CHAPTER -VI

MAJOR FINDINGS, SUGGESTIONS AND CONCLUSION.

6.1 Introduction:

The present chapter is an attempt to provide the major findings of the study which were drawn after analyzing and interpreting the data collected through the exploration of documents and Questionnaire – cum-interview schedule of the Principals, teachers and students of the 25 sample colleges.

The word “Major findings” here mean, some crucial aspects that have been discovered by the study, which the investigator considers them as main obstruction towards achievement of quality of higher education. These findings are organized relatively in a number of groups of ideas based on the 5 objectives of the study with detail expression thereon.

An attempt has also been made to give hints or ideas of each of the major findings which the investigator terms them as “suggestion” that are considered to be helpful to over come the obstructions.

Finally, an attempt has also been made to summing up of the study expressing thereon personal
interpretation which the investigator terms as "conclusion."

6.2 Major Findings:

(a) Quantitative growth of colleges with traditional concept of higher education.

(b) Conventional courses of study. No value added course

(c) Absence of systematic planning and designing for development of infrastructure and learning resources.

(d) Absence of strategic planning for financial management and resource generation.

(e) Absence of professionalism in the Management and administration

(f) Need of strengthening teaching research and extension activities.

6.2 (a) Quantitative Growth of Colleges with Traditional concept of higher education:

One major finding of the study is that there was quantitative growth of colleges over the past six and half decades. In spite of phenomenal growth of colleges, there is now a general feeling that the standard of collegiate education in Southern Assam is declining.
While concentrating on quantitative expansion, little attention was paid to the quality aspects. Every year graduates coming out from these colleges, year after year they remain unemployed, and in most cases the graduates are unemployable. The present day higher education emphasizes on the need of equipping the students with advance 'knowledge' and 'skill' to get a meaningful contribution to the socio-economic development of the country. Under such circumstances higher educational institutions of Southern Assam should keep watch on the socio-economic changes of the country, and more particularly of the socio-economic need of the North-Eastern region. They are to revamp higher education in such a manner that would enable them to play a different role that is different from the traditional one.

Suggestions:-

The major obstruction towards revamping higher education of collegiate level of Southern Assam is that, the colleges have not been successful in developing the concept of new quality education and are handicapped with traditional concept of higher education. Unless the colleges are successful in developing the new concept of higher education, they would not be able to revamp the
higher education and to offer quality education to the
learners. It is, therefore suggested that the existing
colleges should take initiative to review the traditional
aims and objectives and to make the higher education
compatible to the contemporary need of the region and
the country. The new goals and objectives would enable
the colleges to move forward towards new concept of
higher education and would make them capable to
demonstrate that they are fit to provide quality
education in terms of present need.

6.2 (b) Conventional courses of study - no value added
course:-

"The word 'value' may mean the value of a thing in
terms of utility and cost, or it may refer to the quality
of life based on accepted virtue of a civilized society.
Both senses of the word must get incorporated as the
basic spirit of higher education in India. Therefore, job-
oriented and industrially useful courses must have
value based, in both senses of the word." The
educational institutions should give the students more
than the subjects of their study. If the students are
given training to these additional courses, or create
opportunity to study job-oriented course there cannot
be problem of unemployment. Moreover, value added
course will also help in minimizing the number of unemployable graduates. All the colleges offer courses of conventional subjects of Arts, Science, and commerce. These colleges have not been successful in introducing job-oriented course or have not been successful in realizing the need of value added course in spite of known fact that the conventional courses also have ample scopes of generating employment avenues through the study of work related subjects with the parent discipline.

Suggestions:-

The investigator suggests that all the conventional courses have to be innovatively designed and redesigned according to the expectations of the society, industry and commerce. "As quality is referred to as the measurement between expectation and perception of the students," so all the conventional courses in science, Arts and commerce should be designed to make them hundred percent application oriented. The application orientation can be brought into various subjects by imparting teaching as well as training of current trends of various components of the subjects of study. Such knowledge accumulated through training of any
particular subject may not have direct relevance to the majority of the employment available in the market, but the competencies acquired through the training of application oriented course will always help the students to make them employable. Considering the need of value added course, the investigator suggests that the affiliating University should review the syllabus of the various conventional courses and to redesign them in the manner so that students can be imparted training of value-based education.

6.2 (c) Absence of systematic planning and designing for development of infrastructure and learning resources.

Most of the old grants-in-aid colleges though have been successful in constructing building of their own, but the construction was made without systematic and planned projection of institution's path of growth. Regarding the availability of essential learning resources, almost all the colleges suffer from absence of systematic planning for providing adequate learning resources. On the other, the infrastructure facilities and learning resources in almost all the permitted colleges are much below the stated norms, and do not possess minimum standard of material resources. These
colleges are running without maintaining minimum standard of infrastructure and learning resources but the affiliating university does not bother to ensure minimum standard of facilities before granting permission to these colleges.

**Suggestions:-**

As observed by the investigator through interview with the principals, all the grants-in-aid colleges though are partially handicapped by adequate finance necessary for infrastructure development, but the colleges have capability to built necessary infrastructure from their own fund and funds available periodically form UGC. What are needed most are systematic planning, designing and implementation. It has also come to light that most of the colleges do not have master plan of the college campus, nor have any consultant for designing, planning and undertaking construction. Constructions are generally done to meet the immediate need when problem of accommodation become acute. On account of absence of master plan most of constructions are done almost in haphazard way without any scope of expansion or up-gradation for future need. It is, therefore suggested that all the
colleges must have master plan of their campus showing there on the existing building and projected expansion for future to keep pace with the academic growth. Affiliating university also should insist upon the colleges to have master plan as one of the criterion for affiliation so that all constructions in the colleges are done with systematic and planned projection of institution's path of growth in the years ahead. UGC also should ensure that various funds allocated to the eligible colleges are utilized in construction as per the master plan and colleges without master plan should not be granted funds for further extension and construction.

Regarding learning resources like library facility, computer and Internet, books, journals and newspaper it is observed that old grants-in-aid colleges though have not been successful in providing modern electronic and IT gadgets, but the other learning resources, though not adequate, but satisfactory, but, here also, for absence of strategic planning and periodical review, the colleges have not been successful in upgrading quality standard of the learning resources. The investigator suggests that every college should undertake periodical review of the need of
learning resources, more particularly of the library resources. Improvement of library resources and upgradeation of the existing facilities should be the foremost priority of every college. In this matter, the librarian and the library advisory committee have greater role to play. College library should be computerized with Internet facilities and should establish linkage with other libraries of the country for inter library borrowing. Library should subscribe to minimum number of national and international journals of various subjects to help update knowledge of the students and teachers. It is also suggested that library of every college should be housed in separate building. A separate library building will facilitate in the growth of healthy academic environment in the colleges. The affiliating university should be stricter in ensuring necessary learning resources in the colleges, and more particularly necessary facilities in the library before granting affiliation or permission to any college and should reconsider the affiliation/permission status of the colleges where minimum standard of library resources are not maintained.
6.2 (d) Absence of strategic planning for financial management and resource generation:

Irrespective of type of management and location, all the colleges have not been successful in building up strong foundation of financial self-sufficiency by introducing strategic planning in financial management and innovative resource generation.

Suggestions:-

One of the major causes of not becoming successful in building up strong and stable foundation of financial self-sufficiency of the colleges, specially the grants-in-aid colleges is the dependency on the government for the last many years. As long as the government funded the colleges, the question of financial self-sufficiency did not arise and the colleges also did not feel the necessity of thinking of being financially self-sufficiency in finance. In the nineties the slogan of self-sufficiency of finance was coined and at the dawn of the new millennium it has become a necessity. It is a new challenge to the colleges of Southern Assam.

The investigator opines that each and every college of this region can meet this challenge if it has a strong
institution building philosophy and innovative approach with well-structured plan and clear vision to excel in the field of finance and resource generation. The colleges should be able to adopt a planned and sustained programme of resource generation and if the programmes are well-structured ultimate success can be achieved.

With a view to help the colleges, financially self-reliance, the investigator suggest that all the colleges should go for devising long term, medium term, short term, continuous and immediate programmes for generating resource and to become financially self-reliance. The investigator also views that the slogan financial self-sufficiency for colleges is a recent origin and it can not be achieved over night by any magic. It requires time bound plan and policy and above all a 'strategy', the word basically been borrowed from the military who needed a strategy each time for action plan. Without strategy, able and committed leadership, no plan can be done, whatever mechanism of resource generation is developed and tools available in this direction. Planned efforts and commitment is the ladder to achieve the success.
6.2 (e) **Absence of professionalism in the Management and administration:**

In the organizational matters the colleges have not been successful in building an internal coordinating and monitoring mechanism for efficient running of academic and administrative and financial affairs of the colleges for attaining organizational objectives by responding to the relevant environments. As observed by the researcher there is no system of administrative coordination in the colleges. The principal cannot act as coordinator among various functionaries. It is, because Governing Body is the titular administrative authority of the colleges. The constitution of the Governing Body depends entirely upon the ruling party. The Governing Body plays a secondary role in the colleges. The principals are simply to attend the usual office work.

**Suggestions:** One of the identified weakness of the colleges, and more particularly of the Grants-in-aid colleges of Southern Assam is the absence of professionalism in the management of administration. The investigator believes that when individuals working in an organization and have opportunity to participate in decision making process in all aspects of its working,
they can solve problems formerly believed to be insurmountable. Previously education was managed more through classical approach wherein there was centralized and compartmentalized distribution of works. The responsibility of realization of the specific educational objectives was with the individuals and the objectives of the individuals were sacrificed for institutional objectives. Progressively, it was realized that education is a human endeavor. The focus should be on the Quality of the output rather than the rigidity of the organization. It is for this reason, now-a-days the decision making in most of the educational organizations is through a democratic and participatory approach. The researcher believes that progress of an educational organization absolutely depends where everybody is concerned about quality and is involved in the process with a sense of family among its various components. Without teamwork and sense of responsiveness no organization can work successfully and Quality development cannot be instituted.

It is, therefore, suggested that in order to achieve organizational efficiency there is the need of introduction of the system of “management objectives”, which implies decentralization of all functions of the
colleges and participation of all in the decision making in planning and administration. Management by objectives would promote the ground for realistic planning and implementation for dynamic growth and Quality assurance in the collegiate education in Southern Assam.

6.2 (f) Need of strengthening teaching, research and extension activities:

Teaching, research and extension are three major roles of the teaching faculty. Quality of an educational institution depends upon the quality of teaching, continuous up\textsuperscript{d}ating of knowledge through research and community orientation through extension activities. The study shows that the teaching-learning activities in most of the grants-in-aid colleges though heading towards achieving quality, but these need to be more innovatively designed. Research activities in the colleges need attention, and extension activities are almost neglected. It is, therefore necessary on the part of the colleges of Southern Assam to concentrate more on the three activities to achieve highest standard of quality.

Suggestions:- To make teaching-learning more quality relevance, the investigator opines that there is the need
of bringing innovation in teaching methodologies. Quality teaching depends upon innovation and utilization of technological principles involved in it. Teachers’ instructional strategies and learning experiences provided to the students are the process. Innovation is about doing ordinary thing extraordinarily. Any ordinary methodology if designed and planned well, the teacher will be able to relate his strategies and provisions in such a way that the students will develop the expected learning outcome. Thus a teacher’s role should be a system designer. The investigator suggests that teaching technology should be designed on the basis of objective skill, learning style and model. The design may include large and small group of students. They should be given seminar presentation, group discussion, symposia or panel discussion. Writing of an assignment make them interesting and close involvement in reading books, which in turn, increases writing skill. Mock interview, quiz both of general and subject could be conducted at regular interval to improve IQ and communication skill. Workshops, project, team teaching help increase learning style. Audio-video and multimedia help increase the level of interests among students in listening to the class. All
these systems if designed appropriately and followed correctly will bring drastic change in teaching learning process and assure quality in teaching.

Regarding involvement of teachers in research activities, the investigator opines that it should be the responsibility of the colleges to create appropriate environment to encourage teachers to develop research culture in the college. For this, colleges need not spend huge amount of money. What is needed is an innovative approach towards initiating research culture in the college. College can establish Research Centre and Publication Unit to encourage teachers to develop among them the concept of research. For this, college should provide a small budget to start the centre. If appropriate opportunity is there teachers will come forward to undertake research project. College teachers, as the investigator opines, need not go for high-tech research programme, which involves huge fund and equipment. Teachers can undertake research activities relevant to local need for the benefit of the society around the college. There are a number of national funding agencies, which provide financial aid to undertake minor research project and also to build up necessary infrastructure facilities and colleges can
take the opportunity, if they wish to do so. Moreover, knowledge and expertise gained through such research can generate fund for the college through consultancy services. Now-a-days not very big budget is required to undertake publication activities. Within a limited amount college can undertake publication activities through publishing research journals, and teachers also find a platform of their own to publish their research papers on various subject related articles. All these activities will help not only develop research culture in the college but also encourage them in continuous updating of knowledge.

Higher educational institutions commitment to social cause is reflected in its process of extension activities. It is observed that the concept of extension activities, as one of the major aspects of quality education, has not been developed. The concept of extension education is used in educating people about agriculture, industry, home science, dairy, veterinary science, public health, sanitation, literacy, awareness of health, hygiene and environment etc. it helps for proper management of the farm and in the home, better family life, youth development, leadership development,
community development and rural development and improving public affairs for all round development.

To encourage the students and teachers in extension activities, the investigator suggests that extension education centre should be established in all the colleges. The funding for extension activities should be provided by the college management, UGC and the state government. To minimize the cost of the programme, joint venture with state government, central government, private organization and NGO can be undertaken. The students and the teacher's participation in the extension activities may be given incentives in the form of certificates, awards etc. It is also suggested that the affiliating University should take necessary measures to make obligatory for every college to establish extension education centre, and it is also suggested that University should make obligatory of every college student, before he is awarded his first degree, to put in stipulated minimum period of community service in one to three stages. Extension could be more affective and an invaluable instrument of learning for students if they are involved in every stage of extension activity.
6.3 Conclusion:
Post Independence Southern Assam has witnessed tremendous growth of collegiate education. Over the years large number of colleges have developed catering to the need of collegiate education of the people of Southern Assam. But the beginning of the new century is a challenging time for the colleges, and the colleges are entering into a crucial phase in their growth and development. The country is passing through a period of social and economic transformation occurred as a result of globalization, liberalization and information technology. The higher educational institutions all over the country increasingly feel the impact of all these forces. The impact is bound to touch the colleges of Southern Assam. At the time when global socio-economic transformation has drastically changed the face of higher education giving it a new concept and is constantly in search of new model of higher education, the colleges of Southern Assam can no longer continue the model of general higher education that have been persisting since inception. The colleges are to realize the impact of new socio-economic transformation and should do well to attempt to reform and revitalize the
model of general higher education to make it compatible to the demand of the new century.

But this major challenge has come at a time when the working of the colleges reflects some serious weakness which are, however common to all affiliated grants-in-aid colleges in the century. The colleges are finding difficult to keep pace with the changed situation. But in spite of this, it has now become imperative on the part of the colleges to strive to meet the requirements of changes through the adoption of strategic and planned utilization of their own strength and resources that would make them eminently fit to meet the present day challenge.

As has been observed, barring the unaided permitted colleges, almost all the affiliated grants-in-aid colleges have their own strength and resource and are capable to facilitate plan their affairs more affectively and dynamically. Only that is required are quality leadership, flexibility of management structure, participatory decision-making process, responsive academic community and attitudinal change. Quality can be assured making everybody in the system accountable and responsible to every one else.
Everybody should become watchdog of the Quality of the system.

To develop and sustain Quality-Culture in an educational institute, it is, therefore necessary for all of its components to have a continuous improvement approach and what urgently required is a radical change of traditional attitude towards higher education system and the role-played by the colleges to transform idea into action. To achieve the desired objectives, the colleges of Southern Assam should undertake periodical self-review of their workings with an objective of identifying strength and weakness and to analyze them for undertaking practical means that would enable them to achieve highest standard of Quality in the domain of higher education.
References:


2) Ibid—Pp11