CHAPTER - III
### Chapter III
**METHODOLOGY**

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CHAPTER-III

METHODOLOGY

3.1 Methodological Approach:

Research in every field and more particularly in the field of government finance for educational development of the country is demand of the day. There exists a close link between government expenditure and socio economic development of a country which needs to be analyzed. Higher education system and the pattern of financing higher education vary a great deal across countries in terms of their size and strength and degree of diversification of higher educational institutions. Yet they all face a severe financial crisis which necessitates purposeful and systematic research efforts. Moreover, for providing new directions to educational theories and practices, research is vital. Therefore, educational planning has to be based on sound research findings.

The Present century is witnessing numerous changes in the field of education more particularly in higher education. The issues like quality, equity and access in higher education, privatization of higher education and downsizing of government assistance creates a whole lot of challenges for the institutions of higher learning. The higher educational institutions of
Assam are also not free from these challenges. In this context the importance of constructive research in the field of higher education is to be sought after. Success of a research endeavor depends to a great extent on proper methodology. Research is a structured enquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge which can be applicable for general application. It provides the idea to choose the method or methods, tools and techniques through which the research problem is attacked.

3.2 Methods of Research:

Scientific methods consist of systematic observation, classification & interpretation of data. On the basis of objectives, a research can be classified as Descriptive, Correlation, Explanatory and Exploratory.

Descriptive Research attempts to explain systematically any situation, problem, phenomenon, service or programme or provides information about living conditions of a community or prevalent attitude toward an issue.

Correlation Research attempts to discover or establish the existence of a relationship /interdependence between two or more aspects of a situation.

Explanatory Research attempts to clarify why & how there is relationship between two or more aspects of a situation or phenomenon.
Exploratory Research is undertaken to explore an area where little is known or to investigate the possibilities of undertaking a particular research study e.g. feasibility study or pilot study.

The present study is based on Descriptive as well as Normative Survey Method. Descriptive Survey method is characterized by classification of data relevant to the variables under study. It is non-experimental research which deals with the relationship between different variables. Descriptive research investigates the phenomenon in their natural setting and involves measurement, classification, analysis, comparison etc. Description emerges following creative exploration and serves to organize the findings in order to fit them with explanations and then test or validate those explanations. (Krathwohl, 1993)

In the present study the researcher attempts to examine the status of higher education keeping in view the extent of resource crunch experienced by the Provincialised colleges of Assam and the role of state financial plan for promotion of higher education. Studies of this type might describe the current state of any phenomenon under study. The study of state government financial plan for development of higher education of Assam has been conducted to establish a linkage between government expenditure and condition of higher education of the state. Therefore, the descriptive survey method had been applied to conduct the study.
3.3 Statement of the problem:

The present study is stated as -

"STATE GOVERNMENT FINANCE ON HIGHER EDUCATION OF ASSAM (1999-2009) – A STUDY”.

3.4 Objectives of the Study:

The study on state government finance for higher education of Assam has been undertaken with the following objectives-

1. To study the state government budgetary provision for Higher education of Assam.
2. To examine the nature of state government expenditure for higher education of Assam.
3. To study the trend of state government expenditures for higher education.
4. To compare the state government finance on higher education with investment of other agencies like UGC.
5. (a) To examine the extent of resource crunch on the part of the higher educational institutions of Assam.
5. (b) To study the potential of resource generation on the part of the higher educational institutions of Assam.
6. To study the nature of expenditures of the Provincialised Colleges of Assam.

7. To analyze the basic infrastructural facilities of higher educational institutions against state government fund.

8. To examine the level of satisfaction of the students and teachers regarding the basic facilities.

9. To study the unit cost per student in Arts, Science and Commerce streams.

10. To examine the linkage between academic performance and financial health of the higher educational institutions.

3.5 Hypotheses/Research Questions:

Based on the above mentioned objectives, hypotheses as well as research questions have been formulated.

1) Did budgetary allocation for higher education reduce in comparison to total budgeted amount during the period of 1999-2000 to 2008-2009?

2) If the state government expenditures sufficient for up-grading higher education in the State?

3) Do the state government expenditures set an upward trend?

4) Do the higher academic institutions of Assam solely depend on state government finance?
5) Whether the higher educational institutions of Assam experience resource crunch in their regular expenses?

6) Do the higher educational institutions of Assam have potential for internal resource generation?

Hypothesis-

7) Increased cost per student does not bring improved infrastructural facilities.

8) Do the students & teachers have a high level of satisfaction for the basic facilities of the higher educational institutions?

9) Whether unit cost per student varies stream wise i.e Arts, Science and Commerce streams?

Hypothesis-

10) Academic performance is correlated with financial health of the institutions.

3.6 Sampling Design:

3.6.1 Universe of the study:

Universe refers to any collection of systemic group of human beings or non-human entities such as objects, educational institutions etc. that have one or more characteristic in common which may be of interest of the researcher. The
present universe of study comprises of all the Provincialised colleges of Kamrup district (metro & rural). The total number of Provincialised colleges of Kamrup District is 28.

3.6.2 Sample:

Sample is a partial or small representation of the whole, selected for evaluation and analysis. For the present study for the present study sample has been drawn from institution, teachers and students from the provincialised degree colleges of Kamrup District.

> Sample (I): Entire universe of the study had been divided as urban and rural. On the basis of stratified random sampling method 5 urban and 5 rural colleges had been selected. The researcher applied the Table of random numbers while selecting the colleges. Principals of these 10 selected colleges (5 from urban and 5 from rural area) had been enquired about the administration and expenditure details of the colleges.

Sample frame: The list of Provincialised Colleges of Kamrup District received from DPI Office.
TABLE: 3.1
List of Sampled Colleges

<table>
<thead>
<tr>
<th>Code No.</th>
<th>Name of the College</th>
<th>Year of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>U1</td>
<td>Arya Vidyapeeth College</td>
<td>1958</td>
</tr>
<tr>
<td>U2</td>
<td>Guwahati Commerce College</td>
<td>1962</td>
</tr>
<tr>
<td>U3</td>
<td>Handique Girls' College</td>
<td>1939</td>
</tr>
<tr>
<td>U4</td>
<td>Pragjyotish College</td>
<td>1954</td>
</tr>
<tr>
<td>U5</td>
<td>Lalit Chandra Bharali College</td>
<td>1971</td>
</tr>
<tr>
<td>R1</td>
<td>Dimoria College</td>
<td>1979</td>
</tr>
<tr>
<td>R2</td>
<td>J.N College, Boko</td>
<td>1964</td>
</tr>
<tr>
<td>R3</td>
<td>Pachim Guwahati Mahavidyalaya</td>
<td>1978</td>
</tr>
<tr>
<td>R4</td>
<td>Pub Kamrup College</td>
<td>1972</td>
</tr>
<tr>
<td>R5</td>
<td>Rangia College</td>
<td>1963</td>
</tr>
</tbody>
</table>

3.6.3 Brief profile of the sampled colleges:

(1) Arya Vidyapeeth College:

Arya Vidyapeeth College situated in the heart of Guwahati city, is one of the premier institutions of higher learning. The college was born out of the missionary zeal and relentless efforts on the part of a team of visionaries like Late Giridhar Sarma, luminaries Mahendra Mohan Choudhury, Sarat Chandra
Goswami, Prof. Radha Kanta Das. Since its establishment long back in the year 1958, the college has been catering to the academic needs of North-eastern India in general and Assam in particular. The college has been graded B++ by NAAC and has been identified by UGC as an institution having potential for excellence in the year 2010. The CPE status along with a grant of Rs.1 crore will definitely help the institution to scale greater heights.

(2) Guwahati Commerce College:

Guwahati Commerce College situated in the eastern part of Guwahati is one of the most promising institutions of the state of Assam and also North East India imparting commerce education at Higher Secondary, Degree and Post Graduate levels. Late Dr. B.C. Lahkar was the founder principal of the College. The college was established in the year 1962 with an enrollment of meager 300 students, attained a solid state of full-fledged growth with an enrollment of 3000 plus students. The academic performance of the students has all along been remarkable. The students occupy the top positions each year in Higher Secondary, Under Graduate and Post Graduate Examinations under Assam Higher Secondary Education Council and Gauhati University respectively with pass percentage above 80. Since 2007 MBA course have been started with a separate wing styled as “GCC Centre of Management Studies.” The College has not been accredited by NAAC.
(3) Handique Girls' College:

Handique Girls College situated in the western bank of the legendary Dighalipukhuri in Guwahati is one of the oldest girls' colleges in the North Eastern Region. The college was established by Late Rajabala Das in the year 1939, who was the first founder Principal of the College. The college has been accredited by NAAC with a B+ grade and UGC has declared Handique Girls' College as a College with Potential for Excellence under the CPE scheme introduced during the 10th plan. There are eighteen fully fledged departments in both humanities and science streams offering major in 10 subjects in the Arts stream and 7 subjects in the Science stream along with two professional courses in BCA and PGDCA affiliated to the Gauhati University since 2008-09. The college also houses a study centre of IGNOU at its premises providing over a dozen of educational programmes of IGNOU.

(4) Pragjyotish College:

Established on 1st September 1954, Pragjyotish College is a fully fledged Degree College imparting higher education in Arts, Science & Commerce streams. Moreover, the college also has two post graduate Departments viz Assamese & Tourism Management. Few vocational courses were also offered by the college in the areas like Functional English, Industrial Fish &
Fisheries, Information Technology and Travel & Tourism Management. In the Arts faculty specialization is offered in 15 subjects whereas, in the Science faculty Major course is offered in 10 specialized areas.

(5) Lalit Chandra Bharali College:

LCB College, established on 9th August, 1971 is situated at the foothills of the Nilachal Hills, the abode of the Mother Goddess Kamakhya. The college is affiliated to the Gauhati University, registration (i)2-F(ii)12B of the UGC since 1994. Presently the college offers BA, BBA, BCA, B.Sc, B.Sc (IT), B.com courses under Gauhati University. The college also serves as a partner institute of IGNOU and various courses under IGNOU were provided by the college.

(6) Dimoria College, Khetri:

Dimoria College is an important centre of higher learning established in the year 1979. The college had been established as a result of the efforts of few highly motivated social entrepreneurs and a public campaign for establishing a college in a relatively backward tribal belt area of Dimoria, Khetri, 15 k.m drive from the state capital. A number of vocational courses along with the regular course like B.A. & B.Sc. were offered by the
college. In the year 1992 Postgraduate classes in Assamese, Political Science and Economics had been opened and in the years 2004 and 2008 P.G courses in Eco-Restoration and Environment Management have been opened. These apart, several vocational courses along with Distance Educational Programme under IGNOU have also been introduced. The college earned the reputation of Centre with Potential for Excellence among the rural colleges by UGC in the year 2010-11.

(7) J.N College, Boko:

The college named after the memory of India’s first Prime Minister Pandit Jawaharlal Nehru was established in the year 1964. During the early sixties the idea of opening an institution of higher learning in the remote part of South Kamrup was felt by the people of this area and accordingly, Late Prabin Kr. Choudhury the then Minister of Transport of the State and a representative of Boko Assembly Constituency took a leading role in the establishment of this institution. Presently, the college has completed more than four decades of its existence starting with the Arts stream in the initial years, in the year 1986 the science stream was opened. Presently Major subject is offered in all the Arts and Science subjects. Computer classes on Diploma in Computer Application (DCA), Diploma in Desk Top Publishing (DTP) and Diploma in MS-office have also been introduced for the students. The college also functions as a study
centre for IDOL and K. K. H State Open University and offers a number of Post Graduate and Diploma courses

(8) Pachim Guwahati Mahavidyalaya:

Pachim Guwahati Mahavidyalaya, established in the year 1978, has completed 34 fruitful years of its existence as a result of persistent contribution of the local people. In this regard special mention has to be made of Late Bipin Chandra Baruah, under whose dynamic leadership the college could progress to the present status. The college has been registered under UGC-“Young College” programme and received grants to further strengthen infrastructural facilities like library, equipment, building etc. In the Arts stream Major course is offered in 5 subjects and in the Commerce stream specialization is offered in 2 areas. Apart from the above degree level courses, Master Degree is offered in 9 specialized areas. Besides these the college also runs a Post Graduate Diploma in Computer Application (PGDCA) and Post Graduate Diploma in Journalism and Mass Communication (PGDJMC) under Gauhati University.

(9) Pub Kamrup College:

Pub Kamrup College a pioneer institute of higher learning is located in Baihata Chariali area of Kamrup district. Started in a nearby school in
1972, the college completed 40 long years of its establishment and has been accredited 'B' grade by the National Assessment and Accreditation Council. Besides traditional courses in Humanities and Science including Computer Science, the college offers professional courses in BBA and BCA. It may be mentioned that almost all the departments of the college were involved with a number of extension services for promotion of the local community. The academic performance of the students has been found very satisfactory.

(R10)Rangia College:

Established in the year 1963, Rangia College ranks among the front-ranking colleges of Assam, one of the few colleges in the North-East to be graded at the B++ level in the NAAC assessment in the year 2008. Located in a serene atmosphere away from the mainstream urban life, the college provides a natural surrounding for healthy academic pursuits. Along with the regular three year Degree courses in the Arts, Science and Commerce streams, few self-sustaining courses like Computer Training Course, Yoga Education and Practice, Certificate course in Spoken English, etc were offered by the college. The college also serves as a partner institute of IGNOU and IDOL under the convergence scheme.
FIGURE: 2
MAP OF KAMRUP DISTRICT

KAMRUP
Assam

NALBARI

GOALPARA

BARPETA

DARRANG

MARIGAON

MEGHALAYA

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Sample (II): 100 teachers from the three streams (i.e. Arts, Science and Commerce) of the select provincialised colleges had been chosen through the stratified random sampling technique. From each select college 10 teachers have been selected randomly. The representation of Science, Arts & Commerce streams in the sample was based on the proportion of number of teacher of each stream.

Sample frame: List of teachers as stated in the prospectus of the respective colleges.

Sample (III): A sample of 500 students from the Arts, Science and Commerce streams of the select provincialised colleges was drawn through the stratified random sampling technique. For this purpose 50 students from each college had been selected, where representation of the students was ensured through the proportion of total number of students of each stream.

Sample frame: Attendance sheet of students of the sample colleges
3.7 Source of Data:

The study is based on both the primary and secondary sources of data. The primary sources of data were as follows-

(a) One set of self structured questionnaire for Principal.

(b) One set of structured questionnaire for students.

(c) One set of self structured questionnaire for teachers.

In order to ensure standardization of the questionnaire, experts' opinion had been taken from the Department of Education and from Department of Commerce, College Principals and Senior Accounts of select colleges.
The secondary sources of data include-

f. The Union Government Budgets.

3.8 Statistical Tools:

For the analysis of data following statistical techniques have been applied

1. Ratio & Proportion.
2. Percentage.
3. Trend analysis.
4. Coefficient of correlation.
5. Regression Analysis.
6. Chi-square Test.