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An Overview of Management Education Prevailing in Assam and the Impact on Socio-Economic Development of the State

Dr. Arabinda Debnath

Assistant Professor & HOD

Department of Humanities and Social Science, B.B. Engineering College, Kokrajhar, Assam, India

Prodipta Rongpipi

Research Scholar, Assam Downtown University, Guwahati, Assam, India

Abstract:

Through this paper an attempt is being taken to examine the position of management education imparted in Assam and their contribution in producing entrepreneurs for the socio-economic development of Assam. In order to systematize the discussion on the topic referred to here, the paper is divided into three parts. The first part entitled theoretical outline includes an introduction, meaning of socio economic development and management education, objective of the study, hypothesis of the study, methodology of the study and significance of the study. The second part entitled "management education and socio-economic development of Assam". Presents a comprehensive study on Management Education prevailing in Assam and their procedure and qualities, contents of the syllabus, recruitment of teachers, Govt. and Departmental initiative etc. all possible aspects and their contribution towards the socio economic development of Assam. The third part entitled conclusion. In this part some major finding which have been standing on the way of developing the management education as an affective instrument for producing appropriate quality of entrepreneur to be helpful for socio economic development of Assam, will be identified. Accordingly some suitable suggestions will be put forward with a view to establishing management education as strong tools for socio economic development.

Keywords: *Management, Education, socio-economic, development*

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 about 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. That is why there is a need of careful research work on the topic referred to here. Such type of research work will suggest new design of curriculum, innovative recruitment policy of teachers and creative teaching methodology in the light of practical knowledge with a view to producing entrepreneurs useful for socio-economic development of Assam. Moreover, the present research work will also emphasis for utilizing those management qualified persons for direct increase of productivity of industry, business and commerce sector. Considering this, importance of management education the present study aims at discussing the prevailing management education system in Assam, Govt. policies, Institutional system selection, appointment and training procedures of teachers, teaching and learning process and linkage with economic sector etc. all possible aspects of management education to make it a powerful instrument to be used for socio-economic development of Assam.

1.1. Management Education

Management Education as, the name implies, operates in the educational organizations. There is no defining definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology. Educational management is the theory and practice of the organization and administration of existing educational establishments and systems. Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions - right from the schools and colleges to the secretariat. It is concerned with both human and material resources

1.2. Entrepreneur

Entrepreneur in English is a term applied to a person who is willing to help launch a new venture or enterprise and accept full responsibility for the outcome. Someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced can be called as entrepreneur.

An entrepreneur supplies risk capital as a risk taker, and monitors and controls the business activities. The entrepreneur is usually a sole proprietor, a partner, or the one who owns the majority of shares in an incorporated venture. He is an employer of productive labor; contractor.

1.3. Socio-economic development

Socio-economic development is the process of social and economic development in a society.

Socio-economic development is measured with indicators, such as GDP, life expectancy, literacy and levels of employment. Changes in less-tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm, and the extent of participation in civil society.

Causes of socio-economic impacts are, for example, new technologies, changes in laws, changes in the physical environment and ecological changes.

1.4. Objectives of the Study

The study is based on the following objectives:

- i. To review the prevailing course contents, design and teaching system of management education system of Assam.
- ii. To examine the existing Govt. education policy and Institutional system of Assam.
- iii. To analyze the utilization and productivity of management educated persons in Assam.

1.5. Hypothesis

In order to examine the above objectives the following hypothesis has been formulated and these hypotheses will be tested in the appropriate chapters:

- i. It is assumed that the prevailing course contents and design and the teaching system of management education of Assam miserably failed to produce appropriate entrepreneurs suitable for the socio-economic development of the state.
- ii. It is presumed that the Govt. of Assam as well as management institutions of Assam yet to realize the importance of management education for socio-economic development
- iii. It is assumed that the management education persons still cannot utilize themselves directly in the economic activities of the state.

1.6. Methodology

The study is based on both primary and secondary data. The primary data will be collected by the technique of field survey, personal interviews and questionnaires. It is estimated that there are four Govt. Universities (Guwahati, Dibrugarh, Assam & Tezpur) and one Govt. University under DEC i.e. Krishna Kanta Handique State Open University, three Private University (Assam Don Bosco University, Assam Downtown University, Assam Kaziranga University), one Govt. Institution i.e. Assam Institute of Management and more than ten numbers of management institutions. It is estimated that there are near about 120 nos. of top level executives and professors in the management department and out of which 20% is selected for personal interviews. On the other hand, secondary data will be collected from different books, journals, newspapers, magazines, website internet and official reports and circulars and U.G.C.'s regulation and guidelines. Various statistical techniques such as co-relation co-efficient time series, mean, median, graphs and tables will be use for analysis of the data and information. Thereby, some findings will be identified which stand on the way of developing the management education systems for socio-economic development and accordingly some suitable suggestions will be also put forwarded for removing the above problems and to improve management education systems as a powerful instrument in producing entrepreneurs for socio-economic development of Assam.

1.7. Significant of the Study

The study will be entirely based on the boon of Management Education in producing entrepreneurs for socio-economic development of Assam, as it is found that the prevailing management education in the State is not effective in producing Entrepreneurs in relating to the aforesaid development as the design of the curriculum, selection of the teachers, the teaching methodology along with the education policy adopted by the Assam Government for imparting management education are not exercised appropriately in the interest of producing entrepreneurs, befitting to the present situation of the society of the State. Further, there is immense possibility in developing the socio economic situation of Assam by utilizing the management qualified persons through the means of systematic management education incorporating with pragmatic approach affectively. Hence, there is a need of careful research work on the topic referred to herein this aspect.

2. Management Education in Assam

2.1. Subject and Content of Management Course 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 some of the 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:

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

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 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."⁴ The MBA program offers a lucrative career option to both experienced professionals as well as freshers.

2.1.5. In Assam Institute of Management

The Post Graduate Diploma in Management (PGDM) programme of the Institute is structured in line with IIMs. It follows the trimester system, which, apart from the IIMs, very few Management institutes in India follows. Each trimester is of thirteen weeks duration. The first year focuses on introducing the students to basic management concepts, providing fundamental business knowledge, skills and perspectives and in their self-development. At the end of first year, the students are required to undergo summer placement of 8-10 weeks in leading and reputed business organizations. During this phase, they are expected to get exposed to corporate culture and observe the dynamics of organizational functioning. Some of their papers are: Information Technology, Marketing, Financial Accounting, Organizational Behaviour, International Business, Corporate Strategy & Planning, etc.

2.1.6. In Tezpur University

The department of Business administration came into existence in January, 1995, through enrolment of its first batch of students to its flagship two year full time MBA Programme. This programme is recognized by the AICTE. The department is engaged in pursuing research, consultancy and training apart from imparting quality management education which includes a course in tourism also. At present the Department is also running the doctoral programme (full time and part time), Master of Business Administration (full time) and Post Graduate Diploma in Tourism Management. Some of the papers are: Managerial communication, Organizational Behaviour, Financial Accounting, Operations Management, Marketing Management, Human Resource Management, Supply Chain Management etc.

Out of the above analysis, 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, PGFM 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 donot 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.

3. Teaching Methodology

In fact 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 gets 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 questions 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 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.

3.1. Teachers Recruitment

In case of recruitment, selection and appointment of teachers of management education in college, university and management institutions, there are many difficulties. Teachers (Asst. Prof., Associate Prof. and Prof.) are recruited mostly from the highly educated persons having Master Degree, M. Phil., Ph. D, NET or SLET qualified etc. In doing so the teacher's educational careers are considered. But their practical knowledge and experience are not counted. In practical, cent percent teachers are appointed having no practical experience. That is the root because their teaching never can produce an effective management qualified candidate suitable for practical operation of management function with a view to designing a practical oriented management education 70 – 80% teachers should be recruited from industrial field having adequate experience along with management education and good careers. Such type of management education will be beneficial for socio-economic development of the state. Teacher's job of management education should be transferable so that different students of different colleges will be equally benefited by a good teacher and also transferable provision will minimize the adverse affect of poor teacher if any. The teachers training such as orientation and refresher course are also suffering the same problem as suffered by the prevailing management education system. This course is also book based and class room teaching.

4. Conclusion

In this part an attempt is taken to present some finding(problem) that have been found in management education prevailing in Assam and thereafter some recommendation with be given as remedies measures.

5. Findings

5.1. Some Findings on Course Curriculum and Contents

1. It is observed that 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 no too much interrelationship in between course contents and socio economic conditions and factors of Assam.
2. Assam is basically an Agriculture State so there should have some special paper and specialization on Agriculture Management. But in the present syllabus of Management we do not find much attention on this inter related aspects
3. 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

5.2. Some Findings on Teaching Methodology

1. Since the practical knowledge imparted under the prevailing teaching systems is 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.
2. Lack of sufficient project work, practical training and industrial visit make the management qualified persons ineffective
3. 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 gets a chance of submitting some readymade project prepared by others.
4. The examination procedure where most of the questions are theory based questions and by answering this questions the candidate can get a satisfactory mark but may not have any practical knowledge at all.

5.3. Some Findings on Recruitment of Teacher

1. Many times the teacher's educational careers are considered. But their practical knowledge and experience are not counted
2. The teachers training such as orientation and refresher course are suffering the same problem. The course is book based and class room teaching.

6. Recommendation

6.1. Some Recommendations to Course Curriculum and Content

1. 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.
2. Efforts should be given 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.
3. There should be specialization on entrepreneurship, rural economy and marketing etc.
4. There should be sufficient contents in the entrepreneurship papers on women entrepreneurship related contents as it will help in the socio economic development of the State.

6.2. Some Recommendations to Teaching

1. Practical knowledge should be imparted but not under 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 our State.
2. 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
3. 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.

6.3. Some Recommendations to Recruitment

1. Along with the educational qualifications and practical knowledge, even experience should be counted.
2. Teacher's job of management education should be transferable so that different students of different colleges will be equally benefited by a good teacher and also transferable provision will minimize the adverse affect of poor teacher if any.
3. The teachers training such as orientation and refresher course are suffering the problem of book based knowledge and class room teaching which should be minimized.

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