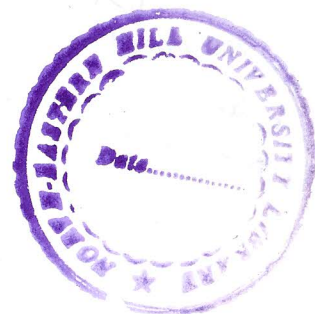


**A STUDY OF THE DEVELOPMENT AND PROBLEMS OF  
HIGHER EDUCATION IN BARAK VALLEY AND KARBI  
ANGLONG AREAS OF ASSAM**



*ABSTRACT*

**BRINDA BAZELEY RYMBAI**

---

**EDUCATION DEPARTMENT**

SUBMITTED  
IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION  
OF  
NORTH-EASTERN HILL UNIVERSITY  
SHILLONG  
2001

## ABSTRACT

### I. 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 has rightly said, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities".

### II. Higher Education-

It is widely believed that the single most indicator of the country's future may well be the state of its higher education.

In a Convocation address to Allahabad University in 1947, the first Prime Minister of India, Pandit Jawaharlal Nehru, said, "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 university discharges their duties adequately then it is well with the nation and the people".

### *The Barak Valley and Karbi Anglong Areas of Assam-*

The Barak Valley consists of three districts –

- 1 Cachar District.
- 2 Karimganj District.
- 3 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. The Barak Valley is a natural extension of the adjoining Bengal plains with a socio economic milieu, similar to that of Bengal. The name Barak Valley refers 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". It is one of the most thickly populated parts of the country. It abounds in forest products, water resources,

horticulture crops, sugar cane and tea. However, there is acute shortage of cultivable land because of its dense population.

### *Karbi Anglong District-*

It is one of the two hill districts of Assam (i.e., North Cachar Hill and Karbi Anglong Hill). It is an Autonomous district under the Sixth Schedule to the Constitution of India; with the head quarters at Diphu. As such, the development administration of the district vests in the Karbi Anglong Autonomous district Council.

The Karbi Anglong covers an area of approximately 10,322 sq. Kms and has a population of 562,723 people as per the 1991 census. 89.3% or 5.85% lakhs of people live in rural areas. It is sparsely populated area with about 64 persons per sq. Kms, 45% of the population practise Jhum cultivation. The Karbi community, who are schedule tribe, predominantly inhabits Karbi Anglong.

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., The 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 bases and broadly on Barak Valley and Karbi Anglong areas was studied from 1935 to 2001. Assam University, which is a Central University, is also included in the study.

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 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.

In the eight chapter, the summary of the study was presented.

### **1. Need and Significance of the Study –**

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.

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: -

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.

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.

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.

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

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.

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.

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.

## **2. Statement of problem.**

The statement of the problem is as follows:-

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

### ***Definition of terms***

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

#### ***Development***

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

#### ***Higher education***

It refers to the education in the collegiate and University level, after the 12 stage. This does not include professional education. The stage of higher education covers the following stages graduate, post-graduate and research levels.

#### ***Objectives of the study***

The main objectives of the study 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 institution of higher education with reference to: -

- i. Academic.
- ii. Infrastructural dimensions.
- iii. Administrative.
- iv. Financial and others.

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

#### ***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.

### ***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

### **3. Method and Procedure**

The present study is a descriptive survey type. The data needed for the present study was collected from the colleges and a university, based on the responses from the questionnaires and interview. Various other data was also collected from various documents and records maintained by different offices, located in Barak Valley, Karbi Anglong and Guwahati, etc., the university; colleges and various libraries.

#### **4. Population and Sample of the study**

The population of the sample constituted all the affiliated and 2 permitted colleges and the Assam University located in Barak Valley and Karbi Anglong areas of Assam.

##### ***Sample***

In this context all the principals, teachers and students of the selected colleges and the Assam University departments: Heads, teachers and students were taken for the study in the Barak Valley and Karbi Anglong areas of Assam.

A representative sample of 32-33% (15 Colleges) was randomly selected for the study. But, out of the 15 principals only 13 principals have responded to the questionnaire, out of 135 only 111 teachers responded and out of 300 students only 282 students responded.

From the Assam University (10) ten departments, were selected for the study. In the case of the Head of the Departments (University) all 10 departments have responded to the questionnaire, out of 20 teachers only 19 responded and out of 50 students all responded. This forms the actual sample of the study.

#### **5. Construction of the Questionnaire**

The investigator constructed the questionnaire. In this context 2(two) different sets of questionnaire were prepared.

- i. The first set was entirely for the colleges, where there were 3(three) types of questionnaires, meant for the (a) Principals, (b) Teachers and (c) Students.
- ii. The second set was meant for the University departments where there were 3(three) types of questionnaires meant for the (a) Head of the departments, (b) Teachers and (c) Students.

In order to trace the development of the colleges in the area under study, all the principals were interviewed; and all kinds of Primary and Secondary sources were consulted.

## 6. Administering the questionnaire

The constructed questionnaires were given to the senior teachers of the Education department (NEHU) for their views and suggestions. The modified questionnaires were then used for data collection.

The investigator personally visited all the colleges both in urban and rural areas of Barak Valley and Karbi Anglong areas of Assam and administered the questionnaire.

## 7. Analysis of Data

The data collected from various primary and secondary were organised and arranged systematically.

The data collected through the questionnaire were analysed categorically. Percentage was used as a statistical technique for analysing the data.

## 8. Major findings of the Study-

On the basis of the data collected, the following conclusions were drawn as under: -

i. *Based on the first objective*, the development of higher education in Barak Valley and Karbi Anglong areas were traced: -

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). 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) 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 called permitted colleges as they are still waiting for permanent affiliation from Assam University. The

permitted colleges have come up recently. 3(three) of them were established, in 1984, 1987 and the rest came up only after 1990 onwards.

Arts faculty seems to be dominating the scene in the entire area. As, all the colleges have arts faculty. Out of the affiliated colleges, 7 colleges have only arts, 3 colleges have Arts/Science and Commerce, 3 colleges have Arts and Science only 2 college has Arts and Commerce. From the permitted colleges, there are 18 colleges which is providing only arts course and only 1 science college called the M.H.Choudhury Memorial SC College in Panchgram, Hailakandi district, established in 1997. This is the only science college in the entire Barak Valley and Karbi Anglong area.

The study also revealed that, up-to-date i.e. 2000-2001 there is no government college in Barak Valley district of Assam, whereas in Karbi Anglong there is only one government college known as the Diphu Government College established in 1964, which has got 3 faculties i.e. Arts/Science/Commerce. It also has a Post Graduate department with subjects of Political Science and History. Thus, the Assam government should take initiative in opening up Government Colleges in Barak Valley districts of Assam.

ii. *The second objective* is to study the present system of administration and financing of higher education.

**A Administration:** -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.

At present, the Minister of education who looks after the elementary and secondary education and also the teachers training heads the state education department

or the educational administrative machinery in Assam. 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 Director of Public Instruction with an additional Director for the Hills heads the Directorate of higher education. 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.

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 principal of the colleges follow the regulatory functions.

- Abiding by the standard rules and regulations.
- Examination and inspection.
- Supervision

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.

**B Organisational-structure of Assam University:-** The Assam University is a Central University established on January, 21<sup>st</sup> 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.

**C 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 of the current years and the income and the estimate of monetary requirements for the coming year.

The Budget estimate of the Colleges includes both income and expenditure. The ultimate responsibility for the finalisation of the educational budget lies with the Educational Department at the Secretarial level; (Government of Assam) and the Directorate of Higher Education, 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.

In the eight plans the budget outlay for higher education was Rs.13745.88 lakhs. In the ninth plan total budget for higher education was Rs.29434.00 lakhs.

The investigator found that, 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.

**D University Finance: - (Assam University).** Financial allocation to the Universities in the state of Assam are taken responsibly by the State Government and partially some assistance are granted by the UGC

Expenditure for the central university i.e. Assam University is borne by the Ministry of Human Resource Development, UGC,

*Budget estimates*

The Assam University being a central university is cent percent funded by the UGC. Thus, the university has a sound financial position. There are no financial constraints however small they 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 IX<sup>th</sup> 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.1,00,01,62,209.00 was made for payments and Rs.14,92,43,607.00 was meant for the closing balances.

**iii. From the (3) and (4) objectives** the following findings were drawn – The findings were categorized under the following heads: -

**A** There were 11(eleven) deficit colleges, 1(one) government college, 2(two) private colleges and 1(one) Adhoc College.

The findings also indicated that there were 11 co-educational colleges and 2 girls colleges and no college solely meant for boys in that area.

**B Qualification.** Regarding qualifications it was seen that most (89.26%) of the principals were only post graduate holders and very few (10.74%) were Ph.D holders.

Among the teachers too, it was found that most of them were post graduate holders in arts subjects (68.47%), M.Com was 51%, M.Sc 8.11%, very few were M.Phil (11.71%) and Ph.D (6.30%).

Very few had professional qualification like B.Ed and M.Ed.

**C Faculty.** The findings showed that 100% of the colleges have arts subjects, which is also mixed with other subjects like science and commerce in some colleges.

**D Recruitment of Teachers.** It was found that most of the colleges recruited teachers through advertisement (84.62%). The recruitment procedure is simple and most of the colleges abide by certain rules and regulations were up by the university and the government.

**E Professional Development of Teachers of Colleges.** Most of the teachers from the deficit colleges attend refresher courses, seminars, orientation courses etc, for their professional development.

**F Benefits provided.** The findings showed that many colleges (46.15%) provided house rent allowance, medical allowances and very few provided conveyance allowance and loans.

**G Infrastructural Problems.** Infrastructure is mainly responsible for the development of the college. The infrastructure consist of the following categories.

- i. College building .
- ii. Hostel building.
- iii. Library.
- iv. Furniture.
- v. Teaching aids.
- vi. Play grounds

- i. College building: - The finding showed that 100% of the colleges have a building of their own, but majority of them were not in a good state. The

buildings were also becoming too congested as the enrolment of students have increased over the years. The study 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 mostly the colleges are made up of pucca(RCC) type of buildings.

ii. Hostel buildings: - Hostellers have the following problems: -

- Hostel seats are very limited.
- Hostel rooms are found to be too small.
- Water supply problem exists.
- Quality of food served is poor.
- Hostel room fees are too high for the students.

The study showed that there are no quarter facilities of teachers too; this clearly indicates that teachers coming from a distant place have a problem for accommodation.

The hostels did not have proper sanitation. There was severe problem of load shedding in the city. The lighting facility of the college hostel was inadequate.

**H Library.** Regarding library infrastructure too the students face a lot of problems, the students complained that the library was not big enough, the rooms were not well lit; proper reading / writing tables were not provided. The students of some colleges have also complained the there were no librarians.

**I Teaching Aids.** Majority of the colleges (84.62%) did not have adequate teaching aids. This shows that the method of instruction / teaching is poor in the colleges of Barak Valley and Karbi Anglong areas of Assam

**J Furniture.** The study showed that many colleges (46.15%) did not have adequate furniture's. The inadequacy of such furniture's were due to non-replacement of the old ones for lack of funds.

**K Play Ground.** The study showed that all the colleges have playgrounds of their own, but most of them have small ones (76.92%). This poses to be a problem as during college week sessions it hampers the co-curricular activities.

Thus, it was noticed that the colleges were having a lot of Infrastructural problems. the entire Infrastructural set up should be changed and modernized.

**L Administrative Problems.** 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 in planning, 92.31% decides the recruitment of teachers, 76.92% help in making other important decisions. The findings also shows that the principals have regulatory functions, 76.93% of the principals/ staff decide the examination schedule, 23.08% of the principals assign teaching work. 69.23% of the principal/ staff decides the admission and promotion of students 15.39% decides the organization of the library.

But, in-spite of all these the 30.77% principals face major administrative problems with the office staff, recruitment of teacher, etc. regarding students, incidents like students strike, agitations, boycotting of examinations causes a problem for the principals

From the teachers part, very few have problems, though some commented that the students were irregular and inattentive. Some teachers also have problems with leave, service conditions an other official matters due to the lack of sufficient staff.

**M Financial Problems.** The study revealed that the major problem is coming from finance. The principals of the colleges have complained that their college income is low and expenditure is high.

- i. Source of Income- Majority (76.92%) of the colleges depend on government aid. The rest survives on fees, donations and individual contributions
- ii. Grants. Majority (76.92%) gets deficit grants to pay salaries, 53.85% gets building grants, 23.08% gets science laboratories grants, 84.62% gets grants for field trips/ excursions etc, 38.46% gets other grants.



The major problem here is that the colleges do not receive grants timely. The amount of donations too, varies from time to time and is not regular. Thus, they have to depend only on fees. The problem with students here is that, many students do not get the opportunity for experiences like field trips, excursions etc., as the grants given for them is minimum.

- iii. Agencies of Finance- The main agencies of finance are UGC, government agencies, voluntary organizations, philanthropists, trusts etc
- iv. Scholarships problems- Regarding scholarship it was found that the scholarships were not given on time. Majority (69.23%) of the scholarship was meant for SC/ST/OBC.

On the whole the main financial problems were that the grants were not received timely, Donations differ from time to time, 84.62% of the colleges wanted to bring in computer education yet they are unable to do so, without proper financial assistance. The teachers prefer to have adequate and upto date teaching aids but are unable to, due to paucity of funds

It is thus seen that the finance is playing a major role in the development of colleges in Barak Valley and Karbi Anglong areas of Assam.

N Academic problems- The Academic constitutes the following-

- i. Curriculum.
- ii. Method of teaching,
- iii. Examinations.
- iv. Library and
- v. Co-curricular activities

- i. Curriculum- The findings showed that most of the colleges (38.46%) felt that the curriculum does not cater to the needs of the local students.. 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 (22.52%) too commented that the curriculum is not satisfactory as it is not job-oriented, as a result of which unemployment is

increasing day by day. They feel that more stress should be given on vocational subjects and it should prepare students in such a way so that the students can compete at All India level competition examinations.

The studies also showed that very few colleges, (15.38%) have computer education. This is mainly due to lack of finance, space, computer assistants etc.

- ii. Methods of Teaching- The findings showed that 69.23% principals responded that the teachers were free to teach in their own style, though majority (76.92%) of them were aware of the recent techniques of teaching.

87.23% of the students have problems as modern teaching aids are not used. Some students were not satisfied by the way they were being taught.

Thus, the findings show that the students face problems regarding methods of teaching, therefore, suggestions should be given by expert bodies like UGC/NCTE so that they can impart more meaningful and satisfactory teaching.

- iii. Regarding, reserved seats/ quota, 69.23% of the colleges reserved seats are for SC/ST/OBC category.
- iv. Examinations- Regarding examinations too, students face problems, as they feel that the pattern should be changed as overall assessment should not be made just over a 3 hour long examination. The result too takes months to announced.
- v. Library- Though all the colleges have a library yet many (61.54%) do not have proper reading room facility, upto date study materials are not available. 92.31% of the colleges have text books and reference books but not enough for all. 78.38% of the teachers have a problem because upto date journals and reading materials are not available.

The students main problems is that the books are limited, outdated and above all the library timings are odd. 70.92% of the students on the whole have library problems.

- vi. Co-curricular Activities- The study showed that 92.31% of the colleges organize co-curricular activities; 76.92% 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 take active part in them. It was also seen the 100% of the colleges would like to open vocational courses if facilities were provided. Most of the teachers and principals commented that the lack of spirit and will to excel on the part of the students is the main academic problem of the colleges.

### **III. The Assam University**

The Assam University was established on the 21<sup>st</sup> of January 1994 as per the Assam University Act of 1989.

The university is still very new and is situated in Dorgakona Silchar,(Barak Valley) at a distance of approximately 18 kms. All the colleges falling under Barak Valley, Karbi Anglong and North Cachar Hills are falling under the Jurisdiction of the said University.

At present there are 8 Schools: -

- 1 School 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 Sciences.
- 8 School of Social Sciences.

Besides these it 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 Department's/ Teachers/ Students. On an average all of them are Ph.D degree holders.

**A Teaching experience:** - On an average all of them have 21 years of teaching experience.

**B Total number of teachers:** - On an average there are 4.5 or 5 teachers in each department.

**C Professional development:** - 100% of the teachers in the department have opportunities for professional development such as seminars, conference, professional training etc.

**D Present curriculum:** - 70% of the teachers find the present curriculum suitable.

**E Plans for the department:** - 90% of the HOD's responded that they would like to extend their department and prefer to have good furniture's and teaching aids. 30% of the HOD's complained of having problem with the maintenance of the department.

**F Infrastructural Problems:** -

- i. *Department building.*
- ii. *Hostel buildings.*
- iii. *Furniture for the department.*
- iv. *Teaching aids / laboratory.*
- v. *Extension of the department.*
- vi. *Library problems regarding infrastructure.*

One of the major problems, which Assam University is facing, is Infrastructural problem

- i. *Departmental Building-* The main problem with the department building is that 70% is sharing their building with other departments, which as a result has become too congested. They would thus prefer to have their own buildings. The teaching and the non-teaching staffs are also cramped up in one small room, where they are separated by cupboards. 90% of the department building is Assam type, which needs constant repairing work.

The students have also complained that the department building does not suffice the needs of the students.

- ii. *Hostel Building-* The study also revealed that at present there is no hostel facility, as the hostel building is still under construction. The students and teachers are therefore suffering as there is no residential facility.
- iii. *Furniture's of the department-* Majority (70)% of the head of the departments have complained that the furniture's are not adequate in the department; the students and teachers are thus managing with the minimum available.
- iv. *Teaching Aids/ Laboratory Equipment-* 90% of the teachers have commented that the laboratory equipment is not adequate. Only 10% has audio-visual systems and 40% has projectors. Therefore, the students and teachers are facing problems which needs to be rectified as soon as possible.
- v. *Extension of the departments-* 90% of the HOD<sup>\*</sup>s responded of wanting to extend their departments. The reason behind it is that 70% of the HOD<sup>\*</sup>'s felt that the department is too small, 70% of the HOD<sup>\*</sup>'s wanted to open up more sections; 40% wanted to increase the enrolment of students.
- vi. *Library problems regarding infrastructure-* 50% of the HOD<sup>\*</sup>'s commented of having libraries in their department; only 40% of the HOD<sup>\*</sup>'s have responded that their library rooms are well lit. Therefore, it is seen that 50% of the departments do not have a library, which causes problem for the students and the teachers. Those with a library too are facing problems, as they do not have adequate books and other reading materials.

**G Administrative Problems.** As it is said that administration means responsibility, the departments of the university are charged with multifarious activities for which the HOD's and the staff take the responsibility e.g. maintaining discipline, admission, maintenance of records etc.

---

\* Head of Department

Regarding, problem it was noticed that some of the Head of departments complained that their non-teaching staff was not efficient enough, as they cannot carry out their duties properly as a result the colleges suffer.

## **H Academics.**

Academics refer to items like

- i. *Curriculum.*
- ii. *Teaching methods.*
- iii. *Extra curricular activities.*
- iv. *Enrolment.*
- v. *Evaluation*

i. *Curriculum.* Majority (80%) of the head of the departments in the university, commented that the curriculum is satisfactory. Some were not in favour of the curriculum and felt that some core courses should be provided, there is less relation with the under graduate course, is very traditional and very irrelevant. Thus, some special courses should be provided so that, the students benefit in long in the run.

Some head of the departments have also commented that very few specializations were offered. 31.58% of the teachers felt that the existing curriculum is not satisfactory as it was not coping with the existing environment. 57.89% of the teachers commented that higher education has a major problem as it is resulting in severe unemployment which should be looked into

ii. *Teaching methods.* Though 100% of the head of the departments commented that the teachers were free to teach in their own style, 90% were aware of the recent techniques of teaching.

42.11% of the teachers do not follow any particular method of teaching. Some teachers (36.84%) were partially satisfied with their teaching jobs..

iii. *Co-curricular / Extra-curricular activities.* Majority (90%) of the students takes parts in sports, quiz, debates, extempore speech etc.

- iv. *Male/ Female Ratio.* The male ratio is higher than the female
- v. *Reserved Quota.* It is specially meant for SC/ST/OBC
- vi. *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.
- vii. *Evaluation.* Regarding evaluation, the semester system was followed, where 75% marks is meant for theory papers and 25% marks for internal assessment.

Majority (90%) of the head of the departments revealed that the students were given suggestions to improve their learning based on their test performances.

Among the teachers 57.89% were satisfied with the existing evaluation system 76% of the students too were satisfied with the evaluation system.

None of the head of the departments complained of any kind of strike, boycotting of examinations, harassment form the student's side during examinations.

**I Finance.** Though, the head of the department do not directly handle money, but they feel the funds for utilizing in laboratory equipments, teaching aids, field trips, excursions etc is too less.

- i. *Salary.* All the teachers have commented that they are getting their salary regularly. 68.42% of the teachers were satisfied with their salary and 89.47% of the teachers commented that the criteria for determining the eligibility or advancement in rank and increase in salary is as per the UGC guidelines.

Thus, the teachers face no problems regarding salary.

- ii. *Allowances received.* 89.47% of the teachers received medical allowances, 94.74% received house rent allowance, 78.95% received transportation allowance.

**L Miscellaneous.** Here, all the other aspects are covered which the investigator felt it was necessary.

The study revealed that the head of the departments were interested in organizing teachers orientation programmes, organize academic activities, encourage teachers to try innovative practises but, there was no innovation in the last 3 years.

Though it was said that the curriculum was revised every 3 years, but the revision did not prove to be helpful as problem is still very much there.

Teachers too face certain problems with the head of the departments, staff, students etc. Among students 96% of the students main problem is that, they do not have a common room in the departments concerned.

Thus, from the above study, it has been realised that majority of the teachers and students are not contended with the provisions provided by the university. There is acute shortage of teaching staff and infrastructure is not adequately provided for which the teachers and students are suffering. The departments are in a bad shape. Transport communication is a problem. The non-teaching staffs too have been cramped up in one room, which is uncomfortable especially during summers.

All these problems should be looked into and removed for the betterment of the university.

**M Conclusions.** 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 of Assam.

The study also showed that though there is rapid expansion of colleges, the quality of education is lagging.

The students and teachers are not provided with adequate beneficiaries for teaching learning. More science and commerce colleges should be established in the area.

Professional colleges too need to be established especially in Karbi Anglong area where it is really lagging behind, as only general colleges cannot uplift the society on various grounds.

**N *Suggestions for improvement of higher education.***

- The approach to teaching learning should be improved.
- Adequate finance should be provided as most of the colleges cannot develop properly, due to paucity of funds.
- Library conditions in the colleges and university departments should improve.
- The rural colleges should be paid more attention, as they are in a real bad shape. More funds should be released for them.
- Vocational courses should be introduced.
- The transport communication of Assam University should improve.
- The university should frame the curriculum basing on the interest and the needs of students.
- Higher education should be utilized in such a way so that, employment is emphasized.

**O *Suggestions for further Research.***

- A further research can be made in Karbi Anglong districts of Assam highlighting the backwardness of professional education in the area.
- Further research can be made, highlighting the backwardness of higher education in Barak Valley and Karbi Anglong areas of Assam.
- A comparative study can be made regarding higher education between Barak Valley and Karbi Anglong areas with that of the other areas within or outside the state.
- Further research is required especially in the rural areas of Barak Valley and 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.

NEHU LIBRARY  
Acc No. 103553  
Acc By. sw  
Date. 9-8-07  
Class by  
Sub. Head by  
Enter by  
Transcribed by