CHAPTER-V

ANALYSIS, INTERPRETATION AND DISCUSSION

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5.1 INTRODUCTION

Analysis and interpretation of data is a necessary step in the research process as it aims to find meaning of the raw data. Its basic purpose is to summarise observation and search their boarder meaning by linking them to the existing knowledge.

According to Dictionary of Education, “Statistical analysis is the application of statistical processes and theory to the compilation, presentation, discussion and interpretation of numerical data” (Good et al., 1959). In fact analysis means categorizing, ordering, manipulating and summarising of data to obtain answers to research questions. The purpose of analysis is to reduce data to intelligible and interpretable form, so that the relation of research problems can be studied and tested. Further, interpretation takes the result of analysis, makes inferences pertinent to the research relation studied and draws conclusions about these relations.

The analysis and interpretation of data with necessary statistical treatment on the basis of related objectives and hypotheses have been presented in this chapter. After necessary selection and filtration of collected data in relation and for the sake of the accomplishment of the objectives of the study, organised data are presented in tabular form. This chapter will describe the major findings, a general discussion on the findings of the study. According to the arrangement and organization of data tables are presented in accordance with the settings of the objectives of the study:
5.2 STATUS SURVEY OF EXISTING STRUCTURE OF INSTITUTIONAL PLANNING IN COLLEGES OF ASSAM

Objective No.1: To conduct a status survey of Institutional Planning in colleges of Assam.

Objectives No.1 is fact finding in nature and therefore, requires hardly any hypothesis. Hence, other hypothesis have been marked in the similar number as per the concerned objectives.

In the present study one of the objectives was to take a status survey of Institutional Planning in colleges of Assam. From the interpreted data it has been observed that every college affiliated under Gauhati University are rendering educational surveys at collegiate level in Art Stream Degree level possesses more or less same level of Institutional Planning status. “An Institutional Planning is a programme of development and improvement prepared by an educational institution on the basis of its felt needs and its available resources and likely to be available with a view to improve the formal educational institutional programme and practices constitutes a plan for an institution” (Buch, M.B., 1964). Irrespective of rural and urban background all the colleges have satisfactory level of institutional planning status. Rom the observation it has been found that every college under the jurisdiction of Gauhati University, fulfilled the affiliation criteria in relation to the infrastructural, administrative and other related aspects laid down by the university for continuation of permission and affiliation. These conditions are laid by the university through the “Ordinance on permission and affiliation of degree colleges to this Gauhati University, 1997” (framed under section 23(e) of the G.U.Act. 1947, as amended upto date and approved by the Executive Council vide resolution no. 97/12/137) on Institutional Planning status in the colleges of Assam. The arrangement and maintenance of satisfactory level of institutional planning set up in the colleges of
Assam is the result of the administrative rules and control for the affiliated degree colleges laid down by this university.

### 5.3 COMPARISON BETWEEN THE INSTITUTIONAL PLANNING OF COLLEGES SITUATED IN RURAL AND URBAN AREAS OF ASSAM

**Objective No.2:** To compare Institutional planning of colleges situated in rural and urban areas.

**H02:** There exist no significant differences in the status of institutional planning between colleges situated in rural and urban area.

**Table no. 5.1**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>17</td>
<td>19</td>
<td>3.16</td>
<td>0.9187</td>
<td>NS</td>
</tr>
<tr>
<td>R</td>
<td>33</td>
<td>19.85</td>
<td>2.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

U=Urban College, R=Rural College, NS=Not significant

The table 5.1 represented the Mean score, SD and ‘t’ ratio of the institutional planning score of urban and rural colleges. The respective Mean and SD for Urban colleges are: N=17, M=19, SD=3.16; Rural colleges are: N=33, M=19.85, SD=2.96.

From the table, observation can be made that the calculated ‘t’ ratio (‘t’=.9187) is less than the table value (2.021 at 0.05 level and 2.704 at 0.01 level). So it is not significant and it may be inferred that there exist no significant differences between the institutional planning status of colleges situated in rural and urban area of Assam. Hence the hypothesis has been accepted.

The result shows that the higher educational institutions, especially the colleges maintains a satisfactory standard in all parts of the state under the control and
influence of the affiliating university (Gauhati University) and moulded by our educational planners according to the guideline and suggestions of the various committees and commissions appointed for the effective development of the higher educational structure of our country. Colleges are the centres where the youths, the most precious portion of human resources of the country are moulded for their future as well as for the future of the country. Kothari Commission Report, 1966 expressed views that ‘destiny of nation is being shaped in the class rooms’. The institutional settings should be more concerned for the future make up of new generations. It does not a matter whether a college is situated in rural or in urban area. Colleges always need flexibility in relation to the current changes and challenges opined by Gnanam Committee (1987-90). Higher education need to be dynamic and responsive to the desired need of the country as recommended by NPE, 1986. Collegiate education would improve both the quality of higher education as well as quality of life provided its standard is maintained with international level revealed by SEED in 1993.

5.4 TO STUDY THE RELATIONSHIP BETWEEN PRINCIPAL'S ORGANISATIONAL COMMITMENT LEVEL AND THE INSTITUTIONAL PLANNING CONCEIVED BY THE PRINCIPAL IN BOTH THE RURAL AND URBAN COLLEGES

Objective No.3. To examine the relationship between principal’s organisational commitment level and the institutional planning conceived by the principal in both the rural and urban colleges.

HO3 There exist positive relationship between the Principal’s commitment and Institutional planning of the college.
Table no.5.2

Table represented Mean Score, \( r \) value, \(' t'\) ratio and Level of Significance between the Organisational Commitment level and Institutional Planning score of Urban colleges

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>variables</th>
<th>N</th>
<th>Mean</th>
<th>r-value</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OC</td>
<td>17</td>
<td>90.13</td>
<td>0.394</td>
<td>1.662</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>IP</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OC=Organisational Commitment level, IP =Institutional Planning score, NS=Not significant

Table 5.2 represented the Mean score, ‘\( r \)’ value and ‘\( t'\) ratio of the organisational commitment level and institutional planning score of urban colleges.

Urban colleges are with the values: \( N=17 \), \( M \) of OC= 90.19, \( M \) of IP= 19, ‘\( r \)’ value= 0.394, \( t\)-ratio = 1.662 .
From the table has been observed that the calculated ‘t’ ratio (‘t’=1.662) is less than the table value (0.468 at 0.05 level and 0.590 at 0.01 level). So it is not significant and it may be inferred that there exist no correlation between the institutional planning status of colleges situated in urban area of Assam and principal’s commitment level. Hence the hypothesis has been rejected.

Table no. 5.3

Table represented Mean Score, r value, ‘t’ ratio and Level of Significance between the Organisational Commitment level and Institutional Planning score of Rural colleges

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>variables</th>
<th>N</th>
<th>Mean</th>
<th>r-value</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OC</td>
<td>33</td>
<td>89.19</td>
<td>0.255</td>
<td>1.466</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>IP</td>
<td>19.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OC = Organisational Commitment, IP = Institutional Planning,
NS = Not significant.

The table 5.3 represented the Mean score, ‘r’ value and ‘t’ ratio of the Organisational Commitment level and Institutional Planning score of rural colleges. Rural colleges are with the values: N=33, M of OC= 89.19, M of IP= 19.85, ‘r’ value = 0.225, t-ratio=0.394.
From the table 5.3 it has been observed that the calculated ‘t’ ratio (‘t’=0.394) is less than the table value (2.042 at 0.05 level and 2.750 at 0.01 level). So it is not significant and it may be inferred that there exist no correlation between the institutional planning status of colleges situated in rural area of Assam.

From the table 5.2 and table 5.3 it can be observed that there exist no positive correlation between the organisational commitment level of Principals and the Institutional planning status conceived by the principals for their colleges. Hence the hypothesis is rejected.

The findings of this objective support the finding of the other studies. A series of discussion on institutional planning organised by Asian Institute of Educational Planning & Administration, New Delhi and the resume of the studies and discussion published in 1969 by the organisation are in support of this finding. The group of experts expressed the views that a major weakness of our planning system is top-heaviness. Our planning process resembles an inverted pyramid because so much of it is being done at the top and so little at the bottom. This is one of the main reasons that most of the principals are not able to apply his commitment force in planning the institutional structure of his college. The other causes of the absence of relationship between the institutional planning structure and commitment level of principals are discussed in the section 5.9 (A General Discussion).

Studies conducted by Middlewood & Lumbi (2003) revealed that principal’s commitment is not sufficient for effective planning and development of an educational institution. Planning and management is every body’s responsibility. The results of the present study support the findings of the other studies (Lucas (1991). In
this way Louis and Miles (1990), Calvin College (2002), Gnanam Committee (1987-90) on ‘Management pattern of colleges’, Sharma, G.D. & Indiresa, Jaya, NIEPA (NUEPA), (1999), study on ‘Power, Status and Responsibilities on Principals of Colleges’ also found findings with similar conception.

The finding of this objective are also contradict the findings of other work. In a study made by Lawrence & Brain (2003) found that the commitment of the institutional head had a positive influence on the institutional planning structure. Likely, Jaffar, Kammaruzzaman, Bin. (1999), Shein, Aye. (2003) also found same conception in their studies.

5.5 COMPARISON BETWEEN THE ACADEMIC ACHIEVEMENTS OF STUDENTS IN THE CONTEXT OF COLLEGES HAVING EFFECTIVE AND LESSER EFFECTIVE INSTITUTIONAL PLANNING

Objective No.4: To compare Academic Achievement of students in the context of colleges having effective and lesser effective institutional planning.

**H04:** Academic Achievement of the students in colleges having effective institutional planning are better than the Academic Achievements of the students in colleges with relatively less effective institutional planning.

**Table No.5.4**

Table represented N, Mean Score, SD, SEd and ‘t’ Ratio of Academic Achievement level in the context of colleges having effective and lesser effective institutional planning.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SEd</th>
<th>t-ratio</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA of Effective IP</td>
<td>38</td>
<td>62.75</td>
<td>3.786</td>
<td>9.274</td>
<td>3.632</td>
<td>significant at 0.01 level</td>
</tr>
<tr>
<td>AA of Lesser effective IP</td>
<td>12</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AA= Academic Achievement; IP= Institutional Planning
Colleges having effective and lesser effective institutional planning have been divided according to the pre determined criteria (Effective IP=IP score> P₅₀ : Lesser effective IP= IP< P₅₀) and then value are calculated. Academic Achievement of effective Institutional planning: N=38, M= 62.75. Academic Achievement of lesser effective Institutional planning: N=12, M=49, SD=3.786, SEd=9.274, ‘t’ ratio=3.632.

From the table 5.4 it can be observed that the calculated t-value (‘t’=3.632) is more than the table value (2.074 at 0.05 level and 2.819 at 0.01 level). So it is significant and it may be inferred that there exist significant differences between the Academic Achievement of effective and lesser effective colleges. Academic Achievement of the colleges having effective institutional planning is better than the colleges having lesser effective institutional planning. Therefore the hypothesis of this objective is accepted.

The result showed that the institutional planning structures of colleges have a positive influence on the academic performance of a college. The results of the present
study support the findings of the other studies. Hamed (2005) made a study on ‘Effectiveness of teacher training programme’ found that adequate planning mechanism is an essential condition for good academic performance. The studies of Hamed, Saif Ale Mahfoodh, (2005), Arzoo, M.J, (2005), Riechi, A.R.O., Jawaharlal Nehru University (2003), a study on ‘Revenue Diversification’ support the finding of this objective.

5.6 TO STUDY THE RELATIONSHIP BETWEEN ORGANISATIONAL COMMITMENT LEVEL OF PRINCIPALS AND ACADEMIC ACHIEVEMENTS OF STUDENTS

Objective No.5: To examine the relationship between organisational commitment level of Principals and Academic Achievements of students.

HO₅: There exists significant relationship between the commitment level of principal and Academic Achievement of the students’.

Table No.5.5

Table represented N, Mean Score, ‘r’ value and ‘t’ ratio of OC level of Principals and Academic Achievement of college students.

<table>
<thead>
<tr>
<th>variables</th>
<th>N</th>
<th>Mean</th>
<th>r-value</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC</td>
<td>50</td>
<td>89.49</td>
<td>0.346</td>
<td>2.557</td>
<td>Significant at 0.05</td>
</tr>
<tr>
<td>AA</td>
<td></td>
<td>58.26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OC= Organisational Commitment, AA = Academic Achievement.

The table 5.5 represented the Mean, ‘r’ value and ‘t’ ratio of the organisational commitment level and Academic Achievement of colleges. The values are calculated with: N=50, M of OC= 89.49, M of AA=58.26, ‘ r’ value= 0.346, ‘t’ ratio=2.557.
From the table it has been observed that the calculated ‘t’ ratio (‘t’=2.557) is more than the table value (2.021 at 0.05 level) at 0.05 level and less than the table value (2.704 at 0.01 level) at 0.01 level. So the correlation between the organisational commitment and Academic Achievement is significant at 0.05 levels and it may be inferred that there exist positive correlation between the organisational commitment and Academic Achievement colleges. Hence the hypothesis is accepted.

The findings of this objective support the findings of the other studies. In a study Antriep, (2001) revealed the high quality achievement in education is the very base of national prosperity which can bring through the persons who possess high commitment attitude for teaching. Grifflin (1989), Beura (1993), Gouson (1996), Andrew (1994) in their study on ‘organizational commitment’ concluded that commitment of a person to organization results in achieving organizational effectiveness. Epsten, S. (1998); Lawless (1972); Thompson (1965); Robin (1974); Meyer, (2002) and Karmakar, Anjali (2008) found similar result that organisational outcome and commitment has a high degree of correlation.
5.7 TO STUDY THE RELATIONSHIP BETWEEN INSTITUTIONAL PLANNING OF COLLEGES AND ACADEMIC ACHIEVEMENTS OF STUDENTS

Objective No.6: To examine the relationship between institutional planning of colleges and Academic Achievements of students.

H06: There exist significant relationship between institutional planning of colleges and Academic Achievements of students.

Table No.5.6

Table represented N, Mean Score, 'r' value and 't' ratio of Academic Achievement of college students and Institutional Planning status of colleges.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>r-value</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement (AA)</td>
<td>50</td>
<td>58.26</td>
<td>0.492</td>
<td>2.367</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Institutional Planning score (IP)</td>
<td></td>
<td>19.56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 5.6 represented the Mean, 'r' value and 't' ratio of the organisational commitment level and institutional planning score of colleges with the values: N=50, M of Academic Achievement =58.26, M of Institutional Planning = 19.56, 'r' value=0.492, ' t' ratio=2.367.
From the table 5.6 it is observed that the calculated value (‘t’ ratio=2.367) is more than the table value (2.000 at 0.05 level and 2.660 at 0.01 level). So it is significant at 0.05 level and it may be inferred that there exist significant correlation between the Academic Achievement of students and institutional planning status of colleges. Hence the hypothesis of this objective is accepted.

The finding from the result showed that the institutional planning structure of a college is an influential factor in relation to the student’s academic performance. This finding supports the other studies. Effective institutional planning provides ample opportunities for applying the innovative thinking of the teachers for solving the institutional problems. Research on ‘Cooperative learning environment’ done by Johnson and Johnson (1994), Slavin (1995) and Pintrick and Schunk, (1996) revealed that cooperative learning environment increase learner achievement. Finding of this objective support the findings of the studies of Rath, K.K. and Panigrahi, N., NCERT (2003), on ‘Indicators of Quality education’ revealed that effective strategies planned at institutional level increases student participation and performance level. For teachers also it was found motivating. Studies made by Sudarshan, P. (2003) on ‘Classroom environment and Achievement’, Agarwal, M., Jain, V.K., Chandrasekhar, K., NCERT, Delhi, (2004), studies on ‘School management affect the learning achievement result of similar conception.

5.8 PROPOSED PARADIGM OF ACTION

Objective No.7: To prepare a paradigm of action on the basis of suggestions given by the college principals for: (a) Overcoming barriers in Institutional Planning and (b) To have better Institutional Planning.
A paradigm is "a pattern, example or model" (Webster's new World Dictionary, 1968). It is a frame of reference or a perspective for analysing or examining the social including educational world consisting a set of concepts and assumptions. A paradigm is an intellectual window through which the researcher views the world of his work.

One of the objectives structured in the present study to be accomplished through the study was that to prepare a paradigm of action for overcoming barriers in institutional planning for having better institutional planning in the colleges of Assam. For preparing the paradigm of action for having better institutional planning for the colleges the following basic assumptions has been taken into consideration:

A. Basic assumptions:

(a) Institutional planning is the description of programmes constructed by an institution. It may be of short or long term or both.

(b) Institutional planning gives importance on the maximum utilisation of available resources which are available with the institution and community.

(c) Institutional planning laid importance on the maximum utilisation of three scarce resources: (1) Time (2) Talent and (3) Material resources including money,

(d) The colleges will be in a position, without much difficulty, to prepare and implement their plans under the guidance of affiliating universities.

In view of the above assumptions and on the basis of the gained suggestions following guide line for constituting a better institutional planning will be helpful for a college:
B. Motto of institutional planning:

There is always scope for improvement in doing things with dignity, with pride in oneself and on with success.

C. Guiding principles:

1. Planning is a two-way process. Ideas should go upward from the institution (college) to the affiliating authority (university) and then to the national level. The objective of institutional plan in some way should take care of the national plan, the state plan and even the institutional level plan. There should not be any conflict between planning at the higher level and at the institutional level.

2. Institutional plan should be prepared mainly from the point of view of the best utilisation of existing resources.

3. To create a climate of commitment to knowledge, commitment to social service and commitment to hard work. The institutional plan should be used as a tool for this purpose.

4. Institutional planning should be planned to put the talents to an effective use and to compete on the basis of human effort, on the basis of talent and on the basis of better planning. Institutional planning is to utilise existing resources in the most effective manner and to overcome the shortcomings of material inputs through better planning and greater human effort.

5. Institutional plans must be democratically oriented and must involve everyone concerned – Principals, teachers, parents and students.

6. Institutional planning should be practical and realistic.

7. Establishment of ‘Academic Planning Boards’ in the affiliating universities on the lines recommended by the Education Commission 1964 with necessary
flexibility. The Boards should be responsible for advising the university on its long-term plans and for generating new ideas and new programmes and for periodic evaluation of the work of the universities.

8. To visualise the future of the institutions and to plan for the tomorrow.

9. Provision should be made to impart administrative training for the college principals and administrative heads.

D. Areas of improvement and development


5.9 A GENERAL DISCUSSION

On the basis of the analysis and interpretation of data the discussion of the findings in the context of theoretical background and reviewed literature has been presented here. The sequence of the discussion is similar to that of the analysis and interpretation of data.

In the present study objectives no. 1 was to make a status survey of institutional planning in colleges of Assam. This objective is fact finding in nature. Hence no hypothesis has been formulated for this objective. From the interpreted data, it has been observed that every college affiliated under Gauhati University are rendering educational service at collegiate level in Arts Stream Degree level possess more or less same level of institutional planning status. “An institutional planning is a programme of development and improvement prepared by an educational institution on the basis of its felt needs and its available resources and likely to be available with a view to improve the formal educational institutional programme and practices constitutes a plan for an institution” (Buch, M.B., 1964). Irrespective of rural and
urban background, all the colleges have satisfactory level of institutional planning status. From the observation it has been found that every college under the jurisdiction of Gauhati University has fulfilled the affiliation criteria in relation to the infrastructural, administrative and other related aspects laid down by the University for continuation of permission and affiliation. These conditions are laid by the University through the ‘Ordinance on permission and affiliation of Degree Colleges to this Gauhati University, 1997’ (Framed under Section 23 (e) of the Gauhati University Act, 1947, as amended up to date and approved by the Executive Council vide Resolution No. 97/12/137) on institutional planning status in the colleges of Assam. The arrangement and maintenance of satisfactory level of institutional planning set up in the colleges of Assam is the result of the administrative rules and control for the affiliated Degree Colleges laid by this University.

Though, there exist some differences in relation to the physical facilities enjoyed by the stakeholders or members of the college family and in the maintenance process of the facilities. To some extent, theses differences are the results of the mindset of the members of the principal, college family and the socio economic condition of the surrounding environment of the college. These types of differences are observed in relation to the:

- Number of books in the library and habit of using the library.
- Subscription of journals, newspapers and facilities and use of libraries.
- Maintenance of drinking water and sanitation facilities.
- Organising of co-curricular activities.
- Supply of teaching aids in classrooms.
- Use of agricultural resources for resource generation for the college.
Extension activities etc.

These differences are reported and supported by the data collected from the teachers and students of the colleges purposively on random basis. These facts and views are collected from the teachers and students through opinionnaire, personal interview, prospectus of the colleges and inspection report. Instead of these simple differences, it can be concluded that the Degree Arts colleges affiliated under Gauhati University in the state of Assam possesses more or less same level of institutional planning structure. These differences can be removed easily with the help of simple motivation and sincere effort of the principal. Grant, Thornton, (2008) in a study on the area of ‘Leadership quality’ revealed that leadership quality and good planning can create opportunities which ultimately improve institutional focus and strategy. A good leader can attract and motivate joint effort of the members of the college family and active cooperation of the surrounding community through the dimension of extension services and other developmental avenues. Principals should work in collaboration with the staff to develop plan, which are consistent, better structured, inspirational and far sighted revealed by Middlewood and Lumby, (2003).

Considering the importance and effectiveness of the idea of institutional plan for an educational institution, this approach of planning was conceived by the Education Commission (1964-66). The Commission felt that there were a large number of programmes which an institution can undertake on the basis of human efforts. Collegiate level of education attracts the attention of the educationists because this level of education is imparting systematic training to the most influential portion of human resource, i.e. the young generation. Institutional planning status proved itself as an indispensable and important approach of educational planning of an educational
institution due to the objectives which can be fulfilled by an efficient institutional planning set up. The objectives which can be accomplished through institutional planning can be summarised as follows:

➢ It brings concreteness to the educational planning of an institution,
➢ It offers opportunities to the local community with the educational institution.
➢ It gives importance to the proper utilisation to the locally available resources.
➢ It encourages teachers to do something creative, which brings job satisfaction,
➢ It aims to involve every member of the institution in formulation and implementation of plans. (Naik J.P. in School Administration and Management, By, Kochhar, S.K., 1970, 2011).

Rightly these are some of the realistic and important features of institutional planning which attracts the attention of the educational policy makers of the state. Moreover the most challenging feature in the field of education for the state of Assam from the present perspective is to impart proper training and education of the youths. Therefore maintaining effective institutional planning status at collegiate level of education is the right step for the quality control, development and achieving expected outcome of this stage. The observed finding made on the basis of the above mentioned objective of this study proved this fact.

**Objective No.2**: Objective No.2 of the present study was to compare institutional planning of colleges situated in rural and urban area.

For achieving this objective of the study sample colleges are divided into two sub groups - Rural and Urban.
Rural and Urban classification are made on the basis of following simple criteria (Directorate of Census, Govt. of India):

Criteria for dividing the rural and urban colleges:

- Location of the college: If the college is located in a rural area as defined by the Directorate of Census, Govt. of India.
- If majority of population should have direct dependency on agriculture.
- If 75% of land area should be used for agriculture and firm activities.
- College located in urban fringe can also be treated as rural college depending upon the nature of enrolment.
  - If majority of the students enrolled are from rural background.
  - If majority of the guardians are showing their sources of income from agriculture and firm activities.
  - If the college enlisted as rural college by any statutory authority through any notification.

More over information given by the principals through the questionnaire supplied the basis for considering the college as rural or urban. On the basis of above decisive factors the proposition is formulated for accomplishing this objective was:

HO2: There exist no significant differences in different dimensions of institutional planning between colleges situated in rural and urban area.

This hypothesis has been accepted on the basis of the result and verification of the result by applying simple statistical techniques on the organised data. From the interpreted data it has been observed that there exist no significant differences of institutional planning structure between the colleges situated in the rural and urban area of Assam.
In relation to the findings observation can be derived that whether the college situated in rural and urban background, every college principal maintained suitable level of institutional planning status. As a leader of an educational institution every college principal must have to fulfill and maintain some basic criteria as laid by the administrative authority for control and supervision (National Council of Educational Research and Training in Collaboration with the Ministry of Education, Govt. of India, 1968: guidelines on the essentials of institutional planning at college level and areas of institutional planning to be considered at the time of planning of an educational institution). Moreover on principle every college irrespective of the socio-economic background should not compromise to the quality of teaching learning process as they are directly related with the human resource development process. (Kothari, D.S., Kothari Commission Report, 1966: expressed destiny of nation is being shaped in the class rooms. The institutional settings should be more concerned for the future make up of new generations).

Every college or educational institution possesses its own independent personality which grows up according to its need and demand of the society. An institution is an adaptive responsive organism with its own individual identity. On the basis of the collected data and from the observed observation (table no. 5.1 & 5.2), it has been found that the differences that exist in some aspects of institutional planning structure of the colleges are not so much significant. These differences occurred due to the:

> Different mental structure or mind set of the principal,
> Difference in the organisational commitment level of the principals
> Differences in relation to the felt need of the institution,
Differences in relation to the available resources and likely to be available resources of the colleges,

Differences in the socio-economic and educational background of the colleges,

Differences in the expectation and involvement level of the local community from the colleges.

The degree of freedom principals, governing body can realise and implement in planning for the development of the college according to the local need and expectation.

Instead of these differences on the various dimensions of the colleges situated in the rural and urban area of the state of Assam, the basic foundation of institutional planning status of the colleges under the jurisdiction of Gauhati University are more or less same due to the same administrative and regulatory control, supervisory set up and controlling measures of the affiliating University authority. Gauhati University implements its regulatory control for maintaining institutional and administrative standard through the ‘Ordinance on permission and affiliation of Degree Colleges to this Gauhati University, 1997’ (Framed under Section 23(e) of the Gauhati University Act, 1947, as amended up to date and approved by the Executive Council vide Resolution No, 97/12/137) and with the help of regular college inspection.

College inspection standard maintained by the affiliating university (Gauhati University) for maintaining educational and administrative structure are also another strong factor of having more or less same institutional planning structure of the colleges whether the college is in rural or urban locality.

Objectives No.3: Objective No.3 of this study was to examine the relationship between Principal’s organisational commitment level and the Institutional Planning
conceived by the principal. For accomplishing this objective of the study under mentioned hypothesis has been formed:

\( H_03 \): There exist a positive relationship between the Principals commitment and Institutional planning of the college.

**Observation:** From the interpreted data presented in the table no.5.2 & 5.3 it has been observed that there exist no positive correlation between the principal’s organisational commitment and existing institutional planning status of colleges situated in rural and urban area of Assam.

Organisational Commitment has been selected as an important variable for accomplishing the objectives of this study. The definition and meaning of organisational commitment considered for this study has been mentioned concisely in the introductory part of this study (Chapter-I). In relation to the operational definition mentioned, commitment can also be explained as per the Chamber’s English- Hindi Dictionary, the meaning of ‘Devotion’ is ‘Arpan’ and ‘Upasana’ (submission and worship); of Dedication, ‘samarpan, (surrender)and of Commitment (Vachanbadhata)’ (binding by pledge). The meaning of these three words and their derivatives in different English Dictionaries can be summarised as:

(a) A promise to do something or behave in a particular way,

(b) The hard work and loyalty that someone gives to an organisation, activity etc.

(c) Doing ones best to achieve something.

From the observation and interpretation of the necessary facts derived from the table no. 5.2 & 5.3, it has been found that the institutional planning structure of colleges conceived by the principals and their calculated organisational commitment level are not positively correlated. Usually college principals sorted out the planning
structure for the colleges on the basis of guideline of affiliating university, felt need of the college family and administrative conveniences of the principals with the guidance of College Governing Bodies. Principals sorted out the plan for his or her institutions in consultation with the senior and experienced teachers, interested teachers and staff members.

Observed data revealed that structure of planning for the institution are planned by the principals on the basis of the felt needs for the institution. But there exist no basic and uniform rules and criteria for detecting the felt needs of the college. Observed data revealed following facts in relation to the basis of planning for the colleges:

- Problems faced by the principals in relation to the college administration.
- Problems faced by the principals in relation to the academic set up of the college.
- Experiences gained by the principals in relation to the college administration.
- Felt needs as reported by the teachers, administrative staff and students.
- Staff council reports and suggestions.
- Needs and demands placed by the academic council to the principal.
- Suggestions given by the academic council of the college.
- Reports and demands placed by the student Union society of the college.
- Suggestions offered by the Governing Body of the college for smooth conduct of the college.
- According to the guide line circulated by the University Grants Commission for the colleges.
Data revealed that these criteria are not same for all the colleges. In accomplishing first objective it has been found that instead of the basic uniformities in the institutional planning status of all the colleges are not same in all respect. There exist some differences in different dimensions depending upon the individual existence of the institution. The degree of freedom, provision of applying individual perception, vision of the principal as a leader, expectation of the surrounding community reflects in the planning and implementation approach.

From the revealed data it can be observed that there are many principals who are bearing the responsibility of principal as in-charge principal. In-charge principal faced many problems in decision making process. Due to lack of administrative freedom they cannot satisfy and use their full commitment. In-charge principals experienced many barriers in planning as well in implementing the disciplinary rules. These barriers affect their commitment factor. Though these principals possess high degree of commitment towards their institution but these difficulties in their working environment affect their motivation level. It results in the overall planning structure of the college.

Collected data revealed that most of the (80%) college principal felt the need of specific administrative training for efficient running of colleges. As collegiate level of education deals with the most sensitive portion of human resources of our society, therefore planning for the colleges stands as an influential factor in developing the human resource development process as a whole. Under the influence of the first changing era of globalisation, availability of information due to the technological advancement all the parts of the world become one place. Whether the college is in rural or urban area, whether it is geographically in far away or in the heart of the capital, knowledge and information become achievable for all. Therefore proper use
of knowledge and information can bring far-reaching change and development in the human resource development process.

Opinions of the concerned party gathered through the tools of study showed that the need of the hour is to utilise the available resources to its maximum limit systematically with effective and suitable planning. Building up of suitable planning structure for collegiate level of education needs systematic plan and programme of action. A trained leader or principal along with the high commitment level have every possibility of bringing expected change and development. Every college principal expressed their views in support of the need of specific administrative training.

Another factor responsible for the lack of correlation between the organisational commitment level and institutional planning structure is the socio-economic background of the students enrolled in the college as revealed by the principals, teachers and governing body members. Socio-economic background of the college has a direct impact on the institution. A college principal though possess high degree of commitment level faces some hindrance in reflecting his or her all vigour fully. An educational institution reflects the expectation level of the community. For utilising the plan and programme of action of an educational institution community relationship stands as an important factor.

Opinion are expressed by the college principals, teachers, governing body members that there are every possibility of building and improving the existing condition of colleges through up to date knowledge, motivation level of all concerned and awareness and involvement of the local community.
Objective No.4: Objective No. 4 of this study was to compare Academic Achievement of students in the context of colleges having effective and lesser effective Institutional Planning.

For accomplishing this objective of the study following assumption has been formulated. 

HO4: Academic Achievement of the students in colleges having effective institutional planning are better than the Academic Achievements of the students having less effective institutional planning.

Observation: This assumption has been accepted on the basis of the interpreted data. There exist significant differences between the Academic Achievement of effective and lesser effective colleges. Academic Achievement of the colleges having effective institutional planning is better than the colleges having lesser effective institutional planning.

Observed data revealed the fact that institutional planning status of a college has a positive effect on its academic Achievement level. Collected data on the institutional planning status of colleges are organised and classified into two groups with the help of the accepted criteria (Effective IP=IP score> P50 : Lesser effective IP= IP< P50 ). These criterions of dividing the colleges on the basis of institutional planning score are made out through ‘Pilot study’.

The bases of institutional planning status are collected through the Self Developed Institutional Planning Questionnaire. The selection bases of dimensions of institutional planning status are mentioned in the III- Chapter (Plan and procedure) of this work. The effectiveness of this criterion verified through pre-test.

Academic Achievements are the direct reflection of the progress of an educational institution. In relation to the formal education at college level Three years
Degree Course (1st year-Part-I + 2nd year-Part-II + 3rd year-Part-III) results has been accepted as the basis for considering the Academic Achievement of a college for this study.

Collected data revealed the fact that the colleges maintained effective institutional planning shows the trend of better achievement level than the colleges maintained lesser effective institutional planning. The differences in the institutional planning structure influenced in various ways. On the basis of the opinion collected from the principals and teachers the factors which influenced the Academic Achievement level in relation to the effective institutional planning structure are summarised as follows for the convenience of deriving conclusion.

- Effective institutional planning structure attracts better students from the locality.
- It provides improved working condition

**Objective No.5**: Objective No.5 of this study was to examine the relationship between organisational commitment level of Principals and Academic Achievements of students.

**HO5**: There exists significant relationship between the commitment level of principal and Academic Achievement of the students’.

There exist positive correlations between the organisational commitment and Academic Achievement of colleges. Hence the hypothesis is accepted.

The findings of this objective support the findings of the other studies. In a study Antriep, (2001) revealed the high quality achievement in education is the very base of national prosperity which can bring through the persons who possess high commitment attitude for teaching. Grifflin, (1989), Beura (1993), Gouson (1996), Andrew (1994) in their studies on the area of ‘organizational commitment’ concluded that commitment of a person to organization results in achieving organizational effectiveness. Epsten, S. (1998), Lawless (1972), Thompson (1965), Robin (1974),
Meyer, (2002) and Karmakar, Anjali (2008) found similar results on their studies on these areas that organisational outcome and commitment has a high degree of correlation.

There are a few studies which contradict the finding of this objective to some extent. According to the findings of the studies made by Sinha A, Mjumdar, S. & Baruah, P.K., NUEPA (1999), on ‘Educational Administration in Assam’, Lawrence & Brain (2003) opined that without the help of the staff members and systematic administrative skill, a principal could not achieve the expected result instead of possessing high quality organisational commitment. Middlewood and Lumby (2003) expressed same view regarding the support of staff members for institutional effectiveness. A trained principal showed significant and positive effect on institutional planning with respect to introducing innovation and change in the organizing structure of the colleges, resource management and organizing curricular activities. The study done by Subudhi, Bhagaban (1997) revealed that trained Principals posses more positive attitude regarding resource mobilization and resource utilization than the untrained one through a research study on ‘Indian Collegiate system’. Planning and management is everybody’s responsibility for proper development.

Objective No.6: Objective No.6 of this study was to examine the relationship between institutional planning of colleges and Academic Achievements of students.

HO6: There exist significant relationship between institutional planning of colleges and Academic Achievements of students.

There exist significant correlation between the Academic Achievement of students and institutional planning status of colleges. Hence the hypothesis of this objective is accepted.
The finding from the result showed that the institutional planning structure of a college is a positive factor for student's academic performance. This finding supports the other studies. Studies made by B.D. Nagchoudhury, M.V. Mathur, J.P. Naik (1968) revealed that areas of institutional planning are an influential criteria for student performance level. The study also suggested that this to be considered as an important area at the time of planning of college level educational institution. Studies made by Johnson and Johnson (1994), Slavin (1995) and Pintrick and Schunk (1996) revealed that planning for cooperative learning at institutional level in a democratic set up increase learner achievement. Gnamam Committee (1987-90) also revealed similar conception.

5.10 A PARADIGM OF ACTION FOR OVERCOMING BARRIERS IN INSTITUTIONAL PLANNING FOR HAVING BETTER INSTITUTIONAL PLANNING

Objective No.7: Objective No 7 of this study was to prepare a paradigm of action on the basis of suggestions given by the college principals for (a) Overcoming barriers in Institutional Planning and (b) for having better Institutional Planning.

A paradigm of action for overcoming barriers in institutional planning for having better institutional planning in the colleges of Assam has been prepared by the investigator. The action plan has been prepared on the ground of the considered basic assumptions, gained suggestions, ideas from the concerned persons, related literature review in relation to the present study. Investigator selected five important areas on which planning can be done by the individual colleges at institutional level according to the felt need and available resources.

1. Administration: Area of college administration is a very crucial and sensitive part for a college principal as this aspect is related with the most important part of human resource of the institution. Administrative aspect of a college is the
driving force of the institution. It demands able leadership to deal directly with the teachers and administrative staff and indirectly with the students. With the help of administrative set up a college principal leads the college for accomplishing the institutional goal and mission in relation to the educational objectives of the nation.

2. Academic: Academic aspect deals directly with the student community. The image of an institution gets reflected through the student’s Academic Achievements in the community. Hence as an institutional leader a college principal have to bear the responsibility of student’s academic performance specifically with the help of the teaching staff. Able administrative guidance of a college principal is an important criterion for good academic performance of the student community.

3. Community resources: An educational institution or a college is a social product. Society establishes educational institutions for attaining its objectives. Latest slogan in education is ‘Let us study the community, use the community, serve the community and involve the community in the educational processes’. This is the reason an educational institution must discover its resources both outside and inside of the institution. The approach of institutional planning aimed to utilise the existing resources and to discover and use the resources available within the surrounding community to maximum limit by using the innovative and realistic plan made by the principal in collaboration with the staff.

4. Co-curricular activities: Student activity programmes like games- sports, debates, drama, music, art etc. posses great educational importance and these are viewed as co-curricular activities. The idea of increasing academic and social integration systematically for holistic development of the students can be effectively fulfilled with the proper implementation of the co-curricular activities. Research
studies made by Asera, (1998); O'Brien & Shed, (2001); Tucker, (1999) and Nora (1993) in this domain revealed that the development of a strong affiliation with the college academic environment both in and out of class increases with the increase of academic and social integration. Colleges can effectively use this concept through the institutional level planning according to the socio-cultural background of the institution for better use of leisure by teachers as well as students.

5. **Time management:** The explosion of knowledge has made it necessary to learn a great deal in a short time. Systematic management of the 'time' factor is an essential criterion for the development of an educational institution. A timetable is a necessary tool for the efficient working of an educational institution. At the present set up colleges are in a position of adopting necessary planning for managing and using time according to the need of their institution (Naik, J.P.). The time table or 'second school clock' must consider both the academic and non-academic factors according to the institutional need. Academic and non-academic information enables educational institutions to develop and maintain a comprehensive student profile that can serve as both a performance indicator and a way to identify potential problems. This type of student profile forms the bases for an effective time planning at institutional level. Institutional heads or the college principals can work out this type of student profile in collaboration with the staff of the college.

On the basis of the basic assumptions and guiding principles adopted by the investigator an effective institutional planning can be framed by the institutional leader. The institutional leader should look at the whole institution as a system, assess the strengths and weaknesses of its staff members and carefully create the feeling of readiness for change. For preparing a better Institutional Planning structure some
systematic steps should be maintained. With the aim in view for improving the (i) institutional plan (ii) teaching learning process (iii) co-curricular activities (iv) establishing close school community relationship and to achieve institutional goal and mission in relation to the national development following steps may be considered:

- To hold a series of individual conferences with the staff.
- Discussions about the survey of the need felt by the college family.
- Survey of the resources available in the college and the community.
- Preparation of improvement programmes.
- System of continuous evaluation of the programmes in collaboration with the institutional family.

All concerned must consider ‘Institutional planning is a challenge and an opportunity’ (Naik, J.P.) for developing the national objectives of education.

**Proposed paradigm of action:**

A paradigm of action for having better institutional planning for the colleges have been prepared on the basis of the suggestions offered by the principals, teachers, governing body members. The idea for formulating a better institutional planning for the colleges can be materialised on the basis of the following basic assumptions:

**Basic assumptions on the basis of suggestions by the principals, teachers, governing body members for preparing proposed paradigm of action:**

(a) Institutional planning is the description of programmes constructed by an institution. It may be of short or long term or both.

(b) Institutional planning gives importance on the maximum utilisation of available resources which are available with the institution and community.
(c) Institutional planning laid importance on the maximum utilisation of three scarce resources: (1) Time (2) Talent (3) Material resources including money.

(d) The colleges will be in a position, without much difficulty, to prepare and implement their plans under the guidance of the academic councils of the colleges.

For structuring a better institutional planning from the bottom level with a democratic approach and to open the opportunity to the talented, creative members of the college family following structure may be suggested:

![Figure 5.6: Suggested structure for planning at institutional level in colleges](image)

Every innovative and committed member of the college family should have the opportunity to involve himself in the planning process.