

A STUDY OF HIGHER EDUCATION IN MANIPUR

ABSTRACT

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ABSTRACT



1. INTRODUCTION

Higher education, the apex stage in the educational hierarchy, has become much more significant in the present era than it was long before. Practically speaking, higher education has evolved to such level that the development of a country and perfection of a man towards self reliance would be hard to actualize without the contribution of higher education.

The contribution of higher education both in developed and developing countries has been empirically established and thus has been rightly regarded as the backbone of the economy and a powerful instrument for fulfillment of the nation's aspirations. The primary aim and objective of most nations would be economic self-reliance. This can be actualized only when higher education is able to produce and supply manpower requirement to industries of the nation and also in the field of science and information technology, agriculture and other service sectors.

The present study, entitled "A Study of Higher Education in Manipur", was concerned with the investigation into the trend of development, status and problems of higher education in the state of Manipur. With this broad objective in view, the Research Scholar had conducted an in-depth and extensive investigation. Eventually, the study revealed numerous problems of higher education in Manipur. Some of the prominent phenomenon were mushroom growth of higher educational institutions, unplanned growth, shortage of teachers, shortage of students, decline in the number of colleges, poor infrastructure, poor academic facilities, weak administration, etc.

Technically, the higher education system of Manipur is barely 62 years old but it has 57 general colleges, 16 professional institutions, 1 general university and 1 professional university. In total the state has 73 colleges/institutions and two universities. This trend of development in such a small state is quite incredible.

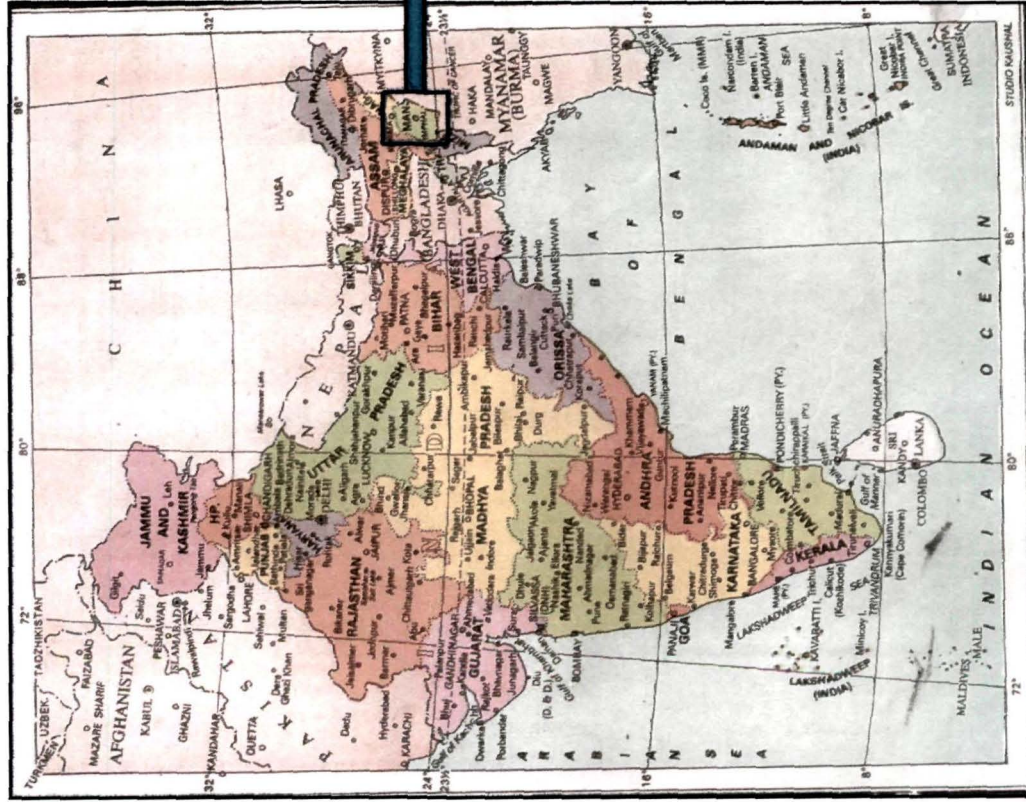
However, such huge and unplanned development has given birth to numerous problems some of them are mentioned earlier.

2. SITE OF THE STUDY:

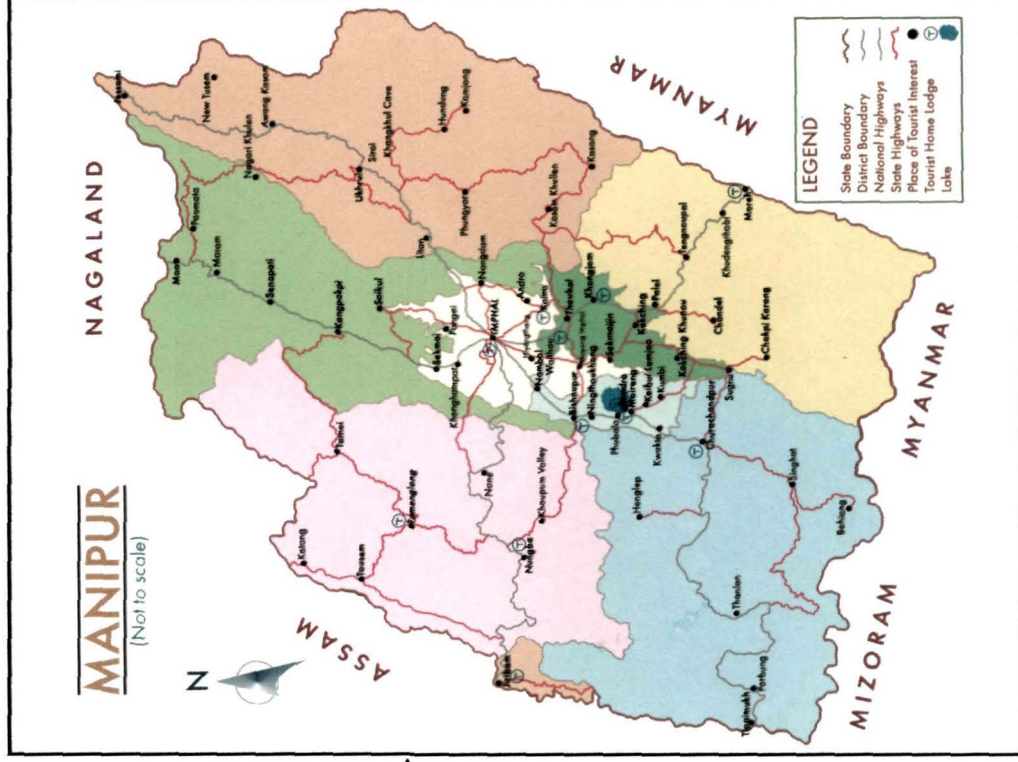
The site of the study as reflected in the title is the state of Manipur, a small state but a land with exquisite natural beautiful and splendor. Manipur is located in the north eastern part of India and has a total land area of 22,327 sq. km., which is 0.7 per cent of the total land surface of the Indian Union. Nine-tenths of the total land area of Manipur is covered by hills and the rest (one-tenth) is embraced by the valley. The state lies between 92.58° E and 94.45° E (Longitude) and 23.50° N and 25.42° N (Latitude) and it is having an international boundary of about 352 km. with Myanmar on the east, on the north she is bounded by Nagaland, on the west by Assam and on the south by Mizoram. Physiognomically, the state is divided into two areas, namely, the hill areas and the valley areas. The hill areas are occupied by tribal people and the valley areas mostly by the Meiteis.

The state of Manipur is a landlocked isolated hilly state having a distinct geographical entity. It is almost rectangular in shape with a valley encircled by mountain ranges. These hills form an oval rim encircling the valley areas. The valley areas has an average altitude of 790 metres and spreads over an area of 1843 sq. km. Loktah Lake, the biggest fresh lake in the north eastern India, lies in the southern part of the valley areas. The hill areas are spread from the north to south direction with an average height ranging between 1500 to 1800 metres. Some of the hills on the northern parts of the state have a height around 3000 metres.

Map showing the location of Manipur



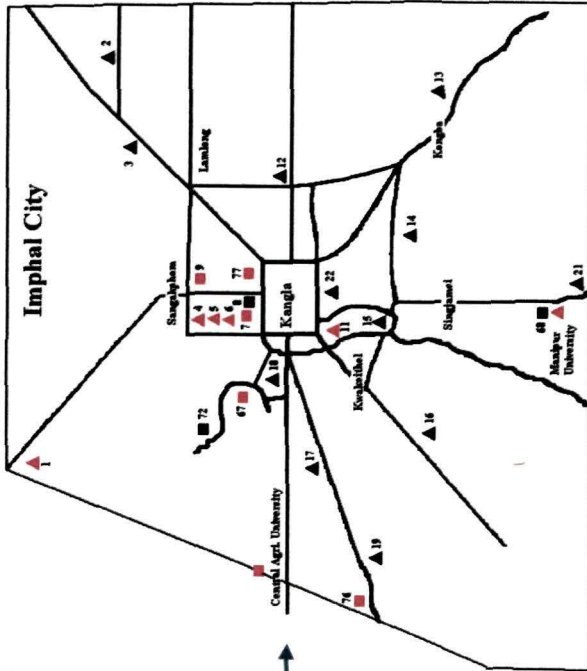
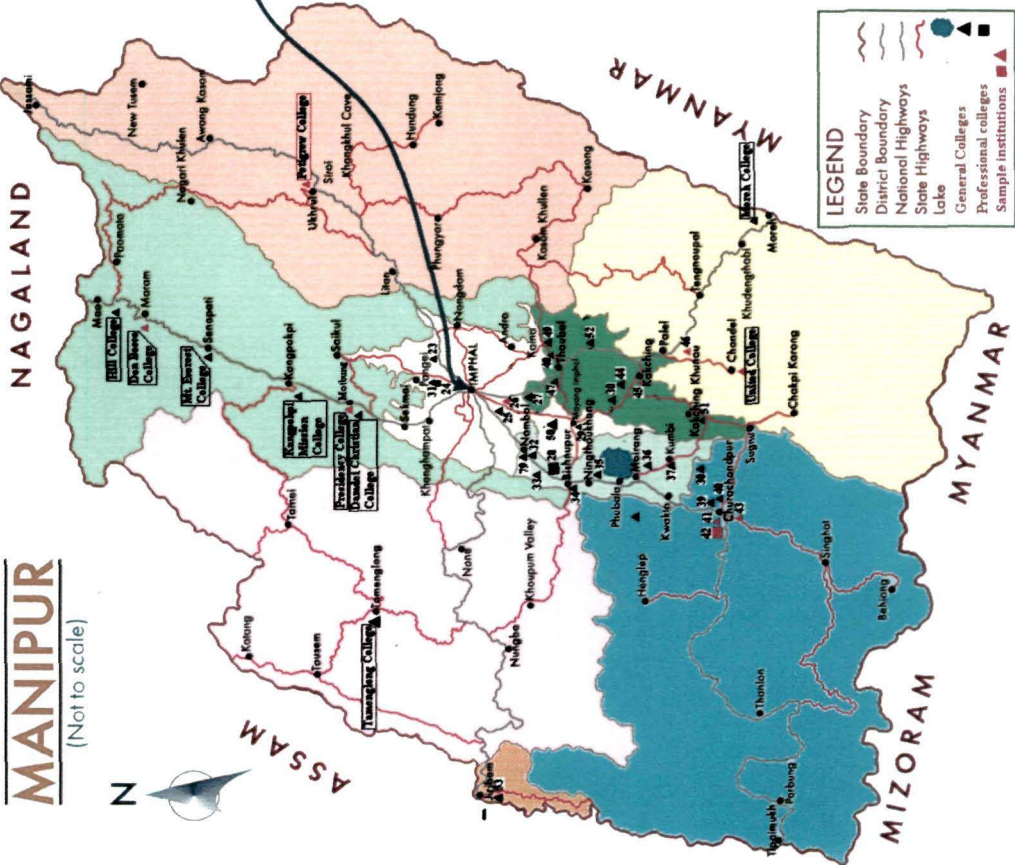
INDIA



MANIPUR

MAP SHOWING THE LOCATION OF COLLEGES/INSTITUTIONS/UNIVERSITIES IN MANIPUR

LOCATION OF INSTITUTIONS OF HIGHER EDUCATION



Code No.	Name of the Colleges/Institutions
1	Liberal College
2	N.G. Mani College
3	Shree Shree Gour Govinda Girl's College
4	D.M. College of Arts
5	D.M. College of Commerce
6	D.M. College of Teacher Education
7	Government Hindi Teachers Training College
8	S.M.S. Law College
9	G.P. Women's College
10	Modern College
11	Standard College
12	Imperial College
13	Oranthal College
14	Imperial College
15	Western College
16	T.S. Paul Women's College
17	Canchipur College
18	M.B. College
19	Biramajol College
20	Nanan Devi Memorial College of Education

25	Kamakhya Pension College
26	Regional College
27	Litong Hawsibi College
28	Govt. Academy of Law
29	Govt. College
30	Govt. College
31	Govt. College
32	Govt. College
33	Govt. College
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46	Govt. College
47	Govt. College
48	Govt. College
49	Govt. College
50	Govt. College

51	Kachching Nmanou College
52	V.K. College
53	Govt. College
54	Govt. College
55	Govt. College
56	Govt. College
57	Govt. College
58	Govt. College
59	Govt. College
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78	Govt. College
79	Govt. College

3. NEED AND JUSTIFICATION OF THE STUDY:

An enormous growth and expansion have also brought numerous problems concerning finance, infrastructure and management. Higher education in Manipur is running through huge financial constraints. The salary given to the huge section of teachers is very low particularly private colleges/institutions. Most of the institutions are not getting adequate funds due to which the infrastructure conditions of most of the colleges are in bad shape.

The most unfortunate phenomenon occurring in the higher education system of Manipur is the huge out flow of students to institutions outside the state. This is an indication that the students have lost faith in the existing higher education system of the state.

Another distressing fact is the problem of insurgency, socio-economic and political crisis which has a tormenting effect on the life of the people. These are the important factors which do not only hamper the development but also threatens the peaceful co-existences of all communities.

At this juncture there are certain important questions which demand special attention. Some of them are; whether the huge expansion has lessened the demand for higher education in the state? Are teachers faced with any problems relating to their profession? If yes, how serious are the problems? Are there any remedial measures to those problems? Are students being provided with adequate educational facilities? Is the higher education system adequately equipped to prepare its students for the present competitive world? What is the financial position of higher education? Are the budget allocations adequate enough to meet the need of higher education? Is the higher education system vibrant to meet the future challenges? These are few important questions which should be focus in order to bring about desirable improvement and for maintaining the standard of higher education. All these questions and various phenomena of higher education mentioned above have raised the need to conduct a comprehensive study into the system of higher education in Manipur. Further, such study is needed mainly because of three reasons;

- Very few studies were conducted on the mentioned area and all the studies were exclusive, i.e. the studies were limited to specific aspects of higher education.
- The present study will enquire into the various aspects of higher education, and particularly the problems of teachers and students.
- The study is also expected to reveal remedial measures for quality improvement of higher education and thus became the basis for policy formulation for the state's Higher Education and elsewhere.

4. STATEMENT OF THE PROBLEM:

Therefore, on the basis of the statement of the problem, the study is entitled as;

A Study of Higher Education in Manipur

5. DEFINITION OF THE TERMS USED:

5.1. Higher Education:

The term Higher Education generally encompasses all forms of studies and training activities offered at the tertiary level after secondary education which includes general as well as professional education.

5.2. General Education:

General Education refers to the type of education offered in the general colleges and general university and the courses included are Arts, Science and Commerce.

5.3. Professional Education:

Professional Education refers to the type of education offered in the Engineering, Legal, Medical, Teacher Training, Agricultural, Management, Dance, and Fine Arts colleges and institutions.

5.4. Development:

Technically, the term development refers to quantitative and qualitative changes. However, in the present study, the term development shall be used to connote the quantitative changes only in relation to the increase in the number of educational institutions, students, and teachers and also change in educational expenditure.

6. OBJECTIVES OF THE STUDY:

The objectives of the study are;

1. To study the development of higher education in Manipur.
2. To find out the problems pertaining to general higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
3. To find out the problems pertaining to professional higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
4. To find out the problems of teachers and students of general and professional higher education in the state.
5. To suggest measures for improvement in the field of higher education in Manipur.

7. METHODOLOGY OF THE STUDY:

The present study is concerned with the investigation of the existing present problems and the development of higher education in the state. Therefore, the researcher had adopted Descriptive Survey and Historical Method.

7.1. Population of the study:

The population of the present study had included all higher educational institutions of Manipur, which is comprised of 73 colleges from the 9 districts of the state; and two universities, viz., the Manipur University and the Central Agricultural University, Imphal. Detail information about the population of the present study is showed in Table 1.

Table 1: Population of the General and Professional institutions

Type of institutions	No. of	Teachers	Students
General Colleges	57	3378	18268
Professional Institutions/colleges	16	468	2403
Total	73	3846	20671

Table 2: Population of the Universities

Name of University	Teachers	Research Scholars	Students
General University	165	145	1337
Professional University	36	*	191
Total	201	145	1528

**M.Phil and Ph.D. courses are yet to be introduced.*

Sources:

1. Annual Report (2004), Manipur University.
2. College Statistics (2005), College Development council, Manipur University, Imphal
3. <http://dare.nic.in/cau1.htm>

7.2. Sampling Techniques

On ascertaining the nature of the entire population, it was decided to adopt two sampling techniques which are described below;

- (i) **Purposive sampling technique:** This technique was used for the selection of sample of high ranking administrative officers of higher education as shown in the following table.

Table 3: Sample of Officers of Higher Education

Designation	Institution/Department	Sample	Total
Vice Chancellors	(i) The Manipur University	1	2
	(ii) The Central Agriculture University	1	
Administrative Officers	(i) The Manipur University	4	6
	(ii) The Central Agriculture University	2	
Government Officers	(i) Director/Commissioner, Department of Higher and Technical Education	1	2
	(ii) Additional Director of the Department of University and Higher Education	1	
		Total	10

These officers were included in the sample because they are persons who are directly connected with the higher educational system of the state and thus, capable of giving important information under investigation.

- (ii) **Simple random sampling technique:** This sampling techniques was used for the selection of sample of teachers, research scholars and students (both undergraduate and university levels).

7.2.1. Sample:

The sample of the study included two universities, 15 general colleges, and 6 professional institutions/colleges. The following table shows the detail about the sample sizes of institutions, students, scholars and teachers of higher education.

Table 4: Showing sample of colleges/institutions, students, scholars, and teachers

Type of institutions	Samples			
	Institutions	Teachers	Research Scholars	Students
Manipur University	1	50	30	170
Central Agricultural University	1	20	-	24
General College	15	330	-	1330
Professional College	6	100	-	446
Total	23	500	30	1970

7.3. Tools used for data collection:

Tools used for the collection of data for the present study included the following;

- (1) Questionnaires.
- (2) Interview schedules.

7.3.1. Questionnaires:

The Research Scholar had developed questionnaires for;

- Principals (General College);
- Principals (Professional Institutions);
- Teachers (for General and Professional Colleges/Institutions);
- Students (for General and Professional Colleges/Institutions));
- University Teachers (for Manipur University and Central Agricultural University);
- Research Scholars (for Manipur University); and,
- University students (for Manipur University and Central Agricultural University);

7.3.2. Interview schedules:

The following interview schedules were developed by the scholar;

- Interview Schedule for Vice Chancellors of the Manipur University and the Central Agricultural University, Imphal;

- Interview Schedule for the Administrative Officers of the Manipur University and the Central Agricultural University, Imphal;
- Interview Schedule for the Commissioner and the Additional Director of the Department of University and Higher, Govt. of Manipur.

8. Data Collection

Data were collected from two sources, namely, primary and secondary sources. The primary sources, i.e. the first witnesses to a fact, were the responses obtained from the questionnaires and interview schedule and the original documents like records, reports, colleges/institutions and university prospectus, and minutes. The secondary sources refer to the secondary account provided in Books, Journals, magazines, etc.

8.1. Procedure of Data collection

The procedure for collecting data for the present study included; (i) Documentary survey; (ii) administering questionnaires to principles, students and teachers; and (iii) conducting interview to high ranking officers of higher education.

9. MAJOR FINDINGS OF THE STUDY:

9.1. Findings related to Development of General & Professional Higher Education:

The pace of the growth of institutions of higher education in the state is quite remarkable. In order to meet the fast growing demand of higher education, numerous colleges and institutions were established in different parts of the state. At the time of India's Independence, there was only one college in the state but in 2005, there are 73 colleges/institutions and 2 universities. The development of higher educational institution is described under two sub-headings;

(I) Development of General Higher Education.

(II) Development of Professional Higher Education.

9.1.1. Development of General Higher Education

The development of general higher education in the state of Manipur can be traced back from 1946, the year in which the first general college (i.e. D.M. College) was founded. The study found out that prior to the establishment of D.M. College the students of Manipur suffered difficulties in pursuing higher education due to the non

availability of institutions of higher education within the state. The students who could afford went to other parts of India to receive their higher studies. Nevertheless, after Independence, the demand for college education was gradually met with the establishment of more colleges.

General higher education in Manipur has witnessed phenomenal development in terms of enrolment, number of institutions and expenditure. At the time of Independence, Manipur had 1 college, 68 students and 10 teachers, but in 2004-05, the numbers have increased to 57 general colleges, 18268 students and 3378 teachers. The expenditure on general higher education has increased tremendously from Rs.1,85,000/- in 1955-56 to Rs.10,69,43,000/- in 1995-96. Further, the chronological development of higher education is depicted in the following table.

Table 5: Chronological development of General Colleges

Sl. No.	Name of colleges	Year of Estd.
1.	D.M. College of Science(G)	1946
2.	D.M. College of Arts(G)	1946
3.	Manipur College(G)	1958
4.	Moirang College (G)	1963
5.	Thoubal College(G)	1963
6.	Oriental College(G)	1963
7.	Modern College(G)	1963
8.	Rayburn College(P)	1964
9.	G.P. Women's College(G)	1965
10.	C.I. College (G)	1965
11.	Churachadpur College(G)	1965
12.	Petigrew College(G)	1965
13.	Nambol L. Sanoi College(G)	1966
14.	Kha Manipur College(G)	1966
15.	M.B. College(G)	1969
16.	Ideal Girls College(G)	1970
17.	N.G. College(G)	1970
18.	Bethany Christian College(P)	1972
19.	Y.K. College(G)	1972
20.	Presidency College(G)	1973
21.	Biramangol College(P)	1973
22.	Lilong Haoreibi College(G)	1976
23.	Lamka College(G)	1977
24.	Hill College(G)	1977
25.	Imphal College(G)	1979

Sl. No.	Name of colleges	Year of Estd.
26.	Liberal College(P)	1979
27.	Thambal Marik College(P)	1980
28.	Mangolnganbi College(P)	1980
29.	United College(G)	1980
30.	Western College(P)	1980
31.	T.S. Paul Women's College(P)	1980
32.	Kumbi College(P)	1981
33.	S.Kulla Women's College(P)	1981
34.	South East Manipur College(P)	1981
35.	Ching Tam College(P)	1981
36.	Kakching Khunou College(P)	1981
37.	Waikhom Mani Girls' College(P)	1981
38.	Pole Star College(P)	1981
39.	Kakching College(P)	1981
40.	Regional College(P)	1981
41.	Pravabati College(P)	1981
42.	Mayai Lambi College(P)	1981
43.	Jiri College(P)	1981
44.	Kamakhya Pemton College(P)	1981
45.	Standard College(P)	1981
46.	Canchipur College(P)	1983
47.	Shree Shree Gour Govinda Girl's College(P)	1985
48.	Tamenglong College(G)	1986
49.	Naorem Bihari College(P)	1986
50.	Damdei Christian College(P)	1987
51.	NG. Mani College(P)	1988
52.	Yairipok Universal College(P)	1990
53.	Moreh College(P)	1996
54.	D.M. College of Commerce(G)	1996
55.	Kangpokpi Mission College(P)	1997
56.	Mt Everest College(P)	1999
57.	Don Bosco College(P)	2000

Note: G = Government College; P = Private College

Source: *College Statistics 2005*, CDC, Manipur University, Imphal

The study also revealed that all 57 (Fifty Seven) general colleges in Manipur were affiliated to the Manipur University, Imphal. Out of these colleges, 7 colleges are located at Bishnupur District, 3 in Chandel District, 5 in Churachandpur District, 25 in Imphal area, 6 in Senapati District, 1 in Tamenglong District, 9 in Thoubal District; and 1 in Ukhrul District. It is evident that the district-wise distribution of general higher

educational institutions is imbalanced. This indicates the unplanned development of general higher education in the state.

The expansion in the number of general colleges gave birth to the need for a separate university in the state. However, the demand was partly fulfilled when Jawaharlal Nehru University, New Delhi opened a special Centre of Post-graduate Studies at Imphal in 1971. Later, the imperativeness of a separate university was felt strongly and consequently the Manipur University was founded at Imphal in 1980. Since then, the Manipur University is providing affiliation to the colleges and institutions situated within the boundary of the state.

With regards to the development of women's higher education in Manipur, the study revealed that the progress has been very slow. Till date only six women's colleges are operating throughout the entire state which is just 10.34% of the total number of colleges. These colleges were providing general education only. Out of these colleges, three colleges are situated at Imphal West District and one each is located at Bishnupur District, Thoubal and Imphal East District. The study had found out that all existing women/girl colleges were purely located in the valley districts, whereas no women's college was found in entire hill districts.

9.1.2. Development of Professional Higher Education

Professional Higher education has a late start in the state of Manipur as the first institution was established during the later part of 1940's. This may be due to ignorance or lack of awareness among the people and the indifferent attitude of the then authorities. In spite of its late start, it has made some progress. At present, the state is having 16 professional institutions (under graduate level) and 1 Agricultural University which is providing professional training to the students in different fields like Engineering, Medical, Legal, Agriculture, Fine Art, Dance, Teachers Education, etc.

The Central Agricultural University (CAU), Imphal is the only professional university in the state which was founded in 1993 in order to cater agriculture education to the people of NE states. It was found out that the University's jurisdiction is limited to the states of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Sikkim and

Tripura. The study also found out that the CAU is totally different from the general universities in its set up and functioning.

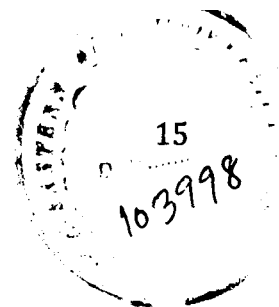
Table 6: Chronological development of Professional Colleges/Institutions

Sl. No.	Name of colleges	Year of Estd.
1.	Imphal Art College(P)	1949
2.	Government Dance College (G)	1954
3.	Government Polytechnic (G)	1956
4.	LMS Law College(G)	1958
5.	DM College of Teacher Education (G)	1972
6.	Regional Institute of Medical Science (G)	1972
7.	Hindi Teachers' Training College(G)	1975
8.	LMGM Law College (P)	1982
9.	DOEACC (Centre for electronics design and technology of India Govt.(G)	1988
10.	Institute of Cooperative Management(P)	1988
11.	Kanan Devi Memorial College(P)	1992
12.	Royal Academy of Law College(P)	1994
13.	Th. Ibotombi Institute of Teacher Education and Training(P)	1997
14.	Manipur College of Technology(G)	1998
15.	R.K. Sanatombi College of Teacher Education(P)	2003
16.	Trinity College of Teacher Education and Training(P)	2003

Note: G = Government College; P = Private College

Source: *College Statistics 2005*, CDC, Manipur University, Imphal

The development of professional higher education was quite slow in comparison to that of general higher education as till date the state has 16 professional colleges/institutions and one university only. With the growth of institutions, continuous rise in the number of students was observed. But, in 2000-01, the number of students dropped drastically to 999 from 6078 in 1996-97. Later in 2004-05, the number of the student increased to 2861. Moreover, the trend of growth in the number of teachers also showed a similar trend with that of the students. In 2000-01, the total number of teachers teaching in professional higher education had come down to 29. But, it had recovered in 2004-05 and the number of teachers had increased to 411 that is 14 times more than 2000-01. The chronological development of professional institutions is showed in the table below;



9.2. Findings related to the problems of higher education in Manipur:

The capacity of an institution to perform better depends, greatly, on the condition of infrastructural facilities. This means that, in general, the better the infrastructure, the better will be the performance. Therefore, adequate infrastructure facility is one of the important key for the success of an educational system and more specifically an institution. However, the present study found out the failure of higher education to deliver better education to the students which can be attributed to the lack of infrastructural facilities in the libraries, laboratories, classrooms, teachers' rooms and students' rooms. The infrastructural problems were worse in the general colleges and professional institutions. Another important problem was the lack of proper maintenance of the existing infrastructures. As regards to facilities for teachers, most of the sample of general and professional colleges/institutions failed to provide standard facilities to the teachers and moreover teaching aids and laboratory equipments were poor. On the other hand, better facilities were provided to the university teachers. The study also revealed that most of the general colleges were not having computer while the professional institutions and the two universities were found to be equipped with computers. Further, in the context of college education in Manipur, hostel facility was not available in most of the colleges and even the exiting hostels were found to be poorly run and managed.

Adequate funding to higher education is the greatest challenge of not only for the state government but also for the central government. The survival and prosperity of the educational system also depend on the funding mechanism. In general, adequate funds bring good infrastructures and good human resources and these in turn deliver good result to education. Findings revealed that both state and the central government were providing huge amount of funds to the higher educational institutions every year. But, the funds were not enough to meet the needs of higher education especially the general colleges. In case of private colleges, the study revealed that they were suffering from shortage of funds as a result of which teachers were ill-paid and infrastructures were poor. In case of the government college, poor management of the funds is the problem. However, most of the professional institutions and the two universities were

financed by the state and central government due to this the problems of funds shortage was less for them. Moreover, the sample of general colleges, professional institutions and the two universities were suffering from leakages of funds which hamper the process of development. Leakages refer to extortions of money by insurgent groups.

Needless to say, having Good teachers, good students, better infrastructure and good funding are significant for the success of an institution but these are not the only pre-requisite for achieving the educational goals to the optimum. Good and efficient administration is also equally important. Administration in education refers to the proper management of educational resources such as teachers, infrastructures, and funds in order to maximize educational achievements. The study, in this regard, found out different kinds of problems which have hampered the proper functioning of the system. The problems were (i) no proper admission policy, (ii) rules and regulations were not implemented properly, (iii) no provision for reviewing the performance of teachers, (iv) no proper educational policy, (v) no mechanism for monitoring, and (vi) lack of co-ordination between the departments and university, between government and the higher education authorities.

The academic aspect of higher education in Manipur is also suffering from various kinds of problems and adversities. This is basically because the academic aspect is largely dependent on the infrastructure and financing aspects. As mentioned earlier, better funding renders good infrastructures and good human resources and these in turn create opportunities for academic development and excellence. As a matter of fact the poor funding has caused poor infrastructure and this has affected directly or indirectly the academic performance of higher education. In addition to good funding, the academic aspect largely depends on sincerity and faithfulness on the part of the authorities, teachers and students. The academic performance also depends upon the availability of standard reading materials and adequate infrastructural facilities. However, the study revealed that lack of reading materials, poor infrastructure and lack of sincerity and faithfulness were the important factors affecting the academic performance.

It is obvious that the infrastructure, finance, administration and academic aspects of higher education are inter-related and inter-dependent on each other. As such, it is very hard and almost impossible to maintain quality education and deliver excellence in higher education if any of these aspects are found to be weak or dysfunctional. Thus, the success of an educational system greatly depends on the availability of proper and adequate infrastructural facilities backed by adequate funding which should be guided by good and efficient administration and above all supported by sincere and faithful academic resources.

As stated above, the higher education of Manipur suffered from numerous problems and there could be many reasons for it. Nevertheless, some of the major problems were;

1. Based on the analysis, 46.66 per cent of the general colleges; 50 per cent of the professional institutions and both the universities under study were providing hostel facility to the students. The study revealed that the number of hostel seats was limited at the college level. Due to this, students were compelled to stay in a rented house. In case of the universities, it was observed that the hostel seats were quite adequate.
2. The study revealed that 13.51 per cent and 17.02 per cent of student respondents of general and professional institutions, respectively, revealed that their college libraries were too small and thus required expansion.
3. 37.50 per cent of teacher respondents of the Manipur University and 71.43 per cent of Central Agricultural University reported that there was shortage of quarters.
4. With regard to common room for students, 59.27 per cent of the students of the professional institutions revealed that such facility was not available in their institutions.
5. Based on analysis, the laboratory rooms of the general and professional institutions under study were found to be inadequately equipped with the laboratory facilities like equipments, chemicals, fridge, computers, etc.

6. As per data obtained, both the general and professional institutions were found to be suffering from shortage of teachers and non-teaching staff. 18.18 per cent of general colleges and 50 per cent of professional institutions reported that there was shortage of teachers. 27.27 per cent of general colleges and 33.33 per cent of professional institutions revealed the shortage of non-teaching staff.
7. With regards to students' admission, it was revealed that student admissions were done by the respective institutions including universities. The study also revealed that different types of admission procedures were adopted by each colleges/institutions and universities. The admission procedures adopted were first come first serve basis or merit basis or written test or interview or combination of written test and interview.
8. 68.98 per cent of teachers of general colleges and 89.66 per cent of teachers of professional institutions reported that they usually spend less than 10 hours per week in teaching. 57.14 per cent of teachers of Central Agricultural University and 32.50 per cent of the teachers of Manipur University revealed that they spent less than 10 hours per week in teaching.
9. The study found out that due to lack of funds the teachers of private colleges/institutions and part time teacher both at the college and university level were not paid well.
10. As per data obtained, it was found out that the study materials in the libraries of most of the colleges and institutions (more than 60%) were not updated regularly except the teacher respondents (57.14%) of the Central Agricultural University revealed that the library study materials were updated regularly. Further, the overall observation revealed that the study materials (such as newspapers, magazines, journals, textbooks, etc.) were not adequately stocked in the libraries of most of the colleges and institutions including universities under study.
11. 22.46 per cent of student respondents of professional institutions and 46.45 per cent of the students of general colleges and 13.93 per cent of the students of Manipur University revealed that their teachers did not attend the class regularly.

Though the percentage of students revealing it is less the matter should not be considered lightly as this will have serious impact in the long run.

12. The study also found out that bandhs and strikes were other important social issues which have caused frequent disruption in the academic activities.
13. The study found out that few general colleges (36.36%) under study were equipped with computers which were mainly used in the office. However, 100 per cent of the professional and the universities under study were found to be equipped with computers.
14. As per data obtained and based on observation, It was found out that few general colleges (13%) under study were facing the problem of shortage of students which had paralyzed the functioning of these colleges. Some colleges were even at the verge of closing down as the number of students was extremely low.
15. The students (71.41%) & the teachers (11.23%) of general college and students (73.86%) of professional institutions revealed that the courses were not completed on time. The reasons were (i) teachers do not attend class regularly, (ii) syllabus too vast, (iii) colleges closed down quite often due to bandhs and strikes, and (iv) frequent transfer of teachers.
16. The students (55.93%) of professional institutions revealed that the library hour in their institution was too limited. The libraries under study, as revealed the students, were open during the class hours and were closed very early and also the libraries were not open on holidays. The students of the general colleges under study also face the same kind of problem.
17. Observation revealed that cheating and copying was prevalent during examination in most of the colleges. However, only 50 per cent of the students of professional institutions and few students of general colleges revealed that prevalence of such malpractices.
18. The study found out that neither the general nor the professional institutions including universities were providing placement facility to their students.

19. The study also revealed that books for libraries were purchased without consulting the teachers concerned. This was revealed by the teacher respondents of general colleges and Manipur University.

10. CONCLUDING STATEMENTS:

The present study had been a big challenge for the Research Scholar and his Supervisor as the scope of the study was too vast. The study covered the entire higher educational system and almost the entire state of Manipur. Sincere attempt was made to conduct an in-depth and extensive study and eventually the study ends with eye opening revelations concerning the problems and trend of progress of higher education in the state of Manipur. Some of the unique problems of higher education in Manipur as revealed by the study are discussed in the following paragraphs.

The present study revealed numerous problems of higher education in Manipur and their probable factors (social, economical, political, etc.). Nevertheless, a deeper analysis and observation further revealed the root of these factors. Probably, the root cause of all the problems of higher education in Manipur may be attributed to lack of sincerity and faithfulness on the part of the government, education authorities, teachers, students and most importantly society. Therefore, it is imperative to devise a mechanism to infuse or condition sincerity and faithfulness among the authorities, teachers and students so that the system is revived and put back on the right track of academic excellence.

It was also revealed that the development of institutions of higher education in Manipur was concentrated in the Valley areas of the state and the hill areas were getting small share of it. Moreover, almost all the professional institutions were found to be located in the valley areas alone. This indicates the absence of proper planning and organization of the higher education system.

Unlike most of the states; where the numbers of colleges keep increasing, Manipur is facing a unique problem of dying colleges. The study found out that between the years 2000 to 2005 the state had lost 4 colleges of general education. Such decline in the number of colleges might be attributed to many factors – social, economical, political

and ethnical. It was further revealed that the factors leading to the closure of colleges was mainly due to shortages of students. And, the shortage of students might be due (i) intra and extra migration of students, (ii) academic standard or quality of the colleges and (iii) other factors.

The intra students' migration means the movement of the students within the state – i.e. migration from one district to other. In this connection, the study found out that the students of a particular district go to colleges located in other district while a number of colleges are found to be functioning in their district. Numerous factors have caused such intra migration. Some of them may be (i) lack of quality education, (ii) lack of quality infrastructural, (iii) shortage qualified teachers and (iv) most importantly, leniency during examination. Moreover, extra migration means the moving out of students to other states for pursuing higher education.

One of the important and remarkable features of higher education system of the state is that unlike most of the state in the north eastern region the state of Manipur has the largest number of government colleges. The higher education system of Manipur has 25 government colleges (both general and professional education) which is about 34 per cent of the total colleges. This indicates that the missing link between input and output of higher education of Manipur seem to be proper planning and far sighted policies.

The higher education system of Manipur, in spite of being surrounded by numerous problems, has a very bright and promising future, unless proper planning is done. As a matter of fact, the system has tremendous potential to excel because the system does not lack colleges and institutions. To achieve excellence in academic and in order to deliver quality education and maintain status quo, the higher education system of Manipur must evolve in such a way that it is free from all sorts of flaws and immune to the different kinds of academic problems and social evils. To realized this goal;

- Consistent efforts must be directed towards expansion and up-gradation of the infrastructural facilities which must be backed by proper maintenance.

- The higher education system must be guided by good and efficient administration which will maintain proper checks and balances between the academic autonomy and the mechanism controlling it. Moreover, in order to yield the best result, proper planning and diligent management of resources of higher education is imperative.
- Strong and honest commitment must be made to provide adequate funds to the higher education. For this purpose not only the government but also potential private individual should be encourage to invest their resources for the cause of higher education.
- The human resources of higher education such as officer and staff of higher education departments, head of the institutions, teachers, students and parents should discharge their responsibility sincerely and faithfully and also develop positive attitude towards higher education.

The vision to make the higher education system of Manipur one of the best not only in India but also throughout the world can be realized only when these factors are addressed with proper approached accompanied by right and committed attitude.

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A STUDY OF HIGHER EDUCATION IN MANIPUR

THESIS

**SUBMITTED IN FULFILMENT OF THE REQUIREMENT
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION**

PROF. A. HENIA
Supervisor

JANGKHOLUN MATE
Research Scholar



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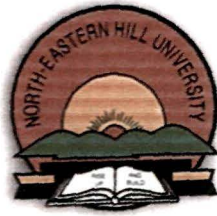
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DECLARATION

I, Jangkholum Mate, hereby declare that the subject matter of this thesis is the record of the work done by me, that the contents of this thesis did not form the basis of an award for any previous degree to me or to the best of my knowledge to anyone else and that the thesis has not been submitted by me for any research degree in any other University or Institutions.

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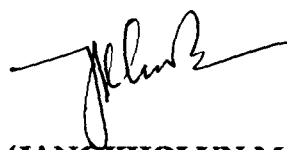
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Dated, Shillong

The 8th May, 2009



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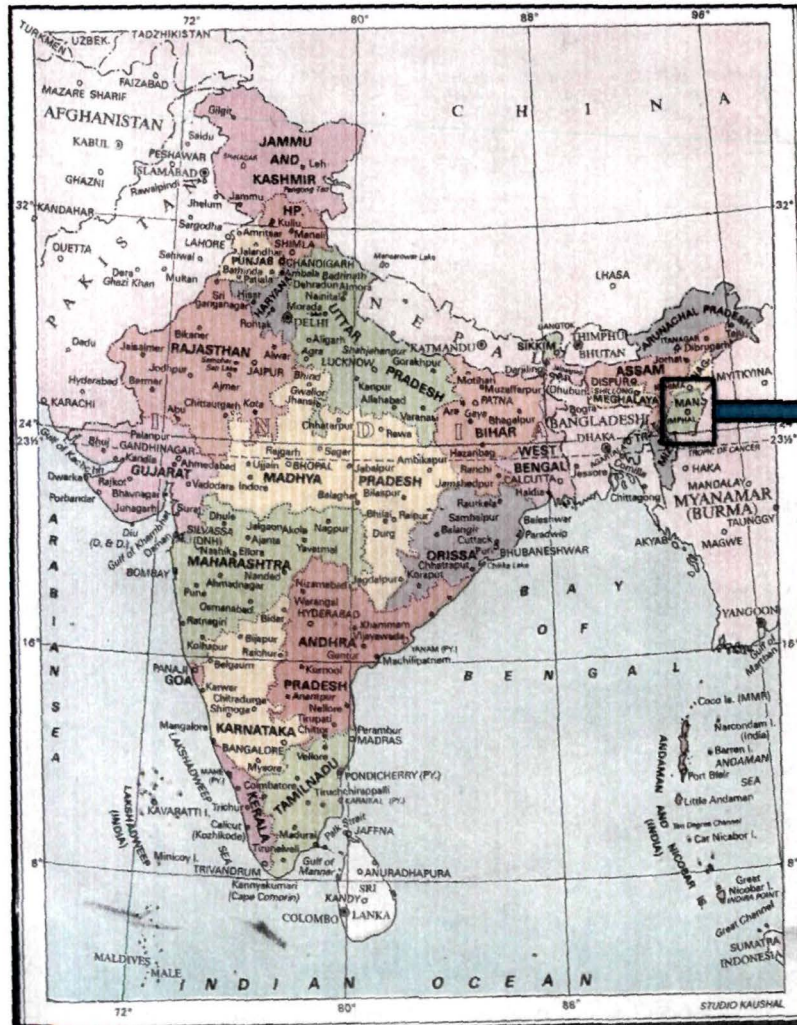
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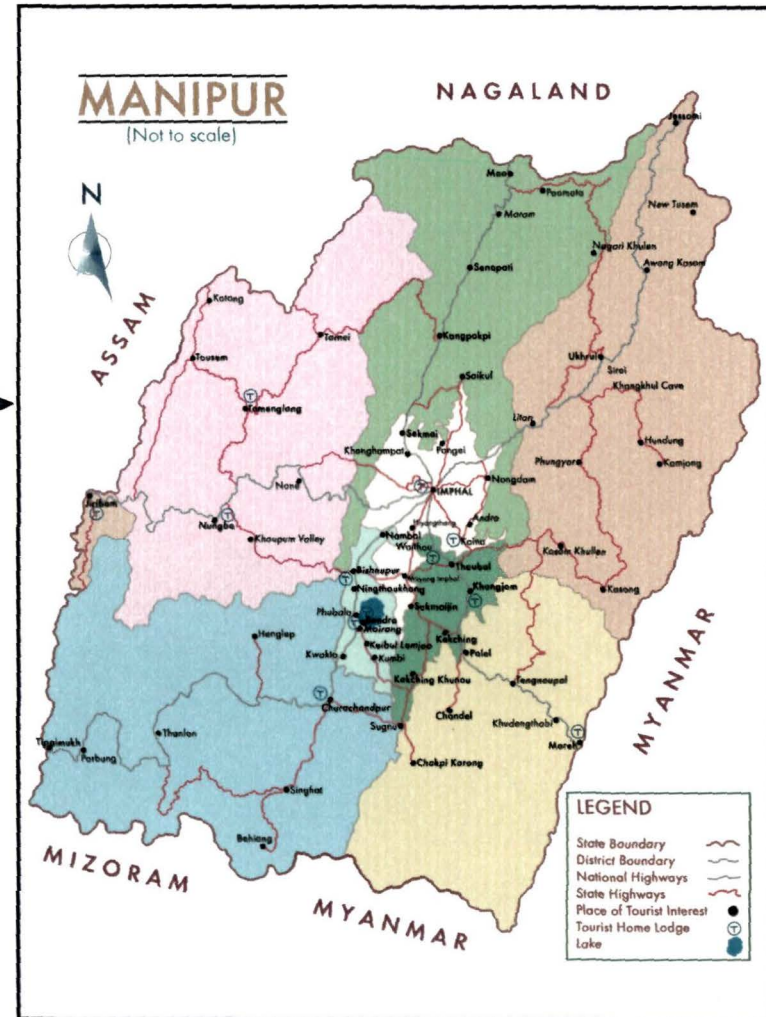
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Map showing the location of Manipur



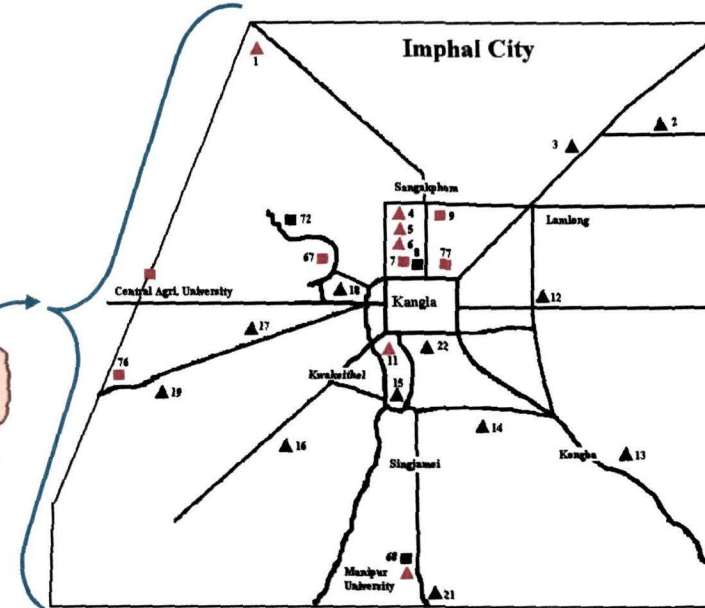
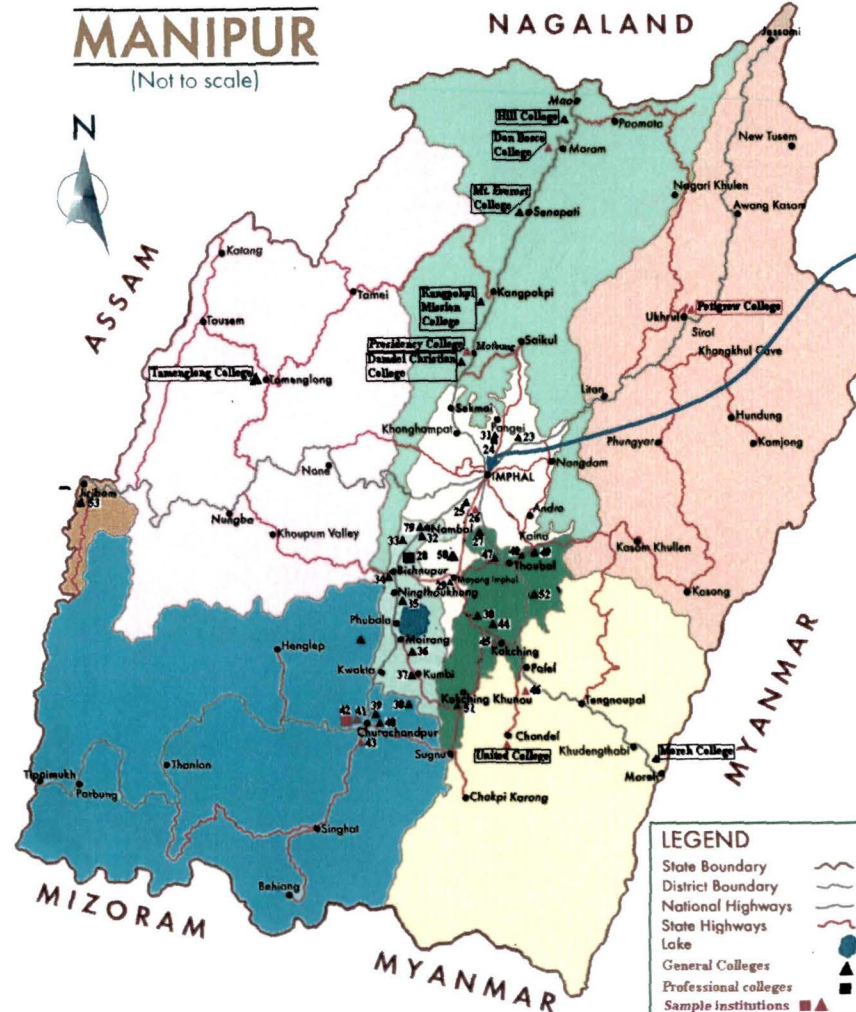
INDIA



MANIPUR

MAP SHOWING THE LOCATION OF COLLEGES/INSTITUTIONS/UNIVERSITIES IN MANIPUR

LOCATION OF INSTITUTIONS OF HIGHER EDUCATION



Code No.	Name of the Colleges/Institutions	Code No.	Name of the Colleges/Institutions	Code No.	Name of the Colleges/Institutions
1	Liberal College	25	Kamakhya Permon College	51	Kakching Khunou College
2	NG. Mami College	26	Regional College	52	Y.K. College
3	Shree Shree Gour Govinda Girl's College	27	Lilong Haoreibi College	53	Jiri College
4	D.M. College of Science	28	Royal Academy of Law	62	Imphal Art College
5	D.M. College of Arts	29	Pravabati College	64	Government Dance College
6	D.M. College of Commerce	30	Pole Star College	65	Government Polytechnic
7	D.M. College of Teacher Education	31	Naorem Bihari College	67	Regional Institute of Medical Science
8	Government Hindi Teachers Training College	32	S.Kulla Women's College	71	DOEACC (Centre for Electronics Design and Technology of India)
9	I.M.S. Law College	33	Thambal Marik College	72	Institute of Cooperative Management
11	G.P. Women's College	34	C.I. College	73	Th. Photombi Institute of Teacher Education and Training
12	Modern College	35	Mangoigantbi College	76	Manipur Institute of Technology
13	Standard College	36	Moirang College	77	R.K. Stantombi College of Teacher Education
14	Ideal Girls College	37	Kumbi College	78	Trinity Teachers Training College
15	Manipur College	38	Ching Tam College	79	Nambol L. Sano College
16	Imphal College	39	Bethany Christian College		
17	Oriental College	40	Lamka College		
18	N.G. College	41	Churachandpur College		
19	Western College	42	Lalraien Mangmingthang Gangte Memorial Law College		
20	T.S. Paul Women's College	43	Rayburn College		
21	Canchipur College	44	Kakching College		
22	M.B. College	45	Kha Manipur College		
23	Birangmai College	46	South East Manipur College		
24	Nanan Devi Memorial College of Education	47	Waikhom Mami College		
		48	Thoubal College		
		49	Yairipok Universal College		
		50	Mayai Lambi College		

CHAPTER - I

INTRODUCTION

1.1. INTRODUCTION

Education is a powerful instrument for change. It changes the life of an individual, transforms the society, and builds a nation. It has the capacity to provide its recipients a better and respectable life. Today, people of all walks of life give premium to education for their better and improved future. It has, therefore, become indispensable part of one's life.

On the other hand, higher education*, the apex stage of an educational system of a country, has become much more significant in the present era than it was long before. Higher education is directly or indirectly associated with the national development. Practically speaking, higher education has evolved to such level that the development of a country and perfection of a man towards self reliance would be hard to actualize without the contribution of higher education. National Policy on Education (1986)¹ has visualized higher education as a forum concerned with those critical issues facing humanity such as social, economic, cultural, moral and spiritual. It also considered higher education as an agency which contributes to national development through dissemination of specialized knowledge and skills, therefore, a crucial factor for survival. Moreover, higher education is also expected to play a key role in producing competent teachers for the educational system of the country.

Jawaharlal Nehru, the first Prime Minister of India, said: a University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race toward higher objectives. Universities are places of ideals and idealism. If the Universities discharge their duties adequately, then, it is well with the nation and the people.²

* The term Higher Education generally encompasses all forms of studies and training activities offered at the tertiary level after secondary education which includes general as well as professional education

The above passage reflects the expected socialistic attitude from the universities, in particular, and higher education in general. It has described vividly the philosophy, hope, aspirations, values, belief and challenges of Indian higher education and most importantly service to humanity, particular to the Indian societies.

Cardinal John Henry Newman visualized the universities to be 'the high protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation'.³

It has been accepted with no doubt that no country can think of its economic, political, social, spiritual and cultural prosperity without taking into account the growth and development of Higher Education. In other words, the power of a nation to grow economically, socially, politically, culturally and spiritually depends tremendously in its power to develop and make optimum use of its manpower. At the same time, national development requires well trained and competent people from various fields. It is for this matter an investment in the field of higher education has become imperative as it contributes to an increase in labour productivity of a country⁴. In this context, higher education has the capacity to produce trained and competent personnel for the nation in order to make its dream of 'self-reliance' happen. Therefore, higher education is an essential and integral part in the process of a nation's prosperity and development.⁵ The dream of our Great Country, India, is to become a Super Power which can only be actualized if higher education is given its due place in the process of nation building.

The World Bank Report of 1994 has emphasized that the development of higher education is correlated with economic development. This is because the enrolment ratio in higher education on average is 15% in industrialized countries as compared with 12% in middle income countries and 6% in low income countries.

Further, higher education prepares its recipients to discharge a responsibility in government, business and other professions by developing in them the required knowledge and skills. Higher education is also responsible for developing new knowledge through research and disseminates this knowledge.

The contribution of higher education both in developed and developing countries has been empirically established and thus has been rightly regarded as the

backbone of the economy and a powerful instrument for fulfillment of the nation's aspirations' (Manju Narula, 2000, p.1). The primary aim and objective of most nations would be economic self-reliance. This can be actualized only when higher education is able to produce and supply manpower requirement to industries of the nation and also in the field of science and information technology, agriculture and other service sectors.

1.2. OBJECTIVES OF HIGHER EDUCATION

Indian National Commission for Cooperation with UNESCO (1998)⁶ had mentioned the objectives of higher education in its country's paper for 'UNESCO World Conference on Higher Education in the Twenty-First Century'. The objectives of higher education are;

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret all knowledge and beliefs in the light of new things and discoveries;
- To provide the right kind of work ethos, professional expertise and leadership in all walks of life;
- To strive and promote quality and social justice;
- To foster among teachers and students and, through them in society generally, integral development of values inherent in physical, emotional, rational, aesthetic, ethical and spiritual education; and,
- To promote synthesis of knowledge, with special emphasis on unity of scientific and spiritual pursuits that would revitalize our country's heritage and promote the ideal of the whole world as one united family.

1.3. ROLE OF HIGHER EDUCATION

Higher education shoulders an incredible responsibility of remodeling and restructuring those elements of the nation which are instrumental for the country's prosperity. The most important task of higher education is to provide people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual

issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is, therefore, a crucial factor for survival.

Today, in the field of science and technology, India is counted among the great nations and one of the most promising countries of the world which has the capacity to transform the future world scenario. In spite of achieving such status in the world, India has a huge dark side. Poverty, backwardness, political turmoil, social crisis, religious problems is rampant, even though various measures were taken up. Hope is decaying and the future of countrymen seems to be doomed especially for the common mass. In this chaos and tragic situation, all country men is looking forward towards higher education with great expectations that it will deliver them for darkness of the present conditions to the bright life of progress and prosperity. Higher education, therefore, has a gigantic task of fulfilling the hope and aspirations of countries that are poor but rich in resources, such as India.

The role of higher education has changed considerably during the last five decades. During the earlier days, higher education was considered to be the means for attainment of highest self (i.e. spiritual self). Now, higher education is not only the means for self development but most importantly a significant and effective instrument for nations' economic, political, cultural, religious and social growth and development. Society has become very complex and so much so are its needs and requirements. At this critical point, the responsibility of higher education is abounded. To serve the society and individuals', it has to change itself corresponding to the very fast changing world.

Today, higher education has multiple functions. It is expected: To foster a spirit of free enquiry, and promote independent and critical thinking; To be a repository of knowledge, responsible for its transmission through teaching and extra-mural programmes; To be the place for the pursuit, generation and application of new knowledge, and for the search for truth; To be the training ground for competent professionals, including doctors, engineers, business managers and administrations; To render service to society, anticipating its needs and assisting in the fulfillment of social and economic objectives; To facilitate the formulation, development and implementation of national policies and programmes; and To promote values and assist in the preservation of culture and traditions (K.B. Power, 2002,p.7).

A report of the International Commission of Education for the Twenty First Century (Delors Report), entitled 'Learning: The Treasure Within' (UNESCO, 1996), visualizes four functions for the Universities: "to prepare students for research and training; to provide training courses oriented to the needs of society; to be open to all to foster lifelong learning in its broadest sense; and to strive for international cooperation."⁷

According to Surya Nath Prasad and Suman Shukla, the most important role of University, in the present context, is inculcating and spreading the message of Peace to the society, nation and world.⁸

1.4. MANIPUR - AN OVERVIEW:

Manipur is a small state but a land with exquisite natural beautiful and splendor. As a matter of fact, in the olden days, she was known by different names to the neighbouring states. To the Burmese, it was known as 'Kathe', to the Ahoms as 'Makeli', to the Cacharis as 'Magli', while the old Assamese name for it was 'Moglan'. Manipur is also believed to have been derived from two words; 'Mani' meaning Diamond and 'Pur' Place. Literally, Manipur means Place of Diamond. Some explained that Manipur got its name as diamond was found abundantly in the area.⁹ In the modern era, Manipur is referred to as the 'land of gems' and has been variously referred by different names. Pandit Jawaharlal Nehru had described Manipur as "Jewel of India"¹⁰ because of its scenic beauty. In the words of Mrs. St. Clair Grinwood, "it is a pretty place more beautiful than many of the show places of the world."¹¹ It is also known as a 'little paradise' because of its favourable and scenic beauty.¹² It is also referred to as 'a flower on lofty heights' and 'the Kashmir of the eastern India'.¹³

1.4.1. Geographical Background:

Manipur is located in the north eastern part of India and has a total land area of 22,327 sq. km., which is 0.7 per cent of the total land surface of the Indian Union.¹⁴ Nine-tenths of the total land area of Manipur is covered by hills and the rest (one-tenth) is embraced by the valley. The state lies between 92.58° E and 94.45° E (Longitude) and 23.50° N and 25.42° N (Latitude)¹⁵ and it is having an international boundary of about 352 km. with Myanmar on the east, on the north she is bounded by Nagaland, on the

west by Assam and on the south by Mizoram. Physiognomically, the state is divided into two areas, namely, the hill areas and the valley areas. The hill areas are occupied by tribal people and the valley areas mostly by the Meiteis.

The state of Manipur is a landlocked isolated hilly state having a distinct geographical entity. It is almost rectangular in shape with a valley encircled by mountain ranges. These hills form an oval rim encircling the valley areas. The valley areas has an average altitude of 790 metres and spreads over an area of 1843 sq. km. Loktah Lake, the biggest fresh lake in the north eastern India, lies in the southern part of the valley areas. The hill areas are spread from the north to south direction with an average height ranging between 1500 to 1800 metres. Some of the hills on the northern parts of the state have a height around 3000 metres.

1.4.2. Climate:

The climate of Manipur is temperate in the valley and cold in the hills.¹⁶ The valley areas have a sub-tropical to sub-temperate climate. The hills areas have sub-temperate to temperate climate. The state has distinct winter, warm humid and rainy seasons. The average rainfall during the last 10 years was 11482 mm with heavy precipitation during the months of June, July and August.

1.4.3. Administrative Division

Manipur had attained statehood on the 21st January, 1972 and ever since than the Imphal City has been the Capital of the state. Initially, the state had five districts but the number had increased to 6 districts in 1981 and 8 during 1981-91. Further, according to Census 2001, the state has 9 (nine) districts while five districts are located in hill areas and four districts in valley areas. The Table 1.1 shows the areas wise distribution of districts and their areas (size). Moreover, the State has 6 District Councils, 166 Gram Panchayats, 4 Zilla Parishads and 33 Communities and Tribal Development Blocks, 38 sub-districts, 33 towns (28 statutory towns and 5 census towns) and 2,391 villages.

Table 1. 1: Districts of Manipur (area-wise) and their areas

Sl. No.	Districts in the Hill Areas	Area (km ²)	Sl. No.	Districts in the Valley areas	Area (km ²)
1.	Churachandpur	4570	1.	Imphal East	709
2.	Tamenglong	4391	2.	Imphal West	519
3.	Chandel	3313	3.	Thoubal	514
4.	Ukhrul	4544	4.	Bishnupur	496
5.	Senapati	3271			

Source: *Census of India, Map Profile 2001: India, States and Union Territories*, Office of the Registrar General, Government of India [2004]

The above table revealed that the largest district of the state is Churachandpur whereas Bishnupur is the smallest district of the state.

1.4.4. The Population:

The total population of Manipur as on the 1st March 2001 was 23, 88, 634 persons. This represents merely 0.23 percent of the total population on India which is about 1,027, 015, 247 persons. Manipur ranks twenty third positions among the states and Union Territories in India in order of population size. Out of a total population of 2,388,634 persons in the state, the number of males is 1,207,338 while female's number is 1,181,296. The population of the state is growing at a rate of 30.02 percent during 1991-2001. Manipur has a lopsided population distribution with 59% people living in the valley and 41% thinly dispersed in the hill areas. The highly populated district in the state of Manipur is Imphal West whereas Tamenglong is the least populated district.

1.4.5. People and Communities:

The social composition of the state comprises of four groups - the Meiteis, the Naga tribes, the Kuki-Chin-Mizo tribes and others minority communities, viz., the Meitei Pangals (Meitei Muslims).¹⁷

The demographic distribution of people in the state can be divided into two zones- the valley zone and the hill zone. The valley zone is occupied by Meitei communities, the minority communities and very few tribal people. In this zone the

Meitei communities are the dominant dwellers. The hill zone is the home of the tribal people. The tribal communities include the Naga tribes and the Kuki-Chin-Mizo tribes.

At present, there are 33 (thirty three) Scheduled Tribes¹⁸ in Manipur. They are Aimol, Anal, Angami, Chiru, Chothe, Gangte, Hmar, Kabui, Kacha-Naga, Koirao, Koireng, Kom, Lamgang, Mizo, Lusai, Maram, Maring, Mao, Monsang, Mayon, Paite, Ralte, Sema, Simte, Sahlte, Tangkhul, Thadou, Vaiphei, and Zou, Poumei Naga, Kharam and any Kuki tribes. The Mao tribe is mostly concentrating in the Senapati District, the Tangkhuls in the Ukhrul District, the Kabuis in the Tamenglong District, the Anals and Marings in the Chandel District and Thadous and Kuki in the Churachandpur District. According to 2001 census, the Scheduled tribe population was 7.41 lakhs against 6.32 lakhs in 1991 census.

There are 7 (seven) Scheduled Castes communities in Manipur¹⁹. They are Loi, Yaithibi, Dhobi, Muchi or Rabidas, Namsudra, Patni and Sutradhar. The Scheduled Castes population was 60 thousands in 2001 census as against 37 thousands in 1991 census.

1.4.5.1. The Meiteis

The Meiteis are the principal dweller in the valley areas. The main professions of the Meiteis are weaving, basket-making, fishing, grocery and most importantly agriculture. Rice is the staple food of the Meiteis and Fish is the common item of their daily diet. Meiteis have a famous dish item called 'Ironba'. It is some sort of chutney which has a special flavour and it is made by mixing dried fish, bamboo shoots or pieced soft banana trunk.

1.4.5.2. The Kuki-Chin-Mizo Tribes:

The Kuki-Chin-Mizo tribes²⁰ comprise of Aimol, Anal, Mizo, Chiru, Chothe, Koirao, Gangte, Hmar, Koireng, Kom, Lamgang, Paite, Purum, Ralte, Mayon, Simte, Sukte, Thadou, Vaiphei and Zou. Besides these tribes, there is a less known tribe, the "MATE" tribe, and so far, very little is known about them. Originally, the Kuki-Chin-Mizo tribes are nomadic race. The origin of the Kuki-Chin-Mizo tribes is clouded with lot of

controversies. Nevertheless, these tribes inhabit the south-western, south and south-eastern hills spreading in the district of Churachandpur, Tengenoupal (now Chandel) districts and Sadar Hills in the northern part of Manipur. The main occupation of these tribes is agriculture, and they practice Jhum Cultivation (method of slash and burn). The other professions are weaving, bamboo and cane work etc. Rice is their staple food. Drinking indigenous wine, rice beer, was common among men and women. On all ceremonial occasions the 'Zu', rice beer was served to the guests. However, after the adoption of Christianity, this practice is done away by most of the people.

1.4.5.3. The Naga Tribes:

The Naga tribes²¹ include Angami, Mao, Maram, Sema, Tangkhul, Kabui (Puinei, Rongmei), Kacha-Naga (Zemei, Liengmei) and some other minor tribes. They occupy the northern, north-eastern, and north-western hills of Manipur. The Nagas like the Kuki-Chin-Mizo tribes have numerous stories about their origin. They were expert in bow fight, spear throwing and in the use of Dao. These tribes also practice Jhum Cultivation. Rice is their staple food.

1.4.5.4. Culture and Festivals:

Manipur is a land of the Indo-Mongoloids. The Mongoloids, says Dr. S.K. Chatterjee, have an innate sense of decoration, colours and rhythm, which gets reflected in their textiles and other crafts along with the art of dance highly developed. This character applies certainly to the people of the valley and the hills of Manipur. The cultural heritage and festivals of the state is well depicted by its classical and folk dance forms. People of the valley have Festivals like Lai-Haraoba, Holi (known as Yaosang in Manipuri), the Ratha Yatra, the Jhoolon Yatra, Janmashtami, Durga Puja (assimilated from the Shakti worship), Ningol Chakouba.²² Whereas, in the hill areas the principal festivals of the tribal include Gang-Ngai (festival of Kabui Nagas), Chumphu (festival of Tangkhul Nagas), Kut (festival of Kuki-Chin-Mizos), Lui-Ngai-Ni (a seed-sowing festival of the Nagas) and Christmas is the common principal festival of the tribal people of Manipur.

1.4.6. Languages:

The languages spoken by the people of Manipur both the hill and the valley are classified under Tibeto-Burman family.²³

Manipuri and English are the official languages of the state. It is said that Manipuri language has been the court language of the State since early days. It has a separate script of its own which is found in old manuscripts and began to evolve about 17th century. Under the influence of Bengal Vaishnavism and the British rule, the people accepted the Bengali script for their language during the 19th century. On the other hand, the hill tribes speak different languages. The census data about the types of language spoken by major tribes of Manipur includes Annal, Gangte, Hmar, Kabui, Kom, Kuki, Liangmei, Lushai (Mizo), Mao, Maram, Maring, Paite, Tangkhul, Thadou, Vaiphei, Zeliang, Zemi, Zou etc.²⁴ All hill tribes of the State do not have script of their own rather they use the English script.

1.4.7. The Economy:

Agriculture is the main occupation and, thus, a major source of livelihood of the people of Manipur²⁵. Agriculture and forestry occupies a pivotal place in the state's economy. As per 2000-01 statistics, agriculture and its allied activities contributed 33% to Manipur's Net State Domestic Product at current price. However, the performance of agriculture in the state mainly depends on timely rainfall and weather conditions. As far as the agricultural practices are concerned, people in the hills practiced Jhum agriculture whereas the peasant communities in the plain areas practice wet rice agriculture. On the other hand, Industrially, Manipur is very backward as there is no large scale industry. This is due to locational disadvantage. In spite of such drawbacks, Manipur is famous for its handloom industry, trade and cottage industries like sericulture, bamboo and cane articles, rice milling etc. Further the development potential of the state lies in border trade with Myanmar and beyond to South East Asia through the border trading point of Moreh located in the south eastern tip of the state.

Per Capita Income is generally considered as the effective indicator for ascertaining the economic welfare of a state. It enables one to know the average size of the income and the standard of living of the people. The per capita income at current prices (Net) is Rs.13,732/- during the period 2003-04 which is quite low as compare to the all India average of Rs.20,860/- for the same period.²⁶ The period 2004-05 showed an increase of 8.51 percent where the per capita income at current prices (Net) is Rs.14,901/-

1.4.8. Transport and communication:

The state has neither railways nor navigable waterways and the transport system is synonymous with road communication. Roads constitute the most important transport system. The National Highway No. NH-39 and NH-53 link the State with the rest of the country respectively through the railway heads at Dimapur in Nagaland at a distance of 215 km and Silchar in Assam of 269 km. from Imphal. The total road length in Manipur is about 7170 km in a net-work connecting all the important towns and far off villages of the State.²⁷ The state has no waterways transport system to link with other states in the country. Imphal, the Capital of Manipur located in the valley, is well connected by air with Delhi, Kolkata, Silchar, Aizawl and Guwahati. Further, Manipur is a landlocked that is isolated from the rest of India, and have a poor communications system within the state. The gate way to Southeast Asia, Manipur has a national highway that passes through her from Tamu on the Myanmar border in the south via Imphal to Dimapur (in Nagaland) in the north; this highway also connects Imphal with the Northeast Frontier Railway near Dimapur.

1.5. LITERACY:

1.5.1. Literacy in the North Eastern states:

The literacy rate of the north eastern states, in exception of Assam, Meghalaya and Arunachal Pradesh, is above the national level and Manipur stands 4th position among the North Eastern States. Table 1.2 shows the position of Manipur in the scale of literacy amongst its sister states.

Table 1. 2: Literacy rates of the North Eastern States - Census 2001

Rank	States	Person	Males	Females
1.	Mizoram	88.80	90.70	86.70
2.	Tripura	73.20	81.00	64.90
3.	Sikkim	68.80	76.00	60.40
4.	Manipur*	70.50	80.30	60.50
5.	Nagaland	66.60	71.20	61.50
6.	Assam	63.30	71.30	54.60
7.	Meghalaya	62.60	65.40	59.60
8.	Arunachal Pradesh	54.30	63.80	43.50

Note: * *Economic Survey Manipur 2005-2006*, Directorate of Economics & Statistics, Govt. of Manipur.

Sources: *Statistical Abstract Manipur 2001*, Directorate of Economics & Statistics, Govt. of Manipur.

1.5.2. Literacy of Manipur:

The literacy rate of Manipur is above the national level. However, the district-

Table 1. 3: Decadal growth of Literacy 1951-2001 in Manipur

Year	Person	Males	Females
1951*	11.41	20.77	2.38
1961	30.42	45.12	15.93
1971	32.91	46.04	19.53
1981	41.35	53.29	29.06
1991	59.89	71.63	47.60
2001*	70.50	80.30	60.50

Note: * Excluded Mao Maram, Paomata and Purul Sub-division of Senapati District.

Sources: *Economic Survey Manipur 2005-2006*, Directorate of Economics & Statistics, Govt. of Manipur.

1.6. NEED AND JUSTIFICATION OF THE STUDY:

As mentioned earlier, Manipur is geographically divided into two areas – Valley and Hill areas and so is its social composition. The valley people are much more advanced than the hill people. However, the hill people, who deserved most, are deprived of from different facilities of higher education within their own settlements particularly professional education. A closer observation has revealed that there is an unplanned growth of higher education in the state. It was found out that the hill area, which is more than eight-tenth of the total area and mostly inhabited by the tribals, who occupies one-third of the total population, has only 16 colleges of general education, 1 professional (Law) college and no university from 57 general colleges, 16 professional colleges and 2 universities (See Table.1.4). In other word, only one-fourth of the institutions of higher education are in the hill area while a large chunk of institutions are in the valley areas. This is not justifiable, even on ground of population distribution, as it was found out that the difference in population of the two areas was 5,29,636** which is not that huge at all.

** *Economic Survey Manipur 2005-2006*, Directorate of Economics & Statistics, Govt. of Manipur, p.11.

Table 1. 4: Number of institutions of higher education in Manipur district-cum-type wise

Sl. No.	Districts		No. of institutions				Total
			Government		Private		
			Gen	Pf	Gen	Pf	
1.	Bishnupur		3	-	4	2	9
2.	Chandel		1	-	2	-	3
3.	Churachandpur		2	-	3	1	6
4.	Senapati		2	-	4	-	6
5.	Tamenglong		1	-	-	-	1
6.	Thoubal		4	-	5	-	9
7.	Ukhrul		1	-	-	-	1
8.	Imphal East	Imphal Area~	12*	9#	14	5	40
9.	Imphal West						
	Total		26	9	32	8	75

Gen = General College/institutions;

Pf = Professional institutions/colleges;

Notes: ~ For the feasibility and convenience of the research work Imphal East and Imphal West was

clubbed together as one unit (Imphal Area).

* Including one General University (Manipur University, Imphal)

Including one Professional University (Central Agricultural University, Impha.)

Source: College Statistics (2005), College Development Council, Manipur University

The system of higher education in Manipur is more than six decades old. During these years, there has seen phenomenal development and expansion in the number of institutions of higher learning within the state. The number of institutions has increased from 1 (one) in 1946 to 75 (including general colleges, professional institutions/colleges and Universities) in 2005. While, the number of students has increased from 68 in 1946 to 22,476 in 2004-05 and the number of teachers have reached to 4,185 in 2004-05 from 10 in 1946. Today there are 75 institutions of higher learning which includes 34 government, 41 private colleges/institutions and 2 Universities. The status of higher education is clearly shown in the Table 1.4.

Such an enormous growth and expansion have also brought numerous problems concerning finance, infrastructure and administration. Higher education in Manipur is having numerous financial problems. The salary given to the huge section of teachers is very low particularly private colleges/institutions. Most of the institutions are not getting adequate funds due to which the infrastructure conditions of most of the colleges are in bad shape. The basic infrastructural like furniture, laboratory rooms, students' common rooms, etc were lacking and poorly equipped in most of the colleges.

The most unfortunate phenomenon occurring in the higher education system of Manipur is the huge out flow of students to institutions outside the state. Evidence has shown that there is a mad rush of students to institutions of higher education outside Manipur even for the general courses that are abundantly offered in different colleges within the state. This is an indication that the students have lost faith in the existing higher education system of the state due to variety of reasons.

Another distressing fact is the problem of insurgency, socio-economic and political crisis which has a tormenting effect on the life of the people. These are the important factors which do not only hamper the development but also threatens the peaceful co-existences of all communities and the educational system as well. In spite of such cataclysmic situation, very surprisingly, higher education has not only made progress in terms of quantitative development but also nourished and nurtured the spirit of peace and harmony within its framework. This can be vibrantly seen in the centres of higher education where people of all communities receive the same education with no sense of fear or distrust.

At this juncture there are certain important questions which demand special attention. Some of them are; whether the huge expansion has lessened the demand for higher education in the state? Are teachers faced with any problems relating to their profession? If yes, how serious are the problems? Are there any remedial measures to those problems? Are students being provided with adequate educational facilities? Is the higher education system adequately equipped to prepare its students for the present competitive world? What is the financial position of higher education? Are the budget allocations adequate enough to meet the need of higher education? Is the higher education system vibrant to meet the future challenges? These are few important questions which should be focus in order to bring about desirable improvement and for maintaining the standard of higher education. All these questions and various phenomena of higher education mentioned above have raised the need to conduct a comprehensive study into the system of higher education in Manipur. Further, such study is needed mainly because of three reasons;



- Few studies were conducted on the mentioned area and all the studies were exclusive, i.e. the studies were limited to specific aspects of higher education. Studies related to the field of higher education in Manipur were conducted by **M. Chamubati Devi (1984), and M. Shanti Devi.**
- The present study will enquire into the various aspects of higher education, and particularly the problems of teachers and students.
- The study is also expected to reveal remedial measures for quality improvement of higher education and thus became the basis for policy formulation for the state's Higher Education and elsewhere.

1.7. STATEMENT OF THE PROBLEM:

The above statements have unconcealed the condition of higher education in Manipur. It has been revealed that (i) there is mushroom growth of institutions of higher education in the state; (ii) higher education has failed to attract the students for higher studies within the state; (iii) students are faced with numerous problems; (iv) the quality of higher education has declined considerably; (v) very few general and no professional colleges exist in the hill areas of the state; (vi) higher education is running through financial constraints; (vii) there is lack of essential infrastructure and manpower in the colleges/institutions and universities; (viii) academic calendar is often disturbed; (ix) teachers are ill paid and so on. Keeping all these in view, it was greatly felt to conduct a study of higher education in Manipur in order to look into the problems and bring out feasible remedial measures.

Therefore, on the basis of the statement of the problem, the study is entitled as;

A Study of Higher Education in Manipur

1.8. DEFINITION OF THE TERMS USED:

1.8.1. Higher Education:

The term Higher Education generally encompasses all forms of studies and training activities offered at the tertiary level after secondary education which includes general as well as professional education.

1.8.2. General Education:

General Education refers to the type of education offered in the general colleges and general university and the courses included are Arts, Science and Commerce.

1.8.3. Professional Education:

Professional Education refers to the type of education offered in the Engineering, Legal, Medical, Teacher Training, Agricultural, Management, Dance, and Fine Arts colleges and institutions.

1.8.4. Development:

Technically, the term development refers to quantitative and qualitative changes. However, in the present study, the term development shall be used to connote the quantitative changes only in relation to the increase in the number of educational institutions, students, and teachers and also change in educational expenditure.

1.9. OBJECTIVES OF THE STUDY:

The objectives of the study are;

1. To study the development of higher education in Manipur.
2. To find out the problems pertaining to general higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
3. To find out the problems pertaining to professional higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
4. To find out the problems of teachers and students of general and professional higher education in the state.
5. To suggest measures for improvement in the field of higher education in Manipur.

1.11. METHODOLOGY OF THE STUDY:

The 'Methodology of the Study' is elaborated in Chapter – IV. In this chapter, the Researcher has given a complete description about the manner in which decisions were made on the type of data for the study, the tools used for data collection, and the method by which data were collected.

1.12. ANALYSIS AND INTERPRETATION OF DATA:

Data collected were analyzed both quantitatively and qualitatively. Data collected with the help of questionnaires and interview schedule were analyzed and percentage were used as a statistical technique for analysis of the data. The analysis and interpretation of data is elaborated in Chapter - V.

1.13. MAJOR FINDINGS AND SUGGESTIONS:

The major findings of the study are presented in – Chapter VI. Keeping in view the findings of the present study and the higher education scenario of Manipur, the Researcher has put forth few humble suggestions and recommendations for the improvement of higher education of the state, which is highlighted in the same Chapter.

1.15. CONCLUSION:

The last Chapter VII of the Thesis is titled as 'CONCLUSION'. In this Chapter, attempt has been made to give the summary of the Thesis and the concluding statements.

ENDNOTES

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- ⁶ <http://education.nic.in/htmlweb/unhighedu.htm>
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- ⁸ S.N. Prasad and S. Shukla, 'Peace as the Role and Mission of University', *University News*, Vol-44. No. 07, (February 13-19, 2006).
- ⁹ L. Jayaseelan (1996), *Impact of the Missionary Movement in Manipur*, p.1.
- ¹⁰ S.C. Joshi (2002), *Manipur the Jewel of India*, p. 1.
- ¹¹ Bimal J. Dev and Delip K. Lahiri (1987), *Manipur Culture and Politics*, p.1.
- ¹² M. Shanti Devi (2001), *Development of Education in Manipur*, p. 1.
- ¹³ Ravindra Pratap Singh (1982), *Geography of Manipur*, p.1.
- ¹⁴ Bimal J. Dev and Delip K. Lahiri, *Opcit.* ,p.1.
- ¹⁵ Office of the Registrar General, Government of India (2004), *Census of India*, Map Profile 2001: India, States and Union Territories, p.30.
- ¹⁶ *Ibid*,
- ¹⁷ Website of Director of Commerce and Industries, Manipur or State Informatics Officer, NIC Manipur, http://investinmanipur.nic.in/gp_people.htm. # The same view is also expressed by Naorem Sanajaoba (1995) in "Manipur: Past and Present", Vol. III, p.21.
- ¹⁸ Directorate of Economics and Statistics, Government of Manipur, *Economic Survey Manipur*, 2005-06, p.16.
- ¹⁹ *Ibid.*, p.16.
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- ²¹ *Ibid*, p.30.
- ²² E. Nilakanta Singh (1993), *Fragments of Manipur Culture*, p.23.
- ²³ G.A. Grierson (1995), *Language of North-Eastern India*, Vol.-II, pp.375-675.

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- ²⁴ T. Raatan (2004), *Encyclopedia of North-East India*, pp.149-153.
- ²⁵ *Chronicle*, Year Book 2004, N.D., Chronicle Books.
- ²⁶ Directorate of Economics and Statistics, Government of Manipur, *Economic Survey Manipur*, 2005-06, p.31.
- ²⁷ Website of Director of Commerce and Industries, Manipur or State Informatics Officer, NIC Manipur, http://investinmanipur.nic.in/gp_soil.htm.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION:

Review of related literature is an indispensable part of any research study. It has enabled the researcher to understand, in-depth, the entire gamut of the field under investigation and helped to adopt the most comprehensive, systematic as well as a scientific approach for the present study.

The present chapter is divided into two broad sections.

- (A) **STUDIES RELATED TO GENERAL HIGHER EDUCATION:** The first part is concerned with the review of related literature for General Higher Education.
- (B) **STUDIES RELATED TO PROFESSIONAL HIGHER EDUCATION:** The second part is related to the review of related literature for Professional Higher Education.

All possible effort was made for an extensive survey of related literature.

2.2. STUDIES RELATED TO GENERAL HIGHER EDUCATION:

2.2.1. Studies Related to Development:

Ramachandran (1981)¹ had reported that 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 increased to 4, and the number of arts and science colleges increased from 46 to 128 by 1975-76. The establishment of colleges was done without much forethought and planning. More than 82 % arts and science colleges in the state were under private management. The average annual rate of growth of enrolment for general education courses was about 11.8 percent during the period under study.

M. Jaganmohan (1983)² had found out that there were 84 affiliated degree colleges in **Andhra University** area. Out of them, 57 were private colleges and 27 were government colleges. A majority of the affiliated colleges were in urban area (67 colleges) and colleges with postgraduate courses were only nine in number.

Rongengi (1983)³ study on the *Development of Higher Education in Mizoram* has revealed the following findings. (1) A sharp decline in the pass percentage and the main cause was infrastructure. Except Pachunga University, all the colleges in Mizoram lacked physical facilities and are housed in small rented building, as a result, neither proper classrooms nor proper libraries are available. (2) Colleges in Mizoram are privately managed. One is managed by the government, one is a deficit college and one is a university college. (3) In 1958, there was only one college in Mizoram but now it increased to more than eleven. The pace of progress of teacher education during the last two decades was remarkable.

Inderjit Kaur (1985)⁴ had revealed that there were 25 colleges affiliated to the **Punjab University**, which included 7 arts and science colleges and 8 professional colleges in the year 1943. By 1943, the number of colleges affiliated to the university went up to 61, out of which 43 were general colleges and 18 were professional institutions.

B.I. Benal (1987)⁵ had critical studied *the development of higher education in the state of Karnataka during six five year plans (1950-1985) with special reference to Karnatak University*. The objectives of the study were (i) to study the development of higher education in Karnatak University; (ii) to study qualitative development through institutional materials; (iii) to study the improvement of quality of teachers; (iv) to study the problems of examination and evaluation; (v) to critically evaluate the nature and extent of development with respect to the trends in developed states of the country. The study revealed the following findings: (1) There was a considerable quantitative growth of the member of institutions, namely, the affiliated and constituent colleges and university PG departments during the plan period. (2) It was also seen that the receipts and expenditures had significantly increased due to the developmental programmes initiated and implemented. Similarly, the sources of income had increased to the best

advantage of the educational institutions. (3) Qualitative improvement at the affiliated colleges and also at the university was not very significant. Hardly any effort had been made for re-orienting the in-service training providing up to date knowledge to the teachers recruited at the affiliated colleges and university level. The authorities of the university had not made any attempt to look into the academic problem of the teachers. (4) There had not been any consistent effort made by the university authorities to evolve new techniques and devices in evaluating the students' progress at the examination. (5) As far as students facilities were concerned, financial efforts had not been made to the extent expected by helping needy students at large and SC and ST in particular. (6) Hardly any efforts had been made for re-orienting in-service training with upto date knowledge for the teachers recruited at the affiliated colleges and the university level. It was also disappointing to note that the University authorities had not made any attempt to look into the academic problems of the teachers.

B.I. Benal (1987)⁶, in his study, highlighted that; (1) there was a considerable quantitative growth of the member of institutions. (2) It was also seen that the receipts and expenditures had significantly increased due to the developmental programmes initiated and implemented.

T.M. Joseph (1987)⁷ had conducted a study on the *progress and problems of higher education in Maharashtra since independence (1947-1982)*. The objectives of the study are as follow: (i) To study the progress of higher education in Maharashtra as evidenced by qualitative and quantitative measures. (ii) To identify the problem of higher education. (iii) To study the extent, causes, consequences and effects of these problems on higher education in Maharashtra. The findings of the study were presented as follow: (1) There had been a tremendous increase in student enrolment since Independence. (2) The enrolment of women had gone up and Maharashtra state had the largest number of students from SC as compared to other states. (3) The curriculum and syllabi for the various courses had been along traditional lines with little attempt adapt to local needs and resources. (4) Every university performed its academic role in the traditional pattern with very little change. (5) Many university posts had not been filled because of funds were not forthcoming. Practically all universities had deficit budget that were carried forward from year to year. (6) There was a marked decline in the

attitude of teachers to their work as a vocation. A fairly significant number of college teachers gave tuitions and took up additional job. The existence of junior and senior college sections in the same college; with teachers having different salary scales, work load and service conditions created discontent. (7) No university had any special scheme for remedial courses for first generation learners. There was an acute lack of hostels for women students belonging to these groups in almost all universities. (8) There was little co-ordination among the universities, state and central government and the UGC.

Prodip Chander Dutta (1988)⁸ conducted *a study on the Development of higher education in Assam during the first half of the twentieth century*. The study found out that: (1) The British administrators followed an educational policy in Assam which was formulated against the general policy followed in the rest of India. (2) The aims and objectives of the educational policy were dictated by political and imperialistic considerations of consolidating the British rule in India, including Assam. (3) The first college in Assam was established by British government in 1901 and named as Cotton College. Upto 1980, there were only two colleges. These were affiliated to Calcutta University. (4) The first university was brought into existence from January 1948 to cover the state of Assam, Manipur and Nagaland.

Birendra Deka (1989)⁹ studied the *Growth and Development of Higher Education in Kamrup district since Independence and its impact on society*. The objective of the study is trace the growth and development of higher education in Kamrup District since Independence. The findings were: (1) The expansion of higher education in India had been phenomenal. (2) Professional and technical institutions had increased slowly in Kamrup district due to the slow industrialization of the state. (3) In the development of higher education in the area under study local authority and the government played a minimal role. (4) In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment. (5) The analysis revealed that the appalling standards of colleges were mainly due to two factors, viz., poor quality of the students admitted and the high student-teacher ratio.

Ruby Dkhar (1991)¹⁰ had conducted a study on the *Development of Higher Education in Meghalaya*. The objectives of the study were: (i) To trace the origin and development of higher education Meghalaya; (ii) To assess the pace of progress of higher education; (iii) To analyze student enrolment, staff position, academic performance and physical facilities of various higher educational institution; (iv) To find out the courses offered in the higher education; and (v) To identify the problems of higher education. The findings of the study were: (1) 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; (2) The pace of development of higher education was slow especially before statehood. Between 1924 and 1972 i.e. with a period 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; (3) It was also found out that the students enrolment in colleges has increased. The proportion of male students was slightly higher than the female students; (4) Most of the colleges offered arts course. Faculty wise, the percentage of pass is slightly higher in science course; (5) Students welfare service like book grants, free studentship, are provided in almost all the colleges; (6) 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 playground.

Jagannath Prasad Dash (1990)¹¹ conducted a study on the *Development of Higher Education in Orissa (1936-85)*. The main objectives were: (i) To analyze the different aspects of Higher Education in general, and professional education different branches, and to make some recommendations for their improvement and (ii) To trace how far the vital aspects of experimented within the province of Orissa. The study revealed that (1) Higher Education of Orissa prior to 1868 was non existent. (2) Higher education in the state originated in 1868, when the British government established the Ravenshaw College at Cuttack, A Law department was attached to Ravenshaw College in 1881. In between 1868 and 1936, five colleges were established including a training college in 1923. (3) From 1936 to 1947, progress was noticed in the fields of general education and law, and the numbers of colleges were 13. (4) From 1947 to 1985, Orissa

made rapid strides in higher education with the establishment of Sambalpur University (1967), the Berhampur University (1967), the Orissa University of Agriculture and Technology (1962), and Sadasiva Sanskrit Viswavidyalaya (1981). During the above period, three Medical Colleges, Engineering College, Research Institutes in Physics and Life Sciences, and an Art College, a Music College, Teacher-Training Colleges and law colleges were established. In 1966, there were 76 colleges. By 1979, there were 138 colleges- both government (38) and non-government (100) with 92000 students on the rolls (75000 boys and 17000 girls) and 4027 college teachers. From 1980 to 1982, the number of colleges increased to 223, with 1,12,386 students and 5,922 teachers. In 1983, there were 306 general colleges and were 91 professional colleges under the 3 universities, raising the number of colleges to 397, with postgraduate and M. Phil facilities in 53 and 42 colleges respectively. In 1985, the junior college level classes were bifurcated and the intermediate level two-year programme became affiliated to the council of higher secondary education. The number of colleges after up gradation to degree classes was 405 in 1985 in Orissa. (4) The administration of higher education was being done by the Directorate of Education and the Department of Education, government of Orissa. The Universities were autonomous and were partly financed by the state government. The privately arise institutions were controlled by a different division in the directorate. The State Institute of Education was established to promote teacher education and the Council of Higher Secondary Education to look after +2 studies. (5) Basic Education was introduced as a landmark in the professional preparation of teachers in the Basic Training College, Angul. (6) The lack of speedy progress was attributed to British domination, the role of the princely states, poverty, and absence of organized efforts during 1936-47. But from 1947, a steady progress took place in higher education.

2.2.2. Studies Related to Infrastructures:

S.D. Patankar (1984)¹² found out that (1) Teachers and students felt the absence of departmental libraries as the biggest constraints on effective learning. The teachers felt that the university library was not up to date whereas students felt that Xeroxing facilities were lacking.

B.R. Gupta (1976)¹⁹ conducted a study on the *educational administration*. The objectives of the study were (1) to examine critically the existing educational administration with a view to mirroring such aspects as administrative roles, functions, rigidities, individual idiosyncrasies, hold-ups which tend to slow down, deteriorate or in any way adversely affect the process of education; (2) to dig out the factors which underline the naiveté of the existing educational administration. The findings of the study were – (i) the educational administration was so bureaucratic that it could not extricate itself from rigid rules and regulations. The hierarchical approach in administration left no scope for mutual communication between various levels. There was no communication from teacher to the administration. The administration was poor in decision taking; (ii) the teachers were put on administrative assignments just on the basis of seniority in education administration. There was no special recruitment of personnel for educational administration. There was no pre-service training for education administrators. The whole structure was mechanical with least regard for human hopes, aspiration and objectives.

A.H. Hommadi (1983)²⁰ reported that the university administrative performance evaluation in developing countries should be for the purpose of determining the extent to which actual performance fulfilled specified performance requirements. For optimum gratification in university administration, the activities should demand the use of human skills, should be meaningful, should provide clear functions, should provide responsibility, should provide opportunity for natural self-satisfactions and should be compatible with cultural and social value of the society value of the society and nation.

M.A. Khader (1983)²¹ had suggested to rethink on the existing selection procedure in colleges is highly warranted since the existing admission policy breeds in the quality. Admission to higher education need to be selective through a central testing system.

H.C. Sindhi (1984)²² had revealed that Teachers and students did not participate in the meetings of the managing bodies. The main functions of the managing bodies were framing of plans and policies for college administration, recruitment or

dismissal of employee, regularization of services of the staff, checking and supervising working of the college, hearing grievances of the employees, etc.

D.S. Kulkarni (1985)²³ had revealed that regular monitoring was needed in respect of new institution (Technical Institutions in **Marathawda**) to see it that they fulfilled necessary conditions of staff and equipment. Admission procedure, therefore, needed improvement. The decisions to allow private institutions to start technical institute needed a cautious approach. It was necessary for the government and university to check that education imparted in these institutes was not substandard. Admission to newly started institute should be based on a common entrance examination to avoid wastage.

S.N. Sharma (1989)²⁴ had conducted a study on the management techniques of educational administration with special reference to colleges situated in and around **Delhi**. The main objectives of the study were:- (i) To examine the present practices of management of colleges. (ii) To find the relationship between college profile (viz., age of the college, students strength, experience of management, grant, teacher strength, etc.) and management technique variables, and (iii) To analyze the impact of training and orientation programmes. The major findings were: (1) In most colleges, though the principals possessed good academic record and teaching experience, they had no administrative experience. (2) All the colleges were satisfied with the courses which had been prescribed by their respective universities. (3) In 10 colleges, teacher's performance was reviewed annually while in others it was not.

R.S. Tripathi (1992)²⁵ had found out that the administration of higher education has been gradually subjected to persistent government interference which has eroded the academic accent in higher education.

2.2.4. Studies Related to Academic:

P.K. Bose, A. Roy and S.P. Mukherjee (1967)²⁶ had found out that the college teachers and the principals branded the existing syllabi as too heavy. Most principals and some college and university teachers wanted a change in the distribution of the total learning material between Part-I and Part-II.

Indian Institution of Education (1980)²⁷ found out that the media of instruction in the colleges of Marathwada were English and Marathi at the undergraduate level for arts and commerce and English for science.

Prodip Chander Dutta (1988)²⁸ had found out that the academic results in Assam were quite satisfactory and high in comparison to Bengal.

Rajendra Pal (1989)²⁹ revealed that the only 36% of the participants felt that there was a need for an orientation programme for college/university teachers. An overwhelming majority (85%) of the participants felt that such orientation programmes should be arranged immediately after appointment. Most participants felt that these programme should be full-time and compulsory. The participants felt that orientation programme should have greater emphasis on methods of teaching, maxims and techniques of teaching, teaching aids and models of teaching. Curricula for foreign universities, use of available resources for teaching futurology teaching for fostering secularism and democracy an eradication of drug addiction should also be added as topical dimensions to the orientation programmes.

Academic problems like lack of teachers due to lack of sanction from the government, frequent change of syllabus and other problems of students are also prevalent. **Ruby Dkhar (1991)**³⁰

P. Chinnamma (1992)³¹ conducted *a comparative study of the performance of degree colleges under different managements in coastal Andhra Pradesh*. The study had found out that students of all the six colleges pointed out the same institutional goals-like development of personality and character, providing inspiration and inculcating desirable values among students.

R.S. Tripathi (1992)³² had conducted *a study of development of higher education in Uttar Pradesh since Independence*. The findings of the study were: (1) The courses of higher education have a lot of irrelevance. (2) The normal method of teaching used is lecture method, teachers not aware of full implications of such methods as seminars, small group discussions, assignments, self-study methods etc. (3) The system of evaluation was the worse feature of higher education. Public examinations take up most of the time, leaving little scope for effective teaching.

2.2.5. Studies Related to Finance:

F.H. Rizvi (1960)³³ had found out that there had been a continuous rise in educational expenditure in **less-developed countries**. Notable as this increase appeared to be; proportions of the outlays diverted to education and higher education of NDP (Net Domestic Product) were 2 per cent for general education and 0.37 per cent for higher education. Expenditure on higher education incurred by private bodies was 65.90 per cent, whereas on government institutions were 33.60 per cent. The public sector had larger share in the institutions imparting professional and technical education. Income from public funds and fees continued to be the mainstay of the higher education finance. Higher education accounted for 11.4 per cent of the total public expenditure of education. The expenditure on higher education in Indian and its distribution between the different types of education was of a size and character that was well below the optimum level of investment.

D. Jha (1974)³⁴ had reported that the major sources of finances of the **Patna University** were grants received from the state government and the UGC, and the fees and other charges realized from students. The development of new departments and modernization of courses of study also entailed increase in expenditure and the rise in prices since 1962 had a very important influence on the university finances. During 1952 to 1974, due to large increase in enrolment at undergraduate and postgraduate levels, the university remained under constant pressure of increasing seats in all classes; and the finance committee failed to function properly due to the absence of elaborate financial rules lack of suitable conventions, and due to pressures exerted on them in the context of overall shortage of funds.

M.S. Nigam (1974)³⁵ revealed that the different sources of finances in **University of Rajasthan** were the fees from students, the grants received from the state government and the UGC. Due to the phenomenal development of the university since 1962, there had had been huge and recurring deficit in the budget of the university, the government grant was found to be inadequate.

I.U. Patel (1975)³⁶ revealed that the financially the **American** institutes of higher learning and fairly well placed compared with the Indian counterparts. The load

of tuitions fee is rather quite high in India than most of the western countries. Russian students of higher learning are free from financial worries as most of them get scholarship.

V.P. Garg (1981)³⁷ had found out that the level and composition of the Punjab University expenditure during these years showed an upward trend with recurrent expenditure increasing by 10.04 per cent and the capital expenditure by 1.77 per cent per year. Unit costs of laboratory based departments were more than those of class lecture based departments. The cost component of salaries was predominant in all departments and also in the departments of commerce and management, physical education, law, journalism and geography where investment in equipment and books was proportionately more as compared to the enrolment. The levels of hostel expenses and of fee rates and other charges were higher in private colleges charging more than the prescribed limit.

The study conducted by **S.L. Jena (1983)³⁸** had found out that (1) the average share of state grants, students' fees and receipts from the university's activities constituted around 58, 32 and 10 per cent respectively of the university's income. (2) A trend of increasing reliance on grants from the state government was seen as the internal receipts decreased from about 50 per cent in 1970-71 to 27 per cent in 1978-79.

A study of the development and some problems of higher education in Manipur with special reference to financing of Education since 1949 carried out by **L.I. Singh (1986)³⁹** revealed that the expenditure on education had been increasing continuously during the 33 years. Administrative expenditure accounted for the bulk of the university expenditure. Expenditure on furniture and equipment, building, examinations, students' activities, etc. increased. The increase was minimum on libraries.

E.T. Mathew (1988)⁴⁰ reported that the state government was the most prominent source of financing of **colleges in Kerala**, meeting 90% of the total expenditure. The University Grants Commission and the College management ranked next in supplying the necessary funds. The University of the Region contributed a very small percentage of the expenditures of colleges. Salaries both of teaching and non-

teaching staff were the most dominant component of college expenditure. In the course of about a decade, the average salary grant from the state increased more than 10 times. Scholarship and stipends were the next important items. The state government grant for this head had been declining over the period of time. The library, laboratory and maintenance grant from the state constituted less than 1% of the total. The capital expenditures of the colleges had increased nearly five times in the course of 14 years from 1972-86. Similarly, the recurring expenditure had also increased quite significantly though not at the same pace as the capital expenditure.

2.2.6. Studies Related to Problems of Teachers:

A. Banerji and M.V. Pylee (1984)⁴¹ had conducted a study on 'Teachers in Higher Education – Grievances and Their Redressal'. The objectives of the study were; (i) to investigate the grievances of college and university teachers. (ii) to suggest principles and procedures for the redressal of teachers' grievances. The major findings were; (1) Unfair appointment and promotions got the first rank among the grievances of university teachers. Non-payment of emoluments according to the letter of appointment was a serious grievance in case of college teachers. (2) The college teachers ranked poor working conditions as their number one grievance. The college teachers gave second rank to unfair appointments and promotions. (3) The university teachers chose poor working conditions as the second major grievance. (4) The other grievances of university and teachers were discrimination in providing facilities and callous behavior of administrators. (5) The other grievances were unfair distribution of remunerative assignments, denial of democratic rights, denial of privileges and disciplinary action without proper procedures.

D. Ramakrishnaiah (1989)⁴² revealed that the teachers, in general, were satisfied with their job. Considering overall job satisfaction, teachers working in junior colleges were less satisfied than those working in degree colleges. The type of management and sex of the teachers did not have any significant influence on the job satisfaction of the teachers. Those who had more favourable attitude were more satisfied with their job, college teachers, in general, had a favourable attitude.

2.2.7. Studies Related to Problems of Students:

S.P. Karandikar (1975)⁴³ examined the *problems and conditions of students in the Poona University Area*. The major objective of the study was to identify the problems of degree course students in the Poona University. The study unfolded the following findings. (1) Students came from varied socio-economic background and large proportion from rural areas. (2) Deficient economic condition was responsible for many of the problems. (3) Student from rural area prefer teaching profession and students from urban prefer other occupations, and, (4) Students from rural area are better in sports and games and other non-academic activities the students from urban area.

K.H. Mehr (1976)⁴⁴ had conducted an investigation in **Tehran University, Iran**, entitled '*Higher Education in Iran and a Social-Economic study of Tehran University Student*'. The objectives of the study were – (i) to study the role of higher education in providing skilled manpower, (ii) to set down and present the quantitative aspects of higher education in Iran, and, (iii) to know about the socio-economic status of the students in Tehran University. The investigation found out that teaching was done mainly by lecture system where there was no active participation and discussion from the student side. There was a handicap due to lack of latest books on the subject taught in the universities of Iran. On account of this teacher were unable to guide the students on latest ideas and views at the international level. The number of students was very high and individual attention and contact between the teacher and students were not possible. The basis of admission to any university or institution of higher education in Iran was a general entrance examination. A large number of students at the university belonged to families connected with government staff, private sector employees, and small scale businessmen. The number of students belonging to agricultural community and labour class was relatively low. There was no good team work among the professors of the university. The sports and recreational facilities provided for students at the Tehran University were not adequate. Though the university had improved the facilities of loans, scholarship, training with salary and dwellings for students, they were not sufficient.

P. N. Gour (1978)⁴⁵ had revealed that the problem of student unrest was deep and complex problem, which was multifaceted. The underlying anxiety and frustration were the real reasons for a person's desire to release his pent-up feelings. Some of the causes of student unrest were college and university examinations, general mural and extra mural demands of students, troubles with government, police, and college/university authorities on local issues, troubles with bus operators, taxi-keepers, etc. and caste or group rivalries among students.

H.D. Desai (1989)⁴⁶ reported that the major reasons for student unrest in Universities of **Gujarat** were: lack of interest in studies, problems connected with admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favouritism, improper teaching and lack of library facilities. Most of the Deans of Students opined that students had major role to play in combating student's unrest and improving the institutional climate. For this it was also necessary to have more recreational facilities and students' welfare activities.

Gaurav Hirozi Krishnaji (1989)⁴⁷ had conducted a study of wastage and stagnation of students at college level with special reference to Shivaji University area. The study revealed that: (1) The overall apparent wastage was calculated as 60.07%. The highest percentage of apparent wastage was found in the commerce faculty, and the highest clear wastage was found in the science faculty. The highest percentage of apparent wastage was found in part-I of the graduate course and in the colleges of Solanpur district. The percentage of apparent and clear wastage was found greater in rural colleges. (2) The overall percentage of stagnation was calculated at 48.07%. It was the highest in commerce faculty and in the college of Solanpur district. (3) Some of the cause of clear wastage and stagnation were – poor economic conditions, educational causes, social causes, physical causes, large families, household work and increasing unemployment.

2.3. STUDIES RELATED TO PROFESSIONAL HIGHER EDUCATION:

The research had sincerely survey literature related to professional higher education and it was found out that the study concerning professional higher education was very limited. It was found out that study related to medical education, legal education, management education, and agricultural education was extremely limited and most of the study had focused on teacher education alone. The following are the findings of the study done in relation to the professional higher education.

S. Somneuk (1989)⁴⁸ a study of teacher education programme for rural development in **Thailand**. Objectives: (i) to study the Teacher-Education Programme for Rural Development (TERD) project in terms of (a) its historical evolution, (b) its course content, planning, organization and implementation, and (c) its impact and limitations through the perception of functionaries and beneficiaries. Major findings: (1) The majority (61.5%) of the respondents found the content-matter of TERD quite relevant; various personnel possessed the required educational qualifications, but lacked orientation, experience, and skill in carrying out the activities; lack of physical facilities also hindered implementation. (2) The TERD project was instrumental in bringing about rural development as the concerned schools became known as community centre. (3) Villages gained confidence, social awareness and desire for change. (4) The teacher trainees gained the required knowledge and skills not only in teaching but also in social service. P1491

A study related to *wastage in Agricultural Education in Maharashtra (1969)⁴⁹* was conducted **IAMR**. The objectives of the study were: – (i) to examine the prevailing rates of wastage in agricultural education in Maharashtra. (ii) To examine post-collegiate career of drop-out. The study revealed that wastage in M.Sc. (Agriculture) was 15.8 percent, in B.Sc. (Agri.) was 22.2%, in B. Sc. (Agri.) three years course it was 18.6% and in four years course it was found to be 25.9%. The main reason for dropping out was either lack of finances or failures or availability of employment elsewhere.

G.N. Bhardwaj (1974)⁵⁰ had reported that 70% of the institutions of teacher education in Rajasthan were residential while 30% were partly residential. Teachers were paid government grades along with the prescribed allowances.

D.D. Yadav (1980)⁵¹ had unveiled that the growth of the colleges of education was not need-based in the state of **Haryana**. Though there was only one Government College of education in Haryana, yet the government was encouraging other colleges of education by giving grants-in-aids to these institutions.

N.L. Bhale (1985)⁵² had investigated on the *Regional Imbalance in vocational education and man-power planning in connection to Agriculture and Allied Education in Marathwada*. The objectives of the study were:- (i) to study the facilities available in institutes imparting agricultural education in Marathwada; (ii) to study whether the content of agricultural education was in conformity with the needs of the academic, administrative and financial difficulties of institution imparting agricultural education. The investigation had revealed (1) The facilities provided in the institute were inadequate. (2) It was felt that agricultural education should be based on the needs of the farmers in Marathwada and also on its specific soil and climate conditions. (3) Teachers felt that the prevailing course content fulfilled the purpose for which it was designed. (4) Cultivators felt that agricultural graduates were not adequately equipped with a capacity to solve the felt problem students lacked practical knowledge.

S.B. Gogate (1985)⁵³ had conducted a study on *Teacher-education in Marathwada* with the objectives (i) to assess the teacher training facilities in Marathwada; (ii) to assess the need of teachers at various levels of education in Marathwada; (iii) to assess the need of trained teachers during the next decade in Marathwada; (iv) to study the shortcomings of the present courses and to suggest remedial measures and (v) to study how training colleges could participate in in-service training along with the normal training of teachers. The findings of the study were: (1) The medium of instruction at B.Ed. was Marathi. However, good books in Marathi were not available. (2) Teacher trainees had to take practice lessons in Schools. However, schools did not cooperate in practice teaching. (3) Most of the college lacked good library and laboratory materials and teacher trainees suffered because this. (4) The

quality of co-curricular activities in B.Ed. colleges was poor due to lack of resources. (5) There was lot of political interference in most of the colleges in Marathwada. (6) Vacancies were not filled in due time by government and the small number of teachers who were they had to work extra, which led to a lot of dissatisfaction among them. (7) There was no provision in the rules for library assistants and laboratory assistants. (8) The teacher educators themselves had no motivation. (9) Most of the training colleges did not have their own hostels.

M.B. Gharpure (1985)⁵⁴ carried out an investigation on the *Medical Education in Marathwada*. The objectives of the investigation were:- (i) to study the facilities available in Medical College in Marathwada; (ii) to study whether the content of Medical education was in conformity with the needs of the Marathwada region; (iii) to study the academic, administrative and financial difficulties faced by Medical College in Marathwada. The investigation unfold the following facts: (1) Marathwada colleges were deficient in the teaching staff prescribed by the Medical Council of India; (2) The internship training programmes was not successful; (3) On the basis of population Marathwada had fewer seats in medical college as compared to other regions.

Ajanta Dutta Bordoloi (1990)⁵⁵ conducted a critical evaluation of teachers-education in **Assam** at the primary level during the post-Independence period with special reference to the curriculum and in-service training. The objectives of the study were:- (i) To trace the historical development of primary teacher education in Assam. (ii) To find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it. (iii) To find out the major drawbacks of the present curriculum. (iv) To analyze the problems which are faced by the trainees and teacher-educators. The major findings of the study were: (1) Despite the existence of 22 training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organization and evaluation of practice-teaching were not scientific. Supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers

did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete.

2.4. CONCLUSION:

The available literatures were surveyed extensively by the researchers and it was revealed that:

1. Very few studies were conducted in the field of medical education, agricultural education, and legal education.
2. Most of the studies had focused attention toward general higher education and the Teacher training education.
3. Lack of physical/infrastructural facilities in the colleges with regards to classrooms, libraries and laboratory provisions were the major infrastructural problems.
4. There had been rapid growth in the number of institutions of general as well as professional higher education.
5. Shortage of teachers & non-teaching staff and also shortage of funds were some of the main administrative and financial adversities of the higher education.

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CHAPTER - III

DEVELOPMENT OF HIGHER EDUCATION IN MANIPUR

3.1. INTRODUCTION

The history of modern higher education in Manipur, like most of the states in the north eastern region, is quite young as compare to the history of modern higher education of India and that of Assam. The first institute of modern higher education of Manipur was founded in the year 1946 at Imphal. But, the history of Indian modern higher education had started with the advent of the British in India and that of Assam in 1901, when the first college, Cotton College, was established at Gauhati (now Gawahati).

3.2. HIGHER EDUCATION IN INDIA: HISTORICAL PERSPECTIVE

The concept of higher education for India is as old as the Indian history. The history of higher education in India can be traced back from the ancient days of the Vedic period. Of course, the objectives, structure and nature of higher education during the ancient days were quite different from the present ones.

The theme of higher knowledge and higher education was fashioned in India by the ancient Rishis and sages in the Vedic Age, the date of which is uncertain but is supposed to be traceable to great antiquity. Education had flourished during the Vedic and Upanishadic periods, but a huge University came to be set up at Takshashila in the 6th Century B.C. Two other universities, namely, Nalanda and Vikramsila were established in the 4th and 5th centuries A.D., respectively. ¹ Some other prominent centres of higher education in ancient India were Nadia, Vallabhi, etc. During the Muslim period, some of these centres were neglected by the rulers of the country. During this period, Madrasas, new centres of learning was introduced by the Muslim rulers.

¹ <http://education.nic.in/htmlweb/unhighedu.htm#growth>

3.2.1. Modern Higher Education

The modern higher education system started after the advent of British in India. Few colleges were founded during the British rule. Some of the prominent colleges were Banaras Sanskrit College, Hindu College, Calcutta Christian College, Madras and Agra College. There were 23 (twenty three) Colleges of general education and one Civil Engineering School in the year 1857. The Modern University is only 150 years old, when the first three universities of Calcutta, Bombay and Madras were established in 1857 on the model of London University. The year 1901-02 was a remarkable year in the history of college education. The number of colleges in the country was 68 in 1881-82 which increased to 179 in 1901-02 which showed 163% increase from 1881-82. Before the establishment of university in India, colleges set up in India were affiliated to British universities. However, with the establishment of Universities in India in 1857 existing colleges got affiliated to these universities.

The period 1857 to 1947 was the period of slow development of institutions of higher education in India. They were set up mostly in administrative headquarters and port towns. They provided education in literature, history, philosophy, political science, social science and natural sciences. The thrust of development was mainly on liberal arts education. Science education occupied a very small proportion. The rate of development was slow as in a period of 90 years only 18 universities were set up in the country. Most of these followed the model of the three leading universities at Bombay, Calcutta and Madras. Along with liberal arts, some engineering and medical colleges were also set up. Most of the colleges imparted education as formulated by the universities. The universities also acted as examining and degree granting bodies.

3.2.2 Development after Independence

At the time of independence, India had only 25 universities and 700 colleges which were located in different parts of the country. It enrolled around a hundred thousand students in higher education. Participation of women was limited and those who graduated annually were no more than a couple of dozens or so. The policies and aspirations of people influenced the development in the following decades.

In the post-independence period, higher education has expanded fast, and it is mostly public in nature. Today, India ranks very high in terms of the size of the network of higher education institutions, with 6.75 million students enrolled. The teaching force numbers about 321,000. Student enrolment increased from 263,000 to 6,755,000 by 1996-97. It grew at an estimated rate of 7 per cent between 1987 and 1993 but has now declined to 5.5 per cent compound rate of growth. In spite of this phenomenal growth, the total enrolment, however, forms only about six percent of the relevant age-group (17-23) population.

India's higher education system compares favourably with the other countries of South Asia and Africa in its enrolment, while our South East Asian neighbours show much higher enrolment such as in the Philippines (27.8%), Thailand (19.0%), and Malaysia (10.1%). Hence, in spite of the rapid expansion of the system in 50 years, access to higher education still remains an issue as the pressure of India's very youthful population continues to bear on it.

The number of women's colleges has recorded a substantial increase from 780 colleges in 1986-87 reaching a figure of 1195 in 1996-97. Of the total enrolment, women's enrolment accounts for 34 per cent.

During the last five decades a phenomenal expansion in the number of institutions of higher education has been observed. This is shown in Table 3.1.

Table 3. 1: Development of Higher Education in India

Institutions	1950-51	1990-91	1996-97	1999-2000
Universities	30	117	214	256
Colleges	750	7346	9703	11831
Enrolment('000s)	263	4925	6755	7737
Teachers('000s)	24.0	272.7	321	351

Sources: *University Grant Commission Annual Reports, 1993-94, 1995-96, 1998-99, 1999-2000.*

Universities include central, state, and deemed to be universities and also institutions of national importance established both by the central and the state legislatures.

3.2.3. The Present Status

By 2005-06, there are 348 universities and equivalent institutions. The total number of universities includes central, state, and deemed to be universities and also institutions of national importance both by the central and state legislatures. They also include four universities exclusively meant for women, while all other institutions are open to both males and females. There is no university exclusively for males. Similarly, there are nearly a thousand colleges in the country which give admission exclusively to women students. In addition to providing most of the courses available in other institutions, these colleges and universities provide a few additional courses which are of special interest to women.

Apart from degree awarding university level institutions, there are 17,625 colleges that provide mostly Bachelor's and some times Master's level education. A majority of the colleges are arts, science and commerce colleges, offering education in humanities, natural sciences, arts and commerce. While many universities in India provide general as well as professional education, there are some universities which exclusively provide professional education, and some exclusively general.

Most of the higher education institutions in India are public institutions. There are no private universities so far, though efforts have been initiated to allow opening of private universities. There are, however, a large number of private colleges. A majority of the private colleges are financially supported by the State. The rapid growth of self-financing private colleges is a recent phenomenon.

3.3. HIGHER EDUCATION IN MANIPUR

The development of higher education in the state of Manipur shall be discussed into two sections, viz., (A) Development of General Higher Education and (B) Development of Professional Higher Education.

3.3.1. Development of General Higher Education in Manipur

The history of general higher education in Manipur can be traced back from 1946 when the first college was established at Imphal, the capital of the state. Thus, Higher education in Manipur had a late start and the pace of development was gradual during the early 45 years (1946 to 1991). However, there was a sharp increase in the number of general colleges from 29 in 1990-91 to 61 in 2000-2001 which showed 110% increase.

In fact, British were the pioneer for bringing modern higher education system into India. However, they had done less for Manipur in this matter. They were least bothered about the educational development in the state of Manipur, particularly, higher education.

The need to provide facilities for general higher education was strongly felt during the early thirties. The need was understood by the Manipur State Darbar which made strong commitment to establish institution of higher education. As a result, the first college in Manipur was founded at Imphal in 1946. The name of the college was Dhanamanjuri College (D.M. College for short). The college started functioning in 1946 with only 68 students and 10 teachers in Intermediate Arts (I.A.) Course in the Johnston School Building. Classes in I.A. started in the late evening and that too with teachers drawn from local high schools. With the need for better management, the D.M. College and its management was handed over to the then Administration. This led to the establishment of a full-fledged day college of general higher education in 1949-50. At the beginning, the college was run as a private college and it was named after the then Maharani, Dhanamanjuri Devi (M. Shanti Devi: p.65). This was the only college which had existed at the time of India's Independence.

The D.M. College was, initially, affiliated to the Calcutta University upto Intermediate Arts standard. The affiliation was transferred to Gauhati University in August 1949. Being the only institute of higher learning, it was not able to provide opportunity to all students who wanted to pursue their higher education. To meet this increasing demand for higher education, soon after the establishment of D.M. College, a

strong move came from some sections of the people for establishment of Night College. The move led some of the local educationists to establish private colleges, particularly pertaining to general education. Such colleges were Imphal College and Manipur College which were established in 1952 and 1958, respectively.

The development of general higher focus more on the undergraduate courses during the first three decades after independence and students were compelled to go out of the state for their higher studies. This led to the need for the establishment of a University within the state. Several demands were made, but this was partly fulfilled when Jawaharlal Nehru University, New Delhi, opened a special Centre of Post-graduate Studies at Imphal in 1971. The centre had started functioning its post-graduate programmes on September 24, 1972 at D.M. College campus.

The development of women's higher education in Manipur was very slow. Till 2004-05, only six women's colleges are operating throughout the entire state which is just 10.34% of the total number of colleges. These colleges were providing general education. Out of six colleges, three colleges are situated at Imphal West District and one each is located at Bishnupur District, Thoubal and Imphal East District. Thus, all existing women/girl colleges were located in the valley districts, whereas no women's college was found in the entire hill districts.

The year 1980 marked the beginning of new era in the history of higher education system of Manipur. It opened new chapter in the history of higher education when the Manipur University was established through the Manipur University Act No. 8 of 1980. With the establishment of Manipur University, the aspirations of the people of Manipur to have place of higher learning and research was fulfilled. The Jawaharlal Nehru University Centre of post-graduate studies was amalgamated into the Manipur University and all existing colleges were affiliated to it. The institution of general higher education continued to increase every year. The year 1995-96 showed a sharp increase in the number of general college. The number of general colleges increased sharply from 29 in 1990-91 to 50 in 1995-96 and increased upto 61 in 2000-01 (See Figure 3.2, p.72).

To sum up, the total number of institutions of general higher education in Manipur, by 2005-06, was 57. Out of these, six institutes are women/girl colleges and the remaining are co-educational institutes. In its totality, it can be concluded that general higher education in Manipur has made tremendous progress in terms of quantitative growth. The pace of development was gradual but quite satisfactory in comparison to the rest of the states of North East India. The following Table 3.2 shows the status of general higher education of Manipur among its neighbouring states.

Table 3. 2: Developmental of General Colleges in North East India

States \ Years	1978-79	Sept. '86	Sept. '90	Sept. '96	2000	2002-03
Arunachal Pradesh	1	3	4	6	7	8
Assam	136	160	213	247	280	309
Manipur	21	23	31	50	50	58
Meghalaya	13	15	23	28	33	49
Mizoram	6	12	13	29	27	27
Nagaland	1	15	15	23	32	35
Tripura	6	9	13	14	14	14
Sikkim	-	-	-	-	-	2

Source: North Eastern Council, Shillong, Basic Statistics of North Eastern Region, 1980, 1985, 1987, 1990, 1992, 1995, 2000, 2002, 2006 -2006.

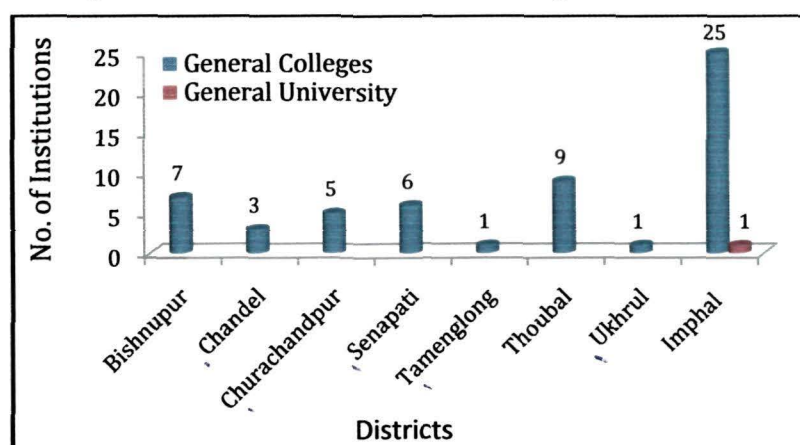
From Table 3.2 it can be observed that Manipur had been occupying second position, over the passed years, in respect of the number of colleges of general education in comparison with rest of the states of the region. By analyzing Table 3.2; two major inferences can be drawn:

- The pace of increase in the number of colleges in Manipur is very slow in comparison with the progress made by Assam which shows galloping speed of growth of colleges.
- Ignoring the state of Assam, the progress made by Manipur in the field of general higher education, quantitatively, is quite impressive and thus satisfactory.

3.3.1.1. Present Status of General Higher Education (District Wise):

By 2005, there are 57 (Fifty Seven) general colleges affiliated to the Manipur University, Imphal. Out of 57 colleges, 7 colleges are located at Bishnupur District, 3 in Chandel District, 5 in Churachandpur District, 25 in Imphal East District, 6 in Senapati District, 1 in Tamenglong District, 9 in Thoubal District; and 1 in Ukhrul District. This situation is clearly depicted in the Figure 3.1 which shows the status of general higher education in the state.

Figure 3. 1: Distribution of General Colleges district wise.



Note: Imphal East & Imphal West Districts are clubbed together and treated as one unit area.

Sources

1. *College Statistics (2005)*, College Development Council, Manipur University, Manipur.
2. *Annual Report 2004*, Manipur University, Canchipur, Imphal, Manipur.

It is evident that the district-wise distribution of institutions of general higher education is imbalanced. Districts like Tamenglong and Ukhrul has only one institution while Imphal area and Thoubal district have nine or more institutions. This indicates the unplanned development of general higher education in the state. This is one serious set back of higher education system of Manipur.

As mentioned above, the names of the existing 57 general colleges are given in the table below;

Table 3. 3: List of the General Colleges according to year of establishment and districts

Sl. No.	Name of colleges	Year of Estd.	Districts
1.	D.M. College of Science(G)	1946	Imphal
2.	D.M. College of Arts(G)	1946	Imphal
3.	Manipur College(G)	1958	Imphal
4.	Moirang College (G)	1963	Bishnupur
5.	Thoubal College(G)	1963	Thoubal
6.	Oriental College(G)	1963	Imphal
7.	Modern College(G)	1963	Imphal
8.	Rayburn College(P)	1964	Churachandpur
9.	G.P. Women's College(G)	1965	Imphal
10.	C.I. College (G)	1965	Bishnupur
11.	Churachadpur College(G)	1965	Churachandpur
12.	Petigrew College(G)	1965	Ukhrul
13.	Nambol L. Sanoi College(G)	1966	Bishnupur
14.	Kha Manipur College(G)	1966	Thoubal
15.	M.B. College(G)	1969	Imphal
16.	Ideal Girls College(G)	1970	Imphal
17.	N.G. College(G)	1970	Imphal
18.	Bethany Christian College(P)	1972	Churachandpur
19.	Y.K. College(G)	1972	Thoubal
20.	Presidency College(G)	1973	Senapati
21.	Biramangol College(P)	1973	Imphal
22.	Lilong Haoreibi College(G)	1976	Thoubal
23.	Lamka College(G)	1977	Churachandpur
24.	Hill College(G)	1977	Senapati
25.	Imphal College(G)	1979	Imphal
26.	Liberal College(P)	1979	Imphal
27.	Thambal Marik College(P)	1980	Bishnupur
28.	Mangolnganbi College(P)	1980	Bishnupur
29.	United College(G)	1980	Chandel
30.	Western College(P)	1980	Imphal
31.	T.S. Paul Women's College(P)	1980	Imphal
32.	Kumbi College(P)	1981	Bishnupur
33.	S.Kulla Women's College(P)	1981	Bishnupur

Sl. No.	Name of colleges	Year of Estd.	Districts
34.	South East Manipur College(P)	1981	Chandel
35.	Ching Tam College(P)	1981	Churachandpur
36.	Kakching Khunou College(P)	1981	Thoubal
37.	Waikhom Mani Girls' College(P)	1981	Thoubal
38.	Pole Star College(P)	1981	Thoubal
39.	Kakching College(P)	1981	Thoubal
40.	Regional College(P)	1981	Imphal
41.	Pravabati College(P)	1981	Imphal
42.	Mayai Lambi College(P)	1981	Imphal
43.	Jiri College(P)	1981	Imphal
44.	Kamakhya Pemton College(P)	1981	Imphal
45.	Standard College(P)	1981	Imphal
46.	Canchipur College(P)	1983	Imphal
47.	Shree Shree Gour Govinda Girl's College(P)	1985	Imphal
48.	Tamenglong College(G)	1986	Tamenglong
49.	Naorem Bihari College(P)	1986	Imphal
50.	Damdei Christian College(P)	1987	Senapati
51.	NG. Mani College(P)	1988	Imphal
52.	Yairipok Universal College(P)	1990	Thoubal
53.	Moreh College(P)	1996	Chandel
54.	D.M. College of Commerce(G)	1996	Imphal
55.	Kangpokpi Mission College(P)	1997	Senapati
56.	Mt Everest College(P)	1999	Senapati
57.	Don Bosco College(P)	2000	Senapati

Note: G = Government College; P = Private College
Source: *College Statistics 2005*, CDC, Manipur University, Imphal

3.3.1.2. Developmental trends in General Higher Education:

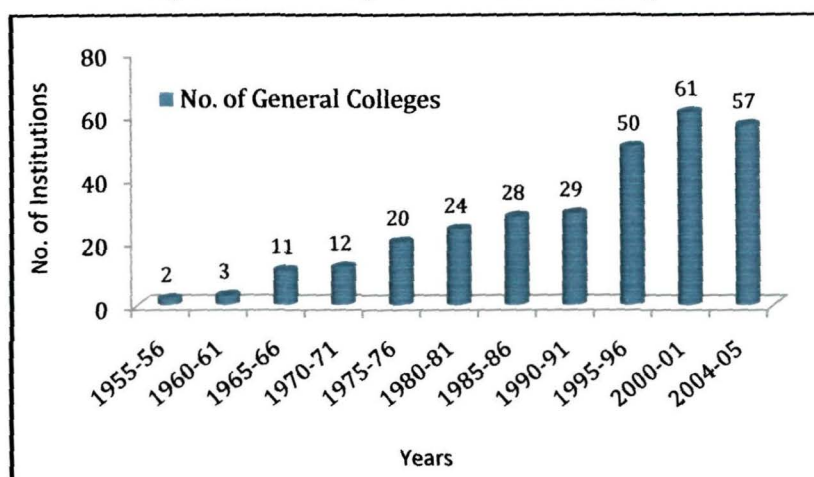
General higher education in Manipur has witnessed phenomenal development in terms number of institutions, enrolment, teacher's strength and trend of expenditure. At the time of independence, Manipur had only 1 college, 68 students and 10 teachers, but in 2004-05, the numbers have increased to 57 general colleges, 18268 students and 3378 teachers. The expenditure on general higher education has increased

tremendously from Rs.1,85,000/- in 1955-56 to Rs.10,69,43,000/- in 1995-96. The development of institutions, enrolment, teacher's strength and the expenditure trend is discussed in the following passages.

(A) Development of Institutions:

Ironical to the prevailing socio-economic and political situations, the development of general higher education is quite commendable and remarkable. The higher education system of the state is the second largest within the northeast India, next to Assam. And, the number of general colleges has increase tremendously from 1 in 1946 to 57 in 2004-05.

Figure 3. 2: Development of General Colleges.



Sources:

1. *Statistical Handbook of Manipur (1992)*, Directorate of Economics & Statistics, Manipur.
2. *Statistical Abstract Manipur 2005*, Directorate of Economics & Statistics, Govt of Manipur

It is evident from figure 3.2 that there has been gradual growth in the number of institutions of general higher education in Manipur over the past 60 years.* The years 1991-96 showed an increase of 21 colleges which is the highest in comparison with the rest of the years. Nevertheless, overall trend of development shows a disturbing situation particularly the ending part where the period 2004-05 showed the decrease of

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Similar findings were revealed by S.S. Khale (1972) for the state of Maharashtra; Ramachandran (1981) for Kerala; Inderjit Kaur (1985) for Punjab; B.I. Benal (1987) for Karnataka; Jagannath Prasad Dash (1990) for Orissa; Ruby Dkhar (1990) for Meghalaya; Rongengi (1985) for Mizoram; and M.G. Borhohain & A. Konwar for Assam.

4 colleges. Though the fall is meager, it is not a good sign for the future of higher education system of Manipur.

(B) Development in Enrolment:

The study found out that the growth in the number of students showed a phenomenal increase from 68 in 1946 to 45333 in 1995-96. Thereafter, there was a sharp decline in the number of students to 20536 in 2001 (54.33% declined from 1995-95) which continued falling to 18268 in 2004-05. Moreover, the enrolment in the Manipur University showed a similar trend. The enrolment continued to grow till 1995-96. Thereafter, there was a stiff fall in the enrolment but in 2004-05, the University regained and registered an increased enrolment.

Figure 3. 3: Development of Enrolment in General Higher Education

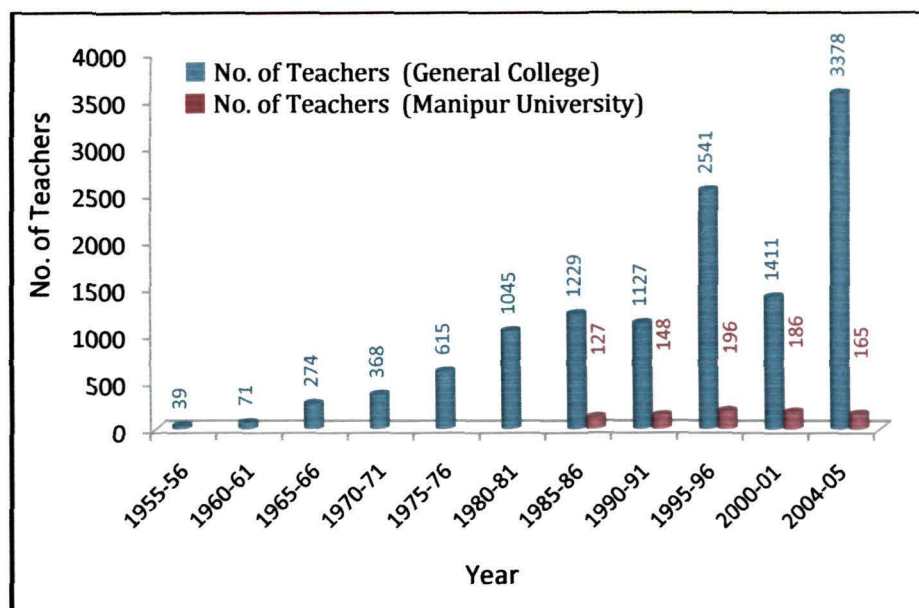
2. Both the histograms showed a downward movement at the ending side. This indicates the decrease in the number of general colleges and enrolment which is, in fact, not a healthy sign for the future of higher education in Manipur. In order to sustain healthy scenario of general higher education in Manipur, the following possible factors causing the decline must be addressed properly with feasible measures.

- a. Lost of faith in the higher educational system by the parents and students. Probably, parents and students have completely lost faith in the system and that is the reason why there is huge exodus of students of Manipur to others states.
- b. The decline may be due to frequent interruption of the educational system by the frequent bandhs and strikes, political and social upheavals and compounded by the problem of insurgency and thus hampering the smooth functioning of the educational functionaries and the system and making the academic atmosphere uncongenial and unfavourable for advancement of the students in the state.
- c. Few colleges were closed down may be due to the above to reasons as well as students mode of selection of colleges or their attitude. The study had revealed that students of few sample colleges had pursued the course mainly because their colleges did not checked malpractices during the examinations and they hope to pass out more comfortably.

(C)Development in the number of Teachers:

With the increase in the number of institutions, serious attempts were made to recruit more and more teachers over the past years. As a result, the number of teachers has risen remarkably but the system still faces the problem of shortage of teachers. The number of teachers ever since 1946 has risen many times from 39 in 1955-56 to 3378 in 2004-05. This makes the ratio of 5 students per teacher in 2004-05 as there was a big decrease in the strength of students.

Figure 3. 4: Development in the number of Teachers in the General Higher Education



Sources:

1. *Statistical Handbook of Manipur (1992)*, Directorate of Economics & Statistics, Govt. of Manipur.
2. *Statistical Abstract Manipur 2005*, Directorate of Economics & Statistics, Govt. of Manipur
3. *College Statistics (2005)*, College Development Council, Manipur University, Manipur.

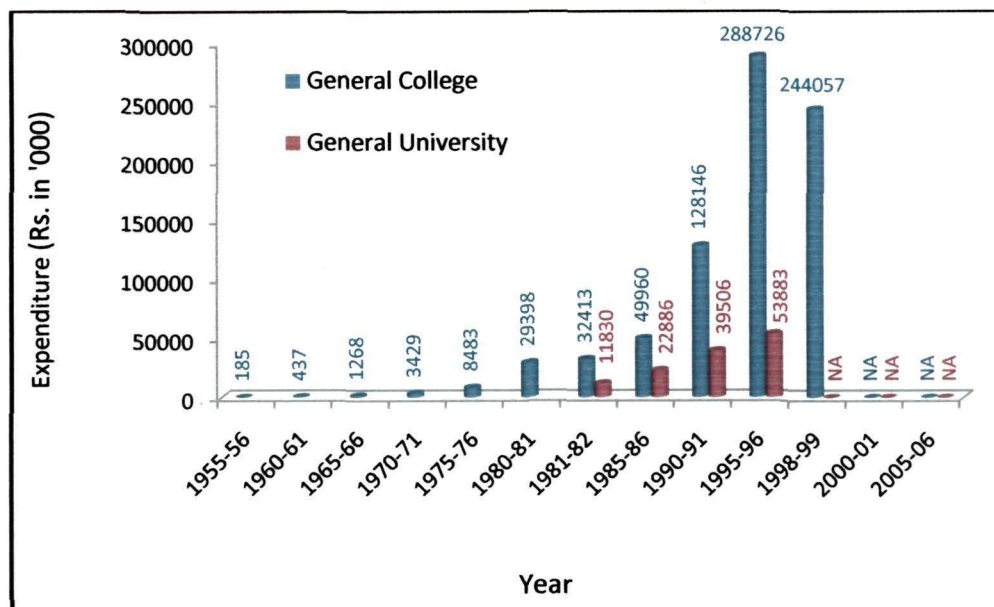
The number of teachers in the Manipur University did not show any distinct fall or rise. It remained more or less the same over the past years. In fact, the study revealed that the present strength of teachers is not adequate and the existing teachers are facing numerous problems which shall be presented in the other section later.

(D) Expenditure on General Higher Education:

The continuous increase in the number of colleges propelled sharp and continuous rise in the expenditure on general higher education which is shown in Figure 3.5. The expenditure has increased thousand times in comparison with the initial expenditure. The huge increase in expenditure on general higher education reflects the strong commitment of the state government to bring the system comparable to its counterparts, at least, in India.* On the other hand, even the Manipur University is given equal importance and the funding keeps increasing every year.

* Some studies had also revealed similar findings – F.H.Razvi (1960) for India and E.T. Mathew (1988) for the same.

Figure 3. 5: Trend of Expenditure on General Higher Education

**Sources**

1. *Statistical Handbook of Manipur (1992)*, Directorate of Economics & Statistics, Govt of Manipur.
2. *Statistical Abstract Manipur 2005*, Directorate of Economics & Statistics, Govt. of Manipur

Thus, the general higher education in Manipur is six decades old ever since the inception of the first general college and during these decades there has been mushroom growth of the colleges in the state.

The development of general higher education in Manipur can be divided into three phases, namely, phase I, phase II and the phase II. The phase I (1946 to 1990-91) showed a slow development and during these 41 years only 29 general colleges were established in the state. However, in the phase II (1990-91 to 2000-01), there was rapid increase in the number of colleges. During this period 31 colleges were founded which is more than the number of colleges founded in phase I. However, the pace of progress seems to lose its momentum as a down fall trend had started during the last phase (starting from 2005-06) and this is still continuing till today. The numbers of colleges and the enrolment is declining every year (See Figure 3.3). This is not a healthy sign for the future of general higher education of Manipur. If this trend is kept unchecked it could lead to disastrous consequences like;

- Many colleges may be forced to close down due to the non availability of students.
- Many teachers and staff of the colleges may lose their job, and,
- The number of student's exodus will increase considerably.

In fact, the above problems could be averted if proper measures are taken up before it become too late. For this purpose, the government as well as the educationists and academicians must pool their resources together and organized wide scale campaign to educate the general masses about the need to keep education out of the peripheral of any form of agitations and campaign for achieving their personal, social and organizational goals and objectives. If education has to survive, prosper and sustain; a very strong commitment must come from all angle to prevent any unwanted interference and disturbance to the functioning of the educational system so long as it do not get astray from its basic purpose.

3.4. DEVELOPMENT OF PROFESSIONAL HIGHER EDUCATION IN MANIPUR:

Professional higher education facilities have been deprived to this part of the country for long. Students desiring to take up professional education had suffered and were compelled to go outside the state for obtaining such education if they could afford. Poor but talented students had to for go their desire to pursue professional education as such facility was not available in the state even after India's Independence.

Literally, Manipur did not have even a single professional institution/college during the British rule in India. Even after Independence such educational facility was not available in the state until 1954 when the first professional higher educational institution was set up. Such a delay and late beginning may be due to the following reasons;

- The indifferent attitude of the then authorities who did not bother to provide such educational facilities to the people.

- The common people also did not feel the need for such facilities which may be due to lack of awareness and exposures.

Nevertheless, after India's Independence, with the growth of consciousness among the people and the authorities the need for imparting technical and professional education to the younger generation was strongly felt. As a result different types of professional institutions like Dance, Technical (Engineering), Legal, Teacher Training, Medical, Agricultural and Management education were set in the state.

The long suffering of the students and the people of the state for professional higher education facilities came to an end with the establishment of the first institution of professional higher education (Government Dance College) in 1954 at the State Capital. This had opened the door for various other professional institutions/colleges/university and as such different types of professional educational institutions were founded in different parts of the state and some professional schools were upgraded to the status of professional college.

The trend of development of professional higher education in the state is less impressive than the general higher education. Needless to say, professional higher education has the greater capacity to generate employment to its recipient than that of general higher education. In fact, the number of general higher educational institutions is 3 times more than the number of professional institutions. And, this could be one explanation to the problem of unemployment in the state. Thus, the problem of unemployment can be reduced to a great extent by setting up more IT and technical institutions in the state.

As mentioned earlier, the overall progress of professional higher education is quite slow. Moreover, the development in different types of professional education is also very disappointing. The fact that the state has only 16 professional institutions and 1 professional university, the scenario gets worsen when analyzed by breaking the institutions into types. The Table 3.3 shows the present status of the different types of professional education.

Table 3. 4: Number of Institutions/Colleges/University according to type

Sl. No.	Type of Education	No. of institutions/ Colleges/University
1.	Dance Education	1
2.	Legal Education	3
3.	Fine Art Education	1
4.	Technical Education (Engineering Courses)	3
5.	Teacher Education	6
6.	Medical Education	1
7.	Agricultural Education (Central Agricultural University)	1
8.	Management Education	1
	Total	17

Source: *College Statistics (2005)*, College Development Council, Manipur University, Manipur.

It is evident from the above table that the progress of professional higher education, in term of the number of institutions and the types of professional education, is quite slow. However, the progress in the field of teacher education is noteworthy. The development of Teacher education is quite impressive in comparison to the other types of professional education. The increase in the number of institutions of teacher education was recorded to be the highest among the different types of professional institutions (See Table 3.3).

Moreover, the development in the field of legal and technical education is also appreciable though more of such institutions are needed in the state. By 2007, the state has 3 Technical Institutions and 3 Law Colleges.

Besides, Manipur also has one professional university, namely, Central Agricultural University, Imphal. The Central Agricultural University (CAU) is the first and only professional university in the state which was founded in 1993 with its headquarters at Imphal. The University has its jurisdiction over the states of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Sikkim and Tripura. The study had found out that the Central Agricultural University, Imphal is totally different from that of

Universities of general education like Manipur University, in its set up and functioning. Some of the interesting features are;

- a.* The CAU has seven constituent colleges located at different places in the north east India which comes under its jurisdiction. These constituent colleges are;
 - i.* College of Agriculture, Iroisemba (CA), Imphal, Manipur.
 - ii.* College of Vererinary Science and Animal Husbandry (CVS &AH), Selesih, Aizawl, Mizoram.
 - iii.* College of Fisheries (CF), Lembucherra, Agartala, Tripura.
 - iv.* College of Horticulture and Fosrestry (CH&F), Pasighat, Arunachal Pradesh.
 - v.* College of Home Science (CHS), Tura, West Garo Hills, Meghalaya.
 - vi.* College of Agricultural Engineering and Post-harvest Technology (CAE&PHT), Ranipool, Gangtok, Sikkim.
 - vii.* College of Postgraduate Studies (CPGS), Barapani, Shillong, Meghalaya.

As the present study is concerned with the higher education system of Manipur, out of these colleges of agriculture, only one college; the College of Agriculture, Iroisemba, Imphal, Manipur; has been included in the purview of the study.

- b.* There is no affiliation system like that of the general university system.
- c.* Teaching, research and extension programmes are done by the constituent colleges and the CAU is responsible for the administrative works.
- d.* The CAU is fully residential university.
- e.* Admission to undergraduate programmes through nomination by respective states on NR Region and ICAR/VCI, based on entrance test conducted by them. Admission to postgraduate programmes on the basis of merit in qualifying degree and nomination by ICAR.

The progress in field of dance, fine art, medical and management education is very disheartening as the state has only 1 institutions for each type. It is evident from table 3.3 that by 2007, the state has 1 Dance College, 1 Fine Art College, 1 Medical Institution and 1 Management Institution. The number of institutions for these areas of professional education is too less and so more effort should be directed to set up more institutions in these areas. This is imperative in order to keep its higher educational system closer to the advanced systems.

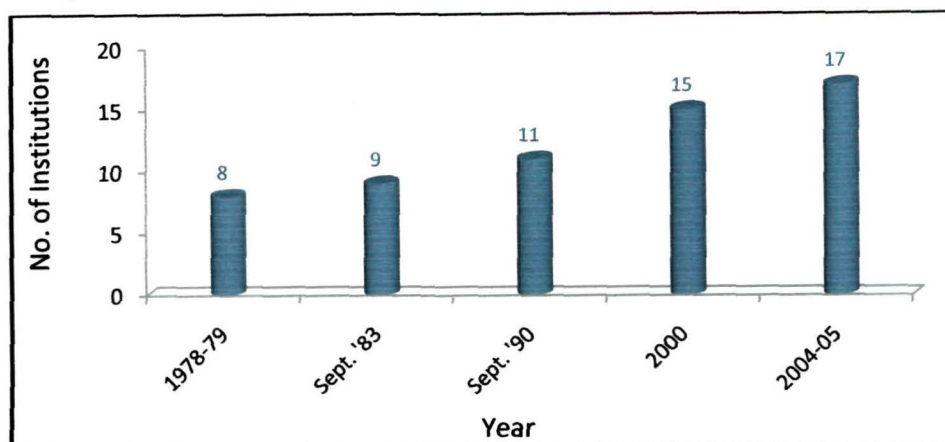
3.4.1. Developmental Trends of Professional Higher Education

In fact, professional higher education in Manipur, in spite of its late start, has made some progress which is quite slow. Ever since the inception of the first professional institution till 2007, professional higher education is 54 years old which is an enough period for producing advance system of professional higher education. But, the state is able to produce only 17 professional institutions which is too less to quench the educational thirst of thousands of students of the state who want to pursue their career in the different professional field.

In this section attempt has been made to analyze the developmental trends of professional higher education in respect of the number of institutions, enrolment and strength of teachers.

3.4.1.1. Development of Institutions:

The trend of development of professional higher education in Manipur showed a slow and steady progress. Professional higher education was introduced in 1954 and by 2008 the state has 17 professional institutions but 57 general colleges. Comparing with that of general higher education, the trend of development of professional higher education is not impressive.

Figure 3. 6: Development of Institutions of Professional Higher Education

Note: Included Dance College, Imphal Art College, Management, Agriculture and Engineering Institutions

Sources:

1. *Basic Statistics of North Eastern Region 2006*, North Eastern Council, Shillong, Government of India
2. *Administrative Reports (from 1955 to 1995-96)*, Directorate of Information and Public Relations, Government of Manipur.

Further, a comparative analysis of the development of professional higher education of the northeastern states has revealed that the overall development of professional higher education in Manipur is very slow as compare to Assam which has 59 (fifty-nine) institutes of professional education in 2002-03, whereas in Manipur there are only 7 (seven) during the same year. However, it had always held second position next to Assam over the past years till 2002-03.

Table 3. 5: Developmental trend of Professional Higher Education in North East India

States \ Years	1978-79	Sept. '83	Sept. '90	2000	2002-03
Arunachal Pradesh	-	1	2	2	2
Assam	22	21	24	44	59
Manipur	6*	6*	6*	6*	7*
Meghalaya	2	2	2	2	3
Mizoram	1	1	2	4	5
Nagaland	3	3	3	4	5
Tripura	6	3	3	3	4
Sikkim	-	-	-	-	5

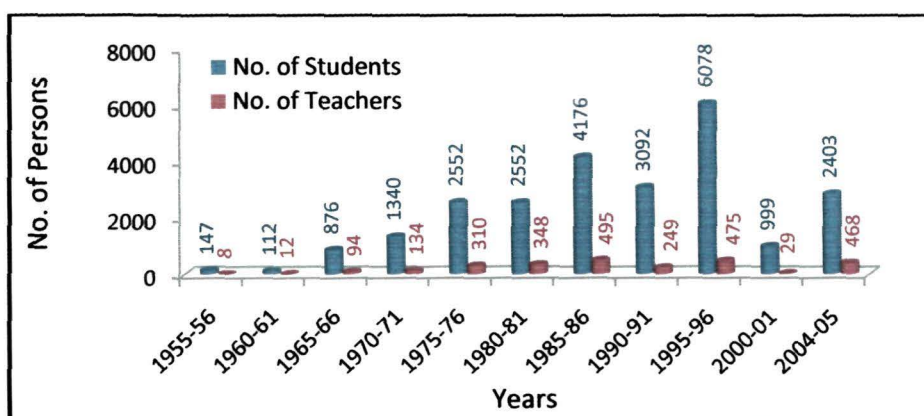
Note:* Excluded Dance College, Imphal Art College, Management, Agriculture and Engineering Institutions

Source: Basic Statistics of North Eastern Region (1980-2006), North Eastern Council, Shillong.

3.4.1.2. Development in the number of Teachers and Students:

With the growth of institutions, continuous rise in the number of students was observed. But, in 2000-01, the number of students dropped drastically to 999 from 6078 in 1996-97. Similar trend was also seen for the general higher education. But, the number increased to 2403 in 2004-05. Moreover, the trend of growth in the number of teachers also showed a similar trend with that of the students. In 2000-01, the total number of teachers teaching in professional higher education had come down to 29. But, it had recovered in 2004-05 and the number of teachers had increased to 468 that is 16 times more than 2000-01.

Figure 3. 7: Development in the No. of Teachers and Students of the Professional Higher Education



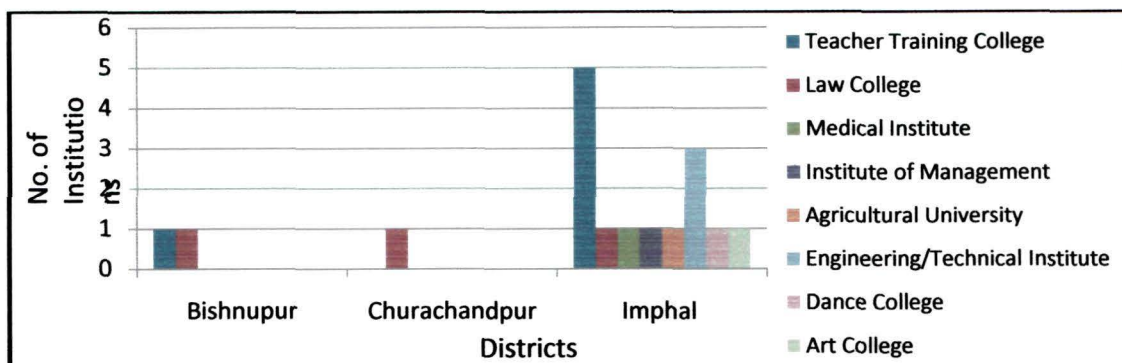
Sources:

1. *College Statistics (2005)*, College Development Council, Manipur University, Manipur.
2. *Statistical Handbook of Manipur (1992)*, Directorate of Economics & Statistics, Govt. of Manipur.
3. *Statistical Abstract Manipur 2005*, Directorate of Economics & Statistics, Govt. of Manipur.

3.4.1.3. Present Status of Professional Higher Education:

The overall development professional higher education is not only slow but also lopsided and unbalanced. It is shocking that the lion share in the development process goes to the valley area while the hill area receives a tiny one. Of the 17 institutions, almost all (i.e. 16) are located in valley area and just only 1 is located in the Churachandpur District, one of the hill district of Manipur. It was also found out that the only professional institution of the hill area is in critical situation. It is at the verge of closing down as the institution was burnt down during the ethnical clash.

Figure 3. 8: District-wise Distributions of Professional Institutions



Note: Other districts of Manipur did not have even on professional college/institutions.

Sources:

1. *College Statistics (2005)*, College Development Council, Manipur University, Manipur.
2. *Annual Report, 2004*, Manipur University, Canchipur, Imphal, Manipur.

The names of the professional colleges with the year of establishment is shown below;

Table 3. 6: List of the Professional Colleges/Institutions

Sl. No.	Name of colleges	Year of Estd.	Districts
1.	Imphal Art College(P)	1949	Imphal
2.	Government Dance College (G)	1954	Imphal
3.	Government Polytechnic (G)	1956	Imphal
4.	LMS Law College(G)	1958	Imphal
5.	DM College of Teacher Education (G)	1972	Imphal
6.	Regional Institute of Medical Science (G)	1972	Imphal
7.	Hindi Teachers' Training College(G)	1975	Imphal
8.	LMGM Law College (P)	1982	Churachandpur
9.	DOEACC (Centre for electronics design and technology of India Govt.(G)	1988	Imphal
10.	Institute of Cooperative Management(P)	1988	Imphal
11.	Kanan Devi Memorial College(P)	1992	Imphal
12.	Royal Academy of Law College(P)	1994	Bishnupur
13.	Th. Ibotombi Institute of Teacher Education and Training(P)	1997	Bishnupur
14.	Manipur College of Technology(G)	1998	Imphal
15.	R.K. Sanatombi College of Teacher Education(P)	2003	Imphal
16.	Trinity College of Teacher Education and Training(P)	2003	Imphal

Note: G = Government College; P = Private College

Source: *College Statistics 2005*, CDC, Manipur University, Imphal

The table above revealed the following conclusions;

1. There are 8 types of professional higher education in Manipur. They are Dance Education, Legal Education, Fine Art Education, Technical Education (Engineering Courses), Teacher Education, Medical Education, Agricultural Education and Management Education.
2. The development of professional higher education is mainly concentrated in the valley areas alone and almost in all the hill district there is no professional educational facilities. It was observed that all the professional institutions/colleges are located in the valley areas and the needs of the tribal were overlooked as no step was taken up to extend the facilities of professional education in the hill area.

3.5. DEVELOPMENT OF HIGHER EDUCATION IN THE HILL AREAS:

The hill areas of the state form an oval rim encircling the valley areas which is mainly inhabited by different tribes. The main occupation of the tribes is cultivation and they still relied on traditional practices. In other word, modern development is not experienced by the larger population of these tribes. In short, the tribals are under the jaw of economic, political and most significantly educational backwardness.

Needless to say, higher education for the greater masses of these tribes is very much away from their reach. This could be, perhaps, due to lack of such facilities within their areas, poverty, lack of awareness, indifferent attitude of the state government, lack of investment in this sector, insurgency, or and the failure of higher education system to provide its recipients a better life. Whatever might be the causes, literally, it is certain that higher education is deprived to this section of the population for years as no adequate efforts were made to address these issues. That's why there is little development of higher education in the Hill Areas of Manipur.

At this juncture, mention may be made here that the state government had tried to improve the higher educational system in the hill areas by providing at least one Government College to all the hill districts. The study also found out that the state government does not have any proper policy for the efficient functioning and growth of these colleges in state. This shows the half hearted attitude of the state government and lack of far sighted plan.

The study revealed that the development of higher education in the hill areas was too slow in comparison with that of the valley areas. On the top of that development in the hill areas was concentrated to general higher education only and the development of professional higher education was almost none. As a matter of fact, the hill area has 16 general colleges and only one Law College. And, this Law College is the only professional institution in the hill areas.

Table 3. 7: Number of colleges/institutions in the hill areas of Manipur

Type of college/institutions	No. of college/ institution
General College (Govt.)	7
General College (Private)	9
Professional Institution (Govt.)	0
Professional Institutions (Private)	1
Total	17

The table above shows that by 2005 the hill areas had only 17 colleges which consist of 7 government general colleges and 9 private general colleges and 1 private law college. The number of colleges/institutions in the hill areas is nearly $\frac{1}{4}$ of the total number of higher educational institutions/colleges of the entire state. Thus, the development of higher education in the hill areas is too slow. The probable factors contributing to such slow development might involve the following;

1. **Insurgency** – The problem of insurgency in not only hampering the development of higher education, it also has detrimental impact on the existing institutions.

2. **Absence of proper policy** – There is lack of proper policy which encourages private individuals or organizations to establish and run higher educational institutions in the hill areas.
3. **Lack of private initiative** – In fact, most the existing colleges/institutions of higher education were founded by the private initiatives. However, over the past few years, the state has experience various problems like – ethnic conflicts, economic crisis and political turmoil. These have caused the dying down of the private initiative to establish institutions of higher learning, especially in the hill areas.
4. **Lack of investment** – Investment in higher education is yielding good returns in other parts of the country. But, this is not happening in Manipur as it involves extremely high risk in establishing colleges/institutions. Some of the risk factors are – appeasing insurgent groups, students' migration within and outside the extra the state and government indifferent attitude.

These are some of the important factors which have not only slowed down the development process of higher education in the hill areas but also have deteriorating affect on the system. Out of the above factors, insurgency is the fundamental factor and perhaps the root causes of the others factors. Indeed, the development of higher education in the hill areas will greatly depend on how free is the system from the influences of these factors.

No doubt, the need of the hour is to improve the existing structure of higher of education and create more venues for expanding the system so as to create more opportunities for the common people for whom higher education has been a distance dream. Thus, the present aim should focus on reducing the gap between the students and the opportunities.

CHAPTER - IV

METHODOLOGY OF RESEARCH AND DATA COLLECTION

4.1. INTRODUCTION:

Methodology of a research study refers to a way of systematically solving the research problem. It may be understood as a science of studying how research is done scientifically. The methodology involves various steps (methods or techniques) that are generally adopted by a researcher in studying his research problem along with the logic behind them.

Thus, this chapter deals with the methods and procedures adopted to obtain necessary data with reference to the objectives. Attempt has been made to describe sampling techniques; tools used for data collection and how they were developed and the method by which data were collected.

4.2. METHODS OF THE STUDY:

Needless to say, the present study is concerned with the investigation of the existing present problems and the development of higher education in the state. Therefore, the researcher had adopted Descriptive Survey and Historical Method. The Descriptive Survey Method was adopted as it was believed to be the most suitable and effective means for obtaining pertinent and precise information concerning the current problems faced by teachers and students of general and professional higher education. Whereas, the Historical Method was adopted as it was believed to be the best means to obtain relevant data for tracing the development of Higher Education in the State of Manipur.

4.3. POPULATION OF THE STUDY:

The population of the present study had included all higher educational institutions of Manipur, which is comprised of 73 colleges and two universities, viz., the Manipur University and the Central Agricultural University, Imphal. Details about the

existing general and professional institutions and the population of teachers and students are shown in the following tables;

Table 4. 1: List of General Colleges and the number of Teachers and Students

Sl. No.	Name of the general colleges	Category	Teachers	Students
1.	D.M. College of Science	Govt	133	1371
2.	D.M. College of Arts	Govt	75	1559
3.	Manipur College	Govt	89	607
4.	Moirang College	Govt	55	72
5.	Modern College	Govt	89	668
6.	Thoubal College	Govt	71	478
7.	Oriental College	Govt	89	424
8.	Rayburn College	Private	30	18
9.	C.I. College	Govt	64	157
10.	Churachadpur College	Govt	46	673
11.	Petigrew College	Govt	16	79
12.	G.P. Women's College	Govt	112	1429
13.	Nambol L. Sanoi College	Govt	53	135
14.	Kha Manipur College	Govt	59	107
15.	M.B. College	Govt	44	226
16.	N.G. College	Govt	44	175
17.	Ideal Girls College	Govt	42	61
18.	Y.K. College	Govt	58	129
19.	Bethany Christian College	Private	43	110
20.	Presidency College	Govt	62	1435
21.	Biramangol College	Aided	105	383
22.	Lilong Haoreibi College	Govt	77	380
23.	Lamka College	Govt	26	262
24.	Hill College	Govt	16	111
25.	Imphal College	Govt	102	1313
26.	Liberal College	Aided	138	666
27.	United College	Govt	42	523
28.	Thambal Marik College	Aided	90	151
29.	Mangolnganbi College	Private	41	119
30.	Western College	Private	49	114
31.	T.S. Paul Women's College	Private	45	57
32.	Standard College	Aided	77	323
33.	Kakching Khunou College	Aided	121	83

Sl. No.	Name of the general colleges	Category	Teachers	Students
34.	Mayai Lambi College	Aided	59	272
35.	Jiri Colleg	Aided	25	235
36.	Kumbi College	Private	45	18
37.	S.Kulla Women's College	Private	86	83
38.	South East Manipur College	Private	47	246
39.	Ching Tam College	Private	31	14
40.	Waikhom Mani College	Private	76	254
41.	Regional College	Private	64	250
42.	Pole Star College	Private	78	83
43.	Pravabati College	Private	61	209
44.	Kakching College	Private	42	04
45.	Kamakhya Pemton College	Private	50	124
46.	Canchipur College	Private	21	28
47.	Shree Shree Gour Govinda Girl's College	Private	32	69
48.	Tamenglong College	Govt	25	235
49.	Naorem Bihari College	Private	56	185
50.	Damdei Christian College	Private	55	120
51.	NG. Mani College	Private	46	228
52.	Yairipok Universal College	Private	67	105
53.	Moreh College	Private	76	155
54.	D.M. College of Commerce	Govt	28	400
55.	Kangpokpi Mission College	Private	17	120
56.	Mt Everest College	Private	51	253
57.	Don Bosco College	Private	37	180
			3378	18268

Source: College Statistics 2005, CDC, Manipur University, Imphal

Table 4. 2: List of Professional Colleges/Institutions, No. of Teachers and Students

Sl. No.	Name of colleges/institutions	Status	Teachers	Students
1.	Imphal Art College	Aided	10	67
2.	Government Dance College	Govt	9	0
3.	Government Polytechnic	Govt	39	405
4.	L.M.S. Law College	Govt	14	443
5.	D.M. College of Teacher Education	Govt	14	230
6.	Regional Institute of Medical Science	Govt	259	162
7.	Government Hindi Teachers Training College	Govt	6	60

Sl. No.	Name of colleges/institutions	Status	Teachers	Students
8.	Lalzalien Mangmingthang Gangte Memorial Law College	Private	9	0
9.	DOEACC (Centre for Electronics Design and Technology of India)	Govt	10	181
10.	Institute of Cooperative Management	Govt	9	63
11.	Kanan Devi Memorial College of Education	Private	9	100
12.	Royal Academy of Law	Private	15	115
13.	Th. Ibotombi Institute of Teacher Education and Training	Private	12	100
14.	Manipur Institute of Technology	Govt	27	227
15.	R.K. Stantombi College of Teacher Education	Private	18	150
16.	Trinity Teachers Training College	Private	8	100
		Total	468	2403

Source: College Statistics 2005, CDC, Manipur University, Imphal

4.3.3. Total population:

The total population of the present study is showed in Table 4.3 and Table 4.4.

Table 4. 3: Total Population of the General and Professional institutions

Type of institutions	No. of Institutions	Teachers	Students
General Colleges	57	3378	18268
Professional Institutions/colleges	16	468	2403
Total	73	3846	20671

Table 4. 4: Total Population of the Universities

Name of University	Teachers	Students	Research Scholars
General University	165	1337	145
Professional University	36	191	*
Total	201	1528	145

* M.Phil & Ph.D Research courses are yet to be introduced.

Sources:

1. Annual Report (2004), Manipur University.
2. College Statistics (2005), College Development council, Manipur University, Imphal
3. <http://dare.nic.in/cau1.htm>

4.4. SAMPLING TECHNIQUES

On ascertaining the nature of the entire population, it was decided to adopt two sampling techniques which are described below;

4.4.1. Purposive sampling technique:

This technique is one of the non-probability sampling techniques. It was used for the selection of sample of high ranking administrative officers of higher education like the Vice Chancellors and Officers of the Manipur University (MU) and the Central Agricultural University (CAU), Imphal; Director, and Additional Director of the Department of University and Higher Education, Imphal. The details are shown in Table.4.5.

The rationales for selecting these officers are;

- (i) They are persons who are directly connected with the higher educational system of the state and thus, capable of giving important information under investigation;
- (ii) They hold responsible positions within the frame work of the higher educational system of the state.

Table 4. 5: Sample of Officers of Higher Education

Designation	Institution/Department	Sample	Total No. of Persons
Vice Chancellors	(i) The Manipur University	1	2
	(ii) The Central Agriculture University	1	
Administrative Officers	(i) The Manipur University	4	6
	(ii) The Central Agriculture University	2	
Government Officers	(i) Commissioner, Department of Higher and Technical Education	1	2
	(ii) Additional Director of the Department of University and Higher Education	1	
		Total	10

4.4.2. Simple Random Sampling Technique:

This is one of the probability sampling techniques. It was used for the selection of teachers, scholars and students (both undergraduate and university levels). The same sampling technique was also used for the selection of sample colleges and institutions and sample departments in the two universities.

4.5. SAMPLE SIZES:

The sample of the study included two universities, 14 general colleges, and 6 professional institutions/colleges. The following table shows the detail about the sample of teachers, research scholars and students of higher education.

Table 4. 6: Shows sample of Teachers, Research Scholars and Students

Type of institutions	Sample		
	Teachers	Research Scholars	Students
General University	50	30	170
Professional University	20	-	24
General College	330	-	1330
Professional College	100	-	446
Total	500	30	1970

The procedure for the selection of sample of teachers, research scholars and students is presented in the forthcoming passages.

4.6. SELECTION OF SAMPLE TEACHERS AND STUDENTS (GENERAL COLLEGE):

The scope of the study was quite vast as it had covered all 9 districts of the state: four districts in the valley area and five districts in the hill area. Therefore, seven districts were selected so that the research work becomes much more feasible. Accordingly, three districts were selected from the valley, viz., *Thoubal, Imphal East and Imphal West*. Nevertheless, for the convenience of research, Imphal East and Imphal west was combined and treated as one unit area (Imphal Area). Further, four districts were selected from the hill area, viz., *Chandel, Ukhrul, Churachandpur, and Senapati district*. This was done mainly because the number of colleges in the hill districts, when put together, is one-third of the total colleges which is too less.

The procedure followed for the selection of sample of colleges, teachers and students is described below;

- (I) Initially, a list of all general colleges from the seven districts/area were prepared by classifying them into two categories – Government and Private.
- (II) From the seven districts/areas, at least one college was randomly selected from each category- Government and Private College for inclusion into the sample of general colleges Table 4.7 shows the sample of general colleges in each district for different categories – government and private.

Table 4. 7: Showing sample of General Colleges, Teachers and Students (districts wise)

Sl. No.	Name of the sample colleges	Districts	Teachers	Students
1.	South East Manipur College (P)	Chandel	20	100
2.	United College (G)	-do-	20	100
3.	Churachandpur College (G)	Churachandpur	30	90
4.	Rayburn College (P)	-do-	15	30
5.	D.M. College of Arts (G)	Imphal	15	120
6.	D.M. College of Commerce (G)	-do-	15	80
7.	D.M. College of Science (G)	-do-	20	120
8.	G.P. Women's College (G)	-do-	30	180
9.	Liberal College (P)	-do-	25	60
10.	Regional College (P)	-do-	20	50
11.	Don Bosco College (P)	Senapati	45	100
12.	Presidency College (G)	-do-	20	110
13.	Kha Manipur College (G)	Thoubal	10	40
14.	Waikhom Mani Girls' College (P)	-do-	20	70
15.	Petigrew College (G)	Ukhrul	25	50
Total			330	1300

(G) – Government, (P) – Private,

- (III) Thereafter, a table was constructed showing details about the number of students and teachers for each sample college according to the streams – Arts, Science and Commerce. Now, the size of the sample for each stream for all the sample colleges was computed according to the principle of proportionality (i.e. larger sample from large population and smaller sample from small population) which is shown in Table 4.7. Eventually, the self-developed questionnaires were

distributed to the randomly selected sample of students and teachers. Once the questionnaires were responded it was collected back for analysis.

4.7. SELECTION OF SAMPLE STUDENTS & TEACHERS (PROFESSIONAL INSTITUTIONS):

The procedure followed for the selection of sample of students and teachers for the professional institutions/colleges (undergraduate level) is described below;

- (I) Initially, a list of all colleges/institutions of professional education was prepared by classifying them into different types like Medical Education, Legal Education, Teacher Education, Engineering/Technical Education, Management Education, Fine Arts Education, and Dance Education. These colleges/institutions were further classified into two categories - Government and Private colleges/institutions.
- (II) The sample of colleges/institutions for professional higher education was randomly selected in such a manner that at least one government and one private institution (for each type) were included in the sample. Accordingly, 6 sample institutions from different categories (government and private) were selected as shown in Table 4. 8.

Table 4. 8: Sample of Teachers and Students (Professional Institutions)

Sl. No.	Name of Institutions	Types	Districts	Students	Teachers
1	LMGM Law College (P)	Legal	Churachandpur	90	4
2	LMS Law College (G)		Imphal	90	8
3	DM College of Teacher Education (G)	Teacher Education	Imphal	60	8
4	R.K. Sanatombi College of Teacher Education (P)		Imphal	36	5
5	Manipur College of Technology (G)	Engineering Education	Imphal	60	15
6	Regional Institute of Medical Science (G)	Medical Education	Imphal	40	40
			Total	446	100

(G) = Government; (P) = Private

For the feasibility of the present research Management Institution, Fine Art Institution, and Dance Institution were not included in the study as there was only one college for each of this type and it was quite impossible to complete the research on time if these institutions were included. However, Regional Institute of Medical Science, Imphal, in spite of being the only institution of its kind, had been included in the study mainly because of its social importance.

- (III) Thereafter, a table was constructed showing details about the number of students and teachers for each sample college/institution. Now, the size of the sample of students and teacher for each college/institution was chalked out by following the principle of proportionality which is shown in Table 4. 8, page 77. Eventually, the self-developed questionnaires were distributed to the randomly selected sample of students and teachers according to the sample size mentioned in Table 4. 8. Once the questionnaires were responded it was collected back for analysis.

4.8. SELECTION OF SAMPLE OF TEACHERS, RESEARCH SCHOLARS AND STUDENTS AT THE UNIVERSITY LEVEL:

The procedure followed for the selection of sample of students, research scholars (only for Manipur University) and teachers of the universities are described in the following passages.

- (I) At first, five lists were prepared, three for the Manipur University (MU) and two for the Central Agricultural University (CAU), Imphal. The three lists for MU were meant for the students, research scholars and teachers. These lists were prepared by categorizing them into three schools, namely, Humanities, Science and Social Science. On the other hand, of the two lists for CAU, one list contained the students and the other list contained the faculties of CAU.
- (II) Thereafter, a table was constructed showing details about the number of students, research scholars and teachers in Manipur University according to their schools- Humanities, Social Science and Science. Now, the size of the sample of students, research scholars and teacher for each school was

determined by following the principle of proportionality which is shown in Table 4. 9, page 79. Eventually, the self-developed questionnaires were distributed to the randomly selected sample of students, research scholars and teachers of the Manipur University according to the sample size mentioned in Table 4. 9. Once the questionnaires were responded it was collected back for analysis.

Table 4. 9 Sample of Teachers, Research Scholar and Students of Manipur University

Sl. No.	Schools	Teachers	Research Scholars	Students
1	Humanities	12	10	40
2	Social Science	25	10	70
3	Science	13	10	60
	Total	50	30	170

Besides, another table was constructed showing details about the number of students and teachers of the Central Agricultural University, Imphal. Thence, the size of the sample of students and teachers was determined by following the principle of proportionality which is shown in Table 4. 10, page 79. Eventually, the self-developed questionnaires were distributed randomly to the students and teachers of the Central Agricultural University, Imphal according to the sample size mentioned in Table 4. 10. Once the questionnaires were responded it was collected back for analysis.

Table 4. 10 Sample of students and teachers of CAU

Teachers	Students [M.Sc. (Agri.)]
20	25

4.9. TOOLS OF THE STUDY:

Different researchers use different tools¹ according to their research needs and requirements. The present study required suitable tools which would serve the purpose and objectives of the study. Needless to say that large part of the present study required collection of first hand or primary data from persons directly associated with higher

¹ Tools are the instruments for gathering pertinent data. There are different kinds of tools for data collection. These tools are Psychology Tests (*Intelligence Tests, Aptitude Tests, Personality Measures, etc.*); Inquiry Forms (*Questionnaire, Schedule, Checklist, Rating Scale, Opinionnaire or Attitude Scale, etc.*); Observation; interview; and Sociometric Techniques (*Sociogram, Guess-Who Techniques, Social distance Scale, etc.*).

education system. Therefore, Questionnaires and Interview Schedules were employed for collection of relevant data.

As mentioned above, tools used for the collection of data for the present study included the following;

- (A) Questionnaires.
- (B) Interview schedules.

4.9.1. Questionnaires:

The research scholar had developed the following questionnaires;

- (a) Principals (General College);
- (b) Principals (Professional Institutions);
- (c) College Teachers (Combined for General and Professional Education);
- (d) College Students (Combined for General and Professional Education);
- (e) University Teachers (Combined for Manipur University and Central Agricultural University);
- (f) Research Scholars (for Manipur University); and,
- (g) University students (Combined for Manipur University and Central Agricultural University);

4.9.2. Interview schedules:

The following interview schedules were developed by the scholar;

- (a) Interview Schedule for Vice Chancellors of the Manipur University and the Central Agricultural University, Imphal;
- (b) Interview Schedule for the Administrative Officers of the Manipur University and the Central Agricultural University, Imphal;
- (c) Interview Schedule for the Commissioner and the Additional Director of the Department of University and Higher, Govt. of Manipur.

4.10. CONSTRUCTION OF QUESTIONNAIRES AND INTERVIEW SCHEDULES:

Tools, such as questionnaires and interview schedules, used for the collection of data were developed by the researcher. The construction of these tools was time consuming and it took more than fifteen months for its completion. The procedures for the construction of these tools are described below.

4.10.1. Construction of Questionnaires²

The Researcher had developed seven questionnaires as shown above. The construction of these questionnaires was the scholar had spent more than fifteen months for the production of the final drafts. The entire procedure involved in the production of questionnaires is described below;

First Draft:

In the beginning, the researcher had developed the first draft for all the questionnaires and each questionnaire had contained more than one hundred items. The items developed consist of closed items, open-ended items and few scale items. In an endeavour to bring out the most suitable questionnaires for the present study, all possible effort was made and relevant literature was also consulted. The items were constructed keeping in view;

- The possible problems of higher education of the state concerning infrastructure, administration, finance and academic.
- The possible problems of teacher and student of colleges and universities within the state of Manipur.
- Guidelines or principles for construction of good questionnaires were also consulted.³

Supervisor's Review:

The first draft of all questionnaires was submitted to the Supervisor for her critical review. The Supervisor rendered valuable comments and suggestions. Considering her suggestions, some items were omitted and some modified and thence the second draft for each questionnaire was developed and kept ready for experts' criticism.

Expert's Criticism:

It was felt crucial to obtain experts' criticism on the drafted questionnaires for the improvement of the questionnaires. The questionnaires were given to (i) two

² A Questionnaire is a device for securing answers (pertinent information) to a series of questions dealing with the problems under investigation. It is a popular means for collecting data in research studies.

³ Lokesh koul, *Methodology of Educational Research*, N.D., Vikas Publishing House Pvt. Ltd, 2001, pp.146-154.

submitted to the supervisor for her critical review. The supervisor extended her valuable comments and suggestions. These suggestions were accepted and consequently, some items were modified, some were omitted, and some added. Thereafter, the final draft of the interview schedules was prepared and adequate number of photocopies was made and kept ready for the final administration.

4.11. DATA COLLECTION:

Data were collected from two sources, namely, primary and secondary sources. The primary sources, i.e. the first witnesses to a fact, were the responses obtained from the questionnaires and interview schedule and the original documents like reports, prospectus, and minutes. The secondary sources refer to the secondary account provided in Books, Journals, Research work (published or unpublished), etc.

4.11.1. Procedure of Data collection:

The procedure for collecting data for the present study included, (i) Documentary survey (ii) Administering questionnaires, and (iii) conducting interview.

4.11.2. Documentary Survey:

Survey of relevant documents and reports was carried out in order to trace the development of higher education in the state of Manipur since the emergence of the first college (1946). Relevant data and documents were collected from various libraries, offices and institutions from within and outside the state of Manipur during the month of March and April 2007. During this period the following libraries and offices were visited and consulted.

Libraries visited and consulted:

1. The State Central Library, Imphal.
2. Manipur State Archive, Imphal.
3. Library of Manipur University, Canchipur, Imphal.
4. Library of State Secretariat, Imphal.
5. Library of North Eastern Council, Shillong.
6. Library of Indian Council of Social Science Research, Shillong.
7. Library of North-Eastern Hill University, Shillong.

Offices visited and consulted:

1. Director of Education (University and Higher Education), Imphal.
2. Directorate of Information and Public Relations, Imphal.
3. Directorate of Economics and Statistics, Imphal.
4. Administrative Block (Office) of Manipur University, Imphal.
5. Administrative Block (Office) of Central Agricultural University, Imphal.

Each of the above libraries and offices were visited again and again until all required documents and reports were obtained.

4.11.3. Data collection through Questionnaires:

Data collection through the questionnaires was the most painstaking part of the entire research work. Contrary to the conventional process of data collection by mailing the questionnaires, the researcher had conducted field survey and personally went to the field (Manipur) and stayed there for several months instead of using the postal service. Unexpectedly, during the field survey numerous difficulties and hardships were encountered from persons holding different responsible positions within the frame work of higher education system in Manipur. Yet, there were persons who had responded positively and extended their help.

The field survey was conducted during 2007 and during this period, the researcher went personally and the questionnaires were distributed as shown in the following table;

Table 4. 12: Number of questionnaires distributed

Type of Institutions	Questionnaires given to	No. of persons
General colleges	Principals	15
	Teachers	330
	Students	1330
Manipur University	Teachers	50
	Research scholars	30
	Students	170
Professional colleges/institutions	Principals	6
	Teachers	100
	Students	446
Central Agricultural University, Imphal	Teachers	20
	Students	24
Total		2521

The respondents were briefed up with the purposes of the present study and they were assured that their responses would be used for the research purpose only and would be treated as confidential. The respondents were requested to return the questionnaires promptly. But, some of the respondents returned within a week whereas some had to be given copies twice and more than that as they had misplaced. The researcher had to go from one district to another; from one institution to another and in the universities from one department to another and from office to office to remind them. In spite of repeated request, data could be collected as shown below;

Table 4. 13: Number of questionnaires collected back for analysis

Type of Institutions	Questionnaires given to	No. of persons
General colleges	Principals	11
	Teachers	187
	Students	829
Manipur University	Teachers	40
	Research scholars	22
	Students	165
Professional colleges/institutions	Principals	6
	Teachers	58
	Students	329
Central Agricultural University, Imphal	Teachers	14
	Students	20
Total		1681

Because of the time limit for completion and because of the fact that non-receipt of data from few respondents would not affect the representativeness of the sample, the researcher had decided not to pursue them after several requests.

4.11.4. Data collection through Interview schedules:

The researcher had interviewed the officers of the Department of University and Higher Education, Government of Manipur; the officers of the Manipur University and Central Agricultural University. Most of the officials gave their consent for the interview in the first approach but few officials fixed the date and time for the interview and on stipulated date and time they were interviewed.

4.12. ANALYSIS⁴ AND INTERPRETATION OF DATA:

The present study is a qualitative research; therefore, 'content analysis'⁵ was used for the analysis of the data collected through questionnaires. The analysis began by categorizing, i.e. classifying data into categories. After categorizing, data were quantified through tabulation and counting by using the computer program called 'Microsoft Excel'. This process involves the conversion of the statements or items, in all the questionnaires, into numerical figures either '1' or '0' so that the data become quantified and can be interpreted effectively and meaningfully. The figure '1' was used to denote the respondent's appropriate answer from among the different option available in the particular item. Whereas, the figure '0' was used to denote those options of the items which the respondents felt inappropriate answer to the items or did not opted. Once the tables were ready, the responses were entered as mentioned earlier. After which, a tally was computed for each items. Through this process, the verbal data (responses to the items of the questionnaires) were converted into numerical data so that the data become easily interpretable. The process of converting the verbal data into numerical data involves the following steps;

Step 1: After acquiring adequate information (questionnaires), seven tables, one each for all the different questionnaires, were constructed in the Microsoft Excel. In the tables, the columns were used for representing the items and the rows were used for representing the responses of the respondents. At first, all items of the questionnaire were entered in the first row of the table and the Respondent Number⁶ in the first column. This process was used for all the questionnaires and thus the program was ready for data entry.

Step 2: Once the tables were ready, the responses were entered, item by item, by using '1' or '0' as mentioned earlier. The same procedure was used for all the questionnaires.

⁴ Analysis of qualitative data means studying the organized material in order to discover inherent facts.

⁵ Content analysis is concerned with the classification, organization and comparison of the content of a document or communication. Communication may be in the form of responses to questionnaire. (Lokesh Koul, *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd, N.D., p. 190).

⁶ Respondent Number refers to the number assigned to each respondent.

Step 3: Thereafter, a statistical computation of tallying was performed for all the tables. The tallies (totals) of each item were converted into percentages.

Step 4: Finally, after obtaining percentages, the actual analysis was initiated and interpretation of all the responses to the items was done. Percentage was used as the basis for analyzing and interpreting the responses to the questionnaires.

CHAPTER - V

ANALYSIS AND INTERPRETATIONS

5.1. INTRODUCTION:

The present study was taken up with the objective to study the development pattern of General and Professional Higher Education in Manipur and to identify the problems associated with the same. Besides, sincere efforts were also made to find out the existing problems experienced by the students and teachers both at the undergraduate and postgraduate levels including the problems faced by the research scholars.

As regards to the development of higher education in Manipur the information was collected mainly from the government records, reports and relevant books etc.

As part of data collection the following were requested to express their views and opinions regarding the problems faced by them as being the important part of the higher education system so that the overall problems or situations of both the general and professional higher education can be established;

- **Vice Chancellor, Registrar, Finance Officers and Controller of Examination** of the Manipur University, Imphal,
- **Vice Chancellor, Registrar, Finance Officers and Dean** of Central Agricultural University, Imphal,
- **Director (Commissioner)**, Directorate of Higher & Technical Education, Imphal and **Additional Directors** of the Department of University and Higher Education, Imphal,
- **Principals/Directors** of the undergraduate colleges/institutions (both general and professional higher education),
- **Teachers** of colleges, institutions, and universities (both general and professional higher education), and;
- **Research Scholars** of the Manipur University and **Students** of colleges, institutions, universities (both general and professional higher education).

In this chapter attempt is made to analysis the questionnaires collected back from the Principals/Directors, teachers, research scholars and students and the interview with the administrative officers. The analysis of questionnaires is divided into three broad parts:

- (A) Analysis of Questionnaires of the Principals, Teachers, Research Scholars and Students of the General Higher Education, and;
- (B) Analysis of Questionnaires of the Principals, Teachers and Students of the Professional Higher Education;
- (C) Analysis of Interview schedules.

5.1.1. ANALYSIS¹ AND INTERPRETATION OF DATA COLLECTED:

The present study is a qualitative research; therefore, 'content analysis'² was used for the analysis of the data collected through questionnaires. The analysis began by categorizing, i.e. classifying data into categories. After categorizing, data were quantified through tabulation and counting by using the computer program called 'Microsoft Excel'. This process involves the conversion of the statements or items, in all the questionnaires, into numerical figures either '1' or '0' so that the data become quantified and can be interpreted effectively and meaningfully. The numerical figure '1' was used to denote the respondent's appropriate answer from among the different option available in the particular item. Whereas, the figure '0' was used to denote those options of the items which the respondents felt inappropriate answer to the items or did not opted. Once the tables were ready, the responses were entered as mentioned earlier. After which, a tally was computed for each items. Through this process, the verbal data (responses to the items of the questionnaires) were converted into numerical data so that the data become easily interpretable.

¹ Analysis of qualitative data means studying the organized material in order to discover inherent facts.

² Content analysis is concerned with the classification, organization and comparison of the content of document or communication. Communication may be in the form of responses to questionnaire. (Lokesh Koul, *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd, N.D., p. 190).

5.2. ANALYSIS OF QUESTIONNAIRES OF THE PRINCIPALS, TEACHERS, RESEARCH SCHOLARS AND STUDENTS OF GENERAL HIGHER EDUCATION:

5.2.1. Analysis and interpretation of the Principal's Questionnaires (general colleges):

The responses of principals of the general colleges to the questionnaire given to them are analyzed and interpreted. The number of principals who responded to the questionnaires was 11.

The following are the analysis of the responses made by the principals;

General Information:

Location of the colleges:

54.55 per cent of the principals revealed that their colleges are located in the urban area (valley area) and 45.45 per cent stated that their colleges are situated in the rural area (hill area).

Affiliation:

Cent per cent of the respondents stated that their colleges are affiliated to the Manipur University and the nature of their affiliation is described below;

Table 5.1: Nature of affiliation of the general colleges and the type of management

Nature of affiliation/management		Respondents	
		f	Per cent
Status of affiliation	Permanent	7	63.64
	Temporary	4	36.36
Type of management	Private	6	54.54
	Government	5	45.45

63.64 per cent of respondents stated that their colleges are permanently affiliated to the Manipur University, but 36.36 per cent is temporarily affiliated. Moreover, out of the 11 institutes 5 are private (54.54%) and the remaining 5 institutes (45.45%) are government managed institutions.

Recognition:

The respondents were asked to answer *whether their colleges are recognized by the relevant authorities*. The responses are analyzed and the result is;

54.55 per cent of the principals stated that their colleges are recognized both by the state government and UGC; 18.18 per cent of them revealed that their colleges are recognized only by the UGC and 18.18 per cent did not respond.

Type of the colleges:

81.82 per cent of the principals stated that their colleges are co-educational institutions and 18.18 per cent stated that their colleges are girl's colleges.

NAAC Accreditation:

9.09 per cent of the principals stated that their colleges are assessed by NAAC but a huge majority of them (72.73%) admitted that their colleges are not assessed and 18.18 per cent did not give the answer to the question.

INFRASTRUCTURAL PROBLEMS

5.2.1.1. Land and Buildings

The principals were asked to state *whether they have land and building of their own*. The responses are analyzed and the results are as follows;

Table 5. 2: Land and buildings ownership

Land owned by the institution	Respondents		Buildings owned by the institution	Respondents	
	f	Per cent		f	Per cent
Yes	6	100.00	Yes	6	100.00
No	0	0.00	No	0	0.00

Cent per cent of the respondent revealed that the land and buildings in which the institutions are functioning is owned by the college.

5.2.1.2. Infrastructural facilities in relation to buildings, rooms and sports:

Table 5. 3: Various infrastructural provisions in the college

(Values in percentage)

Infrastructural facilities	Per cent
Playground/fields	45.45
Basket ball court	9.09
Volley ball court	18.18
Auditorium	27.27
Indoor stadium	27.27
Library building	100.00
Canteen	63.64
Teachers' room	90.91
Students' common room	54.55

The respondents were required to mention the *various infrastructural facilities available in their institutions*. They were given suggested option (as shown in the above table) and were requested to tick the appropriate ones. The responses are analyzed according to the type of institutions and the result is shown above;

It can be clearly seen in the table that most of the sample colleges are not having sufficient infrastructure facilities, mentioned above, which is the vital parts of the total educational set up.

Type of buildings:

63.63 of the respondents stated that the buildings in their colleges are both RCC type and assam type; 27.27 per cent mentioned that the buildings are RCC type only and 9.09 per cent of them mentioned that the buildings are assam type only.

Rooms for teachers:

The respondents were asked to *state the type of rooms arranged for the teachers in their colleges*. The responses are analyzed as follows;

Figure 5. 1: Percentage distributions of different types of teachers' rooms in the general colleges

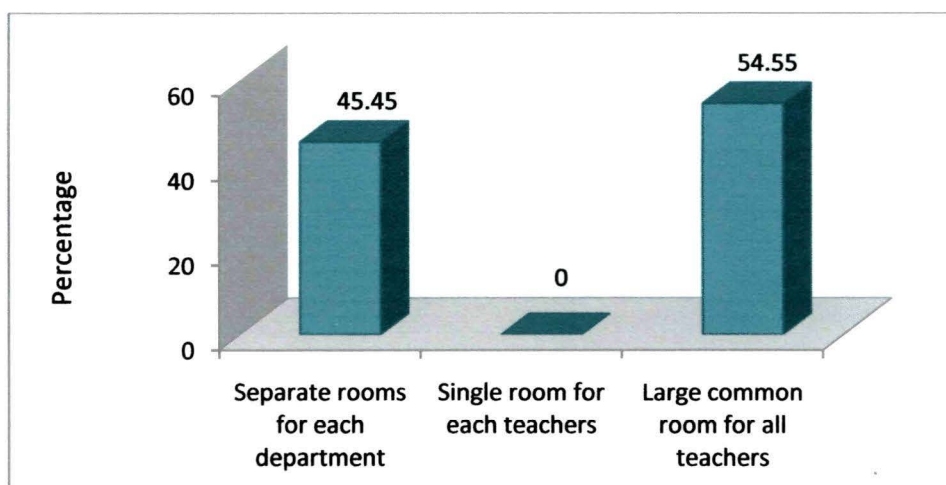


Table 5. 4: Teachers Room provisions in the colleges

Type of rooms for teachers	Respondents	
	f	Per cent
Separate rooms for each department	5	45.45
Single room for each teachers	0	0.00
Large common room for all teachers	7	54.55

Majority of the respondents (54.55%) reported that large common room is provided to the teachers, but 45.45 per cent stated that separate rooms are provided to each department; and single room is not provided at all.

Students' Common rooms:

The responses of the principals in this regard are analyzed and the results are given below;

Figure 5. 2: Percentage showing the provision of students' common room the general colleges

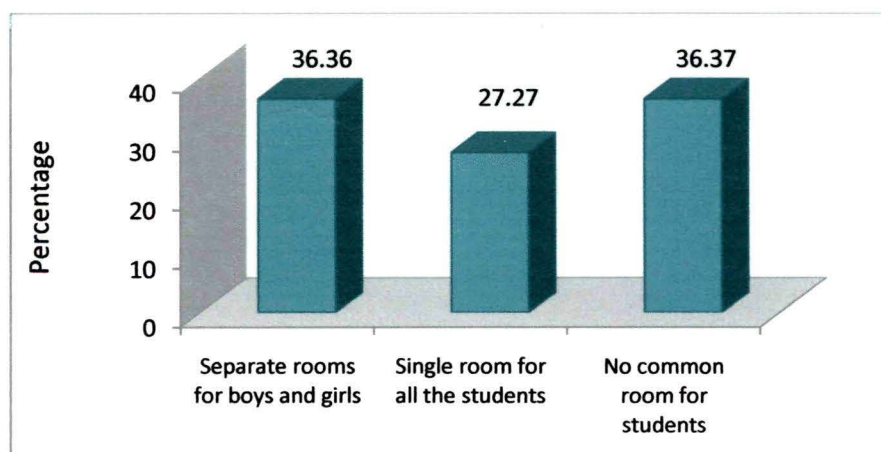


Table 5. 5: Provision of students' common rooms in the colleges

Nature of students' common rooms	Respondents	
	f	Per cent
Separate rooms for boys and girls	4	36.36
Single room for all the students	3	27.27
No common room for students	5	36.37

36.36 per cent of the respondents revealed that two common rooms are provided to the student's in their colleges, one for boys and the other for girls. But, 27.27 revealed that single room for all students (both boys and girls) is provided and 45.45 per cent disclosed that such facility is not provided in their college.

Classrooms:

The principals were asked to answer the following question, "***Are there adequate number of classrooms in your college?***". The responses are analyzed and the results are;

- Majority of the respondents (63.64%) claimed that the number of classrooms is adequate.
- but, 27.27 per cent of them admitted the inadequacy of the classrooms.

5.2.1.3. Audio-visual aids:

With regard to the audio visual aids facility, the respondents were required to mention the ***various types provided in their college***. The analysis of the responses revealed the following;

- 27.27 per cent mentioned the availability of **Television** in their colleges that can be used by teachers to improve the teaching-learning activities.
- No one stated the availability of **tape recorder**.
- 9.09 per cent expressed the availability of **overhead projectors**.
- 9.09 per cent claimed the availability of **LCD projector**.

5.2.1.4. Computers facility and internet connectivity:

The following questions were asked to the principals, "***Are computers installed in your college?***" "***Kindly specify the purpose for which computers are installed?***" The responses are pooled and analyzed in the following table;

Table 5. 6: Nature of computer installation and the uses in the general colleges

Computers installed	Respondents		Purposes of the computer	Respondents	
	f	Per cent		f	Per cent
Yes	4	36.36	Practical works	1	9.09
No	7	63.64	Office use	5	36.36
			Library	1	9.09

As can be seen from the table and figure, 36.36 per cent of the principals stated the availability of computers in their colleges but majority of them (63.64%) disclosed the absence of such facility in their colleges.

Further analysis revealed that computers are mainly used for office works and it is also used in the libraries and in practical works.

Computers for teachers:

In this regard, cent per cent of the principals revealed that separate computer is not provided to teacher in their colleges.

Internet connection:

The respondents were asked certain question on the '*availability of internet facility in their colleges and also the beneficiaries of such facility*'. The responses are pooled and analyzed as follow;

Table 5. 7: Internet connection and it beneficiaries

Internet connection in the institution	Respondents		The internet facility availed by	Respondents	
	f	Per cent		f	Per cent
Yes	2	18.18	Principal	1	9.09
No	9	81.82	Teachers	0	0.00
			Students	0	0.00
			Office use	2	18.18

18.18 per cent of the principals revealed that internet facility is provided in their college but the remaining 81.82 per cent admitted the absence of such facility. It is also revealed that the internet facility is availed by the principals and office staff only and the teachers and students are deprived off from such facility.

5.2.1.5. Laboratory provisions:

Problem with Laboratory facility:

The respondents were asked to state whether there was any *infrastructural problems in relation to the laboratory facility*. 27.27 per cent of the principals admitted that they are facing numerous infrastructural problems concerning the laboratory facility in their colleges but 36.36 per cent stated that they do not have any problems and the remaining 36.36 per cent kept mum.

Equipments and instruments:

The respondents were required to *mention whether the laboratories are adequately equipped with necessary equipments and instruments or not*. The responses are analyzed and 36.36 per cent of the respondent stated the adequacy of the equipments and instruments in the laboratory and 9.09 per cent admitted the inadequacy and the majority of them (54.54%) did not respond the question.

5.2.1.6. Library provisions:

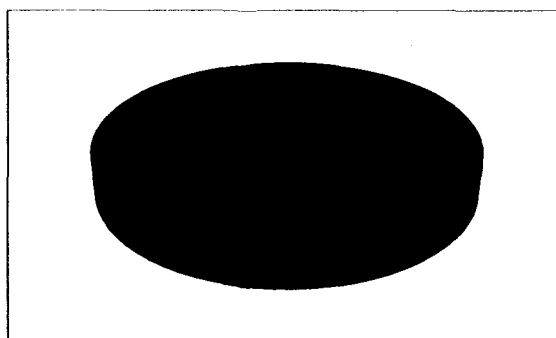
The respondents were asked to state *whether library is provided in their institutions or not*. The result of the analysis of the responses is provided below;

All the respondents (100.00%) revealed that the library facility is provided in their colleges.

5.2.1.7. Hostel provisions:

The principals were asked to respond a question, *"Does your college provide hostel facility to the students?"* The result of analysis is given below;

Figure 5. 3: Percentage distributions of general colleges providing hostel facility to the students



46.66 per cent of the respondents (7 principals) revealed that hostel facility is being provided to the students by their colleges and 53.33 per cent admitted the absence of hostel. Therefore, the analysis of the questions related to the hostel provisions shall be based on the responses made by seven principals (i.e. N=7)

ADMINISTRATIVE PROBLEMS

5.2.1.8. Governing Body:

The principals were asked to *state whether a governing body existed in their institutional set up or not*. The responses are analyzed as follows;

Table 5. 8: The governing body of the colleges and its functions as reported by the principals

Governing body	Respondents		Functions of the governing body	Respondents	
	f	Per cent		f	Per cent
Yes	5	45.45	Recruiting teachers	5	36.36
No	9	54.55	Management of the institution	5	36.36
			Framer of the rules and regulations for the institution	5	36.36

Majority of the respondents admitted the absence of governing body as they are governed by the state government. Whereas, 45.45 of them claimed its existence and also revealed the functions usually performed by the body, which are given below;

36.36 per cent stated that **recruitment of teachers; management and framing of rules and regulations** of the colleges are the main functions of the governing body.

5.2.1.9. Students' unrest:

In this connection, 63.64 per cent admitted that such problem had rarely taken place in their college and another 18.18 per cent expressed that such problem had never occurred and 18.18 per cent refrained from reporting.

5.2.1.10. College alumni association:

Majority of the respondents (54.55%) disclosed the absence of such association in their institutions but 36.36 per cent stated the prevalence of alumni association and 9.09 per cent did not respond to it.

5.2.1.11. Records:

The respondents were asked to *state the records and files maintained by their office*. The result of the analysis of the responses is;

Table 5. 9: Records maintained by the colleges

Records	Respondents	
	f	Per cent
Personal file of teachers	11	100.00
Staff confidential register	6	54.55
College Minute register	9	81.82
Salary register	11	100.00
Leave register	11	100.00
Admission register	11	100.0
Fee register	11	100.00
Cash book	10	90.91
Stock register	9	81.82
Certificate register	11	100.00
Library attendance register	11	100.00
Teacher attendance register	11	100.00
Library books lending and receipt register	10	90.91

It is evident from the table that majority of the colleges are maintaining the above records.

5.2.1.12. Non-teaching staff:

72.73 per cent of the respondents revealed that they are having enough non-teaching staff to support the smooth functioning of the administration of the institutions. But, 27.27 per cent admitted the shortage of its non-teaching staff.

5.2.1.13. Recruitment of teachers:

The recruitment of teachers in all the government colleges is done by the Manipur Public Service Commission as revealed by 60.00 per cent of the principals. 40.00 per cent revealed that teachers are appointed by the governing body.

5.2.1.14. Admission related matters:

An attempted was made to *find out the way students are admitted*. The respondents were given suggested criteria or stages associated with admission and

asked to tick whichever is applicable. The responses are analyzed and the results are as follow;

Table 5. 10: Criteria/stages for admission in the colleges

Admission procedure	Respondents	
	f	Per cent
Merit or performance in the previous examination	3	27.27
Written	2	18.18
First come first serve	7	63.64

27.27 per cent of them revealed that merit of the performance in the examination was criteria; 18.18 per cent stated that the performance in a written or entrance test is the criteria, and majority of them 63.64 per cent stated that students are admitted on first come first serve basis.

PROBLEMS RELATED TO FINANCIAL MATTERS

5.2.1.15. Auditing of accounts:

The respondents were required to mention *how the accounts of the institutions are audited and the type of auditing adopted by them*. They were asked to tick the appropriate one from the suggested list. The responses are analyzed in the following table;

Table 5. 11: Nature and type of audit conducted in the general colleges

Nature of audit	Respondents		Type of audit	Respondents	
	f	Per cent		f	Per cent
Annually	8	72.73	Internal audit	0	0.00
Half yearly	0	0.00	External audit	4	36.36
quarterly	0	0.00	Both	2	18.18

Majority of the respondents (72.73%) revealed that auditing of the accounts are carried out annually and as far as the type of audit is concerned, 36.36 per cent revealed that only external audit was usually conducted and 16.67 per cent stated that both internal and external audit are usually done. 27.27 per cent of the respondents revealed that auditing of accounts of their institution was never done.

Auditing agencies:

The respondents asked to name the auditing agencies of personnel's. The responses revealed that the external auditors are government local audit cell, Accountant General of Manipur, and Charter accountants.

ACADEMIC PROBLEMS

5.2.1.16. Curriculum:

The principals were asked to answer certain question such as *who prepare the curriculum and state whether the curriculum was revised regularly or not and they were also required to mention how frequent the curriculum was revised*. The responses are analyzed and 100.00 per cent of the respondents revealed that the curriculum followed by their college is prepared by the Manipur University.

Table 5. 12: Revision of the curriculum

Curriculum revised regularly	Respondents	How often it is revised	Respondents
Yes	45.45	Once in 3 years	0.00
No	9.09	Once in 5 years	0.00
No response	45.45	Not fixed	18.18

45.45 per cent of the respondents stated that the curriculum was revised regularly but 9.09 per cent mentioned that the curriculum is not revised regularly and 45.45 did not respond to it. It was also revealed by 18.18 per cent of them that there is no fixed or stipulated period for revising the curriculum.

5.2.1.17. Opinion on the academic provisions:

36.36 per cent of the respondents stated their satisfaction over the academic provisions in their colleges but 54.55 per cent disclosed their dissatisfaction and 9.09 per cent did not respond. The principals were also asked to mention whether they supervise the teachers in their teaching activities or not. 63.64 per cent of them stated that they help and supervise the teachers but 27.27 per cent expressed that they never do that.

5.2.1.18. Library provisions:

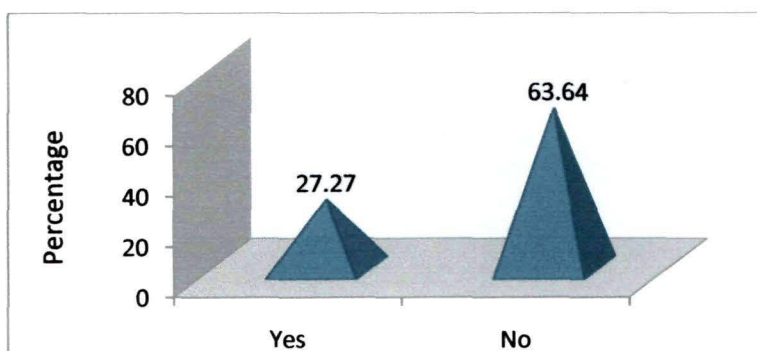
Provision of study materials:

The respondents were requested to *express whether study materials of the library are updated or not and they were also required to state (by tick marking) the adequate type of materials provided in the library of their college*. The results of the responses are;

Table 5. 13: Provisions of study materials in the library
(Values in percentage)

Study materials updated	Respondents
Yes	27.27
No	63.64

Figure 5. 4: Percentage showing whether study materials were updated regularly or not



Majority of the respondents (63.647%) stated that the study materials are not updated but 27.27 per cent admitted that the study materials are updated.

5.2.1.19. Provisions related to examination:

The respondents were asked to state the *system of examination followed in their institution*. It was revealed from the responses that all sample colleges followed annual system of examination.

Schedules of Examination and results:

100.00% of the respondents expressed that the examinations are usually held on time.

Cent per cent of the principals reported that the examination result are generally declared on time.

Problems related to examination:

63.64 per cent of the principals expressed that they usually face difficulties in controlling malpractices during examination.

5.2.1.20. Educational tours:

Majority of the respondents (72.73%) stated that educational tours are generally organized by the college but 27.27 per cent revealed that such programme was never organized.

5.2.1.21. Annual sports meet:

81.82 per cent disclosed that annual sports meets are conducted in their college but 18.18 per cent expressed that such programmes are not organized.

5.2.1.22. Co-curricular activities:

The respondents were required to specify the *type of co-curricular activities and games conducted in their colleges*. The responses are analyzed and result is shown in the following table below;

It can be clearly observed from the above table that the co-curricular activities are given important place by the general colleges.

Table 5. 14: Kinds of co-curricular activities and games organized

Co-curricular activities and games organized ↓		Football	Volley ball	Cricket	Table Tennis	Badminton	Hockey	Athletics	Debate	Extempore Speech	Quiz	Seminar	Exhibition	Drama	Dance	Singing Competition
Respondent	f ↓	7	7	1	3	4	0	7	6	6	6	5	3	3	4	6
	% ↓	64	64	9	27	36	0	64	55	55	55	45	27	27	36	55

Note: The percentages have been rounded up in order to fit into the cells.

5.2.1.23. Major problems of the colleges:

The respondents were invited to openly comment on the major problems faced by them. The responses revealed the following;

- 54.55 per cent of the principals revealed the shortage of funds and consequently they face difficulties in making payment of the salary of teachers and the non-teaching staff.
- 36.36 per cent expressed that the shortage of students is one big problem faced by their colleges.
- 36.36 per cent revealed that the shortage of sanctioned post for teachers is the other problem.

5.2.2. Analysis & interpretation of Teachers' Questionnaires (general college):

In this segment, an attempt is made to analyze the responses made by the teachers of general colleges the questionnaires given to them. The number of teachers who responded to the questionnaires was 187. The detail of the sample of teachers is shown in the figure and table below;

Figure 5. 5: Percentage distribution of teacher respondents in three streams

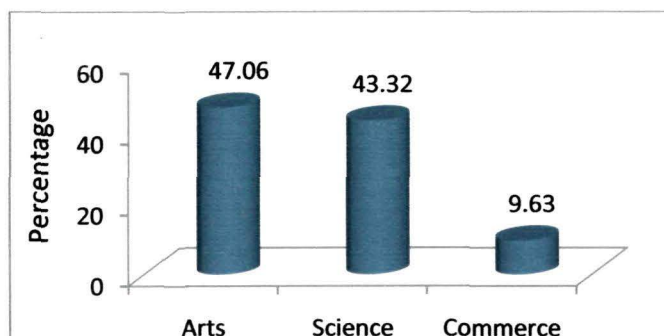


Table 5.15: The No. of teacher respondents included in the analysis

Streams of course	Teachers
Arts	88
Science	81
Commerce	18
Total	187

Out of 187 teachers, 88 belonged to Arts background, 81 belonged to Science stream and 18 were from the Commerce subjects.

5.2.2.1. Modus Operandi of colleges:

The responses revealed that the modus operandi of all the sample colleges is day business while few of them operated Morning shift along with day business. The teachers were required to mention the shifts operated in their college. The report revealed following;

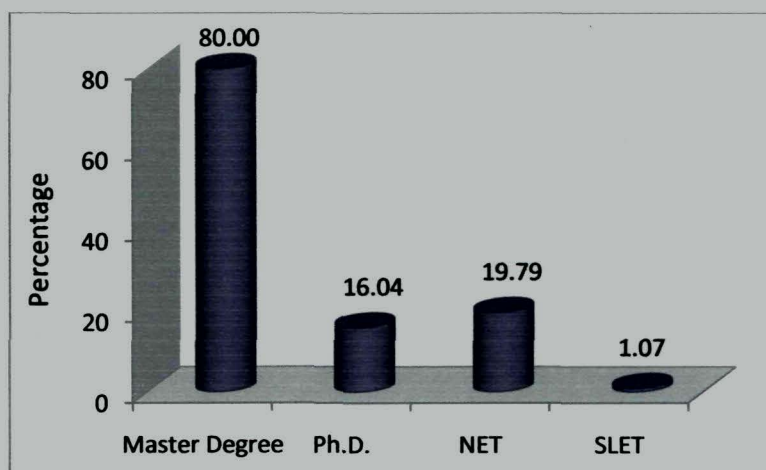
- 13.90% of the respondents said that morning shift is conducted along with day shift in their college.
- 98.93% disclosed that the main modus operandi of the colleges is day business only.
- 1.07% did not respond.

5.2.2.2. Status of Appointment:

Attempt was made to analyze the nature of appointment of teachers. 16.04 per cent of the respondents revealed that they are part time teachers but a large majority (83.96%) of the teachers was regular (permanent).

5.2.2.3. Educational Qualification of Teachers:

Figure 5. 6: Percentage distribution of teachers according to qualification



The responses revealed that most of the teacher respondents (nearly 80%) are just Master degree holders and a small size of them are having higher qualification. It was found out the 16.04% of the teacher respondents has Ph. D. Degree, 19.79% has qualified NET, 1.07% has qualified SLET and 5.88% has been award JRF.

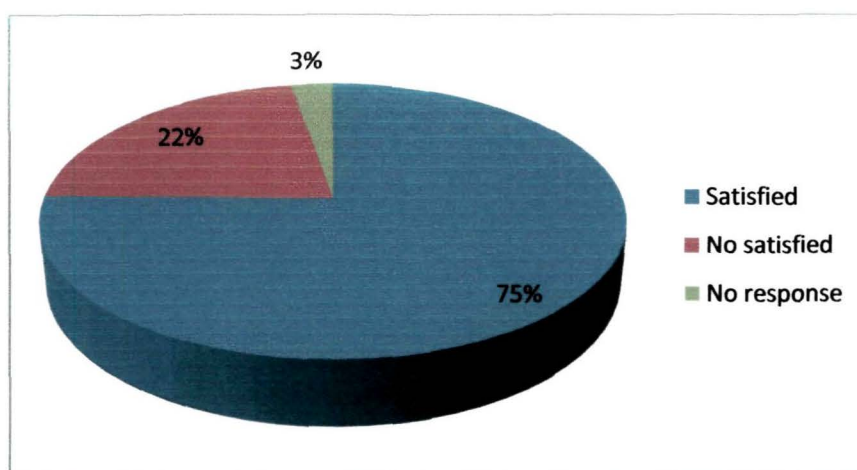
5.2.2.4. Reason for Joining teaching profession:

The respondents were asked to *mention the basic reasons for which they had joint the teaching profession;*

- a. 54.55 per cent of them expressed that they had joint teaching profession as it is a noble profession.
- b. 50.27 per cent joint the profession because of their personal interest.
- c. 1.60 per cent joint teaching because the salary is handsome.
- d. 15.51 per cent joint teaching because the profession is more peaceful and the stress is less then any other professions.

5.2.2.5. Job Satisfaction:

Figure 5. 7: Percentage distribution showing teachers' satisfaction over their job



It was discovered that a majority of the teacher respondents (75.40%) are satisfied with their job but 21.93 per cent are not satisfied and 2.67% of them did not respond.

Reasons for dissatisfaction

The unsatisfied respondents (41 teachers) expressed the reasons for their dissatisfaction;

- a. Lack of competitive academic atmosphere (revealed by 4.88% of the unsatisfied teachers),
- b. Limited research facility and infrastructure in the colleges (revealed by 12.20%),

- c. Bad relationships between teachers and students (revealed by 14.63%), and;

5.2.2.6. Professional Enhancement Programmes:

The responses of teacher in this matter revealed that majority of the respondents had attended different kinds of programmes believed to enhance their professional efficiency. The following table shows the different programmes and the percentages of teacher respondents who had attended.

Table 5. 16: Professional enhancement programmes attended by teachers

Programmes	Respondents	
	f	Per cent
Orientations	123	65.78
Refresher Course	122	65.24
Seminars	152	81.28
Workshops	122	65.24
Conference	69	36.90

Majority of the teachers seemed to have had attended most of the programmes mentioned above.

5.2.2.7. Promotion Criteria:

The respondents were asked to report on the ***rules for promotion of teachers in their college***. The responses are analyzed and the results are given in the following paragraph;

A large majority (88.00%) of teacher respondents revealed the absence of the provision of promotion in their college whereas UGC norms are followed in all Government college for the regular teachers.

5.2.2.8. College Serving:

The respondents were as asked a question, "***How many college/institutes are you serving simultaneously?***" The result of the analysis of this question is given below;

Few of the private college teacher respondents disclosed that they are working in more than 1 college whereas nearly all government college teachers are working in

not more than 1 college. It was found out that 5.35 per cent of the respondents are working in two colleges simultaneously and 1.07 per cent are working in four colleges.

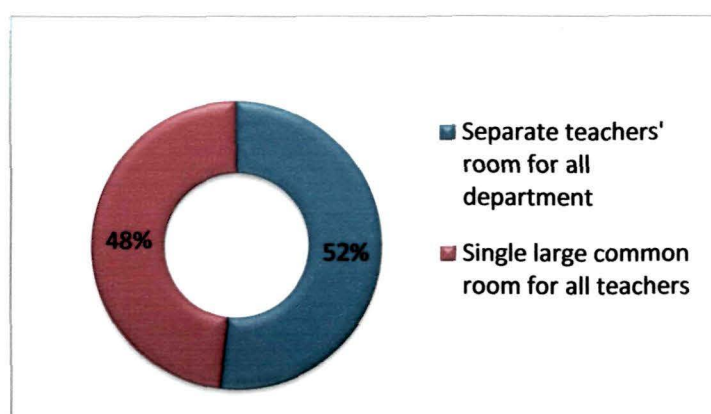
INFRASTRUCTURAL PROBLEMS

5.2.2.9. Physical Infrastructures:

In respect to the physical infrastructural provision, a small majority (58.29%) of the teachers disclosed that their college buildings are RCC type and 37.97 per cent disclosed that their college buildings are assam type (kaccha).

5.2.2.10. Type of Room for the teachers:

Figure 5. 8: Percentage distribution showing the type of teachers' common rooms provision in different colleges



Majority (51.87%) of the teachers expressed that separate rooms are provided to each department in their college and 48.13 per cent of them expressed that a single large common room is provided for all the teachers.

5.2.2.11. Other important physical infrastructures:

The study unveiled a disturbing picture of the physical infrastructural conditions of most of the colleges. The table below shows the infrastructural conditions of the colleges as expressed by the teacher respondents.

As can be seen in the table below, 37.97 per cent of the teachers mentioned the availability of auditorium but majority of them (62.03%) mentioned the absence of it in their colleges. 44.92 per cent revealed the availability of indoor stadium but 55.08 per cent revealed the absence of it; a huge majority of the respondents (92.51%) stated the availability of library but 7.49 per cent admitted the absence of college library; and

47.06 per cent disclosed the availability of quarters for teachers in their colleges but 50.27 per cent expressed the missing of quarters and 2.67 desisted from answering this question.

Table 5. 17: Nature of physical infrastructures in the college as revealed by teachers

Infrastructure (Buildings) owned by the colleges	Provided	Not Provided	No Response
College Library	92.51	7.49	0.00
Quarters for Teachers	47.06	50.27	2.67

5.2.2.12. Facilities in the Teachers' Room:

It was found out that the teacher's rooms in most of the colleges are poorly equipped even basic furniture facility is lacking. The following is the list of furniture provided in the teacher's room and the figure at the right end is the percentage of respondents who had disclosed the availability of the furniture.

- Ordinary Chairs and tables (stated by 58.50%)
- Ordinary long Benches and long Tables (stated by 11.39%)
- Good arm chairs and tables (stated by 11.11%)
- Other furniture for seating (stated by 19.00%)

Besides furniture, there are other important facilities which is provided and installed in the teacher's room such as newspaper, magazine, water-filter, fans, telephone etc. The following chart clearly shows how ill equipped the teacher's room in the colleges are;

Table 5. 18: The availability and adequacy of basic facilities in the teacher's room

Other facilities	Available	Adequate
Newspaper	48.13%	8.02%
Magazine	35.29%	8.02%
Water Filter	85.03%	16.58%
Fans	63.10%	22.99%
Telephone	21.93%	6.42%

5.2.2.13. Laboratory Infrastructural Facilities:

The respondents were asked a question ***“Is your department being provided with separate laboratory rooms in your college/institute for conducting experiments?”*** The result of the analysis of this question is given below;

87.66 per cent of the respondents stated that separate laboratory rooms were provided to all the departments or subjects in their colleges.

The analysis of the responses revealed that the basic facilities of the laboratory like equipments, chemicals, computers, fridges, furniture etc. are provided in the colleges but these are terribly inadequate. The detail description of each of these facilities is given below;

- **Equipments:** 30.86 per cent of the respondents expressed that the equipments are adequate, while a majority of them (55.55%) expressed that it was inadequate and 13.58% disclosed that the equipments are in bad condition and needed repairing or replacement.
- **Chemicals:** 51.85 per cent revealed that chemicals are adequately provided and 39.50% revealed that chemicals are lacking.
- **Computers:** It was found out that computers are installed in the laboratory as stated by the majority of colleges (65.43%), but, 48.14% of the respondents revealed that there is shortage of computers in the laboratory and a minority of them (17.28%) expressed that it is adequately provided. The responses also revealed that the computers installed in the laboratory are in good working condition.
- **Fridge:** As far as the installation of fridge in the laboratory is concerned, 29.62% of the teacher respondents revealed that fridge is adequately provided, while 41.97% of them revealed that it is inadequate or not provided at all and 4.93% revealed that the fridges are in bad condition and needed repair and replacement.

- **Furniture:** Usually, furniture provided in the laboratory is tables, chairs, stools, and cupboard etc. Unlike the above facilities, a large majority of the teacher respondents (60.49%) revealed that furniture are adequately provided in the laboratories while a minority of them (30.86%) revealed that furniture provided in the laboratories are inadequate. Moreover, 3.70% of them also revealed that the furniture in the laboratories required replacement.

Other Infrastructural Problems in the laboratories:

Besides, the problems mentioned above, there are other infrastructural problems revealed by the teachers in respect of the laboratory facilities in their colleges. The problems are described below;

- 8.64% of them revealed that one major problem related to infrastructural condition of the laboratory facilities is *overcrowding during practical period* in the laboratory room.
- 4.93% of them disclosed that most the *equipments in the laboratories are very old*.

Thus, the overall facilities in the laboratories of the colleges are far from satisfaction. Almost all facilities of the laboratory are not adequate, though the basic facilities are provided.

5.2.2.14. Library Infrastructural Facilities:

Infrastructural facilities provided in the college libraries are tables and chairs, fans, etc. The respondents were asked to answer the following question, ***“Is the reading room in your college/institute library spacious?” and “What infrastructural facilities are provided adequately in your college/institute library?”*** The responses are analyzed and the results are given below;

- **Tables and chairs:** 43.32 per cent of the respondents expressed that tables and chairs are adequately provided but 46.52 per cent revealed that these facilities are inadequate in the libraries and 9.63% of them disclosed that these facilities require replacement.

- *Fans*: In respect to this, most of the teacher respondents (51.00%) revealed that fans are installed adequately in the college while 32.09% felt that fans are inadequately installed in the libraries.

5.2.2.15. Audio-visual Aids:

The responses revealed that the importance of audio-visual aids in the process of teaching-learning has not been properly realized as a huge majority of respondents (90.91%) complained that no audio-visual aids is available for use and 9.09% of them expressed that audio-visual aids like video, and LCD projector are provided in their colleges.

5.2.2.16. Technician:

Majority of the respondents (56.15%) revealed that their colleges do not have Technician for looking after the electronic equipments, while 19.25% mentioned the presence of technician and 24.60% did not responded.

PROBLEMS IN RELATION TO ADMINISTRATION

5.2.2.17. Problems related to Recruitments:

The responses of teachers showed that the procedure for the recruitment of teacher required a more scientific approach to eliminate even a minor defect within it. The analysis of the responses revealed the defects in the process of teachers' recruitment, as reported by the teachers;

- 33.16% of the respondents believed that the teachers are recruited according to their merit whereas 66.84% believed it to be otherwise.
- 2.67 per cent revealed that some appointments of college teachers are done through the influence of politicians.
- 7.49% of them expressed *CORRUPTION* is practiced in the process of teacher's recruitment.
- 9.09% also revealed *favouritism* is also practiced.

5.2.2.18. Leave Provisions:

The responses revealed that majority of the respondents, mostly Government College teachers (68.98%) are satisfied with the leave provision whereas 28.34% of

them, mostly private college teachers, are not satisfied and 2.68% did not responded. The following are the leave facilities provided to the college teachers;

- *Casual Leave*: Huge majority of them (97.33%) revealed that casual leave provision was provided to the teachers
- *Earned Leave*: Majority of them (68.45%) revealed the earned leave was being granted to them is quite satisfactory. This is relevant for the government college teachers alone.
- *Medical Leave*: Majority of the teachers (65.24%) disclosed that the medical leave facility provided to them is satisfactory.
- *Maternity Leave*: Large majority of the teachers (78.61%) expressed that maternity leave is provided to them and that they are satisfied with the provision.
- *Study Leave*: Minority of them (31.02%) revealed that study leave is granted to teachers and this is relevant for the government college teachers. While, none of the private college teachers enjoy this facility.

PROBLEMS RELATING TO SALARY

5.2.2.19. Nature of Salary:

In relation to the salary, the analysis of the responses revealed that;

- 45.45 per cent of the teachers willingly admitted that they are paid according to UGC Scale.
- Majority of the teacher respondents (64.17%) expressed their satisfaction over their salary but 31.02% of them are not satisfied as they are part timers and ill-paid.

5.2.2.20. Payment of Salary:

The teachers were asked to answer ***whether they are paid regularly or not***. The responses disclosed that most of the private college teachers are ill-paid and on the top of that they did not get their salary regularly ever month. It was revealed that 24.13% of them got their salaries after every 2 to 5 months, 14.94% of them got after every 6 to 10 months and 8.04% of them got after 11 to 12 months. Needless to say, the government

college teachers got their salary regularly every month. Thus, private college teachers and part time teachers of the government colleges are the sufferers.

5.2.2.21. Salary and Basic Requirements:

In this context, 56.15% of the teachers stated that their salary is sufficient enough to meet their basic requirements and 37.97%, almost all of them are private college teachers, stated that the salary is not enough and 5.88% did not responded. Thus, the condition of private college teachers is pathetic. As their salary is not adequate, these teachers resort to activities by which they compensate the income shortage. The various activities taken up by, mostly, private college teachers in order to make up the shortfall in their monthly income are described below;

- 47.89% of the ill-paid teachers take up coaching and tuitions to supplement their limited income.
- 15.49% of the ill-paid teachers undertake agricultural activities.
- 12.68% of them take up contract works.

Under such circumstance, it is very doubtful that any teacher would perform his/her duty sincerely, and honestly.

5.2.2.22. Allowance:

The study of also revealed that regular teachers of the government college are getting different kinds of allowance – HRA, SHA etc. Whereas, the part time teachers of the government colleges and all the teachers of private colleges, irrespective of their position, do not have the privilege of getting allowance.

PROBLEMS RELATING TO ACADEMIC

5.2.2.23. Curriculum:

The respondents were asked to express their *views on the existing curriculum* by making a tick mark against the suggested options whichever they felt is or are appropriate. The responses are analyzed;

Table 5. 19: Opinion of teachers on the existing curriculum

Curriculum	Respondents	
	f	Per cent
Irrelevant to the needs of the students	6	3.21
Satisfactory	102	54.55
Too vast	23	12.30
Defective or sub-standard	18	9.63
Out-dated	27	14.44
Up-to-date	24	12.83

3.21 per cent of the teacher felt that the curriculum was irrelevant for the students; majority of them (54.55%) expressed their satisfaction; 12.30 per cent complained it to be too vast; 9.63 per cent complained that the curriculum is defective; 14.44 per cent disclosed it to be out-dated and 12.83 per cent felt it to be up-to-date.

5.2.2.24. Syllabus:

The responses of the teachers showed that completion of the syllabus was a major problem according to 11.23% of the teacher respondents. These teachers revealed that they hardly complete their course as the colleges were closed down frequently due to bandhs and strikes. Another factor adding to this crisis was the absenteeism of students. On the other hand, a huge majority of them (87.17%) revealed that in spite of such hurdles they some how managed to complete the syllabus on time.

5.2.2.25. Teaching Methods:

It was revealed that the college teachers are using combinations of different teaching methods. The methods of teaching generally used by them are lecture method, dictations, discussion and demonstration and illustration. The following chart shows the extent to which these methods are being used.

Table 5. 20: Teaching methods used by the teachers

Teaching Methods	Teacher respondents using the methods (percentage)
Lecture Methods	93.05% of them use this method
Dictation	22.99% of them use this method
Discussion	61.50% of them use this method
Demonstration and illustration	45.99% of them use this method

It is evident from this chart that almost all teachers still relied on the lecture method for imparting knowledge to the students. Few teachers resort to dictation method and large majority of them had used discussion method and how effectively it had been used is yet to be studied.

5.2.2.26. Students' Attendance:

Ironical to the reality, majority of the teacher respondents (65.24%) expressed their satisfaction over the attendance of students in the class. While 33.16% of them expressed that they are not satisfied with the student's attendance.

5.2.2.27. Library Study Materials:

Reading materials includes journals, newspapers, encyclopedia, magazines, and most importantly textbooks. The respondents were asked to ***state the adequacy or inadequacy of these reading materials in their college libraries***. The responses are analyzed and the result is shown below;

- 35.83% of the respondents felt that **journals** are adequately provided in the college library, while a much larger group of 47.59% felt that it was inadequate.
- 55.61% of them felt that **newspapers** are adequately provided and a small section 4.64% felt that newspapers are inadequate.
- 49.20% of them expressed that **encyclopedia** are adequately available in the library and 35.29% expressed that it was inadequate.
- 45.99% expressed that magazines are adequately provided in the library while a larger group expressed that it was lacking.
- 50.80% revealed that **textbooks** are provided adequately in the library and 44.39% revealed that textbooks are inadequate.
- 50.20% of them disclosed that study materials, in the libraries, are not updated regularly while 42.25% revealed that libraries are updated regularly.
- A tiny group (1.07%) revealed that books are not properly managed and arranged.
- 3.00% of the government college teacher respondents revealed that the **selection and purchase of books** are done by the Directorate of Higher

Education, Manipur. The responses also revealed that the books purchased by the directorate are mostly irrelevant.

5.2.2.28. Examination System:

The teachers were asked to state the different kinds of problems in relation to the examination. The response revealed the following;

- 5.35% of the teacher respondents revealed that students resort to **malpractices and misconducts** during the examinations.
- 1.60 % revealed that **impersonation** during the time of examination is also practiced.
- 14.44% revealed that examinations are not done on time;
- 29.95% revealed that the announcement of the examination results is usually delayed.

5.2.2.29. Internet for Teachers:

Computer and internet system has become an indispensable part of our life and the educational system. However, a huge majority (93.58%) of the respondents revealed that internet facility is not provided to them.

5.2.2.30. Workload:

The respondents were required to state **whether their work load is heavy or not**. 19.25 per cent complained that their work load is heavy but 48.66 per cent expressed that the workload is not heavy and 32.09 per cent desisted from responding the question.

5.2.2.31. Actual Working Hours:

68.98% of the teacher respondents revealed that they were spending less than 10 hours per week in teaching. 8.02 per cent revealed that they spend 10 hours or above per week in teaching in their colleges.

5.2.2.32. Other Problems of Teachers:

Besides problems mentioned above, the following are the problems faced by college teachers as revealed by them (i) Student's indiscipline, (ii) None availability of up-to-date study materials in the college library, (iii) Bandhs and strikes, (iv) Delayed

payment of salary, (v) Extortions by out laws (militants), (vi) Low social status of teachers in the society, (vii) Lack of teacher's quarter and (viii) Low salary.

5.2.2.33. Suggestions:

- Proper monitoring of the colleges.
- Organize seminars, workshops and conferences frequently to update teacher's knowledge.
- Maintaining strict rules and regulations with regards to attendance of both teachers and students.
- Introduce LCD projectors, computer in all departments for improving teaching learning process.

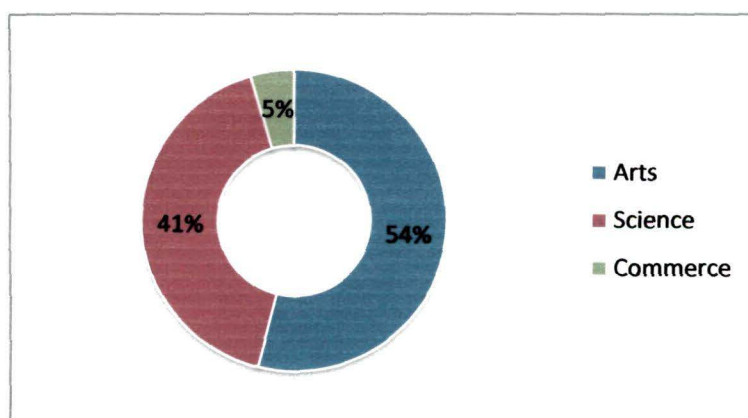
5.2.3. Analysis and interpretation of the Students' Questionnaires (general college):

In this section, an attempt is made to analyze the responses of the college students of general higher education to the questionnaires given to them. The number of students who responded to the questionnaires was 829. The detail of the sample of students is shown in the table:

Table 5. 21: The sample of students included in the analysis

Streams of course	Students
Arts	428
Science	330
Commerce	37

Figure 5. 9: Percentage showing the distribution of student respondents of general colleges



5.2.3.1. General Information:

The students were asked to *state whether they are influenced by certain person to opt the present course they are pursuing*. They are provided with some suggested options and are required to tick the appropriate one. The responses are grouped and the results are shown below;

- Majority of the students (74.55%) disclosed that the decision for joining the particular course was taken independently by them without the influence of others.
- 28.11% disclosed that their parents had influenced their decision to joint the course.
- 3.62% disclosed that they are influenced by their teachers to joint the course.
- 2.17% disclosed that they are influenced by their friends

5.2.3.2. Motivations of students:

A significant finding has been unveiled by analyzing the responses of the students to the query on the motivation factor for taking up the present course of study. It was found out that majority of the students (83.47%) are not able to project clear cut rationale for joining the course that they are undergoing.

INFRASTRUCTURAL PROBLEMS

5.2.3.3. Physical Infrastructures:

Building facilities:

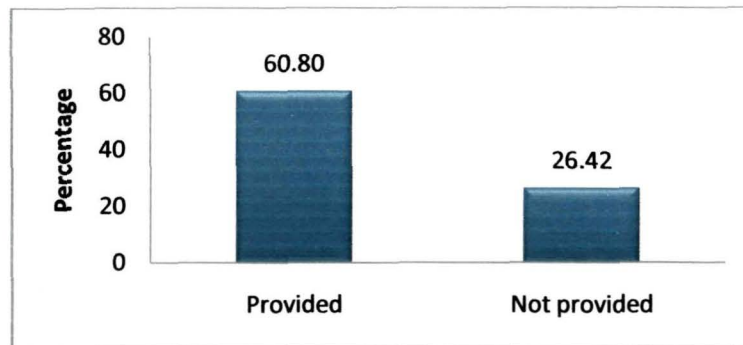
The responses of the students, in relation to the question on the type of building facilities, are analyzed and the results are;

- 49.58% of them expressed that buildings and structures in their colleges are RCC type but 6.03% revealed that the buildings are of assam type.
- Majority of the student respondents (68.40%) revealed that **College Library** is available; 16.04% disclosed that an **auditorium** is provided, and 35.46% disclosed that **seminar hall** is provided in their colleges.

- 48.97% expressed that the buildings in the colleges are properly maintained while 45.48% revealed that the buildings are not maintained properly.

5.2.3.4. Student's Common Room:

Figure 5. 10: Percentage showing whether students' common room was provided in the colleges



Majority of the respondents (60.80%) revealed that Students Common Room is provided in their colleges and 26.42% disclosed that they are not provided with such facility. It was also found out that this facility is provided in either of the following ways;

- **Single large common room for all students** (both boys and girls): 26.19 per cent of them revealed such arrangement is done in their colleges.
- **Separate common rooms for both sex** (i.e. 1 common room for girls and another 1 common room for boys). Majority of the student respondents (62.10%) disclosed that separate common rooms are arranged in their colleges.

5.2.3.5. Infrastructural conditions in the classrooms:

Except benches and desks, the infrastructural components in the classrooms are lacking and not maintained properly as reported by the students. The responses of the students with regards to the nature of infrastructure in the classrooms are analyzed;

- **Benches:** Majority of them (70.57%) felt that benches provided in the classrooms are adequate, 15.44 per cent felt that it is inadequate, and 4.70 per cent disclosed that benches are in bad condition and required repairing or replacement.

- *Desks:* Majority of them (69.84%) felt that desks are adequate, 15.08 per cent disclosed that desks are not adequate and 4.34 per cent revealed that desks required repairing or replacement.
- *Fans:* 65.38 per cent of the respondents felt that fans were not adequate in the classrooms and 10.01% retaliated that the few fans were not working properly.
- *Seating arrangement in the Classrooms:* Findings revealed that long benches and desks were provided in the classrooms of all the colleges under study. 100.00 per cent of the student respondents revealed that long benches and desks were installed in their classrooms.
- *Other infrastructural problems.* The following are the infrastructural problems revealed by the students;
 - a) 38.96 per cent revealed that classrooms are lacking in their college.
 - b) 32.09 per cent revealed that most of the benches and desks are old.

5.2.3.6. Laboratory Infrastructural Conditions:

The responses revealed that infrastructural conditions of the laboratories of most of the colleges are not up to the mark. Findings related to this aspect are mentioned below;

- Almost all (96.67%) student respondents revealed that Laboratory rooms for different subjects are provided in their colleges.
- It was found out that most of the components of the laboratories are not adequately installed. The following clearly shows the nature of laboratory facilities as revealed by the student respondents;
 - a) *Instruments:* 35.76 per cent of them disclosed that the instruments are inadequate, but 23.94 per cent felt that the instruments are adequate; while 12.12 per cent felt that the instruments are in good condition but 27.27 per cent expressed that instruments are in bad condition.

- b) *Chemicals*: 30.30 per cent revealed that chemicals are not adequate, and 26.97 per cent revealed that chemicals are adequate.
- c) *Computers*: 40.61 per cent revealed the computers are inadequate but 14.24 per cent revealed that computers are adequate; 10.00 per cent also revealed that the computers installed in the laboratory rooms are not functioning properly but 10.16 per cent revealed that computers are in good condition.
- d) *Furniture*: 26.67 per cent expressed that the furniture are inadequately provided, but 27.88 per cent expressed that furniture are provided adequately in the laboratory rooms. Moreover, 15.15 per cent expressed that the furniture needed repairing or replacement and 13.33 per cent expressed that the furniture are in good condition.

5.2.3.7. **Library Infrastructural Conditions:**

It was found out that the overall infrastructural conditions of libraries in most of the colleges are poorly equipped even with the necessary components. The respondents were asked to answer the following question, ***“Is the reading room in your college/institute library spacious?”*** The responses are analyzed and the results are given below;

86.49 per cent of the respondents mentioned that the reading room in their college library was small.

The students were also asked to answer the question ***“What infrastructural facilities are provided adequately in your college/institute library?”*** The detail analysis of the infrastructural conditions of the libraries as reported by the students is as follows;

- *Basic Physical components*: The basic physical components of the libraries are tables and chairs, fans, etc. It was revealed that these components are insufficient in the libraries;

- a) *Tables and Chairs*: 47.65 per cent of them felt the tables and chairs provided in the libraries are inadequate but 34.62 per cent felt that these are adequately provided in the libraries.
- b) *Fans*: 44.39 per cent expressed that fans are adequately installed in the college libraries but 34.98 per cent expressed that the fans installed in the libraries are inadequate.
- c) *Xerox*: 18.34 per cent revealed that Xerox facility is provided adequately but majority of them (57.06%) revealed that this facility is inadequate in the college libraries.

5.2.3.8. **Hostel Infrastructures:**

The hostellers were asked to mention the infrastructural conditions of their hostel. The analysis of their responses revealed following;

- *Facilities in the Hostels*: hostellers of the college hostels expressed the following problems;
 - a) 40.34 per cent of the hostellers (564 hostellers) revealed that parlour or **visitors' seating rooms** are not provided.
 - b) 38.96 per cent of the hostellers revealed **telephone facility** is not provided.
 - c) 47.93 per cent of the hostellers revealed the **scarcity of water** in the hostels.
 - d) 37.58 per cent of the hostellers revealed that **shortage of power** supply is another problem.
 - e) 30.34 per cent of the hostellers revealed that **television** is not provided.
 - f) 18.62 per cent of the hostellers revealed that **newspapers** are not provided.
 - g) 20.34 per cent of the hostellers revealed that the hostels are not properly **fenced**.
 - h) 20.34 per cent of the hostellers revealed that **toilets** are in bad condition.
- *Accommodations*: 39.31 per cent of the hostellers revealed that they are accommodated in a single rooms, 39.31% of them revealed that they are

accommodated in two bedded rooms and 21.37 per cent of the hostellers revealed that they are given accommodation in the dormitory.

5.2.3.9. Infrastructures related to Games and Sports Facilities:

Attempt was made to find out the *infrastructural conditions related to games and sports facilities in the colleges*. By analyzing the responses of student respondents, the following problems or limitations are revealed;

- *Playground*: Large majority (81.06%) of the student respondents revealed that playgrounds are available in their college while 15.08 per cent revealed that playground facility is not provided in the colleges. 34.14 per cent revealed that playgrounds were not big enough.
- *Indoor Stadium*: 21.35 per cent of them revealed that indoor stadium facility is provided but large majority (72.98%) revealed that such facility is not available in the colleges.
- It was also revealed that these games and sports infrastructural facilities are not properly maintained.

ADMINISTRATIVE PROBLEMS

5.2.3.10. Functioning of the college administration:

40.77 per cent of the student respondents disclosed their dissatisfaction over the functioning of the college administration, but 43.06 per cent disclosed their satisfaction and 5.79 per cent disclosed that they are highly satisfied with the administration. Further, the reasons for their dissatisfaction (i) improper administration, (ii) inadequate departmental facilities, (iii) works were delayed and (iv) classes were not held regularly.

FINANCIAL PROBLEMS

5.2.3.11. Financial assistance

59.59 per cent of the students revealed that they have received financial assistance in the form of scholarship, but 33.41 per cent admitted that they did not get any assistance.

5.2.3.12. Students' assistance by the college

8.81 per cent of them revealed that free studentship was granted to them by their colleges, 16.89 per cent revealed that fee concession was granted to them.

5.2.3.13. Opinion on fees charged:

Majority of the student respondents (60.92%) revealed that the fees charged to them are quite reasonable, while 18.34 per cent felt the fees are too high and astonishingly, 3.14 per cent do felt that the fees are too low.

PROBLEMS RELATED TO ACADEMIC FACILITIES

5.2.3.14. Views over the course of studies:

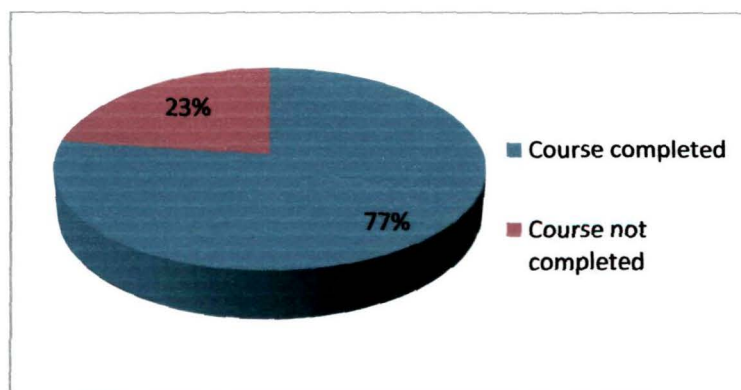
In this connection, majority of the respondents (60.92%) admitted that they are satisfied with the course they are pursuing and 21.59 per cent are not satisfied with the course. Further, the reasons for their dissatisfaction are;

- Contents are out-dated (expressed by 37.43%).
- Contents are not related to local needs (stated by 24.58%).
- Contents are not related to local cultures (stated by 27.93%)

5.2.3.15. Syllabus:

By analyzing the response, it was found out that the syllabi of most of the subjects were not completed on time. Majority of the respondents (71.41%) admitted that the syllabi were not complete on time while 21.11% admitted that the syllabi were completed on time.

Figure 5. 11: Percentage showing whether the syllabi were completed on time or not



The reasons for not covering the syllabi are;

- Teachers do not attend class regularly (stated by 46.45%).
- Syllabus too vast (stated by 20.27%).
- No class due to bandhs and strikes (stated by 69.43%).
- Frequent transfer of teachers (stated by 11.15%).

5.2.3.16. Teaching-learning activities:

The teaching-learning activities were useful for majority of the respondents (70.08%) and 20.02 per cent revealed that the teaching-learning activities were not useful and the reasons for this, as revealed by them, are – teachers are not competent (54.82%), teacher's did not give freedom to students (19.88%), and most teachers dictate notes without elaboration (56.63%).

5.2.3.17. Medium of instruction:

It was revealed by the student respondents that teachers generally used two languages as a medium of instruction during the class sessions. They are English and Manipuri languages. Majority of them (66.34%) stated that their teachers mostly used English while teaching and 29.55 per cent revealed that their teachers mostly used Manipuri language as the main medium of instruction and this create serious problem for some section of the students. The assessment of the use of languages as the medium of instruction is shown in the table below;

Table 5. 22: Assessment of the use of languages as the medium of instruction as stated by the students

Main medium of instruction (Language)	Student respondents	
	f	Per cent
Manipuri	245	29.55
English	550	66.34

5.2.3.18. Problems of the College Library:

The students were asked to state *whether they are allowed to borrow books from their college libraries or not and they are also required to comment on the problems related to the library facilities*. The responses are analyzed and a huge

majority of the students (89.75%) revealed that students are allowed to borrow books; but 3.98 per cent admitted that they are not allowed to borrow books from the college libraries and 6.27 per cent desisted from responding to the question. Further, the responses also revealed the following problems as reported by the students

- Lack of reading materials.
- Most reading materials are out dated.
- The libraries are opened for limited hours.
- No internet facilities.

5.2.3.19. Provision of Examination:

An analysis of the responses of student, it was found out that the Manipur University is responsible for conducting examination of the undergraduate level in Manipur. The undergraduate level examinations conducted for the colleges providing general education followed an Annual Examination System. Even though numerous efforts were made, the undergraduate level examination system in Manipur still suffers from malpractices and misconducts. The study had revealed various problems of general higher education in Manipur, in relation to the examination system which are;

- *Examination Unfair:* 71.77 per cent of the respondents admitted that examinations were not conducted fairly, 17.73 per cent accepted the examination to be fair and 10.50 per cent did not responded. The Reasons for stating examination being conducted unfairly are;

- a) Teacher did not stop students from copying (4.76% of the respondents)
- b) Mass copying during examination (1.36%)

The percentage of respondents revealing the above reasons may be small but this cannot be ignored as majority of the respondents wanted to hide this evil behaviour or they are afraid to disclose it.

- 78.41 per cent revealed that the examinations are conducted on time.
- *Examination Results:* Majority of the respondents (66.83%) expressed that the examination results are declared too late.

5.2.3.20. Annual Sports Meet:

A large majority of the student respondents (79.61%) revealed that Annual Sports Meet was usually organized in the colleges while a small section of them (10.98%) revealed the this kind of programme was not conducted in the college.

5.2.3.21. Co-curricular Activities and Kinds of Games:

The respondents have to answer *whether they participate actively in the co-curricular activities and games conducted in the colleges*. They were also *asked to indicate the co-curricular activities and games organized in the colleges*. The responses are analyzed as table:

Table 5. 23: Kinds of co-curricular activities and games organized as stated by the students

Co-curricular activities and games organized	Student respondents (N=829)	
	f	%
Football	468	56.45
Volley ball	423	51.03
Cricket	187	22.56
Table Tennis	415	50.06
Badminton	230	27.74
Hockey	34	4.10
Athletics	211	25.45
Debate	539	65.02
Extempore Speech	462	55.73
Quiz	417	50.30
Seminar	344	41.50
Exhibition	155	18.70
Drama	235	28.35
Dance	390	47.04
Singing Competition	456	55.01
Excursion and Educational Tour	465	56.09

The respondents were also requested to *state whether games and sports facilities are provided adequately*. To this query, larger section of the respondents, 43.79 per cent expressed that the games facilities provided in the colleges are not

adequate, while 30.40 per cent of them accepted that adequate facilities are provided and 25.81 per cent did not express their view on this matter.

5.2.3.22. Miscellaneous Problems:

The respondents were asked *to state the various problems faced by them in connection with their education*. The following table shows the result of the analysis of the responses;

Table 5. 24: Problems faced by the students in the college

Problems faced by the student	Student Respondents (N=829)	
	f	Per cent
Lack of drinking water in the college	11	1.33
Improper sanitation	11	1.33
Classes cancelled often due to collision of routine	4	0.48
Irregularity of teachers	131	15.80
Frequent change of teachers	4	0.48
Students, who have passed out from commerce stream at the +2 stage, are compelled to take up Arts subjects as commerce subject at the undergraduate level as the subject is not offered in most of the colleges	1	0.12

5.2.4. Analysis and interpretation of Teachers' questionnaires (Manipur University):

In this section, an attempt is made to analyze the responses of the teachers of Manipur University to the questionnaires given to them. The number of teachers who responded to the questionnaires was 40. The responses are analyzed as follows:

5.3.4.1. Reasons for joining teaching profession:

Teachers were required to state the *reason for joining the teaching profession*. The following is found to be the reasons, as reported by the respondents, for joining the profession of teaching;

- 30.00 per cent of them admitted that they joint this profession because of their **personal interest**.

- 25.00 per cent admitted that the **love for teaching and research** prompt them to take up this job.
- Amazingly, 5.00 per cent of them admitted that they have joint this job mainly because they could not possibly do anything else better.
- And, 40.00 per cent did not respond.

5.3.4.2. Job satisfaction:

A large majority of the teachers (73.00%) expressed that they are satisfied with their present job, 28.00% revealed that they are partially satisfied and none of them are dissatisfied with their job.

5.3.4.3. Educational Qualifications of the teachers:

The teacher respondents were required to answer certain questions regarding their educational qualifications right from the postgraduate level to the higher degrees. The responses have been analyzed and the results are as follows;

Table 5. 25: Educational qualifications of the teachers of Manipur University

Degrees	Teacher respondents (N=40)	
	f	Per cent
Master Degree alone	5	12.50
M. Phil.	5	12.50
Ph. D.	27	68.00
NET	3	8.00
Post Doctorate	10	25.00

It is evident that the majority of teachers of the Manipur University have the Ph.D. Degree and 25.00% of them have the Post Doctorate Degree. While a smaller number of the teachers (12.50%) said that they have the Master degree only and 3.00% claimed to have qualified the NET.

5.3.4.4. Professional Development Programmes:

Professional Development Programmes may be understood as any form of knowledge enhancing activities which directly or indirectly influence the educational and more specifically the teaching proficiency and competency of a teacher. Thus,

various kinds of such activities may include orientations, refresher courses, workshops, seminars and conferences.

In connection to this, respondents were requested to specify the programmes they had attended more than 5 times. The responses are analyzed as below;

- *Orientation*: 30.00% of the respondents revealed that they had attended the orientation programmes more than five times.
- *Refresher courses*: In this regards, a large majority of the teachers (65.00%) had claimed that they had attended the refresher courses as much as five times or more.
- *Seminars*: Nearly all the teacher respondents (95.00%) claimed that they had participated in different kinds of seminars for five times or more.
- *Workshops*: A large majority of teachers (75.00%) also claimed that they had attended workshops for more than five times.

5.3.4.5. Buildings facilities in the Departments:

The respondents were asked certain question where they were required to tick the type of buildings of their departments. The responses are analyzed and the result is shown in the following table.

Table 5. 26: Type of buildings as reported by the teachers

Type of Buildings	Teachers	
	f	Per cent
RCC type	31	77.50
Assam type (Kachaa)	9	22.50

77.50 per cent of the teachers mentioned that their departments have RCC type buildings and 22.50 per cent revealed that their departments have Assam type (Kachaa) buildings.

5.3.4.6. Rooms in the departments:

The respondents were asked to answer question related to the room provision in their departments. The teachers reported the following;

Table 5. 27: The room provisions/facilities in the department

Room facilities and conditions	Yes		No		No Response	
	f	Per cent	f	%	f	Per cent
Seminar room(s) provided in the department	18	45.00	22	55.00	-	-
Separate rooms for the Research Scholars in the department	10	25.00	29	72.50	1	2.50

From the table above it can be inferred that,

- 45.00 per cent reported that seminar room(s) are provided while majority (55.00%) mentioned the lacking of such facility.
- A large majority of teachers (72.50%) reported the absence of research scholar's room and a minority of 10.00 percent mentioned the availability of this provision in their department while 2.50 per cent did not respond to this query.

Additional rooms required in the department:

The respondents were investigated to report whether rooms are adequately provided in their department and further they were asked to suggest the number of more rooms needed in their departments. The result is given below;

Table 5. 28: Assessment of responses made by respondents on the departmental room provision

Rooms adequate in the department	Teachers' respondents		Suggested No. of rooms required	Teachers' respondents	
	f	Per cent		f	Per cent
Yes	26	65.00	1	1	2.50
No	14	35.00	2-3	2	5.00
			4-5	4	10.00
			6 & above	7	17.50

The analysis of the responses is shown in the table which indicates that majority of the teachers (65.00%) reported that rooms provisions are adequate and 35.00 per cent stated the deficiency of rooms in their department. Consequently, 17.50 per cent of teachers reported that 6 or more rooms, 10.00 per cent reported 4-5 rooms, 5.00 per

cent reported 2-3 rooms and 2.50 per cent reported 1 room are needed to be constructed in their departments.

Facilities provided in the Teachers' rooms:

In this respect, the respondents were required to answer *whether room is provided to each teacher and also indicate the various facilities provided to them in their rooms.*

100.00 per cent of the teachers reported that each of them is given one room. Besides this, it is also revealed that majority of them are provided with the basic facilities except telephone and internet which is lacking due to the on going construction of new buildings.

Table 5. 29: Assessment of responses in relation to the facilities provided in the teachers' room

Rooms for each teacher	Teachers' respondents		Facilities provided in their rooms	Teachers' respondents	
	f	Per cent		f	Per cent
Yes	40	100.00	Computers	28	70.00
No	0	0.00	Internet connection	15	38.50
			Cupboard	33	82.50
			Fan	38	95.00
			Telephone	3	7.50
			Tables and chairs	38	95.00

5.3.4.7. Residential quarters:

In regards, the respondents were required to answer *whether residential quarter facilities are extended to the teachers of the Manipur University and the extent of its sufficiency.* The teachers responded as follows;

- Majority of them (82.50%) revealed that residential quarters are provided to the teachers and a small section of them (5.00%) disclosed that quarters are not provided to teachers, while 12.50% did not respond.
- 30.00 per cent of the respondents mentioned as the quarters are proper and adequate in all respect, but 37.50 per cent admitted the insufficiency of the facilities in respect of the quarter provisions, while 32.50 per cent did not respond.

5.3.4.8. Teaching aids:

The respondents were requested to specify the *teaching aids that are available in their department*. The responses of the teachers are shown as follow;

Table 5. 30: Teaching aids available in the department

Teaching aids	Respondents	
	F	Per cent
Television	4	10.00
Overhead Projector	26	65.00
LCD Projector	21	52.50
Flipchart	2	5.00

10.00 per cent of teachers expressed that television is available; majority of them (65.00%) said overhead projector is provided, 52.50 per cent mentioned that LCD projector is available and 5.00 per cent mentioned that flipchart is available in their department.

5.3.4.9. Infrastructural facility in the classroom:

Nature of the classrooms:

Certain questions were asked to the respondents in connection with the infrastructural condition of the classrooms in their departments. The matter was concerned with the availability and overall infrastructural problems inside the classroom. The responses are analyzed and the result is given in the following two tables;

Table 5. 31: The classrooms infrastructural problems as reported by the teachers

Nature of classroom infrastructures	Respondents	
	f	Per cent
Roof & walls in bad condition	11	27.50
No fan	0	0.00
Furniture in bad condition	13	32.50
Improper ventilation	10	25.00
No proper electricity	5	12.50

The above table clearly highlights the infrastructural problems in the classroom as reported by the teachers of the Manipur University. It is evident that roof, walls and ventilations, and furniture in the classrooms are in bad conditions and requires

repairing or replacement as told by about 25.00 per cent of the teachers. The table also clear shows that fans are installed in the classrooms.

Furniture inside the classrooms:

Further, a probe was made to find out the sufficiency of the furniture inside the classrooms. For this purpose, respondents were requested to tick the furniture, from a list options, adequately available in their classrooms. The responses are;

Table 5. 32: Assessment of the adequacy of furniture in the classroom

Furniture available in the classrooms	Respondents	
	f	Per cent
Chair attached with board	4	10.00
Long benches and desks	29	72.50
Chairs and tables	12	30.00
Lecture stands	17	42.50

Observing the above table, it will not be a mistake to say that the standard of classrooms in the Manipur University is not up to the mark. A large majority of the teachers (72.50%) revealed that an old fashion and out dated furniture like long benches and desks are still installed inside the classrooms and another important furniture (lecture stand) is not provided in majority of the class rooms.

5.3.4.10. Laboratory provisions:

With regard to the laboratory provision, it was attempted to find out various infrastructural facilities and facilities provided inside and the problems faced inside the laboratory rooms. Moreover, the respondents were also asked to report whether the laboratory rooms in their departments are large enough. The analysis of this matter is done for the teachers of that department having laboratory works as part of their courses of studies and thus the number of teachers was 24. The responses are reported below;

Room size:

50.00 per cent of the teachers reported that the laboratory rooms in their departments are not spacious but 50.00 per cent mentioned that they are happy with the size of the laboratory rooms as the rooms are large enough.

Facilities in the Laboratory Rooms:

In this connection, the responses with reference to the adequacy or inadequacy of the facilities in the laboratory rooms are shown in the table.

Table 5. 33: Facilities provided in the laboratory rooms
(Figures in percentage)

Facilities in the laboratory rooms	Adequate (N=24)	Inadequate (N=24)
<i>Equipments</i>	33.33	29.16
Chemicals	20.83	20.83
Computers	45.83	29.16
Fridges	12.50	33.33
Furniture	41.66	33.33

The facilities provided in the laboratory rooms seemed to be far from satisfaction by observing the reports of the respondents. It is clear that a considerable number of the teachers have disclosed that the facilities, mentioned above, are inadequate.

Other problems:

The different kinds of problems prevailing in the laboratory facilities as reported by the respondents are described and analyzed in the following table.

It is evident from the table below, that the laboratory provision is still suffering from problems as mentioned above. The number of teachers revealing the problems was small but it cannot be treated as insignificant.

Table 5. 34: Different problems concerning laboratory provisions

Problems faced in regard to laboratory provisions	Respondents	
	f	Per cent
Scarcity of water	3	12.50
Poor maintenance	3	12.50
Shortage of electricity	5	20.83
No internet connection	2	8.33

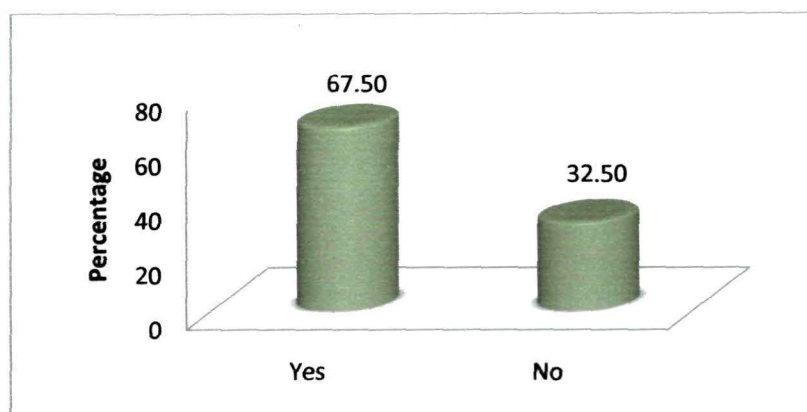
5.3.4.11. University Library Provisions:

Here the respondents were required to answer questions related to the infrastructural provisions in the University library. The questions dealt with

completeness of the various infrastructural facilities in the university library. The report of the teachers is presented below;

Computerization:

Figure 5. 12: Percentage showing whether the library was computerized or not



The analysis of responses of the teachers revealed that majority of them (67.50%) admitted that the library was computerized, while 32.50% admitted that it was not.

Library facilities/facilities:

The responses of the teachers in this matter are analyzed in the following table;

Table 5. 35: The adequacy or inadequacy of the different facilities/facilities in the University library

(Figures in percentage)

Facilities/facilities	Adequate	Inadequate
Reading rooms	62.50	32.50
Tables and chairs	62.50	32.50
Electricity	80.00	15.00
Fans	65.00	20.00
Computers	50.00	42.50

32.50 per cent said that the provisions of readings rooms and furniture (tables and chairs) are inadequate in the university library and majority of them (62.50%) told that the same is adequate. While 42.50 per cent of the teachers felt that the library is poorly equipped with the computer and thus, more computers are required to be installed.

5.3.4.12. Departmental infrastructural problems:

The teachers were asked to specify various infrastructural problems of their department and also extend their suggestions for improving it. The report of the teachers is analyzed as follows;

Problems

- *No computer:* 10.00 per cent of the teachers revealed that no computer had been provided to their department.
- *No seminar room:* 10.00 per cent reported the missing of seminar room in their department.
- *Departmental Library:* Nearly, 8.00 per cent reported the need to establish departmental library and the reason for this is not clear.
- *Poor maintenance:* 5.00 per cent expressed that poor maintenance was one important problem.
- *Scarcity of water:* This is another important departmental problem as expressed by 10.00 per cent of the teachers.
- *Shortage of power supply:* Nearly 3.00 per cent revealed that the department is suffered from the problem of shortage of power.
- *No/poor internet facility:* 5.00 per cent disclosed that no/poor internet facility is a setback for their department.

Suggestions:

The following are suggested by the respondents for improving the infrastructural conditions in the university;

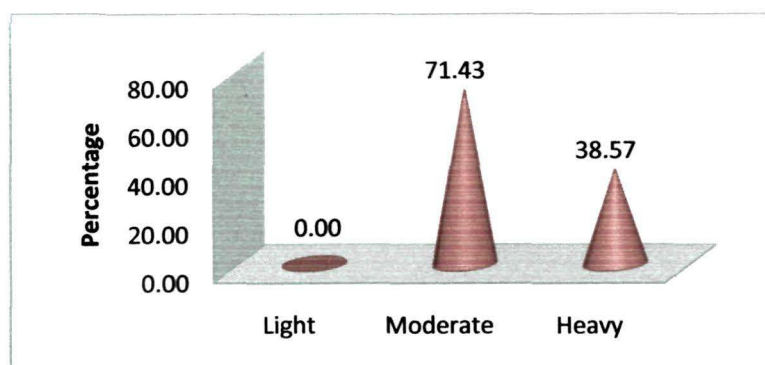
- *Transparency:* 10.00 per cent reported that the use of resources (financial) must be made transparent.
- *Decentralization:* 25.00 per cent of the teachers expressed that the decision-making process in this matter should be decentralized.
- *Periodical Check up:* 10.00 per cent felt that periodical checking of the infrastructural facilities must be done in order to avoid any kind of untimely damages.

PROBLEMS RELATED TO ADMINISTRATION

5.3.4.13. Workload:

The teachers were asked to indicate the nature of their workload in three rating scales - namely, light, moderate and heavy. The responses are analyzed and the result is given under;

Figure 5. 13: Percentage showing work load of teachers



- *Workload - Light:* No teachers felt that their workload was light.
- *Workload – Moderate:* Majority of the teachers (62.50%) felt that their workload is at the average level. It is neither light nor heavy.
- *Workload – Heavy:* 32.50 per cent of the teachers felt that they are overburden with works.

5.3.4.14. Service matters and problems:

Teachers were requested to provide the problems in relation to their service matter and the responses are report in the table.

Table 5. 36: Problems of teachers in relation to their service matters

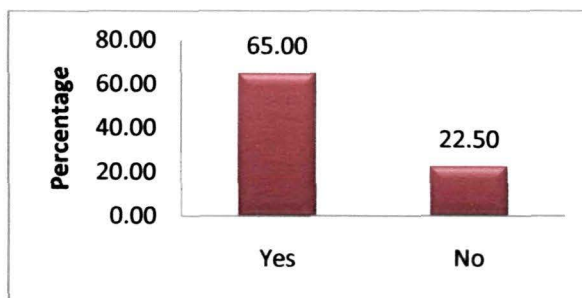
Problems	Respondents	
	f	Per cent
Delayed in promotion or untimely clearance of promotions of favoured teachers	4	10.00
Strength of teachers too less	3	7.50

10.00 per cent of teachers said their promotion is delayed but some favoured teachers are promoted untimely. 7.50 per cent of them told that the strength of teachers in their department was too less.

5.3.4.15. Leave provisions:

The respondents were asked the following question, *“Are you satisfied with the existing leave provisions for teachers in your University? If No, kindly mention the reason.”* The responses are analyzed and the result of the analysis is;

Figure 5. 14: Percentage showing whether teachers were satisfied with the leave facilities



65.00 per cent of teachers expressed their satisfaction over the leave provisions whereas 22.50 per cent revealed their dissatisfaction for the same. The main reason for dissatisfaction with the leave provisions as disclosed by 2.50 per cent of the teachers was - leaves granted were not liberal enough for attending the seminars, workshops, conferences etc.

5.3.4.16. Admission Procedure:

Attempted was made to find out the procedure of admission in different departments and the problems encountered in the same. The respondents were given suggested criteria or stages for admission and an open statement in relation to the problems in the process of admission was solicited. The responses are analyzed as follow;

Table 5. 37: Stages/criteria involved in the admission process and different problems faced

Levels	Stages/criteria			Problems encountered in the process	Respondents	
	Merit	Written	Interview		f	Per cent
Postgraduate	16 40.00%	33 82.50%	10 25.00%	Partiality among faculties	6	15.00
M. Phil	8 20.00%	12 30.00%	11 27.50%	Lack of accountability among faculties	4	10.00
Ph. D.	11 27.50%	30 75.00%	23 57.50%	Huge number of applicants whereas less number of seats	16	40.00
				Sometimes pressurized to admit certain candidates by ignoring the merit	1	2.50

From the table it can be observed that for all level written test have been given more weightage than any other stage. 82.50 per cent revealed that written test had been conduct at the postgraduate level admission, 30.00 percent revealed that the same had been conducted for admission into M. Phil and 75.00 per cent revealed the admission test was conducted in the admission process.

At the postgraduate level, it was observed that 40.00 per cent of the teachers expressed that merit is one criterion for the admission of students. A large majority of them (82.50%) revealed that written test is involved in the admission process and 25.00 per cent admitted that interview is also held to make final decision on the admission of students.

At the M. Phil level, like that of postgraduate level, larger section of the teachers (30.00%) expressed that the written test is conducted, 20.00 per cent expressed merit is counted and 25.00 cent expressed that interview is usually conducted to the provide admission for the M. Phil programme.

At the Ph. D. level, importance is not only given to written test but also to interview as well. 75.00 per cent of teachers revealed that written test is usually conducted to decide the admission and 57.50 per cent of teachers revealed that interview is compulsory and 27.50 per cent of them revealed that besides written test and interview, merit is also counted in deciding admission to Ph.D. programme.

Problems encountered during admission:

Table 5.46: shows the different kinds of problems experienced in the admission process.

The problems revealed are;

- *Partiality among teachers:* This problem had been expressed by 15.00 per cent of them.
- *Lack of accountability among faculties:* This was revealed by 10.00 per cent of the teachers.
- *Huge number of applicants whereas less number of seats:* This was revealed by 40.00 per cent of them.
- *Sometime pressurized to admit unqualified candidate:* This problem was revealed by 2.50 per cent of them.

5.3.4.17. Hours spend per week in teaching:

An attempt was made to analyze the actual hours that the teachers are involved in teaching activity. The analysis of the responses is reported below;

Table 5. 38: Actual hours spend by teachers per week in different academic activities

Hours spend per week in teaching			
Less than 10 hours		10 hours and above	
f	Per cent	f	Per cent
26	65.00	13	32.50

As can be seen from the table, 65 per cent of them disclosed that they spend less than 10 hours a week for teaching.

5.3.4.18. Number of classes a week:

The teachers were asked to provide the number of classes they take in a week. The responses are classified into interval of classes as shown in the following table;

Table 5. 39: Number classes taken by teachers a week

Interval of classes	Respondents	
	f	Per cent
1-5	0	0.00
6-10	12	30.00
11-15	10	25.00
16-20	10	25.00
above 20	5	12.50

30.00 per cent of teachers expressed that they usually take 6-10 classes a week; 25.00 per cent take 11-15 classes a week; 25.00 per cent take 16-20 classes a week and 12.50 per cent take classes above 20. Thus, maximum number of teachers takes 6-10 classes a week.

5.3.4.19. Student unrest:

The respondents were asked question related to student unrest and the responses are analyzed as follows;

27.50 per cent revealed that they face this problem in the university and 10.00 per cent revealed that they did not face such problems and a majority of them (62.50%) did not respond to it.

5.3.4.20. Administrative functioning of Manipur University:

With reference to this issue, teachers were asked to comment on to what extend they are satisfied with the functioning of the university administration. The responses are analyzed in the following table;

Table 5. 40: Scale of satisfaction and dissatisfaction of teachers with the university administration

Scale of satisfaction and dissatisfaction	Respondents	
	F	Per cent
Highly satisfied	0	0.00
Satisfied	25	62.50
Dissatisfied	12	30.00
Extremely dissatisfied	1	2.50

Majority of the teachers (62.50%) are satisfied with the functioning style of the administration and 30.00 per cent are dissatisfied with it. Moreover, 2.50 per cent disclosed that he/she was extremely dissatisfied with the same.

Reasons for dissatisfaction with the university administration:

The respondents have their own reasons for their dissatisfaction over the administration of the University. Their views are classified into different broad headings and are analyzed in the following table.

Table 5. 41: Reasons for dissatisfaction with the university administration

Reasons for dissatisfaction with the university administration	Respondents	
	f	Per cent
Lack of transparency and accountability	3	7.50
Partiality	2	5.00
Sometimes administrative norms and rules are overlooked	2	5.00
Bureaucratic red tape (works delayed)	9	22.50
Lack of sincerity	1	2.50

7.50 per cent of teachers said that the university administration should be more transparent and accountability to should be maintained. 5.00 per cent stated that the university has to do away with the evil practice of partiality. 5.00 per cent mentioned that university norms and rules should be followed properly and should implicate upon every member of the university. 22.50 per cent of respondents reported the prevalent of

bureaucratic red tape in the functioning style of the administration. 2.50 per cent revealed that the administration of the university is not sincere to their responsibility.

FINACIAL PROBLEMS

5.3.4.1. Pay scale:

A huge majority of teachers (85.00%) revealed that they are paid as per the UGC scale of pay, but 15.00 per cent of them revealed that they are paid on the basis of lectures they made.

5.3.4.2. Financial benefits provided to teachers:

Teachers were requested to provide information on the financial benefits provided to them and the information is analyzed as follows;

Table 5. 42: Financial benefits provided to teachers of Manipur University

Facilities	Respondents	
	f	Per cent
HRA	30	75.00
Medical allowance	21	52.50
CPF and Gratuity	11	27.50
Pension	25	62.50
Dearness allowance	30	75.00
Travelling allowance	27	67.50

From the table it can be observed that majority of the respondents are availing the financial benefits, however, few of them (27.50%) availed the CPF and Gratuity. Majority of them (75.00%) stated that they are availing the HRA; 52.50 per cent admitted availing medical allowance; 62.50 per cent mentioned the provision of pension extended to them; 75.00 per cent admitted availing dearness allowance and 67.50 per cent declared getting travelling allowance.

5.3.4.21. Other financial problems:

Teachers were required to mention various financial problems they had faced in discharging responsibilities. The answers are categorized and the responses are analyzed in the table below;

Table 5. 43: Financial problems as expressed by teachers of the Manipur University

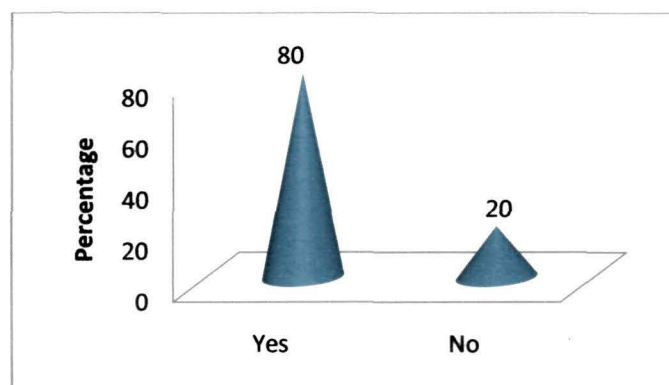
Financial problems	Respondents	
	f	Per cent
Expenditures for field works, running the laboratory activities etc are high insufficient	2	5.00
Donations to the insurgent groups	1	2.50
Difficulties in purchases of equipments and chemicals	1	2.50

5.00 per cent mentioned that they are experiencing financial constraints in maintaining expenses related to field works and laboratory activities. 2.50 per cent revealed that donation is given to the insurgent groups by teachers. 2.50 per cent stated the financial difficulties in purchasing equipments and chemicals.

ACADEMIC PROBLEMS

5.3.4.22. Curriculum:

Suitability of the curriculum:

Figure 5. 15: Percentage showing the view of teachers on the suitability of the curriculum

The teachers were asked to answer *whether the curriculum is suitable or not*. It was found out that 80.00 per cent of teachers felt that the curriculum is suitable, whereas 20.00 per cent felt it to be not suitable and 20.00 per cent did not respond.

Revision of the syllabus:

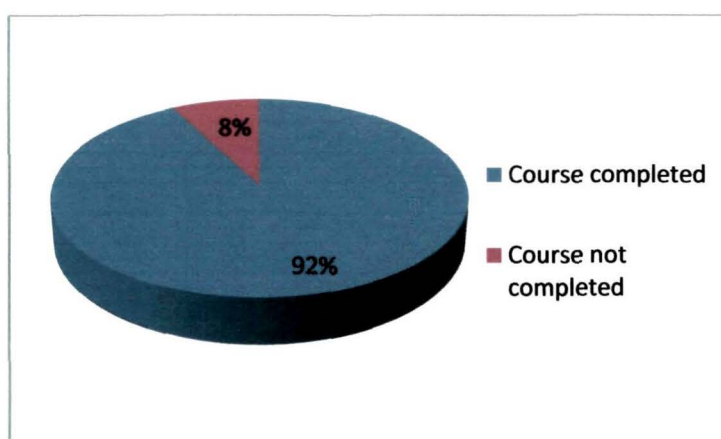
Teachers were required to report on *whether the curriculum/syllabus was revised regularly or not*. For this purpose they were provided suggested answers. The responses are analyzed;

Table 5. 44: Rate of recurrence of curriculum revision

Curriculum revised	Respondents	
	f	Per cent
Yes	22	55.00
No	8	20.00

The majority of respondents (55.00%) revealed that the curriculum/syllabus they teach was revised regularly.

Syllabus:

Figure 5. 16: Percentage showing whether courses were completed on time or not

It was asked *whether the syllabuses were covered or completed on time, before the examination*. 90.00 per cent of the respondents expressed that the syllabuses were completed and covered on time, whereas, 7.50 per cent admitted that the syllabuses were not completed on time and the main reasons for not completing the syllabus, as stated by the teachers, are due to bandhs and strikes.

5.3.4.23. Academic problems:

The question was framed in such a way that teachers were required to openly express views on the problems related to academic activities. Different types of problems are revealed and the responses are analyzed in the table;

Table 5. 45: Problems related to academic problems as reported by teachers

Academic problems	Respondents	
	f	Per cent
Less number of working days due to bandhs and other social problems	7	17.50
Classrooms and laboratory rooms should be improved	2	5.00
Teachers do not attend classes regularly	2	5.00
Students do not attend classed regularly	2	5.00
Funds for field works is very less	2	5.00
Shortage of faculty	5	12.50
No co-operation when organizing refresher courses, workshops, etc.	2	5.00

17.50 per cent of respondents stated bandhs and other social problems are hampering the academic activities. 5.00 per cent of them felt the need to improve the classrooms and laboratory rooms. 5.00 per cent disclosed the irregularity of teachers and students. 5.00 per cent expressed the shortage of funds for field works. 12.50 per cent stated the shortage of faculties in their departments. 5.00 per cent mentioned the teachers did not co-operate in organizing refresher courses, workshops etc.

5.3.4.24. Teaching Methods:

In this regard, respondents were asked to state the methods of teaching which they usually employed, from the suggested list, during their teaching sessions.

Table 5. 46: Methods used by teachers during class sessions

Methods	Respondents	
	f	Per cent
Lecture method	35	87.50
Demonstration and illustration	16	40.00
Dictation	9	22.50
Discussion	14	35.00
Field work	2	5.00

It has been revealed that a large majority of respondents (87.50%) generally adopted lecture method during the teaching session, while 40.00 per cent used demonstration and illustration method, 22.50 per cent adopted dictation, 35.00 per cent employed discussion, and 5.00 employed field work methods.

5.3.4.25. Medium of instruction:

The respondents were asked to mention, from a suggested list, the language they used more frequently while teaching.

It is revealed from the table below that most of the teachers (90.00%) used English more frequently while teaching. Whereas, 10.00 per cent of them used Manipuri language more frequently and none of the respondent used Hindi language while teaching.

Table 5. 47: Language frequently used while teaching

Language	Respondents	
	f	Per cent
English	36	90.00
Manipur	4	10.00
Hindi	0	0.00

5.3.4.26. Teachers' problems in relation to teaching-learning processes:

Teachers were requested to freely express the problems they have experienced in relation to teaching-learning processes. The problems as reported by them are listed below;

- 10.00 per cent of respondents stated students are weakness in English.
- **Overcrowding of students:** 10.00 per cent expressed that high intake of students was pausing problem.
- **Small rooms:** 5.00 per cent expressed that some rooms are small and hampers the teaching-learning activities.
- **Student absenteeism:** 10.00 per cent disclosed that students did not attend the classes regularly.

5.3.4.27. Examination system:

It was found out that the Manipur University followed a semester examination system and therefore, end examinations are usually conducted after the end of every semester, i.e. one end examination after every six months.

5.3.4.28. Library Provisions:

Opinion on the functioning of University library:

The respondents were required to state *whether they are satisfied with the manners the university library was functioning*. 35.00 per cent expressed that they are satisfied with the functioning of the university library but 32.50 per cent revealed that they are not satisfied with it.

Night shift:

The teachers were also asked to express *whether the university library is opened during the night or not*. 77.50 per cent of respondent revealed that the university library is not open during the night and 22.50 per cent did not respond.

Study materials:

The respondents were asked to answer *whether the university library was up-dated regularly or not and whether the university library was having adequate stock of study materials or not*. The question was framed in such a way that the study materials are categorized into broad headings and the respondents are required to tick either adequate or inadequate against the suggested options. The responses are analyzed in the table below;

Table 5. 48: Nature of university study materials

University library up-dated regularly	Respondents		Study materials	Respondents	
	f	Per cent		Adequate	Inadequate
Yes	13	32.50	Journals	22.50%	75.00%
			Newspaper	62.50%	17.50%
No	20	50.00	Encyclopedia	60.00%	30.00%
			Magazines	42.50%	42.50%
			Textbooks	15.00%	82.50%

The stock of study materials in the university library as reported by teachers of Manipur University was quite far from adequacy. 75.00 per cent of teachers felt the need to introduce more journals, 17.50 per cent wanted subscription of more newspapers, 30.00 per cent felt the need to purchase more encyclopedia, 42.50 per cent

felt the necessity for subscribe of more magazines and more importantly a huge majority of teachers (82.50%) expressed the need to purchased more textbooks.

Problems in relation to library provision:

Respondents were requested express problems they have encountered in relation to the library provisions. The responses are analyzed in the table;

Table 5. 49: Problems faced by teachers in relation to library provisions

Problems	Respondents	
	f	Per cent
No cataloguing	4	10.00
Untidiness	4	10.00
Poor internet connection	4	10.00
University library hours should be extended longer	3	7.50
Improper stocking of books	1	2.50
Books purchased without consulting teachers	1	2.50

10.00 per cent of teachers revealed the need of cataloguing of books; 10.00 per cent expressed the need to keep the library clean and tidy; 10.00 per cent admitted the need to improve internet facility; 7.50 per cent felt the necessity of extending the library hours; 2.50 per cent expressed the need to shelve books properly and 2.50 per cent of the teachers felt that they should be consulted for purchasing books.

5.3.4.29. Publications:

An attempt was made to analyze the number publications made by the teachers.

Table 5. 50: Publications made by teachers (Figures in percentage)

Publications	Number of publications		
	less than 5	5-10	11 and above
Books	45.00	2.50	0.00
Journal (International)	32.50	12.50	5.00
Journal (National)	32.50	5.00	30.00
Monograph	10.00	0.00	2.50

Most of the teachers who has had published their works have limited publications in their account as large section of them revealed that they have made less than 5 publications and few of them have published 5 or more of their works.

5.3.4.30. Problems faced in relation to research works:

With reference to this issue, an open question was given to the teacher respondents concerning problems faced while supervising research scholars. The responses are pooled and analyzed as follow;

Table 5. 51: Problems of teachers in relation to research works

Problems	Respondents	
	f	Per cent
Scholars weak in understanding due to lack of exposure	4	10.00
Scholars are irregular	3	7.50
Scholars lack determination	3	7.50
Scholars are weak in English	2	5.00
Lack of research facilities (instruments, chemical, etc.)	5	12.50
Communication gap	2	5.00
Lack of time	1	2.50
Bad in writing	1	2.50
Shortage of reference materials	1	2.50

Major problems of teachers:

The major problems of the teachers of Manipur University as reported by them are as follows;

- No co-ordination between faculty and administration (stated by 10.00%).
- Untimely promotions and placement in the higher grade (stated by 15.00%).
- Bureaucratic red tape (stated by 5.00%).
- Rooms in the departments are small (stated by 5.00%).
- Sanitary problems (reported by 5.00%)
- Intervention of unwanted elements (insurgent groups) in expediting duties like admission, purchases of equipments, donation (reported by 10.00%)

5.2.5. Analysis & interpretation of Students' Questionnaire (Manipur University):

Self-developed questionnaires was given to the postgraduate students of the Manipur University in order to get required information that will be vital to find out the problems faced by the students of the Manipur University. Many questionnaires were distributed however 165 of them responded. The responses are analyzed as follows:

5.3.5.1. Permanent residence:

In order to ascertain the demographic composition of the sample of students, they were asked to specify whether they permanent reside within the Imphal area, the capital of the state, or not. The responses are pooled and analyzed; and the following was revealed;

- Majority of the students (72.12%) said that they reside within Imphal area.
- 26.06 per cent stated that they reside outside Imphal.
- 1.81 per cent abstained from responding it

Thus, majority of the students studying in the Manipur University perhaps is Imphalites while very few of the students belong to the hill areas.

5.3.5.2. Building facilities in the University:

The responses of the students in this matter are analyzed and the result of this is given below;

Table 5. 52: Building facilities in the university as reported by students

Building facilities	Respondents	
	f	Per cent
RCC type (Department Buildings)	109	66.06
Assam type (Department Buildings)	35	21.21
Auditorium	131	79.39
Seminar Hall	128	77.57
Canteen	151	91.51
Indoor stadium	148	89.69

As it can be seen from table above, majority of the students mentioned that auditorium, seminar hall, canteen and indoor stadium are available in the university.

66.06 per cent stated that the buildings in their department are RCC type and 21.21 per cent disclosed that their department is accommodated in an assam type (kacha) house.

5.3.5.3. Type of seating arrangement in the classrooms:

The respondents were asked to *mention the type of seating arrangement made in their classrooms*. The results of the analysis of responses are;

- 72.73 per cent of the students stated that long benches and desks are provided in the classrooms.

These findings showed the need to improve and the modernization of the seating arrangement in the classrooms by introducing better and comfortable furniture.

5.3.5.4. Classroom infrastructure:

The students were asked an open question to state the infrastructural condition (problems) in their classrooms. The responses are pooled and analyzed which is shown in the following table.

Table 5. 53: Classroom infrastructural condition as reported by students

Infrastructural problems in the classrooms	Respondents	
	f	%
No plate form	7	4.24
Lack of benches and desks	39	23.64
Lack of chairs and tables	16	9.70
Poor quality of white/black board	38	23.03
Shortage of power supply	22	13.33

It is evident from the table that only few students raise the shortfall of infrastructures inside the classrooms. Of these revelations, some of the important problems are ; lack of benches and tables as mentioned by 23.64 per cent of them, poor quality of white/black board as stated by 23.03 per cent and shortage of power supply as stated by 13.33 per cent.

5.3.5.5. Laboratory provisions:

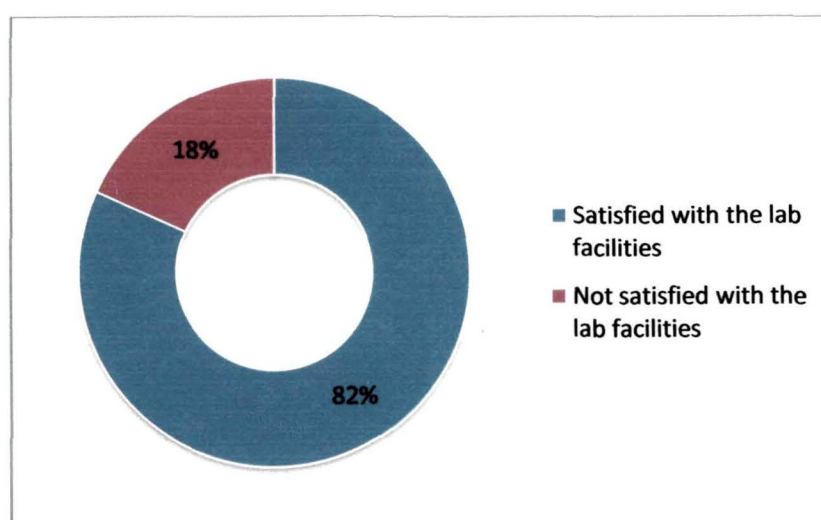
The students were asked, *“Does your present course include laboratory work?”*, and the responses were analyzed as follows;

50.91 per cent (84 respondents) of the student respondents revealed that their present courses involve laboratory works and therefore, the analysis of questions related to laboratory provisions shall be based on the responses made by this group of 84 respondents.

Satisfaction over the laboratory facilities:

The respondents were asked to state ***whether the laboratory facilities in your department are good and adequate or not***. 42.86 per cent of the respondents expressed their satisfaction over the laboratory facilities but they also felt the need for further improvement, but 9.52 per cent of them are not satisfied with the facility.

Figure 5. 17: Percentage distribution showing the level of satisfaction over the lab facilities



Laboratory infrastructures:

The respondents were asked to ***state the adequacy or inadequacy of certain components of the laboratory***. The responses are analyzed and the results are given below;

Table 5. 54: Assessment of the nature of laboratory infrastructure (Figures in percentages)

Laboratory infrastructural components	Respondents	
	Adequate	Inadequate
Equipments	32.14	51.19
Chemicals	25.00	21.43
Computers	44.05	44.05
Chairs	65.48	25.00
Tables	67.86	22.62

Observing the this report, it can be concluded that infrastructural conditions is not up-to the standard and required further improvement. Good equipments, computers, and chemicals are the basic components of the laboratory works. Therefore, more number of these should be introduced so as to improve the quality of education.

Other infrastructural problems related to laboratory provisions:

Some of the respondents reported the following problems in relation to the laboratory provision;

- Lack of laboratory rooms reported by 3.57% of the respondents.
- Congestion in the laboratory rooms stated by 17.86%.
- Available equipments are out-dated stated by 2.38%.
- No proper guidance for performing practical works stated by 3.57%.
- Shortage of water stated by 15.48%.
- Shortage of electricity stated by 5.95%

5.3.5.6. Library Provisions:

Adequacy of infrastructure provisions in the University library:

The respondents were required to mention *the adequacy or inadequacy of infrastructural provisions in the university library*. The analysis of the responses revealed the following;

- **Reading rooms:** 50.91 per cent of the respondents mentioned that the reading rooms are adequate in the university library but 44.24 per cent mentioned the inadequacy of the same.
- **Computers:** 22.42 per cent revealed that the number of computers installed in the university library is adequate while a huge majority of the respondents admitted the inadequacy of computers in the library.
- **Tables:** 50.39 per cent had revealed that the tables are adequate whereas 40.61 per cent revealed the opposite.
- **Chairs:** 59.39 per cent stated the adequacy of the chairs in the university library and 40.61 per cent admitted the inadequacy of the same.

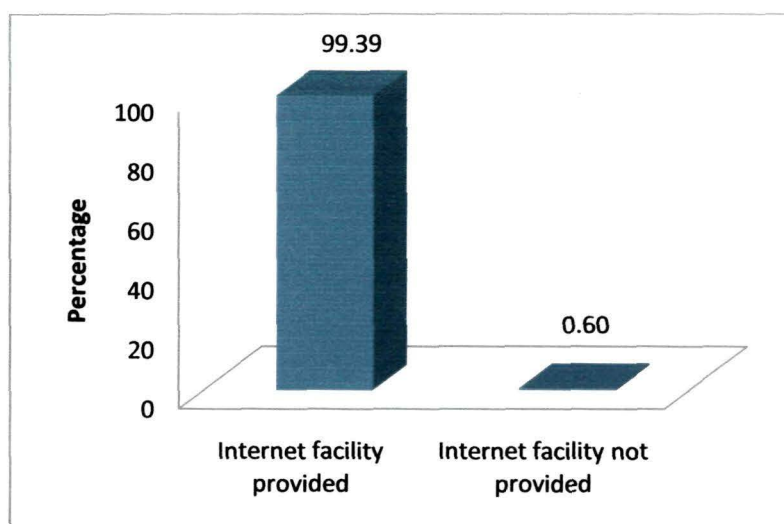
- **Xerox facility:** 50 per cent of the respondents admitted the adequacy of Xerox facility in the library but 49.70 admitted the inadequacy of it.

The responses revealed that most of the facilities in the university library are far from adequacy.

Internet facility:

The respondents were required to answer ***whether internet facility is provided in the university library or not.*** The analysis of the responses revealed; 99.39 per cent of the student respondents said that internet facility is provided in the university library but 0.60 per cent did not respond.

Figure 5. 18: Percentage showing the response related to the provision of internet facility in the library



5.3.5.7. Hostel Provisions:

Hostellers:

35.15 per cent of the respondents stated that they are residing in the University hostels (i.e. 58 Hostellers). Out of 58 hostellers, 22 of them are male and 36 are female.

Hostel accommodation:

The analysis of the responses revealed that different types of accommodations are arranged in the university hostel which is described below;

Table 5. 55: Type of accommodations provided in the university hostels as reported by the hostellers

Type of accommodations	Respondents	
	f	Per cent
Single bedded rooms	8	13.79
Two bedded rooms	22	37.93
Mixed (both single and two bedded rooms)	28	48.27

As can be seen from this table, larger section of the hostellers (48.27%) said that both single bedded and two bedded rooms are provided in the hostels, while 37.93 per cent mentioned that only two bedded rooms and 13.79 per cent mentioned that only one bedded rooms are provided in the hostels. The overall observation revealed that majority of the rooms in the hostels is two bedded.

Problems related to hostel facilities:

The following is the problems related to hostel facilities as reported by the hostellers

- Warden residence is too far from the hostel buildings (stated by 1.72%).
- The university hostels are untidy (stated by 13.79%).
- There is scarcity of water in the hostels (stated by 27.58%).
- The rooms in the hostels are in bad condition (stated by 13.79%).

5.3.5.8. Medical facility:

The students were asked to answer *whether medical facility is provided within the university campus or not and they were also required to specify the nature of medical facility extended to the students* in case if this is provided. The responses are analyzed and the results are shown in the following table;

Table 5. 56: Nature of medical facility provided to the students in the university

Medical facility provided to students by the university	Respondents		Nature of medical facility	Respondents	
	f	Per cent		f	Per cent
Yes	145	87.87	Free treatment	136	82.42
No	8	4.84	Free medicine	90	54.54
No response	12	7.27			

It is evident from the table that medical facility is extended to students by the university in the form of free treatment and free medicines.

5.3.5.9. Transport facility:

The responses of the students revealed that transport facility is provided to the students but majority of them (66.66%) are of the opinion that the facility is not adequate and therefore more number of buses should be introduced.

5.3.5.10. Games and sports infrastructural facilities:

Fields/courts:

The respondents were asked to mention the fields and courts available in the university and their responses revealed that football playground, volley ball court, basket ball court and badminton court is available within the campus.

Infrastructural problems in relation to the games and sports provision:

The students were given an open question to which they are required to state the problems related to the games and sports provision within the university. The results of the analysis of the responses are;

- 13.33 per cent of them said that lack of games and sports materials is the major problem in this context.
- 10.30 per cent stated the poor conditions of volley ball court, badminton court, the basket ball court and the playground.
- 1.82 per cent expressed their desire for a separate volley ball courts for boys and girls.
- 1.21 per cent expressed the need for fields for playing hockey and lawn tennis.

PROBLEMS RELATED TO ADMINISTRATION

5.3.5.11. Admission procedure:

Attempt was made to find out the procedure of admission in different departments. The respondents were given suggested criteria or stages for admission and were asked to tick whichever is applicable. The responses are analyzed as follow;

Table 5. 57: Criteria/stages for admission

Criteria/stages	Respondents	
	f	Per cent
Merit	50	30.30
Written	165	100.00
Interview	4	2.42

Thus, written test or entrance test seems to be the principal basis for admission into the university.

5.3.5.12. Role of student union:

Students were asked to state *whether the students Union play an important role for the welfare of its peers or not*. The responses highlighted that 43.03 per cent of them felt that the role played by the union is significant and 15.15 per cent felt otherwise.

5.3.5.13. University administrative functioning:

In this respect, students were required to state *whether they are satisfied with the administrative activities of the university or not*. The responses are analyzed and the result of the analysis is;

48.48 % of them reported that they are satisfied with the administrative activities, whereas, 21.21 % expressed their dissatisfaction and 30.31 % did not respond to it.

Reasons for dissatisfaction on the administration of the university:

The respondents were also asked to mention the reasons for their dissatisfaction. The following was revealed as the reasons for their dissatisfaction;

- Announcement of examination results are usually delayed (3.03%).
- Equal facilities are not given to every department (expressed by 1.21%).
- Scheduled Tribes students are neglected (expressed by 1.21%).

PROBLEMS RELATED TO FINANCIAL MATTER

5.3.5.14. Fees structure:

The students were asked to state *whether the fees charged to them are fair and reasonable or not*. The responses in this context revealed that 29.09 per cent of

them felt that the fees charged to them are fair and reasonable, whereas, 23.03 per cent felt otherwise and 47.87 per cent of them abstained from answering this question.

5.3.5.15. Scholarship:

49.69 per cent of the students are receiving scholarships of different kinds, namely, state post matriculate scholarship, university scholarship, scholarship for OBC, and national scholarship. These students were also asked to state whether they are satisfied with the scholarship or not. 27.88 per cent reported that they are satisfied, while 9.09 per cent expressed their dissatisfaction and majority of them (62.03%) did not respond to it.

5.3.5.16. Financial problems:

By analyzing the responses made by the students in connection to their financial problems, the following problems were unearthed.

- Expenditure for the production of dissertations and expenses during field works is very high and no financial assistance is provided to the students.
- Books are becoming more and more costly.

PROBLEMS IN RELATION TO ACADEMIC PROVISIONS

5.3.5.17. Curriculum and syllabus:

Standard of the curriculum:

The responses of the students in relation to the standard of the curriculum were analyzed and

25.45 per cent expressed that the curriculum is defective and majority of them (56.97%) felt that the curriculum not defective.

The students who stated the curriculum to be defective put forth reasons to support their claim;

- Curriculum is not par with the NET syllabus.
- The syllabus is too vast.

Course completion:

The analysis of the responses of the students in this matter revealed the following;

- Majority of them (53.94%) said that the courses are usually completed on time.
- 32.12 per cent expressed that the courses are not completed on time and the reasons for this has been stated as;
 - Some teachers are not punctual and dedicated (revealed by 13.93%).
 - Bandhs and strikes (revealed by 16.96%)

5.3.5.18. Teaching Methods:

In this regard, respondents were asked to answer by tick marking from the suggested methods of teaching which their teachers usually used during their class sessions.

Table 5. 58: Methods used by teachers during class sessions

Methods	Respondents	
	f	Per cent
Lecture method	154	93.33
Demonstration and illustration	21	12.72
Dictation of notes	56	33.93

It has been revealed that a vast majority of respondents (93.33%) stated that the teachers generally used lecture method during the class session, while 12.72 per cent mentioned that the teachers used demonstration and illustration method, and 33.93 per cent stated that dictation method is usually adopted by their teachers.

Rating teaching standard:

The teachers were asked the following question; **“To what extend you are satisfied with the teaching standard in your department?”** The result of the analysis of the responses is given below;

Table 5. 59: Level of satisfaction over the teaching-learning activities

Levels	Respondents	
	f	Per cent
Highly satisfied	2	1.21
Satisfied	110	66.66
Dissatisfied	40	24.24

As can be observed from the above table, majority of the students (66.66%) are satisfied with the teaching-learning activities, 1.21 per cent, seems to be quite impress with their teachers, expressed that they are highly satisfied and 24.24 per cent disclosed that they are not satisfied with the teaching-learning processes in their class.

Reason for dissatisfaction:

These groups of students were further asked to give comment on their dissatisfaction and the results of the analysis of their responses are;

- No mutual cooperation and good relationship between teachers.
- No co-operation among students.
- Lack of good teachers.
- No teaching aids used by the teachers.

5.3.5.19. Medium of instruction:

Frequently used language:

The respondents were asked to state, from a suggested list, the language that is used most frequently used by their teachers while teaching.

Table 5. 60: Language frequently used while teaching

Language	Respondents	
	f	Per cent
English	157	95.15
Manipuri	64	38.78
Hindi	0	0.00

It is revealed from the above table that English is most frequently used in the classroom, while Manipuri is second most frequently used language and no teachers used Hindi language while teaching.

5.3.5.20. Problems concerning the examination matters:

Examinations system:

The students were required to answer the following question, *“What type of examination system is followed in your University?”* The result of the analysis is;

94.55 per cent of the students revealed that semester examination system is followed by the university and 5.45 per cent of them did not responded to the question.

Problems faced with regard to dissertation work:

The students were asked to mention the problems they had faced in relation to dissertation work and the result of the analysis of their responses are as follows;

- Bandhs and strikes (stated by 0.61%).
- Financial constraints (stated by 1.82%).
- Lack of proper instruction (stated by 0.61%).
- Time constraint (stated by 3.03%)

Problems faced with regard to Field work:

The students were asked to state the problems they had faced in relation to field work and their responses are analyzed as follows;

- Time constraint (stated by 3.63%).

Problems faced with regard to examinations:

The following the problems faced in connection to the examinations;

- Frequent postponement of examination due to bandhs and strikes (revealed by 3.03%).
- The announcement of examination results are usually delayed (2.42%).

5.3.5.21. Library provisions:

Computerization:

The students were required to mention *whether the university library was computerized or not*. It was revealed by 55.76 per cent of the students that the library is computerized but 33.33 per cent admitted absence of it.

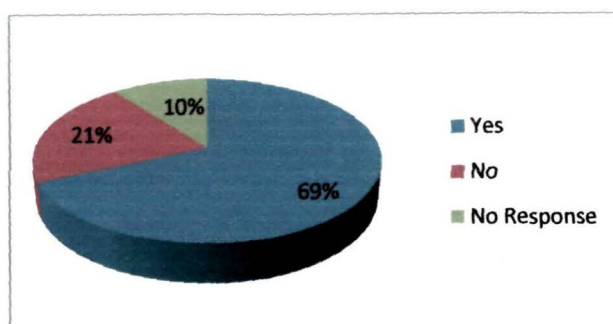
Internet facility in the department:

14.55 per cent stated the presence of internet facility in their department while majority of them (84.24%) admitted the missing of such facility in their department.

Textbooks:

Students were asked to state *whether textbooks are adequately available in the university library or not*. The responses are analyzed and the results are given here under;

Figure 5. 19: Percentage showing whether textbooks were stocked adequately in the library



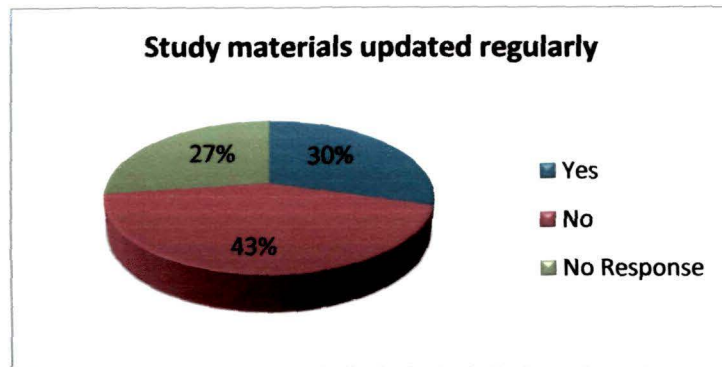
Majority of the students (68.48%) felt that textbooks are not adequately stocked in the library but 21.21 per of them felt the textbooks are stocked adequately and 10.31 per cent did not respond.

Moreover, 68.48 per cent of students (113 students) who felt the library as inadequate are required to report the sources of their study materials. The analysis of the responses revealed the following as the sources of their study materials;

Table 5. 61: Sources of study materials

Sources of study materials	Respondents	
	f	Per cent
Notes given by teachers during the class hours	36	31.86
Guide books purchased from the market	66	58.41
Standard books bought from the market	5	4.42
Materials collected from seniors	6	5.31
Materials downloaded from internet	1	0.88
Referred books from other library	2	1.77

Thus, guide books seem to be the main source of study material for good number of the students.

Updating study materials:**Figure 5. 20: Percentage showing whether study materials were update regularly or not**

29.70 per cent of the respondent expressed that the study materials are updated regularly but 43.03 per felt that the study materials are not updated regularly and 27.27

Annual Sports Meet:

The respondents were required to answer a question, ***“Whether your university organized Annual Sports Meet?”*** The analysis of the responses revealed the following:

A huge majority of the students (84.85%) stated that an Annual Sports Meet is usually organized in the university and 3.03 expressed that such programmes is not organized and 12.12 per cent did not respond to it.

Opportunities for promoting sport talents:

With reference to this matter, 48.48 per cent of the students revealed that adequate opportunities are provided by the university in order to develop the talents of the students in the field of sports but 36.36 per cent felt the need to provide more opportunities to the students and 15.16 per cent abstained from responding the question.

5.3.5.23. Educational tour:

The students were asked to state ***whether educational tours are generally organized by the university or not***. If so, they were also required to state the bearer of the expenses for the tours. The responses are analyzed and the results are shown below;

Table 5. 62: Assessment of the educational tour and its expenditures

Educational tours organized by the university	Teachers' respondents		Bearer of the expenditures for the tours	Teachers' respondents	
	f	Per cent		f	Per cent
Yes	100	60.60	Entirely by students	24	14.54
No	37	22.42	Entirely by the university	18	10.90
No response	28	16.96	shared by both students and university	41	24.84

60.60 per cent of the respondents revealed that educational tours are generally organized by the university while 22.42 per cent stated the otherwise and 16.96 per cent abstained from responding it.

14.54 per cent disclosed that the entire expenditures for the tours are born by the students without any assistance from the university. 10.90 per cent stated that the

entire expenses are born by the university and 24.84 per cent expressed that the expenditures are shared by the university and the students.

5.2.6. Analysis and interpretation of Research Scholars' Questionnaires (Manipur University):

Under this section, the responses to the questionnaires given to the research scholars of the Manipur University are analyzed and interpreted. The total number of research scholars who responded to the questionnaires was 22.

5.2.6.1. Number of scholars programme/course-wise:

The respondents were required to answer the question regarding their present programme of courses. The responses have been analyzed and the results are as follows;

Table 5. 63: Number of scholars per programme in the Manipur University

Programmes	Research Scholars (N=22)	
	f	Per cent
M. Phil.	2	9.09
Ph. D.	20	90.90
Post Doctorate	0	0.00

It is evident that the majority of sample scholars (90.90%) are pursuing Ph.D. programme and 9.09 per cent of them are pursuing M. Phil programme. While not even one of them are doing Post Doctoral study.

Years completed:

The scholars were required to specify, from the suggested options, the years they have spend on their present research work after their registration or admission. The results of the analysis are;

Table 5. 64: Years completed by scholars after their registration (Figures in percentage)

Programmes	Years		
	0-2	Above 2 to 5	Above 5
M. Phil.	NR	NR	NR
Ph. D.	45.45	31.81	13.63

From the table a comparatively larger section of the respondents (45.45%) revealed that they have completed the years between 0 to 2 years, 31.81 per cent have

completed the years between above 2 to 5 years and 13.63 per cent have competed more than 5 years.

5.2.6.2. Infrastructural provisions in the research scholar's Room:

The respondents were asked to report *whether room is provided for them in their department and further they are asked to mention the facilities that are provided adequately in the research scholar's room*. The results of the analysis are given below;

Table 5. 65: Assessment of the research scholars room and the adequacy of the facilities

Research scholars' room in the department	Research Scholars		Facilities provided adequately in the rooms	Research Scholars	
	f	Per cent		f	Per cent
Yes	11	50.00	Computers	4	18.18
No	11	50.00	Tables	3	13.63
			Chairs	3	13.63
			Water filters	1	4.54

Half of the respondents admitted that a room is not allotted for them in their department but the other half said that such provision is there in their department.

18.18 per cent of the respondents stated that computers are adequately available in the research scholar's room, while 13.63 per cent expressed that the chairs and tables are adequate and 4.54 per cent mentioned that water filters are provided adequately.

Building facilities in the University:

The responses of the scholars in this matter are analyzed and the results of this are given below;

Table 5. 66: Assessment of the availability of various type building facilities in the university

Building facilities	Respondents	
	f	Per cent
Auditorium	17	77.27
Seminar Hall	15	68.18
Canteen	22	100.00
Indoor stadium	22	100.00

By observing the above table, it can be inferred without any doubt that the facilities mentioned in the table are available in the university.

5.2.6.3. Laboratory provisions:

The scholars were asked to answer this question; ***"Is laboratory work/experiment part of your research study?"*** The result of analysis of the question is as follows;

Nearly 31.81 per cent (**7 respondents**) of the research scholars revealed that their present research work depends or required laboratory works and 59.09 per cent them revealed that their work do not depend or required laboratory work. Therefore, the analysis of questions related to laboratory provisions shall be based on the responses made by the 7 respondents only.

Overall Laboratory facility:

100.00 per cent of the respondents expressed that the overall laboratory facility is inadequate and, therefore, expressing the need to improve and enhance the facilities immediately.

The scholars were also required to state how they are managing their laboratory works if the laboratory facility is not adequate. As the overall laboratory facility is inadequate, cent percent of research scholars go to the other universities where they can carry out their experiments which is time consuming and budget crunching.

Nature of infrastructures in the laboratory:

The respondents were asked to ***state the adequacy or inadequacy of certain components of the laboratory.*** The responses are analyzed and the results are given below;

Table 5. 67: Assessment of the infrastructural provisions in the laboratory(Figures in percentages)

Laboratory infrastructural components	Respondents (N=7)	
	Adequate	Inadequate
Equipments	0.00	100.00
Chemicals	28.57	71.43
Computers	28.57	71.43
Chairs	100.00	0.00
Tables	100.00	0.00

Observing the above table, it can be inferred that infrastructural conditions is not up-to the standard and required further improvement. Majority of the scholars felt the need to introduce more equipments, computers, and chemicals. So far as the furniture is concerned, cent percent of the scholars have no complain over it.

Internet in the laboratory:

The respondents were asked a question, *"Is internet facility provided in your department laboratory?"* The responses are analysis and the result is as follow; 100.00 of the scholars disclosed that no internet connection has been introduced in the laboratory.

5.2.6.4. Library Provisions:

Adequacy of infrastructural provisions in the University library:

The respondents were required to *mention the adequacy or inadequacy of infrastructural provisions in the university library*. The analysis of the responses revealed the following;

- **Reading rooms:** 40.91 per cent of the respondents mentioned that the reading rooms are adequate in the university library but majority of them (54.55%) mentioned the inadequacy of the same.
- **Computers:** 31.82 per cent revealed that the number of computers installed in the university library is adequate while a huge majority of the respondents (63.64%) admitted the inadequacy of computers in the library.
- **Tables:** 40.91 per cent had stated that the tables are adequate whereas 54.55 per cent revealed the opposite.
- **Chairs:** 40.91 per cent stated the adequacy of the chairs in the university library but 54.55 per cent admitted the inadequacy of the same.
- **Xerox facility:** 40.91 per cent of the respondents admitted the adequacy of Xerox facility in the library but 54.55 admitted the inadequacy of it.

The overall responses revealed that most of the facilities in the university library are far from adequacy.

Internet facility in library:

The respondents were required to answer ***whether internet facility is provided in the university library or not***. The responses are analyzed and the result is; 100.00 per cent of the student respondents said that internet facility is provided in the university library.

Other infrastructural problems in respect to library provisions in the university:

The other complains expressed by the scholars are as follows;

- Lack of computers (stated by 18.18%).
- Library staff not cooperative (expressed by 9.09%).
- Library reading rooms are small (stated by 9.09%).

5.2.6.5. Medical facilities:

Cent per cent of them stated that medical facility is extended to the students and scholars by the university.

They also revealed the following kind of medical facilities provided to the students and scholars of the university;

- 95.45 per cent of the scholars said that **free treatment** was provided to them.
- 81.82 per cent of them expressed that **free medicines** are given to students.

5.2.6.6. Transport facility:

Cent per cent of them revealed that the transport facility is provided to the students, but majority of them (81.81%) expressed their dissatisfaction over it and stated the need to introduce more buses to subserve the transport system of the university.

5.2.6.7. Hostel Provisions:

Hostellers:

90.91 per cent of the respondents stated that they are residing in the University hostels (i.e. 20 Hostellers).

Hostel accommodation:

The analysis of the responses revealed different types of accommodations arranged in the university hostel which are;

Table 5. 68: Type of accommodations provided in the university hostels

Type of accommodations	Respondents (N=20)	
	f	Per cent
Single bedded rooms	7	35.00
Two bedded rooms	5	25.00
Mixed (both single and two bedded rooms)	3	15.00
<i>No response</i>	5	25.00

35.00 per cent stated that single bedded rooms are provided, but 25.00 per cent said two bedded rooms are provided and 15.00 per cent said both single as well as two bedded rooms are provided in the hostels, while 25.00 per cent of them desisted from answering the question.

Rating on the Hostel facilities:

The hostellers were asked to ***state whether they are satisfied with the hostel facilities or not.*** The responses are analyzed and the result is;

- 10.00 per cent of the hostellers expressed their satisfaction over the facilities provided in the university hostels.
- A huge majority of the hostellers (75.00%) admitted their dissatisfaction over the facilities in the hostels.
- While, 15.00 per cent of them refrained from responding the question.

Reasons for dissatisfaction of the hostellers:

The following is the reasons for dissatisfaction over the hostel facilities as reported by the hostellers

- Lack of furniture (expressed by 10.00%).
- There is scarcity of water in the hostels (stated by 20.00%).
- Shortage of power supply (stated by 15.00%).
- There is no reading room in the hostels (stated by 10.00%).
- Newspapers and magazines are not adequately provided (stated by 15.00%).

5.2.6.8. Games and sports infrastructural facilities:

Fields/courts:

Majority of the research scholars (respondents) revealed that the following facilities are available in the university;

- Football playground (claimed by 90.91%).
- Volley ball court (claimed by 36.36%).
- Basket ball court (claimed by 68.18%).
- Badminton court (claimed by 72.73%).

Infrastructural problems in relation to the games and sports provision:

The students were given an open question to which they were required to state the infrastructural problems related to the games and sports provision within the university. The results of the analysis of the responses are;

- **No proper volley ball court:** Even though 36.36 per cent of the respondent mentioned the availability of volley ball court, 18.18 per cent of respondents stated that there is no proper volley ball court within the university campus.
- **Poor maintenance:** 27.27 per cent disclosed the lack of proper maintenance of the games and sports facilities.
- 22.73 per cent of the respondents stated the shortages of games and sports materials.

PROBLEMS RELATED TO ADMINISTRATION

5.2.6.9. Admission procedure/criteria:

An attempted was made to find out the procedure or criteria of admission in different departments. The respondents were given suggested criteria or stages for admission and asked to tick whichever is applicable. The responses are analyzed and the results are as follow;

Table 5. 69: Criteria/stages for admission

Criteria/stages	Respondents	
	f	Per cent
Merit	6	27.27
Written	15	68.18
Interview	14	63.63

Thus, performances of a candidate in the written test or entrance test and interview are the deciding factor for admission into the university.

5.2.6.10. Role of student union:

The respondents were asked to answer the question, **“Are you’re satisfied with the role played by the University Students Body? (Please comment)”** The result of the analysis of the responses is hereunder;

45.45 per cent of the scholars expressed their dissatisfaction over the role played by the Student’s Union but 40.91 per cent are satisfied and 13.64 desisted from answering.

5.2.6.11. Functioning of university administration:

In this respect, majority of the scholars are not satisfied with the functioning of the university administration. 77.27 per cent are dissatisfied with the administration but 18.18 per cent are satisfied and 4.55 did not answer to this question.

Reasons for dissatisfaction of the scholars on the university administration:

The respondents were also asked to mention the reasons for their dissatisfaction over the university administration.

- Lack of concern by the university authorities for the students (13.64%).
- Bureaucratic red tape (expressed by 40.91%).
- Favouritism in appointment of teachers (expressed by 18.18%).
- Scheduled tribes and scheduled caste students and scholars are neglected (expressed by 9.09%)

PROBLEMS RELATED TO FINANCIAL MATTERS

5.2.6.12. Fees/scholarship/assistance:

Opinion about fees charged:

The scholars were asked to answer a question, **“Are you satisfied with the existing fees structure in your University? (Please comment)”** The responses are analyzed and the result is;

Majority of scholars (68.18%) are not satisfied with the fees charged to them but 18.18 per cent of them are satisfied and 13.64 per cent of them remained silent on the matter.

Scholarships/Fellowships:

The scholar respondents have revealed the following type of fellowships/scholarships received by them.

- UGC - Junior Research Fellowship (received by 22.73%).
- UGC - Rajiv Gandhi Fellowship (received by 18.18%).
- Central University Fellowship (received by 40.91%).
- Indian Council of Historical Research Fellowship (received by 4.55%).
- 4.63 per cent do not get any kinds of scholarship/fellowship.

Financial assistances for certain aspects of the research work:

The scholars were asked to *state whether they have received any kinds of financial assistance for conducting field study and for visiting libraries outside their state*. The responses are pooled and analyzed and the results of this analysis are presented in the following table;

Table 5. 70: Financial assistance for certain aspects of the research work

Financial assistance for	Respondents		
	Yes	No	No Response
Conducting field works	13.64	68.18	18.18
Visiting libraries outside the state of Manipur	9.09	81.82	9.09

It can be deduced that either the financial assistance given to scholars for conducting field works and for visiting libraries is extremely limited or most of the scholar respondents are not aware about the financial assistance.

Financial problems of the scholars:

An open question was asked to the scholars to state the financial problems faced by them in course of their research work. The scholars revealed the following problems related to the finance aspect;

- The cost of the maintenances of animals for research experiment is very high (expressed by 4.55%).
- Travelling expenditures during the field study is quite high (mentioned by 22.73%).
- Books for references are costly (expressed by 4.55%).

PROBLEMS RELATED TO ACADEMIC PROVISIONS

5.2.6.13. Academic standard:

In order to find out how the scholars feel about their university, the scholars were asked to place their university in the four standard scales – poor, average, good and excellent. The responses are analyzed as follows;

The standard of the Manipur University is **Poor (low)** for 31.82 per cent of the scholars, **Average** for 31.82 per cent, **Good** for 31.82 per cent and **Excellent** for 4.55 per cent. Hence, this implied that the quality and standard of Manipur University is comparatively sub-standard but it has the potential to become a good university if appropriate measures are implemented.

Table 5. 71: Standard of the Manipur University as reported by the scholars

Standard scale	Respondent	
	f	Per cent
Poor	7	31.82
Average	7	31.82
Good	7	31.82
Excellent	1	4.55

5.2.6.14. University Library provisions:

Satisfaction with the library:

An analysis of the responses of the scholars on their satisfaction over the library provisions revealed a disturbing picture. 50.00 per cent of them seemed to be satisfied with the library provisions in the university but 50.00 per cent are not satisfied.

Reference materials:

Cent per cent of the scholars stated that the university is not adequately equipped with reference materials.

The scholars were further asked to answer how they make up the shortages of the materials. The responses are;

- **Visit other libraries:** In order to manage the shortages of reference materials, 36.36 per cent of the scholars generally visited other university libraries.
- **Browse through the internet:** 4.55 per cent browsed through the internet.

Other problems relating to library provisions:

An open statements and comments were solicited from the scholars on the above matter. The responses are analyzed and the results are described below;

Table 5. 72: Certain problems concerning the library facility in the University

Problems concerning the library facility	Respondents	
	f	Per cent
Inadequate text books and reference materials	11	50.00
Inadequate journals	11	50.00
Inadequate magazines	5	22.73
Less number of computers	6	27.27
Materials not updated	3	13.64

Thus, it is revealed that the Manipur University library is suffering from shortage of the basic library facilities.

5.2.6.15. Games and sports provisions:

Annual sports Meet:

Cent per cent of the scholars reported that the Annual Sports Meet is usually organized in the university.

Adequacy of opportunity:

The respondents were required to answer; ***“Does the University provide adequate opportunities to the students for developing their sports talent?”*** The result of the analysis of the question revealed the following;

Majority of the scholars (68.18%) admitted that students and scholars are not given adequate opportunity for developing their sports potentialities

5.2.6.16. Internet for scholars in the department:

81.82 per cent of the respondents admitted the absence of internet facility in the department for the scholars but 18.18 per cent revealed the availability of it.

5.2.6.17. Problems related to research works:

The scholars were asked to *state the problems they have encountered in course of their present research work*. The responses are;

- 9.09 per cent of them expressed the shortage of power (electricity).
- 4.55 per cent stated scarcity of water.
- 4.55 per cent revealed that purchases of chemicals and equipments are time consuming.
- 22.73 per cent of them mentioned financial shortage.
- 4.55 per cent admitted that poor relationship with the supervisor.

5.3. ANALYSIS OF QUESTIONNAIRES OF THE PRINCIPALS, TEACHERS, SCHOLARS AND STUDENTS OF PROFESSIONAL HIGHER EDUCATION

5.3.1. Analysis and interpretation of Principals' Questionnaires (professional institutes/ colleges):

The responses of principals of the professional institutes/colleges to the questionnaire given to them are analyzed and interpreted. The number of principals who responded to the questionnaires was 6. The break up of sample of principals according to the type of institutions is:

Table 5. 73: Break up of sample of principals of professional institutes/colleges

Type of institutions	No. of sample principal
Medical institute	1
Law college	2
Teacher Training college	2
Engineering institute	1

The following is the results of the analysis of the responses made by the principals of the professional institutes/colleges.

5.2.1.24. General Information:

Location of the colleges/institutes:

Most of sample colleges/institutes (5) are located in the urban area and only 1 is in the rural area. Further probe into it revealed that there is only 1 professional institution in the rural or the hill area and the remaining institutions of professional higher education are located in the urban or valley area.

Affiliation:

All the sample institutions are affiliated to the Manipur University and the nature of their affiliation is described below;

Table 5. 74: Nature of affiliation of the professional institutions and their type of management

Nature of affiliation		Respondents	
		f	Per cent
Status of affiliation	Permanent	5	83.33
	Temporary	1	16.66
Type of management	Private	2	33.33
	Government	4	66.66

83.33 per cent of the sample institutions (5 institutes) are permanently affiliated to the Manipur university, whereas, 16.33 per cent (1 institute) is temporarily affiliated. Moreover, out of the 6 institutes 2 are private and the remaining 4 institutes are government managed institutions.

Recognition:

The respondents were asked to answer *whether they are recognized by relevant authorities*. The responses are analyzed and the result is;

- 1 law college is not recognized by the government but the other institutes (5 of them) are recognized by the government of Manipur.
- 2 of the law colleges are recognized by the Bar Council of India.
- 2 of the teacher training college are recognized by the NCTE.

- The medical institute is recognized by the Medical Council of India.

Type of the colleges/institutions:

Cent per cent of the professional institutions are co-educational institutions as reported by the principals. It was found out that none of the sample colleges are specifically meant either for girls or boys.

NAAC Accreditation:

Out of the six samples of professional institutes only one institute had been assessed by NAAC.

INFRASTRUCTURAL PROBLEMS

5.2.1.25. Land and Buildings:

The principals were asked to *state whether they have land and building of their own*. The responses are analyzed and the results are as follows;

Table 5. 75: Land and buildings ownership

Land owned by the institution	Respondents		Buildings owned by the institution	Respondents	
	f	Per cent		f	Per cent
Yes	6	100.00	Yes	6	100.00
No	0	0.00	No	0	0.00

Cent per cent of the respondent revealed that the land and buildings in which the institutions are functioning is owned by them.

5.2.1.26. Infrastructural facilities in relation to buildings, rooms and sports:

The respondents were required to mention the *different infrastructural facilities available in their institutions*. They were given suggested option and were requested to tick whichever is applicable. The responses are analyzed according to the type of institutions and the result is shown in the table;

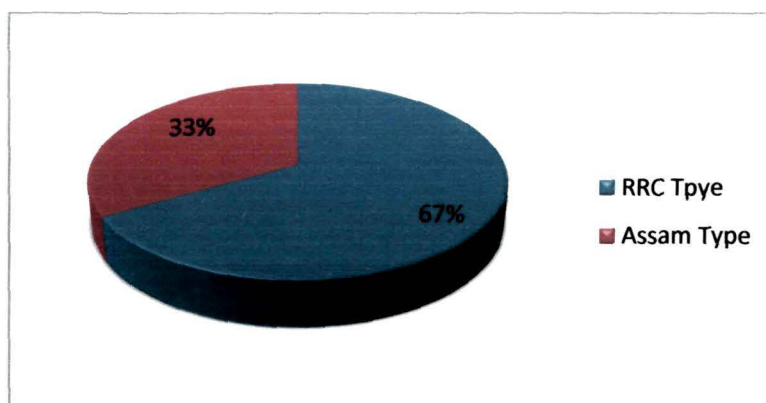
Table 5. 76: Different infrastructural provisions in the institutions

(Values in percentage)

Infrastructural facilities	Teacher training (N=2)	Medical (N=1)	Engineering (N=1)	Legal (N=2)
Playground/fields	50.00	100.00	50.00	0.00
Basket ball court	50.00	100.00	0.00	0.00
Volley ball court	50.00	100.00	0.00	0.00
Auditorium	50.00	100.00	0.00	0.00
Indoor stadium	50.00	0.00	0.00	50.00
Library building	50.00	100.00	100.00	50.00
Canteen	50.00	100.00	100.00	50.00
Teachers' room	100.00	100.00	100.00	50.00
Students' common room	100.00	0.00	0.00	50.00

It can be clearly seen in the table that most of the professional institutions are having shortage of the facilities mentioned above. Particularly, the worse suffered are the Engineering and Law colleges/institutes.

Type of buildings:

Figure 5. 21: Percentage distribution showing different type of building

66.67 of the respondents stated that the buildings in their institutions are RCC type and 33.33 per cent of them mentioned that the buildings are assam type.

Rooms for teachers:

The respondents were asked to *state the type of rooms arranged for the teachers in their colleges/institutes*. The responses are analyzed as follows;

Table 5. 77: Room provisions in the professional institution

Nature of rooms for teachers	Respondents	
	f	Per cent
Separate rooms for each department	1	16.66
Single room for each teachers	1	16.66
Large common room for all teachers	3	50.00

50.00 per cent of the respondents reported that their institutes provide large common room for all its teachers, 16.66 per cent stated that single room is provided to each teacher and 16.66 per cent mentioned that separate rooms are provided to each department and 16.66 per cent of the respondent refrained from responding the question.

Adequacy of classrooms:

The principals were asked to answer the following question, ***“Are there adequate number of classrooms in your college?”***. The responses are analyzed and the results are shown below;

- Majority of the respondents (83.33%) claimed that the classrooms are adequate.
- While, 16.66 per cent of them admitted the inadequacy of the classrooms.

5.2.1.27. Audio-visual aids:

With regard to the audio visual aids facility, the respondents were required to mention the ***various types provided in their college***. The analysis of the responses revealed the following;

- 50.00 per cent mentioned the availability of **Television** in their institutions that can be used by teachers to improve the teaching-learning activities.
- 33.33 per cent stated the availability of **tape recorder**.

Table 5. 79: Internet connection and it beneficiaries

Internet connection in the institution	Respondents		The internet facility availed by	Respondents	
	f	Per cent		f	Per cent
Yes	3	50.00	Principal	2	33.33
No	3	50.00	Teachers	2	33.33
			Students	1	16.67
			Office use	1	16.67

50.00 per cent of the principals revealed that their institutions provide internet facility but the remaining 50.00 per cent admitted the absence of such facility.

It is also revealed that the internet facility is availed by the principals and office staff only and the teachers and students are deprived off from such facility.

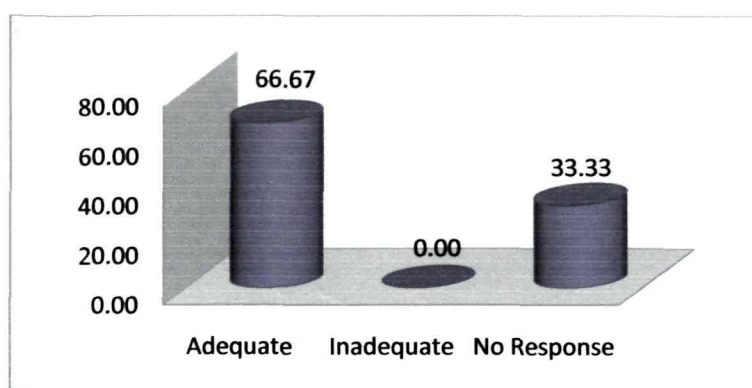
5.2.1.29. Laboratory provisions:

Problem with Laboratory facility:

The respondents were asked to *state whether there was any infrastructural problems in relation to the laboratory facility*. Surprisingly, no one responded this question.

Equipments and instruments:

Figure 5. 22: Percentage showing whether the laboratories of the professional institutions were equipped adequately or not



The respondents were required to *mention whether the laboratories are adequately equipped with necessary equipments and instruments or not*. The responses are analyzed and 66.67 per cent of the respondent stated the adequacy of the

equipments and instruments in the laboratory and 33.33 per cent did not respond the question.

Purchases of the equipments:

The principals were asked to state how the equipments are purchased. The responses revealed;

16.67 per cent said that the equipments are purchased either by them from the college/institution's fund or by the central government agencies. 16.67 per cent also revealed that the equipments are purchased either by the state government agencies or by the central government. 16.67 per cent purchased the equipments by their own institutional fund and 16.67 per cent revealed that the equipments are purchased by the state government.

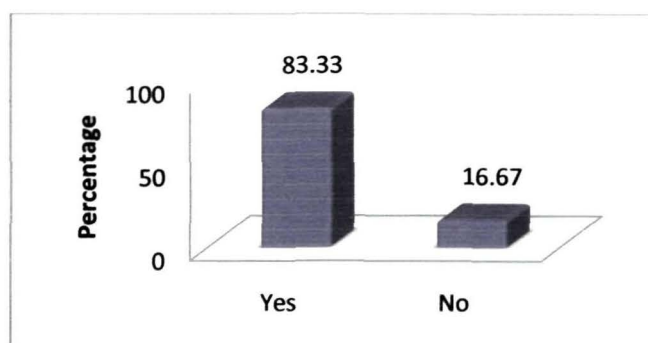
Other problem:

16.67 per cent of the respondents expressed that shortage of power supply (electricity) is one big problem faced by them.

5.2.1.30. Library provisions:

The respondents were asked to *state whether library is provided in their institutions or not*. The result of the analysis of the responses is provided below;

Figure 5. 23: Percentage showing the availability of library in the professional institutions



A huge majority of the respondents (83.33%) revealed that the library facility is provided in the institutions and 16.67 per cent admitted the absence of such facility.

5.2.1.31. Hostel provisions:

50.00 per cent of the respondents (3 principals) revealed that hostel facility is provided to the students by their institutions and 33.33 per cent admitted the absence of hostel and 16.67 per cent did not respond. Therefore, the analysis of the questions related to the hostel provisions shall be based on the responses made by three principals (i.e. N=3) only.

Hostel accommodation:

The analysis of the responses revealed that different types of accommodations are arranged in the hostels. Cent per cent stated that two bedded rooms type of accommodation has been provided in the hostels run by them and cent per cent of them also admitted the presence of mess halls.

Table 5. 80: Type of accommodations provided in the university hostels

Type of accommodations	Respondents (N=3)	
	f	Per cent
Single bedded rooms	0	0.00
Two bedded rooms	3	100.00
Dormitory	0	0.00
Mess Hall	3	100.00

ADMINISTRATIVE PROBLEMS

5.2.1.32. Governing Body:

The principals were asked to *state whether a governing body existed in their institutional set up or not*. The responses are analyzed as follows;

Table 5. 81: The institutions governing body and its functions as reported by the principals

College/institutions' governing body	Respondents		Functions of the governing body	Respondents	
	f	Per cent		f	Per cent
Yes	2	33.33	Recruiting teachers	2	33.33
No	4	66.67	Managing the institution	2	33.33
			Framer of the rules and regulations for the institution	1	16.67

Majority of the respondents admitted the absence of governing body in their institutions as they are governed either by the state government or the central government. Whereas, 33.33 of them claimed its existence and also revealed the functions usually performed by the body, which are given below;

33.33 per cent stated that **recruitment of teachers and management of the institution** are the main functions of the governing body. 16.67 per cent, in addition to the above functions, also revealed that the governing body is the **framer of rules and regulations** for the institutions.

5.2.1.33. Office equipments:

The respondents were asked to *state whether the office equipments are enough to run the daily office works or not*. The responses are analyzed;

Table 5. 82: The sufficiency of office equipments as reported by the principals

(Values in percentage)

Office equipments	Not enough	Enough
Xerox machine	33.33	66.67
Type writer	33.33	66.67
Cyclostyle	33.33	66.67
Computer	0.00	66.67

66.67 per cent of the principals expressed the adequacy of Xerox machine but 33.33 per cent expressed the inadequacy. 66.67 per cent stated that the type writer is sufficient while 33.33 stated its insufficiency. 66.67 per cent expressed that the number of cyclostyle in their office is enough but 33.33 per cent expressed its insufficiency. 66.67 per cent of the principals mentioned that they have enough number of computers in their office and 33.33 abstained from responding it.

5.2.1.34. Records:

The respondents were asked to *state the records and files maintained by their office*. The result of the analysis of the responses is;

Table 5. 83: Records maintained by the institutions

Records	Respondents	
	f	Per cent
Personal file of teachers	4	66.67
Staff confidential register	3	50.00
College Minute register	5	83.33
Salary register	5	83.33
Leave register	4	66.67
Admission register	6	100.00
Fee register	6	100.00
Cash book	5	83.33
Stock register	5	83.33
Certificate register	2	33.33
Library attendance register	5	83.33
Teacher attendance register	6	100.00
Library books lending and receipt register	4	66.67

It is evident from the table that majority of the professional institutions are maintaining the above records.

5.2.1.35. Non-teaching staff:

50.00 per cent of the respondents revealed that they are having enough non-teaching staff to support the smooth functioning of the administration of the institutions. But, 33.33 per cent admitted the shortage of its non-teaching staff.

5.2.1.36. Recruitment of teachers:

In all government institutions, except medical institute, the recruitment of teachers is done by the Manipur Public Service Commission as revealed by 50.00 per cent of the principals. 33.33 per cent revealed that teachers are appointed by the governing body of the institutions.

5.2.1.37. Strength of Teachers:

50.00 per cent of the respondents revealed that they are having enough teachers but 50.00 per cent admitted the shortage of teachers.

5.2.1.38. Facilities for teachers:

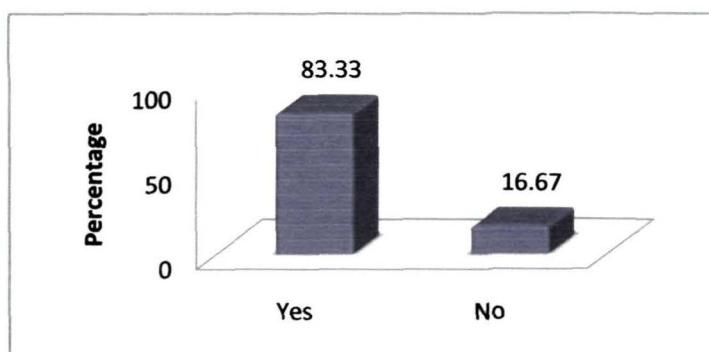
50.00 per cent of the principals revealed that promotion facility has been extended to teachers, 66.67 per cent stated that the annual increment in the salary has been provided and 100.00 per cent mentioned that leave facility is provided to the teachers.

5.2.1.39. Students' unrest:

In this connection, 33.33 per cent admitted that such problem had rarely taken place in their institutions and another 33.33 per cent expressed that such problem had never occurred and 33.33 per cent refrained from reporting.

5.2.1.40. Alumni association:

Figure 5. 24: Percentage showing whether alumni association existing in the professional institutions



Majority of the respondents (83.33%) disclosed the absence of such association in their institutions and 16.67 per cent did not respond to it.

5.2.1.41. Admission related matters:

Criteria:

An attempted was made to ***find out the way students are admitted or criteria of admission***. The respondents were given suggested criteria or stages for admission and asked to tick whichever is applicable. The responses are analyzed and the results are as follow;

Table 5. 84: Criteria/stages for admission in the professional institutions

Type of institutions	Criteria/stages	Respondents	
		f	Per cent
Law college	Merit or performance in the previous examination	2	33.33
Engineering institution	Written, interview and merit	1	16.67
Teacher training college	Merit and NCTE norms	1	16.67
Law college	First come first serve	1	16.67
Medical institutions	Entrance test and State-wise quota	1	16.67

33.33 per cent of them revealed that merit or the performance in the previous examination is criteria; 16.67 per cent stated that the performance in a written or entrance test, interview and merit records are the stages and criteria, and 16.67 per cent revealed that the merit and NCTE norms are the criteria for giving admission to the candidates. 16.67 per cent stated that students are admitted on first come first serve basis. Another 16.67 per cent revealed that students are admitted based on the performance in the entrance examination and in accordance to their state quota.

PROBLEMS RELATED TO FINANCIAL MATTERS

5.2.1.42. Auditing of accounts:

The respondents were required to mention *how the accounts of the institutions are audited and the type of auditing adopted by them*. They were asked to tick the appropriate one from the suggested list. The responses are analyzed in the following table;

Table 5. 85: Nature and type of audit conducted in the professional institutions

Nature of audit	Respondents		Type of audit	Respondents	
	f	Per cent		f	Per cent
Annually	5	83.33	Internal audit	0	0.00
Half yearly	0	0.00	External audit	4	66.67
quarterly	0	0.00	Both	1	16.67

Majority of the respondents (83.33%) revealed that auditing of the accounts are carried out annually and as far as the type of audit is concerned 66.67 per cent revealed

that only external audit was usually conducted and 16.67 per cent stated that both internal and external audit are usually done in their institution. 16.67 per cent of the respondent revealed that auditing of accounts of their institution was never done.

Auditing agencies:

The respondents revealed that the external auditors are government local audit cell, Accountant General of Manipur, and Charter accountants.

ACADEMIC PROBLEMS

5.2.1.43. Curriculum:

The principals were asked to answer certain question such as *who prepare the curriculum and state whether the curriculum was revised regularly or not and they were also required to mention how frequent the curriculum was revised*. The responses are analyzed in follow two tables;

Table 5. 86: Curriculum preparer as stated by the principals

Curriculum preparer	Respondents	
	f	Per cent
Manipur University	5	83.33
Board of studies (for Medical institute)	1	16.67

Majority of the respondents (83.33%) revealed that the curriculum followed by their institutions was prepared by the Manipur University and 16.67 per cent of them stated that the curriculum was prepared by the Board of studies of the medical institute.

Table 5. 87: Revision nature of the curriculum

Curriculum revised regularly	Respondents	How often it is revised	Respondents
Yes	50.00	Once in 3 years	0.00
No	0.00	Once in 5 years	0.00
No response	50.00	Not fixed	33.33

50.00 per cent of the respondents stated that the curriculum was revised regularly and 50.00 did not respond to it. It was also revealed by 33.33 per cent of them that there is no fixed or stipulated period for revising the curriculum

Integral part of the courses:

Suggested options which are the indispensable part of the curriculum of different professional course are provided to the respondents and were asked to tick the appropriate

one. The responses revealed the following;

- **Internship:** Internship is being the integral part of the medical course as revealed by 16.67 per cent of principals.
- **Practice teaching:** This is an integral part of the teacher training course as reported by 33.33 per cent of them.
- **Practicing law:** 33.33 per cent revealed that practicing law is compulsory.

5.2.1.44. Opinion of academic provisions:

66.67 per cent of the respondents stated their satisfaction over the academic provisions in their institutions but 16.67 per cent disclosed their dissatisfaction and 16.67 per cent did not respond.

5.2.1.45. Library provisions:

Provision of study materials:

The respondents were requested to *express whether study materials of the library are updated or not and they were also required to state (by tick marking) the adequate type of materials provided in the library of their institution.* The results of the responses are;

Table 5. 88: Provisions of study materials in the library

Study materials updated	Respondents	Different type of study materials adequately stocked	Respondents
Yes	33.33	Monographs	16.67
		Textbooks	66.67
No	66.67	National Journals	66.67
		International Journals	50.00

Majority of the respondents (66.67%) stated that the study materials are updated regularly but 33.33 per cent admitted that the study materials are not updated.

16.67 per cent of the respondents revealed that the library has adequate stock of monographs, 66.67 per cent said that the textbooks are adequate, 66.67 per cent also claimed that the journals (national) are adequate, and 50.00 per cent revealed that the journals (international) are adequate in their library.

5.2.1.46. Provisions related to examination:

The respondents were asked to state the *system of examination followed in their institution*. It was revealed from the responses that the teacher training and law colleges followed annual system of examination and the medical and engineering institutions followed the semester system.

Schedules of Examination:

66.67 per cent of the respondents expressed that the examinations are usually held on time and 33.33 per cent desisted from answering it.

Results:

Majority of the principals (66.67%) reported that the examination result are regularly declared on time and not delayed and 33.33 per cent desisted from responding it.

5.2.1.47. Educational tours:

A huge majority of the respondents (83.33%) stated that educational tours are generally organized by the institutions but 16.67 per cent revealed that such programme was not organized.

5.2.1.48. Annual sports meet:

50.00 per cent disclosed that annual sports meets are not conducted in their institute but 50.00 per cent expressed that such programmes are organized.

5.2.1.49. Co-curricular activities:

The respondents were required to specify the *type of co-curricular activities and games conducted in their institutions/colleges*. The responses are analyzed and result is shown in the following table:

Table 5. 89: Kinds of co-curricular activities and games organized

Co-curricular activities and games organized	Student respondents (N=829)	
	f	Per cent
Football	2	33.33
Volley ball	2	33.33
Cricket	1	16.67
Table Tennis	2	33.33
Badminton	2	33.33
Hockey	0	0.00
Athletics	2	33.33
Debate	3	50.00
Extempore Speech	2	33.33
Quiz	3	50.00
Seminar	3	50.00
Exhibition	2	33.33
Drama	2	33.33
Dance	3	50.00
Singing Competition	3	50.00

It can be seen from the above table that the professional education do not generally give importance to co-curricular activities mainly due to shortage of time.

5.2.1.50. Placement:

Ironically, cent per cent of the principals revealed that they do not have placement facility for their students.

5.2.1.51. Major problems of the institution:

The respondents were invited to openly comment on the major problems faced by them. The responses revealed the following;

- 33.33 per cent of the principals revealed that the land area of their institution have become smaller and congested.
- 33.33 per cent expressed that they face lots of difficulties while conducting practice teaching as there are huge number of teacher training colleges.
- 16.67 per cent of them felt that the hostel seats are not adequate and need to be increased.
- 16.67 per cent social problem like ethnic clashes had detrimental affect of the development of the institutions as infrastructures are usually destroyed when such incidents take place.

5.3.2. Analysis and interpretation of Teachers' Questionnaires (professional institution/college):

In this segment, an attempt is made to analyze the responses made by the teachers of professional institutions/colleges to the questionnaires given to them. The number of teachers who responded to the questionnaires was 58.

5.3.2.1. Modus Operandi of colleges:

The responses revealed that the modus operandi of majority of the institutions are day business as reported by 93.10 per cent of the teachers but few of them operated Morning shift along with day business as stated by 3.45 per cent and 3.45 per cent did not answer.

5.3.2.2. Status of Appointment:

Attempt was made to analyze the nature of appointment of teachers. 1.72 per cent of respondents revealed that they are part time teachers but a large majority (98.28%) of the teachers are regular (permanent).

5.3.2.3. Educational Qualification of Teachers:

8.62 per cent of the respondents are LLM degree holders, 8.62 per cent are M. Tech. degree holders, 12.07 per cent are M. Ed. degree holders, 55.17 are MD degree holders and 13.79 per cent are Ph. D. degree holders and 1.73 per cent did not respond to it.

5.3.2.4. Reason for Joining teaching profession:

The respondents were asked to *mention the basic reasons for which they joint the teaching profession;*

- a. 32.76 per cent of them expressed that they have joint teaching as it is a **noble profession.**
- b. Majority of them (84.48%) per cent joint the profession because of their **personal interest.**
- c. 3.45 per cent joint teaching because the **salary is handsome.**
- d. 22.41 per cent joint teaching because of **good social status.**

5.3.2.5. Job Satisfaction:

It was discovered that cent per cent of teacher respondents are satisfied with their job.

5.3.2.6. Professional Enhancement Programmes:

The responses of teacher in this matter revealed that majority of the respondents had attended different kinds of programmes believed to enhance their professional efficiency. The following table shows the different programmes and the percentages of teacher respondents who had attended.

Table 5. 90: Professional enhancement programmes attended by teachers

Programmes	Respondents	
	f	Per cent
Orientations	36	62.07
Refresher Course	33	56.90
Seminars	46	79.31
Workshops	47	81.03
Conference	38	65.52

Majority of the teachers seemed to have had attended most of the programmes mentioned above.

5.3.2.7. Promotion Criteria:

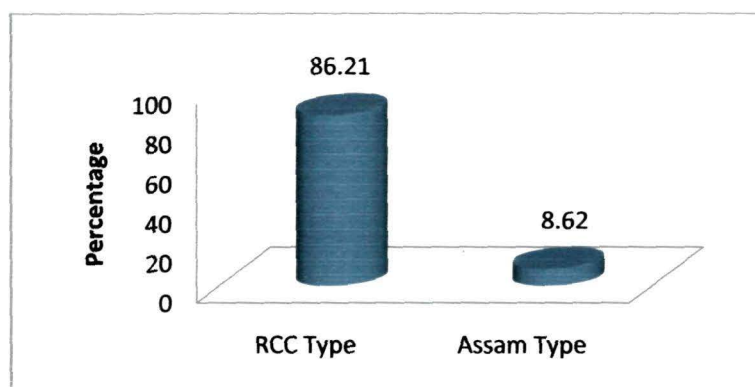
The respondents were asked to report on the ***rules for promotion of teachers in their college/institutions***. The report was analyzed and the results are given in the following paragraphs;

68.97 per cent stated that seniority is one important criteria for promotion; 20.69 per cent mentioned that UGC norms is the basis for promotion; 46.55 per cent also expressed that for promotion teachers need to have good records; 3.45 per cent stated that publications are important for promotion; 8.62 per cent revealed that AICTE norms is followed for promotion of teachers.

INFRASTRUCTURAL PROBLEMS

5.3.2.8. Physical Infrastructures:

Figure 5. 25: Percentage distribution showing the type of building structures of the colleges/institutions



In respect to the physical infrastructure, a huge majority (86.21%) of the teachers disclosed that their institute buildings are RCC type and a minority of them (8.62%) disclosed that their buildings are assam type (kaccha).

5.3.2.9. Other important physical infrastructures:

The study unveiled a disturbing picture of the physical infrastructural conditions of most of the colleges/institutions. The table below shows the infrastructural conditions of the colleges as expressed by the teacher respondents.

Table 5. 91: Nature of physical infrastructures in the college as revealed by teachers
(Figures in percentage)

Infrastructure (Buildings) owned by the colleges	Provided
College Library	100.00
Quarter for teachers	58.62

As can be seen in the table, 72.41 per cent of the teachers mentioned that the auditorium is available; 44.92 per cent revealed the availability of indoor stadium; Cent per cent of the respondents stated the availability of library and 95.55 per cent disclosed the availability of administrative buildings in their institutes and 58.62 per cent stated that quarters are provided to teachers.

5.3.2.10. Type of Room for the teachers:

20.69 per cent of the teachers expressed that separate rooms are provided to each department; 35.17 per cent of the teachers expressed that a single room is provided to each teacher (in Regional Institute of Medical Sciences) and 17.24 per cent stated that teachers are given one large common.

5.3.2.11. Facilities in the Teachers' Room:

It was found out that the teacher's rooms in most of the institutions are poorly equipped even with basic furniture facilities. The following is the list of furniture provided in the teacher's room and the figure at the right end is the percentage of respondents who had disclosed the availability of the furniture.

- Ordinary Chairs and tables (stated by 8.62%)
- Good arm chairs and tables (stated by 65.52%)
- Cupboard (stated by 43.10%)
- Ordinary long Benches and long Tables (stated by 1.72%)

Besides furniture, there are other important facilities which is provided and installed in the teacher's room such as newspaper, magazine, water-filter, fans, TV, telephone, computer etc. The responses in this regard are analyzed and the results are shown in the table;

Table 5. 92: The availability and adequacy of basic facilities in the teacher's room

Other facilities	Available	Adequate
Newspaper	24.14%	0.00%
Magazine	24.14%	0.00%
Water Filter	31.03%	3.45%
Fans	75.86%	10.34%
TV	10.34%	0.00%
Telephone	34.48%	3.45%
Computers	58.62%	3.45%

It is evident from this table that teachers of professional institutions are not given adequate facilities. Almost all the above facilities which are the basic requirement of the teachers are lacking and needed improvement.

5.3.2.12. Infrastructural Facilities in the Classrooms:

The respondents were asked to state whether basic infrastructural facilities are adequate in the classrooms or not. The responses are analyzed in the following table;

Table 5. 93: Assessment of the adequacy of basic facilities in the classrooms

Basic facilities	Respondents		
	Adequate	Inadequate	No response
Electricity	75.86	20.69	3.45
Benches and desks	96.55	3.45	0.00
Ventilators	94.83	5.17	0.00
Fans	89.66	10.34	0.00
Black board/white board	100.00 (good)	0.00 (bad)	0.00
Walls and roofs	68.97 (good)	24.14 (bad)	6.89

Majority of the respondents revealed that the basic infrastructural facilities like benches and desks, ventilators, fans, blackboard, walls and roof, electricity etc; are adequately provided in the classrooms.

5.3.2.13. Laboratory Infrastructural Facilities:

The analysis of the responses revealed that the basic facilities of the laboratory like equipments, chemicals, computers, fridges, furniture etc. are provided in the colleges but these are inadequate. The detail description of each of these facilities is given below;

- **Equipments:** 53.45 per cent of the respondents expressed that the equipments are adequate, but 31.03 per cent expressed that equipments are inadequate and 3.45 per cent disclosed that the equipments are in bad condition and needed repairing or replacement.
- **Chemicals:** 44.83 per cent revealed that chemicals are adequately provided and 29.31 per cent revealed that chemicals are lacking.
- **Computers:** 51.72 per cent stated that computers are adequately provided in their laboratory but, 29.31 per cent of the respondents revealed that there is shortage of computers in the laboratory and 3.45 per cent expressed that computers are in bad condition.

- **Fridge:** As far as the installation of fridge in the laboratory is concerned, 25.86 per cent of the teacher respondents revealed that fridge is adequately provided, while 31.03 per cent of them revealed that it is inadequate and 3.45 per cent revealed that the fridges are in bad condition and needed repair and replacement.
- **Furniture:** Usually, furniture provided in the laboratory is tables, chairs, stools, and cupboard. Unlike the above facilities, 41.38 per cent of the respondents revealed that furniture are adequately provided in the laboratories while 31.03 per cent revealed that furniture provided in the laboratories are inadequate. Moreover, 3.45 per cent of them also revealed that the furniture in the laboratories required replacement.

Other Infrastructural Problems in the laboratories:

Besides, the problems mentioned above, there are other infrastructural problems revealed by the teachers in respect of the laboratories facilities in their institutions. The problems are described below;

- 10.34 per cent of the respondents revealed the *laboratory rooms* are small.
- 3.45 per cent stated the need for building language laboratory.
- 3.45 per cent expressed that there is shortage of power supply (electricity)

5.3.2.14. Library Infrastructural Facilities:

Infrastructural facilities provided in the college libraries are reading room, tables and chairs, fans, computer and also electricity. The respondents were asked to answer the following question, "***What infrastructural facilities are provided adequately in your college/institute library?***" The responses are analyzed and the results are given below;

- **Tables and chairs:** 56.90 per cent of the respondents expressed that tables and chairs are adequately provided but 43.10 per cent revealed that these facilities are inadequate in the libraries.

- *Fans*: In respect to this amenity, most of the teacher respondents (79.31%) revealed that fans are installed adequately in the libraries but 20.69 per cent felt that fans are inadequately installed in the libraries.
- *Computers*: 43.10 per cent mentioned that computers are adequately provided in the library but 53.45 per cent admitted that computers are inadequate.

Other infrastructural problems related to the library:

Besides the above, the following are the other infrastructural problems of related to the library;

- 18.97 per cent state that there is a need to arrange separate reading rooms for teachers in the library.
- 5.17 per cent mentioned the absence of Xerox machines in their libraries.
- 3.45 per cent expressed the need to open libraries during the night.

5.3.2.15. Audio-visual Aids:

The responses revealed that the importance of audio-visual aids in the process of teaching-learning has not been properly realized as majority of respondents (53.45%) complained that the audio-visual aids are not provided adequately and 37.93 of them expressed that audio-visual aids are available and 8.62 per cent did not respond.

The teachers were also asked to *mention the type of audio visual aids available in their institute*. The results of the analysis of the responses are;

Table 5. 94: Availability of audio-visual aids

Audio-visual aids	Respondents	
	f	Per cent
Video	15	25.86
Tape-recorder	9	15.52
Overhead projector	53	91.38
Flipchart	5	8.62
LCD projector	40	68.97

25.86 per cent stated the availability of video, 15.52 per cent mentioned the availability of tape-recorder, a huge majority (91.38%) expressed the availability of

overhead projector and 9.62 per cent admitted the availability of flipchart and 68.97 per cent expressed that LCD projectors are provided.

5.3.2.16. Technician:

Majority of the respondents (77.59%) revealed that their institutes' do not have technician for looking after the electronic equipments, but 5.17 per cent mentioned the presence of technician and 17.24 per cent did not responded.

PROBLEMS IN RELATION TO ADMINISTRATION

5.3.2.17. Procedure for recruitment:

The responses of teachers showed that the procedure for the recruitment of teacher includes the following;

- 48.28 per cent of the respondents believed that the teachers are recruited according to their merit.
- 86.21 per cent revealed that advertisement is made in the mass media.
- 84.48 per cent stated that interview is involved in the recruitment process.
- 37.93 per cent revealed that teachers are appointed by the principals/directors.
- 27.59 per cent stated that teachers are appointed by Manipur Public Service Commission.
- 34.48 per cent expressed that teachers are appointed by the management committee.

Problems related to recruitment of teachers:

The responses of teachers revealed the following problems related to teachers' recruitment;

- Corruption (6.90%).
- Favouritism (3.45%).
- Lack of justice (6.90%).

5.3.2.18. Leave Provisions:

The responses in this regards, when analyzed, revealed the following findings;

- *Casual Leave*: Huge majority of them (98.28%) revealed that casual leave provision is provided to the teachers.
- *Earned Leave*: Majority of them (91.38%) revealed the earned leave is being granted to them.
- *Medical Leave*: Majority of the teachers (79.31%) disclosed that the medical leave facility provided to them.
- *Maternity Leave*: Large majority of the teachers (96.55%) expressed that maternity leave is provided to them.
- *Study Leave*: Minority of them (72.41%) revealed that study leave is granted to teachers.
- 46.55 per cent mentioned that Deputation leave is granted to them.

On the whole, 94.83 per cent of the teachers stated that they are satisfied with the leave provisions but 5.17 expressed that they are not satisfied.

PROBLEMS RELATING TO SALARY

5.3.2.19. Nature of Salary:

In relation to the salary, the analysis of the responses revealed that 39.66 per cent of the teachers are getting UGC scale, 3.45 per cent of them are getting state scale, 5.17 per cent of them are getting consolidated salary, and 41.38 per cent are getting Central Health Service scale.

5.3.2.20. Payment of Salary:

The teachers were asked to answer *whether they are paid regularly or not*. The responses disclosed that cent per cent of the teachers are paid regularly every month

5.3.2.21. Salary and Basic Requirements:

In this context, Majority of the teachers (79.31%) stated that their salary is sufficient enough to meet their basic requirements but 20.69 per cent of them stated

that the salary is not enough. As their salary is not adequate, these teachers resort to certain activities by which they compensate the income shortage. The various activities taken up by teachers in order to make up the shortfall in their monthly income are described below;

- 8.33 per cent of the ill-paid teachers (12 teachers) take up coaching and tuitions to supplement their limited income.
- 83.33 per cent of the ill-paid teachers undertake agricultural activities.

The respondents were also asked to ***state whether they are satisfied with their salary or not***. Majority of them (68.97%) expressed their satisfaction but 27.59 per cent stated their dissatisfaction over the salary. The reasons for the dissatisfaction are;

- (1) Central health service pay should be at par with the institute like AIMMs, Delhi (28.69%).
- (2) Salary is too low (1.72%).

5.3.2.22. Allowance:

The teachers were asked ***to state whether they are availing allowance or not***. 43.10 per cent of them revealed that they are getting allowances but 37.93 per cent expressed that they are not getting the allowances.

PROBLEMS RELATING TO ACADEMIC

5.3.2.23. Curriculum:

The respondents were asked to express their ***views on the existing curriculum*** by making a tick mark against the suggested options whichever they felt appropriate. The responses are analyzed;

Table 5. 95: Opinion of teachers on the existing curriculum

Curriculum	Respondents	
	f	Per cent
Satisfactory	49	84.48
Too vast	4	6.90
Defective or sub-standard	0	0.00
Out-dated	0	0.00
Up-to-date	5	8.62

Vast majority of them (84.48%) expressed their satisfaction; 6.90 per cent complained that the curriculum is too vast; and 8.62 per cent felt that the curriculum is up-to-date and none of the respondents felt that the curriculum is defective or out-dated.

5.3.2.24. Syllabus:

The teachers were asked to answer *whether they usually cover or complete the syllabus on time*. The responses are analyzed and 100.00 per cent of the teachers revealed that they generally cover the syllabus on time.

5.3.2.25. Teaching Methods:

It was revealed that the teachers are using combinations of different teaching methods. The methods of teaching generally used by them are lecture method, dictations, discussion and demonstration and illustration. The following chart shows the extent to which these methods are being used.

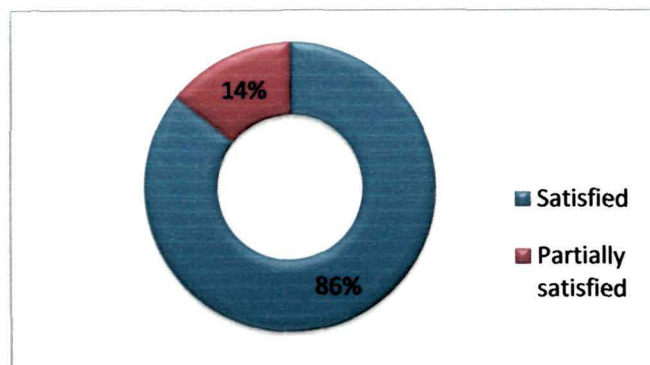
Table 5. 96: Teaching methods used by the teachers

Teaching Methods	Teacher respondents using the methods (percentage)
Lecture Methods	79.31% of them use this method
Dictation	13.79% of them use this method
Discussion	56.90% of them use this method
Demonstration and illustration	75.86% of them use this method

It is evident from this chart that majority of the teachers still relied on the lecture method for imparting knowledge to the students. Few teachers resort to dictation method majority of them use discussion method and how effectively it had been used is yet to be unfolded. Moreover, majority of the teachers also use demonstration and illustration method. But on the whole, it is quite clear that teachers do not rely on one method alone. They use a combination of the methods in order to make their teaching effective.

5.3.2.26. Students' Attendance:

Figure 5. 26: Percentage distribution showing teachers' satisfaction over students' attendance



Majority of the respondents (77.59%) expressed their satisfaction over the attendance of students, but 22.41 per cent of them expressed their dissatisfaction over it.

5.3.2.27. Library Study Materials:

The respondents were asked to ***state the adequacy or inadequacy of the reading materials in their libraries.*** The responses are analyzed and the result is shown below;

- **Journals:** 36.21% of the respondents felt that journals are adequately provided in the college library, but 55.17 per cent felt that journals are inadequate.
- **Newspapers:** 51.72 per cent of them felt that newspapers are adequately provided but 44.83 per cent felt that newspapers are inadequate.
- **Encyclopedia:** 29.31 per cent of them expressed that encyclopedia are adequately available in the library but majority of them (60.34%) expressed that these are inadequate.
- **Magazines:** 25.86 per cent expressed that magazines are adequately provided in the library but 63.79 per cent expressed that these are lacking.
- **Textbooks:** 44.83 per cent revealed that textbooks are provided adequately in the library but 55.17 per cent revealed that textbooks are inadequate.

- 37.93 per cent of them disclosed that study materials, in the libraries, are not updated regularly but 55.17 per cent revealed that libraries are updated regularly.

5.3.2.28. Examination System:

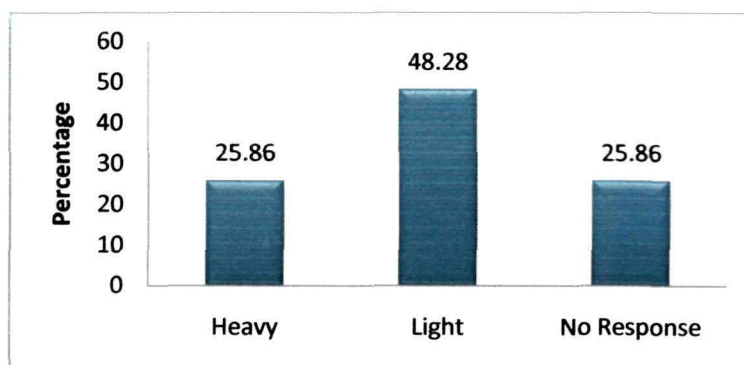
The respondents were required to state the system of examination followed in their institutions and also mention the different kinds of problems in relation to the examination. The response revealed the following;

- 75.86 per cent revealed that semester system is followed by their institutions
- 20.69 per cent stated that annual system is followed by their institutions.
- 3.45 per cent revealed that examinations are not done on time;
- 43.10 per cent felt that the announcement of the examination results is usually delayed.

5.3.2.29. Workload:

The respondents were required to ***state whether their work load was heavy of not***. 25.86 per cent felt that their work load is heavy but 48.28 per cent expressed that their workload is not heavy and 25.86 per cent desisted from responding the question. The teachers were further asked to state why their workload is heavy; they (8.62%) revealed that inadequate number of full time teachers is the main reason for that.

Figure 5. 27: Percentage distributions showing opinion of teachers about the workload of their job



5.3.2.30. Actual Working Hours:

The teachers were asked to specify the ***actual hours they generally spend in teaching works***. The responses are analyzed and the results are given below;

Table 5. 97: Time spend per week on certain academic activities

(Values in percentage)	
Time spend per week	Per cent
Less than 10 hours	89.66
10 hours and above	10.34

It can be seen from the table that most of the teachers spend less than 10 hours per week for any particular academic work.

5.3.2.31. Placement facility:

The teachers were asked to *state whether placement facility is provided to the students or not*. Ironically, a huge majority of them (89.66%) expressed that placement facility is not provided to the students but 10.34 per cent of them revealed that placement facility is provided.

5.3.2.32. Other Problems of Teachers:

Besides problems mentioned above, the following are the problems faced by college teachers as revealed by them;

- No internet connection (8.62%).
- Lack of enthusiasm among the teachers for teaching (5.17%).
- In-service students are irregular (5.17%).
- Most of the students are pursuing their education probably for the sake of getting scholarship and just to pass out (8.62%).

5.3.3. Analysis and interpretation of Students' Questionnaires (professional institution/college):

In this section, an attempt is made to analyze the responses of the undergraduate students of professional higher education to the questionnaires given to them. The number of students who responded to the questionnaires was 329.

5.3.3.1. General Information:

The students were asked to *state whether they are influenced by certain person to opt the present course they are pursuing*. They were provided with some

suggested options and were required to tick the appropriate one. The responses are analyzed and the results are shown below;

- Majority of the students (93.00%) disclosed that the decision of joining the particular course was taken independently by them without the influence of others.
- 26.22 per cent disclosed that their parents influenced their decision to joint the course.
- 3.37 per cent disclosed that they are influenced by their teachers to joint the course.
- 4.49 per cent disclosed that they are influenced by their friends.

5.3.3.2. Motivations of students:

The students were asked to *comment on their motivation for pursuing the present courses*. The analysis of the responses revealed the following;

- 14.28 per cent of the respondents mentioned that their desire to become teachers made them pursue the present course (B.Ed students).
- 16.10 per cent are motivated by their desire to become lawyer (LLB Students).
- 7.29 per cent wanted to become engineer therefore they had taken up this course (Engineering students).

INFRASTRUCTURAL PROBLEMS

5.3.3.3. Physical Infrastructures:

Building facilities:

The responses of the students, in relation to the question on the type of building facilities, are analyzed and the results are;

- 89.06 per cent of them expressed that buildings and structures in their colleges are RCC type but 1.52 per cent revealed that the buildings are of assam type.

- Majority of the student respondents (82.98%) revealed that **the Library** is available; 48.02 per cent disclosed that an **auditorium** is provided, and 44.68 per cent disclosed that **seminar hall** is provided in their colleges.
- 46.50 per cent expressed that the buildings in their institutions/colleges are properly maintained while majority of them (54.10%) revealed that the buildings are not maintained properly.

5.3.3.4. **Student's Common Room:**

Majority of the respondents (59.27%) revealed that Students Common Room is not provided in their institution/colleges and 36.47 per cent disclosed that they are provided with such facility and 4.26 per cent did not respond to it. It was also found out that this facility was provided in two ways;

- **Single large common room** for all students (boys and girls): 46.67 per cent of them revealed such arrangement is done in their colleges/institutions.
- **Separate common rooms for both sex** (i.e. 1 common room for girls and another 1 common room for boys). 44.17 per cent of the respondents disclosed that separate common rooms are arranged in their colleges/institutions.

5.3.3.5. **Infrastructural conditions in the classrooms:**

The responses of the students with regards to the nature of infrastructure in the classrooms are analyzed;

- *Benches*: Majority of them (69.91%) felt that benches provided in the classrooms are adequate, 30.09 per cent felt that it was inadequate, and 21.28 per cent disclosed that benches are in bad condition and required repairing or replacement.
- *Desks*: Majority of them (70.82%) felt that desks are adequate, 28.88 per cent disclosed that desks are not adequate and 15.20 per cent revealed that desks required repairing or replacement.

- *Fans:* 72.95 per cent of them revealed that fans are adequately installed in the classrooms, 22.80 per cent felt that fans are not adequate in the classrooms and 13.98 per cent retaliated that the fans are not working properly.
- *Lecture Stands:* 79.40 per cent of them expressed that lecture stands are adequately provided, 32.52 per cent revealed that lecture stands are not adequate and 3.04 per cent retaliated the need for repairing or replacement.
- *Electricity:* 34.04 per cent of them revealed that shortage of power was a problem but 58.66 per cent revealed that they did not face electricity problem and 7.30 per cent of them desisted from answering it.
- *Type of Furniture in the Classrooms:* 70.52 per cent of the student respondents revealed that long benches and desks are installed in their classrooms.
- *Noise pollution:* Majority of the students (58.05%) are unhappy about the arrangement of most of the classrooms. They disclosed that there is no proper partitions between classrooms and therefore, most of the class session are distracted by the noise originating from the neighbouring classrooms. Thus, most classrooms are not sound proof. While 43.16 per cent disclosed that the classrooms are properly constructed and sound proof.
- *Other infrastructural problems.* The following are the infrastructural problems revealed by the students;
 - a) 55.02 per cent revealed that classrooms are lacking in their college.
 - b) 38.30 per cent revealed that most of the benches and desks are old.

5.3.3.6. Laboratory Infrastructural Conditions:

The responses revealed that infrastructural conditions of the laboratories of most of the institutions are not up to the mark. Findings related to this aspect are mentioned below;

- 61.09 per cent of the respondents revealed that their present course involves laboratory practical works but 38.91 per cent stated that laboratory work is not included in their course.
- It was found out that most of the components of the laboratories are not adequately installed. The following clearly shows the nature of laboratory facilities as stated by the student respondents;
 - a) *Instruments*: 29.48 per cent of them disclosed that the instruments are inadequate, but 15.20 per cent felt instruments are adequate; while 10.03 per cent felt that the instruments are in good condition but 16.41 per cent expressed that instruments are in bad condition.
 - b) *Chemicals*: 22.80 per cent revealed that chemicals are not adequate, but 14.89 per cent revealed that chemicals are adequate.
 - c) *Computers*: 40.61 per cent revealed the computers are inadequate but 14.24 per cent revealed that computers are adequately; 10.00 per cent also revealed that the computers installed in the laboratory rooms are not functioning properly but 10.16 per cent also revealed that the installed computers are in good condition.
 - d) *Furniture*: 23.10 per cent expressed that the furniture are inadequately provided, but 14.89 per cent expressed that computers are provided adequately in the laboratory rooms. Moreover, 8.21 per cent expressed that the furniture needed repairing or replacement and 8.81 per cent expressed that the furniture are in good condition.

5.3.3.7. Library Infrastructural Conditions:

It was found out that the overall infrastructural conditions of libraries in most of the institutions are poorly equipped with the necessary components. The detail analysis of the infrastructural conditions of the libraries as reported by the students is as follows;

- *Basic Physical components:* The responses with regards to the physical components of the library are analyzed and the results are;
 - a) *Reading rooms:* 31.61 per cent revealed that the reading rooms are adequate in the libraries but 67.48 per cent revealed that the reading rooms are inadequate.
 - b) *Tables and Chairs:* 58.66 per cent of them felt the tables and chairs provided in the libraries are inadequate but 37.99 per cent felt that these are adequately provided in the libraries.
 - c) *Fans:* 58.36 per cent expressed that fans are adequately installed in the college/institute libraries but 31.61 per cent expressed that the fans installed in the libraries are inadequate.
 - d) *Xerox:* 19.45 per cent revealed that Xerox facility is provided adequately but majority of them (76.60%) revealed that this facility is inadequate in the libraries.
 - e) *Computers:* 10.94 per cent felt that computers are adequately provided but majority of them (84.80%) felt that computers are insufficient in the libraries.
- *Internet Connectivity in the College Libraries:* It was revealed by large majority of the respondents (77.51%) that internet facility is not provided but minority of them (20.36%) disclosed that internet facility is provided to in their libraries.
- *Other Infrastructural Problems:* Besides problems mentioned above, some important problems faced by the students in relation to the library facility is given below;
 - a) 17.02% of the student respondents disclosed that their institute library is too small.
 - b) 1.82 per cent complained that the library staffs are irregular.
 - c) 1.22 per cent complained that the books are torn.
 - d) 0.36% expressed that the college library does not function properly.

5.3.3.8. Hostel Infrastructures:

Majority of the student (68.09%) revealed hostel facilities to them. However, they also revealed that they are facing numerous problems which are highlighted below;

- *Facilities in the Hostels:* hostellers had expressed the following problems;
 - a) 24.92 per cent of the hostellers revealed that parlours or seating rooms are not provided.
 - b) 17.63 per cent of the hostellers revealed that the telephone facility is not provided.
 - c) 29.18 per cent of the hostellers revealed the scarcity of water in the hostels.
 - d) 14.29 per cent of the hostellers revealed the shortage of power supply.
 - e) 2.74 per cent of the hostellers revealed that television is not provided.
 - f) 3.04 per cent of the hostellers revealed that newspapers are not provided.
 - g) 28.27 per cent of the hostellers revealed that the hostels are not properly fenced.
 - h) 31.00 per cent of the hostellers revealed that toilets are in bad condition.
- *Accommodations:* 27.96 per cent of the hostellers revealed that they are provided single room accommodation, 25.53 per cent of them revealed that they are accommodated in two bedded rooms and 2.43 per cent of the hostellers revealed that they are given accommodation in the dormitory.

5.3.3.9. Infrastructures related to Games and Sports Facilities:

Attempt was made to find out *the infrastructural conditions related to games and sports facilities in the colleges/institutions*. By analyzing the responses of student respondents, the following problems or limitations are revealed;

- *Playground:* 46.20 per cent of the student respondents revealed that playgrounds are available in their college while 52.28 per cent revealed that playgrounds are not provided in the institutions.

- *Indoor Stadium:* 39.51 per cent of them revealed that indoor stadium facility is provided but large majority (59.27%) revealed that such facility is not available in their institutions.
- *Games Materials:* 16.41 per cent of them revealed that games and sports materials are adequately available whereas 75.99 per cent of them revealed that the game and sports materials are not provided adequately in the institutions.
- *Fields/playgrounds/courts etc:* The following are the findings in this respect;
 - a) 36.47 per cent revealed that playgrounds are not big enough.
 - b) 42.25 per cent revealed that the absent of volley ball court.
 - c) 34.35 per cent revealed that basket ball court is not available in the institutions.
 - d) 31.00 per cent revealed that badminton court is not provided.
 - e) It was also revealed that these games and sports facilities are not properly maintained (9.42%).

ADMINISTRATIVE PROBLEMS

5.3.3.10. Basis of Admission:

The following are the findings, inferred by analyzing the responses of respondents, related to admission;

- 10.331 per cent revealed that interview is one part of the entire admission process.
- 39.21 per cent revealed the merit is one important criterion for admission.
- 39.21 per cent revealed the written test is conducted as a part of admission process.
- 20.06 per cent revealed that direct admission is done without conducting written test and interview and also without considering the merits.

5.3.3.11. Functioning of the college administration:

55.02 per cent of the student respondents disclosed their dissatisfaction over the functioning of the administration, 36.47 per cent disclosed their satisfaction and 2.74 per cent disclosed that they are highly satisfied with the administration. Further, the following are the reasons for their dissatisfaction over the administration;

- Poor infrastructure (19.15%).
- Poor maintenance (19.15%).
- Academic calendar not maintained properly (1.22%).

FINACIAL PROBLEMS**5.3.3.12. Opinion on fees charged:**

Majority of the student respondents (61.09%) revealed that the fees charged to them are quite reasonable, while 31.00 per cent felt the fees are too high and 3.04 per cent do felt that the fees are too low.

5.3.3.13. Financial Assistance:

Majority of the respondents (42.86%) revealed that they have received financial assistance while 55.93 per cent admitted that they did not get any assistance.

5.3.3.14. Student's Assistance by the Colleges:

3.65 per cent of them revealed that free studentship is granted to them by their colleges, 6.99 per cent revealed that fee concession is granted to them.

PROBLEMS RELATED TO ACADEMIC FACILITIES**5.3.3.15. Opinion of the course pursuing:**

In this connection, majority of the respondents (78.72%) admitted that they are satisfied with the course they are pursuing and 17.63 per cent are not satisfied with the course. Further, the reasons for their dissatisfaction are;

- Contents are out-dated (expressed by 19.15%).
- Contents are not related to local needs (stated by 1.22%).
- Contents are not related to local cultures (stated by 1.52%)

5.3.3.16. Syllabus:

By analyzing the response, it was found out that the syllabi of most of the subjects are not completed on time. Majority of the respondents (73.86%) admitted that the syllabi are not complete on time while 24.32 per cent admitted that the syllabi are completed on time.

The reasons for not covering the syllabi are;

- Teachers do not attend class regularly (stated by 22.46%).
- Syllabus too vast (stated by 30.09%).
- No class due to bandhs and strikes (stated by 55.02%).

5.3.3.17. Teaching-learning activities:

The teaching-learning activities are useful for majority of the respondents (82.07%) and 17.33 per cent revealed that the teaching-learning activities are not useful and the reasons for this, as revealed by them, are – teachers were not competent (10.03%), teacher's did not give freedom to students (3.65%), and most teachers dictate notes without elaboration (11.25%).

5.3.3.18. Medium of instruction:

It was revealed by the student respondents that teachers generally used two languages as a medium of instruction during the class sessions. They are English and Manipuri language. Majority of them (93.31%) stated that their teachers mostly used English while teaching and 0.91 per cent revealed that their teachers mostly used Manipuri language as the main medium of instruction and this create serious problem for some section of the students. The assessment of the use of languages as the medium of instruction is shown in the table below;

Table 5. 98: Assessment of the use of languages as the medium of instruction as stated by the students

Main medium of instruction (Language)	Student respondents	
	f	Per cent
Manipuri	3	0.91
English	251	93.31

5.3.3.19. Problems of the College Library:

The students were asked to *state whether they are allowed to borrow books from the libraries or not and they were also required to comment on the problems related to the library facilities*. The responses are analyzed and a huge majority of the students (89.97%) revealed that students are allowed to borrow books; but 2.13 per cent admitted that they are not allowed to borrow books from the libraries and 7.9 per cent desisted from responding to the question.

Further, the responses also revealed the following problems as reported by the students

- Lack of reading materials (65.65%).
- Most reading materials are out dated (48.63%).
- The libraries were opened for limited hours (55.93%).
- No internet facilities (74.47%).
- Lack of tables and chairs (39.51%)

5.3.3.20. Provision of Examination:

An analysis of the responses of student, it was found out that the Manipur University is responsible for conducting examination of the undergraduate level in Manipur. The undergraduate level examinations conducted for the colleges providing general education followed an Annual Examination System. Even though numerous efforts were made, the undergraduate level examination system in Manipur still suffers from malpractices and misconducts. The study had revealed various problems of professional higher education in Manipur, in relation to the examination system which are;

- *Examination Unfair*: 27.05 per cent of the respondents admitted that examinations are not conducted fairly, 69.60 per cent expressed that the examination are fair and 3.35 per cent did not responded.
- 95.44 per cent revealed that the examinations are conducted on time but 4.56 per cent stated that the examinations are not conducted on time.
- *Examination Results*: Majority of the respondents (81.76%) expressed that the examination results are declared on time but 16.41 per cent felt it is delayed.

- *Cheating during examination:* 49.54 per cent of the students stated that students used to cheat during examination but 40.43 per cent do not agree with this and 10.03 per cent abstained from responding.

5.3.3.21. Annual Sports Meet:

A large majority of the student respondents (55.32%) revealed that Annual Sports Meet is usually organized in the college/institute, but 24.32 per cent revealed that this kind of programme is not conducted in their institution.

5.3.3.22. Co-curricular Activities and Kinds of Games:

The respondents have to answer *whether they participate actively in the co-curricular activities and games conducted so far*. They were also asked to indicate the co-curricular activities and games organized in the colleges. The responses are analyzed in the following table:

Table 5. 99: Kinds of co-curricular activities and games organized as stated by the students

Co-curricular activities and games organized	Student respondents (N=829)	
	f	Per cent
Football	96	29.18
Volley ball	100	30.40
Cricket	68	20.67
Table Tennis	121	36.78
Badminton	120	36.47
Hockey	9	2.74
Athletics	97	29.48
Debate	129	39.21
Extempore Speech	108	32.83
Quiz	110	33.43
Seminar	79	24.01
Exhibition	41	12.46
Drama	125	37.99
Dance	140	42.55
Singing Competition	148	44.98
Excursion and Educational Tour	213	64.74

The respondents were also requested to ***state whether games and sports facilities are provided adequately or not.*** To this query, larger section of the respondents, 93.92 per cent expressed that the games facilities provided in the colleges are not adequate, while 6.08 per cent of them accepted that adequate facilities are provided.

5.3.3.23. Field practice:

The respondents were asked to answer certain question contained suggested part of the field practices involved in different course – like internship, practice teaching and practicing etc and they were asked to tick which of these is an integral part of the course they are pursuing. The responses are analyzed and the results are;

Table 5. 100: Field practice for different courses

Part of the course	Respondents	
	f	Per cent
Internship	78	23.71
Practicing law	62	18.84
Practice teaching	80	24.32

23.71 per cent of the respondents stated that internship is an integral part of their course, 18.84 per cent mentioned that practicing law is an integral part of their course, and 24.32 per cent expressed that practice teaching is an integral part of their course.

They were also asked to state the **problems associated with these practical works;**

- 4.26 per cent of them expressed that the time limit for practice teaching is too short.
- 1.52 per cent stated that practicing law is too demanding.
- 0.61 per cent mentioned that they face communication problems during internship with the patients.

5.3.4. Analysis and interpretation of Teachers' Questionnaires (Central Agricultural University):

Attempt has been made to analyze the responses of the teachers of the Central Agricultural University to the questionnaires given to them. The number of teachers who responded to the questionnaires was 14. The responses were analyzed as follows:

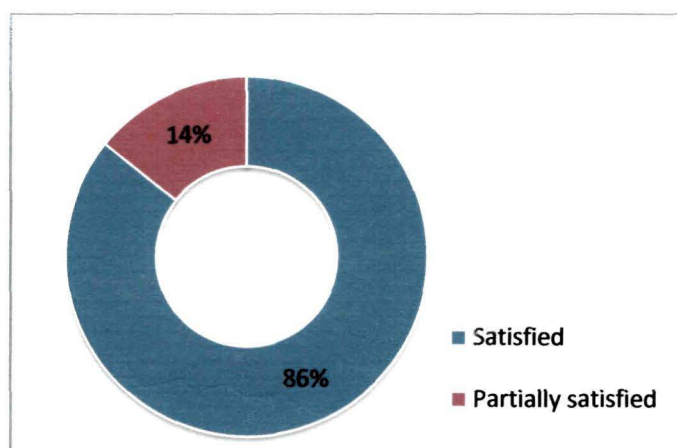
5.3.4.1. Reasons for joining teaching profession:

Teachers were required to state the *reason for joining the teaching profession*. The following is found to be the major reasons;

- 28.57 per cent of them admitted that they have joint this profession because of their personal interest.
- 14.29 per cent admitted that their love for teaching and research prompt them to take up this job.

5.3.4.2. Job satisfaction:

Figure 5. 28: Percentage distribution showing teachers' satisfaction over their job



A large majority of the teachers (85.71%) expressed that they are satisfied with their present job, 14.29 per cent revealed that they were partially satisfied and none of them are dissatisfied with their job.

5.3.4.3. Educational Qualifications of the teachers:

The teacher respondents were required to answer certain questions regarding their educational qualifications right from the postgraduate level to the higher degrees. The responses have been analyzed and the results are as follows;

Table 5. 101: Educational qualifications of the teachers of Central Agricultural University

Degrees	Teacher respondents (N=40)	
	f	Per cent
M.Sc. (Agri) alone	4	28.57
M. Phil.	0	0.00
Ph. D.	10	71.43
NET	4	28.57
Post Doctorate	0	0.00

It is evident that the majority of teachers (71.43%) of the Manipur University have the Ph.D. Degree; a smaller number of the teachers (28.57%) said that they have the Master degree only and 28.57 per cent claimed to have qualified the NET.

5.3.4.4. Professional Development Programmes:

Professional Development Programmes may be understood as any form of knowledge enhancing activities which directly or indirectly influence the educational and more specifically the teaching proficiency and competency of a teacher. Thus, various kinds of such activities may include orientations, refresher courses, workshops, seminars and conferences.

In connection to this, respondents were requested to specify the programmes they had attended more than 5 times. The responses were analyzed as below;

- *Orientation:* 42.86 per cent of the respondents revealed that they had attended the orientation programmes more than five times.
- *Refresher courses:* In this regards, a large majority of the teachers (85.71%) had claimed that they had attended the refresher courses as much as five times or more.

of rooms in their department. Consequently, 42.86 per cent of teachers reported that 2-3 more rooms are required to be constructed in their departments.

Facilities provided in the Teachers' rooms:

In this respect, the respondents were required to answer *whether room is provided to each teacher and also indicate the various facilities provided to them in their rooms*. The analysis of the responses and the result is given hereunder;

Table 5. 104: Assessment of teachers' room and facilities

Rooms for each teacher	Teachers' respondents		Facilities provided in their rooms	Teachers' respondents	
	f	%		f	%
Yes	10	71.43	Computers	8	57.14
No	4	28.57	Internet connection	4	28.57
			Cupboard	8	57.14
			Fan	8	57.14
			Telephone	0	0.00
			Tables and chairs	10	71.43

71.43 per cent of the teachers reported that each of them is given single room but 28.57 per cent revealed that they are not given single room in their department. Besides, their report revealed that majority of them is provided with the basic facilities except telephone.

5.3.4.7. Residential quarters:

With regards to quarter facility, the respondents were required to *answer whether residential quarter facility is provided to the teachers and the extent of its sufficiency*. The responses of the teachers are analyzed and the results are as follows;

- Majority of them (85.71%) revealed that residential quarters are provided to the teachers and a small section of them (14.29%) disclosed that quarters are not provided to teachers.
- 16.67 per cent of the respondents mentioned as the quarters were proper and adequate in all respect, and a large group of them 71.43 per cent admitted the insufficiency of the facilities in respect of the quarter provisions, while 11.90 per cent did not respond.

5.3.4.8. Teaching aids:

The respondents were requested to specify the teaching aids that are available in their department. The following is inferred by analyzing the responses of the teachers;

Table 5. 105: Availability of Teaching aids

Teaching aids	Respondents	
	F	Per cent
Television	4	28.57
Overhead Projector	8	57.14
LCD Projector	4	28.57
Flipchart	2	14.29

28.57 per cent of teachers expressed that television is available; majority of them (57.14%) said overhead projector is provided, 28.57 per cent mentioned that LCD projector is available and 14.29 per cent mentioned that flipchart is available in their department.

5.3.4.9. Infrastructural facility in the classrooms:

Furniture inside the classrooms:

Further, a probe was made to find out the sufficiency of the furniture inside the classrooms. For this purpose, respondents were requested to tick the furniture, from a suggested list of furniture, adequately available in their department's classroom. The responses are;

Table 5. 106: Assessment of the adequacy of furniture in the classroom

Furniture available in the classrooms	Respondents	
	f	Per cent
Long benches and desks	10	71.42
Chairs and tables	6	42.86
Lecture stands	8	57.14

42.86 per cent stated that chairs attached with board are provided; 57.14 per cent revealed that an old fashion and out dated furniture like long benches and desks are still installed; 42.86 per cent mentioned that chairs and tables are provided; and 57.14 per cent stated that lecture stands are provided in the inside the classrooms.

5.3.4.10. Laboratory provisions:

With regard to the laboratory provision, it was attempted to find out various infrastructural facilities and facilities provided and the problems faced inside the laboratory rooms. Moreover, the respondents were also asked to report whether the laboratory rooms in their departments' are large enough or not. The analysis of responses is reported below;

Room size:

71.43 per cent of the teachers reported that the laboratory rooms in their departments are spacious but 14.29 per cent mentioned that the laboratory rooms are small.

Facilities in the Laboratory Rooms:

The responses with reference to the adequacy of the facilities are shown in the table.

Table 5. 107: Facilities provided in the laboratory rooms

(Figures in percentage)

Facilities in the laboratory rooms	Adequate	Inadequate
Equipments	57.14	42.86
Chemicals	57.14	28.57
Computers	42.86	28.57
Fridges	42.86	14.29
Furniture	85.17	0.00

The facilities provided in the laboratory rooms seemed to be far from satisfactory by observing the reports of the respondents. It is clear that a considerable number of the teachers have disclosed that the facilities, mentioned above, are inadequate.

5.3.4.11. University Library Provisions:

Here the respondents were required to answer certain questions related to the infrastructural provisions in the University library. The questions were concerned with the adequacy of various infrastructural facilities in the university library. The report of the teachers is presented below;

Computerization:

The analysis of responses of the teachers, in this connection, revealed that 57.14 per cent have expressed that the library is not computerized, but 42.86 per cent mentioned that it is computerized.

Library facilities/facilities:

The responses of the teachers in this matter are analyzed in the following table;

Table 5. 108: The adequacy or inadequacy of the different facilities in the University library

Facilities/facilities	Adequate	Inadequate
Reading rooms	100.00	0.00
Tables and chairs	100.00	0.00
Electricity	100.00	0.00
Fans	100.00	0.00
Computers	71.43	28.57

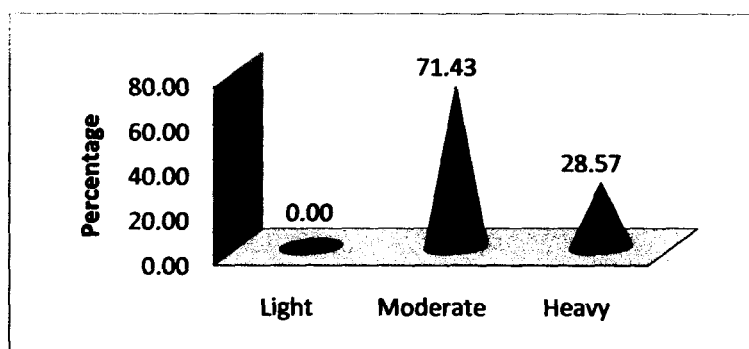
100.00 per cent said that the provisions of readings rooms; furniture (tables and chairs); electricity and fans are adequate in the university library. 71.43 per cent of the teachers felt that computers are adequately provided but 28.57 per cent revealed that computers are not adequate.

PROBLEMS RELATED TO ADMINISTRATION

5.3.4.12. Workload:

The teachers were asked to indicate the nature of their workload in three rating scales - namely, light, moderate and heavy. The responses are analyzed and the result is given under;

Figure 5. 29: Percentage distribution showing the opinion of teachers' over their workload



- *Workload - Light:* No teachers felt that their workload is light.

- *Workload – Moderate:* Majority of the teachers (71.43%) felt that their workload is at the average level. It is neither light nor heavy.
- *Workload – Heavy:* 28.57 per cent of the teachers felt that they are overburden with works.

5.3.4.13. Admission Procedure:

Attempted was made to find out the procedure of admission in different departments and the problems encountered in the same. The respondents were given suggested criteria or stages for admission and an open statement in relation to the problems in the process of admission was solicited. The responses are analyzed as follow;

Table 5. 109: Stages involved in the admission process (values in percentage)

Levels	Stages		
	Merit	Written	Interview
Postgraduate	85.71	0.00	42.86
M. Phil	Not started		
Ph. D.			

By observing the above table, it seems that merit or previous performance of the students and the performance in the interview is an important criterion for giving admission to students. As far as M. Phil. and Ph.D. are concerned, these programmes are yet to be introduced.

5.3.4.14. Service matters and problems:

Teachers were requested to provide the problems in relation to their service matter and the responses are report in the table.

14.29 per cent of teachers stated that they face pressure from unauthorized agencies. This unauthorized agencies, perhaps, refers to the students unions and the insurgents

5.3.4.15. Leave provisions:

The respondents were asked the following question, *“Are you satisfied with the existing leave provisions for teachers in your University? If No, kindly mention the reason.”* The responses are analyzed and the result of the analysis is;

85.71 per cent of teachers expressed their satisfaction over the leave provisions whereas 14.29 per cent revealed their dissatisfaction for the same. The main reason for the dissatisfaction with the leave provisions as disclosed by 14.29 per cent of the teachers is – study leave was not granted to them.

5.3.4.16. Hours spend per week in teaching:

An attempt was made to analyze the actual hours teachers were involved in the teaching activities. The analysis of the responses is reported below;

Table 5. 110: Actual hours spend per week in different academic activities (Values in percentage)

Actual hours spend per week in teaching	
Less than 10 hours	10 hours and above
57.14	28.57

57.14 per cent of the teachers spend less than 10 hours a week in teaching but 28.57 per cent spend 10 hours or more hours a week in teaching.

5.3.4.17. Number of classes a week:

The teachers were asked to provide the number of classes they take in a week. The responses are classified into intervals as shown in the following table;

Table 5. 111: Number classes taken by teachers a week

Interval of classes	Respondents	
	f	Per cent
1-5	4	28.57
6-10	6	42.86
11-15	2	14.29
16-20	0	0.00
above 20	0	0.00

28.57 per cent of teachers expressed that they usually take 1-5 classes a week; 42.86 per cent take 6-10 classes a week; 14.29 per cent take 11-15 classes a week and no teacher take more than 15 classes a week.

5.3.4.18. Student unrest:

The respondents were asked on the matter related to student unrest and 14.29 per cent revealed that they face this problem in the university and 42.86 per cent revealed that they did not face such problems and 42.85 per cent did not respond to it.

5.3.4.19. Administrative functioning of the University:

With reference to this issue, teachers were asked to comment on to what extend they are satisfied with the functioning of the university administration. The responses are analyzed in the following table;

Table 5. 112: Scale of satisfaction of teachers with the university administration

Scale of satisfaction and dissatisfaction	Respondents	
	F	Per cent
Highly satisfied	0	0.00
Satisfied	10	71.43
Dissatisfied	4	28.57
Extremely dissatisfied	0	0.00

Majority of the teachers (71.43%) are satisfied with the functioning of the administration and 28.57 per cent are dissatisfied with it.

FINACIAL PROBLEMS

5.3.4.20. Pay scale:

A huge majority of teachers (57.14%) revealed that they are paid as per the UGC scale of pay, but 42.86 per cent of them revealed that they are paid as per ICAR scale.

5.3.4.21. Financial benefits provided to teachers:

Teachers were requested to provide information on the financial benefits provided to them and the information is analyzed as follows;

Table 5. 113: Financial benefits provided to teachers of the Central Agricultural University

Facilities	Respondents	
	f	Per cent
HRA	14	100.00
Medical allowance	8	57.14
CPF and Gratuity	10	71.43
Pension	10	71.43
Dearness allowance	14	100.00
Travelling allowance	12	85.71

From the table it can be observed that majority of the respondents were availing all the above benefits. Cent per cent of them stated that they are availing the HRA; 57.14

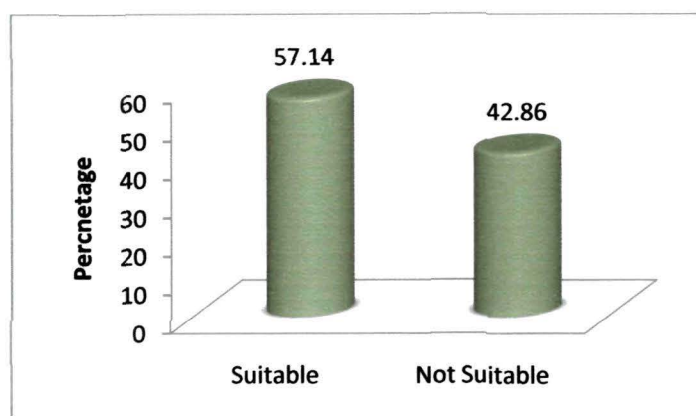
per cent admitted availing medical allowance; 71.43 per cent expressed that the provision of CPF and Gratuity is provided; 71.43 per cent mentioned the provision of pension extended to them; 100.00 per cent admitted availing dearness allowance and 85.71 per cent revealed that they are getting travelling allowance.

ACADEMIC PROBLEMS

5.3.4.22. Curriculum:

Suitability of the curriculum:

Figure 5. 30: Percentage showing the opinion of teachers about the suitability of the curriculum



The respondents were asked to answer *whether the curriculum was suitable or not*. 57.14 per cent of teachers felt the curriculum to be suitable, whereas 42.86 per cent felt that the curriculum is not suitable.

Revision of the syllabus:

Teachers were required to report on *whether the syllabus they teach was revised regularly or not*. For this purpose they were provided suggested answers. The responses are analyzed in the table;

Table 5. 114: Rate of recurrence of curriculum revision

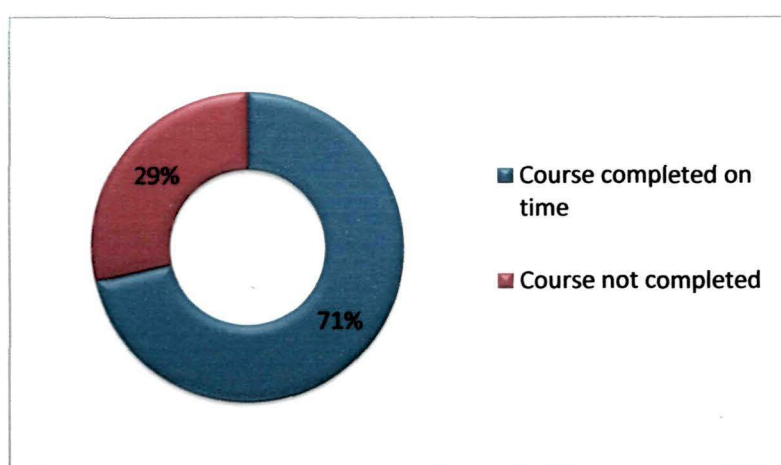
Curriculum revised regularly	Respondents	
	f	Per cent
Yes	4	28.57
No	4	28.57

28.57 per cent revealed that the syllabus they teach was revised regularly.

Syllabus:

Teachers were asked *whether the syllabuses are covered or completed on time, before the examination*. 71.43 per cent of the respondents expressed that the syllabuses were generally completed and covered on time, whereas, 28.57 per cent admitted that the syllabuses were not completed on time and the main reasons for not completing the syllabus as stated by the teachers are due to bandhs and strikes.

Figure 5. 31: Percentage showing whether courses were completed on time or not



5.3.4.23. Teaching Methods:

In this regard, respondents were asked to state the methods of teaching which they usually employed, from the suggested list, during their teaching sessions.

Table 5. 115: Methods used by teachers during class sessions

Methods	Respondents	
	f	Per cent
Lecture method	14	100.00
Demonstration and illustration	10	71.43
Dictation	6	42.86
Discussion	8	57.14
Field work	2	14.29

Cent per cent of the respondents generally use lecture method during their teaching session; 71.43 per cent used demonstration and illustration method, 42.86 per cent adopted dictation, 57.14 per cent employed discussion, and 14.29 employed field work methods.

5.3.4.24. Medium of instruction:

The respondents were asked to mention, from a suggested list, the language they used more frequently while teaching.

Table 5. 116: Language frequently used while teaching

Language	Respondents	
	f	Per cent
English	14	100.00
Manipur	0	0.00
Hindi	0	0.00

Cent per cent of the teachers revealed that they generally use English while teaching.

5.3.4.25. Examination system:

It was found out that the Central Agricultural University usually follows a semester examination system and therefore, 100.00 per cent of revealed that end examinations are usually conducted after the end of every semester, i.e. one end examination after every six months.

5.3.4.26. Library Provisions:

Opinion on the functioning of University library:

The respondents were required to state *whether they are satisfied with the manners the university library is functioning*. 28.57 per cent expressed that they are satisfied with functioning of the university library but 28.57 per cent revealed that they are not satisfied.

Night shift:

The teachers were asked to express *whether the university library was opened during the night or not*. 100.00 per cent of respondent revealed that the university library is not open during the night.

Study materials:

The respondents were asked to answer *whether the university library is updated regularly or not and whether the university library is having adequate stock*

of study materials or not. The question was framed in such a way that the study materials are categorized into broad headings and the respondents were required to mark either adequate or inadequate against the suggested options. The responses are analyzed in the table below;

Table 5. 117: Assessment of the stock of study materials in university

library up-dated regularly	Respondents		Study materials	Respondents	
	F	Per cent		Adequate	Inadequate
Yes	8	57.14	Journals	42.86	57.14
			Newspaper	85.71	14.29
No	4	28.57	Encyclopedia	42.86	28.57
No response	2	14.29	Magazines	14.29	71.43
			Textbooks	28.57	57.14

The stock of study materials in the university library as reported by teachers of University is quite far from adequacy. 57.14 per cent of teachers felt that journals are inadequate, 14.29 per cent expressed that newspapers are inadequate, 28.57 per cent stated that encyclopedia is inadequate, 71.43 per cent felt that magazines are inadequate and more importantly majority of teachers (57.14%) expressed the need to purchased more textbooks.

Problems in relation to library provision:

Respondents were requested to express problems they have encountered in connection to the library provisions. The responses are analyzed in the table;

Table 5. 118: Problems faced by teachers in relation to library provisions

Problems	Respondents	
	f	Per cent
Library hours coincide with the normal classes	2	14.29
Library is not open on holidays	2	14.29

14.29 per cent of the teachers revealed that the library hours generally collide with the normal classes and therefore, the timing should be adjusted and 14.29 per cent stated that the university library is not open during holidays.

5.3.4.27. Publications:

An attempt is made to analyze the number publications made by the teachers.

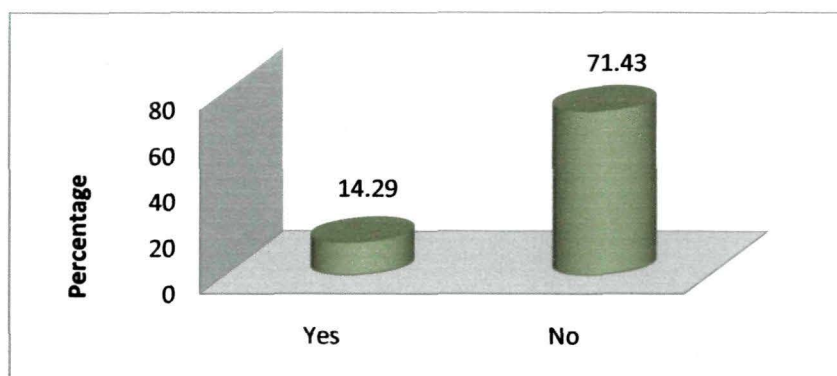
Table 5. 119: Publications made by teachers (Figures in percentage)

Publications	Number of publications		
	less than 5	5-10	11 and above
Books	42.86	0.00	0.00
Journal (International)	28.57	14.29	0.00
Journal (National)	0.00	0.00	57.14

42.86 per cent of teachers revealed that they have published books from 1-4 number, 28.57 per cent stated they have from 1-4 publications in the international journals; 14.29 per cent have from 5-10 publications in the international journals; and 57.14 per cent claimed to have 11 or more publications in the national journals.

5.3.4.28. Placement facility:

Figure 5. 32: Percentage showing whether placement facility was provided by their university



Teachers were asked to answer *whether placement facility is provided to the students or not*. 14.29 per cent of them stated that this facility is given to the students but majority of them (71.43%) revealed the absence of such provision.

5.3.4.29. Students attendance:

With reference to this issue, the respondents were asked to *mention whether the students attend the classes regularly or not*. 85.71 per cent revealed that the students attend the classes regularly and 14.29 per cent abstained from answering the question.

Major problems of teachers:

The major problems of the teachers of the Central Agricultural University as reported by them are as follows;

- No proper conveyance for school children (stated by 14.29%).
- Banks and post office is not in the campus (stated by 14.23%).
- None availability of experimental fields (stated be 14.29%).
- Kidnapping of teachers by insurgent (stated by 14.29%).
- Lack of medical facilities (reported by 14.29%)

5.3.5. Analysis and interpretation of the Students' Questionnaires (Central Agricultural University):

Self-developed questionnaires was given to the postgraduate students of the Central Agricultural University in order to get required information that will be vital for finding out the problems faced by them. 25 (twenty five) questionnaires were distributed to the postgraduate students of the university however 20 of them responded. The responses were analyzed as follows:

5.3.5.1. Permanent residence:

In order to ascertain the demographic composition of the sample of students, they were asked to specify whether they permanent reside within the Imphal area, the capital of the state, or not. The responses were pooled and analyzed; and the following was revealed;

- Majority of the students (90.00%) said that they reside within Imphal area.
- 10.00 per cent stated that they are residing outside Imphal.

Thus, majority of the students studying in the Manipur University perhaps is Imphalites while very few of the students belong to the hill areas.

5.3.5.2. Building facilities in the University:

The responses of the students in this matter were analyzed and the results of this are given below;

Table 5. 120: Building facilities in the university as reported by students

Building facilities	Respondents	
	f	%
RCC type	18	90.00
Assam type (kaccha)	0	0.00
Auditorium	16	80.00
Seminar Hall	10	50.00
Canteen	20	100.00
Indoor stadium		

As it can be seen from table above, majority of the students mentioned that auditorium, seminar hall, and canteen are available in the university. 90.00 per cent stated that the buildings in their university are RCC type.

5.3.5.3. Type of seating arrangement in the classrooms:

The respondents were asked to *mention the type of seating arrangement made in their classrooms*. The results of the analysis of responses are;

- 70.00 per cent of the students stated that long benches and desks were provided in the classrooms.

These findings showed the need to improve and the modernization of the seating arrangement in the classrooms by introducing better and comfortable furniture.

5.3.5.4. Laboratory provisions:

The students were asked, *“Does your present course include laboratory work?”*, and the responses were analyzed as follows;

70.00 per cent (14 respondents) of the student respondents revealed that their present courses involve laboratory works and therefore, the analysis of questions related to laboratory provisions shall be based on the responses made by this group of 14 respondents.

Satisfaction over the laboratory facilities:

The respondents were asked to state *whether the laboratory facilities in your department are good and adequate or not*. 28.57 per cent of the respondents expressed

their satisfaction over the laboratory facilities but they also felt the need to introduce further improvement.

Laboratory infrastructures:

The respondents were asked to *state the adequacy or inadequacy of certain components of the laboratory*. The responses are analyzed and the results are given below;

Table 5. 121: Assessment of the nature of laboratory infrastructure

(Figures in percentages)

Laboratory infrastructural components	Respondents	
	Adequate	Inadequate
Equipments	64.29	35.71
Chemicals	28.57	40.00
Computers	14.29	71.43
Chairs	70.00	0.00
Tables	70.00	0.00

Observing the this report, it can be concluded that infrastructural conditions is not up-to the standard and required further improvement. Good equipments, computers, and chemicals were the basic components of the laboratory works. Therefore, more number of these should be introduced so as to improve the quality of education.

5.3.5.5. Library Provisions:

Adequacy of infrastructure provisions in the University library:

The respondents were required to mention the *adequacy or inadequacy of infrastructural provisions in the university library*. The analysis of the responses revealed the following;

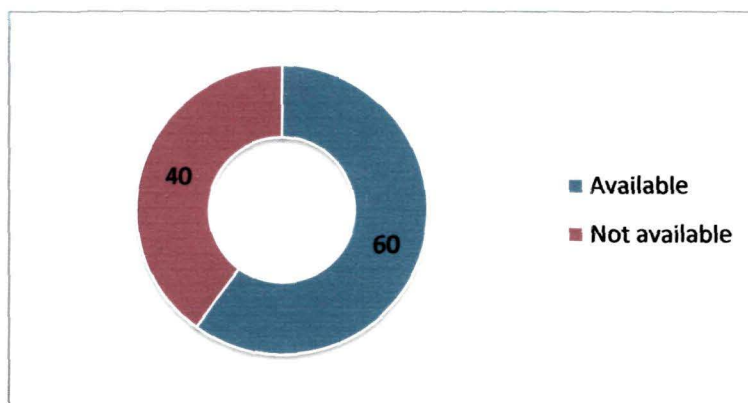
- *Reading rooms:* 60.00 per cent of the respondents mentioned that the reading rooms are adequate in the university library and 20.00 per cent mentioned the inadequacy of the same.

- *Computers:* 10.00 per cent revealed that the number of computers installed in the university library is adequate while 50.00 per cent of the respondents admitted the inadequacy of computers.
- *Tables:* 90.00 per cent had revealed that the tables are adequate whereas 10.00 per cent revealed the inadequacy.
- *Chairs:* 90.00 per cent stated the adequacy of the chairs in the university library and 10.00 per cent admitted the inadequacy of the same.
- *Xerox facility:* 70.00 per cent of the respondents admitted the adequacy of Xerox facility in the library but 10.00 admitted the inadequacy of it.

Internet facility:

The respondents were required to answer ***whether internet facility is provided in the university library or not.*** The analysis of the responses revealed; 60.00 per cent of the student respondents said that internet facility is provided in the university library, but 40.00 per cent stated that internet facility is not provided in the library.

Figure 5. 33: Percentage showing the availability of internet in the library as reported by students



They were also asked to state ***whether the internet facility is provided to students free of cost or not.*** 57.14 per cent of the students revealed that the internet facility is provided for free to the students, but 28.57 per cent expressed that students are required to pay for availing the internet facility.

Other infrastructural problems in respect to library provisions in the university:

The other complains expressed by the students are as follows;

- Reading rooms in the library are small.

5.3.5.6. Hostel Provisions:

Hostellers:

100.00 per cent of the respondents stated that they are residing in the University hostels (i.e. 20 Hostellers).

Hostel accommodation:

The analysis of the responses revealed that different types of accommodations are arranged in the university hostel which is described below;

Table 5. 122: Type of accommodations provided in the university hostels

Type of accommodations	Respondents	
	f	Per cent
Single bedded rooms	2	10.00
Two bedded rooms	18	90.00

As can be seen from this table, larger section of the hostellers (90.00%) said that single bedded are provided in the hostels, while 10.00 per cent mentioned that two bedded rooms.

5.3.5.7. Medical facility:

The students were asked to answer *whether medical facility is provided by the university or not and they were also required to specify the nature of medical facility extended to the students* in case if the facility is provided. The responses are analyzed and the results are shown in the following table;

Table 5. 123: Nature of medical facility provided to the students in the university

Medical facility provided to students by the university	Respondents		Nature of medical facility	Respondents	
	f	Per cent		f	Per cent
Yes	16	80.00	Free treatment	10	50.00
No	4	20.00	Free medicine	10	50.00

It is evident from the table that medical facility is extended to students by the university in the form of free treatment and free medicines.

5.3.5.8. Transport facility:

70.00 per cent of the respondents revealed that transport facility is not provided to the students and the rest did not answer the question.

5.3.5.9. Games and sports infrastructural facilities:

Fields/courts:

The respondents were asked to mention the fields and courts available in the university and their responses revealed that football playground, volley ball court, basket ball court and badminton court is available within the campus. 100.00 per cent revealed that football playground and volley ball court is provided in the university; 40.00 per cent expressed that badminton court is also provided in the university.

PROBLEMS RELATED TO ADMINISTRATION

5.3.5.10. Admission procedure:

Attempted was made to find out the procedure of admission in different departments. The respondents were given suggested criteria or stages for admission and asked to tick whichever is applicable. The responses are analyzed as follow;

Table 5. 124: Criteria/stages for admission

Criteria/stages	Respondents	
	f	Per cent
Merit	14	70.00
Written	4	20.00
Interview	10	50.00

Thus, Merit and interview seems to be the principal basis for admission into the university.

5.3.5.11. Role of student union:

Students were asked to state *whether the students Union play an important role for the welfare of its peers or not..* 10.00 per cent of them felt the role played by the union is significant and the rest remained silent.

5.3.5.12. University administrative functioning:

In this respect, students were required to *state whether they were satisfied with the administrative activities of the university or not*. 40.00 per cent of them reported their satisfaction over the administration of the university, whereas, 50.00 per cent expressed their dissatisfaction and 10.00 per cent did not respond to it.

PROBLEMS RELATED TO FINANCIAL MATTER

5.3.5.13. Fees structure:

The students were asked to *state whether the fees charged to them are fair and reasonable*. The responses in this context revealed that 80.00 per cent of them felt that the fees charged are fair and reasonable and the rest of them abstained from answering this question.

5.3.5.14. Scholarship:

10.00 per cent of the students are receiving the university scholarship and they are satisfied with it.

PROBLEMS IN RELATION TO ACADEMIC PROVISIONS

5.3.5.15. Curriculum and syllabus:

Standard of the curriculum:

The responses of the students in relation to the standard of the curriculum are analyzed and 20.00 per cent assumed that the curriculum is defective and majority of them (80.00%) did not respond to this question.

Course completion:

The analysis of the responses of the students in this matter revealed the following;

- Majority of them (60.00%) said that the courses are usually completed on time.
- 40.00 per cent did not express their opinion.

5.3.5.16. Teaching Methods:

In this regard, respondents were asked to answer by tick marking from the suggested methods of teaching which their teachers usually used during teaching sessions.

Table 5. 125: Methods used by teachers during class sessions

Methods	Respondents	
	f	Per cent
Lecture method	18	90.00
Demonstration and illustration	2	10.00
Dictation of notes	10	50.00

It has been revealed that a vast majority of respondents (90.00%) stated that the teachers generally used lecture method during the teaching session, while 10.00 per cent used demonstration and illustration method, and 50.00 per cent adopted dictation.

Rating teaching standard:

The teachers were asked the following question; **"To what extend you are satisfied with the teaching standard in your department?"** The result of the analysis of the responses is given below;

Table 5. 126: Level of satisfaction over the teaching-learning activities

Levels	Respondents	
	f	Per cent
Highly satisfied	4	20.00
Satisfied	14	70.00
Dissatisfied	0	0.00

From the above table, majority of the students (70%) are satisfied with the teaching-learning activities, 20.00 cent, seems to be quite impress with their teachers, expressed that they were highly satisfied and 10.00 per cent kept silent.

5.3.5.17. Medium of instruction:

Frequently used language:

The respondents were asked to state, from a suggested list, the language that was used most frequently by their teachers while teaching.

Table 5. 127: Language frequently used while teaching

Language	Respondents	
	f	Per cent
English	18	90.00
Manipur	2	10.00
Hindi	0	0.00

It is revealed from the above table that English is most frequently used in the classroom, while Manipuri is the second most frequently used language and no teachers used Hindi language while teaching.

5.3.5.18. Problems concerning the examination matters:

Examinations system:

The students were required to answer the following question, ***“What type of examination system is followed in your University?”*** The result of the analysis is;

80.00 per cent of the students stated that semester examination system is followed by the university and the rest did not respond to it.

5.3.5.19. Library provisions:

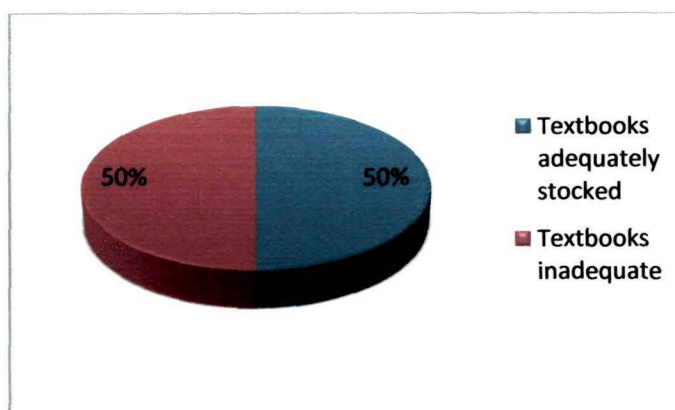
Computerization:

The students were required to ***mention whether the university library was computerized or not.*** 20.00 per cent of the students stated that the library is computerized but 80.00 per cent admitted the absence of it.

Textbooks:

Students were asked to ***state whether textbooks were adequately available in the university library or not.*** The responses revealed that 50.00 per cent of the students felt that textbooks are not adequate stocked in the library but the remaining 50.00 per of them felt the textbooks are stocked adequately.

Figure 5. 34: Percentage showing the view of students on how well the library is equipped with textbooks



Moreover, 50.00 per cent of students (10 students) who felt the library as inadequate were required to report the sources of their study materials. The analysis of the responses revealed the following as the sources of their study materials;

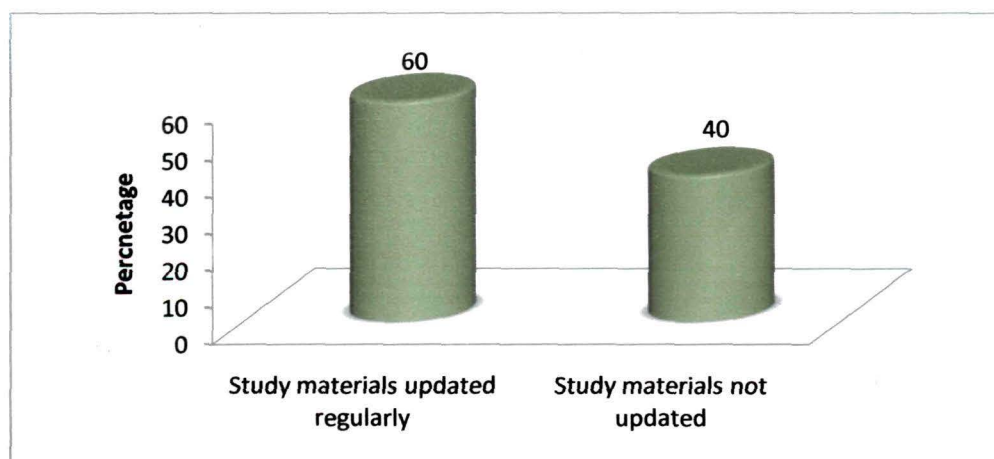
Table 5. 128: Sources of study materials

Sources of study materials	Respondents	
	f	Per cent
Notes given by teachers during the class hours	2	20.00
Guide books purchased from the market	4	40.00

Thus, guide books seem to be the main source of their study material for good number of the students.

Updating study materials:

Figure 5. 35: Percentage showing whether study materials were update regularly or not



60.00 per cent of the respondent expressed that the study materials are updated regularly but 40.00 per cent felt that the study materials are not updated.

Satisfaction over the functioning of the university library:

40.00 per cent of the students expressed their satisfaction over the functioning of the university library but the remaining 60.00 per cent of them abstained from responding to this question.

5.3.5.20. Co-curricular activities and games and sports:

Games organized:

The responses revealed that games like football, volley ball, cricket, table tennis, badminton, hockey and athletics items are usually organized in the university. Out of these, the most popular games are football, volley ball, cricket, table tennis and badminton.

Co-curricular activities:

It was revealed by the students that co-curricular activities are given due place and that the following type of co-curricular activities were usually organized by the university – Debate, Extempore speech, Quiz, Seminar, Exhibition, Drama, Dance, Singing competition and cleaning drive.

Out of the above programmes, the most popular ones are debate, extempore speech, quiz, seminar, drama, dance, and singing competition.

Annual Sports Meet:

The respondents were required to answer a question, ***“Whether your university organized Annual Sports Meet?”*** The analysis of the responses revealed the following:

Cent per cent of the students stated that Annual Sports Meet is generally organized in the university.

Opportunities for promoting sport talents:

With reference to this matter, 90.00 per cent of the students revealed that adequate opportunities are provided by the university in order to develop the talents of

the students in the field of sports and 10.00 per cent of them abstained from responding the question.

5.3.5.21. Educational tour:

The students were asked to *state whether educational tours were organized by the university or not*. If so, they were also required to state the bearer of the expenses for the tours. The responses are analyzed and the results are shown below;

Table 5. 129: Assessment of the educational tour and its expenditures

Educational tours organized by the university	Teachers' respondents		Bearer of the expenditures for the tours	Teachers' respondents	
	f	Per cent		f	Per cent
Yes	18	90.00	Entirely by students	0	0.00
No	2	10.00	Entirely by the university	12	60.00
No response	0	0.00	shared by both students and university	0	0.00

90.00 per cent of the respondents mentioned that educational tours were organized by the university while 10.00 per cent state otherwise. 60.00 per cent disclosed that the entire expenditures for the tours are born by the university.

5.3.5.22. Placement facility:

Students were asked to answer *whether placement facility is by the university or not*. Majority of them (80.00%) revealed that placement facility is not provided to them but 20.00 per cent expressed that placement is given to the students.

5.3.5.23. Major problems of the students:

Soliciting an open statement from the students in connection to the major problems faced by them in their educational endeavour in the university; the only problem mentioned by 10.00 per cent of the students is the shortage of teachers.

5.4. ANALYSIS OF INTERVIEW SCHEDULES:

The researcher had interviewed the officers of the Department of University and Higher Education, the officers of the Directorate of Higher and Technical Education, Manipur; the officers of the Manipur University and Central Agricultural University, Imphal. Most of the officials gave their consent for the interview in the first approach but few officials fixed the date and time for the interview and on stipulated date and time they were interviewed. However, some of the officers were not available for the interview in spite several request was made.

Nevertheless, the interviews had highlighted vital issues of the problems of higher education the researcher had decided not to pursue them. The interviews had revealed the following problems and issues of higher education;

1. **Fundamental problems of higher education in Manipur:** The authorities of higher education were very much concerned about the slow progress and deterioration of some aspects of college education. In this context, the authorities seem to have agreed on two major hurdles- (i) lack of participation among the college fraternity – teachers, parent, students, administration, and (ii) the social constraints. It was emphasized that the social constraints such as ethnical conflicts, misconception about higher education*, social turbulence, insurgency etc., were causing various agencies unable to perform their duties (i.e. implement of projects) properly and thus causing hampering development.
2. **Malpractices issues during examination system:** The authorities were very much aware about the practice of cheating during examination. It was revealed that the appropriate authorities had taken up measures to check unhealthy behavior during examination but they failed to get complete hold of the situation due to various factors. Due to this reason some voluntary organizations took up the task and have partially succeeded in their endeavour.
3. **Deterioration of college education:** There was a general consensus on the deterioration of higher education particularly college education and the basic

* The general feeling particularly among the parents is that by hook or crook their wards must have the degree and by any means they would acquire job and ignoring whether their wards are qualified for the job or not.

factors had been revealed to be the inability to introduce diversified courses in tune with the change circumstance or the demand of job market. Another factor believed to the to have affected the higher education is the migration of students to others places outside the state and those who have little choice may be due to economic factors or may be because they secure low marks remained in the state. It was state by the Director, Directorate of Higher and Technical Education, Manipur, that about one-third of the students of Manipur are going outside for pursuing higher education.

4. Measures under consideration for improving higher education:

- a. The colleges/institutions should start short term vocation link courses.
- b. Academic reform committee has recommended the following measures;
 - (i) converting existing college in to specialized college – management, BCA, BBA, (i) granting autonomous status to deserving colleges, (iii) providing hostels and quarter to colleges located in the hill areas.

5. Source of funds: The major sources of funds for higher education in Manipur are;

- a. Non lapsable central pools of resource (central government),
- b. Normal state plan, and,
- c. Special central assistance (Additional central assistance).

It was also revealed that in order to create more opportunities to students for pursuing technical education plan to establish more professional institutions and modernize the existing one was already under progress.

CHAPTER – VI

MAJOR FINDINGS AND SUGGESTIONS OF THE STUDY

The higher education system of Manipur was started in the 1946 and over this period the system has expanded considerably. Today, the system has 73 colleges/institutions and 2 universities. On the other hand, for long, the state of Manipur has been suffering from political, economical and ethnical crisis. Under such situation, every life and organization or system is bound to suffer and so is the higher education system. Under this background, the present study was started with the main aim to find out the present situation of higher education in Manipur with reference to infrastructure, academic, finance and administration. Besides, attempt was made to study the developmental trend of higher education of Manipur. Keeping this broad aims in view, a through as well as extensive and intensive investigation was carried out and the Research Scholar had brought to light numerous problems of higher education of Manipur.

In this Chapter, attempt has been made to present the findings of the present study in accordance with the objectives of the study as shown below;

1. To study the development of higher education in Manipur.
2. To find out the problems pertaining to general higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
3. To find out the problems pertaining to professional higher education in the state with reference to; (a) Infrastructure, (b) Administration, (c) Finance and (d) Academic.
4. To find out the problems of teachers and students of general and professional higher education in the state.
5. To suggest measures for improvement in the field of higher education in Manipur.

Keeping in view these objectives, Chapter – VI is divided into six sections as described here under;

- (A) Development of Higher Education in Manipur.
- (B) Common Problems of Higher Education in Manipur.
- (C) Specific Problems of General Higher Education.
- (D) Specific Problems of Professional Higher Education.
- (E) Problems of Teachers and Students of Higher Education.
- (F) Suggestions and Recommendations.

6.1. DEVELOPMENT OF HIGHER EDUCATION IN MANIPUR

The pace of the growth of institutions of higher education in the state is quite remarkable. In order to meet the fast growing demand of higher education, numerous colleges and institutions were established in different parts of the state. At the time of India's Independence, there was only one college in the state but in 2005, there are 73 colleges/institutions and 2 universities. The development of higher educational institution is described under two sub-headings;

- (I) Development of General Higher Education.
- (II) Development of Professional Higher Education.

6.1.1. Development of General Higher Education

The development of general higher education in the state of Manipur can be traced back from 1946, the year in which the first general college (i.e. D.M. College) was founded. The study found out that prior to the establishment of D.M. College the students of Manipur suffered difficulties in pursuing higher education due to the non availability of institutions of higher education within the state. The students who could afford went to other parts of India to receive their higher studies. Nevertheless, after Independence, the demand for college education was gradually met with the establishment of more colleges.

General higher education in Manipur has witnessed phenomenal development in terms of enrolment, number of institutions and expenditure. At the time of Independence, Manipur had 1 college, 68 students and 10 teachers, but in 2004-05, the

numbers have increased to 57 general colleges, 18268 students and 3378 teachers. The expenditure on general higher education has increased tremendously from Rs.1,85,000/- in 1955-56 to Rs.10,69,43,000/- in 1995-96. Further, the chronological development of higher education is depicted in the following table.

Table 6. 1: Chronological development of General Colleges

Sl. No.	Name of colleges	Year of Estd.
1.	D.M. College of Science(G)	1946
2.	D.M. College of Arts(G)	1946
3.	Manipur College(G)	1958
4.	Moirang College (G)	1963
5.	Thoubal College(G)	1963
6.	Oriental College(G)	1963
7.	Modern College(G)	1963
8.	Rayburn College(P)	1964
9.	G.P. Women's College(G)	1965
10.	C.I. College (G)	1965
11.	Churachadpur College(G)	1965
12.	Petigrew College(G)	1965
13.	Nambol L. Sanoi College(G)	1966
14.	Kha Manipur College(G)	1966
15.	M.B. College(G)	1969
16.	Ideal Girls College(G)	1970
17.	N.G. College(G)	1970
18.	Bethany Christian College(P)	1972
19.	Y.K. College(G)	1972
20.	Presidency College(G)	1973
21.	Biramangol College(P)	1973
22.	Lilong Haoreibi College(G)	1976
23.	Lamka College(G)	1977
24.	Hill College(G)	1977
25.	Imphal College(G)	1979
26.	Liberal College(P)	1979
27.	Thambal Marik College(P)	1980
28.	Mangolnganbi College(P)	1980
29.	United College(G)	1980
30.	Western College(P)	1980
31.	T.S. Paul Women's College(P)	1980

Sl. No.	Name of colleges	Year of Estd.
32.	Kumbi College(P)	1981
33.	S.Kulla Women's College(P)	1981
34.	South East Manipur College(P)	1981
35.	Ching Tam College(P)	1981
36.	Kakching Khunou College(P)	1981
37.	Waikhom Mani Girls' College(P)	1981
38.	Pole Star College(P)	1981
39.	Kakching College(P)	1981
40.	Regional College(P)	1981
41.	Pravabati College(P)	1981
42.	Mayai Lambi College(P)	1981
43.	Jiri College(P)	1981
44.	Kamakhya Pemton College(P)	1981
45.	Standard College(P)	1981
46.	Canchipur College(P)	1983
47.	Shree Shree Gour Govinda Girl's College(P)	1985
48.	Tamenglong College(G)	1986
49.	Naorem Bihari College(P)	1986
50.	Damdei Christian College(P)	1987
51.	NG. Mani College(P)	1988
52.	Yairipok Universal College(P)	1990
53.	Moreh College(P)	1996
54.	D.M. College of Commerce(G)	1996
55.	Kangpokpi Mission College(P)	1997
56.	Mt Everest College(P)	1999
57.	Don Bosco College(P)	2000

Note: G = Government College; P = Private College

Source: *College Statistics 2005*, CDC, Manipur University, Imphal

The study also revealed that all 57 (Fifty Seven) general colleges in Manipur were affiliated to the Manipur University, Imphal. Out of these colleges, 7 colleges are located at Bishnupur District, 3 in Chandel District, 5 in Churachandpur District, 25 in Imphal area, 6 in Senapati District, 1 in Tamenglong District, 9 in Thoubal District; and 1 in Ukhrul District. It is evident that the district-wise distribution of general higher educational institutions is imbalanced. This indicates the unplanned development of general higher education in the state.

The expansion in the number of general colleges gave birth to the need for a separate university in the state. However, the demand was partly fulfilled when Jawaharlal Nehru University, New Delhi opened a special Centre of Post-graduate Studies at Imphal in 1971. Later, the imperativeness of a separate university was felt strongly and consequently the Manipur University was founded at Imphal in 1980. Since then, the Manipur University is providing affiliation to the colleges and institutions situated within the boundary of the state.

With regards to the development of women's higher education in Manipur, the study revealed that the progress has been very slow. Till date only six women's colleges are operating throughout the entire state which is just 10.34% of the total number of colleges. These colleges were providing general education only. Out of these colleges, three colleges are situated at Imphal West District and one each is located at Bishnupur District, Thoubal and Imphal East District. The study had found out that all existing women/girl colleges were purely located in the valley districts, whereas no women's college was found in entire hill districts.

6.1.2. Development of Professional Higher Education

Professional Higher education has a late start in the state of Manipur as the first institution was established during the later part of 1940's. This may be due to ignorance or lack of awareness among the people and the indifferent attitude of the then authorities. In spite of its late start, it has made some progress. At present, the state is having 16 professional institutions (under graduate level) and 1 Agricultural University which is providing professional training to the students in different fields like Engineering, Medical, Legal, Agriculture, Fine Art, Dance, Teachers Education, etc.

The Central Agricultural University (CAU), Imphal is the only professional university in the state which was founded in 1993 in order to cater agriculture education to the people of NE states. It was found out that the University's jurisdiction is limited to the states of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Sikkim and Tripura. The study also found out that the CAU is totally different from the general universities in its set up and functioning.

The development of professional higher education was quite slow in comparison to that of general higher education as till date the state has 16 professional colleges/institutions and one university only. With the growth of institutions, continuous rise in the number of students was observed. But, in 2000-01, the number of students dropped drastically to 999 from 6078 in 1996-97. Later in 2004-05, the number of the student increased to 2403. Moreover, the trend of growth in the number of teachers also showed a similar trend with that of the students. In 2000-01, the total number of teachers teaching in professional higher education had come down to 29. But, it had recovered in 2004-05 and the number of teachers had increased to 468 that is 16 times more than 2000-01. The chronological development of professional institutions is showed in the table below;

Table 6. 2: Chronological development of Professional Colleges/Institutions

Sl. No.	Name of colleges	Year of Estd.
1.	Imphal Art College(P)	1949
2.	Government Dance College (G)	1954
3.	Government Polytechnic (G)	1956
4.	LMS Law College(G)	1958
5.	DM College of Teacher Education (G)	1972
6.	Regional Institute of Medical Science (G)	1972
7.	Hindi Teachers' Training College(G)	1975
8.	LMGM Law College (P)	1982
9.	DOEACC (Centre for electronics design and technology of India Govt.(G)	1988
10.	Institute of Cooperative Management(P)	1988
11.	Kanan Devi Memorial College(P)	1992
12.	Royal Academy of Law College(P)	1994
13.	Th. Ibotombi Institute of Teacher Education and Training(P)	1997
14.	Manipur College of Technology(G)	1998
15.	R.K. Sanatombi College of Teacher Education(P)	2003
16.	Trinity College of Teacher Education and Training(P)	2003

Note: G = Government College; P = Private College
Source: *College Statistics 2005*, CDC, Manipur University, Imphal

6.2. COMMON PROBLEMS OF HIGHER EDUCATION IN MANIPUR

6.2.1. INFRASTRUCTURAL PROBLEMS

1. Buildings:

The study found out that all the sample institutions (15 general colleges and 6 professional institutions) and the two universities (the Manipur University and the Central Agricultural University, Imphal) had land and buildings of their own.

It was found out that the buildings were mainly RCC type in 63.63 per cent of the general colleges and 66.67 per cent of the professional institutions. Similarly, the buildings in the universities under study were mainly RCC type.

2. Hostel provisions:

(a) Hostel facility

Based on the analysis, 46.66 per cent of the general colleges; 50 per cent of the professional institutions and both the universities under study provided hostel facility to the students.

The study revealed that the number of hostel seats was limited at the college level. Due to this, students were compelled to stay in a rented house. But, it was observed that the university hostel facilities were quite adequate.

(b) Accommodation

The study found out that 100 per cent of the hostels of the general and professional institutions were providing two bedded rooms only. Whereas, the hostels of the universities were found to be providing both single bedded rooms and two bedded rooms.

(c) Infrastructural problems of hostels

As per data collected, one of the major problems faced by the hostellers with regard to hostel facilities (college level) were lack of visitor's room, shortage of water, shortage of electricity and lack of telephone facility.

At the university level, the major problems of the hostellers were shortage of water.

3. Other physical infrastructures:

(a) Library

The study revealed that a huge majority of general colleges (100%) and the professional colleges/institutions (83.33%) under study were providing library facility. On the other hand, the two universities were also found to possess the University Central Library within their campus.

13.51 per cent and 17.02 per cent of student respondents of general and professional institutions, respectively, revealed that their college libraries were too small and thus required expansion.

(b) Auditorium

27.27 per cent of the general colleges and 33.33 per cent of the professional institutions and both the two universities under study revealed that they were having auditorium. This indicates that majority of general colleges and professional were suffering due to non availability of auditorium in their colleges/institutions.

(c) Canteen

Canteen facility was found to be available in 63.64 per cent and 66.66 per cent of the general colleges and professional institutions, respectively. Besides, this facility was also available in both the universities.

(d) Quarters for teachers

47.06 per cent of teacher respondents of general colleges and 58.62 per cent of the professional colleges revealed that quarters were provided to them. Majority of the teacher respondents of the Manipur University (82.50%) and the Central Agricultural University (85.71%) stated the availability of quarters for them.

4. Rooms

(a) Teachers' Common Room:

With regards to teachers' room, the study revealed that different types of teachers' rooms were provided in different colleges/institutions. 43.45 per cent of the teachers of general colleges under study had reported that separate teachers' rooms

were provided to each department or subject and 54.55 per cent of teachers (general colleges) revealed that large teachers' common room was provided.

The situation in the professional colleges/institutions appeared to be more or less the same with general colleges. 16.66 per cent of the professional colleges/institutions had provided separate rooms to every department and 50 per cent provided large common room for all the teachers. However, the study had observed that only one sample institution, the Regional Institute of Medical Sciences (RIMS), provided personal rooms to all the teachers.

Similarly, the Manipur University (MU) was also providing personal room to all the teachers.

In case of the Central Agricultural University (CAU), Imphal, the study revealed that both common (shared) room and single room provision was available. It was revealed that due to shortage of rooms in some department, rooms were shared by two three teachers while some department did face this problem as the number of rooms were adequate.

(b) Students' Common Room:

As per data collected, the study found out that students' common room was provided in majority of the general colleges under study. 60.80 per cent of the student respondents reported that students' common rooms were provided in their colleges either as common (shared) room for both boys and girls or separate common rooms for boys and girls. 37.86 per cent of student respondents of the general colleges under study revealed that separate common rooms for boys and girls were provided in their colleges and 15.97 per cent of them mentioned that common (shared) room was provided.

In case of professional institutions, 59.27 per cent of the students reported that such facility was not provided in their institutions.

With regards to universities, the study found out that there was no provision of students' room in the sample departments.

(c) Classrooms:

With reference to the availability of the classrooms in the general colleges, majority of them (63.64%) had revealed the number of classrooms was quite adequate. Similarly, 83.33 per cent of the professional institutions revealed that the classrooms were adequate.

5. Furniture and other facilities

(a) Teachers' room:

58.50 per cent of the teacher respondents (general colleges) revealed that they were provided with ordinary chairs and tables. Besides, facilities like newspapers, fans and water filters was also available.

65.52 per cent of the teachers (professional institutions) revealed that they were provided with good arm chair and table in their room. It was also revealed by majority of teacher respondents that fans (75.86%) and computers (58.62%) were provided in their room.

Majority of the teacher respondents of the universities revealed that they were provided with facilities like computers, cupboard, fans, tables and chairs in their personal room while few revealed that internet facilities was also provided.

(b) Laboratory room:

Based on analysis, the laboratory rooms of the general and professional institutions under study were found to be inadequately equipped with the laboratory facilities like equipments, chemicals, fridge, computers, etc.

With reference to furniture, majority of the science teacher respondents (60.49%) of general colleges revealed that their laboratory were adequately equipped with furniture (tables, chairs, cupboard, etc.) while 41.38 per cent of teacher respondents of professional institutions reported that their laboratory were inadequately equipped with furniture.

In case of the Manipur University, the science laboratory rooms were found to be ill-equipped with the lab facilities. However, the laboratories of Central Agricultural University, Imphal were found to be better equipped than the Manipur University.

(c) Library:

The study had revealed that the general and professional institutions under study were not providing enough tables and chairs in their libraries. 47.65 per cent and 58.66 per cent of the student respondents of general colleges and professional institutions, respectively, reported that the furniture in their libraries was inadequate. Other facilities like Xerox machines and computer were also found to be lacking in most of the libraries of the colleges/institutions under study.

Based on analysis, the libraries of the universities were found to be much better than the college libraries. Nearly 60.00 per cent of the teacher and student respondents of the universities revealed that the facilities in the libraries (furniture, computers, fans) were adequate.

(d) In the classrooms:

With regards to classroom furniture, the study showed that long benches and desks were provided in the classrooms of the sample institutions including universities.

More than 60.00 per cent of the teacher and student respondents of the colleges and universities revealed that the classrooms were adequately equipped with furniture and other facilities like fans, lecture stand, table and chair.

6. Audio-visual-aids provisions

Audio-visual-aids play a very important role in the teaching-learning process of all levels. Nevertheless, it appears that the general colleges under study were very poorly equipped with the teaching aids. 90.91 per cent of teacher respondents revealed that audio-visual-aids were not available in their colleges. On the other hand, the professional institutions were found to be better equipped with teaching aids. More than 50 per cent of the professional institutions revealed that audio-visual aids like television, overhead projector and LCD projector were available in their institutions.

Nearly 50 per cent of teacher respondents of the universities revealed that overhead projector and LCD projector were available in their departments. Moreover, few of them reported the availability of television and flipchart as well.

7. Games and sports infrastructure provisions

The overall games and sports infrastructural facilities were found to be lacking in majority of the general and professional colleges/institutions under study. The study revealed that playground, volley ball court, basket ball court, and indoor games stadium were available in few colleges/institutions.

Both the universities were found to be well equipped with games and sports infrastructures. Nearly 100 per cent of the student respondents revealed that playground and indoor games stadium facilities were available in the universities.

In addition to these, the study also found out that lack of proper maintenance of the games infrastructures was another big problem.

6.2.2. ADMINISTRATIVE PROBLEMS

8. Governing Body:

45.55 per cent of the general colleges and 33.33 per cent of the professional institutions under study revealed that they were having governing body and the main functions of this body were recruiting teachers, managing the institutions and framing rules for the institutions.

9. Records, files, register, etc.:

The study found out that almost all necessary records, files, registers, etc, were maintained by the general and professional institutions under study.

10. Teaching and non-teaching staff:

As per data obtained, both the general and professional institutions were found to be suffering from shortage of teachers and non-teaching staff. 18.18 per cent of general colleges and 50 per cent of professional institutions reported that there was shortage of teachers. 27.27 per cent of general colleges and 33.33 per cent of professional institutions revealed the shortage of non-teaching staff.

11. Recruitment of teachers:

The study revealed that the recruitment of teachers was done by different bodies as described below;

- Recruitment of government college teachers both for general and professional institutions were done by the Manipur Public Service Commission.
- Recruitment of private college teachers were done by the respective college governing body.
- The recruitment of university teachers was done by the university concern.

12. Professional enhancement programmes

This involves orientations, refresher courses, seminars, workshops and conferences. The study showed that majority of teachers was given adequate opportunities to enhance their professional skill. Majority of the teachers had attended these programmes five times or more.

13. Leave provision:

The study revealed that leave facility was granted to the teachers of both in the general as well as professional institutions including universities under study. But, it was found out that the provisions of leave for teachers differ from institutions to institutions. The different types of leave facilities included casual leave, earned leave, medical leave, maternity leave, study leave and deputation leave.

It was found out that majority of the teachers (above 70%) of both college and university levels were satisfied with the leave facilities provided to them.

14. Students admission:

Based on analysis, it was revealed that student admissions were done by the respective institutions including universities. The study also revealed that different types of admission procedures were adopted by each colleges/institutions and universities. The admission procedures adopted were first come first serve basis or merit basis or written test or interview or combination of written test and interview. As mentioned some colleges/institutions provided admission to students purely on the

merit basis, some on the basis of first come first serve and some on the basis of the result of written test and interview.

15. Hours spend (per week) in teaching:

68.98 per cent of teachers of general colleges and 89.66 per cent of teachers of professional institutions reported that they usually spend less than 10 hours per week in teaching.

57.14 per cent of teachers of Central Agricultural University and 32.50 per cent of the teachers of Manipur University revealed that the spent less than 10 hours per week in teaching.

6.2.3. PROBLEMS RELATED TO FINANCE

16. Auditing

72.73 per cent of general colleges and 83.33 per cent of professional institutions stated that annual auditing was usually carried out. It was also revealed that half yearly or quarterly auditing was never done. Further, it was also revealed that not only internal but external auditing was also done.

The study revealed that the external auditing was usually done by government local audit cell or Office of Accountant General of Manipur or Charter Accountants.

17. Salary

The study found out that due to lack of funds the teachers of private colleges/institutions and part time teacher both at the college and university level were not paid well.

18. Allowance

It was revealed that allowances were paid only to the permanent employees of the government colleges/institutions and universities. However, the part time teachers of government colleges/institutions and universities and teachers of private colleges/institutions were not paid any kind of allowances.

19. Fees

Nearly 60 per cent of the student respondents of both college and university levels reported that the fees charged to them were quite reasonable and fair. This indicates that the cost of education is still quite low in Manipur.

20. Students' financial assistance by institutions

The study indicated that financial assistances to students were done in a very low scale. Barely 8 per cent of the student respondents of general and professional institutions stated that they were granted free studentship or fees concession.

21. Other financial problems:

The study revealed that huge amount of the funds of the institutions was extorted by different group of insurgents.

6.2.4. ACADEMIC PROBLEMS

22. Curriculum/syllabus:

(a) Standard of the syllabus/curriculum

Nearly 60 per cent of the teacher and student respondents of the colleges/institutions and universities revealed that the curriculum/syllabus they were following was suitable and up-to the standard. Besides, some felt the need to incorporate more issues related to the local needs and aspirations.

(b) Revision of syllabus

About 50 per cent of general and professional colleges under study revealed that the curriculum/syllabus was revised regularly depending upon demand for it revision. 55 per cent and 28.57 per cent of teacher respondents of the Manipur University and Central Agricultural University, respectively, revealed that the syllabus was regularly revised.

23. Library Study materials

Updating study materials

As per data obtained, it was found out that the reading materials in the libraries of most of the colleges and institutions (more than 60%) were not updated regularly. In case of CAU, the teacher respondents (57.14%) revealed that the library reading materials were updated regularly.

Stock of study materials

The overall observation revealed that the reading materials (such as newspapers, magazines, journals, textbooks, etc.) were not adequately stocked in the libraries of most of the colleges and institutions including universities under study.

24. Examination systems

The study revealed that two examination systems were followed at the higher education level – annual and semester systems.

The study found out that all the general colleges and some professional institutions like B.Ed Colleges and Law Colleges were following annual examination system while professional institutions like Engineering Colleges, Management Colleges, Medical Colleges, and both universities were following semester examination system.

25. Methods of teaching

Based on analysis, the study revealed that lecture method of teaching was very widely used both at the college and university levels. Nearly 60 per cent of the teacher respondents of general and professional institutions and universities also revealed that they also use discussion method of teaching.

26. Medium of instruction

The study revealed that the English language was the main means of teaching in the colleges and institutions including universities under study. More than 90 per cent of the teacher and student respondents of the colleges/institutions and universities reported that the main mode of instruction was English language.

27. Co-curricular activities

The study revealed that different types of co-curricular activities were organized in colleges, institutions and universities. The co-curricular activities included football, volley ball, cricket, table tennis, badminton, athletics, debates, extempore speech, quiz, exhibition, drama, dance, singing competition, etc. As per data obtained, it may be concluded that co-curricular activities were occupying important place in the total educational programmes of higher education in Manipur.

28. Other academic problems

The study revealed the following important problems related to the academic provisions

22.46 per cent of student respondents of professional institutions and 46.45 per cent of the students of general colleges and 13.93 per cent of the students of Manipur University revealed that their teachers did not attend the class regularly. Though the percentage of students revealing it is less the matter should not be considered lightly as this will have serious impact in the long run.

The study also found out that bandhs and strikes were other important social issues which have caused frequent disruption in the academic activities.

6.3. SPECIFIC PROBLEMS OF GENERAL HIGHER EDUCATION

In this section, attempt has been made to highlight the problems of general higher education in Manipur under two broad headings:

1. Problems pertaining to General Colleges.
2. Problems pertaining to General University.

6.3.1. Problems pertaining to general colleges:

1. Computers and internet connection:

The study found out that few sample colleges (36.36%) were equipped with computers which were mainly used for office purpose only.

With regards to internet facility, it was revealed that few colleges (18.18%) have internet connection.

2. **Laboratory rooms**

As per data obtained, 12.34 per cent of the teacher respondents revealed that the shortage of laboratory rooms in their colleges.

3. **Technician:**

The study indicated the shortage of technicians in 40 per cent of the sample colleges.

4. **College alumni association:**

54.55 per cent of the colleges under study pointed out that they did not have the alumni association.

5. **Shortage of students:**

It was found out that few colleges (13%) were suffering from shortage of students and this had badly affected the normal functioning of these colleges. Some colleges were even at the verge of closing down as the number of students was extremely low.

6. **Students' Admission:**

The study revealed that majority of the colleges under study (63.64%) usually provides admission to students on the basis of first come first serve.

7. **Sources of income:**

As per data obtained, the main sources of income of the sample colleges were grants, fees and donations. The study revealed the following;

- All the government colleges (45.45% of the sample college) got grants from the state government and UGC.
- Few private colleges (27.27 % of the sample colleges) received development grants from UGC and the state government.
- Fees paid by the students and donations made by the private individuals and the patron were the main source of income for majority of the private colleges under the study.

8. **Fees:**

18.34 per cent of the students felt that the fees charged to them were too high.

9. **Course completion:**

With regard to this matter, 71.41 per cent of students and 11.23 per cent of the teachers revealed that the courses were not completed on time. The reasons put forth by the students and teachers in support of their claim (courses not completed) are;

- Teachers do not attend class regularly. (46.45% of students)
- Syllabus too vast. (20.27% of students).
- Colleges closed down quite often due to bandhs and strikes. (69.43% of students)
- Frequent transfer of teachers (11.15% of students)

10. **Academic provisions:**

54.55 per cent of the principals reported that the academic provisions in their colleges were not up to the desired standard.

11. **Students' attendance:**

Majority of the teachers (65.24%) revealed their satisfied with the attendance of the students.

12. **Study materials in the college library:**

The study showed that books for the college libraries were purchased by the Department of University and Higher Education, Manipur and the colleges were not consulted for this. It was revealed by the teachers that the books purchased by this department were not relevant. This was true for the government colleges only. In case of the private colleges, books were purchased by the management in consultation with the subject teachers.

6.3.2. Problems pertaining to General University (Manipur University):

The following are the findings pertaining to the problems of Manipur University (MU) which has been inferred by analyzing the responses of the teachers, research scholars and the students of the Manipur University;

1. Furniture in the Classrooms:

72.73 per cent of the student and 72.50 per cent of teachers revealed that long benches and desks were provided in the classrooms. This indicates the need to improve and modernize the furniture in the classrooms by introducing better and comfortable furniture.

2. Rooms in the Departments:

(a) Seminar room:

55 per cent of teachers reported that seminar room was not provided in their departments.

(c) Additional rooms required in the department:

65 per cent of the teachers reported that there were shortage rooms in their department and more rooms were required.

(d) Teachers' rooms and the facilities:

All the sample teachers revealed that they were provided with personal room with various kinds of facilities like computers, internet connection, cupboard, fans, telephone (limited to few), and tables and chairs.

3. University Library:

Based on analysis, it was found out that the Manipur University had a Central Library. As per data collected, the Manipur University library was found to be computerized and internet and Xerox facility was also provided within the premises of the library.

4. **Laboratory provisions^{*}:**

50 per cent of teachers and 17.86 per cent of the student of Manipur University revealed that the laboratory rooms were not spacious and thus required expansion.

5. **Medical facility:**

The study revealed that the university was providing medical facility within its campus. The medical facility included the provision of providing free medicines and free treatment to its students and employees.

6. **Transport facility:**

With regards to transport facility, the study found out that transport facility was provided by the University for commuting its students and employees. However, 66.66 per cent of the students stated their dissatisfaction over this facility as they felt the number of buses servicing were less.

7. **Teaching standard**

Majority of the students (nearly 70%) were satisfied with the standard of teaching.

8. **Purchasing of university library books**

The study revealed that books for the university library were purchased without consulting the concern subject teachers.

The study showed that the Manipur University was experiencing transformation towards modernization. Ground reality revealed that the infrastructures were sub-standard and inadequate, there was lot of dissatisfaction among the teachers, research scholars and students with the administration and the academic programmes were frequently disturbed by different phenomena. In the midst of such critical situation, there was a sign of great comfort as the university was undergoing upgradation processes. Many buildings were under constructions, more equipment was being

* The findings in relation to the laboratory provisions were based on the information provided by the science teachers and students. The number of science teachers and science students who had provided the pertinent data was 24 and 84 respectively.

purchased and on the top of that there were plans and commitment to provide modern facilities in the Manipur.

6.4. SPECIFIC PROBLEMS OF PROFESSIONAL HIGHER EDUCATION

Professional higher education in Manipur had a very late start as the first professional institution was established in 1954. Nonetheless, the system is 54 years old and during this period it has produced only 17 professional institutions including university that are providing professional education of different types - Engineering, Legal, Medical, Teacher Training, Agricultural, Management, Dance, and Fine Arts education. The present study also attempted to investigate into the problems of these colleges/institutions in tune with the objectives of the present study. The findings in relation to this aspect of higher education are presented under the following two main headings;

- Problems of professional higher education at the college level.
- Problems of professional higher education at the university level.

6.4.1. Problems of Professional Higher Education at the College Level:

The present study revealed the following findings in relation to professional colleges/institution;

1. Audio-visual aids facility:

With regards to audio-visual aids facility, the study found out that the professional institutions were better equipped with the teaching aids. 68.97 per cent of teacher respondents revealed that LCD projectors were available in their institutions and 91.38 per cent of them revealed that overhead projectors were provided. Few of them reported the television and tape recorder were also available.

2. Computers and internet connection

In relation to this matter, the study revealed that the professional institutions/colleges under study were better equipped with computers than the general colleges. 100 per cent of the institutions under study were found to be equipped with computers for various use like practical works, office use and library.

With regards to internet facility, 50 per cent of the sample institutions/colleges were found to have internet connection.

33.33 per cent of the sample institutions were found to be providing computers to few teachers while 33.33 per cent of them also provide computer to each department.

3. Students' common rooms

59.27 per cent of students reported that the students' common room facility was not provided in their institutions.

4. Technician

The study indicated the shortage of technicians in 70 per cent of the sample institutions/colleges.

5. Library facility

The study found out that the library facility was not provided in 16.67 per cent of the colleges/institutions (1 college) under study. The particular college which did not have library was LMGM Law College, Churachandpur. Further enquiry revealed that the college library was burn down during the ethnic clash in Churachandpur District of Manipur.

33.33 per cent of the institutions reported the problem of shortage of staff in their library.

6. Recruitment of teachers

48.28 per cent of the teachers revealed that merit was not given importance for the appointment of teacher.

7. College alumni association

Majority of the institutions/colleges (83.33%) revealed that they did not have alumni association.

8. Source of income

The main sources of income of the sample institutions/colleges were grants, fees and donations. The study revealed that;

- 66.66 per cent of the sample institution/college got grants from the state government and central government.
- 27.27 per cent of the sample institutions/colleges received development grants from the state government.
- Fees paid by the students and donations made by the private individuals and the patron were the main source of income for the private institutions/colleges under the study.

9. **Auditing of accounts**

With regards to accounts auditing, it was revealed that 83.33 per cent of institutions generally carry out annual auditing of their accounts. It was also found out that 66.67 per cent of the institutions/colleges had their accounts audited by the external auditors only and 16.67 per cent of the institutions/colleges both by internal and external auditors. The external auditing agencies were the government local audit cell; Accountant General of Manipur and the internal auditing agencies were charter accounts.

10. **Fees**

As per data obtained, 31.00 per cent of the student respondents revealed that the fees charged to them was too high.

11. **Course completion**

With regard to this matter, 73.86 per cent of the students revealed that their courses were not completed on time. This was due to;

- Irregularity of teachers (22.46%).
- Syllabus too vast (30.09%).
- Classes were closed down quite often due to bandhs and strikes. (55.02%)

12. **Library hours**

55.93 per cent of the students revealed the library hours in their institutions/colleges were too limited.

13. **Problems related to examination**

As per data obtained, 50 per cent of the students reported that malpractices and misconducts like copying and cheating was prevalent during examinations.

14. **Placement facility**

Based of analysis, it was found out that the professional institutions under study were not providing placement facility to their students.

15. **Field practice**

The study found out that the students of professional institutions were made to under go field practice which was part of their course work. The different types of field practice for different course were;

- Internship for the medical courses.
- Practicing law for the courses related to law.
- Practice teaching for the B.Ed. course.

The study had revealed that the professional colleges/institutions in Manipur were much better than the general higher education in terms of finance, infrastructure and academic performance. It was found out that the overall scenario of the professional higher education seem to be comparatively sufficient and better than the general higher education. The infrastructures like library, laboratory, furniture, buildings etc were in better condition. The study also unfolded that the academic activities were vibrant and there were less problems though there were some flaws in the examination practices.

6.4.2. Problems Pertaining to Central Agricultural University, Imphal:

The Central Agricultural University (CAU), being a central university, does not face major financial problem and so is the infrastructure which is quite sufficient in most aspects. This has been reflected in the achievement made by the students of the university. In spite of its good position, the CAU is not free from flaws which are highlighted in the following paragraphs.

16. Additional rooms required in the department

57.14 per cent of the teachers stated that there was shortage of rooms in their departments and those additional rooms were required to be constructed.

17. University Library computerization

Based on analysis, the study found out that the library of the Central Agricultural University was not computerized. 28.57 per cent of the teachers were satisfied with the functioning of the university library.

18. Administrative functioning of the University

50.00 per cent of the students and 28.57 per cent of the teachers were unsatisfied with the functioning style of the university administration.

19. Programmes offered in the University:

The study revealed that the Central Agricultural University was providing B.Sc (Agri) and M.Sc. (Agri) course only while M. Phil. and Ph. D. courses are yet to be introduced.

20. Medical facility

The study revealed that the medical facility was provided within the university campus. The medical facility included the provisions of free medicines and free treatment to its students and employees.

21. Transport facility

As per data collected, the study found out that the university was not providing transport facility.

22. Salary of the teachers

57.14 per cent of the teachers revealed that they were paid according to UGC scale of pay and 42.86 per cent of them reported that they were paid according to ICAR scale.

23. Teaching standard

100 per cent of the students reported that they were satisfied with the standard of teaching in their university.

6.5. PROBLEMS OF TEACHERS AND STUDENTS OF HIGHER EDUCATION

Teacher and student is the essence of the educational system. Both play a significant and defined role for the fulfillment of the educational goals. The central focus of education is the students' growth and development and teacher play the role of guiding the students in that path. Therefore, wholehearted efforts must be made to provide sufficient facilities to both the teachers and students for optimum realization of the goals of education.

The study had revealed numerous problems faced by the teachers and students of higher education in Manipur. The main problems experienced by them are inadequate facilities (mainly infrastructure), shortage of teachers, economic problems, socio-ethnic problems and insurgency.

In this section, attempt has been made to highlight the problems of teachers and students of higher education in tune with the objectives of the study. For the purpose of better presentation this section is divided into four sub-sections;

- Problems of college teachers in Manipur (General & Professional Education).
- Problems of college students in Manipur (General & Professional Education).
- Problems of University teachers in Manipur (General & Professional Education).
- Problems of University students in Manipur (General & Professional Education).
- Problems of the Research Scholars of the Manipur University.

6.5.1. Problem of college teachers (General & Professional Education):

As per data obtained, the study found out various problems faced by the teachers of general and professional institutions under study. These findings are revealed by analyzing the responses made by the teachers of general and professional institutions of Manipur.

1. Educational qualification of the teachers

The study revealed that majority of the sample teachers were Master degree holders and few of them were having higher qualification. It was found out that 16.04% of the teacher had Ph. D. Degree, 19.79% had qualified NET, 1.07% had qualified SLET and 5.88% had been award JRF.

2. Reason for joining teaching profession

The teacher respondents provided the reasons for which they had joint the teaching profession.

Reasons for joining teaching profession	Percentage of responses	
	Teachers (General)	Teachers (Professional)
(a)Teaching profession is a noble profession	54.55%	32.76%
(b)Teachers personal interest	50.27%	84.48%
(c)The profession is more peaceful and the stress is less then any other professions	15.51%	15.51%
(d)Teaching profession delivers good social status	-	22.41%).

The table revealed that most of the sample teachers joint the teaching professional mainly due to their personal interest.

3. Job Satisfaction

Based on the analysis, the study found out that majority of the teachers of general and professional institutions were satisfied with their job. 75.40 per cent of general college teachers and 100 per cent of teachers of professional institutions were satisfied with their job.

4. **Promotion criteria**

With regards to promotion of teachers, the study revealed the provision of promotion for teachers was almost nil in all the private colleges under study. The government colleges followed UGC rules for the promotion of teachers.

5. **Teachers serving more than one college simultaneously**

The study found out that few of the private college teachers (general) were working in more than 1 college. It was found out that 5.35 per cent of the teachers were working in two colleges simultaneously and 1.07 per cent was working in four colleges.

No teacher of the professional college/institution under study is working in more than one institution.

6. **Payment of salary**

With regard to payment of salary, it was revealed that teachers of private colleges were not paid ever month. It was revealed that 24.13 per cent of the private college teachers got their salaries after every 2 to 5 months, 14.94 per cent of them got after every 6 to 10 months and 8.04 per cent of them got after 11 to 12 months. On the other hand, the teachers of professional institutions/colleges (both government and private) got their salary regularly ever month. Thus, private college teachers and part time teachers (general colleges) of the government colleges were the sufferers.

7. **Salary and Basic Requirements:**

37.97 per cent of the teachers of general colleges and 20.69 per cent of teachers of professional institutions revealed that their salary was not enough and in order to make up the income shortage they undertook part time jobs like agricultural works and contract works etc. Under such circumstance, it is very doubtful that any teacher would perform his/her duty sincerely, and honestly.

8. The study had found out that the socio-political crisis in the state had forced most of the brilliant students to move out of the state for their higher education and thus leaving behind the average and below average students in the state for whom passing is the main objective. In this context, the teachers at the college level had a challenging task of maintaining the standard of education. This was compounded with

the frequent disturbance of the academic activities due to bandhs and strikes and other social and political turmoil's.

6.5.2. Problems of college students (General & Professional Education):

The present study revealed the following problems of the students of both general and professional colleges/institutions.

1. Selection of course

The study revealed that the majority of the students of both general and professional institutions had received freedom to decide the course of study they had to pursue. 66.10 per cent of general college students and 93 per cent of professional students revealed that had joint the particular course without the influence of others. However, 33.90 per cent of the students of general college had revealed that they were influenced by parents, teachers and friends.

2. Motivation of the students

83.47 per cent of the student respondents of general colleges were not able to state their motivation for taking up the present course. This perhaps means that students did not have proper aims and objectives.

3. Functioning of the college administration

It was revealed that 40.77 per cent of the students of general colleges and 55.02 per cent of professional institutions were dissatisfaction over the functioning of the college administration. The study indicated the following as the reasons for their dissatisfaction over the administration;

(i) General college students reported the following reasons;

- Inadequate departmental facilities.
- Works were delayed.
- Classes were not held regularly.

(ii) Students of professional institutions reported the following;

- Poor infrastructure (19.15%).
- Poor maintenance (19.15%).

4. **Classes were irregular**

The study found out that classes in both type of institutions were not held regularly due to teachers' absenteeism and bandhs and strikes.

5. **Teaching-learning activities**

Based on analysis, 20.02 per cent of the students of general colleges and 17.33 per cent of the students of professional institutions reported that the teaching-learning activities were not useful to them for the following reasons –

- Teachers were not competent.
- Teachers dictate notes without elaboration.

6. **Limited Library hours**

As per data collected, the study revealed that students were not able to fully utilize the library as the library hours were limited and generally the libraries were open at the same time when classes were held.

7. **Other problems**

The study revealed certain problems of the students of general and professional institutions which are given below;

(i) General colleges;

- Lack of drinking water in the college.
- Lack of computers.
- Late arrival of teacher for classes.
- Students, who had passed out from commerce stream at the +2 stage, were compelled to take up Arts subjects as commerce subject at the undergraduate level was not offered in most of the colleges.

(ii) Professional institutions;

- Time for practice teaching was too short.
- Practicing law was too demanding.
- Communication problem with the patients during internship.
- Computer classes not done properly
- Teaching style was so bad
- No proper vehicle shed

CHAPTER – VII

CONCLUSION

7.1. Introduction:

This is the concluding chapter of the thesis. Here, attempt is made to summarize the research work by providing a brief outline of study and also describe the major problems of higher education of Manipur. Moreover, in the ending part of this chapter, the Research Scholar has discussed some of his important observations and conclusions which are based on the findings of the study.

7.2. Need and Justification of the Study:

An enormous growth and expansion have also brought numerous problems concerning finance, infrastructure and management. Higher education in Manipur is running through huge financial constraints. The salary given to the huge section of teachers is very low particularly private colleges/institutions. Most of the institutions are not getting adequate funds due to which the infrastructure conditions of most of the colleges are in bad shape.

The most unfortunate phenomenon occurring in the higher education system of Manipur is the huge out flow of students to institutions outside the state. This is an indication that the students have lost faith in the existing higher education system of the state.

Another distressing fact is the problem of insurgency, socio-economic and political crisis which has a tormenting effect on the life of the people. These are the important factors which do not only hamper the development but also threatens the peaceful co-existences of all communities.

At this juncture there are certain important questions which demand special attention. Some of them are; whether the huge expansion has lessened the demand for higher education in the state? Are teachers faced with any problems relating to their

profession? If yes, how serious are the problems? Are there any remedial measures to those problems? Are students being provided with adequate educational facilities? Is the higher education system adequately equipped to prepare its students for the present competitive world? What is the financial position of higher education? Are the budget allocations adequate enough to meet the need of higher education? Is the higher education system vibrant to meet the future challenges? These are few important questions which should be focus in order to bring about desirable improvement and for maintaining the standard of higher education. All these questions and various phenomena of higher education mentioned above have raised the need to conduct a comprehensive study into the system of higher education in Manipur. Further, such study is needed mainly because of three reasons;

- Very few studies were conducted on the mentioned area and all the studies were exclusive, i.e. the studies were limited to specific aspects of higher education. Studies related to the field of higher education in Manipur were conducted by **M..Chamubati Devi (1984), and M. Shanti Devi.**
- The present study will enquire into the various aspects of higher education, and particularly the problems of teachers and students.
- The study is also expected to reveal remedial measures for quality improvement of higher education and thus became the basis for policy formulation for the state's Higher Education and elsewhere.

7.3. Statement of the Problem:

The study is entitled as;

A Study of Higher Education in Manipur

7.4. Objectives of the Study:

The objectives of the study are;

1. To study the development of higher education in Manipur.
2. To find out the problems pertaining to general higher education in the state with reference to; (a) Infrastructure (b) Academic (c) Administration and (d) Finance.
3. To find out the problems pertaining to professional higher education in the state with reference to; (a) Infrastructure (b) Academic (c) Administration and (d) Finance.

4. To find out the problems of teachers and students of general and professional higher education in the state.
5. To suggest measures for improvement in the field of higher education in Manipur.

7.5. Methodology of the study:

7.5.1. Methods of the study:

The researcher had adopted Descriptive Survey and Historical Method.

7.5.2. Population of the study:

The population of the present study had included all higher educational institutions of Manipur, which is comprised of 73 colleges from the 9 districts of the state; and two universities, viz., the Manipur University and the Central Agricultural University, Imphal. Detail information about the population of the present study is showed in Table 10.1.

Table 7. 1: Population of the study

Type of institutions	No. of Institutions	Teachers	Scholars	Students
General University	1	165	145	1337
Professional University	1	36	*	191
General Colleges	57	3378	-	18268
Professional Institutions/colleges	16	468	-	2430
Total	75	4047	145	22226

**M.Phil and Ph.D. courses are yet to be introduced.*

Sources:

1. Annual Report (2004), Manipur University.
2. College Statistics (2005), College Development council, Manipur University, Imphal
3. <http://dare.nic.in/cau1.htm>

7.5.3. Sampling Techniques

On ascertaining the nature of the entire population, it was decided to adopt two sampling techniques which are described below;

(A) *Purposive sampling technique:* This technique was used for the selection of sample of high ranking administrative officers of higher education as shown in Table 7.1.

Table 7. 1: Sample of Officers of Higher Education

Designation	Institution/Department	Sample	Total No. of Persons
Vice Chancellors	(i) The Manipur University	1	2
	(ii) The Central Agriculture University	1	
Administrative Officers	(i) The Manipur University	4	6
	(ii) The Central Agriculture University	2	
Government Officers	(i) Director/Commissioner, Department of Higher and Technical Education	1	2
	(ii) Additional Director of the Department of University and Higher Education	1	
		Total	10

These officers were included in the sample because they are persons who are directly connected with the higher educational system of the state and thus, capable of giving important information under investigation.

(B) *Simple random sampling technique:* This sampling techniques was used for the selection of sample of teachers, research scholars and students (both undergraduate and university levels).

7.5.4. Sample:

The sample of the study included two universities, 15 general colleges, and 6 professional institutions/colleges. The following table shows the detail about the sample sizes of institutions, students, scholars and teachers of higher education.

Table 7. 2: Showing sample of colleges/institutions, students, scholars, and teachers

Type of institutions	Samples			
	Institutions	Teachers	Research Scholars	Students
General University	1	50	30	170
Professional University	1	20	-	24
General College	15	330	-	1330
Professional College	6	100	-	446
Total	23	500	30	1970

7.5.5. Tools used for data collection:

Tools used for the collection of data for the present study included the following:

- (A) Questionnaires.
- (B) Interview schedules.

7.5.5.1. Questionnaires:

The Research Scholar had developed questionnaires for;

- (1) Principals (General College);
- (2) Principals (Professional Institutions);
- (3) Teachers (for General and Professional Colleges/Institutions);
- (4) Students (for General and Professional Colleges/Institutions));
- (5) University Teachers (for Manipur University and Central Agricultural University);
- (6) Research Scholars (for Manipur University); and,
- (7) University students (for Manipur University and Central Agricultural University);

7.5.5.2. Interview schedules:

The following interview schedules were developed by the scholar;

- (a) Interview Schedule for Vice Chancellors of the Manipur University and the Central Agricultural University, Imphal;
- (b) Interview Schedule for the Administrative Officers of the Manipur University and the Central Agricultural University, Imphal;
- (c) Interview Schedule for the Commissioner and the Additional Director of the Department of University and Higher, Govt. of Manipur.

7.6. Data Collection

Data were collected from two sources, namely, primary and secondary sources. The primary sources, i.e. the first witnesses to a fact, were the responses obtained from the questionnaires and interview schedule and the original documents like Government records, reports, colleges/institutions and university prospectus, and minutes. The secondary sources refer to the secondary account provided in Books, Journals, magazines, etc.

7.6.1. Procedure of Data collection

The procedure for collecting data for the present study included;

- (i) Documentary survey;
- (ii) Administering questionnaires to principles, students and teachers; and
- (iii) Interviewed the high ranking officers of higher education.

7.7. Major Findings of the Study

The major findings of the study are presented below;

7.7.1. Findings related to development of general and professional higher education of Manipur

7.7.1.1. Development of General Higher Education

1. **Development of General Higher Education:** General higher education in Manipur has witnessed phenomenal development in terms of enrolment, number of institutions and expenditure. At the time of independence, Manipur had 1 college, 68 students and 10 teachers, but in 2004-05, the numbers have increased to 57 general colleges, 18268 students and 3378 teachers. The expenditure on general higher education has increased tremendously from Rs.1,85,000/- in 1955-56 to Rs.10,69,43,000/- in 1995-96.
2. **Women's Higher Education:** The development of women's higher education in Manipur was very slow. Till date only six women's colleges are operating throughout the entire state and these colleges were purely located in the valley districts, whereas no women's college was found in entire hill districts.
3. **Present Status of General Higher Education (District Wise):** In 2008, there are 57 (Fifty Seven) general colleges affiliated to the Manipur University, Imphal. Out of 57 colleges, 7 colleges are located at Bishnupur District, 3 in Chandel District, 5 in Churachandpur District, 25 in Imphal East District, 6 in Senapati District, 1 in Tamenglong District, 9 in Thoubal District; and 1 in Ukhrul District. It is evident that the district-wise distribution of general higher educational

institutions is imbalanced. This indicates the unplanned development of general higher education in the state. This is one serious set back of higher education system of Manipur.

7.7.1.2. Development of professional higher education

1. **Trends of Development of Professional Higher Education:** In spite of its late start, the professional higher education in Manipur has made some progress. The development of professional higher education was quite slow in comparison to that of general higher education as till date the state has 16 professional colleges/institutions and one university only. With the growth of institutions, continuous rise in the number of students was observed. But, in 2000-01, the number of students dropped drastically to 999 from 6078 in 1996-97. Similar trend was also seen for the general higher education. But, the number increased to 2403 in 2004-05. Moreover, the trend of growth in the number of teachers also showed a similar trend with that of the students. In 2000-01, the total number of teachers teaching in professional higher education had come down to 29. But, it had recovered in 2004-05 and the number of teachers had increased to 468, i.e. 16 times more than 2000-01.
2. **Professional University:** The Central Agricultural University (CAU) is the first and only professional university in the state which was founded in 1993 with its headquarters at Imphal. The University has its jurisdiction over the states of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Sikkim and Tripura.

7.7.2. Findings related to problems of higher education in Manipur

The study revealed that the higher education of Manipur was suffering from numerous problems and there are many reason for it. The major problems of the higher education of Manipur are described below;

1. Based on the analysis, 46.66 per cent of the general colleges; 50 per cent of the professional institutions and both the universities under study were providing hostel facility to the students. The study revealed that the number of hostel seats was limited at the college level. Due to this, students were compelled to stay in a

rented house. In case of the universities, it was observed that the hostel seats were quite adequate.

2. The study revealed that 13.51 per cent and 17.02 per cent of student respondents of general and professional institutions, respectively, revealed that their college libraries were too small and thus required expansion.
3. 37.50 per cent of teacher respondents of the Manipur University and 71.43 per cent of Central Agricultural University reported that there was shortage of quarters.
4. With regard to common room for students, 59.27 per cent of the students of the professional institutions revealed that such facility was not available in their institutions.
5. Based on analysis, the laboratory rooms of the general and professional institutions under study were found to be inadequately equipped with the laboratory facilities like equipments, chemicals, fridge, computers, etc.
6. As per data obtained, both the general and professional institutions were found to be suffering from shortage of teachers and non-teaching staff. 18.18 per cent of general colleges and 50 per cent of professional institutions reported that there was shortage of teachers. 27.27 per cent of general colleges and 33.33 per cent of professional institutions revealed the shortage of non-teaching staff.
7. With regards to students' admission, it was revealed that student admissions were done by the respective institutions including universities. The study also revealed that different types of admission procedures were adopted by each colleges/institutions and universities. The admission procedures adopted were first come first serve basis or merit basis or written test or interview or combination of written test and interview.
8. 68.98 per cent of teachers of general colleges and 89.66 per cent of teachers of professional institutions reported that they usually spend less than 10 hours per week in teaching. 57.14 per cent of teachers of Central Agricultural University

and 32.50 per cent of the teachers of Manipur University revealed that they spent less than 10 hours per week in teaching.

9. The study found out that due to lack of funds the teachers of private colleges/institutions and part time teacher both at the college and university level were not paid well.
10. As per data obtained, it was found out that the study materials in the libraries of most of the colleges and institutions (more than 60%) were not updated regularly except the teacher respondents (57.14%) of the Central Agricultural University revealed that the library study materials were updated regularly. Further, the overall observation revealed that the study materials (such as newspapers, magazines, journals, textbooks, etc.) were not adequately stocked in the libraries of most of the colleges and institutions including universities under study.
11. 22.46 per cent of student respondents of professional institutions and 46.45 per cent of the students of general colleges and 13.93 per cent of the students of Manipur University revealed that their teachers did not attend the class regularly. Though the percentage of students revealing it is less the matter should not be considered lightly as this will have serious impact in the long run.
12. The study also found out that bandhs and strikes were other important social issues which have caused frequent disruption in the academic activities.
13. The study found out that few general colleges (36.36%) under study were equipped with computers which were mainly used in the office. However, 100 per cent of the professional and the universities under study were found to be equipped with computers.
14. As per data obtained, majority of the general (54.55%) and professional (83.33%) colleges/institutions were not having alumni association.
15. As per data obtained and based on observation, It was found out that few general colleges (13%) under study were facing the problem of shortage of students

which had paralyzed the functioning of these colleges. Some colleges were even at the verge of closing down as the number of students was extremely low.

16. 71.41 per cent of students & 11.23 per cent of the teachers of general college and 73.86 per cent of students of professional institutions revealed that the courses were not completed on time. The reasons put forth by them students and teachers in support of their claim (courses not completed) are;
 - i. Teachers do not attend class regularly.
 - ii. Syllabus too vast.
 - iii. Colleges closed down quite often due to bandhs and strikes.
 - iv. Frequent transfer of teachers (11.15% of students general colleges)
17. 55.93 per cent of the students of professional institutions revealed that the library hour in their institution was too limited. The libraries under study, as revealed the students, were open during the class hours and were closed very early and also the libraries were not open on holidays. The students of the general colleges under study also face the same kind of problem.
18. Observation revealed that cheating and copying was prevalent during examination in most of the colleges. However, only 50 per cent of the students of professional institutions and few students of general colleges revealed that prevalence of such malpractices.
19. The study found out that neither the general nor the professional institutions including universities were providing placement facility to their students.
20. The study also revealed that books for libraries were purchased without consulting the teachers concerned. This was revealed by the teacher respondents of general colleges and Manipur University.

7.8. Suggestions and recommendations

The following are the humble suggestions, which if implemented will bring about improvement in the system.

7.8.1. Infrastructures:

1. Providing **adequate and better furniture** in the teachers' rooms, classrooms, laboratory rooms, libraries and students common rooms of the colleges/institutions. Besides, standard furniture should be provided in the classrooms of the Universities like the chairs attached with side board. The classroom seating arrangements should be improved and modernized by introducing better and comfortable furniture.
2. Providing enough **computers** along with internet connection in the libraries.
3. Laboratories should be properly equipped with necessary instruments.
4. **Hostels** should be provided by the institutions/colleges and the basic facilities like proper water supply, newspaper, proper fencing, proper toilets, generator to back up power shortage, visitors seating room and Television should also be provided.
5. **Games and sports facilities** such as large playground, volley ball court, basket ball court, badminton court and indoor stadium must be provided along with adequate sports materials so that the students get ample opportunities to explore their potentialities in this field.
6. There should be provision for **proper maintenance of the infrastructures**.

7.8.2. Administration:

1. **Higher Education Commission of Manipur (HECM)**: The appointment of principals, teachers, and non-teaching staff of the institutions must be free from any kinds of manipulations such as favouritism, corruption, political influences, and the likes. They must be recruited based on merits and their caliber and competency. In order to realize this philosophy an autonomous body, say for

example, the Higher Education Commission of Manipur may be established and the main functions of this commission may be recruitments related to higher education, co-ordinate admission processes at undergraduate level and most importantly act as the guardian of the higher educational system of Manipur.

2. Proper statute **body like NAAC** must be instituted which will constantly assess and evaluating the performance of the institutions.
3. **Proper Planning and Strong-inclusive Education Policy:** Most of the problems of higher education in Manipur are due to the absence of proper planning and weak policy. In fact, the solution for many problems of higher education is proper planning supported by far sighted strong policy. Therefore, the state government must make sincere commitment to frame higher education policy of the state without delaying farther. The education policy must also be inclusive of the needs and aspiration of all the communities in the state.
4. **Centralization of the admission process:** The admission of students for the general colleges and professional institutions must be centralized at the hands of the autonomous body like HECM as suggested above. This will help in ensuring equitable distribution of students in the different colleges and institutions and bring back some colleges, which are at the verge of shutting down, to life and not only this; it will also prevent the colleges from shutting down due to lack of students.
5. **Establishment of new institutions must be temporarily stopped** as sufficient number of general colleges has existed and more attention must be given for upgrading the existing institutions.
6. It is a high time to **revive the system by devise policies and programmes:**
 - a. To control undesirable increase in the number of colleges as it may affect the quality of education.

- b. Even if the demand increases, attempts should be made to expand the existing colleges rather than establishing new or recognizing new colleges.
 - c. Steps should be taken up to introduce new courses which are more vocational oriented in the existing colleges.
 - d. Strategies to improve the academic competitiveness among the teachers should be introduced. Some of the important tools to achieve this are conferring awards, proper and continuous promotion system and better facilities. There should be **scientific approach for the promotion** of teachers.
7. **Classes should be held regularly** and compensated by additional classes for the lost classes.
 8. Books must be purchased in consultation with the subject concerned teachers of all the institutions and universities.

7.8.3. Finance:

1. **Regular payment of salary**: Irregular payment of salary is not desirable as this can have potentially disastrous impact on the total educational system. Not only regular payment of salary is important, but paying reasonable and justified amount of salary to the teachers is also equally significant.
2. **Fund Raising Mechanism**: Total dependent on funds from the government and other funding agencies and the fees must be avoided as far as possible and the institutions must devise fund raising mechanism through which they can compensate the shortages of funds may by organizing certain traditional entertainment programmes like Lila (Manipuri traditional theatre show), displaying of tribal folk dances and songs, etc.
3. The government must make strong commitment to increase the budget allocation for the higher education sector.

4. **Community participation** can strengthen the finance aspect of individual colleges and institutions. For this to happen the colleges and institutions must win the trust of the community and not act as a commercial shop and keep itself aloof from any kinds of undesirable practices.
5. **Alumni Association** should be founded in all the colleges, institutions and universities. And at the same time the alumni's must be invited to either contribute for the higher education, in general, and for the individual colleges, institutions, and universities, in particular.
6. **The State government should encourage citizens of Manipur to make investment in the higher education sector.**

7.8.4. Academic:

1. The curriculum should reflect the social issues; the local traditions and cultures at the same time keeping a continuous track on the global trends.
2. Study materials must be stocked adequately in the libraries and periodically updated.
3. The examination and evaluation system must be made more scientific and rational. For this purpose the evaluation system should be divided into two parts – internal and external. 50% of the evaluation should be allocated for internal and the remaining 50% for the external. By doing so, it is expected that the evaluation will measure the real performance or wholesome quality of the students.
4. Commerce courses should be introduced in more colleges.
5. To make the educational system vibrant, **semester system** must be introduced even at the undergraduate level.
6. Proper **counseling** must be given to the students so that they can select the subject judiciously and plan their future career wisely.

7. In order to **solve students' absenteeism**, the following measures should be taken up;

- a. Teachers must attend the class regularly and on time.
- b. The institutions must be well maintained and make the institutions more attractive by providing sufficient facilities in the laboratories, libraries, canteen, students common rooms and games and sports.
- c. Recruit only competent and qualified teachers.

7.9. Concluding Statements:

The present study had been a big challenge for the Research Scholar and his Supervisor as the scope of the study was too vast. The study covered the entire higher educational system and almost the entire state of Manipur. Sincere attempt was made to conduct an in-depth and extensive study and eventually the study ends with eye opening revelations concerning the problems and trend of progress of higher education in the state of Manipur. Some of the unique problems of higher education in Manipur as revealed by the study are discussed in the following paragraphs.

The present study revealed numerous problems of higher education in Manipur and their probable factors (social, economical, political, etc.). Nevertheless, a deeper analysis and observation further revealed the root of these factors. Probably, the root cause of all the problems of higher education in Manipur may be attributed to lack of sincerity and faithfulness on the part of the government, education authorities, teachers, students and most importantly society. Therefore, it is imperative to devise a mechanism to infuse or condition sincerity and faithfulness among the authorities, teachers and students so that the system is revived and put back on the right track of academic excellence.

It was also revealed that the development of institutions of higher education in Manipur was concentrated in the Valley areas of the state and the hill areas were getting small share of it. Moreover, almost all the professional institutions were found to be located in the valley areas alone. This indicates the absence of proper planning and organization of the higher education system.

Unlike most of the states; where the numbers of colleges keep increasing, Manipur is facing a unique problem of dying colleges. The study found out that between the years 2000 to 2005 the state had lost 4 colleges of general education. Such decline in the number of colleges might be attributed to many factors – social, economical, political and ethnical. It was further revealed that the factors leading to the closure of colleges was mainly due to shortages of students. And, the shortage of students might be due (i) intra and extra migration of students, (ii) academic standard or quality of the colleges and (iii) other factors.

The intra students' migration means the movement of the students within the state – i.e. migration from one district to other. In this connection, the study found out that the students of a particular district go to colleges located in other district while a number of colleges are found to be functioning in their district. Numerous factors have caused such intra migration. Some of them may be (i) lack of quality education, (ii) lack of quality infrastructural, (iii) shortage qualified teachers and (iv) most importantly, leniency during examination. Moreover, extra migration means the moving out of students to other states for pursuing higher education.

One of the important and remarkable features of higher education system of the state is that unlike most of the state in the north eastern region the state of Manipur has the largest number of government colleges. The higher education system of Manipur has 25 government colleges (both general and professional education) which is about 34 per cent of the total colleges. This indicates that the missing link between input and output of higher education of Manipur seem to be proper planning and far sighted policies.

The higher education system of Manipur, in spite of being surrounded by numerous problems, has a very bright and promising future, unless proper planning is done. As a matter of fact, the system has tremendous potential to excel because the system does not lack colleges and institutions. To achieve excellence in academic and in order to deliver quality education and maintain status quo, the higher education system

of Manipur must evolve in such a way that it is free from all sorts of flaws and immune to the different kinds of academic problems and social evils. To realized this goal;

- Consistent efforts must be directed towards expansion and up-gradation of the infrastructural facilities which must be backed by proper maintenance.
- The higher education system must be guided by good and efficient administration which will maintain proper checks and balances between the academic autonomy and the mechanism controlling it. Moreover, in order to yield the best result, proper planning and diligent management of resources of higher education is imperative.
- Strong and honest commitment must be made to provide adequate funds to the higher education. For this purpose not only the government but also potential private individual should be encourage to invest their resources for the cause of higher education.
- The human resources of higher education such as officer and staff of higher education departments, head of the institutions, teachers, students and parents should discharge their responsibility sincerely and faithfully and also develop positive attitude towards higher education.

The vision to make the higher education system of Manipur one of the best not only in India but also throughout the world can be realized only when these factors are addressed with proper approached accompanied by right and committed attitude.

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APPENDIX - C (I)
QUESTIONNAIRE
(For the **Principal** of General Colleges)

Instructions:

- (i) The following is a list of questions to which your honest responses are humbly solicited.
- (ii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (iii) You can tick more than one option wherever applicable.
- (iv) Please do not mark/fill whichever is not applicable.
- (v) Kindly do not use abbreviations.
- (vi) **Your responses will be used for the research purpose only and it shall be kept strictly confidential.**

1.0. GENERAL INFORMATION

- 1.1. Name of Principal (Mr/Ms/Dr/Prof):.....
- 1.2. Phone No. (O) (M) email.....
- 1.3. (a) Name of college:.....
(b) Year of establishment.....
(c) College Address.....District..... PIN.....
- 1.4. Please specify the location of your college: (a) Rural [] (b) Urban []
- 1.5. Which of these courses are offered in your college? **Kindly tick mark.**
(i) UG level: (a) Honours courses : (i) B.A.[] (ii) B. Sc.[] (iii) B.Com []
(b) Pass courses : (i) B.A.[] (ii) B. Sc.[] (iii) B.Com []
(ii) PG level : (i) M.A[] (ii) M. Sc.[] (iii) M.Com []
- 1.6. Please mention the name of the University to which your college is affiliated:
.....
- 1.7. Status of your college:-
(a) Status of affiliation: (i) Permanent [] (ii) Temporary []
(b) Type of management: (i) Private [] (ii) Government []
- 1.8. Which of the following Authorities have recognized your college?

Authorities	Date of Recognition
(a) State Government []	
(b) University Grants Commission (UGC) []	
(c) Any other authority (kindly specify)	
- 1.9. Kindly specify under which of the following types your college falls?
(a) Co-ed college [] (b) Girls college [] (c) Boys college []
- 1.10. Which of the following type of programmes is/are conducted in your college?
(a) Morning shift programme [] (b) Day shift programme []
(c) Evening shift programme [] (d) Any other (please specify).....
- 1.11. Is your college being assessed by National Assessment and Accreditation Council?
If Yes, please mention the grade accredited to your college..... and year

1.12. Kindly mention the enrolment of students for different streams in your college during the last 5 years.

Streams/Subjects	Total enrolment				
	2002-03	2003-04	2004-05	2005-06	2006-07
Bachelor of Arts					
Bachelor of Science					
Bachelor of Commerce					
Master of Arts					
Master of Science					
Master of Commerce					

1.13. Kindly mention the number of teachers serving in your college during the following years.

Years		2002-03	2003-04	2004-05	2005-06	2006-07	Total
No. of teachers	Regular/ Permanent						
	Adhoc						
	Part-time						
Total							

1.14. Kindly specify the present number of teachers of your college along with their educational qualifications.

- (a) Number of teachers with (i) NET (ii) SLET
 (b) Number of teachers with M.Phil.....
 (c) Number of teachers with Ph.D.....
 (d) Current total number of teachers:.....

3.0. INFRASTRUCTURE

LAND, BUILDINGS, & ROOMS

3.1. Does your college have land of its own?

Y/N

3.2. Do you have the following facilities in your college? **Please tick mark.**

- (a) Playground/fields [] (b) Basketball court []
 (c) Volley ball court [] (d) Auditorium []
 (e) Indoor Stadium [] (f) Library []
 (g) Canteen []

3.3. Does your college have building of its own?

Y/ N

If No, kindly mention how classes and laboratory practicals are conducted?

- (a) Rented house [] (b) Any other (please specify).....

3.4. What is the type of your college building?(a) RCC type [] (b) Assam type []

3.5. Is your college building properly maintained and repaired regularly? Y/N

If No, kindly mention the reason(s)

.....

3.6. Are there adequate numbers of classrooms in the college?

Y/N

If No, give reason

.....

COLLEGE EQUIPMENTS (AUDIO-VISUAL AIDS)

3.7. What type of Audio-visual Aids is available in your college? **(please tick)**

Audio-visual Aids	Television	Tape recorder	Overhead Projector	Laptop	LCD Projector
	[]	[]	[]	[]	[]
Available	[]	[]	[]		[]

3.8. Are computers installed in your college? Y/N

3.9. Kindly specify the purpose for which computers are installed?

Purposes	Practical work []	Office use []	Library []	Internet []
Specify Nos. of computers				
Tick if adequate	[]	[]	[]	[]

3.10. Are teachers provided with computer set?

(a) To few teachers [] (b) To all teachers []

3.11. Is internet facility available in the College? Y/N

If Yes, to whom the facility is provided?

(a) Principal only [] (b) Teachers only []
(b) Students only [] (c) For office use only []

LABORATORY

3.12. Does your college have separate laboratory rooms for different subjects? Kindly mention in details

(a) Number of subjects having laboratory practical as part of their course

(b) Total number of laboratory practical rooms available in the college

3.13. Do you have problem with laboratory practical facilities in your college? Y/N

If Yes, what are the problems

3.14. Whether your college has adequate equipments and instruments for conducting practical works in the laboratory? Y/N

3.15. What problems does your college face with regards to laboratory facilities?

(a)
(b)

LIBRARY

3.16. Please specify the condition of your college library? **Please put tick mark.**

(a) Library is attached to the college building []

(b) Library is in a separate building []

3.17. What infrastructural problems do you face in respect to your college library facility?

3.18. Suggest measures to improve library infrastructural facilities of your college.

HOSTEL

3.19. Does your college provide hostels facilities for students? Y/N

3.20. What are the infrastructural problems of your college hostel?

(a)
(b)
(c)

4.0. ADMINISTRATION

4.1. Is there a Governing Body in your college?

Y/N

If Yes, what are the functions of the Governing Body? **(kindly specify)**

4.2. Which of the following records are properly maintained in your college?

(a) Personal file of teachers [] (b) Staff confidential register []

- (c) College Minute register [] (d) Salary register []
 (e) Leave register [] (f) Admission register []
 (g) Fee register [] (h) Cash book []
 (i) Stock register [] (j) Certificates register []
 (k) Library attendance register [] (l) Teacher Attendance Register []
 (m) Library books lending and receipt register []
 (n) Any other (Kindly mention).....
- 4.3. Who prepare the academic calendar of your college?

- 4.4. Do you have enough non-teaching staff to carry out the administrative work smoothly?
 Y/N
- 4.5. Who recruits teachers in your college? **(kindly specify)**
 (a) Manipur Public Service Commission [] (b) Governing Body []
 (c) Department of Education (U) [] (d) Principal []
 (e) Government of Manipur [] (f) Manipur University []
 (g) Any other (please specify)
- 4.6. What problems you face with regards to teachers recruitment? **(please mention)**
 (a).....
 (b).....
- 4.7. How are students admitted in your college? **(Kindly tick)**
 (a) On the basis of written test [] (b) On the basis of viva []
 (c) Performance of last exam [] (d) First come first serve []
 (e) Any other (kindly specify).....
- 4.8. Do you advertise for college admission? If yes, how do you advertise?
 (a) Through Newspaper [] (b) Any other (please specify)
- 4.9. Are seats reserved for students belonging to backward communities in your college? Y/N
 If Yes, please mention the percentage of seat reserved for different categories.
- | Category | Scheduled Caste | Scheduled Tribes | Other Backward Classes | Physically handicapped |
|----------------|-----------------|------------------|------------------------|------------------------|
| Seats reserved | | | | |
- 4.10. How often do you face student unrest problems in your College?
 (a) Frequently [] (b) Rarely [] (c) Never []
- 4.11. What are you doing for solving students' unrest problems in your college? (please mention)

- 4.12. Does your college have alumni association? Y/N
- 4.13. What are the problems faced by your college with regard to administration?
 (a)
 (b)
- 5.0. FINANCE**
- 5.1. How do you prepare the annual budget of your college? **(please mention in detail)**

- 5.2. How is your college accounts audited?
 (a) Annually [] (b) Half-yearly [] (c) Quarterly []
- 5.3. Which of the following type of audit is adopted in your college?
 (a) Internal audit only [] (b) External audit only [] (c) Both []
- 5.4. If external audit is adopted, kindly specify the agency or persons involved.

.....

 5.5. Please give in detail the financial problems faced by your college.

(a)

(b)

5.6. Suggest measures for solving your college financial problems.

(a)

(b)

6.0. ACADEMIC

6.1. What are the aims and objectives of your college? (please mention)

6.2. Who prepare the curriculum of your college?

6.3. Is the curriculum regularly revised?

Y/N

If Yes, kindly mention how often it is being revised?

(a) Once in 3 years [] (b) Once in 5 years [] (c) Once in 10 years []

6.4. Are you satisfied with the academic provisions of your college?

Y/N

6.5. Do you supervise teachers in their teaching activities?

Y/N

LIBRARY

6.6. Is the study materials in the library updated regularly?

Y/N

6.7. Do you have a permanent librarian?

Y/N

6.8. What are the problems faced by your college with reference to library?

(a)

(b)

EXAMINATION AND EVALUATION

6.9. Which of the following examination system is followed in your college?

(a) Annual [] (b) Semester [] (c) Any other (kindly specify)

6.10. Are the examinations held as scheduled?

Y/N

6.11. Are the examinations result declared on time?

Y/N

6.12. What are the problems faced by your college with reference to examination?

(a)

(b)

CO-CURRICULAR ACTIVITIES

6.13. Does your college organize excursion or educational tour?

Y/N

6.14. Does your college organize Annual Sport Meet?

Y/N

6.15. Kindly specify various co-curricular activities organized in your college. (Please tick)

Games and Sports	Intellectual Activities	Cultural Activities
Football []	Debate []	Drama []
Volley ball []	Extempore Speech []	Dance []
Cricket []	Quiz []	Singing Competition []
Table-tennis []	Seminars []	Cleaning Drive []
Badminton []	Essay writing []	Music (folk) []
Hockey []		Music (Modern) []
Atheletics		

6.16. Have your college participated in any of the following sport events? Kindly put tick mark.

(a) Inter-college tournament [] (b) State level events []

(c) National level events [] (d) International events []

- (e) Medical Council of India (MCI) []
- (f) Bar Council of India (BCI) []
- (g) All India Council for Technical Education (AICTE) []
- (h) Any other authority (kindly specify)

1.10. Kindly specify under which of the following types your College/institute falls?

- (a) Co-ed College/institute [] (b) Girls College/institute []
- (c) Boys College/institute []

1.11. Is your College/institute being assessed by National Assessment and Accreditation Council? Y/N

If Yes, please mention the grade accredited to your College/institute..... and year

1.12. Kindly mention the total enrolment of students in your College/institute during the last five years.

Streams/Subjects	Total enrolment				
	2002-03	2003-04	2004-05	2005-06	2006-07
Bachelor of Medical Science (MBBS)					
Doctor of Medicine (M.D.)					
Bachelor of Engineering (BE/B.Tech)					
Master of Technology (M.Tech)					
Bachelor of Education (B.Ed)					
Master of Education (M.Ed)					
Bachelor of Law (LLB)					
Master of Law (LLB)					

1.13. Please mention the extent of drop-out of students in your College/institute during 2006.

- (a) below 5%[] (b) 5-10%[] (c) 10-25%[] (d) 25-50%[] (e) above 50%[]

1.14. Kindly mention the number of teachers in your College/institute during the following years.

Years		2002-03	2003-04	2004-05	2005-06	2006-07
No. of teachers	Permanent					
	Part-time					

1.15. Kindly specify the present number of teachers of your College/institute along with their educational qualifications.

Total number of teachers:.....

Number of teachers with NET (for B. Ed college)

Number of teacher with SLET (for B. Ed. College)

Number of teachers with M.Phil.....

Number of teacher with M.Tech.....

Number of teacher with M.D.....

Number of teachers with Ph.D.....

3.0. INFRASTRUCTURE

LAND, BUILDINGS AND ROOMS

3.1. Does your College/institute have land of its own?

Y/N

3.2. Do you have the following facilities in your College/institute? **Please tick mark**

- (a) Playground/fields [] (b) Basketball court []

- (c) Volley ball court [] (d) Auditorium Hall []
 (e) Indoor Stadium [] (f) Library Building []
 (g) Canteen []

3.3. Does your College/institute have building of its own? Y/N

If No, kindly mention how classes and laboratory practicals are conducted?

- (a) Rented house [] (b) Any other (please specify).....

3.4. What is the type of your College/institute building?

- (a) RCC type [] (b) Assam type []

3.5. Is your College/institute building properly maintained and repaired regularly? Y/N

If No, kindly mention the reason(s)

3.6. Are there adequate numbers of classrooms in the College/institute? Y/N

If No, give reason

AUDIO-VISUAL AIDS

3.7. What type of Audio-visual Aids is available in your College/institute? (please tick)

Audio-visual Aids	Television []	Tape recorder []	Overhead Projector []	LCD Projector []
Specify Nos.				
Tick if adequate	[]	[]	[]	[]

* Any other (please specify)

3.8. Are computers installed adequately in your College/institute? Y/N

If yes, kindly specify the purpose for which computers are installed?

Purposes	Practical work []	Office use []	Library []	Internet []
Specify Nos. of computers				
Tick is adequate	[]	[]	[]	[]

3.9. Are teachers provided with computer set? Please specify the nature.

- (a) To few teachers [] (b) To all teachers []

3.10. Is internet facility available in the College/institute? Y/N

If Yes, to whom the facility is provided?

- (a) Principal only [] (b) Teachers only []
 (b) Students only [] (c) For office use only []

LABORATORY

3.11. Whether your college/institute has adequate equipments and instruments in the laboratory for conducting practical works? Y/N

3.12. What is the mode of equipping your laboratory?

- (a) Self Purchase through college/institute fund []
 (b) Provided by the state government []
 (c) Provided by the national government agencies []
 (d) Provided by international agencies []

3.13. What problems do your College/institute face with regards to laboratory facilities?

- (a)
 (b)

3.14. Kindly give measures to improve the condition of laboratory facilities in your College/institute.

- (a)
 (b)

LIBRARY

3.15. How is your College/institute library functioning? **Please put tick mark.**

- (a) Library is attached to the College/institute building []
 (b) Library is in a separate building []

3.16. What infrastructural problem do you face in respect to your College/institute library facility?

- (a)
 (b)

3.17. Suggest measures to improve library infrastructural problems of your College/institute.

- (a)
 (b)

HOSTEL

3.18. Does your College/institute provide hostels facilities for the students? Y/N

3.19. Please mention various facilities provided in the hostel.

- (a) Single bedded rooms [] (b) Two bedded rooms []
 (c) Dormitory [] (d) Mess Hall []
 (e) Any other (please mention).....

3.20. What are the infrastructural problems of your College/institute hostel?

- (a)

3.21. Suggest measures to improve hostel infrastructural problems of your College/institute.

- (a)
 (b)

4.0. ADMINISTRATION

4.1. Is there a Governing Body for your College/institute? Y/N

If Yes, what are the functions of the Governing Body?(kindly specify)

.....

4.2. Who prepare the academic calendar for your College/institute?

.....

4.3. Do you have adequate non-teaching staff to carry out administrative work smoothly? Y/N

4.4. Which of the following records are properly maintained in your college?

- (a) Personal file of teachers [] (b) Staff confidential register []
 (c) Meeting Minutes register [] (d) Salary register []
 (e) Leave register [] (f) Admission register []
 (g) Fee register [] (h) Cash book []
 (i) Stock register [] (j) Certificates register []
 (k) Library attendance register [] (l) Teacher Attendance Register []
 (m) Library books lending and receipt register []
 (n) If any other (Kindly mention).....

4.5. Do you have enough administrative staff in your college/institute?

4.6. Do you have enough machines for carrying out day-to-day administrative works in your college?

Machines	Xerox	Type-	Cyclostyle
Not enough	[]	[]	[]
Enough	[]	[]	[]

TEACHER

4.7. Do you have adequate number of teachers for carrying out academic activities smoothly?
Y/N

4.8. Who recruits teachers in your College/institute? **(kindly specify)**

- (a) Manipur Public Service Commission [] (b) Governing Body []
 (c) Principal []
 (d) Department of Education, Govt. of Manipur []
 (e) Any other (please specify)

4.9. What are the problems faced by you with regards to teachers recruitment? **(please mention)**

- (a).....
 (b).....

4.10. Which of these facilities are provided to teachers of your college/institute?

- (a) Promotion [] (b) Annual increments [] (c) Leaves []

4.11. Is there any provision for reservation of teaching post (in term of percentage) to various categories?

- (a) ST.....% (b) SC.....% (c) General.....% (d) Others.....%

STUDENT

4.12. How are students admitted in your college? (Kindly tick)

- (a) On the basis of written test [] (b) On the basis of viva []
 (c) Percentage of last exam [] (d) Any other (kindly specify).....

4.13. What is the mode of students' admission in your college/institute?

- (a) Advertise in the Newspaper: Local/Regional/National
 (b) Notified in the college/institute notice board []
 (c) Announce in the state Radio/Local Dordarshan/Local Cable Channel

4.14. Are seats reserved for students belonging to backward communities in your college/institute? Y/N

If Yes, please mention the percentage of seat reserved for different categories.

Category	Scheduled Caste	Scheduled Tribes	Other Backward Classes	Physically handicapped
Seats reserved				

4.15. How often do you face student unrest problems in your College/institute?

- (a) Frequently [] (b) Rarely [] (c) Never []

4.16. Does your College/institute provide placement facility to the students?

Y/N

4.17. Does your College/institute have alumni association?

Y/N

4.18. What are the problems faced by your college/institute with reference to administration?

- (a)
 (b)

4.19. Give your view for the improvement of college/institute administration.

- (a)
 (b)

5.0. FINANCE

5.1. How do you prepare the annual budget of your college/institute? **(please mention in detail)**

.....

5.2. If external audit is adopted, kindly specify the agency or persons involved.

.....

5.3. How is your college accounts audited?

(a) Annually [] (b) Half-yearly [] (c) Quarterly []

5.4. Which of the following type of audit is adopted in your college/institute?

(a) Internal audit only [] (b) External audit only []

5.5. Please give in detail the financial problems faced by your college/institute.

(a)

(b)

(c)

5.6. Suggest measures for solving your college/institute financial problems.

(a)

(b)

(c)

6.0. ACADEMIC

6.1. Who prepare the curriculum of your college/institute?

6.2. Which of the following is an integral part of the course?

(a) Internship [] (b) Practice Teaching []

(c) Practicing Law [] (d) Any other (please specify)

* Please mention the problems faced by your college/institute with regard to the above.

6.3. Are you satisfied with the academic provisions of your college/institute?

Y/N

LIBRARY

6.4. Is the study materials in the library updated regularly?

Y/N

6.5. Do you have permanent librarian?

Y/N

6.6. What are the problems faced by your college with reference to library?

(a)

(b)

EXAMINATION AND EVALUATION

6.7. Which of the following examination system is followed in your college/institute?

(a) Annual [] (b) Semester [] (c) Any other (kindly specify)

6.8. Are the examinations held as scheduled?

Y/N

6.9. Are the examinations result declared on time?

Y/N

6.10. What are the problems faced by your college/institute with reference to examination?

(a)

(b)

CO-CURRICULAR ACTIVITIES

6.11. Does your College/institute organize excursion or educational tour?

Y/N

6.12. Does your College/institute organize Annual Sports Meet?

Y/N

6.13. Kindly specify various co-curricular activities organized in your college/institute. (Please tick)

Games and Sports	Intellectual Activities	Cultural Activities
Football []	Debate []	Drama []
Volley ball []	Extempore Speech []	Dance []
Cricket []	Quiz []	Singing Competition []
Table-tennis []	Seminars []	Cleaning Drive []
Badminton []		
Hockey []		
Athletics []		

APPENDIX – C(III)

QUESTIONNAIRE FOR UNIVERSITY TEACHERS

Instructions:

- (i) The following is a list of questions to which your honest responses are humbly solicited.
- (ii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (iii) You can tick more than one option wherever applicable.
- (iv) Please do not mark/fill whichever is not applicable.
- (v) Kindly do not use abbreviations.
- (vi) **Your responses will be used for the research purpose only and it shall be kept strickly confidential.**

1.0. TEACHER'S PROFILE

- 1.1. Name: (Mr/Mrs/Ms/Dr/Prof)
- 1.2. Designation:
- 1.3. Nature of your post: (a) Regular [] (b) Part-time []
(c) Guest Lecturer [] (d) Visiting Professor []
- 1.4. Name of the department and University in which you are serving at present:
(a) Dept.:..... (b) University:.....
- 1.5. Please give your reason why have you joined teaching Profession?
.....
How satisfied are you with your present job?
(a) Satisfied [] (b) Partially satisfied [] (c) Dissatisfied []
In case you are dissatisfied, please mention why it is so.....
.....
- 1.6. Kindly specify your Educational qualification:
(a) MA [] (b) MSc [] (c) MCom []
(d) MSc(Agri) [] (e) M.Tech [] (f) MPhil []
(g) PhD [] (h) NET [] (h) Post Doctorate []
(i) Any other.....
- 1.7. Do you under take any independent project? Y/N
If Yes, please mention;
~ (a) The name of the Project:
(b) The sponsoring agency:.....
- 1.8. How many times have you attended the following programmes? Please specify
(a) Seminars (b) Workshops (c) Conferences
- 1.9. Kindly specify the academic staff programmes you attended:(please give number of times in space provided)
(a) Orientation Programmes..... (b) Refresher course
(c) Any other (please specify)

2.0. INFRASTRUCTURE

BUILDING & ROOMS

- 2.1. What is the structure of your department building?
(a) RCC type [] (b) Assam type [] (c) Multi-storey building []
- 2.2. Are there adequate numbers of room in your department? Y/N
If No, kindly mention the number of rooms required
- 2.3. Does your department have seminar room? Y/N
- 2.4. Are Research Scholars being provided a separate room in your department? Y/N
If Yes, kindly mention the facilities provided in their room.
(a) Computer [] (b) Internet connection [] (c) Cupboard []
(d) Tables & chairs [] (e) Any other (kindly specify)

- 2.5. Is single room provided to every teacher in your department? Y/N
If Yes, kindly mention the facilities provided in your room.
(a) Computer set[] (b) Internet connection[] (c) Cupboard []
(d) Fan [] (e) Telephone [] (f) Tables & Chairs[]
(f) Any other (kindly specify)
- 2.6. Is residential quarters provided to the teachers of the University? Y/N
If Yes, are the quarters adequate? Y/N

EQUIPMENTS

- 2.7. What teaching aids are available in your department? Kindly tick mark [✓] and specify the numbers.
(a) Television set[] (b) Overhead Projecto []
(c) LCD Projector[] (d) TV with Satellite Network []
(e) Flipchart [] (f) Any others.....
- 2.8. Is there a full time technician to look after electronic equipments of your department? Y/N

CLASSROOM INFRASTRUCTURE

- 2.9. What is the condition of classroom infrastructure in your department?
(a) Roof & walls in bad condition[] (b) No fan []
(c) Furniture in bad condition [] (d) Improper ventilation []
(e) No proper electricity []
(f) Any other(please specify)
- 2.10. Which of the following furniture is provided adequately in the classroom?
(a) Chair attached with desk-board [] (b) Long benches and desks []
(c) Chair and table [] (d) Lecture stand []
(e) Any other (kindly specify).....

LABORATORY

- 2.11. Is the laboratory in your department large enough? Y/N
- 2.12. Is the practical laboratory adequately equipped with the following components;

Components	Equipments	Chemicals	Computers	Fridge	Furniture
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

- 2.13. What are the laboratory problems face by you in your department? (please mention)
(a)
(b)

LIBRARY

- 2.14. Kindly specify the infrastructure condition of the University library.

Facilities	Reading room	Tables and chairs	Electricity	Fans	Computers
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]
Bad condition	[]	[]	*****	[]	[]

- 2.15. Is the University library computerized? Y/N
If Yes, state whether it is helpful to you?.....

- 2.16. Kindly mention the infrastructural problems of the University library.

(a)
(b)

- 2.17. Please state the infrastructural problems of your department.

(a)
(b)

2.18. Kindly suggest measures to improve the infrastructural conditions of your department.

- (a)
(b)

3.0. ADMINISTRATION

ADMISSION

3.1. How seats are reserved for the students in your department?

- (a) Gen..... % (b) SC..... % (c) ST..... % (d) Others..... %

3.2. How are students admitted in your department? **(please tick)**

Courses	Merit basis	Written Test	Interview	(d) Any other
Master Degree	[]	[]	[]	_____
M. Phil.	[]	[]	[]	_____
Ph. D.	[]	[]	[]	_____

3.3. Please describe the various admission problems in your department.

- (a)
(b)

SERVICE AND WORKING CONDITIONS

3.4. What is the condition of your work load? Please mention

- (a) Very heavy [] (b) Moderate [] (c) Light []

3.5. What problems do you have with regard to your service and working conditions? Please state.

LEAVE

3.6. Are you satisfied with the existing leave provisions for teachers in your University? Y/N
If No, kindly mention the reason.....

3.7. How far are you satisfied with the overall functioning of the University administration?

- (a) Highly satisfied [] (b) Satisfied [] (c) Dissatisfied []

In case you are dissatisfied, please specify.

3.8. What other administrative problems do you face in the university?

- (a)
(b)

4.0. FINANCE

SALARY

4.1. What is your pay scale?

Scale of Pay		
UGC Scale	State Scale	ICAR Scale
[]	[]	[]

4.2. If you are not a regular faculty of the university, how are you being paid? **(please mention)**

4.3. Which of the following financial facilities are provided to teachers by the University?

- (a) House rent allowance [] (b) Medical aid/allowance []
(c) CPF and Gratuity [] (d) Pension []
(e) Group Insurance [] (f) Dearness allowance []
(g) Traveling allowance [] (h) Compensation for accidents on duty []
(i) Any other (kindly specify)

4.4. How many actual hours per week do you spend in teaching?

4.5. How many classes do you take in a week? Please specify

(a) Less than 10 hours [] (b) 10 hours and more []

4.6. Is there students' unrest problem in your University? (please state)

.....

.....

4.7. What financial problems are faced by you in your University? Kindly mention.

(a)

(b)

5.0. ACADEMIC

CURRICULUM

5.1. Is the curriculum/syllabus revised regularly?

Y/N

5.2. Do you regularly complete the course before the examination?

Y/N

If No, kindly mention the reason.

.....

5.3. What types of research courses are offered in your Department? Kindly mention.

(a) Ph.D.[] (b) M. Phil. [] (c) Research Project []

(d) Any other (kindly specify)

5.4. Are you satisfied with the existing curriculum?

Y/N

If No, please mention main defects of the curriculum

.....

5.5. Are there provisions for tutorial classes in your department?

Y/N

5.6. What various academic problems do you face in the university?

(a)

(b)

METHODS OF TEACHING

5.7. What teaching method do you use during the class session?

(a) Lecture [] (b) Demonstration and illustration []

(c) Dictation [] (e) Discussion []

(f) Any other (please specify).....

5.8. What is the medium of instruction in the university?

(a) English[] (b) Manipur [] (c) Hindi []

5.9. What problem do you faced with teaching in the department? Kindly mention.

.....

.....

EXAMINATION & EVALUATION

5.10. What types of examination system exist in your University?

(a) Semester[] (b) Annual [] (c)Any other.....

5.11. What problems do you faced in connection with examination and evaluation? Kindly mention.

(a)

(b)

LIBRARY

5.12. Are the University Library reading materials updated regularly?

Y/N

5.13. Mention whether the University library is adequately equipped with study materials?

Materials	Journals	Newspapers	Encyclopedias	Magazines	Textbooks
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

5.14. Please mention whether the University library is useful to you or not.

.....

5.15. What is the usual day timing of the University library?

5.16. Is the university library open during night shift? If yes, please specify the timing.....

5.17. Are you satisfied with the functioning of university library? If no, kindly mention the problems.

(a)

(b)

RESEARCH AND PUBLICATIONS

5.18. Whether you have any publications? (please specify Nos.)

Publications	Books	Journals (International)	Journals (National)	Research Monograph	Research Projects
Specify Nos.					

5.19. How many scholars are under your supervision? Please specify the number of scholar

	Ph. D.	M.Phil
Completed		
Current (Pursuing)		

5.20. What types of technologies are developed by your University till date? (please describe them) (For Central Agriculture University teachers).....

.....

5.21. What problems do you face in supervising scholars in their research work?

.....

MISCELLANEOUS

5.22. Are students regular in attendance? Y/N

If No, what action do you usually take?

.....

5.23. Does your University have provision for placement of students? Y/N

5.24. What are the various problems faced by the University teachers?

(a)

(b)

5.25. Please suggest measures to solve problems of university teachers.

(a)

(b)

APPENDIX – C (IV)
QUESTIONNAIRE FOR COLLEGE TEACHERS

Instructions:

- (i) The following is a list of questions to which your honest responses are humbly solicited.
- (ii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (iii) You can tick more than one option wherever applicable.
- (iv) Please do not mark/fill whichever is not applicable.
- (v) Kindly do not use abbreviations.
- (vi) **Your responses will be used for the research purpose only and it shall be kept strictly confidential.**

1.0. GENERAL INFORMATION

1.1. Name: (Mr/Mrs/Ms/Dr/Prof)

1.2. (a) Designation:

(b) Name of College/institute:..... (c) Dept:.....

(d) Location: (i) Rural [] (ii) Urban [] (e) District:.....

1.3. Which of the following type of programmes is/are conducted in your college/institute?

(a) Morning shift [] (b) Day shift [] (c) Evening shift []

(d) Any other (please specify).....

1.4. Which shift are you working?

1.5. Status of appointment: (a) Regular [] (b) Part-time []

1.6. Educational qualification:

A. For General College/institute Teachers:

MA	MSc	MCom	MPhil	PhD	NET	SLET	JRF
[]	[]	[]	[]	[]	[]	[]	[]

B. For Professional College/institute Teachers:

MD	MTech	MEd	LLM	MPhil	Ph.D.	NET	SLET	IRF
[]	[]	[]	[]	[]	[]	[]	[]	[]

1.7. What are your reasons for joining the teaching Profession?

(a) Noble profession [] (b) Personal interest []

(c) Good Salary [] (d) Good status in the society []

(e) Any other (please specify)

1.8. Are you satisfied with the present job?

Y/N

If No, kindly state the reason.....

1.9. Teaching experience: Years.

1.10. What are the programmes that you have attended for professional growth? Kindly specify.

(a) Orientation Programmes [] (No. of times attended.....)

(b) Refresher course [] (No. of times attended.....)

(c) Seminars [] (No. of times attended.....)

(d) Workshops [] (No. of times attended.....)

(e) Conferences [] (No. of times attended.....)

(f) Any other (please specify).....

1.11. How are teachers promoted in your college/institute?

(a) Seniority Basis [] (b) UGC norms []

(c) Good Records []

(d) Any others (kindly specify)

1.12. How many college/institutes are you serving simultaneously? (leave it if not applicable)

.....

2.0. INFRASTRUCTURE**BUILDING**

2.1. Kindly specify the type of your college/institute building.

(a) RCC type [] (b) Assam type []

2.2. Which of the following building are available in your college/institute?

(a) Auditorium [] (b) Indoor Stadium []
 (c) Library Building [] (d) Administrative Building []
 (e) Adequate classrooms []

2.3. Are teachers provided with residential quarters?

Y/N

ROOMS

2.4. Please mention the type of room provided to the teachers in your college/institute.

(a) Separate rooms for each department [] (b) Single room per teacher []
 (c) Common room for all teachers []
 (d) Any other (kindly specify)

2.5. What types of furniture is provided in the teacher's room?

(a) Ordinary chairs and table [] (b) Ordinary long benches and long tables []
 (c) Good arm chairs and tables [] (d) Any others (kindly specify)

2.6. What facilities are available adequately in the teachers' common room in your college/institute? (Please tick)

Facilities	News-papers	Magazines	Water-filters	Fans	Telephone
Available	[]	[]	[]	[]	[]
Adequate	[]	[]	[]	[]	[]

LABORATORY

2.7. Is your department being provided with separate laboratory rooms in your college/institute for conducting experiments?

Y/N

2.8. Does your college/institute have adequate laboratory facilities?

Y/N

2.9. Are the laboratory adequately equipped with the following components and also specify the conditions of these equipments;

Components	Experimental Equipments	Chemicals	Computers	Fridge	Furniture
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]
Bad condition	[]	[]	[]	[]	[]

2.10. To what extend the laboratory facilities are utilized by the teachers and students?

Daily	Thrice a week	Once a week	Any other
[]	[]	[]	

2.11. What are the laboratory infrastructural problems that you face in your college/institute? (Kindly specify).....

LIBRARY

2.12. Is your college/institute library spacious?

Y/N

2.13. What types of infrastructural facilities are available in your college/institute library?

Facilities	Tables and chairs	Electricity	Fans	Computers
Inadequate	[]	[]	[]	[]
Bad condition	[]	[]	[]	[]

2.14. What are the infrastructural problems of your college/institute library?

(a).....

(b).....

AUDIO-VISUAL AIDS

2.15. What types of Audio-visual Aids are available in your college/institute? (please tick)

Audio-visual Aids	Video	Tape recorder	Overhead Projectors	Flipchart	LCD Projector	Computer with videodiscs
Available	[]	[]	[]	[]	[]	[]

2.16. Are the audio-visual aids adequate?

Y/N

2.17. Do you face any problem in using of audio visual aids? If yes, kindly mention the problems.

.....

3.0. ADMINISTRATION

3.1. What is the procedure for recruitment of teachers in your institute/college?

(a) Advertisement [] (b) Written Test [] (c) Interview []

(d) Merit [] (e) Research/teaching experience []

(f) Any other

3.2. Who appointed teachers in your college/institute?

(a) The principal/Director []

(b) Manipur Public Service Commission []

(c) Management Committee [] (d) Any other

3.3. How are teachers promoted in your college/institute?

(a) Seniority basis [] (b) UGC norms []

(c) State norms [] (d) Research activities []

(e) Good Records [] (f) Qualifications []

(g) Any other

3.4. Is there any problem with regards to recruitment of teachers in your college/institute?

(Please tick)

(a) Corruption [] (b) No written test or interview []

(c) Favouritism [] (d) No proper advertisement []

(e) Any other (kindly specify).....

3.5. How many classes do you take in a week? Please specify

(a) Less than 10 hours [] (b) 10 hours and more []

3.6. Which of the following leave facilities are provided to teachers in your college/institute?

(a) Casual leave [] (b) Earned leave []

(c) Medical leave [] (d) Maternity leave []

(e) Sabbatical leave [] (f) Study leave []

(g) No leave facilities [] (h) Special Casual leave []

(i) Deputation leave []

3.7. Are you satisfied with the existing leave facilities for teachers in your college/institute?

Y/N

3.8. Do you participate in the various decision making bodies of your college/institute? Y/N

4.0. FINANCE

4.1. What is your basic scale (salary)?

(a) UGC Scale [] (b) State Scale [] (c) Lump sum []

(d) No Scale but consolidated salary [] (e) Any others

4.2. How is your salary being paid to you?

(a) Every month [] (b) After every 2-5 months []

(c) After every 6-10 months [] (d) After 11-12 months []

- 4.3. Is your salary sufficient to meet your basic requirements? Y/N
 If No, how do you manage?
 (a) By earning extra income:
 (i)tuition[] (ii)Teaching in another institute[] (iii)Teaching in several shift []
 (b) By undertaking agriculture activities []
 (c) Take up contract works []
 (e) Run private clinic []
 (f) Any other (please specify).....

4.4. Whether you are availing any other allowances apart from your salary? (Please state)

- 4.5. Are you satisfied with your salary in your college/institute? Y/N
 If No, what are your various financial problems? Kindly mention;

5.0. ACADEMIC

CURRICULUM/SYLLABUS

- 5.1. What is your opinion about the existing curriculum in your college/institute?
 (a) Irrelevant to needs of students[] (b) Satisfactory [] (c) Too vast []
 (d) Defective or sub-standard [] (e) Out-dated [] (f) Up-to-date []
 (g) Any other
- 5.2. Are teachers involved in the process of framing the college/institute curriculum? Y/N
 If No, who prepares it.....
- 5.3. Are you able to complete the syllabi on time? Y/N
 If No, specify the reason(s):.....

- 5.4. Do you have any problem with the current syllabus of your college/institute? (please mention)

METHODS OF TEACHING

- 5.5. Which teaching method do you actually use during the class session?
 (a) Lecture [] (b) Dictation [] (c) Discussion []
 (d) Demonstration and illustration [] (e) Any other (please specify).....
- 5.6. Are you satisfied with students' attendance in your class? Y/N
 If No, kindly specify reasons.....

- 5.7. Do you use any audio-visual aids during the class session? Y/N
 If Yes, kindly specify the audio-visual aids that you use while teaching:

LIBRARY

- 5.8. Which of the following study materials are available adequately in your college/institute library?

Materials	Journals	Newspapers	Encyclopedias	Magazines	Textbooks
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

- 5.9. Are study materials in your college/institute library up-dated regularly? Y/N

5.10. Please mention the various library material problems in your college/institute?

.....

EXAMINATION & EVALUATION

5.11. What types of examination system is being followed in your college/institute? Kindly specify.

(a) Semester system [] (b) Annual system [] (c) Any other

5.12. Which events related to examination and evaluation is not done on time?

(a) University Examination [] (b) Declaration of results []

5.13. Does your college/institute face examination problems? Y/N

If Yes, please give reason(s)

.....

MISCELLANEOUS

5.14. Are all the teachers in your institute/college provided computer sets along with internet facility? Y/N

5.15. Is your workload too heavy? If yes, please explain.

.....

5.16. Is internship a requirement for completion of any course provided by your college/institute?

Y/N

5.17. Does your college/institute have provision for placement of students in any industry or company? Y/N

5.18. As a teacher, what are the major problems faced by you?

.....

5.19. Please give your valuable suggestions in order to improve the condition of teachers in your college/institute.

.....

APPENDIX – C (IV)
QUESTIONNAIRE FOR RESEARCH SCHOLARS OF THE MANIPUR UNIVERSITY

Instructions:

- (vii) The following is a list of questions to which your honest responses are humbly solicited.
- (viii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (ix) You can tick more than one option wherever applicable.
- (x) Please do not mark/fill whichever is not applicable.
- (xi) Kindly do not use abbreviations.
- (xii) **Your responses will be used for the research purpose only and it shall be kept strictly confidential**

1.0. GENERAL INFORMATION

- 1.1. Name (Mr/Ms).....
- 1.2. Permanent address: District:.....
- 1.3. Present address.....
- 1.4. Phone: (R) (M) Email.....
- 1.5. Name of the University and the Department:
 (a) University:..... (b) Department:.....
- 1.6. Educational background: **(please tick)**
 (a) M.Sc. [] (b) M.A. [] (c) M.Com. [] (d) M. Sc.(Agri) []
- 1.7. Present Programme of study: (e) M. Phil [] (f) Ph. D. []
- 1.8. Date of admission for the present programme of study.....
- 1.9. Date of registration for the research study (if pursuing Ph.D. course)
- 1.10. Title of your research study:

- 1.11. Kindly specify the minimum and maximum years for submitting Ph. D. Thesis:
 (a) Minimum years and (b) Maximum years.....
- 1.12. Is there any provision of extension in case if a scholar is not able to complete his research study within the prescribed maximum period? Y/N
 If Yes, please mention the extendable number of years

2.0. INFRASTRUCTURE

BUILDING & ROOMS

- 2.1. Does your department provide room for the Research Scholars? Y/N
 If yes, please mention the facilities provided in the room.

- 2.2. Whether your university is providing the following facilities? **(please tick)**
 (a) Auditorium[] (b) Indoor stadium[] (c) Seminar Halls []
 (d) Canteen []

LABORATORY

- 2.3. Is laboratory work/experiment part of your research study? Y/N
- 2.4. Whether the laboratory facilities in your department are adequate for conducting all necessary experiments which are part of your research study? Y/N
 If Yes, kindly mention the type of practical activities that you had under taken or that you are going to conduct as a part of your research study.

If No, how do you manage? **(Please state in detail)**

.....

.....

2.5. What is the condition of the laboratory in your department? (please tick)

Components	Equipments	Chemicals	Computers	Chairs	Tables
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

2.6. Is internet facility provided in your department laboratory? Y/N

2.7. Please list out various problems in connection with laboratory facilities in your department? **(Please state)**

.....

LIBRARY

2.8. Kindly specify the infrastructural condition of the University Library? (please tick)

Components	Reading rooms	Computers	Tables	Chairs	Xerox machines
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

2.9. Is internet facilities provided in the university library? Y/N

2.10. Is the University Library computerized? Y/N

2.11. List various infrastructural problems faced by you in connection with the University library? **(Please state)**

(a).....

(b).....

HOSTEL

2.12. Do you reside in the University hostel? Y/N

2.13. What type of accommodation is provided in your hostel? (please tick)

(a) Single rooms [] (b) Two bedded rooms []

(c) Four bedded rooms [] (e) Any other (please specify).....

2.14. Are you satisfied with the existing hostel facilities provided to students? Y/N

2.15. Kindly mention various infrastructural problems faced by the university students while residing in the University hostel? **(Please state)**

(a).....

(b).....

GAMES AND SPORT

2.16. What games and sport fields/courts are provided for students in the University? (please tick)

(a) Football playground [] (b) Volley ball court []

(c) Basketball court [] (d) Badminton court []

(e) Any other (Please specify).....

2.17. Do the university students have any problem related to games and sport infrastructural facilities? **(Please state)**

(a).....

(b).....

3.0. ADMINISTRATION

3.1. How did you get admission in the University?

(a) Merit/Academic record [] (b) Written Test []

(c) Personal Interview [] (d) Any other (please specify).....

3.2. How far are you satisfied with the functioning of the University library? **(Please state)**

.....

3.3. What is the library working hour?

(a) Weekdays : from..... A.M. toP.M.

(b) Holidays : from..... A.M. toP.M. * Closed on holidays []

3.4. Are you satisfied with the role played by the University Students Body? (please comment)

.....

3.5. Are you satisfied with the administrative activities of your University? Y/N

3.6. List various problems faced by you in relation to the administrative activities of the University? **(Please state)**

(a).....

(b).....

4.0. FINANCE

4.1. Are you satisfied with the existing fees structure in your University? **(Please comment)**

.....

4.2. If you are residing in the University hostel, kindly specify the following fees.

Fee charged for	Admission fee	Mess fees (p.m.)	Room rent (p.m.)	Other fees	Total
Amount	Rs.	Rs.	Rs.	Rs.	Rs.

SCHOLARSHIP/FELLOWSHIP

4.3. Are you availing any scholarship? **(please tick)**

(a) ICSSR Fellowship [] (b) Junior Research Fellowship []

(c) Rajiv Gandhi Fellowship for ST/SC [] (d) Central University Fellowship []

(e) Any other (please specify).....

4.4. Do you get financial assistance for conducting field study? Y/N

4.5. Do you get financial assistance for visiting libraries in other parts of the country? Y/N

4.6. List out various financial problems faced by you in connection with research study?

(a).....

(b).....

5.0. ACADEMIC

5.1. What is your view about the academic standard of your university? **(please tick)**

(a) Excellent [] (b) Good [] (c) Average []

(d) Poor []

* Please give evidence in support of your claim about the standard of your university.

.....

5.2. LIBRARY

5.3. Is the university library adequate for your reference work? Y/N

If No, kindly mention what you have done to acquire the required materials?

.....

5.4. What problems do you face in the University relating to library facilities?

(a).....

(b).....

GAMES AND SPORT

- 5.5. Whether your university organized Annual Sports Meet? Y/N
- 5.6. Does the University provide adequate opportunities to the students for developing their sports talent? Y/N

MISCELLANEOUS

- 5.7. Does the University provide guidance and counseling facilities to the students in the campus? Y/N
- 5.8. Does your department provide internet facilities to the scholars? Y/N
- 5.9. Does your University provide medical facilities to the students? Y/N
If Yes, kindly mention the types of medical facilities provided;
(a) Free treatment [] (b) Free medicines []
(c) Any other (please specify).....
- 5.10. Does the University provide placement facility to the students? Y/N
- 5.11. Whether the University provides transport facility to the students? Y/N
If yes, are you satisfied with the transport facility? **(please comment)**
.....
.....
- 5.12. Kindly list down your various problems while pursuing your research study.
(a).....
(b).....
- 5.13. Kindly give suggestions to solve the above problems.
(a).....
(b).....

APPENDIX – C (V)
QUESTIONNAIRE FOR UNIVERSITY STUDENTS

Instructions:

- (i) The following is a list of questions to which your honest responses are humbly solicited.
- (ii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (iii) You can tick more than one option wherever applicable.
- (iv) Please do not mark/fill whichever is not applicable.
- (v) Kindly do not use abbreviations.
- (vi) **Your responses will be used for the research purpose only and it shall be kept strickly confidential.**

1.0. GENERAL INFORMATION

- 1.1. Name (Mr/Ms).....
- 1.2. Permanent address: District:.....
- 1.3. Present address.....
- 1.4. Phone: (R) (M) Email.....
- 1.5. Name of the University and the Department:
(a) University:..... (b) Department:.....
- 1.6. Kindly specify your present course of study: **(please tick)**
(a) M.Sc. [] (b) M.A. [] (c) M.Com. [] (d) M. Sc.(Agri)[]

2.0. INFRASTRUCTURE**BUILDING & ROOMS**

- 2.1. Please mention the structure of your department building: **(please tick)**
(a) RCC [] (b) Assam type [] (c) Multi-storey building []
- 2.2. Are the following facilities provided in your university? **(please tick)**
(a) Auditorium [] (b) Indoor stadium []
(c) Seminar Halls [] (d) Canteen []
- 2.3. What types of seats are provided to the students inside the classroom? **(please tick)**
(a) Long benches and desks [] (b) Single chairs and tables []
(c) Chairs attached with desk board []
(d) Any other (please specify)
- 2.4. **state)**
(a).....
(b).....

LABORATORY

- 2.5. Does your present course include laboratory work? Y/N
If Yes, whether the laboratory facilities in your department are good and adequate?
(Please state)
.....
.....

- 2.6. What is the condition of the laboratory in your department? **(please tick)**

Components	Equipments	Chemicals	Computers	Chairs	Tables
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

- 2.7. What kind of field work or practical activities are under taken in your department? **(Please state)**
.....

2.8. Please state your various laboratory problems in the department? **(Please state)**

LIBRARY

2.9. Are study materials in the University Library adequate? **(please tick)**

Components	Text books	Journals	Magazines	Newspapers	Encyclopedias
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

2.10. Kindly specify the infrastructural condition of the University Library? **(please tick)**

Components	Reading rooms	Computers	Tables	Chairs	Xerox machines
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

2.11. Is internet facilities provided in the university library? Y/N

If yes, is the internet facility provided to the students for free of cost? Y/N

2.12. Is the University Library computerized? Y/N

2.13. Does your department provide internet facilities to the students? Y/N

2.14. List various infrastructural problems faced by you in connection with the University library? **(Please state)**

(a).....

(b).....

HOSTEL

2.15. Do you reside in the University hostel? Y/N

2.16. What type of accommodation is provided in your hostel? **(please tick)**

(a) Single rooms [] (b) Two bedded rooms []

(c) Four bedded rooms [] (e) Any other (please specify).....

2.17. Are you satisfied with the existing facilities provided in the University hostel? Y/N

2.18. Kindly mention various infrastructural problems faced by you in the University hostel? **(Please state)**

(a).....

(b).....

GAMES AND SPORT

2.19. What games and sport fields/courts are available in the University? **(please tick)**

(a) Football playground [] (b) Volley ball court []

(c) Basketball court [] (d) Badminton court []

(e) Any other (Please specify).....

2.20. Do the university students have any problem related to games and sport infrastructural facilities? **(Please state)**

(a).....

(b).....

3.0. ADMINISTRATION

3.1. How did you get admission in the University?

(a) Merit/Academic record [] (b) Written Test []

(c) Personal Interview [] (d) Any other (please specify).....

3.2. How far are you satisfied with the functioning of the University library? **(Please state)**

.....

.....

3.3. What is the university library working hour?

- (a) Weekdays : from..... A.M. toP.M.
 (b) Holidays : from..... A.M. toP.M. * Closed on holidays []

3.4. Please state your view about the role of University Students Body?

.....

.....

3.5. Are you satisfied with the administrative activities of your University? Y/N

3.6. Does your University provide medical facilities to the students? Y/N

If Yes, kindly mention the types of medical facilities provided;

- (a) Free treatment [] (b) Free medicines []
 (c) Any other (please specify).....

3.7. Whether the University provides transport facility to the students? Y/N

If yes, are you satisfied with the transport facility? If no, please give your comments.

.....

.....

3.8. List various administrative problems of your University? (Please state)

(a).....

(b).....

4.0. FINANCE

4.1. Are you residing in the University hostel? Y/N

4.2. Kindly specify the amount of fees being charged to you.

Items	Amount (for Previous students)	Amount (for Final students)
Total	Rs.	Rs.

4.3. Are you satisfied with the existing fees structure in your University? (Please comment)

.....

.....

SCHOLARSHIP

4.4. Are you availing any scholarship? (please tick)

- (a) National scholarship [] (b) State post matriculate scholarship []
 (c) University scholarship [] (d) Any other (please specify).....

4.5. Are satisfied with the scholarship provided to you? Y/N

4.6. What financial problems do you face with regards to the following;

(a) Production of dissertation:.....

.....

(b)Field study :.....

.....

4.7. List your various financial problems connected with your University education.

(a).....

(b).....

5.0. ACADEMIC

CURRICULUM AND COURSE OF STUDY

5.1. Is there any problem and defect in the present curriculum? Y/N

If Yes, kindly mention the problems and defects.

.....

5.2. Are the courses covered and completed on time? Y/N

If No, kindly state the reasons

.....

TEACHING-LEARNING

5.3. Which of the following teaching methods are usually used by your teachers while teaching?

- (a) Lecture and explanation [] (b) Dictation of notes []

(c) Demonstration and illustration [] (c) Any other

5.4. To what extent you are satisfied with the teaching standard in your department?

(a) Very satisfied [] (b) Satisfied [] (c) Dissatisfied []

5.5. What are the problems faced by you in relation teaching and learning activities in your department?

(a).....

(b).....

MEDIUM OF INSTRUCTION

5.6. What is the medium of instruction in the classroom?

(a) English [] (b) Manipuri [] (c) Hindi []

(d) Any other (please specify).....

5.7. Do you face any problem with regards to the medium of instruction in the class? **(Please state)**.....

EXAMINATION

5.8. What type of examination system is followed in your University? **(please tick)**

(a) Semester [] (b) Annual [] (c) Any other (kindly specify).....

5.9. Which of the following is part of the present course? **(please tick)**

(a) Dissertation [] (b) Field study [] (c) Project work []

5.10. Kindly state any problem that you face with regards to any of the above activities?

.....

.....

5.11. List the problems faced by you in connection with examination system in the University? **(Please state)**

(a)

(b)

LIBRARY

5.12. Does the University library have adequate text books and study materials? Y/N

If No, kindly mention how did you get the study materials?

(a) Class-notes are adequate [] (b) Guide books (bought from the market) []

(c) Any others (kindly specify).....

5.13. Is the University library up-dated regularly? Y/N

5.14. What problems do you face in relation to the University library facilities?

(a).....

(b).....

CO-CURRICULAR ACTIVITIES

5.15. Kindly specify various co-curricular activities organized in your university. (Please tick)

Games and Sports	Intellectual	Cultural
Football []	Debate []	Drama []
Volley ball []	Extempore Speech []	Dance []
Cricket []	Quiz []	Singing Competition []
Table Tennis []	Seminar []	Cleaning Drive []
Badminton []	Exhibitions []	
Hockey []		
Athletics []		

5.16. Does your department organize co-curricular activities? Y/N

5.17. Does your University provide educational tour facility to students? Y/N

If yes, who bears the expenses?

.....

GAMES AND SPORT

- 5.18. Whether your university organized Annual Sports Meet? Y/N
- 5.19. Does the University provide adequate opportunities to the students for developing their sport talent? Y/N
- 5.20. Does the University provide placement facility to the students? Y/N
- 5.21. Kindly list down your various problems while pursuing your university education.
- (a).....
- (b).....

APPENDIX – C (VI)

QUESTIONNAIRE FOR COLLEGE STUDENTS

Instructions:

- (i) The following is a list of questions to which your honest responses are humbly solicited.
- (ii) Please read each question carefully and respond by making a tick mark [✓] against the appropriate option(s) or provide the required information in writing.
- (iii) You can tick more than one option wherever applicable.
- (iv) Please do not mark/fill whichever is not applicable.
- (v) Kindly do not use abbreviations.
- (vi) **Your responses will be used for the research purpose only and it shall be kept strictly confidential.**

1.0. GENERAL INFORMATION

1.1. Name (Mr/Ms/Mrs).....

1.2. Name of your college:

1.3. Present Course of study: (Please tick)

A. General courses: Under Graduate Level: Pass/Honours : B.A. / B.Sc. / B. Com
Post Graduate Level : M.A. / M.Sc. / M.Com.

B. Professional courses: B.Ed. / M.Ed. / LLB / LLM / B.E. / B.Tech/ M.Tech / MBBS / MD

1.4. Present class: First Year / Second Year / Third Year / Forth Year / Fifth Year

1.5. Who influence you to join the present course of study?

- (a) Family members [] (b) Teachers [] (c) friends []
(d) Personal decision [] (d) Any others (kindly specify).....

1.6. What was your motivation at the time of joining the course?

.....
.....

2.0. INFRASTRUCTURE

BUILDING & ROOMS

2.1. Which of the following structures are available in your college?

- (a) Indoor stadium [] (b) Seminar Hall [] (c) Library building []

2.2. Are the college buildings properly maintained and repaired regularly? Y/N

2.3. Is student's common room(s) provided in your college? Y/N

If Yes, specify the nature.

- (a) Large common room both for boys and girls []
(b) Separate common room for boys and girls []
(c) Any other (please specify).....

CLASSROOM

2.4. How is the infrastructural condition of classrooms in your college/institute? Kindly indicate.

Facilities	Proper electricity	Fan	Benches	Desks
Inadequate	[]	[]	[]	[]
Bad condition	-	(a)All Fans defunct (b)Few fans defunct (c)All fans ok	[]	[]

2.5. What type of furniture is installed in the classrooms of your college/insitute? Kindly specify.

- (a) Single bench and table [] (b) Single chair attached with side board []
(c) Long bench and desk [] (d) Any other (please specify).....

2.6. Please mention the problem faced by the students of your college/institute with respect to the infrastructural facilities inside the classrooms?

- (a) Lack of lecture/class rooms [] (b) Most of the benches and desks are old []
 (c) Any other (please specify).....

LABORATORY

2.7. Does your college/institute have laboratory rooms for different subjects? Y/N

2.8. How is your college/institute laboratories equipped? Kindly indicate.

Components	Experimental instruments	Chemicals	Computers	Furniture
Tick if not adequate	[]	[]	[]	[]
Tick if adequate	[]	[]	[]	[]
Good condition	[]	[]	[]	[]
Bad condition	[]		[]	[]

2.9. Is computer laboratory provided in your college? Y/N

If Yes, are the infrastructure facilities in the computer laboratory room adequate? Y/N

2.10. Please mention in detail the infrastructural problem of your college laboratories?

- (a) Shortage of power supply [] (b) Most of the Laboratory rooms are small []
 (c) Lack of Laboratory room [] (d) Any other

LIBRARY

2.11. What infrastructural facilities are provided adequately in your college/institute library?

Facilities	Tables and chairs	Electricity	Fans	Xerox machine	Computers
Adequate	[]	[]	[]	[]	[]
Inadequate	[]	[]	[]	[]	[]

2.12. Is internet facility provided in your college/institute library? Y/N

2.13. Please mention the infrastructural problems of your college/institute library.

.....

HOSTEL

2.14. If you are residing in the college hostel, kindly specify the infrastructural condition of the hostel?

- (a) There is no provision of parlour [] (b) No Telephone connection []
 (c) Scarcity of water [] (d) Shortage of power supply []
 (e) No Television [] (f) No newspaper []
 (g) Fencing in bad condition [] (h) Toilet in bad condition []

2.15. What type of accommodations facility is provided in the college/institute hostel?

- (a) Single room [] (b) Two bedded room [] (c) Dormitory []

2.16. Please mention the problems faced by you (if residing in the hostel) in relation to the hostel infrastructural facilities.....

.....

GAMES AND SPORT

2.17. Does your college/institute have playground? Y/N

2.18. Are games and sports materials adequately available in your college/institute? Y/N

2.19. Kindly mention any infrastructural problems related to games and sport in your college.

- (a) Playground not big enough [] (b) No Volley ball court []
 (c) No Basket ball court [] (d) No Badminton court []

(e) Any other (please specify).....

3.0. ADMINISTRATION

3.1. How did you get admission in the college/institute?

- (a) On the basis of Interview [] (b) On the basis of Merit []
 (c) Written Examination [] (d) Direct admission []
 (e) Any other (please specify)

3.2. How far are you satisfied with the functioning of your college/institute administration?

- (a) Very highly satisfied[] (b) Highly satisfied[] (c) Dissatisfied []

3.3. If dissatisfied, kindly give your reason.

4.0. FINANCE

4.1. Please mention the total amount of fee charged to you.

Years	First Year	Second Year	Third Year	Fourth Year
Amount	Rs.	Rs.	Rs.	Rs.

4.2. What is your opinion about the overall fees charged to the students in your college/institute?

- (a) Too high[] (b) Reasonable[] (c) Quite low []

4.3. Please specify the nature of your financial problem in connection with present education?

- (a) No problem [] (b) Moderate [] (c) Acute []

SCHOLARSHIP

4.4. Do you receive any scholarship?

Y/N

If Yes, what is the type of the scholarship that you are receiving?

- (a) State scholarship [] (b) National scholarship []
 (c) Any other (please specify)

4.5. Is the scholarship adequate enough to meet your educational needs?

Y/N

4.6. What type of financial assistance is given to students by your college/institute?

- (a) Free studentship[] (b) Fee concessions[] (c) Student's loans[]
 (d) Any other (kindly specify)

4.7. Please mention in detail the financial problems faced by you towards your education.

5.0. ACADEMIC

COURSE

5.1. Why have you selected the present course of study?

- (a) Personal interest [] (b) Followed relatives advice []
 (c) Followed Friends advice [] (d) Any other (please specify)

5.2. Are you satisfied with the present course of study?

Y/N

If No, kindly give your reason:

- (a) Content is out dated [] (b) content is not related to local needs[]
 (c) Content not related to local cultures []
 (d) Any other (please specify)

5.3. Are the syllabi usually completed in time?

Y/N

If No, please indicate the reasons.

- (a) Teachers are not regular [] (b) Syllabus too vast []
 (c) Bandhs and strikes [] (d) Frequent transfer of teachers []
 (e) Any other (please specify)

TEACHING-LEARNING

5.4. Are classroom teaching-learning activities in your college useful to you?

Y/N

If No, please mention the reasons.

(a) Teachers are not competent []

(b) Teachers don't give freedom to students for active participation []

(c) Teachers dictate notes without elaboration []

(c) Any other (please specify)

MEDIUM OF INSTRUCTION

5.5. What medium of instruction is used in your college/institute?

(a) Manipuri only [] (b) English only [] (c) Hindi only []

5.6. What problem do you face in relation to the medium of instruction in your college/institute?
.....
.....**LIBRARY**

5.7. How many public libraries are there in your town/city?

(a) one [] (b) two [] (c) three [] (d) four [] (e) five []

5.8. Are students allowed to borrow books from the college/institute library?

Y/N

5.9. What problems do students face in your college/institute in relation to library facilities?

(a) Lack of study materials [] (b) Library hours too limited []

(c) Lack of reading room [] (d) Lack of tables and chairs []

(e) No internet facilities [] (f) Most Study material are out-dated []

(g) Any other (please specify).....

EXAMINATION & EVALUATION

5.10. What type of examination system is followed in your college/institute?

(a) Semester [] (b) Annual [] (c) Any others (kindly specify)

5.11. Are the examination conducted on time?

Y/N

5.12. Are the examination results declared on time?

Y/N

5.13. Are the examinations conducted fairly?

Y/N

If No, kindly give your reason(s).....
.....

5.14. Do students resort to unfair means during examinations?

Y/N

CO-CURRICULAR ACTIVITIES

5.15. Does your college/institute organize Annual Sports Meet?

Y/N

5.16. Do you participate actively in various co-curricular activities organized in your college/institute?

Y/N

5.17. Kindly specify various co-curricular activities organized in your college/institute. (Please tick)

Games and Sports	Intellectual	Cultural
Football []	Debate []	Drama []
Volley ball []	Extempore Speech []	Dance []
Cricket []	Quiz []	Singing Competition []
Table Tennis []	Seminar []	Cleaning Drive []
Badminton []	Exhibitions []	
Hockey []		
Athletics []		

5.18. Which of the following programmes are organized in your college/institute?

(a) Seminars [] (b) Exhibitions [] (c) Excursion []

(d) Education Tours [] (e) Annual sport Meet []

5.19. Are adequate games and sport facilities provided to the students in your college/institute? Y/N

5.20. Does your college/institute provide placement facilities to students? Y/N

5.21. Which of the following is an integral part of the course?

- | | | | |
|--------------------|----------|-----------------------|----------|
| (a) Internship | [] | (b) Practice Teaching | [] |
| (c) Practicing Law | [] | (d) Any other | |

* Please mention the problems faced by you with regard to the above.

.....

.....

5.22. In relation to your present education, what are the major problems faced by you?

.....

.....

5.23. Please give your important suggestions for improving the college level or equivalent level of education.

.....

.....

RESEARCH SCHOLAR'S BRIEF BIO-DATA

Acc No. 103998
 Acc By *du*
 Date 19-11-10
 Class by
 Sub. Head
 Enter

1. Name : Jangkholun Mate
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 - b. HSSLC 1998
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8. Published works :
 - a. Contributions of North Eastern Coucil (NEC) towards Professional and Higher Education in the North Eastern Region of India, Journal of North East India Education Society, Vol. 2006-07.
 - b. Problems of College Teachers in Shillong, Journal of North East India Education Society, Vol. 2007-08.
 - c. Present one seminar paper on the "Problems of Higher Education in Manipur", during the 13th Annual Conference - cum - Workshop of NEIES, Shillong, 2008.