6.1. Summary:

Higher education is usually identified with the education in colleges, universities, technological institutions, deals mostly with adults and is a ‘higher’ level of knowledge in terms of complexity and understanding. The institution of higher education has to make the condition of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation. The higher education mainly provide the students necessary knowledge and new experiences, efficiency, technical skills of planning and management, life skills for well-adjustment with society which are needed for participation in large scale modern productive enterprises.

Higher education system aims at contributing to national development by way of dissemination of knowledge, skills and attitudes and generating leadership as well as developing manpower resources. Higher education plays a vital role in development of the society. But the system of higher education seems to be in a state of near crisis due to uncontrolled and unplanned expansion lack of students discipline and lack of relevance. The quality is not adequate for present need and future requirements. In the age of globalization, the quality issue has become more sensitive. But in the present scenario it is seen that the aspect of quality is overlooked in the midst of quantitative expansion. If the quality is not properly maintained, the quantitative expansion will be
fruitless. Then ultimate target to get ‘quality manpower’ as the desired end product of education system will be impossible. Hence, the cry for quality is raised in the educational atmosphere of all over the country including Assam.

Many of the degree colleges under affiliating universities of Assam are functioning in deplorable conditions. Colleges have different problems which are originated from local variations. To chalk out the appropriate corrective measures identification of different problems and prospect is a need of the hour in the context of national development and adjust with the process of globalization.

An intellectually stimulating environment is necessary to impart quality education. For quality education quality management is must. For quality management quality principal must be appointed in the colleges. Politics and groupism are the main factors of affecting the standard of college education. So, principal should be a good manager, and a man of principle. Impartiality and farsightedness are the required qualities of the principal which will help in eradicating undesirable non-academic influence of political groups and groupism of vested interest of the staff and students. Besides these, the principal should have a practical knowledge of financial management and resource utilization. For future development of higher education institution, resource generation and proper mobilization is utmost necessary. So the principal should have the proper knowledge of resource generation as well as utilization.

The teacher is a vital part of the education system because without teacher no education system will be sustained. Today, the teacher engaged in higher education is facing new challenges in the dispensation of their teaching responsibilities. Not only that, they have to perform some other activities like evaluation of students, guiding project work, undertaking minor/ major research project, organizing co-scholastic
activities, and get involved in academic practices besides classroom transaction. But without the support from the principal even the energetic and well trained teachers with the best intention cannot do much.

Students are the main components of any education system. In higher education system students play an important role while making provision of providing curricular contents, developing infrastructure, organizing co-scholastic activities etc. Development of students through higher education referred to academic as well as economic development. For economic development, the relevant course contents to be provided to the students.

In the present dissertation the investigator has made an attempt to study the problems and prospects of provincialised colleges under Dibrugarh University. The study has made a special reference to the colleges of Sibsagar, Jorhat and Golaghat districts of Assam. It also tries to find out the significant difference between the students of urban, semi-urban and rural area’s colleges in relation to level of educational aspiration.

In the first chapter the investigator has tried to bring focus on the meaning of higher education and what higher education exactly is in the context of globalization. Kothari Commission (1964-66) recommended that – “An important function of higher education system is to provide society with competent man and woman trained in Agriculture, Arts, Medicines, Science and Technology and various other professions who will also be cultivated individuals imbibe with a sense of social purpose”. Higher education system aims at contributing to national development by way of dissemination of knowledge, skills and attitudes.
On the recommendations of Paris Conference (1998) on Higher Education mentioned that ‘Institutions of higher education should not operate as a system for conferment of degrees only. The main aim of the institutes must be production of ‘Quality Manpower’ at the end”. In the light of globalization, the quality education is being focused as the precondition of improvement of higher education.

Secondly, in this chapter the investigator has highlighted the different aspects of higher education, which play an important role in quality development of the education as well as the principal, teaching staff and students of the institutions. Proper planning and execution of these aspects are very much essential for overall development of the higher education system in general and human resource development in particular. The aspects are:

- Financial management and utilization of resources.
- Academic practices.
- Scholastic and co-scholastic activities and facilities.
- Infrastructural facilities.
- Mode of class-room transaction.
- Educational aspiration of the students.

All these aspects are broadly discussed in the first chapter of this thesis.

Thirdly, to know about the magnitude of the problems of higher education in our state the investigator try to depict the challenges of higher education in other countries also like USA, Africa, UK, Egypt, Japan etc.

Fourthly, in this chapter, the investigator has tried to look into the present higher education scenario of India with special reference to Assam. The grade offered by the NAAC in the first time of assessment and accreditation to the colleges under Dibrugarh
University also depict to know the exact condition of the sample colleges of three districts of Assam.

Fifthly, the investigator has tried to highlight the provision of higher education in the Five Year Plan of government of India. However, the government of India has been trying to upgrade the higher education system since independence by undertaking Five Year Plans. Each and every Five Year Plan laid emphasis on solving the problems that arises in the education system. Mainly in the sixth, ninth and eleventh Five Year Plans’ importance was given on higher education and its problems according to the need of the country.

In this chapter, a brief profile of Dibrugarh University is also given to get information regarding the various facilities and provisions provided to the students.

In the second part of the first chapter, the investigator has made an attempt to throw a light towards the field of study along with brief profile of study areas, state profile, significance, objectives, hypotheses and limitation of the study.

The study has some assumptions (hypotheses) that most of the colleges having acute problems in financial management and resource utilization. The study also assumes that the potentialities available in the colleges for academic excellence are substantial. The study also makes an assumption that the infrastructural facilities available in the colleges are not adequate for improvement of internal efficiency. The study also assumes that there is no significant differences in the level of educational aspirations of the students belong to the colleges of urban, semi-urban and rural areas.

The present study is limited to 27 provincialised colleges affiliated to Dibrugarh University. The study is confined to the three districts of Upper Assam viz. Sibsagar, Jorhat and Golaghat due to limitation of time and resources. Though higher education
comprises all types of education like general, technical, professional and teacher education, but the study is confined only to general education of provincialised colleges of the aforesaid districts. In this study, the investigator has tried to identify the problems related to financial management and resource utilization, academic practices, scholastic and co-scholastic activities and facilities, infrastructural facilities, mode of class-room transaction and students’ level of educational aspiration. The investigator has also tried to identify and understand the prospects of colleges according to the perception of the principals pertaining to infrastructural facilities, course offered and job-oriented / self-financing courses only.

In the second chapter of the thesis the investigator made a humble effort to review the related literature of Abroad, India and North-East according to the need of the study. The purpose of the review was to avoid unintentional duplication of well-established findings and to know about the recommendations of previous studies. In this study, the investigator has thrown a glance towards some related studies with regard to the problems of higher education and level of educational aspiration from 1974-2012.

In the third chapter of this thesis, the investigator has tried to examine the stated problems in the present day context or existing phenomenon by adopting various research design and statistical techniques. Under research design the investigator has applied the descriptive survey method as a basis of the investigation. The total sample was 621 which comprises of 324 students, 270 teachers and 27 principals of the sample colleges of three districts. The data have been collected through primary and secondary sources. The primary data have been collected through the use of standardized tool i.e Educational Aspiration Scale and some other self-developed tools viz. Interview schedule and Institutional Data Schedule for principals, Information Schedule for
teachers and questionnaire for students. The secondary data have been collected from Directorate of Higher Education, website of Dibrugarh University through internet browsing, Assam Year Book, Statistical Hand Book of government of Assam College (Provincialisation) Bill, 2005, Govt. of Assam and encyclopedia of Assam.

As a statistical design both descriptive and inferential statistics have been used. The simple percentage, Mean and standard Deviation have been calculated for descriptive statistics and for inferential statistics F-test and Post Hoc Tests of multiple comparison have been used to find out the significance of difference between mean of sample groups.

In the fourth chapter of the thesis, the investigator has tried to analyse and interpret the data according to statistical design. In relation to financial management and utilization of resources, percentage analysis reveals that 81.48% principals irrespective of localities express that though the colleges have a good amount of physical property of land or fishery, but never used to earn revenue by giving on lease for a definite period of time. 77.78% respondents revealed that they did not earn revenue by providing physical facilities like conference hall, auditorium and play-ground to other organizations for organizing any event on rent/ charge. 77.78% principal respondents agreed that financial statements are not properly maintained. It is worth mentioning that 70.37% principals have not attended any fund management training programmes.

In relation to academic practices, 95.56% and 93.52% teachers reveal that they have not published any research article in international and national level research journals respectively. 79.63% and 77.04% teachers were not involved in organizing state/ National level seminar/ workshops/ conference in their departments and not published any text book respectively.
In relation to scholastic activities, only 6.29% teacher respondents reveal that the internet facilities are available in their colleges. Today most of the learning materials which are not available in the form of books are to be downloaded from other sources with the help of internet. But, it is a matter of great concern that more than 93% teachers are unable to use it in their colleges due to the lack of this facility. More than 67% teachers do not take tutorial classes regularly. 29.63% teachers reveal that there is no provision of separate departments in their colleges. From the above findings it can be said that the quality of education is greatly affected by these problems which should be immediately addressed.

96.30% students reveal that only chalk and boards are used by their teachers while teaching. Only 3.70% teachers seldom use OHP in the time of teaching. 89.51% students reveal that they have no experiences of group discussion or buzz session.

In relation to co-scholastic activities, 31.48% teacher respondents reveal that they took active part in organizing co-scholastic activities in the department whereas 68.52% do not take part in such activities. According to 68.52% respondents the college authorities do not provide sufficient financial assistance to the department for organizing educational tours and field trips.

92.59% students reveal that there are no indoor game facilities in their colleges. 87.35% students express that co-scholastic activities are not organized in the college besides college week. 74.69% students reveal that the college authorities do not provide sufficient play materials to the students.

Regarding infrastructural facilities, the study reveals that, the colleges of urban areas have much more infrastructural facilities (81.11%) than the colleges of semi-urban (68.15%) and rural (61.85%) areas.
In relation to mode of class-room transaction only 4.63% teachers of urban, areas’ colleges take initiative in organizing team-teaching session though it is a less time consuming method. All the respondents reveal that not a single college has the provision of smart classes irrespective of localities. Group-discussion is organized by 11.11%, 8.33% and 5.55% teachers of urban, semi-urban and rural areas colleges respectively. Project work is guided by 38.89%, 27.78% and 11.11% teachers of urban, semi-urban and rural areas’ colleges respectively which imply that rural areas colleges are lagging far behind the urban areas colleges.

It is observed from the inferential analysis of multiple comparisons (Post Hoc tests) that the level of educational aspiration between the urban and rural, semi-urban and rural areas’ students is significant and between the urban and semi-urban is not significant at .05 levels.

The analysis of the study also reveals that although the teachers irrespective of localities have performed different academic activities but their overall performances in relation to scholastic and co-scholastic aspects or mode of class-room transaction is not at all satisfactory. The infrastructural facilities are also not adequate. Hence, the study establish that there are so many problems/ lacking in all the aspects of higher education in college level have to be tackled/ solved with great care to improve the quality of education as well as the institution.

For improvement of higher education system in the state, the investigator would like to recommend some suggestions for quick action.

- Identify the teachers who are really active and innovative by nature and encourage them.
• Stop crab-approaches to pull down the energetic and enthusiastic teaching and non-teaching personnel.

• The attitude of manipulation in every sphere of institutional activities should be stopped.

• Groupism among the teaching and non-teaching staff should be removed.

• Team-spirit should be developed and co-operation among the departments must be increased for achieving the goal of the institution.

• Permanent principal should be appointed immediately after retirement of earlier one.

• Principal should be strict, impartial, straightforward and open-minded.

• Principal should try to stop irrational activities of the staff members.

• All the departments should be equally monitored by the Principal and necessary advice should be given when required.

• Every department should take initiative in organizing lecture programme to enrich the students.

• Separate department with internet facility should be provided to the teacher to make use of their valuable times.

• The authority should make provision of educational technology in the class-rooms like OHP, Projector, microphone etc. wherever necessary.

• Remedial programmes for slow learners and socially disadvantaged group of students should be organized.

• Government should provide more grants not only for Science stream but for Arts and Commerce also.
• Government should take initiative in creating more posts of teachers and appoint more teachers as the student-teacher ratio demand.
• Day care home/ crèches should be opened in the colleges to help the parents and make women members of the staff free from own child care at working time.

6.2 Suggestion for Further Research:

Research is an unceasing effort which never ended in a particular problem. Hence, the investigator suggests some areas for further research which are beyond the scope of this problem. So, the investigator suggests the following areas for further research:

• Studies can be undertaken to find out the several problems suffering by the colleges such as students’ indiscipline, politicization and its effects on the students, lack of team-spirit among the teachers, crab-approaches of pulling down the colleagues and its impact on institution, unfavourable teaching-learning environment etc.
• The present study was confined only to the identification of problems and prospect of provincialised colleges affiliated to Dibrugarh University. Hence, it is advisable to carry similar studies in provincialised colleges affiliated to other universities in this region in general and Assam in particular.
• Studies can be conducted on the problems of private and government colleges of Assam and its impact on the student community.
• A study can be undertaken on the quality of the students of general colleges of Assam. Because there is no provision of entrance test to admit the student in the colleges.

• Studies can be undertaken to determine the causes affecting the educational aspiration level of students in general colleges of different localities.

• Comparative study can be taken up to find out the problems suffered by the colleges of Assam affiliated to different universities.

• A study can be undertaken to determine the problems of rural teachers in relation to academic practices.

• Studies need to be undertaken to find out the causes of lack of motivation of the students towards co-scholastic activities.

• A study can be undertaken to find out the managerial capacity of the principal and its effects on institutional development.

6.3. Conclusion:

The progress of any nation depends on the quality of its education system. The quality of education depends on the quality management, quality teachers and quality students. Quality infrastructure is also a vital part of the quality institution. Though the number of higher educational institution has been rising day by day, it is very disheartening to observe that the quality of education is not improved. It is also very disheartening to see that most of the youths who pass out from the colleges and universities are not competent enough to compete with the present day job market, which requires specialized skilled worker in every field.
It is a real fact that, the output of our higher education system is simply graduates who are not fit to do any job directly because the students that study in the class-room hardly match with the actual practice. It is because of mismatch between qualifications and competencies. Therefore, the number of educated unemployment has been rising day by day. To solve this problem attempt should be made to introduce more need based vocational courses along with the core subject for the academically and economically backward students with an entrepreneurial dimension to make them self-dependent. In this regard, the concerning authorities have to think about the future of the students and necessary steps have to be taken adroitly.

The higher education should also facilitate the brilliant students to acquire knowledges and skills to find a place for him/ her in the contemporary competitive global world. In the process of making the students an efficient world citizen, the teacher has to play an important role. With the help of modern technology, teacher can introduce their students with the advance world of knowledge. It is to be mentioned that a little will and well conceived plan will make the teacher capable of utilizing projectors, power point presentation, interactive white boards, video films, slide and digital imaging, electronic information resources like e-learning, portals and printed hand outs etc. This type of technology will help in rapid transmission of educational inputs by the fast developing information highway. The teachers of higher education institutions should undertaken action research about the class-room problems as well as the institutional specific problems. It will help the authority to solve the problems within the campus and make the academic environment congenial for both the students and teachers.
The educational technology used in a class-room of an academic institution can create a learning platform for both the teachers and the students. To get high quality output, high quality input must be ensured. So, the students, irrespective of localities should be highly aspired. Without their aspirations no one can bring them up to a certain level. To transform the average level students into a highly aspired one, suitable environment has to be created in the institution. Creating a highly aspired environment should be the first and foremost aim of the authority as well as the teaching staff. Quality output will be the result of joint venture of the authority, teachers, non-teaching staff, students and their parents. It is not an individual effort.