based on local socio economic environment does not imply that it should avoid the international perspective of management knowledge. Better curriculum should be designed as to how in the light of international vision the local or state management spheres can be developed.
3. In Assam and in other states of India a management approach should be developed in the light of Indian philosophy where traditional Indian value system, Gandhian economics, Buddhist economic approach can be associated
4. There should be provision for industry based specializations.
5. Since Assam is basically an Agriculture State and to develop its Socio economic position, its agriculture sector must be developed. So, there should have some special paper and specialization on Agriculture Management.
6. There should be specialization on entrepreneurship, rural economy and marketing etc.

**3.4. RECOMMENDATIONS ON TEACHING AND LEARNING PROCEDURES**

1. There should be sufficient specialized industrial experts and entrepreneur as faculty.
2. Adequate practical knowledge should be imparted along with the prevailing teaching systems i.e. in the form of class room teaching, written examination and book based knowledge learning. Otherwise the management qualified person will not be able to contribute towards the socio economic development of State.
3. There should be sufficient project work, practical training and industrial visits to make the management qualified persons effective. Whatever the project works are entrusted there should be control or provision of monitoring whether the candidate exactly visited in industry or not
4. Along with the educational qualifications and practical knowledge, even experience should be counted.

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