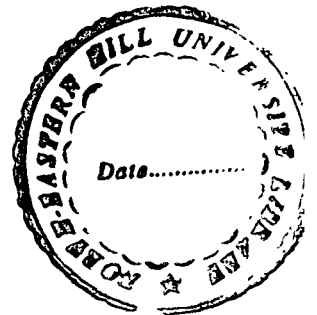


**A STUDY OF THE DEVELOPMENT AND PROBLEMS OF
HIGHER EDUCATION IN BARAK VALLEY AND KARBI
ANGLONG AREAS OF ASSAM**

By

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EDUCATION DEPARTMENT



**SUBMITTED
IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION
OF
NORTH-EASTERN HILL UNIVERSITY
SHILLONG**

Thesis

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This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Education.

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Shillong

The 20th October 2001.


Brinda Bazeley Rymbai

CONTENTS

Acknowledgement	ii-iii	
List of Tables	xi-xviii	
	Page	
CHAPTER – I	INTRODUCTION	1 - 39
1.1	Introduction .	1
1.2	Higher Education	1
1.3	Objectives Of Higher-Education	5
1.4	A Profile Of Assam	7
1.5	Introduction Of Barak Valley And Karbi-Anglong Areas of Assam	13
1.6	Cachar District	16
1.7	Karimganj District	17
1.8	Hailakandi District	17
1.9	Karbi-Anglong District	17
1.10	The People Of Barak Valley	18
1.11	The People Of Karbi Anglong District	25
1.12	Need And Significance Of The Study.	30
1.13	Statement Of Problem	34
1.14	Definition Of Terms	34
1.15	Objectives Of The Study	35
1.16	Delimitation Of The Study	35
1.17	Scope Of The Study	36
1.18	Limitation Of The Study	37

CHAPTER – II	DEVELOPMENT OF HIGHER EDUCATION IN BARAK	
	VALLEY AND KARBI ANGLONG AREAS OF ASSAM	40–168
2.1	A Brief History Of The Development Of Higher Education In India	40
2.2	Expansion Of Higher Education In British India	41
2.3	Development Of Higher Education In Assam.	45
2.4	Expenditure	49
2.5	Development Of Higher Education In Barak-Valley Before Independence	53
2.6	After Independence	56
2.7	The Permitted Colleges Which Has Been Recently Established In Barak Valley District	58–62
2.8	Development Of Higher Education In Karbi Anglong District Of Assam.	63
2.9	The Permitted Colleges of Karbi Anglong	67–69
2.10	Enrolment Of Students In The Colleges Of Barak Valley And Karbi Anglong Areas Of Assam (1994-2000)	70–78
2.11	Contribution Of Christian Missionaries In Barak Valley And Karbi Anglong Areas Of Assam Towards Education.	87–91
2.12	Establishment Of Assam University	92
2.13	Demand For A Separate University	93
2.14	The University At Present	95
2.15	Financial Allocations	100
2.16	The XI th Plan Allocations Of The Assam University (1997-2002)	101
2.17	Eco-Friendly University	105
2.18	Establishment Of Postgraduate Departments In The Assam University Campus.	106
2.19	Departments Taken For Study.	109-114

2.20	Establishment Of Centers	114
2.21	Computer Center	115
2.22	Center For Women's Studies	116
2.23	Netaji Subhas Chandra Bose Center For Research And Studies In National Movement And National Integration.	117
2.24	University Library	118-124
2.25	College Development Council	124
2.26	Pattern Of Education	125
2.27	Present System Of Administration And Financing Of Higher Education.	127-153
2.28	Enrolment Of Students In The Post Graduate Departments Of Assam University From 1994-2000.	153-158
2.29	The Total Number Of Teachers In Assam University	163

CHAPTER REVIEW OF RELATED LITERATURE 169-218

CHAPTER-VI METHODOLOGY 219-228

4.1	Introduction	219
4.2	Population	221
4.3	Selection of the Sample	221
4.4	Procedure followed for the collection of Data	222
4.5	Analysis of Data	228

CHAPTER –V ANALYSIS AND INTERPRETATION OF DATA	229-375
5.1 Introduction	229
5.2 General Information (Principals)	238-
5.3 Infrastructure	245
5.4 Finance	248
5.5 Administration	253
5.6 Academics	259
5.7 Miscellaneous	268
5.8 General Information (College-Teachers)	271-276
5.9 Infrastructure	276
5.10 Administration	280
5.11 Finance	282
5.12 Academics	283
5.13 Miscellaneous	290
5.14 General Information (College Students)	295
5.15 Finance	297
5.16 Academics	299
5.17 Miscellaneous	308
5.18 Assam University	317
5.19 General Information (Head of Department)	319-322
5.20 Infrastructure	323
5.21 Administration:	326
5.22 Finance	327
5.23 Academics	328
5.24 General Information (University Teacher)	334-335

5.25	Infrastructure	335
5.26	Finance	336
5.27	Academics	337
5.28	Miscellaneous	340
5.29	General Information (University Students)	342-343
5.30	Infrastructure	344
5.31	Finance	345
5.32	Academics	346
5.33	Miscellaneous	352
5.34	Problems Of The Colleges In Barak Valley And Karbi Anglong Areas Of Assam	357
5.35	Problems Of The University	368
 CHAPTER –VI MAJOR FINDINGS AND SUGGESTIONS		376-421
6.1	Introduction	376
6.2	Major Findings Have Been Based On The Four Objectives Of The Study.	376
	Administration	384
6.3	Finance	387
6.4	General Information Of The Colleges	389-391
6.5	Infrastructure	392

6.6	Administrative Problems	395
6.7	Financial Problems	396-397
6.8	Academic Problems	398
6.9	The Assam University	402-404
6.10	Infrastructural Problems	404
6.11	Administrative Problems	407
6.12	Academic Problems	408
6.13	Finance	412
6.14	Miscellaneous	413
6.15	Conclusions	414
6.16	Suggestions	416
6.17	Suggestions For Further Research	420
CHAPTER – VII CONCLUSION		422-433
7.1	Conclusion	422
CHAPTER –VIII SUMMARY		434-462
8.1	Summary	434
8.2	Introduction	435
8.3	Scope Of The Study	438
8.4	Higher Education –General Perspective	438
8.5	Development Of Higher Education In Barak Valley And Karbi Anlong Areas Of Assam	439
8.6	Administration	441
8.7	Financing (Educational Finance Of Higher Education In Assam)	444
8.8	Review Of Related Literature	445
8.9	Methodology And Procedure	446
8.10	Analysis And Interpretation Of Data	448

8.11	Infrastructural Problem	450-451
8.12	Administrative Problems	452
8.13	Financial Problems	452
8.14	Scholarship Problems	452
8.15	Academic Problems	453
8.16	The Assam University	454
8.17	Infrastructural Problems	456-457
8.18	Administrative Problem	457
8.19	Academics	457
8.20	Finance	459
8.21	Miscellaneous	459
8.22	Conclusions	460
8.23	Suggestions For Further Improvement Of Higher Education	461
8.24	Suggestion For Further Research	462
 APPENDIX		
	(A, B, C, D, E, F)	462-500
 BIBLIOGRAPHY		
		501-514
 BIO-DATA		
		515

LIST OF TABLES

TABLES		PAGE
1.1	Literacy Rate By Areas (1991)	13
1.2	Population Growth In Barak Valley	15
1.3	Population Of Barak Valley District Wise.	15
1.4	Enrolment By Stages/Classes In Assam (As On September, 1996)	33
1.5	Enrolment Of Higher Education In All India Level	33
1.6	Enrolment Of Higher Education In All Assam Level	34
2.1	Expansion Of Higher Education In India	44
2.2	Institutes Of Higher Education: A Comparison (1974-75 And 1993-94).	52
2.3	Enrolment In Institution Of Higher Education In Assam (1975-76 To 1993- 94)	52
2.4	Male & Female Literacy Rate In Different Census In Barak Valley (1951-1991).	56
2.5	Institutions Of Higher Education In Barak Valley: A Comparison (1935-2000).	57
2.6	Affiliated Colleges (General)	57
2.7	Permitted Colleges – (General)	58
2.8	Professional Colleges.	62
2.9	Rural Urban Literacy Rate In Different District Of Barak Valley (1991)	62
2.10	General College (Affiliated)	66
2.11	Professional College (Affiliated)	66
2.12	General Colleges (Permitted)	67
2.13	Professional College (Permitted).	69
2.14	Educational Institutes Of Higher Education In Karbi Anglong – (A	69

	Comparative Picture)	
2.15	District Wise Literacy Rate (1991) Of Districts Of South Assam.	70
2.16	Enrolment Of Students (1994 –1995) In Permanently Affiliated Colleges	79
2.17	Enrolment Of Students (1994 –95) Temporary Affiliated Colleges	79
2.18	Total Number Of Teacher And Total Number Of Students Enrolled During Year 1995-1996	80-81
2.19	Enrolment Of Students For Year 1996-1997	82
2.20	Enrolment Of Students For Year 1997-1998	82
2.21	Enrolment Of Students And Number Of Teachers For Year 1998-1999	83-84
2.22	Enrolment Of Students And Number Of Teachers For Year 1999-2000	85-86
2.23	Different Schools And Ir Departments In Assam University	109
2.24	Administrative Set Up Of Directorate Of Higher Education, Assam Is Given Below.	130
2.25	Budget Of Education Department.	139
2.26	8 th Five Year Plan Budgetary Allocation	141
2.27	Approved Outlay For Year 1999-2000	141
2.28	Assam University Enrolment For Year 1994-1995	159
2.29	Assam University Enrolment For Year 1995-1996	159
2.30	Assam University Enrolment For Year 1996-1997	160
2.31	Enrolment Of Students In Assam University Of Year 1997-98.	160
2.32	Assam University Enrolment For Year 1998-1999	161
2.33	Assam University Enrolment For Year 1999-2000	162
2.34	Total Number Of Teachers In Assam University For Year 1994-1995	163
2.35	Total Number Of Teachers In Assam University For Year 1995-1996	163

2.36	Total Number Of Teachers In Assam University For Year 1996-1997	164
2.37	Total Number Of Teachers In Assam University For Year 1997-1998	164
2.38	Total Number Of Teachers In Assam University For Year 1998-1999	165
2.39	Total Number Of Teachers In Assam University For Year 1999-2000	165
4.1	Break-Up of College/ University Teachers/ Students taken for the study	222
5.1	Number Of Private, Adhoc, Government And Deficit Colleges In Barak Valley And Karbi Anglong Areas Of Assam	238
5.2	Kind Of College	239
5.3	Classes Conducted In Colleges	240
5.4	Nature Of Management At Present.	241
5.5	Admission Criteria	242
5.6	Break-Up Of Teacher's Recruitment.	243
5.7	Faculties Provided In Colleges	244
5.8	Beneficiaries Provided	244
5.9	College Building Set-Up	246
5.10	Colleges Having Hostel Building	246
5.11	Adequacy Of Furniture	247
5.12	Adequacy Of Teaching Aids Of Colleges	247
5.13	Size Of Playgrounds	248
5.14	Financial Assistance Received.	249
5.15	Source Of Income	249
5.16	Source Of Income	250
5.17	Different Type Of Grants	250

5.18	Grants To Salaries	251
5.19	Agencies Of Finance	252
5.20	Agencies Of Finance	252
5.21	Scholarships	253
5.22	Representation Of Governing Body	254
5.23	Functioning Of Governing Body	255
5.24	Percentage Of Colleges Who Abides By Rules & Regulation	256
5.25	Examination & Inspection Of Colleges	256
5.26	Supervision Done By Principal	256
5.27	Members Responsible For Deciding Examination-Schedule	257
5.28	Assigning Of Teaching Work	258
5.29	Decision Regarding Admission & Promotion Of Students	258
5.30	Organisation Of Library	259
5.31	Decision Over Curriculum Satisfaction.	261
5.32	Methods Of Teaching	262
5.33	Awareness Of Recent Techniques	262
5.34	Examination Conducted	263
5.35	Special Enrolment Of Girl Students	264
5.36	Reserved Seats/Quotas	264
5.37	Enrolment Of Students	265
5.38	Library Facilities	265
5.39	Position Of Librarian	265
5.40	Stock Of Study Materials	266
5.41	Extra-Curricular Activities	267
5.42	Participation In Sports	267
5.43	Various Unions In Colleges	268
5.44	Various Reasons Which Attribute To Lack Of Computers	269
5.45	Office Records	270
5.46	Type Of College	272

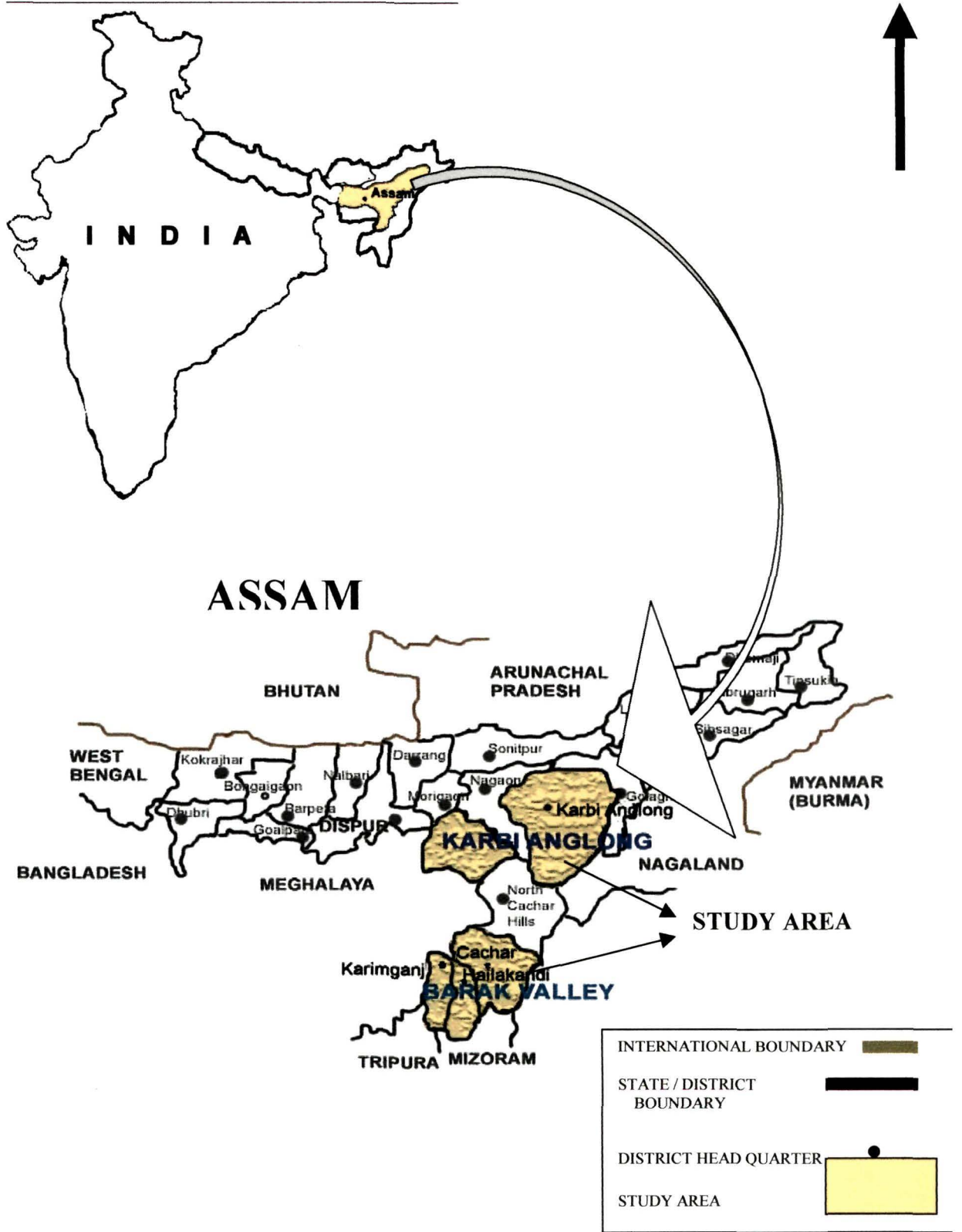
5.47	Male Female Distribution	272
5.48	Category Of College	273
5.49	Category Of Post	274
5.50	Qualification Of Teachers	275
5.51	Professional Qualifications	275
5.52	Various Streams Taught	276
5.53	Teachers Common Room Equipment	277
5.54	Equipment Of Teaching Aids In Colleges.	278
5.55	Satisfaction Of Teacher Over College Building	289
5.56	In Adequacy Of Library Facilities	280
5.57	Entitlement Of Leaves	281
5.58	Promotion And Service Rules	281
5.59	Type Of Pay Scale/ Increment	283
5.60	Disbursement Of Salary/ Increment	283
5.61	Training Programs	284
5.62	Incentives Of Training Programs	284
5.63	Job-Satisfaction Of Teachers	285
5.64	Job Pressure Of Teachers	285
5.65	Library Facilities	286
5.66	Curriculum Satisfaction	287
5.67	Different Evaluation Held	288
5.68	Co-Curricular Activities	288
5.69	Method Of Teaching	289
5.70	Work-Load	290
5.71	Level/ Duration Of Period	290
5.72	Problems With Students	292
5.73	Views Of Teachers Regarding Teaching Jobs	292
5.74	Common Problems Faced	293
5.75	Various Benefits/ Leave	294

5.76	Hostel – Provisions/ Problems	296
5.77	Library Problems (Infrastructure)	297
5.78	Scholarships Provided	298
5.79	Scholarship Satisfaction Of Students Regarding Scholarships And Its Uses.	298
5.80	Various Streams Selected	299
5.81	Students View Regarding Selection Of Course.	300
5.82	Views Regarding Lectures	301
5.83	Seating Arrangement	302
5.84	Irregularity Of Teachers In Holding Classes	302
5.85	Library Reading Material/Books	303
5.86	Library Facilities	304
5.87	Defects Of Present Curriculum	305
5.88	Opinions Of Student On Present Curriculum	305
5.89	Method Of Teaching	305
5.90	How Frequent Teaching Aids Are Used	306
5.91	Preference Of Semester / Annual System	307
5.92	Students Role In Co-Curricular Activities	308
5.93	Common Room Facilities	309
5.94	Activities Of Students Without Common Room Facilities	310
5.95	Student's Role In Extra-Developmental Activities	311
5.96	Result–Analysis For Colleges For Year 1994- 1995	316
5.97	Result–Analysis For Colleges For Year 1995- 1996	316
5.98	Result–Analysis For Colleges For Year 1996-1997	316
5.99	Result–Analysis For Colleges For Year 1997-1998	316
5.100	Result–Analysis For Colleges For Year 1998-1999	316
5.101	Result–Analysis For Colleges For Year 1999-2000.	316
5.102	Records Available In Department Office	322
5.103	Department Building	323

5.104	Furniture Of Department	324
5.105	Types Of Teaching Aids	325
5.106	Departments Incentive For Development For Higher Education	326
5.107	Satisfaction Over Curriculum	328
5.108	Procedure Of Enrolment	330
5.109	Basic Requirements For Enrolment	330
5.110	Male / Female Ratio	330
5.111	Teaching Style	330
5.112	Lack Of Computer Facility	332
5.113	Infrastructural Facilities	336
5.114	Financial Facilities	337
5.115	Library Facilities Of Department	338
5.116	Library Facilities Of Department	338
5.117	Curriculum	338
5.118	Satisfaction Of Teachers Regarding Teaching	339
5.119	Courses Selected	343
5.120	Method Of Teaching	343
5.121	Infrastructural Problems Regarding Classrooms	344
5.122	Classroom Facilities Of Assam University	347
5.123	Interest Of Students To Classes	347
5.124	Lecture Period	347
5.125	Extra – Curricular	348
5.126	Library Facilities And Problems	349
5.127	Curriculum	350
5.128	Teaching Aids	351
5.129	Innovative Method Of Teaching	351
5.130	Examination System	351
5.131	Evaluation System	351
5.132	Various Facilities Available In University	353

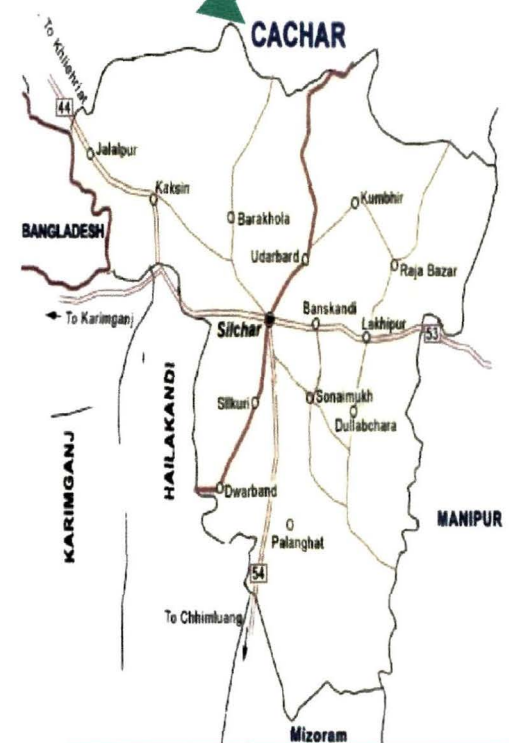
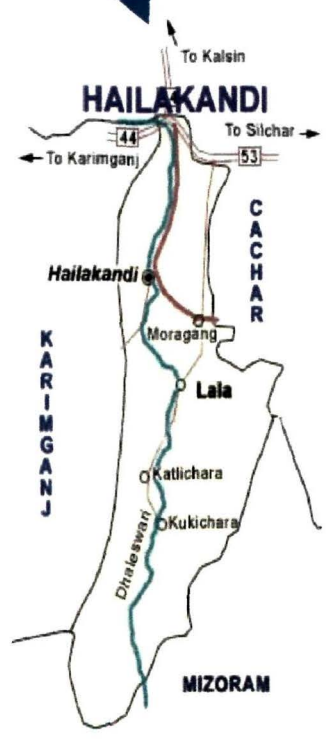
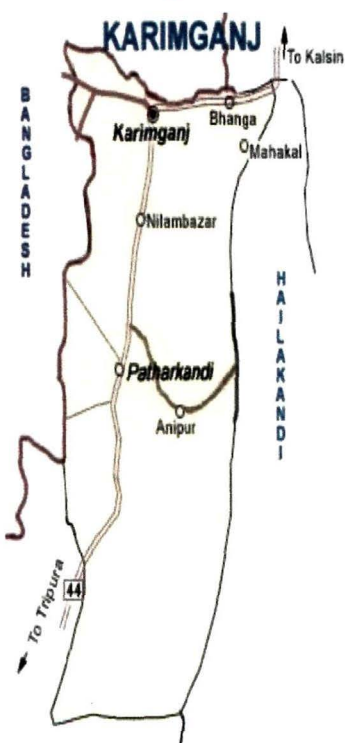
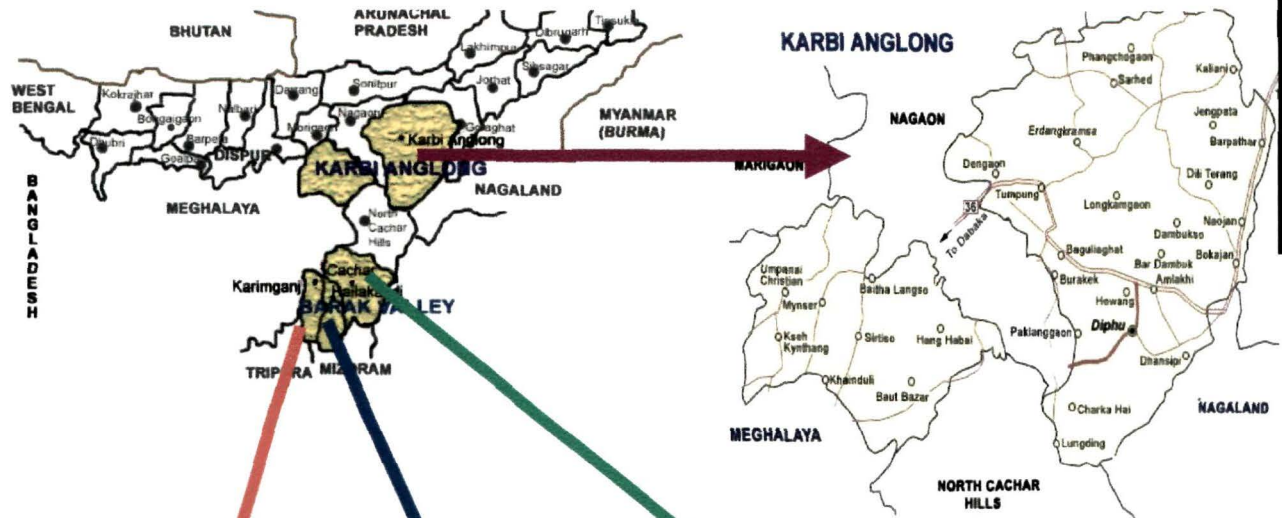
5.133	Result–Analysis For Assam University For Year 1995- 1996	354
5.134	Result–Analysis For Assam University For Year 1996- 1997	355
5.135	Result–Analysis For Assam University For Year 1997- 1998	355
5.136	Result–Analysis For Assam University For Year 1998- 1999	356
5.137	Result–Analysis For Assam University For Year 1999- 2000	356
6.1	Break-up of affiliated and permitted colleges	380
6.2	Rural colleges of Barak valley and Karbi Anglong districts of Assam	381
6.3	Type of colleges	389
6.4	Different type of grants	397
8.1	Showing district wise literacy rate (1991) of Barak valley and Karbi-Anglong areas of Assam.	440
8.2	Break-up of affiliated and permitted colleges	449

LOCATION OF THE STUDY AREA



MAP SHOWING ASSAM WITH THE DISTRICTS OF BARAK VALLEY AND KARBI ANGLONG TAKEN FOR THE STUDY

N



INTERNATIONAL BOUNDARY	
STATE / DISTRICT BOUNDARY	
RIVER	
NATIONAL HIGHWAY	
DISTRICT HEAD QUARTER	
STUDY AREA	

CHAPTER-I

1.1 Introduction

Education is an important human activity. It was born with the birth of human race, so it will continue to function as long as the human race lives. It has been accepted as one of the primary needs of every civilized person. The term education has been derived from the Latin word 'educare' or 'educere', which literally means to nourish or to 'bring up' the child according to certain ends or aims. John Dewey rightly pointed out by saying that "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities."¹

1.2 Higher education

It is widely believed that the single most important indicator of the country's future may well be the state of its higher education. The first prime minister of India Pandit Jawaharlal Nehru, who laid the foundation of the process of India's modernization, declared that if all were well with the Universities, all would be well with the nation.² In his convocation address to Allahabad University in 1947, Pandit Jawaharlal Nehru summed up the role and objectives of the University: "a university stands for humanism, for tolerance, for reason, for adventure of ideas and search for truth. It stands for onward march of human race towards even higher objectives. If the

universities discharge their duties adequately then it is well with the nation and the people.³

The UNESCO World Conference on higher education (1998) proclaimed that education is a fundamental pillar of human rights, democracy, sustainable development and peace. The draft proposal on higher education for 21st century envisages the quality of higher education as a multi dimensional concept and institutions of higher learning must play a role in identifying and addressing the issues that affect the well-being of communities, nations and global society. Hence, Universities are required to redefined the mission and establish the priorities as per the need of the society.⁴

The University everywhere in the world has become the Chief agency of higher education professional training. It has provided the country with leaders such as legislators, jurist, civil servants, educators and so on.

Interest in higher education has greatly increased all around the world during the last 25 years. Developing countries see in higher education the most important means of scientific, technological and industrial progress, so vital for them for the removal of poverty and for developing affluent societies. Higher education is also the means for them of modernizing their societies and for producing highly educated leaders in all walks of life, who will be imbued with their highest ethical and moral ideals.⁵

The continuous and continuing provision of trained personnel of various levels by the University to the society and economy is the most concrete socio-economic change functions that the university and its departments of natural, social and human sciences; fine and performing arts etc, are performing.

Thus it is rightly said that higher education holds the key to the destiny of the nation. All key positions in the society are in the hands of educated people. Persons trained in institutions of higher education manned all the key technical and administrative professions. Higher education provides people with an opportunity to react on the critical, socio-economic, cultural, moral and spiritual issues facing humanity. It contributes through the national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor of survival. The national policy on education (NPE) 1986 has underlined the importance of higher education as crucial factor for survival because of its potentiality to contribute to “national development through dissemination of specialized knowledge and skills.”⁶

Higher education is in a state of crisis. It is almost a universal phenomenon and in India it is no exception. It is a recurrent theme of conferences and committees the world over. The Indian universities have new opportunities as never before. There is a great challenge urging them, to play a major role in national development, industrialization and social transformation. We desperately need science and technology to raise productivity, but equally we need to accomplish this without eroding or

distorting the spirit of science and essential human values India has cherished over ages. It is likely that universities now are subjected to great pressures, internal and external will undergo major mutations and adjustments.

There are certain things about Indian higher education, which strikes us immediately. The first is the huge size of enrolment. The second is the inherent rigidity of the system, the existence of affiliated colleges and external examinations. The total enrolment in higher education is nearly three million in our country. It is increasing very rapidly. The growth rate exceeds 10% a year. Initially in India there were 20 universities, but now there are 83 universities. The vast majority of students attend some 3,500 colleges affiliated with the universities

Since independence continuous efforts are being made to review the higher education system, the number of commission notably Education Commission 1948-1949, Education Commission 1964-1966, National Policy of Education 1986 and Acharya Ramamurthy Review Committee (1990) have been constituted by government of India to find out a national pattern of education for the whole country. Dr. RadhaKrishnan commented, "it is for the university to create knowledge and train minds who would bring together the material resources and human energies. If our living standards are to be raised a radical change of spirit is essential". "The report of the commission is very comprehensive document and it had for reaching influence on the reconstruction of university education in India in recent years".⁷

Thus we see that higher education according to some experts seeks to promote, excellent adventure of ideas and research for truth. It is to cultivate knowledge and interpret old knowledge in the light of needs and discoveries. It is also to provide right kind of leadership in all walks of life, and identify gifted youth and help them to develop their potential by cultivating physical fitness, developing powers of mind, right interest, attitudes and values. Thus, to meet the needs of the developing society, higher education should be given much importance.

1.3 Objectives of higher-education

The growth of higher education particularly the university depends a lot on its phenomenal increase in its number, its enrolment and most important of all the financial allocations.⁸ Regarding higher education universities are undergoing profound changes in their scope, functions and also organizations. The national policy of education 1986 was formulated to equip the country both scientifically and economically to enter the 21st century said by the late Prime Minister Rajiv Gandhi in his broadcast to the nation on January 5th, 1985. He observed: “ Education must promote national cohesion and work ethic. The grandeur of our freedom struggle and its significance for national integration and its significance for national integration have to be brought home to every student. Our schools and colleges should acquire activities heritage and culture.”⁹

As we see that universities are undergoing profound changes in their scope, functions and organization. Their tasks are no longer confined to the two traditional functions of teaching and advancement of knowledge.

The national policy of Education 1986,¹⁰ has laid down certain recommendations of higher education. In broad terms they may be said to be, Emphasis on the expansion of facilities in the existing universities and colleges.

- Development of autonomous colleges in large areas until the affiliating system, is replaced by a freer and more creative association of universities.
- Change in teaching methods, with the introduction of audio-visual aids and electronic equipments.
- Higher quality of research to be provided in the universities.
- Setting up of national research facilities within the university system.
- State level planning and coordination of higher education will be done through councils of higher education.
- Development of a national body, which will enhance research facilities, agricultural, medical, technical, legal and other professional fields.
- Open university has been set up for uplifting the opportunities of higher education a common example is IGNOU (Indira Gandhi National Open University) establishment in 1985, in fulfillment of these objectives.

To realize these objectives is no easy task. What is necessary therefore is a well-conceived plan, for the coming years. This plan would include the following programmes.

- One of the top priorities would be that attention would be given to quality rather than quantity. Shri.G.K.Gokahale advocated that the quality of education is a

matter of importance.¹¹ Thus, attention was paid not to give 'any' education but 'good' education.¹²

- Expansion of higher education regarding enrollment, institution, expenditure etc., to meet the needs of national development, and to some extent the rising social ambitious and expectations of the people.¹³
- Top priority would be given to modernization and to enhance functional efficiency.¹⁴
- Improvement of university organization and administration.¹⁵

Thus, we see that the expansion of higher education is characterized by a policy of 'drift' on account of which, flexibility of higher education depends on various factors like expansion, enrolment, finance etc.¹⁶ As we know that higher education is something to be looked upon and its importance is not only seen in India but else where too. It is thus an instrument of social change and national development.

1.4 A profile of Assam

Assam IS the anglicized form of the name of the premier state of N.E.India. A region most strategically situated close to India's international borders with as many as four countries i.e. China, Burma, Bhutan, and Bangiadesh.¹⁷ Administratively Assam at present comprises of 23 (twenty three) districts.

Assam located in the northeastern corner of the country, has a unique geographical personality and socio-cultural milieu. It is well endowed in natural resources. The mighty Brahmaputra, its perennial tributaries, evergreen forests, fertile soil, invigorating climate and numerous mineral resources are unparalleled in the country.

'Stretching over an area of 78,438 sq.kms and supporting a population of 22,294,562 (1991) with a density of 284(1991) persons per sq.km'. The state of Assam is located between 24°18'N to 27°50' and between 89°46' E to 97°4' E longitude. It has natural boundaries on three sides. Its northern frontier from the river Sankosh on the west to the entrance of the mighty Brahmaputra into Assam is guarded by the Eastern or Assam Himalayas lies a series of sub-Himalayan ranges.¹⁸ The word Assam is of recent origin. In the past it was known as 'Kamrupa'. According to some of the experts the word Assam is the outcome of uneven topography of the country known as 'Assamese' or 'Asama' in contrast to the plains of the adjacent province of Bengal.

According to the former scholar and writer Gait the present name of Assam is derived from the word 'Ahom' the past rulers of Assam.¹⁹ The most dominating feature in the topography of Assam is the course of the river Brahmaputra. It has carved out its gigantic valley between the parallel ranges, i.e., The Assam Himalayas in the north and the Meghalaya plateau in the south.

The river Brahmaputra debouches the plain near Sadiya from where it assumes the name of Brahmaputra, and runs directly westwards for nearly 720 Kms, traversing almost every district of the Assam Valley from West to East until it crosses the Garo hills and turning due south it enters the plains of Bangladesh.²⁰ To the south and east of Meghalaya plateau is the Barak Valley. This Valley is also of alluvial origin. Sylhet having gone to Bangladesh, Cachar and Karimganj are the only districts of this natural units in the State of Assam.²¹ Climatically it is situated in the subtropical latitudes, but owing to the aerographic features the climate of the valley is humid monsoonic.

1.4.1 *The People and their Culture*

Assam is often described in the academic circles as the anthropologists paradise, and justifiably too. Both racially and culturally there is such a superfeit of diverse elements, and these elements mingle with one another in such an extra ordinary state of juxtaposition that they constitute an almost inexhaustible source of material for study.²²

1.4.2 *Basic elements of ethnicity*

Racially, there is in the population of Assam practically all the basic elements that go to make up the Indian people; the austral-Asiatic the Dravidian, the Indo-Aryan and the Indo-Mongoloid. The earliest inhabitants of the land had been the Austro-Asiatic who were followed by the Dravidians. Traces of their racial and cultural traits are still discernible in Assam. Since very early times one of the major routes of Aryan migration has been through Assam and successive hordes of Indo-Aryans have settle

here at different points of history incorporating this particular racial strain into the local stock. But it is the Indo-mongoloid element that predominates in the overall make up of the Assam's population. Even in the Vedic times the Kiratas or Indo-Mongoloids were very much a part of the scene of this region. Waves after waves of Mongoloid groups have continued to flow since then and to fit themselves in the local environments-infact becoming true autochthons.²³

The majority of the population in the plains is made up of caste Hindus speaking the Aryan Assamese language. But the Aryan racial strain is prominent only in the upper caste; most of the other showing distinctly mongoloid features and a very large population of the Assamese speaking are of the tribal stock. The majority of the tribal groups belong to the Tibeto-Burman family, such as the Bodo-Cacharis, the Rabhas, the Tiwas (Lalungs), the Misings, the Sonowal Cacharis, the Deuris and the Barmans in the plains and the Karbis, the Dimasa Cacharis, the Rengma Nagas, the Zemi Nagas, the Kukis and the Hmars in the hills. To the Siamese-Chinese family of Tai affiliation belong the Hinduised Ahoms and a number of small Buddhistic communities like the Khamtis, the Khamyangs, the Aitons and Phakes.²⁴

1.4.3 Religion

Hinduism is a flexible religion; it absorbed most of the people in Assam and also the traditional beliefs that prevailed in early times amongst primitive men. Most of the people in Assam are "Siva Worshipper" known as Saktism. Buddhism was penetrated

beyond Assam from Indian into Burma though not the principle religion, it flourished to a great extent, in the ancient kingdom of Kamrupa as evidence shows. Assam at one point of time was identified as Tantrik Saktism, one of the most important centers of the Hindu cult, being located at the famous shrine of Mother-Goddess Kamakhya. Even today Siva and the Mother Goddess in various forms enjoy veneration and propitiation at the folk level in large sections of the Assamese society, both tribal and non-tribal.

Vaishnavism²⁵ also had made a fairly early entry, but earlier it was nothing much more than a cult. But, what gives uniqueness to this neo-vaishnava movement ushered in by Sankaradeva is that it left untouched practically no aspects of Assamese society, even today its influence pervades the entire range of Assamese culture, cutting across religious and sectarian beliefs and practices.²⁶

1.4.4 Population

The history of peopling of Assam is a record of constant impulses of immigration from the east, southeast and west directions.²⁷ The population of Assam according to 1991 census is 22,294,564. The rapid increase in population is mainly due to immigration from different sources. The major sources of immigration may be classified as:-

1.4.4.1 Tea garden labourers.

1.4.4.2 East Bengal immigrants or Mymensinghiss.

1.4.4.3 Nepali grazers.

1.4.4.4 East Bengal displaced persons.²⁸

According to 1991 census 74.28% of India's population was rural and 25.72% as urban. Assam has only 11.08% of its total population in the urban centers (1991) and the remaining 82.92% reside in the rural areas.²⁹

Guwahati is the largest city, a hub of industrial, cultural and administrative activities. Guwahati is an ancient city. Its name was Pragjyotishpur. It was not known when the name was changed to Guwahati; the first historical description of the town was given by Hueing Tsang who visited it about 640 A.D.³⁰ Since 1901 the growth of the population of the town, has increased tremendously. The projected population for 1981 was 19,896,843. Now Guwahati has a large urban agglomeration, which includes various complexes. The population of which is 51% during the 1981-1991 decade. At present it is growing at a much higher growth rate.³¹

1.4.5 Literacy rate

Literacy has been defined as the ability to read and write with understanding. Children below 5 years of age are treated as illiterate. Literacy reflects the socio-economic and cultural set up of the nation, ethnic group or community. The literacy rate of this region is determined largely by the historical, social, cultural and economic factors.

The main factors that determine the literacy rate are:-

1.4.5.1 Cost of education.

1.4.5.2 Political/ ideological background.

1.4.5.3 Type of economy.

1.4.5.4 Standard of living.

- 1.4.5.5 Degree of urbanization.
- 1.4.5.6 Stage of technological advancement.
- 1.4.5.7 Religious background.
- 1.4.5.8 Status of women in the society.
- 1.4.5.9 Availability of educational instructions.
- 1.4.5.10 General value system.³²

In Assam the literacy rate according to 1991 census is 52.89%, which is marginally higher than the literacy rate of 52.21% in 1991, at the national level.³³

Table 1.1 Showing Literacy rate by areas (1991)³⁴

CATEGORY	LITERACY RATE (%)		
	TOTAL	MALE	FEMALE
TOTAL	52.89	61.87	43.03
RURAL	49.32	58.66	39.19
URBAN	79.34	84.37	73.32

Source: -Statistical Database for literacy final population and literacy, 1991. National institute of Adult education New-Delhi – 1993.

1.5 Introduction of Barak valley and Karbi-Anglong areas of Assam

The Barak Valley of Assam consists of three districts:-

- i Cachar district.
- ii Karimganj district.
- iii Hailakandi district.

The Barak Valley covers an area of approximately 6942 sq.kms. It is situated between 92°12' and 92°15' East longitude and 24°8' and 25°8' North latitude. It covers an area of 6922 sq.kms. Cachar district alone accounts for 54.7 percent of the total area

the Valley; the shares of Hailakandi and Karimganj districts in the total area are 19.2% and 26.1% respectively. The three constituent districts of Barak Valley are sub-divided into total of 4 sub-divisions, 27 Blocks, and 321 Goan Panchayats. Among the 2244 inhabited villages in the valley, 1024 (i.e. 46% of total) are in Cachar district; 327 are in Hailakandi and 893 are in the district of Karimganj.³⁵

The topography of Barak Valley is heterogeneous composed of high hills, low lands and level plains. Vast tracts in the southern part of the valley are covered with forests. On the north, east and also on south, it is almost shut in by ranges of hills which in many places occupy considerable parts of the valleys land area. Within the frontiers nearly the whole of the valley is dotted sporadically with low range isolated hills called "Tillahs". The river Barak flows through the plain portion. High lands within the valley are generally planted with tea while the lower portions are covered with rice. Indeed the two crops- rice and Tea- together occupy more than 90% of Barak Valleys gross cropped area.³⁶

The Climate of Barak Valley is characterized by excessive humidity. Heat sometimes is oppressive, particularly during the months of May to September. Rainy season also normally starts from May and continues till air remains surcharged with moisture and the rainfall is extremely heavy. November to February is normally cool. January being the coolest month of the year.

Forest covers more than a third of Barak valleys' total reported land area. Of course, ceaseless deforestation during the last 5(five) decades has led to rapid depletion of the forest resources. The forest cover in the valley has come down from 44.4% in 1951 to 34.9% in 1994-1995.³⁷ Besides forests, substantial part of the valleys total reported area are occupied by barren tracts, permanent pastures and otherwise uncultivable lands. Regarding population, the net accretion to the valleys population during the last 5(five) decades has been phenomenal.

Table 1.2 Showing the population growth in Barak Valley

SL.NO	PERIOD	PERCENTAGE GROWTH OF POPULATION
1	1901-1991	295.3
2	1901-1941	42.0
3	1941-1991	178.3

Note: Source: NEC

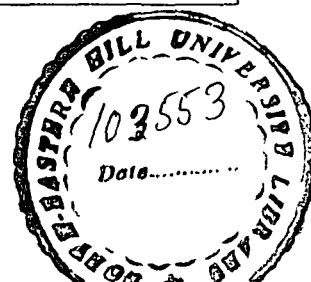
If one considers the first 90 years of the current century, the total increase in population was 295.3%. The Valleys total population in 1991 was 24.91 lakhs persons and the same, as per expert's committee's projections (of Table 1.13)

Table 1.3 Showing the population of Barak Valley district wise.

Sl.No	Year	Cachar district	Hailakandi district	Karimganj district	Barak valley total
1	1991(actual)	12.15	4.49	8.27	24.91
2	1998 @ (estimated)	14.21	5.25	9.67	29.13
3	2000 @ (estimated)	14.73	5.44	10.02	30.19

@ The population estimates for 1998 and 2000 are on the basis of the methodology of the expert committee on population, projection, Registrar General of India.

Source - Directorate of Economics & Statistics, Government of Assam



Barak Valley is now more populous than at least 5 out of the 7 states in North Eastern region. Rural population constitutes bulk of the total population. Literacy ratio in Barak Valley has all along been very high. Male literacy in the valley in 1991 was 66.4%, female literacy in that year was 46.1%. These were well above the prevailing literacy ratios at the national level.³⁸ Regarding occupation distribution of Barak Valleys working population. Around 70% of the valleys workers are engaged in agriculture and other primary sector activities. Another 23% of working population is occupationally tied to the service sector. The remaining workers (6.3%) are engaged in secondary sector activities. Thus, Barak Valley is said to be a land where there is enough scope of modernization, expansion programmes and reinvestment.

1.6 Cachar district

Cachar was a part of the Dimasa Cachari kingdom for centuries. In 1750 the capital of Dimasa Cachari kingdom was shifted to Khaspur from Maibong. It was annexed by the British in 1832 and placed under the Chief Commissionerate of Bengal. Along with the area now known as Sylhet, it was called the Surma Valley Division. When the Chief Commissionerate of Assam was formed in 1874, the Surma Valley division was tagged to Assam. During the partition of India in 1947, Sylhet was handed over to Pakistan (now Bangladesh) but Cachar was retained in India. It then included the hill areas of Haflong. These hills were then separated from Cachar in 1953 to form the North Cachar hills sub-division. According to the 1991 census it has a population of approximately 1,215,385 people.

1.7 Karimganj district

Karimganj was a sub-division of Sylhet till 1947. After partition, Karimganj was made a sub-division of Cachar. It was upgraded to a district during 1983. According to 1991 census, it has a population of approximately 827,063 people.

1.8 Hailakandi district

Hailakandi is a part of the old Cachar district. It was a sub-division till the early 1990's when it was upgraded to a district. According to the 1991 census, it has a population of approximately 449,048 people.

1.9 Karbi-Anglong district

Karbi Anglong is one of the two hill districts of Assam (i.e. North Cachar hills and Karbi Anglong hills). During the re-organization of the North Eastern region to create a separate state out of the hill areas of Assam and then United Mikir and North Cachar hills district opted to remain with Assam. In return the Assam government bifurcated the erst while United Mikir and North Cachar hills district into two districts, viz the North Cachar hills district and the Karbi Anglong districts.

It is an autonomous district under the sixth scheduled to the Constitution of India, with head quarters at Diphu. As such, the development administration of the district rests in the Karbi Anglong Autonomous District Council. Karbi Anglong district covers an area of approximately 10,332 sq.kms and has a population of 662,723

people as per 1991 census, 89.3% or 5.85 lakhs of its population lives in rural areas. It is a sparsely populated area with about 64 persons per sq.kms 45% of its population practice Jhum cultivation.

The Karbi community who are schedule tribes predominantly inhabits Karbi Anglong. The Principle town and growth centers of Karbi Anglong area Diphu, Hamrem, Bokajan, Donkamokam, Dokmoka, Howraghat. It has a population of 6,55,415 people out of which 3,43,649 are male and 3,11,766 are female, according to the annual plan of 1996-97, in respect to 6th Schedule areas of Karbi Anglong district, Assam.³⁹

1.10 The People of Barak valley

The original people of Barak Valley were the Cacharis. W.W.Hunters regarded the Cacharis of the 18th Century as hill tribes. Captain Fisher who took great pain in ascertaining the early history of the race was of the opinion that the tribe acquired an empire in Assam, Sylhet and Mymensingh. About 250-300 years ago when they came to the plains of Cachar from the Mikir hills, Jaintia and Central Cachar, they made their settlements at Phulbari, Vikrampur, Kalain, Udharbond, Barkhola, Yatrapur, Raikarkhalelpara, Ambikapur, Lakhipur, Sonai of Silchar, Pagurgram of Hailakandi etc.

Cachar was a part of the Dimasa Cachari kingdom for centuries. The word "Cachar" is said by Gait to be a Sanskrit word meaning bordering region.⁴⁰ The

Cacharis are the earliest indigenous inhabitants of Assam. They are known under different names in different places, in the North Cachar hills they are called as Dimasas. In the Brahmaputra Valley they are called as Bodo.

They reigned over the entire Barak Valley since time immemorial.⁴¹ Apart from the outlying members of the race, there are within the limits of Assam itself at least 1,000,000 souls, probably many more who belong to the Cachari race.⁴² Cachar was annexed to the British domain by a proclamation issued on the 14th August 1832. South Cachar comprises of Silchar, Hailakandi, districts of Assam and Karimganj, which included the Sylhet district of East Bengal, was known by the local people by the name of "Barak Valley" where we trace the history of this area to 1700, we come across an important kingdom called Heramba, the kingdom was called by the local inhabitants of Sylhet as Cachar a stretch of lands at the foot of the mountains.⁴³ The picturesque valley of Barak was included in the various kingdoms that had emerged during the early historic periods like Ganda, Vanga and Samalata.⁴⁴ In the 13th century the valley was ruled by the Tipprehas a section of Bodos now popularly known as the Cacharis.

Cachar with its stunning natural beauty, is a natural continuation of Bengal plains and was historically, geographically and culturally an extension of the gangetic plain. After the annexation of the British, the local officials realized that unless the depopulated land was resettled, the material progress would be adversely affected.⁴⁵ Thus, the government to increase the population followed a systematic policy. Captain

Fisher the then Superintendent of Cachar created some Manipuri villages and invited the Bengalis from the lower province to accept land in Cachar.⁴⁶

As a result, hundreds of immigrants migrated from Sylhet, Mymensingh, Komilla and even from Birbhum and Bordwan. Thus, the earliest inhabitants of Cachar belonged to the agrarian communities, i.e. Nath, Patnis, Jogis, Namasudra.⁴⁷

During the British rule Bengalis of all castes had migrated to Cachar and settled down in various professions. The Bengalis, Manipuris, Hindustanis who migrated here and bulk of them as some historians claim use Bengali as spoken language.⁴⁸ Though the original Cacharis use the Cachari language. The original people of Barak Valley known to us as Cacharis differ in some material ways from their Hindu and Musulman neighbours.

1.10.1 *The Cacharis*

The people known to us as 'Cacharis' differ in some material ways from their Hindu and Musulman neighbours alike in things material and moral. They are certainly not a tall and handsome race as the Nepalese and as a rule they are shorter and stouter than the people of North West India. In face and figure they show distinct approximation to what is known as Mongoloid type i.e., they have square set faces, projecting cheek bones, with almond shaped eyes and scanty beard and moustache.

In this way they are well fitted for all sorts of outdoor (field and factory) labour that require strength rather than skill and may very reasonably be regarded as the 'navies' of Assam.⁴⁹

As their origin seem to point to Tibet and China from where they migrated to the North Eastern in the rich valley of Brahmaputra. But, however this may be, there would seem to be good reason for believing that the Cachari (Bodo) race is a much more widely distributed one than it was one time supposed to be. The Cacharis are divided into a (1). Northern (2) Southern group, the Brahmaputra being the dividing line.⁵⁰ The only branch of this widely spread race that may be said to have anything like an authentic history is that settled in what is known as the once powerful kingdom of Kamrupa (Koch) the reigning family of which is now represented by the Rajas of Koch-Bihar, Bijni, Darrang and Beltola.⁵¹

1.10.2 *Social and domestic life*

In their domestic life, the Cacharis of the district do not differ materially from their Hindu neighbours, to the subordinate castes of whom they are no doubt very closely allied.⁵² The Cachari village is very compact and houses are built more closely together, A Kachari village usually abounds in domestic livestock of various kinds eg. Ducks, fowls, goats, pigs, cattle etc.⁵³

1.10.3 Furniture, utensil

It may be noted that a Cachari house is filled with earthen ware vessels which are used frequently for the preparation of rice beer. Furniture are mostly made of Bamboos and Cane.⁵⁴

1.10.4 Agriculture

Cachar was essentially a rural area and the Cacharis in general are agriculturist. The soil of Cachar is highly fertile for the cultivation of rice. Thus, rice is the staple food of the Cacharis. Both in hot and cold weather rice is cultivated.⁵⁵ They are also expert in cultivating other agricultural products which is grown there. e.g Cash Crops.

1.10.5 Food

As regards food the Cachari is as a rule by no means limited and restricted like his Hindu and Musulman neighbours. On the contrary he enjoys and practices a freedom in this respect, which no doubt goes far to account for his often magnificent physique. With the exception of beef he denies himself almost nothing.⁵⁶ Pork is his delicacy and a Cachari village is always found itself swarming with pigs. There is of course, one common article of food, which a Cachari will never touch i.e milk, as he says that he is unwilling to deprive the calf of its natural support⁵⁷ Among another delicacy of the Cachari is what is known as dried fish (na gran).⁵⁸

1.10.6 *Women*

The Cachari women do not perhaps occupy quite the same influential position, as their sisters in the Khasi hills. This prejudice is shared by the Garos and by many other members of the Mongolian race where something like a matriarchate apparently holds the field of social and domestic life. The Khasi husband or householder has neither sympathy, nor tolerance for that degrading and demoralizing creed," which says that woman is but dust, a soul less toy for tyrants lust." On the contrary, he treats his wife with distinct respect, and regards her as an equal companion. Khasi women enjoy a large measure of freedom.⁵⁹

1.10.7 *Laws and custom*

The laws and customs vary among the different sub-tribes.⁶⁰

1.10.8 *Marriage*

It is said that the tribe believes in endogamy, i.e. marriage between the sub tribe is a crime. Marriages can take place only between sub tribes, which are not related to one another. Remarriages of widows are permitted, the one limitation being that a widow may marry her deceased husbands younger brother, but not the elder.⁶¹

1.10.9 *Inheritance of property*

Among the Cacharis the laws and customs relating to the inheritance of property seem to be very vague. Generally speaking, on the demise of the head of the house, the

property passes on to the eldest son; who takes care of his mother, his brothers and sisters.⁶² In case there are no sons, then the property is passed on to the person's eldest surviving brother,⁶³ who then takes care of the entire family.

1.10.10 Religion

The religion of the residents of Barak Valley varies according to the race, which has settled down there from time to time. But, the original people i.e. the Cacharis had a religion commonly known as "animistic" which literally means "fear" or "dread"⁶⁴ They believe in invisible spiritual beings known usually as "Modai"⁶⁵ all possessing powers and faculties far greater than those of man. The rate of superstitions was also high now many of them have converted to Christianity, as it seemed to be much simpler and devoid of any kind of superstitions. Earlier apart from the original animistic Cacharis, the 2(two) major religious communities were the Hindus and Muslims. But, now with the advent of the Missionaries, a church was set up in 1861 at the Silchar town.

1.10.11 Economy of the Cacharis.

The land was rich in minerals, jungles, and rich in timber, cane and bamboo.⁶⁶ Rice was exported to Sylhet and adjacent districts of Bengal.⁶⁷ The economic condition of the people was really sound, can best be understood from the fact that no villager would agree to act as labourer and the government faced the problem of labour scarcity. To meet this problem, day labourer was imported from Sylhet and Bengal.⁶⁸

Besides agriculturists they were traders, workers, artisans but their number was very small. The essential commodities were very cheap. The people always kept themselves free from debt. The exchange was made of native coin called Tulik or Sonat. Sicca and Tanka which was the unit of currency in Medieval Bengal.⁶⁹

The most remarkable innovation of the British Raj for Socio-Economic development of Cachar was the introduction of 'Tea Industry' and the 'Spread of Education.'⁷⁰ which completely changed the very Character of the district. The indigenous tea plants grew in almost all parts of Cachar Valley.⁷¹

1.11 The People of Karbi Anglong district

The Mikirs of the earlier days are presently known as the Karbis, who constitute one of the major fractions of the Tibeto-Burman population.⁷² They reside both in the plains and in the hills, but the most predominant group of their population reside in the Mikir hill district, which is now known as Karbi Anglong. Hamrem is said to be the ancient dwelling places of the Mikirs, the Karbis. The Karbis of the hills are mostly cultivators.

1.11.1 Climate

The climatic conditions of Karbi Anglong is however more specifically mainly featured by heavy rainfall and high temperature, foggy and shivering cold in winter.

The climate is favourable for luxuriant vegetation growth. The district is endowed with rich supply of timber.⁷³

1.11.2 Population

The Karbis occupy an important position among the tribal communities of Assam. The vast tract of land in the center of the state is their habitat.⁷⁴ The total population of the schedule tribe in the district according to 1971 is 55.37% of the gross population. Hence, the tribal population in actual number is 210,039.⁷⁵

1.11.3 Family

The Karbis live in joint families and for economic reasons, the family is split and a new unit is formed. The society does not give any individual any authority over his lands and therefore he does not feel the eternal craving for land.

1.11.4 Food

Rice is the most staple food among the Karbis. Fish either fresh or dry is largely eaten. Meat is also eaten and Vegetables are grown at home.

1.11.5 Dress

Regarding dress, a Karbi man wears a loin cloth called 'Rikong'. The upper portion of the body is covered by a jacket whose front is open. It is called 'choi'. His cap is called 'Poho'.

The Karbi women wore a Pini (Mekhala), Pekola(Chador) and Wamkok (it is worn round the waist). All these clothes are home made.⁷⁶

1.11.6 *Higher education in Karbi Anglong*

The Karbis were educationally backward before the oncoming of the British. Practically no attempt was made to educate the Karbis during the British period. After independence the state government and the district council are engaged in expanding education in the district. The expansion is quite remarkable. Starting from the zero level, the education has now reached every nook and corner of the district and is likely to expand more.

Regarding higher education, Diphu College was established in 1964 with few students. Though the progress of the college was very unimpressive in the beginning, but later on during the 1970's, it picked up momentum with the construction of staff quarters, college building and student hostel etc.

Like wise many other colleges came up like the Bokajan College, Rukasen College etc. They were initially affiliated to the Guwahati University, but now they have come under the affiliation of Assam University.

1.11.7 *Economy of the Karbis*

The Karbis generally inhabit the hilly terrains. Like many other hill tribes they adapt in 'Jhuming'. Which means slash and burn method.⁷⁷ In the Karbi Language it is called 'Inglong Arik'. It is their way of life whether good or bad it is likely to stay.⁷⁸

The economic resources in the plains consist of live stock and agricultural tools. The gift of nature dominates the economic life of the hill people. Before, limitless lands were available but now with the increase of population, increase of pressure of land is seen.⁷⁹

1.11.8 *Religion of the Karbis*

The word 'religion' comes from the Latin word 'Religio' which means 'together or observe'.⁸⁰ There is a belief that religion is a product of civilization⁸¹ and the tribal societies are best example, where religion is practiced at the grass root level. The Karbis worshipped the natural forces and the deities or gods.

Originally most of the Karbis were Hindus but with the oncoming of the Christians, some of them have taken to Christianity and have given away with all kinds of superstitions.⁸²

1.11.9 Marriage

The Karbis follow exogamy. No person is allowed to marry in his own 'Kur'. A person belonging to 'Teran Kur' cannot marry in the 'Teran Kur'. The marriage within the same clan is prohibited and the name is called 'Lalcherem'.⁸¹ The Karbis have a good system of widow remarriage. The widow of the deceased may marry her brother-in-law. It is called 'the pateng parju'.⁸⁴

1.11.10 Tattooing

An interesting feature of a Karbi Woman is the vertical black line drawn on her nose was the result of the frequent kidnappings of Karbi women by the Cacharis. To save their women from the marauding Cacharis, the Karbi society ordered the women folk to tattoo their face. Thus, tattooing concept was not meant for beauty but was fear that drove them to it. It was forbidden to those who accepted Christianity.⁸⁵

1.12 Need and significance of the study.

There is a general appreciation of the fact that Higher education provides the competencies that are required in different spheres of human activity, ranging from administration to agriculture, business, industry, health and communication and extending to arts and culture. The World Bank document states that “Higher education is a paramount importance for economic and social development.

Institutions for higher education have the main responsibility for equipping individuals with the advance knowledge in government, business and the professions”.⁸⁶ It adds “ Higher education investments are important for economic growth. They increase the individuals productivity and incomes, as indicated by rate of return analysis, and they also produce significant external benefits not captured by such analysis”.⁸⁷.

UNESCO (1995) in its policy paper on ‘Change and development of higher education’ emphasizes that state and society must perceive higher education, not as a burden but as a long time investment, in order to increase economic competitiveness, cultural development, and social cohesion.” UNESCO (1998) stressed that the far-reaching changes now taking place in the world, and the entry of human values into society based on knowledge and information, revealed how overwhelming important education and higher education are.

The present study deals with the development and problems of higher education in Barak-Valley and Karbi-Anglong areas of Assam. It is intended to trace the development since its inception to its present state and to find out the problems of higher education in the areas and suggest for its improvement.

As we know, that the state of Assam comprises of a vast area with 23 districts. It has a rapid growth of population and a vast educational field too.

The need for investigating the area on the development of higher education in Barak-Valley and Karbi-Anglong areas of Assam is strongly felt because of the following reasons: -

1.12.1 Educational facilities have expanded all over the country, ever since independence. However, the pattern of growth is not the same everywhere. It is different from one state to another. So also in Assam there is an unequal rate of educational development among the districts. For e.g. some districts are very well developed at all stages, of education whereas some are not.

Many parts of lower Assam are still found to be backward especially in the field of higher education. Compared to the other districts of the state. The areas mentioned here are Barak Valley and Karbi-Anglong areas if Assam are still lagging behind regarding higher education, i.e. there is a dearth of research

in the field of higher education in the state especially the southern part of Assam.

1.12.2 As a matter of fact, very less research was done regarding higher education in Barak Valley and Karbi-Anglong areas since independence. It gathered little momentum only after 1948; and was stabilized after coming up of the universities. The analysis of growth and research reveals that very little work was done in Higher education. There is practically less systematic study regarding development of higher education, and problems of higher education in Barak Valley and Karbi-Anglong areas of Assam. It was noticed that very few research work had been done regarding higher education in that area. This suggests the needs to explore the areas in higher education with adequate priority.

1.12.3 In the recent years, particularly from the 70's a great deal of attention has been focused on new colleges and Universities, which as a result brought changes to the entire higher education system as a whole with the coming up of more institutions, the problems has also risen, which needs to be studied.

1.12.4 The Assam university is a newly established central university situated in Barak-Valley (Silchar), has made the study more necessary.

1.12.5 The problems of higher education are immense and are growing day by day.

Thus, by highlighting the problems of higher education in these districts, the investigator may suggest a solution to its problems, which would result in providing better education in these areas for the well being of the society as a whole.

Table 1.4 Showing enrolment by stages/classes in Assam (as on September, 1996)⁸⁸

SL.NO	STAGES/CLASSES	ASSAM
1	Ph.D/D.Sc/M.Phil	298
2	M.A	5654
3	M.Sc	3321
4	M.Com	813
5	B.A	120796
6	B.Sc	26181
7	B.Com	13830
8	B.E/B.Arch	3323
9	B.ed/B.T	2575
10	M.B.B.S	2356
11	Junior colleges/ P.U/ P.degree	168432
12	Higher Secondary (XI & XII)	125290
13	High schools (IX & X Classes)	539132
14	Middle Schools (VI – VIII Classes)	1304504
15	Primary School (I-V) classes	3816603
16	Primary stage	23240
17	Teacher Training schools	89
18	Poly Techniques	4424
19	Technical & Industrial School.	4389

The above table when compared to the all-India level shows a remarkable difference.

Table 1.5 Showing enrolment of higher education in all India level

Sl.No	YEAR	TOTAL
1	1990-1991	4039541
2	1991-1992	4319253
3	1992-1993	4541184
4	1993-1994	4763731

Source: - University Grants Commission, Statistical Abstract, - 1998. P.No.473

Table 1.6 Showing enrolment of higher education in all Assam level

Sl.No	YEAR	TOTAL
1	1993-1994	118581
2	1996-1997	170893
3	1997-1998	340282*

Source: - a). Selected Educational Statistics, 1996-97, Ministry of Human Resource Development, Government of India, New Delhi.

b). North Eastern Council, Ministry of Home Affairs, Government of India, Shillong, Basic Statistic of North Eastern Region.2000.

The figures in the above table indicate that there is an acute dearth of research work in higher education. When compared with the national level the picture of Assam is very discouraging, and even more discouraging is Barak Valley and Karbi-Anglong areas of Assam. Where the access to higher education is limited due to various reasons.

Thus, there is an issue of concern of higher education. The need for research, the importance of higher education, the curriculum context, importance of introducing new courses, which should cater to the needs of the millennium etc, are perhaps some of the important issues to be decided urgently for overall interest of the people of that area, which calls for a need to study different alarming aspects of higher education at length which has not been conducted so far.

1.13 Statement of problem

The statement of the problem is “A study of the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam.”

1.14 Definition of terms

For the purpose of the present study, the following words have been accepted:-

1.14.1 Development

It refers to progress of education over a period of time and also the quantitative as well as qualitative changes in higher education.

1.14.2 Higher education

It refers to the education in the collegiate and University level, after the +2 stage. This does not include professional education. The stage of higher education covers the following stages graduate, post-graduate and research levels.

1.15 Objectives of the study

The main objectives of the study are as follows.

1.15.1 To trace the development of higher education in Barak Valley and Karbi Anglong areas of Assam.

1.15.2 To study the present system of administration and financing of higher education.

1.15.3 To study the problems faced by the institution of higher education with reference to:

1.15.3.1 *Academic.*

1.15.3.2 *Infrastructural dimensions*

1.15.3.3 *Administrative.*

1.15.3.4 *Financial and others.*

1.15.4 To investigate into the problem faced by teachers and students of higher education.

1.16 Delimitation of the study

The study was delimited to all the general higher institutions imparting higher education and a university (Assam University) falling under the Barak Valley and Karbi Anglong areas of Assam.

1.17 Scope of the study

The scope of the study is comprehensive. It covers the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam since its inception, i.e. when the first college was set up in the area up-to the year 2000A.D.

The study also includes the various aspects of educational development of Colleges confined to arts, science and commerce courses. A university is also included in it, where along with the colleges the growth of enrolment, examination, results, changes in academic courses, expenditure on higher education along with all their problems are studied. It also deals with the system of administration and financing of higher education in Barak Valley and Karbi Anglong areas of Assam. The present study covers all stages and type of higher education in the area, i.e. Under graduate, Graduate, Post graduate and Research levels.

This study has been delimited only to the regular colleges (i.e. colleges comprising of arts, science and commerce) leaving out the professional colleges. (i.e. Colleges of Engineering, Medical Science, Teachers Training, Law and Polytechnics etc.) A University i.e. the Assam University is included in the study. As none had up-to date, made a thorough study regarding higher education in that area especially after setting of the university. The investigator felt it necessary to take up the study. The present study will help for further study of the higher education in the North Eastern region.

1.18 Limitation of the study

The present study is subjected to certain limitations-

1.18.1 The present study was limited to availability of relevant records and documents, official records and documents, regarding the development of higher education in that area especially Barak Valley was rather difficult to obtain. The only sources were Offices/ libraries of various places. Thus, the investigator had to depend only on these sources to trace the development of higher education in Barak Valley and Karbi Anglong areas of Assam.

1.18.2 Questionnaires were administered to the principals of colleges and teachers and students of both colleges and university; to get first hand information about the development and problems of Colleges.

1.18.3 The academic performance of students in the colleges for some years could not be made due to lack of relevant sources, since before the inception of Assam University, all the colleges in that area were affiliated to Guwahati University thus the study was limited to the availability of records from Guwahati University. In this introductory Chapter the background of the study is presented highlighting the need and importance of the study, the objectives, scope and limitations of the study. The finding of the present study will provide a full picture of the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. It is also expected that the findings of the present study will bring out, certain qualitative changes in higher education. The next chapter deals with the development of higher education in Assam, especially from the mentioned areas i.e. Barak Valley and Karbi Anglong areas of Assam.

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Chapter II

DEVELOPMENT OF HIGHER EDUCATION IN BARAK VALLEY AND KARBI ANGLONG AREAS OF ASSAM

2.1 A brief history of the development of higher education in India

Higher education provides people with a opportunity to react on the “critical, social, cultural, moral and spiritual issues facing humanity. It contributes to the national development through dissemination of specialised knowledge and skill. It is therefore a crucial factor for survival”.¹ According to Amrik Singh and Sharma higher education seeks to promote excellence, adventure of ideas and research truth. It is to cultivate new knowledge and interpret old knowledge in the light of needs and discoveries. It is also to provided the right kind of leadership in all walks of life and identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of mind, right interest, attitudes and values.

From time immemorial India had an inordinate interest in Education. “Education is no exotic in India. There is no country where the love of learning had so early an origin or has exercised. So lasting and powerful an influence. From the simple poets of the Vedic age to the Bengali philosopher of the present day there has been an uninterrupted successions of teachers and scholars.”²

The British government in India, assumed responsibility of University education in 1855, the first three Universities were established in 1857. “ Their sole function was to conduct examinations namely entrance (after 10 years schooling) and three more college examinations each after two years called “Licentiate,” “Bachelors” and “Masters”, Degrees. The colleges were subordinate to Universities and the Universities never undertook any responsibilities for teaching. Several other universities were established under Central acts after this, Punjab (1882), Allahabad (1887), Banaras (1917), Aligarh (1920) and Dacca (1920).

The establishment of these Universities under Central acts, the appointment of Indian Universities Commission in 1902, passing of Indian Universities act in 1904 and the appointment of the Calcutta University Commission of (1917-19) all show the important role played by the central government in fostering higher education, even in those early stages of its development, and established the tradition, i.e. “The tradition in favour of Central authority to develop University education on proper lines.”³

2.2 Expansion of higher education in British India: -

The growth and expansion of higher education depends largely on the policy of the government from time to time. The Sergeant Report pointed out that “there had been a general lack of planning in University education and both the central and provincial government had yielded a popular pressure in bringing universities existence without providing necessary resources to enable them to function on sound lines.”⁴

“There were 4(four) universities and 67 (sixty seven) colleges and 600(six hundred) students in 1881-82, which increased to 5(five) universities, 145(One hundred and forty-five) colleges with 17.6 thousand students in 1901-02, to 14 Universities, 167 colleges with 45.9 thousand students in 1921-22 and 21 Universities and 496 colleges with nearly 2 lakhs of students in 1946-1947.”⁵

The East India Company did not formulate any scheme for the financing of higher education. Only with the passing Act of 1813, a meagre sum of Rs.1 (One) lakhs/annum was set apart from improvement of literature and encouragement of learned natives of India. “Aid was also given by the wealthy natives of India and other benevolent persons. Even though a large number of colleges were established after the famous education dispatch, a large number of government expenditure on higher education went to its own colleges and the privately managed colleges. Their disparity was so obvious that the Indian education commission of 1882 recommended special grants to the private sector.”⁶

Our country became independent on 15th August 1947 and the Central Government took charge of the administration at the center. One of the immediate step taken up by the government of India was changing the education department set up in 1854 to the status of a ministry, with control of education and scientific research. Thus, the “University Education Commission” was set up in 1948 under the Chairmanship of late Dr.S.Radhakrishnan. “The Report of the Commission was a very comprehensive

document and it had far reaching influence on the reconstruction of University education in India in recent years.”⁷

Yet another important step for the proper development of higher education was taken with the establishment of University Grants Commission in 1953; which is responsible for co-ordination and maintenance of standards of Universities. Financing of higher education has undergone significant changes both in magnitude and pattern, with the coming into existence of the University Grants Commission. Moreover, the financial aid given through this organisation by the Central Government has greatly helped the development of higher education during the period.

Another significant step taken by the Central government for the development of education in general, including higher education was the appointment of the Education Commission of 1964-66. As per the National policy on the basis of this report unprecedented expansion of education facilities at all stages of education including higher education have taken place. As such higher education in India has to face serious problems. The problems are many and varied.⁸

Higher education has expanded tremendously through the years in India but it must be mentioned that maximum expansion of higher education took place from the year 1947 to 1974-75 as can be seen in Table 2.3.

Table 2.1 Showing expansion of higher education in India⁹

YEAR	TOTAL NUMBER OF UNIVERSITIES	TOTAL NUMBER OF COLLEGES
1950-51	28	695
1951-52	30	762
1952-53	30	797
1953-54	30	824
1954-55	31	912
1955-56	32	1025
1956-57	33	1107
1957-58	37	1171
1958-59	40	1291
1959-60	40	1405
1960-61	44	1542
1961-62	46	1783
1962-63	54	1938
1963-64	55	2111
1964-65	62	2360
1965-66	64	2572
1966-67	70	2749
1967-68	70	2899
1968-69	76	3112
1969-70	79	3297
1970-71	84	3604
1971-72	86	3896
1972-73	90	4158
1973-74	95	4308
1974-75	102	4388
1975-76	102	4508
1976-77	105	4569
1977-78	105	4375
1978-79	108	4460
1979-80	108	4558
1980-81	112	4722
1981-82	118	4886
1982-83	120	5039
1983-84	124	5246
1984-85	125	5590
1985-86	132	5816
1986-87	136	6512
1987-88	142	6647
1988-89	144	6912
*1989-90	146	6926
*1990-91	147	7532
*1991-92	151	7952
*1992-93	155	8191
*1993-94	159	9003

The higher education scenario has been significantly altered in the recent years.

The importance of higher education in national development, and in the development of

an individual has been universally recognized. Governments are now acutely conscious of the need to ensure access and equity. Quality has become an over riding concern. It is evident that higher education in the 21st century will be significantly different from what it was in the 20th and thus there is urgent need to plan for the coming years. The World Bank document says, “higher education is of paramount importance for economic and social development. Institutions for higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and professions.”¹⁰

2.3 Development of higher education in Assam.

Assam did not have any College till the end of the nineteenth century. It was in October 1864, that the inspector of schools assisted that the collegiate education be imparted inside Assam¹¹, itself with a view to training the natives for Offices of trust and responsibility.¹² It was acknowledged that establishment of a separate college would involve heavy expenditure. So, it was proposed that the Guwahati School be upgraded with facilities to provide introduction in certain courses of studies prescribed by the Calcutta University. Acting on this, the government of India on the recommendation of the government of Bengal, sanctioned a sum of Rs.1, 200/- per annum with the result that the collegiate section of the Guwahati School was started in May, 1866.¹³

But the result of the Collegiate Section proved very frustrating. Very few students came forward to study at that level and even those who came were not very

promising. During 1872-74, no student came out successful in the Entrance examination. After the constitution of Assam, as a separate province, the Chief Commissioner of Assam, acting on the suggestion of the Inspector of Schools approved of a scheme of awarding scholarships of Rs.20/- per month to each student of Assam studying at Calcutta Colleges. In 1887, it was decided to limit the number of Scholarships to 14, the selection of scholars being made in order of merit. Further, scholarships for the degree course was made convertible for students offering Medical or Civil engineering courses.

But, in spite of the scholarships being awarded it failed to bring collegiate education into Assam. A section of Assamese educated Community demanded the establishment of a college in Assam; where as, other sections did not find it to be so important. Gradually however, public opinion capitalized in favour of establishing a college in Assam. Manick Chandra Barooah, a prominent man of Assam, submitted a memorial to the Chief Commissioner of Assam, urging that steps be taken to fulfil the popular demand.¹⁴

Henry John Stedman Cotton the then Chief Commissioner of Assam, however expressed himself in favour of a hostel in Calcutta for the Assamese College students.¹⁵ He circulated his views on the subject among officials and non-officials and invited their opinions. The majority favoured the establishment of a college in Assam. Henry Cotton accepted the majority opinion and decided to establish a college in the province.

He said; 'I resolved to be guided by public opinion, and I abandoned my scheme and decided to establish a local College.'¹⁶ Thus, Assam's first college came to be established, it was opened formally by Henry Cotton on 27th May, 1901, thereby, fulfilling a long cherished desire of the people of Assam. The Cotton College named after the Chief Commissioner, began its career as a second grade college, preparing students for the F.A. examinations of the Calcutta University.

The Cotton College came to be lodged in a temporary building and Fredrick William Sudmersen was appointed its first principal. He was sorely disappointed to have come to an abandoned corner of India. Sudmersen made untiring efforts to improve the college in all aspects. His devoted service till 1926 constituted a glorious chapter in the history of the Cotton College. It was during his tenure of Office that Cotton College grew into one of the best first grade colleges under the Calcutta University.

The second college of the province came to be established at Sylhet in the Surma Valley due to the efforts of Raja Girish Chandra Roy. The Raja maintained the institution by and large. It faced acute financial crisis after the Raja died. A part of the crisis was sought to be relieved through government grants. In 1912-13, the college was provincialized and it became a first grade college in 1915-16. The college was granted affiliation by the Calcutta University upto the BA stage in the following subjects: English, Vernacular, Mathematics, Philosophy, Sanskrit and Persian.¹⁷

These two colleges imparted college education upto 1930 when another college, the Jorhat College came to be established by private enterprise and with the gift of a good site and a large building by Muralidhar Barooah a leading tea planter of Upper Assam. The Bundaban College at Habiganj was started in 1913; it was affiliated to Calcutta University in 1932 upto the I.A. standard in English, Bengali, Mathematics, History, Logic, Civics, Sanskrit and Persian. By 1935, several new colleges had come to be founded: the Guru Charan College at Silchar: the St.Edmunds College, the St.Anthonys College and the Lady Keane College at Shillong. There were 3 government Colleges then, the Government Sanskrit College in Sylhet, the Cotton College and the Muran Chand College and aided institutions were the St.Edmunds College, and the lady Keane College for Women, and the four un-aided institutions were the Intermediate Colleges at Jorhat, Silchar, Habiganj and the St.Anthonys College at Shillong: Government Colleges had more students than the aided. The number of students rose from 97 in 1904 to 2,258 in 1937.¹⁸

Regarding girls students, it was remarkable as in 1929 a girl student was admitted in Cotton College for the first time. By 1932-33 the number of college going girls rose to 15, it increased to 36 by 1935-36. Co-education was very slowly making a headway. Since before independence, there were only two colleges which was, responsible for spreading higher education extensively. They were the Cotton college and the Muran Chand College and both were Government colleges. So, the government

had spent a huge sum of money for the infrastructure. A sum of Rs.88,339/- was spent for Murari Chand College and Rs.73,900/- was spent for Cotton College.¹⁹

Later on a demand was made for the opening of MA classes in Assam, after the declaration of the educational policy, which was made in 1913,²⁰ this was in view of extending higher education and promoting research. Later on, their demand was fulfilled and the government agreed to begin with MA classes in English only. The Classes began but not more than $\frac{2}{3}$ rd students were admitted. The students attended classes but did not take the examinations seriously which resulted in closing down of MA classes in 1932-33 as a measure of economy.

2.4 Expenditure

The expenditure of collegiate education was mainly borne by the government and though fees collected from students. During 1901-04 a sum of Rs.11,494/- was spent on the government managed Cotton College. Out of which Rs.4,491/- came from fees. The Murari Chand College in 1901-02 got a total sum of Rs.4,370/ out which Rs.869/- came from fees. By 1936-37, the total expenditure of colleges amounted to Rs.484,418/- while government funds contributed the major share, this being Rs.293,315/- a sum of Rs.167,899/- came from fees, collection the share of donation was Rs.23,204/-.²¹

College education was then meant for those coming from upper strata of society. The financial need for general education was indeed great, and when out of funds made available for education, a sizeable sum was spent on collegiate education. The average annual cost per scholar in government arts colleges worked out to be Rs.243/- in 1936-37. Thus, expenditures on collegiate education were high and other levels of education could not be neglected, for the sake of higher education.

Thus the centers of collegiate education in Assam upto 1930 were Cotton College and Murari Chand College. Later new colleges were established. As Assam did not have a University, colleges in the province were affiliated to the Calcutta University, which had a very wide jurisdiction, and hence it could not be expected to give the time and attention needed to look after the needs of the growing colleges. Therefore, the need arose for a separate University in Assam. Under the government of India Act, 1935, education was made a provincial subject and this appeared to create a favourable situation for the establishment of a separate university.

J.R.Cunningham was entrusted with a task of submitting a report on the establishment of a University²² in Assam. He submitted a favourable report based on facts of the situation. This was in 1936. But the university in Assam i.e., the Guahati University came up years later i.e. in 1948.

Collegiate education in Assam was imparted up to 1930 in two colleges, the Cotton College, the Murain Chand College. Private colleges could not prosper due to lack of official interest, in regard to their needs. It was the absence of good aided colleges that led to the concentration of students in the Cotton College. The Calcutta University had a very wide jurisdiction and even with the best efforts it could not be expected to give the time and attention needed, to look after the needs of Assam's growing Colleges. The need arose for a separate University of Assam. The Guwahati University was established in 1948. ³³

Progress of education depends to a large extent on trained and qualified teachers which was not so during the early years in Assam. The first and the foremost thing that happened in the history of higher education after independence in Assam was the establishment of the Guwahati University which was established as a teaching residential and affiliating University in the year 1948 under the Guwahati University Act, 1947 (Assam Act XVI of 1947).

Currently, Assam is having the following Universities:-

- i. Assam Agriculture University, Jorhat.
- ii. Dibrugarh University.
- iii. Guwahati University.
- iv. Assam University, Silchar.

Table 2.2 Showing institutes of higher education: a comparison (1974-75 and 1993-94).²³

TYPE OF INSTITUTION	NUMBER	
	1974-75	1993-94
University*	3	5
College for general education	119	231
Professional education**	5	21

*. Includes only colleges of Engineering, Technology, Medicine, Research and Training.

** . Includes only institutions, deemed to be universities and institutions of national importance.

Sources:-

1. Report of the first survey of educational administration in Assam, 1978. National institute of educational planning and administration; New Delhi.

2. Annual Report, 1994-95. Ministry of Human Resource Development, Department of Education, Government of India.

The table shows that the number of institutions at the higher education level has risen considerably since 1974-75 and is evident from the year wise comparison shown in table.

Table 2.3 Showing enrolment in Institution of higher education in Assam (1975-76 to 1993-94)²⁴

YEAR	ENROLMENT		
	BOYS	GIRLS	TOTAL
1975-76	52390	21674(41.4)*	74064
1993-94	99016	45217(45.7)*	144233

*. Figures in parenthesis denote percentage of girls enrolled in total.

Sources: -

1. Education in India, 1975-76. Ministry of Human Resource development, department of education, Government of India.

The enrolment figures recorded for the Higher Education stage in 1975-76 and 1993-94 is shown in the Table above. Evidently there has been considerable growth. The recorded growth being 3.4%.

2.5 Development of higher education in Barak-valley before independence

Cachar was annexed to the British dominion by a proclamation issued on 14th August 1832. Cachar comprises of Silchar, Hailakandi and Karimganj districts of Assam, which included the Sylhet districts of East Bengal, and was known to the local people by the name “Barak Valley” which is referred to the river Barak flowing through the adjoining valley and was called by the local inhabitants of Sylhet as Cachar “a stretch of land at the foot of the mountains”.²⁵ The picturesque valleys of Barak was included in various kingdoms that had emerged during the early historic periods like Ganda, Vanga and Samalata.²⁶

The progress of education during the British rule was remarkable. Though during the Heuramba rule education was confined to the upper classes i.e. the Brahmins and Kshatriyas. The masses were illiterate. It was only after the coming of the British government, that the necessity was felt to extend western education among the masses. Reverend Pyrse of Sylhet Presbyterian Church established a higher grammar school in Silchar in December, 1863 it got a government monthly grant of Rs.60/-.²⁷ In 1876 two middle English schools were started in the heart of Silchar town. A good number of

primary and government-aided high school were introduced in Hailakandi, Borkhola, Katigora and Nasingpur Thanas of Cachar district.²⁸ The medium of instruction was generally Bengali. Till 1906, there was no entrance examination in Cachar and the candidates had to appear from Sylhet center. Under the initiative of Karim Kumar Chandra and Rai Bahadur Hari Charan Das, an examination center was opened at Silchar. In Hailakandi district Indra Kumari Girls High School is the oldest girls school.

As regards higher education, Guardian College is the oldest college in Barak Valley which is now known as Guru Charan College. It was set up in 1935. A widow named Kiran Sashi Nag donated Rs.10,000/- for the institutions on the condition that the college would cater to the needs of female education. This college is now named after her husband late Guru Charan Nag.²⁹ There were only 2 girls students in G.C.College in 1935. Even between 1945 – 1949 there were about 35/40 girls students out of which only belonged to Muslim community.³⁰ Because of very limited number of female students at that time practically there was co-education in this college and this tradition is still maintained. The first library in Barak Valley was established at Silchar, which was known as Keating library and was later renamed as Arun Chandra Granthagar since independence.

The district of Karimganj has quite a different educational history as compared to Cachar and Hailakandi. In 1878, Karimganj became a separate subdivision and

since, it was under the British administration, the necessity was felt for imparting English education and some private effort were made for the establishment of English school and then the government high school was established in 1866.³¹

The first Girls high school in Karimganj district was also established in 1935. It is known as the Madan Mohan Madhab Charan Girls H.S.School. Regarding Higher Education very little was done either by the British government or by the local people. The British concentrated mostly on the primary and secondary level. They had no intention of spreading the Higher Education in this area. Thus, after a lot of efforts from the intellectuals and local people, the Karimganj College was established in 1946.

However, as it was mentioned earlier that before independence Sylhet a district of East Bengal was very much a part of Barak Valley. In 1892 a college was set up in Sylhet³² known as the Muran Chand College in the Surma Valley due to the efforts of Raja Girish Chandra Roy. After his death, the college was on the verge of closing down until it was taken over by the government and was affiliated to the Calcutta University. It was provincialized in 1912-1913 and became the first grade college in 1915-1916. It was the first step toward the development of college education in Barak Valley. It had the following subjects – English, Vernacular, Math's, Philosophy, Sanskrit and Persian.

Thus, it was seen that before independence education did get a strong hold. Though higher education was lagging behind in the area. Still, with the inception of the

few colleges mentioned earlier it was the starting for the development of Higher Education in this area.

2.6 After independence

Since independence, government of India has taken various steps towards the promotion of Higher education in our country. Various commissions were set up; one of them was 'The University Education Commission 1948-1949'. This was mainly meant for the promotion of University education in our country.

The government of Assam has also taken various steps for promoting education and as a result number of schools, number of teachers and students have also increased and is still gradually increasing. The male/female literacy rate is also increasing gradually. Table shows the literacy ratio in different census in Barak Valley (1951 – 1991).

Table 2.4 Showing male & female literacy rate in different census in Barak valley (1951-1991).

Census Years	Male	Female
1951	33.0	10.2
1961	40.2	15.8
1971	40.4	19.9
1981	NA	NA
1991	54.3	37.9

Sources: - Census report of 1951, 1961, 1971, 1981 & 1991

Regarding higher education, there was a phenomenal expansion of higher education in Barak Valley. The people of Barak Valley strongly demanded for the

establishment of more colleges in the region. The number of institutions at the higher education level has risen considerably after independence and since 1935-36, as is evident from the year-wise comparison as shown in Table 2.5

Table 2.5 Showing Institutions of higher education in Barak valley: a comparison (1935-2000).

TYPE OF INSTITUTION	1935-1936	1974-1975	1999-2000
UNIVERSITY	0	0	1
COLLEGES OF GENERAL EDUCATION AFFILIATED & PERMITTED	1	14	30
PROFESSIONAL EDUCATION	0	4	8

Source-Assam University – 7th Annual Report. Silchar, pp92,111

Initially, i.e. till 1994 the colleges in Barak Valley were affiliated to Guwahati University but after the establishment of the Assam University on the 21st January 1994 all the higher educational institutions were automatically under the affiliation of Assam University. The affiliated and permitted Colleges which were established after independence are as follows: -

Table 2.6 Showing the Affiliated colleges (general)

Sl.No	Name of College	Location	Year of establishment
1	G C.College*	Silchar	1935
2	Karimganj College*	Karimganj	1946
3	Sri. Kishan Sarda College*	Hailakandi	1950
4	Cachar College*	Silchar	1960
5	Rabindra Sadan Girls College*	Karimganj	1962
6	Women's College*	Silchar	1963
7	Janata College*	Kabuganj	1964
8	Lala Rural College	Lala	1964
9	RamKrishna Nagar College	RamKrishna Nagar	1964
10	Nehru College*	Pailapool	1965
11	Nabin Chandra College*	Badarpur	1969
12	Radha Madhab College*	Silchar	1971
13	M C.D College*	Sonai	1972
14	West Silchar College*	Barjatrapur	1985

* Colleges taken for study – Explanation is given in the Chapter V, Analysis and Interpretation.

Within a span of 35 years, a number of colleges were established which were later on affiliated to Guwahati University. But, it must be mentioned that as many as 13 colleges were established between 1987-1997, i.e., within a short span of 10 years.

These Colleges are Permitted i.e., still awaiting affiliation from Assam University. This clearly shows that development has taken place regarding higher education in the area.

Table 2.7 Showing the Permitted colleges – (general)

Sl.No	Name of College	Location	Year of establishment
1	A.L.Choudhury College*	Algapur	1996
2	Chargola Public College	Karimganj	1994
3	Hailakandi Women's College	Hailakandi	1993
4	M.K.Dey College	Amarghat, Cachar	1994
5	Nilambazar College	Nilambazar, Karimganj	1994
6	Patharkandi College*	Patharkandi, Karimganj	1990
7	S.C.Dey College	Kalinagar, Hailakandi	1992
8	S.K.Roy College	Katlicherra, Hailakandi	1994
9	S.M.Dev College	Lakhipur, Cachar	1995
10	S.R.College	Kalain, Cachar	1992
11	Silchar College	Singari, Silchar	1994
12	Swami Vivekananda College	Chandrika, Karimganj	1987
13	Moinul Hoque Choudhury Memorial Science College	Panchgram, Hailakandi	1997

* Colleges taken for study – Explanation is given in the Chapter V, Analysis and Interpretation.

2.7 The Permitted Colleges which has been recently established in Barak Valley district are described briefly, as follows: -

2.7.1 *Chargola Public College*

A public meeting was held on 2nd July 1994 at Bazarghat and a memorandum was submitted to the Assam University to start a new degree college in the area. A Governing Body was constituted with 21 members including a President, two Vice-Presidents, one Secretary and two Joint Secretaries to set up the college. 18 bighas of land were acquired and a temporary arrangement was made for holding the classes on the first floor of the building whose rent was excused. The distance of the college from the nearest degree college is 16 kms. Working fund of the College is Rs.30,000/-. Assam University granted permission to the College after careful consideration of the facts and requirement of the college from the session 1994-95.

2.7.2 Hailakandi Women's College

Hailakandi Women's College was established in 1993 at the H.S.level and the Governing Body prayed for permission to start degree classes. The college has its own land of 25 bighas and also a building. As applied by the G.B.of the college, the Assam University has accorded permission in 1994-95 session to start degree classes after careful consideration of the necessary existing facility of the college. This is the only girls' college in the district.

2.7.3 M.K.Dey College

The Governing Body constituted to set up a college at degree level at Amraghat; P.O. Darmikhal applied for permission to Assam University in 1994. The college is situated near P.W.D road Amraghat bus stand at the foothill of Bhuban hill. The entire area is very backward and communication system is very poor. The College has its own land of 10 bighas with a temporary building. It has fixed deposit of Rs.1 lakh and a working fund of Rs.50, 000/-. After careful consideration of the necessary facilities existing in the college and need of the local people, the Assam University accorded permission to start Degree College from the session 95-96.

2.7.4 Nilambazar College

A general meeting was held on at Nilambazar and a Governing Body was formed to set up a degree college in the area. The area is mainly inhabited by backward, OBC, SC and religious minority people. Due to financial handicap most of the students of this locality cannot afford to bear expenses of college education at a distant place and so are compelled to discontinue their studies after H.S.level. After a careful consideration of the requirement of the people of this locality the Assam University accorded permission to start a new degree college in the area from the session 94-95. The college possesses all the essential requirements for running degree classes.

2.7.5 Patharkandi College

Patharkandi College was established in 1994 with due permission from the Assam University. The distance of the college from the nearest affiliated college is 33 kms. The college is situated in Rajbari, Patharkandi. The college has its own land and building and possesses all the essential requirements of a degree college. The college has a G.B. for smooth functioning.

2.7.6 Silchar College

A general meeting held on 20.2.94 and it was resolved that a new college be established in the area of Singari, a village inhabited by the tea garden labourer, SC and OBC community belonging to the Silchar Anchalic Panchayat. The College is 2¹/₂ kms away from the nearest affiliated college. The college has a land of 3 bighas and a working fund of Rs.68,976.00. The Assam University has accorded permission to start classes after a careful consideration of the necessary existing facility of the college.

2.7.7 S.C.Dey College

As applied by the Governing Body of the S.C.Dey College, Kalinagar the Assam University after a careful consideration of the existing facilities and requirements of the college, accorded permission to start degree classes in the session 1994-95. The college is at a distance of 16 kms from the nearest degree college. The college is established here in order to commemorate Late Sarada Charan Dey, a veteran social worker and patron of Education. In recognition of his life for the cause of all round development in the area. The college caters to the needs of higher education for the local people.

2.7.8 *S.M.Dev College*

A governing Body was constituted to set up a new degree college at Lakhipur in the name of Satindra Mohan Dev. As applied for by the Governing Body, the Assam University accorded permission to start a new degree college at Lakhipur in the name of S.M.Dey College. The college possesses all the necessary infrastructure. The college is located at Saman Road, Lakhipur Town.

2.7.9 *S.R.College*

The Assam University granted permission to start a new degree college in Kalain after satisfying all the requirements for running a degree college. The college has its own land, a semi permanent building, common room, teachers' common room, classrooms and office room. The college has a fund exceeding Rs. 1 lakh. Qualified lecturers and office staff have been appointed. Necessary furniture and books have been purchased. The distance of the college from the nearest affiliated degree college is 20 kms.

2.7.10 *Swami Vivekananda College*

Swami Vivekananda College was established in the year 1987. The college has its own land of 45 bighas having its value of Rs.27 lakhs. The distance of the college from the nearest degree college is near about 44 kms. It has a reserve fund of Rs. 1 lakh and it has also a fixed deposit of Rs.1,15,100/- and a working fund of Rs.40,000/-. The college building consists of pucca and semi-kaccha structure covering the total area of 31000sq.ft. After a careful consideration for the requirement of the people of this locality the Assam University accorded permission to start a new degree college in the area from the session 1994-95. The college possess all the requirements for running degree classes.

2.7.11 S.K.Roy College

A public meeting was held on 22.3.95 and a Governing Body was formed to set up a degree college in Katlicherra for catering higher education to the students from Krishnapur to the outskirts of Mizoram. As applied for the Assam University accorded permission to start S.K.Roy College at Katlicherra from the session 1995-96. The college possesses all the required infrastructure with a Reserve Fund of Rs.25,000/- and Rs.26,000/- as working fund. It has its own land and a temporary building.

2.7.12 West Silchar College

The West Silchar College was established in 1987. The college received state government concurrence in 1988 receiving Adhoc grants and managed largely by public contribution. The distance of the college from the nearest affiliated college is 50 kms approximately. The college is situated on 18 bighas of land at Barjatrapur on the West bank of river Barak. The college is having fixed deposit of Rs.2 lakhs and working fund of Rs.3500.00. The college has requisite land and its own building and teaching staff as per the norms with a full time qualified Principal.

Table 2.8 Showing the Professional colleges.

Sl.No	Name of the College	Location	Year of Establishment
1	A.K.Chanda Law College	Silchar	1960
2	Teacher's Training College	Silchar	1960
3	Silchar Medical College	Silchar	1968
4	Regional Engineering College	Silchar	1969
5	Sashi Bhushan Institute of Education	Hailakandi	1996
6	Silchar College of Education	Silchar	1994
7	Vivekananda College of Education	Karimganj	1995
8	Karimganj Law College	Karimganj	1984

Table 2.9 Showing the rural urban literacy rate in different district of Barak Valley (1991)

DISTRICT		POPULATION (7+)			LITERACY (7+)		
		P	M	F	P	M	F
CACHAR	RURAL	500529	307448	193081	56.37	66.53	45.35
	URBAN	86423	47676	38747	83.26	88.06	78.03
HAILAKANDI	RURAL	165016	106219	58798	50.19	61.80	37.47
	URBAN	25042	13590	11452	85.30	89.96	80.35
KARIMGANGJ	RURAL	317673	194746	122927	51.85	61.66	41.40
	URBAN	46712	25406	21306	87.70	91.05	84.02

Source: - Census Report of 1991.

In spite of all these developments in the sphere of education, the number of dropouts is very high in rural and tea garden areas of Barak Valley. In a painstaking research study based on 42 rounds of the national sample survey (covering the period July, 1986 to June 1987), B.S. Minhas has found out that 69% of females and 43% of males in rural areas of the age of 6 and above never enrolled as students for one reason or another. In the urban areas this % was 36 for females and 17 for males.³³ The main problems being poverty, non-availability of schooling facilities, irregularity of teachers, single teacher schools, poor quality of school buildings. These problems put together are one of the main causes of high illiteracy. The physical facilities in educational institutes are unfavourably very low in Assam than that of India as a whole.

Another most important thing happened regarding higher education in Barak Valley is the establishment of the Assam University on the 21st January 1994. This happened due to the pioneering effort of the people of Barak Valley.

2.8 Development of higher education in Karbi Anglong district of Assam.

2.8.1 Before independence.

Education was one sphere which was totally neglected before independence and almost the whole population was outside the orbit of formal education. Practically no attempt was made during the British period to educate the Karbis. The Tika Pahar School run by the Christian Missionaries was the only school of some importance.³⁴

During the whole course of the British rule, the Karbi land was inaccessible and was very much sought after. The British only established some revenue mouzas, under mouzadars for the regular revenue collections. The Mouzadars were the real elites in their respective areas.³⁵

The general thesis of the British Participation in the hill areas is that they took little interest in areas from where they expected least trouble. The Christian missionaries worked round the clock for bringing succor to the beleaguered tribes in the hills but in extremely peaceful areas, the attempt was minimal and halting. The Karbis were in a terribly unsettled state when the British took over the administration of the region. The peaceful disposition of the Karbis did not hurry the administration into action and they allowed the region to rot, only the area was surveyed and carved out into different mouzas. The terrain was extremely unhealthy and unhygienic and epidemics were the frequent visitors. In the wild night mere nothing could grow, let alone education.³⁶ Thus, we see that before independence, let alone higher education, even primary education could not take shape. It was only after independence that some educational work was done.

2.8.2 After independence

After independence, both the state government and the district council were engaged in expanding education in the district with the achievement of district of their own and the district council, the Karbis are now looking towards the higher social goals.

Regarding expansion of education, quantitatively speaking, the expansion is quite remarkable. Starting from the zero level, the education has now reached every nook and corner of the district and is likely to expand more.

Regarding higher education Diphu Government College was established in 1964 with few students. The government provincialised the college on public demand and took over its administration in 1967. The progress of the college at first was halting and unimpressive.

But, in the seventies, it picked up the momentum and the construction of the staff quarters, students hostel and the college building was duly taken care of. The staff quarter was first constructed to accommodate a set of lecturers, who were going without accommodation of which they were in urgent need. With great relief to them, the staff quarters were ready by 1974. The college building was formally inaugurated by the 20th January 1979.³⁷ Hostel for boys had come up and soon the girls hostel too was constructed.

Initially the college provided instructions in Arts section up to degree level and in the Science section only up to pre-university level, but now, the college is offering degree courses not only for arts but also for science and commerce. The present Principal is Dr.Pabindra Nath Datta. It is has affiliation till degree and permitted Postgraduate in history and political science. The total enrolment of students is 1182.

Hence, the Diphu government college has become the hub of the Karbi educational resurgence and here the government has come in a very big way to provide real stimulus to the resurgence. With the college in its firm footing Karbi Anglong's higher educational atmosphere is now in a much better shape. Hamrem the sub divisional headquarters has become a good educational head quarter too. Diphu as an educational center faced many problems. It is still not a well-settled socio-cultural entity. The inhabitants are mostly the workers in the government offices. The residential localities are slowly and gradually emerging and are yet to take real shape. The good students were lured away by the colleges outside the district.

The affiliated and Permitted Colleges, which were established after independence, are as follows: -

Table 2.10 Showing the general college (affiliated)

Sl.No	Name of College	Location	Year of establishment
1	Diphu Government College *	Diphu	1964

* College taken for study – Explanation is given in the Chapter V, Analysis and Interpretation

Table 2.11 Showing the professional college (affiliated)

Sl.No	Name of the College	Location	Year of Establishment
1	Diphu Law college	Diphu	1979.

In the Karbi Anglong area too like Barak Valley, a number of general colleges have come within a short span of 12 years i.e., from 1983-1995. Though, it was noticed that Karbi Anglong area is still lagging behind regarding literacy rate and population from Barak Valley area, but higher education has developed rapidly within a short span, which is quite remarkable. Though the Colleges are still Permitted and hoping to get affiliated soon.

Table 2.12 Showing the general colleges (permitted)

Sl.No	Name of College	Location	Year of establishment
1	Bokajan college	Bokajan, Karbi Anglong	1991
2	Diphu Girls College	Diphu Karbi Anglong	1994 -- 1995.
3	Howraghat College	Howraghat Karbi Anglong	1994.
4	Kapili College	Kheroni Karbi Anglong	1995.
5	Rangsina College	Doukamukam Karbi Anglong	1983
6	Rukasen College*	Bakalia Karbi Anglong	1992.
7	Thongnokbe College	Dokmoka Karbi Anglong	1984

* College taken for study – Explanation is given in the Chapter V, Analysis and Interpretation

2.9 The Permitted Colleges are briefly described as follows: -

2.9.1 *Bokajan College*

A Governing Body with 13 members including ex-officio President and an Executive President and Secretary, was constituted to set up a Degree College in Bokajan. A Higher Secondary School was already established there in 1991. The G.B. sought permission from the Assam University to start a degree college at Bokajan in 1994. Land acquired by the College was 42 bighas and a Temporary building was constructed near the Bokajan H.S.School as the temporary location of the college. The Assam University accorded permission to start the degree college after a careful consideration of the necessary facts and deposit fund of Rs. 1 lakh and a working fund of Rs.52000/- approximately. The distance of Bokajan College from the nearest college is 70 kms.

2.9.2 *Diphu Girls' College*

A public meeting was held and a Governing Body of 21 members including a President, two Vice-Presidents, one Secretary and two Joint Secretaries was constituted to set up a Girls' College in Dharamnala, Diphu to meet the public demand. About 18 bighas of land were acquired for the purpose and a building with 6 rooms was constructed for accommodating the college classes and office. The college has a fixed deposit of Rs.15,000/- and a working fund of Rs.80000/-. The college was accorded permission to start degree classes from the session 1994-95 as prayed for by them. It is

the only college in the district meant for girls' education in the district and possesses the required facilities for the establishment of Degree College.

2.9.3 *Howraghat College*

The Governing Body of Howraghat College prayed for permission to start a new degree college in the mini township of Howraghat which is 75 kms away from Diphu with no affiliated college within 15kms radius. The college has acquired its own land of 15 bighas and a building for classes and office. Considering the acute need of the poor tribal and other people of the locality, the Assam University has granted permission to start a new degree college at Howraghat from 1994-95 session. The college possesses the necessary facilities for conducting degree classes.

2.9.4 *Rangsina College*

Rangsina colleges has been in existence for the last 10 years at Donkamukam and is dealing with the plus two stage. The distance of the college from the nearest affiliated college is 28 kms. It is the only college in the entire sub-division of Hamren. The college G.B. applied for and received permission from the Assam University to start degree classes from the session 1995. The college has all the infra-structural facilities required to start degree classes. The college has its own land and building with a fund of R. 1 lakh as fixed deposit and Rs.1,50,000/- for regular expanses.

2.9.5 *Rukasen College*

As applied by the Governing Body the Assam University granted permission to Rukasen College for starting degree classes. The college possesses all the essential requirements for running degree classes. The college has its own land of 90 bighas and fixed deposit of Rs.15,000/- and a working fund of Rs.20,000/-. At present the college is housed in its own semi-permanent building. The distance from the nearest affiliated college is 56 kms.

2.9.6 Thongnokbe College

Thongnokbe College was established in 1994. The distance of the college from the nearest affiliated college is 84 kms. The college has 16 bighas of land with two permanent buildings measuring 7000 sq. ft. The college is having fixed deposit of Rs.35,000/- and working fund of Rs.50000/-. After careful consideration of the requirements of the people, the Assam University accorded permission to start a degree college in Dokmoka from the session 1994-95 under the name 'Thongnokbe College'.

Table 2.13 Showing the professional college (permitted).

Sl.No	Name of College	Location	Year of establishment
1.	Diphu B.Ed College	Diphu Karbi Anglong	1994.

Source: - Assam University – Seventh Annual Report, 1999-2000.

Table 2.14 Showing the educational institutes of higher education in Karbi Anglong – (A comparative picture)

Sl.No	Type	1935 - 1936	1974 - 1975	1999 – 2000
1	University	0	0	0
2	Colleges (Affiliated and Permitted) of General Education	0	1	8
3	Professional Colleges	0	0	2

Source: Assam University Seventh Annual Report. Pg-92,111. Silchar.788011.

The total literacy rate of the district of Karbi Anglong is 45.57% out of which rural is 42.12% and urban is 73.55%,³⁸ which is fairly low as compared to other districts of South Assam; like North Cachar hills, Karimganj, Hailakandi and Cachar. While comparing the male/female literacy rate of Karbi Anglong district. It clearly shows that the male literacy is much higher i.e. 80.04% as compared to female which is 65.15% in urban areas. Thus, it shows that the male folks are dominating in the educational sphere than that of the female.

Table 2.15 Showing the district wise literacy rate (1991) of the districts of south Assam.

DISTRICT	TOTAL			MALE			FEMALE		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
KARBI ANGLONG	45.57	42.12	73.55	55.55	52.30	80.04	34.35	30.85	65.15
NORTH CACHAR HILLS	57.76	50.03	82.42	66.39	59.41	87.48	47.34	39.04	75.72
KARIMGANJ	54.71	51.85	87.70	64.05	61.66	91.05	44.76	41.04	84.02
HAILAKANDI	53.07	50.19	85.30	64.08	61.80	89.96	41.04	37.47	80.35
CACHAR	59.19	56.37	83.26	68.79	66.53	88.06	48.76	45.35	78.03

Source: Statistical Database for Literacy. Final population and Literacy. 1991, National Institute of Adult Education. New Delhi 1993.

As the year are passing by the number of Karbi students are also increasing in number, and they are likely to play a very important role in the development of higher education in the future. Thus, from 1892, when the first college was set up in Sylhet (then a part of Barak Valley) to 1997 as many as 46(forty six) colleges were set up in Barak Valley and Karbi Anglong areas of Assam.

2.10 Enrolment of Students in the Colleges of Barak Valley and Karbi Anglong areas of Assam (1994-2000)

Prior to 1994 i.e., before establishment of Assam University, the colleges in Barak Valley and Karbi Anglong areas were affiliated to Guwahati University. Thus, in the year 1994-95 there were only 7(seven) general colleges, which were permanently affiliated to Assam University.

The colleges were

- Cachar College (Silchar) with an enrolment of 1249, Diphu Government College (Diphu), had 1953 students, Guru Charan College (Silchar), had 1822

students, Karimganj College (Karimganj), had 1600 students, Radha Madhab College, (Silchar), had 440 students, Rabindra Sadan Girls College, (Karimganj), had 685 students and S.S.College (Hailakandi) had 1718 students.

2.10.1 For the year 1994-1995

In the temporarily affiliated colleges of the year 1994-95.

- Janata College had 526 students, Lala Rural College had 902 students, M.C.Das College had 443, N.C.College had 676, Nehru College had 145,
- Ramakrishna Nagar College had 351 students and Women's College had 393 students.

On the whole, during this year (1994-95) it was seen that the male enrolment is higher than the female.

2.10.2 For the year 1995-1996

By the year 1995-96, 15 colleges had become affiliated to Assam University.

2.10.2.1 Cachar College

Cachar College (Silchar) had an enrolment of 1330. In Degree pass, Arts had an enrolment of 625. Science had an enrolment of 229 and Commerce had an enrolment of 195. In Degree Honours Arts had an enrolment of 181, Science had an enrolment of 75, Commerce had an enrolment of 25. Here, too the male ratio is higher than the female.

2.10.2.2 *Diphu Government College*

In, Diphu Government College (Diphu) the total enrolment of students were 806. In degree pass, arts had an enrolment of 366. Science had an enrolment of 40 and Commerce had an enrolment of 36 students. In Degree Honours Arts had an enrolment of 260, Science had an enrolment of 57 and Commerce had an enrolment of 47 students.

2.10.2.3 *Guru Charan College*

In Guru Charan College (Silchar) the total enrolment for the year 1995-96 was 1831. The Degree pass the total enrolment in Arts was 669, in Science it was 476, in Commerce the total enrolment was 201. In Degree Honours the total enrolment in arts was 242. In Science it was 154. In Commerce the total enrolment was 89.

2.10.2.4 *Karimganj College (Karimganj)*

In Karimganj College (Karimganj) the total enrolment of students for the year 1995-96, was 2015. In Degree Pass, Arts had a total enrolment of 873, Science had a total enrolment of 310, and Commerce had an enrolment of 117. In Degree Honours the total enrolment of students in arts was 291. In Science the total number of students were 322. In Commerce, the total number of students were 102.

2.10.2.5 *M.C.Das College*

In M.C.D College (Sonai) the total enrolment of students was 345. In degree pass, Arts had an enrolment of 333 and in degree Honours arts had an enrolment of only 12 students.

2.10.2.6 *Nehru College*

In Nehru College, (Pailapool) the total enrolment of students were 609. In degree pass. The total student sin arts were 544. In degree Honours, the total number of students in arts were 65.

2.10.2.7 *Radha Madhab College*

In Radha Madhab College (Silchar) the total enrolment of students were 485. In degree pass, Arts had a total enrolment of 419. In degree Honours, Arts had a total enrolment of 66.

2.10.2.8 *Rabindra Sadan Girls College*

In Rabindra Sadan Girls College, (Karimganj), the total enrolment of students were 723. In Degree pass, the total enrolment in arts was 517. In Degree Honours the total enrolment in arts was 206.

2.10.2.9 *Sri Kishan Sarda College*

In Sri Kishan Sarda College, (Hailakandi), the total enrolment of students was 2036. In degree Pass, the total enrolment in arts was 1568. In Science, the total enrolment was 305. In degree Honours, the total enrolment in arts was 101. In Science it was 62.

2.10.2.10 *Janata College*

In Janata College (Kabuganj), the total enrolment of students was 455. In degree pass, arts had a total enrolment of 354. In degree Honours, arts had a total enrolment of 101.

2.10.2.11 *Nabin Chandra College*

Nabin Chandra College, (Badarpur) had a total enrolment of 417 in the year 1995-96. In degree pass, the total arts enrolment was 329. In degree Honours, the total arts enrolment was 88.

2.10.2.12 *Women's College*

In Women's College, the total enrolment of student in the year 1995-96 was 539. In degree pass the total arts enrolment was 415. In degree Honours the total arts enrolment was 124.

2.10.3 For the year 1996-1997

For the year, 1996-97, the total enrolment in the colleges studied are given as follows: -

- Cachar College had a total enrolment of 6197 students, Diphu Government College (Karbi Anglong) had an enrolment of 749, Guru Charan College (Silchar) had an enrolment of 1673 students, Karimganj College had 1474 students, M.C.Das College had a total enrolment of 812, Nehru College had a total enrolment of 503 students, Radha Madhab College (Silchar) had a total enrolment 449, Rabindra Sadan Girls College had a total enrolment of 644, Sri Kishan Sarda College (Hailakandi) had a total enrolment of 1347, Janata College (Kabuganj) had a total enrolment of 430, Nabin Chandra College had a total enrolment of 486, Women's College had an enrolment of 533, A.L.Choudhury College(Algapur) had an enrolment of 230, Patharkandi College could not provide the enrolment during that year, Rukasen College (Karbi Anglong) had an enrolment of only 50 students.

From all the colleges mentioned above except for the Girls College, the male ratio is higher than the female.

2.10.4 For the year, 1997-1998

In the year 1997-98 the total enrolment of the colleges are given as follows:-

- Guru Charan College had a total enrolment of 2069, Karimganj College had a total enrolment of 1526, S.S.College (Hailakandi) had a total enrolment of 414, Cachar College had a total enrolment of 2519, Rabindra Sadan Girls College had a total enrolment of 694, Women's College (Silchar) had a total enrolment of 512, Diphu Government College (Diphu, Karbi Anglong) had a total enrolment of 1182, Janata College (Kabuganj) had a total enrolment of 180, Nehru College (Pailapool) had a total enrolment of 546, Nabin Chandra College, Badarpur had a total enrolment of 486, Radha Madhab College, Silchar had a total enrolment of 498, M.C.Das College, Sonai had a total enrolment of 457, A.L.Choudhury College, Algapur had a total enrolment of 407. Patharkandi College, Patharkandi had a total enrolment of 513, Rukasen College (Bakalia, Karbi Anglong) had a total enrolment of 31,
- Here, too the male ratio is higher than the female.

2.10.5 For the year 1998-1999

In the year 1998-99, the total enrolment of the colleges studied are as follows:-

- Guru Charan College had a total enrolment of 1896 students, Karimganj College had a total enrolment of 1461students, Diphu Government College (Diphu, Karbi Anglong) had a total enrolment of 888 students, Cachar College had a total enrolment of 1006students, Janata College (Karimganj) had a total enrolment of 436 students, Nabin Chandra College, Badarpur had a total enrolment of 514 students, Women's College (Silchar) had a total enrolment of

443 students, Rabindra Sadan Girls College had a total enrolment of 669 students, Nehru College (Pailapool) had a total enrolment of 682 students, Radha Madhab College, Silchar had a total enrolment of 527 students, A.L.Choudhury College, Algapur had a total enrolment of 405 students, Patharkandi College, Patharkandi had a total enrolment of 370 students, Rukasen College (Bakalia, Karbi Anglong) had a total enrolment of 48 students, S.S.College, Hailakandi, and M.C.Das College Sonai could not give the data for this year.

Here, too the male ratio is higher than the female.

2.10.6 For the year 1999-2000

The enrolment of students for the 1999-2000 is given as follows: -

- Guru Charan College had a total enrolment of 1760 students, Karimganj College had a total enrolment of 1411 students, Diphu Government College (Diphu, Karbi Anglong) could not provide the data for this year, Cachar College had a total enrolment of 970 students, Janata College (Karimganj) had a total enrolment of 369 students, Nabin Chandra College, Badarpur had a total enrolment of 513 students, Women's College (Silchar) had a total enrolment of 559 students, Rabindra Sadan Girls College had a total enrolment of 511 students, Nehru College (Pailapool) had a total enrolment of 715 students, Radha Madhab College, Silchar had a total enrolment of 510 students,

A.I.Choudhury College, Algapur had a total enrolment of students, Patharkandi College, Patharkandi had a total enrolment of students, M.C.Das College (Sonai) had a total enrolment of 268 students, S.S. College (Hailakandi) had a total enrolment of 618 students, Rukasen College (Bakalia, Karbi Anglong) had a total enrolment of 48 students, In this year too the male ration is higher than the female in all the co-educational college. It was noticed that over the years the enrolment of the students fluctuates. In the year 1996-97, the enrolment of students in most of the colleges was less compared to the other years. This is clearly revealed in the table provided. The reason may be perhaps due to low percentage of pass in the HSLC examination results.

The number of teachers of all the colleges selected for study over the years have been clearly shown in the table provided.

2.10.7 Faculty Wise Enrolment

It should be mentioned, that the enrolment in arts faculty is highest compared to the Science or Commerce faculty. This is due to the fact that very few colleges have Science and Commerce courses when compared to Arts. The break up is clearly shown in Tables 2.16 – Tables2.22)

Enrolment Of The Colleges Under The Assam University

Table 2.16 Showing Enrolment Of Students (1994 –1995) In Permanently Affiliated Colleges

Sl.No	Name Of The College	Schedule Caste		Schedule Tribe		General		OBC	Total
		Male	Female	Male	Female	Male	Female		
1	Cachar College	103	24	8	2	826	286	Nil	1249
2	Diphu Government College	47	21	520	154	850	361	Nil	1953
3	Guru Charan College	25		Nil	Nil	1135	662	Nil	1822
4	Karimganj College	82	11	2	0	1379	120	Nil	1600
5	Radha Madhav College		57		2	381		Nil	440
6	Rabindra Sadan Girl's College		76		2	597		Nil	685
7	S.S.College	105	51		1	1561		Nil	1718

Table 2.17 Showing Enrolment Of Students (1994 –95) Temporary Affiliated Colleges

Sl.No	Name Of The College	Schedule Caste		Schedule Tribe		General		OBC	Total
		Male	Female	Male	Female	Male	Female		
1	Janata College	50	24	6	3	261	172	Nil	526
2	Lala Rural College	28	15			573	286	Nil	902
3	M.C.Das College	50	24			232	137	Nil	443
4	N.C.College	31				645		Nil	676
5	Nehru College	14	9	12	7	50	38	Nil	145
6	Ramkrishna Nagar College	87	47	5	1	157	54	Nil	351
7	Women's College	34		10		344		Nil	393

Table 2.18 Total Number Of Teacher And Total Number Of Students Enrolled During The Year 1995-1996

Sl No	Name Of The College	Degree Pass								Degree Honours								Total Students	Total Teachers	
		Sc		St		OBC		Gen		Sc		St		OBC		Gen				
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
1	Cachar College, Silchar																		1323	68
	Arts	41	23	4	2	75	69	276	135	1	-	-	-	27	28	80	45			
	Science	8	1	2	-	73	20	105	20	8	2	-	7	20	6	11	24			
	Commerce	21	2	2	-	8	-	159	3	2	-	1	-	2	1	19	-			
Number Of Teachers		2		-		5		61		Same Teachers Of Degree Pass Teach Honours										
2	Diphu Government College, Diphu																		796	68
	Arts	11	5	195	33	38	12	45	17	4	3	71	54	25	23	50	30			
	Science	4	2	8	2	10	2	8	4	5	-	12	4	13	1	19	3			
	Commerce	1	-	9	-	12	-	13	1	4	-	10	2	14	-	18	1			
Number Of Teachers		4		11		12		39		Same Teachers Of Degree Pass Teach Honours										
3	Guru Chhann College, Silchar																		1831	102
	Arts	25	3	2	8	38	27	457	113	11	7	1	-	21	15	121	68			
	Science	7	-	1	-	49	33	214	172	3	-	-	1	28	9	72	41			
	Commerce	5	-	-	-	11	7	109	89	1	-	-	-	9	3	51	25			
Number Of Teachers		1		-		10		91		Same Teachers Of Degree Pass Teach Honours										
4	Karimganj College, Karimganj																		2015	73
	Arts	98	3	1	-	127	2	629	15	10	1	-	-	21	3	217	39			
	Science	25	2	-	-	81	4	188	32	5	2	-	-	10	4	232	69			
	Commerce	11	-	1	-	15	2	84	4	2	-	-	-	9	2	85	4			
Number Of Teachers		-		-		4		69		Same Teachers Of Degree Pass Teach Honours										
5	Madhab Chandra Das College, Sonai																		345	21
	Arts	12	9	-	-	50	30	187	45	-	-	-	-	3	2	4	3			
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Number Of Teachers		3		-		9		9		Same Teachers Of Degree Pass Teach Honours										
6	Nehru College, Pitapool																		609	19
	Arts	12	11	10	14	205	150	95	47	-	-	-	1	24	30	6	4			
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Number Of Teachers		-		-		10		9		Same Teachers Of Degree Pass Teach Honours										
7	Radha Mulhab College, Silchar																		485	22
	Arts	40	24	3	4	52	14	189	113	3	1	-	-	7	3	22	30			
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Number Of Teachers		-		-		5		17		Same Teachers Of Degree Pass Teach Honours										

8	Rabindra Sadan Girl's College, Kamngany																	
	Arts	-	61	-	-	-	85	-	391	11	-	-	-	17	-	-	178	723
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number Of Teachers	-	-	-	-	-	6	-	28	-	-	-	-	-	-	-	-	Same Teachers Of Degree Pass Teach Honours	
9	Srikishan Sarda College, Hailakandi																	
	Arts	87	19	2	-	276	107	793	284	4	6	1	-	17	13	24	36	2036
	Science	15	2	-	-	85	10	190	23	3	2	-	-	19	8	25	7	
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number Of Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Same Teachers Of Degree Pass Teach Honours	
10	Janani College, Kabugany																	
	Arts	43	32	5	4	93	102	56	19	6	7	1	1	30	28	19	9	455
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number Of Teachers	3	-	-	-	12	-	7	-	-	-	-	-	-	-	-	-	Same Teachers Of Degree Pass Teach Honours	
11	Nabin Chandra College, Badarpur																	
	Arts	35	34	-	-	-	-	130	130	-	-	-	-	-	-	58	32	417
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number Of Teachers	-	-	-	-	-	-	21	-	-	-	-	-	-	-	-	-	Same Teachers Of Degree Pass Teach Honours	
12	Women's College, Silchar																	
	Arts	-	28	-	7	-	86	-	294	-	6	-	3	-	17	-	98	539
	Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Commerce	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number Of Teachers	-	-	-	-	2	-	21	-	-	-	-	-	-	-	-	-	Same Teachers Of Degree Pass Teach Honours	

- Information was not provided

Table 2. 19. Showing the enrolment of students for the year 1996-1997

Sl.No	Name of the College	STUDENTS ENROLMENT									TOTAL STRENGTH OF TEACHER								
		S.C		S.T		OBC		Gen		Total	S.C		S.T		OBC		GEN		TOTAL
		M	F	M	F	M	F	M	F		M	F	M	F	M	F			
1	CACHAR COLLEGE, SILCHAR	442	136	43	10	799	481	3456	830	6197	4	-	-	-	5	1	46	12	68
2	DIPHU GOVERNMENT COLLEGE, DIPHU	-	-	-	-	-	-	-	-	749	-	-	-	-	-	-	-	-	-
3	GURU CHARAN COLLEGE, SILCHAR	80	24	24	10	151	146	478	760	6673	2	1	-	-	5	3	74	20	105
4	KARIMGANJ COLLEGE, KARIMGANJ	103	3	2	-	196	30	1005	135	1474	-	-	-	-	4	-	59	15	78
5	MADHAB CHANDRA DAS COLLEGE, SO-I	50	18	4	-	140	90	310	200	812	5	3	-	-	7	4	16	5	40
6	NEHRU COLLEGE, PILAPOOL	7	3	20	18	149	145	104	57	503	-	-	2	-	7	1	8	2	20
7	RADHA MADHAB COLLEGE, SILCHAR	52	25	5	2	64	14	169	118	449	-	-	-	-	3	2	10	8	23
8	RABINDRA SADAN GIRL'S COLLEGE, KARIMGANJ	-	69	-	1	-	82	-	492	644	-	-	-	-	3	4	10	17	34
9	SRIKISHAN SARDA COLLEGE, HAILAKANDI	150	53	-	1	183	89	722	149	1347	-	-	-	-	8	-	33	9	50
10	JANATA COLLEGE, KABUGANJ	51	34	6	9	100	126	66	38	430	2	1	-	-	10	2	4	3	22
11	NABIN CHANDRA COLLEGE, BADARPUR	45	38	-	-	35	-	176	192	486	-	-	-	-	-	-	18	1	19
12	WOMEN'S COLLEGE, SILCHAR	-	-	-	-	-	-	-	-	533	-	-	-	-	-	-	-	-	23
13	A.L.CHOUDHURY COLLEGE, ALGAPUR	9	6	-	-	11	4	182	18	230	-	1	-	-	1	-	6	2	10
14	PATHARKANDI COLLEGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16
15	RUKASEN COLLEGE, BAKALTA, KARBI ANGLONG	2	-	20	3	10	11	4	-	50	-	-	1	-	2	-	4	1	8

Table 2. 20. Showing the enrolment of students for the year 1997-1998

Sl.No	Name of the College	STUDENTS ENROLMENT									TOTAL STRENGTH OF TEACHER								
		S.C		S.T		OBC		Gen		Total	S.C		S.T		OBC		GEN		TOTAL
		M	F	M	F	M	F	M	F		M	F	M	F	M	F			
1	CACHAR COLLEGE, SILCHAR	366	88	92	15	356	123	1100	379	2519	4	-	-	-	5	1	46	12	68
2	DIPHU GOVERNMENT COLLEGE, DIPHU	48	20	459	128	82	43	239	163	1182	2	2	7	2	8	2	44	12	79
3	G. U CHARAN COLLEGE, SILCHAR	86	33	32	16	328	218	748	608	2069	2	1	-	-	5	3	74	20	105
4	KARIMGANJ COLLEGE, KARIMGANJ	128	7	4	-	198	39	1048	101	1525	3	1	-	-	4	-	53	15	76
5	MADHAB CHANDRA DAS COLLEGE, SO-I	28	10	-	-	148	54	147	70	457	5	3	-	-	7	4	18	5	42
6	NEHRU COLLEGE, PILAPOOL	3	2	21	23	183	151	111	52	546	-	-	2	-	7	1	7	2	19
7	RADHA MADHAB COLLEGE, SILCHAR	51	17	7	1	55	25	214	128	498	-	-	-	-	3	2	10	8	23
8	RABINDRA SADAN GIRL'S COLLEGE, KARIMGANJ	-	67	-	2	-	122	-	503	694	-	-	-	-	3	4	10	17	34
9	SRIKISHAN SARDA COLLEGE, HAILAKANDI	20	9	3	1	18	5	270	88	414	-	-	-	-	7	-	30	9	46
10	JANATA COLLEGE, KABUGANJ	-	-	-	-	-	-	-	-	180	2	1	-	-	10	2	4	3	22
11	NABIN CHANDRA COLLEGE, BADARPUR	34	19	-	-	12	13	257	151	486	-	-	-	-	-	-	21	1	22
12	WOMEN'S COLLEGE, SILCHAR	-	45	-	8	-	94	-	385	532	-	-	-	-	2	-	21	23	
13	A.L.CHOUDHURY COLLEGE, ALGAPUR	65	15	0	0	21	6	260	40	407	1	1	-	-	1	-	9	2	14
14	PATHARKANDI COLLEGE	40	20	14	11	73	24	253	78	513	2	-	-	-	4	1	8	3	18
15	RUKASEN COLLEGE, BAKALTA, KARBI ANGLONG	1	-	8	-	12	9	-	1	31	-	-	1	-	2	1	4	1	9

- Information was not provided

Table 2. 21. Showing enrolment of students and number of teachers for the year 1998-1999

Sl. No	Name of College	Schedule Caste		Schedule Tribe		OBC		GENERAL		PHYSICALLY HANDICAPPED		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	G.C.COLLEGE												
	Part - I	27	12	13	11	63	63	291	181	00	00	394	267
	Part - II	28	25	23	16	61	36	210	202	00	00	322	278
	Part - III	25	06	09	13	62	28	306	196	00	00	402	233
	No of Teachers	02	01	00	00	10	05	60	14	00	00	72	20
2	KARIMGANJ COLLEGE.												
	Part - I	44	05	03	00	94	08	364	61	00	00	505	74
	Part - II	56	05	00	00	86	10	267	31	00	00	409	46
	Part - III	50	07	03	00	58	11	261	58	00	00	372	55
	No of Teachers	02	01	00	00	04	00	51	16	00	00	57	17
3	DIPHU GOVERNMENT COLLEGE												
	Part - I	17	09	171	46	52	22	60	34	00	00	300	111
	Part - II	03	04	101	35	37	19	43	21	00	00	184	79
	Part - III	03	02	90	39	24	09	39	08	00	00	156	58
	No of Teachers	04	03	12	05	09	02	24	09	00	00	49	19
4	CACHAR COLLEGE, SILCHAR												
	Part - I	20	12	01	02	71	24	194	80	00	00	288	118
	Part - II	13	06	02	00	53	32	112	44	00	00	196	82
	Part - III	26	04	04	00	50	30	148	60	00	00	228	94
	No of Teachers	04	00	00	00	06	01	49	10	00	00	59	11
5	JANATA COLLEGE KABUGANJ												
	Part - I	29	12	02	02	43	40	27	21	00	00	101	75
	Part - II	18	10	02	00	37	40	24	8	00	00	81	58
	Part - III	14	11	01	04	19	37	21	14	00	00	55	66
	No of Teachers	01	01	00	00	08	02	04	04	00	00	13	07
6	N.C.COLLEGE, BADARPUR												
	Part - I	03	00	00	00	08	05	102	86	00	00	114	101
	Part - II	00	04	00	00	09	04	87	57	00	00	103	65
	Part - III	04	10	00	00	07	04	62	44	00	00	73	58
	No of Teachers	00	00	00	00	00	00	22	02	00	00	22	02
7	WOMEN'S COLLEGE, SILCHAR												
	Part - I	00	17	00	02	00	24	00	88	00	00	00	131
	Part - II	00	12	00	04	00	27	00	106	00	00	00	149
	Part - III	00	15	00	01	00	23	00	124	00	00	00	163
	No of Teachers	00	11	00	02	00	18	00	114	00	00	00	135
8	R.S.GIRL'S COLLEGE, KARIMGANJ												
	Part - I	00	13	00	02	00	34	00	153	00	00	00	202
	Part - II	00	19	00	00	00	39	00	180	00	00	00	238
	Part - III	00	28	00	02	00	28	00	171	00	00	00	229
	No of Teachers	-	-	-	-	-	-	-	-	-	-	-	-

- Information was not provided

Sl. No	Name of College	Schedule Caste		Schedule Tribe		OBC		GENERAL		PHYSICALLY HANDICAPPED		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
9	NEHRU COLLEGE PILAPOOL												
	Part - I	11	01	11	08	59	84	63	40	00	00	143	133
	Part - II	01	01	09	07	74	84	35	22	00	00	120	94
	Part - III	02	01	07	10	71	50	39	12	00	00	119	73
	No of Teachers	-	-	-	-	-	-	-	-	-	-	-	-
10	RADHA MADHAB COLLEGE												
	Part - I	27	10	04	00	34	05	60	35	00	00	125	50
	Part - II	14	06	03	00	19	15	64	39	00	00	101	58
	Part - III	12	07	01	00	20	03	43	31	00	00	77	41
	Part - I(HONS)	09	00	00	00	02	00	13	11	00	00	23	11
	Part - II(HONS)	00	01	01	00	03	01	06	09	00	00	10	11
	Part - III(HONS)	02	00	00	00	04	02	07	05	00	00	13	07
No of Teachers	-	-	-	-	03	02	10	08	00	00	13	10	
11	A.L.CHODHURY COLLEGE, ALGAPUR												
	Part - I	05	05	07	03	120	35	00	00	00	00	131	43
	Part - II	06	03	01	02	73	21	00	00	00	00	86	26
	Part - III	04	02	01	02	88	22	00	00	00	00	93	26
	No of Teachers	01	01	00	00	01	01	18	01	00	00	20	03
12	PATHARKANDI COLLEGE												
	Part - I	06	02	00	00	19	05	51	15	00	00	78	22
	Part - II	07	06	00	00	26	16	72	22	00	00	106	44
	Part - III	10	04	00	00	20	07	66	10	00	00	98	22
	No of Teachers	02	00	00	00	02	01	09	02	00	00	13	03
13	RUKASEN COLLEGE												
	Part - I	02	00	08	00	11	06	01	01	00	00	20	07
	Part - II	00	00	03	00	04	02	00	00	00	00	05	02
	Part - III	00	00	03	00	06	03	00	01	00	00	10	04
	No of Teachers	01	-	01	01	02	-	04	-	-	-	08	01
14	S.S.COLLEGE, HAILAKANDI												
	Part - I	-	-	-	-	-	-	-	-	-	-	-	-
	Part - II	-	-	-	-	-	-	-	-	-	-	-	-
	Part - III	-	-	-	-	-	-	-	-	-	-	-	-
	No of Teachers = 46	-	-	-	-	-	-	-	-	-	-	-	-
15	M.C.DAS, SO-I												
	Part - I	-	-	-	-	-	-	-	-	-	-	-	-
	Part - II	-	-	-	-	-	-	-	-	-	-	-	-
	Part - III	-	-	-	-	-	-	-	-	-	-	-	-
	No of Teachers	-	-	-	-	-	-	-	-	-	-	-	-

- Information was not provided

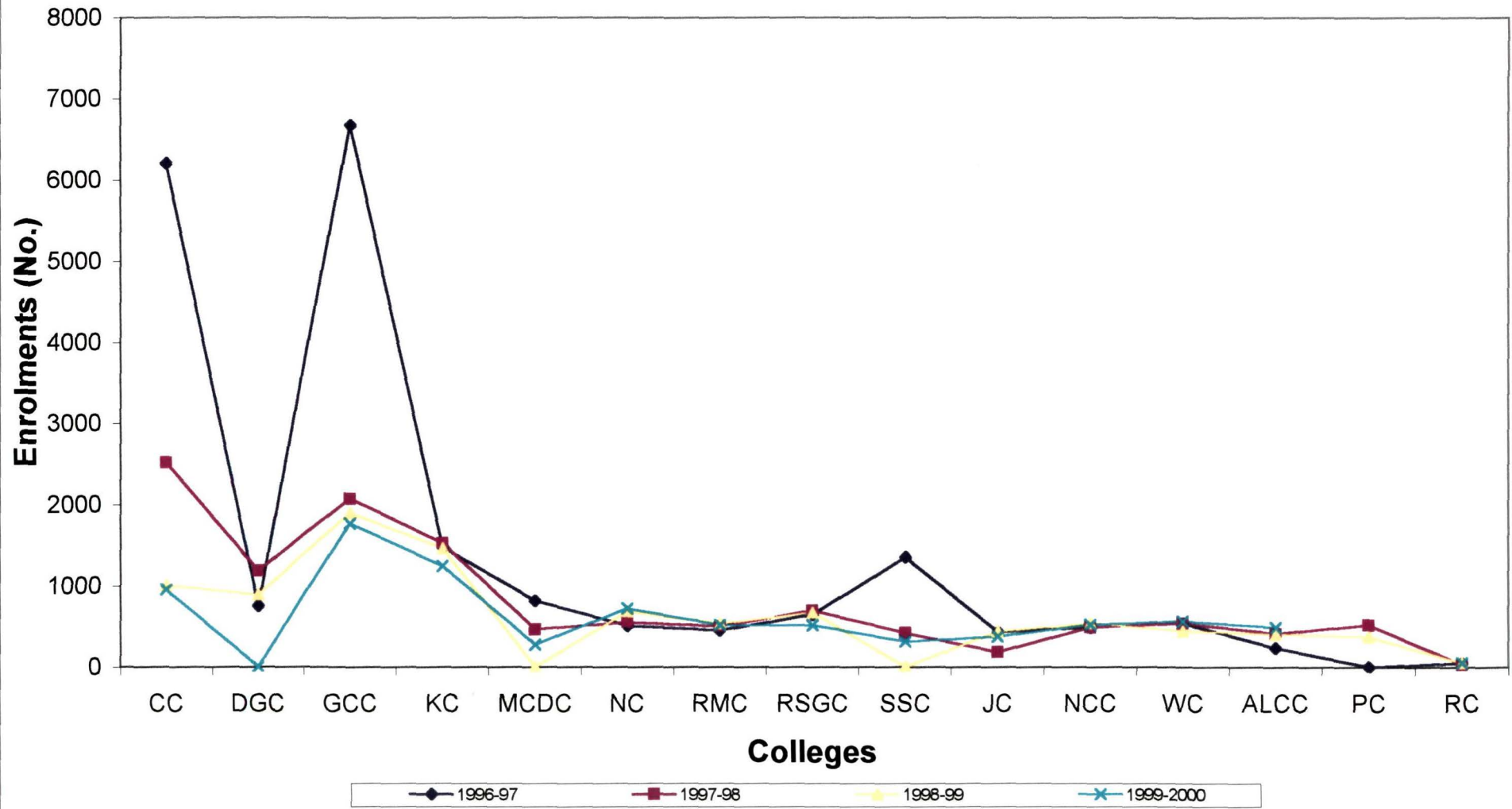
Table 2. 22. Showing enrolment of students and number of teachers for the year 1999-2000

Sl.No	Name of College	Schedule Caste		Schedule Tribe		OBC		GENERAL		PHYSICALLY HANDICAPPED		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	G.C.COLLEGE												
	Part - I	23	16	13	06	42	40	297	201	00	00	375	263
	Part - II	20	10	08	12	67	49	227	186	00	00	322	257
	Part - III	22	12	11	05	54	42	287	210	00	00	274	269
	No of Teachers	02	01	00	01	10	05	58	13	00	00	70	20
2	KARIMGANJ COLLEGE.												
	Part - I	35	06	01	01	68	10	289	49	00	00	293	66
	Part - II	41	05	03	00	67	14	318	48	00	00	429	67
	Part - III	32	03	02	00	14	01	254	42	00	00	337	46
	No of Teachers	01	02	00	00	05	01	49	15	00	00	55	18
3	DIPHU GOVERNMENT COLLEGE												
	Part - I	-	-	-	-	-	-	-	-	-	-	-	-
	Part - II	-	-	-	-	-	-	-	-	-	-	-	-
	Part - III	-	-	-	-	-	-	-	-	-	-	-	-
	No of Teachers	-	-	-	-	-	-	-	-	-	-	-	-
4	CACHAR COLLEGE, SILCHAR												
	Part - I	21	06	04	02	54	29	182	76	00	00	261	113
	Part - II	16	07	03	02	59	19	141	84	00	00	219	112
	Part - III	07	03	01	00	43	27	118	46	00	00	169	76
	No of Teachers	04	00	01	00	06	01	48	10	00	00	59	11
5	JANATA COLLEGE KABUGANJ												
	Part - I	19	08	01	03	28	22	20	10	00	00	68	43
	Part - II	22	12	00	02	38	31	26	14	00	00	86	61
	Part - III	14	10	02	00	27	33	17	08	00	00	60	51
	No of Teachers	01	01	00	00	09	03	06	04	00	00	16	08
6	N.C.COLLEGE, BADARPUR												
	Part - I	14	04	00	00	00	00	98	61	00	00	112	65
	Part - II	07	02	02	00	00	00	104	51	00	00	113	89
	Part - III	01	01	00	00	00	00	75	57	00	00	76	58
	No of Teachers	00	00	00	00	00	00	22	02	00	00	22	02
7	WOMEN'S COLLEGE, SILCHAR												
	Part - I	00	12	00	03	00	36	00	121	00	00	00	172
	Part - II	00	23	00	01	00	32	00	157	00	00	00	213
	Part - III	00	13	00	04	00	25	00	132	00	00	00	174
	No of Teachers	00	00	00	00	00	00	00	00	00	00	00	00
8	R.S.GIRL'S COLLEGE, KARIMGANJ												
	Part - I	00	14	00	01	00	18	00	149	00	00	00	182
	Part - II	00	20	00	00	00	30	00	114	00	00	00	164
	Part - III	00	10	00	02	00	29	00	124	00	00	00	165
	No of Teachers	00	01	00	00	05	01	09	17	00	00	14	19

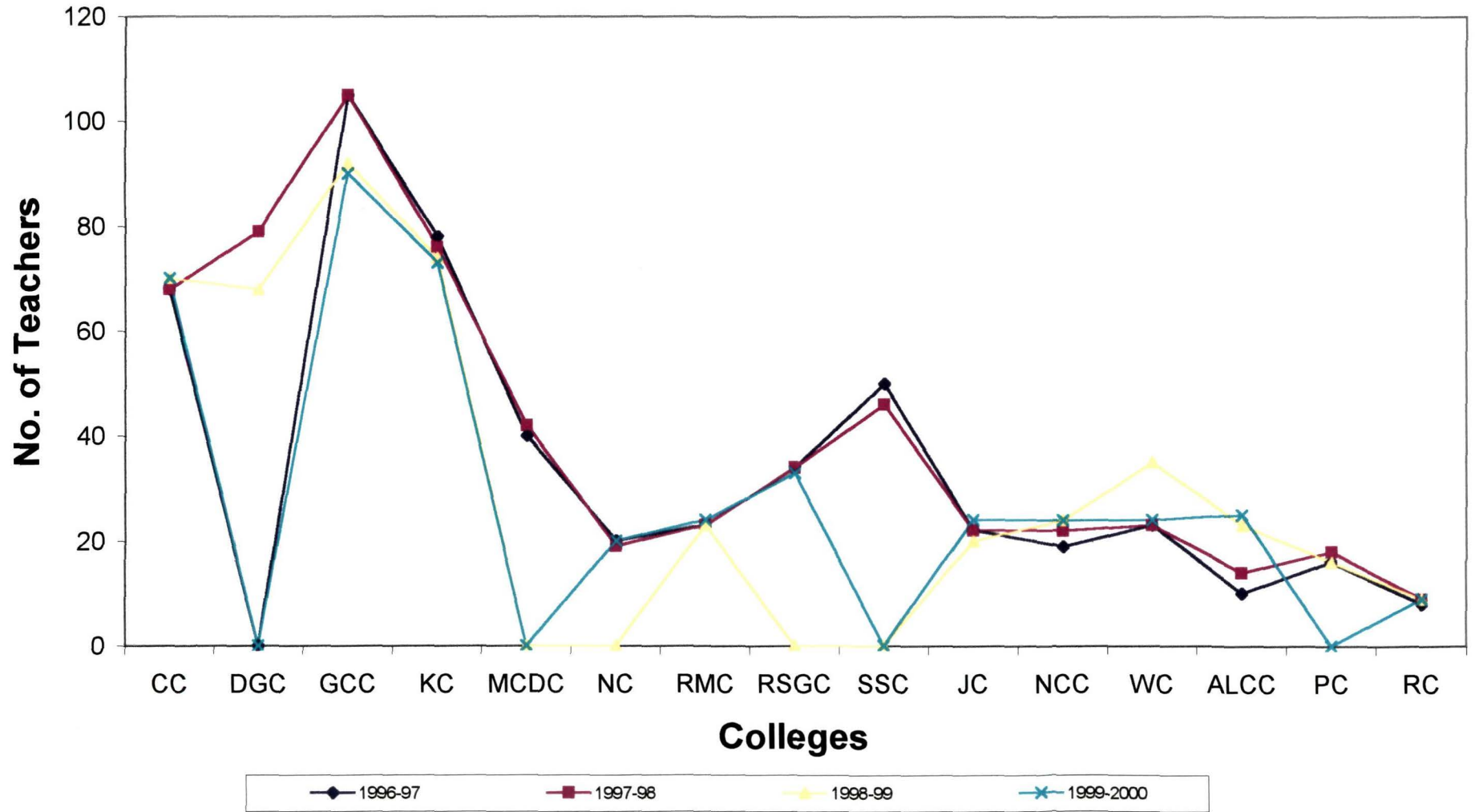
Sl. No	Name of College	Schedule Caste		Schedule Tribe		OBC		GENERAL		PHYSICALLY HANDICAPPED		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
9	NEHRU COLLEGE PILAPOOL												
	Part - I	04	02	14	07	70	62	67	63	00	00	155	134
	Part - II	14	03	09	08	46	74	41	33	00	00	110	118
	Part - III	02	01	07	07	70	60	28	23	00	00	107	91
	No of Teachers	00	01	02	00	07	01	07	02	00	00	16	04
10	RADHA MADHAB COLLEGE												
	Part - I	24	12	02	02	21	02	69	39	00	00	115	55
	Part - II	21	09	03	00	23	07	48	34	00	00	95	50
	Part - III	07	05	03	00	15	10	44	30	00	00	69	45
	Part - I(HONS)	01	01	01	01	01	05	07	07	00	00	10	24
	Part - II(HONS)	07	00	00	00	02	00	11	10	00	00	20	10
	Part - III(HONS)	00	00	00	00	01	02	05	09	00	00	06	11
	No of Teachers	00	00	00	00	03	02	10	09	00	00	13	11
11	A.L.CHOUDHURY COLLEGE, ALGAPUR												
	Part - I	20	06	00	00	31	12	89	20	00	00	140	38
	Part - II	16	07	00	00	19	11	90	58	00	00	125	76
	Part - III	07	03	00	00	16	09	40	28	00	00	63	40
	No of Teachers	00	01	00	00	01	00	18	05	00	00	19	06
12	PATHARKANDI COLLEGE												
	Part - I	-	-	-	-	-	-	-	-	-	-	-	-
	Part - II	-	-	-	-	-	-	-	-	-	-	-	-
	Part - III	-	-	-	-	-	-	-	-	-	-	-	-
	No of Teachers	-	-	-	-	-	-	-	-	-	-	-	-
13	RUKASEN COLLEGE												
	Part - I	02	01	10	02	03	01	02	01	00	00	17	09
	Part - II	03	00	05	00	07	00	01	00	00	00	16	03
	Part - III	01	00	01	00	00	01	00	01	00	00	02	01
	No of Teachers	00	00	01	00	05	01	03	00	00	00	08	01
14	S.S.COLLEGE, HAILAKANDI												
	Part - I / Part - II / Part - III	16	08	02	00	27	12	171	73	00	00	216	93
	No of Teachers = 46	-	-	-	-	-	-	-	-	-	-	-	-
15	M.C.DAS, SO-I												
	Part - I	05	03	00	00	19	10	47	28	00	00	71	41
	Part - II	11	06	00	00	13	09	31	19	00	00	55	36
	Part - III	03	02	00	00	02	11	27	11	00	00	32	33
	No of Teachers = 23	-	-	-	-	-	-	-	-	-	-	-	-

- Information was not provided

Enrolment of Students in Colleges during 1996-2000



Teachers in Colleges during 1996-2000



2.11 Contribution of Christian missionaries in Barak valley and Karbi Anglong areas of Assam towards education.

Christianity has been in the North East ever since the 17th century, and North East India has seen a number of Christian missions with different historical, socio-economic and cultural heritage.³⁹

The period before independence in Assam is characterized by the growth of tea industry and Barak Valley along with the other states parts of Assam, also faced the immigration of labour who migrated from central India, along with them arrived the foreign Christian missionaries. They created lasting demographic economic, political cultural, religious and above all educational changes in the history of Assam.

2.11.1 *Barak Valley*

Before independence i.e. 1901 the districts of Sylhet and Cachar was very extensive and particularly the district of Cachar was very extensive and was divided into two portions, the plains in the South and the hills in the North. The area of the district is given as follows – Plains of Cachar, 2,472 square miles, and Hills 1,728 square miles total 4200 square miles. Population – 4,14,781 in plains and 40,812 in hills. Out of them 2,78,964 are Hindus and 1,26,698 Mohammedans in the plains and 23,908 are Hindus and 5804 Mohammedans in hills. The remainder of the population is made up of numerous tribes, - Kukis, Nagas, Cacharis, Karbis etc.

Thus, the Christian missionaries in Sylhet and Cachar concentrated in around 9,600 square miles. During that time the population of Sylhet town was 13,893 and that of Silchar was 9,256.⁴⁰ The British Missionaries had to face undue hardship. First of all, the climate was excessively hot and moist. The temperature would not fall below 47°C during the day. Through the districts run the river Barak, and its branches the Surma, Kusiara etc., which was navigable through out the year, and it with with the help of these rivers that the missionaries could travel from village to village and especially in the towns of Sylhet and Silchar.

It was due to the work of Mr. William Pyrse and his wife Mr.Pyrse that Cachar and Sylhet has experienced Christian education. In 1850 Mr. William Pyrse and his assistant Thompson Rosario, a convert of the Church of England Missionaries at Midnapore, near Calcutta opened up a school with only 27 scholars - Hindu boys of the lowest caste. The progress was very slow as the people were ignorant, wild and rude. At many times Mr.Pyrse had to flee for refuge and his assistant ill-treated by the local people. When Mr.Pyrse entered Cachar in 1851 he brought along a stock of Bengali scriptures and Tracts for distribution. On returning from one of these journeys, the missionary wrote "that he found the whole country as hard as the flinty rocks and prejudice and superstition like mighty bulmarks erected against the Truth".⁴¹ Many and various methods were adopted to carry on the work of the missionaries. Prizes were offered by the European sympathisers for participating in essays, on answers to

questions on Biblical subjects. This latter plan, simple though it was, proved the means of treating a remarkable spirit of enquiry.

Mrs. Pyrse opened a school for girls. The number of scholars was small, varying from three or four to fifteen or eighteen drawn entirely from the East Indian class.⁴² During the 1880's Christian missionaries Miss. Williams and Miss. Evans came to Silchar and took keen initiative to spread female education. First of all they did not set up any school, rather they moved from door to door for imparting education. In spite of this they were not heartily welcomed by many guardians because they were considered as out castes. Later on in 1895 they started a school in Silchar, which was popularly known as Mission school.⁴³

A boys school was opened up in Silchar by Captain Verner, the Government agent for Cachar in 1856, in 1857 another school was opened up in Jaintiapore which is 30 miles away from Sylhet. This way many schools had opened with the help of various Christian Missionaries especially Captain Verner, Mr. Robert Parry and his wife, Mr. David, Mr. T. Phillip, Mr. Hughes Roberts, Miss Laura Evans and Miss E. Roberts and others, who had come specifically to Barak Valley and nearby areas not only to preach but to teach as well. But regarding higher education hardly any work was done. The schools, which were established by them, could not reach to the standard of higher education. Though the missionaries took active part in education. They were satisfied just by reading and writing. They did not take active part in establishing Colleges for

Higher Education in Barak Valley and Karbi Anglong, which they could have done. Higher education was started only in 1892 with the opening of the Murari Chand College, which is in Sylhet at present. In Barak Valley Guru Charan college is the oldest, which was established in 1935.

Later, Karimganj College was founded and other colleges followed slowly. But, regarding missionaries help in higher education practically nothing was done, and there was no higher educational institution as such set up by the Christian missionaries. They concentrated more on establishing schools for children rather than colleges. The above mentioned colleges were affiliated to the Calcutta University, before independence. Collegiate education in Barak Valley and Karbi Anglong areas did not make much progress, it was only after independence that it gained new impetus.

2.11.2 *Karbi Anglong*

Karbi Anglong being a tribal dominated area was very much influenced by the Christian Missionaries. The Karbis as we know are an off shoot of the Cacharis. Their roots were very much in Cachar, though they had migrated to various other places. At present in Karbi Anglong, Christianity is contending for spiritual supremacy and attracted the attention of the unsophisticated tribal. Karbi Anglong benefited a lot due to the advent of missionaries.

The Christian Missionaries did not hesitate to penetrate even in the remote areas of Karbi - Anglong district. They opened up numerous educational institutions i.e. primary schools and dispensaries. The Karbi's as a result greatly benefited by these institutions.

Many tribal communities of the Karbi have greatly accepted the new faith because the selfless service rendered by the missionaries in the field of medicine and education, appealed to them. Thus, Christianity enlightened the tribal mind. But, regarding higher education, the Christian missionaries were not interested and practically did not do any work. They were interested only at the primary level.

Thus, in Diphu, Hamrem, Rukasen, Bokajan various missionary schools were opened up, but no colleges as such were established by the Christian Missionaries. It was only after independence that the first college was established, the Diphu Government College was established in 1964 situated in Diphu. But, upto date there has been no college entirely run by the missionaries.

Thus, we see that on the whole, the Christian Missionaries contributed a lot towards education in Barak Valley and Karbi Anglong areas, it was with their help and effort that the people of North Eastern region saw the real light of education. Though they concentrated mostly on primary education and did not do anything regarding higher education in Barak Valley and Karbi Anglong.

2.12 Establishment of Assam University

Institutions academic, social or religious are symbols of aspirations and identities. The Assam University at Silchar has become more than a symbol, as it epitomises the struggle and sacrifice of the people of Barak Valley over a considerable period of time.

Historically, the genesis of having a University at Silchar can be traced back to aggressive Assamese linguistic nationalism (a term used by Mr.R.B.Bhagaiwala I.C.S census Superintendent of Assam in 1951) and resistance to it.

The residents of southern Assam are basically Bengalese, i.e. the Bengalese constitute the majority and the genuine Assamese speaking are marginal. The Bengalese of Southern Assam come to represent not only separate linguistic identity, but also different sociological ethos distinct from the main stream Assamese society.

The trouble began, when after independence in 1972. The academic council of Guwahati University passed a resolution to adopt Assamese as the only medium of instruction at the under graduate level. This created problems for the Bengalee speaking students from the Barak Valley and put them into a disadvantage in pursuing their studies in the Universities of Assam. The All Cachar Karimganj Student association (ACKSA) and all Bodo Students Union (ABSU) strongly opposed the undemocratic move.

2.13 Demand for a separate university

Due to the historic language movement in the Barak Valley as a result of the Assam Official language Act of 1960, Assam was suddenly made a uni-lingual state and attempts were made for the compulsory introduction of Assamese language in the Non-Assamese areas. On 19th May 1961 police firing killed eleven picketers at the Silchar Railway station including a schoolgirl named Kamala Bhattacharjee. Need for a separate university for 'Cachar' was felt since then, and to have one became an emotional issue. Though Bengalee was made the second official language of the state under the Shastri formula, it could not meet the aspirations of the Barak Valley for self-development. It was also heard that the Post Graduate students of 'Cachar' were harassed in the Guwahati University Campus. The demand for a new university was made more obvious. Back in 1946, Suniti Kumar Chatterjee, a prominent scholar of the country in a public meeting at Shillong said that "it is felt by the Assamese people that they should have university of their own, to facilitate fullest development of their culture. If such a university is established there it should become imperative to have a university in southern Assam to cater to the needs of Bengalee's of that region"⁴⁴ Chatterjees perceptive observation went unheeded for almost over four decades. Between Chatterjees pronouncement and the actual creation of a university in Barak Valley in 1994 was a long chapter of history.

It was during early 70's that a state university was offered by Sri. Sarat Chndra Sinha, the then Chief Minister of Assam. But, the people of Barak Valley which

comprises three districts of Cachar, Karimganj and Hailakandi demanded a Central university. The students demanded for a Central University without the State control started in May, 1983. From 1983 sustained efforts, in the form of agitations, strikes were launched by the student groups of the Valley and by some political activists.

Their sacrifices and struggle ultimately bore fruit only in 1994 which had come up after a long and sustained mass movements, the Assam University Bill No. XIII of 1989 was introduced in both the houses of Parliament. Thus, the birth of a new university took place on 21st of January, 1994.

In this background, the decision of the union government to open a central university has been viewed as an end of a long winter and the beginning of the spring in Barak Valley. This was clearly seen from the massive gathering at Dorgakona⁴⁵ (Silchar), which assembled to listen to the inaugural speech of the Prime-Minister Mr.P.V.Narasimha Rao on 21st January 1994. For the peasants and the worker, the urban and the rural, youngsters and the old, the day was inaugurated of new hopes and new dreams for the people of Barak Valley.⁴⁶ The atmosphere was over whelmed by emotions when the Prime Minister introduced Professor J.B.Bhattacharjee as the Vice-Chancellor of Assam University at Silchar. He was hailed with a long applause, and since the time of inauguration each day in the life of this young university is a new millennium, which only shows that now strongly the need for a university was being nurtured during all those years in the past.

2.14 The university at present

As per the Assam university Act of 1989, there are three major objectives of the university, which are as follows: -

- 2.14.1** To integrate teaching and research activities within and across the disciplines.
- 2.14.2** To educate and train manpower for the development of the state of Assam.
- 2.14.3** To pay special attention to the improvement of socio economic conditions of the people and to their intellectual, academic and cultural development.

The fulfilling of the above objectives is a challenge before the university.

However, to meet the challenge should not be an uphill task for the University as Silchar, the district head quarter of Cachar district and is the main nerve center of the valley, which has a history of education. Out of the odd colleges in the valley at present, nearly half of them are located in greater Silchar only. One of these colleges namely G.C.College was established way back in 1935 and is now accommodating nearly 2000 students with the help of its efficient teachers. Regional Engineering College, Polytechnic Institute and Silchar Medical College are the attractions of the professional student from the entire northeast.

These institutions were being felt as orphans in the absence of the university within their easy reach. Guwahati University to which all these colleges were affiliated were kilometres apart i.e. it was a distance of 12 hours journey by bus. The coming up

of this new university i.e. Assam University is a realization of a long cherished dream for the local people in general and the academic community in particular.

Within a short period of less than 2(two) years Assam university has already acquired stature larger than her life.⁴⁷ It started off initially with 6(six) departments viz, English, Bengali, History, Economics, Commerce and Mathematics. It was functioning from Regional Engineering College, Silchar. The hostel building was functioning from Silchar Polytechnic. From 1996 onwards 12(twelve) departments from 5(five) schools such as Social science, Physical science, Languages, Humanities and Management studies are imparting education to 900 students. Later on 6(six) more departments were sanctioned by the UGC.

These departments are from 4(four) schools namely Life science, Physical sciences, Environmental sciences and Information sciences. In 1996 there were only 3 science departments in Dorgakona (where the university is now situated). Soon, all the departments from the Regional Engineering College has been shifted to Dorgakona, and by 1998 the university was functioning entirely from Dorgakona. The campus is still under construction and the major portion of it actually started coming up only from 1999 onwards.⁴⁸

Recently, 20(twenty) Professor/ Reader/Lecturer quarters have been completed but it is not yet allotted. 3(three) more hostel building is still under construction.

Though the university is still a baby and is still under the process of growing, every year certain new departments are added and now finally there are 24(twenty four) departments under 8(eight) schools of studies.

A large influx of the students shows that thousands of them in the past, especially from the weaker sections, were keen on higher education but could not afford it due to the absence of such a facility in vicinity. Now, the university has given affiliation to 47(forty seven) colleges from the 5(five) districts of South Assam, i.e. 3(three) from Barak Valley and 2(two) Tribal hill districts of North Cachar hills and Karbi Anglong. The university has a plan to open up 40(forty) departments in a phased manner, which will work under the different schools.

Besides teaching the common subjects, special attention has been given to environment and ecology. The schools of Environmental Sciences, Information Sciences and Life Sciences would play a major role in the eco-friendly development of the region.

The unique feature of this central university is the link between knowledge and research with the needs of the people from the region. In order to fulfil the incentives of the Act, the University has prepared a blue print covering the needs of all the sections of the people hailing from the valley as well as the surrounding hills. The biggest hope in this direction is the universities plan to create an extensive network for applied research

through 60(sixty) research centers, functioning from the respective teaching departments. The network of research centers would provide backward and forward linkages between the peoples needs and the universities research.⁴⁹

The opportunity for the students to work on the problem oriented projects in these research centers would help them not only financially but also academically through the realization of practical significance of their knowledge from the books. Further, for the students who cannot continue their education for long and want to join the job market immediately, the university has introduced diploma and certificate courses in job oriented discipline, which can be completed within two and one semester, respectively. Such short courses are being planned keeping in view the regions economy and environment.

In this manner the researchers, scientists and teachers from all over India who are pouring into this heavenly valley, will not only impart their experiences to the local population but also would be able to enrich themselves by imbibing 'Virgin' cultural heritage of the North East.⁵⁰ At the moment there are many odds being faced by the young university such as lack of proper infrastructure, shortage of power supply, and scant communication network. This is a challenge both for the people from the Valley and for the university. The rare cooperation between the students and the teachers as shown at various occasions, such as seminars, debates, cultural activities and even building the library shows that to overcome the present odds is not a big task.

The future of Assam University surely promises to be bright. It has already started with 12(twelve) departments and at present there are 25(twenty five) departments.⁵¹ There are 3(three) centers in the university viz, the computer center, center for women's studies, Netaji Subhas Chandra Bose center. There is also the university library. College development council, student's welfare, university publications center.

One of the important contributing factors to this success is the geographical location of the university. Assam University is located almost at the center of 5(five) sister states, namely, Meghalaya, Nagaland, Manipur, Mizoram and Tripura. There is every hope that the university will take on the role of elder sister for the surrounding sisters. The university celebrated its first anniversary on 21st January 1995 with cultural programmes, holding a symposium on "National Education Policy and the emerging role of University System." A four-day seminar on "History and Society of South Assam" was held and it shows that the University has already taken a big leap forward to fulfil the objective assigned in the Act. In order to encourage active participation of the affiliated colleges in the university life, the latter took lead in co-sponsoring a workshop on "Historical method and Social Science Research." Similar interaction is actively cultivated with all the colleges.

In December 1995, the annual conference of North East India history association (NEIHA) was hosted by the department of history. Similarly, the other department's in-

spite of the “teaching problems” are busy in organising seminars, workshop and symposia. The affiliated research centers are also getting a lot of research proposals.

The constant cooperation between the teachers, staff, students others and their hectic life shows us a very clear picture that, the day is not far when Assam University will be recognized as one of the biggest academic centers of the North East.

2.15 Financial allocations

For effective and efficient management of an organisation, financial management practises/systems, play a predominant role.⁵² The Senate(Court/Council) of Delhi University is the supreme authority and can review the acts of the executive council and Academic council. The limits for recurring and non-recurring expenditure are fixed by the executive council in case of the Assam University. Under the 4th plan allocations, the UGC allotted a sum of Rs.16 crores for the university developmental work. Out of which Rs.13 crores was used for campus development, 1.6 crores for equipments and furniture's, books and journals, 1.4 crores for additional posts.⁵³

During the year ending of 31st March 1998(Plan and Non-plan) a total of Rs,9.04,27,577.93(Rupees Nine crores four lakhs twenty seven thousand five hundred seventy seven and ninety three paise) only was spent for various purposes and the receipts and payments of accounts for the year ending of 31.03.2000 was

Rs.149,22,43,607/-(Rupees One hundred forty nine crores twenty two lakhs forty three thousand six hundred and seven) only.

Thus, we see that the center and the UGC is allocating a lot of funds for the development of this new university. It has also allocated 100% for computer center and women's studies.



2.16 The XIth plan allocations of the Assam University (1997-2002)

Two most significant developments which have taken place from 1997 onwards.

2.16.1 The IXth Plan allocations.

2.16.2 The shifting of the activities to the Permanent campus.

2.16.1 *The IXth Plan allocations*

As we have seen that during the IXth Plan UGC had allocated 16(sixteen) crores for the university for its development work; which has been spent for campus development, purchase of furniture, books and journals and for allotment of additional posts. The department of Hindi and two centers viz

2.16.1.1 Netaji Subhas Chandra Bose center of National movement and National integration and

2.16.1.2 Women's studies center has been added in this plan period.

The UGC has approved the proposal of the university for sports department and a primary health center and sanctioned the posts of one Medical officer and one Assistant Director of Physical education and sports. During this plan period, the university has awarded the construction of one boys hostel, 20 Professors/Readers quarters and the academic building for the department of Business Administration to the CPWD, and one girls hostel and 20 lecturers quarters to the MGCC both on deposits basis. The construction of the IXth Plan buildings had been formally launched on September 21st, 1998.* The provision was also made for the completion of the boundary wall within the IXth Plan allocations; out of which 90% of its work was completed during the VIIIth Plan.

The process for filling up the teachers and other categories of officers and staff sanctioned in the IXth Plan were initiated in March 1998. In March 1998 under the IXth Plan period the Hindi department and two other centers Netaji Subhas Center and Women's Studies have started functioning. The Netaji Subhas Center was formerly inaugurated on January 23rd 1998 to mark the closing ceremony of the birth centenary of Netaji Subhas Chandra Bose, and the Women's Studies center was also inaugurated on 11th August 1998. The department of Hindi was inaugurated on 15th July, 1998.

In addition to the IXth Plan allocation the UGC extended financial support to the university under various schemes. The computer center had been established on 2nd March 1998 on the basis of 100% grants from the UGC under special scheme. The

UGC also extended 100% financial support under the IXth plan allocations for installing the university library the facility provided the INFLIBNET center, Ahmedabad. There are provisions for equipments, personnel and recurring and non-recurring grants for 5 years under these schemes. The computer center and the INFLIBNET facility are now functioning. There is also going to be an INTERNET facility in campus.

During the IXth plan allocations, the UGC has also extended its support for women's studies center under its own scheme. These facilities have considerably reinforced the academic activities in the university. There is also a proposal for center of Ambedkar studies under a special scheme. At present, the university has 24 departments and 3 centers. The number of colleges have gone up to 52.* Thus, the university which is still a baby compared to other central and established universities is doing very well and is catching attention of others.

2.16.2 *The shifting of the activities to the Permanent campus: -*

The other area in which the university accomplished its strategy of faster development was the shifting of all the activities of the university to its permanent campus in Dorgakona from 1996 onwards. But, the actual shifting of the departments took place from 1997.

Immediately after the establishment of the university on 21st January 1994, the site of 600 acres was formally handed over by the government of Assam to the university. Construction of the boundary wall started through the CPWD. Side by side the work of survey and contour mapping were entrusted to the Survey of India. This was completed in 1995. After that, notice was published in the national dailies inviting attention of architects for preparation of the master plan for the campus. More than 40 firms responded, out of which M/s Architect Consultants, Calcutta was selected by the building committee. The Executive Council then assigned the work of preparation of master plan and the drawings for the first phase of constructions to this firm. The master plan, which was eventually approved by the authorities, is environment friendly and conform to the logo and motto of the university. The authorities were aware of the fact that the construction of the permanent buildings, as per the UGC norms, will take time because: -

2.16.2.1 The UGC cannot allot all the funds at the same time.

2.16.2.2 To ensure quality of constructions, the minimum time required for various types of buildings must be allowed.

The academic departments and the university offices were functioning from the Regional Engineering College and the Silchar Polytechnic and a few more houses hired from the private owners. It was felt that the earlier the departments were shifted to its own campus, the better for its smooth functioning as well as to make the administration cost effective.

Thus, the university authorities decided to install some semi-permanent buildings in the campus immediately, so that temporary accommodations can be created for the departments and centers, library and all the offices of the university. Accordingly, the architects were asked to make provisions in the master plan of the campus for a Transit accommodation complex; which came up very fast. As many as 38 semi-permanent buildings had been constructed in this complex from the mobilised resource fund. Right now, all the academic departments, library, the university offices and the guest house are now functioning in this complex.* In this complex, provisions were also made for telephone exchange, post office, bank, canteens, Xerox, and many others.* The income from these sources are credited to the mobilized fund of the university.

In the 4th anniversary of the university foundation day i.e. on the 21st January 1998, the 'Bat-Tala' (or shelter for the shelter less). The transit accommodation was inaugurated.

2.17 Eco-friendly University

Growing of trees in the campus has been a common phenomenon, almost in all the universities of the country. Assam university too has grown trees in large number and different sectors and complexes in the campus, has been named after the fascinating plants of the region. More than 20,000 trees have been planted in the campus in the last

three years, and these are regularly looked after by the university community. The Botanical Garden and the Eco-forest are under charge of the Life Science and the Ecology departments respectively. The Botanical Garden has been developed and a green house and an Orchid house have been constructed in the garden, with financial assistance of the Ministry of Environment and Forests, Government of India.

2.18 Establishment of Postgraduate departments in the Assam University campus.

Postgraduate programmes with only six subjects viz English, Bengali, Economics, Commerce and Mathematics, started functioning from July, 1994.

The University adopted the course structure and syllabi of some of the prestigious central universities in the country, with provisions for semester systems and continuous teaching and evaluation through internal and external assessments on 1:3 ratios.

The classes started functioning from the 15th July with the help of visiting professors and visiting fellows provided by the UGC and guest teachers invited from the neighbouring universities and affiliated colleges. The regular teachers were appointed by national selections in the month of August. The 1st semester examination was held on January 1995.

In the year 1995-1996, 15 July 1996, the university sanctioned six new departments viz; Physics, Chemistry, Life-science, Ecology, Mass-Communication and Philosophy started functioning. Fresh teachers were appointed from all over the country on national selection basis. The Ph.D and M.Phil programmes too had already started. Thus, by this year the university already had 18-department functioning.

A number of distinguished scholars were invited from other universities for occasional lectures. The departments of ecology, mass communication, fine arts are for the first time seen in North-eastern region. In fine arts, the course is 5 years integrated degree cum masters programme. The students are admitted after 10+2 stage. This format is also new in the northeast. Besides, one-year diploma course in Journalism started on 15th January 1997.

On November, 1996 the UGC approved the opening of 5 more departments viz, Arabic, Manipuri, Social Work, Business Administration and Computer Science. In Social Work and Computer Science the programme is to be 5 year integrated like Fine Arts. The classes in these 5 departments started from 15th July 1997. The teachers were appointed on March 1997.

In the year 1997 – 1998, two most significant developments took place: -

2.18.1 *The IXth plan allocations and*

2.18.2 *The shifting of the activities to the permanent campus of the University and no new departments was added.*

In the year 1998 – 1999, a new vice chancellor M. Bhattacharjee appointed Professor J.B.Bhattacharjee handed over the charge on April 30th 1999. By this year postgraduate departments started functioning in the university, with 53 affiliated colleges, a total of 12000 undergraduates, more than 500 Postgraduate students, a large number of M.Phil and Ph.D students, 600 teachers trainees, 300 law students and many medical and engineering students.

The centers such as Netaji Subhas center for studies and research in national movement and national integration, the Womens studies center and Computer center was fully functionally 1999. The university also had e-mail and Internet facilities the year 1999 – 2000, there were as many as 24 departments functioning fully. Along with them, it also had the Computer center, center for Women's studies and Netaji Subhas Bose Center for research and studies in National movement being on the 2nd January 1998, when Netaji's hundredth birth anniversary was celebrated. The 100 departments taken for study are described below: -

Table 2.23 Showing different schools and their departments in the Assam University

Sl.No	SCHOOLS	DEPARTMENTS	TAKEN FOR STUDY
1	ENVIRONMENTAL SCIENCES	ECOLOGY	
2	HUMANITIES	EDUCATION FINE ARTS PHILOSOPHY	EDUCATION PHILOSOPHY
3	INFORMATION SCIENCES	MASS COMMUNICATION	
4	LANGUAGES	ARABIC BENGALI ENGLISH HINDI LINGUISTICS MANIPURI SANSKRIT	ENGLISH
5	LIFE SCIENCES	LIFE SCIENCE	
6	MANAGEMENT STUDIES	BUSINESS ADMINISTRATION COMMERCE	BUSINESS ADMINISTRATION COMMERCE
7	PHYSICAL SCIENCES	CHEMISTRY COMPUTER SCIENCE MATHEMATICS PHYSICS	CHEMISTRY MATHEMATICS PHYSICS
8	SOCIAL SCIENCES	ECONOMICS HISTORY POLITICAL SCIENCE SOCIAL WORK SOCIOLOGY	ECONOMICS HISTORY

2.19 Departments taken for study.

2.19.1 *Department of English*

This was one of the first department to start. The M.A. course was started in 15th July 1994. The M.Phil course was started in January 1997. The Ph.D programme concentrates mainly on the major thrust area of 'Twentieth Century Literature in English'.⁵⁴ The department was functioning from REC campus, and during 1997-98. The department was shifted from REC Campus to the permanent campus at Dorgakona. During this year certain general lectures were also given on English.⁵⁵ English has been

a compulsory subject from the primary stage. In Higher Education too English was given an important place. The courses offered are M.A, M.Phil, Ph.D.

The faculty members had been invited to deliver lectures in various conferences, seminars, workshops etc.

2.19.2 *Department of Philosophy*

This department was established on 15th July 1995. The M.A classes were regularly held from then on. The department also conducts M.Phil and Ph.D programmes. The department pursues research activities in different areas of Indian and Western philosophy. In the past it organised workshop for syllabus revision at undergraduate level. A national seminar on pluralism sponsored by ICPR, ICSSR and Assam University was organised.

2.19.3 *Department of Business Administration*

This department was established in July 1997. This department offers a two-year full time MBA course. This department caters to the need of various students who are aspiring for Business Administration and would later on go to work for big companies and firms. It was thoughtful of Assam University for introducing this course as Barak Valley is developing very fast into an industrial area. The courses offered is MBA

Re-orientation of Commerce Education – The need of the hour” – was published in “The Economic and Commerce education” in the North East (edited book).⁵⁶ Thus, it is seen that the department of Business administration is doing quite well in spite of its late start.

2.19.4 Department of Commerce

This department was established in July 1994. The department conducts M.Com and M.Phil courses in commerce and also has the Ph.D programme. In the past the department also conducted a Post Graduate diploma course in Marketing Management for two consecutive years.

New courses have also developed. The revised and updated M.Com, syllabus offers specialization in several district areas. There are Business and co-operation, Marketing, international business and Corporate Business practice and Human Resource Management. Among these three specialization groups namely: -

2.19.4.1 Management of small and Agri Business and Co-operation.

2.19.4.2 Corporate Business Practice.

2.19.4.3 International Business is being introduced for the first time in the North East India.⁵⁷

2.19.5 Department of Chemistry

This department was established in 1996. The Chemistry department has adopted Materials Chemistry as its thrust area in the IX plan and is actively pursuing

research in the area of surfactant materials and their physical properties, liquid crystals exhibiting Ferro electric and para-magnetic properties, bent shaped molecules exhibiting liquid crystalline behaviour possessing large molecular hyper polarizability for Non linear optical devices and many others. Courses Offered are M.Sc and M.Phil

There are various sponsored research projects too, which are funded by DST and UGC. The fund allocated for the project is 18.54 lakhs and 2.5lakhs.⁵⁸ New courses too have been developed, where M.Sc Chemistry has been modified and it offers three areas for specialization: Organic, Inorganic and Physical.

2.19.6 *Department of Mathematics*

This department was established in July, 1994. The department started M.Sc courses in 1994, and M.Phil and Ph.D courses in 1997. The department is actively engaged in research activities. It aims at intellectual, academic and cultural uplift of the people of Barak Valley and other areas by imparting a good foundation in Mathematics. Courses offered are M.Sc, M.Phil, Ph.d

2.19.7 *Department of Physics*

This department was established in July 1996. The department has two general laboratories for 1st and 2nd semester students, involving experiments on electronics, microprocessors, elementary solid state physics, optics, spectroscopy and nuclear physics. This department has a laboratory on Advanced solid state physics for the

students of the 4th semester. Research is being done in Astrophysics which has been introduced from the year 2000. Courses offered are M.Sc. and M.Phil.

Research on electronics and solid state devices, research related to distortion induced IR and Raman activity and related aspects of vibrational dynamics of molecular units, in crystals during structural phase transitions (SPT) etc., are being done in the department.

Certain research project are also sponsored. One particular project called the 'Photo Polarimeter studies of Comets was funded by DAE and the fund allocated was 10.81 lakhs.

2.19.8 *Department of Economics*

This department was established in July 1994. The M.A degree programme started in July 1994 and M.Phil programme in 1997. The major thrust area is economic development with particular emphasis on Barak Valley.⁵⁹ There are other areas of research too like the tea industry, Gender studies and human development. Courses Offered are M.A, M.Phil and M.Phil. Various seminars, conferences, symposium was organized and attended by the faculty members. A Panel discussion on Union Budget 2000 was organized jointly with the department of Commerce, March 30th, 2000.

2.19.9 Department of History

This department was established in 15/07/1994. the department in spite of conducting M.A courses also conducts M.Phil degree courses. It plays an important role in conducting historical research relating to the North East India. The courses offered are M.A, M.Phil and M.Phil.

2.19.10 Department of Education

This department was established in July 1995. the Masters degree programme on education started only in July 1995. M.Phil programme started in January 1998 and Ph.D programme from 1996 onwards. Various research projects 'Multi cultural Understanding in North East India'. 'Curriculum for Secondary teacher education in North East India and Evaluation of DIETs are underway. The courses offered are M.A, M.Phil and M.Phil.

There are certain sponsored research project too. NCTE government of India New Delhi is funding for a project titled "Developing a curriculum for Elementary teacher, Educators with regard to multicultural understanding in North East India. New Courses offered in M.Ed.

2.20 Establishment of Centers

The Assam University in spite of having various important departments, which is focusing on higher-level activity for the development of community, it also has certain centers like the Computer center, Center for Women's studies and Netaji center.

2.21 Computer Center

This was established in June 1998. The Center was specifically planned and set up to cater to the growing needs, and to bridge the gap of technical advances and developments in different subjects and aspirations of the students and teachers. It was felt that there was a need for a Central facility that could be accessed by all and which could in turn provided the necessary impetus to the development of a powerful computer culture within the University.

The Computer center is now catering to the needs of 24 academic departments and is also conducting short-term training programmes for the academic as well as other administrative staff of the university. The center is also developing necessary software, for complete computerisation of the university accounts and administrative system in an integrated manner and is also involved in rendering assistance on need basis to all departments of the university. The need of computer was strongly felt in the new millennium; hence, to equip the students of the university to meet the challenges of the modern technological developments, computer related compulsory paper has been incorporated in the course curriculum of different postgraduate courses.⁶⁰ Various activities regularly take place in the center such as: -

- 2.21.1** The center regularly conducts theory and practical training programme for the students of different departments.
- 2.21.2** Conducts computer awareness courses for the non-teaching staff, as well as for teaching faculty of the university.
- 2.21.3** It is involved in the implementation of the various short term and long-term courses proposed by the university.
- 2.21.4** It is involved in planning and evaluation of the proposed campus network and its various administrative and technical aspects.
- 2.21.5** It provides services in computerisation to university library, university administration, Finance department etc.

It is thus seen that the computer education is providing the university with a brighter future.

2.22 Center for Women's Studies

The status of women has been changing from the ancient times. Now, it is of a matter of great concern. Their basic civil rights has been deprived. There has been an increasing awareness in the country about socio economic value of women and the importance of women to the national economic development. A women or a girl child is a valuable resource but poorly utilized. There is also a rapid decline in the male female ratio that may create problems 25 years from now.

With these ideas in mind, the University concerned as it was with a predominantly rural region with a large percentage of population being women in different age groups approached the UGC for support. The proposal prepared by the university was approved and the center has been functioning since July, 1998.⁶¹

2.23 Netaji Subhas Chandra Bose Center for Research and Studies in National Movement and National Integration.

This center is dedicated in the name of Subhas Chandra Bose known as Netaji, who is devoted to be a great son of the region. Netaji has been a great source of inspiration to the people of the region having grown up, worked and fought and lost by a large and poorly equipped, yet patriotic army named as the Indian National Army (INA) are one of the great moments in modern history.

The proposal to the department of Education (HRD) as well as the UGC, was approved enthusiastically and the center, came into being on 23rd January 1998, Netaji's birth anniversary. Presently a visiting fellow mans the center and a permanent director will be appointed together with support staff, to enable the center to carry out research into the contributions made by Netaji.

A Subhas Bose museum and library is also planned, and a commemorative volume illustrating his advances and battles, in the regions around Imphal and Kohima are also under consideration. The University is also working on a thematic project

together with some other departments to prepare an interactive CD-ROM on Netaji, to help preserve the slowly fading memories of his valiant struggle for freedom as a befitting and lasting tribute to a great son of India.⁶²

2.24 University Library

The university library was established in July 1994. During the year, 1994 – 1995, the library acquired 4943 books and subscribed to 28 daily newspapers, general magazines and learned periodicals. The collection of the library has been growing at a tremendous speed. The library has extended circulation facilities to the students and teachers on a restricted scale. A separate reading room was opened. On the 7th February 1995, the first meeting of the Adhoc library committee was held. The decision was taken in this year to computerize the library. The Vice Chancellor is the chairman of the library committee.

The strength of the library staff consists of one professional assistant, one semi-professional assistant, one junior library assistant and a library attendant and two daily DRW's, besides the assistant on deputation from the Indian Institute of Advanced Studies, Shimla specially for the purpose of setting up the University library.

By the year 1995–1996, the library acquired around 15,000 volumes and subscribed to 95 daily newspapers, general magazines and learned periodicals. The total collection of the library as it stands now is 20910 books. During this year, the

technical processing of the acquired collection was started and 375 books were classified by using Dewey decimal classification 19th edition. Professor Asim Kumar Datta had donated several valuable books to the library.

This year, for the computerisation of library collection and services, necessary hardware and software have been acquired and placed in separate computer cabin within the premises of the central library hall.

During the year 1996 – 1997, the library acquired 8334 volumes and subscribed to 115 daily newspapers, general news magazines and learned periodicals. The total collection of the library as it stands now is 29096. Special mention should be made of Sri R.K.Gupta who presented to the University a rare book entitled “Copper Plate of Sylhet” and Professor D.Ellinwood who gifted several volumes of “Bibliography of Asian Studies” to the University library.

In addition to this, the main campus library at the permanent campus Dorgakona was opened with only 3 library staff. In the Central library, reference collection has been strengthened including a collection on “North Eastern Region”. Considering the curricular requirements of the users, the library added one Modi Xerox 5223 31-ZOOM Model.

During the year 1997-98, the following facilities were created: -

2.24.1 Current Awareness Services (CAS)

The CAS has been started initially to keep the faculty and students upto date regarding the latest arrival of learned periodicals, received in the library (on monthly basis).

2.24.2 Computerisation of Library Services

For computerisation of library during 1996-97, necessary hardware and software have been acquired by the library. During 1997-98, three days training programme for handling SANJAY software had been organised jointly by the Assam University library and CALIBNET, Calcutta in August 1997.

M/S Wipro Infotech also arranged 2 days training programmes for library professionals to impart basic knowledge regarding UNIX operating system in the month of July 1997.

INFLIBNET had also during this year granted financial assistance for library automation and networking of library, training for library professional. INTERNET, E-mail, Fax was also thought to be necessary for smooth functioning of the library.

2.24.3 Technical Processing of Books

This has started extensively during the year 1997-98. Besides the accession of new collection, comprehensive classification both new and backlog collection of above 14,546 books have been made using DDC 19th. This includes classification of books of all subjects except Bengali, Manipuri, Arabic and Sanskrit books. Cataloguing of 4039 text books collection of various subjects have been done during 1997-98. The following addition has been made to the library stock during the year 1997-98.

2.24.3.1 Collection Development (Books and Periodicals)

During the year the library has acquired 1086 Volumes and subscribed to 105 learned periodicals (19 Foreign and 84 Indian periodicals) 17 daily Newspaper, 14 News Magazines/ Popular Magazines.

The total collection of library books acquired for 1997-98 was 32,375 (General/Reference collection 25,957 special collection book fair 3874. Text books 2526, Total = 32,357)

2.24.3.2 Periodical Subscription

During 1997-98, foreign periodicals of Rs,2,28,184.15 and Indian periodicals of Rs.22,628.00(Total Rs.2,50,812.15) have been subscribed. Earlier to this during 1996-97 foreign periodicals of Rs.2,28,184.15 and Indian periodicals of Rs.69,804.00 (Total = Rs.2,97,988.15) have been subscribed including advance payment for 1997.

2.24.3.3 Circulation and Reading Room Services

Circulation services to the faculty members, students and other staff as per library rules have been extended during 1997-98.

2.24.3.4 Reprographic Services

One Modi Xerox photostat machine had been acquired during this year.

2.24.3.5 Total Staff Strength

The total staff strength including the librarian was 23 in 1997-98, which comprises of the following :-

- Librarian, Assistant Librarian, Professional Assistant, Semi professional Assistant, Junior Library Assistant, Library attendant, Steno Typist, UDC, LDC, Peon, Gestetner Operator, Cleaner,

During the year 1998 – 99, the university library stocked up a total of 37,948 books. The library subscribed to 17 foreign journals and 105 Indian journals in addition to 19 newspapers and 15 magazines.

The Assam University library was one of the 18 libraries chosen by the UGC for automation and networking under the INFLIBNET programme during the IXth Plan. The major activities include computerisation and automation of libraries and information centers to support modern information services. The training of the library staff regarding such modernization was also done. Creation and augmentation of

database to support academic and research work. A co-operative communication network was established for linking libraries and academicians to share limited resources. The INFLIBNET also provided financial assistance to University library for a network server and a proxy server for internet connection, with 5 nodal points, printers etc. The university availed the E-mail and internet facilities during the year.

The university library at present has a stock of 41129 books out of which 3045 books have been acquired during 1999-2000. The total expenditure incurred for purchase of books came to Rs.11,70,335.45 only.⁶³ The library subscribes to 15 foreign journals, 215 Indian journals, 19 newspapers and 15 magazines.

Automation and Networking Under INFLIBNET Programme- Assam University library is one of the 18 libraries chosen by the UGC for automation and networking, under INFLIBNET programming during the IXth plan. The major activities under this programme are: -

- Computerisation and automation of libraries and information centers to support modern information services.
- Training of existing staff in the field of automation, computerisation and networking of libraries through regular training programmes, seminars and conventions.

- Creation and augmentation of data base to support academic and research work.
- Establishment of a co-operative communication network for linking libraries and academics to share limited resources at national level.
- The INFLIBNET has provided financial assistance to the university library for a Network Server and a Proxy Server for internet connection with 5 nodal points, printers etc.
- Use of CD's/ISIS for database generation.
- Book and Serial Databases are created and being updated on monthly basis.
- Fax, Internet and e-mail access/ services are being provided to the University community as per their requirement.

For the year 1999-2000, the university had a stock of 41129 books, out of which 3045 books have been acquired. The total expenditure incurred for the purchase of books came to Rs.11,70,335.45 only.⁶⁴

2.25 College Development Council

In this council various principals, professors of the colleges, senior professors and intellectuals are chosen by the Vice Chancellor, to be the members.

The total number of colleges (affiliated and permitted) including professional colleges during the year 1999-2000 is 51. The College development council examines

proposals from colleges for permission and affiliation, forward proposals to the UGC for development project in respect of physical facilities, and also forwards Minor/Major Research projects to the UGC. The following are the primary functions of the College Development Council (CDC): -

- 2.25.1 To prepare developmental projects, for which funds were raised internally.
- 2.25.2 To co-ordinate Major/Minor research Projects with the UGC as a part of faculty Development programme for teachers of affiliated colleges.
- 2.25.3 To process faculty improvement programme for teachers of affiliated colleges.
- 2.25.4 To help in processing proposals for developmental assistance from UGC during the IX plan period and fund allocation.⁶⁵

Besides the college development council there is also the students welfare which has a Dean and started functioning from the 1997-1998 session. There is also the executive committee of student's council for 1999-2000.

2.26 Pattern of education

Assam has introduced the 10+2+3 national pattern of education since 1973. However, there is a major deviation from the national norm of ten year schooling – the state has retained the system of four years of primary stage. Instead of the 5+3+2 pattern of schooling upto the secondary stage, the 4+3+3 pattern is followed, that is, four years of primary education is followed by three years of upper primary and three

years of secondary education. A small percentage of primary schools in the urban areas provide pre-primary education facilities to the children.

The facility of pursuing the +2 stage education is available to the students either in the higher secondary schools, under the control of the directorate of School education, or in the higher Secondary sections attached to the degree college under the Directorate of higher education. The duality in control has resulted in a number of problems – financial and administrative, which has ultimately affected the quality of education.

In accordance with the natural pattern of school education, the students studying in schools affiliated to the Assam Board of Secondary Education are required to take after completion of Class X may also join the polytechnics or the Junior Technical schools to pursue technical education at the diploma level. At the end of class XII the students have to take the higher education examinations conducted by the Assam higher secondary council. Which is in charge of education at the +2 stage.

There are few schools in the State, which are affiliated to the Central Board of Secondary Education (CBSE), the students of these schools are required to take the public examinations conducted by CBSE at the end of classes X and XII.

After qualifying in the higher secondary examination, students are eligible to join, the next stage of education, i.e., the colleges of general education to pursue the undergraduate courses in Arts, Science or Commerce at the first-degree level and acquire the Bachelor's degree in arts (BA), science (BSc) or commerce (BCom). A student on successfully completing the higher secondary stage, is also eligible to join the professional courses in Engineering or Medicine, at the states Engineering Colleges or Medical Colleges, leading to the Bachelors degree that is B.E or MBBS, Postgraduate studies in Arts, Science or Commerce may be pursued by a student at any of the University, in the state. There are graduate training institute, which offer undergraduate and postgraduate courses (B.Ed and M.Ed) in teaching to prospective teachers as also to those in service.

2.27 Present system of Administration and Financing of Higher Education.

2.27.1 Administration

Till the 19th Century, the educational scenario in Assam was rather disorganised. After 1841, due to the initiative of the European missionaries and local educationists, some improvement was perceptible. By the beginning of the 20th century, efforts to formalise educational administration began to bear fruit. In 1905 the department of education was created and it was placed under the director of public instruction (DPI). The rapid expansion in education started only after 1947. The first university in Assam was established in 1948. In the 1960's, the second university, the state institute of education (SIE) and the state institute of science education (SISE) were established.

2.27.1. 1. Present set-up

At present, the educational administrative machinery in Assam is headed by the Minister of Education who looks after the elementary and secondary education as well as Teacher's training. There is also a Minister of higher education. The Commissioner and Secretary of education is in charge of the education department. He is the principle adviser to the Minister on all policy and administration matters, relating to the department which has organizational set up at the Secretariat, directorate, district and sub-district levels.⁶⁶ The Directorate of higher education is headed by the Director of Public Instruction with an additional Director for the hills. He is helped by the Joint Director, two inspectors of colleges and two deputy directors. There are also supporting staff. This directorate has no other set up. However, for better co-ordination and effective functioning there is felt need now for organizational set up at the other level.⁶⁷

Thus, it is only the Director of higher education and his staff who takes care of higher education in entire Assam. The system is the same all over Assam.

2.27.1. 2. District Councils.

The special provisions in the sixth schedule of the Indian Constitution regarding the administration of tribal areas in the State, legitimises the role of local bodies in the sphere of education. According to these provisions the two hill districts of Karbi Anglong and North Cachar form the two Autonomous District Councils (ADCs) of Assam. Each of the district council functions under an elected body consisting of 30 members. There is an Executive Committee consisting of a Chief Executive member

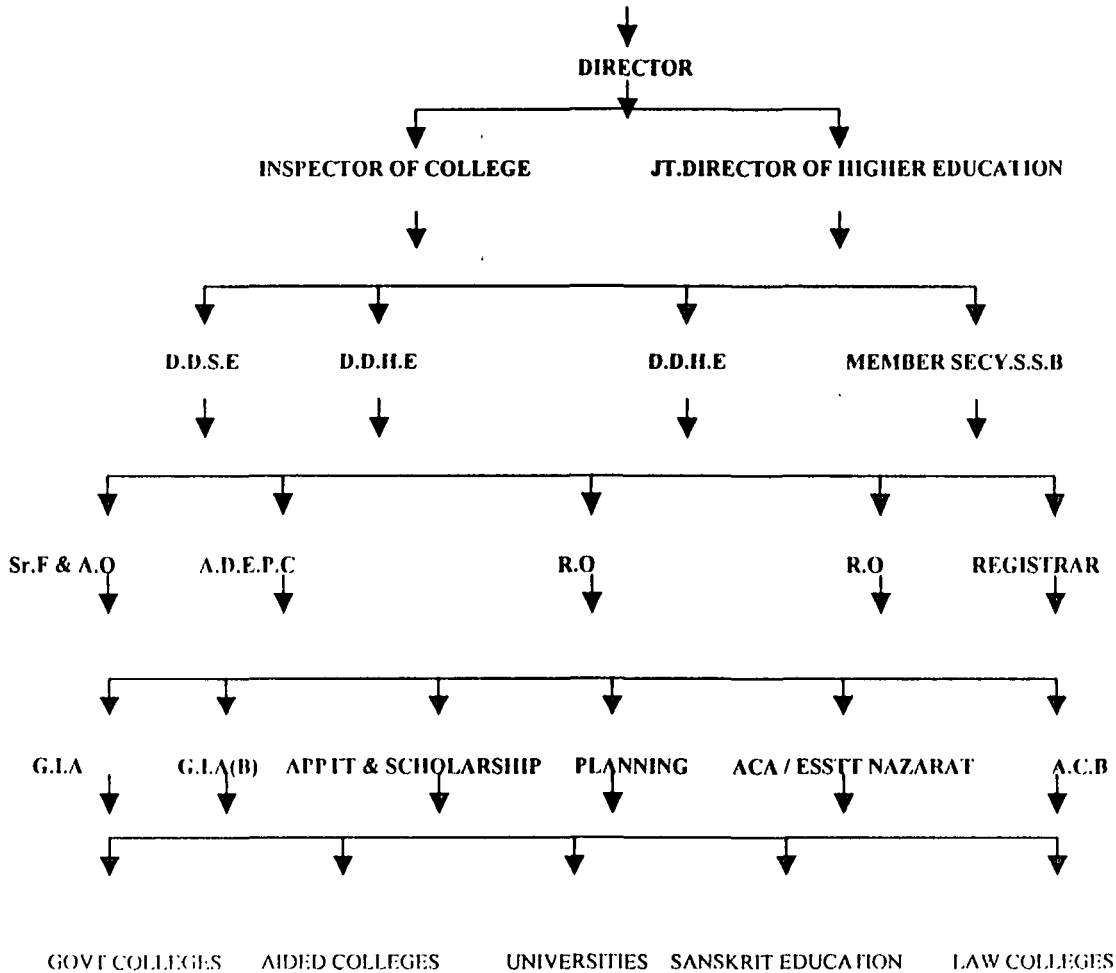
and 9(nine) other executive members, each with independent functions in their respective areas.

2.27.1. 3. *Size of administrative machinery.*

Regarding the size, there is yet no definite norm regarding the size of the administrative machinery and its various organisational set up at different levels. However, the general practice is to strengthen the administrative set up on the basis of growth and development of institutions, adoption and implementation of new schemes etc. For higher education, the DPI exercises powers and functions for enforcing all acts and rules pertaining to the institutions of higher education. There being no district or regional level set up a regional structure needs to be established for better implementation and co-ordination of activities related to higher education.⁶⁸

Table 2.24 Administrative set up of Directorate of Higher Education, Assam is given below. ⁶⁹

ADMINISTRATIVE SET UP OF DIRECTORATE OF HIGHER EDUCATION



R.O – Research Officer.

DDSE – Deputy Director of Sanskrit Education.

DDHE – Deputy Director of Higher Education.

SSB -- Member Secretary, State Selection Board, Assam.

Sr.F & A.O – Senior Finance and Accounts Officer.

ADEPC – Assistant Director, Educational Planning and Co-ordinator.

The state has thus geared up its administrative machinery to meet the demands of a fast expanding education system. The general practice is to strengthen the number of institutions for the implementation of new plans, programmes etc. The need however is into mere additional manpower, but professional expertise and competence.⁷⁰

Currently, the colleges of Barak Valley and Karbi Anglong areas are governed by the rules and regulations of the Assam University, with regards to Academic matters, but it is the State education department (Government of Assam) who takes the main responsibility for the appointment of teachers, service condition of staff and other related matters.

So far as the government colleges (DIPHU GOVERNMENT COLLEGE IN KARBI ANGLONG DISTRICT) are concerned, the colleges are managed and financed by the State government, while each non-government college is managed by a governing body. The government extends grants in aids to the colleges and the colleges in return has to fulfill the conditions of grant-in-aid which are normally utilisation of the grants for the purpose they are sanctioned. The colleges have to follow the education department rules and orders relating to various matters.

Regarding the college administration, the main authority of the colleges is the principal. He is the administrative head and takes care of the college along with the staff. He depends on the non-teaching staff for preparing the budget for the coming

year. The total income and expenditure is also done by him with the help from his staff. He along with the teaching and the non-teaching staff sees to the entire administration of the college. The college does well if there is a good administrator.

Besides the principals, there also governing body members who plays a major role towards the administration of the college. The principals of the colleges follow certain regulatory functions. They are as follows: -

- a Abiding by the standard rules and regulations set up by the university and state education department.
- b Examination and inspection.
- c Supervision within the college.

Thus, it is seen that the administration of colleges in Barak Valley and Karbi Anglong areas of Assam is directly under the control of the State education department, the Assam University and the principals who along with the governing body members administers the college for its proper development.

2.27.1. 4. *Organisational structure of Assam University*

The Assam University is a Central University established on January 21st 1994 as a teaching cum affiliating Central University under the Parliament Act XIII of 1989. The university was initially functioning from the Regional Engineering College (REC) Silchar but the space allotted proved to be hardly sufficient. The administration was thus shifted to a rented house in Ghungoor in August 1995. Later on, a portion of an

abandoned hostel of the Silchar polytechnic was acquired for 5 years on rent-free basis to accommodate the university offices. The university undertook the responsibility of repair and renovation and the annual maintenance of the acquired portion of the building.⁷¹

The organisational structure of the university was reinforced by the introduction of Ordinances, appointments of statutory officers and nomination of the statutory authorities. A set of 35 first ordinances submitted in March 1994 was approved by the Central government. The president of India, in his capacity as the visitor of the University, gave the university a great push by appointing Dr.K.R.Narayan the then Vice-President of India, as the first Chancellor of the University.

The appointment of this distinguished scholar administrator as the chancellor was highly inspiring for the University community. The visitor also nominated the first executive council, first academic council, first planning board and first finance committee during the year. Shri. Saktimoy Sengupta was appointed in March 1995 by the visitor as the first finance officer. The executive council appointed by Dr.T.S.Dutta in January 1995 and Dr.Aparajita Choudhury as the controller of examination and Director, college development council.

At present (i.e.1999-2000) the organisational structure of Assam University consists of the Visitor who is the president of India Dr.K.R.Narayan, the Chief Rector

who is the Governor of Assam, Lt.General (Retd) S.K.Sinha followed by the Chancellor and the vice-chancellors. There are members of the court, represented by important delegates from various institutions of India. There are also members of Executive Council, where the vice-chancellor is the Chairman.

The council also constitutes of various Deans, where Professor.G.D.Sharma is the Dean, School of life Sciences, Professor. S.C.Saha Department of English, Professor.S.S.Khanka, Dean, School of Management Studies. Professor. R. R.Dhamala, Dean, School of Social Sciences, Professor. T. Bhattacharjee, Dean, School of languages, Dr.Apubananda Mazumdar, Reader, Department of Commerce. Principals of G.C.College, Silchar, Karimganj College, Karimganj, Haflong Government college, Haflong, Director higher education government of Assam, various professors, registrar who is the secretary and lastly the finance officer who is a permanent invitee.⁷² There are also members of the planning board where again Vice chancellor is the Chairman, followed by various Deans, Professors, Principals and other delegates.

There are various officers too like the Registrar, Finance Officer, Controller of Examinations, Librarian, Director College Developmental Council is the Deputy Registrar (incharge). The Proctor and the Dean Students Welfare is.⁷³ All of them are collectively responsible for the Administration of the Assam University.

2.27.1.5. The Administrative departments are charged with the responsibility of executing multifarious activities, which are as follows: -

2.27.1.5. 1. Recruitment

The department deals with the recruitment of staff both teaching and non-teaching of the university and engages itself in organizing actions for serving vacancies notices, conducting interviews and selection of candidates and making appointments of suitable candidates as requisitioned by different departments from time to time.

During the year 1998 –99 eighteen new appointments, were made regarding the teaching staff and four new appointments was made in the non-teaching cadre. During the year 1999-2000 only three non-teaching staff members were appointed.

2.27.1.5. 2. Accommodation

The administration department assumes full responsibility for finding accommodation for expanding departments of the university. Opening new departments is dependent upon the availability of suitable accommodation.

Initially, i.e., in the year 1994 the University could accommodate only 6 departments i.e., English, Bengali, History, Economics, Commerce and Mathematics. But now i.e., in the year 2000 there are 24 departments; all functioning from the permanent campus at Dorgakona.

2.27.1.5. 3. *Maintenance of Records*

The department keeps and maintains the service records of all the personnel's of the university both gazette and non-gazette. The administration also takes the responsibility for safe custody of all the service books and other official papers relating to each and every staff members of the University.

2.27.1.5. 4. *Transport*

The administration department is responsible for providing transport facilities to the students and staffs of the university. Though at present there is very few University buses plying from Silchar to Dorgakona.

2.27.1.5. 5. *Concession grants and other facilities*

The administration is entrusted with the task of giving grants and concessions and other amenities to the staff members and students of the University. It also sanctions leave, travel and concessions to all the members of teaching and non-teaching staff. The administration department also sees to the travelling concession of the students of the university. All sanctions for payment of medical reimbursement bills,, travelling allowance bills and monthly house rent bills of the academic staff members of the university are made by the department. The administrative departments also sanctions for all purchases and other expenses of the different departments of the university. It also gives grants for scholarships, fellowships, free studentship and book grants etc to the students of the university.

2.27.1.5. 6. Stationeries and equipments

All supplies of stationeries, furniture's and classroom equipment of all the departments, offices are organized by the administrative department.

2.27.1.5. 7. Seminars, conference, workshops

The administration also extends its assistance variably to all departments of the university in organizing seminars, conferences, workshops etc. Thus, it is seen that administration thus plays a major role in proper functioning of the university.

2.27.2 Finance (Educational Finance of Higher Education in Assam)

Educational finance provides a foundation to the entire fabric of the education system. The judicious management of financial resources is imperative for the proper implementation of all educational policies.

A Budget normally provides information about the provisional and actual expenditure for the previous years, the likely expenditure in the current year and the income as well as estimates for the state budget, are classified as plan or non-plan depending on the nature of activities and programmes covered. Allocations for the next financial year on the expansion and developmental programmes as well as the implementation of new schemes under a particular plan period; constitutes the plan

budget. It is based on the size of the State plan prescribed by the planning commission.⁷⁴

The non-plan budget is primarily a maintenance budget to sustain the level of development attained in the previous plan and contains all recurring expenditure like maintenance of staff, scholarships, etc.⁷⁵

2.27.2.1 Budget formulation.

The budget estimates include both income and expenditure. The ultimate responsibility for the finalisation of educational budget lies with the education department at the Secretariat level. The final approval to the budget is, however accorded by the State Finance Department.⁷⁶

Educational institutions in Assam are required to submit their budget estimate to their immediate controlling authority at the appropriate level.⁷⁷ The budget gradually moves upwards from the block to the sub-divisional level, and then on to the district level. Thereafter, it is sent to the directorates where the estimates are consolidated and finally prepared according to governmental procedures. It is then submitted to the secretariat for review.

At the Secretariat the budget proposals are scrutinised and modified, keeping in view certain factors like the availability of funds, governmental policy and priority. These are then consolidated into single decadal budget for the whole state. The

finalised budget is passed on to the Stat planning and development department for approval. Thereafter, it is sent to the Finance Department of the final approval.⁷⁸

The Delegation of Financial Power Rules (DFPR), 1960 is followed in according sanction to the different items of expenditure. The specifications mentioned under schedule – II and III of the DFPR, 1960 with regard to the Director as Head of Educational Department.

The total State Budget was 2774.50 crores of rupees in 1993 –94. The total budget expenditure on education almost doubled from 362.18 crores of rupees in 1989-90 to 682.75 crores of rupees in 1993-94. The percentage of budgeted expenditure on education to the total budget rose from 20.36 in 1989-90 to 24.61 in 1993 –94.⁷⁹

Table 2.25 Showing the budget of education department.⁸⁰

Sl.No	PARTICULARS/ ITEMS	YEAR	
		1989-90	1993-94
1	Total	362.18	682.75 (722.24)*
2	Plan	91.62	217.49 (251.19)
3	Non-plan	270.56	465.26 (471.05)
4	Percentage of education budget to the total state budget	20.36	24.61 (27.62)

*Figures in Parentheses denote expenditure on education in 1993 – 94.

- Sources:
1. Selected Educational statistic, 1990 – 91. Ministry of Human Resource development, Department of Education, Government of India.
 2. Annual Report, 1994 – 1995. Ministry of Human Resource Development, Department of Education. Government of India.

The per capita budget expenditure in the State was Rs.148.10 in 1989 –90. At the national level, it was Rs.145.94. In 1993 – 1994, it rose to Rs.278.64 at the State level and Rs.287.24 at the National level.

2.27.2.2 Budget for Higher Education

The Director of Higher education (established in the year 1985 after bifurcation of the erstwhile DPI Office) functioning of various programmes of development, expansion and promotion of general education in Assam. He is responsible for imparting and supervision of education in the state for colleges, universities, Sanskrit education etc. The following may be mentioned as the main programmes of higher education department: -

- a. Maintenance and development of Education institution.
- b. Qualitative improvement of education.
- c. Scientific and higher education.
- d. Scholarship and financial support of students.
- e. Expansion and development of Sanskrit education.
- f. Special programmes for girl's education.

The 8th five-year plan included an outlay of Rs.12289.54 lakhs year wise break up of which is as follows: -

Table 2.26 Showing the 8th Five year plan Budgetary allocation

YEAR	ALLOCATION	EXPENDITURE	(Rs. in lakhs % of Expenditure).
1992-93	1511.00	1489.00	99.14%
1993-94	1667.00	1653.55	99.13%
1994-95	1771.04	1754.49	99.07%
1995-96	3670.00	3606.10	98.28%
1996-97	3070.00	2487.57	81.03%
TOTAL	11689.54	11000.71	94.11%

The approved outlay for the 9th five year plan is Rs.29434.00 lakhs against which an amount of Rs.3316.55 lakhs during 1997 – 98 and Rs.3899.05 lakhs during 1998 – 99 has been incurred. The approved outlay for 1999 – 2000 is Rs.4120.00 lakhs details of which are as below: -

Table 2.27 Showing the approved outlay for the year 1999-2000

Sl.No	Head	Name of Establishment	Outlay Amount (in lakhs)
1	001	Direction & Administration	39.10
2	102	Assistance to Universities	300.00
3	103	Government Colleges & Institutions	170.00
4	104	Assistance to non – government colleges.	3399.90
5	105	Faculty development.	1.50
6	106	Book development.	10.00
7	107	Scholarship.	4.50
8	112	Institution of higher learning.	5.50
9	800	Other expenditure.	37.00
10	05	Language development.	152.50
TOTAL =			4120.00

2.27.2.3 *Capital Expenditure*

Expenditure for construction and extension or up gradation of school buildings, is provided from the State budget from time to time, depending upon the need, priority and availability of plan resources. These funds are also released by the State through LOC (Letter of credit) system to the directorates and by the directorates to the drawing and disbursing officers.

Similarly, funds for furnishing laboratory equipment's, teaching aids, sports and games, libraries, study tours are provided from state plan budget. Funds for maintenance repairs and other sundry expenses are provided for from the State non-plan budget.

2.27.2.4 *Non –government institutions*

The management of non-governmental colleges rest in their managing committee. They are classified into colleges under the deficit system of grants or as colleges under the Adhoc system of grants.

2.27.2.5 *Deficit system of grants in aids*

Normally, the management of institution under the deficit system of grants are provided funds by government equivalent to pay of teachers/ staff as per state scale of pay and dearness allowances applicable rates but no other allowances. However, the grant is restricted to only such number of posts as agreed to by the government.

2.27.2.6 *Adhoc system of grants in aids*

The management of colleges under the Adhoc system of grants in aid are provided an Adhoc lump-sum amount every month; quarter, year as the case may be for meeting part of the lost of salaries of their employees. These institutions are not bound to pay their teacher any fixed scale of pay.

2.27.2.7 *University Grants Commission (UGC)*

The UGC provides some financial support to such institution as may qualify on merit for such grants for capital works from time to time. The UGC may also grants to institution selected for implementation of special programmes as a one-time grant. The UGC however regulates the standards of collegiate education with reference to minimum qualifications of teachers, teaching infrastructure and other related matters.

2.27.2.8 *UGC scale of pay*

The UGC had initially introduced the UGC scales of pay for colleges and University teacher with effect from 1.1.87. State/ Colleges were at liberty to introduce or adopt the UGC scales if they so desire. Many states in India did not adopt the UGC scales. Assam partially introduced the UGC scale. The UGC partly reimbursed the additional burden of cost for introducing the UGC scales for 5(five) years. Later the UGC introduced revised scales with effect from 1.4.96. State/institutions, which adopted such revised UGC scales, were provided grants equivalent to 80% of additional burden for introduction of the revised scale for the period ending 31st March 2000 only.

Such grants were provided by the Central government as per UGC terms and conditions.

2.27.2.9 Financing of the Autonomous District Council of Karbi Anglong District.

The responsibility of the State government in respect of all developmental programmes including education in Karbi Anglong and other hill district of Assam have developed on their respective Autonomous District Council but funds are provided by the State. The required funds are released from the State budget and placed at the disposal of the Autonomous District Council. Thereafter, Autonomous District Council releases it to the drawing and disbursing officer concerned. Therefore, for all the developmental plans and programmes the Autonomous District Council play a pivotal role.

From the two hill districts of Assam (North Cachar hills and Karbi Anglong district) Karbi Anglong district has been taken for the study. The Karbi Anglong district of Assam is covering 10,454 sq.Kms of the state with the total population of 6,55,415 of which 3,43,649 is male and 3,11,766 is female. The total percentage of literate population of the district is 37.48% of which male is 45.38% and female 28.81%. Further, the total number of male literate population is 1,55,825 and female population is 89,833 only.⁸¹

2.27.2.10 *Outlay for Higher Education*

The approved outlay for higher education for the financial year 1996-97 has been fixed at Rs.180.00 lakhs for both the districts of which Rs.150.00 lakhs under State plan and Rs.30.00 lakhs under additive plan. Out of this, total provision of Rs.180.00 lakhs an amount of Rs.112.00 was meant for Karbi Anglong district.⁸² The following proposals are under consideration of the government.

- a. Creation of one posts of Vice –Principal for Diphu Government College.
- b. Creation of two posts of hostel cooks for Diphu Government College.
- c. Taking over of B.Ed College, Diphu.
- d. Construction of Girls hostel, Diphu Government College.
- e. Construction of Boys hostel, Diphu Government College.
- f. Construction of lecturer's quarters (10 units).

2.27.2.11 *Adult Education*

The approved outlay under Adult education has been fixed at Rs.21.00 lakhs under State Plan schemes. There has been a programme to open 280 centres under Central plan and 280 centres under State programme.

2.27.2.12 *Sports and Youth welfare*

The approved outlay for Sports and youth welfare has been fixed at Rs.6.30 lakhs under State plan sector. The amount is being utilised for giving assistance to

sports and youth welfare organisation of the district. For the year 1996 – 1997, under higher education sector an amount of Rs.89.50 lakhs was proposed for implementation of the following continuing schemes.

2.27.2.13 Head (103) – Government Colleges and Institutions

There is only one Government College in the district. The college is imparting education in three streams viz. – Arts, Science and Commerce with the two shifts i.e. day and evening. An amount of Rs.55.00 lakhs had been proposed under the head for payment of salaries to 58 numbers of teaching and non-teaching staff of the college for which an amount of Rs.36.00 lakhs will be required. The balance amount of Rs.9.00 lakhs will be required and also for taking over the B.Ed College, Diphu by the Government.

2.27.2.14 Head (053) - Maintenance of building

An amount of Rs.15.00 lakhs has been proposed for maintenance of buildings of the Government College, Diphu. The amount will be required for construction of Girls hostel, boys hostel, lecturers quarters etc.

2.27.2.15 Head (104) - Assistance to Non-government colleges.

There are 5(five) numbers of non-government colleges in Karbi Anglong district. Out of these 5 colleges, 3 colleges viz – Rongsinga College, Thongnokbey College and Diphu Law College are already in receipt of Adhoc recurring grants – in –

aid at Rs.15, 000/- pre month and Rs.10,000/- per month respectively. The remaining two colleges i.e. Rukasen College and Diphu Girls College are yet to receive the Adhoc recurring grants for want of government concurrence. For payment of Adhoc recurring and non-recurring grants to the above-mentioned colleges and amount of Rs.15.00 lakhs had been proposed for the year 1996 – 97.

2.27.2.16 Head (880) – Other expenditure

An amount of Rs.4.50 lakhs has been proposed for 1996-97 to meet the other expenses like excursion grants, sports grants, students union grants to Diphu Government College.

2.27.2.17 Adult Education

Under Adult education an amount of Rs.21.00 lakhs has been proposed for implementation of the following schemes: -

(a)	Payment of salaries to the staff	R.9.63lakhs.
(b)	Literacy programmes in rural and urban areas	Rs.4.00lakhs
(c)	Training programmes	Rs.0.77lakhs
(d)	Post literacy and continuing education.	Rs.1.20lakhs
(e)	Instrumental materials	Rs.1,50lakhs
(f)	Other programmes:	Rs.3.90lakhs
	TOTAL =	Rs.21.00lakhs ⁸³

2.27.2.18 Sports and youth welfare

An amount of Rs.4.50lakhs had been proposed for 1996-97 under the head sports and youth welfare. The amount has been proposed to be utilised for giving sports grants to voluntary organisation of the Karbi Anglong district.⁸⁴

In spite of all the financial support form the government of Assam, it should be mentioned that Karbi Anglong district is still backward in all respect. The socio – economic backwardness is due to geographical isolation, communication bottleneck, and high rate of illiteracy, lack of composite institutional infrastructure and lack of mass consciousness and awareness among the local tribal people.

2.27.2.19 University Finance

The education imparted at high level of abstractions and sophistication is known as University education. Regarding finance, the first University education commission (1948) recommended the establishment of the University Grants Commission, new Universities to be established on the recommendations of the University Grants Commission.⁸⁵ On the recommendation of the Committee on Models Act (1961-62) for the University made recommendations that the Court/ Senate, Executive Council/ Syndicate/ Board of Management/ Governors and the Academic Councils would be the main authorities of the University.

The finance committee should be a sub-committee of the executive council/ syndicate/ board of management. The finance committee should have an effective control on all the financial transactions, of the university and it should frame financial and budgetary rules. The Treasurer / Finance Officer should be a whole time officer of the university instead of an elected one.

Expenditure for the Central University i.e., Assam University is borne by the Ministry of Human Resource Development (MHRD). However, all University including Assam University is occasionally provided grants by the UGC for specific developmental activities. The annual estimates and financial estimates are prepared by the finance officer and laid before the finance committee and thereafter submitted to the executive council for approval. Budget estimate after approval by the executive council is sent to the UGC. Then, finally the UGC approves them.

2.27.2.20 Budget estimates of Assam University

For the year 1994 –95 the university had a budget of approximately of Rs.1.67 Crores the Assam University received Rs.1, 25,00,000/- as grants from the UGC and Rs.38, 000/- as grants from Indian Council of Human Resource (ICHR). On the whole the university made a payment of Rs.1, 67,49,543.40.⁸⁶

For the year 1995-96 the university requirement went up to 10.02 crores of rupees the university received maintenance cum development grants of

Rs.5,00,000,00.00 from the UGC. In addition to this, the university received a grant of Rs.2,00,000/- from the UGC for the programmes under the UGC unassigned grants. The UGC also released Rs.2, 07,544.00 towards visiting professors/ fellows. These apart, the university could generate Internal Revenue of Rs.75.74 lakhs.

During the year the University could procure fixed assets of Rs.280.97 lakhs which includes library books, office equipment, computer systems, furniture's and fixtures, office vehicles etc. In the university campus development front, in addition to an expenditure of Rs.13.12 lakhs towards site – development, survey and master plan of Rs.125.00 lakhs has been paid for construction of boundary wall.⁸⁷

The university also created a mobile resource fund out of the savings of the internal receipts, interest earned on short term investment, donations and contributions, R&D services and overhead charge on projects, etc. in the year 1995-96 the university had to make a payment of Rs.7,46,70,155.34.

During the year 1996-97 that 3 crores was for campus development, 1.6 crores for equipments and furniture's, books and journals, 1.4crores for additional posts. The construction of the boundary wall started in the Permanent Campus at Dorgakona. The project was inaugurated by the Hon'ble Vice Chancellor on June, 1995. The estimate of the boundary was amounting to rs.1,88,13,300.00 prepared by the CPWD was approved and sanctioned by the UGC. The University had deposited a sum of Rs.1,88,13,000.00

as on December 1996 on instalment basis. And additional amount of Rs.15.00 lakhs was given to the CPWD raising the total deposit to Rs.2,03,13,000.00.^{RR}

Apart from that 6 numbers of semi – permanent structures were constructed by the CPWD and the University had released Rs.36,76,500.00 to CPWD and Rs.8,07,068.00 was given for the expansion of 5 more departments. The university has also constructed one more structure for campus library by inviting short tender notice at a cost of Rs.4,14,700.00. Rs.1,54,214.00 as per estimate was given for Land development for park.

To overcome space constraints for holding the celebrations of important events and students co-curricular activities, an RCC platform was constructed departmentally for which Rs.58,600.00 was incurred. The Rostrum's roofing structures cost amounted to Rs.2,88,700.00 which was later dedicated as "Netaji Subhas Mancha".

Steel gates were constructed by the CPWD and a fund amounting to Rs.73,440.00 was paid. Rs.30,060.00 was involved for the construction of a semi-permanent structure of an approach road of approximately 300 meters long and 3.60 meter wide. In addition to this Rs.37,680.00 and Rs.13,245.00 respectively was given for RCC slab culvert and one Hume pipe culvert.

Rs. 18,834.00 was spent for repairing some damaged portion of the dyke. Rs. 1,50,000.00 was spent for a barbed wire fencing measuring 606 meters. Rs. 99,000.00 was spent for constructing an orchid house. The Government of India, Ministry of Environment and Forests funded the cost of the Botanical garden project.⁸⁹

In the year 1997-1998, Rs. 3,00,00,000.00 was given as grants from the UGC (plan) and Rs. 2,00,00,000.00 was given as grants from the UGC (non-plan). Rs. 17,44,000.00 was given as grants for various research projects. The university had a revenue expenditure of Rs. 3,41,48,821.00, Capital expenditure of Rs. 95,51,031.00, Investment of Rs. 3,60,00,000.00

The closing balance was Rs. 1,07,27,577.93. A total payment of Rs. 9,04,27,577.93 was made in that year. In the year 1998-1999, Rs. 180.00 lakhs was given as grants from UGC (plan) and Rs. 609.29 Lakhs was given as grants from UGC (non-plan). The university had a revenue expenditure of Rs. 594.14, Capital expenditure of Rs. 508.67, Investment of Rs. 674.20. On the whole a payment of Rs. 1802.23⁹⁰

In the year 1999-2000, Rs. 3,57,09,674.00 was paid for plan A/C, Rs. 5,66,93,251.00 for non-plan Rs. 13,79,149.00 for EMSF A/C, Rs. 3,58,206.00 for Research project fund and Rs. 6,09,21,929.00 Was kept for Debt, Deposit, and Remittances. A total of Rs. 1,00,01,62,209.00 and a total of Rs. 14,92,43,607.00 was meant for closing balances.

It is seen that Assam University being a Central University is cent percent funded by the UGC. Thus, the University has a sound financial position. It seems however that the University faces no financial constraints.

2.28 Enrolment of students in the Post Graduate Departments of Assam University from 1994-2000.

2.28.1 *For the year 1994-95.*

The Assam University initially started with 6(six) departments. It was noticed that the department of Economics had the highest enrolment that year and Mathematics had the lowest. The total enrolment of English department was 52, Bengali 48, Commerce 50, Diploma in Marketing Management was 48, History 44, Economics 57, and Mathematics was 31. The total enrolment of students in that year was 330.

2.28.2 *For the year 1995-96*

In 1995-96, 6(six) new departments were added and the enrolment as a result increased. This year Economics had 108 students for both Ist and IIIrd Semester. History had 59, Political Science had 70, Sociology had 47, Education 50, Philosophy had 48, Commerce had 44, Diploma in Marketing Management had 39, Mathematics 60, English 60, Bengali 80, Sanskrit 10 and Linguistic 40.

Here, the highest enrolment was in economics and the lowest in Sanskrit. It was noticed that in some departments the enrolment was increased like in Economics, History, Bengali, Mathematics, English where as in Commerce and Diploma in Marketing Management the enrolment had come down.

2.28.3 For the year 1996-97

In the year 1996-97, 6(six) new departments were added. Thus, the overall enrolment also increased with the increase of departments. The total enrolment of the departments are given as follows: - Economics has now 132 students for I,III semester and 2 scholars were also there for M.Phil. The enrolment of History came down which is 45 and in the previous year it was 59. Political Science increased nearly the double with 130 students, in the previous year it was 70. Sociology too increased with 87 and previous year it was 47. English had an enrolment of 119, including 3 M.Phil scholars. Bengali had 167 students, Sanskrit 25, Linguistic 84, Education 97, Philosophy 94, Fine Arts had an enrolment of 24, this department was introduced in the year i.e., 1996-97.

Commerce had 95, Diploma in Marketing Management 39, Mathematics increased from 60 to 100. Physics, Chemistry, Life Science were newly added departments with 24 students each. Mass Communication too was a new addition with an enrolment of 30, Post Graduate Diploma in Journalism a new department had 13 students and Ecology too a new department had 24 students.

Thus, it was seen that many new departments were added during the year 1996-97 and the enrolment in all the departments (excluding the newly established departments in 1996-97) have substantially increased. This showed that more students were attracted to the Post Graduate course in the area.

2.28.4 For the year 1997-98

In the year 1997-98, 6(six) more departments were added and university now has 24 departments and 3 Centers.

This year Ecology had an enrolment of 40, which has gone up from 24 in the previous year. The enrolment in Education was 109, which has also gone up compared to the previous year. The enrolment in Fine Arts has gone up to 37; Philosophy has come down to 81 from 94. Mass Communication has 30, which is the same, Diploma in Marketing Management is 14, it has increased by 1 student. Arabic has 17 students, Bengali 149 which has the highest enrolment. English has 96, which has come down from 119 in the previous year. The enrolment of Hindi was not available. Linguistic had 61 students which has come down compared to the previous year which was 84. Manipuri had an enrolment of 30. Sanskrit 24. Life Science had 42 students, which has increased from 24 in the previous year. Business Administration has 30 students; Commerce had 62 students, which showed a considerable drop from 95 of the previous year, Chemistry has 36, Computer Science 24, Mathematics 117, which has increased from 100.

Physics has increased to 44, Ecology to 115, History 83, which showed an increase from the previous years enrolment of 45. Political Science had 107, which has decreased from 130, Sociology showed an increase to 90 and Social Work 51 students.

Thus, it was noticed that there was an overall increase of the enrolment in nearly all the departments. The six new departments, which were added, also played a major role in increasing the enrolment of the students.

2.28.5 For the year 1998-1999

In the year 1998-1999, Bengali again had the highest enrolment of 131 and the least number of students was found in Sanskrit departments. The department of Arabic had 23 students, which has increased by 6 from the previous year. Master of Business Management has 55, which has also increased from 30. Chemistry has 56, which has increased from 36 in the previous year. Commerce has 45 along with 5 M.Phil scholars. Computer Science has 56 students, which has increased, from 24 in the previous year. Ecology has an enrolment of 54 with 8 M.Phil scholars, which showed an increase by 14 students from the previous year. Economics has 101 students along with 3 M.Phil scholars, which has reduced, compared to 115 of last year. Education has 95 students, which has also reduced compared to 109 of previous year. English has an enrolment of 77, which has come down from 96 of the previous year. Fine Arts has 55 students, which has increased from 37. Hindi has 33; History has 80, which have come down by

3 from that of last year. Life Science has 49 along with 6 M.Phil scholars; Linguistic has 33, which has come down from 61 of the previous year.

Manipuri has 70 students, which showed a considerable increase from 30 of last year. Mass Communication has 50 students, which has increased by 20 from 30 of last year. Mathematics has an enrolment of 89 along with 7 M.Phil scholars. Philosophy has come down to 50 from 80. Physics has 51 students with 3 M.Phil scholars. Political Science has 90 student along with 3 M.Phil scholars which has come down from 107 of the previous year. Social Work has 52 students, which has increase by 1. Thus, it was seen that enrolment in many departments have increased and in some departments it has come down too.

2.28.6 For the year 1999-2000

For the year 1999-2000, too there were various ups and downs regarding enrolment. The department of Arabic had 23 students, Bengali had come to 94 from 131. Business Administration had 60 students which has gone up 5 by from 55 of the previous year. Chemistry has 46 which has come down by 10 from 56 of last year.

Commerce has 30 including 3 M.Phil scholars which has come down from 45 of last year, Computer Science had 96 students which has gone up from 56 of last year. Ecology has increased by 3 students 54 from of last year to 57. This year Economics

has 96 students, which have decreased from 101 of previous years. Education had 58 students, which had decreased from 95 of the previous year.

English had an enrolment of 78, which includes 6 M.Phil scholars. Fine Arts had 40 students, which has come down compared to 55 of previous year. Hindi had an enrolment of 25, which has come down, compared to 33 of previous year. History had 55 students, which had come down from 80 of last year. Life Science had 25 along with 1 M.Phil scholar; it had also come down compared to 49 of previous year.

Linguistic had 24 students, which had come down, compared to last year 43. Manipuri too had comedown to 39 students from 70 of last year. Mass Communication had 37 students, which had come down 50 of previous years. Mathematics had 91 along with 2 M.Phil scholars. Philosophy had 46 students; it had come down compared to 50 of last years. Physics had 48 students along with 2 M.Phil scholars. Political Science had 24 students (only 1st Semester) Social work had 54 students, Sociology 86, including 4 M.Phil scholars, had increased compared to previous years 5. Sanskrit had 16 students along with 1 M.Phil scholar. The enrolment of Sanskrit increased from 9 of last years.

Thus, it was noticed that, during the year 1999-2000, the enrolment in most of the departments came down compared to previous years. The enrolment is clearly shown in the table provided. (Tables 2.28 – Tables2.33 and also graph 2.42.12)

Table 2.28 Showing The Assam University Enrolment For The Year 1994-1995

Sl.No	Department	SC	ST	OBC	Gen	Total
1	English	-	1	9	42	52
2	Bengali	4	1	6	37	48
	Commerce. I). M.Com	6	-	13	31	50
	ii). Diploma In Marketing Management.	2	-	6	40	48
4	History	4	1	10	29	44
5	Economics	6	1	14	36	57
6	Mathematics	3	-	12	16	31

Table 2.29 Showing The Assam University Enrolment For The Year 1995-1996

Sl.No	Department	SC	ST	OBC	Gen	1 st Sem	2 nd Sem	Total
1	Economics	-	-	-	-	68	40	108
2	History	-	1	-	34	35	24	59
3	Political Science	10	1	20	39	70	0	70
4	Sociology	-	1	15	31	47	0	47
5	Education	1	1	10	38	50	0	50
6	Philosophy	3	-	21	24	48	0	48
	Commerce. I). M.Com	3	-	10	31	44	0	44
7	ii). Diploma Marketing Management	2	1	6	30	39	0	39
8	Mathematics	5	-	20	34	60	0	60
9	English	5	-	12	43	60	0	60
10	Bengali	11	-	12	57	80	0	80
11	Sanskrit	-	-	-	10	10	0	10
12	Linguistics	1	-	18	21	40	0	40

Table 2.30 Table Showing The Assam University Enrolment For The Year 1996-1997

Sl No	Department	SC	ST	OBC	Gen	1 st Sem	2 nd Sem	M.Phil	Total
1	Economics	8	2	17	35	62	68	2	132
2	History	3	3	13	36	45	0	0	45
3	Political Science	10	3	14	38	65	65	0	130
4	Sociology	6	4	24	23	57	30	0	87
5	English	5	2	15	41	63	48	3	119
6	Bengali	10	-	19	58	87	80	0	167
7	Sanskrit	1	-	5	9	15	10	0	25
8	Linguistic	1	-	9	34	44	40	0	84
9	Education	1	5	23	25	54	43	0	97
10	Philosophy	6	1	18	31	56	38	0	94
11	Fine - Arts	5	-	8	11	24	0	0	24
12	Commerc. I) M Com	6	3	8	36	53	42	0	95
	ii) Diploma Marketing Management	1	1	4	33	39	0	0	39
13	Mathematics	5	-	14	46	65	35	0	100
14	Physics	-	-	6	18	24	0	0	24
15	Chemistry	4	2	5	13	24	0	0	24
16	Life Science	4	2	6	12	24	0	0	24
17	Mass Communications	3	1	12	14	30	0	0	30
	ii) PG DIPLOMA IN JOURNALISM	1	1	5	6	13	0	0	13
18	TECNOLOGY	4	1	5	14	24	0	0	24

Table 2.31 Showing Enrolment Of Students In Assam University Of The Year 1997-98.

Sl.No	Department	SC		ST		OBC		GEN		1 st Sem	2 nd Sem	M.Phil	Total
		M	F	M	F	M	F	M	F				
1	Ecology	2	3	1	0	3	4	5	6	24	16	0	40
2	Education	2	0	3	4	20	5	5	13	55	54	0	109
3	Fine - Arts	0	2	0	0	4	1	7	5	19	18	0	37
4	Philosophy	0	1	0	1	6	3	11	9	31	50	0	81
5	A) Mass Communication	1	2	1	0	6	1	11	8	30	0	0	30
	B) Diploma In Journalism	1	0	1	0	5	0	6	1	14	0	0	14
6	Arabic	-	-	-	-	-	-	17	-	17	0	0	17
7	Bengali	4	6	-	-	4	10	11	27	62	87	0	149
8	English	1	2	2	-	5	10	10	25	55	41	0	96
9	Hindi	-	-	-	-	-	-	-	-	-	-	0	-
10	Linguistic	-	-	-	-	3	3	10	13	29	32	0	61
11	Manipuri	-	-	-	-	7	23	-	-	30	-	0	30
12	Sanskrit	-	-	-	1	1	1	1	5	09	15	0	24
13	Life Science	1	2	2	-	7	1	7	4	24	18	0	42
14	Business Administration	4	-	2	-	7	1	13	3	30	0	0	30
15	Commerce	3	-	-	1	7	-	14	5	30	32	0	62
16	Chemistry	-	1	-	-	4	2	10	5	22	14	0	36
17	Computer Science	5	1	-	-	4	1	8	5	24	0	0	24
18	Mathematics	2	1	-	-	7	5	29	8	52	65	0	117
19	Physics	2	-	1	-	7	3	10	1	24	20	0	44
20	Economics	4	3	2	1	11	3	13	13	50	62	3	115
21	History	2	3	1	3	4	4	18	11	46	37	-	83
22	Political Science	5	2	3	2	12	10	9	7	50	57	0	107
23	Sociology	3	1	2	-	7	8	12	13	46	36	8	90
24	Social Work	2	-	-	1	3	1	12	8	27	24	0	51

Table 2.32 Showing The Assam University Enrolment For The Year 1998-1999

Sl No	Department	SC		ST		OBC		Gen		Total	M.Phil	Grand Total
		M	F	M	F	M	F	M	F			
1	Arabic	-	-	-	-	-	-	12	11	23	-	23
2	Bengali, Sem -I	00	01	00	00	01	11	08	29	62	07	131
	Sem -Iii	00	04	00	00	04	10	11	27	62		
3	Business Administration, Sem -I	07	01	02	00	04	01	26	04	55	-	55
	Sem -Iii	-	-	-	-	-	-	-	-	-		
4	Chemistry, Sem -I	01	02	00	00	02	03	12	05	25	07	56
	Sem -Iii	00	01	00	00	04	02	10	05	24		
5	Commerce, Sem -I	02	00	01	00	02	00	07	03	15	05	45
	Sem -Iii	03	00	00	01	07	00	14	05	25		
6	Computer Science, Sem - I	03	03	01	00	03	02	11	07	32	-	56
	Sem -Iii	03	01	00	00	04	01	08	05	24		
7	Ecology, Sem - I	03	01	00	00	03	02	09	07	25	08	54
	Sem -Iii	02	03	01	00	03	04	05	06	21		
8	Economics, Sem - I	05	04	04	01	17	06	36	25	98	03	101
	SEM -III	-	-	-	-	-	-	-	-	-		
9	EDUCATION, SEM - I	01	01	02	01	06	05	10	13	39	01	95
	SEM -III	02	00	03	04	20	05	13	08	55		
10	ENGLISH, SEM - I	00	00	00	05	07	05	18	00	35	07	77
	SLM -III	01	02	02	00	05	10	10	25	35		
11	FINE ARTS, SEM - I	01	07	00	00	07	02	18	20	55	-	55
	SEM -II SFM - V											
12	HINDI, SEM - III	01	02	00	00	12	09	06	03	33	-	33
13	HISTORY, SEM - I	RECORDS NOT AVAILABLE										
	SEM -III	AVAILABLE										
14	LIFE SCIENCE, SEM - I	03	03	00	00	02	03	06	08	25	06	49
	SEM -III	01	02	02	00	07	01	07	04	18		
15	LINGUISTICS, SEM - I	03	03	00	00	02	03	06	08	25	-	43
	SEM -III	01	02	02	00	07	01	07	04	18		
16	MANIPURI, SEM - I	00	00	00	00	21	47	00	02	70	-	70
	SEM -III											
17	MASS COMMUNICATION, SEM - I	-	-	-	-	-	-	-	-	20	-	50
	SLM -III	-	-	-	-	-	-	-	-	30		
18	MATHEMATICS, SEM - I	00	01	00	00	08	04	20	15	48	07	89
	SEM -III									34		
19	PHILOSOPHY, SEM - I	00	01	01	00	03	06	10	07	28	-	50
	SEM -III									22		
20	PHYSICS, SEM - I	01	00	00	00	04	01	12	06	24	03	51
	SEM -III	02	00	01	00	07	03	10	01	24		
21	POLITICAL SCIENCE, SEM - I	01	03	03	00	08	05	07	10	37	03	90
	SFM -III	05	02	03	02	12	10	09	07	50		
22	SOCIAL WORK, SLM - I	00	01	00	00	04	03	07	10	25	-	52
	SLM -III	02	00	00	01	03	01	12	08	27		
23	SOCIOLOGY, SEM - I	02	01	01	00	10	05	18	14	51	-	09
	SLM -III											
24	SANSKRIT, SEM - I	-	-	-	-	-	-	-	-	09	-	09

Table 2.33 Table Showing The Assam University Enrolment For The Year 1999-2000

Sl No	Department	SC		ST		OBC		Gen		Total	M Phil	Grand total
		M	F	M	F	M	F	M	F			
1	ARABIC, SEM - I	00	00	00	00	00	00	22	01	21	-	21
	SEM - III	05	03	00	00	03	03	03	21	40	-	40
2	BENGALEE SEM - I	01	07	00	00	04	08	11	18	49	7	94
	SLM - III	03	00	00	00	08	00	12	06	30	-	60
3	BUSINESS ADMINISTRATION, SEM - I	04	01	01	01	07	00	14	03	30	-	60
	SLM - III	01	01	00	00	03	02	06	09	22	-	46
4	CHEMISTRY, SEM - I	00	00	01	00	03	02	14	04	24	-	46
	SLM - III	06	01	01	00	04	00	11	04	27	3	30
5	COMMERCE SEM - I	04	01	01	01	06	03	13	03	32	-	96
	SEM - III	01	03	01	00	03	02	11	07	32	-	96
6	COMPUTER SCIENCE, SLM - I	04	01	00	00	04	01	07	05	32	-	96
	SEM - III	02	01	00	00	03	02	05	12	25	07	57
7	ECOLOGY, SEM - I	03	01	00	00	03	02	09	07	25	07	57
	SEM - III	05	02	00	00	08	05	16	10	46	-	96
8	ECONOMICS, SEM - I	01	01	02	00	06	03	23	12	48	02	96
	SLM - III	01	00	00	01	04	06	05	11	28	-	58
9	EDUCATION SEM - I	01	01	02	01	06	05	10	13	29	01	58
	SEM - III	04	01	01	00	05	15	13	33	72	06	78
10	ENGLISH SEM - I	01	01	01	00	07	02	04	03	19	-	40
	SEM - III	04	01	00	00	04	03	06	01	21	-	40
11	FINE ARTS	01	03	00	00	03	03	07	04	25	-	25
	B.T.A	01	03	00	00	03	03	07	04	25	-	25
12	HINDI SEM - I	00	01	01	01	02	02	12	05	24	-	55
	SEM - III	02	01	00	00	06	06	12	05	41	-	55
13	HISTORY, SEM - I	01	00	00	02	06	03	04	08	24	01	25
	SEM - III	01	00	00	02	06	03	04	08	24	01	25
14	INDOLOGY SEM - I	00	04	00	00	00	00	01	01	06	-	24
	SEM - III	02	01	00	00	03	04	01	06	17	01	24
15	LINGUISTICS SEM - I	00	00	00	00	03	06	00	00	09	-	39
	SEM - III	00	00	00	00	07	23	00	00	30	-	39
16	MANIPURI, SEM - I	02	00	01	00	01	02	07	09	22	01	37
	SEM - III	-	-	-	-	-	-	-	-	14	-	37
17	MATHEMATICS, SEM - I	02	01	00	00	04	02	26	11	48	-	91
	SEM - III	00	01	00	00	05	04	16	15	41	02	91
18	PHILOSOPHY, SEM - I	01	04	00	00	03	00	02	08	18	-	46
	SEM - III	00	01	01	00	03	06	10	07	28	-	46
19	PHYSICS, SLM - I	00	00	00	00	03	03	15	03	24	-	48
	SEM - III	00	00	00	00	03	03	13	03	22	02	48
20	POLITICAL SCIENCE, SEM - I	02	01	00	00	01	01	07	12	24	-	24
	SEM - III	02	02	01	01	14	03	20	11	54	-	54
21	SOCIAL WORK, SEM - I	02	01	03	01	07	06	07	11	38	-	86
	SEM - III	02	01	01	00	09	05	14	12	44	04	86
22	SOCIOLOGY, SEM - I	01	00	00	00	01	03	02	02	10	-	16
	SEM - III	01	00	00	00	01	02	02	02	05	01	16

2.29 The total number of teachers in Assam University

The study revealed that the total number of teachers increased over the years. Initially i.e., in 1994-95 there were only 3 teachers in the departments of English, Commerce, History, Economics, Mathematics, Bengali had only 2 teachers; which includes Professor, reader and lecturer. But, now i.e., 1999-2000 there is 2 teachers in the department. The break up of the number of teachers in Assam University is given clearly in the table provided. (Tables 2.34 – Tables 2.43.6 and also graph)

Table 2.34 Showing Total Number Of Teachers In The Assam University For The Year 1994-1995

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	English	1	1	1	3
2	Bengali	1	0	1	2
3	Commerce	1	1	1	3
4	History	1	1	1	3
5	Economics	1	1	1	3
6	Mathematics	1	1	1	3

Table 2.35 Showing Total Number Of Teachers In The Assam University For The Year 1995-1996

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	Economics	1	2	1	4
2	History	1	2	2	5
3	Political Science	-	-	-	4
4	Sociology	1	2	2	5
5	Education	0	2	2	4
6	Philosophy	1	2	2	5
7	Commerce	1	2	2	5
8	Mathematics	1	2	2	5
9	English	1	2	2	5
10	Bengali	1	2	1	4
11	Sanskrit	1	2	2	5
12	Linguistics	0	2	2	4
13	Physics	1	2	1	4
14	Chemistry	0	2	2	4
15	Life Science	1	1	2	4
16	Ecology	0	2	2	4
17	Mass Communication	1	2	2	5
18	Fine Arts	1	1	2	4

Table 2.36 Showing Total Number Of Teachers In The Assam University For The Year 1996-1997

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	Economics	1	2	2	5
2	History	1	2	2	5
3	Political Science	1	2	2	5
4	Sociology	1	2	2	5
5	English	1	2	3	6
6	Bengali	1	2	4	7
7	Sanskrit	1	2	2	5
8	Linguistics	1	2	2	5
9	Education	1	2	3	5
10	Philosophy	1	2	2	5
11	Fine -Arts	1	2	2	5
12	Commerce	1	2	2	5
13	Mathematics	1	2	2	5
14	Physics	1	3	1	5
15	Chemistry	1	2	2	5
16	Life Science	1	2	2	5
17	Mass Communication	1	2	2	5
18	Ecology	1	2	2	5
19	Manipuri	1	1	1	3
20	Arabic	1	1	1	3
21	Business Administration	1	2	0	3
22	Socinl Work	0	0	2	2
23	Computer Science	0	1	1	2

Table 2.37 Showing Total Number Of Teachers In The Assam University For The Year 1997-1998

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	Bengali	1	2	3	6
2	English	1	2	3	6
3	Linguistics	0	2	2	4
4	Sanskrit	1	2	2	5
5	Manipuri	-	-	-	-
6	Arabic	1	2	1	4
7	Commerce	0	2	2	4
8	Business Administration	1	2	0	3
9	Mathematics	1	2	2	5
10	Physics	1	2	2	5
11	Chemistry	1	2	2	5
12	Computer Science	1	1	1	3
13	Economics	1	2	2	5
14	History	1	2	2	5
15	Sociology	1	2	2	5
16	Political Science	1	2	2	5
17	Social Work	0	0	2	2
18	Education	1	2	2	5
19	Philosophy	1	2	2	5
20	Fine Arts	1	2	2	5
21	Life Science	1	2	2	5
22	Ecology	1	2	2	5
23	Mass Communication	1	2	2	5

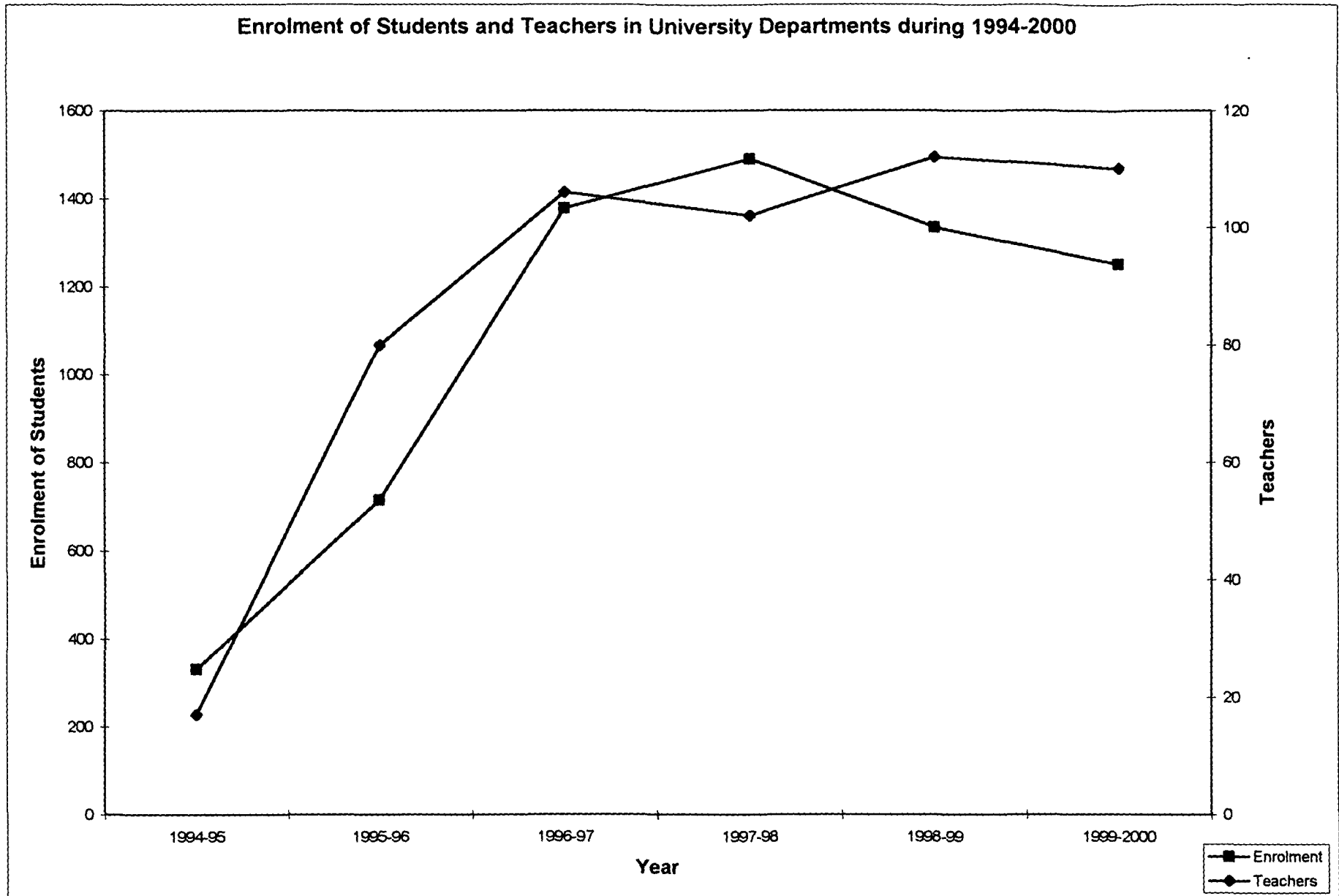
Table 2.38 Showing Total Number Of Teachers In The Assam University For The Year 1998-1999

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	Arabic	1	2	2	4
2	Bengali	1	2	3	6
3	Business Management	1	2	2	5
4	Chemistry	1	2	2	5
5	Computer Science	0	2	2	5
6	Commerce	0	2	2	4
7	Computer Center	0	1	1	2
8	Ecology	1	2	2	5
9	Economics	1	2	2	5
10	Education	1	2	2	5
11	English	1	2	2	5
12	Fine Arts	1	2	2	5
13	Hindi	1	1	1	3
14	History	1	2	2	5
15	Life Science	1	1	2	4
16	Linguistics	0	2	2	4
17	Manipuri	1	2	2	5
18	Mass Communication	1	2	2	5
19	Mathematics	1	2	2	5
20	Philosophy	1	2	2	5
21	Physics	1	2	1	4
22	Political Science	1	2	1	4
23	Sanskrit	1	2	2	4
24	Social Work	1	1	2	4
25	Sociology	1	2	2	4

Table 2.39 Showing Total Number Of Teachers In The Assam University For The Year 1999-2000

Sl.No	Departments	Professor	Reader	Lecturer	Total
1	Ecology	1	2	2	5
2	Education	1	2	2	5
3	Fine Arts	1	2	2	5
4	Philosophy	1	2	2	5
5	Mass Communication	1	2	2	5
6	Arabic	0	2	1	3
7	Bengali	1	2	3	6
8	English	1	2	2	5
9	Hindi	1	1	1	3
10	Linguistic	0	2	2	4
11	Manipuri	0	2	2	4
12	Sanskrit	1	2	2	5
13	Life Science	1	1	2	4
14	Business Administration	1	2	2	5
15	Commerce	1	2	0	3
16	Chemistry	1	2	2	5
17	Computer Science	0	2	2	4
18	Mathematics	1	2	2	5
19	Physics	1	2	1	4
20	Economics	1	2	2	5
21	History	1	2	2	5
22	Political Science	1	2	1	4
23	Social Work	1	1	2	4
24	Sociology	1	2	2	5
25	Computer Center	-	1	1	2

Sheet2 Chart 1



Endnotes and References

- ¹ Gupta, O.P: *Higher Education in India since Independence*, UGC and its approach, p20, (nd)
- ² Vakil and Natarajan: *Education in India*, Allied Publishers, Bombay, 1966, p1
- ³ NCERT, 1961 *The Indian year book of Education (1sted)*, 'A Review of Education in India (1947-61). Revised Edition', 1968, p24
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CHAPTER III

REVIEW OF RELATED LITERATURE.

3.1 Introduction

This chapter deals with the related studies conducted by different researchers in India and abroad. The investigator, to get the views of the past researchers, has traced the study, which has some relation with the present study. Different researchers have conducted studies in the area of higher education. Some of the studies relates to one particular aspects of higher education like enrolment, examinations, student services, student activities, management, administration and financing of higher education etc. where as, there are some studies which deals with the development and problems of higher education.

As we know that, higher education holds an immense position and is truly an influential agent in community building, country and the world at large. Hence, the views of many authors and researchers are taken into consideration in order to see the true picture of higher education in method aspects and areas.

The present study deals with the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. It was the several aspects of development viz origin of higher education, student enrolment, examinations results, courses of studies, physical facilities, student welfare services, management,

administration and financing of higher education and problems of higher education in that area.

In this chapter, an attempt is made to review the related literature highlighting the development of higher education and its problems in India as well as abroad. A brief review of related study involves evaluating reports of research works as well as opinions of different authors related to actual research project proposed to be undertaken.

In this connection, some educationist, historians and social researchers, who have thrown a sidelight on the proposed problem, are enumerated under different categories growth of educational institutions, enrolment, examinations, physical facilities, and student services, at administration and financing and problems of higher education.

STUDIES CONDUCTED ABROAD

3.2 Mehr. K.H. (1976)¹

In a study on 'Higher education in Iran and a socio- economy study of Tehran University students' collected from nine hundred Tehran university students through questionnaires interviews observations and relevant documents.

The objectives of the study were: -

- i. To study the role of higher education in providing skilled manpower.

- ii. To sit down and present the quantitative and quantitative aspects of higher education in Iran.
- iii. To know about the socio- economic status of the Tehran University.

The findings are as follows: --

- i. Modern education has made a rapid progress during the last decade.
- ii. Teaching was mostly done by lecture systems.
- iii. There was no active participation and discussion from the student side.
- iv. There was no teamwork among the professors of the University.
- v. The sports and recreational facility provided was not adequate.

3.3 Berelson (1960)

Conducted a study on “ graduate education in the United states”. The major findings were as follows: -

- i. Since the establishment of graduates work at John Hopkins in 1876, the graduate’s school has lived through a number of phases a responding to a variety of educational and social pressures.
- ii. It has incorporated both foreign and domestic features.
- iii. It has grown from a few institutions to many.
- iv. It has exercised its own influence at a pivotal point in the system of higher education.

3.4 Professor Stulyetor.V (1975)

Conducted a study on the “Methodology of planning of the University systems in the USSR.”

The major findings were as follows.

- i. That up to 1917 in the vast majority of the students was concentrated Petrograd, Moscow, Kciv, Kharkov and other cities.
- ii. The whole territory of Siberia had only two institutions of higher education in Tomak.
- iii. The Kazakh, Uzbek, Turkmen, Toid zhak for and Kinghiz republics of today did not have a single Institute of higher education and there were none Transcaucasia.
- iv. Today, in every union republic and in every large city of Siberia higher education exists.

3.5 Chaube.S.P (1982)

Gave a brief history of higher education in USA. The first higher education was started at Harvard College, in 1636 with 20 (twenty) students. By 1660, 60(sixty) students had joined the College. Thereafter the College underwent of great change. The other College was soon established in the beginning of the 18th century. They had four educational programmes. Higher education received greater incentives in its expansion in the middle of 19th-century, when the state education legislative committee made chartered grants available.

3.6 Siddiqui.W.H and Hussein Wizarat (1983)

Conducted a study on “Higher education in Nepal at a glance”.

In this study they tried to cover all aspects of higher education country. The areas touched were the policy of higher education, University and its Institute's, a scheme of 'can while learn' governance of the university, eligibility for admission, credit system, examination and evaluation system, extra-curricular activities, the media of instruction, library system, schedule of the university and other benefits like medical and hostel facilities. Here, the investigators tried to bring out to the present state of higher education in Nepal.

3.7 Shan Wang Yi

University News, Shan Wang Yi, article titled “China and television universities” talked about the role of radio and television in the development of universities. China being one of the first countries to use radio and television for higher education purposes, the number of has now been increased to 28 (twenty eight) provincial radio and television universities. The author feels the rapid expansion of these universities because of the modernization and the development of Tele communication and space exploration.

The first radio television university was found in Beijing in 1979. It is not only the largest Institute of higher education in China, but also the greatest distance teaching university in the whole world. The China radio and television university is responsible

for planning the courses, which are being broadcasted to the whole country. It is also responsible for the production and transmission of major teaching programmes as well as the distribution of teaching materials, including textbooks, video and audiocassettes.

3.8 Lord Annan

In a study conducted on "higher education in Britain", revealed that Britain before 1960 had a small and efficient system of university education. The drop out rate was lower than that of any other country because every department applied numerous clauses. The staff student ratio of less than 1:10 enabled students to be taught by the academic staff themselves in tutorials as well as in lecture. The older universities in the late 1960's resembled a modern pigsty. The creation of thirty-two polytechnics and the upgrading of the old teacher training and technical institutes paralleled the expansion of universities he noted.

3.9 Rogers, Cyril, 1984,

In the extraction on the 'Universities of Papua New Guinea' tried to define the development of higher education in Papua New Guinea into three distinct phases. They are the Australian phase, the realignment phase, the manpower phase, Australian phase covers the period of ten years when Papua New Guinea University is similar to that of other young Australian Universities. Realignment phase views the changes in the university with the attainment of independence. The manpower phase talks about the Universities in setting up a step to respond to the felt needs of the society.

STUDIES CONDUCTED IN INDIA-²

3.10 Karnadikar.S.P.

Conducted a study on “Problems and conditions of students in Poona University area”. The major objective of the study was to identify the problems of degree course students in the Poona university area and suggest probable solutions.

The study was conducted on a stratified random sample of 2276 (about 10% of the population). Arts, Science and Commerce students of forty colleges in the area of Poona University. The distribution of students was 894 in arts, 68 in science and 694 in commerce. (The data was collected through a questionnaire administered to the sample), only 1545 were available for use, 56 teachers were also interviewed to supplement the data. (The various aspects covered in the study were the students socio-economic background living conditions, facilities for studies, study habits, participation in co-curricular activities, leisure time activities, health habits, friendship, relationship with parents and teachers, social problems of women students and insight of teachers into problems of students.

The study revealed that:-

- i. The students came from varied socio-economic background and large proportion from rural areas.
- ii. The rural area students showed clear preference to teaching rather than any other profession.
- iii. Students expected efficiency and affection from college teachers.

- iv. Generation gaps were not prominent between teachers and students.
- v. Deficient economic conditions were responsible for many of the problems.
- vi. The teachers educated in the pre-independence era were not aware of the problems of students and seemed to be complacent of the present conditions of the colleges.

3.11 Pimpalkare.M.II-(1976)³

Conducted "A study of arts, science and commerce colleges in Maharashtra" (1971-72). PhD Education. Poona University. 1976. The purpose of investigation was to conduct a status of the study of the non-government arts, science and commerce colleges in Maharashtra in 1971-72, with the view of finding out the growth of these colleges, the pattern of enrolment, the teaching and non-teaching staff, the physical facilities and the financial positions of the colleges, the teaching subjects under the faculties of arts, science and commerce.

He found out that there were 95 arts, science and commerce colleges in 1960. The number of which increased to 189 in 1965-66 and further to 329 in 1971-72. The figures of enrolment for 1966-67 and 1971-72 were 138,765 and 271,584 respectively.

During the period 1966-7-, the maximum enrolment was in the arts faculty followed by science and commerce. 1966-67 the average enrolment per college was eight hundred and six and it increased to eight hundred and ninety six in 1971-72. In

the same year out of the total enrolment of girls varied from university to university, the maximum being 36.67%. About 4.3% teachers of the affiliated colleges had to themselves the credit of a PhD degree. Nearly 44.30% of the students availed themselves the facility of concession available to the economically backward classes.

3.12 Bose.P.K (1973)-⁴

Conducted a study on "Calcutta University: Some problems and their remedies".

The study was done with regard to Calcutta University. The problems of the University were identified in terms of under graduation and postgraduate education as well as the academic administration of the University. Case studies were made on under graduate students in Calcutta as how they lived and worked on seven big colleges in Calcutta pertaining to their academic, administrative and financial affairs. The main sources of information were interviews, statements, reports, comments made by different individuals and institutions.

The major findings were as follows:-

- i. The problems detected were the increase in number of the institutions, students and examinees. Shortcomings in the administrative arrangements, over consciousness of students, their rights, funds etc.
- ii. The undergraduate education produced very less percentage of passes. The main defects were inadequate number of working days, poor libraries, ill-equipped laboratories etc.

- iii. Almost all the colleges had financial difficulties and every college had a common problem of library, laboratory, building and furniture.

The enrolment however, did not differ. The enrolment in commerce stream was found to be higher. Student explosion and extreme paucity of funds were the two main factors, which hindered the functioning of the university efficiently.

3.13 Shah. A. B, Karandikar. S, Kulkarni.V.M, Palsane. M. N and Patankar. S. A (1981).⁵

Conducted a study on problems of students of higher education in Maharashtra state.

The various aspects studied were the problems of Junior college students, Post Graduate. Students, handicapped students, women students, students in hostels, external students, problems related to extra-curricular activities, emotional adjustment, students welfare programmes etc.

Respondents from the above investigation were students, teachers, principals and other administrators and social workers. The report revealed, a large number of students problems in their specific contexts. The study to light a highly and significant fact that students and teachers in general lacked awareness of the problems and their detailed analysis as well as enthusiasm, to seriously undertake their study.

3.14 Solanki.S (1976).⁶

Conducted a study on the problems of Tribal students going for higher education. A detailed questionnaire was prepared covering various aspects of the life of tribal students.

The study revealed that out of twenty-eight tribes in Gujarat state, children from only 15 tribes had gone in for higher education and most of them preferred arts to science subjects (i.e. medical, engineering and agriculture), 46%(forty six percent) of the students came from the families with educated parents and many faced financial problems difficulties etc. Scholarship mount was not adequate, but one plus point was that they did not face adjustment problems.

3.15 Joseph.T.M, (1987).⁷

Conducted a study on the progress and problems of higher education in Maharashtra since independence (1947-1982).

In this study, the descriptive survey method was employed, where documentary and library research was use, along with visits to campuses. After a thorough study it was revealed that student and women enrolment had increased. The university and colleges had the courses and curriculum, which were based on traditional lines, and very little attempt was made to adapt to the local needs and resources. There was a

marked decline in the attitude of teachers in their work and most of them took up tuitions or additional jobs.

The existence of Junior and Senior College created discontentment. Acute lack of hostels for women students and the 10+2+3 pattern caused the decline in enrolment at the +3 stage. There was also very little co-ordination among the university, state and central governments and the UGC.

3.16 Benal. B. I. (1987)⁸

In his research "A critical study of development of higher education in the state of development of higher education in the state of Karnataka during the sixth 5(five) year plans (1950-1985), with special reference to Karnataka university", found out that there was a considerable quantitative growth of the number of institutions, expenditure had increased in various levels, library had expanded with the modernization of the science departments.

For the students too, financial efforts and facilities had not been extended, neither was there any qualitative improvement in the colleges and university and lastly the university authorities did not make any effort to evolve new techniques and devices in evaluating the students progress at the examinations.

3.17 Sharma. G. D. (1977)

Conducted a study on the "enrolment in higher education, A trend analysis".

AIU, 1997.

The objectives of the study: -

- i.** To examine the problem particularly in its locational or regional aspects.
- ii.** To trace the factors responsible for the declining trend.
- iii.** To examine such a trend.
- iv.** To suggest a possible measure to arrest the declining trend.

The findings of the study were that there had been declining rate of growth in enrolment in higher education during 1970-75. Regarding the growth of enrolment inter state variations were marked; where expenditure was an important variable. The enrolment was affected in certain ways like the government policy, new development in education such as correspondence courses, non-collegiate appearing for degree examinations and the new 10+2+3 pattern.

With the decline of enrolment in the rural areas the economic functioning of these colleges made affected. The faster rate of growth in the number of institutions of higher education has resulted in the deterioration in the quality of higher education and lastly, the establishment of a large number of colleges with small enrolment, which resulted with the larger supply of graduate degree holders, than the economy could absorb.

3.18 Kale. S. S, (1972)¹⁰

Studied "Budgeting in the financial administration of Private aided colleges and the institutions of higher education in Maharashtra state". The main findings were, budget was a significant tool of planning, controlling and coordinating in the institution of higher education. The system of budgeting was mostly mechanical, yearly management dominated and centralized. Budget procedure of a college was influenced by factors like philosophies and policies, approach and the size of the college, as well as the type of Budget.

3.19 Jindal. S. K, (1977)¹¹

Conducted a study on student perceptions on the college environment, as related to their satisfaction in the colleges of Haryana. The major findings were as follows:-

There were large discrepancies between the way the student saw themselves and the various aspects of college environment. The sources of strain was in functioning of the college, the student versus college interaction suggested that the students were dissatisfied with the other members of the college like the faculty and the administration of the college. The largest variability was however found on student and administration concept.

3.20 Sinha. N. (1975) ¹²

Conducted a study on the "University administration in Bihar". The study revealed that the evils such as castesism, petty politics, low level of morality resulting from mass illiteracy, were reflected in the universities. Channels of communication between the different components of the junior teachers and students were prevented from taking active expansion and qualitative improvement in higher education. It was found out that higher education was expanded and many new colleges had opened up, this was going on at such an increasing rate that the quality of education was not given importance, this resulted in the availability of teachers who were incompetent and inexperienced. Thus, to bring in qualitative improvement in education, the expansion of the college should be delimited and the teacher should be kept in touch with the ever increasing body of knowledge and the major lives of development. Also he has to contribute to the advancement of knowledge through his own research.

3.21 Shanaz Mushtar, (1975) ¹³

Carried out a critical study of American influences on Post Independence higher education in India. Aligarh Muslim University. 1975.

The study revealed that India needed assistance from America, when the nation possessed insufficient schools, too few textbooks and an outmoded system of education. The total financial assistance from the U.S. government to India was about Rs.719.85 crores excluding Rs.261.70 crores coming from Rockefeller and Ford foundation.

Besides this, thousands of books, apparatus, and equipments were given as gifts and donations from the American government and various private publishers and organizations.

The total number of Indian specialists who visited USA was 2449 under Fulbright scheme and 5778 under USAID scheme. Moreover, till 1969, about 68,000 Indians studied in USA. In the year 1969 above, 8000 Indian students, 3000 Indian Medical doctors, 400 Indian university faculty members were in USA, studying for various degrees or engaged in research work.

3.22 Singh .D.B. (1971)¹⁴

Conducted a pilot study of "scholarship awarded at university stage".

The main findings were as follows- scholarships were given only to the deserving candidates, and the amount received by the college student was adequate enough to meet his educational expenditure. There was overlapping specially between scholarships and fee concession. The giving of scholarships proved to be satisfactory as it was found out that fifty ex-students came out successful. It was also found out that the payment of scholarship was prompt and regular and the amount paid as scholarship was utilized properly except in few cases.

Thus, it was seen that administration along with proper planning and finance could play an important part in the development and problems of education in the Indian society.

3.23 Review Committee on the University Grants Commission, 1974. Report .New Delhi, Ministry of Education and Social Welfare, 1977, 165p. Chairman: Dr.V.S.Jha.¹⁵

The Committee suggested that the UGC should maintain a particular standard of higher education, and be more effective in discharging its responsibilities. The other topics are related to grants, research, planning and evaluation, organization and structure and constitutional and legal aspects.

The UGC(1978) also brought out a policy frame “ The development of Higher Education in India.” The areas covered in the policy frame. Grants Commission (1978) has brought out a policy frame for “ The development of higher education in India”. The areas covered in this policy frame are the role of the university system, access to higher education, the under graduate stage, post graduate education and research, diversification, decentralization, autonomous colleges, extension in services to schools and colleges as well as the community standards, medium of instruction, the role of the UGC and the conditions essential for success.

3.24 Ram Chandra (1981)

Conducted a study of some problems of higher education in Kerala, with special reference to financing of education during the period 1957-1975. The study revealed that there was a phenomenal growth of institutions of higher education in Kerala, during the period 1957-1975. The number of universities also rose from one to four, and that of colleges from 46 to 128 between 1956 and 1975-1976.

3.25 Singh.D.B,¹⁶

Conducted 'A pilot of scholarships awarded at university stage, Madurai U, 1971 (ICSSR financed).

The objectives of the study were: -

- i.** To assess the economic and social costs of scholarships.
- ii.** To examine the extent to which the award of scholarships has secured its purpose.
- iii.** To ascertain the real cost of scholarships.

Out of 1115 scholarship holders, 103 were randomly selected and 50 s scholarship holders. For the collection of data three schedules were adopted:

- i.** To interview the scholarship holders.
- ii.** To interview the Principal and lectures concerned.
- iii.** To study the family budgets of a few selected scholarships holders and to elicit information from their academic records in the college.

The main findings were: -

- i. The scholarships were given on the whole to deserving candidates.
- ii. The scholarships were given on the whole to deserving candidates.
- iii. There were some cases of overlapping specially between scholarships and fee concessions.
- iv. The amount received on the average scholarships by a college student was adequate or perhaps more than adequate to meet his educational expenditure.
- v. Academic performance of scholarship holders was satisfactory.
- vi. It was reported that the payment of scholarships was prompt and regular.
- vii. Excepting in a few cases, the amount paid as scholarship was utilized properly.

3.26 Singh.H.K.M and Singh.B.P,¹⁷

Conducted a study on 'Unit cost of higher education, Department of Economic, Punjab University, 1972 (A Project Sponsored by planning Commission, Government of India)-

The study arrived at estimating the unit cost of higher education separately for science and non-science students as well as combined, in one university namely Punjabi University.

The data on cost education was collected from 23 science and non-science teaching departments offering master's degrees, undergraduate and post graduate diplomas and

certificates. For the purpose of this study cost of 43 affiliated colleges and research departments were excluded. Costs were calculated in terms of current costs including salaries, dearness allowance, house rent, provident fund, contingencies etc and capital cost.

It was found that:-

- i. Students of teaching departments formed 3.45%, 4.34% and 4.24% of the total student population of the university for the years 1969-70, 1970-71, and 1971-72 respectively.
- ii. The total current cost per science student were Rs.3,162=58, Rs.3,330=54, and Rs.4,144=55 for the years 1969-70, 1970-71 and 1971-72 respectively.
- iii. Capital cost per science student came to Rs.813=23 (1969-70), Rs.1124=14 (1970-71) and Rs.1,201=14 (1971-72).
- iv. The current cost per non-science student were estimated at Rs.1,165=65 (1969-70), Rs.1,357=36 (1970-71) and Rs.1,745=73(1971-72).
- v. The capital costs per non-science student were Rs.188=40 (1969-70), Rs.204=18 (1970-71) and Rs.224=61(1971-72).
- vi. The unit cost per science student were worked out to be Rs.3975=81(1969-70), Rs.4454=68 (1970-1971) and Rs.5345=70(1971-72).
- vii. The unit costs per non science student came to Rs.1354=05(1969-1970), Rs.1561=54(1970-71) and Rs.1970=35(1971-72).

- viii. Unit costs per student (science and non-science combined) were worked out to be Rs.2119=36, Rs.2325=66 and Rs.2904=60 for the years 1969-70, 1970-71 and 1971-72 respectively.

3.27 Sinha. N. ¹⁸

Conducted a study on 'University Administration in Bihar, PhD., Doc, Pat.U; 1975. The main purpose of the analyses the present administrative structure of universities in Bihar and suggest some sort of planning in University administered manner.

This survey type study was confirmed to the University in Bihar. The sources of information utilized were-books, journals, periodicals, reports of various committees and commissions on University education and administration, both at the national and state levels. Besides, some eminent administrators and teachers of Patna University were interviewed in a structured manner.

The major findings of the study were as follows:-

- i. The evils such as casteism petty politics, low level of morality resulting from mass illiteracy were reflected in the university.
- ii. The authoritarian traits of the society too were reflected in the university, eg-rigid hierarchy, emphasis on compliance, and resistance towards innovation and experimentation. The power of decision making concentrated in the hands of a few.

- iii. Principles of democracy, election etc failed due to lack of social work, lack of training and half hearted efforts. Democracy was prevalent in the form of 'casteocracy'.
- iv. Channels of communication between different components of university, were restricted and the junior teachers and students were prevented from taking active part in the affairs of the university. The sheer frustration and sense of belongingness of the university resulted in problems of discipline and lower level of academic output.
- v. The university on the whole were not performing their role as the main producer of knowledge and intellect or trained personnel.

3.28 Angrade, K.D,¹⁹

Conducted a study on 'Educational problems of the schedule castes in Harayana college students; Delhi school of social work, Delhi university, 1974 (ICSSR financed).

The study was undertaken to investigate the socio economic background of the S.C.college students of Harayana and to understand the educational problems of the S.C.students. The study also aimed at investigating the changes resulting out of the constitutional provision for more facilities and economic assistance provided to them and seeing what they felt about these facilities.

The researcher selected a sample of 215 SC College students and 45 college teachers from 16 colleges of Rohtak, Ambala of three fold sampling at the levels of,

- i.** Districts.
- ii.** Institutions.
- iii.** Students.

Questionnaires and interview were adopted as tools of investigation.

The major findings of the study were as follows:-

- i.** The SC students due to certain problems had not been able to take full advantage of the facilities provided by the constitution.
- ii.** The home environment of SC students were not found to be congenial for their development, as majority of the parents were illiterate.
- iii.** Only $\frac{1}{10}$ th of students had high level of participation in extra curricular activities, $\frac{2}{3}$ rd had low level of participation.
- iv.** Some showed interest in political activities, whereas some complained of ill treatment in society.
- v.** Majority of the SC students were older for their classes.
- vi.** Very few were found in science and commerce faculties.
- vii.** Many teachers expressed that SC students were of a lower caliber than the non-SC students.
- viii.** Their educational and occupational aspirations were low.
- ix.** A substantial number of them felt that the scholarship provided to them was inadequate.

3.29 Raghavulu, C.V, Reddy, V.E. and Rao.R.M.²⁰

Conducted a study of the problems of the Andhra University students, Department of Sociology, Andhra University, 1967.

The main objective of the study was to examine the attitude and behaviour patterns of students, their interaction with the education system, and then relate these, wherever possible, to the issues of indiscipline and unrest. The investigation was an exploratory survey. Postgraduate students were selected for this study on the bases of stratified random sampling method. The sample consisted of 86 students selected randomly from the departments of Andhra University after these departments were initially categorized into three groups, namely natural and physical services, social sciences and humanities.

Interview and questionnaire were the main tools of collecting data. About $\frac{1}{4}$ th of the sample students were interviewed to gather data of the participants in activities of indiscipline. Besides, a select group of students who had been playing major role in campus activities were interviewed.

The major finding of the study were as follows:-

- i. Teacher student communication has a vital bearing on the student morale.
- ii. Students were not fully satisfied with the class lectures.
- iii. Nearly half of the student joined the Postgraduate and they had no sense of commitment to the educational process.

- iv. It was found that the employment opportunities were the lowest in social sciences.
- v. A large majority often felt that their grievances got better hearing from the authorities, when represented by groups.
- vi. A majority of the students did not have any serious commitment to educational process.

3.30 Azad.J.L²¹

Conducted a study on Government Grants for higher education:

The objectives of the present study were: -

- i. To analyse the patterns, the procedure and the policies of financing of the institutions of higher education in India.
- ii. To assess the adequacy or other wise of the system of financial administration with a view to identifying its bottlenecks.
- iii. To study certain basic issues of financial policy like purposes of central and state grants, fee policy mechanism of student aid programmes, respective responsibilities of the central and the state grants etc.

The study was conducted in two stages. In the 1st stage, information about the patterns and procedures of grant in aid to institutions of higher education were collected from the state governments. In the 2nd stage, two questionnaires one on pattern and procedure and second on some policy issues on financing of institutions of higher education in India- were developed.

The study revealed that: -

- i. There were large variations in the type and quantum of state grants.
- ii. The system of deficit grant and concept of approved expenditure were disfavoured by the respondents.
- iii. A majority of the respondents felt the need to streamline the UGC.
- iv. The formation of an informal committee of vice chancellors to advise the government in formation of grant in aid rules.
- v. The affiliation should be the concern of the university.
- vi. The respondents felt that there was lack of coordination between the university and the state governments in affiliating institutions and releasing grants.
- vii. The main objectives of central and state government were to equalize the level of facilities for higher education, regulate the spread of education facilities.
- viii. Half of the respondents thought it is desirable to raise fees, but only $\frac{1}{3}$ rd supported it.
- ix. Private contribution was not much encouraged by the institutions.
- x. Respondents favoured a combination of grant and loan to students to prosecute studies for higher education.

3.31 MUKERJI, K.M.²²

Conducted a study of Calcutta University Finances, Department of Commerce, Calcutta University, 1974 (ICSSR financed)-

The investigator aimed at: -

- i. Studying the sources of finance of Calcutta University with relative importance on each source.
- ii. Examining the relationships between the state and the Central authorities and the University regarding University finances and
- iii. Ascertaining if the university had been under financial stresses and strains with consequences thereof.

Methodologically, it was a descriptive and analytical survey. While the detailed study was restricted only to the year 1970-71, the total period of study was from 1947-48 to 1971-72. The data were collected from the budget and audit records, annual reports, minutes of the finance committee meetings and various notifications.

The study revealed that: -

- i. The total examination fees, constituted the largest single source of receipt for the university, the next in order were the grants from the state governments.
- ii. The administrative expenditure remained stable but the salary of teachers gradually declined.
- iii. The financial arrangements under which, the university operated did not for any procedure by which a physical programme was considered.

3.32 Indian institute of Education, Development of Colleges in Marathwada University – 1980-1990, Pune-1980.²³

This project was undertaken to study the status of arts, science and commerce colleges in Marathwada University and also their projected plan of development during

the decade 1980-1990. The project covers all the five districts viz, Aurangabad, Beed, Nanded, Osmanabad and Parbhain. The tool used was an exhaustive questionnaire sent to all the 67 colleges of the region.

The major findings of the project were: -

- i. There were 67(sixty seven) colleges of which 2(two) government managed and 65 privately managed, only 1(one) was Womens college and 66 (sixty six) were mixed colleges.
- ii. 32(thirty two) colleges had arts, science and commerce faculties, 32(thirty two) had arts and science, 6(six) had only science, 2(two) only commerce and 2(only) arts faculties.
- iii. The media of instruction were English and Marathi.
- iv. 46(forty six) colleges paid rent to their management.
- v. 41(forty one) colleges had common room for men, 53 (fifty three) had common room for women, 36(thirty six) had auditorium, 12(twelve) had gymkhana and 15(fifteen) had co-operative stores. Out of the 67(sixty seven) colleges, 51(fifty one) had hostel facilities.
- vi. 132(One hundred thirty two) teachers had PhD degree. 61(sixty one) colleges had trained librarians.
- vii. The colleges, on the whole suffered due to low student strength and the position was not likely, to improve during the next 5 years.

3.33 Pandey, B.²⁴

Conducted a study of the problem of universities in U.P and remedial measures adopted since 1947, Education. Gorakhpur University. 1982.

The study was primarily concerned with sorting out the problems of university education in U.P since independence and finding out remedial measures that were taken by the administration for the improvement of worsening conditions. The reports of various commissions set up by the central and state government was studied for having a general view of the main problem areas. The data regarding the number of colleges and universities in U.P, enrolment of students, funds provided to the institutions established before and after 1947 were taken from the government agencies and the universities. The phenomenal rise in the enrolment of students in the institutes of higher education after independence, the increment in the no of institutions in the context of population growth, and fund granted to the institutions were analysed statistically.

The study revealed that every aspect of tertiary education in U.P was problem ridden. Difficulty in the formulation of aims, choosing the medium of instruction, inadequate research and accommodation facilities, lack of adequate funds and difficulty in following the rules for the affiliation of colleges emerged as the main problems. The remedial measures taken proved to be inadequate.

3.34 AWASTHI.J.N.²⁵

Carried out a study on Administrative problems of principals of affiliated Colleges of Avadh University, Faizabad, 1981.

The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad, and aimed at highlighting the problems faced by the principals in dealing with the management, university office, the state government teachers, office staff, students and the guardians. A questionnaire concerning different types of administrative problems was prepared and data was collected from 24-degree colleges affiliated to the Avadh University.

The findings of the study were: -

- i. More than half of the principals had only masters degrees whereas, quite a few teachers working under them possessed doctorate degrees whereas, quite a few teachers working under them possessed doctorate degrees.
- ii. It was reported by the principals that the executive council of the university and the examination committee met regularly but the decision given by the latter was very often not implemented.
- iii. The Principals were in general satisfied with the role of state government.
- iv. Most of the Principals were not happy with the role of the managing committee and the functioning of teachers. They felt that the teachers did not take their invigilation work seriously.
- v. In general, the principals were satisfied with the workings of their office staff.

- vi. It was felt that the rush of admissions was difficult to control.
- vii. Adequate finances were not available for the expansion of buildings and provision of libraries and laboratory facilities.
- viii. The Principals were critical of the attitude of parents also.

3.35 BOSE.P.K, BANERJEE.P.K, MUKHERJEE.S.P,²⁶

Conducted a study on the working conditions of colleges affiliated to the university of Calcutta during 1962-63, Calcutta University(1966).

The study aimed at determining the extend of facilities currently available in the constituent and affiliated colleges of the university of Calcutta during 1962-63. The sample consisted of 98 affiliated colleges and two constituent ones as existing in the year 1964. Questionnaire was used for collecting data. Attempts were also made to obtain desired information by interviewing the principals/vice-principal, teaching staff and looking into the college records.

The study revealed the following: -

- i. 52 of 100 colleges investigated were situated in Calcutta. 38 being managed by private bodies. 6 were managed and 8 sponsored by State government.
- ii. During the session of 1962-63 only 20 colleges imparted instructions in arts, science and commerce.
- iii. The overall % of colleges where the annual total number of working days went below 150 was as high as 41.4%
- iv. Private colleges charged more fees whereas government colleges charge less.

- v. Financial positions of some colleges was not bright.
- vi. Performance of students of privately managed students was low and most of them failed in the University examinations.

3.36 Jaganmohan, M.²⁷

Conducted a study on 'An investigation into the existing conditions and development problems of affiliated colleges in Andhra University area,(1983).

The objectives of the investigations were: -

- i. To examine the background information, staff qualifications, physical structure and facilities available in some of the affiliated colleges in rural and urban areas managed by private and government authorities under the Andhra University.
- ii. To compare the enrolment at the intermediate and degree level over a period of 10 years in all types of colleges.
- iii. To compare the total expenditure of colleges.
- iv. To study there future plans.
- v. To compare the scholarships granted to all types of colleges, over a period of 10 years.

The findings of the study were: -

- i. There were 84 affiliated degree colleges in Andhra University area. Out of them 57 were private colleges and 27 were government colleges.
- ii. The enrolment of commerce graduates were more than the B.Sc, B.A or Post Graduate students.

- iii. The enrolment of boys were more than that of girls.
- iv. The student teacher ratio was 12:1.
- v. The major problems of affiliated colleges were related to teaching staff and staff appointments.
- vi. Financial problems was acute.
- vii. Infrastructure in rural colleges was disheartening.
- viii. College students were getting involved in politics of the college.

3.37 RAMACHANDRAN ²⁸

Conducted a study of some problems of higher education in Kerala with special reference to financing of education during the period 1957-75, (Calicut University 1981).

The major objectives of the study were:

- i. To identify vital problem areas in higher education such as enrolment, expenditure, financing and planning.
- ii. To assess the total costs in higher education classified under relevant institutional categories.
- iii. To compare the costs of different aspects of higher education like salaries, laboratories, libraries, students, amenities and
- iv. To compare investment of different agencies in higher education like the state government UGC etc.

This was a normative historical study. Necessary data were collected from primary sources like documents and reports of the state government, university, the UGC , planning commission. The secondary sources of data were mainly published books, research papers, reports of conferences and seminars on higher education.

The major findings of the study were:

- i. There was a phenomenal growth of institutions of higher education in Kerala during the period under review. There was only one university in 1956 and the number of arts science colleges increased from 46 to 128 by 1975-76. The establishment of colleges was done without much fore thought and planning..
- ii. More than 82% arts and science colleges in the state were under private management.
- iii. The average annual expenditure for enrolment increased.
- iv. Public expenditure on education has been growing rapidly.
- v. The expenditure on education has been growing rapidly.
- vi. The bulk of the public expenditure was spent for the maintenance of arts and science colleges in Kerala.

An amount of Rs.1262.93 lakhs was the direct expenditure on arts and science colleges in 1975-76 and constituted 80.5% of the total expenditure on higher education during that year. Thus, the expenditure on higher education showed tremendous growth both as a percentage and on absolute terms.

3.38 SOLANKI.S.²⁹

Conducted 'A study of the problems of tribal students going for higher education, Tribal Research and Training center, Vidyapith, Ahmedabad, 1976-

The main objectives of the study were: -

- i. To find out the particular tribes from which students came for higher education and also the particular branches they joined.**
- ii. To find out the socio-economic and educational background of the parents of the tribal students who come for Higher Education.**
- iii. To find out the various difficulties face by them.**
- iv. To find out their difficulties in acquiring scholarships.**
- v. To assess their attitude towards hostel life; studies and social adjustment.**

A detailed questionnaire was prepared covering various aspects of life of the tribal students.

The major findings were: -

- i. Out of 28 tribes in Gujarat state, children from only 15 tribes had gone for higher education.**
- ii. Most of the student joined arts, while very few joined medical/engineering agriculture.**
- iii. 45% of the students came from families with educated parents.**
- iv. For more than half of the drop outs at the college level, the annual income of the parents were less than Rs.1200/-**
- v. $\frac{1}{4}$ th of the students had to earn while learning.**

- vi. Many of them faced financial problems.
- vii. More than $\frac{2}{3}$ rd of the students faced difficulty in getting admissions.
- viii. A large no of students did not get scholarships on time.
- ix. All the students agree that they could not have gone for higher education, if special facilities were not provided.
- x. Most of them expressed their liking for hostel life.
- xi. They had friends from non-tribal and schedule caste group but did not find any problem of social adjustment.

3.39 AKHTAR,P.R.³⁰

Carried out a research on 'A critical study of the semester systems in selected universities in India.' (Maharaja Sayajirao University of Baroda 1980). The objective of the study was to investigate the semester system, in selected universities in India with particular reference to: -

- i. Purposes of introducing the semester system.
- ii. Flexibility and freedom in formulation of courses.
- iii. The method of teaching adopted by teachers on account of the academic freedom provided to them.
- iv. Evaluation .
- v. The opinion of teachers and students with regards to academic improvement and study habits.
- vi. The difficulties faced by teachers and students.

vii. The attitudes of teachers and students towards semester systems.

The sample was drawn randomly from 10 selected universities of India.

The major findings of the study were: -

- i. The university authority took initiative in introducing the semester system with the help of experts.**
- ii. The semester system was implemented to assess the day to day performance of students.**
- iii. Teachers opinion was that they enjoyed flexibility and freedom in formulation of courses.**
- iv. Students mostly preferred courses under the semester system.**
- v. The semester system kept the student busy through the year.**
- vi. About 30% of the teachers and 50% of the students did not prefer the semester system.**
- vii. A large no of students felt that the present method was satisfactory as lecture, discussion, team teaching, programme learning, quizzes and field work etc. were used by the teachers.**
- viii. Out of the 10 Universities, 9 assessed the students through continual internal assessment.**
- ix. Internal assessment increased the cordial encouraged innovations in teaching methods.**
- x. Teachers felt that the semester system helped in academic improvement of students.**

3.40 SHAH,A.B. KARANDIKAR, S. KULKARNI, V. M. PALSANE, M. N. and PATANKAR, S.A. ³¹

Carried out a research on 'Problems of students of higher education in Maharashtra state.' (PUNE 1981).

Twenty-five different investigators studied different aspects of the student's problems in the colleges and universities in the state of Maharashtra. The various aspects studied was the problems of junior college students, women students, hostel problems of students, student teacher relations, and so on. The common objective of the investigators was to identify the various problems to study how they affected the student life and how they could be prevented and remedied.

Respondents for the above investigation were students, teachers, principals and other administrators and social workers. Factual information on the above aspects was collected through personal interviews, group discussions and questionnaires. The report revealed a large no of student's problems in their specific contexts. The study brought to light a highly significant fact that students and teachers in general lacked awareness of the problems and their detailed analysis as well as enthusiasm to seriously undertake their study.

3.41 SINGH, D.B ³².

Conducted a research entitled 'A Pilot study of scholarships awarded at University stage.' (Madurai University.1971).

The aims of the study were: -

- i.** To assess the economic and social cost of scholarships.
- ii.** To examine the extent to which the award of scholarships has secured its purpose.
- iii.** To ascertain the real cost of scholarships.

For collection of data, three schedules were adopted: -

- i.** To interview the scholarship holder.
- ii.** To interview the principal and the lecturers.
- iii.** To study the budget of a few selected scholarship holders and elicit information from their academic records in the college.

The main findings were: -

- i.** Eleven types of scholarships were available.
- ii.** The scholarships were given on the whole to deserving candidates.
- iii.** There were some cases of overlapping spatially between scholarships and fee concessions.
- iv.** The amount received was more than adequate to meet the educational expenditure.
- v.** Academic performance of scholarship holders was satisfactory as out of 50 ex-students 45 came out successful.
- vi.** It was reported that the payment of scholarships was prompt and regular.
- vii.** Excepting in a few cases, the amount paid as scholarship was utilized properly.

3.42 CHITNIS, S. ³³

Conducted a study on "The teacher role in the college system".

The objectives of the study were

- i.** To identify the influences that the university or the college as a system, within which the teacher functions.
- ii.** To develop a profile of college teachers in terms of their attributes, attitudes.
- iii.** Performances and outlook on education to develop a college profile in terms of its sponsorship, aims, programmes, management, administration and the composition of student population.

The data was collected through intensive interviews based on interview schedule and information schedule. The sample of the study was 171 teachers out of 195 full time teachers, belonging to three non-professional colleges.

Some of the major finding were: -

- i.** Majority of the college teachers were male and majority of them were below 40 years.
- ii.** There were teachers from various communities.
- iii.** The interaction between teachers and students was extremely limited. In the classroom lecture method was followed and the interaction in the terms of question and answer or discussion was negligible.
- iv.** Teaching was mostly examination center.
- v.** Most of the teachers had a workload of 12 to 21 hours a week.
- vi.** The aims and objectives of the college influenced the recruitment policies.

- vii. College culture influenced the choice of medium of instruction, academic climate and teacher morale.

3.43 PATTED.G.M,³⁴

Conducted a research on 'Lecture Pattern of College teaching' – Karnataka University, (1984).

The objectives of the study were: -

- i. To find out the average duration of time out of one hour of lecturing period, used by college teachers for 7 major components of lecturing process.
- ii. To identify specific behaviours under each major components of lecturing process.
- iii. To compute certain indices with a view to understanding the nature and quality of college teaching in general.

348 college teachers teaching humanities and social sciences in forty colleges situated in the jurisdiction of the Karnataka University. Each teacher was observed twice for 30 minutes duration.

The findings of the study were: -

- i. Out of a lecturing period of one hours duration, college teachers used 56 minutes and 3 seconds for various proceedings.
- ii. College teacher showed a preference for restricted and factual types of information processing, questioning and responding to student queries etc.
- iii. They predominantly exhibited direct teaching behaviours.

College teachers need orientation and training in respect of the lecturing skills of:

- i. Expanded and evaluative information process.
- ii. Expanded and evaluative questioning.
- iii. Reaction to student ideas.
- iv. Giving extended directions.
- v. Encouraging student's participation.

3.44 DOCTOR.T.H,³⁵

Conducted a research on the 'Progress of university education, in Gujarat state after independence, (Gujarat University 1979).

This study starts with the position of university education in Gujarat from the year 1950-51 and stretches it up to the year 1974-75. there were only 2 universities in 1950-51 while in 1974-75, there were 5 academic and 2 professional universities. The study was done in blocks of 4 years and traced the growth of all 5 universities in the matter of enrolment, faculty-wise member of colleges, strength of faculty members, post graduate students, amount of research work done, addition of books in the library, number of readers of the library books, external examinations, income and expenditure of the university, students welfare activities and such other aspects. The growth study of each university was done separately for each block of four years and for the whole period under study.

At the end of the thesis the progress of university education for the whole of Gujarat was also studied. The trends of development were crystallized and suggestions were made for improvement.

3.45 KALE.S.S,³⁶

Conducted a research entitled 'A diagnostic study of incoming crisis in higher educational system in Maharashtra.' A System analysis of higher educational system in the state, 1960-1970 (Poona 1972).

The major objectives of the investigation were: -

- i. To study the growth of higher education in Maharashtra during 1960-1970.
- ii. To study the various aspects of the existing system of higher education in the state in order to provide a sound basis of educational planning for the state in future.

The study was conducted on all the then existing 6 universities in Maharashtra. The data was collected mainly through interview, discussion, record analysis, interviews and discussions were held with the Education Minister, the Under Secretary, the Director of Higher Education, the Director of State institute of education, Vice-chancellor and Registrar of the University in Maharashtra. The data was quantified and analyzed.

The study provided a broader framework of higher education. The study revealed that during the period under study the higher education grew phenomenally in the state in terms of enrolment, number of institutions and expenditure. The need for

higher education was well recognized and a clearly defined policy on higher education was formulated.

Nevertheless, serious discrepancies also existed between the quantitative and qualitative growth in higher education, and scarcity and abundance of educated manpower between the sectors. The existing higher education system failed to adapt to the changing needs of the community.

The factors responsible for the failure were absence of objectives and planned growth of higher education, deficiency of competent staff, absence of adequate understanding, dearth of effective leadership, absence of integrative planning of social, economic and higher educational sectors, organizational deficiencies, scarcity of resources and underdeveloped information system. The future trends in terms of rising social demand for education, explosion of knowledge, resource scarcity, growing graduate unemployment and youth discontent indicated the probable deepening of the crisis in higher education. State level planned action strategies seemed imminent in order to overcome this crisis.

STUDIES CONDUCTED IN NORTH EAST

3.46 Mrs. Hatibaruah Kalita (1984)³⁷

Emphasized in the educational profile of North East India in her seminar paper on "Assessment of the student at college level in the North Eastern region was trace with enrolment, teacher-pupil ratio, per capita expenditure on education, the examination and assessment system and some remedial measures. The findings were that the north-eastern region had an average enrolment of six hundred and two students per college. Assam and Meghalaya with an average of twenty three students and twenty two students per teacher respectively, when compared with the national average of twenty one students per teacher. The analysis shows that the northeastern region, is picking up in the process of making rapid studies in the region, is picking up in the process of making rapid studies in the growth and development of education.

3.47 UGC, (1982)³⁸

Produced a report on the performance of seven universities, and the appointment of a committee. This was an inquiry into the working of the seven central universities. Aligarh Muslim University, Benaras Hindu University, Vshma-Bharati, Jawaharlal Nehru University, Hyderabad, Delhi University and North Eastern Hill University. The courses and certain programmes have a very weak relation with the employment opportunity, environment and society. It was also found that some educational changes should be provided so as to divert the attention of young men and women to a more creative outlook.

3.48 Chakravarty (1971)³⁹

Conducted a study on the “history of education in Assam from 1825-1919”.

He found out that the colleges in Assam faced a lot of problems, starting with infrastructure, administration, management and the most important of all finance. Thus, the condition of college education was far from satisfactory. The professional and technical education too was extremely inadequate.

3.49 Ruby Dkhar, (1989-90)⁴⁰

Conducted a study on “The development of higher education in Meghalaya.”

Her main objective were:-

- i. To trace the origin and development of higher education in Meghalaya.
- ii. To assess the pace of progress of higher education.
- iii. To analyse student enrolment, staff position, academic performance and physical facilities of various higher educational institution.
- iv. To find out the courses offered in higher education.
- v. To identify the problems of higher education.

Her main findings were as follows:-

- i. The collegiate education in Meghalaya originated during the early part of the present century i.e.1924. In that year the first college viz. St. Edmund’s College was set up in Shillong.

- ii. The pace of development of higher education was slow specially before state hood. Between 1924 and 1972 i.e. within a period of 48 years or almost five decades 14(fourteen) colleges were set up. But, between 1972 and 1987 i.e. within a period of 15 years 12 new colleges were set up.
- iii. It was also found out that the student enrolment in colleges have increased. The proportion of male students was slightly higher than the female students.
- iv. Most of the colleges offered arts courses. Faculty wise, the percentage of pass is slightly higher in science course.
- v. Student's welfare services like book grants, free studentship are provided in almost all the colleges.
- vi. The most prominent problem faced by all the colleges was finance. The other problems are lack of physical facilities such as inadequate accommodation due to increasing number of students, inadequate library facilities and inadequate playground.
- vii. Academic problems like lack of teachers due to lack of sanction from the government, frequent change of syllabus and other problems of the students are also prevalent. Thus, we see that higher education has gone through a lot of ups and downs and as the time flows it should be seen that higher education should be given more importance for the upliftment of the society as a whole.

3.50 Rongengi (1983)⁴¹

Conducted “a study on the development of higher education in Mizoram.” She found out that there has been a sharp decline in the pass percentage and the main cause was infrastructure. Except for Panchunga University, all the colleges in Mizoram lacked physical facilities and are housed in small rented buildings. As a result, neither proper classrooms, nor proper libraries are available.

It was also found that eight colleges in Mizoram are privately managed one is managed by the government, one is a deficit college and one is University College. It was also found that in 1958 there was only 1(one) college in Mizoram, but now it increased to more than 11(eleven). The pace of progress of teacher education during the last 2(two) decades was remarkable.

3.51 Nath (1974)⁴²

Conducted “a study of the result of some selected colleges of Guwahati University”. The study revealed that the subjects like economics, English and Geography contributed significantly in pulling down the college level to below average.

3.52 Sutradhar, Samir Kumar, (1980)

Has given a report on higher education in Assam from 1866-1979 where he stated the growth and development of higher education in Assam, here he pointed out the first establishment of higher education in 1866 and the further expansion of colleges

and universities in the states till 1979. The introduction of professional colleges and various other diploma and training courses rather than the academic courses were properly investigated and stated in the report. The degrees offered in the universities are also mentioned. With the agriculture university of Barpeta, Jorhat. There were altogether three universities and one hundred and seventy colleges affiliated to them up to 1979.

Endnotes and References

¹ Buch, B.M: *2nd Survey of Educational Research*, p523

² *2nd Survey of Research*, p521

³ op.cit p525

⁴ op.cit p513

⁵ *3rd Survey of Research*, p199

⁶ *Ibid* p199

⁷ Anand, L.C, Piloo, Buch : *Fourth Survey of Research in Education 1987-88, Vol-II*, 'A Trend Report' No,1544, p1362

⁸ NCERT: *4th Survey Research Education. Volume-II*, also see '4th Survey of Research in education'- 1983-88, Vol-II

⁹ Raza, Moonis, Malhotra, Nirmal: *Higher Education in India*, "A Comprehensive Bibliography", p261, also see, Anand, L.C, Piloo, Buch: *4th Survey of Research in education-1983-88. Vol-II(NCERT)*. 'A trend report', No,1530, p1354

¹⁰ Buch, B.M: *2nd Survey of Educational Research*, p520

¹¹ *Ibid* p520

¹² Raza Moonis, Malhotra, Nirmal: *Higher education in India 'A Comprehensive Bibliography'*, p122

¹³ op cit p527

¹⁴ *Ibid* p528

¹⁵ Raza Moonis, Malhotra, Nirmal: *Higher education in India 'A Comprehensive Bibliography'*, p446

¹⁶ op.cit p446

¹⁷ *Ibid* p529

¹⁸ Raza Moonis, Mulhdia Nirmal: *Higher Education in India*, 'A Comprehensive Bibliography' p122

¹⁹ Buch, B.M: *2nd Survey of Education Research*, p98

²⁰ op.cit p119

²¹ *2nd Survey: A Study of Pattern, Procedure and Policies*, Planning Commission, New Delhi, 1975, p152

²² *2nd Survey*, p155

²³ Raza Moonis, Malhotra Nirmal – *Higher Education in India*, 'A Comprehensive Bibliography' p81

²⁴ *Ibid* p91

²⁵ *Ibid* p126

²⁶ *Ibid* p127

²⁷ *Ibid* p129

²⁸ *Ibid* No 11, p302

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- ²⁹ Ibid p367
³⁰ Ibid p369
³¹ Ibid p393
³² Ibid p396
³³ Ibid p424
³⁴ Ibid p440
³⁵ Ibid p77
³⁶ Ibid p84
³⁷ 'Seminar held at the Guwahati University'
³⁸ 'University News'
³⁹ 'Unpublished thesis, Guwahati University'
⁴⁰ 'Unpublished thesis, NEHU'
⁴¹ Ibid
⁴² Ibid p218

Chapter IV

METHODOLOGY

4.1 Introduction

Research has proved to be an essential and a powerful tool in leading man towards progress. A sound and effective methodology is required for a good research which otherwise means progress and a good life. The general procedure of research is selection of the problem, definition of the problem, and formulation of the problem.

Then comes the review of related literature, data collection, analysis and interpretation. To carry on the research a particular method is chosen which is suitable and the objectives too are kept in mind the method used may be historical, descriptive or historical. Finally, come the findings and suggestions and others.

The present study was undertaken keeping in mind the various objectives, which are as follows: -

- To trace the development of higher education in Barak Valley and Karbi-Anglong areas of Assam.
- To study the present system of administration and financing of higher education.

- To study the problems faced by the institutions of higher education with reference to :-
Academic.
Infrastructural dimensions.
Administrative.
Financial and others.
- To investigate into the problem faced by teachers and students of higher education.

In this chapter, the method and proceeding adopted to obtain the necessary data is presented. The descriptive-survey type method was adopted for collecting data for the present study.

The present study is discussed under the following captions. –

- 4.2 *Population.*
- 4.3 *Selection of the sample.*
- 4.4 *Procedure followed for collection of data.*
- 4.5 *Analysis of Data.*

4.2 Population

The population of the present study consists of all the affiliated colleges and the postgraduate departments of the Assam University located in Barak Valley and Karbi Anglong areas of Assam.

4.3 Selection of the sample

4.3.1 Institutions

A representative sample of 25-30% (15 Colleges) was randomly selected for the study. Apart from that one university was also included where 10(ten) departments were randomly chosen for the study. All the principals of the selected colleges and head of the department of the university approached for the study.

4.3.2 Teachers

In regards to teachers, 150 teachers from the colleges and 30 teachers from the university was selected for the study. Thus, a total of 180 teachers was taken.

4.3.3 Students

A total of 450 students from the colleges (i.e. 30 students form each college and 100 students from the university(i.e. 10 students from each department) were selected for the study.

Table 4.1 Showing the break-up is clearly shown in the following table.

Sl.No	INSTITUTIONS	NUMBER	TEACHERS	STUDENTS
1	COLLEGES	15	150	450
2	UNIVERSITY	1	30	100
3	TOTAL	16	180	550
4	GRAND TOTAL=	TEACHERS + STUDENTS=180+550		730

4.4 Procedure followed for the collection of data

4.4.1 Tools Used

Since the present study is a descriptive survey type, the data needed was acquired from all the colleges and university based on the responses from the questionnaire and interview.

The following tools were used for the collection of data.

- a. Various relevant government documents, reports, pamphlets etc., were consulted other secondary sources on higher education like published text books, magazines, journal and newspapers etc were also consulted.
- b. A suitable questionnaire was developed and administered entirely by the investigator, to the principals of the selected colleges and the head of the departments of the university who were randomly selected.
- c. A second set of questionnaire was prepared and administered by the investigator to the teachers of the colleges and the university.
- d. A third set of questionnaire was prepared and administered by the investigator to the students of the colleges and the university.

- e. An interview questionnaire was prepared and administered by the investigator to the Vice-Chancellor of the Assam University and also the Deputy –Registrar.

The responses of the questionnaires were suitably analysed and interpreted and the major findings of the study were attained based on the above. Finally, suggestions for further research were formulated in the area.

The entire questionnaire was developed by the investigator as no ready made questionnaire was found suitable for the present study. Before developing it, a thorough study was done by the investigator on books, journals, magazines etc., on higher education was also consulted.

For this present study two sets of questionnaires were prepared. One set was entirely prepared for the colleges and the other for the university. The questionnaire for the colleges was then differently prepared for the principals, teachers and students. The questionnaire for the principals of colleges was prepared especially keeping in mind the administrative, financial and Infrastructural problems, though academics and others too were given importance. The questionnaires for the teachers and students was concentrated more on academics, infrastructure though questions from other fields were also asked.

Regarding the questionnaire for the University different questionnaires were set for the head of the department, the teacher and students. Here too, more stress was given on administration, financial allocations, infrastructure to the Head of the department and problems regarding academic and others were concentrated more in the questionnaires of teachers and students of the university. An undue effort was also given for the construction of the Vice-Chancellor' questionnaire; where the investigator concentrated more on finance, administration and infrastructure.

In the present study, a thorough study was done on the 15 colleges and 10 randomly selected departments of the university, especially highlighting their problems. The study also includes the following items like foundation of the college/ department; student enrolment, staff position, courses offered, physical amenities, management, affiliation, infrastructure etc.

- For objective -(I&II). Various documents like primary sources (Government records) and secondary sources were consulted.
- For objective - III. Questionnaires were prepared separately for the Principal/Head of the department/ Vice Chancellor. Keeping in mind the problems face by the institutions. (Colleges/University).
- For objective -IV. Questionnaires were prepared separately for the Principal/ Head of the department /Teachers/Students highlighting the problems they are facing regarding higher education.

Thus, the questionnaires were structures on various aspects specified in the objectives of the study. Further, an interview schedule was employed for obtaining information's form respondents like the Deputy Registrar of the Assam University, Finance Officer of the University, Government Officials, (directorate of Technical and Higher Education of Assam) governing bodies, private organizations etc., in order to obtain relevant information.

The interview schedule of the Vice chancellor and the questionnaires are enclosed in the appendices.

4.4.2 *Try out*

The developed questionnaire was first of all given separately to the respective teachers of the department for their comments. Certain flaws were pointed out in them, they were analysed and sent for try out.

The questionnaire was first tried out among students of the selected sample colleges, when the responses were received. They were analysed and it was found that the tool was ready with minor modifications. The modified tool was used for final data collection.

4.4.3 *Administering the questionnaires*

While administering the questionnaires the investigator herself went to the different colleges taken as a sample for the study. The questionnaires were distributed among the students and they were made to understand the purpose of the study. They were advised to read the instructions already given in the thoroughly. Then they were asked to fill up the questionnaire. They were later on, thanked for their kind cooperation.

4.4.4 *Administering the interview schedule*

Before administering the interview the interviewer was contacted over the telephone and sought an appointment. While administering the interview schedule the following points were kept in mind: –

- a. The interviewer was made comfortable and free during the interview session.
- b. The interviewer was helped for recalling the actual things that happened by giving them prompts/ ideas/ points wherever necessary.
- c. Extending thanks and gratitude to the respondents for his cooperation by the investigator closed the interview.

4.4.5 *Sources- primary sources.*

At first the investigator had to go to all the selected colleges situated in Barak Valley. The colleges situated in Silchar town was easy to administer but, those situated in the rural areas were difficult, as the investigator had to repeatedly go there due to the

unavailability of the teaching staffs, students etc. In most of the colleges selection exams were going on, (during the month of December-January). So, the principals and the other staff were busy. In the Assam University too the teaching staffs and students were very busy with their ensuing examination, but in spite of all that they accepted the questionnaires.

The investigator gave them a fixed period of two weeks to answer the questionnaires. But, when the investigator went again to collect the data, very few colleges had finished answering them though most of the university departments were quite prompt. The interview with the Vice-Chancellor was also held during that period. The remaining of the colleges who could not answer the questionnaires in time, were contacted telephonically and asked to send them by post.

The investigator personally met and interviewed all the principals of the colleges, Head of the department of the University, most of the teachers and students, Vice-Chancellor, Deputy Registrar of the University. The entire collection of the data took about two months.

4.4.6 *Secondary source*

The secondary sources includes various books on education, magazines, research reports, book reviews etc. They were consulted for the present study from private collections, libraries, ICSSR etc. Census records, educational statistical records

etc., were obtained from the Director of Census, Economics and Statistics, Government of Assam, (Guwahati) publications, Examinations results files were obtained from Assam University.

The journals of higher education were mostly obtained from NEC library, NEHU library and the ICSSR. The collection of documentary data was done side by side, with collection of data through the questionnaires. The entire process of data collection was completed by February 2001.

4.5 *Analysis of data*

The data collected through the interview, questionnaire and from official records, books and journals are organized and presented in the next chapter i.e. the analysis and interpretation chapter. This involves classification of the data into different groups such as, courses of Studies, students enrolment, examination result, financial expenditure of the colleges and university and the manifold problems faced by the teachers and students of higher educational institutions.

The data collected through questionnaire has been analysed and presented in the next chapter, percentage was used as a statistical technique for analysing the data.

Chapter V

ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

This chapter deals with the analysis and interpretation of data. Responses to the questionnaire were analysed and their findings are presented in this chapter. The questionnaire consisted of several items to elicit information regarding the growth and development of colleges indicating their past and present positions. The university departments too have been studied and their past and present positions have been indicated. For the sake of analysis, the following items have (i.e. items no 1-15 below) have been grouped under the different headings based on the first and the second objectives of the study. The various problems (i.e. item no.16 & 17) have been based on the third and the fourth objective of the study. In this way the items, have been critically analysed and interpreted Tabular form was given wherever it was found necessary.

5.1.1 Establishment of colleges/ names of principal's in charge.

5.1.2 Type of colleges.

5.1.3 College building.

5.1.4 Sources of finance.

5.1.5 Management.

5.1.6 Affiliation.

- 5.1.7** Courses offered.
- 5.1.8** Student enrolment and strength of the staff.
- 5.1.9** Admission procedure.
- 5.1.10** Examination.
- 5.1.11** Physical facilities.
- 5.1.12** Teaching and learning approaches.
- 5.1.13** Student's activities.
- 5.1.14** Student's welfare services.
- 5.1.15** Administration and financing.
- 5.1.16** Various problems related to: -
 - 5.1.16.1** Academics.
 - 5.1.16.2** Infrastructural dimensions.
 - 5.1.16.3** Administration.
 - 5.1.16.4** Finance.
 - 5.1.16.5** Others.
- 5.1.17** Problems faced by: -
 - 5.1.17.1** Teachers on higher education.
 - 5.1.17.2** Students on higher education.

The responses were then categorically analysed. Percentage was used as a statistical technique for analysing the data.

COLLEGES OF BARAK VALLEY AND KARBI ANGLONG AREAS OF ASSAM

5.1.1 *Establishment of colleges/ List of the Colleges under study.*

College education started in Assam way back in 1892 that was when the first colleges was set up in Assam, called the Muran Chand College, which is now in Sylhet i.e. in Bangladesh. College education or higher education is not an easy job it takes a lot of effort, planning and above all good administration and perseverance to function well. Each college has its own drawback and thus was established accordingly.

5.1.1.1 *The Guru Charan College, Silchar.*

This college was established way back in 1935. it is the oldest college in Barak Valley and was set up by a widow named, Kiran Sashi Nag, in memory of her husband. She donated a sum of Rs.10,000/-. The founder principal was Arun Kumar Chanda. The name of the present Principal in charge is Dr.P.N.Choudhury.

5.1.1.2 *Karimganj College, Karimganj –*

This was the second college to be established in Barak Valley. It was established in 1946. This college was set up mainly due to the efforts of the local people. The present principal in charge is Dr.K.U.Ahmed.

5.1.1.3 *Sri. Kishan Sarda College, Hailakandi –*

This college was established just after independence i.e. in 1950. this was also due to the effort of the local people, as they had to travel quite a distance to Silchar to get college education. The present principal in charge is Sri.Brojendra Kumar Sinha.

5.1.1.4 *Cachar College, Silchar*

This college was established in 1960. The founder Principal of the college was Nibaran Ch.Laskar. The present principal in charge is Sri. Rameshwar Brahmachari.

5.1.1.5 *Rabindra Sadan Girls College, Karimganj –*

This college was established in 1962. The need for women education was felt and it was the first women college, in that area. It was established due to the pioneering effort of some women folk. The present principal is Sri. Arunjyoti Sengupta.

5.1.1.6 *Janata College, Kabuganj –*

This college was established in 1964. This College is nearly in a rural setting. The need for higher education was felt in this area and due to the communication problem. The student's faced, as they had to cover a long distance to receive college education. The founder of the college was Mr.B.B.Nath and the present principal is Sri.Dilip Kumar Deb Mazumder.

5.1.1.7 *Nehru College, Pailapool –*

This college was established in 1965. This college too has a rural setting and was set-up to ease the problems of the students, as they had to face a lot of difficulties to receive college education which was at quite a distant. This college was set-up with the effort of the local people. The founder principal was Kshitish Chandra Das. The present principal in-charge is Sri.Ganesh Ch.Dey.

5.1.1.8 *M.C.Das College, Sonai –*

This College was established in 1972. This college is situated in the Cachar district but at a distant, from Silchar town. Thus, the need for establishing a college was felt. The name of the present principal is Sri.Jajamul Ali Mazumder.

5.1.1.9 *Nabin Chandra College, Badarpur. –*

This college was established in 1969, and is situated in Karimganj district. Badarpur is 25 kms away from Karimganj. Thus, the people of that area had to travel nearly one hour up and down to Karimganj to receive college education. The people of that area thus felt the need of a college, which was established with the efforts of the local as well as some eminent people. The present principal is Dr.Amiya Kumar Paul.

5.1.1.10 *Women's College, Silchar –*

This college was established in 1965. Just a year after the establishment of Rabindra Sadan girls college in Karimganj. Here, too the need for women's education was felt, which was a prime motivating factor for the establishment of the college. The founder principal of the college was Dinesh Dutta. The name of the present principal is Sri.Shankar Bhattacharjee.

5.1.1.11 *Radha Madhab Colleg, Silchar –*

This college was established in 1971. The founder principal of the college is D.N.Bhattacharjee. The name of the present principal is Sri.Rathindra Kumar Brahmachari.

5.1.1.12 *A.L.Chowdhury College, Algapur*

This college was established in 1996. The present principal is Sri.Pannal Chatterjee. This is a new college which caters to the basic needs of the people. This college is situated in Hailakandi and was set-up due to the efforts of the local people.

5.1.1.13 *Diphu Government College*

The Diphu Government College came into being as a result of the efforts made by the dedicated leaders and social workers like Late Chatra Sing Tero, Late Chandra Sing Teron, Sri Dhaniram Rongpi, Late Jogendra Nath Goswami, late Joy Sing Doloi, Late Sar Rongpi, Sri. Padma Kanta Barua and others in the year 1964. However, regular classes started from July, 1965 with Professor.P.K.Bhuyan as the principal. It was a venture college and was housed in the Diphu Government Boys high school. In July, 1967, it was taken over by the Government of Assam and since then the college never looked back. The present principal incharge of the college is Dr.Sukhamoy Bhattacharjee.

5.1.1.14 *Patharkandi College, Patharkandi*

This college was established in 1990, due to the pioneering work of the local people. Late Qumurul Haque, the then principal did a lot of work for the development of the college; with his sudden demise, the college is facing multifarious difficulties as regards to finance, management etc. It is situated in Karimganj district and is 35 kms away from Karimganj town. The present principal is A.H.Chowdhury.

5.1.1.15 *Rukasen College, Bakalia*

This college was established in 1992, and is situated in Bakalia in Karbi-Anglong district. This college too has a rural setting. *(Already described in Chapter II)*

5.1.2 *Types of colleges*

According to the type of education offered there are two types of colleges- general and professional. But, in the present study we are concerned only with the general colleges general refers to courses in art, science and commerce.

On the basis of management there are four types of colleges – Private, Adhoc, Deficit and Government colleges. From the present study it was seen that -

5.1.2.1 *Private Colleges*

These colleges run entirely on their own; and do not, receive any grant from the government and thus there is no control from government. The private college

constitute 13.33% of the total of 15 colleges taken for the study under the Barak Valley and Karbi-Anglong areas of Assam.

5.1.2.2 *Adhoc Colleges*

Adhoc colleges run partially by themselves and are aided partly by the government. Adhoc colleges receive Adhoc recurring lump sum grant in aid from the government, which fluctuates according to the availability of funds, and are controlled by the state education department, in matters relating to service conditions of the staff and appointment of teachers. Out of the total colleges of Barak Valley and Karbi-Anglong, Adhoc colleges consist of 6.67% of the total of 15 colleges taken for study.

5.1.2.3 *Deficit Colleges*

Deficit colleges receive a fixed amount of grant-in-aid from the state government on the basis of the difference between the approved income and the approved expenditure. They also receive grant in aid according to the laid down principles. Such colleges have to follow the rules of the education department regarding recruitment of teachers, service conditions of staff and other related matters. There are quite a number of deficit colleges in Barak Valley and Karbi-Anglong of Assam and they account for 73.33% of the total 15 colleges taken for study.

5.1.2.4 *Government Colleges*

These colleges are fully managed and financed by the government. In Barak Valley and Karbi-Anglong there is only 1(one) government college at present, which is situated in Diphu at Karbi-Anglong district of Assam. At present the percentage is only 6.67% of the 15 colleges taken for the study.

Since the researcher has studied both the colleges and the university of Barak Valley and Karbi-Anglong areas of Assam. The analysis too is divided into two parts - 1st part is for the colleges the other for the university. The main tool used by the investigator was the questionnaires. The questionnaires was developed as per the objectives of the study. As mentioned earlier, two sets of questionnaires were developed. One set was entirely meant for studying the colleges the other set was meant only for the university. For analysing, two sets i.e. colleges and university were analysed separately. First of all, we analysed the colleges which later on followed by the university.

Regarding the colleges, the responses of the Principals. Teachers and students will be analysed separately. Similarly for the university, the responses of HOD teachers and students were be analysed separately.

5.2 General Information

5.2.1 Types of colleges

Table 5.1 Showing the number of private, Adhoc, government and deficit colleges in Barak valley and Karbi Anglong areas of Assam

Sl.No	Names	Types	Total	Percentage
1	G.C.College,Silchar	Deficit	Deficit=11	73.33%
2	Karimganj College,Karimganj	Deficit		
3	S.S.College, Hailakandi.	Deficit		
4	Cachar College, Silchar	Deficit		
5	R.S.College, Karimganj	Deficit		
6	Womens College, Silchar	Deficit		
7	Diphu Government College, Diphu.	Government	Government=1	6.67%
8	Janata College, Kabuganj.	Deficit		
9	Nehru College, Pailapool	Deficit		
10	N.C.College, Badarpur	Deficit		
11	Radha Madhab College, Silchar.	Deficit		
12	M.C.D.College, Sonai	Deficit		
13	Patharkandi College, Patharkandi.	Private	Private=2	13.33%
14	Rukasen College, Karbi-Anglong.	Adhoc	Adhoc=1	6.67%
15	A.L.Choudhury College, Hailakandi.	Private	Grant Total=15	100%

5.2.2 College principals

Out of the 15 colleges taken for the study only 13 colleges responded fully, 2 college principals, could not respond, the two colleges are Karimganj College, Karimganj and S.S.College, Hailakandi. Though the teachers and students of these colleges responded enthusiastically. It appeared that the Principals of Karimganj College and S.S.College were very busy and tied up with examination and Office work. Karimganj College principal was quite reluctant regarding the office files and documents, whereas the principal of S.S.College, Hailakandi, was out of station. The researcher was made to believe that he had gone to Guwahati for some office work, on

two visits to the said college, i.e. firstly, when the research scholar had personally gone to distribute the Questionnaires and secondly when she had personally gone to collect them. Though the college teachers and student of the two colleges responded.

Infact, all the college principals were extremely busy as the selection examinations were coming up. However they were kind enough to respond to the questionnaires with so much effort and patience. Though most of them did not want to disclose their financial income and expenditure.

The items of the questionnaires where all of them have responded were analysed accordingly, are given below: -

5.2.3 Types of colleges

The present study shows that, out of the 15 colleges, 2 colleges are girl's college's i.e.15.38% and the rest are coeducational i.e.84.63%. The names of the two girls colleges are Women's College, Silchar and Rabindra Sadan Girls College, Karimganj.

Table 5.2 Showing the Kinds of College

Sl.No	Kind	Total	Percentage
1	Girls	2	15.38%
2	Boys	0	0.00
3	Co-educational	11	84.62%

5.2.4 Classes

In the present study, the investigator found out that most of the colleges imparted the Higher Secondary course of 1st year and 2nd year classes. i.e.92.31% of the college had both higher secondary 1st year and higher secondary 2nd year classes. The three-year degree course of 1st year, 2nd year and 3rd year was found to be 100%. It was found that only one college. i.e. Diphu Government College imparted post-graduate courses in history and political science.

Table 5.3 Showing the classes conducted in the colleges

Sl.No	Classes	Total	Percentage
1	HIGHER SECONDARY 1 ST YEAR	12	92.31%
2	HIGHER SECONDARY 2 ND YEAR	12	92.31%
3	THREE YEAR DEGREE COURSE 1 ST YEAR	13	100%
4	THREE YEAR DEGREE COURSE 1 ST YEAR	13	100%
5	THREE YEAR DEGREE COURSE 1 ST YEAR	13	100%

5.2.5 Management

The present study reveals that 9 out of the 13 colleges are deficit i.e. 69.23% are deficit. This indicates that the government assisted the management by extending grant-in-aid to these colleges. 1(one) college is running on Adhoc basis i.e.7.69% of the total colleges are receiving grants from the government on a lump-sum basis i.e. they are partly running by themselves and partly getting help form the government. 2 college i.e. 15.39% are purely private or as said permitted. 1 college is a government college i.e. it constitutes 7.69% of the total colleges, it has been managed by the government right from the initial stage till the present. The nature of management is shown in table given below: -

Table 5.4 Showing the nature of management at present.

Sl.No	MANAGEMENT	NO.OF COLLEGES	PERCENTAGE
1	DEFICIT	9	69.23%
2	ADHOC	1	7.69%
3	PRIVATE	2	15.39%
4	GOVERNMENT	1	7.69%
5	TOTAL	13	100%

The Principal of 2(two) Colleges did not respond.

The above table shows that most of the colleges are aided colleges receiving help from the government in the form of grants, so as to bring about an efficient system of management. This includes both the Adhoc and deficit colleges. There is only 7.69% of Government College among all. This shows that the government has done very less work regarding the upliftment of higher education in this area. Private colleges are coming up, infact there are numerous private colleges which are still waiting for affiliation.

5.2.6 Affiliation

Before independence all the colleges were affiliated to Calcutta University, as there was no university in entire Assam, till 1948. The Guwahati University was established in 1948 under the Guwahati University Act, 1947 (Assam Act XVI of 1947). It is one of the oldest and the largest University in the North Eastern region.

It is a state university, which is financed by the State Government, though assistance is also given from the centre. In 1994 the Assam University was established under the Central University Act. It is a Central University situated in Barak Valley,

Silchar. Thus, all the colleges falling in the area as well as Karbi-Anglong (Assam) have automatically been affiliated to Assam University.

5.2.7 Enrolment

The enrolment of boys and girl's has been studied separately over the years, i.e. from 1994 onwards to 2000. The study shows that, the enrolment of boys is higher compared to the girls in all the years. Therefore, certain incentives should be taken like holding seminars, awareness programmes, conferences etc. So as to attract women towards higher education.

5.2.8 Admission

Regarding admission, it was seen that 76.92% of the colleges, admitted the students in order of merit 15.38% of the college admitted the students via an admission test, where as 7.69% of the colleges admitted the students through some other ways. i.e. through interview etc.

Table 5.5 Showing the admission criteria

Sl.No	CRITERIA	TOTAL	PERCENTAGE
1	In order of Merit	10.00	76.92%
2	Admission Test	2.00	15.38%
3	Other ways	1.00	7.69%
4	TOTAL	13.00	100%

5.2.9 Teachers recruitment

Regarding recruitment of teachers, it was found that most of the colleges i.e. 84.62% recruited teachers by advertisement through interview with UGC qualification. 15.38% of the colleges recruited teachers first as a part time and later on absorbed permanently. This shows that the recruitment procedure is simple and most of the colleges follow or abide by certain rules.

The break up is shown in the following table.

Table 5.6 Showing the break-up of teacher's recruitment.

Sl.No	TEACHERS RECRUITMENT	TOTAL	PERCENTAGE
1	ADVERTISE FOR INTERVIEWS WITH UGC QUALIFICATION	11	84.62%
2	RECRUITED AS PART TIMER	2	15.38%
3	TOTAL =	13	100%

5.2.10 Faculties provided

All the colleges i.e. 100% has Arts stream. Out of the total number of colleges 69.23% has only Arts faculty i.e. they are only Arts College. 7.69% has both Arts and Science faculty i.e. the same college is providing both Arts and Science education. 7.69% has Arts and Commerce faculty i.e. the same college is providing both Arts and Commerce education. 15.39% has all the three faculties Arts, Science and Commerce. i.e. the same college is providing Arts, Science and commerce education. Thus, it is seen that Barak Valley and Karbi-Anglong areas of Assam, Arts stream is doing well. The study shows that all the colleges have Arts faculty whereas, science and commerce studies have not developed properly in that area, which is evident from the study, which

shows that only 30.77% percent of the colleges have science and commerce stream along with arts.

Table 5.7 Showing the faculties provided in the colleges

Sl.No	FACULTIES	TOTAL	PERCENTAGE
1	Arts/ Science/ Commerce	2	15.39%
2	Arts/ Science	1	7.69%
3	Arts/ Commerce	1	7.69%
4	Arts	9	69.23%
5	TOTAL	13	100%

5.2.11 Benefits provided

Regarding benefits provided to the lecturers out of the total number of colleges, 46.15% of the 10 colleges provided house-rent allowances. 46.15% of the colleges provided medical allowances. None of the colleges provided canteen allowances. 7.70% of the colleges provided conveyance allowances. The break up of the beneficiaries is given in the following table.

Table 5.8 Showing the beneficiaries provided –

Sl.No	BENEFITS	TOTAL	PERCENTAGE
1	HOUSE-RENT ALLOWANCES	6	46.15%
2	MEDICAL ALLOWANCES	6	46.15%
3	CANTEEN ALLOWANCES	0	0%
4	CONVEYANCE ALLOWANCES	1	7.70%
5	TOTAL =	13	100%

5.3 Infrastructure

Infrastructure is one of the main assets, which is responsible for the development of a college. Regarding infrastructure most of the colleges were sufficient.

The infrastructure here consists of the following categories.

5.3.1 College building.

5.3.2 Hostel building.

5.3.3 Furniture.

5.3.4 Teaching aids

5.3.5 Play ground

5.3.1 *College building*

The most essential requirement of a college is, a building. Be it, its own or rented. The college should have a good and comfortable building for the sake of its students.

The present study shows that 100% of the colleges have a building of their own and all of them are planning to extend their college buildings. They have not been based on a rented or a leased property or in any other type. But, out of the 100%, 46.15% of the colleges have fully pucca (R.C.C) buildings, 30.77% of the colleges have fully Assam type buildings (i.e. not cemented) 28.08% of the colleges have both

pucca (R.C.C) and Assam type buildings. This has been shown clearly in the following table.

Table 5.9 Showing the college building set-up

Sl.No	COLLEGE-BUILDING	TOTAL	PERCENTAGE
1	PUCCA (R.C.C)	6	46.15%
2	ASSAM TYPE	4	30.77%
3	PUCCA /ASSAM TYPE	3	23.08%
4	TOTAL	13	100%

5.3.2 Hostel building

Out of the total colleges 23.08% have pucca (RCC) type of hostel building and 15.38% have the Assam type of building and 61.54% do not have any hostel facilities. The present study shows that most of the colleges do not have hostel facilities, which is a clear indication that the students coming to study from outside are facing a lot problems.

The break up is shown clearly in the following table.

Table 5.10 Showing the colleges having hostel building

Sl.No	HOSTEL-BUILDING	TOTAL	PERCENTAGE
1	PUCCA(R.C.C)	3.00	23.08%
2	ASSAM TYPE BUILDING	2.00	15.38%
3	NO HOSTEL BUILDING	8.00	61.54%
4	TOTAL	13	100%

5.3.3 Furniture

The present study shows that more than half of the colleges do have adequate furniture's i.e.53.85% whereas, others do not have enough furniture's which is 46.15%.

Table 5.11 Showing the adequacy of furniture

Sl.No	FURNITURES	TOTAL	PERCENTAGE
1	ADEQUATE	7	53.85%
2	INADEQUATE	6	46.15%
3	TOTAL	13	100%

5.3.4 Teaching aids

It is usually said that good teaching is always met with good teaching-aids. Educational institutions should always be provided with adequate teaching aids. The present study reveals that nearly all the colleges do not have any other teaching aids besides black board, out of the total colleges, 84.62% do not have adequate teaching aids, whereas 15.38% have adequate teaching aids.

This shows that method of instruction is poor in the colleges of Barak Valley and Karbi-Anglong areas of Assam as majority of the colleges are not aware of teaching-aids; which clearly indicates that they have not adopted the recent techniques of teaching.

The break up is given in the following table.

Table 5.12 Showing the adequacy of the teaching aids of the colleges

Sl.No	FACULTIES	TOTAL	PERCENTAGE
1	ADEQUATE	2.00	15.38%
2	INADEQUATE	11.00	84.62%
3	TOTAL	13	100%

5.3.5 Play ground

Regarding playground, the study shows that all the colleges have playgrounds of their own. But, most of them have small playgrounds and very few have big playgrounds. 23.08% of the colleges have large playgrounds, whereas 76.92% have small playgrounds. This has been shown in the following table

Table 5.13 Showing the size of playgrounds.

Sl.No	PLAYGROUNDS	TOTAL	PERCENTAGE
1	LARGE ENOUGH	3.00	23.08%
2	SMALL	10.00	76.92%
3	NO PLAYGROUND	0.00	0.00
4	TOTAL	13	100%

The study shows, that the Colleges of Barak Valley and Karbi Anglong areas are aware that playgrounds are an important part of an institution.

5.4 Finance

5.4.1 Financial assistance

Finance is the main criteria for any educational programme to be effective, adequate and stable. For a College to run well a good amount of financial assistance is needed so that the College can make suitable buildings, recruit qualified teachers, buy good textbooks, appropriate teaching aids and other amenities. The present study reveals that fees, donations, public contributions, government grants constitute the main sources of money for the colleges. The financial assistance which the college receives from the various agents are given below:

Table 5.14 Showing the financial assistance received

Sl.No	ASSISTANCE RECEIVED	TOTAL	PERCENTAGE
1	UGC CUM STATE GOVERNMENT	10	76.92%
2	ONLY STATE GOVERNMENT	1	7.70%
3	MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT	0	0%
4	NONE OF THE ABOVE	2	15.38%
	TOTAL	13	100%

The study reveals that 76.92% of the Colleges gets financial assistance from both the U.G.C. and the State Government, 7.70% gets help from the state only, whereas 15.38% does not get help from any such agencies. The study also shows that, 61.54% of the Colleges gets financial assistance on time.

5.4.2 Sources of income

All the Colleges need certain source of income which is followed by various other sources which all contribute towards the prosper of the Colleges. The money which later on can be used for various purposes like construction of College buildings, payment of teachers salary, maintenance, expenditure on books, journals, equipments and others.

The source of income of the various colleges taken for the study are given below

Table 5.15 Showing the source of income

Sl.No	SOURCE	TOTAL	PERCENTAGE
1	GOVERNMENT AID	11	84.62%
2	WITHOUT GOVERNMENT AID	2	15.38%
3	TOTAL	13	100%

Out of the total colleges, 84.62% depends on government aids for their source of income, whereas 15.38% does not get any government aid and thus they depend on other sources, which is given in the following table:

Table 5.16 Showing the other source of income

Sl.No	SOURCE	TOTAL	PERCENTAGE
1	PUBLIC DONATION	3	23.08%
2	INDIVIDUAL CONTRIBUTION	1	7.69%
3	HELP FROM MISSIONARIES/TRUST	0	0%
4	FEES	9	69.23
	TOTAL	13	100%

Out of the total number of colleges, 69.23% depends on fees, 23.08% on public donations, 7.69% on individual contributions. The missionaries or trust do not contribute anything here. The study thus reveals that most of the colleges depends on fees, as their major source of income.

It was noticed that the Adhoc and private colleges set up in the rural areas like Patharkandi College, Rukasen College, A.L. Choudhury College depend also on public donations and individual contributions. Thus, more recognized colleges should be opened up in this area for the total upliftment of higher education.

5.4.3 Grants

It is usually seen, that most of the Colleges depend on certain grants for their smooth functioning. It is the U.G.C., State Govt. and others who gives grant. This has been shown in the following table:

Table 5.17 Showing the different type of grants

Sl.No	GRANTS	TOTAL	PERCENTAGE
1	BUILDING GRANTS	7	53.86%
2	SCIENCE LABORATORY GRANTS	3	23.08%
3	GRANTS FOR FIELD TRIPS/EXCURSION ETC.	3	23.08%
4	TOTAL =	13	100%

The study revealed that the UGC, state government and others gave grants for the following, 58.85% of the colleges received building grants, 23.08% got science laboratory grants and 23.08% received grants for field trips/ excursions etc.

Regarding salaries, the study revealed that 76.92% got deficit grants to pay salaries and 23.08% got grants from other sources for such. This is clearly shown in the table given below: -

Table 5.18 Showing the grants to salaries

Sl.No	GRANTS	TOTAL	PERCENTAGE
1	DEFICIT GRANTS TO PAY SALARIES	10	76.92%
2	ANY OTHER	3	23.08%
3	TOTAL =	13	100%

Thus, the grants given can be used for various purposes. The study reveals on the whole that among the Colleges in Barak Valley and Karbi Anglong areas of Assam very few interest is taken on science laboratory grants, compared to other grants. Thus, more money should be granted for science laboratories and the number of science colleges too should be increased, as the number is very less when compared to other faculties.

5.4.4 Agencies of finance

Finance also has certain agencies like government agencies, private organizations etc. Out of the total colleges here in Barak Valley and Karbi-Anglong areas of Assam, 38.46% gets grants from the Government, 23.08% from private

organisation, 15.38% from voluntary organisation, 7.69% from philanthropists, 61.54% from U.G.C., 7.69% from other agencies.

The study shows, that U.G.C. and government above contributes 100% of the finance, where as there are other agencies who are contributing too as stated above.

The following table clearly shows the distribution:

Table 5.19 Showing the agencies of finance

Sl.No	MAIN AGENCIES OF FINANCE	TOTAL	PERCENTAGE
1	UGC	8	61.54%
2	GOVERNMENT AGENCIES	5	38.46%
3	TOTAL	13	100%

Table 5.20 Showing the other agencies of finance

Sl.No	OTHER AGENCIES OF FINANCE	TOTAL	PERCENTAGE
1	THE VOLUNTARY ORGANISATION	2	15.38%
2	PHILANTHROPHISTS	1	7.69%
3	TRUST	0	0%
4	ANY OTHER	1	7.69%
5	TOTAL	4	30.76%

5.4.5 Scholarships

From the study it was noticed that nearly all the colleges have scholarship facilities, i.e., 92.31%. (9 colleges) i.e., 69.23% provides scholarships to SC/ST/OBC students. 15.38% feel that scholarships should be given, as some of them come from very poor background, especially those from the rural areas. 15.38% of the colleges gives scholarships such as book grants, 15.38% gives stipends for deserving students.

Table 5.21 Showing the scholarships

Sl No	SCHOLARSHIPS	TOTAL	PERCENTAGE
1	SCHOLARSHIP TO SC/ST/OBC STUDENTS.	9	69.23%
2	BOOK GRANTS	2	15.38%
3	STIPENDS	2	15.39%
4	TOTAL	13	100%

The study thus shows, that the area is concerned about the minorities though very few colleges actually gives grants to deserving students.

5.5 Administration

The word 'administration' as the Latin root 'minister' means service, i.e., work dedicated to the good for others. The main objective of administration should therefore, be to secure for an individual or society or the nation such an environment as may lead to their fullest growth and development. It is thus universally accepted that administration means to get something done- that it has no other basis for existence. In educational administration the thing to be done is educating the students.

In the present study it is noticed that 100% of the colleges have governing body and on an average there are 10 members in each college as the governing body.

5.5.1 Representation of governing body

The members of the government body are as follows- State education department officials represent 15.38%, teachers 84.62%. Besides them there are others too.

Table 5.22 Showing the representation of governing body

Sl.No	REPRESENTATION OF G.B	TOTAL	PERCENTAGE
1	STATE EDUCATION DEPARTMENT OFFICIALS	2	15.38%
2	TEACHERS	11	84.62%
3	TOTAL =	13	100%

-OTHERS-			
1	PARENTS	8	61.54%
2	LOCAL LEADER	5	38.46%

Thus, it is seen that the Governing Body consists of various types of members. The teachers represent as governing body members in most of the colleges.

5.5.2 Functions of the governing body

As we know that the Governing Body contributes a lot towards the administration of college. Thus, there are certain functions too which the Governing Body performs. They are given as follows-

- 84.62% of the colleges have Governing Body members who contributes in planning the college programmes,
- 92.31% of the colleges have Governing Body members who recruits teachers,
- 76.92% of the colleges have Governing Body members who help in preparing the budget of the college,
- 7.69% of the colleges have Governing Body members who helps in making other important decisions. The break-up is given in the following table:

Table 5.23 Showing the functions of the Governing Body members

Sl.No	FUNCTION OF THE G.B	TOTAL	PERCENTAGE
1	PLANNING THE COLLEGE PROGRAMMES	11.00	84.62%
2	RECRUITING TEACHERS	12.00	92.31%
3	PREPARING BUDGET OF THE COLLEGES	10.00	76.92%
4	OTHERS	1.00	7.69%

Thus, it is clearly seen from above that in the college of Barak Valley and Karbi Anglong areas of Assam, the Governing Body members plays an important role towards the administration of the college.

5.5.3 Regulatory functions

The regulatory functions includes three aspects-

5.5.3.1 Abiding by the standard rules and regulations

5.5.3.2 Examination and inspection

5.5.3.3 Supervision

The study reveals that, all the colleges i.e., 100% abides by the standard rules and regulations set by the universities, where as 84.62% abides by the rules of the state government/universities. Regarding examination and inspection 100% of the colleges have examination where as 76.92% of the colleges regularly have inspections where, delegates/ teams/ inspectors come from the University and State' come for inspection to the colleges. 23.08% of the colleges does not have inspection regularly. Regarding investigation, it was found out that 84.62% of the college principals takes interest in

finding out the flaws or defects in the teaching staff and the non-teaching staff; where as 15.38% does not approach them directly.

The regulatory functions are clearly shown in the tables below: -

Table 5.24 Showing the percentage of colleges who abides by the rules & regulation

Sl.No	RULES AND REGULATION SET UP	TOTAL	PERCENTAGE
1	BY THE UNIVERSITIES	13	100%
1	BY STATE GOVERNMENT/UNIVERSITIES DOES NOT ABIDE BY THE STATE	11	84.62%
2	GOVERNMENT (PRIVATE COLLEGE)	2	15.38%
3	TOTAL	13	100%

Table 5.25 Showing the examination & inspection of colleges

Sl.No	EXAMINATION & INSPECTION	TOTAL	PERCENTAGE
1	EXAMINATION	13	100%
1	INSPECTION DONE REGULARLY	10	76.92%
2	INSPECTION NOT DONE REGULARY	3	28.08%
3	TOTAL	13	100%

Table 5.26 Showing the supervision done by principal

Sl.No	INVESTIGATION DONE BY PRINCIPAL	TOTAL	PERCENTAGE
1	TO FIND OUT THE PLANS/DEFECTS OF TEACHING AND NON-TEACHING STAFF	11	84.62%
2	PRINCIPALS DO NOT TAKE INTEREST	2	15.38%
3	TOTAL	13	100%

It was thus, seen that the Principal is directly responsible for discharging the regulatory functions of the colleges. Some principals seem to be more strict while discharging his administrative duties where as some seem to be more liberal.

5.5.4 Deciding examination schedule

It was revealed in the present study that the principal and staff of 76.92% of the colleges were responsible for deciding the examination schedule. In 7.69% of the colleges, the principal, Examination Committee, University decides the examination schedule.

This is clearly given in the following table-

Table 5.27 Showing the members responsible for deciding the examination-schedule

Sl.No	DECIDING EXAMINATION SCHEDULE	TOTAL	PERCENTAGE
1	PRINCIPAL	1	7.69%
2	PRINCIPAL/STAFF	10	76.93%
3	EXAMINATION COMMITTEE	1	7.69%
4	STAFF COMMITTEE	0	0%
5	UNIVERSITY	1	7.69%
6	TOTAL	13	100

5.5.5 Assigning teaching work

Regarding the allotment of teaching work- the study revealed that in 76.92% of the colleges the head of the department is the one responsible for assigning teaching work; In 23.08% of the colleges the principals are responsible for assigning teaching work, where as in none of the college the principal along with the senior staff assigns the teaching work.

This is clearly shown in the following table-

Table 5.28 Showing the assigning of teaching work

Sl.No	ASSIGNING OF TEACHING WORK	TOTAL	PERCENTAGE
1	PRINCIPAL	3	23.08%
2	HEAD OF THE DEPARTMENT	10	76.92%
3	PRINCIPAL/ SENIOR STAFF	0	0%
4	TOTAL	13	100%

The study thus shows that the head of the department also shows ample responsibility.

5.5.6 Decision regarding admission and promotion of students

The deciding factor about the students admission and promotion of the students lies within the administration of the college. In 69.23% of the colleges, the Principal and the staff are responsible for the admission and promotion of the students.

In 30.77% of the colleges only the principal is responsible for admission and promotion of the students. Where as in none of the colleges the staff committee and the Examination Committee are responsible for admission and promotion of students.

This is clearly shown in the following table-

Table 5.29 Showing the decision regarding admission & promotion of students

Sl.No	DECISION REGARDING ADMISSION & PROMOTION	TOTAL	PERCENTAGE
1	PRINCIPAL	4	30.77%
2	PRINCIPAL / STAFF	9	69.23%
3	STAFF COMMITTEE	0	0%
4	EXAMINATION	0	0%
5	TOTAL	13	100%

Thus, it is seen that in majority of the colleges the principal is assisted by the staff in decision making.

5.5.7 Organisation

Library is the most important necessity of a college. The study shows that 76.92% of the colleges rely on the Librarian and the assistant librarian for the organisation of the library. In 15.39% of the colleges the principal decides regarding the organisation of the library. 7.69% of the colleges rely on the principal/staff for the organisation of the library. Whereas none of the colleges have the library committee. This is clearly shown in the following table:

Table 5.30 Showing the organisation of the library

Sl.No	ORGANISATION OF THE LIBRARY	TOTAL	PERCENTAGE
1	PRINCIPAL	2	15.39%
2	PRINCIPAL / STAFF	1	7.69%
3	LIBRARIAN / LIBRARY ASSISTANT	10	76.92%
4	LIBRARY COMMITTEE	0	0%
5	TOTAL	13	100%

Thus, the study shows that most of the colleges depend on the librarian/library assistant for the organisation of the library.

5.6 Academics

Regarding academics, various subjects are offered in the colleges of Barak Valley and Karbi Anglong areas of Assam. In this study it was found that 100% of the colleges have arts subjects, which may be only arts or mixed up, as arts/commerce or arts/science. 69.23% has only arts, 7.69% has arts/commerce, 7.69% has arts/science, 15.39% has arts/science/commerce. This shows that arts subjects is found in all the colleges.

The percentages of the colleges taking the various subjects are given below –

100% of the colleges have English, political science, economics, history Bengali as the main subjects. 7.69% of the total colleges have environment science geography, anthropology, secretarial practice, BKACY, MFT, BPOB, MSL, BSL, Seed BOM, B.Eco., 61.54% of the colleges have Manipuri, philosophy as their subjects 38.46% of the colleges have alternative English, Hindi, elective Hindi, mathematics, a their subjects. 69.23% of the colleges have Elective Bengali and Foundation course a their subjects.

53.85% of the colleges have elective Manipuri as their subject. 46.15% of the colleges have Sanskrit, MIL, and Education as their subjects. 23.05% of the college have Persian, Assamese, Chemistry, HAEC, BTP, BMST, as their subjects. 30.77% c the colleges have Physics, Botany, Zoology, Statistics, Accountancy, Commercial Lav BOM, FA, Arabic, Geography, as their main subjects. 15.38% of the colleges hav Business Management, BOCP, CACS, BMST, EDPI, as their subjects.

Thus, it is seen from above that the college in Barak Valley and Karbi Anglon areas of Assam has various subjects, which cater to the need of higher education.

5.6.1 Curriculum

The setting of the curriculum is the most important factor. Especially in higher education, extreme care should be taken to set the curriculum according to the needs of the students.

Regarding satisfaction over the existing curriculum, the study revealed that only 7.69% of the colleges was satisfied over the existing curriculum and the rest was not. 38.46% of the colleges felt that it did not cater to the needs of the local students. 30.77% felt that it is bookish, 30.77% of the colleges felt that it is theoretical.

This is shown in the tabular form-

Table 5.31 Showing the decision over curriculum satisfaction.

Sl.No	SATISFACTION OVER EXISTING CURRICULUM	TOTAL	PERCENTAGE
1	DOES NOT CATER TO THE LOCAL STUDENTS	5.00	38.46%
2	IT IS OVER LOADED	0.00	0.00%
3	IT IS BOOKISH	4.00	30.77%
4	IT IS THEORETICAL	4.00	30.77%
5	ANY OTHER	0.00	0.00
6	TOTAL	13.00	100.00%

Thus, it is seen that most of the colleges felt that the curriculum does not cater to the needs of the local students.

5.6.2 Facility for vocational education

It was found that 100% of the colleges felt the importance of vocational education and would be willing to open vocational subjects with Govt. help.

5.6.3 Methods of teaching

Regarding methods of teaching, the study revealed that the colleges had mixed responses, which are stated as follows:-

69.23% of the colleges allowed the teachers to teach their own style. 76.92% of the colleges were aware of the recent techniques of teaching at higher level. 15.38% of the colleges felt that certain provisions should be given for special programmes like. 15.38% felt that bright pupils should be given certain facilities. 7.69% felt that certain provisions should be made for slow learners. 76.92% of the colleges felt that suggestions should be given to students for improving their test performance. 61.54% of the colleges felt that encroachment should be given to teachers to try out innovative practices. 61.54% of the colleges felt that suggestions of expert bodies such as NCTE, UGC should be taken relating to innovative ideas/practices.

It is clearly shown in the following table-

Table 5.32 Showing the methods of teaching

Sl.No	METHODS OF TEACHING	TOTAL	PERCENTAGE
1	TEACHERS FREEDOM TO TEACH IN OWN STYLE.	9	69.23%
2	DO NOT USE A PARTICULAR METHOD	4	30.77%
3	TOTAL	13	100%

Table 5.33 Showing the awareness of recent techniques

Sl.No	METHODS OF TEACHING	TOTAL	PERCENTAGE
1	AWARENESS OF CERTAIN RECENT TECHNIQUES	10	76.92%
2	NOT AWARE OF RECENT TECHNIQUES	3	23.08%
3	TOTAL	13	100%

Thus, the study shows that most of the colleges are aware of certain recent techniques and feels that suggestions should be given to students for improvement of test performance.

5.6.4 Examination

Examination play a very important role in the education system. The study shows that out of the total number of colleges, 84.62% conducts tests, 15.38% has terminal examinations.

Table 5.34 Showing the examination conducted

Sl.No	EXAMINATION CONDUCTED	TOTAL	PERCENTAGE
1	TEST	11.00	84.62%
2	TERMINAL EXAMINATION	2.00	15.38%
3	TOTAL	13.00	100%

The study also showed that 84.62% of the colleges followed the annual examination system. 15.38% conducted class test, pre-selection, selection. 100% of the colleges conduct examinations for each level. Higher Secondary 1st year and 2nd year examinations are conducted once a year.

The degree course of 1st year, 2nd year and 3rd year has test and final examinations. 84.62% colleges also have pre-selection and 15.38% colleges have selections.

5.6.5 Special consideration for enrolment of girl students

The study revealed that some colleges took certain steps/incentives for the enrolment of girl students. 15.38% of the colleges admitted girl students with lower percentage, 7.69% of the colleges provided scholarship to girl students and the rest i.e., 76.93% of the colleges did not give any considerations.

This is shown in the following table:-

Table 5.35 Showing the special enrolment of girl students

Sl.No	ENROLMENT OF GIRL STUDENTS	TOTAL	PERCENTAGE
1	LOWER PERCENTAGE FOR GIRLS SEEKING ADMISSION	2	15.38%
2	SCHOLARSHIPS PROVIDED	1	7.69%
3	NO CONSIDERATION	10	76.93%
4	TOTAL	13	100%

5.6.6 Reserved seat/quota

The study has revealed that 69.23% of the colleges have reserved seat/quota for SC/ST/OBC candidates, 15.38% of the colleges have reserved seat for physically handicapped and 15.38% has reserved quota for sports.

This is given in the following table:

Table 5.36 Showing the reserved seats/quotas

Sl.No	RESERVED SEATS/QUOTAS	TOTAL	PERCENTAGE
1	SC/ST/OBC	9	69.23%
2	PHYSICALLY HANDICAPPED	2	15.38%
3	SPORTS QUOTA	2	15.39%
4	TOTAL	13	100%

Thus, it is seen that most of the colleges have reserved seat for SC/ST/OBC.

Very few colleges have reserved seats for physically handicapped and sports quota.

5.6.7 Enrolment of students higher in -

The study revealed that according to the response got from all the Colleges. Arts enrolment is the highest in the colleges of Barak Valley and Karbi Anglong areas of Assam.

Table 5.37 Showing the enrolment of students

Sl.No	ENROLMENT OF STUDENTS	TOTAL	PERCENTAGE
1	ARTS ENROLMENT IS HIGHER	13	100%
2	TOTAL	13	100%

5.6.8 Availability of college library

Library is one of the most important part of the college. It caters to most of the students needs. The study revealed that 100% of the college have a library and 84.62% of the colleges have a full-time librarian, 15.38% does not have a librarian. 61.54% of the colleges do not have good reading room facility.

This is clearly shown in the following table:

Table 5.38 Showing the library facilities

Sl.No	LIBRARY	TOTAL	PERCENTAGE
1	AVAILABILITY OF COLLEGE LIBRARY	13	100%
2	TOTAL	13	100%

Table 5.39 Showing the position of the librarian

Sl.No	AVAILABILITY OF FULL TIME LIBRARIAN		
1	NO LIBRARIAN	2	15.38%
2	TOTAL	13	100%

5.6.9 Stock of study materials in the library

The study revealed that there are many reading materials stocked up in the library. They are given as follows- 92.31% of the colleges have Text-Books and reference books, 38.46% have journals (International/National), 23.08% have periodicals, 84.62% have newspapers, 53.85% have magazines, 15.38% have other varieties.

The break-up is clearly shown in the following table:

Table 5.40 Showing the stock of study materials

Sl.No	STOCK OF STUDY MATERIALS	TOTAL	PERCENTAGE
1	TEXT BOOKS	12.00	92.31%
2	REFERENCE BOOKS	12.00	92.31%
3	JOURNALS (INTERNATIONAL/ NATIONAL)	5.00	38.46%
4	PERIODICALS	3.00	23.08%
5	NEWSPAPERS	11.00	84.62%
6	MAGAZINES	7.00	53.85%
7	ANY OTHER	2.00	15.38%

5.6.10 Extra curricular activities

It has been noticed that 92.31% of the colleges organise extra curricular activities. 92.31% of the colleges have the annual sports meet. 46.15% of the colleges have social service project, 69.23% has college magazines, 69.23% organizes seminars, debates, discussions. 46.15% organizes workshops, 23.08% has exhibition/fete.

The break-up is clearly shown in the following table:

Table 5.41 Showing the extra-curricular activities

Sl.No	EXTRA-CURRICULAR ACTIVITIES	TOTAL	PERCENTAGE
1	ANNUAL SPORTS MEET	12	92.31%
2	SOCIAL SERVICE PROJECT	6	46.15%
3	COLLEGE MAGAZINES	9	69.23%
4	SEMINARS, DEBATES, DISCUSSION	9	69.23%
5	WORK SHOP	6	46.15%
6	EXHIBITION / FETE	3	23.08%

5.6.11 Participation of students in games and sports

The study revealed that 76.92% of the colleges participate in games and sports. 61.54% participates in football, 76.92 in volleyball, 38.46% in basket ball, 15.38% in hockey, 76.92% in cricket, 92.31% in carom, 76.92% in Chinese checker, 61.54% in table-tennis, 84.62% in chess.

This is given clearly in the following table:

Table 5.42 Showing the participation in sports

Sl.No	PARTICIPATION IN SPORTS	TOTAL	PERCENTAGE
1	FOOTBALL	8	61.54%
2	VOLLEY BALL	10	76.92%
3	BASKET BALL	5	38.46%
4	HOCKEY	2	15.38%
5	CRICKET	10	76.92%
6	CAROM	12	92.31%
7	CHINESE CHECKER	10	76.92%
8	TABLE TENNIS	8	61.54%
9	CHESS	11	84.62%
10	BADMINTON	11	84.62%

It was also noticed that 100% of the colleges celebrate college week, fete and have other functions and in 69.23% of the colleges, students take active part in them.

5.7 Miscellaneous

5.7.1 College union

The study revealed that 92.31% of the colleges have Unions in the College. Out of which 76.92% have students union, 76.92% has teachers union, 69.23% of the college have non-teaching staff union, 7.69% of the college have other unions.

This is shown in the following table:

Table 5.43 Showing the various unions in the colleges

Sl.No	COLLEGE UNIONS	TOTAL	PERCENTAGE
1	STUDENTS / TEACHERS/ NON-TEACHING STAFF UNION	10	76.92%
2	OTHER UNION	2	15.39%
3	NO UNION	1	7.69%
4	TOTAL	13	100%

The study revealed that out of 13 colleges, 12 colleges have unions. 76.92% have students, teachers and non-teaching staff union. 15.38% have other unions.

5.7.2 Availability of computer education

It was seen from the study that only 15.38% of the colleges have Computer-Education and 84.62% of the colleges do not have this facility.

This is because of various reasons which attributed to it, which is stated below- 61.54% of the colleges lacks finance, 7.69% lacks computer assistants, 15.38% lacks space, 7.69% lacks buildings, 15.38% has other problems.

This is shown in the following table:

Table 5.44 Showing the various reasons which attribute to the Lack of computers

Sl.No	NON-AVAILABILITY OF COMPUTER EDUCATION	TOTAL	PERCENTAGE
1	LACK OF FINANCE	8.00	61.54%
2	LACK OF COMPUTER ASSISTANTS	1.00	7.69%
3	LACK OF SPACE	2.00	15.38%
4	LACK OF BUILDING	1.00	7.69%
5	ANY OTHER	1.00	7.69%
6	TOTAL	13.00	100%

Regarding vocational education it was seen that only 23.08% of the colleges have vocational education.

5.7.3 Availability of the following books

It was noticed that on the whole various colleges maintained certain office records, which is given as follows: -

- 100% of the colleges have Admission registers,
- 100% of the colleges have transfer and leaving certificate registers,
- 92.31% of the colleges have daily attendance registers,
- 69.23% of the colleges have students conduct book,
- 53.85% of the colleges have curricular file,
- 38.46% of the colleges have records for co-curricular activities,
- 76.92% of the colleges have lecturers casual leave register.
- 76.92% of the colleges have service book for lecturers,
- 53.85% of the colleges have supervision book,
- 23.08% of the colleges have annual and terminal plans for both curricular and co-curricular activities,

- 92.31% of the colleges have account books, 100% have salary registers.
- 100% have staff council proceeding books,
- 53.85% of the colleges have guardians meeting proceeding books,
- 38.46% of the colleges have library catalogue and issue book register.
- 69.23% have other records.

This is clearly given in the following table.

Table 5.45 Showing the office records

Sl.No	OFFICE RECORDS	TOTAL	PERCENTAGE
1	ADMISSION REGISTERS	11.00	84.62%
2	TRANSFER AND LEAVING CERTIFICATE REGISTER	13.00	100%
3	DAILY ATTENDANCE REGISTERS	12.00	92.31%
4	STUDENTS CONDUCT BOOK	9.00	69.23%
5	CURRICULAR FILE	7.00	53.85%
6	RECORDS OF CO-CURRICULAR ACTIVITIES	5.00	38.46%
7	LECTURERS CASUAL LEAVE REGISTERS	10.00	76.92%
8	SERVICE BOOK FOR LECTURERS	10.00	76.92%
9	SUPERVISION BOOK	7.00	53.85%
10	ANNUAL AND TERMINAL PLANS FOR BOTH CURRICULAR ACTIVITIES.	3.00	23.08%
11	ACCOUNTS BOOKS	12.00	92.31%
12	SALARY REGISTERS	13.00	100%
13	STAFF COUNCIL PROCEEDING BOOKS	13.00	100%
14	GUARDIANS MEETING PROCEEDING BOOK	7.00	53.85%
15	LIBRARY CATALOGUE AND ISSUE BOOK REGISTER	5.00	38.46%
16	ANY OTHER	9.00	69.23%

Thus, from the study of the college principals it was seen that on the whole most of the colleges were having problems regarding finance, (i.e. income, expenditure, salaries etc). infrastructure, library, maintenance, teaching/non-teaching staffs, administration, Budgeting, extension, hostel-facilities, laboratory equipment, building etc.

Though out of the total of 15 colleges taken for study, only 13 college principals responded well and the other 2 could not hand over the questionnaire, data was enough for getting the required information. The problems will be discussed in the later part of the chapter.

5.8 General information (College-teachers)

The questionnaire for college-teachers contained various items to elicit certain information like qualifications, infrastructure, administration, finance, Academics, Job-Satisfaction, Library, Curriculum, Evaluation, Co-Curricular activities, Method of teaching, work load, Miscellaneous.

Here, 15 colleges were selected for the study out of which 150 teachers were taken for the study i.e. 10 teachers from each college. Out of the 10 teachers, 1 questionnaire was meant for the principal. That makes it to be 9 teachers from each college and on the whole 135 teachers from 15 colleges were taken for the study.

Out of 135 teachers only 111 responded fully, remaining could not return the questionnaire due to various problems. Thus, 111 questionnaires were analysed and interpreted accordingly.

5.8.1 Type of college

Regarding the type of college it was found that only 8.11% of the total number of teachers in the colleges were from Government college called the Diphu Government college, 72.07% of the teachers were from deficit colleges, 19.82% of the teachers are from private/ Adhoc colleges.

Table 5.46 Showing the type of college

Sl.No	TYPE OF COLLEGE	TOTAL	PERCENTAGE
1	GOVERNMENT COLLEGE	9.00	8.11%
2	DEFICIT COLLEGE	80.00	72.07%
3	PRIVATE / ADHOC	22.00	19.82%
4	TOTAL	111	100%

Thus, it is seen that 100% of the teachers come from Government, Deficit, Private and Adhoc colleges of Barak Valley and Karbi Anglong areas of Assam.

5.8.2 Male / female

The study shows that 76.58% of the teachers are male and 23.42% of the teachers are female. This shows that women are still lagging behind in Higher Education and are still yet to catch up with the male. Thus, women should be given more priority and encouragement.

Table 5.47 Showing the male female distribution

Sl.No	MALE/ FEMALE	TOTAL	PERCENTAGE
1	MALE	85.00	76.58%
2	FEMALE	26.00	23.42%
3	TOTAL	111	100%

5.8.3 Category of college

The study revealed that there were no colleges meant only for boys in particular. Out of the 13 colleges, 16.22% of the teachers taught in girls colleges and 83.78% taught in co-educational colleges. Thus, from the table we can see that 18 teachers responded from girls colleges and 93 teachers responded from co-educational colleges. Thus, boys college should also be established in that area.

Table 5.48 Showing the category of the college

Sl.No	CATEGORY OF THE COLLEGE	TOTAL	PERCENTAGE
1	BOYS COLLEGE	0.00	0.00%
2	GIRLS COLLEGE	18.00	16.22%
3	CO-EDUCATIONAL COLLEGE	92.00	83.78%
4	TOTAL	111.00	100%

From the table above we can see that 18.00 teachers have responded from girls colleges and 92.00 teachers form co-educational colleges.

5.8.4 Category of the post

The study revealed that there are two types of posts

5.8.4.1 Permanent.

5.8.4.2 Temporary.

There are 90.09% teachers who are in the permanent post and 9.91% of the teachers are in the temporary post.

The break up is shown in the following table.

Table 5.49 Showing the category of the post

Sl.No	CATEGORY OF THE POST	TOTAL	PERCENTAGE
1	PERMANENT	100	90.09%
2	TEMPORARY	11	9.91%
3	TOTAL	111	100%

It has been thus noticed that out of the total of 111 teachers, 100 teachers have permanent post and 11 teachers are still temporary.

5.8.5 Qualification

Qualification also means the minimum requirements for teaching in a college. Here, along with the regular qualification the professional qualification is also stated.

5.8.5.1 Regular qualification

Out of the total teachers taken for the study, it was found that 68.47% of the teachers were M.A. holders. In Rabindra Sadan girls College 100% of the teachers are M.A, same is the case with Nehru College, Pilapool and Nabin Chandra College, Badarpur. 5.41% of the total teachers are M.Com. 8.11% of the teachers are M.Sc. It was seen that G.C.College has most number of Science teachers with a percentage of 50%. 11.71% of the teachers have completed their M.Phil. 6.31% of the teachers have done their Ph.D.

The break-up is clearly shown in the following table.

Table 5.50 Showing the qualification of the teachers

Sl.No	QUALIFICATIONS	TOTAL	PERCENTAGE
1	M.A	76.00	68.47%
2	M.COM	6.00	5.41%
3	M.SC	9.00	8.11%
4	M.PHIL	13.00	11.71%
5	Ph.D	7.00	6.30%
6	TOTAL	111	100%

5.8.5.2 Professional qualifications

The study revealed that 3.60% have a B.T degree, 7.21% have a B.Ed degree. Though B.T, which means Bachelors of training, was awarded earlier but now the same degree is called B.Ed. None of them have a M.Ed degree which is Masters of Education. 89.92% of the teachers do not have Professional qualification.

Thus, it is seen that Barak Valley and Karbi Anglong areas have very little growth for teacher training colleges.

This is clearly shown in the following table.

Table 5.51 Showing the professional qualifications

Sl.No	PROFESSIONAL QUALIFICATION	TOTAL	PERCENTAGE
1	B.T	4.00	3.60%
2	B.ED	8.00	7.21%
3	M.ED	0.00	0.00%
4	DOES NOT HAVE PROFESSIONAL QUALIFICATION	99.00	89.19%
5	TOTAL	111	100%

5.8.6 Stream taught

The study revealed that 64.86% of the teachers are teaching in Arts stream, 12.61% of the teachers are teaching in Science stream, 5.41% of the teachers are teaching in the Commerce stream.

This is shown in the following table.

Table 5.52 Showing the various streams taught

Sl.No	STREAMS TAUGHT	TOTAL	PERCENTAGE
1	ARIS	91	81.98%
2	SCIENCE	14	12.61%
3	COMMERCE	6	5.41%
4	TOTAL	111	100%

Thus, the study shows that the percentage of teachers in arts stream is higher and the percentage of teachers in commerce stream is the lowest. Thus, it can be assumed that arts subjects are more favourable in the Barak Valley and Karbi Anglong areas of Assam.

5.9 Infrastructure

The study revealed that many teachers had problems regarding Infrastructure, many complained that their library was small, reading tables and chairs were not sufficient, colleges were too congested etc.

5.9.1 Teachers common room

The present study showed that 3.15% of the total no of teachers responded that teachers common room was large enough, none of the teachers mentioned that the

teachers common room is well maintained, 9.01% of the teachers mentioned that the teachers common room had magazines. 9.01% of the teachers mentioned that there were journals in the teachers common room, 18.92% said that there are newspaper available in the teachers common room.

None of the colleges had television sets in the teacher's common room. 39.63% of the colleges had lockers for each teacher in the common room. 50.45% of the teacher's common room had large reading writing tables. 6.31% of the teachers mentioned that they did not have all the above given facilities and are managing without them.

This is clearly shown in the following table.

Table 5.53 Showing the teachers common room equipment

Sl.No	TEACHERS COMMON ROOM	TOTAL	PERCENTAGE
1	MAGAZINES	10	9.01%
2	JOURNALS	10	9.01%
3	NEWSPAPERS	21	18.29%
4	TELEVISION-SET	0	0.00%
5	LOCKERS FOR EACH TEACHER	24	21.62%
6	LARGE READING WRITING TABLES	39	35.13%
7	FACING PROBLEMS	7	6.31%
8	TOTAL	111	100%

The study thus shows that, 36.94% of the college teachers have mentioned of having newspapers in the teachers common room, 39.64% of the teachers mentioned that there were lockers for each teacher and 50.45% have mentioned that large reading writing tables were there, this clearly reveals that in most of the colleges, newspapers, lockers for each teacher, large reading writing tables were the common assets.

5.9.2 Teaching aids

Teaching aid is supposed to be one of the most important Infrastructural assets of the college. It is only with the help of the teaching aid that the knowledge can be passed from the teacher, to the students easily.

The study revealed that various teachers have commented, whether the colleges were well equipped with teaching aids or not. They are given in the following way 27.03% of the teachers commented that their colleges are sufficient with teaching aids, only 18.02% of the teachers said that they have well-equipped science laboratory, 7.21% of the teachers said that their colleges have computer rooms which are furnished, 43.24% of the teachers said that they have sufficient black boards and other teaching aids, 4.50% of the teachers commented that they have slides/ charts/ models. Thus, it was seen that only 28.82% of the teachers were satisfied with the existing provisions. They are clearly given in the following table.

Table 5.54 Showing the equipment of teaching aids in the colleges.

Sl.No	TEACHING AIDS	TOTAL	PERCENTAGE
1	WELL-EQUIPPED WITH TEACHING AIDS	30	27.03%
2	WELL-EQUIPPED WITH SCIENCE LABORATORY	20	18.02%
3	WELL FURNISHED COMPUTER ROOM	8	7.21%
4	SUFFICIENT BLACK BOARDS & OTHER TEACHING AIDS	48	43.24%
5	SLIDES /CHARTS /MODELS	5	4.50%
6	TOTAL	111	100%

5.9.3 College building

Regarding college building it was seen that many teachers felt that the building needed extension, renovation etc. i.e. the study revealed that they were not so satisfied. Though all the colleges taken for study had a college building of their own, some felt that it was too congested for the students.

They are given in the following way. 72.07% of the teachers felt that the building needed extension/ renovation. 18.02% of the teachers felt that the college was too congested, as the student intake was more. 9.91% of the teachers were satisfied regarding the college building.

The break up is given below.

Table 5.55 Showing the satisfaction of teacher over college building

Sl.No	COLLEGE - BUILDING	TOTAL	PERCENTAGE
1	NEEDS EXTENTION/ RENOVATION/ CHANGE	80	72.07%
2	TOO CONGESTED	20	18.02%
3	SATISFIED	11	9.91%
4	TOTAL	111	100%

Thus, it is seen from the table that most of the teacher's felt that the building needed extension/renovation and change, which is one of the dire necessities of the colleges in Barak Valley and Karbi Anglong areas of Assam, on the contrary very few teachers i.e. 9.91% feels satisfied over the entire set up of college building.

5.9.4 Library facilities

Library seems to be an important aspect in administration, infrastructure and academics. Regarding infrastructure the study revealed that 66.67% of the teachers commented that they did not have proper library facilities. 35.14% of the teachers commented that the library did not have adequate seating arrangements. 46.85% complained that the reading materials are not sufficient. 31.53% said that the library rooms are not lighted properly.

This is clearly shown in the following table.

Table 5.56 Showing the inadequacy of the library facilities

Sl.No	LIBRARY FACILITIES	TOTAL	PERCENTAGE
1	LIBRARY FACILITIES NOT PROPER	74	66.67%
2	SEATING ARRANGEMENTS NOT ADEQUATE	10	9.01%
3	NOT SUFFICIENT READING MATERIALS	20	18.02%
4	ROOMS NOT LIGHTED PROPERLY	7	6.30%
5	TOTAL	111	100%

Thus, the study revealed that majority i.e. 66.67% felt that the library facilities are not proper. This shows that the colleges in Barak Valley and Karbi Anglong areas are suffering from having adequate library facilities.

5.10 Administration

The study revealed that 70.27% take part in administration work of the college. The powers related to them are mainly related to academics, planning, organizing, and co-curricular activities. 30.63% of the teachers do not take part in administration work.

5.10.1 Leave Rules

The study revealed that 5.41% are entitled for Earned leave, 63.06% are entitled for casual leave, 2.70% are entitled for extra ordinary leave, 1.80% are entitled for commuted leave, 27.03% are entitled for Medical leave.

This is shown in the following table.

Table 5.57 Showing the entitlement of leaves

Sl.No	LEAVE RULES	TOTAL	PERCENTAGE
1	EARNED LEAVE	6	5.41%
2	CASUAL LEAVE	70	63.06%
3	EXTRA-ORDINARY LEAVE	3	2.70%
4	COMMUTED LEAVE	2	1.80%
5	MEDICAL LEAVE	30	27.03%
6	TOTAL	111	100%

Thus, it is seen that maximum number of teachers avail casual leave and minimum avail extra-ordinary leave. It was also seen that the maximum period availed, as medical leave was 3 months and not more than that. 31.53% of the teachers said that they get full pay in case of medical leave.

5.10.2 Promotion and service rules

The study revealed that 64.86% of the teachers commented that there are certain, written rules and regulations, 35.14% agreed that there is prospect of promotion in the college.

Table 5.58 Showing the promotion and service rules

Sl.No	PROMOTION AND SERVICE RULES	TOTAL	PERCENTAGE
1	WRITTEN RULES AND REGULATIONS	72	64.86%
2	PROSPECT OF PROMOTION IN THE COLLEGE	39	35.14%
3	TOTAL	111	100%

Thus, it is seen from the table that most of the teachers are aware of the written rules and regulations set by the institutions/ Government. They also face immense problems, which are discussed later on in this chapter.

5.11 Finance

The study revealed that the teachers do not play an important role regarding finance. They do not handle any money matters. Here, the investigator has highlighted the types of pay scale, increments, adequate salaries etc, which the investigator thought would elicit reliable information.

5.11.1 Types of pay scale

66.67% of the teachers of all the colleges get the UGC scale and none of them get the Assam pay report scale. Diphu Government College gets the state government scale plus the UGC benefits i.e.0.90% . 56.76% of the teachers stated that they get regular salary. Only 0.90% has commented on problem regarding pay. But all the teachers of private colleges have shown their dissatisfaction over their salary. They felt that their work load is too much and salary is too low.

5.11.2 Increment

23.42% of the teachers commented that they do have provisions for advance increment, but none have exactly stated how much they are getting.

This is clearly shown in the following table.

Table 5.59 Showing the type of pay scale/ increment

Sl.No	TYPE OF PAYSACLE/ INCREMENT	TOTAL	PERCENTAGE
1	UGC SCALE	90	81.08%
2	ASSAM PAY REPORT	0	0%
3	STATE GOVERNMENT PAY	1	0.90%
4	OTHER SCALE	20	18.02%
5	TOTAL	111	100

Table 5.60 Showing the disbursement of salary/ increment

Sl.No	REGULAR SALARY	63	56.76%
1	PROBLEM WITH PAY	22	19.82%
2	INCREMENT	26	23.42%
3	TOTAL	111	100%

Thus, the above table shows that maximum of the teachers are getting UGC Scale (Deficit pay) though very few are having problems regarding pay. The problems due to salaries will be discussed in the later part of the chapter.

5.12 Academics

5.12.1 Training

The study revealed that 63.96% of the teachers have attended seminars. 30.63% of the teachers have attended conferences. 7.21% of the teachers are members of consultative programmes. 10.81% have attended certain committees. 36.04% of the teacher have attended refresher course, orientation programmes, etc. 44.14% have said that T.A and D.A was provided for attending such courses. 46.85% have commented that certificate was awarded for such programmes. It was seen that 100% of the teachers felt that they do not get benefited from such training programmes.

This is clearly shown in the following table.

Table 5.61 Showing the training programs

Sl.No	OPPORTUNITIES FOR PROFESSIONAL GROWTH & DEVELOPMENT	TOTAL	PERCENTAGE
1	SEMINARS	71	63.96%
2	ATTENDED REFRESHER COURSE/ ORIENTATION PROGRAMMES	40	36.04%
3	TOTAL	111	100%

Table 5.62 Showing the incentives of training programs

Sl.No	INCENTIVES FOR TRAINING PROGRAMS	TOTAL	PERCENTAGE
1	TA/DA PROVIDED	54	48.65%
2	CERTIFICATE AWARDED	57	51.35%
3	TOTAL	111	100%

Thus, it is seen that the teachers of the colleges in the Barak Valley and Karbi Anglong areas of Assam do attend seminars and refresher courses/ orientation programmes and are awarded with certificates too. The teachers do have opportunities for professional growth and development.

5.12.2 Job satisfaction

Most of the teachers have commented or given their view regarding job satisfaction. 16.22% of the teachers commented that they were fully satisfied regarding teaching job, 54.05% of the teachers were satisfied and 14.41% of the teachers were dissatisfied. Various reasons were given for their dissatisfaction. They are as follows- 9.90% of the teachers felt that the salary was low, 4.50% of the teachers felt that the load is too heavy, 9.01% of the teachers felt that the students were undisciplined, 4.50% felt that the timings were odd. None of them had an inferiority complex that other was

too qualified than them, 11.71% of the teachers felt that the college was too small and congested. 0.91% felt that the college is situated on the outskirts.

This is clearly given on the following table.

Table 5.63 Showing the job-satisfaction of the teachers

Sl.No	JOB-SATISFACTION	TOTAL	PERCENTAGE
1	FULLY SATISFIED	20	18.00%
2	SATISFIED	70	63.00%
3	DISSATISFIED	21	18.90%
4	TOTAL	111	100%

Table 5.64 Showing the job pressure of the teachers

Sl.No	JOB PRESSURE OF THE TEACHERS	TOTAL	PERCENTAGE
1	LOW-SALARY	25	22.50%
2	THE LOAD IS TOO HEAVY	20	18.00%
3	STUDENTS ARE UNDISCIPLINED	20	18.00%
4	COLLEGE TOO SMALL & CONJESTED	23	20.70%
5	COLLEGE IS SITUATED ON OUT-SKIRTS	3	2.70%
6	LESS COOPERATION	20	18.00%
7	TOTAL	111	100%

Thus, it is seen that majority of the teachers were just satisfied with their profession and did not like to comment much on the others. Though most of them also felt that the students were undisciplined.

5.12.3 Library

Regarding library most of the teachers felt that the library should be stacked up with up-to-date books, journals, magazines, newspapers and other reading materials. It was seen in the study that the library hours was clashing with the teaching hours and the librarians too were not always available.

It was seen that only 31.53% of the teachers commented that there were enough books stacked up in the library, 20.72% of the teachers felt that the books were good enough only 13.51% of the teachers felt that there were up-to-date journals/ magazines etc. in the library. 34.24% of the teachers were trying to bring them in. 54.05% were having library problems. Various library problems will be discussed later on in the chapter.

The percentage is shown in the following table.

Table 5.65 Showing the library facilities

Sl.No	LIBRARY FACILITIES / PROBLEMS	TOTAL	PERCENTAGE
1	ENOUGH BOOKS	35	31.53%
2	BOOKS ARE GOOD ENOUGH	23	20.72%
3	UPTO DATE JOURNALS/ MAGAZINES ETC.	15	13.51%
4	TRYING TO BRING GOOD BOOKS, JOURNALS, MAGAZINES ETC.	38	34.24%
5	TOTAL	111	100%

It is thus seen that very few colleges have sufficient books and other reading materials but on the whole majority of the colleges have library problems.

5.12.4 Curriculum

5.12.4.1 Curriculum satisfaction

Regarding curriculum it was seen that some prefer the existing curriculum whereas other do not. 81.08% of the teachers stated that the curriculum of the college should be whatever the university prescribes.

25.23% of the teachers found the curriculum satisfactory, 21.62% felt that the curriculum is bookish, 26.13% felt that the curriculum is theoretical, 11.71% of the teachers felt that the curriculum is overcrowded. 22.52% of the teachers felt that the curriculum did not cater to the needs of the local people, 2.70% had other views.

This is shown in the following table.

Table 5.66 Showing the curriculum satisfaction

Sl.No	CURRICULUM SATISFACTION	TOTAL	PERCENTAGE
1	CURRICULUM SATISFACTION	20	18.02%
2	BOOKISH	24	21.62%
3	THEORITICAL	29	26.13%
4	OVER-CROWDED	2	1.80%
5	DOES NOT CATER TO THE LOCAL NEEDS	25	22.52%
	NOT REVISED REGULARLY	11	9.91%
	TOTAL	111	100%

Thus, it is seen that the responsibility of the curriculum entirely lies with the university according to the teachers a lot of problems regarding curriculum which will be discussed later on.

5.12.4.2 Framing of the curriculum

From the study it was seen that none of the teachers commented on the government framing the curriculum. 68.47% of the teachers commented that the University frames the curriculum.

5.12.5 Evaluation

Evaluation tells us about certain tests, assignments, and selections. It is seen here that 75.68% of the teachers commented that their colleges have tests. 4.50% of the

teachers said that their colleges also hold the pre-selections. 11.71% of the college teachers said that their college has selection exams, 1.80% of the teachers said that they have others like test etc.

This is given in the following table.

Table 5.67 Showing the different evaluation held

Sl.No	EVALUATION	TOTAL	PERCENTAGE
1	TEST	89	80.18%
2	PRE-SELECTION	7	6.31%
3	SELECTION	13	11.71%
4	ANY OTHER	2	1.80%
5	TOTAL	111	100%

5.12.6 Co-curricular activities

Regarding co-curricular activities it was seen that 30.63% faced problems in organizing co-curricular activities. 61.26% of the teachers said that the teachers also take responsibility of organising co-curricular activities, which is of various types like games, sports, dramas, musical programmes etc. 8.11% of the teacher said that their college excelled in various co-curricular activities.

This is shown in the following table.

Table 5.68 Showing the co-curricular activities

Sl.No	CO-CURRICULAR ACTIVITIES	TOTAL	PERCENTAGE
1	PROBLEMS IN ORGANISING	34	30.63%
2	ORGANISE CO-CURRICULAR ACTIVITIES	68	61.26%
3	EXCELLED IN VARIOUS SPORTS	9	8.11%
4	TOTAL	111	100%

5.12.7 Method of teaching

Method of teaching does play an important role for a teacher, as it is the teacher who communicates with the students and he/she can use any particular method, which is convenient. In this study, 70.27% of the teachers feel that it is necessary to teach in a particular method, and certain new techniques should be implemented. The teachers felt that certain suggestions should be given for teaching. 9.91% of the teachers feel that certain techniques should be adopted for teaching. 19.82% of the teachers takes extra-extensive lecture. 35.14% of the teachers commented that they had problems in teaching, which will be specified in the later part of the chapter.

Table 5.69 Showing the method of teaching

Sl.No	METHOD OF TEACHING	TOTAL	PERCENTAGE
1	TO TEACH IN A PARTICULAR METHOD	78	70.27%
2	RECENT TECHNIQUES FOR TEACHING	11	9.91%
3	EXTRA-EXTENSION LECTURE	22	19.82%
4	TOTAL	111	100%

The study thus shows that most of the teachers preferred to teach in a particular method.

5.12.8 Work load

This specifies the total number of hours spent in teaching, load whether it's heavy or light. It was seen that on an average 2-3 hours of teaching was done in a day by each teacher. 20.72% of the teachers felt that the work load was heavy, 54.95% of the teachers felt that the workload was moderate and 8.11% of them felt that the work

load light enough. 76.58% of the teachers taught for all the levels. 51.35% of the teachers felt that the lecture period was sufficient enough for teaching.

The break-up is given on the following table.

Table 5.70 Showing the work-load

Sl.No	WORK-LOAD	TOTAL	PERCENTAGE
1	HEAVY	33	29.73%
2	MODERATE	61	54.95%
3	LIGHT	17	15.32%
4	TOTAL	111	100%

Table 5.71 Showing the level/ duration of period

Sl.No	LEVEL/DURATION	TOTAL	PERCENTAGE
1	TEACHING FOR ALL-LEVELS	85	76.58%
2	LECTURE PERIOD SUFFICIENT ENOUGH	26	23.42%
3	TOTAL	111	100%

The table thus shows that majority of the teachers found the work load moderate and majority of them taught the students of all levels.

5.13 Miscellaneous

64.86% of the teachers were provided with facilities like medical allowance, 63.06% received house rent allowance, none get transportation allowances, none gets any other type of allowances. 19.82% of the female teachers get maternity leaves. 28.83% gets provision for retirement gratuity. 53.15% of the teachers feel that higher education has a good scope, 3.60% of the teachers avail L.T.C. The teachers have mentioned various problems regarding higher education, which is discussed later on this chapter.

Most of them had a good opinion regarding higher education, but few felt that the area was still backward regarding higher education. 65.77% of the teachers said that they had teachers association. 59.45% of the teachers takes active part in college-week. 30.63% of the teachers get suggestions/ complaints from the principals. 40.54% are satisfied by the way the college is being run. 46.85% of the teacher faces problems with the students enrolment and achievement, 32.43% of the teachers are facing problem with the curriculum, 26.13% of the teachers are facing problems with finance, 8.11% of the teachers are facing problems with the principals, 12.61% of the teachers are facing problems with the staff, 25.23% of the teachers are facing problems with politics, 23.42% of the teachers are facing problem with extra-curricular activities, 26.13% of the teachers are facing problems with disciplinary actions, 19.82% of the teachers are facing problems regarding leave, 33.33% of the teachers are facing problems regarding library, 36.04% of the teachers are facing problems regarding salary.

5.13.1 Views regarding teaching jobs

31.53% of the teachers commented that teaching is a good profession, 5.41% of the teachers commented that teaching was not a satisfying profession, 39.64% agreed that teaching is a honourable profession, 23.42% of the teachers commented that teaching is a prestigious job.

5.13.2 Problems with the students

26.13% of the teachers commented on having problems with the students. 7.21% of the teachers find that the students are rowdy in the class, 10.81% of the teachers find that the students do not understand. 37.84% of the teachers feel that the students do not learn their lessons well, 44.14% of the teachers said that the student do not attend class.

Table 5.72 Showing the problems with the students

Sl.No	PROBLEMS WITH THE STUDENTS	TOTAL	PERCENTAGE
1	STUDENTS ARE ROWDY IN THE CLASS	8	7.21%
2	DO NOT UNDERSTAND	12	10.81%
3	DO NOT LEARN THEIR LESSONS	42	37.84%
4	DO NOT ATTEND CLASS	49	44.14%
5	TOTAL	111	100%

The study thus shows, that the main problems the teachers face regarding their students is that, they do not attend class, which seems to be a common problem every where.

Table 5.73 Showing the views of teachers regarding teaching jobs

Sl.No	VIEWS REGARDING TEACHING JOBS	TOTAL	PERCENTAGE
1	GOOD PROFESSION	35	31.53%
2	NOT SATISFYING PROFESSION	6	5.41%
3	HONOURABLE PROFESSION	44	39.64%
4	PRESTIGIOUS PROFESSION	26	23.42%
5	TOTAL	111	100%

5.13.3 Common problems regarding their jobs

The study revealed that the teachers of the colleges in Barak Valley and Karbi Anglong areas are facing a lot of common problems relating to various aspects in the college. Below are given some to the common problems, which the teachers face.

52.25% of the teachers commented that the college lacked basic amenities, 13.51% of the teachers complained of heavy work load, 22.52% of the teachers complained of poor salary, 11.72% of the teachers commented on the dissatisfaction about the job. This is clearly shown in the following table

Table 5.74 Showing the common problems faced

Sl.No	COMMON PROBLEMS	TOTAL	PERCENTAGE
1	LACK OF BASIC AMNETIES	58	52.25%
2	HEAVY WORK LOAD	15	13.51%
3	POOR SALARY	25	22.52%
4	DISSATISFACTION ABOUT JOB	13	11.72%
5	TOTAL	111	100%

Thus, it is seen from the above table that majority of the teachers feel that, the college lacks basic amenities. On the whole very few have complained about heavy workload and dissatisfaction about job.

5.13.4 Benefits for the teachers

The teachers get various benefits, especially those of the government colleges and deficit colleges. It is found that teachers of government colleges are entitled to draw annual increment, house rent, medical allowances, provident fund, gratuity and also benefits for higher study.

Deficit college teachers are entitled to draw this when the revised UGC scale is implemented. In Adhoc and private colleges, teachers get only annual increment but are deprived of other benefits.

Table 5.75 Showing the various benefits/ leave

Sl.No	BENEFITS / LEAVE	TOTAL	PERCENTAGE
1	MEDICAL ALLOWANCES	72.00	64.86%
2	HOUSE RENT ALLOWANCES	70.00	63.06%
3	TRANSPORTATION	0.00	0.00%
4	MATERNITY LEAVE	22.00	19.82%
5	RETIREMENT /GRATUITY	32.00	28.83%
6	AVAIL LTC	4.00	3.60%
7	HIGHER EDUCATION HAS A GOOD SCOPE	59.00	53.15%
8	TEACHER'S ASSOCIATION	73.00	65.77%
9	ACTIVE PART IN COLLEGE-WEEK	66.00	59.46%
10	SATISFIED BY THE WAY COLLEGE IS RUN	45.00	40.54%
11	SUGGESTION / COMPLAINTS	34.00	30.63%

The above table shows that majority of the colleges have the teacher association where the teachers take an active part.

The main functions of the teachers association are: -

- 5.13.4.1 To see to the welfare and service conditions of the teachers.
- 5.13.4.2 To organize lectures, debates, seminars.
- 5.13.4.3 To promote academic excellence of students.
- 5.13.4.4 To look after student welfare projects and other cultural activities.

5.14 General information (College students)

300 students were selected for the study, out of which only 282 responded. The remaining could not return the questionnaire due to various problem. Thus, 282 questionnaire were analysed and interpreted accordingly. The study revealed that 44.68% were male respondents and 53.90% were female respondents.

5.14.1 Infrastructure

5.14.1.1 Hostel facilities

26.24% of the students commented that their colleges have hostel facilities. 78.01% of the students taken for study are day-scholars. 21.99% of the students taken for study are hostellers. 3.19% of the students like to stay in the hostel because they can concentrate more on their studies. 13.83% prefer to stay in a hostel as they have come from a distant place. 1.42% of the students feel that they are too congested at home. 3.55% of the students commented that their hostels are well furnished. Out of the remaining who are facing problems 7.09% of the students are demanding better equipments. 5.67% of the students are managing some how with what ever is provided, others are not doing any thing about it.

Regarding hostel fees, it is seen that 1.42% of the students taken for study feel, its too high. 13.83% of the students feel its average. 12.06% of the students commented that the hostel seats are limited. 1.77% of the students commented that principal/college committees are increasing the number of the seats. 1.42% of the students taken for study are arranging accommodation outside the institution, on a rented house, as paying guest etc. 6.03% of the students are doing nothing about it. 5.67% of the students have said that their stay in the hostel is comfortable. 3.90 of the

student taken for study have commented that the rooms are too small. 4.61% of the students commented that shared rooms becomes inconvenient, 2.84% of the hostellers said that the boarding fees is too high. 8.16% of the hostellers said that the food is not good enough. 7.80% of the hostellers are having water problems.

This is clearly shown in the following table.

Table 5.76 Showing the hostel – provisions/ problems

Sl.No	HOSTEL – PROVISIONS/ PROBLEMS	TOTAL	PERCENTAGE
1	COLLEGES HAVE HOSTEL-FACILITIES	74	26.24%
2	DAY-SCHOLAR	220	78.01%
3	HOSTELLER	62	21.99%
4	STAYING IN HOSTEL: I).TO CONCENTRATE MORE IN STUDIES	9	3.19%
5	II).COMING FROM DISTANT PLACE	39	13.83%
6	III)TO CONGESTED AT HOME	4	1.42%
7	HOSTEL WELL-FURNISHED	10	3.55%
8	DEMANDING BETTER EQUIPMENTS	20	7.09%
9	MANAGING WITH WHATEVER PROVIDED	16	5.67%
10	HOSTEL FEES I). TO HIGH	4	1.42%
11	II).IT'S AVERAGE	39	13.83%
12	III).HOSTEL SEATS LIMITED	34	12.06%
13	PRINCIPAL/ COLLEGE COMMITTEE-		
14	I).INCREASING THE NUMBER OF SEATS	5	1.77%
15	II).ARRANGING OUTSIDE THE INSTITUTION	4	1.42%
16	III).DOING NOTHING	1	0.35%
17	STAY IN THE HOSTEL COMFORTABLE	16	5.67%
18	PROBLEMS I).ROOMS TOO SMALL	11	3.90%
19	II).SHARED ROOM	13	4.61%
20	FEES IS TOO HIGH	8	2.84%
21	FOOD IS NOT GOOD ENOUGH	23	8.16%
22	WATER PROBLEM	22	7.80%

Thus, it is seen that most of the students are day-scholars and the remaining i.e. the hostellers are facing adequate hostel problems which should be looked into properly.

5.14.1.2 Library problems

Regarding library the students are facing a lot of problems. The study revealed that 26.24% of the students felt that the library is not big enough 23.05% of the students felt that the rooms are not well lit, 44.68% of the student commented that proper reading/writing tables were not provided. 6.03% of the students commented that they had no problems.

Table 5.77 Showing the library problems (infrastructure)

Sl.No	LIBRARY PROBLEMS	TOTAL	PERCENTAGE
1	LIBRARY NOT BIG ENOUGH	74.00	26.24%
2	ROOMS NOT WELL-LIT	65.00	23.05%
3	PROPER READING / WRITING TABLES NOT PROVIDED	126.00	44.68%
4	NO LIBRARY	17.00	6.03%
5	TOTAL	282	100%

5.15 Finance

Regarding finance , the study revealed that the students had very little to do with finance except receiving scholarships.

5.15.1 Scholarships

The study revealed that 52.84% of the students commented that their colleges were providing scholarships for students only 0.35% of the students received national scholarships, 0.71% of the students received State scholarships, 38.30% of the students received SC/ST/OBC scholarships, 7.8% of the students commented that their scholarship amount was adequate enough for their liabilities, 16.31% of the students are opting for more, 3.90% of the students were not interested in making a move, 3.90% of

the students complained that it causes a lot of problems. 8.87% of the students are complaining to the principals and the government. 12.41% of the students faced problems regarding acquiring of scholarships. 4.96% of the students used the scholarships by buying things they like. 17.73% spends the money buying books, 23.05% spends the scholarships for college dues, 8.87% saves it. 15.25% gets book grant facility.

Table 5.78 Showing the scholarships provided

Sl.No	SCHOLARSHIPS	TOTAL	PERCENTAGE
1	SCHOLARSHIPS PROVIDED	149	52.84%
2	NATIONAL SCHOLARSHIPS	1	0.35%
3	STATE SCHOLARSHIP	2	0.71%
4	SC/ST/OBC	108	38.30%
5	ADEQUATE ENOUGH	22	7.8%
6	TOTAL	282	100.00%

The table thus shows that the SC/ST/OBC received maximum scholarships.

There is only one student who got national scholarship

Table 5.79 Showing the scholarship satisfaction of students regarding scholarships and their uses.

Sl.No	SCHOLARSHIP SATISFACTION/USES	TOTAL	PERCENTAGE
1	OPTING FOR MORE	46	16.31%
2	NOT INTERESTED IN MAKING A MOVE	11	3.90%
3	CAUSES PROBLEM	11	3.90%
4	COMPLAINING TO PRINCIPALS/ GOVT.	25	8.87%
5	FACED PROBLEMS	35	12.41%
6	BUYING THINGS THEY LIKE	14	4.96%
7	BUYING BOOKS	50	17.73%
8	COLLEGE DUES	65	23.05%
9	SAVING IT	25	8.87%
10	TOTAL	282	100%

The table shows that maximum of the scholarship holder used the money for clearing college dues, this shows that the people of that area are interested in higher education.

5.16 Academics

5.16.1 Streams selected

The study has revealed that 82.62% of the students were from arts stream, 6.74% of the students were from science stream and 10.64% were from the commerce stream.

The break up is shown in the following table.

Table 5.80 Showing the various streams selected

Sl.No	STREAMS SELCECTED	TOTAL	PERCENTAGE
1	ARTS	233	82.62%
2	SCIENCE	19	6.74%
3	COMMERCE	30	10.64%
4	TOTAL	282	100%

The table above shows that the students from arts stream are higher than the science or commerce stream.

5.16.2 Medium of instruction

The study revealed that 100% of the students commented that English was the medium of instruction and sometimes Bengali and Assamese words were also brought for explaining the lessons clearly; or in case some students did not understand English. 91.13% felt that the medium of instruction would help them in their higher study.

5.16.3 On selecting the course

It was found that 7.09% of the students felt that the course is easier than other courses. 87.94% commented that they have interest on the course, 4.97% of the

students selected the course as they thought that it was easy to get the job after completing the course. 64.89% were satisfied with the courses being offered in the college. 81.56% would prefer to have some extra courses like yoga, computer, management etc.

This is shown clearly in the following table: -

Table 5.81 Showing the students view regarding selection of the course.

Sl.No	SELECTION OF THE COURSE	TOTAL	PERCENTAGE
1	EASIER THAN OTHER COURSES	200	7.09%
2	HAVE INTEREST IN THE COURSE	248	94%
3	EASY TO GET JOB AFTER COMPLETING THE COURSE	14	4.97%
4	TOTAL	282	100%

The table thus shows that most of the students have interest in the course and very few student feel that selection of the course means easy to get job after completing the course.

5.16.4 Views regarding teachers lecture

The study revealed that majority of the students feel that the teachers describes things fluently without any hassle. 23.41% of the students commented that the teacher does not come to the point. 28.72% feels that the teacher takes time to explain, 9.22% feels that the teacher only dictates notes. 38.65% of the students feel that the teacher explains as well as dictates notes.

It was seen that most of the students had problem in understanding the topic taught by the teacher; and also the students find the lecture classes long and monotonous.

Table 5.82 Showing the views regarding lectures

Sl.No	VIEWS REGARDING LECTURES	TOTAL	PERCENTAGE
1	DOES NOT COME TO THE POINT	66	23.41%
2	TAKES TIME TO EXPLAIN	81	28.72%
3	ONLY DICTATES NOTES	26	9.22%
4	EXPLAINS AS WELL AS GIVES NOTES	109	38.65%
5	TOTAL	282	100%

It was seen from the table that most of the students are facing problems with the lectures.

5.16.5 Class rooms: -

5.16.5.1 Type of class room

The study revealed that majority of the students want classrooms which are well equipped with teaching aids, and the remaining want classrooms which are well furnished with seating arrangements.

5.16.5.2 Seating arrangements

65.60% of the students prefer to sit in the front row and 30.5% of the students preferred to sit in the middle row. 3.90% of the students preferred to sit at the back.

Table 5.83 Showing the seating arrangement

Sl.No	SEATING ARRANGEMENT	TOTAL	PERCENTAGE
1	PREFER TO SIT IN THE FRONT ROW	187	66.31%
2	PREFER TO SIT IN THE MIDDLE ROW	85	30.14%
3	PREFER TO SIT AT THE BACK	10	3.55%
4	TOTAL	282	100%

Thus, from the above table it is seen that maximum number of students prefer to sit in the front row, which means that they are quite attentive and interested in hearing the lecture, and very few prefer to sit at the back row. It was also seen that, 63.12% of the students attended classes on time and 71.28% of the students prefer to enter the class room even though they are late, 21.28% of the student prefer to wait outside, 59.22% of the students are satisfied by the way the lecturers are taking their class.

5.16.5.3 Irregular classes

The study revealed that 40.78% of the students complained of irregular classes, 11.70% of the students complained to the head of the department, 6.38% of the students wanted to give suggestions to the lecturers, 6.38% of the student were abstaining from classes, 26.24% did not attend classes regularly, 8.52% of the students did not want to make any move.

Table 5.84 Showing the irregularity of the teachers in holding classes

Sl.No	IRREGULAR CLASSES	TOTAL	PERCENTAGE
1	IRREGULAR CLASSES	115	40.78%
2	COMPLAINED TO THE HEAD OF THE DEPARTMENT	33	11.70%
3	SUGGESTIONS TO THE LECTURERS	18	6.38%
4	ABSTAINING FROM CLASSES	18	6.38%
5	DID NOT ATTEND CLASS REGULARLY	74	26.24%
6	DID NOT MAKE A MOVE	24	8.52%
7	TOTAL	282	100%

Thus, it is seen from the above, that majority of the students are facing irregularity of classes. This matter should be looked into properly.

The study also revealed that only 10.28% of the colleges have proper science laboratories as commented by the students. Only 6.38% of the students commented that their science classrooms are well equipped with modern teaching aids.

5.16.6 Library

The study revealed that 97.87% of the colleges have a library, 29.79% of the students only have commented saying that they have sufficient books in the library, 35.46 % of the books in the library are upto date i.e. of revised edition, 78.01% of the students consult public libraries too, 7.45% of the students have commented that they have a computer installed in the library for smooth functioning, 34.75% of the students responded by saying that they have upto date journals, magazines, newspapers etc. 70.92% of the students are facing library problems, only 14.54% of the colleges have a book bank.

Table 5.85 Showing the library reading material/books

Sl.No	LIBRARY FACILITIES	TOTAL	PERCENTAGE
1	SUFFICIENT BOOKS ON THE LIBRARY	84	29.79%
2	BOOKS ARE UPTO DATE i.e. REVISED	100	35.46%
3	UPTO DATE EXISTING NEWSPAPERS/JOURNALS/MAGAZINES	98	34.75%
4	TOTAL	282	100%

Table 5.86 Showing the library facilities

Sl.No	LIBRARY FACILITIES	TOTAL	PERCENTAGE
1	CONSULTS PUBLIC LIBRARY	220	78.01%
2	HAS A COMPUTER INSTALLED IN THE LIBRARY	21	7.45%
3	AVIABILITY OF BOOK BANK	41	14.54%
4	TOTAL	282	100%

The table above clearly shows that most of the colleges have a library and again most of the students face library problems.

5.16.7 Curriculum

Regarding curriculum, the investigator found out that 56.74% of the students feel that the existing curriculum is satisfactory. 43.26% of the students are having problem with the existing curriculum.

5.16.8 Defects of the present curriculum

The study revealed that there were various defects with the present curriculum as stated by students. 14.89% of the students feel that the curriculum is bookish, 21.99% of the students feel that the curriculum is theoretical 24.82% of the students feel that the curriculum is over crowded, 38.30% of the students feel that the curriculum content is overloaded, 47.87% of the students feel that the curriculum should be changed frequently. 52.13% responded that the curriculum does not cater to the needs of the local students.

It is clearly shown in the following table.

Table 5.87 Showing the defects of the present curriculum

Sl.No	DEFECTS OF THE PRESENT CURRICULUM	TOTAL	PERCENTAGE
1	IT IS BOOKISH	42	14.89%
2	IT IS THEORITICAL	62	21.99%
3	IT IS OVERCROWDED	70	24.82%
4	IT IS OVERLOADED	108	38.30%
5	TOTAL	282	100%

Table 5.88 Showing the opinions of the student on the present curriculum

Sl.No	OPINION ON THE PRESENT CURRICULUM	TOTAL	PERCENTAGE
1	SHOULD BE CHANGED FREQUENTLY	135	47.87%
2	DOES NOT CATER TO THE NEEDS OF THE LOCAL STUDENTS	147	52.13%
3	TOTAL	282	100%

5.16.9 Method of teaching

The study revealed that 57.80% of the students feel that the teacher should use a particular method of teaching, 20.21% of the students commented that the teacher uses innovative techniques; in her teaching, 9.22% of the students commented that the teacher uses her lecture period mostly for giving notes. Only 12.77% of the teacher's use teaching aids.

This is shown in the following table

Table 5.89 Showing the method of teaching

Sl.No	METHOD OF TEACHING	TOTAL	PERCENTAGE
1	SHOULD USE A PARTICULAR METHOD	163	57.80%
2	INNOVATIVE TECHNIQUE OF TEACHING	57	20.21%
3	USES LECTURE PERIOD MOSTLY FOR GIVING NOTES	26	9.22%
4	TEACHING AIDS	36	12.77%
5	TOTAL	282	100%

The study also revealed that 70.92% of the students were satisfied by the way the teacher's taught in the college.

5.16.10 Whether teaching aids are used frequently

The study has revealed that, only 2.48% of the students commented that teaching aids were used very often, 44.68% of the students said that the teachers use teaching aids rarely, 16.67% of the students commented that the teaching aids were used on an average, 36.17% said that teaching aids were never used.

This is shown in the following table.

Table 5.90 Showing how frequent teaching aids are used

Sl.No	TEACHING AIDS USED	TOTAL	PERCENTAGE
1	VERY OFTEN	7	2.48%
2	RARELY	126	44.68%
3	AVERAGE	47	16.67%
4	NEVER USED	102	36.17%
5	TOTAL	282	100%

Thus, the table shows that majority of the colleges use teaching aids rarely. The study also revealed that 7.09% of the students commented that their colleges sometimes provide them with important lectures directly broadcasted by the UGC.

5.16.11 Examination

The study conducted showed that 96.81% of the students commented that their degree examinations had both objective as well as the essay type, 62.06% of the students were satisfied with the existing examinations, 60.28% of the students said that they have two examinations in a year. 74.47% of the students preferred the semester system to the annual system and said that their college should follow the semester system of examinations. Whereas 25.53% of the students wanted the annual system, 52.48% of the students commented that it takes months to get their results.

Table 5.91 Showing the preference of semester / annual system.

Sl.No	SEMESTER/ ANNUAL SYSTEM	TOTAL	PERCENTAGE
1	SEMESTER SYSTEM PREFERRED	212	75.18%
2	ANNUAL SYSTEM PREFERRED	70	24.82%
3	TOTAL	282	100%

The table shows that majority of the students prefer the semester system of examination as their work load will be less and their the evaluation system is broken up into internal assessment and external assessment, which the students feel is a more systematic way of assessing.

5.16.12 Co-curricular activities

The study showed that 83.33% of the students took part in co-curricular activities. It was also seen that there were various kinds of co-curricular activities in the colleges of Barak Valley and Karbi Anglong areas of Assam. 84.04% of the students prefer to play game like basket ball/ foot ball/ cricket. 68.79% of the students takes part in games such as chess/ carom/ table tennis. 68.44% of the students likes to take part in cultural activities. 42.55% of the students takes part in Dramas. 79.79% of the students takes part in college week, 43.26% of the students takes part in social work. 60.99% prefers to write in college magazines. 90.07% of the students takes part in debate, quiz competitions, discussions, seminars, fete, etc.

The break-up is clearly shown in the following table.

Table 5.92 Showing the students role in co-curricular activities

Sl. No	Items	Takes part	Total students	Does not take part	Total no of students	Grand total
1	CO-CURRICULAR ACTIVITIES	83.33%	235	17.38%	47	282
2	SPORTS (BASKETBALL /FOOTBALL /CRICKET)	84.04%	237	16.67%	45	282
3	INDOOR GAMES (CHESS / CARROM / TABLE TENNIS)	68.79%	194	31.91%	88	282
4	CULTURAL ACTIVITIES	68.44%	193	32.27%	89	282
5	DRAMAS	42.55%	120	58.16%	162	282
6	COLLEGE WEEK	79.79%	225	20.21%	57	282
7	SOCIAL WORK	43.26%	122	57.45%	160	282
8	COLLEGE MAGAZINES	60.99%	172	39.72%	110	282
9	DEBATE/QUIZ/ DISCUSSIONS/ SEMINARS/ FETE	90.07%	254	10.64%	28	282

5.16.13 Social organization

The study revealed that various students take part in social organizations which falls under co-curricular activities like NCC, NSS, Scouts/ Guide etc. 8.51% of the students takes part in NCC, 1.77% in NSS, 1.42% of the Students in Scouts/Guides. The study their shows that very few students taken for study were involved in such organizations.

5.17 Miscellaneous

Under this various items are grouped together, which the investigator found it necessary for the present study.

The study showed that 79.08% of the students took part in extra curricular activities, whereas, 20.92% did not.

5.17.1 Facilities

Regarding facilities the investigator found that the students availed various facilities,

- 19.5% of the students taken for the study said that they have canteen facilities.
- 80.50% of the students commented that their colleges provides scholarship facilities,
- 90.78% of the students commented that their colleges provide library facilities.
- 9.22% of the students said that they do have recreational room.

5.17.2 Common room

The investigator found out from the present study that 42.55 % of the students commented of having common rooms in their colleges. The facilities provided here were marginal. The study showed that 34.04% of the students responded by saying that they had magazines in the common rooms. 33.69% said that they had indoor games. 20.28% of the students said that they were provided with newspapers. 10.99% said that their common rooms had good and cosy seating arrangements with reading tables.

This is shown in the following table

Table 5.93 Showing the common room facilities

Sl.No	COMMON ROOM FACILITIES	TOTAL	PERCENTAGE
1	MAGAZINES	96	34.04%
2	INDOOR GAMES	95	33.69%
3	NEWSPAPER	60	21.28%
4	GOOD AND COZY SEATING ARRANGEMENTS	31	10.99%
5	TOTAL	282	100%

The study thus shows that majority of the common room have magazines and indoor games. The study revealed that 57.45% of the students commented that their colleges do not have common room facilities. The students do have a problem, it was seen that 51.77% of the students managed somehow without it. 29.79% of the students sits in their own class during free periods. 3.53% of the students remain outside the college campus. 14.89% of the student spends their time the library.

This is shown clearly in the following table.

Table 5.94 Showing the activities of students without common room facilities

Sl.No	WITHOUT COMMON ROOM FACILITIES	TOTAL	PERCENTAGE
1	MANAGE SOMEHOW WITHOUT IT	148	52.48%
2	SITS IN THEIR OWN CLASS DURING FREE PERIODS	84	29.79%
3	REMAINS OUTSIDE THE COLLEGE CAMPUS	8	2.84%
4	SPENDS TIME IN THE LIBRARY	42	14.89%
5	TOTAL	282	100%

The table thus, showed that majority of the students managed somehow without the common rooms and the least of them preferred to spend time outside the college campus in the absence of a common room.

5.17.3 Library problems

The study showed that 79.79% of the students were having library problems. 69.15% of the student said that books are not easily available. 30.85% of the students said that reading rooms were not available. This shows that majority of the colleges have problems with the library. The basic problem was availability of good books of latest edition and the books were less in number compared to the number of students.

5.17.4 Extra-developmental activities

The study showed that 56.38% of the students took part in socio-cultural developmental activities. 52.84% took part in musical activities. 92.91% of the students took part in quiz, debates and extempore speech. 24.47% of the students took part in dramatics and theatres.

This is shown in the following table.

Table 5.95 Showing the student's role in extra-developmental activities

Sl.No	Items	Takes part	Total students	Does not take part	Total no of students	Grand total
1	Socio-cultural developmental activities	56.38%	159	44.33%	123	282
2	Musical activities	52.84%	149	47.87%	133	282
3	Quiz/debate/ extempore speech	92.91%	262	7.8%	20	282
4	Dramatics/ theatres	24.74%	69	76.24%	213	282

The table shows that most of the students took part in quiz/ debate/ extempore speech, regarding extra developmental activities. The study shows that majority of the students like to take part in co-curricular and extra-curricular activities. The entire study shows that the students do face a lot of problems from various angles and spheres, which will be discussed in the problem portion of this chapter.

5.17.5 Result Analysis From 1994-2000.

5.17.5.1 For the year 1994-1995

Regarding the results of the Colleges over the years, it was noticed that in 1994-95,

- In B.A (Final) the number of students appeared was 2311 and the number of students passed was 1574. The pass percentage was 68.11%.

- In B.Sc the number of students appeared was 427. Students passed was 292 and pass percentage 68.38%.
- In B.Com, 193 students appeared, 132 passed and the pass percentage was 68.39%.

It was noticed that the number of students appearing in arts was much higher compared to Science or Commerce.

5.17.5.2 For the year 1995-1996

In the year 1995-96 the number of candidates who appeared: -

- In B.A (Final) Part – I was 3560 and those passed was 1572. The passed percentage was 44.16.
- In B.Sc –Part – I those appeared were 609, passed were 410 and pass percentage was 67.32%.
- In B.Com appeared was 289 passed was 133 passed percentage was 46.02%.

In the old course,

- In B.A Part-I the number of candidates appeared was 6772, passed 3076 and pass percentage was 45.42%.
- In B.Sc Part-I those appeared was 989, passed was 453 and the pass percentage was 45.80%.
- In B.Com Part-I, those appeared was 411, passed 189 and pass percentage was 45.98%.

In Part-II examinations (Old course)

- In B.A (Final) 2365 appeared, 1711 passed and the pass percentage was 72.34%.
- In B.Sc, 405 appeared for exams, 310 passed, 76.54% was the pass percentage.
- In B.Com, 176 appeared, 137 passed and 77.89% was the pass percentage.

It was noticed here, that the percentage of pass in arts was higher in the old course than that of the new course where as in Science and Commerce the new course proved to be better than the old course.

5.17.5.3 For the year 1996-1997

In the year, 1996-97,

- In B.A Part – II (Final) examinations, 5027 appeared and 3471 passed. Pass percentage was 60.05%.
- In B.Sc Part – II (Final) 786 appeared 589 passed and the pass percentage was 74.94%.
- In B.Com Part – II (Final) 320 appeared 219 passed 68.44% was the passed percentage.

In this year, there was a decline in the pass percentage compared to the previous year.

5.17.5.4 For the year 1997-1998

In 1997-98, the pass percentage was higher in the old course, compared to the new course.

In the old course,

- In B.A (Final) 2052 appeared 1711 passed and 57.06% was the pass percentage.
- In B.Sc (Final) 260 appeared 206 passed and 79% was the pass percentage.
- In B.Com (Final) 124 appeared 74 passed and 59.68% was the pass percentage.

Where as in the new course,

- In B.A(Final) 2215 appeared 1048 passed and 47.31% was the pass percentage.
- In B.Sc (Final) 507 appeared 310 passed and 61.15% was the pass percentage.
- In B.Com (Final) 195 appeared 105 passed and 53.85% was the pass percentage.

This is clearly shown in the table given

5.17.5.5 For the year 1998-1999

In the year 1998-99, too there was the old and new course.

Regarding the old course

- In B.A (Final) 967 appeared 471 passed and 48.70% was the pass percentage.

– In B.Com (Final) 55 appeared 20 passed and 36.30% was the pass percentage.

– In B.Sc (Final) 72 appeared 34 passed and 48.60% was the pass percentage.

Regarding the new course

– It was seen that in B.A (Final) 3085 appeared 935 passed and 30.30% was the pass percentage.

– In B.Sc (Final) 706 appeared 314 passed and 44.47% was the pass percentage.

– In B.Com (Final) 240 appeared 129 passed and 44.48% was the pass percentage.

The previous years result was better compared to 1998-99.

5.17.5.6 For the year 1999-2000

– In B.A (Final) 5192 appeared 1367 passed and 26.33% was the pass percentage.

– In B.Sc (Final) 420 appeared 130 passed and 30.95% was the pass percentage.

– In B.Com (Final) 896 appeared 404 passed and 45.09% was the pass percentage.

Analysing the result over the years, (1994-2000) it was seen that, the results were unsatisfactory during the year 1999-2000. There may be various reasons attributed to it.

(The break up is clearly shown in Table 5.96 – Table5.101)

Table 5.96 Showing the result-analysis for colleges for the year 1994-1995

Sl.No	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass
1	B A (FINAL)	2311	1574	68.11
2	B Sc (FINAL)	427	292	68.38
3	B Com (FINAL)	193	132	68.39

Table 5.97 Showing the result-analysis for colleges for the year 1995-1996

Sl.No	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass	Course
1	B A Part - I	3560	1572	44.16	NEW
2	B Sc Part - I	609	410	67.32	NEW
3	B Com Part - I	289	133	46.02	NEW
4	B A Part - I	6772	3076	45.42	OLD
5	B Sc Part - I	989	453	45.80	OLD
6	B Com Part - I	411	189	45.98	OLD
7	B A Part - II	2365	1711	72.34	OLD
8	B Sc Part - II	405	310	76.54	OLD
9	B Com Part - II	176	137	77.84	OLD

Table 5.98 Showing the result-analysis for colleges for the year 1996-1997

Sl.no	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass	Course
1	B A Part - II	5027	3471	60.05	OLD
2	B A Part - II	786	589	74.94	OLD
3	B Com Part - II	320	219	68.44	OLD

Table 5.99 Showing the result-analysis for colleges for the year 1997-1998

Sl.No	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass	course
1	B A FINAL	2052	1171	57.06	OLD
2	B Sc FINAL	260	206	79	OLD
3	B Com FINAL	124	74	59.68	OLD
4	B A FINAL	2215	1048	47.31	NEW
5	B Sc FINAL	507	310	61.15	NEW
6	B Com FINAL	195	105	53.85	NEW

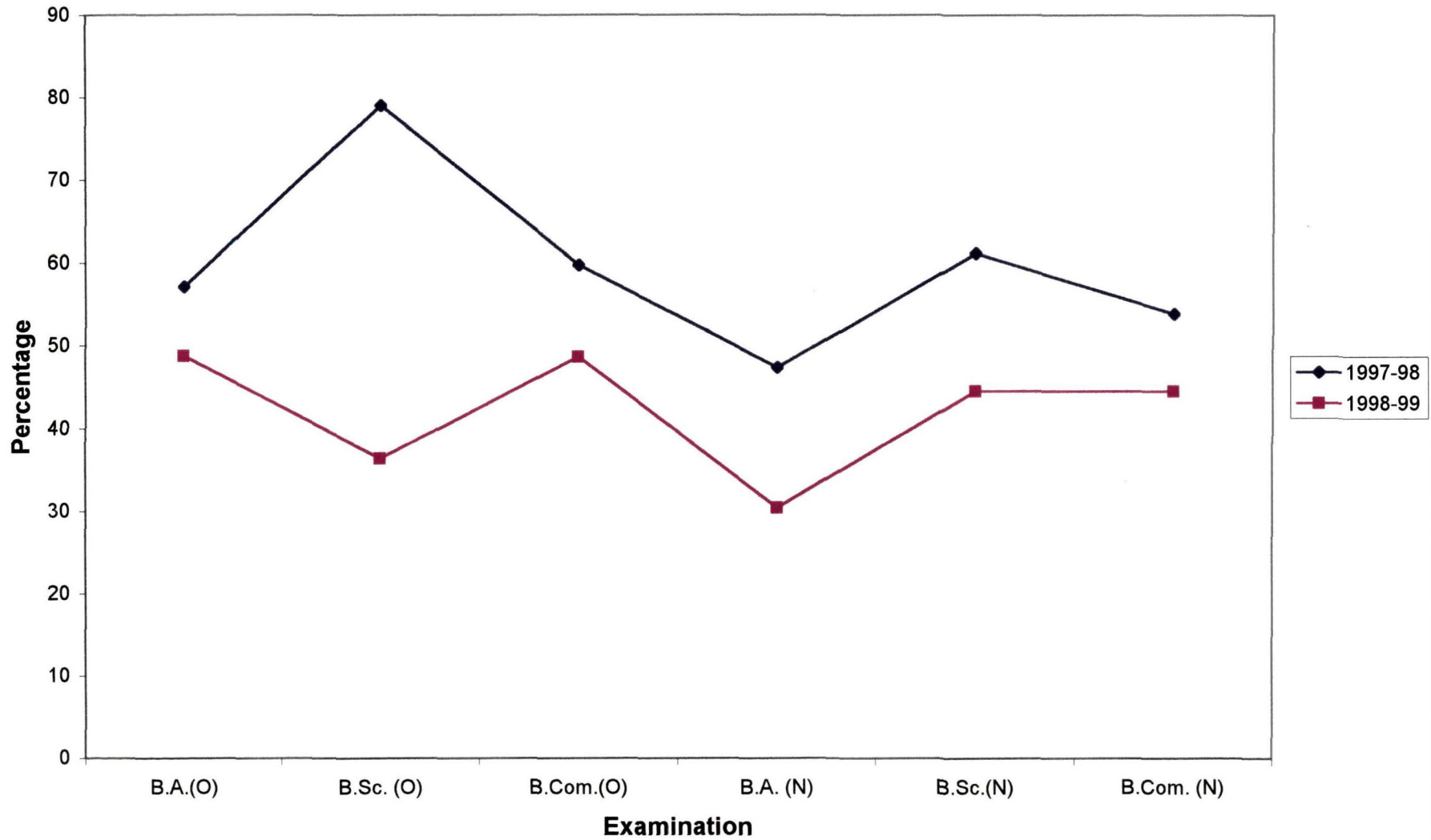
Table 5.100 Showing the result-analysis for colleges for the year 1998-1999

Sl.no	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass	course
1	B A FINAL	967	471	48.70	OLD
2	B Com FINAL	55	20	36.30	OLD
3	B Sc FINAL	72	34	48.60	OLD
4	B A FINAL	3085	935	30.30	NEW
5	B Com FINAL	240	129	44.48	NEW
6	B Sc FINAL	706	314	44.47	NEW

Table 5.101 Showing the result-analysis for colleges for the year 1999-2000

Sl.No	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pass
1	B A (IDC FINAL)	5192	1367	26.33
2	B Com (IDC FINAL)	420	130	30.95
3	B Sc (IDC FINAL)	896	404	45.09

Analysis of result for Colleges during 1997-1999



5.18 ASSAM UNIVERSITY

The investigator has selected 10 departments from the Assam University, for her study.

The names of the departments are as follows: -

1. Physics.
2. Chemistry.
3. Master of Business Administration (MBA).
4. Philosophy.
5. Education.
6. English.
7. Commerce.
8. History.
9. Economics.
10. Mathematics.

5.19 The questionnaire developed was of three different kinds.

The questionnaire for the Head of department.

The questionnaire for the University teachers.

The questionnaire for the University students.

The questionnaire consisted of several items to elicit information regarding the growth, development and various problems faced by the various departments of the

Assam University. Responses to the questionnaire was analysed and the findings are presented accordingly. For the sake of the analysis the items, which are related to each other, have been grouped under one main heading.

In this way the items have been grouped under the following different headings.

1. Foundation of the department.
2. Department building.
3. Sources of money.
4. Management.
5. Courses offered.
6. Students enrolment and strength of the staff.
7. Admission procedure.
8. Approaches to teaching and learning.
9. Examination / Evaluation.
10. Physical facilities.
11. Students activities.
12. Students welfare services.
13. Administration and financing.
14. All the problems.

The responses were analysed categorically. Percentage was used as statistical techniques for analysing the data. All the head of the departments taken for the study responded willingly to the questionnaires, out of 20 teachers 19 have responded and all the 50 students have responded enthusiastically. All of them have responded well to the questionnaire and have indicated all the problems they are having.

The questionnaire of the head of the departments, teachers and students will analysed and interpreted separately in this chapter.

HEAD OF DEPARTMENT

5.20 General information

5.20.1 *Male/female:* -

The 10 head of departments who has responded in the questionnaire (meant only for the head of the departments) are all male.

5.20.2 *Qualifications:* -

50% of the head of the department are M.A, 30% M.Sc, 20% M.Com. Regarding professional qualifications only 20% has done Law and M.Ed, 20% M.Phil and 90% are having Ph.D.

5.20.3 *Teaching experience:* -

On an average all of them have 21 years of teaching experience.

5.20.4 Total number of teachers in the department: -

On an average there are 4.5 or 5 teachers in each department.

5.20.5 Number of students intake: -

On an average 37.5 students are taken in each department.

5.20.6 Opportunity for professional development: -

100% of the teachers in the department have opportunities for professional developments such as seminars, conferences / consultative committees, professional training etc.

5.20.7 In-service teacher training courses: -

The study revealed that 60% of the head of departments commented that their teachers are sent for in-service teachers training course, and 40% did not send any as yet.

5.20.8 Present curriculum suitable: -

The study revealed that 70% of the teachers finds the present curriculum suitable.

5.20.9 Facilities: -

The study revealed that 90% of the head of departments enjoys leave facilities. 70% of the head of departments get pension, 80% gets housing facilities, 60% of the

head of departments gets security of service and 30% of the head of departments gets other facilities.

5.20.10 *Inspection of the Departments* : -

100% of the head of departments commented that inspection was done by the UGC team.

5.20.11 *Records in the departments office*: -

The study revealed that 90% of the head of departments have commented the office has admission registers, 40% of the head of departments said that they have transfer and leaving certificate, 90% said that they have daily attendance registers, 20% said that they have students conduct book.

70% said they have curricular files in the department office, 70% said that they have records of co-curricular activities, 90% said they have casual leave register, 40% said they have service books for lecturers casual leave register, 40% said that the office has service books for lecturers and professors, 40% of the head of departments said they have annual and terminal plans for both curricular and co-curricular activities.

70% said of having accounts books, 40% said of having salary registers, 40% said that they have staff council proceeding books, 30% of them said the office has library catalogue and issue book register. 10% said of having salary register.

This is shown clearly in the following table.

Table 5.102 Showing records available in the department office

Sl. No	RECORDS IN THE DEPARTMENT OFFICE	TOTAL	PERCENTAGE
1	ADMISSION REGISTER	9.00	90%
2	TRANSFER AND LEAVING CERTIFICATE REGISTER	4.00	40%
3	DAILY ATTENDANCE REGISTER	9.00	90%
4	STUDENTS' CONDUCT BOOK	2.00	20%
5	CURRICULAR FILE	7.00	70%
6	RECORDS OF CO-CURRICULAR ACTIVITIES	7.00	70%
7	LECTURERS CASUAL LEAVE REGISTER	9.00	90%
8	SERVICE BOOKS FOR LECTRURE'S AND PROFESSOR'S	4.00	40%
9	ANNUAL AND TERMINAL PLANS FOR BOTH CURRICULAR AND CO-CURRICULAR ACTIVITIES	4.00	40%
10	ACCOUNTS BOOKS	7.00	70%
11	SALARY REGISTERS	1.00	10%
12	STAFF COUNCIL PROCEEDING BOOKS	4.00	40%
13	LIBRARY CATALOGUE & ISSUED BOOK REGISTER	3.00	30%
14	ANY OTHER	0.00	0.00%

5.20.12 Plans for the department: -

90% of the head of departments said that they would like to extend their department and would prefer to have good furniture's and teaching aids. 30% of the head of department commented of having problems with the maintenance of the department

5.20.13 Holding of seminars/orientation programmes/ refresher courses/ etc., in the department.

The study revealed that 50% of the head of departments hold such programmes in the department.

5.21 Infrastructure: -

5.21.1 Library: -

Regarding infrastructure, it was seen that 50% of the Head of Department commented that their departments have libraries. 40% said that their library rooms are well lighted. This shows that in the University very few departments have libraries of their own. Below half of the sample taken for study have suitable library rooms. This shows that the other departments are suffering.

5.21.2 Department Building: -

Regarding this, the investigator found out from her study that none of the Head of Department commented of having RCC building.90% said of having Assam type building, 10% said of having a mixture of both.

Table 5.103 Showing the department building

Sl.No	DEPARTMENT BUILDING	TOTAL	PERCENTAGE
1	RCC	0.00	0%
2	ASSAM TYPE	9.00	90%
3	MIXTURE OF BOTH	1.00	10%
	TOTAL	10.00	100%

The table shows that majority of the department buildings are made up of Assam type structure, only 1 department is made up of a mixture of both the RCC and Assam type.

5.21.3 *Hostel Buildings: -*

The study revealed that at present the hostel buildings are still under construction, which is of RCC type, so at the moment hostel facilities are not available for students. Some hostel buildings, are being constructed and are on the verge of completion.

5.21.4 *Furniture for the Departments: -*

Regarding the furniture the study revealed that only 30% of the Head of Department commented of having adequate furniture's in the departments, 70% said that they were inadequate.

Table 5.104 Showing the furniture of the department

Sl.No	FURNITURES IN THE DEPARTMENT	TOTAL	PERCENTAGE
1	ADEQUATE	3.00	30%
2	INADEQUATE	7.00	70%
3	TOTAL	10.00	100%

From the above table, we can see that most of the departments have inadequate furniture's; which the university authorities should look into.

5.21.5 *Teaching Aids: -*

Teaching aids, which is supposed to be the most important asset of the pedagogical system. The study revealed that only 20% of the Head of Department commented of having slides, 30% said of having transparencies, 40% said of having projectors, 10% said of having audio-video system in their departments.

This is shown in the following table: -

Table 5.105 Showing the types of teaching aids

Sl.No	TEACHING AIDS	TOTAL	PERCENTAGE
1	SLIDES	2.00	20%
2	TRANSPARENCIES	3.00	30%
3	PROJECTORS	4.00	40%
4	AUDIO-VISUAL SYSTEMS	1.00	10%
	TOTAL	10.00	100%

The table thus showed that most of the departments have projectors.

5.21.6 Furniture's provided in the Class room: -

100% of the Head of Department have commented of having chairs with writing facilities. Besides the blackboard, teachers table, chair and platform, that's the only Infrastructural assets they have in the class room, of course, the teaching aids add to it in some departments.

5.21.7 Building of its own: -

Only 30% of the Head of Department of the department commented on having a building of their own. 70% is sharing the building with other departments.

5.21.8 Extension: -

90% of the Head of Department responded of wanting to extend their departments. The reasons behind it is 70% of the Head of Department felt that the departments were too small and wanted to open up more sections, 30% wanted to increase the enrolment of students and wanted to extend, as they wanted to make it more spacious, as they felt that the present one were too congested. From the science departments, only 10% of the HOD responded of having well equipped laboratory materials.

5.22 Administration: -

As it is said, administration means responsibility, the departments of the university is also charged with multifarious activities, for which the Head of Department and the staff take the responsibility. Egs. Maintaining discipline, supervision, admission, maintenance of records etc.

5.22.1 *Duties of the Head of Department:-*

According to the study made, 40% commented that their main duties were teaching, maintaining discipline, and supervision and 60% commented that the main duty of the Head of Department was over all administration. 90% of the Head of Department said that they regularly plan the programmes and activities of their department in advance.

5.22.2 *Steps taken by the Department for the Development of Higher Education: -*

Regarding the development of higher education, the study revealed that 50% of the Head of Department responded that they wanted to extend different faculties. 40% wanted to extend different faculties. 40% wanted to include various other courses, 10% wanted to admit more students.

Table 5.106 Showing the departments incentive for the development for higher education

Sl.No	FOR DEVELOPEMTN OF HIGHER EDUCATION	TOTAL	PERCENTAGE
1	EXTENDING IN DIFFERENT FACULTIES	5.00	50%
2	INCLUDING VARIOUS OTHER COURSES	4.00	40%
3	ADMITTING MORE STUDENTS	1.00	10%
	TOTAL	10.00	100%

The table thus shows that the departments do have an incentive for the development of higher education. The majority feels that they can do this by extending different faculties and the least of them feels that they can do this by admitting more students.

5.22.3 *Non-Teaching Staff: -*

On an average there are 3.9 or 4 non-teaching staffs in all the departments, 80% of the Head of Department have commented that they are efficient enough. Thus, the study reveals that the Head of Department do have some administrative duties but not like the Principals of the Colleges.

5.23 Finance

Finance always plays an important role in every aspect. Here, in the University Finance is handled by the Vice-Chancellors and his Officers. The Head of Department have very little to do with finance as they do not handle any money directly.

30% of the Head of Department responded that their departments gets grants for excursions/ field trips etc. 40% responded that their departments face financial problems. None of them get direct financial assistance from any sources.

5.24 Academics: -

Academics refer to items like curriculum, Teaching method, co-curricular activities, enrolment and so on.

5.24.1 Curriculum: -

The study revealed that 80% of the Head of Department commented that the existing curriculum is satisfactory in their opinion. 10% is not in favour of the curriculum. 10% of the Head of Department feel that some kind of special courses should be provided to the students along with their regular courses.

Table 5.107 Showing the satisfaction over the curriculum

Sl.No	SATISFACTION OVER THE CURRICULUM	TOTAL	PERCENTAGE
1	EXISTING CURRICULUM IS SATISFACTORY	8.00	80%
2	NOT SATISFACTORY	1.00	10%
3	SPECIAL COURSES SHOULD BE PROVIDED	1.00	10%
	TOTAL	10.00	100%

Thus, the table shows that majority of the Head of Department were satisfied over the curriculum content and does not feel, any change should be necessary.

5.24.2 Enrolment: -

5.24.2.1 Procedure: -

The study revealed that 70% of the Head of Department enrolled students in order of merit, and 30% in order of admission test. This shows that merit is given more importance than admission test.

5.24.2.2 Basic requirements for admission: -

The basic requirements, as said by 40% of the Head of Department was those students possessing a minimum of 45% marks with a good rapport. 50% of the Head of Department preferred higher percentage and 10% in order of merit.

The table thus, shows that a minimum of 45% marks with a good rapport is wanted by a majority of the departments.

5.24.2.3 Male/Female ratio: -

Regarding the male/female ratio it was seen that 70% of the Head of Department responded that male is higher than female, 20% of the Head of Department responded that female is higher than male and 10% of the Head of Department responded that both are equal.

Regarding female students no type of facilities were provided to them for enrolling more female students in the departments.

5.24.2.4 Reserved seats/ Quota: -

100% of the Head of Department were aware that there were reserved seats/quota for SC/ST/OBC. 10% commented that there were reserved seats for Blind/handicapped. 20% of the Head of Department responded of the sports quota.

Table 5.108 Showing the procedure of enrolment

Sl.No	PROCEDURE OF ENROLMENT	TOTAL	PERCENTAGE
1	IN ORDER OF MERIT	7.00	70%
2	ADMISSION TEST	3.00	30%
	TOTAL	10.00	100%

Table 5.109 Showing the basic requirements for enrolment

Sl.No	BASIC REQUIREMENTS	TOTAL	PERCENTAGE
1	IN ORDER OF MERIT	1.00	10%
2	POSSESSING A MINIMUM OF 45% MARKS	5.00	50%
3	HIGHER PERCENTAGE	4.00	40%
	TOTAL	10.00	100%

Table 5.110 Showing the male / female ratio

Sl.No	MALE / FEMALE RATIO	TOTAL	PERCENTAGE
1	MALE HIGHER THAN FEMALE	7.00	70%
2	FEMALE HIGHER THAN MALE	2.00	20%
3	BOTH ARE EQUAL	1.00	10%
	TOTAL	10.00	100%

5.24.3 Method of Teaching: -

Regarding method of teaching, it was seen that 100% of the Head of Department responded that the lecturers had the freedom to teach in their own style. 90% of the Head of Department were aware of the recent techniques of teaching method to be adopted at the higher level. 10% of the HOD commented that there is a particular method used by lecturers in their department.

Table 5.111 Showing the teaching style

Sl.No	TEACHING STYLE	TOTAL	PERCENTAGE
1	AWARE OF THE RECENT TECHNIQUES OF TEACHING	9.00	90%
2	PARTICULAR MEHTOD USED	1.00	10%
	TOTAL	10.00	100%

It was noticed that in spite of the Head of Department busy schedule, 100% of them commented that they found time to teach.

5.24.4 Evaluation:-

It is seen from the study that, 100% of the Head of Department commented of having the semester system as a pattern of evaluation.

90% of the Head of Department revealed that the students are given suggestions to improve their learning based on their test performance and 60% of the Head of Department allow their teachers to attend workshop on examination reforms. The study also revealed that 100% of the Head of Department commented on having 2 examinations in a year.

Thus, it is seen that the students do benefit from the evaluation process and the teachers benefit by attending workshops. Regarding obstacles while conducting examinations, it is generally a usual practise for students to cause harassment, strike, boycotting of examinations etc. But, none of the Head of Department has commented on such issues. This shows that the students are well behaved and well disciplined.

5.24.5 *Extra-Curricular activities: -*

This is one of the most important aspect of the students as well as the teachers. The study revealed 90% organized seminars, debates, discussions, workshops etc. 10% have said that they have various other activities too in the department.

5.24.6 *Computer facilities: -*

60% do not provide such facility. 30% have commented that there is a lack of finance. 40% of the Head of Department responded that there is a lack of computer assistants.

This is clearly shown in the following table.

Table 5.112 Showing the lack of computer facility

Sl.No	LACK OF COMPUTER FACILITY IN SOME DEPARTMENTS	TOTAL	PERCENTAGE
1	LACK OF FINANCE	3.00	30%
2	LACK OF COMPUTER ASSISTANTS	4.00	40%
3	LACK OF SPACE	3.00	30%
4	ANY OTHER	0.00	0%
	TOTAL	10.00	100%

The table above shows that most of the departments do not have computer facilities as majority of the departments are lacking in finance and computer assistants.

Thus, the university authorities should cater to their problems and bring in computer facilities to all the departments.

5.24.7 Miscellaneous: -

All the other aspects are covered which the investigator felt was necessary.

Improvement of the Department: -

40% of the Head of Department wanted to improve the department. 90% wanted to extend and 10% wanted of beautify. 60% of the Head of Department wanted to place upto date accessories in the classrooms like computers, modern black boards etc. 70% of the Head of Department was interested in having teachers orientation programmes.

80% of the Head of Department wanted to organize more academic activities. 60% of the Head of Department encouraged their teachers to try out innovative practises and ideas of teaching.

There was no innovation as such in the last three years. Thus, we see from the responses of the 10 Head of Department that they are sufficient in some aspects but, majority of them are having problems with Infrastructural facilities, finance, academic problems etc. These problems will be discussed later in this chapter.

UNIVERSITY TEACHER

5.25 General Information

From the 10(ten) different departments of the university selected for the study. 2(two) teachers were selected from each department, i.e., 20(twenty) teachers from 10(ten) departments, 19(nineteen) teachers have responded willingly to the questions and have elicited some of the important information which the investigator thought, it was necessary.

5.25.1 *Number of years of Teaching experience: -*

The number of years of teaching experience on an average of the teachers of 10(ten) departments taken for the study is 15.74.

5.25.2 *Length of Service as on 1.1.2000: -*

The average length of service as on 1.1.2000 was found to be 8.66.

5.25.3 *Job: -*

The study showed that 94.74% of the teachers taken for the study have permanent job. 5.26% are on probation basis.

5.25.4 *Qualifications: -*

36.84% of the teachers taken for the study are M.A, 26.32% are M.Com, 26.32 are M.Sc. 10.53% are M.Phil qualified, 5.26% is a M.Ed, 84.21% are Ph.D and 5.26% LLB.

5.25.5 Allowances: -

The teachers of the University gets certain kind of allowances. The study revealed that 89.47% gets Medical allowance, 94.74% gets house rent allowance, 78.95% gets transportation allowance. 68.42% of the teachers inspite of the allowances finds it difficult to reach their destination.

The study also showed that the teachers are not satisfied with the location of the University, as they have to unnecessarily waste nearly 2¹/₂ hours to journey up and down to the university campus. Since, the university is still very new, very few buses are available which is packed up with students. Thus, the teachers and non-teaching staff unnecessarily suffer. The university thus should provide enough buses for the conveniences of all.

5.26 Infrastructure: -

5.26.1 Size: -

Only 5.26% of the teachers commented that the university is large enough to suffice the needs of all the students. 68.42% of the teachers commented that the classrooms were congested.

5.26.2 *Teaching Aids:* -

10.53% of the teachers said that their university is well equipped with teaching aids. 5.26% said that they have well-equipped science laboratory. 10.53% has well-equipped/furnished computer room, 42.10% commented on having sufficient blackboards and teaching aids. 31.58% of the teachers commented on having slides, charts and models. This is clearly shown in the following Table.

Table 5.113 Showing the Infrastructural facilities

Sl.No	TEACHING AIDS	TOTAL	PERCENTAGE
1	WELL EQUIPPED WITH TEACHING AIDS	2.00	10.53%
2	WELL EQUIPPED SCIENCE LABORATORY	1.00	5.26%
3	WELL FURNISHED COMPUTER ROOM	2.00	10.53%
4	SUFFICIENT BLACK BOARD AND TEACHING AIDS	8.00	42.10%
5	SLIDES/ CHARTS MODELS	6.00	31.58%
	TOTAL	19.00	100%

The table shows that majority of the teachers are not satisfied with facilities and are demanding for better equipments.

5.27 *Finance:* -

Regarding salary 100% of them have no complains and are getting their salary regularly. 89.47% said that the criteria used for determining their eligibility for advancement in rank and increase in salary is as per the UGC guidelines. This is clearly shown in Table 5.114

Table 5.114 Showing the financial facilities

Sl. No	FINANCIAL FACILITIES	TOTAL	YES %	NO%	TOTAL	GRAND TOTAL	TOTAL PERCENTAGE
1	SALARY AVAILED IN TIME	19.00	100%	0.00	0.00	19.00	100%
2	SATISFIED WITH SALARY	13.00	68.42%	31.58%	6.00	19.00	100%
3	CRITERIA FOR ELIGIBILITY OF RANK	17.00	89.47%	10.53%	2.00	19.00	100%

The table shows that the teachers are quite satisfied as their salary is availed on time, but not all are satisfied with the salary they get. They would prefer enhancement of their pay.

5.28 Academics: -

Under academics come various aspects.

5.28.1 Training: -

The study showed that 84.21% of the teachers have attended professional training such as refresher course/ workshop/ symposium/ orientation course etc. 63.16% gets TA/DA for attending such training programmes. 84.21% attends seminars/ conference/ exhibitions held in the university.

5.28.2 Library: -

52.63% of the teachers commented that they have a library in their departments. 26.32% commented of having enough textbooks in the library. 42.11% of them feel that the books are good enough for the students and teachers. 15.79% have upto date journals magazines, books and encyclopaedias in their libraries. 63.16% of the teachers want additional books and other reading materials to cater to the needs of the students.

The following table clearly shows the break up

Table 5.115 Showing the library facilities of the department

Sl.No	LIBRARY	TOTAL	PERCENTAGE
1	HAVE LIBRARY IN DEPARTMENT	10	52.63%
2	ENOUGH TEXT BOOKS	5	26.32%
3	UPTO DATE READING MATERIALS	4	15.79%
	TOTAL	19	100%

Table 5.116 Showing the library facilities of the department

Sl.No	LIBRARY SATISFACTION	TOTAL	PERCENTAGE
1	BOOK ARE GOOD ENOUGH FOR STUDENTS & TEACHERS	8	42.11%
2	WANT ADDITIONAL BOOKS	11	63.16%%
	TOTAL	19	100%

The table above shows that majority of them do have a library in their departments but the teachers are not satisfied with the quality of books and other reading materials. They would prefer some additional library materials.

5.28.3 Curriculum: -

Regarding the courses being selected in the University, 31.58% commented that they are prescribed by the University. Regarding the curriculum 68.42% were satisfied with its contents. 42.11% have commented that higher education has good scope in the districts of Barak Valley and Karbi Anglong areas of Assam.

This is shown in the following table.

Table 5.117 Showing the curriculum

Sl.No	CURRICULUM	TOTAL	PERCENTAGE
1	PRESCRIBED BY THE UNIVERSITY	6	31.58%
2	SATISFIED WITH THE CURRICULUM CONTENT	13	68.42%
	TOTAL	19	100%

Thus, it is seen that majority of the teachers are satisfied with the curriculum contents and most of them have commented that the University is prescribing the courses.

5.28.4 Evaluation: -

57.89% of the teachers are satisfied with the existing evaluation system.

5.28.5 Method of Teaching: -

It is usually up to the teachers to teach the students according to their understanding capability. The study showed that 26.32% of the teachers follow a particular method of teaching 73.68% are aware of the recent techniques and methods of teaching.

Regarding satisfaction over their teaching jobs 31.58% only are satisfied. 36.84% of the teachers are partially satisfied. 15.79% of the teachers are fully satisfied and 15.79% of them are dissatisfied.

This is shown clearly in the following table.

Table 5.118 Showing the satisfaction of teachers regarding teaching

Sl.No	SATISFACTION OVER THE TEACHING JOB	TOTAL	PERCENTAGE
1	FULLY SATISFIED	3.00	15.79%
2	SATISFIED	6.00	31.58%
3	PARTIALLY SATISFIED	7.00	36.84%
4	DISSATISFIED	3.00	15.79%
	TOTAL	19.00	100%

The table above showed that majority of them were partially satisfied. Teachers who are dissatisfied feel that the load is too heavy.

5.29 Miscellaneous: -

5.29.1 Facilities:-

The study revealed that the University provided them with the following facilities – 31.58% of the teachers commented that they were provided with medical facilities. 26.32% said that they were provided with opportunities for professional growth and development.

5.29.2 Teaching Work: -

The teachers commented that they have 39 hours of teaching work in a week.

5.29.2.1 Workload:

42.11% of the teachers commented that the workload is heavy, 57.89% said that it is moderate, and none found it light. 78.95% of the teachers responded of having guided research scholars. 63.16% of the teachers said that currently many research scholars were working under them.

5.26% of the teachers are appointed as members of government committee/ sub-committees/ University governance. 31.58% of the teachers are satisfied by the way the university is being run.

5.29.3 Relationship with others: -

84.21% of the teachers have good relationship with the Head of Department, colleagues and students. 5.26% of the teachers want good administrative procedure. 10.53% of the teachers feel that frequent training programmes should be there in the university along with adequate overall facilities.

The study thus, shows that majority of the teachers have a good relationship with their students, head and other colleagues. Marginal of the teachers want good administration and feel that frequent training programmes should be there.

Thus, from the above study we see that the teachers are not wholly satisfied with the various aspects provided in the University. The university authorities should see to the needs and the comforts of the teachers, for the smooth functioning of the University.

UNIVERSITY STUDENTS

5.30 General Information

For studying the university students the investigator selected 50 students from 10 departments of the University. The students were having semester examinations, yet they willingly responded to the questionnaires and have submitted them on time. The study conducted by the investigator revealed that they do have a lot of problems regarding various aspects.

The responses to the questionnaires are as follows: -

5.30.1 *Male/ Female Ratio:-*

The study revealed that 56% male students and 44% female students were taken for the study.

5.30.2 *Courses Selected: -*

52% of the students have taken up Arts, 30% Science and 18% Commerce. On being asked as to why they selected the courses. 80% have said that they have interest in the course and 18% responded that it was easier to get a job after completing the course.

5.30.3 *Medium of Instruction used: -*

100% of the students responded that the medium of instruction is English and not Bengali or Assamese. Though at times, the teachers tend to explain some parts in Bengali for better understanding of the students.

5.30.4 *Method of Teaching:* -

18% of the students responded that they do have a problem in understanding the topics taught by their teacher. 60% of the students responded that the teacher explains fluently. 8% said that the teacher does not come to the point. 6% said that the teachers take time to explain, 2% said that the teacher dictates only notes. 24% said that the teacher explains as well as give notes. 76% of the students satisfied with the courses being offered in the University. 90% of the students would like to have some extra courses like computer, yoga, management etc.

This is clearly shown in the table below: -

Table 5.119 Showing the courses selected

Sl.No	COURSES SELECTED	TOTAL	PERCENTAGE
1	ARTS	26.00	52%
2	SCIENCE	15.00	30%
3	COMMERCE	9.00	18%
	TOTAL	50.00	100%

This table thus, shows the students in Arts stream is higher and Commerce stream has the least number of students.

Table 5.120 Showing the method of teaching

Sl.No	METHOD OF TEACHING	TOTAL	PERCENTAGE
1	TEACHER EXPLAINS FLUENTLY	30	60%
2	TEACHER DOES NOT COME TO THE POINT	4	8%
3	TAKES TIME TO EXPLAIN	3	6%
4	ONLY DICTATES NOTES	1	2%
5	ANY OTHER	12	24%
	TOTAL	50	100%

The table thus shows that majority of the student's feel that the teacher explains fluently and the least feel that the teacher only dictates notes. This shows that the students are happy with the teacher's performance.

5.31 Infrastructure: -

5.31.1 *Hostel Facilities: -*

Since the University does not have a hostel, as the hostel is still being constructed, the students did not respond to this part of the questionnaire.

5.31.2 *Class Rooms: -*

70% of the students responded that the class rooms were congested, 20% said that it does not have proper teaching aids and 10% of the students complained that the ceiling fans were too less which causes a problem during the summers.

Table 5.121 Showing the Infrastructural problems regarding classrooms

Sl.No	CLASSROOMS	TOTAL	PERCENTAGE
1	TOO CONGESTED	35	70%
2	DOES NOT HAVE PROPER TEACHING AIDS	10	20%
3	CEILING FANS WERE TOO LESS	5	10%
	TOTAL	50	100%

The table thus shows that majority of the students feel too congested in their classrooms as their class rooms are too small, and the least number of students have complained that the ceiling fans were too less.

5.32 Finance: -

For effective and efficient management of an organisation, financial management/ systems, play a predominant role. Regarding the position of students, they have very little to do with finance.

5.32.1 Scholarships: -

Only 12% of the students taken for the study received scholarships. Out of that 4% receives state scholarships and 8% receivers OBC/ST/SC scholarships. 2% of the students have responded that the amount given as scholarships is adequate enough for their liabilities. Some of the students are not satisfied with the scholarships amount. Out of that, 4% of the students are opting for more, 8% of the students is not interested in making a move and only 2% of the students are complaining to the principal and the government.

5.32.2 Utilization of the scholarships: -

4% of the students utilize by buying things they like. 6% spends the money for buying books, 4% for spending for the University dues. The rest use it for many other purposes.

Thus, the study reveals that the majority of the student's feel that the amount received is not adequate enough and are complaining to the principal and the government. Where as only 8% is not interested in making a move.

5.33 Academics: -

5.33.1 *Class Rooms: -*

The study showed that 14% of the students preferred to have a big and spacious (Hall type/ Gallery type) Classrooms. 16% of the students felt that the classrooms were small but comfortable. 70% of the students responded that the classrooms are well equipped with teaching facilities. 16% of the students have responded that the classrooms are well furnished with seating arrangements.

74% of the students have responded that they are always on time for class. 90% of the students would prefer to enter the classroom if they were late. 6% would prefer to wait outside, 88% of the students commented that the classrooms were well lighted and ventilated.

5.33.2 *Suggestions for Classroom Improvement: -*

20% of the students taken for the study responded that the lecture period, per class(one hour) is a bit too long. 80% of the students have commented that they are satisfied by the way the teachers are taking classes.

Out of the rest i.e. 20% who are not satisfied, 4% are complaining to the head of the department, 10% of the students have commented of giving some suggestions to the lecturers and professors. 2% are not regularly attending classes.

This is clearly shown in the following table: -

Table 5.122 Showing the classroom facilities of the Assam university

Sl.No	CLASSROOMS	TOTAL	PERCENTAGE
1	BIG AND SPACIOUS	7.00	14%
2	SMALL BUT COMFORTABLE	8.00	16%
3	WELL EQUIPPED WITH TEACHING AIDS	27.00	54%
4	WELL FURNISHED SEATING ARRANGEMENTS	8.00	16%
	TOTAL	50	100%

Table 5.123 Showing the interest of the students to classes

Sl.No	INTEREST TO CLASS	TOTAL	PERCENTAGE
1	PREFERRED ENTERING THE CLASS IF LATE	45.00	90%
2	WAITING OUTSIDE THE CLASS-ROOM IF LATE	5.00	10%
	TOTAL	50	100%

Table 5.124 Showing the lecture period

Sl.No	LECTURE PERIOD	TOTAL	PERCENTAGE
1	LECTURE PERIOD IS LONG	10.00	20%
2	SATISFIED BY THE WAY THE TEACHERS ARE TAKING CLASS	40.00	80%
	TOTAL	50	100%

The table shows that least number of the students commented that the classrooms were big and spacious. 90% if late prefer to enter the class. This shows that the students are serious about their studies and do not want to waste their time outside the classrooms but would rather attend lectures even though they were late.

Most of the students are satisfied by the way the teachers are taking classes, which shows that they are happy with the teachers lecturers and have no problem in understanding.

Very few students do not attend class if they are not satisfied with the teachers lectures. This shows that most of the students are interested in attending the class even though they do not understand most of it.

5.33.3 Co-curricular and Extra-curricular Activities: -

The study has shown 84% of the students do take part in co-curricular activities. 68% takes part in sports (Basketball/ Football/ Cricket/ Carom/ Table tennis). 70% of the students take part in cultural activities. 62% takes part in Dramas. 88% takes part in University week etc. 78% takes part in debates; quiz competition, discussion, seminars, fete etc.

The co-curricular activities have been clearly explained in the following table: -

Table 5.125 Showing the co-curricular and extra – curricular activitiesⁱ**

Sl.No	EXTRA – CURRICULAR	TOTAL	PERCENTAGE
1	TAKES PART IN CO-CURRICULAR ACTIVITIES	42.00	84%
2	SPORTS (BASKETBALL/ FOOTBALL/ CRICKET/ BASEBALL ETC.)	34.00	68%
3	INDOOR GAMES (CHESS/ CAROM/ TABLE TENNIS)	32.00	64%
4	CULTURAL ACTIVITIES	35.00	70%
5	DRAMAS	31.00	62%
6	UNIVERSITY WEEK	44.00	88%
7	SOCIAL WORK	29.00	58%
8	DEBATES, QUIZ COMPETITION, DISCUSSION	39.00	78%

** The students have opted to more than one response.

The table above shows that majority of the students takes part in co-curricular activities. Most of them are interested in University week where all the activities take place. Very few are interested in drama and social work.

5.33.4 *Library: -*

Library is meant to be the most important part of the educational system. Regarding the Assam University. The study revealed that it has a central library which caters to the need of the entire Assam University teachers and students. Besides this, there are also departmental libraries.

The study has revealed that 40% of the books in the library are upto date i.e. of revised edition. 60% have commented that they have existing newspaper, journals, magazines in their library. 70% of the students have commented that they are facing various library problems. 92% of the students commented that they have computers installed in the library which makes the work easier by keeping valuable information; etc.

This is shown clearly in the following table: -

Table 5.126 Showing the library facilities and problems

Sl.No	LIBRARY FACILITIES AND PROBLEMS	TOTAL	PERCENTAGE
1	LIBRARY BOOKS ARE UPTO DATE	20.00	40%
2	UPTO DATE EXISTING NEWSPAPER, JOURNALS, MAGAZINE	30.00	60%
	TOTAL	50	100%

The table shows us that majority of the students have commented of having upto date newspapers, journals, magazines. But it was noticed that most of them are having library problems.

5.33.5 Curriculum: -

56% of the students are satisfied with the existing curriculum, 20% of the students feel that the curriculum is bookish, 14% said that it is theoretical and 6% said it is overcrowded. 4% also commented that it does not cater to the needs of the students needs and also have various other comments. 38% of the students feel that the curriculum should be changed frequently.

This is shown in the following table.

Table 5.127 Showing the curriculum

Sl.No	CURRICULUM	TOTAL	PERCENTAGE
1	SATISFIED WITH THE EXISTING CURRICULUM	28.00	56%
2	IT IS BOOKISH	10.00	20%
3	IT IS THEORITICAL	7.00	14%
4	IT IS OVERCROWDED	3.00	6%
5	DOES NOT CATER TO THE STUDENTS	2.00	4%
	TOTAL	50.00	100%

It is thus seen from the table that majority of the students are satisfied with the existing curriculum and very few feel that it does no cater to their needs. Though, most feel that the curriculum should be changed frequently. But, it was informed by the university authorities that the curriculum is usually revised after every 3 years.

5.33.6 Method of teaching: -

62% of the students feel satisfied by the way they are taught in the University. 48% feel that the teacher should use. Some particular method of teaching. 52% commented that the teacher uses innovative technique of teaching, aids like charts, models, slides etc., while teaching. 38% of the students commented that the teacher makes use of teaching aids like charts, models, slides etc., while teaching.

5.33.7 Examination and Evaluation: -

Regarding examinations the study revealed that 100% have commented of being happy with the semester system. 82% of the students are satisfied with the internal evaluation system. 18% feels that the results take months to be announced.

This is shown in the following table.

Table 5.128 Showing the teaching aids

Sl.No	METHOD OF TEACHING	TOTAL	PERCENTAGE
1	SATISFIED WITH THE TEACHING	31.00	62%
2	USES TEACHING AIDS (CHARTS, MODELS ETC).	19.00	38%
	TOTAL	50.00	100%

Table 5.129 Showing the innovative method of teaching

Sl.No	INNOVATIVE METHOD OF TEACHING	TOTAL	PERCENTAGE
1	PARTICULAR METHOD SHOULD BE USED	24.00	48%
2	INNOVATIVE TECHNIQUE USED BY TEACHER	26.00	52%
	TOTAL	50	100%

Table 5.130 Showing the examination system

Sl.No	SYSTEM OF EXAMINATION	TOTAL	PERCENTAGE
1	SEMESTER SYSTEM PREFERED	50.00	100%
2	ANNUAL EXAMINATION	0.00	0%
	TOTAL	50.00	100%

Table 5.131 Showing the evaluation system

Sl.No	EVALUATION SYSTEM	TOTAL	PERCENTAGE
1	SATISFIED WITH INTERNAL EVALUATION SYSTEM	41.00	82%
2	EVALUATION SYSTEM TAKES TIME	9.00	18%
	TOTAL	50.00	100%

The table thus shows that majority of the students are satisfied with the way they are taught in the University but some students have also felt that they should be taught by a particular method.

The examination table shows that all of the students prefer the semester system and majority are satisfied with the internal evaluation system examinations and few have also commented that the evaluation takes time as most of them have nothing to do after examination and would prefer if their results come out earlier; so that they can plan their career accordingly.

5.34 Miscellaneous: -

5.34.1 Facilities: -

80% of the students have commented that the university has extra curricular activities for students. 92% of the students responded that they have canteen facilities. 70% have said that they have scholarship facilities for students. 12% have commented that they have recreational room. 96% have said that they have library facilities for the students none of them have a common room in their departments.

Only 4% of the students responded that they have enough books in their department library. 96% have said that they are provided with the university transport system. 70% have said that they take part in socio-cultural developmental activities. 66% on musical activities, 90% have commented that they quiz, debates and extempore speech, 44% takes part in dramatics and theatres, 22% in extension activities and 60%

are satisfied with the university facilities. (Students have responded to more than one option). This is clearly shown in the following table.

Table 5.132 Showing the various facilities available in the university

Sl.No	FACILITIES AVAILABLE IN THE UNIVERSITY	TOTAL	PERCENTAGE
1	EXTRA - CURRICULAR ACTIVITIES	40.00	80%
2	CANTEEN FACILITIES	46.00	92%
3	SCHOLARSHIP FACILITIES	35.00	70%
4	RECREATIONAL ROOM	6.00	12%
5	LIBRARY FACILITIES	48.00	96%
6	EXTRA - DEVELOPMENT ACTIVITIES	1.00	2%
7	SOCIO - CULTURAL DEVELOPMENTAL ACTIVITIES	35.00	70%
8	MUSICAL ACTIVITIES	33.00	66%
9	SEMINARS, SYMPOSIUMS ETC	39.00	78%
10	QUIZ, DEBATES, EXTEMPORE SPEECH	45.00	90%
11	DRAMATICS, THEATRES	22.00	44%
12	EXTENSION ACTIVITIES	11.00	22%
13	SATISFIED WITH UNIVERSITY FACILITIES	30.00	60%
THE STUDENTS HAVE OPTED TO MORE THAN ONE RESPONSE			

The table shows that majority of the students commented of enjoying the library facilities and canteen facilities. Very few have commented upon extra developmental activities. Lastly, the table shows that only 60% are satisfied with the university facilities, thus the university authorities should see to it that they are provided with adequate facilities; as the first priority should be given to the students.

5.34.2 Result Analysis of Assam University from 1995-2000.

The percentage of Pass in the Postgraduate departments of Assam University is shown clearly in the table provided right from 1995-2000. the first batch of Postgraduate classes started from 1994 and the first batch of students appeared for final examinations in 1995.

It was noticed that the overall results were better in 1995 to 1998. Compared to 1999-2000; except for few departments like Commerce, Economics, Philosophy, who showed better results compared to the previous years. (Tables 5.133 – Tables5.137)

Thus, it is seen that various aspects are covered in the students questionnaire, especially Academics needs more attention and their problems should be looked into.

Table 5.133 Showing the result-analysis for Assam University for the year 1995- 1996

Sl.No	Name of examination	Total no of candidates appeared	No of candidates passed	Percentage of pas
POST GRADUATE 1ST SEMESTER				
1	Bengali	35	35	100%
2	Commerce	30	24	80%
3	Economics	43	20	46.5%
4	English	42	32	76.10%
5	Mathematics	16	08	50%
6	History	24	15	62.5%
7	Diploma In Marketing Management	33	31	93%
POST GRADUATE 2ND SEMESTER				
1	Bengali	34	34	100%
2	Commerce	27	23	85%
3	Economics	40	32	80%
4	English	40	37	92.5%
5	Mathematics	16	14	87%
6	History	24	21	87%

Table 5.134 Showing the result-analysis for Assam University for the year 1996- 1997

Sl.No	Name Of Examination	Total No Of Candidates Appeared	No Of Candidates Passed	Percentage Of Pass
POST GRADUATE 4TH SEMESTER				
1	Bengali	34	33	97.05%
2	Commerce	23	21	91.30%
3	Economics	38	17	44.74%
4	English	39	29	74.36%
5	Mathematics	14	11	78.57%
6	History	21	14	66.67%

Table 5.135 Showing the result-analysis for Assam University for the year 1997- 1998

Sl.No	Name Of Examination	Total No Of Candidates Appeared	No Of Candidates Passed	Percentage Of Pass
POST GRADUATE 4TH SEMESTER				
1	Diploma In Marketing Management	21	21	100%
2	Philosophy	33	28	85%
3	Political Science	60	43	70%
4	Sanskrit	08	07	87.05%
5	Economics	61	21	34.05%
6	Bengali	73	62	89%
7	Education	43	24	56%
8	Commerce	29	24	83%
9	History	24	15	62.05%
10	Sociology	28	19	57%
11	English	54	42	77.77%
12	Linguistics	27	12	44.44%
13	Mathematics	36	16	44.44%

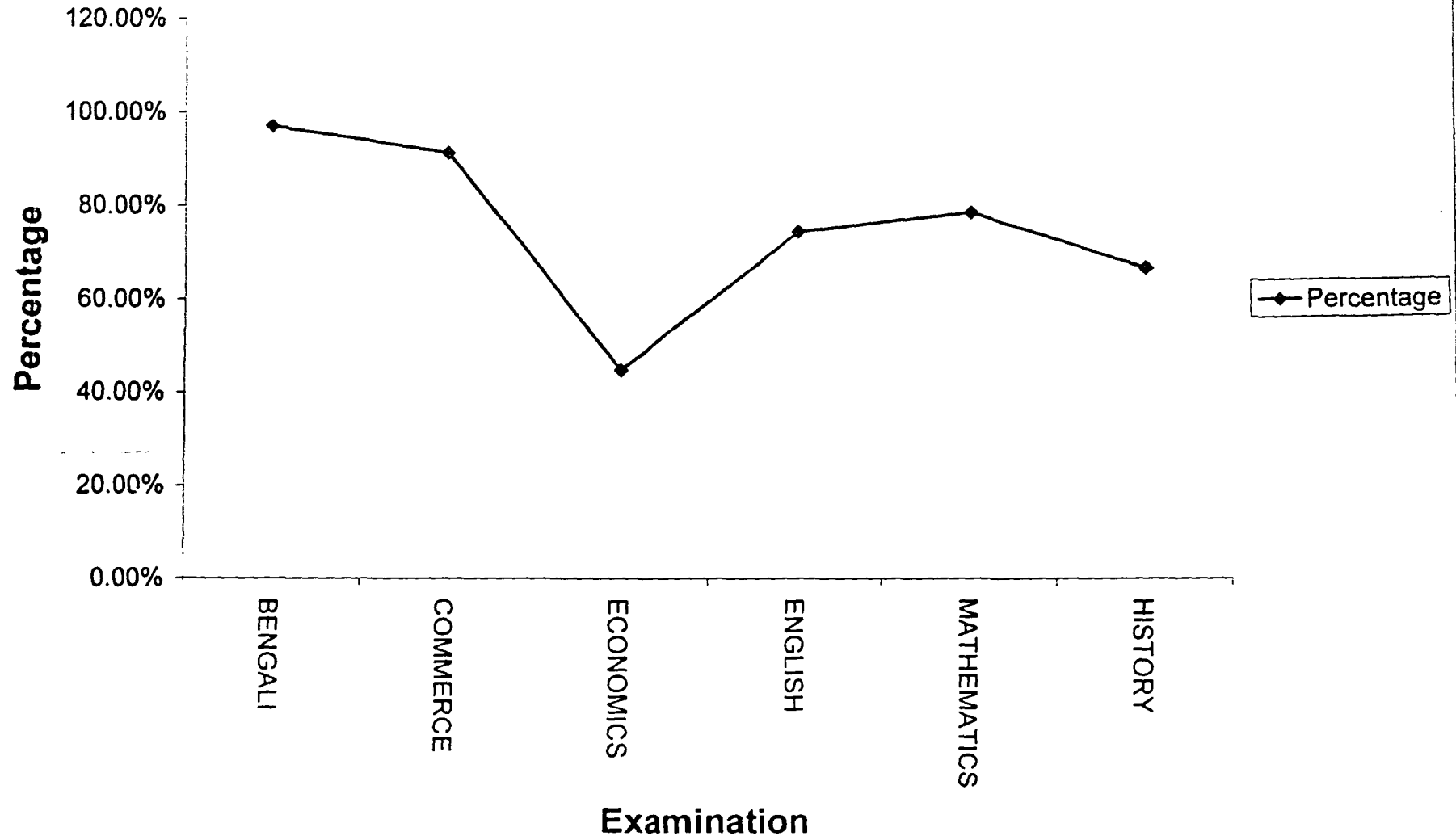
Table 5.136 Showing the result-analysis for Assam University for the year 1998- 1999

Sl.No	Name Of Examination	Total No Of Candidates Appeared	No Of Candidates Passed	Percentage Of Pass
POST GRADUATE 4TH SEMESTER SEMI FINAL				
1	Bengali	78	65	83.33%
2	Chemistry	14	09	64.30%
3	Commerce	34	18	53%
4	Ecology	16	16	100%
5	Economics	64	18	28.12%
6	Education	51	34	66.67%
7	English	41	16	39.02%
8	History	51	36	71.70%
9	Life Science	17	17	100%
10	Linguistics	28	09	32.14%
11	Mass Communication	21	21	100%
12	Mathematics	53	29	54.50%
13	Philosophy	51	31	60.80%
14	Physics	20	14	70%
15	Political Science	73	37	50.68%
16	Sanskrit	13	10	77%
17	Sociology	49	29	59.20%

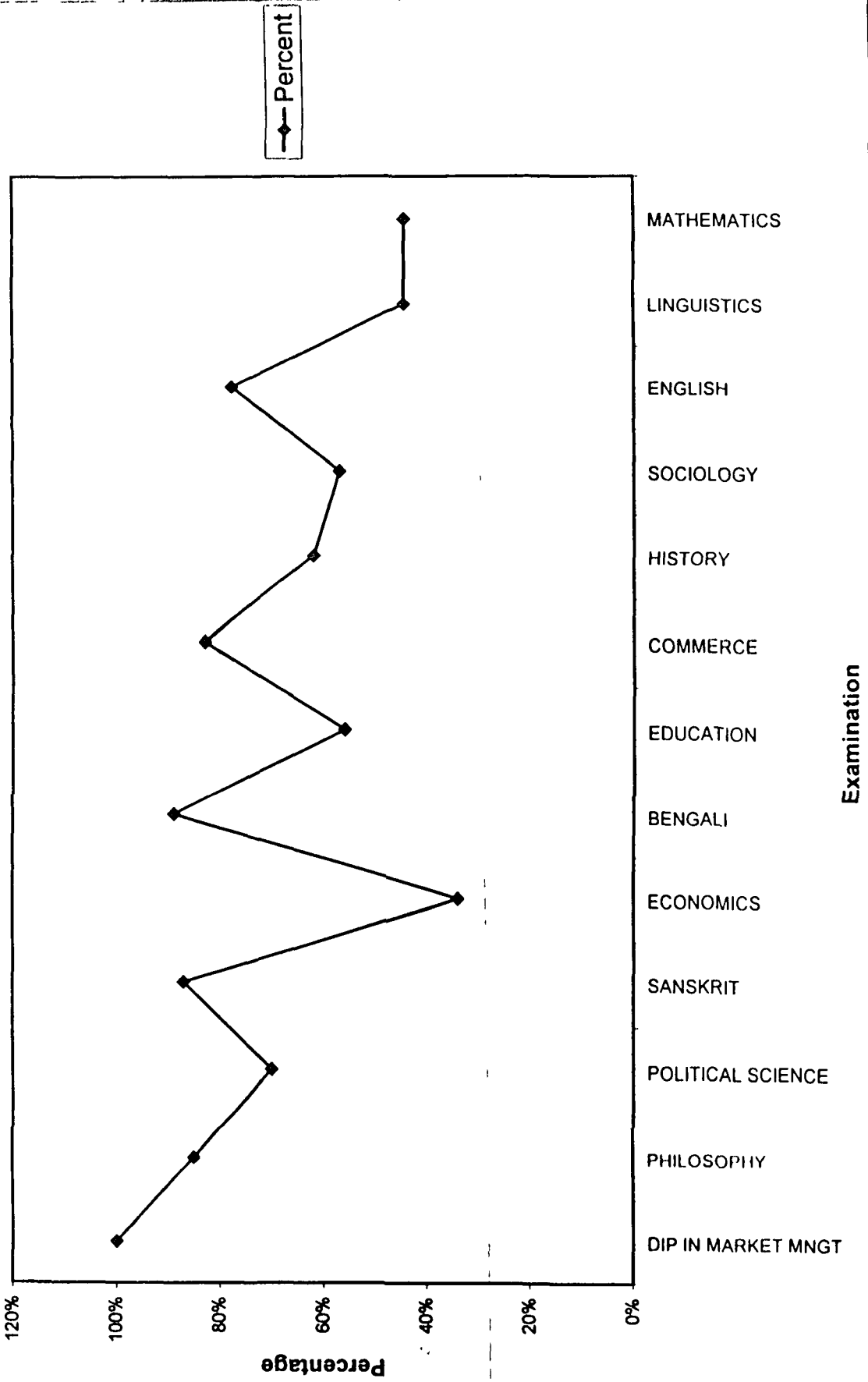
Table 5.137 Showing the result-analysis for Assam University for the year 1999- 2000

Sl.No	Name Of Examination	Total No Of Candidates Appeared	No Of Candidates Passed	Percentage Of Pass
1	Bengali	62	50	80.65%
2	Chemistry	14	08	57.14%
3	Commerce	26	26	100%
4	Ecology	21	21	100%
5	Economics	34	25	73.53%
6	Education	49	47	95.92%
7	English	47	31	65.96%
8	History	73	35	47.95%
9	Life Science	18	17	94.44%
10	Linguistics	43	12	27.91%
11	Mass Communication	29	28	96.55%
12	Mathematics	33	26	78.79%
13	Philosophy	22	18	81.82%
14	Physics	18	10	55.56%
15	Political Science	88	40	45.45%
16	Sanskrit	09	07	77.78%
17	Sociology	30	16	53.33%
18	Manipuri	24	24	100%
19	Arabic	14	12	85.71%
20	MBA	24	24	100%
21	BFA	17	15	88.24%

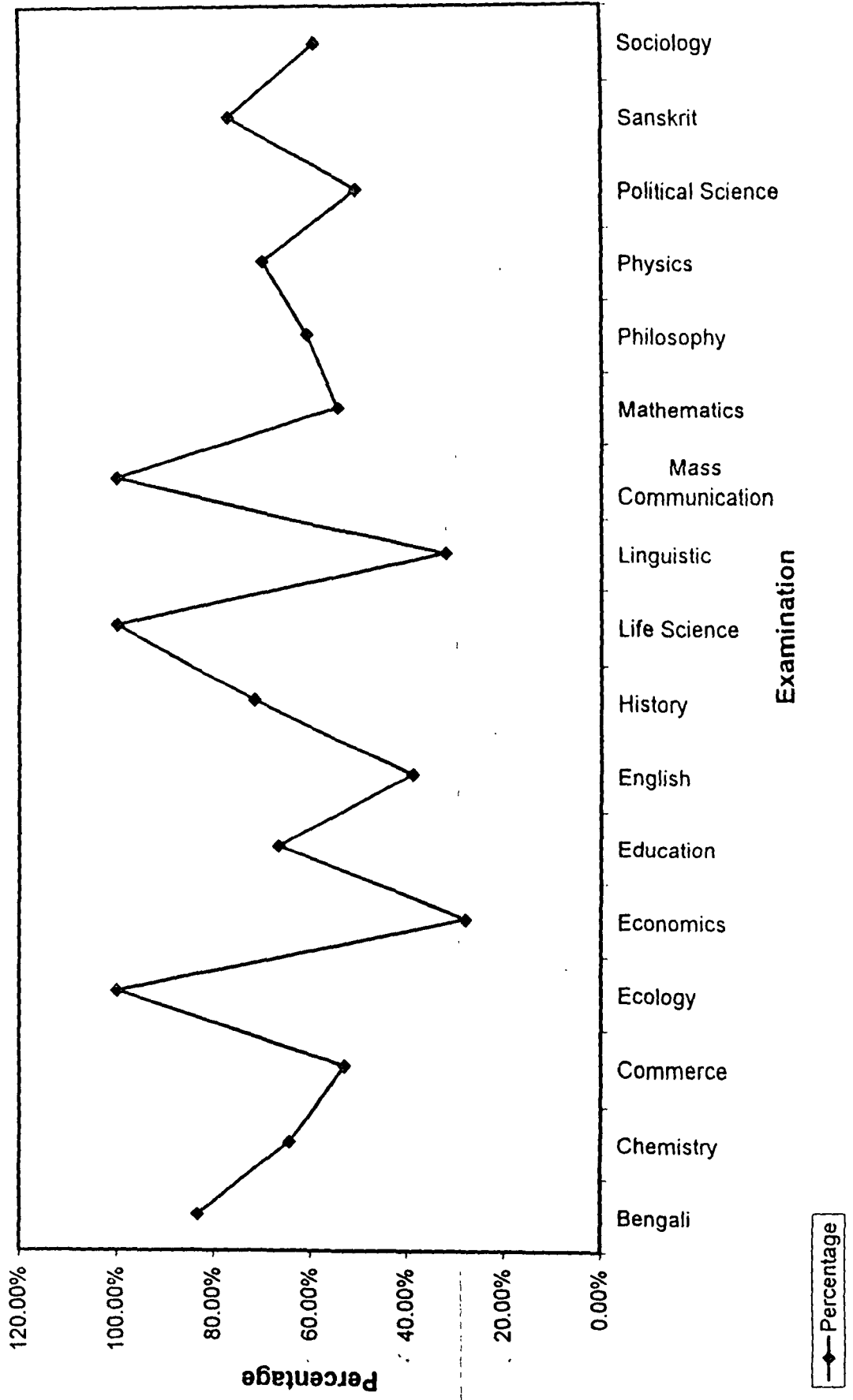
Analysis of Result of PG IVth Semester (1996-97)



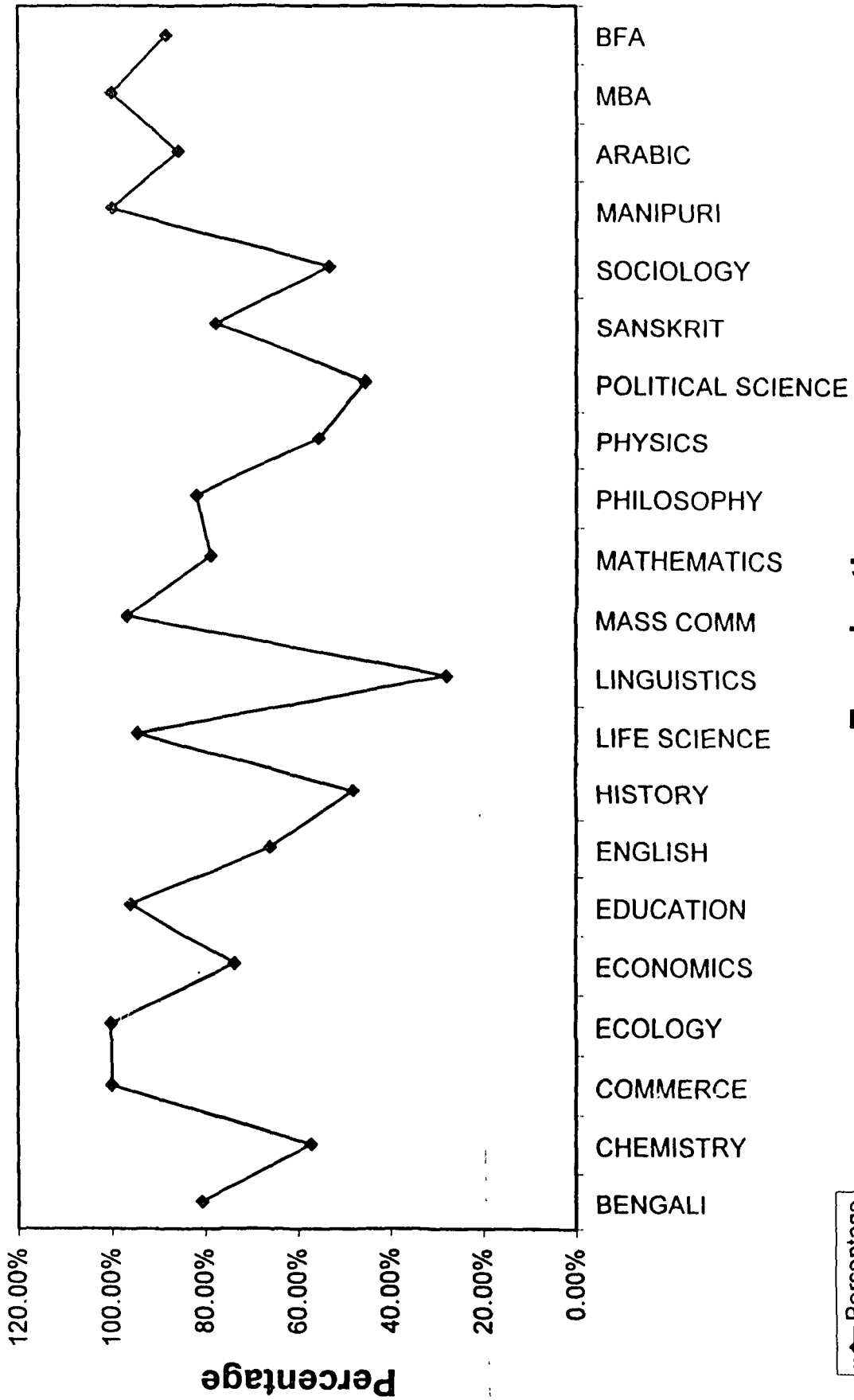
Analysis of Result of PG IVth Semester (1997-98)



Analysis of Result of PG IVth Semester (1998-99)



Analysis of Result of PG (1999-2000)



Examination

Percentage

PROBLEMS OF HIGHER EDUCATION IN BARAK VALLEY AND KARBI ANGLONG AREAS OF ASSAM

The problems have been discussed here under two different headings i.e.: -

5.35 Problems of the colleges in Barak Valley and Karbi Anglong areas of Assam.

5.36 Problems of the Assam University in general.

The study revealed that the problems of the colleges are more intense than the problems of the university.

For the convenience of the study, the comments of the principals, the teachers and the students have been taken into consideration under various headings like,

1. Infrastructure.
2. Administration.
3. Finance.
4. Academic.

For both the colleges and the Assam University.

5.35 Problems of the Colleges: -

The investigator while conducting the study met majority of the Principals of the colleges and found out that they were having a lot of problem regarding the above-mentioned aspects. They are given as follows:

5.35.1 *Infrastructural problems: -*

5.35.1.1 *College Building: -*

Most of the college building were found to be old and in a poor condition requiring renovation. Most of the college principals complained that the colleges were small and congested and thus needs to be extended. The principals have also complained that the college buildings were uncongenial. The investigator herself had visited the colleges and found that the buildings were in a pitiful condition. Except for a few colleges like Guru Charan College, A.L.Choudhury College, Rabindra Sadan Girls College, Nehru College whose buildings are of both Assam type and also R.C.C, have been maintained properly. The students and the teachers too have commented regarding the college building and said that they were having a lot of problems such as, the rooms were congested, the class rooms do not have proper ventilation, Sanitation system is bad, playground were small. No body took interest in these problems.

5.35.1.2 *Hostel Building: -*

Regarding hostel building it was seen that the students complained that it was small and uncongenial, there was immense water problem. Most of the students also complained that the hostels did not have proper toilet facilities. There was a severe problem of load shedding in the city, and the lighting facility of the college hostel too was inadequate.

5.35.1.3 Furniture / Teaching Aids: -

The furniture of the colleges were inadequate, 46.15% of the Principals have commented on that. The teaching aids were also found to be inadequate. 84.62% of the principals have commented that their colleges have very little teaching aids and most of them were inadequate. Many teachers too have commented that their teacher's common room did not have large reading – writing tables. 46.85% of the teachers complained that their teachers common room is not large enough to suffice the need of all the teachers and is not well equipped with adequate furniture. Thus, it is seen that most of the colleges are facing problems regarding inadequate furniture.

5.35.1.4 Play Ground: -

Majority of the principals have complained that their playground is small, which becomes a problem during college week sessions as it hampers the co-curricular activities. Thus, some provisions should be made to have additional playgrounds.

5.35.1.5 Problems regarding extending of Colleges: -

76.92% of the principals have faced problems regarding extension. The main problem was financial problem. It was seen that 84.62% of the college's financial problems and 7.69% have space problem. The study thus, shows that majority of the principals is facing problems regarding extension and the major problem is finance.

At times it was seen that the money allotted by the government for extension of building etc, was diverted to pay the teachers salary, when the salary does not reach on time. This was adjusted again later on. This also causes a lot of problem.

5.35.1.6 Library: -

Regarding library too, a lot of problems have been anticipated. 84.62% of the colleges have a library but the facilities was not adequate. Some of the colleges have good reading room facility where as the remaining who do not are facing a lot of problems. Regarding the students 70.92% has various library problems. They have complained that they do not have appropriate reading writing tables and the rooms are not well lighted.

Thus, the study shows that the principals, teachers and colleges are suffering from acute problems regarding infrastructure, which should be looked into properly. On the whole the entire Infrastructural set up should be changed and modernised for the betterment of the colleges in that area.

5.35.2 Administration: -

As it is said administration means 'responsibility'. The principals of the colleges have immense responsibility under them. They have to discharge their administrative duties properly. The study revealed that 30.77% of the principals are having a lot of problems i.e., problems with the office staff, problems with recruitment

of teachers, as there are some teachers who work for a few months/ years and leave if better opportunities prevail.

Thus, recruiting new ones poses to be a problem. Some of the colleges have rowdy and irregular students, which causes a problem for the principal. Incidents like students strike, agitation's, boycotting of examinations and the principals always face other problems. Thus, the problems should be tackled with properly and adequate solution should be given so that the problems can be solved.

The principals should also see to the duties of the librarians, as the teachers and the students have complained that the some librarians do not perform their duties well like timely distributions of books, timings are odd etc. Inadequate staff due to lack of sanction from the government is another problem.

Regarding administration from the teacher's part, it has been noticed that some teachers have problems with the students being irregular and inattentive. Some teachers are having problems regarding service conditions, and leave.

5.35.3 Finance: -

The study revealed that the major problem is coming from finance. The principals of most of the colleges complained that the income is low and expenditure is high, which is why they are suffering from financial problems.

5.35.3.1 Source of Income: -

The sources of income vary from different types of Colleges. It has been found that the main source of income for deficit colleges are: -

1. Government Grants.
2. UGC Grants.
3. Fees.
4. Donations.

The major problem here is that they do not receive the grants timely especially the government grants. Donations too are not given regularly. The major source of income in the colleges is government aid, which is 76.92%, next comes the fees, which is 69.23%.

5.35.3.2 Budget Preparation: -

Some principals are having problems with budget preparation. This is due to the planning of the budget, which is not done in a proper way. The study revealed that 92.31% of the colleges are having financial problems. The major financial problems

are that the grants received are not adequate enough to meet the various requirements of the colleges. The problem is greater in private colleges 15.39% who depends entirely on fees and donations.

The investigator had visited all the colleges taken for the study and had interviewed 13 principals personally. All of them have complained regarding finance, as they had so many things in their minds regarding the extension, beautification, renovation-upgrading etc., of the colleges; yet they were helpless without finance. 84.62% of the colleges wanted to bring in vocational education like computer education, yet they were unable to do so without enough financial assistance. Even regarding field trips, excursion, study tours, the students suffered due to financial crunch.

The teachers prefer to have adequate teaching aids, which would enhance the teaching learning system, yet this cannot be done as there was no money to provide for them. Thus, it is seen that finance is playing major role in the development of the colleges in Barak Valley and Karbi Anglong areas of Assam.

The investigator feels that both the central the state government should be more generous towards the allocation of funds in the colleges of Barak Valley and Karbi Anglong areas of Assam so that the colleges have a better future ahead of them

5.35.4 Academics: -

5.35.4.1 Enrolment: -

The study revealed that 46.15% of the colleges are having academic problems regarding enrolment. The arts enrolment (84.62%) is higher than the science 15.38% and the commerce 15.30% enrolment. This shows that the liking for arts is higher than science or commerce. Thus, the colleges received very few students in science and commerce.

5.35.4.2 Examination: -

Regarding examinations none of the principals faced problems. The teachers too did not complain regarding examinations. Except for the students where 52.48% feel that the results take months to be announced.

5.35.4.3 Library: -

Majority of the college principals are having problem with the library as, there are no good reading room facility. The teachers too have a problem with the library. Most of the teachers complained that there are not enough books stacked up in the library. Majority of them complained that there are no upto date journals and reading materials. Reading room facility is also not adequate. Infact, some colleges have no reading room facility 70.92% of the students have complained of library problems, that the books are not easily available, reading rooms are not provided and 47.16% have said that the books are not provided, the books are not of revised

edition. 66.13% of the students would prefer to consult a public library as the books in their colleges are not adequate enough. Some students have also commented that the library timings are odd. As by the time they come to the library to take books, it is already time for their next class. The librarian rarely waits till the classes are over.

The study thus, revealed that the students are having a lot of problems regarding library. It is the students who are suffering the most, next comes the teachers. It should be seen that the problem be solved and the students be given the first priority.

5.35.4.4 Curriculum: -

The principal's feel that the main problems with the curriculum are that it does not cater to the needs of the local students. Most of the local students do not have a proper knowledge of English language. They cannot cope up with the students coming from the urban areas who has a better knowledge of English. 30.77% of the principals also feel that the curriculum is concentrated more on books and that the curriculum is tilted more towards theory than practical. Thus, the curriculum should be changed so that it can cater to the needs of all the students. 26.60% of the students feel that the curriculum should be changed frequently so that some new additions can be made according to the needs of the changing situations. 22.52% of the teachers also feel that the curriculum does not satisfy the needs of the local students. The study thus, shows that the majority feels that the curriculum should be changed frequently and should be job oriented so that every one can benefit from it.

5.35.4.5 *Methods of Teaching:* -

The study revealed that, 69.23% of the principals have responded that teachers are free to teach in their own style. This shows that no particular method is adopted for teaching at the higher level. Only 7.20% of the teachers are trained. This shows that most of them (92.8%) are not aware of the recent developments in teaching. This will cause a problem for the students, as the teachers will not be aware of the recent techniques and methods of teaching.

87.23% of the students have commented that modern teaching aids are not used in their colleges. 39.01% of the students commented that the teacher very rarely makes use of charts/ slides/ models etc. 29.08% of the students are not satisfied by the way they are being taught. This shows that the students are facing a lot of problems in understanding properly what their teachers are teaching and they seem to be coping somehow.

5.35.4.6 *Co-curricular activities:*

Regarding co-curricular activities the only problems faced by the principals is the lack of large playgrounds and above all the financial problems. If not sufficient the co-curricular activities cannot take place properly. Regarding teachers, 30.63% have problems in organising co-curricular activities. This is mainly because the students do not participate and another problem is very little money is allotted by the colleges for such activities. The students do not have many problems regarding co-curricular activities.

5.35.5 Miscellaneous: -

Here, only the teachers are having problems. 46.85% of the teachers are having problems with students enrolment and achievement. 32.43% of the teachers are having problems with the curriculum, 26.13% of the teachers are having problem with finance, few teachers are having problem with the principal. 12.61% are having problem with the staff as they feel that the staff is inadequate. 23.43% are having problem with extra curricular activities. 26.13% are having problems with leave. 33.33% are having problems with library, 36.04% are having problem with salary. 26.13% have said that they find difficulty to tackle the students. Some teachers have also said that the students are rowdy in class which causes a problem. 17.11% are dissatisfied with the job.

Thus, the study showed that the teachers are facing a lot of problems regarding various aspects, which should be looked into carefully.

On the whole it was also noticed that the lack of spirit and the will to excel on the part of students is the main academic problem of the colleges. From all the colleges in Barak Valley and Karbi Anglong areas of Assam, it was only Guru Charan College, Silchar that excelled in almost all the years regarding their academic performance.

5.36 Problems of the university: -

The Assam University was established on 21st January 1994. Since it is still very new, it is facing a lot of problems regarding various aspects like infrastructure, administration, finance, and academics.

The investigator has been to the Assam University several times and has also interviewed the Vice Chancellor Mr.S.C.Saha. She has personally spoken to the various teaching and non-teaching staff, students and asked about their problems that they are facing. Besides all this, the problems have also been found out from the questionnaires, which the investigator distributed to the head of the departments, teachers and students. The responses are discussed under several headings like infrastructure, administration, finance and academics.

5.36.1 Infrastructural problems: -

Under the IXth Plan the UGC has allocated 16 crores. Out of which 13 crores was used for campus development and 1.6 crores for equipments and furniture, books and journals. The head of the departments responded of having various problems regarding infrastructure.

5.36.1.1 Library: -

Only 50% have responded of having a library in the department; 40% have responded that the library room is well lighted. This shows that 50% of the departments do not have a library which causes a problem for the students and the teachers.

5.36.1.2 Department Buildings: -

Some departments in the University are congested as they have to share their building with the other departments and the class rooms are too congested which causes a major problem for the students. 94.74% of the teachers have commented that they have problems, as the university is not large enough to suffice the needs of all the students. 70% of the head of departments said that the department building is too small.

5.36.1.3 Hostel Building: -

The hostel buildings are still being constructed though some of them are on the verge of completion. Thus, at the moment the teachers and students are not getting any hostel / residential facilities, which is posing to be a problem.

5.36.1.4 Furniture and Teaching aids: -

70% of the head of department have commented that the furniture are inadequate which poses to be a problem and only 10% of the teaching aids consists of audio-video system. Thus, the teachers and the students are facing a lot of problems, as they have to cope with what ever they have. This problem should be looked into and modern equipments and teaching aids should be brought in.

5.36.2 Administration: -

20% of the head of department are having problem with their staff saying that they are not efficient enough. 50% of them commented that the staffs do not carry out their work in a planned manner. 50% of the head of department have commented that no steps are taken to maintain an efficient administration in the department. This shows that the head of department are having administrative problems.

5.36.3 Finance: -

After interviewing the vice-chancellor the investigator came to know that the University was getting all the financial aid from the UGC, and he stated that there was no problem as such with money. He said that money was coming in part by part. 40% of the head of departments have commented that they face financial problems. Such as

general financial crunch, cut in budget as especially for buying books; for field trips, excursion, study tours etc.

5.36.4 Academics:-

5.36.4.1 Curriculum Problems: -

20% of the head of departments are not satisfied with the existing curriculum, as they feel that there are certain defects. 30% commented that very few specialisation's are offered, some core courses are not offered, less relation with under graduate course, course is very traditional and irrelevant. Regarding teachers 31.58% have responded that the existing curriculum is not satisfactory. They have commented that it is not coping with the existing environment. They have also commented that practical orientation should be given, modifications should be given in light of recent research; back dated, bureaucratic interference. Thus, it is seen that the teachers too are facing a lot of problems regarding curriculum and they should be taken care of.

57.89% of the teachers also feel that higher education does not have a good scope in the district as they have anticipated certain problems like lack of government initiatives and industrial activities, scope in the district is less, under graduate education is unsatisfactory, lack of employment opportunities, severe unemployment can be taken to be as one of the major problems. The investigator feels that the government should

remove the unemployment and other problems mentioned so as to uplift higher education in that area.

44% of the students find the curriculum unsatisfactory, 20% of them feel that it is based too much on books, 14% feel that it is based too much on theory, 6% feels its overcrowded, 4% feel that it does not meet the demands of the local students. Thus, we see that the students are facing major problems regarding curriculum and these problems should be corrected by reviewing the curriculum several times.

5.36.4.2 Enrolment Problems: -

The basic requirements for enrolment in the Assam University is a minimum of 55% with a good rapport in case of general students and a minimum of 45% with a good rapport in case of SC/ST/OBC. Admission is done in order of admission tests and order of merit. The head of departments commented that they had no problems regarding enrolment. 70% of the head of departments have commented that the male enrolment is higher than female.

The intake of students differs from department to department. It varies with the number of seats available. The girls enrolment should be increase, certain steps/ initiatives should be taken to motivate girls to go in for university education.

The only problem commented by most of them is that the seats are limited due to which many students cannot get university education.

5.36.4.3 *Methods of Teaching:* -

None of the head of departments commented of having problem regarding the method of teaching. Regarding the teachers, the study revealed that 42.11% of the teachers do not follow any particular method of teaching and 26.32% are not aware of the recent techniques and method of teaching, which the teachers follow at higher level. 36.84% of the teachers are partially satisfied.

They have commented that the load is too heavy and have commented that the university is situated at Dorgakona which is 18kms away from Silchar and communication is difficult, thus the teachers, in case of being late cannot rush immediately for their class as they have to wait for the university bus which is very limited and to take a taxi and come to such a distance will be expensive.

Thus, the teaching gets affected. Once the residential quarter are allotted things will get better.

5.36.4.4 *Examination/Evaluation:* -

None of the head of departments have commented that they face any kind of obstacle while conducting examinations like harassment from students, students strike, boycotting of examinations etc. The teachers too do not face any kind of difficulty or problems while conducting examinations. The students too have commented that they are quite satisfied by the way the examination are being conducted.

5.36.4.5 *Co-curricular Activities / Extra-Curricular Activities:* -

The study revealed that various types of co-curricular activities were organised during University week like debates, discussions, quiz, sports etc. Extra-Curricular activities like seminars, workshops were also organised. The head of departments have not commented of having any kind of problems. Most of the students take part willingly in the co-curricular activities took organised. The teachers too have commented that they have no problem with co-curricular activities. 90% of the students have commented that they take part in quiz, debate and extempore speech, 70% in musical activities 44% in dramatics and theatres.

Thus, it is seen that the teachers/students face no problems regarding co-curricular and extra developmental activities.

5.36.5 Miscellaneous: -

The teachers have certain problems with reference to the following: -

- 5.36.5.1** 10.52% are having certain problems by which they are confronted.
- 5.36.5.2** 21.05% of the teachers are having problem with the head of department.
- 5.36.5.3** 26.32% have problems with the non-teaching staff.
- 5.36.5.4** 15.79% have problems with their students.

96% of the students main problem is that they do not have a common room in the department, thus the students and research scholars have no place to write notes or discuss something important. Thus, on the whole, the study shows that the teachers and student do face some severe problems, which the university authorities should look into carefully.

Endnotes and References

** The students have opted to more than one response

Chapter VI

MAJOR FINDINGS AND SUGGESTIONS

6.1 Introduction

In this chapter the discussions of the findings and their implications are presented. The findings are based not only on the analysis of the data collected through the questionnaire on the fifth chapter, but also on the data collected through documentary materials organized and presented in the third chapter.

The findings of the study can be divided into two parts. The first part is only for the colleges in Barak Valley and Karbi Anglong areas of Assam; whereas the other part is meant only for Assam University, situated in Doyakona, Silchar.

6.2 The major findings have been based on the four objectives of the study. They are as follows: -

6.2.1 Based on the first objectives

The development of higher education in Barak Valley and Karbi Anglong areas were traced –

The development of higher education in Barak Valley and Karbi Anglong areas of Assam before Independence was negligible. Very few efforts were made to uplift higher education in that area. The entire masses were illiterate. It was only with the

coming of the British Government that the necessity was felt to extend western education to the masses.

College education originated in Barak Valley and Karbi Anglong areas during the first part of the present century. The year 1935 marked the beginning of Collegiate education in Barak Valley and Karbi Anglong areas, as the first college by the name of Guru Charan college was set up in Barak Valley, Silchar. Initially, it was known as the Guardian College, and was later renamed as Guru Charan College, after the name of the founder's late husband Guru Charan Nag.

The founder of the college was Shrimati Kiran Sashi Nag who donated Rs.10,000/- for the institution. Initially, it was a girl's college and started with only 35-40 girl students, which later on became co-educational. At present (1999-2000) Guru Charan College has the highest enrolment, which is 1760 students among all the colleges of Barak Valley and Karbi Anglong areas of Assam. It also has the highest number of teachers which is 90 and is imparting education in 3 faculties i.e. Arts/ Science/ Commerce. It has been showing very good results too over the years.

After that followed the Karimganj College which was established after a gap of nearly 11 years i.e. in 1946. This college too has three faculties i.e. Arts /Science/ Commerce and has 73 teachers and 1338 no of students in the year 1999-2000.

It was only after independence, that higher education gained momentum. The people became more aware of higher education and strongly demanded for establishment of more colleges in the region. Slowly, more and more colleges came up and at present there are 45 (forty five) total number of general and professional colleges in the area. (34 general and 11 professional). Out of that, 15 general colleges and 5 professional colleges are affiliated to Assam University and 19 general colleges and 6 professional colleges are still waiting for permanent affiliation from Assam University. The permitted colleges have come up recently. 3 of them were established in 1984, 1987 and the rest came up only after 1990 onwards. In Karbi Anglong permitted colleges are more compared to affiliated colleges. Most of these colleges were established from 1990 onwards, and are still awaiting affiliation.

The pace of development can also be seen with the enrolment of the students in higher education. The total enrolment of the students in the colleges selected for study of the year 1994-95 was 11650 (enrolment of Patharkandi, A.L.Choudhury, Rukasen was not available) and for the year 1995-96 it was 11591, for 1996-97 the enrolment of students were 15577, (enrolment Patharkandi College was not available), for 1997-98 the enrolment of students were 11873, for 1998-99 the enrolment of students were 9332 (the enrolment of S.S.College, Hailakandi and M.C.Das College, Sonai was not available).

The enrolment for 1999-2000 was 8332 (the enrolment of Diphu Government College and Patharkandi colleges was not available). Thus, it was noticed that the enrolment of students in the college fluctuated over the years. 1996-97 had the highest enrolment of students, whereas 1999-2000 had the least. The enrolment also depends on the result of performance at the high school level i.e. Matric level.

The findings also showed that Arts faculty dominated the scene in the entire area. As, it was noticed that all the colleges have Arts faculty. It was seen that, out of the 15 affiliated colleges, 7 colleges have only arts, 3 colleges have arts/science/ and commerce, 3 colleges have arts and science only and only 2 colleges have arts and commerce. From the permitted colleges, there are 18 colleges providing only arts course, and there is only 1 science college called the M.H.Choudhury memorial science college in Panchgram, Hailakandi district, established in 1997. This is the only science college in the entire Barak Valley and Karbi Anglong area.

Regarding the professional Colleges, it was noticed that there are 5 professional colleges established from 1960 – 1979. From the permitted colleges, there are 5 professional colleges, which were established from 1984-1995, and they are still waiting for affiliation from Assam University.

This is clearly shown in the table given below.

Table 6.1 Showing the break-up of affiliated and permitted colleges

AFFILIATED (GENERAL) COLLEGES		PERMITTED (GENERAL) COLLEGES		TOTAL
15		19		34
FACULTIES PROVIDED		FACULTIES PROVIDED		
ONLY ARTS	7	ONLY ARTS	18	
ARTS/SCIENCE/COMMERCE	3	ONLY SCIENCE	1	
ARTS/ SCIENCE	3			
ARTS/ COMMERCE	2			
TOTAL		TOTAL		
	15		19	
AFFILIATED (PROFESSIONAL) COLLEGES	5	PERMITTED (PROFESSIONAL) COLLEGES	6	11

The pace of development can also be seen through the development of higher education in the rural areas. The findings were that 70.59% (24 colleges) are based on a rural setting. Out of that 47.22% (17 colleges) of the colleges are permitted i.e., it has got temporary affiliation or waiting for affiliation. The people of the rural areas are deprived of the facilities of higher education and the colleges in the rural areas came up due to the difficulties face by the local people to pursue higher education in the area. They had to travel kilometres to attend classes in the colleges; if the communication was bad the studies were automatically hampered. Most of the colleges in the rural areas come up due to efforts made by the local people. The colleges depend a lot on public donations and contribution from the local people. The rural colleges in Barak Valley and Karbi Anglong districts of Assam cannot meet the standards of the urban colleges. It was noticed that 79.17% (19 colleges) of the rural colleges have only arts course and 8.33% of the rural colleges have Arts and Science, 8.33% have Arts and Commerce course and 4.17% have only science.

The break up is clearly shown in the following table: -

Table 6.2 Showing the rural colleges of Barak valley and Karbi Anglong districts of Assam

AFFILIATED RURAL COLLEGES		PERMITTED RURAL COLLEGES		TOTAL
7		17		24
ONLY ARTS	3	ONLY ARTS	16	79.17%
ARTS / SCIENCE	2	ARTS / SCIENCE	0	8.33%
ARTS/ COMMERCE	2	ARTS/ COMMERCE	0	8.33%
ONLY SCIENCE	0	ONLY SCIENCE	1	4.19%
TOTAL	7	TOTAL	17	100%

Education should be made more relevant to the life and needs of the people in rural areas, so as to increase the pace of development. It was noticed in the Barak Valley and Karbi Anglong areas that arts course is dominating the scene. The major reasons for arts course dominating the scene may be that arts are a softer course than science and commerce. It was also noticed that the enrolment of girls are higher in arts course compared to science or commerce. Thus, to create an interest for the courses, the colleges should be made multi functional, with highly diversified curricular to cater not only to the academic needs but also to the practical needs of the students. Job oriented courses and vocational courses may be started in some general colleges so that the students, who have no aptitude for academic courses can opt for vocational courses. It is suggested that some model colleges with facilities for academic, vocational and non-traditional courses may be started.

The study revealed that the number of general as well as professional colleges has increased. Till 1985 there were 15 general colleges and 5 professional colleges, but after a gap of 15 years, 19 (nineteen) more general colleges came up and 6 (six)

professional colleges were established in Barak Valley and Karbi Anglong areas of Assam. This shows that development is taking place with the effort of the local people in the area.

The study also revealed that upto date i.e., 2000 – 2001 there is no government college in Barak Valley districts of Assam, whereas in Karbi Anglong, there is only one Government College known as the Diphu Government College, which was established in 1964. It has got three faculties i.e. Arts/ Science and Commerce. It also has a Post Graduate department with subjects of Political Science and History. This is the only fully affiliated College in Karbi Anglong district of Assam. The government of Assam should take initiative in opening up Government Colleges in Barak Valley districts of Assam too.

Most of the colleges in Karbi Anglong have developed recently. The oldest being the Diphu Government College (1964) is the only affiliated College and the rest i.e., the Rongsina College, Donkamukam (1983), Thongnokbe College, Dokmoka (1984), Bokajan College (1991), Rangsina College, Donkamukam (1992), Diphu Girls College, Diphu (1994) are all permitted i.e., awaiting affiliation from Assam University. Regarding Professional Colleges there are two of them. Diphu Law College, Diphu (1979) fully affiliated to Assam University and Diphu B.Ed College, Diphu (1994) is permitted i.e., awaiting affiliation from Assam University.

This shows that very less development has taken place regarding higher education in Karbi Anglong. Few Colleges have come up recently only. Thus, more effort should be made to uplift the area regarding higher education. The study revealed that professional education is practically absent except for Law and Teacher education. There is not a single engineering, agriculture, polytechnic or medical college in Karbi Anglong district.

Thus, the students who aspire to go for this course have to go outside Karbi Anglong district. It has been noticed that for proper development of an area, professional colleges should be set up. Thus, the government should see to it that more professional colleges be set up so as to meet the needs of the local people of Karbi Anglong district of Assam.

6.2.2 Based on the second objectives-

The second objective is "to study the present system of administration and financing of higher education."

The colleges of Barak Valley and Karbi Anglong areas are governed by the rules and regulations of the university, with regards to academic matters but it is the State education department who takes the main responsibility for the appointment of teachers service condition of staff and other related matters. The private colleges do not receive any grant in aid from the government.

Administration -

At present, the state education department or the educational administrative machinery in Assam is headed by the Minister of education who looks after the elementary and secondary education and also the teachers training. There is also a Minister of Higher education.

The Commissioner and Secretary of education is in Charge of Education department. He is the Principal adviser to the Minister on all policy and administration matters relating to the department. The Directorate of higher education is headed by the Director of Public Instruction with an additional Director for the Hills. He is helped by the Joint Director, 2(two) Inspector of Colleges and two Deputy Directors. There are also supporting staff.

Thus, it is only the Director of higher education and his staff who takes care of higher education in entire Assam. The system is the same all over Assam. It is only through the Directorate of higher education that the grant for the colleges is allowed.

The main authority of the colleges is the principal. He is the administrative head and takes care of the college along with the staff. He depends on the non-teaching staff for preparing the budget for the coming year. The total income and expenditure of the year is also made by him with the help from his staff. He sees to the entire administration of the college. The college does well if there is a good administration.

Besides the principals, there are governing bodies. The study revealed that 100% of the colleges have governing bodies on an average there are 10 members in each governing body. The study revealed that the maximum members in the governing body were the teachers who contribute 84.62%. Then come the class local leaders who contribute 61.54%. 30.77% each is contributed by the state education department officials, local agencies and others.

The findings also were that 84.62% of the colleges have governing body members who contribute in planning the college programme; 92.31% of the colleges have governing body members who recruit teacher, 76.92% help in preparing the budget of the college. 7.69% of the colleges have governing body members who helps in making other important decision. This shows that in the colleges of Barak Valley and Karbi Anglong areas of Assam, the governing body members also play an important role towards the administration of the college.

The principal of the colleges follow the regulatory functions.

6.2.2.1 Abiding by the standard rules and regulations.

6.2.2.2 Examination and inspection.

6.2.2.3 Supervision.

Organisational-structure of Assam University:- The Assam University is a Central University established on January, 21st 1994 as a teaching cum affiliating Central University under the Parliament Act XIII of 1989.

The organisational structure of Assam University consists of Visitor who is the President of India Dr.K.R.Narayan then the Chief Rector who is the Governor of Assam, Lt. General (Retd.) S.K.Sinha followed by the Chancellor and the Vice Chancellor.

There are also members of the Court, represented by important delegates from various institutions of India. There are also the members of the Executive Council, members of the Planning Board, members of the Academic Council and the Dean of School, who takes care of the various Schools.

They are followed by Officers like the Registrar, Finance Officers, Controller of Examinations, Librarian, Director of College Developmental Council, Proctor and lastly the Dean, Students' Welfare.

All of them collectively are responsible of the administration of the Assam University.

6.2.2.1 *Abiding by the standard rules and regulations*

The findings show that 100% of the colleges abide by the standard rules and regulations set by the university, where as 84.62% abides by the rules of the state government/ university.

6.2.2.2 *Examination and inspection*

Regarding examinations and inspection, 100% of the colleges have examination whereas 76.92% of the colleges regularly have inspection where delegates/ teams/ inspectors come form the university and state education department. 23.08% do not have inspection regularly.

6.2.2.3 *Regarding the supervision*

It was found that 84.62% of the college principal take interest in finding out the flaws and defects in the teaching staff and non-teaching staff, whereas 15.38% does not approach them directly.

Thus, it is seen that the colleges are governed by the rules and regulations set up by the university and the State Education Department provides them with the necessary funds. The principal along with the Governing Body members administers the college for its proper development.

6.3 Finance

6.3.1 *Educational finance*

It provides a foundation to the entire fabric of the education system. A budget normally provides information about the provisional and actual expenditure for the previous years; the likely expenditure of the current years and the income and the estimate of monetary requirements for the coming year.

6.3.2 *The Budget estimates*

Include both income and expenditure. The ultimate responsibility for the finalisation of the educational budget lies with the education department at the Secretarial level; the first approval to the budget is however accorded by the State finance department. Educational institutions in Assam are required to submit their budget estimates to their immediate controlling authority at the appropriate level.

The total budget out lay on education was 362.18 crores of rupees in 1989-90 to 682.75 crores of rupees in 1993-94. In the seventh plan the budget out lay for higher education was Rs.1583.67 lakhs and the expenditure was Rs.1567.98 lakhs. In the eight plan the budget outlay for higher education was Rs. 12289.54 lakhs. In the ninth plan total budget for higher education was Rs.29434.00 lakhs. The main source of income for private colleges is fees and donations. For aided colleges, i.e. Adhoc & Deficit the main source of finance are government grants, fees and donations. The government colleges are financed fully by the State Government.

6.3.3 *University education*

Except for the Assam University, which is a central university, the expenditure for all other university in Assam is borne by the State government.

Expenditure for the central university i.e. Assam University is borne by the Ministry of Human Resource Development. However, all university including Assam University is occasionally provided grants by the UGC for specific developmental activities.

6.3.4 *Financial Position of Assam University*

The Assam University being a central university is cent percent funded by the Center (UGC). Thus, the university has a sound financial position. There are no financial constraints however small these may be. In 1994-95, the university had a budget approximately of Rs.16.7 crores which shot up to 74.6 crores rupees in 1995-96; it further went up to 100.2 crores of rupees. Under the IXth Plan i.e.1996-1997 UGC' allocated 16 crores. Out of this 13 crores is for campus development; 1.6 crores for equipments and furniture's, books and journals, 1.4 crores for additional posts.

In the year 1999-2000, a total of Rs.14,92,43,607.00 was meant for receipts and payments.

From the objective of (3) and (4) objectives the following findings were drawn –

The findings were categorized under the following heads: -

6.4 General Information of the colleges

6.4.1 Types of Colleges

It has been noticed from the study that the Permitted Colleges are more than the affiliated in Barak Valley and Karbi Anglong areas of Assam. There are 21(twenty one) permitted colleges (general) and 15(fifteen) affiliated colleges (general) in Barak Valley and Karbi Anglong areas of Assam. From the 15(fifteen) colleges taken for the study, the findings show that there are 11(eleven) deficit colleges, 2(two) private colleges, 1(one) government colleges and 1(one) Adhoc college.

This is clearly shown in the following table: -

Table 6.3 Showing the type of colleges

Sl.No	Names	Types	Total		Percentage
1	G.C.College,Silchar	Deficit	Deficit=11		73.33%
2	Karimganj College,Karimganj	Deficit			
3	S.S.College, Hailakandi.	Deficit			
4	Cachar College, Silchar	Deficit			
5	R.S.College, Karimganj	Deficit			
6	Womens College, Silchar	Deficit			
7	Janata College, Kabuganj.	Deficit			
8	Nehru College, Pailapool	Deficit			
9	N.C.College, Badarpur	Deficit			
10	Radha Madhab College, Silchar.	Deficit			
11	M.C.D.College, Sonai	Deficit	Deficit	11	73.33%
12	Patharkandi College, Patharkandi.	Private			
13	A.L.Choudhury College, Hailakandi.	Private	Private	2	13.33%
14	Rukasen College, Karbi-Anglong.	Adhoc	Adhoc	1	6.67%
15	Diphu Government College, Diphu.	Government	Government	1	6.67%
			Grant	15	100%
			Total=15		

6.4.2 Kind of Colleges

The findings indicate that there are 11(eleven) co-educational colleges, 2(two) girl's colleges and no colleges solely meant for boys in those areas.

6.4.3 Qualification

The study showed that 89.26% of the Principals were only postgraduate holders and 10.74% were Ph.D holders. In case of teachers it was found that M.A was 68.47%, M.Com was 5.41%, M.Sc was 8.11%, M.Phil 11.71% and Ph.D was 6.30%. Regarding professional qualification, 3.60% had B.T, 7.21% had B.Ed

6.4.4 Faculty

The findings showed that 100% of the Colleges have arts subjects, which is mixed up with other subjects like science and commerce in some colleges.

It is seen that 73.53% of the colleges have only arts subjects, 5.89% have arts/ commerce, 8.82% have arts/ science, 8.82 have arts/ science / commerce and 2.94% have only science. The main problem regarding higher education in Barak Valley and Karbi Anglong areas are that majority of the colleges are dominated by arts faculty and very few colleges have a combination of arts/ science/ commerce or arts/ science or arts/ commerce.

The findings also showed that there is only 1(one) science college called the M.H.Choudhury Memorial Science College in Barak Valley and Karbi Anglong areas of Assam, which was established in 1997. There is no commerce college in the entire area of Barak Valley and Karbi Anglong.

6.4.5 *Recruitment of teachers*

The findings show that most of the colleges i.e. 84.62% recruited teachers through advertisement. 7.69% of the colleges recruited teachers first as a part timer and later on they were absorbed on a full time basis and 7.69% of the teachers were recruited through interview and written test. This shows that recruitment is usually done through advertisement.

6.4.6 *Professional development of Teachers of colleges*

The findings showed that most of the teachers of deficit colleges attend refresher courses, seminars, orientation courses etc, for their professional development.

6.4.7 *Benefits provided*

The findings showed that the college teachers were provided with various benefits. 46.15% of the college teachers were provided with house rent and medical allowances; 23.08% of the college teachers were provided with other types of allowances.

This shows that the colleges see to the well-being of the teachers and helps to solve their problems.

6.5 Infrastructure

Infrastructure is mainly responsible for the development of the college.

The infrastructure consists of the following categories.

6.5.1 College building

6.5.2 Hostel building

6.5.3 Library

6.5.4 Furniture

6.5.5 Teaching aids

6.5.6 Play grounds

6.5.1 College building

The finding showed that 100% of the colleges have a building of their own, but, majority of them are not in a good state. The buildings are also becoming to congested as the enrolment of students too, is increasing over the years. The findings showed that 46.15% of the colleges have fully pucca (RCC) buildings, 30.77% have Assam type structure and 23.08% have a mixture of pucca and Assam type. This shows that the Pucca (RCC) types of buildings are mostly preferred in Barak Valley and Karbi Anglong.

The findings also revealed that most of the colleges are badly in need of renovation. They looked small when compared to the number of students. The college buildings too were not congenial. But, there are few colleges which are well maintained and spacious.

6.5.2 Hostel building

It was found that, most of the hostellers had some common problems: -

6.5.2.1 *Hostel seats were limited.*

6.5.2.2 *Hostel rooms were found to be too small.*

6.5.2.3 *Water supply problem exists.*

6.5.2.4 *Quality of food served is poor.*

6.5.2.5 *Hostel room fees are high according to the standards.*

The findings also showed that there were no quarter facilities for the teachers, which clearly indicates that teachers coming from a distant place have a problem for accommodation.

6.5.3 Library

The findings regarding library infrastructure was that most of the colleges did not have well – equipped libraries. It was found that the students were the main sufferers. 26.24% of the students have complained that the library was not big enough. 23.05% of the students complained that the rooms were not well lit. 44.68% felt that proper reading / writing tables were not provided. 6.03% of the students have a major problem i.e. they have no librarians.

6.5.4 Teaching aids

The major findings of the study shows that 84.62% of the Colleges do not have adequate teaching aids. This clearly shows that the method of instruction / teaching is found to be poor in the colleges of Barak Valley and Karbi Anglong areas of Assam. The finding also showed that they have not adopted to the recent techniques of teaching.

6.5.5 Furniture

The findings showed that more than half of the colleges i.e. 53.85% do have adequate furniture's. Whereas 46.15% do have adequate furniture's. inadequacy of such furniture's were due to non-replacement of the old ones for lack of funds.

6.5.6 Play ground

The findings showed that all the colleges have a playground of their own. Though 76.92% have small play grounds and 23.08% have large play ground. Small play grounds poses to be a problem as during college week sessions it hampers the co-curricular activities.

Thus, the major findings regarding infrastructure shows that, most of the colleges are facing problems, the main sufferers are the teachers and the students. For the betterment of the colleges in that area the entire Infrastructural set up should be changed and modernized.

6.6 Administrative problems

The major findings regarding administration was that, the principal, his staff and the governing body members are the main persons who handle administration. But, the final decision is made by the principal. It was seen that 84.62% of the colleges have governing body members who contributes to planning, decides recruitment of teachers and also helps in making other important decisions.

The findings also shows that the principals have regulatory functions also, i.e. 76.92% of the principals/ staff decide the examination schedule and admission and promotion of students and 23.08% of the principals assigns the teaching work and also decides the organization of the library.

But, in-spite of all these most of the principals face major administrative problems with the office staff, recruitment of teacher incidents like students strike, agitations, boycotting of examinations etc.

The teachers too face problems with irregular and inattentive students, problems with service conditions, leave and other official matters due to lack of sufficient staff. Sanctioning of money from the government side is another problem.

6.7 Financial problems

The findings showed that the major problem is coming from finance. Most of the colleges have complained that their college income is low and the expenditure is high. Though the findings showed that 76.92% of the colleges gets financial assistance from the UGC and the State government. 61.54% only are getting their financial assistance on time.

6.7.1 Source of Income

The findings shows that 76.92% of the colleges depend on government aid. The rest mostly survive on fees i.e. 69.23%, 23.08% on public donations and 7.69% on individual contributions.

6.7.2 Various grants provided

The findings show that the colleges in Barak Valley and Karbi Anglong areas are provided with various kinds of grants. 76.92% of the colleges are getting deficit grants to pay salaries. 53.85% of the colleges are getting building grants, 23.08% gets science laboratory grants, 84.62% gets grants to pay scholarships and only 15.38% of the colleges gets grants for field trips/ excursions etc. 38.46% gets other grants.

This can be seen clearly in the following table: -

Table 6.4 Showing the different type of financial grants

GRANTS	TOTAL	PERCENTAGE
DEFICIT GRANTS TO PAY SALARIES	10	76.92%
BUILDING GRANTS	7	53.85%
SCIENCE LABORATORY GRANTS	3	23.08%
GRANTS TO PAY SCHOLARSHIPS	11	84.62%
GRANTS FOR FIELD TRIPS/EXCURSION ETC.	2	15.38%
ANY OTHER	5	38.46

The above table shows that colleges are facing certain problems in grants. It is seen that the grants for science laboratory is less, which indicates that the laboratory equipments are insufficient and as a result practicals are affected. Grants for field trips and excursions etc is minimum, which shows that many students do not get the opportunity for such experiences.

6.7.3 Agencies of finance

Majority of the principals commented that the main agencies are UGC and 38.46% are from government agencies and other voluntary organizations like philanthropists, trusts etc.

6.7.4 Scholarship problems

Regarding scholarships, the major finding was that majority of the scholarships i.e. 69.23% are given to SC/ST/OBC, 15.38% to book grants and 15.39% to stipends. The main problems faced by the college is that the grants are not received on time, especially the government grants. Donations too differ from time to time. The major

source of income for the colleges is fees, which are 69.23%, and the rest is donations. Most of the Colleges gets government aids which contributes to 76.92%.

Most of the colleges i.e. 84.62% wanted to bring in computer education, yet they are unable to, without proper financial assistance. Even regarding field trips/ study tours/ excursions the students are suffering due to unavailability of grants. The teachers prefer to have adequate and up to date teaching aids but, are unable to do so, due to paucity of funds.

It is thus seen, that finance is playing a major role in the development of colleges in Barak Valley and Karbi Anglong areas of Assam.

6.8 Academic problems

The academics constitute of the following: -

6.8.1 Curriculum.

6.8.2 Computer Education.

6.8.3 Methods of teaching.

6.8.4 Examination.

6.8.5 Library and,

6.8.6 Co-curricular activities.

6.8.1 Curriculum

The major findings shows that, 38.46% of the colleges felt that the curriculum does not cater to the needs of the local students, as it is not job oriented. 30.77% feel that the curriculum is bookish, 30.77% commented that it is based too much on theory and very little practical work is done.

The teachers are also of the view that it is not suitable for the local students, as they do not benefit out of it. More stress should be given on vocational subjects, as when they are trained properly on any practical line the harder they work, the more they earn. The teachers also feel that the curriculum should be made in such a way so that the student's can compete at the All India level competition examinations.

6.8.2 Computer education

The findings also showed that very few colleges have computer education facilities. The major reason being lack of finance. The other reasons are lack of computer assistants, lack of space, lack of building, etc.

6.8.3 Methods of teaching

The findings showed that 69.23% of the principals have responded that, the teachers are free to teach in their own style. 76.92% of the teachers are aware of the recent techniques of teaching i.e. using modern teaching aids, being more practical is their teaching approach etc.

The findings also showed that majority of the students i.e. 87.23% have commented that teaching aids are not used at higher level and any modern equipment like slides/ projectors etc. are never used.

Some students i.e. 29.08% have also complained that they are not satisfied by the way they are being taught. Thus, the findings show that there is a problem faced by the students, with regards to method of teaching therefore, suggestions should be given by expert bodies like UGC/ NCTE so that they can impart more meaningful and satisfactory teaching.

Regarding reserved seats/ quota 69.23% of the colleges reserve seats for SC/ST/OBC category, 15.38% for physically handicapped.

6.8.4 Examinations

The findings showed that the principals and teachers did not face any problems regarding examinations. The principal did not complain of any kind of harassment, strike, boycotting of examinations, unfair means etc. 52.48% of the students feel that the results takes months to be announced. 84.62% of the colleges have test besides the annual examination.

6.8.5 Library

Library is supposed to be one of the most important assets of the college. The findings showed that 100% of the colleges have a library but with certain flaws.

It was noticed that 84.64% have a full time librarian but, the library timings are odd. Many times it clashes with the class timings. 61.54% have no good reading room facility. The libraries have a stock of study materials but no up to date. 92.31% of the colleges have textbooks and reference books, but they are too limited. 84.62% have newspapers but not all have varieties. 38.46% have journals, 23.08% have periodicals, 53.85% have magazines.

64.86% of the teachers have complained that the books are out dated and not sufficient for all, 78.38% of the teachers have a problem because up to date journals and reading materials are not used.

The students too are facing a lot of library problems. They feel that very limited time is given for library work. 70.92% of the students on the whole have library problems.

6.8.6 Co-curricular activities-

The findings showed that majority of the colleges i.e. 92.31% organize co-curricular activities. 76.92% of the students participate in games and sports. All the colleges celebrate college week / fete and have other important functions. The study revealed that 69.23% of the students takes active part in them.

6.8.7 Vocational courses

At the moment, Vocational courses are not provided in the colleges under study. The findings showed that 100% of the colleges would like to open vocational course if facilities were provided. Most of the teachers and principals commented that lack of spirit and the will to excel on the part of the students is the main academic problem of the colleges in Barak Valley and Karbi Anglong areas of Assam.

6.9 The Assam University

The Assam University was established on the 21st of January 1994 as per the Assam University Act of 1989. The University is situated in Dorgakona at a distance of approximately of 18 (eighteen) Kilometres away from Silchar town. (Barak Valley).

The university is still very new and all the colleges falling under Barak Valley, Karbi Anglong and North Cachar Hills falls under the jurisdiction of the Assam University.

At present there are 8(eight) schools namely: -

1. **Schools of Environmental Sciences.**
2. **School of Humanities.**
3. **School of Information Sciences.**
4. **School of Languages.**
5. **School of Life Sciences.**
6. **School of Management Studies.**
7. **School of Physical Science.**
8. **School of Social Sciences.**

Under each school there are various faculties. The findings showed that, though the University is still very new it has certain departments like the departments of fine arts, ecology, linguistics, mass-communication, Master of business administration, computer science, social work which are relatively found only in few universities of the country.

Besides these, the university also has centres for Computer education; Centres for women education and Netaji centre for research and studies in National Movement and National Integration. Out of 24 departments, 10 departments were taken for the study. Separate questionnaires were prepared for the head of departments/ teachers/ students. On an average all of them are Ph.D degree holders.

6.9.1 Teaching experience

On an average all the head of departments have 21 years of teaching experience.

6.9.2 Total number of teachers

On an average there are 4.5 / 5 teacher's in each department.

6.9.3 Professional development

100% of the teachers in the department have opportunities for professional developments such as seminars, conference, consultative committees, professional training etc.

6.9.4 Present curriculum

70% of the teachers find the present curriculum suitable.

6.9.5 Plans for the department

90% of the head of departments responded that they would like to extend their department and would prefer to have good furniture's and teaching aids. Only 30% of the head of departments complained of having problem with the maintenance of the department.

6.9.6 Holding of seminars, orientation programmes, refresher courses etc

The study revealed that 50% of the head of departments hold such programmes in the department.

6.10 Infrastructural problems :

The Infrastructural problems have been broken up into the following:-

6.10.1 *Departmental buildings.*

6.10.2 *Hostel buildings.*

6.10.3 *Furniture for the department.*

6.10.4 *Teaching aids / laboratory equipment.*

6.10.5 *Extension of the department.*

6.10.6 *Library problems regarding infrastructure.*

One of the major problems, which Assam University is facing, is Infrastructural problem.

6.10.1 *Departmental building*

Only 30% of the head of departments commented of having a building of their own. 70% is sharing the building with other departments; which has made the classes too congested.

90% of the head of departments commented of having Assam type building, such buildings are outdated and are in need of constant repairing. 10% has a mixture of Assam type and R.C.C. It was also noticed that 95%of the teachers have commented that they have problems, as the University is not large enough to suffice the needs of the students.

6.10.2 *Hostel buildings*

The findings showed that at present there is no hostel facility, as the hostel building is still under construction, though some portions have been completed. The teachers and students are therefore suffering, as there is no residential facility.

6.10.3 *Furniture of the department*

The findings showed that 70% of the head of departments responded that their furniture's are not adequate in the department; the students and teachers are thus managing with the minimum available. the furniture's consist only of chairs with writing facility, blackboard, teachers table, chair and platform.

6.10.4 *Teaching aids/ laboratory-*

The findings showed that only 10% of the head of departments have commented that their departments have audiovisual systems. 40% of the departments have projectors.

90% of the head of departments have commented that their laboratory equipment is not adequate which poses a sure problem for both the teachers and students especially of science departments. This problems needs to be solved as soon as possible.

6.10.5 *Extension of the departments*

The findings showed that 90% of the head of departments wanted to extend their departments. The reason behind it was that 70% of the head of departments felt that the department was too small and wanted to open up more sections. 30% wanted to increase the enrolment of students.

6.10.6 *Library problems regarding infrastructure.*

The findings showed that 50% of the head of departments commented of having libraries in their department. Out of that only 40% have responded of having well lit library rooms. The remaining 50%, which do not have a library, poses to be a problem both for the teachers and the students.

6.11 *Administrative problems*

As it is said the administration means responsibility, the departments of the university are charged with multifarious activities for which the head of departments and the staff take the responsibility e.g. maintain discipline, admission, maintenance of records etc.

The findings regarding administrative problems are given as follows: -

6.11.1 *Duties of head of departments.*

6.11.2 *Steps taken by the departments for further development of higher education.*

6.11.1 *Duties of head of departments.*

Majority i.e. 60% of the head of departments commented that their main duty was overall administration and only 30% of the head of departments felt that their main duty was to maintain discipline. 10% did not comment. They did not face any problems as such.

6.11.2 *Steps taken by the departments for further development of higher education.*

The findings showed that 50% of the head of departments wanted to extend different faculties. 40% wanted to include various other courses, 10% felt that more students should be admitted as many graduates do not get the facility for post graduate studies. It was also seen that some head of departments complained that their non-teaching staff was not efficient enough as they cannot carry out their duties properly.

6.12 Academic problems

Academic refers to items like the following: -

6.12.1 *Curriculum.*

6.12.2 *Teaching methods.*

6.12.3 *Extra curricular activities / co-curricular activities.*

6.12.4 *Male / Female ratio.*

6.12.5 *Reserved quota.*

6.12.6 *Examination /Evaluation.*

6.12.1 Curriculum

The findings showed that 80% of the head of departments commented that the curriculum was satisfactory. 10% of the head of departments was not in favour of the curriculum as they felt some course courses should be provided as there is less relation with the undergraduate course, the course is very traditional and very irrelevant. The remaining 10% wanted some special courses, so that the students benefit in the long run.

30% of the head of departments also felt that very few specializations are offered, therefore they wanted some extra courses. From among the university teachers it was found that 31.58% felt that the university curriculum was not satisfactory. They felt that it was not coping with the existing environment. 57.89% of the teacher's felt that higher education does not have a good scope in the district. Though there are many problems, but severe unemployment is one of the major problems.

6.12.2 Teaching methods

100% of the head of departments responded that their teachers had the freedom to teach in their own style. Though 90% were aware of the recent techniques of teaching and also opted for particular method to be used while teaching.

Among the teachers, the study revealed that 42.11% of the teachers do not follow any particular method of teaching. 36.84% of the teachers were partially satisfied

with their teaching job, as they felt that their load was too heavy. 21.05% of the teachers also commented that due to the lack of proper transport facilities teaching gets affected.

6.12.3 *Extra curricular activities / co-curricular activities*

The findings showed that majority of the student take active part in co-curricular activities especially during varsity week.

6.12.4 *Male/ Female ratio*

The findings showed that the male ratio is higher than the female. No type of facility was provided for enrolling more female students in the department.

6.12.5 *Reserved quota*

The findings showed that the university did have special reserved quota for SC/ST/OBC.

6.12.6 *Examination*

The findings showed that the semester system is followed in the university for evaluation where 75% marks are meant for theory papers and 25% marks for internal assessment.

90% of the head of departments revealed that the students were given suggestions to improve their learning based on their test performance. 60% of the head of departments allow their teachers to attend workshop on examination reforms.

The findings also showed that the university conducts two examinations in a year. Regarding the teachers, it was found that 57.89% are satisfied with the existing evaluation system. The students were given suggestions to improve their learning based on their test performance. From the student's side, majority of the students are satisfied with the existing examination conditions and the internal evaluation system.

Regarding obstacles, none of the head of departments have complained of any kind of strike, boycotting of examination, harassment from the student's side. This shows that the students are well disciplined and well behaved.

6.12.7 Enrolment

The total enrolment of student of the Postgraduate departments of Assam University in 1994-95 was 330 and in 1995-96 it was 715, the enrolment of students for 1996-97 was 1377, for the year 1997-98 the enrolment of the students were 1489 and for the year 1998-99 the enrolment 1307 and the enrolment for 1999-2000 was 1248.

The enrolment of the students was highest in 1997-98 and lowest in 1994-95. The year 1994-95 showed low enrolment as the university just had started with 6 departments.

6.13 Finance

The findings showed that Assam University was not in any financial crisis, and was getting the finances directly from the UGC. The money was coming in parts.

But, in spite of that the findings showed that 40% of the head of departments have commented that they face financial problems such as general financial crunch, cut in budget especially for (a). buying books, (b).for field trips, (c). excursions, (d). study tours etc.

6.13.1 Salary

100% of the teachers have commented that they are getting their salaries regularly. 68.42% of the teachers are satisfied with their salary. 89.47% of teachers commented that the criteria for determining the eligibility or advancement in rank and increase in salary are as per the UGC guidelines.

6.13.2 Allowances received

89.47% of the teachers received medical allowances, 94.74% received house rent allowance, 78.95% receive transportation allowances.

6.14 Miscellaneous

Here, all the other aspects were covered where the investigator felt it was necessary.

The findings showed that 60% of the head of departments wanted to place up-to-date accessories in the classroom like modern black boards etc. 70% of the head of departments were interested in teacher's orientation programmes. 80% of the head of departments wanted to organize more academic activities. 60% of the head of departments encouraged their teachers to try out innovative practises and ideas of teaching. But, there was no innovation as such in the last three years.

6.14.1 Teachers problems

6.14.1.1 *21.05% of the teachers are having problems with the head of departments.*

6.14.1.2 *26.32% have a problem with the staff.*

6.14.1.3 *15.79% have a problem with their students.*

6.14.2 Students problem-

96% of the students main problem is that they do not have a common room in the department; which poses a problem as during their off periods they have to just sit outside. They are also demanding for internet connection so as to get better information of their studies in all the departments. The study thus shows that, majority of the teachers and students are not contended with the provisions provided in the university.

There is an acute shortage of teaching staff and infrastructure is not adequately provided; as a result, the teachers and the students are suffering. The departments are too congested especially for the non-teaching staffs.

The head of department and the teachers are not provided with separate rooms. They have been all cramped up in one large room. The cupboards serve as partitions walls. Some departments are placed in such a situation, that the teaching and non-teaching staff of 2-3 departments have been cramped up in one room which is really in a bad shape, congested and are very uncomfortable during the summers. The university should see to all these problems and try to improve on them as soon as possible.

6.15 Conclusions

6.15.1 The study implies that the general education in Barak Valley and Karbi Anglong areas of Assam has developed rapidly only after independence. Until independence, there were only 2(two) colleges in the entire Barak Valley and Karbi Anglong areas of Assam. Professional colleges started to come up only from 1960 onwards. Up-to date there are only 5 affiliated professional colleges. This clearly shows that professional education is lagging behind. Only general colleges cannot uplift the society on various grounds, as for such professional education like engineering, agriculture, medicine etc., is more beneficial for the area especially for Karbi Anglong district where, there is an acute shortage of Professional Colleges.

6.15.2 The study showed that there are certain imbalances regarding higher education in rural and urban areas. In the rural areas majority of the colleges are permitted and the affiliated colleges are marginal. Whereas, in urban areas majority of the colleges are affiliated

6.15.3 Arts education seems to be a popular faculty, nearly all the colleges of Barak Valley and Karbi Anglong areas of Assam have arts education. Very few colleges are providing science and commerce education.

6.15.4 The students and teachers are not provided with adequate beneficiaries for teaching and learning. Therefore, the overall performance of the students in the examination is poor.

Thus, the study shows that though the number of colleges in the Barak Valley and Karbi Anglong area have increased tremendously after independence and a central university too has been established in Dorgakona, Silchar (Barak Valley) the standard of education is poor, especially in the rural colleges, which needs proper attention. One of the major reasons for the slackness in higher education in the area is financial crunch, though Infrastructural problem add up to it. Many students lack the competitive attitude and thus tend to fall behind in studies, which as a result tend to bring down the pass percentage of the colleges. Thus, all the problems should be corrected immediately so that higher education improves and more colleges and university are established for the upliftment of the entire area.

6.16 Suggestions

Conclusions drawn from the analysis of the data, imply that there are certain problems and issues connected with higher education; which needs to be solved if further improvement in higher education in the areas of Barak Valley and Karbi Anglong areas are to be achieved.

6.16.1 The approach to teaching and learning should be improved. Tutorial classes, remedial classes and individual guidance to the students may be provided.

6.16.2 The study showed that, Barak Valley and Karbi Anglong areas have very few professional colleges compared to general colleges. Especially Karbi Anglong area, which has only 2 professional colleges i.e. Diphu Law College in Diphu (affiliated) and Diphu B.Ed College, Diphu (permitted). Other professional colleges should be opened, which will be more beneficial for the entire area.

6.16.3 The findings also showed that most of the colleges and university departments are not properly developed. They still lack adequate building, library facilities and sufficient staff. They are suffering from paucity of funds. Thus, adequate finance should be provided.

6.16.4 The study implies that the number of colleges has increased; but regarding the quality aspect as revealed by examination results is far behind. It may be suggested that

the system of internal assessment may be introduced, so that the students can fare better at the college level.

6.16.5 Case studies involving some of the successful colleges in the area, should be made to pin point the specific inputs that contribute to students success could also be conducted.

6.16.6 The library conditions in the colleges and university departments should be improved. They should be well equipped with proper and upto date reading materials especially upto date books, journals and newspapers.

6.16.7 The study revealed that very few teachers are trained professionally in that area. Thus, the college and university teachers should be professionally trained so that they can enlighten the students in different ways.

6.16.8 The study revealed that, the colleges in the rural areas are suffering a lot in various aspects like infrastructure, administration, finance and academics. It has also been noticed that the colleges in the rural areas are in a pitiful state, and at times it is virtually empty. This is due to inadequate teaching staff, infrastructure, finance and above all lack of proper administration. This problem should be rectified immediately for the development of higher education in the area.

6.16.9 The study also showed that most of the colleges and university departments prefer to have vocational education, thus much effort should be made to introduce such courses. In the rural areas, agriculture, horticulture, fishery courses can be introduced side by side with the regular courses and in the urban areas computers, management and other courses should be introduced. Thus, vocational education should be made an important part of the curriculum at higher levels; for the proper development of higher education in the area.

6.16.10 Regarding the University, it was noticed that the Assam University is still very new and is in the process of development. But, for proper development, the first and foremost thing is to provide good transport communication. The Assam University is located in Dorgakona which is 18 (eighteen) kilometres away from Silchar town and it takes 1½ (one and half) hours travelling to and fro. It was noticed that the university buses are very limited, which makes communication difficult. Thus, the university should provide sufficient/ adequate buses for proper communication.

6.16.11 It was also noticed that, the Infrastructural set up of Assam University is very poor. The administrative building is cramped up, university departments are too congested, as most of the departments are sharing with one another. The non-teaching staffs are facing more acute problems. Thus, it is suggested the university authorities should give priority to this problem.

6.16.12The study revealed that there are 25(twenty five) permitted colleges in Barak Valley and Karbi Anglong areas of Assam. Out of which 19(nineteen) are general colleges and 6(six) are professional colleges. These newly opened colleges should be given proper assistance and finance, so that they can develop properly, as a result the entire area of Barak Valley and Karbi Anglong is benefited.

6.16.13The findings show in case of colleges the curriculum does not cater to the needs of the local students. The rural local students are slow in academic performances, when compared to the urban students. Most of them come from vernacular schools and therefore lack in the understanding of English language, when compared to the urban students. As a result, most of them are found weak in their examinations. This problem can be rectified if the curriculum is set according to the needs of the local people and special tutorial classes on English should be introduced in all colleges.

6.16.14Teachers need to incorporate in their method of teaching of some new techniques technologies like modern teaching aids etc., if possible. They can ask the principal and the government to provide them with such.

6.16.15Studies involving the functioning of non-traditional courses and their utility in higher education as well as in employment should be emphasized.

6.16.16 The study revealed that arts education is dominating in all the colleges, except for one newly established science college at Panchgram (Hailakandi district). Thus, more science/ commerce education should also be emphasized in the area. The State government /UGC should further increase the amount of their financial assistance to the institutions from time to time.

6.16.17 The study has shown that the number of colleges and students have increased but on the other hand the quality aspect is far behind. The overall performance of students in the examination is poor. It may thus be suggested that, the approach to teaching and learning be improved. Tutorials classes and individual guidance to the students may be given.

6.17 Suggestions for further research

6.17.1 The present study showed that the Barak Valley and Karbi Anglong area is not up to the mark regarding higher education, especially the Karbi Anglong district where the literacy rate is lowest when compared to the districts of Barak Valley. More in depth research work is suggested in the area, which could provide an insight into the problems.

6.17.2 Further research regarding higher education is required especially in the rural areas of Barak Valley and Karbi Anglong.

6.17.3 Research can also be conducted on the problem of medium of instruction in the area.

6.17.4 A comparative study can be made regarding higher education between Barak Valley and Karbi Anglong areas with some other areas of the state or altogether different states.

6.17.5 A further research can be made highlighting the backwardness of higher education in such areas.

6.17.6 A further research can be made highlighting the backwardness of Professional education in Karbi Anglong district of Assam.

Thus, higher education in Barak Valley and Karbi Anglong areas of Assam should be designed in such a way, so as to suit the needs of the people and so that it can do away with all the problems relating to higher education in the area. Higher education should also be socially and economically useful for the people of that area.

Chapter VII

7.1 Conclusion

General higher education and professional education in Barak Valley and Karbi Anglong areas developed significantly after independence. Until before independence there were only 2(two) colleges in the entire Barak Valley and Karbi Anglong areas of Assam. The first college was Guru Charan College established in 1935 and next was Karimganj College established in 1946. As time passed the need for establishing more colleges was felt. Professional colleges too started to come up from 1960 onwards. The aim of higher education was to raise their status and see to it that they can impart standarable education. Local involvement should be there for the development of colleges especially at the initial stage.

For a society to work in a proper harmony, it is essential that all the component parts work efficiently in order to achieve the desired goal. Thus, it may be said that only general colleges cannot uplift the society on various grounds, as for upliftment professional colleges like engineering, agriculture, medicine, etc are more beneficial for the area.

It was noticed that the rural colleges were by and large deprived of many facilities. The study showed that 64,71% (22 colleges) are based on a rural setting. Out of that 50% are permitted (i.e., temporary affiliation or waiting for affiliation). Thus,

the Assam government should take an initiative to uplift them for the betterment of the people of that area.

It was also noticed that arts course is dominating the scene both in the affiliated and the permitted rural colleges. 60% of the affiliated and 94.12% of the permitted rural colleges have arts course. Though there are some colleges, which provide science and commerce too in combination with arts course. There is only one science college in the entire Barak Valley in the entire Barak Valley and Karbi Anglong area of Assam known as the M.H.Choudhury Memorial Science College, in Panchgram, Hailakandi district established in 1997. Thus, it is quite obvious that very little impetus is given to science and commerce education in the area. It is therefore suggested that more science and commerce sections be opened in the area. Care should be taken to make the courses more flexible, so that more students are encouraged to take up science and commerce. To enhance higher education in the area one healthy trend is to reconstruct the courses in such a way so that it is more professional and job oriented. Certain applied courses like horticulture, fisheries, electronics etc may be introduced in some colleges.

Even in the rural areas the courses of study offered by the colleges are very limited. Thus, a variety of courses should be available so as to attract more students towards higher education. In rural areas too, arts education is dominating the scene.

This may be due to the fact that Arts course is softer than sciences and commerce and they can pass the arts course with very little effort as compared to science or commerce

The result analysis over the years i.e., from 1994-2000 have shown that the rate of wastage, due to failure at the University examination in Arts is very high when compared to science and commerce. This is perhaps due to the traditional arts course, which is not suitable for the students, whose interest and abilities do not correspond to the requirements of theoretical academic education. Thus, the colleges in Barak valley and Karbi Anglong should have colleges which are multi-functional with highly diversified curricular to cater not only to the academic needs but also to the practical needs of the students.

It was noticed that in the entire Barak Valley and Karbi Anglong area there was only one Government College, called the Diphu Government College located in Diphu, Karbi Anglong district, established in 1964. This shows that the government is taking very less initiative for the development of higher education in the area.

Regarding financial difficulties, it was seen that almost all the colleges are facing financial crunch, which has proved to be a serious set back for healthy development of the colleges. If education is to enlarge the scope of human possibilities, their environmental position has to be strengthened and developed.

It was seen that most of the colleges are suffering from Infrastructural problems, these problems should be taken care of and it should be seen that the colleges have properly furnished classrooms and lecture rooms, playground, library, recreational center, residential accommodation for staff and students. The government as well as the governing bodies should find every possible ways and means of improving the poor condition.

Regarding examination, it is a well known fact that examination is the most popular indicator of the level of academic achievement of students. The achievement of the colleges are evaluated on the basis of the pass percentage in the university examinations. The study revealed that some of the colleges fare better in the examinations compared to others.

Thus, certain provisions should be made by the colleges for obtaining better results; like thorough preparation before the examinations, giving repeated class test or providing feed back after the college examination on being provided and many other techniques which can help students to perform better in examinations.

Regarding results, it was noticed that the results varied over the years. The results of all the colleges were studied thoroughly form 1994-2000. it was noticed that the overall results was better in 1994 where B.A (Final), pass percentage was 68.11%, B.Sc, 68.38%, B.Com(Final) pass percentage was 68.39 where as in 2000 the pass

percentage for B.A(Final) was only 26.33%, B.Sc 45.09% and B.Com 30.95%. It was noticed that most of the colleges adopt the procedure of open admission where merit is not given much emphasis; the reason looks quite obvious i.e., to increase their enrolment. There are some colleges who admit student on the basis of merit. These colleges repeatedly obtain good result.

Thus, brighter students should be admitted for the selected courses, students with good academic carrier should be taken and admission should be based strictly on merit basis. Then, the results would be better. But, if all the colleges do that, there is a possibility that most of the third divisioners may not get admission. Thus, most of the students will not get access to higher education. Therefore, considering all this admission cannot be based wholly on merit. The standard of education should be raised from the primary level. Certain modern methods of teaching, tutorial classes, remedial classes should be adopted for improvement in results of the students, so that every body gets the opportunity of availing higher education.

Regarding co-curricular activities it was seen that most of the students take active part in them. Co-curricular activities is an important part of the curriculum; as it contributes largely to the enrichment of the students education as they provide learning experiences which go beyond the class room levels. They are also important as they train the mind and emotions of the students, and inculcate in them social qualities which in the long run helps them to adjust well in the society.

The study revealed that the all colleges organizes co-curricular activities especially during the college week session; but most of them have complained of financial problems. Thus, the problem should be rectified and co-curricular activities should be encouraged.

The major problems of the colleges like the academic problems due to inadequate staff, administrative problem due to inefficient non-teaching staff and above all financial problem due to lack of finance should be taken care of immediately for the proper functioning of colleges. The state government should take initiative in providing financial assistance and administrative support to the colleges, so that they run efficiently and should also play a major role in solving their problems.

The colleges should take some initiative in providing suggestions for improvement to the Assam University in terms of evaluation, framing of curriculum etc.

7.2 Assam University

The Assam University was established on the 21st January 1994, was like a blessing for the entire area of Barak Valley. The university is situated in Dorgakona, 18 kms away from Silchar town. Though the university is still very new. It has its own merits and demerits.

Regarding merits it can be pointed out as being one of the most prestigious university of Northeast region. It has 8(eight) schools, under which various courses are provided. The courses like Mass communication, Linguistic, Ecology, Masters of Business Administration, Diploma in Marketing Management, Diploma in Journalism, Sanskrit, Fine Arts, Computer Education and Computer Center are some of the courses which has been introduced for the first time in the university of the Northeast region.

All the departments organise seminars, conferences, which are attended by important delegates from other universities. The Assam University is the first Central University in Assam constituted under the Central University Act XIII of 1989. This in turn has certain advantages especially for the teaching and non-teaching staff who avails central facilities, unlike the other universities of the state.

“The University Education Commission (1948-1929) under the chairmanship of Dr.S.Radhakrishan on November 4th 1948 suggested ways and means for the improvement and reorganization of University Education in India in relation to the

teaching staff, standards of teaching, curricula, medium of instruction, course of study, professional education, examination, students welfare etc”.

After studying the Assam University thoroughly right from the year of inception i.e., 1994 till 2001, it has been noticed that the university is facing certain problems; which are highlighted below.

Regarding Infrastructural problems, it was noticed that the University departments were cramped up and was rather congested. The hostel buildings are still being constructed though many have been completed but not yet allotted. This shows that the students and the teachers are facing difficulty as there is no residential facility as yet.

The furniture's are inadequate, teaching aids are not adequate. Laboratory materials are not sufficient for all the students. The teachers too are facing a lot of problems.

Most of the head of departments want to extend their departments due to lack of space. Some departments have libraries where as others do not. Library rooms are not sufficient. As, library is regarded as the main asset of the university it should be seen that the problem be rectified so that the students can make the best use of the university libraries.

Regarding the administrative problems, it was noticed that the head of department's main duty was over all administration within the departments concerned. Very few have complained that the non-teaching staffs were inadequate and cannot carry out their duties properly. The Vice-chancellor Professor.S.C.Saha is the overall administrative head and is assisted by his staffs that help him in the smooth functioning of the university. So, far there has been no major complains. Thus, it can be assumed that the university has very few administrative problems.

Regarding Academics, it was noticed that the Assam University does face certain problems like in curriculum, though most of the teachers commented that the curriculum is satisfactory but there are certain cases, where the students feel that it is too static and needs to be changed in such a way so that, it is based more on the interests of the students. Thus, certain special courses should be provided based on the students interest, so that they are benefited on the long run.

The teaching method of the teachers should be changed and certain recent technique should be adopted like teaching through audio-visual aids, projectors etc. Teaching should be more practical than theoretical. So, that the students get more interested in their studies and as a result fare well in their examinations.

Regarding enrolment it was noticed that in the six departments which the Assam University initially started in 1994-95, the enrolment of students were 330. This has

increased over the years, and right now in 1999-2000, the total enrolment was 1222. On top of that many students have registered to their M.Phil and Ph.D programmes. There are 24 departments functioning fully. Certain steps should be taken to increase their enrolment, so that more students avail the facility of Postgraduate education.

Regarding examinations, it was noticed that examinations were held after each semester. The distribution of marks were 75% for theory papers and 25% for internal assessments. Thus, the internal assessments help to uplift the students' grades, as it is based on class tests and assignments. The study thus showed that the postgraduate students fare substantially better than the Collegiate students in examinations. This is surely of the fact that the semester system is followed in the University system. Thus, it may be suggested, that the semester system may be slowly introduced in the colleges too. It was also noticed that in the semester system 6(six) months are given for 1(one) paper and in the whole Postgraduate course 4(four) papers are taught. The students learn better as they have more time and lesser number of papers. To add to it, there is the internal assessment system; which backs up even a poor student. The system of internal assessment should also be introduced in the colleges, so as to uplift the standard of higher education.

Co-curricular and extra-curricular activities should be promoted among students. As, this builds up both the mind and body. The study showed that 90% of the students take active part in them.

Regarding the results too it was noticed that the Bengali had 100% pass in the year 1995-96 for both the 1st Semester and 2nd Semester examinations. Only the department of Economics was not doing well from 1995 to 1998. But during the year 1999-2000, 73.53% passed. Thus, certain incentives should be taken as to why this department is fairing badly as compared to other departments. This poor result may be due to the defective admission policy. Thus, strict admission procedure should be adopted on the basis of merits, so that good students can be admitted and Post Graduate seats should be limited only to those who deserve them. Then, may be the results would be better in future. The results too should not be delayed, as this causes boredom in students and they tend to waste a lot of time.

Regarding finance, it was noticed that the Assam University has a sound financial position and the Vice Chancellor reported that by and large they do not face any problems. It was only the head of departments who have complained that they do not get sufficient grants for field trips. Excursions etc. This problem should be rectified and it should be seen that the students benefit from such programmes.

The study also revealed that the departments are facing academic problems due to inadequate teaching and non-teaching staffs. Thus, more staff should be recruited, so that the students do not suffer.

Above all, the locational disadvantage is indeed a major weakness of Assam University. The teachers are hesitant to come from the other major cities due to the communication backwardness and insurgency, lack of civic amenities in Silchar, conditions of roads and transport problem in Barak Valley are by and large responsible for making Assam University uninviting to the faculty from outside.

The Silchar –Hailakandi road which passes through the university campus is the only approach road to the campus, is in a deplorable condition. The public transport in this sector is highly insufficient to meet the requirements of the Assam University. In spite of repeated attempts to pursue the authorities to attend to this dire need. The matter remains unresolved, making life extremely difficult. The university buses are too limited and cannot accommodate all the teachers, students and the non – teaching staffs comfortably.

Thus, these problems should be rectified, as communication is very important for development. The government of Assam should improve the condition of the PWD road and should introduce regular bus service in this sector.

The Assam University core is to built higher education towards excellence. This can be done with the help of hardworking and efficient students. Thus, proper care should be taken so that the student enrolment is increased and the standard of higher examination is maintained; since the university is a culmination of the long-standing aspirations of the people of Barak Valley.

Chapter VIII

8.1. Summary

The present topic "A study of the development and Problems of higher education in Barak Valley and Karbi Anglong areas of Assam" has analysed the development of higher education in Barak Valley and Karbi Anglong areas of Assam since the inception of the first college i.e. Guru Charan College way back in 1935 which was 12 years before independence; upto the year 2001.

In the first chapter, the background of the study which includes a description of the study in terms mainly of its objectives, need and importance, scope and limitations were presented.

In the second chapter the development of higher education over the years briefly on all India basis and broadly on Barak Valley and Karbi Anglong areas was studied from 1935 to 2001. Assam University, which is a central university, was also included in the study. The present system of Administration and Financing of Higher Examination was also studied here.

The third chapter constituted a brief review of related literatures done, so as to analyse the various aspects of development of higher education in the country as well as in some other countries in the world.

- In the fourth chapter, the method and procedure adopted for the study was described.
- In the fifth chapter, analysis and interpretation of the data was presented.
- In the sixth chapter, the major findings, implications and suggestions were given.
- In the seventh chapter, the conclusion was made.

8.2. Introduction

Education is an important human activity. It is born with the birth of human race and would continue to function, as long as the human race lives.

John Dewey had rightly said "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities." "Interests in higher education has greatly increased all around the world during the last 25 years. Developing countries, see in higher education the most important means of scientific, technological and industrial progress, so vital for them for the removal of poverty and for developing affluent societies. Higher education also means modernizing their societies and producing highly educated leaders in all walks of life, who will be imbued with their highest ethical and moral ideas." In few countries in the world, higher education is regarded as a right. Seats in higher education is strictly limited and allotted to students on merit.

The national policy on education (NPE) 1986 has underlined the importance of higher education as a crucial factor for survival, because of its potentiality to contribute to “national development through dissemination of specialized knowledge and skills.

Thus, it has been rightly said that higher education holds the key to the destiny of the nation. All key technical and administrative profession are manned by persons trained in institutions of higher education.

The present study deals with the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. It is intended to trace the development since, its inception to the present state and to find out the problems of higher education in the areas and suggest for its improvement.

The need for investigating the area on the development of higher education in Barak Valley and Karbi Anglong areas of Assam is strongly felt because of the following reasons: -

8.2.1 Educational facilities have expanded all over the country ever since independence. However, the pattern of education is not the same everywhere. It differs from one state to another. So also within Assam there is unequal rate of educational development. When compared to other districts of the state the areas mentioned here is

Barak Valley and Karbi Anglong areas of Assam, which are still lagging behind, regarding higher education and thus this area needs to be probed and highlighted.

8.2.2 There is less systematic study regarding development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. It gathered momentum only after 1948; and was stabilized after coming up of the university. It was noticed that very few research works has been done regarding higher education in the area. This suggests the need to explore the areas in higher education with adequate priority.

8.2.3 In the recent years particularly from the 70's a great deal of attention has been focussed on new colleges and university, which as a result brought changes to the entire higher education system as a whole, with the coming of more institutions the problems has also risen which needs to be studied.

8.2.4 The Assam University is a newly established Central University situated in Barak Valley (Silchar). This has made the study more necessary.

8.2.5 The problems of higher education are immense and are growing day by day. Thus, by highlighting the problems of higher education in these districts, the investigator may suggest a solution to its problems.

8.2.6 When compared to the national level, regarding research, the picture of Assam is very discouraging and even more discouraging is Barak Valley and Karbi Anglong areas of Assam.

Thus, there is an issue of concern in higher education the need for research, the importance of introducing new courses, which should cater to the needs of the people in the area. Thus, different alarming aspects of higher education should be studied at length which has not been conducted so far.

8.3. Scope of the Study

The scope of the study is comprehensive. It covers the development and problems of higher education in all the 3 districts of Barak Valley and 1(one) districts of the entire Karbi Anglong. It covers all the general colleges and one University i.e., the Assam University located in Dorgakona (Silchar). It deals with the development of higher educational institutions from their inception to their present state, and also the problems related to it.

8.4. Higher Education –General Perspective

Higher education provides people with an opportunity to react on the critical, social, cultural, moral and spiritual issues facing humanity, which is said to be a crucial factor for survival. Higher education has expanded a lot since independence. Maximum

expansion of higher education took place from the year 1947 to 1974-75 on all India perspective.

Assam, which is said to be one of the richest states of Northeast India, did not have any college till the end of the 19th century. Assam first college was called Cotton College, established on 27th May 1901. Now, Assam has 247 colleges under Guwahati University, Dibrugarh University and Assam University. Categorized as government, deficit, Adhoc and private. Under the deficit we have the plan and non-plan colleges as on 1998-99. Total number of non-plan colleges is 119 and that of plan are 70.

The Guwahati University which was established in 1948 under the Guwahati University Act, 1947 (Assam Act XVI of 1947) was functioning fully as a teaching, residential and affiliating University. This university was mainly responsible for the development of higher education in the entire state.

8.5. Development of Higher Education in Barak Valley and Karbi Anglong areas of Assam

The Barak Valley consists of 3(three) districts namely: -

8.5.1 Cachar district.

8.5.2 Karimganj district

8.5.3 Hailakandi district.

The name Barak Valley refers to the river Barak flowing through the adjoining valley. It is one of the thickly populated part of the country. Karbi Anglong district is one of the two hill district of Assam (i.e. North Cachar hills and Karbi Anglong hills). It is an autonomous district under the 6th Schedule to the constitution of India with the head quarters at Diphu. The Karbi community who are schedule tribe predominantly inhabits Karbi – Anglong.

Table 8.1 Showing district wise literacy rate (1991) of Barak valley and Karbi-Anglong areas of Assam.

State/ District	Total			Male			Female		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
Karbi Anglong	45.75	42.12	73.55	55.55	52.30	80.04	34.35	30.85	65.15
Karimganj	54.71	51.85	87.70	64.05	61.66	91.05	44.76	41.40	84.02
Hailakandi	53.07	50.19	85.30	64.08	61.80	89.96	41.04	37.47	80.35
Cachar	59.19	56.37	83.26	68.79	66.53	88.06	48.76	45.35	78.03

Source: - Statistical Database for Literacy. Final Population and Literacy, 1991. National Institute of Adult Education. New Delhi.

Collegiate education originated in Barak Valley and Karbi Anglong areas during the first part of the last century. The year 1935 marked the beginning of collegiate education in Barak Valley and Karbi Anglong areas, as the first college, by the name of Guru Charan College was set up in Barak Valley (Silchar). After that followed the Karimganj College which was established in 1946. It was only after independence that higher education gained momentum. At present there are 45 (forty five) general and professional colleges in the area. (34 general and 11 professional).

Out of the 45 colleges, 15 general and 5 professional colleges are affiliated to Assam University and 19 general colleges and 6 professional colleges are called permitted colleges are still waiting for permanent affiliation from Assam University. All the colleges falling under Barak Valley and Karbi Anglong and North Cachar hills are falling under the jurisdiction of the said university. The permitted colleges have come up recently, 3 of them were established in 1984, 1987 and the rest came up only after 1990 onwards.

8.6. Administration

8.6.1. Administration

At present, the state education department or the educational administrative machinery in Assam is headed by the Minister of Education who looks after the Elementary and Secondary education and also the teachers training. There is also a Minister for Higher Education, who deals with all the matters of higher learning. The Commissioner and Secretary of education is in charge of education department. He is the principal adviser to the Minister on all policy and administrative matters relating to the department.

The Director of Public Instruction with an Additional Director heads the Directorate of Higher Education for the hills. He is helped by the Joint Director, 2(two) Inspector of Colleges and two Deputy Director. There is also supporting staff. Thus, it

is seen that, it is only the director of higher education and his staff who takes care of higher education in entire Assam. The system is the same all over Assam.

Currently, the colleges of Barak Valley and Karbi Anglong areas are governed by the rules and regulations of the Assam University; with regards to academic matters, but it is the State Education department, Government of Assam who takes the main responsibility for the appointment of teachers, service conditions of staff and other related matters.

Regarding the administration in the colleges. The main authority is the principal. He is the administrative head and takes care of the college along with the staff. He depends on the non-teaching staff for preparing the budget for the coming year. The total income and expenditure of the year is also made by him, and his staff. He sees to the entire administration of the college. The college does well if there is a good administration.

Besides the principals, there are also governing bodies who also gives their opinion regarding the college administration and activities. The colleges are governed by the rules and regulations set up by the University and the State Education department provides the necessary funds.

8.6.2. Organizational structure of Assam University

The Assam University is a Central University established on January 21st, 1994 as a teaching cum affiliating Central University under the Parliament Act XIII of 1989.

The organizational structure of Assam University consists of the following :-

The visitor is the President of India Dr.K.R.Narayan, the Chief Rector is the Governor of Assam, Lt.General (Retd.) S.K.Sinha followed by the Chancellor Shri. C.N.R.Rao and the Vice-Chancellor Professor. Subhas Chandra Saha who took charge from 1st November 2000. There are other members of the court, represented by important delegates from various institutions of India. There are also members of Executive Council, Members of Planning Board, Members of Academic Council and the Dean of School, who takes care of various schools of the University. They are followed by Officers like the Registrar, Finance Officers, Controller of Examinations, Librarians, Director of College Developmental Council, Proctor and lastly the Dean Students Welfare. All of them collectively are responsible for the administration of the Assam University.

8.7. Planning (Educational Finance of Higher Education in Assam)

Educational finance provides a foundation to the entire fabric of the education system. A budget normally provides information about the provisional and actual expenditure for the previous years; the likely expenditure for the current years and the income and estimate of monetary requirements for the coming year. The budget consists of the plan and non-plan budget.

8.7.1. Budget Estimate

The budget estimate includes both income and expenditure. The ultimate responsibility for the finalisation of educational budget lies with the education department at the secretariat level. The final approval to the budget is however accorded by the State finance department.

Educational institutions in Assam are required to submit their budget estimates to their appropriate controlling authority at the appropriate level.

8.7.2. University finance (Assam University)

Financial allocation to the university in the State of Assam is taken responsibly by the state government and partially some assistance is granted by the UGC. The expenditure for the Central University i.e., Assam University is borne by the Ministry of Human Resource Development (MHRD) and the UGC. In the university system, the financial estimates are prepared by the finance officer and laid before the finance

committee and thereafter submitted to the executive council for approval. Budget estimates after approval by the executive council, is then sent to the UGC, where finally, the UGC gives the approval.

The Assam University being a Central University is cent percent funded by the UGC. Thus, the University has a sound financial position. In 1994-95, the University had a budget approximately of Rs.16.7 crores which shot up to 74.6 crores in 1995-96. It further went up to 10.02 crores. Under the IX th plan i.e., 1996-1997 UGC allocated Rs.16 crores. Out of this 13 crores came for campus development, 1.6 crores for equipment's and furniture's, books and journals and 1.4 crores for additional posts.

8.8. Review of Related Literature

A review of related literature conducted by different researches in India and abroad showed that higher education existed in India right from the ancient times. During the British period Modern University in India followed the pattern of the London University.

At the time of independence there were 19 university and 2 lakhs students were enrolled in these university. After independence, it was seen that higher education increased at a tremendous rate, in 1950-51, there were 28 university and 695 number of colleges and by the year 1988-89 there were 144 university and 6912 number of colleges.

The rapid rate of expansion is seen not only in the growth of institutions but also in the number of students enrolled in these institutions. The various studies conducted revealed that though the number of colleges and university increased but the quality of higher education has not increased at that level. This is mainly seen from poor examination results, lack of adequate physical and academic facilities and certain education like vocational education, special education for students coming from rural background is not been made available to students.

Thus, the study was meant to highlight the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. Hence, the different views of many authors and researchers were taken into consideration in order to get a true picture of Higher Education in different aspects and areas.

8.9. Methodology and procedure

The present study was a descriptive survey type. Questionnaire cum interview schedule was used as a tool for gathering data. The study was an analytical one and their problem was critically examined and highlighted.

The population of the study constituted all the affiliated colleges, permitted colleges and the post graduate departments of the Assam University located in Barak Valley and Karbi Anglong areas of Assam.

A representative sample of 15 colleges and 10 postgraduate departments from the Assam University was taken which was based on random selection. All the principals, teachers, students of the selected colleges were approached for the study. This also included the head of department's, teachers and students of the postgraduate departments of the Assam University.

An interview questionnaire on various aspects of the problems under study was also prepared for the Vice Chancellor of Assam University; Director of Higher Education in Assam, (Guwahati), Research Officer, other government officials, administrative staffs, governing bodies etc.

Besides these, the data was also collected from documentary materials viz., five year plan documents, statistical profiles of Barak Valley and Karbi Anglong and basic statistics of north eastern region; the annual reports, college magazines and books by different authors.

The data was analysed by tabulating the responses to the questionnaire and finding the percentage.

8.10. Analysis and Interpretation of data

The data collected through the questionnaire was analysed in the fifth chapter. Percentage was used as a statistical technique for analysing the data.

8.10.1. Major Findings

The major findings of the study are as follows: -

- The findings showed that collegiate education originated in Barak Valley and Karbi Anglong areas during the first part of the last century. The year 1935 marked the beginning of collegiate education in Barak Valley and Karbi Anglong areas as the first college by the name of Guru Charan College was set up in Barak Valley (Silchar).
- It was only after independence that higher education gained momentum and at present there are 45 total number of general and professional colleges in the area. Out of that 15 general colleges and 5 professional colleges are permanently affiliated and 19 general colleges and 6 professional colleges are permitted i.e., waiting for affiliation from Assam University.
- On the whole, arts faculty is dominating over the entire area, as there are 25 only art colleges in the area (both affiliated and permitted). There is only one Science College in the entire area, which is known, as the M.H.Choudhury Memorial Science College in Panchagram, Hailakandi district, established in 1997.

Table 8.2 Showing the break-up of affiliated and permitted colleges

AFFILIATED (GENERAL) COLLEGES		PERMITTED (GENERAL) COLLEGES		TOTAL
15		19		34
FACULTIES PROVIDED		FACULTIES PROVIDED		
ONLY ARTS	7	ONLY ARTS	18	
ARTS/SCIENCE/COMMERCE	3	ONLY SCIENCE	1	
ARTS /SCIENCE	3			
ARTS/ COMMERCE	2			
TOTAL	15	TOTAL	19	
AFFILIATED (PROFESSIONAL)		PERMITTED (PROFESSIONAL)		TOTAL
5		6		11

- The study also revealed that there are no government colleges in Barak Valley districts, whereas in Karbi Anglong, there is only one government college known as the Diphu Government College located in Diphu, which was established in 1964.
- The findings showed that there are 11(eleven)-deficit colleges, 1(one) government college, 2(two) private colleges and 1(one) Adhoc college, form the colleges randomly selected for the study. The study showed that majority (89.26%) of the principals was Postgraduate holders and 10.74% were Ph.D. holders.

8.10.2. Faculty

100% of the colleges have arts subjects, where some are also mixed with subjects like science and commerce. It is seen that 69.23% of the colleges have only arts, 7.69% has arts/ commerce, 7.69% has arts / science and 15.39% have arts / science / commerce.

8.10.3. Recruitment

Regarding recruitment, majority (84.62%) of the teachers were recruited through advertisement.

8.10.4. Professional development

Most of the teachers attend refresher courses, seminars, orientation courses etc, for their professional development.

8.10.5. Benefits provided

The findings showed that some colleges provide house rent allowance, medical allowance, conveyance allowance, loans to the teachers.

8.11. Infrastructural Problems

The studies showed that : -

8.11.1. College buildings

Though all the colleges have a building of their own, yet they are not sufficient. The buildings of most of the Colleges are congested as the enrolment of students has increased over the years.

8.11.2. *Hostel buildings*

The hostellers have the following problems: -

- 8.11.2.1. Hostel seats are limited.
- 8.11.2.2. Hostel rooms are too small.
- 8.11.2.3. Water supply problems exist.
- 8.11.2.4. Quality of food served is poor.
- 8.11.2.5. Hostel room fees are too high for the students. There are no quarters for the teachers too.

8.11.3. *Library*

Regarding the library infrastructure the students complained that the library is not big enough, not well lit, proper reading writing tables are not provided.

8.11.4. *Teaching Aids*

The study showed that majority of the colleges does not make use of teaching aids. Though it is also necessary at higher levels. The method of instruction/ teaching is poor in the colleges of Barak Valley and Karbi Anglong areas of Assam.

8.11.5. *Furniture*

The study showed that more than half i.e., 53.85% of the colleges do not have adequate furniture's.

8.11.6. *Play ground*

All the colleges have playgrounds but most of them have small playgrounds.

8.12. Administrative Problems

Though the principal is assisted by his teaching and non-teaching staff in running the college, yet he faces major administrative problems, regarding students, recruitment of teachers, office staffs, especially students strike, boycotting examination, agitations etc.

8.13. Financial Problems

The findings showed that 76.92% of the colleges gets financial assistance from the UGC and the state government. Most of the colleges (76.92%) of the colleges gets deficit grants to pay salaries and also other grants for science laboratory, laboratory equipments grants for field trips, excursions etc is minimum. The private college teachers salary too is marginal and badly needs enhancement.

8.14. Agencies of Finance

The main agency is UGC. Then come the governmental agencies.

8.15. Scholarship Problems

Scholarship is mostly given to SC/ST/OBC and minimum amount is given for book grants and stipends. The problem face is that the grants are not received timely, especially the government grants. Most of the colleges i.e., 84.62% want to bring in computer education, yet they are unable to do so, due to lack of grants.

8.16. Academic Problems

8.16.1. Curriculum

Many colleges (38.46%) felt that the curriculum set by the University does not cater to the needs of the local students. Thus, some changes are needed. It was also seen that the university revises the curriculum after every 3 years and at times it does not find it necessary.

More stress should be made on vocational subjects was the comment given by most principals, teachers and students.

8.16.2. Computer education

Only 15.38% of the colleges have computer education.

8.16.3. Methods of teaching

The study showed that majority (69.23%) of the teachers were free to teach in their own style.

8.16.4. Examinations

All the colleges have objective type and essay type of examinations. Most of the students complained that the examination result takes time to be announced, and thus a lot of time is wasted.

8.16.5. *Library*

All the colleges have a library, but, the students have complained that the books are not easily available and the library timings. It was seen that 70.92% of the students have library problems.

8.16.6. *Co-curricular activities*

92.31% of the colleges organize co-curricular activities. The students take active part during college week. But, the funds are not sufficient. Most of the teachers and the principal commented that the lack of spirit and the will to excel on the part of the students is the main academic problem of the colleges.

8.17. *The Assam University*

The Assam University was established on the 21st of January 1994 as per the Assam University Act of 1989.

The University is situated in Dorgakona, Silchar (Barak Valley) at a distance of approximately 18 kilometers from Silchar town. All the colleges falling under Barak Valley, North Cachar Hills and Karbi Anglong districts are falling under the jurisdiction of the Assam University. At present there are 8 (eight) schools: -

- 8.17.1. School of Environmental Sciences.
- 8.17.2. School of Humanities.
- 8.17.3. School of Information Sciences.
- 8.17.4. School of Languages.
- 8.17.5. School of Life-Science.
- 8.17.6. School of Management Studies.
- 8.17.7. School of Physical Sciences.
- 8.17.8. School of Social Sciences.

Besides these there are other centers such as centers for Women education, Computer education, Netaji Center for research and studies in National Movement and National Integration.

It was seen that on an average the head of departments have 21 years of teaching experience. There are 5 teachers in each department on an average. The teachers of all the departments have opportunities for professional development. Most of the teachers find the curriculum suitable. 90% of the head of departments responded that they would like to extend their department and prefer to have good furniture's and teaching aids.

8.18. Infrastructural Problems

The Infrastructural problems were based on the following: -

8.18.1. *Departmental building*

Many departments did not have a building of their own and thus, had to share their buildings with other department. The students too felt that the university was not large enough to suffice their needs.

8.18.2. *Hostel buildings*

There is no hostel facility for students nor any residential facilities for the teachers. The buildings are still under construction.

8.18.3. *Furnitures*

Regarding the furnitures of the department, most of the head of departments (70%) felt that the furnitures are not adequate. The students and teachers are managing with the minimum available.

8.18.4. *Teaching aids / laboratory equipment.*

Students and teachers are facing a lot of problems regarding this as very few departments have teaching aids and 90% of the science departments does not have adequate laboratory equipments.

8.18.5. *Extension of the department.*

90% of the head of department wanted to extend their department.

8.18.6. *Library problems regarding infrastructure.*

Very few departments have libraries in their own departments. The students do not get adequate books and reading materials.

8.19. Administrative Problems

The head of department and the staff take the responsibility of maintaining discipline, admission, and maintenance of records etc. Very few head of the departments faced administrative problems.

8.20. Academics

8.20.1. *Curriculum.*

Though most of the head of departments were satisfied over the curriculum, but many also were not in favour of the curriculum they felt that some core courses should be provided so that the students benefit in the long run.

8.20.2. *Teaching methods.*

All the teachers had the freedom to teach in their own style and majority (90%) of them were aware of the recent techniques of teaching.

8.20.3. *Extra curricular activities.*

Most of the students (90%) do take part in extra-curricular activities.

8.20.4. *Male/female ratio.*

The male ratio is higher than the female.

8.20.5. *Reserved quota.*

There are reserved seats for the SC/ST/OBC.

8.20.6. *Enrolment.*

It was seen that the enrolment of students over the years have increased, with the increase of departments. In 1994-95, there were 330 students in 6 departments and in 1999-2000; there were 1222 students in 24 departments.

8.20.7. *Number of teachers.*

The number of teachers are inadequate due to lack of finance.

8.20.8. *Evaluation.*

The semester system is followed regarding evaluation, where 75% marks is meant for theory papers and 25% marks for internal assessment. The internal assessment is done on the basis of test performances and assignments. Most of the teachers and students are satisfied with the evaluation system.

8.21. Finance

Though the University has a sound financial position, but very few departments gets grants for excursions/ field trips etc. the teachers have no problems with their salary and majority of them gets allowances. The head of departments have commented of financial problems, such as general financial crunch, cut in budget for buying books.

8.22. Miscellaneous

Here, various other aspects are covered which the investigator felt it was necessary: -

Many head of departments wanted to place upto date accessories in the classroom, as compared with other top university of the country. Orientation programmes for the teachers was felt necessary. The teachers were encouraged to try out innovative practices and ideas. The teachers too were faced with multifarious problems.

96% of the students from various departments complained of not having a common room. There is acute shortage of teaching staff and infrastructure is not provided. The departments are in a bad shape, communication is a problem. Non-teaching staffs are cramped up in one room.

Thus, it was seen that the Assam University does have many problems, which should be rectified for its proper development. Though it should be considered that the university is still very new.

8.23. Conclusions

8.23.1. The study implies that the general education in the colleges have developed rapidly, only after independence. Before, that there were only 2 colleges in the entire Barak Valley and Karbi Anglong areas of Assam.

8.23.2. The study also showed that though there is a rapid expansion of colleges, the quality of education is lagging.

8.23.3. The students and teachers are not provided with adequate beneficiaries for teaching learning.

8.23.4. More science and commerce colleges should be established in the area. As, there are very few facilities regarding these streams. Arts stream has proved to be a popular faculty in the area.

8.23.5. It was seen that Professional colleges started to come up only from 1960 onwards; and upto date there are 5(five) affiliated professional colleges in the area. This clearly implies that professional education is lagging behind. Only general colleges cannot uplift the society on various grounds.

8.24. Suggestions for further improvement of higher education

8.24.1. The approach to teaching learning should be improved.

8.24.2. Most of the Colleges and University departments are not properly developed. They are suffering from paucity of funds. Thus, adequate finance should be provided.

8.24.3. The library conditions in the colleges and university should be improved.

8.24.4. The study showed that the number of colleges has increased over the years, but the pass percentage is low, thus some internal assessment should be introduced.

8.24.5. The rural colleges should be paid more attention, as they are in a real bad shape.

8.24.6. Vocational courses should be introduced.

8.24.7. The Transport communication of Assam University should be improved.

8.24.8. The university should frame the curriculum basing on the needs and interests of the students.

8.24.9. Teaching learning process should be improved.

8.24.10. Higher education should be utilize in such a way so that, employment is emphasized.

8.25. Suggestion for further research

8.25.1. Further research regarding higher education is required especially in the rural areas of Barak Valley and Karbi Anglong districts of Assam.

8.25.2. Further research can be made highlighting the backwardness of higher education in the Barak Valley and Karbi Anglong areas.

8.25.3. A comparative study can be made regarding higher education between Barak Valley and Karbi Anglong areas with that of other areas within or outside the state.

8.25.4. A further study can be made highlighting the backwardness of Professional education in the Karbi Anglong district of Assam.

Thus, higher education in Barak Valley and Karbi Anglong areas should be so designed so as to suit the needs of the people and do away with all the problems relating to higher education in the area.

APPENDIX – A

QUESTIONNAIRE FOR COLLEGE PRINCIPALS

Instruction

The questionnaire consists of items and most of them are followed by fixed responses, please read each item carefully and then give a tick mark (√) to the response, which you think to be the most appropriate according to you. If in case you feel that any of the responses provided for a certain time does not clearly speak out your position/ stand you are free to add your own response, and in doing so, you may use a separate sheet of paper if necessary.

A. General information.

- 1) Name and Designation.
- 2) (a) Name of the college.
(b) Name of the university.
(c) Year of establishment.
- 3) Type of College: (1). Arts (2). Science (3). Commerce. (4). Combination of the three.
- 4) Kind of College: (1) Girls. (2).Boys. (3). Co-educational.
- 5) Classes from.....To.....
- 6) Type of management:
 - a) Government Deficit/ Government aided.
 - b) Purely private etc.
- 7) When was your college affiliated and to which university? (Please mention)
- 8) Total enrolment of students in your college:

YEAR	BOYS	GIRLS
1995		
1996		
1997		
1998		
1999		
2000		

- 9) How are the students enrolled in your college?
 - i.) In order of merit basis.
 - ii.) Admission test basis.
 - iii.) In some other ways.
- 10) Date / Year of last visit of educational delegates in your College. (Please mention)
- 11) Do you allow teachers to attend workshops on examination Reforms. Yes/No.
- 12) Total no of Percentage of Pass:(division wise).

Year	Arts			Science			Commerce		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
1985-1990									
1991									
1992									
1993									
1994									
1995									
1996									
1997									
1998									
1999									

13) Total number of teacher according to qualification

Qualification	Arts	Science	Commerce
Post graduate			
PhD			

14) What are the faculties of education provided in your college? (Please tick).

- i.) Arts.
- ii.) Science.
- iii.) Commerce.
- iv.) Library Science

15) What problem are you facing regarding them? (Please tick)

- ii.) Financial problems
- iii.) Lack of laboratory equipment
- iv.) Lack of buildings
- v.) Sufficient laboratory assistance is not available
- vi.) Lack of highly qualified teachers.

16) How do you recruit your teachers?

- i.) Advertise for interview
- ii.) Recruited as a part timer.
- iii.) Interview/ written test.
- iv.) UGC qualifications/Norms.
- v.) Any other (please specify)

17) Do you provide any beneficiaries for the teachers?

Yes/No

If yes, then what are they?

- i.) House rent/quarter
- ii.) Medical allowance
- iii.) Canteen allowance
- iv.) Conveyance allowance
- v.) Loans
- vi.) Any other (please specify)

- 18) Do you hold conference, seminars, workshops etc in your college? Yes/No.
If so, how many till date.

B. Infrastructure

1) Please indicate the following as supplied to your college. (With a tick mark ✓)

College Buildings.	Hostel Buildings.	Furniture.	Teaching Aids.	Play ground
Pucca. (R.C.C)	Pucca.(R.C.C)	Adequate	Adequate	Large enough
Assam Type.	Assam Type.	Inadequate	Inadequate	Small
Small.	Small.			No play grounds
Uncongenial	Uncongenial			

- 2) Does your college have a building of its own? Yes/No.
If not, where are the classes held?
a) Rented building.
b) Leased property.
c) Any other (please mention).
- 3) Do you plan to extend your college? Yes/No.
- 4) Are you facing any problems regarding extension? Yes/No.
If yes, then what problem is it?
i.) Financial problem (lack of funds etc.)
ii.) Space problem.
iii.) Permission not granted by the government.
- 5) Does your college provide hostel facilities? Yes/No.

C. Finance

1) What was the total income and expenditure of your college in the following years?

Years	Total Income	Total Expenditure.
1970-1971		
1975-1976		
1980-1981		
1985-1986		
1990-1991		
1995-1996		
1996-1997		
1998-1999		
1999-2000		

- 2) Are you getting financial assistants from: -
a) University Grants Commission.
b) State government.
c) Ministry of Human Resource and Development.
- 3) What is the main source of income in your college? (Please Tick)
a) Government aid/grants from local bodies.
b) Public donations.

- c) Individual contributions.
- d) Help from any missionaries or trust.
- e) Fees.

4) Which of the following assistance did your college receive from the government in the past five years? (Please Tick in the appropriate table).

Grants	State Government	Central Government	U.G.C
Deficit grants to pay salaries			
Building grants.			
Science laboratory grants.			
Grants to pay scholarships.			
Any other grants (please name).			

- 5) Do you get the financial assistance in time? Yes/No.
- 6) Who prepares the budget of your college?.....
- 7) Do you have any problems with the budgeting of your college? Yes/No.
If yes, then please mention those problems.....
- 8) From which of the following agencies do you get the finances you to develop your library?
 - a) The Government.
 - b) Private Organisation.
 - c) The Universities.
 - d) Voluntary organisation.
 - e) Philanthropists.
 - f) Any other.
- 9) If your college is a private organisation then, are the lecturers in your college given the same pay scale as that of government lecturers? Yes/No.
- 10) Are the accounts audited annually? Yes/No.
- 11) Does the college provide free ship to students? Yes/No.
- 12) What are the different types of scholarships provided?.....
- 13) Is their any discrimination regarding giving of scholarship? Yes/No.
- 14) Does your college receive any grants for student's excursion, field trips, study tours etc? Yes/No.

15) Which of the following are provided in your college and who sponsors them?

Schemes (Please tick ✓).	Provided regularly or not.	Sponsoring agency.	Amount per student.
1. Merit scholarship.			
2. Medical check up.			
3. Stipends to Gen SC/ST/OBC Students.			
4. Free studentship.			
5. Book grant.			
6. Stipend for handicapped students.			
7. Any other, welfare activity.			

16) What are the main financial problems faced by your college? (Please mention).

Administration

- 1) Do you regularly plan the programmes and activities of your College in advance? Yes/No.
- 2) Is there any governing body in your college? Yes/No.
If yes, then: -
 - a) When was it constituted?
 - b) How many members are there in the governing body?
- 3) How far does the governing body members contribute for the following: -
 - i. Planning.
 - ii. Recruitment of teachers.
 - iii. Making other important decisions.
- 4) What kinds of regulatory functions do you perform? Please mention.
- 5) Who among the following are represented on the governing body? (Please tick)
 - i.) State education department officials.
 - ii.) Teachers.
 - iii.) Parents.
 - iv.) Local agencies.
 - v.) Any other. Please specify.
- 4) What are the functions of the governing body? (Please tick)
 - a) Planning of college programs.
 - b) Recruitment of teachers.
 - c) Preparing budget of the college.
 - d) Any other.
- 5) Do you have any problem in discharging your administrative duties? Yes/No.
If yes, please state your problems.....
- 6) Do you maintain for teacher administrating staff etc? Yes/No.
- 7) Do you have problems with teachers and students?

Names	Often	Very Often	Rarely
Teachers			
Students.			

- 8) Is your college having a cordial relationship with the State Government?

D. Academics

I. Curriculum

- 1) What are the subjects offered in your college?

Arts	Science	Commerce

- 2) Is the existing curriculum satisfactory in your opinion (Please tick)? Yes/No.
If not, then please tick out the defects from the following.
 - i.) It does not cater to the needs of the local students.
 - ii.) It is over loaded.

- iii.) It is bookish.
 - iv.) It is theoretical.
 - v.) Any other, please specify.
- 3) Is there any facility for vocational education in your college? Yes/No.
- 4) If the Government were willing to assist you, would you be interested in opening vocational subjects in your college? Yes/No.
If yes, what problems do you anticipate please mention.

II. Methods of teaching

- 1) Does the teachers have the freedom to teach in his own style? Yes/No
- 2) Are you aware of the recent techniques of teaching to be adopted by the teacher's at higher level? Yes/No.
- 3) Is there any provision for special program in your college for the following?
a) Bright pupils. Yes/No.
b) Slow learners. Yes/No.
If yes, what are the programs? (Please mention).....
- 4) Are the students given suggestions to improve their learning based on their test performance? Yes/No.
- 5) Do you encourage your teacher's to try out any innovative practices or ideas? . Yes/No.
- 6) Was there any innovation in the last three years? Yes/No.
If yes, then briefly describe.....
- 7) Do you act upon the suggestions of expert bodies, NCTE, UGC etc., regarding innovative ideas / practices relating to teaching learning? Yes/No.

III. Examination

- 1) Do you hold the following examination in your College? (Please mention.)
a). Test.
b). Pre-Selection.
c). Selection.
- 2) Is your college following the annual examination system? Yes/No.
If yes, how many examinations are conducted in a year?(Please specify for each level)
- 3) Are there any problems in connection with examination and evaluation?

IV. Enrolment.

- 1) What steps/incentives are used for providing enrolment facilities for girl student in your college?
a). Lower percentage for girls seeking admission.
b). Scholarships are provided.
c). Reserves seats.

- 2) Are there any reserved seats/quota for students in your college?
 - a). SC/ ST/ OBC.
 - b). Physically handicapped.
 - c). Sports quota.
 - d). Any other. (Please specify).
- 3) In which stream is the student enrolment higher?
 - a). Arts.
 - b). Science.
 - c). Commerce.

V. Library

- 1) Is there a library in your college? Yes/No.
- 2) Do you have a full time librarian? Yes/No.
- 3) Do you have a good reading room facility in your library? Yes/No.
- 4) Which of the following is stocked in the library?
 - i.) Textbooks.
 - ii.) Reference books.
 - iii.) Journals, (International/National).
 - iv.) Periodicals.
 - v.) Newspapers.
 - vi.) Magazines.
 - vii.) Any other (please specify).

VI. Extra-curricular activities

- 1) Do you organize extra-curricular activities in your college? Yes/No.
 If yes, whether you have the following? (Please tick).
 - i.) Annual sport meets.
 - ii.) Social service project.
 - iii.) College magazines.
 - iv.) Seminars, debates, discussions.
 - v.) Workshop.
 - vi.) Exhibition / Fete.
 - vii.) Any other.
- 2) Does the majority of the student take part in extra-curricular activity? Yes/No.
 If not, then kindly state the reason.....
- 3) What kind of games, sports are generally organized in your college? (Please tick).
 - a) Football.
 - b) Volley ball.
 - c) Basketball.
 - d) Hockey.
 - e) Cricket.
 - f) Carom.
 - g) Chinese checker.

- h) Table tennis.
 - i) Chess.
 - j) Badminton.
- 4) Does your college celebrate college week, fete and other functions yearly? Yes/No.
If yes, then do the student cooperate in taking part in them. Yes/No

E. Miscellaneous.

- 1) Is there any Union in your college? Yes/No.
If yes, then please indicate which of the following.
- i) Students union.
 - ii) Teachers union.
 - iii) Non-Teaching Staff union.
 - iv) Any other.
- 2) Are these Union affiliated to other bodies? (Please mention).....
- 3) Do you face problems regarding maintenance of the college? Yes/No.
If yes, please mention below?.....
- 4) Do you have computer education? Yes/No
If not then why is so, are you facing any problems?
- i.) Lack of finance
 - ii.) Lack of computer assistants
 - iii.) Lack of space
 - iv.) Lack of building
 - v.) Any other (please specify)
- 5) Does your college provide vocational education to the students? Yes/No.
If yes, then since when?.....
- 6) Do you have the following books and records in your college office? Please tick the ones you have.
- i.) Admission registers.
 - ii.) Transfer and leaving certificate register.
 - iii.) Daily attendance registers.
 - iv.) Students conduct book.
 - v.) Curricular file.
 - vi.) Records of co-curricular activities.
 - vii.) Lecturers casual leave register.
 - viii.) Service books for lecturers.
 - ix.) Supervision book.
 - x.) Annual and terminal plans for both curricular and co-curricular activities.
 - xi.) Accounts books.
 - xii.) Salary registers.
 - xiii.) Staff council proceeding books.
 - xiv.) Guardians meeting proceeding books.
 - xv.) Library catalogue and issue book register.
 - xvi.) Any other (please mention).

APPENDIX – B –

QUESTIONNAIRE FOR COLLEGE TEACHERS

Instructions

The questionnaire consists of several items. Please go through the questions carefully. For each question adequate responses are given, you have to choose them accordingly and simply give a tick mark (✓) to the response you think to be most appropriate. If in case you feel that any kind of response does not clearly speak out your position, you are free to add your own response and in doing so you may use a separate sheet of paper if necessary.

General information.

1. Name of the Teacher
2. Designation.
3. Name and address of the college.
4. Date of establishment of the College.
5. Type of the college: Government/Deficit/Private/Missionary.
6. Male/Female.
7. Number of years of teaching experience.
8. Whether the college is Boys/Girls/Co-educational.
9. Whether your post is permanent or temporary.
10. Qualifications. Academic – M.A./M.Com/ M.Sc/ M.Phil/ PhD
11. Professional. B.T. / B.Ed/ M.Ed
12. What stream are you teaching?(Please tick✓) (i).Arts (ii).Science (iii).Commerce.

A. Infrastructure

1. Is your teacher's common room large enough to accommodate all of you? Yes/No.
2. Is your teacher's common room well equipped with the following? (Please tick)
 - i Magazines.
 - ii Journals.
 - iii Newspapers.
 - iv Television set.
 - v Lockers for each teacher.
 - vi Large reading / writing tables etc.If not, then are you having any problem coping without them?.....
3. Is your college well equipped with teaching aids? Yes /No.
 - i Well-equipped science laboratory.
 - ii Well equipped / furnished computer room.
 - iii Sufficient black boards and other teaching aids.
 - iv Slides charts and models to suggest any thing regarding the improvement of your college?
4. Are you satisfied with the existing provision for the teachers? Yes/No.

B. Administration.

i. Leave Rules.

1. Do you have any problems regarding leave? (Please mention)
2. Are you entitled for the following leaves?
 - i Earned leave.
 - ii Casual leave.
 - iii Extra ordinary leave.
 - iv Commuted leave.
 - v Medical leave.
3. What is the maximum period you avail in Medical leave? (Please mention)
4. Do you get full pay then? Yes/No.
5. How many days are you permitted in 1(one) working year for the following?
 - i Casual leave.
 - ii Earned leave.
 - iii Any other. (Please specify)

ii. Promotion and Service Rules.

1. Are there any written rules and regulations regulating your service conditions? Yes/No.
2. What is your specific problem with reference to service, condition, educational qualification, leave, teaching atmosphere etc. (Please specify)
3. Is there any prospect for promotion in your college? Yes/No.
4. What is the minimum probation period before confirmation in your service? (Please mention).
5. Are you appointed as any member of government committee/ sub-committees/ commissions and university governance? Yes/No.
If yes, then are you facing any problem regarding the above? (Please mention).

C. Finance.

1. What are the types of pay scale you are given?
 - i Assam pay report.
 - ii U.G.C.scale.
 - iii Other scales. (Please specify)
2. Do you get your salary regularly? Yes/No.
3. Do you face any problem regarding your pay? If so, please mention.
4. What criteria's are used in determining your eligibility for advancement in rank and increase in salary? (Please mention).
5. Is there any provision for your getting advance increment for higher qualification. Yes/No.
If yes, how much.....

D. Academics

i. Training

1. Is there any opportunity for your professional growth and development like participation in the following (Please tick).
 - i Seminar.
 - ii Conference.
 - iii Consultative.
 - iv Committees.
2. Have you attended refresher course, orientation course workshops etc. Yes/No.
If yes do get T.A/ D.A for attending these training programmes. Yes/No.
3. Are you awarded any certificate for such training programmes? Yes/No.
4. What benefits do you think a Teacher gets from such training programmes?
5. How often do you think such training programmes should be organised?

ii. Job Satisfaction

1. How satisfied are you regarding your teaching job? (Please tick ✓)
 - i Fully satisfied.
 - ii Dissatisfied.
 - iii Satisfied.
2. In case you are dissatisfied, why is it so? Are the following factors responsible for it? Please put them in rank order.
 - i Low salary.
 - ii The load is too heavy.
 - iii The students are undisciplined.
 - iv The timings are odd.
 - v Others are more qualified than you .
 - vi The college is too small and congested.
 - vii The college is situated on the outskirts of the town, which makes communication difficult.
 - viii Any other. (Please specify)

iii. Library

1. Do you have enough books stacked up in your library? Yes/No.
2. Do you think the books are good enough for the students and teachers? Yes/No.
3. Do you have up-to-date journals, magazines, books and encyclopedias in your library? Yes/No.
If not, then are you trying to bring them in? Yes/No.
- 4 Do you have any library problems? (Please mention)

iv. Curriculum

1. What is the curriculum content in your college?
2. Is the existing curriculum satisfactory in your opinion? Yes/No.

If not, then please tick out the defects from the following?

- i It is bookish.
 - ii It is theoretical.
 - iii It is over crowded.
 - iv It does not cater to the needs of the local students.
 - v Any other. (Please specify)
3. Who frames the curriculum of your college? (Please Tick ✓).
- i Government.
 - ii University.
 - iii Managing committee.
 - iv Principal.
 - v Any other. (Please specify).

v.Evaluation.

1. Do you hold the following examination in your college for internal evaluation?
(Please Tick ✓)
- i Test.
 - ii Pre selection.
 - iii Selection.
 - iv Any other.

vi.Co-Curricular Activities

1. Do you have any problem in organizing co-curricular activities? Yes/No.
2. Does your college organise co-curricular activities? Yes/No.
If yes, then what kind? (Please mention).
3. Whether your college excelled in any inter-college competition held/so far? Yes/No.

vi.Method of Teaching.

1. Do you think that it is necessary for a teacher to follow certain techniques and methods of teaching? Yes/No.
If not, then how do you suggest a teacher should teach? (Please specify)
2. Are you using any recent techniques for your lecture methods? Yes/No.
3. Does your principal take interest in implementing the recent techniques of teaching in your College? Yes/No.
4. Do you undertake extra extension lecture? Yes/No.
5. Do you have any problems with teaching? Yes/No.
If yes, please specify.....

viii.Workload.

1. How many hours of teaching work in a week do you have? (Please mention)
2. How heavy is your workload? (Please Tick ✓).
- i Heavy.
 - ii Moderate.
 - iii Light.

3. Are you teaching for all the levels? Yes/No.
 4. Do you think that the lecture period is sufficient enough to complete the course? Yes/No.

E. Miscellaneous.

1. Are you provided with the following facilities? (Please Tick ✓)
- i Medical allowances.
 - ii House rent allowances.
 - iii Transportation.
 - iv Any other allowances (please mention).
2. Do you get the following facilities- (For Lady teachers)?
- i Maternity leaves.
 - ii Hostel for single women.
 - iii Any other (please specify).
3. Is there any provision for retirement gratuity/pension? Yes/No.
 4. Do you get the opportunity to avail L.T.C? Yes/No.
 5. Do you think that higher education has a good scope in your district? Yes/No.
 If not, can you mention some of the problems.
 7. Please give your opinion regarding higher education?
 8. Do you have any teacher's association? Yes/No.
 If yes, do you take active part in the college teacher's association? Yes/ No.
 10. Are you satisfied by the way the college is being run? Yes/No.
 11. Do you get suggestions/complaints from the principal regarding your teaching? Yes/ No.
12. Do you face any problem in reference to the following? (Please tick),
- i Student's enrollment and achievement.
 - ii Curriculum.
 - iii Finance.
 - iv Principal.
 - v Staff.
 - vi Politics.
 - vii Extra curricular activities.
 - viii Disciplinary actions.
 - ix Leave.
 - x Library.
 - xi Salary.
13. Besides teaching this college, are you also teaching elsewhere? Yes/No.
 14. What are your views about teaching jobs? (Please tick).
- i.) Good profession.
 - ii.) Not satisfying profession.
 - iii.) Honorable profession.
 - iv.) It is a prestigious job.

15. Do you find any difficulty with your student? Yes/No.
If so, what are your main difficulties? (Please tick).
- i) Students are rowdy in class.
 - ii.) Students do not understand.
 - iii.) They do not learn their lessons.
 - iv.) They do not attend class.
16. Mention some of the common problems faced by the teachers in your college?
(Please Tick ✓)
- i.)Lack of basic amenities.
 - ii.)Heavy workload.
 - iii)Poor salary.
 - iv.)Dissatisfaction about job.

APPENDIX – C

QUESTIONNAIRE FOR COLLEGE STUDENT

Instructions

The questionnaire consists of several items. Please go through the questions carefully. For each question adequate responses are given, you have to choose them accordingly and simply give a tick mark (✓) to the response you think to be most appropriate. If in case you feel that any kind of response does not clearly speak out your position, you are free to add your own response and in doing so you may use a separate sheet of paper if necessary.

A. General information.

1. Name of the student: -.
2. Name of the college.
3. Male/ Female.
4. Department.

B. Infrastructure.

Hostel Facilities

1. Does your college have hostel facilities? Yes/No.
2. Are you a day scholar or a hosteller?(Please Tick ✓)
 - i Day scholar.
 - ii Hosteller.
3. If you are a hosteller then why do you prefer to stay in a hostel?
 - i Concentrate more on studies. Yes/No.
 - ii You have come from a distant place. Yes/No.
 - iii Too congested at home. Yes/No.
4. Is your hostel well furnished, and equipped with all kinds of essential commodities? (T.V set, Common room with reading materials and game and sport items.) Yes/No.
If not, then what are you doing about it?
 - i Demanding better equipments. Yes/No.
 - ii Managing somehow with whatever is provided. Yes/No.
 - iii Any other. (Please mention)
5. What are your views regarding hostel fees?
 - i It's too high. Yes/No.
 - ii It's average. Yes/No.
6. Are your hostel seats limited? Yes/No.
If yes, then what is your principal or college committee, doing about it?
 - i Increasing the numbers of seats. Yes/No.
 - ii Arranging information about available accommodation outside the institution. Yes/No.
 - iii Doing nothing at the moment. Yes/No.
 - iv Any other.(Please specify)
7. Is your stay in the hostel comfortable? Yes/No.
If not, then what are your reasons for it?.....

8. What are the problems you are facing in the hostel?
- | | | |
|-----|---|---------|
| i | The rooms are too small. | Yes/No. |
| ii | Shared room therefore studies becomes inconvenient. | Yes/No. |
| iii | Boarding fees is quite high. | Yes/No. |
| iv | Food is not good enough. | Yes/No. |
| v | Water problem. | Yes/No. |
| vi | Any other reasons. (Please specify) | |

C. Finance.

Scholarship

1. Is your college providing scholarship for students? Yes/No.
2. Do you get any scholarship? (Put tick mark ✓).
- | | | |
|-----|---|--|
| i | National scholarship. | |
| ii | State scholarship. | |
| iii | OBC / ST / SC scholarship. | |
| iv | Any other scholarships.(Please specify) | |
3. Do you think the scholarship amount is adequate enough for your liabilities? Yes/No.
If not, then what are you doing about it? (Please tick)
- | | | |
|-----|--|--|
| i | Opting for more. | |
| ii | Not interested in making a move. | |
| iii | Causes a lot of problem. | |
| iv | Complaining to the Principal and the Government. | |
4. Do you face any problems regarding acquiring of scholarships? Yes/No.
If yes, then what are your problems (please mention)
5. How do you utilize your scholarship?
- | | | |
|-----|--------------------------------|---------|
| i | Buying things you like. | Yes/No. |
| ii | Buying books. | Yes/No. |
| iii | Spending for the college dues. | Yes/No. |
| iv | Saving it. | Yes/No. |
| v | Any other (please mention) | |
6. Do you get book grant facility? Yes/No.

D. Academic

1. What course have you selected for your study?(Please Tick✓)
- | | |
|-----|-----------|
| i | Arts. |
| ii | Science. |
| iii | Commerce. |
2. What medium of instruction is used in your college for your study? (Please tick ✓)
- | | |
|-----|-----------|
| i | English. |
| ii | Assamese. |
| iii | Bengali. |
| iv | Hindi. |
3. Do you think that this medium of instruction will help you in your higher study?
Yes/No.
4. Why do you select this course?

- i It is easier than other subjects. Yes/No.
 - ii I have interest in this course. Yes/No.
 - iii Easy to get job after completing this course. Yes/No.
5. Do you have any problem in understanding the topic taught by your teacher? Yes/No.
6. How do you find your teachers lecture in the class?
- i He /She describes things fluently without any hassle. Yes/No.
 - ii He /She does not come to the point. Yes/No.
 - iii He /She takes time to explain. Yes/No.
 - iv He/She only dictates notes. Yes/No.
 - v He/She explains as well gives notes. Yes/No.
7. Are you satisfied with the courses being offered in your college? Yes/No.
If not, state your reason.
8. Would you prefer to have some extra courses like computer, yoga, management etc. besides the regular courses? Yes/No.
9. Do you find the lecture classes (forty five minutes) to long and monotonous? Yes/No.
If yes, then what are you doing about it? (Please mention).

i. Class Room

1. What kind of classroom would you prefer? Please give your reasons.
- i Big and spacious. Yes/No.
 - ii Small and cozy. Yes/No.
 - iii Well equipped with teaching aids. Yes/No.
 - iv Well-furnished seating arrangements. Yes/No.
2. Where do you generally prefer to sit in the classroom?(Please tick)
- i At the front row. Yes/No.
 - ii At the middle row. Yes/No.
 - iii At the back. Yes/No.
3. If you prefer to take the back seat, give your reasons for it?
4. Are you always on time for the class? Yes/No.
5. If you were late, would you still prefer entering the class or waiting outside?
- i Entering the class. (Please tick ✓).
 - ii Waiting outside.
6. Are you satisfied by the way, the lecturers are taking your class? Yes/No.
7. If not, then what are you doing about it? (Put tick mark ✓).
- i Complaining to the Head of the department.
 - ii Giving some suggestions to the lecturers.
 - iii Abstaining from classes.
 - iv Not regularly attending classes.
8. Are you provided with proper science laboratories? Yes/No.
9. Is your science classroom well equipped with modern teaching aids? Yes/No.

ii. Library

1. Do you have a library in your college? Yes/No.
If yes, then does your college have sufficient books for all the students? Yes/No.
2. Are the books in the library up to date i.e. of revised edition? Yes/No.
3. Do you consult public library other than your college library? Yes/No.
4. Do you have computer installed in your library? Yes/No.
5. Do you have up-to-date existing newspapers, journals and magazines in your library?

6. Are you facing any library problems? Yes/No.
If yes, please mention those problems.
7. Does your college provide book-bank? Yes/No.

iii. Curriculum

1. Is the existing curriculum satisfactory in your opinion? Yes/No.
If not, then please tick out the defects from the following: -
- It is bookish.
 - It is theoretical.
 - It is over crowded.
 - It does not cater to the needs of the local students.
 - Any other.(Please specify)
2. Do you find your curriculum content over loaded? Yes/No.
3. Do you think that the curriculum should be changed frequently? Yes/No.
If yes, then please give your reasons.

iv. Method of Teaching

1. Do you feel satisfied by the way you are being taught in the college? Yes/No.
2. If not, then do you think that the teacher should use some particular method of teaching? Yes/No.
3. Does your teacher use any innovative technique of teaching? Yes/No.
4. Do you feel that the teacher uses her lecture period mostly for giving notes? Yes/No.
5. Does your college provide you with the most sophisticated and modern teaching aids?
6. How often does you teacher make use of teaching aids like charts/ models/slides/audio-visual aids etc. while teaching? (Please Tick ✓)
- Very often.
 - Rarely.
 - Average.
 - Never.
7. Whether your college provide you with important lectures, directly broadcasted by the U.G.C? Yes/No.

v. Examination.

1. Does the degree examination consist of the following:-
- Essay type question only. Yes/No.
 - Objective type question only. Yes/No.
 - Both essay & objective type of question. Yes/No.
2. Are you satisfied with the existing examination, if not then what are your reasons?
3. How many examinations in a year do you have? (Please mention).....
4. Do you think that your college should have the semester system? Yes/No.
If not, then please give your reasons for it.....
5. Do you prefer the semester system or the annual system of examination?
- Semester systems. Yes/No.
 - Annual systems. Yes/No.
6. Is your paper evaluated on time or does it take months to get your results?

vi. Co-Curricular Activities

1. Do you take part in co-curricular activities? Yes/No.
2. What kind of co- curricular activities do you have in your college? (Please tick)
- Sports (Basketball/ football/ cricket / baseball etc.)

- ii Indoor games (chess / carom/ Table tennis)
 - iii Cultural activities etc.
 - iv Dramas.
 - v College week etc.
 - vi Social work.
 - vii Writing for magazine.
 - viii Debate; quiz competition, discussion, seminars, fete etc.
3. Are you a part or member of any social organisation? (Please put a tick mark ✓).
- i N.C.C
 - ii N.S.S
 - iii Scouts/guides.
 - iv Any other (please mention)

E. Miscellaneous.

1. Does your college provide the following facilities? Please give a tick on your answer.
- i. Extra-curricular activities for the students.
 - ii. Canteen facilities for the students.
 - iii. Scholarship facilities for the students.
 - iv. Recreational room.
 - v. Library facilities for the students.
 - vi. Transport facilities.
2. Does your common room for have the following? (Please put a tick mark ✓)
- i Magazine
 - ii Indoor games
 - iii News Paper
 - iv Good & cozy seating arrangements with reading tables.
 - v Television set (with audio and video system).
3. If your college does not provide the facility for a common room then how are you coping without it?
- i Managing some how without it. Yes/No.
 - ii Sitting in your own class even in free periods. Yes/No.
 - iii Remaining outside / within the college campus. Yes/No.
 - iv Spending the time in the library. Yes/No.
 - v Any other. (Please specify)
4. Do you have any library problem such as: -
- i. Books are not easily available. Yes/No.
 - ii. Reading rooms are not provided.
 - iii. Some other reason. (Please specify)
5. Do you have the following extra-developmental activities in your college?
- i. Socio cultural developmental activities. Yes/No.
 - ii. Musical activities. Yes/No.
 - iii. Quiz, debates and extempore speech. Yes/No.
 - iv. Dramatics and theatres. Yes/No.

APPENDIX – D

QUESTIONNAIRE FOR UNIVERSITY TEACHERS (Head of Department)

Instructions:

The questionnaire consists of items and most of them are followed by fixed responses, please read each item carefully and then give a tick mark (✓) to the response, which you think to be the most appropriate according to you. If in case you feel that any of the responses provided for a certain time does not clearly speak out your position/ stand you are free to add your own response, and in doing so, you may use a separate sheet of paper if necessary.

A). General Information.

1. Name.
2. Designation.
3. Male / Female.
4. Qualification (including professional training etc).
5. Number of years of teaching experience.
6. (a) Name of the Department.
(b) Year of establishment of the Department.
7. Total no of teacher's in the Department:
8. Date/Year of last visit of educational delegates/experts in your department.....
9. Number of Students intake.
10. Is there any opportunity for professional development for teachers to participate in seminar, Conference, consultative committees, professional training etc. in your department? Yes/No.
11. Does your department organise any training programme? Yes/No.
If yes, who sponsors such training?
12. Do you award any certificate for such training programmes? Yes/No.
13. How often do you think such training programmes should be organised?
14. Does your department send any teachers for in-service teacher training course? Yes/No.
15. Do you find the present curriculum suitable to the needs of the pupils? Yes/No.
16. Do you enjoy the following facilities?
 - i.) Leave facilities. Yes/No.
 - ii) Pension. Yes/No.
 - iii) General provident fund. Yes/No.
 - iv) Medical facilities. Yes/No.
 - v.) Housing. Yes/No.
 - vi.) Security of service. Yes/No.
 - vii.) Any other (please specify).
17. Does the department maintain the following?
Please indicate with a tick mark (✓).

- i.) Teacher's attendance registers.
 - ii.) Leave register.
 - iii.) Staff confidential registers.
 - iv.) Pupil's attendance registers.
 - v.) Pupil's marks register.
 - vi.) Fees register.
18. Does any one inspect your department?
If yes, then please specify by giving a tick mark. (√).
- i.) Director of education.
 - ii.) Delegates from the University.
 - iii.) U.G.C team.
 - iv.) Any thing else (please mention).
19. Do you have the following books and records in your department office? Please tick the ones you have.
- i.) Admission registers.
 - ii.) Transfer and leaving certificate register.
 - iii.) Daily attendance registers.
 - iv.) Students conduct book.
 - v.) Curricular file.
 - vi.) Records of co-curricular activities.
 - vii.) Lecturers casual leave register.
 - viii.) Service books for lecturers and Professor's.
 - ix.) Supervision book.
 - x.) Annual and terminal plans for both curricular and co-curricular activities.
 - xi.) Accounts books.
 - xii.) Salary registers.
 - xiii.) Staff council proceeding books.
 - xiv.) Guardians meeting proceeding books.
 - xv.) Library catalogue and issue book register.
 - xvi.) Any other (please mention).
20. Do you face problems regarding maintenance of the department? Yes/No.
If yes, please mention below?.....
21. What are your plans for your department in the future?
22. Do you hold orientation programmes, refresher courses, seminars etc in your department? Yes/No.

B. Infrastructure

- 1. Is there a library in your department? Yes/No.
- 2. Is the library room well lighted? Yes/No.

3. Please indicate the following as supplied to your department. (With a tick mark)

Department Buildings.	Hostel Buildings.	Furniture for the Department.	Teaching Aids.
R.C.C.	R.C.C.	Adequate	Slides.
Assam type.	Assam type.	Inadequate	Transparencies.
Mixture of both.	Mixture of both.		Projectors.
Any other.	Any other.		Audio-Video systems etc.

4. What type of furniture's is provided in the classroom?

- i.) Desk and table.
- ii.) Benches and table.
- iii.) Chairs with writing facilities.
- iv.) Any other type.

5. Does your department have a building of its own? Yes/No.

6. If not, where are the classes held?

- i.) Rented building.
- ii.) Leased property.
- iii.) Any other (please mention).....

7. Do you propose to extend your department? Yes/No.

If yes, why do you want to extend it?

- i.) The department is too small.
- ii.) Planning to open up more sections.
- iii.) Planning to increase the enrollment of students.
- iv.) To make it more spacious.
- v.) The present one is too congested.
- vi.) Any other (please specify).....

8. Is your laboratory well equipped with all the necessary instruments for conducting the practical? Yes/No.

C. Administration

1. What do you think is the main duty of the Head of the department?

- i.) Maintaining discipline.
- ii.) Teaching.
- iii.) Supervision.
- iv.) Over all administration.
- v.) Any other, please mention.

1. Do you regularly plan the programmes and activities of your department in advance? Yes/No.

2. Do you have any problems with the planning of your department? Yes/No.

If yes, then please state those problems.....

3. What steps does your department take regarding the development of higher education? (Please mention).

- i.) Extending in different faculties.....
- ii.) Including various other courses.....
- iii.) Admitting more students.....
- iv.) Any other.....

4. What kind of problem do you face in your department? (Please state those problems)
5. How many numbers of non-teaching staff do you have? (Please mention)...
6. Are they efficient enough? Yes/No.
7. Do they carry out their work in a planned manner? Yes/No.
8. What are the functions of the governing body? (Please tick)
 - i.) Planning of department programs.
 - ii.) Recruitment of teachers.
 - iii.) Preparing budget of the department.
9. Are some special steps taken to maintain an efficient administration in your department? Yes/No.
 If yes, then please mention few such steps.....

D. Finance

1. Does your department get grants for excursion/field trips etc? Yes/No.
2. Does your department face any financial problems? Yes/No.
 If yes, please mention those problems.....
3. Do you get direct financial assistant from any source? Yes/No.
 If so, please state the agency.....

E. Academics

i. Curriculum

1. Is the existing curriculum satisfactory in your opinion? Yes/No.
 If not, then please mention those defects.....
- 2). Does your department provide any kind of special courses? Yes/No.
 If yes, then please mention those courses.....

ii. Enrolment.

1. How are the students enrolled in your department?
 - i.) In order of merit.
 - ii.) Admission test.
 - iii.) In some other ways.
2. What are the basic requirements for getting enrolled in your department?
 - i.) In order of merit.
 - ii.) Admission given to those possessing a minimum of 45% marks with a good rapport (character).
 - iii.) Higher Percentage.
3. What is the ratio of male and female students in your department?
 - i.) Male higher than female.
 - ii.) Female higher than male.
 - iii.) Both are equal.

4. What facilities are you providing for enrolling more girl students in your department?
 - i.) Special consideration for girls seeking admission.
 - ii.) Scholarships.
 - iii.) Reserved seats.
5. Are there any reserved seats/quota for students in your department?
 - i.) SC/ST/OBC.
 - ii.) Blind/handicapped.
 - iii.) Sports quota.
6. What type of students do you enroll?
 - i.) Local students.
 - ii.) Students from outside.
 - iii.) Both.

iii. Methods of Teaching.

1. Does the lecturers have the freedom to teach in their own Style? Yes/No.
2. Are you aware of the recent techniques of teaching to be adopted by the teacher's at higher level? Yes/No.
3. Is there any particular teaching method followed by the lecturers in your department? Yes/No
4. Do you find time for teaching in spite of your busy schedule? Yes/No.

iv. Evaluation

1. What is the pattern of evaluation followed? (Semester/Annual) Please Tick.
2. Are the students given suggestions to improve their learning based on their test performance? Yes/No.
3. Do you allow teachers to attend workshops on examination reforms? Yes/No.
4. How many examinations are conducted in a year? (Please specify).....
5. Do you face any kind of obstacles while conducting examinations? Yes/No.
If yes, then please specify.
 - i.) Harassment from students.
 - ii.) Students strike.
 - iii.) Boycotting of exams.
 - iv.) Any other.

v. Co-curricular Activities.

1. Do you organize extra-curricular activities in your department? Yes/No.
If yes, whether you have the following? (Please tick).
 - i.) Seminars, debates, discussions.
 - ii.) Workshop.
 - iii.) Any other.

2. Do you provide computer education? Yes/No.
 If 'no' then why is it so, are you facing any problems?
 i.) Lack of finance.
 ii.) Lack of computer assistants.
 iii.) Lack of space.
 iv.) Any other (please specify).

F. Miscellaneous

1. Are you planning to improve your department by any means? Yes/No.
 If 'yes' then what are your plans?
 i.) To extend your department.
 ii.) To beautify your department.
 iii.) To place upto-date accessories in the classroom like computers, modern black boards etc.
 iv.) Teacher's orientation programmes.
 v.) Organizing more academic activities.
 vi.) Any other (please specify).
2. Do you encourage your teacher's to try out any innovative practices or ideas? Yes/No.
3. Was there any innovation in the last three years? Yes/No.
 If yes, then briefly describe.....

APPENDIX - E

QUESTIONNAIRE FOR UNIVERSITY TEACHERS

Instructions.

The questionnaire consists of items and most of them are followed by fixed responses, please read each item carefully and then give a tick mark (√) to the response, which you think to be the most appropriate according to you. If in case you feel that any of the responses provided for a certain time does not clearly speak out your position/ stand you are free to add your own response, and in doing so, you may use a separate sheet of paper if necessary.

A. General Information.

1. Name of the Teacher
2. Designation
3. Name of the Department.
4. Number of years of teaching experience.
5. Length of teaching experience as on 1-3-2000. Years in the University.
6. Whether your job is permanent or temporary.
7. Qualifications: -MA/ M Com/ M.Sc/ M Phil/ M Ed/PhD
8. Are you provided with the following?
 - i.) Medical allowances. Yes/No.
 - ii.) House rent allowances. Yes/No.
 - iii.) Transportation. Yes/No.
 - iv.) Any other allowances (please mention).
9. Since your university is situated in the outskirts of the town, do you find any difficulty in reaching your destination? Yes/No.
If yes, please mention your difficulties.

B. Infrastructure.

1. Is your university big/ large enough to suffice the needs of all the students? Yes/No.
2. Is your university well equipped with teaching aids? Yes/No.
 - i.) Well-equipped science laboratory. Yes/No.
 - ii.) Well equipped / furnished computer room. Yes/No.
 - iii.) Sufficient black boards and other teaching aids. Yes/No.
 - iv.) Slides charts and models to suggest any thing regarding the improvement of your university? Yes/No.

C. Finance.

Salary.

1. What criteria's are used in determining your eligibility for advancement in rank and increase in salary? (Please mention).

D. Academic.

i. Training.

1. Have you attended any professional training such as refresher course/ workshop/ symposium/ orientation course etc? Yes/ No.
If yes, who organises such training etc?.....
2. Do you get T.A/ D.A for attending these training or workshops? Yes/No.
3. Do you attend any seminar, conference, exhibitions held in the university? Yes/No.

ii. Library.

1. Do you have a library in your department? Yes/No.
2. Do you have enough textbooks in your library? Yes/No.
3. Do you think the books are good enough for the students and teachers? Yes/No.
4. Do you have up-to-date journals, magazines, books and encyclopedias in your library? Yes/No.
If not, then are you trying to bring them in? Yes/No.

iii. Curriculum.

1. How are the courses selected in your university?
 - i.) Head of the department's decision. Yes/No.
 - ii.) Prescribed by the Universities. Yes/No.
 - iii.) Prescribed by the UGC Yes/No.
 - iv.) Any other. (Please specify)
2. Is the existing curriculum satisfactory? Yes/No.
If not, then please mention the defects
3. Do you think that higher education has a good scope in your district? Yes/No.
If not, can you mention some of the problems.

iv. Evaluation.

1. Does your university follow the semester system or annual system? (Please mention)
2. If your university is following the semester system, then do you have any problems? (Give reasons)

E. Method of Teaching.

1. Do you follow any particular method of teaching? Yes/No.
2. Are you aware of the recent techniques and methods of teaching followed by the teacher in the higher levels? Yes/No.
3. How satisfied are you regarding your teaching job?
 - i.) Satisfied.
 - ii.) Partially satisfied.
 - iii.) Fully satisfied.
 - iv.) Dissatisfied.
4. In case you are dissatisfied, why is it so? Are the following factors responsible for it? Please put them in rank order, if applicable.
 - i) The load is too heavy.

- ii.) The university is situated on the outskirts of the town, which makes communication difficult.
 - iii.) Any other.
5. Does the university provide you with the following? Please tick.
- i.) Accommodation.
 - ii.) Children's education.
 - iii.) Medical facilities.
 - iv.) Marketing facilities.
 - v.) Opportunities for professional growth.
 - vi.) Any other.
6. How many hours of teaching work do you have in a week? (Please mention).
7. How heavy according to you is your workload? (Please indicate by a tick mark).
- i.) Heavy.
 - ii.) Moderate.
 - iii.) Light.
8. How many research scholars have you guided? (Please mention)
9. Currently how many research scholars are working under you? (Please mention)

F. Miscellaneous.

i. Facilities.

1. What are the facilities and conveniences provided by the university? (Please mention)

ii. Promotion and Service Rules.

1. Are you appointed as any member of government committee/ sub-committees/ commissions and university governance? (Please mention)

iii. Others.

1. Are you satisfied by the way the university is being run? Yes/ No.
2. Do you have satisfactory /good relation with ___
- i.) Head of the department
 - ii.) Colleagues
 - iii.) Students
3. Do you have any internal/ external problems and issues by which you are confronted? Yes/No.
4. What specific suggestions and recommendations plans or proposals, you have with reference to the following: -
- i.) Promotions
 - ii.) Financial stability.
 - iii.) Facilities.
 - iv.) Welfare service.
 - v.) Administrative procedure.
 - vi.) Training.
 - vii.) Other programmes.

APPENDIX - F

QUESTIONNAIRE FOR UNIVERSITY STUDENT

Instructions

The questionnaire consists of several items. Please go through the questions carefully. For each question adequate responses are given, you have to choose them accordingly and simply give a tick mark (✓) to the response you think to be most appropriate. If in case you feel that any kind of response does not clearly speak out your position, you are free to add your own response and in doing so you may use a separate sheet of paper if necessary.

A. General information.

1. Name of the student: -
2. Name of the department: -
3. Male/ Female: -
4. What course have you selected for your study?
 - i.) Arts.
 - ii.) Science.
 - iii.) Commerce.
5. Why do you select this course?
 - i.) It is easier than other subjects.
 - ii.) I have interest in this course.
 - iii.) Easy to get job after completing this course.
6. What medium of instructions is used in your university system?
 - i.) English.
 - ii.) Assamese.
 - iii.) Bengali.
 - iv.) Hindi.
7. Do you have any problem in understanding the topic taught by your teacher?
Yes/No.
8. How do you find your teachers lecture in the class?
 - i.) He /She explains things fluently.
 - ii.) He /She does not come to the point.
 - iii.) He /She takes time to explain.
 - iv.) She only dictates notes.
 - v.) She explains as well gives notes.
9. Are you satisfied with the courses being offered in your University? Yes/No.
If not, state your reason.....
10. Would you prefer to have some extra courses like computer, yoga, management etc, besides the regular courses? Yes/No.

B. Infrastructure.

Hostel facilities

1. Does your University have hostel facilities for students? Yes/No.
2. Are you a day scholar or a hosteller?
 - i.) Day scholar.
 - ii.) Hosteller.
3. Is your hostel well furnished, and equipped with all kinds of essential commodities? Yes/No.

If not, then what are you doing about it?

- i.) Demanding better equipments.
 - ii.) Managing somehow with whatever is provided.
4. What are your views regarding hostel fees?
 - i.) It's too high.
 - ii.) It's average.
5. Are your hostel seats limited? Yes/No.

If yes, then what is your university authority, doing about it?

 - i.) Increasing the numbers of seats.
 - ii.) Arranging information about available accommodation outside the institution.
 - iii.) Doing nothing at the moment.
 - iv.) Any other.

6. Is your stay in the hostel comfortable? Yes/No.

If not, then please mention your problems.

7. What type of hostel accommodation are you getting?
 - i.) Single seated.
 - ii.) Twin seated.
 - iii.) Dormitory.
8. What are the problems you are facing in the Hostel?
 - i.) The rooms are too small.
 - ii.) Have to share the rooms with others, so it becomes inconvenient for study.
 - iii.) Boarding charge is quite high.
 - iv.) Food is not good enough.
 - v.) Water problem.
 - vi.) Any other reasons. (Please specify)

C. Finance.

Scholarships

1. Do you get any scholarship? (Put tick mark \checkmark).
 - i.) National scholarship.
 - ii.) State scholarship.
 - iii.) University scholarship.
 - iv.) OBC / ST / SC scholarship.
 - v.) Any other scholarships.

2. Do you think, the amount given, as the scholarship is adequate enough for your liabilities? Yes/No.
If not, then what are you doing about it?
 - i.) Opting for more.
 - ii.) Not interested in making a move.
 - iii.) Complaining to the Principal and the Government.
3. How do you utilize your scholarship amount?
 - i.) Buying things you like.
 - ii.) Buying books.
 - iii.) Spending for the University dues.
 - iv.) Saving it.
 - v.) Any other (please mention).....
4. Do you get book grant facility? Yes/No.
5. Do you face any problems regarding acquiring of scholarships? Yes/No.
If yes, then what are your problems (please mention).....

D. Academics

i. Class room

1. What kind of classroom would you prefer? Please give your reasons: -
 - i.) Big and spacious (Hall type/Gallery type)
 - ii.) Small and comfortable.
 - iii.) Well equipped with teaching aids.
 - iv.) Well-furnished seating arrangements.
2. Are you always on time for the class? Yes/No.
3. If you were late, would you still prefer entering the class or waiting outside?
 - i.) Entering the class. (Please tick)
 - ii.) Waiting outside.
4. Are your classrooms well lighted and ventilated? Yes/No.
5. What are your suggestions for classroom improvement?
6. Do you feel that the lecture period, per class (one hour) is a bit too long? Yes/No.
If yes, then what is your suggestion?.....
7. Are you satisfied by the way, the lecturers are taking your class? Yes/No.
If not, then what are you doing about it? (Put tick mark ✓).
 - i.) Complaining to the Head of the department.
 - ii.) Giving some suggestions to the lecturers/Professors.
 - iii.) Abstaining from classes.
 - iv.) Not regularly attending classes.
 - v.) Any other.

ii. Co-curricular activities

1. Do you take part in co-curricular activities? Yes/No.
2. What kind of co- curricular activities do you have in your University?

- i.) Sports (Basketball/ football/ cricket / baseball etc.)
- ii.) Indoor games (chess / carom/ Table tennis)
- iii.) Cultural activities etc.
- iv.) Dramas.
- v.) University week etc.
- vi.) Social work.
- vii.) Writing for magazine.
- viii.) Debate; quiz competition, discussion, seminars, fete etc.

iii. Library

1. How efficient is your library in the University? (Please mention)
2. Are the books in the library up to date i.e. of revised edition? Yes/No.
3. How often do you consult public library other than your University library?
4. Do you have computer installed in your library? Yes/No.
5. Do you have up-to-date existing newspapers, journals and magazines in your library? Yes/No.
6. Are you facing any library problems? Yes/No.
If yes, please mention those problems'

iv. Curriculum

1. Are you satisfied with the existing curriculum? Yes/No.
If not, then please tick out the defects from the following: -
 - i. It is bookish.
 - ii. It is theoretical.
 - iii. It is over crowded.
 - iv. It does not cater to the needs of the local students.
 - v. Any other.
2. Do you think that the curriculum should be changed frequently? Yes/ No.
If yes, then please give your reasons.

v. Method of teaching

1. Do you feel satisfied by the way you are being taught in the University?
2. If not, then do you think that the teacher should use some particular method of teaching? Yes/No.
3. Does your teacher use any innovative technique of teaching? Yes/No.
4. Does you teacher make use of teaching aids like charts/ models/ slides etc. while teaching? Yes/No.
5. Does your university organise seminars, symposiums, quiz, debate etc for students? Yes/No.

vi. Examination / Evaluation

1. Are you satisfied with the existing examination, if not then what are your reasons?
2. What type of examination system is carried out in your university?

3. Do you prefer the semester system or the annual system of examination?
 - i. Semester systems.
 - ii. Annual systems.
4. If yours is a semester system, what kind of internal evaluation system is carried out in your department? (Please mention)
5. Are you satisfied with such internal evaluation system? Yes/No.
If not, please give your reasons.
6. Is your paper evaluated on time or does it take months to get your results?

E. Miscellaneous.

University facilities

1. Does your University provide the following facilities? Please give a tick on your answer.
 - i. Extra-curricular activities for the students.
 - ii. Canteen facilities for the students.
 - iii. Scholarship facilities for the students.
 - iv. Recreational room.
 - v. Library facilities for the students.
2. Do you have a common room in your department? Yes/No.
If yes, then is it equipped with the following? (Please tick)
 - i. Magazine
 - ii. Indoor games
 - iii. News Paper
 - iv. Good & comfortable seating arrangements with reading tables.
 - v. Television set (with audio and video system).
3. Do you have enough books in your department library? (Please mention)
4. Do you have canteen facility in your University? Yes/No.
5. Are you provided with university transport system? Yes/No.
6. Do you have the following extra-developmental activities in your University?
 - i. Socio cultural developmental activities.
 - ii. Musical activities.
 - iii. Quiz, debates and extempore speech.
 - iv. Dramatics and theatres.
 - v. Extension activities.
7. Are you satisfied with the University facilities? Yes/No.

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