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Current Situation and Prospects of Management Education in Tripura: A Neutrosophic Overview

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ABSTRACT: Management education in India plays a crucial role as a key source of knowledge for institutions. One of the most specialized areas here is management education. The growing business sector in the northeastern Indian state of Tripura has resulted in a notable need for competent managers. The state has responded by significantly growing its infrastructure for management education. The private sector is primarily responsible for this expansion. These sectors have historically played a vital role in society, especially by giving the local populace a steady source of income. The majority of students who enroll in these programs find employment as a result of their management education. This study provides a summary of the state of management education in Tripura today and explores how it might help the state create jobs. Through the prism of neutrosophic logic, it also identifies a number of issues and difficulties that students in management education encounter and makes recommendations for the future course of management education in Tripura. The concepts of truth, indeterminacy, and falsehood are recognized in the analysis by neutrosophic logic. This comprehensive method provides a deeper understanding of the complexities in management education and its future prospects in Tripura.

Key Words: Neutrosophic logic, management education, indeterminacy.

Contents

1. Objectives of the Study

The objectives of the present study are as follows:

(i) **To provide a Comprehensive Overview:** This study aims to present a detailed overview of the current scenario of management education in Tripura, acknowledging the true, indeterminate, and false aspects.

(ii) **To investigate Role in Job Creation:** It explores the impact of management education on job creation in the state, considering the truth, uncertainty, and falsehood elements within this context.

(iii) **To identify Challenges:** The study identifies the various problems and challenges faced by students in management education, highlighting true, indeterminate, and false factors.

(iv) **To propose Improvements:** It offers suggestions for enhancing management education in Tripura to meet the demands of the growing business sector, while taking into account the true, indeterminate, and false dimensions of the proposed solutions.

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2. Introduction

Management education in India has undergone substantial development over the past 70 years. It encompasses learning the fundamentals, concepts, and activities of business. Management education equips students with business principles, theories, and practices, preparing them for academic or corporate careers. This education includes various aspects such as staffing, leading, planning, organizing, directing, and regulating an organization to achieve specific goals. The growth of India's economy over the last decade has led to an increased demand for management education. According to Ravichandran [26], management education in India is unique. Proper management education is essential for providing managers with the dynamism and solidarity needed to thrive. As new challenges arise, society must become self-sufficient and transform without losing its core essence. To address these challenges, both industry and management must adapt their paradigms, understand things differently, and evolve their values. Notably, management education is increasingly recognized as crucial for fostering sustainable development and societal progress. To ensure a better quality of life, people are shifting from generic education to skills-based curricula. Consequently, engineering and management education have become essential rather than optional in society. This shift is driven by the widespread perception of job security that comes with obtaining a diploma or degree, particularly following the Republic Institute of India opening its doors in 1991. The rapid expansion of management and technical education in India has significantly reshaped the academic and professional landscape. This changing environment provides learners with new opportunities, increased confidence, and innovative approaches to enhance their skills. The incorporation of advanced technologies in management education, such as the use of social media for teaching, is a prominent trend. In 2010, Sen [31] presented some changing trends in Management education in the institutions of North-Eastern India, which seem to be lagging in fully embracing the phenomenon of management education.

3. Research Methodology

The study is qualitative in nature. For the quantitative portion, a structured questionnaire comprising both closed-ended and open-ended questions was employed to collect data on students' opinions and perspectives regarding management education. Management courses offered by various institutions in Tripura were selected for this study. All respondents were current management students from these institutions. Convenience sampling was utilized as the sampling strategy for this research. Data collection took place in June 2024, with a sample size of 700. The gathered data has been analysed and presented in various formats, including tabular form as percentages, as well as graphical and correlation heat maps. The analysis acknowledges the true, indeterminate, and false aspects of students' responses, providing a comprehensive understanding of the data.

4. Analysis and Findings

4.1. Present status of technical and Management Education in Tripura:

India has made significant strides in enhancing its educational landscape, particularly in higher and managerial education, positioning itself among the world's top five thriving global economies. The expansion of management education has been remarkable, driven by efforts and initiatives implemented during the successive Five Year Plans. Notably, policy changes in the 1980s allowed private and nonprofit organizations to establish management institutions on a self-financing basis. According to Sanchita[29] many management education institutions play a critical role in transforming human resources into human capital by creating skilled manpower, enhancing industrial productivity, and improving the quality of life. From a neutrosophic perspective, we recognize the true, indeterminate, and false aspects of this development: the truth of India's substantial progress in higher and managerial education and its significant role in the global economy; the indeterminacy of the uncertain impacts and outcomes of these policy changes and initiatives over time; and the falsehoods in potential areas where management education may not have fully achieved its intended goals or where challenges still persist. This comprehensive approach provides a nuanced understanding of the evolution and current state of management education in India. There is a significant demand for management education in Tripura, primarily driven by job opportunities and attractive salary packages, as indicated by 87% of respondents. Interestingly, 58% of students expressed a desire to work within the state, 10% preferred to work within the North-Eastern States, and 32% aimed to work outside the North-Eastern States. The quality of management education hinges on several factors, including the quality of teaching, placement opportunities, infrastructure facilities, institute culture, and other elements. These factors have been ranked according to respondents' preferences for valuable management education. From a neutrosophic perspective, we recognize the true,

indeterminate, and false aspects: the high demand for management education in Tripura and the primary motivation for job opportunities and salary packages (truth); the uncertain distribution of students' preferences for job locations and the varying importance of factors influencing management education quality (indeterminacy); and any discrepancies or inconsistencies in the respondents' perceptions and preferences (falsehood). This comprehensive approach provides a nuanced understanding of the factors influencing management education in Tripura.

Sl. No.	Factors	Percentage of respondents	Rank
1	Quality of teaching	27%	2
2	Placement	54%	1
3	Infrastructure Facilities	14%	3
4	Institute culture	5%	4
5	Others	0%	5

Table 1: Factors for ranking the Management Education [**Source: Field survey**]

4.2. Neutrosophic Interpretation:

Truth (Facts & Certainties)

Placement (54%): It is evident that placement opportunities are the most crucial factor for the majority of respondents.
Quality of Teaching (27%): This is the second most significant factor, highlighting its importance in management education.
Infrastructure Facilities (14%): While important, this factor is ranked third, indicating it is not as critical as placement or teaching quality.
Institute Culture (5%): This factor is less prioritized by respondents. **Others (0%):** No respondents prioritized other factors.

Indeterminacy (Uncertain or Ambiguous Aspects):

Subjectivity in Perceptions: The data reflects students' preferences, which can be subjective and vary widely based on individual experiences and expectations.
Evolving Priorities: Preferences for factors such as institute culture might change over time or with new developments in the educational environment.
Potential Overlap: There may be overlaps between categories, such as quality of teaching and placement, where their influence on respondents' decisions isn't distinctly separated.

Falsehood (Inaccuracies or Misrepresentations):

Misinterpretation Risks: There is always a risk of misinterpreting survey results if the questions were not clearly understood by respondents.
Non-representative Sample: The use of convenience sampling could lead to biases, meaning the sample may not accurately represent the entire student population's views.

Placement refers to organizing people or things in a specific order, positioning items in a particular location, or securing employment for someone and it holds significant importance in management education. According to respondents, placement is the most critical factor, followed by the quality of teaching and infrastructure facilities. Only 5% of respondents indicated that institute culture impacts management education. From a neutrosophic perspective, we consider the true, indeterminate, and false aspects: the truth that placement is a key factor in management education as highlighted by the majority of respondents; the indeterminacy in the varying degrees of importance placed on teaching quality and infrastructure, which may differ based on individual preferences and experiences; and the falsehood in the minimal impact of institute culture on management education as perceived by a small percentage of respondents. This approach provides a comprehensive understanding of the factors influencing management education quality.

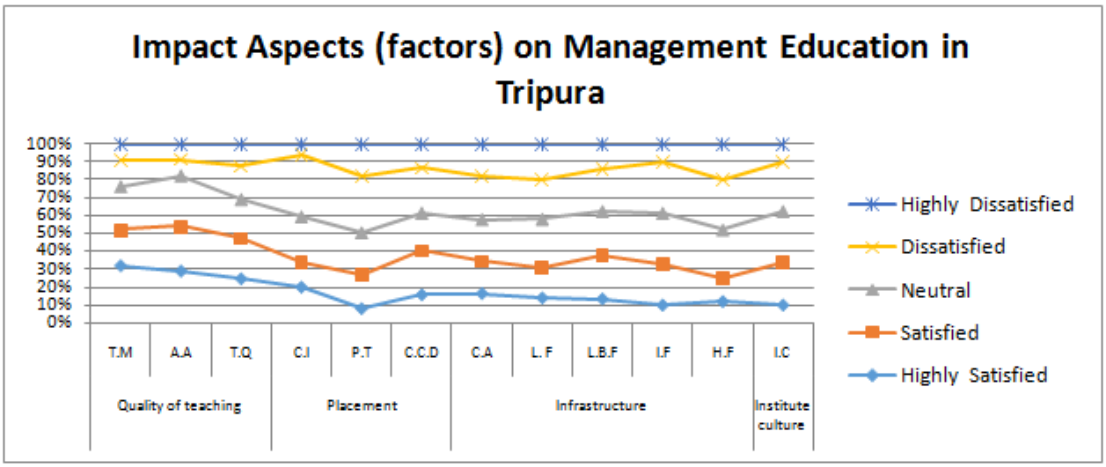
India has significantly improved higher and managerial education, contributing to its position among the world's top five economies. The expansion of management education has been remarkable due to the efforts and initiatives undertaken during the successive Five Year Plans, especially the policy changes in

the 1980s that allowed private and nonprofit organizations to establish management institutions on a self-financing basis. Management education institutions play a critical role in transforming human resources into human capital by creating skilled manpower, enhancing industrial productivity, and improving the quality of life. From a neutrosophic perspective, this development can be examined through the elements of truth, indeterminacy, and falsehood: the notable improvements and significant contributions of management education, the uncertain long-term impacts and potential challenges, and any possible overestimations or misrepresentations of the role and effectiveness of these institutions. This comprehensive approach provides a nuanced understanding of the multifaceted development and influence of management education in India.

The positive impact of management education on society, organizations, and individuals has become more pronounced. Management education equips individuals with the knowledge and skills required to thrive in the competitive 21stcentury business environment. Initiatives such as improved inventory control and portfolio hedging, fostered through management education, can significantly boost productivity, leading to better job opportunities, higher income levels, and an enhanced quality of life, even though they might not be as groundbreaking as curing cancer. Management research and education strengthen organizations at nearly every operational level and can potentially increase business productivity. From a neutrosophic perspective, we consider the true, indeterminate, and false aspects of these elements' effects on management education, acknowledging their multifaceted and complex nature.

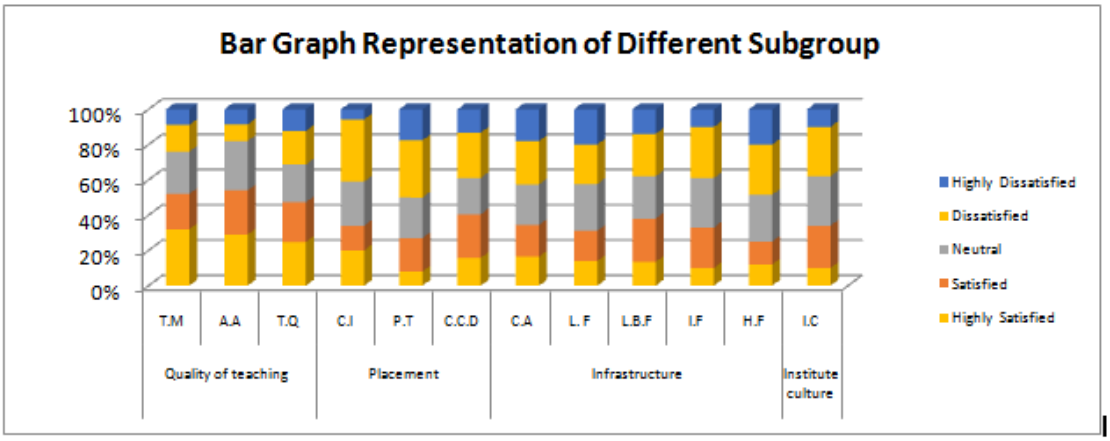
Sl. No.	Factors	Sub factors	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
1	Quality of teaching	Teaching Methodology	224	140	168	106	62
		Academic Activities	203	175	196	66	60
		Teaching Quality	173	158	150	133	86
2	Placement	Campus Interview	140	98	175	247	40
		Placement Training	56	133	161	227	123
		Course curriculum design is aligned with placement	112	175	147	182	94
3	Infrastructure	Classroom ambience	115	126	161	172	126
		Lab. facilities	98	120	168	157	140
		Library Facilities	94	172	168	135	98
		Internet Facilities	70	161	196	203	70
		Hostel Facilities	84	91	186	199	140
4	Institute Culture	———	70	168	196	196	70

Table 2: Status of various impact aspects (factors) on Management Education in Tripura [Source: Field survey]

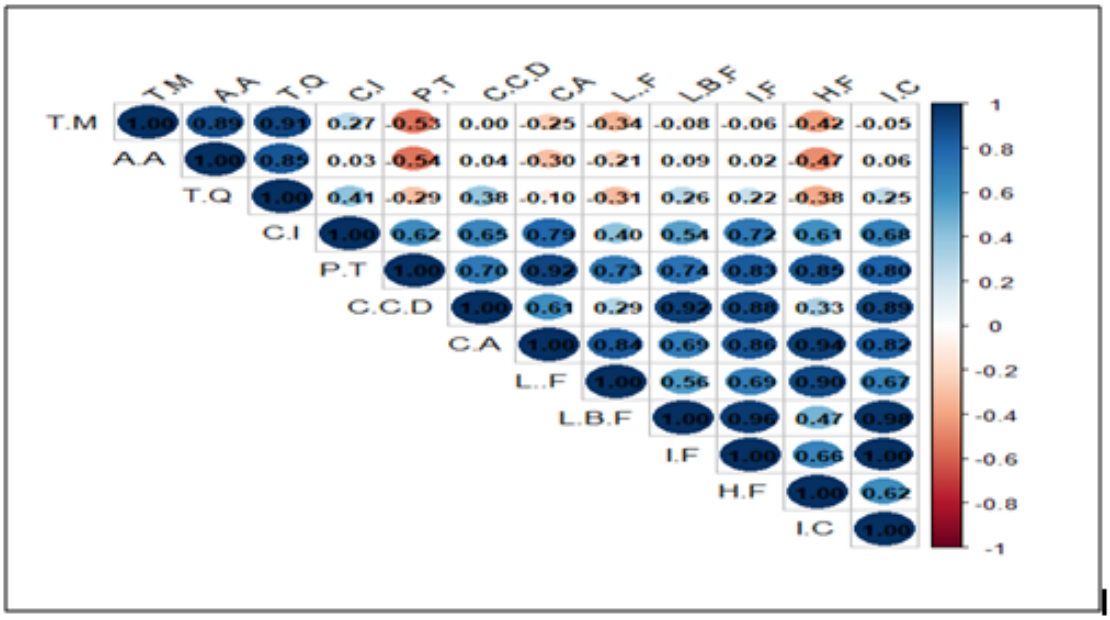


T.M: Teaching Methodology, A.A: Academic Activities, T.Q: Teaching Quality, C.I: Campus Interview, P.T: Placement Training, C.C.D: Course curriculum design is aligned with placement, C.A: Classroom Ambience,L.F: Lab. Facilities, L.B.F: Library Facilities, I.F: Internet Facilities, H.F: Hostel Facilities I.C: Institute culture

The status of various impact aspects (factors) on management education in Tripura data is represented through the line and bar diagram to visualize the trend across the different sub factors such as T.M, A. A, T.Q, etc. The sub factor having the highest and lowest satisfaction are noticed on T.M and P.T and by looking at significant peaks in dissatisfied and highly dissatisfied categories are P.T and C.I.



Relationship between the satisfaction levels for the various sub factors are provided in the following data set:



To better understand the strength and area for improvement the correlation graph shows sub-factor such as L.F and L.B. F. show a very strong correlation. i.e., both are move in the same direction and the some pairs of sub-group T.M, and P.T or C.I. and C.A have no correlation , there are also mild negative correlation among C.I and T.M or C.I and A.A. i.e., observed value moved to the opposite directions.

According to the survey, 32% of respondents are highly satisfied onTeaching Methodology, 29% are highly satisfied on Academic Activities and 25% are highly satisfied on Teaching Quality. 20-30% respondents are still not satisfied for teaching quality. But respondents also expect the resource persons, guest lectures, and company people for getting practical knowledge in Management. Again, regarding to the Campus Interview, Placement Training and Course curriculum design is aligned with placement is not satisfactory in Tripura. Around 50% respondents are not satisfied regarding placement performance of the institutes. Only 5% respondents ate highly satisfied for campus interview .On the other hand, the infrastructure facilities like Classroom ambience, Internet Facilities and Hostel Facilities are not satisfactory. Only 10% of the respondents are strongly satisfied on Institute culture. Respondents also demand corporate personal for teaching and training.

Neutrosophic Interpretation

Interpreting the given data through a neutrosophic lens, we extract insights based on the elements of truth, indeterminacy, and falsehood. Here's a summary of the interpretation:

Truth (Facts & Certainties)

High Satisfaction Levels: Certain aspects, such as teaching methodology and academic activities, have high satisfaction ratings. This indicates that these elements are perceived positively by a significant portion of students.
High Dissatisfaction Levels: Placement training and specific infrastructure issues, such as internet and hostel facilities, show high dissatisfaction rates. This suggests areas where there is a clear need for improvement.

Indeterminacy (Uncertain or Ambiguous Aspects)

Neutral Responses: A substantial number of respondents have given neutral ratings for various sub-factors. This indicates a level of uncertainty or mixed feelings, making it difficult to draw definitive conclusions about these aspects.
Varied Experiences: The different levels of satisfaction and dissatisfaction across sub-factors suggest that student experiences are diverse and not uniformly positive or negative. This highlights the complexity of perceptions in management education.

Falsehood (Inaccuracies or Misrepresentations)

Potential Misinterpretations: The presence of dissatisfaction and highly dissatisfied responses may point to areas where management education does not meet expectations. These responses could also indicate inaccuracies or misrepresentations in the perceived quality or effectiveness of certain aspects.

Management education is regarded as a service, and its quality assessment is more challenging compared to tangible products due to the unique characteristics of services, such as intangibility, inseparability, heterogeneity, and perishability. Consequently, the pedagogy of management education significantly influences its quality, requiring improvements across all aspects of its delivery, including curriculum design, teaching methodologies, faculty development, infrastructure, and student support services. The combined efforts of the educational system, institutions, and faculty are crucial in determining the overall quality of management education.

From a neutrosophic perspective, indeterminacy plays a vital role in understanding the complexities of management education. The varying degrees of impact that different aspects of management education delivery might have on overall quality exemplify this uncertainty. For instance, while some students may prioritize teaching quality, others may emphasize the importance of placement opportunities or infrastructure facilities. This subjective nature of service evaluation introduces a level of unpredictability in assessing the true effectiveness of management education.

Moreover, the evolving educational landscape and the continuous integration of new technologies and methodologies further contribute to indeterminacy. As institutions adopt innovative teaching practices and advanced tools, the outcomes and overall quality of education may vary, leading to diverse experiences for students. This uncertainty underscores the need for continuous adaptation and improvement within the educational system.

Additionally, indeterminacy is evident in the responses of various stakeholders involved in management education. Faculty, students, and industry professionals may have differing perspectives on what constitutes high-quality education, resulting in a dynamic and ever-changing environment. This variability necessitates a flexible and responsive approach to enhancing the quality of management education.

5. Opportunities for Management Education to Create Jobs in the State of Tripura

In general, there is a notable correlation between the growth of the industry and the prospects of management education. As industries expand, management students benefit from enhanced placement opportunities. However, Tripura faces several communication challenges, but ongoing road and rail development aims to address them. Robust infrastructure support, including access to raw materials, land, labor, electricity, transportation, and a favorable political climate, is crucial for fostering new industries. Tripura, with its supportive political environment, reliable power supply, and government assistance, offers excellent prospects for industrial growth. High-quality management schools are essential for producing human resources with managerial capabilities. The greatest barrier to Tripura's industrial development is transportation, as the state is surrounded by Bangladesh on three sides, relying heavily on aviation and road transportation to connect with other states, which significantly increases the cost of transporting raw materials and finished goods. From a neutrosophic perspective, we consider the true

correlation between industry growth and placement opportunities, the indeterminacy of future infrastructure developments and their impact, and potential misconceptions about overcoming transportation challenges, providing a nuanced understanding of the interplay between management education and industry growth in Tripura.

Total students	No of students not interested for jobs	No of students interested for jobs	No of students secured jobs
700	89	611	441

Table 3: Distribution of Students Based on Job Interest and Placement Status

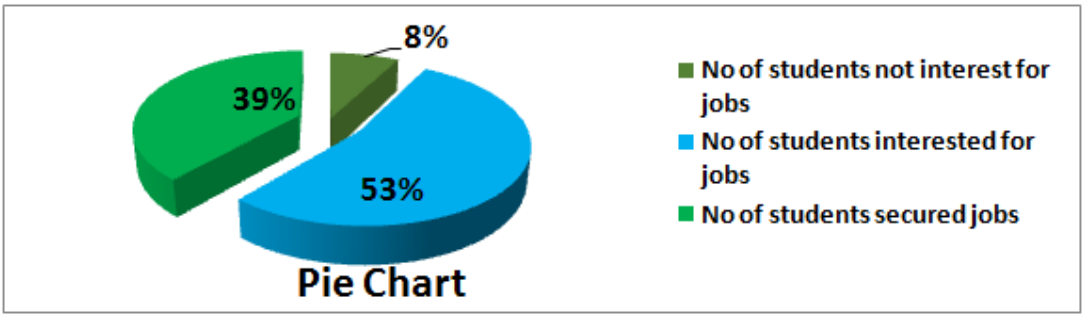


Figure 1: Pie Chart Based on the Information in Table 3

Total students	Got job in Tripura	Got job in Outside Tripura
441	92	349

Table 4: Placement Summary of Students Based on Job Location (Tripura vs. Outside Tripura)

6. Problems and Challenges with Tripura's Management Education

Management education is dynamic, constantly adapting to sociological, technical, and economic shifts in both local and global environments, which presents numerous challenges. The current discourse has shifted from questioning the importance of management education to recognizing its crucial role in a country's social and economic advancement. It is widely acknowledged that management education significantly contributes to the overall education and training system. As a WTO member, India is obligated to open its market for trade in services, including education. However, it lacks a clear strategy to enhance its educational system to compete with global giants. From a neutrosophic perspective, we analyse the true, indeterminate, and false aspects: the dynamic nature of management education and its essential role in social and economic progress are undeniable; the challenges posed by adapting to various shifts and the uncertain impact of opening the market for educational services; and potential misconceptions about the ease of implementing a strategy to compete with global giants in education. This comprehensive approach provides a nuanced understanding of the complexities and multifaceted nature of management education in India.

Surveys indicate that over 100,000 students graduate from private schools, but companies tend to select only the top 5-10% of management professionals. Many students may not realize the poor quality of the programs they've chosen, and due to the high demand for management degrees, most B-schools remain full despite low-quality instruction. According to market observers, graduates from these B-schools often accept low-paying positions with uncertain futures. In recent years, financially motivated entrepreneurs have established more management institutions nationwide to meet the rising demand from management aspirants. As a result, the quality of management education offered by these universities is often subpar. Additionally, the lack of focus on faculty appointments and quality has contributed to the decline in educational standards. These institutions need to establish a regulatory framework to balance accountability and independence. From a neutrosophic perspective, we consider the true, indeterminate, and false aspects: the rapid increase in management graduates and the tendency of companies to select only top candidates highlight the quality disparity in education; the uncertain awareness of students regarding program quality and the variable impact of new institutions on the overall quality of management education; and potential misconceptions about the ease of maintaining quality amidst rapid expansion

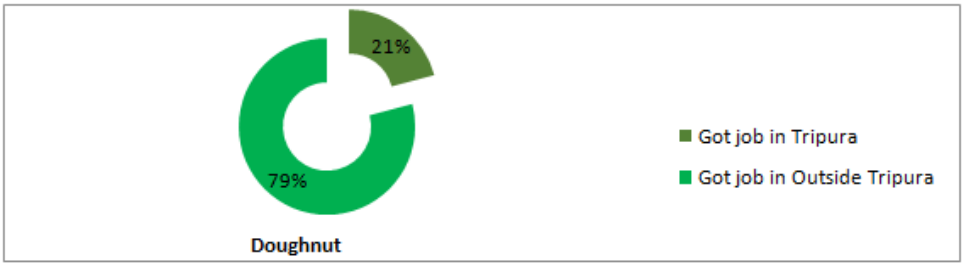


Figure 2: Pie Diagram Depicting the Data Presented in Table 4

Different sectors	No of students	Percentage
IT	67	15.19%
Communication Services	48	10.88%
Chemicals	35	7.94%
Finance and Banking	119	26.98%
Energy	22	4.99%
Health Care	45	10.20%
Real Estate	46	10.43%
Materials	22	4.99%
Hotel Management and Tourism	31	7.03%
Others	06	1.36%
Total no of students	**441**	**100%**

Table 5: Distribution of Students Across Different Sectors with Corresponding Percentages

and the assumption that more institutions necessarily lead to better educational outcomes. This approach provides a comprehensive understanding of the complex landscape of management education in India.

A major challenge for management institutions is the shortage of faculty members capable of providing high-quality instruction. Faculty with doctorates or substantial work experience are invaluable to both students and institutions, enabling a broader focus on various industries. There should be greater emphasis on areas such as public sector management, municipal corporation operations, agricultural management, environmental management, and sustainable development. A critical issue in Indian B-Schools is the lack of qualified teachers. If the situation doesn't improve, the current 30% faculty shortage could rise to 50% by 2020 (Shweta and Kumar [34]). From a neutrosophic perspective, we consider the true, indeterminate, and false aspects: the undeniable impact of the faculty shortage and the importance of qualified educators in management education; the uncertain future implications of this shortage and the potential for improvement in faculty recruitment and retention; and potential misconceptions about the ease of resolving the faculty shortage and the assumption that increasing the number of institutions alone will address educational quality. This approach provides a nuanced understanding of the faculty shortage issue in Indian management education.

7. Future direction of technical and management education in Tripura

In India, management education is governed by the All India Council for Technical Education (AICTE). Despite its regulatory role, AICTE has been criticized for corrupt practices. The National Knowledge Commission has noted instances where engineering colleges or business schools have been quickly approved despite lacking necessary teachers, infrastructure, or facilities, while established universities face difficulties obtaining similar approvals. AICTE's focus on regulatory compliance often overlooks governance and accountability in its interactions with B-Schools. Although guidelines for B-School governing bodies exist, a closer examination reveals that institutions often hold the minimum required number of Governing Council or Academic Council meetings, with little emphasis on the quality of outcomes. In Tripura, communication systems pose a major challenge among many difficulties the state faces. Due to these communication issues, investors are reluctant to establish operations in the area, jeopardizing management students' placement opportunities. From a neutrosophic perspective, we consider the true, indeterminate, and false aspects: the undeniable regulatory role of AICTE and communication challenges in Tripura, the uncertain impact of AICTE's practices and improved com-

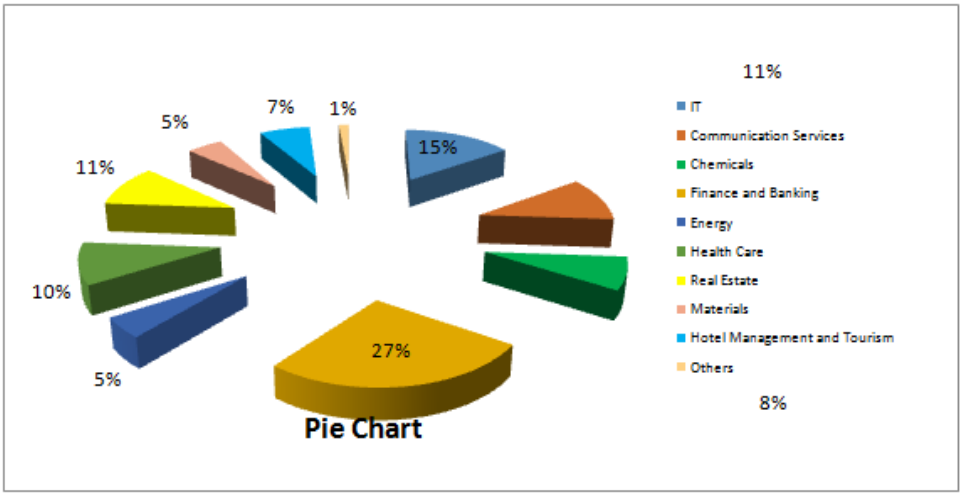


Figure 3: Pie Chart Illustrating Data from Table 5

munication on education and investment, and potential misconceptions about the ease of overcoming these challenges. This comprehensive approach provides a nuanced understanding of the complexities in advancing management education in India and Tripura. According to neutrosophic logic, management education in Tripura faces several challenges. They are as follows:

1. A limited scope for placement opportunities, reflecting the truth of restricted job prospects for graduates;
2. Inadequate policies for management education, indicating indeterminacy in the effectiveness and impact of existing regulations;
3. Poor planning in the development of management education, highlighting falsehoods in the strategic approach;
4. A lack of quality and excellence in management education, acknowledging the true need for improved standards;
5. Issues in the operation of the management educational system, showing indeterminacy in the consistency and efficiency of administrative practices; and
6. A shortage of experienced corporate personnel for teaching, underlining the falsehood in the assumption of adequate faculty availability.

8. Conclusion

Tripura's management institutions need to prioritize human resource development and high-quality innovation. Employing seasoned corporate trainers to educate students and provide job opportunities is essential, while third-party collaborations can offer valuable support in funding and guidance. Despite the emergence of numerous management graduates, it is crucial to embrace global trends and establish management schools that set benchmarks of excellence and serve as models for others. By rethinking their strategies, these institutions can produce qualified managers who meet market demands for dynamism and competence. Furthermore, advancing management education in Tripura requires a decentralized approach with improved strategies to elevate education and meet evolving challenges. From a neutrosophic perspective, the true importance of innovation, the uncertain impact of new strategies, and potential misconceptions about decentralization and excellence provide a nuanced understanding of the complexities in advancing management education in Tripura.

Declarations

Conflict of Interest: The authors declare that they have no conflict of interest.

Ethical Approval: This article does not contain any studies with human participants or animals performed by any of the authors.

Availability of Data and Materials: The data used in this article has been taken from field survey.

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Authors' Contributions: All the authors have equal contributions for the preparation of the article.

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