CHAPTER-I

INTRODUCTION

A country can progress only when its citizens are dynamic, responsible and enterprising. Without such citizens, a country can not achieve success in any field. Education is the most formidable instrument to create such type of citizens who are considered as the human resource of the country. Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of civilization. Education is one that provides the thrust in getting ahead and building up a powerful democratic society.

Today education has become a basic necessity of our life. In order to live a civilized life in the society education is of utmost necessity. Without education, it is not possible for any society in this modern world to last for more than a generation. Nowadays, education is considered to be a companion which no misfortune can depress – no crime destroy - no enemy alienate - no despotism enslave. At home a friend, abroad an introduction – in solitude a solace and in society an ornament. Without it what is man! – splendid slave, a reasoning savage.

“By education I mean an all-round drawing out of the best in the child and man - body, mind and spirit”--- Mahatma Gandhi. Education is considered to be the major “life Process” of the individual. It
nurtures and cultures an individual and helps him in adjusting with the world and strengthening his stand in this universe. Education nurtures a person like a flower who distributes its fragrance all over the world. J.J. Rousseau has rightly remarked “Plants are developed by cultivation and men by Education”. Aristotle declared that, “Educated men are as much superior to uneducated as the living are to the dead”. It is through education that one obtains a sense of perspective vision and a co-ordinated view of different items of knowledge.

**Higher Education or University Education**

Higher education refers to education in post-higher secondary institutions, colleges and universities. It is called “higher” because it constitute the top most stage of formal education and it is concerned with process in more advanced phases of human learning. The age of entrants is 18 years and therefore they are mentally matured and capable of performing the task at abstract level. During this stage the students develop the capability to analyse, synthesize and evaluate the concepts facts and ideas of all kinds. The major objectives of Higher Education Institutions are Teaching, Research and Extension.

Higher Education is considered as the apex of formal education. It includes greater specialization necessitated for rapid socio-economic and industrial development. In the progress and development of any country, primary education helps in creating the foundation while higher education is important for providing the cutting edge. Higher Educational Institutions contribute to the development of any nation by providing specialized knowledge and skilled manpower. Higher education
is a powerful instrument for creating a knowledge and information based society. The core mission of higher education is to educate, train, undertake research activities and service to the community. Higher education is nothing but production and dissemination of knowledge. So, universities are established whose main function is to search for and disseminate knowledge. The higher educational institutions act as agencies that disseminate cultural heritage, help to develop new thinking and critically analyse the social life, ideals and values. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It broadens the intellectual power of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. According to Barnett (1992) there are four predominant concepts of higher education: Firstly, higher education as the production of qualified human resources, secondly, higher education as training for research career, thirdly, higher education as the efficient management of teaching profession, fourthly, higher education as a matter of extending life chances.

Universities and colleges are the life-blood of higher education. University is a natural place for the emergence and the development of the branches of knowledge combining different fields and methods of research. The universities and colleges are like the garden where the young tender plants are nurtured and taken care of by the professionals for their all round growth and development. The universities and colleges exist in the society so the societal needs, interests, aptitudes and goals should be taken care of while
framing the curriculum for the students. In today’s world of modern science and technology, just being literate by knowing the 3R’s i.e. reading, writing and arithmetic is not enough. One should be well-versed with the latest developments and happenings of this universe for this reason mere elementary or secondary education is not enough. One should go for higher or university education to enrich their store-house of knowledge.

India has a population of 1.1 billion which is 16% of the world’s population. The development of any country depends mostly upon its growth of education. Progress of any country is possible only when its citizens are dynamic, resourceful, enterprising and responsible. Therefore, higher education is considered as an important instrument for bringing about social, economic, political and technological progress of any country particularly for a developing country like India. The policy of India towards higher education has been governed by the National Policy on Education-1986 and Program of Action 1986 and 1992. The 1986 Policy and Action Plan 1992 were based on two important reports namely the University Education Commission 1948-49 (Dr. Radhakrishnan Commission) and the Education Commission-1964-66 (Dr. Kothari Commission). These two reports in fact laid down the basic framework for the National Policy of 1986 for higher education in the country.

The National Policy on education, 1986 (government of India, 1986) visualizes education to be-

1. A process of empowerment, which is to be promoted through the development of knowledge, skills and values (Education for development) and
2. An instrument of social change that provides means for upward economic and social ability through enhancement of qualification (education for equality).

Hence in the Indian Higher Education scenario, access and promotion of equality are important considerations. Unfortunately, 70% of the population in India who live in rural areas do not have the access to higher education. The enrolment rate for higher education in India is about seven to eight percent, which is very less as compared to International standard.

The scope and demand for higher education is increasing day by day and the most important mission of higher education is the creation of intellects by providing world-class education for promotion of global standards in the institutions of higher Education. The most important factor that should be taken care of is to provide higher education without compromising on the quality of education. Considering globally, higher education is adopting itself to the changing needs of every society. It is following flexibility in its diversity of programmes -its structure, curricula, delivery system and is widely using the information and communication technologies to bring about innovations in the teaching methods and techniques.

In contrast to the olden days, higher education or university education is not a luxury today belonging only to the higher strata of the society. It is open to all those who aspire for it. With the growth of democratic society the demand for higher education has greatly increased which resulted in the over-crowding of students in the colleges and universities and mushrooming of institutions of higher
education with fancy programme and sub-standard facilities and consequently delusion of standards.

Prime Minister Manmohan Singh in 2007 said that, “Our university system is, in many parts, in a state of despair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.”

The future development and progress of our country depends upon the younger generation of today. They will constitute both the working force and the employing force. So it is necessary for higher educational institutions to provide specialized skills and knowledge in various fields so that they can excel in their ventures. Building quality human infrastructure is the biggest challenge of every university.

The universities in ancient India was considered to be the best in the world and students from all over the world flocked to our country to gain education. Universities like Nalanda still holds evidence for this.

**HISTORY OF HIGHER EDUCATION IN INDIA**

India has a long tradition of learning. In India the faculties of Arts and sciences, literature and philosophy flourished through the ages and spread far beyond the bounds of the Indian territory. In India, universities are predominant from ancient times. The Takshashila University (7th century B.C), the Gurukula Ashramas and Parishads run by Scholars,
Pandits and Gurus are well known to all. During Buddhist period, the universities of Nalanda (Bihar), Vallavi (Gujrat), Vikramshila (Bangal) etc are also of the same status and well known. The ancient Aryans had a well-developed system of higher education, the standard of which was similar to the modern universities and colleges. Corresponding to the Colleges of modern times, there were in ancient India Acharya – kulas or Gurukulas or Ashrams. Individual scholars of fame attracted students from far and near and taught them at their residence. In ancient India there were many parishads or assemblies of renowned scholars who were specialists in different branches of learning. In course of time these parishads came to have regular students who stayed to study different subjects under the guidance of several teachers. Kuru, Anchala, Videha, Matsysa, Ushinara, Takhila, Naimisharanya, etc. became famous for their parishads. These parishads later developed into famous universities.

By the seventh century B.C. Takshila had attained great fame as a university and attracted pupils from such distant places as Rajagriha and Banaras. Holy places of pilgrimage, like Banaras and Kanchi, which were visited every year by pious Brahmins and scholars from all over the country also developed in course of time into famous seats of learning. Banaras retained its fame as an educational centre till the middle ages.

Buddhist Viharas in later times also became great centers of learning. The Vihars were, democratic in their outlook. The Vihars were corporate educational organizations and provided education on a wider and more liberal basis.
Some of these Vihars developed into great Buddhist Universities which attracted students from beyond the borders of India, from Ceylon, China and Central Asia. The universities of Purushapura (Peshwar in Punjab), Nalanda (In Bihar), Vikramshila (In Bengal), Kanchi (in Madras), and Vallabhi (in modern Kathiawad) were some of the famous ones. The Muslim also established their own institutions of higher learning which were known as Madrassas which existed in cities like Delhi, Agra, Lucknow, Jaipur, Ajmer, Murshidabad and several other places.

**HIGHER EDUCATION IN INDIA BEFORE INDEPENDENCE**

Indian higher education was in a very disorganized state when the Britishers came to India. A number of English and oriental colleges - Government and private - were established during the period. Some of the most notable institutions were: Calcutta Madrassah; Banaras Sanskrit college; Hindu college, Calcutta; Scottish Church college, Calcutta; Serampore college; Christian college, Madras; Pachaiyappa’s college, Madras; Agra college and similar other institutions. Amongst the professional colleges, the most important were: Calcutta Medical college, Bombay Medical College and Roorkee Engineering College. On the recommendation of Wood’s Dispatch (1854), Universities were established in Calcutta, Bombay and Madras in 1857 on the line of London University, which was then a purely examining and a non-resident body. The Punjab and Allahabad Universities were in corporate on the lines of the all universities in 1882 and 1887 respectively.
There was a rapid expansion of colleges during 1901-1902. As against 68 Colleges in 1881-1882, there were 179 affiliated colleges in 1901-02, 138 in British India, 32 in Indian states and 9 in Ceylon. The next land mark in university education was the appointment of the Indian University Commission in 1902. After certain amendments in the recommendations of the Commission, the Imperail Legislative Council passed an Act named ‘Indian Universities Act’ which came into force on March 21, 1904. It was directed to enquire into the condition and prospects of the universities established in British India. During this period the universities under took some teaching work and university libraries were formed. Within ten years of Curzon’s Reforms, the number of colleges kept on increasing and the work of the existing universities became heavier. The demand for higher education was insistent and Lord Hardinge’s Government surveyed the situation and issued a resolution in 1913. It urged that the area of jurisdiction of the affiliating universities should be reduced so as to provide a separate university for each of the leading provinces in India. In pursuance with this policy three more universities were established in Banaras and Mysore in 1916, Patna in 1917, Hyderabad in 1918, and the S.N.D.T. Women’s University is the first independent organization for higher education of Indian Womanhood. The next important event in the development of the University Education in India was the appointment of the Calcutta University Commission in 1917. After the publication of the Commission’s report two new teaching universities were started----one at Mysore and the other at Hyderabad. As a result of the recommendations of the Calcutta University Commission, a number of new universities sprang up at Dacca and Rangoon in 1920,

Before planning for the improvement and expansion of the Indian University Education, it was felt that a preliminary survey should be made of the financial and teaching conditions. Hence, the Inter-University Board and Central Advisory Board of Education had passed a resolution recommending to the Indian Government to appoint a Commission to report on the Indian University Education and suggest improvement and extension that may suit the present and future requirements of education of the country. The Government accepted this resolution and in November 1948, a University Education Commission was appointed under the chairmanship of Dr. Sarvepalli Radhakrishnan. They were to make recommendations in regard to the aims and objectives of Indian Universities, research work, organization and administration of universities.

**HIGHER EDUCATION IN INDIA AFTER INDEPENDENCE**

After 1947 considerable changes in the socio-political, and economic structure of the country took place throwing greater responsibilities and challenges before the universities to provide leadership, guidance and qualified personnel in various fields of national reconstruction. At the time of partition of the Union of India in 1947, there were in all 19 universities left in the Indian Union.
In the Report of the Education Commission of 1964-1966 Higher Education received greater emphasis. In this report, three programmes received high priority which comprised of expansion of higher education to meet the man power needs for national development, improvement in the quality of higher education and improvement of University organization and administration. Some of its recommendations were -development of six major universities as pace-setters, autonomous status to outstanding affiliated colleges, student services as an integral part of education, emphasis on science education and research, dynamic techniques of management and organization of universities, and UGC’s role as representative of the entire system of higher education.

The Inter-University Board, which was set up by the Indian Universities in 1924 acted as an advisory agency. The advisory board was taken up by the University Grants Committee set up in 1945 in response to the recommendation contained in the Sargent Plan. From a Committee it become Commission in 1953 through an executive order of the Government of India based on the recommendation of the University Education Commission. The UGC received its statutory status under the UGC Act of 1956.
TABLE NO. I

Growth of Higher Educational Institution in India.

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Universities</th>
<th>Enrolment (mn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 1950-51</td>
<td>578</td>
<td>28</td>
<td>0.2</td>
</tr>
<tr>
<td>* 1960-61</td>
<td>1819</td>
<td>45</td>
<td>0.6</td>
</tr>
<tr>
<td>* 1970-71</td>
<td>3277</td>
<td>93</td>
<td>2.0</td>
</tr>
<tr>
<td>* 1980-81</td>
<td>4577</td>
<td>123</td>
<td>2.8</td>
</tr>
<tr>
<td>* 1990-91</td>
<td>6627</td>
<td>184</td>
<td>4.4</td>
</tr>
<tr>
<td>* 2001-02</td>
<td>11146</td>
<td>272</td>
<td>8.8</td>
</tr>
<tr>
<td>* 2002-03</td>
<td>15343</td>
<td>300</td>
<td>9.3</td>
</tr>
<tr>
<td>* 2004-05</td>
<td>17662</td>
<td>342</td>
<td>10.5</td>
</tr>
<tr>
<td>* 2005-06</td>
<td>18064</td>
<td>356</td>
<td>11.0</td>
</tr>
<tr>
<td>* * 2008-09 (as on 31-03-09)</td>
<td>22,066</td>
<td>471</td>
<td>12.38</td>
</tr>
<tr>
<td>* * 2009-10 (as on 31-12-09)</td>
<td>25,951</td>
<td>506</td>
<td>13.64</td>
</tr>
</tbody>
</table>

* Source : UGC Annual Report, **MHRD Annual Report 2008-09 and 2009-10

During the post-independence period there were considerable progress in the sphere of Higher education in the country. There were 20 Universities, 500 Colleges and 2,41,369 students enrolment in the year
In 1950-51 there were 28 Universities, 578 Colleges and 0.2 million enrolment. In 1960-61 there were 45 Universities, 1819 Colleges, 0.6 million enrolment. In 1970-71 there were 93 Universities, 3277 Colleges and 2.0 million enrolment. In 1980-81 there were 123 Universities, 4577 Colleges and 2.8 million enrolment. In 1990-91 there were 184 Universities, 6627 Colleges and 4.4 million enrolment. In 2001-02 there were 272 Universities, 1146 Colleges and 8.8 million enrolment. In 2002-03 there were 300 Universities, 15343 Colleges and 9.3 million enrolment. In 2004-05 there were 342 Universities, 17662 Colleges and 10.5 million enrolment. In 2005-06 there were 356 Universities, 18064 Colleges and 11.0 million enrolment. In 2008-09 (as on 31/03/09) there were 471 Universities, 22,066 Colleges and 12.38 million enrolment. In 2009-10 (as on 31/12/09) there were 506 Universities, 25,951 Colleges and 13.64 million enrolment.

In the spheres of technical education by 2004 there was about 1265 engineering and technological colleges, 320 pharmaceutical colleges, 107 Architectural colleges, 40 hotel management institutions, making a total about 1749 institutions. In respect of post graduate educational institutions there are 958 MBA/PGDM and 1034 MCA in 2004. Similarly the number of teachers has increased from 700 in 1950 to 4.72 Lakhs in 2005.

Some Institute of Basic research like Indian Association for the Cultivation of Science(IACS), Indian Institute of Science IISC), Tata Institute of Fundamental Research (TFIR) has acclaimed for their standard of research in basic science in India.
EXPANSION OF HIGHER EDUCATION IN THE RECENT TIMES

<table>
<thead>
<tr>
<th>New</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indian Institutes of Management</td>
<td>7</td>
</tr>
<tr>
<td>2. Indian Institutes of Technology</td>
<td>8</td>
</tr>
<tr>
<td>3. National Institutes of Technology</td>
<td>10</td>
</tr>
<tr>
<td>4. IISERs</td>
<td>5</td>
</tr>
<tr>
<td>5. Indian Institutes of Information Technology</td>
<td>20</td>
</tr>
<tr>
<td>6. Schools of Planning and Architecture</td>
<td>2</td>
</tr>
<tr>
<td>7. Engineering &amp; Tech. Colleges</td>
<td>1000</td>
</tr>
<tr>
<td>8. Polytechnics in each District</td>
<td>700</td>
</tr>
<tr>
<td>9. Research Centers in each frontier Areas</td>
<td>50</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS OF THE NATIONAL KNOWLEDGE COMMISSION:

1. 1500 Universities.
2. 50 National/World class universities.
3. IRAHR
   a) Reduced role of UGC, BCU, MCI etc.
   b) Abolition of AICTE
4. Central Board of Under-Graduate Education.
5. State Board of Under-Graduate Education.
RECOMMENDATIONS OF YASHPAL COMMITTEE ON HIGHER EDUCATION

A more recent committee known as “Yashpal Committee” was formed for the development of Higher Education in India. Its recommendations were as follows:

   a) Self-Regulation of Universities.
2. Curb on Deemed Universities.
3. Less Reliance on Private Education.
   a) Private Education=Business Entities
4. Selective Approach on Internationalization.
5. Central funding of State Universities.
6. Knowledge Integration
   a) UG + PG + Research
   b) Multidisciplinary Institutions
   c) IIT’s to become Universities.
7. Educational Tribunal.

RECENT INITIATIVES/PROPOSALS IN HIGHER EDUCATION

1. Setting up of NKC (National Knowledge Commission).
   a) Advisory body to the Prime Minister
2. Eleventh Five Year Plan: Inclusive Growth
3. Expansion of Higher Education(XI Plan/NKC)
4. 1500 Universities (One Per District/NKC)
5. 30 New Central Universities (at least one in each state)
6. 14 World Class Universities.
7. 374 New Colleges in all low enrolment ratio districts.
8. Universities: at least one in each district.

**HIGHER EDUCATION IN ASSAM**

Assam has a rich tradition of culture and heritage. People belonging to different culture, races, food habits, language etc. reside in this beautiful valleys of Assam. Hinduism is the dominant religion in Assam. Next to it is Islam. Other faiths like Christianity, Buddhism, Jainism and Sikhism etc. have also their followers. Ancient Assam was known as Pragjyotisha and later on as Kamrup which saw the flourishing of Aryan culture. Ancient scriptures prove that Assam played an important part towards the promotion of education and culture of India in ancient time. King Bhaskaravarman of the 7th century popularized education among the people of Kamrupa. The centers of learning were Pragjyotishpur, Harupeswar, Durjaya. In ancient Assam education was imparted according to “Gurukula system” and the students had to learn the four Vedas, Vedangas, Smritis or Religious Scriptures, War techniques etc. Previously, education was imparted orally from generation to generation. From Bhutivarmana’s grant it was known that the script was introduced in Assam during the 6th century A.D and since then began the system of writing of books on “Sanchipat”.

During the 19th century Assam had a very few Higher Educational Institutions during the 19th century. In order to establish 'a school for higher
education’ in Assam, the agent to the Governor General Col. Hopkinson submitted a proposal to the Bengal Government in 1865. The Government of Bengal also realized at that time that in order to satisfy the local people some jobs in the official sector should be provided and for that they need education. The proposal for establishing a Higher Educational Institution was approved by the Government of India and accordingly college classes were started in ‘Gauhati Seminary’ in 1866. But unfortunately Col. Keatings in 1876 abolished the college classes due to continued poor results of the students in the University Examination, over crowding in the school building, excessive per capita expenditure of the college department etc.

Later on Sir Charles Elliot sanctioned a scheme of awarding Rs.20 to those students who are desirous of prosecuting higher studies in Calcutta. In 1899 Sir Henry Cotton took a decisive step in the encouragement of higher education in Assam by considering the proposal of establishing a Government College in Assam. As a result Cotton College, one of the premier institution of the state was started by the then chief Commissioner of Assam John Henry Cotton in 1901. Fredric William Sudmerson was the first principal of Cotton College. During the period from 1914-1935 the following colleges were established in Assam-

a) Earle Law College at Gauhati(1914).
b) Jagannath Barua College at Jorhat(1931).
c) Habiganj Brindaban College at Habiganj(1931).
d) Lady Keane College at Shillong(1935).

In 1948 the total number of colleges in Assam was 16 with an enrolment of 5439 and Cotton College was the only Government College.
By the end of the third five year plan the number of colleges were 81 of which 8 colleges provided facilities for teaching science upto degree level. After the establishment of Gauhati University the number of colleges increased in Assam from 16 in 1947-1948 to 94 in 1968 moreover there was a corresponding increase in the number of students from 5439 to 49016. Cotton College and Arya Vidyapeeth College started Post-Graduate classes in several subjects. The Government of Assam started colleges in Jowai, Tura (Meghalaya), Aizol (Mizoram) and Diphu. During 1988-89 there were 63,250 students doing undergraduate and post graduate studies in the affiliated colleges and the university classes. After 1989 the Gauhati University set up 40 academic departments. During the year 1988, 44 candidates were qualified for the degree of Doctor of Philosophy (Ph.D) which gradually increased during the years. The total number of colleges functioning under the three universities in 1976 were-

a) Under the Gauhati university- 128.
b) Under the Dibrugarh University- 41.
c) Under the Agricultural University- 2.

The Dibrugarh university was established in 1965 under the provision of Dibrugarh University Act of 1965(Assam Act of 1965). It is a teaching, residential and affiliating university. According to the fifth convocation address of the Vice-Chancellor of Dibrugarh university on 7th December 1988, 68 degree colleges were affiliated to this university out of which 10 are professional colleges imparting education in Medicine, Engineering, Law, Teachers Training. The university also provides
facilities for doing M.Phil and Ph.D courses in the faculties of Arts, Science, Commerce and Technology.

Presently, in this 21st century Assam became a centre of higher learning with five universities with as many as 327 general colleges affiliated to Gauhati University, Dibrugarh University, two central universities i.e. Assam University (Silchar), Central university Tezpur (Sonitpur District), one IIT, three(3) Medical College, three(3) Engineering Colleges, 37 Teachers Training College (B.Ed college) and Law College, one(1) Ayurvedic College, Management Institutes, various centers of Correspondence Education of higher learning of various Indian Universities like IGNOU, MKU, HPU, MCRP, GG University, Sikkim Manipal University etc. Assam also has a regional office of UGC at Guwahati, centre of Advanced Science and Technology and a Regional Research laboratory at Jorhat for advancement of higher learning of this region.

**GAUHATI UNIVERSITY**

Gauhati University was established in the year 1948 by an Act of the State Legislature i.e. the Gauhati University Act (Assam Act, XVI of 1947). It was established as a teaching residential and affiliating university. It is the oldest and the largest university in the North-Eastern Region of India. The university after the establishment started functioning from the city center. In 1955-1956, it was shifted to the present campus in Jalukbari. At present it has 245 affiliated colleges offering under-graduate and post-graduate courses in Arts, Science, Commerce, Law, Engineering and Medicines.
Gauhati University is considered to be the dream university for the students of North-Eastern Region. The University has been awarded ‘B’ grade status by the National Assessment and Accreditation Council of the U.G.C. A large number of students from this region as well as outside the region seek admission to the various courses offered by the university. The University is located within the Guwahati City at a distance of 15KM from the city centre while the university campus area has developed into a small township with all necessary civic amenities such as health service, water supply, street lighting, guest houses, clubs, post and telegraph office, Bank, canteens, markets, parks, playground, auditorium etc. in a total land area of 250 hectares.

As regard the organizational structures of the university, the Chancellor (Governor of Assam) in the statutory head of the institution, the Vice Chancellor the Chief Executive Officer who is responsible for implementation of various policies. In order to assist the Vice-chancellor, a large number of functional heads with different designations are there.

The university has a rich library with a collection of rare books, journals, manuscripts, reference books. Moreover, there are departmental libraries in more or less each and every PG department. The Central Library provides services to the students round the week from 10 Am to 7PM everyday excluding the holidays. It has computer facilities with terminals connected to Pentium server, Internet and reprographic facilities. It also provides documents delivery services and books exchange facilities from other national libraries. It has mutual
understanding with COPASAT, IISC, CAPS and INS DOC for easy access to national libraries.

The Heads of the Departments in every PG departments are in charge of the administrative together with the academic as well as research activities. In every department the HODs are assisted by other teachers and employees. Specific decisions of Departments are taken by the Department Advisory Committee (where every full time teacher is a member) and research activities are monitored by Departmental Research Committee.

The university has a health care centre with doctors, nurses, medical and paramedical staff, laboratory, an X-ray unit, pharmacy and ambulance service. The doctor and nurse services are available for 24 hours and it is free of cost. The university offers a host of other facilities such as indoor stadium, football and cricket field, volleyball and cricket tournaments, youth festivals and varsity week.

The university provides a wide range of educational programmes which are necessary for the upliftment of the present day students as well as society. These are Ph.D. programmes, M.Phil, Medicine, PG and PG Diploma, Certificate Courses, Under Graduate Programmes, Diploma Courses, Correspondence Courses, and Pre-Examination (IAS) Coaching.

**UNIVERSITY GRANTS COMMISSION**

Soon after independence, the University Education Commission was set up in 1948 under the chairmanship of Dr. S. Radhakrishna “to report on Indian University Education and suggest improvements and
extensions that might be desirable to suit the present and future needs and aspirations of the country”. Quality assurance in the scheme of higher education has always been the concern of the Indian Government. The Central Government is responsible for arranging, allocating and distributing grants for the growth and maintenance of higher education. The Government of India had initiated a planned development of higher education in the country with the establishment of University Grants Commission (UGC) in 1953.

In 1952, the Union Government decided that all cases pertaining to the allocation of grants -in- aid from public funds to the Central Universities and other Universities and Institutions of higher learning might be referred to the University Grants Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Ministry of Education, natural Resources and Scientific Research on 28th Dec., 1953.

The UGC however, was formally established only in November, 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of University Education in Indian. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi with additional bureaus operating from 35, Feroze Shah Road and the south campus of university of Delhi as well.
The grants which are sanctioned by the central Government through UGC are meant for the academic and research programmes in the Universities. The UGC is regarded as a co-ordinating and grant giving body for academic as well as research purpose. The Government and the community at large always keeps a watchful eye on the proper functioning of the higher educational institutions. They see whether the institutions are providing quality education in the most cost-effective manner. In this situation, the UGC tries to maintain a balance between the financial, academic and research matters of these institutions or universities. The UGC also tries to promote understanding between the institutions, the Government and the Community at large.

**UGC Mandate**

The UGC functions as the only grant-giving agency in the country which has been vested with two responsibilities, that of providing funds and that of co-ordination, determination and maintenance of standards in institutions of Higher education. The UGC’s mandate includes:

a) Promoting and coordinating university education.

b) Determining and Maintaining Standards of Teaching, Examination and Research in Universities.

c) Framing regulations on minimum standards of education.

d) Monitoring developments in the field of Collegiate and university education, disbursing grants to the universities and colleges.
e) Serving as a vital link between the Union and State Governments and Institutions of Higher Learning.

(f) Advising the Central and State Governments on the measures necessary for improvement of University education.

**Quality Reference**

In the recent year, the Indian Higher Education System has become fully aware of the need for quality. Quality and Excellence could not be attained overnight organized and focused efforts are needed to achieve this goal. The unplanned growth of higher education completed with back resources severely affects the quality of education. A careful distribution of resources is mandatory to achieve quality and excellence along with access and equality. The UGC has taken upon itself this important task and has succeeded in maintaining the quality of education. It has launched many schemes, which have made some impact in the system viz.

(i) Innovative Programmes in emerging Areas.

(ii) International Co-operation.

(iii) Identification of Universities and Colleges with potential for Excellence.

(iv) Net workings of universities and College.

(v) Faculty improvement programme

(vi) National Eligibility Test (NET)

(vii) Schemes for strengthening of research
(vii) Programmes for the development of Engineering and Technical Education.
(viii) Programme for the Development of Management Education
(ix) Programme for the development of computer education and upgradation / augmentation of computer facilities.
(x) Accreditation System.

**Faculty Development**

Quality teachers are the backbone of any educational institution. The University Grants Commission has been making proactive efforts to upgrade the knowledge and skills of faculty members in the institutions of higher education. For the purpose of organizing orientation and refresher courses for in-service faculty members, the UGC had established funds a network of 51 Academic Staff Colleges across the country.

Besides the UGC has also identified as many as 14 institutions to organize and conduct refresher courses for faculty members in their chosen areas of specialization.

**STATE COUNCIL OF HIGHER EDUCATION**

It is with a view to meeting more than one requirement that the UGC has been stressing for the establishment of the State Council of Higher Education. The state council of Higher Education would serve as a link between the universities and colleges and the state government and work closely with the UGC in view of its statutory responsibility for the maintenance and co-ordination of standards of higher education at the all
India level. It would also go a long way in bringing a professional approach to the management and promotion of higher education in the states.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition.

**Role and Functions of the University Grants Commission**

The main function of the UGC is to allocate funds to the institutions, and to offer impartial and respected expert advice to the Government on the strategic development and resource requirements of higher education. The UGC Act of 1956 empowers the Commission to allocate and disburse grants to the institutions of higher education in India. The UGC also provides grants under both plan and non-plan schemes to the Higher Educational Institutions. Moreover, the UGC also provides grants to the Higher Educational Institutions for maintaining and improving their standards through various schemes and programmes introduced during the Plan periods.

The Commission takes its role in quality assurance very seriously, and had made a number of efforts so that the quality of higher education is not compromised with the present situation of unusual expansion of Higher Educational Institutions such as framing of regulations for minimum standards of education at first degree level; establishment of Quality Assessment Cell in the universities and colleges; regulations for deemed
universities; regulations for admissions and fees in deemed universities; regulations for affiliation of colleges by the universities; regulations for admission to M.Phil and Ph.D courses, regulations regarding minimum qualifications of teachers; minimum workload for teachers; service condition and pay scales for university and college teachers. To strengthen its role in quality assurance, the UGC had established under its remit the Quality Assurance council.

**NEED FOR QUALITY EDUCATION**

The term ‘quality’ has a very wide connotation. Quality according to Oxford Dictionary means ‘degree of excellence’ and “superiority in kind”. It is a self-transcending category. It represents a continuous quest for perfection in an infinite pursuit of excellence. But education since it is a service, it is difficult to measure the quality. In the words of Malcolm Frazer “Quality in higher education is a complex idea but above all it is about what students have learnt as a result of their interaction with their teachers, departments and Universities”. Delmore and E.Shaker (2002) defined quality as the degree of excellence of entire educational experience. Quality in education refers to excellent process of physical and intellectual development of the learner, inculcation of values, self and social knowledge and professional or vocational training. The need of quality education was declared by Jawaharlal Nehru—“If all were well with our educational institutions, all would be well with the nation. Educational Institution is intimately linked with the society at large. They are the temples of knowledge; they are the agents of change and transformation. Therefore the
general condition of educational institution is a matter of great concern to the nation”.

Quality is value, it is not a unitary concept, it is multiple concept in higher education. Quality of education depends on the quality of students, faculty members, the infrastructure and the process of education, covering learning activities, extra-curricular activities, community development activities. This quality can be judged in terms of the results of the students or the graduates. Acquisition of quality and excellence is the greatest challenge faced by all higher educational institution. Quality makes a university good or bad, commendable or reprehensible. Quality is very essential for maintaining an effective standard of excellence in teaching, examination, research and extension. For the maintenance, determination and coordination of standards in the scheme of higher education, the bodies such as UGC, AICTE, NCTE, MCI, DIC etc. are created by the Central Government through the Acts of the parliament. These academic and quality regulatory agencies or bodies are there to ensure maintenance of standards and quality in their differently assigned areas of higher education. With the advancements in the field of communication & technology, various audio-visual gadgets like radio, television broadcast, audio-video cassettes, video compact disc, video text, computer aided learning, teleconferencing etc. have become important components of learning package. When used systematically by keeping in view the advantages of these medias, they not only enrich the quality of our teaching-learning process but also make learning an exciting experience for the learners.
The figure indicates that the Total Quality Management Starts with quality appraisal or inspection wherein initial enquiries related to the quality of product or service are conducted. While improving the quality, the deficiencies are rectified for the assurance of the quality. In total quality management, the services should be of zero defects. In a developing country like India, there is concern for quality Higher Education due to the growing importance of a knowledge society.
In the higher education institutions, the quality and standard of teaching, learning, research and evaluation, besides management of institutions, their working and utilization of infrastructure and academic programmes matters a lot. For human resource development, the State Councils of Higher Education has emphasized the need to promote quality in every field of Higher Education. India’s higher education system is the third largest in the world after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India) which enforces its standard, advises the government, and helps coordinate between the center and the state. But recently it is seen that there has been a mushroom growth of Higher Educational Institutions with fancy programmes and sub-standard facility and consequent dilution of standards. Improving the quality of higher education is the urgent need of the hour. Quality in education is not an expensive and exclusive prerogative of the elite. On the other hand, it is hard work, commitment and dedication on the part of all concerned in an organization that brings in quality. The quality of higher education is based on four foundations: Relevance, Accountability, Efficiency of the system and Equity.

Providing quality education has become a challenging role for the higher educational institutions in this 21st Century. In the context of the new social era, quality has become a defining element of education. In order to maintain our standard with the developed countries of the world, a quality-based education is of utmost necessity. Quality and excellence should be the vision of every Higher Educational Institution.

Due to this realization of the need for Quality Assurance in higher education and for raising the standards of higher education, the UGC had
established the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL to assess and accredit the institutions of higher education in India.

NEED OF THE STUDY

It is a well known fact in the recent times that the National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) to assess and accredit the Institutions of Higher Education in the country. It was established in 1994 with its headquarters at Bangalore. Educational system in any country cannot flourish without quality and higher education is no exception to it. In the Higher Educational Institutions, the quality and standard of teaching, learning, research and evaluation, besides management of institutions, their working and utilization of infrastructure and academic program matters a lot. No educational institution can progress without quality. There has been a rapid growth of colleges and universities during the last fifty years. Since NAAC’s assessment can judge the quality of a college or a university, it is expected that NAAC’s assessment will lead to the academic upliftment and qualitative upgradation in the colleges. The National Assessment and Accreditation Council (NAAC) follows an internationally accepted methodology for assessment which is a combination of self-study on seven pre-determined criterion and validation of the self study peer review.

The Seven Criteria which is followed by the National Assessment and Accreditation Council for assessment of the institutions are:-
• Curricular Aspect
• Teaching, Learning and Evaluation
• Research, Consultancy and Extension
• Infrastructure and Learning Resources
• Student Support and Progression
• Organization and Management

On the basis of these criteria during the last few years, the National Assessment and Accreditation Council has accredited many Higher Educational Institutions throughout India. Keeping in mind the accreditation by NAAC on most of the college the investigator felt the need to take up a study on the academic and qualitative development of some of the accredited colleges under Gauhati University.

The National Assessment and Accreditation Council aims to develops quality Higher Educational Institutions through a combination of self and external Quality Evaluation, Promotion and Sustenance.

**SIGNIFICANCE OF THE STUDY**

Today with the advancement in all sectors of life, education has become the basic necessity for each and every individual. It is basically true that one obtains a sense of perspective vision and a coordinated view of different items of knowledge. Education is not just knowledge or information. It is in fact, a training of mind and training of spirit and it aim at imparting both knowledge and wisdom. Quality based Higher Education or post secondary education guides the human race to march towards higher objectives. It stands for
humanism, tolerance, reason, adventure of ideas and for the search of truth. It broadens one’s outlook, removes social injustice, socio-cultural differences among the citizens and promotes equality through diffusion of education. Building up quality human infrastructure is the biggest challenge of every university. Higher Education plays a very significant role for the qualitative upgradation of a country. Among the various levels of education, higher education has pervasive and influential impact on the development of the nation.

It empowers the individual with necessary competence and skills for achieving personal and social goals which in turn contribute to the development and upliftment of a nation. Since the time of independence, there has been a mushroom growth of institutions of higher education all over India in general and Assam (both urban and rural areas) in particular under Gauhati University. With the mushroom growth of the Higher Educational Institutions no doubt quality has degraded. Most of the colleges face various problems from the infrastructural as well as academic point of view. It has been observed that in 1994, the National assessment and Accreditation Council has been established by UGC on the recommendations of the National Policy on Education (1986) to assess and accredit the Institutions of Higher Education. The main objectives of NAAC is to make quality the defining element of higher education in India through a combination of Self and External Quality Evaluation, Promotion and Sustenance. In order to find out whether NAAC’s assessment to these colleges have brought about academic as well as qualitative upgradation, the investigator as a responsible citizen took an interest to take up a bold step to study the impact of
NAAC’s Assessment and Accreditation on the academic as well as qualitative development of some of the accredited Colleges under Gauhati University.

**STATEMENT OF THE PROBLEM:**

On the basis of the need and significance of the study, the investigator intended to take up the study with the following title:

“IMPACT OF NAAC’S ASSESSMENT AND ACCREDITATION ON SOME OF THE ACCREDITED COLLEGES UNDER GAUHATI UNIVERSITY-A STUDY”

**OBJECTIVES OF THE STUDY:**

For the study the following objectives have been formulated:-

1) To study the impact of NAAC’s accreditation on the academic and qualitative development of the colleges.
   a) Total academic scenario.
   b) Teachers.
   c) Students.

2) To study the views of the teachers of some of the colleges under Gauhati University towards the teaching methods of their colleges before and after NAAC’S accreditation.

3) To study the views of the students towards the teaching methods of their colleges before and after NAAC’s accreditation.
4) To study the views of the teachers and the students towards the library facility of their colleges before and after NAAC’s assessment.

5) To identify the views of the teachers and the students towards hygienic hostel facility of their college.

6) To study the attitude of the teachers and the students of the colleges under Gauhati University towards NAAC’s assessment.

**HYPOTHESES:**

H1-There has been vast academic as well as qualitative improvement in the Colleges under Gauhati University after NAAC’s assessment.

H2- There has been significant change in the teaching method of the colleges after NAAC’s assessment.

H3- Modern teaching mechanisms are introduced in the post-accreditation period.

H4- Rich library facilities have been provided in the colleges after NAAC’s assessment.

H5-Hygenic, spacious and separate hostel facilities for both boys and girls are provided in the colleges after NAAC assessment.
H6- The attitude of the teachers and students of the colleges under Gauhati University towards NAAC’s assessment is positive.

LIMITATION OF THE STUDY
The study is limited to the colleges under Gauhati University only.

DELIMITATION OF THE STUDY
1) The present study is limited only to some of the selected urban and rural colleges under Gauhati University which were accredited by NAAC.

2) The present study is limited only to the teachers and students of some of the urban colleges under Gauhati University.

3) The present study is limited only to the teachers and students of some of the rural colleges under Gauhati University.

DEFINITION OF THE KEY TERMS

Impact- According to Cambridge Dictionary ‘Impact’ means:

- The force or action of one object hitting another.
- A powerful effect that something new has on a situation or person.
- To have an influence on something.
**National**-According to Cambridge Dictionary ‘National’ means:

- Relating to or typical of a whole country and its people, rather than to part of that country or to other countries.
- Pertaining to, or maintained by a nation as an organized whole or independent political unit: national affairs.
- Concerning or encompassing an entire nation: a national radio network.
- Limited to one nation.

**Assessment**-According to Cambridge Dictionary ‘Assessment’ means:

- The act of assessing; appraisal; evaluation.

**Accreditation**-According to Cambridge Dictionary ‘Accreditation’ means:

- To officially recognize, accept or approve of someone or something.
- To ascribe or attribute to
- To provide or send with credentials; designate officially: to accredit an envoy.
- To certify (a school, college, or the like) as meeting all formal official requirements of academic excellence, curriculum, facilities, etc.
- To make authoritative, creditable, or reputable; sanction.

**Council**-According to Cambridge Dictionary ‘Council’ means

- a group of people elected or chosen to make decisions or give advice on a particular subject, to represent a particular group of people, or to run a particular organization
• an assembly of persons summoned or convened for consultation, deliberation, or advice.

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit Institutions of Higher Education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India. In order to uphold the quality of higher education in India, the National Assessment and Accreditation Council was established in 1994 with its headquarters in Bangalore.

College
According to Cambridge Dictionary ‘College’ means
• any place for specialized education after the age of 16 where people study or train to get knowledge and/or skills.

• an institution of higher learning, esp. one providing a general or liberal arts education rather than technical or professional training.

• a constituent unit of a university, furnishing courses of instruction in the liberal arts and sciences, usually leading to a bachelor's degree.
**Scheme of Chapterization**

The Scheme of Chapterization is presented as follows:

- **Chapter I** - Introduction.
- **Chapter II** - Conceptual Framework on National Assessment and Accreditation Council.
- **Chapter III** - Review of Related Literature.
- **Chapter IV** - Methodology.
- **Chapter V** - Analysis and Interpretation of Data.
- **Chapter VI** - Summary, Findings and Conclusion.
- **Chapter VII** - Suggestions for Further Research.

In the next Chapter II (i.e) A Conceptual Framework on the National Assessment and Accreditation Council has been provided in details.