

A Study On Academic Support In The Department Of MBA, Gauhati University

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Abstract

Higher education serves as foundation of the entire system of education. Since ancient times, students have been receiving higher knowledge from their gurus, but the introduction of a systematic higher education was the contribution of the British period. Several commissions and committees have been set up for promoting higher education in India. Though there are number of colleges and universities, the quality of education imparted is not up-to-date in north-eastern region (NER) as compared to other regions of India. In the entire NER of India, universities in the state of Assam are considered to be the most productive and leading institutions of higher education. Gauhati University is the first university of North-East India, located in Guwahati, Assam, India and it was established on 26th January, 1948. The MBA Department of G.U. is the only ranked institute of Management in the North-East with more than 30 years of academic excellence. This paper is an attempt to study the academic support given by teachers in the department of MBA, Gauhati University. The study is restricted only to the 4th Semester students of the Department of MBA, Gauhati University (2014-16). The investigator selected the survey method for appropriate investigation of this study and used a self-structured questionnaire as a tool for her study. For analysis and interpretation of data, simple tables have been used. On the basis of interpretations and findings, the researcher has come to certain conclusions that LCD TV is mostly used in classroom transaction; there is opportunity for personal interaction with teachers; the students attend the lectures given by people from reputed industries or firms; the Internship Program, Event Management Program, etc. are conducted by the Department and the students find all these programs beneficial and interesting, and so on.

Key words : Higher education, assam, north-eastern region, Gauhati university, MBA department, academic support, 4th semester students.

Introduction

1.1 Meaning of higher education

Higher education is the state of learning that occur at universities, academies, colleges, seminaries and institutes of technology. It also includes certain college level institutions such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications.

Higher education includes teaching, research, exacting applied work (eg. in medical schools and dental schools), and social services activities of universities. It serves as foundation of the entire system of education.

1.2 Higher Education in India

Higher Education is not new for India. since ancient times, students have been receiving higher knowledge from Gurus. However, the introduction of a systematic higher education was the contribution of the British period.

The higher education system of India has seen an increase in the number of universities and colleges in comparison to the number at the time of independence. As reported by UGC 2016, India has the following number of universities and university level institutions (See Table 1):

Table -1

**Distribution of Universities and University Level Institutions in India
(as on july, 2016)**

Type of University	India
State University	350
Private University	241
Institutes of National Importance	92
Deemed University	123
Central University	46
Total	852

Other institutions include 40760 colleges as Government and Private Degree Colleges, including exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2015. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open Univeristy (IGNOU) is the largest university in the world by number of students, having approximately 4.5 million students across the globe.

1.3 Higher Education in North-East Region

The North-East Region (NER) consists of eight states-Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura.

Before Independence of India, there were only 16 colleges in the NER (NAAC report, 2004). Until Indian Independene, Arunachal Pradesh, Nagaland, Mizoram and Sikkim did not have colleges. After Independence, varieties of colleges were established and spread all over the region. Inspite of the late start, higher education in NER had a very rapid growth in post-Independent era.

At present, there are 22 Central and State Government Universities in NER. This region has another 30 private and deemed universities. The state-wise number of universities and number of colleges in the NER included under section 2(f) and 12B of the UGC Act, 1956, as on 31.03.2015 is shown in Table-2.

Table-2

State-wise no. of universities and no. of colleges in the North-East included under Section 2(f) and 12 B of the UGC Act, 1956, as on 31st March, 2015

States	No. of Universities				No. of Colleges under			
	Central Govt.	State Govt.	State Pvt.	Deemed Pvt.	Total 2(f) & 12 B only	2(f)	Total	
Arunachal Pradesh	1	-	7	1	9	9	1	10
Assam	2	12	4	-	18	284	20	304
Manipur	2	-	-	-	2	57	1	58
Meghalaya	1	-	8	-	9	29	8	37
Mizoram	1	-	2	-	3	25	2	27
Nagaland	1	-	2	-	3	32	8	40
Sikkim	1	-	5	-	6	-	6	6
Tripura	1	-	1	-	2	21	-	21

Source : UGC Annual Report 2014-15

Though there are numbers of colleges and universities, the quality of education imparted is not up-to-date in NER.

1.4 Universities in Assam

In the entire north-eastern region of India, universities in the state of Assam are considered to be the most productive and leading institutions of higher education.

Assam is a multi-cultural state and its universities play the pioneering role of visualizing its diverse tradition. With excellent faculty and administration, the state universities generate a learning ambience for the aspirants all across the country. In Assam, there are 2 central universities, 12 state universities, 4 private universities (as of 2015).

1.5 Gauhati University

Gauhati University is the first university of North-East India, located in Guwahati, Assam, India. It was established on 26th January, 1948. On this date, Prime Minister Bordoloi formally inaugurated the Gauhati University. It was established by an Act of the State Legislature : the Gauhati University Act 1947 (Assam Act, XVI of 1947) of the Government of Assam. It had 17 affiliated colleges and 8 Post-Graduate Departments on its establishment.

The G.U. started functioning as an affiliating, teaching and residential university in a few temporary buildings in Guwahati, with K.K. Handique as the first Vice Chancellor. Phanidhar Dutta, Sailandhar Rajkhowa and Sarat Kumar Dutta were selected as the Registrar, Treasurer and Secretary of University Classes respectively. The emblem of the University, selected from among many submitted, was designed by T. Mukherjee, a textile designer of Ahmedabad. Two Sanskrit words inscribed on it - Vidyaya Sadhayeta (meaning - achievement through learning) indicate the motto of the University.

The objective of the University is to bring about social, economic, cultural, moral and spiritual upliftment of the people of Assam.

Ranking of G.U.

In rankings of Indian universities, it was ranked 24th by the India Today among India's Top 50 Universities of 2012. It has been awarded a 4 star (★★★★) status by the National Assessment and Accreditation Council (NAAC) of UGC. It was ranked 3rd by the India Today among the top 5 Eastern Universities after University of Kolkata and North-Eastern Hill University of 2012. It was ranked 131st by 2016 University Web Ranking. In 'The India Rankings 2016', GU got 22nd rank among India's Top 25 Universities.

1.6 Master of Business Administration (MBA) Department, G.U.

The MBA Department of G.U. is the only ranked institute of Management in the North-East with more than 30 years of academic excellence. It offers a two year, full-time programme in 4 semester curriculum, approved by AICTE. It was started way back in the year 1978. the aim of the Deptt. is to develop in the students an analytical mind-set, in-depth professional knowledge, a passion for achievement and a socially responsive outlook that will ensure all-round development of the nation.

Placement Profile of the MBA Deptt., G.U.

The students have secured placement in organizations such as -

ACC, Aircel, Airtel, American Express, Axis Bank, AIDC, Air India, Amtron, BRPL, Bajaj Allianz, Birla Sunlife, City Bank, Coca Cola, Ernst & Young, Godrej & Boyce, HDFC Bank, HSBC, Hyatt Hotels Group, IBM, ICICI Bank, IOCL, Kotak Mahindra, LIC, Nestle, NRL, ONGC, Onida, RBI, Reliance, SBI, Taj Group of Hotels, UBI, Videocon, Williamson Magor, Zee TV, etc.

2. Need of the study

The investigator has selected the Department of MBA, Gauhati University on the following grounds -

- i. The MBA Department, G.U. is the only nationally ranked B-school from the North-East region due to which the investigator is inspired to take it for study.
- ii. The investigator is impressed by the brilliant academic results for the last few years shown by the students of the Department of MBA, G.U. So, she has taken this Department for study.
- iii. This department is the recipient of top honours at “Prerna International Summer Project Contest” consistently from 1996-2003. So, the investigator has taken this Department for study.
- iv. The aspect of academic support is very important in any educational institution. The Department of MBA, GU has excelled in this aspect, and as such the investigator has selected this Department.
- v. Till now, no studies have been undertaken on this aspect in the Department of MBA, G.U. So, the investigator has selected this Department of GU to study the factors for performing excellence in all the areas.

3. The objective of the study

The objective of the study is -

To study the academic support given by teachers for better performance of students.

4. Findings of the study

In the present study, the findings can be summarized as –

- LCD TV is mostly used in classroom transaction.
- Extra classes or tutorial classes are not provided to the students.
- There is opportunity for personal interaction with teachers.
- The library materials for the course are not adequate and so the students find it difficult to get the prescribed readings.
- The availability of computers and accessibility to internet and scientific databases is average.
- The students are rarely given encouragement to browse the internet to gather information.
- The students attend the lectures given by people from reputed industries or firms.
- The Internship Program, Event Management Program, etc. are conducted by the Department and the students find all these programs beneficial and interesting. Such programs help in developing all the qualities and skills required in a manager.

- The students visit the industries, laboratories, banks and outside universities. Such field visits organized by the Department sufficiently fulfil the purpose of organizing them.

5. Methodology used in the present study

5.1 Method

The investigator selected the simple random sampling method to conduct a survey in this study.

5.2 Sample

The investigator has taken a sample of 43 students of 4th Semester (2014-16) of the MBA Deptt., Gauhati University.

5.3 Tools

The investigator used a self-structured questionnaire as a tool for her study.

5.4 Data collection

For the purpose of collecting data, the investigator personally visited the MBA Department and distributed the questionnaire to a sample of 43 students of 4th Semester (2014-16).

6. Result and discussion of the present study

The results of data are presented in tabular form (Table-3).

6.1 Analysis of the results of the students

Following are the responses obtained from the students' questionnaire :

6.2 Discussions on Table-3

1. With regard to *teaching-learning materials used in classroom transaction*, 97.68% students are of the view that LCD TV was used in classroom transactions while 2.32% opine that overhead projectors were also used sometimes.
2. Regarding *extra classes or tutorial classes provided*, 46.52% students opine that such classes were not provided, 25.56% are of the view that these were sometimes provided, 20.94% opine that these were provided and 6.98% express as often provided.
3. With regard to *opportunity for personal interaction with teachers*, 81.40% are of the opinion that they were provided such opportunity and 18.60% view as given to some extent.
4. Regarding *opinion about the library materials for the course*, 55.81% students express their view that the library materials were inadequate and 44.19% students opine that the library materials were adequate.

5. With regard to the *ability to get prescribed readings in the library*, 55.81% students opine that they could get the readings with difficulty, 18.60% view that they were able to get sometimes easily, 13.96% express as easily able to get while 11.63% are of the opinion that they were not at all able to get.
6. Regarding the *encouragement given to browse the internet to gather information*, 30.24% students are of the view that they were sometimes given encouragement, 27.90% view as always given, 20.93% opine that they were often given, 11.63% express as never given while 9.30% opine as rarely given.
7. With regard to *availability of computers, access to internet, access to scientific databases*, 30.24% students opine that they were average in availability and accessibility, 25.58% express as poor, 18.60% view as bad, 13.96% are of the opinion that they were quite good and 11.62% express as good.
8. Regarding the *attending of lectures given by people from reputed industries or firms*, 81.40% students are of the opinion that they attended such lectures, 13.94% sometimes attended and 4.66% attended when they felt like.
9. With regards to *organization of internship program by the Department*, 90.70% students view such programs to be beneficial and interesting, while 9.30% are of the opinion that they are not sufficient.
10. Regarding the *help received from the "Event Management Program conducted by the Department*, 46.52% students are of the opinion that such program helped them in developing managing skills, leadership quality, communicative skills and disciplinary skills. 20.93% view as helped in developing managing skills, another 20.93% see as developing communicative skills and 11.62% opine as developing leadership quality.
11. With regards to *visiting industries, laboratories, banks and outside universities by the students*, 32.56% students expressed their view that they visited, another 32.56% sometimes visited, 20.94% rarely visited, 6.97% frequently visited and another 6.97% never visited.

7. Conclusion

In conclusion, it is said that though there are numbers of colleges and universities, the quality of education imparted is not up-to-date in NER as compared to the other parts of India. In the entire north-eastern region of India, universities in the state of Assam are considered to be the most productive and leading institutions of higher education. Gauhati University is the first university of North-East India, located in Guwahati, Assam, India. The MBA Department, G.U. is the only nationally ranked B-school from the North-East region. While conducting a study

on academic support in the department of MBA, GU, the researcher comes to the following conclusions on the basis of the findings–

- Lack of extra classes or tutorial class provided.
- Inadequacy of the library materials for the course.
- Lack of encouragement given with regard to using and browsing of the internet to gather information.
- Computers are not sufficiently available.
- Accessibility to internet and scientific databases is average.

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