CHAPTER-V

MAJOR FINDINGS AND IMPLICATIONS

Quality in higher education is a multidimensional concept, which includes all its function and activities, teaching and academic practices, research and publications, students, co-scholastic activities, infrastructural facilities, equipment, level of students’ educational aspiration and the academic environment. In the perspective of globalization, higher education (college and university education) becomes an instruments as well as consumable things. To satisfy the consumer of the higher education, the institutions have to upgrade themselves by upgrading the quality of education as per international standard.

The higher education that is being imparted by the colleges of Assam is governed by several statutory bodies viz. University, Directorate of Higher Education, Government of Assam and the Governing Body of each college appointed by the Govt. of Assam. The University Grants Commission and National Assessment and Accreditation Council also associated with the colleges to some extent as an opportunity provider and monitoring authority respectively. The colleges have to abide by the rules and regulations that are imposed by the above bodies in different aspects. In spite of all these efforts, the colleges of Assam have been suffering from some sort of acute problems in relation to the activities of the principal, faculty members and students.

The principal of the college has an important part to play in overall development of the institution. A dedicated and efficient principal is needed to lead and sustain the
merit based management. Principals should have some qualities and skills for good governance in terms of financial management and utilization of resources. He/She has to be guided by principle and has to observe transparency in all financial matters. He/She has to take initiative to keep ledger book and spent money on the basis of capital budgeting and requirements, maintain closing entries and financial statement (Balance Sheet).

The teacher is the vital part of the education system. An efficient and dedicated teaching staff is the main assets of the higher education institutions. The academic practices and professional works of the faculty members directly contribute to the generation and dissemination of knowledge. The academic practice includes teaching and learning, research and managing academic activities viz. teaching and organizing participatory activities like seminars/ workshops, evaluation, personal organization, curriculum or content planning etc. Besides academic activities, some other activities also have to perform by the teachers. Transaction of course content, organization of scholastic and co-scholastic activities by involving themselves is one of the important responsibility of the teacher.

The student is another integral part of the education system. The age of the college students are generally ranging from 18-22 years. In this stage, they have surplus energy which has to be channelised properly to maintain equilibrium in all spheres of life viz. mental, physical, emotional, sexual etc. So, they have to provide congenial atmosphere in the college for their optimum development. Not only that, their active involvement in scholastic and co-scholastic activities also should be ensured. It is not an easy job for the authority as well as for the teaching personnel. A few students may be introvert type, a few may be depressed because of their family environment, very few of
them are educationally highly aspired and some other’s aspiration may be very low or average types making all of them equally active in the scholastic and co-scholastic programme, simply it is impossible. However, the provincialised colleges of Assam have been facing so many problems relating to infrastructural facilities, student support facilities, resource mobilization and utilization and overall academic environment of the institution. Of course, the provincialised colleges have some prospects whether it appears to be different for different streams. Hence, it is imperative to study the problems and prospects of the provincialised colleges of Assam to suggest some future plan and programme for implementation.

This chapter provides the essence of present study in terms of various findings and conclusions regarding the research work. The usefulness of findings is reflected in their implications. Moreover, in this chapter the major findings are reported on the basis of the objectives and hypotheses framed before the investigation.

The present study conducted with the objective to investigate the problems and prospects of the provincialised colleges with an assumption that there are some major problems which affect the internal efficiency of the colleges though the colleges have some prospects for sustain. However, the major findings that are obtained from the analysis and interpretation of the study are as follows:

5.1. Major Findings:

5.1.1 Findings relating to financial management and utilization of resources

1. A good number of principal respondents (81.48%) irrespective of urban, semi-urban and rural areas colleges expressed that though the colleges have good
amount of permanent physical properties viz. land, fishery etc. they never use that for earning revenue.

2. Students’ poor economic condition hamper in pursuing self-financing courses and dearth of qualified instructors for vocational courses are recognized by 74.07% principal as major problems in financial management of the colleges.

3. Colleges become unable to earn revenue because of students, indifferent attitude towards the self-financing courses. It is recognized by 66.67% principal as one of the major problems in financial management.

4. Most of the organizations/parties those who use physical facilities of the college, pressurize to give opportunity of using the facilities free of cost (77.78%) and some parties are unable to pay any charge (66.67%) mostly in rural areas.

5. Developmental grants sanctioned by the state government are not sufficient (62.96%).

6. In most of the colleges, irrespective of localities do not have properly qualified/efficient accountant or head assistant for preparing the project proposal of U.G.C or government grant.

7. Most of the principals have no experiences of attending fund management training programme which create many problems in utilization and management of resources.

8. In most of the colleges, keeping financial statement and capital budgeting is not done properly. Obtaining resource document, ‘Deployment of resources’ and balances of accounts in financial statements are not properly maintained.
9. A very few principal agreed that ‘internal transfer of fund is not required’. But more than 90% principal confessed that internal transfer of fund is required. It implies that there is a chance for misuse of the resources.

5.1.2 Findings Relating to Academic Practices

1. Not a single international level seminar is organized in the colleges irrespective of localities.
2. 95.56% and 98.52% teachers have not published any research paper in national and international journals respectively.
3. 92.22% teachers are not involved in guiding research activities.
4. Guest lecture programmes are not organized by 51.85% teachers in their departments.
5. Only 15.56% teachers have participated as resource person in guest lecture programmes where as 84.44% have not participated.
6. Only 3.70% teachers have undertaken / completed major research project where as 96.30% are not.
7. More than seventy seven percent (77.04%) teachers have not published any text / course related books.

5.1.3 Findings Relating to Scholastic and Co-scholastic Activities

1. Not a single college has the smart class facility irrespective of the localities.
2. 93.70% teachers reveal that there is no provision of internet facilities in their departments. But a few colleges have internet facilities in their libraries.
3. 67.04% teachers reveal that tutorial classes are not taken regularly.
4. Very few colleges have the provision of taking remedial classes for socially disadvantaged (35.9%) and academically backward (34.07%) group of students.

5. Due to the lack of provision of interesting subjects and poor family background, 83.33% students not admitted in vocational courses.

6. Tutorial classes are not taken by 67.04% teachers regularly.

7. 47.04% teachers do not complete cent percent course content allotted to them.

8. Nearly sixty percent teachers (59.88%) could not give individual attention to the students in general classes because the number of students is very high.

9. More than sixty five percent teachers (65.12%) provide counseling to the students outside the classroom.

10. 68.52% teachers do not take active part in organizing co-scholastic activities in the college.

11. 88.15% teachers express that they do not encourage their students to participate in the competitions organized by other institutions.

12. 72.22% teachers reveal that the college authority do not provide required materials regularly and sufficiently for games and sports.

13. 80.86% students confess that they themselves are not actively participated in the co-scholastic activities.

14. 92.59% students reveal that there is no provision of indoor games facility in their colleges.

15. In most of the colleges have no provision of separate departments for the faculty members (29.53%)
16. 68.52% teachers reveal that they do not take initiative in organizing educational tour and field trip because the authority do not provide sufficient financial assistance to the departments for organizing such programmes.

5.1.4(a) Findings Relating to Infrastructural Facilities

1. The colleges of urban areas (81.11%) have more infrastructural facilities than the colleges of semi-urban (68.15%) and rural areas (61.85%).
2. Though the urban areas colleges have more infrastructural facilities (81.11%) but the required facilities are not completely provided.
3. Not a single college has the e-journal facilities.
4. 40.74% colleges have no permanent IQAC office.
5. 70.37% colleges have no provision of ‘strong room’ to keep their confidential things safely.
6. 92.59% colleges have no provision of ‘day care home’.
7. 88.89% colleges have no ‘health care centre’ as the student support system.
8. 74.07% and 44.44% colleges have no provision of ‘Gymnasium hall’ and ‘NSS/NCC’ respectively.
9. 29.63% colleges have no separate departmental facilities for the faculty members.
5.1.4 (b) Findings relating to Mode of Class-room Transaction.

1. Innovative practices other than lecture method are used by 15.74% teachers of urban colleges and 11.11% and 4.63% teachers of semi-urban and rural areas colleges respectively.

2. Group discussion method after end of every unit is followed by only 11.11% teachers of urban colleges where as it is 5.55% and 8.33% teachers of rural and semi-urban colleges respectively.

3. Team-teaching session is organized by only 4.63% teachers of the urban areas colleges where as none of the teacher organized in the rural and semi-urban areas colleges.

4. Departmental seminars are regularly organized by the 74.07% teachers of the urban areas colleges where as only 22.22% teachers organize in rural areas. In semi-urban areas it is 57.40%.

5. The user of educational technology based teaching aids (only OHP), the percentage in urban area is 8.33 and in semi-urban area are 4.63. But not a single teacher use in rural areas.

6. 38.89% of urban, 27.78% of semi-urban and 1.85% of rural areas college teachers give guidance to the students in undertaking syllabus oriented project works. There is a vast difference between the percentages of urban and rural areas teachers.
7. In creating congenial atmosphere to help the students to interact in the class-room without hesitation the percentage of teacher in semi-urban area is (93.51%) slight higher than the percentage (90.74%) of urban areas. In rural areas the percentage is 78.70 which is lower than the other areas.
8. The sources of reading materials are provided to students by 94.44% urban, 90.74% semi-urban and 87.96% teachers of rural areas colleges.
9. From the total percentage, it is seen that the facilities of smart class/computer aided instruction are nil in all the colleges irrespective of localities.

5.1.5 Findings relating to Level of Educational Aspiration.

1. From the calculation of total percentage, it is found that among the sample students 20.37% have low, 69.75% have average and 9.88% have high level of educational aspiration.
2. Among the students of urban areas 11.11% have low, 78.70% have average and 10.19% have high level of educational aspiration.
3. Among the students of semi-urban areas, 15.74% have low, 71.30% have average and 12.96% have high level of educational aspiration.
4. Among the students of rural areas, 34.25% have low, 59.26% have average and 6.48% have high level of educational aspiration.
5. In case of total mean score of level of educational aspiration is seen that- the urban mean score is 43.39 and semi-urban is 41.30 and both are more better than the rural mean score 34.13. It implies that the students of urban and semi-urban areas are educationally more aspired than the students of rural areas.
6. The ANOVA test for students’ level of educational aspiration between the groups is found significant.

7. The Post Hoc test shows that there is significant difference between mean of educational aspiration of students in various colleges located in urban and rural areas as well as in semi-urban and rural areas at .05 levels.

8. There is no significant difference between mean of educational aspiration of students in various colleges located in urban and semi-urban areas.

5.1.6. Findings Relating to the Prospects of Provincialised Colleges.

1. The prospects of provincialised general colleges not only lie in the large scale expansion of higher education in terms of increasing number of students as well as institutions; it depends on the organized quality courses of the study.

2. 14.81% principals laid importance on giving ICT training to teaching, non-teaching staff and students for providing knowledge and skills required in 21st century.

3. 18.52% principals of rural areas colleges express their views that the prospects of the general colleges is depends on bringing the future prosperity of the students. The rural areas students are neither really aware about the IAS, IPS and IFS nor they are capable of being for these services, because of the lack of awareness and training facilities. So, they should be provided some earning oriented, and self-employment oriented training to make them productive people.

4. 7.41% principals are in favour of introducing ‘tourism and hospitality management’ course.
5. 11.11% principals are in favour of introducing need based vocational subjects along with arts, science and commerce streams. Because, only average and below average intelligent students come to pursue higher education in arts, science and commerce according to them.

6. At the same time, another 7.41% principals argue that though the general colleges with science stream facing many problems but the science stream has a bright future because their relevancy. According to them, the prospect of general colleges with science stream is unquestionable.

7. 14.81% principal opined that without well-planned general education only vocational/technical/professional education can not make the society well-disciplined and well-managed.

8. 7.4% principal of Sibsagar district opined that as this district is rich in oil and natural gas so, the subjects like ‘petroleum technology’ ‘wax producing technology’ should be introduced. Besides these, ‘tea plantation’, ‘tea-production’, ‘tourism and travel management’ also should be introduced.

9. Another 7.41% principals opined that ‘the prospects of provincialised colleges (general) of Assam are not so bleak as many people of today show their concern about it. But, they also advocate introducing some other relevant subjects which will be commensurate to the local needs.

   They also suggested introducing value education, Yoga, computer application, agriculture and allied subjects, entrepreneurship education, social work and management, disaster management, life skill/soft skill education etc. to make the world worth for living.
5.2 Discussion on the Findings.

A research study has a background on which it is established and the research findings of the earlier studies which justifies its conception as well as its implication. Therefore, it is natural that after completion of research study, its findings should be viewed on the basis of earlier findings and it will be proper to juxtapose the findings of the present research with the findings of the research already conducted in this area. So, an attempt has been made to cite such findings which corroborate or refute the findings of the present study.

The findings of the study have already been summed up in proceeding section. The fact that ‘developmental grants sanctioned by state government are not sufficient’ has been supported by Kurup and Thatte (1991) and Assic-Lumumba (2000) that supports the findings of the present study. The present study found that ‘the principal never uses its permanent physical properties of the college to raise the institutional revenue’ has been supported by Panchmukhi (1989) and Paul (2003). The fact that ‘the lack of planning and budgeting the resources is the main problems of higher education institution’ has been supported by numerous studies, main among them are Sharma (1994), Heggade (1992), Ghanchi (1993) Gupta (1994), Singh (1997) Gupta, A (2002) and Khalil (2005) found research evidence that supports the findings of the present study.

In the present study, the teachers have shown very little participation in some aspects of academic practices. This has been supported by the study of Mehta (2004), Brown (2004) and Madan (2008). The academic practices of the teacher play on important role in professional development. It is a professional work which directly contributes to the generation and dissemination of knowledge. So, the less involvement
in academic / professional works means less involvement in quality development of the institution. Because, the entire academic practices is necessary for developing the academic quality of the institution.

On the other hand, the studies conducted by Pettersson (1991), Rajamoni (1993), Mathew (1998), Anand and Kalra (2003) and survey report (2005) observed that ‘personalized instruction could not be given because the percentage of students enrolled is very high’. In this study also the researcher found that ‘nearly sixty percent teachers can not give individual attention to the students in general classes because the number of student is very high’.

The fact that- ‘physical facilities were found inadequate and those that were available were not properly put to use’ has been supported by Tripathi (1992), Singh (1997), Adedoyin and Ocho (2006) and Jacob (2006) found research evidence that supports the findings of the present study. This study established that the infrastructural facilities are not adequate in semi-urban and rural areas colleges and not completely adequate in the urban areas colleges also.

On the other hand, the present study found that innovative practices for classroom transaction are followed by only 10.5% teachers irrespective of localities which imply that only lecture method is used and teachers are not aware about seminars, group discussion, team-teaching, buzz-session etc. that has been supported by Tripathi (1992), Mathew (1998) and Brown (2004).

However, the educational aspirations of the students have been affecting the quality of the education of any institution. It is quite clear that there is a significant difference in the educational aspiration of the students of different localities. Dash (1999) found that- ‘the rural student did not have any clear-cut educational aspiration’,
Bisht (1972) found that ‘urban boys had higher educational aspiration than rural boys’. The fact that – ‘both educational and vocational aspirations are influenced by sex, socio-economic standard and locality’ has been supported by Steven and Michale (1974), Kaur (1990), Nagar (1991), Kerr (1999), Kalita (2002) and Choudhury (2007) that supports the findings of the present study.

The prospects of general education can not be denied, because the subjects of humanities have still relevancy in development of personality and formation of character of the students and in imparting different knowledge. On the other hand, science is the guiding force of students in their day to day life. But along with core subjects of Arts or science, some vocational training should be given to the students to make them productive and skilled workers. ‘Only theoretical base education is lowering the quality of higher education’- is the research evidence found by Anand and Kalra (2003). ‘Vocational training programmes are necessary for particularly rural population and other needy and deprived section of the society’ opined by Madan (2008) is supports by the present study.

However, from the above discussion on findings implied that all the aspects of provincialised (general) colleges discussed above have been affected by some sort of problems. Not only that, there is a significant difference in educational aspirations of the students of different colleges of different localities, which may affects the quality of the education as well as the institution indirectly. Because highly aspire students make the class-room more interactive than lowly aspire students. Interactive class-room experiences motivate the teacher to become more effective and dedicated to their profession which may help in upgrading the quality of the education and institution at all.
5.3. Implications of the study:

The present study is related to the problems and prospects of provincialised colleges of Assam. The study mainly focused on the problems related to financial management and resource utilization by the principal, academic practices, scholastic and co-scholastic activities of the teacher, and scholastic and co-scholastic facilities availed by the students and the educational aspiration of the students of different localities which indirectly affects the quality of the education as well as the institution. It is found that in every aspect of higher education have some problems/ lacking which affect the whole system. After the NAAC’s assessment, almost all colleges have been trying to upgrade their activities and performances for getting better grade but still there are some aspects hardly change has been occurred.

However, the study has some implications for the persons/organization/agencies/institutions who are involved in the process of quality development of higher education. The findings of the study have some significant recommendations/ messages for the policy makers/government, educational planners, college authority including governing body and principals, parents’ community, university and UGC who have a significant role and responsibility in providing higher education to the youths of our society.

5.4 Recommendations

The problems which affect the quality of the higher education should be tackled efficiently to make the system more effective and efficient to compete with the world’s fast changing scenario of higher education. On the basis of the findings and implications
of this study the investigator would like to suggest these recommendations to minimize the existing problems of the provincialised colleges of Assam.

- In relation to financial management, the concerning authority of higher education is requested to make fund-management training programme mandatory to the principal of the colleges to develop their professional skills to optimize and prioritize.

- Concerning higher education authority is requested to develop supportive guidelines and norms to increase utilization of existing resources of institutions for generating income and revenues.

- The state government is requested to take utmost care in the selection and appointment of principal as he plays an important role in accelerating the development of the institution. Only persons with high academic caliber, having knowledge of institutional management including financial management, having social commitment, accountability and sense of dedication should be appointed as principal. Only age should not be the factor of appointing principal.

- The government is requested to make provisions of a rigorous training to the head assistant and accountants of the colleges to give proper knowledge of account keeping, proposal preparing, computer application and office management.

- In relation to academic practices of the teacher, the state government is requested to take initiative and develop supportive guidelines and to give direction to create an academic council in each and every college to take
different academic decision of the college as well as to advice the faculty members to improve their academic practices.

- The college authority is requested to take impartial decision in encouraging the teachers who have originality in research / publish work rather than discouraging them. As an immediate authoritative body of the college, the governing body also should encourage and praise them with a minimum ‘letter of appreciation’ to enhance the self-confidence of such researchers and motivate the others.

- The concerning authority of higher education is requested to identify the non-performing or less-performing teachers and institutions and make them bound to do better in near future.

- The university authorities of this state are requested to provide opportunity to the college teachers, particularly for the rural areas for undertaking research works. Lack of library and laboratory facilities, disrupted internet facilities due to lack of power supply, shortage of research guides in the communicable distance are the major hurdles for them. So, the university should take initiative in allotting guide ship liberally to the efficient and qualified college teachers for extending the provisions of research facilities to the rural college teachers.

- The state government is also requested to take practical measures for providing sufficient library, laboratory and other physical facilities to the rural and semi-urban areas colleges along with the colleges of urban areas.
• The Govt. should provide sufficient financial help to provide well-furnished departmental rooms along with a number of internet linked computers to every department in each and every college in order to develop the teacher into a modern techno-skilled teacher of the new generation students.

• The state government is requested to make the provision of giving training on computer application to the college teachers. It should be made compulsory so that all teachers can provide the sources of knowledge to the students by using internet.

• As a guiding agency, the university grants commission is requested to make proper provision of financial assistance for organizing remedial classes in each and every college for academically backward students. It should be ensured that every college will submit their utilization report along with the outcomes of the classes so that fund is not misused.

• The state government is requested to make provisions of using educational technology during the class-room transaction in higher educational institutions like colleges. At least OHP and LCD projector with laptop should be provided in each and every class-room meant for degree students irrespective of localities and streams of the colleges.

• Regarding co-scholastic activities, the concerning authority is requested to give direction to the principals to provide financial assistance to the departments of the college for organizing co-scholastic activities.

• The authority of the colleges is requested to raise the students support facilities in their colleges.
In the mode of class-room transaction also found some prominent problems / lacking which needs immediate rectification for improvement of quality of the higher education.

• The concerning authorities are requested to make provision of ‘smart-class’ teaching facilities in all the colleges irrespective of localities to make the teachers fit for 21st century.

• The College authorities are requested to provide internet facilities with e-journal provision.

The level of students’ educational aspiration is one of the most important determinants of quality of the institution. The present study found that there is a vast difference between the percentage of highly aspired students of rural and urban areas’ colleges. So

• The concerning authorities are requested to make the rural students aware about various types of Degree and Diplomas as well as the competitive examinations of which they have to aspire for.

For future prospects of provincialised (general) colleges of Assam, some steps have to be taken by the government and the parent university as:

• Entrepreneurship training should be provided to the students along with other subjects.

• The state government should take initiative to make a survey about the educational needs of its industries and commerce of potential available in the localities. On the basis of the survey determine the types of vocational subjects in the colleges to be provided and especially the number of recruits that can be absorbed annually.
• Attempt should be made to introduce more need based diversified vocational courses or training specially for the academically and economically backward students with an entrepreneurial dimension according to the resources exist in the society.

• The colleges which have less number of students in degree level should be identified and students’ favourite subjects should be introduced to increase the interest of the students. Not only that, appropriate multipronged strategies should be adopted to improve the quality of the education and quality of the students.

• It is generally seen that the future prospects of the college is solely depends on the principal. Therefore, he/she should be a good manager and director by his vision and energetic and dynamic by nature. Principal should be strict but open-minded and impartial.