Chapter-3

Construct of Job Satisfaction and Profile of Central Universities of North-East India
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This chapter has been sub-divided into two sections. The first section is related to the construct used in the study i.e. job satisfaction. Researcher has discussed the meaning and definition of job satisfaction, theories of job satisfaction, factors contributing to the job satisfaction among faculty members and importance of measuring the job satisfaction among faculty members. The second section of this chapter is related to the brief profile of all the nine Central Universities of North-East India which have been surveyed by the researcher for the purpose of collecting the primary data to measure the job satisfaction among academics.

3.1. Introduction

Job satisfaction can be defined as the positive emotional response to the job situation resulting from attaining what the employee expect from the job. It is a pleasurable emotional state of the assessment of one’s job. The primary objective of education is to develop innate capabilities and powers of children. We are all acquainted with the fact that every child has different qualities and attributes. These attributes may be learned. It is the responsibility of a teacher to develop these qualities and enhance their efficiency. It is seen that if teachers are satisfied and motivated, it will definitely boost their performance. Various research studies indicate that employees’ satisfaction is supremely important in an organization because productivity thoroughly depends on employees' satisfaction (Wagner & Goodring 1987; Wright & Crapanzano-1997).
A major part of human life is spent in doing work which is essential for one’s social identity and social living. It becomes a matter of affair that why a person work, at which level he/she is satisfied and how their satisfaction may be increased. In simple words, when a person is satisfied with the job, that is job satisfaction. It is an important fundamental in maintaining healthy relationship between management and employees. It has been realized that in the process to have successful organizational functioning, administrative personnel should assure employees’ satisfaction level.

Now-a-days, the responsibilities of teachers have become more challenging than before. The duty of teachers is not only limited to impart information about educational philosophies and teaching/learning methodologies to teacher trainees but teach and develop moral values, positive attitudes and guarantee among them for becoming efficient and committed academics. Many policy makers, educationists and researchers try to know what makes teacher educators satisfied. But before this, we should know about approach of job satisfaction. There are many definitions of job satisfaction given by researchers and experts. But the acknowledgement for bringing this term into limelight goes to Hoppick (1937) who defined it as a aggregate of psychological, physiological and environmental circumstances that makes a person say openly "I am satisfied with my job."

Bullock (1952) mention that job satisfaction is an attitude which results from balancing and summation of many specific likes, dislikes and experience in connection with job. This signifies when an employee has high job satisfaction, he really likes his job and has positive feelings and attitudes towards the job. The other particularly used definition is Locke’s (1976) interpretation who defined it as "a pleasurable emotional state resulting
from the appraisal of one’s job or job experience.” Whereas (Strauss, 1966) expressed employees’ satisfaction and morale are attitudinal volatile about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a academic can meet individual, personal and professional needs as an employee.

Derek (2002) identified job satisfaction as the extent to which each person in each organization gets satisfaction from the functioning of the organization and nature of his work. This signifies that job satisfaction can lead to those behaviours and attitudes that can have either a positive or negative impact on any organizational functioning. It is very crucial not only for employees but also for effective functioning of an institution.

Lofquist & Lofquist (1991) claim job satisfaction is the result of the workers’ assessment of the degree to which the work environment fulfils the individual’s needs. This means that job satisfaction is the degree of an employee’s positive attitude towards the work role occupied in the organization.

According to Spector (1985), ’Job satisfaction is a collection of evaluative feelings about the job’. He highlights nine facets of job satisfaction which determine negative or positive attitude towards the job. These are: (i) Pay-amount and fairness or equal sharing of salary; (ii) Promotion-refers to equal opportunities and fairness in promotion; (iii) Supervision-fairness and capability of managerial tasks by one’s efficient and integral supervisor; (iv) Benefits-insurance, transport facilities, residential facilities, vacations and other benefits; (v) Contingent procedures-sense of respect, recognition and appreciation by colleagues and management members; (vi) operating procedure-rules, policies and procedure that are practical in nature; (vii) Co-
workers-perceived competence and pleasantness and cheerfulness of colleagues; (viii) Nature of work-enjoyment of the adequate and actual work; (ix) Communication-sharing of information (verbally or in writing).

Cranny, Smith & Stone (1992) has explained the effect of cognitive reaction as well as the reaction which gives affective response o the different dimension of perception in the level of job satisfaction. In the direction of what an employee wanted to accept, compared to what he/she actually receives in terms of rewards. Cano & Miller (1992) discussed that job satisfaction is a condition of contentment with one’s work and working environment.

Devi (1981) defined job satisfaction as the feeling of favorableness or unfavourableness with which employees view their work. Whereas Allam (1995) viewed job satisfaction as positive emotional state results from the personal analysis of one's work of work experience.

Evans (1997) submitted that job satisfaction is ambiguous due to lack of distinction between what is satisfying and satisfactory and that re-conceptualizing the term into job fulfilment and comfort in the job. In conjunction with this, Gargiolu (1997) highlights that teachers’ job satisfaction is concerned with some factors i.e. their participation in decision making (matters related to school and students), non-interference in work, rich salary, proper availability of teaching/learning aids, good understanding between colleagues, efficient supervisor, encouragement and respect from management of the school. Brief (1998) asserts, if a person's work is interesting, pay is fair, growth opportunities are good, supervisor is supportive and co-workers are friendly then a situational approach leads one to predict that he/she is satisfied with his/her job.
Buitendach & De Witte (2005) has rightly remarked that job satisfaction is related to individual’s perceptions that are influenced by their circumstances, needs and expectations. Another study indicates that employees evaluate their jobs on the basis of some factors like salary, working conditions, co-workers etc. which they considered as being important to them (Sempana, Reiger & Roodt, 2002).

From the above discussion, it can be said that job satisfaction is defined as a set of employees’ favourable or unfavourable feelings and emotions about the job. It is a generalized affective orientation to all aspects of the job, feelings of relative likes or dislikes. However, it may be concluded that job satisfaction is related to whole job situation that makes a person satisfied or dissatisfied towards the job.

3.2. Operational Definition of Job Satisfaction

Job satisfaction is a supportiveness with which workers view their job. It results when there is a fit between job requirements and the wants and expectations of employees. It expresses the extent of match between workers expectations and aspirations and the rewards the job provides and the values it creates and gets cherished.

In the present study, job satisfaction has been measured in terms of satisfaction of academics towards the social, economic, personal/family and professional factors related to job of teaching in the Central Universities of North-East India along with the satisfaction towards the environment, law & order situation, culture and other regional factors associated with the job of academics.
3.3. Factors Influencing Job Satisfaction of Academics

Job satisfaction of academics is determined by various factors such as salary, working conditions, management, working style etc. Apart from these factors, there are some demographic factors such as age, educational level, tenure, number of years in service etc which have influence on academics’ job satisfaction.

- **Salary**: Salary is viewed as the main factor of job satisfaction. Kainth & Kaur (2010) submitted that it is very important that salaries be tied to job responsibilities and the pay increases be tied to performance rather than seniority. But they assert that money motivates us but it is not necessary that anything that motivates us must make us satisfied and happy.

- **Working Conditions**: Favourable working environment can be recognized as the most influencing factor of job satisfaction. Tasnim (2006) mentioned that there are two types of working environment such as (i) physical environment and (ii) social environment. Physical environment consists of physical facilities and incentives whereas social environment is concerned with relationships with others. Luthans (1998) proffer the view that if people work in a clean friendly environment, they will find it easier to come to work.

- **Promotional Opportunities**: Promotional opportunities also have great influence on job satisfaction of teacher educators. McCormick & Ilgen (1985) recognized that employees’ satisfaction with promotional opportunities will depend on a number of factors, including the feasibility that employees will be promoted, as well as the basis and the fairness in promotional opportunities. Goswami (1988) in his study found that teachers were dissatisfied on chances of promotion, recognition and approval. Thus in
order to make them satisfied, certain promotion policies and programmes should be framed.

- **Supervision**: One of the most dominating factors of job satisfaction is the nature of supervision. There is growing body of literature which suggests two main approaches for the explanation of differences in the nature of supervision and their possible impact. First is the different personality variable of different supervisors which may be responsible for difference in the nature of supervision. The second is difference in the behaviour patterns of the different supervisors which may be responsible for difference in the nature of supervision. Filan, Okun & Witter (1986) in their study concluded that supervision and opportunities for skill enhancement are positively correlated with job satisfaction.

- **Relationship with Colleagues and Management Personnel**: One of the major factors of job satisfaction is the relationship with colleagues and management personnel. Crossman & Abou-Zaki (2003) are of the view that if relationship with co-workers is strong and in positive direction then the satisfaction level of the individuals will be high. Consistent with this argument Lacy & Sheehan (1997) submitted that one of the major predictor of job satisfaction is the relationship with co-workers.

- **Job Content**: Gupta (2015) refers the Factors like such as recognition, responsibility, advancement, achievement, distinction, authority, headway, accomplishment and so on might be implied as job substance. A job that includes assortment of undertakings and less repetitive effects conveys more amazing job satisfaction. A job that includes unfortunate content produces job dissatisfaction.
• **Chance for Career Advancement**: Mahajan (2015) defines Academics are seen more satisfied with their present job which provide opportunities for career advancement. Conglomerations may urge teachers to secure more advanced aptitudes which will speed up the shot of headway. A couple of conglomerations pay the expenditure of instructive cost for employees taking college courses, for example. All through an employee's yearly execution review, the focal may too manage out a route exhibiting to them what they should fulfill and what new capacities they need to enhance in order to be on a track to movement inside the conglomeration.

• **Workload and Stress Level**: excess of work results in stress, which increase the job dissatisfaction. Mahajan (2015) research proved that high workload and stress reduced the academics job satisfaction.

• **Education**: Education plays a critical determinant of job satisfaction as it furnishes a chance for improving one's persona. Education improves and improvises individual wisdom and assessment process. The exceedingly learned employees can comprehend the scenario and asses it absolutely as they control industriousness, objectivity and thinking force (Mahajan 2015).

• **Gender Differences**: The gender and race of the employees plays significant determinants of job satisfaction. Ladies, the fairer gender, are more inclined to be fulfilled than their male partner regardless of the fact that they are utilized in minor jobs. The job dissatisfaction can be decreased by various ways like studying, ability self-rule, job aspects, and unprejudiced attitude of administration, societal position and so forth. It is paramount for administrators to acknowledge all these elements in evaluating the satisfaction of the employees and expanding their level of job satisfaction.
• **Personality**: The psyche of a single could be dead set by watching his single mental conditions. The elements that figure out the satisfaction of people and his mental conditions are discernment, attitudes and studying. Mahajan (2015) defines the role of positive as well as negative affectivity. Those academics whose trait is highly negative, they experienced less job satisfaction while those academics experienced positive affectivity are found to be highly satisfied with their job.

• **Age**: Age could be depicted as an essential determinant of job satisfaction. It is in light of the fact that more youthful age employees having higher vigor levels are liable to be having more job satisfaction. In more senior age, the yearning levels in employees build. They feel totally disappointed in a state where they are unable to discover their desire satisfied (Mahajan, 2015).

### 3.4. Importance of Job Satisfaction for Academics

Job satisfaction is one of the most extensively discussed issues in organizational behaviour, personnel, human resource management and organizational management. Different research studies have underlined that the dream of quality of teaching at University level cannot materialize without a satisfied and highly motivated teacher. That is why efforts are being made all over the globe to contribute a conducive, peaceful and healthy work environment along with other economic benefits to the university teachers to increase their level of job satisfaction. As teaching does require a great deal of concern and commitment, so in teaching it is important to have mental commitment and loyalty than physical presence. In our study, an attempt has been made to understand and investigate the level of job satisfaction among the faculty members of Central Universities of North East India.
3.5. Brief Profile of Central Universities of North-East India

All the Central Universities of India are established by the Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry of Government of India. The Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, there are 15 Professional Councils which are controlling different aspects of accreditation and coordination. Central Universities, in addition, are covered by the Central Universities Act, 2009, regulate universities purpose, powers governance etc., and established 12 new universities. The list of central universities published by the UGC includes 47 Central Universities as of 6 September 2016. Out of 47 Central Universities, North-East India has 9 Central Universities.

Brief profile of all the Central Universities of North East India is given below:

3.5.1. Assam University, Silchar & Diphu

Assam University came into existence in 1994 as a Central University under the Assam Central University Act and Act of Parliament. Assam University is located at 20 KM away from Silchar, in Dargakona. The total area of Assam University is 600 acres. There are sixteen schools of studies in Assam University, including forty one departments, which are as follows:

- **School of Social Science:** Anthropology, History, Political Science, Social Work and Sociology

- **School of Technology:** Agricultural Engineering, Electronics & Communication Engineering and Computer Science & Engineering.
• **School of Indian Languages and Cultural Studies**: Bengali, Hindi, Manipuri, Sanskrit, Linguistics and Assamese

• **School of Education**

• **School of Sciences**: Life Science & Bioinformatics, Biotechnology and Microbiology

• **School of Environmental Science**

• **School of Earth Science**

• **School of Legal Studies**

• **School of English and Foreign Language Studies**: English, Arabic, French and Urdu

• **School of Creative Arts and Communication Studies**: Mass Communication and Visual Arts.

• **School of Economics and Commerce**

• **School of Medical and Paramedical Sciences**

• **School of Library Sciences**

• **School of Philosophy**

• **School of Management Studies**

• **School of Life Sciences**: Physics, Chemistry, Mathematics, Computer Science and Statistics

The colleges of five districts of South Assam, viz, Cachar, Karimganj, Hailakandi, North Cachar Hills or Dima Hasao and Karbi affiliated to Assam University. Till the year 2013 there were 50 colleges which include degree colleges, a medical college, a few law colleges and academics training colleges. There are 309 faculty members working in the Assam University as on March 2015. Total number of students enrolled in the university is 4181. It was given ‘B’ grade by the NAAC.
3.5.2. Mizoram University, Mizoram

Mizoram University is a central university which was established on July 2, 2001 by the Mizoram University Act (2000) of the Parliament of India, under the University Grants Commission, Government of India. As per Mizoram University (Amendment) Bill, 2007 the Governor of Mizoram acts as the chief Rector and the President of India is the official visitor. The university was established by keeping the following notes in mind - "to spread the knowledge through instructional and research facilities in such branches of learning as it may deem fit, to make provisions for unified courses in humanities, natural and physical sciences, social sciences, forestry and other related disciplines in the educational programmes of the University; to take appropriate measures for promoting innovations in teaching and research; to educate and train work force in the development of the state of Mizoram; and to pay special attention to the improvement of the socio-economic conditions and welfare of the people of the Mizoram State, their intellectual, academic and cultural development". Keeping these objectives in view, Mizoram University has entered on various programmes for academic and administrative development. There are 8 schools and 35 departments functioning in Mizoram University:


- **School of Earth Sciences & Natural Resources Management** – it includes Geology, Forestry, Geography, Horticulture, Aromatic & Medicinal plants, Environmental Sciences and Extension Education and Rural Development department.

- **School of Life Sciences**: Botany, Zoology, and Biotechnology.
• **School of Physical Sciences**: Physics, Chemistry, and Mathematics, & Statistics.

• **School of Social Sciences**: under this comes, Psychology, History & Ethnography, Public Administration and Social Work, Sociology, Political Science department.

• **School of Education & Humanities**: Mizo, Distance Education, English, Sports Management and Hindi

• **School of Engineering & Technology**: it covers Computer Engineering, Electronics and Communication Engineering, Electrical Engineering, Information Technology and Civil Engineering department.

• **School of Fine Arts, Architecture & Fashion**: Architecture

There were 64 Professors, 21 Associate Professors and 129 Assistant Professors currently working in Mizoram University, out of a total of 214 faculty as on 1st April, 2016. Under the Mizoram University there are 31 undergraduate colleges, including 2 professional institutions and 1 constituent college. The total roll-strength in all the institutions is approximately 87,500 students, excluding that of the constituent college. It is an ‘A’ Grade University by NAAC.

3.5.3. **Nagaland University, Nagaland**

Nagaland University was established on 20th November 1989 and came into force as notified in *The Gazette of India Extraordinary Part-II Section-1* in October 1989. The university has four campuses. The University headquarter is at Lumami, Zunheboto and other three campuses are at Kohima (Merima), Medziphema and Dimapur (temporary). The University has 65 affiliated colleges with the total strength of students twenty four thousands. The courses offered under the Nagaland University are Bachelor degree, Master degree and Doctorate programme in various disciplines
including Nursing. There were 136 teachers working in the Nagaland University as on March 2016. It was given ‘B’ grade by the NAAC. Nagaland University came into being on September 6, 1994 as a full-fledged University. Earlier it was under the North-Eastern Hill University (NEHU) with Kohima designated as one of the campuses of NEHU along with SASRD-Medziphema. The Nagaland University had to go through many innate problems initially. The university headquarter that is Lumami as per the act could not immediately accommodated the needful so as to start functioning. Hence, for nearly a decade and half, Nagaland University had been functioning from Kohima as the interim headquarters of the University. Meanwhile, the foundation of the academic departments was sanctioned by the Government in the academic pursuits at the headquarters in the best possible way. Upon the completion of new constructions to a reasonable stage, the shifting was made in the interim year 1997. Accordingly, all the new departments had to be located at Lumami and started functioning with Kohima still as the interim headquarter. Constructional activities started earnestly making it fit for arrangement at Kohima to Lumami which took place in the mid-year of 2010.

3.5.4. North Eastern Hill University, Shillong & Tura Campus
North-Eastern Hill University (NEHU) is the oldest Central University of the North-Eastern Region. It was established on 19 July 1973 by an Act of the Indian Parliament. The University is in the suburb of Shillong, the capital of the state Meghalaya. The University has two campuses, one is in Shillong and another at Tura. The main campus is 1025 acres in area. There are 406 teachers working in the North-Eastern Hill University as on March 2015. It was accorded ‘A’ grade by the NAAC. Previously, it acted as a regional University for the states of North-East India, including Meghalaya, Nagaland, Arunachal Pradesh and Mizoram and had
given birth to Nagaland University in 1994 as well as Mizoram University in 2001. At present, there are 53 undergraduate colleges affiliated to the University including eight professional colleges.

- **School of Physical Science**: Chemistry, Mathematics, Physics, Statistics, and Science Education.
- **School of Social Science**: History, Political Science, Law, Sociology, Rural Planning & Development and Cultural and Creative Studies.
- **School of Life Science**: Botany, Biochemistry, Biotechnology & Bioinformatics, and Zoology.
- **School of Humanities & Education**: Education (both in Shillong and Tura), English (both in Shillong and Tura), Garo, Hindi, Khasi, Linguistics, Philosophy, Adult & Continuing Education, and Distance Education.
- **School of Human & Environmental Science**: Anthropology, Rural Development & Agricultural Production (at Tura), Geography, and Environmental Studies.
- **School of Management & Information Science and Economics**: Commerce, Economics, Library and Information Science, Management, Journalism and Mass Communication and Tourism and Hotel Management.
- **School of Engineering & Technology**: Architecture, Electronics & Communication, Information Technology, Nano Technology, Bio Medical Engineering, Energy Engineering and Basic Sciences & Social Sciences.
3.5.5. Rajiv Gandhi University, Arunachal Pradesh

Rajiv Gandhi University was established by the state government of Arunachal Pradesh, in 1984. It became a Central University in April 9, 2007. Before the inception of Rajiv Gandhi University, colleges of Arunachal Pradesh were affiliated from North-Eastern Hill University, Shillong. At present, 32 Colleges in Arunachal Pradesh are affiliated to Rajiv Gandhi University. Out of these, 14 are government degree colleges. Apart from this, Rajiv Gandhi University has setup four Institutes and Centre namely; Arunachal Institute of Tribal Studies, Institute of Distance Education, Center for Excellence in Biodiversity and Computer & Information Center. There are 157 teachers working in the Rajiv Gandhi University and 1251 students enrolled in the University, as on March 2015. It was accredited with ‘B’ grade by the NAAC.

Different schools/departments under Rajiv Gandhi University are as follows:

- **Faculty of Education**: Education and Physical Education
- **Faculty of Languages**: English and Hindi,
- **Faculty of Social Science**: Anthropology, Economics, History, Political Science, Sociology and Social Work.
- **Faculty of Basic Science**: Mathematics, Physics and Chemistry.
- **Faculty of Environmental Science**: Geography, Life Science, Botany and Zoology.
- **Faculty of Engineering & Technology**: Computer Science and Engineering, Electronics and Communication Engineering, Faculty of Information Technology and Mass Communications.
- **Faculty of Commerce and Management Studies**: Commerce and Management.
3.5.6. Sikkim University, Sikkim:

Sikkim University as a Central University was established by an Act of Parliament on 2nd July 2007. The University is currently functioning from 28 hired buildings in and around Gangtok. The University has already started the process of campus building on a 265 acre land at Yangang in South Sikkim, which is 28kms from Singtam, which is same as the distance between Singtam and Gangtok. There are 56 teachers working in the Sikkim University and 207 students enrolled in the University, as on March 2015. 12 colleges are affiliated from Sikkim University. It was given ‘B’ grade by the NAAC.

The University has the following 29 departments of studies as below:

- **School of Social Sciences:** Economics, History, Law, Political Science, Sociology, International Relations, and Peace & Conflict studies & management.
- **School of Life Sciences:** Botany, Zoology, Horticulture and Microbiology.
- **School of Physical Sciences:** Chemistry, Physics, Geology, Computer Applications, and Mathematics.
- **School of Human Sciences:** Anthropology, Geography and Psychology.
- **School of Languages and Literature:** English, Hindi, Nepali and Chinese.
- **School of Professional Studies:** Commerce, Education, Management, Music, Tourism and Mass Communication.

3.5.7. Tripura University, Tripura

The foundation of Tripura University was laid on May 18, 1985 by the Education Minister and Tribal leader Dasharath Deb. The University was established on October 2, 1987. The University is spread on 75 acres (300,000 m²) of land, donated by the state government, at Suryamaninagar, ten kilometers south of Agartala. Tripura University provides post-graduate
courses in sixteen subjects. There are also a large number of colleges affiliated to the Tripura University. The number of affiliated Colleges at present is 52 among which there are 27 General Degree Colleges, 19 colleges who are giving Professional Degree, 2 Technical Colleges and 4 Polytechnic Institutes. In addition to these, Ph.D programmes are also offered in 33 subjects. On 2nd July, 2007 Tripura University has been converted to central university under the Tripura University Act, 2006 as enacted by an Act of Parliament. Total number of faculties working in Tripura University are 142 (Regular) and 15 (Contractual) and 2406 students enrolled in the University as on March 2015. It was accredited with ‘B’ grade by the NAAC.

Various departments under Tripura University are:


- **Post Graduate Diploma in Tribal Language**: Women’s Studies, Bamboo Cultivation & Resource Utilization, Tribal & Ethnic Studies and Finance & Taxation.

- **Vocational Under Graduate Program** in Rubber Production and Video Production.
3.5.8. Tezpur University, Tezpur

Tezpur University is located in Tezpur in the state of Assam. It was established by an Act in Parliament of India in 1994. The establishment of Tezpur University is considered to be one of the outcomes of the Assam Accord. Initially, the University was operated from the Darrang College premises, in Tezpur. The University has 21 departments which falls under the 4 school of studies and three special academic centres. Various schools under Tezpur University are mentioned below:

- **School of Sciences**: The School of Science is divided into five departments namely; Chemical Sciences, Mathematical Sciences, Molecular Biology and Biotechnology, Physics, and Environmental Science, which provides postgraduate degrees in Science and carry on research in science and mathematics.

- **School of Humanities & Social Sciences**: This school provides education as well as diploma, undergraduate, postgraduate, and research programmes related to arts and social sciences in various departments namely; English and Foreign Languages, Cultural Studies, Mass Communication and Journalism, Sociology, Hindi, Education, Social Work.

- **School of Management Sciences**: The school provides education as well as diploma, undergraduate, postgraduate, and research programs related to business management in the departments namely; Business Administration, Commerce, and Disaster Management.

- **School of Engineering**: The school offers courses in engineering and technology. From the year 2006, the school started offering B.Tech (in addition to the already existing master’s programmes): Civil Engineering, Computer Science & Engineering, Electrical Engineering, Electronics & Communication Engineering, Food Engineering and Technology and Mechanical Engineering.
Apart from this, Tezpur University has various Special centres and cells such as; Centre for Assamese Studies, Chandra prabha Saikiani Centre for Women's Studies, Centre for Disaster Management, Nodal Centre, Department of Biotechnology, Government of India, Microsoft Innovation Centre and National MEMS Design Centre. There are 215 teachers working in the Tezpur University and 3059 students enrolled in the university, as on March 2015. It was given ‘A’ grade by the NAAC.

3.5.9. Manipur University, Manipur

Manipur University came into existence in June 1980 as a State University. Earlier it was a study center of Jawahar Lal Nehru University, which conducted post graduate programs related to ten disciplines. In the year 1980, this study center was merged into a State Level University, which was known as Manipur University. In October 2005, it was converted into a Central University by an Act of Parliament. Manipur University is located at Indo-Myanmar road which is 8 km away from Imphal city. The total area of University is 287 acres.

There are six schools of studies in Manipur University, which are as follows:

- **School of Humanities**: It covers the following areas of study namely; English, Linguistics, Hindi, Manipuri, Philosophy, Dance & Music and Foregoing Language.
- **School of Humanities & Environmental Sciences**: It covers the area of study related to Earth Sciences, Physical Education & Sport Sciences, Anthropology, Geography, and Forestry & Environmental Sciences.
- **School of Mathematical Sciences**: It covers the area of related to Chemistry, Physics, Computer Science, and Mathematics and Statistics.
- **School of Social Science**: It covers the area of related to History, Economics, Education, Commerce, Mass Communication, Teaching
Education, Political Science, Sociology, Library & Information Sciences, Manipur Institute of Management Studies and Adult continuing Education & Extension.

- **School of life science**: It covers the area of related to Bio-Technology, Bio-Chemistry and Life Science.
- **School of Medical Science**: It has Thirty Department which offers Post Graduate programs in 21 disciplines.

Apart from this, Manipur University has setup six committees for providing research and advance studies and thirteen board of study. There are 535 teachers working in the Manipur University as on March 2015. 84 colleges are affiliated from Manipur University. It was given ‘B’ grade by the NAAC.

This chapter delineates the construct of job satisfaction and an overview of the nine (9) Central Universities of North-East India. Different schools having departments from the Sciences, Social Sciences and Humanities disciplines gives a background of the academic programmes in each of the Universities. Chapters 4, 5 and 6 respectively would successively lead us towards various analyses pertaining to academics’ job satisfaction of Central Universities of North-East India on the bases of various demographic variables, analysis of Herzberg’s two factor theory of job motivator and hygiene factors and other factors influencing job satisfaction of the University academics.
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