CHAPTER- 1

1.0. Introduction:

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 its complexity and understanding. “Higher Education is seen as something which civilizes and enlightens, by heightening awareness, broadening horizon, widening understanding, sharpening perceptions and intensifying sensitivities. It makes individual free from ignorance and superstitions”. Higher education plays a crucial role in working towards economic growth, self-reliance in the scientific and technological know-how that is basic to it, development and mobilization of human resources and also in providing leadership and social criticism. Pandit Jawaharlal Nehru, in his convocation address to the University of Allahabad in 1947, summed up the basic objectives of higher education system and role on national life: “A university stands for humanism, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of human race towards even higher objectives. If the University discharges their duties adequately, then it is well with the nation and the people.”

The 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 institution of higher education has to prepare the individual for the modern industrial world.
Personality characteristics- like openness of new experiences, readiness for social
care, growth of experiences, efficiency, planning and acquisition of technical skills
are needed for participation in large scale modern productive enterprises.

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; excellence of standard of
achievements, providing opportunities to reflect upon the social, political, economic and
moral issues facing the countries; and its key role in generating leadership and
manpower resources. The institute of higher education can act as bridges between the
community and government. These can serve as the brain of government in generating
creative ideas and creative people. So, higher education is vital for the society.

But the system of higher education seems to be in a state near crisis due to
uncontrolled and unplanned expansion, weakening of student’s motivation, lack of
students discipline and lack of relevance. There has been a fall of standard and that
rapid expansion has resulted in lowering quality. The quality is not adequate for present
need and future requirements. One of the recommendation of Paris Conference (1998)
on Higher Education is “Institutions of Higher Education should not operate as a system
for conferment of degree only. The main aim of the institutes must be production of
‘Quality Manpower’ at the end”. In the light of globalization, the ‘quality issue’ has
become more sensitive. But the quality is an aspect which often gets overlooked in the
midst of quantitative expansion. Without qualitative development, 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 India. As such Assam is also not excluded from this crisis.

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. Institutions-specific-problem based on local variations is a matter of serious concern for educators and educational administrators.

To chalk out the appropriate corrective measures identification of different problems and prospects is a need of the hour in the context of national development and adjustment with the process of globalization.

The purpose of higher education is to prepare the students for good citizenship in a democratic society where tolerance, goodwill, responsibility and accountability is deeply integrated in life. Therefore, quality education should be provided to the students.

1.1 Quality Education and Quality Management

Imparting quality education means providing the necessary facilities and creating an intellectually stimulating environment. For imparting quality education quality management is a must. There is a need of co-operation between the principal, teaching and non-teaching staff of the college. It should be a joint venture for providing quality management. Not only that, the entire college staff is responsible for maintaining the standard of education. To meet the needs of professionally good,
dedicated, motivated and quality faculty in higher education, reforms is necessary; but faculty reform is a challenging task before higher education.

In the college level, the Principal also plays an important role in providing quality education. The major task of the Principal is to organize, to monitor, to control and to evaluate. The Principal is the main authority of the college in creating congenial atmosphere among the students, teaching and non-teaching staff. Politics and groupism are the main factors of affecting the standard of college education. In order to achieve a healthy atmosphere in the college, the 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 teaching and non-teaching staff and the students. Otherwise, all these factors will lead to jeopardizing the overall set up of higher education institutions like colleges.

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, maintaining discipline, organizing evaluation etc. The higher education institutions have to provide quality education to their students. Therefore, the infrastructure facilities of the institutions should be developed into a certain standard so that quality education can be provided. Required quality infrastructure should be provided not only for curricular transaction but also for developing co-curricular aspects of the students. Development of the students referred to academic as well as economic development. For economic development the relevant course contents to be provided to the students.
1.2 Need based and Market (Job) Oriented Education:

The aim and purpose of imparting higher education must change in response to economic and social changes. The colleges have to transform the huge human resources into an asset. So, colleges have to come out of conventional courses of studies and to provide need based and employment oriented ones. Colleges should have the commitment and proper infrastructural facilities to produce highly productive students. The education imparted in the colleges should match the need and expectations of the society and the employment sectors. The higher education should be such to satisfy the needs of the students also. Job-oriented courses should be provided for making them productive citizen of the country.

Like many aspects of life, education, particularly higher education is undergoing constant changes under the effect of globalization. Globalization and a shift to a market-led knowledge based economy demands education to become the corner stone of development.

We have to make strenuous effort to make our students more efficient, laborious, skilled and enthusiastic to accomplish their task confidently. The higher education institution should develop into a level that they can compete with their counterparts of any corner of the country.

Until and unless the sufficient infrastructures and the best teaching learning facilities in every corner of the country is ensured, the aim and objectives of higher education are sure to suffer a setback. Now, India needs to make its education more ‘demand driven’ to meet the emerging needs of the economy and to keep its highly qualified people within the country. Therefore, strenuous efforts should be made to upgrade the quality of all higher education institutions. For upgrading the quality of
higher education institutions, all the aspects of higher/collegiate education should be upgraded to certain level.

1.3 Different Aspects of Higher Education:

The higher education has different aspects which play an important role in quality development of the institution and all round development of the students. These aspects are related with the authority, teaching staff and student community of the institutions. Proper planning and execution of development of these aspects are utmost necessary for development of the human resources. It is a joint venture from the part of authority and teaching staff to make the higher education process an effective one. For that purpose, care should be taken up to make these aspects transparent, effective as well as problem free. The aspects of higher education are:

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

1.3.1 Financial Management and Utilization of Resources:

The higher education institutions like college and universities are mostly dependent on external financial resources, mainly on the grants-in-aid received from the state and central government. The higher education cost has continuously increased as against the low fee receipts. The State Govt. provides two types of grants to the colleges
viz. recurring grant for payment and ex-gratia or one time grants for infrastructure development. But there is no regularity in giving ex-gratia which may cause many obstacles in the path of progress of the institutions. The grant received by the colleges or universities from the state government are not adequate.

So, the authority of the institution should plan to manage the financial resources from other sources also. The Principal has to make proper provision of self-financing courses and some other vocational courses and also try to motivate the rich people of the society to donate some valuables in forms of cash, books and other materials needed in the institution. So, financial management is an important responsibility of the Principal.

In the early years of evolution, the financial management was treated synonymously with the raising of funds. But in the current literature pertaining to this growing academic discipline, a broader scope is referred, in addition to procurement of fund, efficient use of resources is universally recognized.

The approach to the scope and functions of financial management is divided into two broad categories: (a) Traditional Approach, and (b) Modern Approach. (a) Traditional Approach: The traditional approach to the scope of financial management refers to its subject matter in the academic literature in the initial stages of its evolution as a separate branch of academic study. The term “corporation finance” was used to describe what is now known in the academic world as “financial management.”(Khan & Jain). The corporation finance is concerned with the financing of corporate enterprise. On the other hand, the ‘financial management’ was treated by the traditional approach in the narrow sense
of procurement of funds by academic institution or corporate enterprises to meet their financial needs.

(b) Modern Approach: The modern approach views the term financial management in a broad sense and provides a conceptual and analytical frame work for financial decision-making. The modern approach laid importance on both acquisitions of funds as well as their allocation. Thus, apart from the issues of acquiring external funds, the main concern of financial management is the efficient and wise allocation of funds to various uses. In the perspective of academic institutions, it is viewed as an integral part of over-all management.

The financial management, according to the new approach, is concerned with the solution of three major problems relating to the financial operation of an institution such as – (i) decision about investment and creation of fund (ii) decision about allotment of fund and (iii) decision about utilization of funds.

Before taking decision about investment or allotment of funds, the authority of the institution should prepare the list of (i) long-term assets and (ii) short-term assets of the institution. In the case of academic institution, the long term assets includes the buildings, desk-bench, books, and all other library facilities, equipments of the office and academic departments etc. and short-term assets includes the chemicals used in laboratory for practical, chalk and boards, and some other materials which have to be changed and replaced within a short period. In order to take firm decision about how much amount of rupees will be spent in a year for purchasing long term or short-term assets, a capital budget have to be prepared on the basis of requirements of the institution.
A. Capital Budgeting:

Capital budgeting is probably the most crucial financial decision of an institution, because it relates to the selection of the asset on department wise and as a whole of the institution. The first aspect of the capital budgeting decision relates to the choice of the new assets out of the alternatives available (such as Smart class, Over Head Projector, LCD projector) or re-allocation of capital when an existing asset (like chalk-board) fails to justify the needs of the institution.

The second element of the capital budgeting decision is the analysis of risk and uncertainty. The capital budget is prepared under various assumptions of the services given to the institution by the equipments. But all equipments may not serve the purpose properly for targeted periods, and an element of risk in the sense of uncertainty of future benefits is, thus, involved in the exercise.

Finally, the evaluation of the worth of long-term and short-term assets should be made to utilize the capital properly in the benefit of the institution in a true sense.

After preparation of capital budgeting, the college authority may take decision regarding the execution of the budget. Preference has to be given on fulfillment of immediate needs of the institution. After purchasing of the required material, furniture, equipments or chemicals for the use of laboratory the financial statement should be kept properly by the concerned accountant.

B. Financial Statement (Balance Sheet)

For proper utilization of fund of an institution, financial statements are very much essential. The three principal financial statements are (i) balance sheet (position statement), (ii) the income statement and (iii) the statement of changes in financial
position. The purpose of a balance sheet is to indicate financial status of the institution as a given moment of the time.

The income statement referred to as the difference between revenues and expenses for a given period of time. The revenue of the college has earned as in the form of tuition and other fees, amount of money from the permanent property of the college.

The balance sheet also provides the information about the tangible and intangible assets or resources of the institution. The tangible resource includes two types of resources, such as –

a) Non-physical resources: Cash, marketable securities, accounts receivable,

b) Physical resources: land, buildings, equipments, (Long-lived assets) merchandise etc.

The intangible assets include: patents, copy rights and goodwill.

These items are very important resources for college or university like institutions but it would generally be exceedingly difficult to place a value on them.

The statement of the revenue and income should be properly maintained by the college. The term revenue and income cannot be used interchangeably. Revenue is a gross concept and is measured by the assets received in return for goods and services that are sold. But the amount left over after deducting the expenses and losses incurred while gaining the revenues. This residual is called income (Revenues- (expenses + losses) = income). The income statement also should be properly maintained to show the transparency of the principal (Bierman & Drebin, 1978).
The maintenance of balance sheet with the entries of resources and income is not a simple job to the accountant of the college. So, most of the accountants try to determine the income by subtracting expenses from revenues.

C. Closing Entries:

The temporary accounts are never shown on the balance sheet, because temporary accounts are only used to record revenue and expenses during the period and at the end of the period, their balances is disposed. The procedure of eliminating balances in revenue and expense account is known as ‘closing’ and the entries that accomplish this are called ‘closing entries’.

D. Obtaining Resource Document:

After receiving the relevant information the accountant of the institution have to maintain a system of recording financial transactions. This record of financial transaction is called ‘obtaining resource document’ in which the type of entry and source documents are included. In the type of entry the purchase record, soles record and payment records are to be enlisted. In the ‘Source Documents’ the purchase invoices, receiving reports, sales invoices, vouchers, cheque numbers are to be enlisted.

E. Obtaining Balances of General Ledger Accounts:

The general ledger accounts contained the balance of each account of the institution which is to be computed at the end of the accounting period. All accounts with balances should be listed. This list is called an unadjusted trial balance. If the debit (Dr) total is equal to credit (Cr) total, this indicates that the entry is arithmetically
correct. If the debit and credit totals are not equal, then the trial balance should be checked and identified the errors before making further entries. After correcting or adjusting the entries, these will be posted in general ledger account.

The ledger account is given to the auditor for audit purposes and it should be audited by an efficient chartered accountant in every financial year.

The above mentioned procedure should be followed by the college authority for proper financial management and resource utilization. But most of the colleges do not follow this procedure due to the lack of proper knowledge and training. For maintaining transparency in the system proper utilization of resources as well as the generation of resources is very much important. The good and effective financial management is depended on the proper utilization of the resources.

1.3.2 Academic Practices

Centre for preparing for Academic practices, a part of Oxford Learning Institute, University of Oxford mentioned in a blog that – there are multiple representations of academic practice. However, globally, there are commonalities, shared notions of how academic work is distinct from other kinds of work (e.g. business, industrial, governmental, voluntary sectors). In other words, this practice is academic partly because it takes place in institutions with mandates to provide higher education, and usually to contribute to knowledge. This impacts their structural nature, which is distinct from say a business. Further, the fact that most academics have strong loyalties to their discipline, in some cases, stronger loyalties than to their institution also makes the practice distinct. “However, academic practice has been traditionally understood to encompass three forms in varying degrees:
i) Forms of enquiry, from scholarly examination of documents to empirical research – whether applied or pure, commissioned, individual or collaborative.

ii) Forms of teaching, working with undergraduates, post-graduates and post doctoral fellows in the broadest sense including, for instance, planning assessment, supervision, advising and mentoring.

iii) Forms of service to the institution, the discipline, profession and community e.g. member of an institutional committee, organizer of a disciplinary conference consultant for a charity”.

The University of Warwick defines academic practices as “Professional work which directly contributes to the generation and dissemination of knowledge. This includes teaching and learning, research and supervising and managing research; and managing academic departments” (Gareth, W., 2012).

The academic practices in a college situation may include-

- Appraisal.
- Linking research and teaching.
- Project management.
- Teaching techniques.
- Assessment and evaluation.
- E-learning and E-Tutoring.
- Professional Development Issue.
- Teaching observation.
- Curriculum transaction and planning.

All the academic practices are necessary for developing the ‘academic quality’ of the institution. “Academic quality means the quality of teaching, learning, research
and consequently their contribution to enhancement of knowledge and includes physical infrastructure, human resources (including faculty), administration, course curricula, admission and assessment procedures, governance structures, of higher educational institution” (Higher Education Institutions Bill, 2010)

1.3.3 Scholastic and Co-Scholastic Activities

To promote the intellectual, physical, moral, mental and social welfare of the students, some activities are carried out by both the students and teachers which are called scholastic activities. The activities included in scholastic activities are - giving lectures and organizing demonstration, project, seminars for students benefits. Besides these, course transaction, mode of transaction, organizing evaluation, using teaching aids, making provision of different types of competition in curricular aspects are included in the scholastic activities. In a wider sense the scholastic activities provide totality of experiences to students inside the class rooms.

Education is to unfold native powers and potentialities of the students. They have to develop certain personal qualities and social virtues through education. This cannot be made possible only through the limited programme of class-room activities. So, the co-scholastic activities are necessary to provide a wider scope and an ideal environment for their all round development. These activities are broadly divided into four categories such as- physical, mental, emotional and social which are also related to development of students’ health, head, heart and hand. The co-scholastic activities provide opportunities to the students for developing their leadership qualities, fellow feelings, co-operation and independent action.
It provides opportunities for satisfying the gregarious urge of the students. By involving the activities of the Students’ Union, Departmental Forum or Society, different Hobby Clubs, students can fulfill this urge.

In fact, scholastic and co-scholastic activities are now considered complementary to each other and both deserving equal weight and emphasis in the total educational programme. For development of the scholastic and co-scholastic aspects of the student, proper infrastructural facilities also should be provided.

### 1.3.4 Infrastructural facilities:

The National Policy of Education 1986 stated that “Provision will be made for minimum facilities and admission will be regulated according to capacity.” National Assessment and Accreditation Council has evolved seven criterion based on international parameters contextualized to Indian condition for the assessment and accreditation of higher education institutions also mentioned about the criteria of infrastructure and learning resources. In this criterion, physical facilities, maintenance, optimal use of infrastructure, library and computer facilities, health services and sports and physical education, hostel, canteen etc. are included. In the international level, though the information super highways provide opportunities for the global transfer of knowledge, the developing countries are not yet properly equipped with the necessary exportable knowledge and technologies to use them.

In New Education Policy 1986 mentioned that- ‘adequate provision for sports, games, co-curricular activities and participation in management should be made at the tertiary level of education with the object of diverting the energy of the students to
constructive channels.’ For that purpose some basic infrastructural facilities are required (Shukla, 1988).

For every institution, basic infrastructure in concrete terms is essential. Buildings, play ground, equipments, furniture and machines are required for various purposes. Libraries, laboratories, auditorium, conference hall, smart class, indoor stadium, gymnasium hall and so on, are part and parcel of an educational institution. The electronic gadgets including radio, T.V., computers and projectors are necessary for catering to the growing needs of explosion of knowledge.

Good, C.V. (1973) in the Dictionary of education defines infrastructure as ‘the underlined foundation’ or basic frame work of an organization or system. The basic frame work means infrastructural facilities or basic physical requirements of an institution for effective teaching-learning process”. Infrastructural facilities of a college are very important to create motivation in minds of the students for learning and acquiring experiences.

1.3.5 Mode of Class-room transaction:

College teaching is a complex endeavor, which can be difficult to do or understand. Teaching in higher education is a systematic process. It needs aesthetic approach also from the part of teaching personnel. ‘Quality teaching requires a sense of artistry. Teaching artistry necessitates a ‘thinking-in-the-moment’ mentality that is sensitive to the shifts and changes that occur within the class-room’ (David, M. et al. 2007). Teachers’ beliefs, attitude and philosophies are revealed in our class-room transactions with students. The mode or style of class-room transaction depends on how
teachers use humour, how they react to students’ questions, what teaching aids they use etc.

The mode of class-room teaching identifies how the teacher chooses to design and translate the content and other factors into strategies, activities and other elements of teaching. Lecture mode may be far different from discussion mode or a problem-based learning mode. The mode of class-room transaction actually refers to the strategies of teaching that includes methods and media which is making the teaching – learning effective.

However, the mode of class-room transaction is primarily depends on the behaviour and competencies of the teacher in terms of teaching strategy and methodology they use.

1.3.6 Educational Aspiration of the students

Aspiration means a longing for and striving for some goal higher than oneself or one’s present status, which differ from ambition, which is the eagerness or an ardent desire to achieve a particular honour or power. According to Dictionary of Psychology – “Aspiration is an initially motivated, sensually experienced need for or attraction towards an object. Depending on the degree of the subject’s awareness, aspiration as an dynamic tendency takes the form of a drive or desire”. The literary meaning of the term ‘Aspiration’ is a ‘strong desire to do something.’

Educational aspiration is one’s will to excel in academics; when level of aspiration is centered on the field of education we may refer to it as level of educational aspiration. Educational aspiration test is the measure of one’s educational aspiration or level of will to excel in academics. Level of educational aspiration test not only
measures the level of educational aspiration but also helpful for counselors in guiding the students while these would be defining their ambitions and subsequently working to achieve them.

The level of educational aspirations of the students not only affects their study habits but also their academic performances. Highly aspired students become more interactive in the time of class-room transaction than others which will indirectly motivate the teachers for well preparation and developing their efficiency.

On almost all aspects from financial management to infrastructural facilities, from academic practices to students’ educational aspiration level or teacher student ratio, higher education is in crying need for an upgrade.

The higher education system of other countries may have some other problems and some problems in the perspective of globalization and privatization.

1.4 Higher Education and its challenges in different Countries

Now, at present, the United States of America (USA) is considered to be the super power in the world from the point of economy, political power, human resource development, atomic energy, technological development and so on. But the higher education system in USA is also not free from problems. The United Kingdom (U.K) has a profound higher education system since the long period of time. The Oxford University is the prestigious name in the history of world higher education. But all higher education institutions of U.K. are not same as Oxford University. Most of the affiliated colleges of U.K. have been suffering from some of the unique problems. The third world countries also have been suffering from acute problems. The investigator try
to depict some problems faced by the colleges and universities of USA, Africa, Egypt, Japan and United Kingdom.

1.4.1 United States of America:

U.S. higher education borrows its structure from both the British undergraduate colleges and German Research Universities. Its character is profoundly influenced by three major philosophical beliefs that shape American public life. Firstly, the Jeffersonian, an ideal of limited governmental control has influenced the U.S higher education. The second set of influences is ‘capitalism and the belief in the rationality of markets’. The final major philosophical influence on American higher education is a widespread commitment to equal opportunity and social mobility.’ (Forest and Altbach, 2010)

The U.S. higher education consists with 4,200 colleges and universities that award degrees and 2,300 institutions that award vocational certificates. These 6,500 institutions enrolled approximately 16 million full and part time students, including 14 million undergraduates and 2 million graduate and professional students.

- Current Challenges:

In U.S higher education, the government support is not keeping pace with educational expenditures. Thus in many ways, the market is having more bearing on higher education than government.

The implications of the growing privatizations are that academic research is increasingly focused on marketable knowledge, entrepreneurial priorities are taking
precedence, services are being out sourced and students are carrying an increasing burden to pay higher tuition fees for their education.

Despite significant expenditures on financial aid, minority and low-income individuals are still less likely to attend college than whites or students form middle and upper income families. Low income students come to college less prepared and must balance academic demands with work and family responsibilities. Finding ways to increase the enrolment rates of low income students and encourage their success once enrolled are two of the most important problems facing American Higher Education. Other challenge of higher education in America is market competitions and resistance to government control.

1.4.2 Africa:

The education system in Africa laid stress on preparing the youth for African society. Boys and girls were taught separately to help prepare each sex for their adult roles. Before European colonialism, there were no academic examinations necessary to graduate in the African educational system.

When European colonialism took place it began to change the African educational system. African Universities suffer from overcrowding and staff being lured away to western countries by higher pay and better conditions.

The regional report produced by the UNESCO BREDA Education sector analyst team in 2005 indicates that less than 10% African children are now allowed in the education system. However 4 out of 10 children still did not complete primary school in 2002-03. It also appears that geographical disparities (rural/urban area) or economic
disparities (low income household /wealthy households) are more significant and affected the higher education also.

1.4.3 Egypt:

Egypt has the largest overall education system in the Middle East and North Africa and it has grown rapidly since the early 1990s. In the last part of 20th century Egypt has a very extensive higher education system. About 30% of all Egyptians in the relevant age group go to university. However, only half of them graduate. According to the Economist, standard of education at Egyptian public universities are “abysmal”.

In 1990, legislation was passed in Egypt to provide greater autonomy to the universities. But still the education infrastructure, equipment and human resources are not in place to cater to the rising higher education students. Gross enrollment in tertiary education increased from 27 percent to 31 percent in 2005. But there has not been a similar increase in spending on improving the higher education system in terms of introduction of new programmes and technologies. Though the significant progress has been made in increasing the number of students in higher education system, still the quality of education experience is low and unequally distributed. Therefore, Egypt has been suffering from shortage of skilled and semi-skilled workers available, their quality of training is quite poor (The Economist, 2009).

1.4.4 Japan:

After reorganizations of education system in Japan, a new nine years compulsory education was introduced for the children within 15 years of age. After this nine years system (6 years primary and three years junior high school) three years have
been given for higher secondary and four years for degree (graduation and post graduation) education thus the entire education system came to “6-3-3-4” year series.

At the university stage, the financial condition of institutions of higher learning is not good. So, the teachers do not enjoy attractive salaries. The central Ministry of Education distributes grants for research, determination of a national standard of education and vocational and technical education.

Regarding women in higher education, the study of Edward and Pasquale (2012) revealed that since the mid 1980s there has been a striking increase in the propensity of young Japanese women to attend four year university education. On the other hand, the parliament of Japan DIET, in 1985 passed the equal employment opportunity Law which focused on improving women’s access to career employment. It is worth mentioning that, before the II World War, women education at the university stage in Japan was almost nil. But, the aforesaid study which was made in March, 2002, revealed that women admitted in the universities were 22.4% in 1980, 27.9% in 1990 and 35.6% in 1998. Like India, the Japanese college education has been suffering from the problems of medium of instruction. In Japan, there is so many local languages are used as medium of instruction which create problem in maintaining standard in education.

1.4.5 United Kingdom (U.K.)

In the United Kingdom, the development of higher education has been much higher than other developed countries. Oxford and Cambridge are the oldest universities in U.K. Many graduates of these two universities have become great leaders of the British nation in the different field of society. The universities of U.K. are autonomous.
The government does not interfere in their administration, but it continues giving financial assistance whenever necessary.

The financial problems of the universities are solved by 50 percent help form the state and local authorities. Rest of the requirements is met through tuition-fees, endowments and direct donations.

The practice of affiliating colleges with the universities is also there. Several affiliated colleges providing education of university level are established even in some foreign countries. The main problem of higher education in U.K. is, they fail to admit all the students willing to take admission because some seats are reserved for foreign students in the universities. On the other hand, there is an acute problem of providing accommodation to their students.

From the above discussion, it is seen that all the higher education institutions (graduate and post graduate) have been facing different types of problems in different countries. In the context of globalization, maintaining global standard in education is the major challenge mainly before the third world countries. India is also not excluded from it. The present higher education scenario of India can give a clear picture of different challenges faced in different aspects of higher education.

1.5 Present Higher Education Scenario in India:

After the Second World War, there has been an enormous expansion in higher education all over the world. India was not exception from this. The higher education system of India has witnessed many fold increase in its institutional capacity since independence. After independence the Indians wanted to build a modern, strong, dynamic and self-reliant India which could stand abreast with the developed nations.
Soon after the independence, Government of India initiated a plan for the development of higher education in the country as a result of which University Grants Commission came into existence in 1953. During this period, besides universities and general colleges, institutions like IITs, IIMs established and contributed quality higher education to the Indian talents.

In higher education system of India changes have been occurred in time to time according to the recommendations of different committees and commissions. The Radhakrishnan Commission (1948-49) was the main guiding force of Indian higher education on the basis of the recommendations of that commission, the aims and objectives, the structure and regulations, the management and organizations have been formulated and executed. There is a good impact of the Kothari Commission (1964-66), the New Education Policy, 1986 and the Programme of Action, 1992 in the higher education system of the country. Recently the Yashpal Committee and also the National Knowledge Commission (2005-08) (NKC) have dealt with various issues affecting the higher education system and both have suggested definite framework for improvement by way of institutional and policy reforms. One of the main suggestions is establishment of an overarching regulatory body, namely ‘National Commission on Higher Education Research’ (NCHER), which would subsume the function of existing regulatory institutions like UGC, AICTE, NCTE.

Based on the recommendations and suggestions of Yashpal Committee Report and NKC the central govt. has initiated the process for (i) Establishment of educational tribunals (ii) To provide for prohibition of certain unfair practices in technical, medical, education institutions and universities (iii) To provide for mandatory accreditation of higher educational institutions and to create regulatory authority for the purpose and (iv)
To provide for regulation of entry and operation of foreign educational institutions. In addition, a task force constituted by the Ministry of Human Resource Development (MHRD) has developed a framework for establishment of NCHER.

At the commencement of the 11th Five Year Plan, there were 19 central universities, 7 Indian Institute of Technology (IITs), 2 Indian Institute of Science Education and Research (IISERs), 6 Indian Institute of Management (IIMs) and 1 School of Planning and Architecture (SPA), apart from other centrally funded educational institutions. During 11th Five Year Plan (2007-12), apart from setting up of 13 new central universities, 03 state universities have been converted into central universities, 8 new IITs, 7 new IIMs, 3 IISERs and many new polytechnics have been set up and a large number of institutions both in higher and technical education have been established. In addition, 10 new National Institute of Technology (NIT) have been approved and 374 colleges in educationally backward districts which have Low Gross Enrolment Ratio (GER) as compared to the national average are being considered. The proposal for setting up of 14 world class universities and 20 new IITs are still under formulation stage.

Despite the rapid expansion of colleges, universities and other higher education institutions, it is seen that the quality of education is not being maintained equally by all these institutions. The role of higher education institutions in the emerging scenario of knowledge economy is very crucial and multifaceted. So, the agenda of general colleges and universities in this scenario may include new vistas of learning, new frontiers of researching, academic restructuring, sharing of expertise, innovations, knowledge management, training, employability, entrepreneurship, and meeting social, cultural and economic challenges thrown by the forces of globalization.
On “Vision of Higher Education in India: A Policy review”, P.Rao (2011) mentioned that – “The successive policies of the post independent era have certainly influenced the growth of Higher Education sector in the country.” University level institutions have increased from just 18 in 1947 to 540 in 2011. Similarly the enrolment has gone up from 2,28,804 in 1947 to 1,23,76,718 in 2008. Faculty wise enrolment in Arts, was largest with 43.7% while in Commerce and Management, it was 19.15% and in science it was 18.23% (UGC Annual Report 2008). The growth of colleges in absolute number reached a high of 33,023 in 2012 (UGC Report 2012) whereas at the dawn of independence it was just 591.

But the Gross Enrolment Ratio (GER) in higher education in India has not increased up to the satisfactory level; it is far below in comparison to other countries. The following table shows the GER of some other countries.

**Table 1.1:** Percentage of GER of India and other countries

<table>
<thead>
<tr>
<th>Name of the Country</th>
<th>Percentage of GER</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>12%</td>
</tr>
<tr>
<td>France</td>
<td>50%</td>
</tr>
<tr>
<td>U.K.</td>
<td>52%</td>
</tr>
<tr>
<td>U.S.A.</td>
<td>80%</td>
</tr>
<tr>
<td>Canada</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 1: Indicating percentage of GER of different countries, 2011.

It is clear that the percentage of enrolment in India is far below the international average. From the point of quantity of the institution, India has the largest system of higher education after U.S.A. But the standard and quality of education is not up to the level.

National Assessment and Accreditation Council (NAAC) is involved in the assessment of quality and accreditation of universities and colleges. In 2006, there are about 417 universities of these about 140 have been assessed and accredited by the NAAC. Of these 31% were graded ‘A’, 61% were graded ‘B’ and 7% were graded ‘C’ in that order.

Till 2006, the total 3,492 Colleges were accredited by the NAAC, and of these, about 9% were graded ‘A’, 68% were graded ‘B’ and the remaining 23% were graded ‘C’ (Thorat.S. 2009)
Furqan Quamar and S. Sinha have examined the reasons for the inter-institution variations in quality and indicates that the deficiencies in availability of human resources in terms of quantity and quality teachers and physical and other infrastructural facilities caused qualitative gaps between ‘A’ and ‘C’ grade universities and colleges (Thorat.S. 2009)

Despite the quality deficiencies and quality variations, the growth of higher education in India is really commendable.

The following table shows the growths of Indian higher education.

**Table 1.2:** Showing the growth of Indian higher education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities*</th>
<th>Colleges</th>
<th>Enrolment (million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947-48</td>
<td>20</td>
<td>500</td>
<td>0.18</td>
</tr>
<tr>
<td>1950-51</td>
<td>28</td>
<td>578</td>
<td>0.28</td>
</tr>
<tr>
<td>1960-61</td>
<td>45</td>
<td>1,819</td>
<td>0.60</td>
</tr>
<tr>
<td>1970-71</td>
<td>93</td>
<td>3,277</td>
<td>2.0</td>
</tr>
<tr>
<td>1980-81</td>
<td>123</td>
<td>4,738</td>
<td>2.8</td>
</tr>
<tr>
<td>1990-91</td>
<td>164</td>
<td>5,748</td>
<td>4.4</td>
</tr>
<tr>
<td>2000-01</td>
<td>266</td>
<td>11,146</td>
<td>8.8</td>
</tr>
<tr>
<td>2007-08</td>
<td>442</td>
<td>18,627</td>
<td>11.5</td>
</tr>
<tr>
<td>2010-11</td>
<td>634</td>
<td>33,023</td>
<td>16.9</td>
</tr>
</tbody>
</table>

Source: UGC 12th five year plan WG (Shah, M.A.)

* Includes Central, State, Deemed to be and private universities and Institution of National Importance.

The data includes both conventional and open universities.

In the light of the present scenario and growth of national higher education system, the present position and growth of higher education in Assam also should be examined.
1.6 The History of growth of higher education in Assam.

In 1892, the Murarichand College was started in Sylhet of Assam which is now in Bangladesh. The college developed fast and was recognized by the Calcutta University as a first grade college in 1915-16.

Cotton College, established in 1901 at Guwahati, is a co-educational institution and has been rendering its services to entire North-East. At present, the college offers post-graduate courses both Arts and Science in 21 subjects and research facilities in some selected branches.

In 1930, Murulidhar Baroah, famous tea planter of Assam, donated a large building and a big plot of land in the heart of the Jorhat town for a college in the hallowed memory of Late Jagannath Baruah a leading citizen of that time and who was known as B.A. Jagannath. This college is known as J.B. College and is offering opportunities for Arts, Science and Commerce at degree level. Today in this college, post graduate classes have been opened in different subjects in Arts and Commerce.

In 1935, several new colleges have come up. St. Anthony College, The Lady Kean’s College and St. Edmunds College at Shillong, the Gurucharan College at Silchar and Handique Girls’ College in Guwahati were established in that year. The first three colleges were then in the territorial jurisdiction of Assam and now they are in Meghalaya (Das, 1976).

In 1948, the total number of colleges in Assam was 16 with an enrolment of 5439 and Cotton College was the only Government College. After the establishment of the Gauhati University in 1948, the number of colleges steadily increased in Assam from 16 in 1948 to 94 in 1964. The total number of colleges functioning under the three universities in 1975 was as follows:
Under the Gauhati University - 133
Under the Dibrugarh University - 41
Under the Assam Agriculture University – 02

The Dibrugarh University was established at Rajabhet in Dibrugarh in 1965. All the colleges situated in the district of Sibsagar, Dibrugarh, Tinsukia, Dhemaji, Jorhat, Golaghat, and Lakhimpur are affiliated to it. At present 74 provincialised colleges are affiliated to Dibrugarh University. The North Eastern Hill University (NEHU) was established in 1973 at Shillong. Colleges situated in Meghalaya, Mizoram and Nagaland were under the control of the NEHU. In 1968, the Assam Agriculture College at Barbheta, Jorhat was raised to a university and at present this university is controlling four colleges i.e. Agriculture College at Jorhat and Biswanath Chariali and Veterinary College at Khanapara, Guwahati and Lakhimpur.

1.6.1 Present Scenario of higher education in Assam:

In 2012, there are 189 provincialised general colleges, 10 universities (private and government), five private and four government engineering and technical colleges, four govt. medical colleges in Assam. Affiliation wise break-up of the provincialised colleges in Assam are as follows:

1. Provincialised colleges in 2012.

- Under Gauhati University = 102 Colleges
- Under Dibrugarh University = 74 Colleges
- Under Assam University = 13 Colleges

Total = 189 Colleges

2. Total number of university in Assam = 10
Table 1.3: Showing the name, status and year of establishment of the universities.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
<th>Status</th>
<th>Year of establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gauhati University</td>
<td>State University</td>
<td>1948</td>
</tr>
<tr>
<td>2.</td>
<td>Dibrugarh University</td>
<td>State University</td>
<td>1965</td>
</tr>
<tr>
<td>3.</td>
<td>Assam University, Silchar</td>
<td>Central University</td>
<td>1994</td>
</tr>
<tr>
<td>4.</td>
<td>Tezpur University</td>
<td>Central University</td>
<td>1994</td>
</tr>
<tr>
<td>5.</td>
<td>Assam Agriculture University</td>
<td>State University</td>
<td>1968</td>
</tr>
<tr>
<td>6.</td>
<td>K.K. Handique State Open University</td>
<td>State Open University</td>
<td>2005</td>
</tr>
<tr>
<td>7.</td>
<td>Bodoland University, Kokrajhar</td>
<td>State University</td>
<td>2009</td>
</tr>
<tr>
<td>8.</td>
<td>Srimanta Sankardeva University of Health Science, Guwahati</td>
<td>Private University</td>
<td>2009</td>
</tr>
<tr>
<td>9.</td>
<td>Don Bosco University Azara (Technical)</td>
<td>Private University</td>
<td>2009</td>
</tr>
<tr>
<td>10.</td>
<td>Cotton College State University</td>
<td>Govt. University</td>
<td>2012</td>
</tr>
</tbody>
</table>


Along with these universities, there are 40 Teachers Training Colleges, 22 Law Colleges, 2 Institute of National Importance, (IIT, Guwahati, NIT, Silchar) and more than two hundreds private degree and junior general colleges in Assam.

Effectiveness and relevance of education is judged by quality not by quantity. This is the biggest challenge in front of the general colleges of Assam. Barring a few city and district head quarter based colleges, the scenario of all rural colleges of Assam are deplorable. This is well reflected in the accreditation status of colleges by NAAC.

Table 1.4: Showing the accreditation status of colleges under Dibrugarh University (1st Time) upto 2010.

<table>
<thead>
<tr>
<th>Accreditation status</th>
<th>Percentage of colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Nil</td>
</tr>
<tr>
<td>B++</td>
<td>5%</td>
</tr>
<tr>
<td>B+</td>
<td>17.5%</td>
</tr>
<tr>
<td>B</td>
<td>32.5%</td>
</tr>
<tr>
<td>C++</td>
<td>30%</td>
</tr>
<tr>
<td>C+</td>
<td>13.75%</td>
</tr>
<tr>
<td>C</td>
<td>1.25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: www.dibru.ac.in
From the table, it is seen that not a single college under Dibrugarh University has accreditation with status A, and 45% colleges got the accreditation status C to C++. Under Gauhati University only Cotton College could get the accreditation status A. The accreditation status of colleges under Assam University is also not much satisfactory.

The collegiate education of Assam will gain its relevance only when the factors responsible for its dismal state are removed.

1.7 The Five Year Plans in upgrading Higher Education

Policy planning is utmost necessary for plan formulation. Implementation of plans over a period of time, throws up various issues of a practical nature which lead to reformulation of policies and also changes in plan priorities. Thus policy planning, plan formulation and programmes implementation are three inter-linked process, which influencing each other.

In Independent India, the University Education Commission Report (1948-49) is the monumental document of higher education. This document has influenced all the plans right from the beginning and still continues to determine policy parameters regarding education.

The Planning Commission was set up in 1951 to carry out diagnostic studies and formulate policies and programmes for national development. Due to the undesirable consequences of the phenomenon of overcrowding in colleges and universities, the First Five Year Plan had pleaded strongly for selective admission on the basis of merit and in relation to manpower requirements.
The Second Five Year Plan (1956-61) was started from 1956. In this plan for improving standard of higher education, three important steps were mentioned. The first was the introduction of diversified courses at secondary level, which may help, in checking the rush of students to arts courses. The second was delinking of degrees for the purpose of recruitment to public services. The third was to improve the standards of affiliated colleges which significantly contributed to extremely unsatisfactory situation in higher education.

The Third Five Year Plan (1961-66) also recommended that suitable criteria for selection had to be adopted in order to admit only meritorious students in formal institutions.

During the Plan Pause 1966-69, the recommendations of the Education Commission 1964-66 were possessed at different levels and the Government of India issued a National Policy on Education in 1968. The policy enunciated development of part-time education and correspondence courses on a big scale in order to provide opportunities to the large number of people who have the desire to educate themselves.

The Fourth Five Year Plan (1967-74) formulated after the National Policy of Education (NPE), 1968 was available, accepted the hard reality of the inevitable expansion of higher education. A strong plea for expansion of enrolment in science courses was made, for the first time, in the Fourth Plan.

The Fifth Five Year Plan (1974-79) also emphasized on consolidation and improvement of university education. In this plan emphasis was also laid on to strengthen the post-graduate education through the development of centers of Advance Study, Science service centers, Common computer facilities and Regional Instrumentation workshops.
In the Sixth Five Year Plan (1980-85) higher education comes in for a comprehensive treatment in regard to problems, prospects and programmes. The Sixth Plan, like the Fifth Plan, makes a plea for the expansion of higher education particularly for the socially disadvantaged sections for which higher education provides an opportunity and challenge in terms of life perspectives and socio-economic aspirations of the community.

Soon after the beginning of Seventh Five Year Plan (1986-91), the New Education Policy (1986) had been announced. This was followed by the programme of Action (1992) to implement the policy. The main thrust of the policy was to develop human resources. The policy emphasized equity, quality, relevance and efficiency in the educational system.

The main objective in the Eight Five Year Plan (1992-97) is to achieve the targets of universalisation of elementary education and eradication of illiteracy among the 15-35 age groups.

The Ninth Five Year Plan period was from 1997 to 2002. In this period importance was given on higher education system to prepare its products for participation in the emerging social, economic and cultural environment. This plan lays stress on the relevance and quality of higher education, use of media and educational technology in the field of higher education (Agarwal, J.C., 2007).

The Ninth Plan prepares the following action plan:

(a) Vocational Education: At the undergraduate level, vocational education will be expanded in disciplines which have strong linkages with industry and improve employability.
(b) Higher education: Teaching in post-graduate and doctoral programmes and research will be oriented towards applied fields so as to establish relevance, need based specialization and market driven skill generation.

(c) Resource mobilization: Resource will be mobilized through restructuring of fees and widening the public funding in order to support basic infrastructure such as laboratories, libraries and new courses.

The key issues focused on by the Tenth Five Year Plan (2002-07) are to improve access and reduce disparities by emphasizing the common school system. The plan also puts a great focus on the revision of curricula with emphasis on vocationalisation of higher education and employment-oriented courses, and expansion and diversification of the open learning system. It lays stress on the greater use of new “information and communication technology” (ICT) in the field of education.

After independence, the Government of India is showing more concern about education, which is reflected in the resource allocation during the Five Year Plan periods.
Fig. 2: shows the plan expenditure on higher education during 1st to 10th Five Year Plans in our country.

![Percentage of Five Year Plan Expenditure on Higher Education](image)


These data reveal the lower rate of attention to higher education.

Prime Minister Manmohan Singh has termed the Eleventh Five Year Plan (2007-2012) as “India’s educational plan”. The 11th Plan, approved at the meeting of the National Development Council in December, 2007 places the highest priority on education as a central instrument for achieving rapid and inclusive growth. The 11th Plan laid stress on

(i) Expanding the overall access to provide Higher Education to all those are eligible.

(ii) Ensuring the equity through equitable access to the deprived socio-economic strata of the society.
(iii) Enhancing the quality of teaching and learning experience through use of information technology.

(iv) Increasing the enrolment of women students by building hostels for women in metropolitan cities, semi-urban and rural areas.

(v) Setting up of new colleges aided by the govt. in backward rural and tribal areas.

The 11th Five Year Plan document proposes an almost 10 fold increase in outlay for higher and technical education. The planners have set ambitious targets to attract 15% students passing out of Class XII (from the current 10%) into higher education by 2012 and 22% by 2017.

The plan proposed to setup 30 new central universities, seven IITs and IIMs, 10 National Institute of Technology (NIT), five Research Institutes, (Indian Institute of Science, Education and Research) 20 IITs, two schools of architecture and 330 colleges in educationally backward districts.

The approach paper to 12th Five Year Plan released by Planning Commission of India admits that the Gross Enrolment Ratio (GER) in higher education must be targeted to increase from nearly 18% to around 25% by the end of 12th Plan i.e. 2016-17. The Planning Commission also hopes ambitiously 30% of GER by 2020 while admitting that private universities and colleges have played a major role in increasing enrolment.

In spite of all the efforts made by Government of India in the field of higher /collegiate education through five year plans, the quantitative improvement has been taken place rather than the qualitative improvement.

The causes behind not improvement of quality higher education should be identified to take proper measures for its improvement. But, the causes may not be same
in whole of India or Assam. Therefore, micro level research may be much more meaningful than the macro-level. So, the investigator has undertaken an investigation on the affiliating colleges of Dibrugarh University.

1.8 A brief Profile of Dibrugarh University

Dibrugarh University is the easternmost university of India, was established as a ‘teaching, residential and affiliating university at Dibrugarh in 1965, under the Dibrugarh University Act, 1965, enacted by Assam Legislative Assembly. The university is situated at Rajabheta at a distance of about five kilometers to the south of premier town of Dibrugarh.

The University is located in a campus of 203 hectares and it has its territorial jurisdiction over the seven districts of upper Assam, e.g. Tinsukia, Dibrugarh, Sibsagar, Jorhat, Golaghat, Dhemaji and Lakhimpur having about 67,93,324 population (32% of total state population) according to 2001 census. The geographical jurisdiction of the university covers 21706 sq. m. which is about 28 percent of the total geographic area of Assam.

- **Teaching department in D.U**

  1. Assamese
  2. English
  3. Economics
  4. Education
  5. History
  6. Political Science
  7. Sociology
  8. Indian History
  9. Modern History
  10. Applied Geology
  11. Chemistry
  12. Physics
  13. Mathematics
  14. Statistics
  15. Life Science
  16. Petroleum Technology
8. Anthropology 17. Pharmaceutical Science
9. Commerce 18. Library and Information Science

- Centers of Studies under D.U.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Centre for Studies in Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Centre for Management Studies</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>Centre for Juridical Studies</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Centre for Women Studies</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Centre for Computer studies</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Centre for Tea and Agro Studies</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Centre for Studies in Rural Development</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Centre for Performing Art</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Centre for Studies in Geography</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Centre for Studies in Journalism &amp; Mass Communication</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Centre for Atmospheric studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 45

- Academic Programmes Available in D.U.:
  
  M.A.         M.Ed.
  M.Sc.        M.B.A.
  M.Com.       M.Phil
  B.Pharm      Ph.D.
  B.Ed.        D.Lit
M.Pharm D.Sc.

M.Tech (in Petroleum Technology, Petroleum Geology)

- **Provision of Diploma and Certificate Course**
  
  Post Graduate Diploma (PGD) in Bio-informatics.
  
  Post Graduate Diploma (PGD) in Tourism Management.
  
  Post Graduate Diploma (PGD) in Marketing.
  
  Post Graduate Diploma (PGD) in Finance.
  
  Post Graduate Diploma (PGD) in Tea Technology and Plantation Management.
  
  Post Graduate Diploma (PGD) in Actuarial Science.
  
  Post Graduate Diploma (PGD) in Statistics.
  
  Post Graduate Diploma (PGD) in Rural Development.
  
  Post Graduate Diploma (PGD) in Journalism and Mass-Communication.
  
  Post Graduate Diploma (PGD) in Statistical Techniques and Computation.
  
  Advance Post Graduate Diploma (PGD) in Telecommunication
  
  Advance Post Graduate Diploma (PGD) in Atmospheric Science.
  
  Post Graduate Certificate Course in Women Studies.
  
  Post Graduate Certificate course in Creative Writing.
  
  Certificate Course on Entrepreneurship and Small Unit Management.
  
  Certificate Course on Digital Film making and Animation.

- **Research Centers under D.U.**

  1. North-Eastern Institute of Science and Technology Jorhat (Formerly it was Regional Research Laboratory)
2. Tocklai Tea Research Station.
3. Indian Grain Storage Research, Jorhat.

- Library Facilities in D.U. (Lakshminnath Bezbarua Granthagar)
  1. Number of books = 1,65,364 (Excluding departmental libraries)
  2. Number of online journals = 4,700 (Indian & Foreign)
  3. Number of Back volumes = 17,500
  4. Number of e-sources = 400
  5. Number of database = 03

  (Source: D.U. website, 14-8-2011.)

- Number of Affiliated colleges under D.U.
  1. Provincialised Degree Colleges = 74
  2. Colleges of Teacher Education = 14
  3. Law Colleges = 6
  4. Medical Colleges = 2
  5. Institute of Management = 1
  6. Music College = 1
  7. Homeopathic College = 1

  Total = 99

- Provision of Vocational, Job-Oriented, self-financing courses for affiliating degree colleges are:
Advertising Sales Promotion and Sales.  Agro- Service
Archaeology and Museology  Bio-technology.
Communicative English/ Functional English.  Computer Application.
Industrial Fish and Fishery.  Functional Hindi
Office Management and Secretarial Practices
Principles and practices of Insurance
Tax-Procedures and Practices
Tourism and Travel management.

The Dibrugarh University is also making the provision of semester system in the undergraduate level from the year, 2011-12 academic session.

In D.U. several important research projects have been carried out which are funded by the Indian Space Research Organisation (ISRO), Department of Science and Technology (DST), Oil and Natural Gas Company (ONGC), and University Grants Commission (UGC). The teachers of this university published more than 700 research papers. As many as fifteen Research Journals are being published by the Departments of the University. Dibrugarh University is an important institution of higher education in North Eastern India and having a good numbers of degree and professional colleges affiliated to it. The investigator has made a sincere effort to study about the problems and prospect of the provincialised colleges affiliated to this university which is an important aspect to find out the present standard of higher education.
1.9 Statement of the problem

National Policy on Education, 1986 defines education in general and higher education in particular in terms of empowerments of man through knowledge, acquisition of skills and values; social and economic mobility and leadership in all spheres of life-social, political, religious, moral and ethical. It emphasized on equity, excellence related relevance and efficiency. It is generally observed that, higher education in India fails to achieve its objectives due to manifold problems. In the state of Assam, also manifold problems have been encountered in the field of higher education, which requires immediate attention from educational authorities and educators for its solutions. Especially in the colleges of rural areas, the college authorities, students and teachers have encountered many problems, which need to be addressed properly. Many colleges with rural background are functioning with limited infrastructure and facilities which has created multiple problems for them, which requires correction immediately.

The 11th Plan recognized the issue of quality. It has brought a sharp focus on the promotion of quality and excellence. The plan recognized that quality in higher education is critically incumbent on (a) Physical infrastructure, (b) Number and quality of teachers and (c) Academic governance in Universities and colleges.

The provincialised colleges of Assam have been working in deplorable conditions with manifold problems which affect the quality of its education. So, an attempt has been made in the present study to identify the prospect and the acute problems encountered by the provincialised colleges affiliating to Dibrugarh University and the present problem has been stated as – “A study of the problems and prospects of provincialised colleges of Assam under Dibrugarh University.”
1.10 OPERATIONAL DEFINITIONS

1.10.1 Meaning of Higher Collegiate Education:

‘Higher education refers to tertiary education of an academic level higher than that attainable on completion of a full secondary education’. (Taneja, 1989)

In Encyclopedia Dictionary and Directory of Education, (Vol.-I) mentioned that – “It includes all education above the level of the secondary school available in colleges, universities, professional colleges, technical institutions etc. The basic entrance age into the higher education is about 18 years and the courses lead to the awarding of degree, diploma certificate of higher studies by the concerned authorities”.

In Es 301 mentioned that- Higher Education refers to education in post higher secondary institutions- colleges and universities. It is higher education, firstly, because it constitutes the topmost stage of formal education and more importantly, because it is concerned with process in the more advanced phases of human learning. The entrance is about eighteen years of age and, therefore, they are mentally mature and capable of performing at the abstract level. They can analyse, synthesise and grasp concepts and ideals of all kinds. Their creative faculties are also developed adequately. Naturally, the content of course, methods of interaction and organization of work have to be very different from what they are at the school”.

Power, K.B.(2002) mentioned “In India, the term ‘university’ is often used in the broader sense, and includes the large number of colleges that are affiliated to the universities. The colleges provide primarily undergraduate courses and universities
provide post-graduate courses to the students.” In India, because of its ancient heritage and traditions, great emphasis was placed on values in higher education.

Agarwal, P. (2009) stated that- “Higher education in India covers all post-secondary education beyond class XII in different subject areas, including professional streams such as engineering and technology, medicine, agriculture, and so on. It comprises three levels of qualifications-bachelor’s or undergraduate degree programmes, master’s or post-graduate degree programmes and the pre-doctoral (Master of Philosophy, M.Phil) and doctoral programmes (Doctor of Philosophy, Ph.D.). Normally, a bachelor’s programme requires three years of education after 12 years of school education. In some places, honours and special courses are also available…….. The academic structure of the Indian higher education system is broadly based on the pattern of 3 – 2 – 3 years cycle of academic qualifications adopted by Europe under the Bologna process. However, a majority of institutions do not have a credit system. There is a fixed curriculum and limited options available in each area of study. Recent efforts to introduce choice based credit system have met with limited success. The higher education system requires greater flexibility to ensure horizontal and vertical mobility, in order to enhance student’s choice.”

In National Policy on Education, 1986 mentioned that- “Higher Education provides people with an opportunity to reflect on critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills……..”

In this study, “Higher Education” generally refers to the education of tertiary level or above class XII or first degree level of general education given in the provincialized colleges under Dibrugarh University.
1.10.2 Provincialised colleges:

In the National Accreditation Regulatory Authority for Higher Education Institution Bill, 2010 mentioned that- “College means any institution, whether known as such or by any other name which provides for a course of study for obtaining any qualification from a university and which, in accordance with the rules and regulations of such university, is recognized as competent to provide for such course of study and present students undergoing such course of study for the examination for the award of such qualification.”

According to ‘The Assam College Employees (Provincialisation) Bill., 2005, ‘College’ means any Non-Government College in Assam in receipt of deficit grants-in-aid from the Government and imparting general education in Arts, Commerce or Science stream in Graduate level.

In the preamble of this Bill mentioned that – “Whereas it is expedient to provincialise the services of employees of the Non-Government colleges in receipt of deficit grant-in-aid from the Government of Assam.

This Act is called The Assam College Employees (Provincialisation) Act, 2005. It has come into force on and from the 1st day of December, 2005. In this act it is also mentioned that- “the posts in each provincialised college shall constitute an independent cadre for each category of employees. No inter-cadre transfer from one college to another including mutual transfer shall be allowed. The Bill also clarified that- “After coming into force of this Act the colleges provincialised under this Act shall be known as the Assam provincialised colleges as distinct from the Government colleges in Assam.”
1.10.3 Problems:

According to “The New International Webster’s Student Dictionary” the word problem means- (i) a perplexing question presented for solution. (ii) a puzzling or difficult circumstance, situation etc., (iii) something to be worked out or solved, as by series of operations.

In this study the problems means a perplexing question relating to higher/collegiate education presented for solution or a difficult circumstance, situation arise in higher education institutions i.e., colleges. For example: (a) Problems related to financial management and utilization of resources of the college, (b) Problems related to internal efficiency of the colleges in terms of infrastructure facilities, (c) Problems or weakness of academic practices, and (d) Problems and limitations related to scholastic and co-scholastic activities in the colleges etc.

1.10.4 Prospect:

According to “The New International Webster’s Student Dictionary” the meaning of word prospect is (i) A future probability or something anticipated (ii) chances as for success, (iii) A scene, an extended view (iv)The direction in which anything faces, an exposure, outlook, (v) The act of observing or examining.

In this study, the prospect is related to the future development and improvement of the colleges. On the basis of the infrastructural facilities, courses of study and job-oriented or self financing courses introduced in the colleges were observed to know about the chances of future success and to offer suggestions accordingly.
1.10.5 Rural, urban and semi-urban colleges- mean colleges situated in rural location, urban location and semi-urban location.

1.10.6 Level of Educational Aspiration

Level of aspiration is related to life goal. The wish of attaining any type of goal is called aspiration and the intensity of attaining the goal is called the level of aspiration. In Encyclopedia of Psychology, Eysenck, et al. (1972) mentioned that “aspiration level is that probable aim or score which person decides while accomplishing his work.” When level of aspiration of the students are used in the field of education it is referred as level of educational aspiration in this study.

1.11 Area of the study

The present investigation covers up three districts out of 27 districts of Assam. The districts are namely Sibsagar, Jorhat and Golaghat. The affiliated colleges of Dibrugarh University are spread in seven districts. These are Tinsukia, Dibrugarh, Sibsagar, Jorhat, Golaghat, Lakhimpur and Dhemaji. The three sample districts are having 37 provincialised degree colleges. In Sibsagar, Jorhat and Golaghat districts have 14, 14 and 9 provincialised colleges respectively. Out of these 37 colleges, the investigator selected altogether 27 colleges and 9 from each district of urban, semi-urban and rural areas by using stratified random sampling technique. A pilot study was done by the investigator in this particular area and found that the conditions of the colleges are different in different local variations. The grading of National Assessment and Accreditation Council is also different. The grade given to the colleges have been ranging from C to B++ in the first time of accreditation which reflects the condition and
standard of all the colleges of this particular area. It proves that there is some lacking and the colleges of this area have been suffering from some sort of problems. Keeping this in mind, the researcher has to collect requisite data for the study and found out the prospects and problems as how they are affecting the quality of the higher education of this area.
(District Map of Assam.)

Map of Districts (Colleges located under Dibrugarh University)
1.11.1 State Profile:

The present study has been conducted in the colleges of Assam under Dibrugarh University. Assam is the second largest state in North-East India with an area of 78438 sq.km. It lies between latitudes 24.10° to 27.58° North and longitudes 89.8° to 97.26° East. It shares its border on the north and north-east with Arunachal Pradesh on the east with Nagaland and Manipur on the south with Mizoram, Tripura and Meghalaya and on the west with west-Bengal. The northern part of the state also touches Bhutan, while a part of the western area of the state borders Bangladesh. The mighty river Brahmaputra cuts across the state from the extreme north east to the west.

Assam is the land of hills and plains. It comprises three well defined regions the Brahmaputra valley plain in the north, the Karbi and North Cachar Hills and plateau in the middle and the Barak Valley plains in the south.

The state is divided into 27 districts of those 22 are situated in Brahmaputra valley, 3 in Barak valley and 2 in the hill areas- (Assam year Book, 2012)

**Assam at a Glance**

<table>
<thead>
<tr>
<th>Capital</th>
<th>Dispur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>78,438 sq.km.</td>
</tr>
<tr>
<td>Total population (2011)</td>
<td>3,11,69,272</td>
</tr>
<tr>
<td>Male</td>
<td>1,59,54,927 (52%)</td>
</tr>
<tr>
<td>Female</td>
<td>1,52,14,345 (48%)</td>
</tr>
<tr>
<td>Urban Population (2001)</td>
<td>33,88,405 (12.72% of total population)</td>
</tr>
<tr>
<td>Rural Population (2001)</td>
<td>2,32,50,002 (89% of total population)</td>
</tr>
<tr>
<td>Scheduled tribes (2001)</td>
<td>33,08,570 (12.41% of Total)</td>
</tr>
</tbody>
</table>
population

Schedule caste : 18,25,949 (6.85% of total population)

Density (2011) : 397

Sex Ratio (2011) : 958/1000

Literacy Rate, (2011) (Total) : 72.19%
  Male : 71.30%
  Female : 54.60%

Number of total university : 10

  State University : 5
  Central University : 2
  Private University : 2
  Open University : 1

Provincialised Colleges : 189

  Under Gauhati University : 102
  Under Dibrugarh University : 74
  Under Assam University : 13

Institute of National Importance : 2

Medical College (Govt.) : 4

Govt. Engineering & Technical College : 4

Private Engineering & Management College : 5
1.11.2  A Brief Profile of Sibsagar District:

Sibsagar district is an important district of Assam from the point of historical monuments. 360 kilometres east of Guwahati, Sibsagar erstwhile Rangpur, is full of historic relics bearing testimony to the 600 years of the Ahom rule. Rangpur literally meaning ‘The City of Joy’ occupied a very significant and unique place during the glorious Ahom rule as its 4th Capital.

The ancient name of Sibsagar was Kalonchupar. In 1734, king Shiva Singha’s wife, her highness queen Bor Raja Ambika got dug a majestic pond in this place and named the pond after the name of her husband as Sivasagar Pukhuri. The pond is locally known as Borpukhuri which has 129 acres of area. The water level of the pond is higher than the ground level of the town. The three temples- Shividoul, Vishnudoul and Devidoul on the banks of the pond form the centre of attraction of the town today. From the name of this pond, the town got the name Sibsagar (Shivasagar).

In 1913, the headquarter of Sibsagar district was shifted to Jorhat. The Sibsagar district had three sub-divisions namely Sibsagar, Jorhat and Golaghat. But in 1983 Sibsagar was declared a new district with headquarter at Sibsagar town. At present Sibsagar district also has three sub-divisions Sibsagar, Nazira and Charaideo.

Sibsagar is the nerve centre of culture and learning of the district. Besides many ancient relics like Rang Ghar, Talatal Ghar etc. there is a Tai Museum in Sibsagar. It was established in 1991. It is one of the important tourist spot of the state. American Baptist Missionaries tried their best to work for the development of Assamese language, literature and culture from this town. The first Assamese news magazine ‘Orunodoi’ was published in 1846 from Sibsagar.
Nazira, Gargaon, Charaideo, Rudrasagar, Gourisagar, Joysagar, Jhanji, Dikhowmukh Disangmukh etc. are some of the important place of Sibsagar district.

The eastern regional headquarters of Oil and Natural Gas Company is in Nazira. Gargaon, the one-time principal capital of the Ahom kings where major attraction is Kareng Ghar, a seven storied palace built by 18th century architects. On the other hand, Charaideo is famous for the numerous Maidams or burial place of Ahom kings and members of the royal families.

Geographical and Demographical position: (as per Baruah, 2012)

<table>
<thead>
<tr>
<th>Total Area</th>
<th>: 2,668 sq.km.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sub-division</td>
<td>: 3 (three)</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>: Sibsagar (Head Quarter)</td>
</tr>
<tr>
<td>Charaideo</td>
<td>: Sonari (Head Quarter)</td>
</tr>
<tr>
<td>Nazira</td>
<td>: Nazira (Head Quarter)</td>
</tr>
<tr>
<td>No of villages</td>
<td>: 878</td>
</tr>
<tr>
<td>No. of census town</td>
<td>: 5 (five)</td>
</tr>
<tr>
<td>Total Population</td>
<td>: 11,50,253</td>
</tr>
<tr>
<td>Male</td>
<td>: 5,59,454</td>
</tr>
<tr>
<td>Female</td>
<td>: 5,60,799</td>
</tr>
<tr>
<td>Sex Ratio</td>
<td>: 951/1000</td>
</tr>
<tr>
<td>Density</td>
<td>: 431 persons per sq.km.</td>
</tr>
<tr>
<td>Literacy Rate</td>
<td>: Total 80.41%</td>
</tr>
<tr>
<td></td>
<td>Male 86.75%</td>
</tr>
<tr>
<td></td>
<td>Female 75.69%</td>
</tr>
</tbody>
</table>
**Boundaries of the district**

Brahmaputra river and part of Dibrugarh district on the north, Dibrugarh district on the east; Nagaland on the south and Jorhat district on the west.

**Number of provincialised colleges = 14**

National Assessment and Accreditation council’s grading of the colleges. (First time)

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>C++</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

**1.11.3 A Brief Profile of Jorhat District**

In the year 1869, Jorhat became a civil sub-division under Sibsagar District. Major A. Playfare was the First Commissioner of this sub-division. British established a number of tea gardens and employing a large number of labours of different origins. Erstwhile Sibsagar district was divided into three districts. Besides Sibsagar, Jorhat and Golaghat became two full-fledged districts. Presently Jorhat district has three sub-divisions namely Jorhat, Majuli and Titabor.

On the north of the district, the river Brahmaputra forms the largest riverine island of the world which spread over 924.6 sq.kms. with a population of about 1.50
lakh. The island threatened by constant erosion by the mighty and unstable river Brahmaputra. Majuli has been the principal place of pilgrimage of Vishnavites since the age of the Ahom rulers. In Majuli, there are several satras resembling those of medieval times are headed by Satradhikars teaching Vaishnavism which was initiated by Mahapursha Sankardeva (1449-1568).

Jorhat is the most literate district of Assam. Jorhat has a unique distinction of having the highest number of people having Ph.D. degree ratio among cities in the whole of India (Hazarika D. 2009) Jorhat is known as cultural capital of Assam. Jorhat is the richest district in Assam form the point of educational institutions. Besides 14 Provincialised general degree colleges in Jorhat, there are some research institutes, technical institutes, medical college etc.

**Research Institutes:**

- North East Institute of Science and Technology, Jorhat (Formerly Regional Research Laboratory)
- Tocklai Tea Research Station.
- Institute of Rain and Moist Forest Research (IRMFR)

**University**

- Assam Agriculture University.

**Medical Institute**

- Jananayak Debeswar Sarma Medical College, Jorhat
Technical Institute

- Jorhat Engineering College,
- Prince of Wales Institute,
- Industrial Training Institute (ITI) Jorhat.

The district spread over 2851 sq.kms. and had a population of 10,91,295 according to 2011 census. Population density at that time was 383 persons per sq. km. The sex ratio is 956/1000. The district has SC and ST population of 7.87% and 12.32% respectively of the total population. However, the Majuli sub-division has a tribal population of 70% who are primarily ‘Mishing’ tribes. There are about 86 Tea gardens in Jorhat district.

Geographical and Demographical Position (as per Baruah, 2012):

Total Area : 2,851 sq.km.
Sub-division : 3 (three)
(i) Jorhat : Jorhat
(ii) Majuli : Gormur
(iii) Titabor : Titabor
No of villages : 853
No. of Consus town : 7 (seven)
No. of Tea garden : 86 (eighty six)

Population

Total population : 10,91,295
Male : 5,57,944
Female : 5,33,351

**Literacy Rate**

: Total : 82.15%
Male : 88.38%
Female : 78.22%

**Boundaries:** Lakhimpur and Brahmaputra river on the north, Sibsagar district on the east, Nagaland on the south and Golaghat on the west.

**Total No. of provincialised college : 14**

National Assessment and Accreditation Council’s grading (as per first round) of the colleges:

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>01</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
</tr>
<tr>
<td>C++</td>
<td>05</td>
</tr>
<tr>
<td>C+</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>Total 14</td>
</tr>
</tbody>
</table>

**1.11.4 A Brief Profile of Golaghat District**

Golaghat is a district of east Assam. This district is mainly important for Kaziranga National Park, hot water springs of Nambar forest reserve and the Numaligarh Refinery.
In 1846, Golaghat was newly formed as sub-division and included in Sibsagar district by the British ruler. Later, on 15th August 1987, Golaghat became a full-fledged district of Assam. The river Kakodonga marks the border of Golaghat and Jorhat districts.

The economy of Golaghat district is mainly agro-based. Tea, rice and sugarcane are the main agricultural crops grown in the district. Expect Numaligarh refinery there is no other heavy industries in the district as such. There are 63 large tea gardens producing about 20,000 metric-tons of tea per year.

The district headquarter Golaghat is also the centre of education, culture, trade and commerce of the district. The state’s only police training college is in Dergaon. Dergaon is an important place of Golagaht district.

The chief attraction of this district is Kaziranga National Park, which is home of one horned rhino. There are three hot water springs named Garampani, Borpung and Gelipung at Nambar reserved forest which is 19 km. away from Golaghat town near NH 39. For the presence of these hot water springs, this area is locally known as ‘Garampani’.

In Golaghat district, there are 9 provincialised general degree colleges for higher education and one girls’ Polytechnique Institute.

- **Geographical and Demographical position:** (As per Baruah, 2012)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total area</td>
<td>3,502 sq.km.</td>
<td></td>
</tr>
<tr>
<td>Sub division</td>
<td>3 (three)</td>
<td>H.Q.</td>
</tr>
<tr>
<td></td>
<td>Golaghat</td>
<td>Golaghat</td>
</tr>
</tbody>
</table>
Dhansiri       Sarupathar
Bokakhat       Bokakhat

No. of villages : 1089
No. of census town : 6 Six)
No. of tea garden : 63 (sixty three)

**Population**

: Total 10,58,674
    Male : 5,39,949
    Female : 5,18,725

Sex ratio : 961/1000
Density : 270 persons per sq.km.

Literacy Rate

: Total - 78.38%
    Male : 84.20%
    Female : 72.18%

**Boundaries:** River Brahmaputra on the north, Nagaland and Jorhat district on the east;
Nagaland on the south and Karbi Anglong district on the west.

**Total number of Provincialised Colleges = 09**

National Assessment and Accreditation Council’s grading (as per first round) of the colleges:

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>B++</td>
<td>01</td>
</tr>
<tr>
<td>B+</td>
<td>02</td>
</tr>
<tr>
<td>B</td>
<td>03</td>
</tr>
</tbody>
</table>
Nowadays the institutions of higher education have mostly become graduate producing factories. But they have produced such poor quality graduates who are not fit to be employed. Most of the graduates do not possess the minimum knowledge that is required. So they are misfit to modern situation. For this situation, only students and their capabilities, attitude and aptitude must not be blamed. There may be many reasons behind that. The main aim of higher education is to shape character of youth as the best citizen of the nation as well as to make them highly productive and efficient person of the society. It is general observation that in our country the education system in general and higher / collegiate education in particular has been suffering from different problems which made the system less effective and unproductive to some extent. To generate empowered manpower necessary for socio-cultural and socio-economic development of Assam, it is imperative to impart quality education through these institutions. So, need has arisen to improve the academic atmosphere as a whole in the colleges to achieve academic excellence.

The investigator has conducted a pilot study about the problems and prospects of provincialized colleges of Assam under Dibrugarh University and she has found that the problem faced by the colleges is different in different localities.

The study is significant from the following points of views:
(i) The investigator reviewed the earlier research studies found that studies undertaken in the field of higher education in general and problems of colleges under Dibrugarh University in particular are inadequate.

(ii) To meet the challenges of globalisation India has to uplift the higher education system at par international level. So, need has been felt to bring into focus the prospect and problems of higher education institution like colleges to curb and rectify its problems and identify the prospect for development.

(iii) The grades offered by the NAAC in the first time of accreditation and assessment are also different to different colleges according to their conditions and performances. The colleges of Assam have been suffering from some sort of problems and lacking because of that they got NAAC’s grading from C to B++ range.

To make aware the concern authority and other stakeholders regarding the condition of their institutions and to take appropriate measures for development accordingly, a study is utmost necessary. So, identifying the problems of different colleges of local variations is the need of the hour to rectify it properly and efficiently to meet the challenges of globalization and chalk out the prospect of future development and its actual execution.

So, the present study has a practical relevance to find out the problems of the colleges to give workable suggestions to improve the present condition and to develop the students at par national and international level.
1.13 Objectives of the study

The objectives of the study are:

1. To identify the problems related to financial management and utilization of resources of the colleges.
2. To identify the strength and weaknesses of the colleges in relation to academic practices.
3. To identify the limitations of the colleges related to scholastic and co-scholastic activities.
4. To assess the problems related to internal efficiency of the colleges of urban, semi-urban and rural areas in terms of infrastructural facilities and mode of class-room transaction.
5. To make a comparative assessment of the level of educational aspiration of the students belong to the colleges of urban, semi-urban and rural areas.
6. To identify the prospects of provincialised colleges.

1.14 Hypotheses

On the basis of the objectives, the following hypotheses of the study are formulated:

1. Most of the colleges have acute problems in financial management and resource utilization.
2. The potentialities available in the colleges for academic excellence are substantial.
3. The infrastructural facilities available in the colleges are not adequate for improvement of internal efficiency.
4. There is no significant difference in the level of educational aspiration of the students belonging to the colleges of urban, semi-urban and rural areas.

1.15 Delimitation of the study:

1. The scope of the study is limited to 27 provincialised colleges affiliated to Dibrugarh University.

2. The study is confined to the three districts of Assam viz. Sibsagar, Jorhat and Golaghat due to limitation of time and resources. Acquaintance of the researcher with these districts provided ease in communication for collection of data.

3. Higher education comprises all types of education general, professional, technical and teacher-education provided in the higher institutions of learning. Its scope is also very wide. So, the study confined only general education of provincialised colleges of the aforesaid districts.

4. There are many problems in higher education institutions, such as problems of Governance of institutions, students unrest, manpower planning, lack of moral and spiritual values of education, medium of instruction and so on. In this study, it is neither possible nor desirable to study the intensity of all these problems. The investigator proposes not to include all these in the present study; but only try to understand and identify the prospect of the provincialised colleges pertaining to infrastructure facilities, course-offered and job-oriented or self-financing courses, and the various problems related to Resource management and utilization, academic practices, infrastructural facilities, mode of class-room transaction and students’ educational aspiration level of the provincialised colleges of different localities.
5. There are all total 37 provincialised colleges in Sibsagar, Jorhat and Golaghat districts. But it is not possible to cover all the students and teachers and principal of these 37 colleges. So, 27 colleges have been selected using stratified random sampling technique for final study.

6. This study focused on the problems and prospect of general provincialised colleges affiliated to Dibrugarh University. Therefore, the results may not be generalized to other professional colleges of Assam.

The following chapter deals with the review of related literature. The investigator made a humble effort to review the related literature of abroad, India and North-East according to the need of the study.
References


http://en.wikipedia.org/wiki/end (Wikipedia, the free encyclopedia)


http://planipolis.iiep.unesco.org/upload/egypt


Website, Directorate of Higher Education, Government of Assam.