CHAPTER-VI
FINDINGS, DISCUSSION AND CONCLUSION

Before independence of India, there was no university in the north eastern region and all the colleges were affiliated to Calcutta University. After India got her independence, Gauhati University was established in 1948 and later on NEHU in Shillong was established as a Central University for man-making process through higher education in the entire northeastern region. So the history of Human Resource Development process through Higher Education in the NER is not very old. Gradually, the other universities like Dibrugarh University, Assam University Silchar, Tezpur University, etc. these institutions of higher learning were established in the state. Hence, it is imperative to study the role of central and state universities in the development of human resources in Assam and more especially their differentiate role in providing scope for enrolment, academic achievement, placement opportunity through campus interview, infrastructural facilities along with the prevailing Human Resource Development Climate in the universities.

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

The present study conducted with the objective to study the enrolment status of students in Central and State universities for Human Resource Development- (a) to study the enrolment trend of boys and girls in different disciplines in Central universities (b) to study the enrolment trend of boys and girls in different disciplines in State universities. The other objectives of the study were- to study the relative status in educational achievement of the students in central and state universities, to study the achievement of central and state universities in providing placement opportunity to the students of different disciplines- (a) Placement opportunity to Social Science&
Humanities students (b) Placement opportunity to Management& Commerce Students (c) Placement opportunity to Science& Technology Students, to study the relative position of Central and State Universities in introducing different subjects for HRD, to make a significant comparison of the infrastructural facilities of the central and state universities for human resource development and to make a significant comparison of the Central & State Universities’ HRD Climate with regards to the Perception of Teachers and Non-teaching staff.

The data were collected through a set of tools and were analysed with some descriptive and inferential statistical technique. The inferences were drawn on the basis of the test results. However, the sequence of the findings has been done on the basis of the objectives of the study.

6.1 MAJOR FINDINGS OF THE STUDY

The findings which are obtained from the analysis and interpretation of data are as follows-

1. Students’ enrolment status and Enrolment Trend in the universities of Assam as a part of human resource development process

(i) State Universities have accommodated more students than Central Universities for the development of human resource every year. (Starting from 2055 in 2007-08 to 2617 in 2011-12 in state universities is more than 1171 in 2007-08 to 2090 in 2011-12 in central universities)

(ii) It has been found that per year percentage of enhancement in students’ enrolment for the purpose of producing human resource is higher in Central Universities than the percentage of enhancement in enrolment in State Universities.

(iii) In the discipline of Social Science and Humanities in Central Universities, human resource development through girls’ enrolment is increasing whereas human resource development through boys’ enrolment is decreasing during the years.

(iv) In the discipline of Management and Commerce in Central Universities, Girls’ and Boys’ enrolment trend is found to be fluctuating every time.
(v) In the discipline of Science and Technology in Central Universities, there is an increasing trend of human resource development in case of boys’ through their highest enrolment but, a decreasing trend has been observed in Human Resource Development through girls’ enrolment in this discipline.

(vi) In State Universities, in the discipline of Social Science and Humanities, human resource development of Girls is increasing through their highest admission trend whereas Boys enrolment trend for human resource development is decreasing during the years.

(vii) In Management& Commerce discipline in State Universities, Human Resource Development through of Boys’ enrolment in all the years is in better position than Girls’ enrolment. But the trend of increasing students’ numbers is observed as almost equal.

(viii) In the discipline of Science& Technology in State Universities, girls’ enrolment for Human Resource Development is increasing starting from 48.16% in 2007-08 to 59.13% in 2011-12 whereas a decreasing trend of Human Resource Development through boys’ enrolment is found starting from 51.83% in 2007-08 to 40.87% in 2011-12.

(ix) All the universities of Assam have been playing their role in human resource development by increasing girls’ enrolment every year as just the opposite picture of decreasing trend of boys’ enrolment as a hole in all the disciplines.

2. Educational achievement of students in central and state universities

(i) One Central University that is Tezpur University is playing better role on educational achievement of students for human resource development among all the other Universities, as the pass percentage of students in this central university ranges from 89.29% to 100% during the years of 2007-08 to 2011-12.

(ii) Among all the universities of the sampled institutions, Assam University, Silchar which is a central type university, has been continuously showing
low performance in maintaining quality results for human resource development through educational achievement of students.

(iii) Educational achievement of university students is solely not determined by the administrative nature of the university which is revealed in the present study.

(iv) In Tezpur University, meritorious or 1st. class/ ‘A’ grade holder students are found more and ever-increasing during the years as it ranges from 62% in 2007-08 to 80.02% in 2011-2012. But in case of Assam university, Silchar which is also central in nature, 2nd class/ ‘B’ grade holder students are found more (ranging from 52.21% to 59.12%) than 1st class holder (ranging from 40.88% to 47.79%).

(v) In State Universities number of 1st. class/ ‘A’ grade holder students is fluctuating in all the years just like the fluctuating mode of pass percentage of students in these universities.

3. Placement status of students in Different Disciplines in central and state universities.

(i) Among all the universities of Assam, in Tezpur University only (A Central University in nature), there exists a high degree of emphasis on maintaining close liaison by the Placement Cell with the Industries and also with other employers of the region in comparison to the other universities. Interaction of the students with professionals from Industries is arranged regularly for human resource development in this university.

(ii) Regarding placement of students, Central Universities are playing better role by providing more placement opportunity to the students ranging from 22.8% to 24.5% through regular arrangement of campus interview than the State Universities ranging from 7.45% to 8.69% since 2007-08.

(iii) Central Universities are playing better role than State Universities in human resource development through providing placement opportunity to the students from Social Science and Humanities discipline. In this discipline, Students are getting highest 24.24% from Tezpur University and lowest
10.69 from Assam University which is better than the highest 3.53% from Dibrugarh University and Lowest 1.88% from Gauhati University in 2011-12 session.

(iv) Students from Management& Commerce discipline in Central Universities are getting highest 100% placement opportunity for several times since 2007. But in State Universities, the percentage of students’ placement from this discipline is fluctuating ranging from 11.3% to highest 40.42% since session 2007-08.

(v) From the discipline of Science and Technology in Central Universities, students are getting more placement opportunity than State Universities, ranging from 14% to 18% in Central University since the session 2007-08 whereas in State University placement is ranging from 12.64% to 14.8%.

(vi) Students from the discipline of Social Science and Humanities are lagging far behind in getting placement through campus interview in compared to the students from other discipline in all the universities of Assam.

4. Relative Position of Central and State Universities in Introducing different Subjects for human resource development

(i) Among all the universities of Assam, Gauhati University a state university in type has been emphasizing much more on introducing non-conventional subjects through various types of Post Graduate Degree awarding and Diploma/Certificate Courses for human resource development.

(ii) From the same table, it has also been found that Gauhati University which is a state university is standing in the 1st Position among all introducing 44 Post-Graduate levels degree awarding subjects and 24 Diploma/Certificate awarding subjects for Human Resource Development

(iii) Tezpur University which is a central type university has introduced total 23 subjects for awarding Post Graduate degree and 8 new subjects for awarding Diploma/Certificate Courses.

(iv) Among all the universities, Tezpur University a central type university is in the last position lagging far behind (23 PG course and 8 Diploma Course)
from introducing different subjects for human resource development.

(v) Assam University has introduced 30 Post-Graduate level courses and 12 Diploma/Certificate awarding subjects for human resource development.

(vi) The introduction of new department of North-east Studies, Women Studies and Disability Studies in Arts Faculty in Gauhati University has fulfilled the long standing demands of students. Other Courses introduced in the last few years are M.Sc. in Radiological Physics, Animal Ecology and Wildlife Biology, and Micro-electronics and Advanced Communication.

(vii) Dibrugarh University which is also a state type university has introduced 30 Post-Graduate degree awarding subjects and 22 Diploma/Certificate awarding courses for human resource development. Therefore, Dibrugarh University stands for 2\textsuperscript{nd} position in introducing different subjects for Human Resource Development.

5. **Infrastructural facilities in Central and State universities for human resource development.**

(i) The overall role of Central Universities on human resource development through proper provision of adequate infrastructural facilities differs significantly from state universities.

(ii) It has been found that central universities are playing better role (Mean 46.80) than state universities (Mean 43.51) in providing facilities for human resource development.

(iii) Significant difference was observed in the role played by central and state universities in the availability of basic facilities for Students and Teachers’ for Human Resource Development.

(iv) Mean value for students’ facilities in the universities (52.39) is higher than the teachers’ facilities (37.91). So, it has been found that students in the universities have been enjoying better facilities than the teachers for human resource development.

(v) In connection with infrastructural facilities for teachers, Central universities’ role was found significantly better than state universities’ role for the very
purpose of human resource development.

(vi) In connection with infrastructural facilities for Students, Central universities’ role was found significantly better than State universities for human resource development.

(vii) Role played by State universities in providing transport and geographical communication facility to the students with their own university was totally zero (0%). In central universities regular mode of bus services was found to be of satisfactory level which was expressed by 100% respondents.

(viii) All the universities of Assam have been providing active health service to the university people. That is to say for twenty four hours Health Service facility for human resource was found in all the universities which was revealed by almost all the respondents.

(ix) Only in Gauhati University of Assam (a State University), there is UGC’s Academic Staff College making provision of Refresher and Orientation courses for teachers of higher education.

(x) A large group of students and teachers respondents from state universities were dissatisfied about unhygienic urinal, lack of pure drinking water and poorly managed canteen.

6. Human resource development climate of central and state universities of Assam

(i) Central universities’ role on creating congenial Climate for Human Resource Development does not differ significantly from state universities’ role.

(ii) Mean value of central universities’ Human Resource Development Climate (108.71) is higher than the mean value of state universities (105.54) as perceived by all the sample respondents.

(iii) No significant difference was found in the perception of Teachers and Non-teaching staff of the Universities of Assam towards the prevailing Human Resource Development Climate in the Universities.

(iv) Mean value of central universities teachers’ perception towards Human
Resource Development Climate (110.33) is higher than the mean value of central universities non-teaching staff’s perception (107.09)

(v) Mean value of state universities teachers’ perception towards Human Resource Development Climate (104.32) is lower than the mean value of state universities non-teaching staff’s’ perception (106.76).

(vi) In both types of universities most of the respondents’ (81.33% in Central & 84% in State) perception towards human resource development climate was found to be of medium level.

(vii) From central universities highest 76% teachers and 86.6% non-teaching staff showed their medium level perception towards their universities’ human resource development climate

(viii) From state universities highest 78.6% teachers and 89.3% non-teaching staff showed their medium level perception towards the prevailing human resource development climate in the universities.

6.2 OTHER RELATED FINDINGS OF THE STUDY

There are some other findings which the investigator found during the course of the investigation as follows-

(i) Students-Teacher Ratio at PG level in State Universities 8.54:1 is poor than the Students-Teacher Ratio in Central Universities which is found as 7.36:1

(ii) All the respondents (100%) were satisfied on the health service facility with required staff and basic infrastructure facilities provided by the universities of Assam.

(iii) Library facilities in State universities were not up to the mark in comparison to the Central universities as the respondents were fully not satisfied.

(iv) Not a single university is providing the facility of smart board in the classroom which was revealed in the opinion of teacher respondents.

(v) Placement Coordinators in State universities are not found of full time coordinator as they have to provide their service as a teacher in their concerned departments.

(vi) The existing curriculum is acceptable for more than 90 percent; only 9.74
percent had registered their opinion against the present system. This also is another indication of low exposure of students to the changing world and the dynamic modifications being accepted by their counterparts in top universities and technical institutions in India and abroad.

**(vii)** It was found against the investigation that in all the universities, students’ results have been gradually upgrading since the implementation of semester system and choice Based Credit System.

**(viii)** All the respondents suggested for introducing more subjects in the universities and they were of the view that subjects who have demand in the job-market should be newly introduced to a large extent.

**(ix)** Perception of Non-teaching staff towards the Universities’ Human Resource Development Climate was higher than the Perception of teachers.

**DISCUSSION ON THE FINDINGS**

During the period of field survey, the investigator communicated with the teachers, students and non-teaching members of the universities regarding the various kinds of problems those have been facing by the universities of Assam in man-making process. Based on those informal types of interviews and interactions with the respondents the researcher has identified the problems of the present time state universities. So, the problems which come out from informal mode of interview with the sample respondent are-

**(i)** Developmental grants sanctioned by the state government are not sufficient

**(ii)** Students are not satisfied with their admission fees as and they opined that it is very much high in state Universities. As a result, a few students which are eligible but poor cannot take admission for post graduation degrees.

**(iii)** Shortage of Faculty is one of the major problems in the state universities. Therefore, a new identity of some Faculties has come out popularly known as “Contractual Teachers”.

**(iv)** Almost all the respondents were of the view that State Universities are facing the lack of adequate infrastructure to fulfill the increasing demand of more intake capacity for students’ enrolment.
(v) Grants to State Universities from Central Agencies including UGC is meager. As a result they are further dependent on State Governments. These local Governments which are already under financial difficulties are not in a position to provide adequate funds to the Universities.

(vi) One of the Challenges faced by state Universities is that the norms are prescribed or set by the Central Government that means UGC, implementation is done by the State Governments who heavily take into consideration the fiscal implications. Co-ordination between these two Authorities is a big concern.

(vii) Political interference is extremely high and Student Unrest is common thing.

(viii) State universities often suffer from lack of national perspective and approach

It becomes clear that the state universities of Assam are facing a number of problems in human resource development process. One of the main findings of the present study related to enrolment opportunity which is not sufficient according to students’ demand in the state universities; gets support from these problems as cited above.

Secondly, findings related to infrastructural facilities also gets strength from the above cited problems as significant mean difference was observed between central and state universities of Assam (Infrastructural facilities of Central Universities was found better than state universities).

Former Prime Minister of India said “... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.” - (Dr. Manmohan Singh in 2007, PM’s address at 150th anniversary function of University of Mumbai)

So, it is quite worthwhile to mention that when the Vice-chancellor of a university is not free from controversy, corruption and complaints, then the university will obviously suffer from several problems. But in the findings of the present study, such type of problems against the vice-chancellors was not found
from any sample respondent's opinion. In the universities of Assam, disparity in fund generation was seen between the central and state universities. However, possible explanation of all the major findings of the study has been discussed step-wise in the following way.

It has been found against the research investigation that State Universities have accommodated more students than Central Universities for the development of human resource every year. It may be because of, that the state universities in Assam were established more years back than the Central universities. But it has also been found that per year percentage of enhancement in students’ enrolment for the purpose of producing human resource is higher in Central Universities than the percentage of enhancement in enrolment in State Universities. It is because, grants to State Universities from Central Agencies including UGC is meager. As a result they are further dependent on State Governments. These local Governments which are already under financial difficulties are not in a position to provide adequate funds to the Universities. So, the state universities of Assam are facing financial crisis.

In the discipline of Social Science and Humanities, in all the Universities, human resource development through girls’ enrolment is increasing whereas human resource development through boys’ enrolment is decreasing during the years. So, it is a serious matter of concern in the higher education scenario of Assam. The overall enrolment scenario of students in all the universities also, it has been observed that girls’ enrolment is increasing and boys enrolment has been decreasing continuously. Increasing trend of girls’ enrolment in the universities opens a new chapter in the history of higher education of Assam and can be said that women as a new step ahead to ensure women empowerment through higher level intellectual development.

Regarding the students results, one important observation was that since the implementation of semester system/Choice Based Credit System, the universities are performing better than earlier. Assam University, Silchar has been showing comparatively poor than the others in maintaining quality results. It is due to lack of
quality inputs as the university, is in a remote area from the side of communication than the other universities of Assam, though it is a central type.

It has been observed against the research investigation that among all, Tezpur University has been providing better placement opportunity to students through regular arrangement of campus interview. There is a full-fledged Placement Cell under one Placement coordinator who is running the cell smoothly and such type of full-fledged placement cell has not been observed in the other sampled universities of Assam. Placement Coordinators of State Universities are not found of full time coordinator as they have to provide their service as a teacher in their concerned departments. Therefore, they are not in a position to do much more actively for placement opportunity as compared to the central universities.

In the opinion of student respondents, the infrastructural facilities available already are in satisfactory conditions. In fact, the respondents do not have exposure to mega facilities available at various universities and colleges outside, especially in the national level institutions and the institutions abroad.

Regarding the findings related to infrastructural facilities available in the universities, mean value for central universities (46.80) is higher than the state universities (43.51). Therefore, it has been found that central universities have better infrastructural facilities both for students and teachers than state universities for human resource development. The possible explanation of this finding is disparity between the two types of universities’ funding source as the grants to State Universities from Central Agencies including UGC is meager. As a result they are further dependent on State Governments. These local Governments which are already under financial difficulties are not in a position to provide adequate funds to the Universities for infrastructure development.

No significant difference was observed in the perception of respondents of the central and state Universities of Assam towards the prevailing Human Resource Development Climate in the Universities. Therefore, findings related to human resource development climate in all the universities of Assam may said as almost equal type maintaining medium quality climate.
G Srinivas in p. 11; vol. 50(07) in University News Highlighted some issues which are closely related to the problems facing by the State Universities and their expected future Role. These issues and problems can be highlighted as such—
Except a few departments in the universities, Shortage of Faculty is a biggest problem, Political interference is extremely high, Student Unrest is common thing, Grants to State Universities from Central Agencies including UGC is meager as a result they are further dependent on State Govts, non-transferability and little training of staff leads to average productivity, Greater change in funding pattern is needed. This is the most critical reform needed. Central and state governments should own these universities rather than shifting responsibilities to each other. Modified approach 50%-50% fund sharing by states and center seems to be viable. But certain criteria can be imposed by center to give 50% share of grants by UGC, like maintenance of standard, equal opportunities, welfare measures on the campus and innovative practices.

It has been felt by the investigator in case of Assam University that there is the immediate need of personnel having will to do. Necessary steps should be taken by the skilled manpower/Authority who is also the master planner of the University for both quantitative and qualitative development. Because, though the University is a central type university, it is lagging far behind in human resource development in comparison to other central university in case of quality education, communication, and infrastructural facility, everywhere.

However, the discussion done above on findings imply that there is a huge gap in the role playing by central and state universities of Assam in human resource development in a few aspects. Gap is seen in case of quality of results, placement through campus, providing infrastructural facilities for human resource development. In those aspects role of central universities has been found better than state universities. But, regarding enrolment opportunity to students and making provision of different subjects of study for students, state universities are playing their role successfully more than central universities. In this regard RUSA’s (Rastriya Ucchatar Siksha Abhiyan) contribution is expected to be of very high which has recently been launched by Central Government’s MHRD. Because, the
findings which have been discussed above as major findings of the study related to enrolment, infrastructure, educational achievement and placement all are supported by the goals and objectives of RUSA.

6.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

After Findings and discussion of the Study, following lines are mentioned as implications of the study-

(i) This study will help everybody to understand that gender specific treatment in higher education sector in Assam to girl’s students is not necessary.

(ii) This study will help parents, public, administrators, educational agencies to give afresh attention to the higher education of boys especially in enrolment dimension in the universities of Assam.

(iii) Important implication of the study is for the Policy-makers and decision-making people of the Central Universities for increasing their enrolment at least to the enrolment size of State Universities of Assam.

(iv) Present study has implication for University authority to achieve higher enrolment ratio by adopting the cost effective higher education system in the state.

(v) One of the important implications is that universities require introspection regarding the students’ future employment prosperity. Because, it was highlighted in the study that there is a mismatch between the higher education systems that has been prevailing in the universities of Assam and the placement opportunity or the employability of the products.

(vi) Curriculum design is another point having greater implication. A properly designed curriculum and syllabus facilitating the growth of responsible citizens with knowledge, wisdom, creativity, life skills, and social sensitivity along with the guidelines for classroom and laboratory transactions, field activities, cyber learning resources, projects, tutorials, seminars and so on assuring a creative and innovative educational experience is an integral part of quality higher education for assuring HRD. Integration of Information Communication Technologies (ICT) in to the curriculum in a microscopic way cannot be done away.
(vii) Present study implies that students pursuing social science and humanities curriculum at Post Graduation level are far away from getting placement through campus interview which needs serious attention of the educationists and employment authorities.

(viii) Present study has implication for the curriculum designer and university authority that employability skills development should be included in the core curriculum at every discipline of education and in setting instructional goals.

(ix) The programme of higher education should be restructured giving more importance on the task relating to employability skills.

(x) The study has its implication for the university people that motivational Human Resource Development Climate is not to be discussed but to be practiced by providing adequate infrastructural facilities.

6.5 RECOMMENDATIONS

The analysis and results of the study is expected to provide essential guidelines for administration and officers dealing continuously with the process of human resource development. So, the study has some recommendations for Researchers, policy makers, industrialists, educational planners, university administrators, faculty members and committee members who have a direct link with the education imparted in the universities. The university administrators should have a positive attitude to implement the suggestions, plans and programmes recommended by different Commissions and Committees with utmost care and responsibility for development of human resources in the state. One should try its best to serve the society as a good manager as well as a good social engineer. In this respect following points can be considered as important recommendations-

(i) Starting of Evening/Morning Classes to fulfill the students’ demand of getting admission.

(ii) Universities classrooms should be so arranged that it replicates key features of actual work settings and assigned students task similar to those performed by workers in those settings.
(iii) There should be collaboration between the universities and the employers both public and private so that students get opportunities to interact with them about the standard and high performance of the competitive companies, expectations and preferences of employers. To develop human resources to compete locally and globally, government has to take major steps like creating institutions, increasing infrastructure, and financing for enhancement of enrolment in tertiary level.

(iv) Effective planning and proper coordination is must for development of human resources. Effective planning and coordination is equally significant for all kinds of universities for up to date development of placement opportunity, educational infrastructure, and human resource development climate.

(v) Government and non-government policymakers should emphasize on investing more and more in this Human Resource Development program of the universities, more particularly on the state universities, and need to encourage everybody to invest in it.

(vi) At present time, the educational, technical, professional, vocational, and other specialized training institutions are too limited to the overall demand or need in Assam, and it is proved by increasing demand of seats for admission in all the disciplines in the universities. Sufficient number of institutions should be established for the sake of human resource development.

(vii) To create employment opportunities, government and NGOs should aware of creating new job dimensions. Proper Placement is always important, and therefore, after ensuring smooth employment opportunities, everybody has to ensure to proper placement.

(viii) Un-popular courses are to be phased out and need-based courses should be introduced.

(ix) The university curriculum needs to change its focus from clearing examinations to creating a passion for the subject. Industry associations can encourage innovative thinking among students by instituting awards for innovative ideas and also helping the innovators to refine their raw ideas into
marketable products. It is not just a “nice-to-have” requirement but a “must-have” necessity

(x) The institutes of higher education should ensure for modern equipments so that it can maintain standard of scientific education through modern technologies from infrastructural viewpoint.

(xi) Subjects for Applied Science or Social Science which are yet to be introduced by the Universities of Assam need to be considered as important courses of study which are for example, Aerospace, Avionics and Physical Science, Post graduation in Radio Astronomy, Cheminformatics and cyber security, Criminology.

(xii) The management should practice job rotation in all the universities which maintains the zeal among the employee to work sincerely and to learn new things with a sense of responsibility.

(xiii) Superiors should guide their juniors for their career growth and advancement. Top management should make such policies which ensures the employees development and make sure that the employees are aware with the policies so formulated.

(xiv) The policies of the organization should not be in ‘lock and key’

(xv) Superiors should guide their subordinates and cooperate with them to enable the good team spirit and openness in the organization

6.6 SUMMARY

In the present investigation, the investigator has tried to study the role played by the Central and State Universities of Assam in human resource development in a comparative way emphasizing on enrolment, educational achievement, placement opportunity, subjects of study, infrastructural facilities and human resource development climate. In the initial part, conceptual background of the study is highlighted. The investigator has highlighted on the issues, types and elements of human resource development in higher educational institutions. In the second part of this chapter an attempt has been made to throw light towards the field of the study along with significance, objectives, assumptions and delimitations. The study has
been carried out with the objectives of studying - the enrolment trend of boys and girls in different disciplines in Central universities status of students in Central and State universities for Human Resource Development, relative status in educational achievement of the students in central and state universities, the achievement of central and state universities in providing placement Opportunity to the students of different disciplines, Relative position of Central and State Universities in introducing different subjects for Human Resource Development, Infrastructural facilities in central and state universities’ for human resource development and comparing the Human Resource Development Climate of Central & State Universities – as per the Perception of Teachers and Non-teaching staff. Two main hypotheses were formulated to achieve the objective number 5 and 6 which are- Ho1: Central Universities’ infrastructural facilities do not differ significantly from State Universities for Human Resource Development and Ho2: Central Universities’ Human Resource Development Climate do not differ significantly from state Universities. 

The present study is delimited to the human resource development in two Central and two State Universities of Assam only. Secondly, Agricultural University, Private universities, Open and Distance mode of learning institutions have not been included in the present study. The Study has also been delimited to the period of five years only that is from 2007-2008 to 2011- 2012 academic session.

In the second chapter of the thesis the investigator has presented the review of related literature. Reviews were categorized as studies conducted in abroad, India and in Assam. The main purpose of the review was to avoid unintentional duplication of well established findings and to know about the recommendations of previous studies. Here the investigator has thrown a glance towards the related studies with regard to the problem from 1989-2013.

In the third chapter of the thesis, India’s gross enrolment ratio in comparison to other developed countries has been highlighted. More emphasis has been given in the status of university education in the state of Assam which is the most prominent state of northeastern states. The Government of India and University Grants Commission has chalked out a lot of plans and programmes by formation of new Committees and Commissions for the development of higher education in the country. University
education can make a reservoir of trained manpower for the national economy. Skills, knowledge and experience of young manpower should be applied on a nation-wide scale making opportunity for need-based placement. So, formation of this kind of structured relationship between University Education and a society’s development on a nationwide scale in the conceptual level of learning through Human Resource Development is one of the essential roles to be played by the Universities.

The investigator has tried to examine the significance of validity of the stated problem in the present day context by adopting various research design and statistical design in the fourth chapter. Under research design the investigator applies the descriptive survey method with stratified random sampling technique as a basis of the investigation. With a sample of 450 respondents from each category group of both central and state type universities, data have been collected through primary and secondary sources. The primary data have been collected through the use of some standardized tools, i.e. Self-developed Opinionnaire Related to Infrastructural Facilities for Students and for Faculty Members, Institutional Data Schedule and Human Resource Development Climate Questionnaire. The secondary data have been collected from various reports and informations given by Office of the Secretary of University Classes, Post Graduate Examination Branch, Placement Coordinator of the sampled universities, IQAC Coordinator and the Admission Prospectus of the Universities. As a statistical design both descriptive and inferential statistics have been used. The simple percentage, Mean and Graphs have been applied for descriptive statistics and t-test has been used to find out the significance of difference between means of various samples and sub-samples. The analysis and interpretation have been done according to the statistical design.

The investigator has tried to analyse and interpret the collected data according to statistical design in the fifth chapter of the thesis. At the very outset of this chapter students’ admission status of central and state universities has been analyzed in comparative way. Students’ admission status in Central Universities is observed as total 1171 in 2007-08, 1277 in 2008-09, 1789 in 2009-10, 2049 in 2010-11 and 2090 in the year 2011-12. It reveals 8.3% of students’ enhancement is found in 2008-09 than 2007-08, 28.62% enhancement of students is observed in 2009-10 than 2008-09,
12.69% students’ enhancement in the batch 2010-11 than 2009-10 and 1.96% enhancement in 2011-12 than 2010-11.

Students’ admission status in State University is observed as total 2055 in 2007-08 batch, 2097 in 2008-09, 2382 in 2009-10, 2503 in 2010-11 and 2617 in the year 2011-12. The percentage of students’ enrolment is increased during the years as 2.002% in 2008-09 than 2007-08, 11.96% in 2009-10 than 2008-09, 4.83% in 2010-11 than 2009-10 and 4.35% enhancement is found in 2011-12 than 2010-11. Comparison was done with the help of percentage analysis of boys’ and girls’ admission trend differently. Percentage analysis reveals that in both types of universities boys’ students enrolment trend was found towards decreasing trend whereas girls’ enrolment trend was found towards increasing trend. In case of educational achievement of students in central and state universities, students’ pass percentage was found in fluctuating mode. Only in one state university that is in Gauhati University, results in the form of pass percentage was found in increasing trend starting from- 71.64% in 2007-08, 77.22% in 2008-09, 78.03% in 2009-10, 86.42% in 2010-11 and 86.64% in 2011-12 academic sessions. In the study it was revealed that quality of education or quality of results varies institution to institution. It is solely not determined by type of administration. In one central university also quality was found to be poor to state university.

Regarding the placement of students, Central Universities are showing better performance than state universities by arranging campus interview in regular mode.

It has also been revealed from the analysis that considering the need of the hour all the universities have introduced several Post graduate degree awarding, diploma and certificate courses under different Faculty or Disciplines. The introduction of new department of North-east Studies, Women Studies and Disability Studies in Arts Faculty in Gauhati University has fulfilled the long standing demands of students. Other Courses introduced in the last few years are M.Sc. in Radiological Physics, Animal Ecology and Wildlife Biology, and Micro-electronics and Advanced Communication. Gauhati University a state university stood for 1st position in introducing subjects for study for the purpose of human resource development.
From the Inferential analysis it is observed that calculated t value 4.535 is greater than table value at 0.01 levels. So, Null Hypothesis \( H_0_1 \) is rejected. Thus, it can be concluded that central Universities differ significantly from state universities in providing infrastructural facilities for HRD. It has also been observed that the Central universities’ HRD Climate do not differ significantly from state universities’ as mean scores difference that is t-value 1.845 is less than table value 1.96 at 0.05 confidence level. Hence, null hypothesis \( H_0_2 \) is accepted.

The investigator reported the major findings of the study in Sixth chapter on the basis of the objectives and hypotheses framed before the investigation. The study found that State Universities have accommodated more students than Central Universities for the development of human resource in Assam in every year. But it has been found that per year percentage of enhancement in students’ enrolment for the purpose of producing human resource is higher in Central Universities than the percentage of enhancement in enrolment in State Universities. Role played by Central Universities for Human Resource Development through educational achievement of students is better than State Universities, as the pass percentage of students in Central universities ranges from 96.8% to 100% during the years of 2007-08 to 2011-12. But it should be mentioned that though Gauhati University is a state university, results are upgrading every year. Regarding placement of students, Central Universities are providing more placement opportunity to the students ranging from 22.8% to highest 24.5% through regular arrangement of campus interview in Tezpur University than the State Universities ranging from 7.45% to highest 8.69% only in Gauhati University since 2007-08. In introducing non-conventional subjects Gauhati University which is a state university has been emphasizing much more on it through proper arrangement of studying various Post Graduate Degree and Diploma/Certificate Courses for human resource development. Non-conventional subjects who have been newly introduced by the universities most of them fall under the discipline of science and Technology. Central Universities’ role on human resource development differs significantly from state universities with regards to the availability of infrastructural facilities. Significant difference was observed between the Students and Teachers’ Infrastructural facilities available in Central and State
universities in connection with Human Resource Development. Central universities’ Human Resource Development Climate does not differ significantly from state universities with regards to the perception of Teachers and Non-teaching staff. No significant difference was found in the perception of Teachers and Non-teaching staff of the Universities of Assam towards the prevailing Human Resource Development Climate in the Universities.

After Findings and discussion of the Study a few lines were mentioned as educational implications of the study. It was mentioned that everybody should understand gender specific treatment to girl’s students, particularly in higher education sector in Assam is not necessary. This study is expected to help parents, public, administrators, educational agencies to give afresh attention to the higher education of boys especially in enrolment dimension in the universities of Assam.

6.7 SUGGESTIONS FOR FURTHER RESEARCH

In research area, no investigation or study can be said as complete. It is just a small step of a long process in which one string joins another to form a chain to eradicate the problems or to develop any theory. Human Resource Development, it is a very broad concept and it covers a very wide range of subjects associated with man-making process or human development. In the present study, the investigator has taken only one element of human resource development among all - that is ‘Education’ imparted in the university level. Other elements of Human Resource Development like Health, Income, etc. are not studied here. There are much more scope for the future researcher to go through different kinds of studies arising out of Human Resource Development in Educational Institutions. Hence, the investigator suggests some areas for further research which may stimulate prospective research workers to undertake some useful researches in this area. The investigator suggests the following areas for further research-

(i) Studies need to be carried out on Human Resource Development Effectiveness in the Universities of Assam

(ii) Correlation study between Human Resource Development Climate and Job Satisfaction of University Employees
(iii) Studies need to be undertaken on Human Resource Development and Quality Assurance in University Education-Problems and Prospects

(iv) Comparative study can be conducted on Educational Administration and Financial Management between Central and State Universities

(v) Comparative Study on University Industry Linkage Effectiveness and Implementation of Public Private Partnership policy in the Central and State Universities of Assam

(vi) Enhancing Higher Educational Institutions’ Effectiveness through Human Resource Development Climate: Empirical Study

(vii) Studies can be done on Human Resource Development in the Private universities of Assam.

(viii) Research investigation on Human Resource development in the Primary level institutions and Role of Government.

(ix) Further studies can be conducted on Role of Secondary Education on Human Resource Development in Assam

(x) Comparative Study can be carried out between the Public Funded Universities and Private Universities of Assam in Human Resource Development

(xi) Role of Teacher Training Institutes (DIETs) in Human Resource Development at elementary stage

(xii) Role of B.Ed. Colleges of Assam in Human Resource Development

6.8 CONCLUSION

It is the level of higher education at which teachers, teacher-trainers, administrators, scientists, technologists, political thinkers and policy makers are produced. In this process of developing human resources, the role of institutions is also enormous and it is indispensable for any economy, any nation in the world. Country like India has tremendous emergence to develop its human resource into efficient citizen as it is the 2nd largest populous country in the world.

“In order to play an effective role in the development of a nation, the university should strengthen its administrative structure, to provide an efficient and effective
administration which will be able to deliver the desired goals. The university authority should take much care in the provision of personnel services to the employees. To keep up harmony and efficiency, there should be suitable grievance cell to look into all the grievances and redress the genuine ones as expeditiously as possible. All efforts should be made to keep up morale high” (Pp-299; Shakeel Ahmed).

In the present day world, every country competes with others by utilizing their efficient human resources in the institutions and increases its productivity, innovation of new products, ensures quality assurance for efficient human resource. Moreover, only efficient human resources can create a good institution and good institutions develop a nation in progressive way. It is vice-versa. So, human resource development through good higher educational institution is a serious matter of concern in educational research for the nation’s development process. It is because of mismatch between the qualifications of outputs and their competency level, the number of educated unemployment has been rising day by day. To solve this problem, university authority should think over creating more placement opportunity through regular arrangement of Campus interview. In this regard placement cell should play the active leadership role with their fullest efforts. Attempt should be undertaken to introduce more need based subjects along with increasing competencies with an entrepreneurial and industrial approach.

In Conclusion, it can be said that providing access to higher education with equity in focus is not just a matter of opening higher educational institutions. It demands a change in the mindsets of the stakeholders. Old notions of excellence, only through theoretical courses have to be replaced with new sets of utilitarian need based values. Therefore, care should be taken on giving students’ enrolment opportunity, quality results, placement opportunity for students’ through campus interview, introduction of variety of subjects as per the society’ need, quality human resource development climate and proper infrastructural facilities.

“If all is well with the universities, all would be well with the nation”
(Pandit Nehru, 1947, Convocation Address, Allahabad University)