Human resource is the most precious creation of the almighty in the earth. With the unique and gifted power of thinking and reasoning human being enriches this beautiful globe with continuous reconstruction of experiences. Since the creation of this earth, it goes through an assortment of changes and in this regard the intellect of human being demands a very significant role. Through this unique quality of intellect human being contributes to the process of being and becoming. Basically human life has two aspects, one is biological and another is sociological. The biological aspect is maintained by food and reproduction and the sociological aspect is maintained by systematic reconstruction of experiences, which is known as education process. The sociological aspect is transmitted and preserved by education. It is the process on which the foothold of human civilisation depends. To bring development for balanced and happy existence planned, long term training and continuous reconstruction of experiences and behaviour modification is a prerequisite. Every moment human experience changed its nature due to the changing nature of time and environment. Experience is always renewed or reconstructed or reorganised and this process of change and development can be termed as education. According to John Dewey “The process of living through continuous reconstruction of experiences is education”. It is through education a society transmits its heritage, recreates its culture, strengthens its economy and conserves its values. Development of human resources through education and training is capable of bringing positive returns to the individual and community resources. Efficiency and working capacity can be increased by means of education and training. Education must reach the frontiers of mankind and spread out of horizons of eternity. It must encompass all
aspects of the human life and all dimensions of the world. Whatever broadens mental horizon, deepens insight, refines reactions and stimulates thoughts and feeling educates a human being. According to George R. Giger “Education is nothing less than the changes made in the human beings by the experience”. Education is the basic to all advancement and excellence that are dreamed of by the civilisation. To build up a strong and balanced survival process in this ever-changing world for existence and continuous reconstruction of this process, acquisition of knowledge, skill and well equipped strategy is a necessitate factor for human civilisation. As the time changes, the concept of education also changes. The concept of education is like a diamond which appears to be of a different colour when considered from different aspects. The concept of education can be compared to a vast ocean which is a collection of innumerable materials of different nature. The process of education touches every point of human life, directs thoughts, feelings and activities at every moment of human life. Education is the single largest source of inventions, innovations and the largest employer of educated manpower. Hence such a complex web of multidimensional relationship naturally necessitates intricate developmental process, comprehensive and all encompassing framework, which can be termed as planning.

As we are moving towards a transforming educational system, scaling its change is a tedious task. For making this tedious important task effectively possible systematic sorting process becomes inevitable. This systematic sorting out of activities for achieving desired goal in the field of education is known as educational planning. Education, as an indispensable part and a vibrant projection of the socio-economic milieu careful planning in this field become inevitable. Moreover by nature human being is a planner. The gifted and unique power of reasonable thinking helps human being to think and build up plan of action for performing any activity in
accordance with the need and requirement of the environment. Planning in the field of education is a process involves the determination of future course of action. Speedy achievement of goals is the essence of planning”

To get desired end result consideration of related resources is the first and foremost step to be done for materialising any activity. Among all the resources human resource demands key position for any type of planning process, because he is live wire, the doer of the activity. Suitable planning for wise use of human resource and its continuous development is an important concern for the very existence of human being. The limitedness and value of human resource it always demands proper and careful planning to make suitable use of this resource and to get optimum result from it. Now we can not think, afford a modern world to be devoid of planning. For all activities of human life, planning is essential. It is the pre-requisite for realising one’s objectives. Human society particularly during this age of science and technology develops through planning and its cautious implementation. Planning in the field of education is a very sensitive issue and it demands keen observation and utmost care by the planners. Maximisation of the internal efficiency of educational system is the primary objectives of educational planning. Though internal and external efficiency are highly related factor and both are important for an efficient planning. Educational planning is of numerous types and varieties. Socio-economic and political differences influence in plan formulation and its implementation, objectives determination, nature and degree of educational planning. The objectives and concept of educational planning depend upon the approach adopted for planning. In view of the limitation of resources modern planners obeyed research oriented planning procedures with definite stages for getting optimum end results and to get rid of wastage of resources from their activities.
Nowadays importance has been laid on comprehensive planning. Comprehensive planning deals with the present educational situation, determined educational objectives and better utilisation of existing facilities. Education both qualitative and quantitative, presupposes planning. In a democratic set up planning for educational development expects participation and involvement of teachers, parents, pupils and even public of the locality for effective execution and speedy development of educational institution both from the micro and macro level planning. A fundamental and radical departure from the traditional practice has been suggested to adopt micro level approach in planning for educational institutions.

To plan at the institutional level is an effective approach for modern educational planning due to several advantages. Institutional level planning makes it possible to involve teachers, parents and even students in the planning process. Institutional level planning of educational institutions provides adequate scope for initiative, creativity, freedom and experimentation by the teachers as well as by the head of the institutions. Institutional planning refers to planning at the level of individual educational institutions. Objectives of institutional planning are expected to conform to be in consonance with the national objectives of educational development. An educational institution as the basic unit of institutional planning is a small unit. Besides institutions are behavioural in nature as these are the decision makers and implementers of the policy.

The Education Commission, 1964-66 recommended that institutional plans can enable every educational institution to do a great deal more through better planning and harder work, to improve the quality of education it provides. The emphasis in this movement should be not so much on physical resources but on human resources for improvement of education. The basic idea behind emphasising
on institutional planning for developing educational institutions is to ensure involvement of all agencies concerned with education especially the classroom teachers, pupils and parents. Plans are usually prepared to find out solution and to fulfil its felt needs. Therefore the first and most important step in the planning process is identification of problems and needs. The felt needs and faced problems of the people at the bottom are to be identified to enable formulation of a realistic plan. This fact is probably the strongest point that makes decentralised micro level planning relevant and important for the modern set up. So modern educationists are giving more emphasis on 'task oriented' planning rather than 'finance oriented' planning. This task oriented planning is ‘Institutional Planning’.

Institutional planning can be best explained in the words of M.B.Buch (1964) "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". To enhance the institutional mission by ensuring high quality of teaching, training of young generation with efficient skill for contributing in national development within the framework of present institutional arrangement institutional planning is an effective planning. Institutional planning is a (i) plan for development as a whole (ii) plan for improvement of the existing situation (iii) plan for felt needs, necessity of the institution (iv) plan for an effort to make a balance between available resources and planning (v) an effort to find out to be available resources (vi) a plan to be made without hampering the educational programmes and practices.

With these effective features institutional planning possesses every possibility to stand as a new ensured path for the educational workers of modern generation who
believe in learning to be, learning to do, learning to know and learning to live together. Institutional planning provides a device for the development of an institution within a specified time frame and by the effective utilisation of the available material and manpower resources through the decentralisation of the entire process of learning.

1.2 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Teaching profession is the noblest field of work in this world. The sense of social responsibility associated with this profession always provides scope to initiate human creativeness in this field. As an educational worker in a rural area of Assam, where lots of social, political, academic problems made this beautiful land unstable the investigator felt a sense of academic responsibility to think about attempting to plan and serve this field, society through own field. Assam is situated in the North-East Region of India bordering seven states viz. Arunachal Pradesh, Manipur, Meghalaya, Tripura and West Bengal and two countries viz. Bangladesh and Bhutan. The state of Assam is the gateway to the other states of the North Eastern Region. Total geographical area of Assam is 78,438 sq. kms. The state accounts for about 2.4% of India’s total geographical area. The state has its own unique peace loving socio-cultural structure and enriched and graced by the nature with a huge store of natural resources. At present context the state is suffering from some very dangerous problems like insurgency, terrorism, value degeneration, drug addiction among young generation, unemployment etc., which directly affecting the national development as a whole. This beautiful state and the young generation of this state need special care and attention to maintain its existence with all its uniqueness.

National Council for Rural Higher Education (1967-69) laid special emphasis to undertake problem oriented research to find out suitable courses upon the local
needs and which can create opportunity for using local resources. Hamed, Saif Ale Mahfoodh, (2005) in a study on ‘Effectiveness of teacher training programme’ stated that adequate planning mechanism is an essential condition for good performance of the colleges. Grant, Thompson (2008) in a study on “Higher education institutions can find silver lining in current economic storm” stated that good planning can create opportunities to display leadership qualities that will ultimately improve institutional focus and strategy. Sinha A, Mjumdar, S. & Baruah, P.K., NUEPA (1999), on ‘Educational Administration in Assam’ opined that the heads of the institutions is largely responsible for the effectiveness with which the institution is able to implement its plans. To manage its resources for effective utilisation of the available material and human resources proper planning and care at institutional level is a necessary condition. Middlewood and Lumby (2003) in a study on ‘Planning and Management’ revealed that principals should work in collaboration with the staff to develop plan which are consistent’ better structured, inspirational and far-sighted which enables to withstand financial turbulences etc. Planning and management must become everybody’s responsibility. Planning Commission (1968) laid special emphasis on the active involvement of institutional heads in making plans as because every institution has its own individual existence Committee on Accreditation and Assessment Council (1988), NPE (1986), Gowarikar, Vasant suggested to impart prime importance on Institutional Mission and objectives at micro level planning or planning done by Institutional heads (at college level) on the basis of survey and research studies on ‘Institutional planning’. Subbudhi, B. (1997) in a study on ‘Effects of management training for principals on Institutional Planning on Indian collegiate system’ revealed that lack of adequate knowledge in institutional planning brings
major hindrance for the college principals for preparing an institutional plan. Sahney, S. (2002) in a research study on ‘Total quality management in higher education in India’ revealed that educational institutions must plan specific policies, procedures at institutional level. Karmakar, Anjali (2008) in a research study on ‘Organizational Commitment and constructive thinking as predictors of Administrative effectiveness of college Principals in Assam’ revealed that the rural college Principals have to face more challenges than the urban college Principals. Effective Principals commitment to the organization reflected in college activities. Sharma, G.D. & Indiresa, Jaya, (NUEPA), (1999), in a study on ‘Planning and Management of colleges’ revealed that principals felt to bring required changes in the collegiate system they need to be given more autonomy for decision making and the same time they should be made accountable for the outcomes.

The rationale of the present study framed its ground that North- East-Region is a region of the country with a unique socio-cultural and geographical structure and enriched with a huge store of rich cultural background, which is completely different from other parts of the country. Related literature review revealed that this part of the country needs institutional level ‘task oriented’ planning. Literature of social history of Assam reveals that need-based, task oriented institutional planning can bring positive social transformation. It has been proved that if local human resources can be used in a systematic and planned way, it give effective positive result. The great social reformer of Assam ‘Mahapurush Sankardeva’ brought an effective positive social change and upliftment through this micro level institutional planning in 15th century with the help of some committed social leaders. The social revolution brought by the great social reformer Mahapurush Sankardev proved that persons with high quality of organizational commitment with an attitude of respect towards diverge cultural setup
with all its unique existence could bring positive social transformation with the help of institutional level planning. Hence institutional level planning for bringing the expected development in the field of education of this region is a need of the hour. There are many research gap on the area of institutional planning at college level as no such study has done on this region of the country so far. For finding out existing deficiencies of physical facilities in higher education is not sufficiently done yet in our country (NCERT, 1986). With a firm belief that ‘Tomorrow will be better than today’ investigator took up this academic project to be performed sincerely as a concerned person in the field of collegiate education of the state of Assam.

1.3 THE STATEMENT OF THE PROBLEM

Teachers enjoy ample opportunities of fertilising new ideas to the young mind of the students directly. Fertilising new ideas in the minds of the young generation and motivating them to implement effective ideas effectively is possible through the field of teaching-learning. Collegiate education is directly related with the training and education of the young generation, which need research oriented academic attention from the concerned party. Planning at institutional level is important as every educational institution has its own individual existence and unique existence. Assam is a state where every social set up is organised with diverge cultural background and unique existence. Efficient utilisation of available resources with proper planning at institutional level can solve many problems of the colleges. For effective use of available material and human resources proper planning and care at institutional level is a necessary condition. Therefore proper search and systematic study to find out existing and available resources at institutional level is a necessity.
Under the influence of the above reasoning in terms of collegiate education in Assam, the investigator proposed to conduct a study on the institutional planning in colleges of Assam entitled as - “A Study on Institutional Planning in College of Assam and its Impact on Student’s Academic Achievement with Special Reference to the Affiliated Colleges under Gauhati University”.

1.4 OBJECTIVES OF THE STUDY

On the basis of the review of the available related literature and analysis of research studies, the investigator of this study felt that a few research gaps can be fulfilled in the context of Assam state by accomplishing the following objectives of this study. The objectives of the study are:

1) To conduct a status survey of Institutional Planning in colleges of Assam.

2) To compare Institutional planning of colleges situated in rural and urban areas.

3) To examine the relationship between Principals commitment and the institutional planning conceived by the principal in both the rural and urban colleges.

4) To compare Academic achievement of students in the context of colleges having effective and lesser effective institutional planning.

5) To examine the relationship between Organisational commitment level of Principals and academic achievements of students.

6) To examine the relationship between institutional planning of colleges and academic achievements of students.

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.
1.5 DEFINITION AND EXPLANATION OF THE TERMS USED IN THE STUDY

A statement of the problem consists of many terms which require clarifications and precise definitions in the context of the present study. In order to communicate the comprehensive conceptual framework in a scientific way, the key words of the title which needs operational definitions are as below:

**Institutional Planning**

An institution is a responsive adoptive organism which has become the national products of social needs and pressure. Planning is an accepted instrument for accelerated development and a basic feature of actual development. It is a deliberate and conscious process of choices, exercised by the planners with a view to select technically feasible ordered sets of programmes and projects defined by Lange, C.F (1967).

"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 constitute a plan for an institution" Defined by Buch, M.B, (1964). Therefore, in this study these two terms together define institutional planning in terms of decision making process of Degree colleges that involves the Principals as a committed key person for achieving desired mission and vision of the college for community enrichment and enhancement with the active involvement and cooperation of the teachers of the college by creating a motivating environment with a high degree of organisational commitment.
**Academic Achievement:**

This term refers to what the students have achieved after undergoing teaching and training in a systematic, formal academic environment. As a result of natural growing process, maturity acquisition process, systematic academic environment a student acquires both scholastic and non-scholastic skills, knowledge to perform various activities. In an academic environment, measurement of the academic training and teaching is an essential condition for fulfilling the formal education process. In this study this term refers to measures what the students have achieved after undergoing teaching and training at degree level of a college. Their level of achievement measured in terms of the result of Three years Degree Course Final Examination conducted by the affiliating university, i.e. Gauhati University.

**Organisational Commitment:**

Organisational commitment is “a psychological state that:

(a) Characterises the employees relationship with the organisation

(b) Have implications for the decision to continue membership in the organisation” (Meyr and Alien(1994).

In this study, commitment refers to the activities performed or role played by the teachers and principals at the collegiate education level for achieving best in decision making and implementing the plan at institutional level for greater benefit of the society. In this study, committed principal refers who helps the teachers in creative thinking, motivates them to the institutional activities and tries their best to fulfil those needs. Committed teacher refers: (a) who posses complete dedication to the task (b) commitment to the objectives of education (c) deep concern for the
students (d) conscious about one’s role and responsibilities (e) a high degree of professionalism.

1.6 DELIMITATION OF THE PRESENT STUDY

Considering the limited resources, time and facilities at the disposal of the investigator, the present study is delimited to the area and the scope of population as well as content of the study. Thus the study has been delimited in following way:

1. The present study is confined to the colleges permanently affiliated under Gauhati University in the state of Assam up to the session 2007-08.
2. The present study is confined only to the Degree Colleges of Arts stream.
3. The study has been limited to sample strength of 84 (Eighty four) Principals and 84 (Eighty four) Teachers of the permanently affiliated colleges under the Gauhati University.
4. Time period for the study has been limited to four years from 2006 to 2010.
   a) Questions of both forms i.e. open form and closed form has been put in the ‘Self Developed Institutional Planning Questionnaire’ both for Principals and Teachers.
   b) Organisational Commitment Scale. (Standardised Scale, Dr. Anukul M. Hyde and Rishu Roy, Agra Psychological Research Lab) has been used to study the organisational commitment level.
   c) Perception gained from Principals and Teachers, Students and Governing Body members through Open form items of the Questionnaire has been used for analysis purpose only. (Students and Governing Body members- representative).
   d) Due to the limited time period for completing this study, only relevant parts of the data has been given highest priority.
1.7 ORGANISATION OF THE THESIS

This work has been organised within seven chapters. The chapterization of this thesis done as follows:

Chapter-I is introductory in nature and this part of the work presents the need and significance of the problem, statement of the problem, objectives of the study, definition and explanation of the terms used in the study and delimitation of the present study.

Chapter-II presents the theoretical background of the study which comprises-modern concept of planning, new definition of planning, educational planning, institutional planning, role of college principals, organisational commitment and historical perspective of educational planning in India.

Chapter-III presents the review of related literature relevant to the area of the present study. This part of the study presents the attempt of the investigator to trace the related studies carried out at national and international levels and their objective, findings, time period and context collected from different sources. The sources are thesis, dissertations, journals, websites etc. Last part of this chapter presented a resume of the different related studies.

Chapter-IV, This chapter describes the plan and procedure adopted for the study. Plan and procedure of the study refers methodology of the study which highlights the design of the study, sources of data, population and sample, tools and techniques used for data collection, administration, scoring, organisation of data and pilot study report.
Chapter-V presents the analysis, interpretation of collected data for drawing out necessary findings and conclusions. It includes tabulation, statistical treatment and graphical representation of the data.

Chapter-VI, This chapter describes the major findings derived from the investigation along with its implications, limitations and suggestions for future research offered from the investigators own point of view.

Chapter-VII, This is the concluding part of the research work, which presents the summary of the study.

A reference section is attached with this thesis with the heading of Bibliography. It mentioned the names of the books, thesis, abstracts, journals, study materials, survey reports, articles and their sources consulted during the period of investigation and in preparing this thesis.

Next to the bibliography, an appendix section is attached with this thesis which comprised (i) the names of the colleges used for the data collection, (ii) copies of covering letters requesting for supplying data and opinion from the principals and teachers, (iii) copy of self developed institutional planning questionnaire, (iv) copy of standardised questionnaire used for collecting primary data and (v) opinionaire.