A CRITICAL STUDY OF THE PROBLEMS OF COLLEGES AFFILIATED TO NAGALAND UNIVERSITY

THESIS SUBMITTED TO NAGALAND UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

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DEPARTMENT OF EDUCATION

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AUGUST 2022

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CERTIFICATE

This is to certify that **Esther Hau** bearing the registration No. 795/2018, Ph.D Scholar of the Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland has worked under my supervision. Her study entitled "**A critical study of the problems of Colleges affiliated to Nagaland University**" is her genuine work. The data collected by her is original. It is also certified that this work has not been submitted for any degree either in part or in full for any degree or diploma to this University or any other Institution.

The Thesis is ready and fit for submission and may be placed before the examiners for consideration of award of the degree of Doctor of Philosophy in Education.

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i

DECLARATION

I, Ms. Esther Hau, research scholar bearing the Registration No. 795/2018, under the Department of Education, Nagaland University, hereby declare that the Thesis entitled, "**A critical study of the problems of Colleges affiliated to Nagaland University**", is a research work conducted by me under the supervision of Dr. Neizo-ü Mero, Assistant Professor, Department of education, Nagaland University. Data have been personally collected by me and is genuine and it has not been previously submitted to this University or to any other University or Institution for the award of any degree.

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iii

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS

AAA	–	Academic and Administrative Audit
BBA	–	Bachelor of Business Administration
BCA	–	Bachelor's in Computer Application
B. Ed	–	Bachelor of Education
BM/BMus	–	Bachelor of Music
B. Tech.	–	Bachelor of Technology
CBCS	–	Choice Based Credit System
CDC	–	College Development Council
C-Edge	–	Cutting-Edge College
CGPA	–	Cumulative Grade Point Average
CSS	–	Central Sector Scholarship
CUET	–	Central Universities Entrance Test
F2F	–	Face-to-face
GOU	–	Global Open University
HE	–	Higher Education
HEI's	–	Higher Education Institutions
ICAR	–	Indian Council of Agricultural Research
ICFAI	–	Institute of Chartered Financial Analyst of India
ICT	–	Information and Communication Technology
IGNOU	–	Indira Gandhi National Open University
LLB	–	Bachelor of Laws
LLM	–	Master of Laws
MCA	–	Master of Computer Application
M. Ed	–	Masters in Education
MHRD	–	Ministry of Human Resource Development
MOOC	–	Massive Open Online Course
M. Phil	–	Master of Philosophy
M. Tech	–	Master of Technology
NAAC	–	National Assessment and Accreditation Council
NEC	–	North Eastern Council
NECU	–	North East Christian University
NEHU	–	North Eastern Hill University
NEP	–	New Education Policy

NET   – National Eligibility Test

NIELIT   – National Institute of Electronics Learning and Information Technology

NIT   – National Institute of Technology

NPE   – National Policy on Education

NU   – Nagaland University

ODL   – Open Distance Learning

Ph. D   – Doctor of Philosophy

RUSA   – Rashtriya Uchchtar Shiksha Abhiyan

SASRD   – School of Agricultural Sciences and Research Development

SCTE   – State College of Teacher Education

SET   – School of Engineering & Technology

SLQAC   – State Level Quality Assurance Cell

SWAYAM – Study Webs of Active – Learning for Young Aspiring Minds

UNESCO – United Nations Educational, Scientific and Cultural Organization

UGC   – University Grants Commission

CONTENTS

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LIST OF FIGURES

LIST OF TABLES

CHAPTER -1

INTRODUCTION

CHAPTER -1

INTRODUCTION

1.0   INTRODUCTION

In the present day, colleges/institutions of higher education hold one of the most important roles in determining the prospect of our society as education aims to develop the uniqueness and potentialities of each individual's special talents and prepares an individual for a vocation and for citizenship in a democratic community. No doubt, a sturdy system of higher education is a significant contributor to the nation's ability to strive and compete in the global marketplace and is critical to our economic strength, social well-being, and a position as a world leader. In India, higher education plays an important role in socio-economic and cultural development of the nation.

Higher education, post-secondary education, or third level education is an optional final stage of formal learning that occurs after completion of secondary education, which includes general as well as professional courses. It refers to the education in post -secondary institutions, colleges, universities and institutes of technology including vocational or other career colleges (accounting, interior design, architecture, paralegal studies, criminal justice, marketing, paramedical training, fashion technology/design, photography, etc) that award degrees or professional certifications. The intrinsic meaning of higher education is – higher and specialized education of highly talented people; such education through which specialists are prepared for different fields in the country. It empowers the individual with necessary skills and competence for achieving important personal and social goals, thereby contributing to social development. Higher education according to **UNESCO** includes, 'all types of studies, training or training for research at the post-secondary level provided by universities or other educational establishments that are approved by the competent State authorities.' In short, higher education is considered as the apex of the educational pyramid.

To individual students, college/post-secondary education creates a path to financial security, economic mobility, personal growth, professional development, leadership opportunities, and the assurance of a brighter tomorrow. However, higher education institutions or colleges are complex organizations facing difficult and multi-faceted challenges with increasing number of students, and lack of proper facilities, curriculum, prevailing examinations and evaluation system, administration and financial

limitations, resulting in mass teaching centres. The lack of interest amongst students is an additional basis of concern, as many of the learners are only intended in obtaining a degree and therefore shows no impulse for learning and applying that knowledge in its true sense.

Moreover, with the paradigm shift in college/higher education from 'national education' to 'global education', from 'one-time education for a few' to 'lifelong education for all', from 'teacher-centric education' to 'learner centric education', from campus based, face-to-face (F2F), to distance or online teaching-learning diminishing at a rapid pace preferring for a blended learning system. These shifts call for fresh stipulations and create additional challenges to the conventional education system and practices in the country as well as our state.

The designing of the courses of study with significance to the impending and developing the essential manpower to implement them is a challenging task to meet the future demands for higher education which calls for a group of professionals in different areas to come together to develop proactive strategies (to design and develop futuristic courses). Thus, it is imperative to have a pertinent, well-structured curriculum which provides responses to the queries relating to the imminent and also prepares the recipients of higher education with all the necessary knowledge, facts and skills focused on societal applications need to be intertwined into the learning process.

Certainly, a good academic atmosphere is indispensable for quality teaching at any centre of education as the true end of education is not just the acquisition of information or technical skills, but deepening of insight, widening the horizon, and creation of a meaningful outlook. Therefore, good faculty is a must for any higher education institution aspiring for quality as the role of teachers remain the most important drive in improving the quality of education.

The NPE (1986) in its programme of action makes a pointed reference to the crucial link between teacher motivation and the quality of education. It recognises the need for improving the status of teachers and recommends to provide opportunities for professional and career development so that teachers may fulfil their role and responsibility within the system of Higher Education. It also proposes for enhancing their motivation, skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in the teachers the right kind of

ideals and principles that would reassure them to take initiatives for innovative and creative work.

Restructuring of the examinations and evaluation system is also one vital field of concern which higher educational institutions/colleges must undertake these reforms keeping in view the larger interest for student learning and development. Further, the need for improvement of the existing college administration system to find and address lacuna in practices, and thereby efficiently implement proper counter-measures in time as good administration system remains the backbone of any educational institution.

Besides, higher education in recent years has undergone sea level change and the prospect of higher education has become more competitive and challenging. Thus, the youth has to be equipped with capacity and expertise for which large scale formal vocational training is required for developing a capable workforce. Hence, educational institutions have to usher more responsibility and accountability for uplifting the society to greater heights. Keeping pace with the challenges ahead and to move forward with time and space, it is important to impart quality higher education in the state. Quality assurance in higher education is the need of the hour.

Furthermore, as India moves towards becoming a true knowledge society from agrarian economy to knowledge economy, the National Education Policy (NEP) 2020 proposes to revise and revamp all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspiration of 21st century education with a view to develop competent, well rounded and creative individuals. The NEP 2020 addresses the quality of higher education in its entirety and in a holistic manner. In other words, the policy considers quality issues in higher education in an inclusive manner.

Thus, the present study is to search out the problems and challenges of those colleges (general and professional) affiliated to Nagaland University and to suggest some viable measures for reforms to enhance its quality which is considered essential for improving its present standard. Keeping in view the rapid changes taking place in the society, college education cannot remain out of sync with the transition and changing aspirations, needs, values and preferences of the people. It is the responsibility of the colleges and the higher authorities to make proactive contributions in promoting the pursuit of excellence in the development, acquisition and application of diverse

knowledge and skills and an urgent need to relook at the financial resources, access and equity, quality standards and relevance to raise the bar of performances and productivity in a creative way.

1.1   IMPORTANCE OF HIGHER EDUCATION

Higher education is concerned with the process in more advanced phase of human learning, where students are mentally mature and capable to analyse, synthesize and grasp concepts and ideas of all kinds at abstract level. Higher education aims at attaining equity, equality and excellence with social justice through knowledge generating processes by way of teaching, research and extension programmes. It influences all levels of education and affects every field of human endeavour by providing human resources for production, planning, management and scientific and technological development. It therefore, influences the future of the state and the nation. It contributes immensely towards national growth and development through dissemination of specialized knowledge, fostering innovation and increasing higher skills.

Higher education is important for its role in advancement of the frontiers of knowledge, discovering of newer technologies and their application in industry, business and agriculture for the betterment in life of the people. **World Bank** states "Higher education is of paramount importance for economic and social development. Institutions of Higher education have the main responsibility in government, business and the professions". **UNESCO** emphasised that "State and society must perceive higher education, not as burden on federal budgets but as a long-term domestic investment in order to increase economic competitiveness, cultural development and social cohesion". As mentioned by **L, Buno., & Chuba, Narola.,** "Higher education aims at advancing knowledge and widening mental horizon. It enhances investigative skills thereby producing research ability and innovation. Higher education refines human behaviour and facilitates the development of soft skills". Higher education system, it is also at the level of which prepares personnel for all other levels of education and expertise for greater variety of jobs that have to be manned in the social, economic and cultural sectors. Relation between higher education and development is a crucial one. Therefore, higher education in any society is of vital importance in the whole educational system. If good primary and secondary education are like the strong stems of trees of society,

higher education is like the fruits of these trees which are reaped in the form of socio-economic, industrial and technological development ultimately leading any nation towards better quality of life. Being at the apex of the educational pyramid, it has its own importance and place in almost all the societies of the world.

The present study attempts to find out the problems and issues faced by the colleges (general and professional) and suggest suitable measures for the improvement of colleges/college education in Nagaland. However, the investigator felt it necessary to highlight a brief background of the study area.

1.2   BACKGROUND OF NAGALAND

Similar with all the regions of north-eastern India, the state of Nagaland also has its share of legends and stories. Basically, Nagas are tribal people, belonging to Indo-Mongoloid race. Its society is non-class and non-caste with autonomous culture where each village is composed of different clans and sub-clans and the entire village is divided into khels/sectors. The general conventions and practices, community singing and dancing, rituals and festivals projects are cultural similarities among the Naga tribes. It is the home to 16 (sixteen) different tribes, each tribe is unique in character with its own distinct customs, attires, languages and dialect.

The state of Nagaland Act, 1962 converted the Naga Hills Tuensang Area (NHTA) into a separate state and Nagaland officially became a full-fledged, 16th state of the Indian Union on 1st of December, 1963 at Kohima which was formally inaugurated by the then President of India, Late Dr. Sarvapalli Radhakrishnan. At present, Nagaland is divided into 11 (Eleven) districts for administrative conveniences. They are – Kohima, Mokokchung, Tuensang, Zunheboto, Wokha, Mon, Phek, Dimapur, Kiphire, Longleng, Peren. The state is inhabited by 16 major tribes- Ao, Angami, Chang, Chakhesang, Konyak, Lotha, Sumi, Khiamniungan, Dimasa Kachari, Phom, Rengma, Sangtam, Yimchunger, Kuki, Zeme-Liangmai, (Zeliang) and Pochury as well as sub- tribes.

1.3   GEOGRAPHY

Nagaland is situated in the extreme north-east of India with Kohima as its capital. The state shares boundaries with the other states of the north-east region such as the state of Assam in the West, Arunachal Pradesh and part of Assam in the North, Myanmar (Burma) on the East, and Manipur in the South. The total area of the state is

around 16,579 square kilometres which stretches between 25.06 ☐ N and 27.04 ☐ N latitude and 93.20 ☐ E and 95.15 ☐ E longitudes.

Nagaland enjoys a conducive and pleasant climate with the maximum average temperature record of 31 degree Celsius during summer while the temperature drops as low as 4 degree Celsius in winter with bitter cold and dry weather across certain regions of the state. The state also records an average annual rainfall of 2000mm-2500mm with the torrential monsoon rains as an integral feature of the state's weather.

The state also has four main rivers- Dhansiri, Dikhu, Doyang and the Jhanji. Besides, the topography of Nagaland is full of hill ranges, which break into a wide chaos of spurs and ridges, with Mt. Saramati as its highest peak in Kiphire district which is 3,840 meters above sea level while the highest peak in Kohima district is Mt. Japfü with 3,014 meters height. The terrain is mountainous covered by rich and varied biodiversity of flora and fauna.

1.4   POPULATION AND LITERACY

The total population of Nagaland according to 2011 census is 19,80,602 (19.81 lakhs), out of which males constitute 10.26 lakhs and females 9.55 lakhs and the sex ratio of the state is 931 females against 1000 males. Accordingly, the literacy rate of the state stands at 79.55% with 82.75% male and 76.11% female literacy rate respectively.

1.5   INCEPTION OF EDUCATION IN NAGALAND

For a considerable length of time, Naga's practically had no formal system of education prior to the arrival of the American missionaries as its genesis can be traced to the traditional system that existed in the olden days. There was only the existence of traditional institution known as "Morungs" (Dormitories) where non-formal education was imparted for young boys on attaining adolescence till, they were married. It has rightly been called as a practical school where proper habits and manners were taught, moulding of the character and all-round education of the younger ones in social, religious, educational and cultural activities were imparted. It was only in 1930's, the Nagas came in contact with the more advanced people and this brought many changes in the indigenous Naga practices.

As such, modern education was introduced by Christian Missionaries in Nagaland during the early 1880's and subsequently developed under the British government. However, it was only after India got independence that much attention was paid towards education. Education in Nagaland during the 20th century was focussed on literacy and acquisition of knowledge. Yet, the greatest handicap to the pursuits of higher education was the conspicuous absence of matriculation standard schools that Naga students who wanted to pursue their higher studies were compelled to study at distant places such as Assam and Shillong and other parts of the country. The process of education and its expansion in the state has, however, made phenomenal development since Nagaland became a full-fledged state in 1963. The Government of Nagaland with the help of Central Government has established a number of schools all over the state since 1963. A good number of schools were upgraded from Primary to Middle, Middle to High schools and further to Higher Secondary.

With increase in the literacy percentage and to meet the demand of the growing population, the Department of Higher and Technical Education in May 1983 was established with its vision to realize the State's human resource potential to its fullest in the higher education sector with accessibility and equity, relevance and excellence and with the responsibility for evolving general policy of Higher Education in the State. As such, the number of colleges in Nagaland has also gone up and gradually more students are getting enrolled for higher education. At present, education is developing at a very rapid pace in Nagaland, with more than half of the population literate. However, the fact remains that the bulk of educational institutions in the state are in need of regular monitoring for enhancing its quality and fulfil the needs and aspirations of the learners.

1.5.1 PRESENT STRUCTURE OF EDUCATION SYSTEM IN NAGALAND

The system of education in Nagaland is a formal one. The present structure of education in Nagaland can be categorised as:

1. **Pre-Primary stage**

   This stage of learning consists of classes A and B.

2. **Primary stage**

   The primary stage of schooling has classes of 1-5.

3. **Middle school / Upper Primary stage**

Between primary and secondary schools, there is a section of classes known as middle school which consist of classes 6 to 8.

4. **High school/ Secondary stage of schooling**

This stage comprises of two classes viz. class 9 and 10, but often the institution includes middle school section as well i.e. class 7 and 8.

5. **Higher Secondary stage**

Higher secondary school consist of classes/standard 11 and 12.

6. **Higher education**

Higher education in the state is classified into:

a) College level – it consists of those institutions (general as well as professional) offering undergraduate degree courses such as arts, science, commerce, teacher education, legal education, etc

b) University level – at this level, courses such as Master's degree, M. Phil, Ph. D and post-doctoral degrees in various disciplines are offered for higher learning.

1.6 HIGHER EDUCATION IN NAGALAND

Initially, higher education in Nagaland began with Fazl Ali College as the first college established in Mokokchung district in the year 1959. Prior to that, there was no college in the state followed by the establishment of Kohima Science College at Jotsoma, in 1961 which was under the North Eastern Hill University (NEHU) along with the two campuses of Kohima and SASARD, Medziphema. It was only in the year 1994 on 6th of September that Nagaland University came into being as the 13th Central University and the lone Central University in the state. With the creation of Nagaland University as a full-fledged University, the two campuses (Kohima and SASARD, Medziphema) were inherited from NEHU and the affiliated colleges also fell within the jurisdiction of Nagaland University. At present, the University has four campuses, viz. headquarter at Lumami, Kohima campus at Meriema, Medziphema campus (School of Agricultural

Sciences and Research Development) at Medziphema and a temporary campus (School of Engineering & Technology) at Dimapur. There are 69 colleges from all over the state currently affiliated to Nagaland University.

Apart from these, the state also has other universities such as – Institute of Chartered Financial Analyst of India (2006), Global Open University (2006), St. Joseph University (2016), North East Christian University (2018), Indira Gandhi National Open University, Kohima (1987) and national level institutes – Indian council of Agricultural Research (ICAR) and National Institute of Technology (NIT). Besides this, there are 32 (thirty-two) Government recognised Theological Colleges in Nagaland. However, the present study will include only the Secular Colleges affiliated to Nagaland University offering general as well as professional courses of study.

1.7 ROLE OF THE DEPARTMENT OF HIGHER EDUCATION

The Department of Higher and Technical Education came into existence on 1st May, 1983. Prior to this, it was a constituent of the erstwhile Department of Education which comprised of all the various wings of Education. From 1st October, 2004 the Technical Education was further detached from Higher Education to be remerged back with Higher Education during 2009 although at the Directorate level it continues to function separately.

With the delegation made by the Ministry of Human Resource Development (MHRD), the Department of Higher Education is responsible for evolving general policy of Higher Education in the state as well as to look into the overall development of the basic infrastructure of higher education sector. The Department is further concerned with perspective planning and policy formulation for collegiate education, for which co-ordination and consultation with University Grants Commissions, the Nagaland University and other universities in the country are required.

The Department envisions access, expansion and qualitative improvement of higher education through colleges and universities. To streamline this directive, the department of higher education has also undertaken professional and vocational education by creating additional capacity in the existing institutions and establishing new ones. However, Nagaland is still lacking in vocational and professional institutions.

Besides, in order to ensure quality education in the higher educational institutions, the State Level Quality Assurance Cell (SLQAC) acts as the nodal agency between the Higher Education Institutions (HEI'S) of the state and National Assessment and Accreditation Council (NAAC) to assess and accredit institution of higher learning. As such, Colleges in Nagaland are encouraged to undertake self-assessment and to improve upon their performances. In this exercise, the Department has successfully aided in the promotion of some colleges (31) within its purview by NAAC Assessment and Accreditation and eventually autonomous status was granted to 3 (three) Colleges in the state so far.

Moreover, an Academic and Administrative Audit (AAA) committee is being instituted to monitor and support the quality of individual institutional academic and administrative system throughout the state under the aegis of the Department of Higher Education, Government of Nagaland, so as to ensure that all the colleges in the state are not in tune with the qualifying norms and standards that forms the basis of institutional quality checks. Currently, 26 (twenty-six) colleges are being assessed under the Academic and Administrative Audit system with grades.

The following table highlights the Academic and Administrative Audit (AAA) status of colleges in Nagaland:

Table No. 1.1: Academic and Administrative Audit (AAA) status of colleges

Ranking	Name of the Institution	Grade
1.	St. Joseph's College, Jakhama, Kohima	A++
2.	Kohima Science College, Jotsoma, Kohima	A ++
3.	Immanuel College, Dimapur	B++
4.	Don Bosco College, Kohima	B++
5.	Japfü Christian College, Kigwema, Kohima	B+
6.	Fazl Ali College, Mokokchung	B+
7.	Modern College, Kohima	B+
8.	Mount. Tiyi College, Wokha	B+
9.	Sakus Mission College, Dimapur	B+

10.	Tetso College, Dimapur	B+
11.	St. John College, Dimapur	B+
12.	Dimapur Government College, Dimapur	B+
13.	Zunheboto Government College, Zunheboto	B
14.	Kohima College, Kohima	B
15.	Eastern Christian College, Dimapur	B
16.	State College of Teacher Education, Kohima	B
17.	Phek Government College, Phek	B
18.	Pfütsero Government College, Pfütsero	B
19.	Zisaji Presidency College, Kiphire	B
20.	Sao Chang College, Tuensang	B
21.	Wangkhao College, Mon	B
22.	Kros College, Kohima	C
23.	Peren Government College, Peren	C
24.	Yingli College, Longleng	C
25.	Salt Christian College, Dimapur	C
26.	Salesian College, Dimapur	C

Source: *Annual Administrative Report 2021-22, Department of Higher Education Nagaland: Kohima.*

The above table specifies that out of the total 26 institutions, 2 colleges have A++ grade, 2 colleges with B++, 8 colleges having B+, 9 colleges with B grade and 5 colleges with C grade.

In addition, the Department of Higher Education also provide financial assistance to colleges recognized by the state government for development and qualitative improvement of higher education in the state. As such, government colleges are fully funded by the state government and receive 100% central assistance under Rashtriya Uchchtar Shiksha Abhiyan (RUSA), a centrally sponsored scheme of the Ministry of Education, Government of India while the private colleges are given grant-in-aid annually subject to allotment of fund by the Government and fulfilment of certain norms and standards by the institutions. Besides, scholarships such as Central Sector

Scholarship scheme (CSS), a post matric scholarship for ST students of Nagaland, CSS-North Eastern Council (NEC) merit scholarship, Nagaland State merit scholarship were also provided to the students for facilitating higher learning under the Department of Higher Education.

Furthermore, the Department also coordinate with University Grants Commission (UGC) in assisting the eligible colleges of Nagaland to avail financial support which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B) of UGC Act, 1956 as per approved pattern of assistance of various schemes under the UGC.

The following table presents the number of Government and Private colleges being recognised by the UGC under section 2(f) and 12(B):

Table No. 1.2: Colleges under 2(f) & 12(B)

Sl. No	Colleges	No. of colleges in Nagaland	No. of 2(f) & 12(b) colleges	No. of 2(f) colleges	No. of colleges yet to be covered
1.	Government	16	10	-	6
2.	Private	53	21	6	26
	Total	**69**	**31**	**6**	**32**

Source: *Annual Administrative Report 2020-21, Department of Higher Education Nagaland: Kohima.*

The above table indicates the number of colleges under 2(f) & 12(B) receiving financial assistance from the central government. Out of the total 69 colleges, 31 colleges are falling under 2(f) & 12(B), while 6 colleges are in the category of 2(f) and 32 colleges are yet to explore and avail the UGC grants for development and upliftment of the institution by fulfilling the desired norms and criteria.

1.8 COLLEGE EDUCATION IN NAGALAND

Nagaland is home to a number of colleges, which span across various subjects, streams and courses. Colleges in Nagaland are spread across all parts of the state with a mission to provide greater access to higher education to all eligible persons and in particular to the weaker sections of the society. As such, Fazl Ali College was the first college, which was established in Mokokchung in 1959, prior to that there was no

college in the state therefore the Naga students who wanted to pursue higher studies were compelled to study in other parts of north eastern region such as Assam and Shillong as well as well as other parts of the country. In the year 1961, Kohima Science College was established at Jotsoma. After Nagaland became a full-fledged state in 1963, Dimapur Government college and Kohima Arts College came into existence in the year 1966 and 1967, giving a new dimension to higher education. Between 1973-89, sixteen (16) more colleges had come up to cater to the demands of higher education. The fastest growth of college education occurred during the 90's when twenty-three (23) colleges were established during that period alone.

At present, there are a total of 69 (sixty-nine) colleges affiliated to Nagaland University in the state. Out of which, 56 (fifty-six) are general colleges and 13 (thirteen) professional colleges. With regard to affiliation status of the colleges, there are 35 (thirty-five) colleges having permanent affiliation and 34 (thirty-four) colleges with provisional affiliation.

With the growth of population and advancement of time, the increasing demand for college education was greatly felt be it general as well as professional courses. Thus, expansion of higher educational institutions in Nagaland was witnessed only after attaining its statehood.

1.8.1 GENERAL COLLEGES

General colleges in Nagaland are those degree colleges which offers undergraduate courses in the disciplines of arts, science and commerce for a duration of three years consisting of 6 (six) semesters. The following figure represents the growth of general colleges for the given years:

Figure 1

Growth of General Colleges from 1959 – 2021
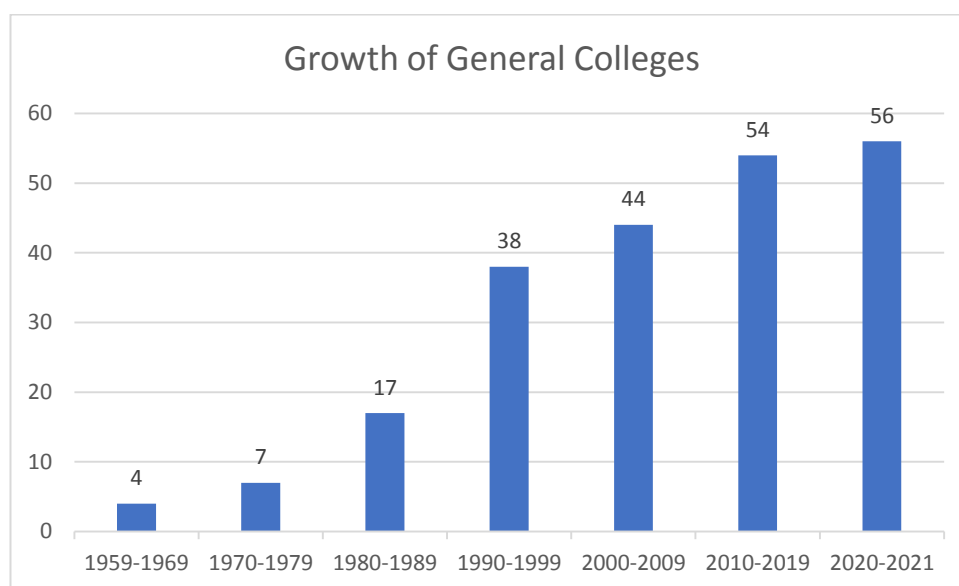
Sources:

1. *Annual Administrative Report 2019-20, Nagaland University.*

2. *Annual Administrative Report 2020-2021, Department of Higher Education, Government of Nagaland.*

The above figure 1 indicates the growth of general colleges from the year 1959-2021. Prior to the year 1959, there was no college in the state therefore, the people of the state had to pursue higher education in other parts of north eastern region such as Assam and Shillong and other parts of the country. At present, there are a total of 56 (fifty-six) general colleges spread across eleven districts for imparting higher education in the state. Out of which, 13 (thirteen) are government colleges and 43 (forty-three) of the colleges are privately managed.

1.8.2 PROFESSIONAL COLLEGES

Professional colleges in Nagaland are those institutions offering professional undergraduate degree courses such as teacher education, legal education, computer application and management.

The growth of professional colleges is indicated in the following figure:

Figure 2

Growth of Professional Colleges from 1975-2018
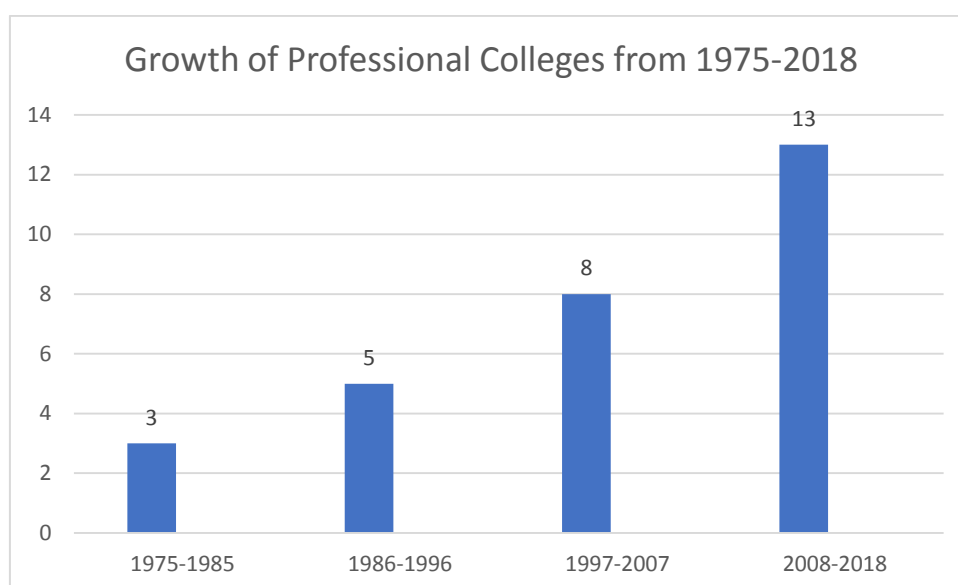
Growth of Professional Colleges from 1975-2018

Sources:

1. Annual Administrative Report 2019-20, Nagaland University.

2. Annual Administrative Report 2020-2021, Department of Higher Education, Government of Nagaland.

Figure 2 shows the growth of professional colleges in the state from the period 1975-2018. Presently, there are 13 (thirteen) professional colleges in the State, out of which 3 (three) are manage by government and 10 (ten) are privately managed institutions (concentrated mainly in Kohima and Dimapur districts of Nagaland for imparting professional courses and training). It has 9 (nine) teacher education institutions (B. Ed), 3 (three) colleges offering legal education (LLB) and 1 (one) institute offering management (BCA).

1.8.3 DISTRICT-WISE DISTRIBUTION OF COLLEGES (GOVERNMENT AND PRIVATE)

The following figure indicates the distribution of Government and Private colleges in the eleven districts of Nagaland:

Figure 3

District-wise distribution of colleges
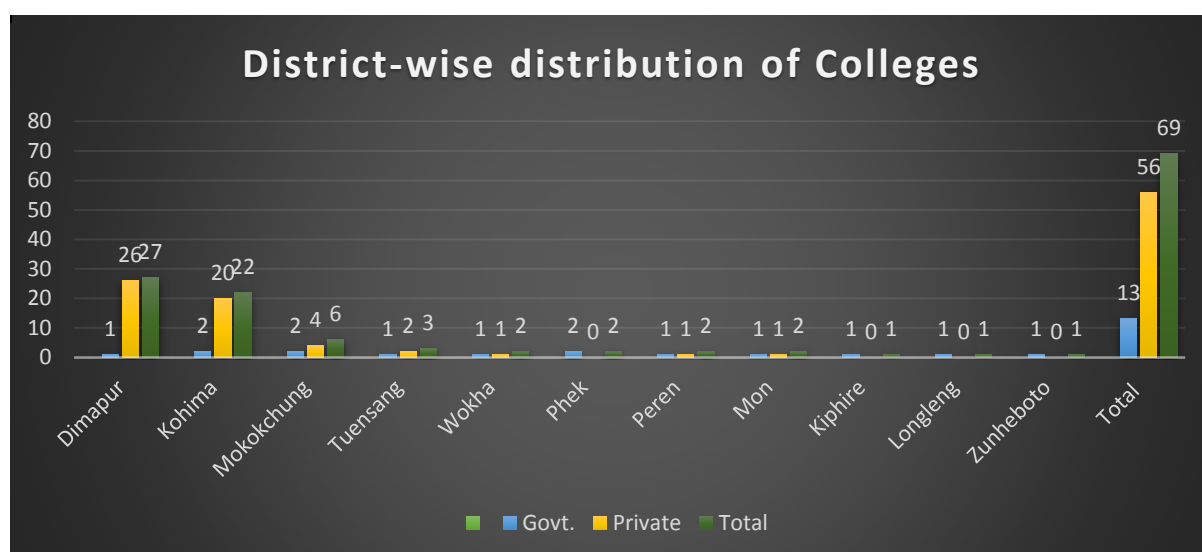
The above figure 3 indicates that there are a total of 69 (sixty-nine) colleges in Nagaland, out of which 56 are private college and 13 are Government colleges. The figure clearly specifies that the concentration of colleges in the state is so lopsided as it is evident that 27 colleges are in Dimapur district, 22 in Kohima, 6 in Mokokchung, 3 in Tuensang, 2 in Wokha, 2 in Phek, 2 in Peren, 2 in Mon, 1 in Kiphire, 1 in Longleng district and 1 in Zunheboto. While there are no private colleges in the districts of Phek, Zunheboto, Kiphire and Longleng, there exists one government college each in all the 11 (eleven) districts to facilitate access to higher education to all eligible persons in the state which shows the initiative taken by the state Government.

1.9 AFFILIATION OF COLLEGES

Currently, the state of Nagaland has a total of 69 (general as well as professional) colleges affiliated to Nagaland University imparting undergraduate courses in Arts, Science, Commerce, Legal education, teacher education, etc. Out of the 69

(sixty-nine) affiliated colleges, 16 (sixteen) are government colleges and 53 (fifty-three) are private colleges spread across 11 (eleven) districts. There are a total of 1475 teachers in the colleges, out of which 1360 teachers are from the general colleges and 115 teachers are from the professional colleges and the total number of degree students enrolled in the academic session 2020 comprised of 31,311 students. Out of which, 29,777 students are from the general colleges and 1534 of the students are from the professional colleges.

The following table shows the list of general colleges affiliated to Nagaland University along with their year of establishment, type of management, status of affiliation and course(s) offered are also shown:

Table No. 1.3: List of General colleges Affiliated to Nagaland University

Sl. No	Name of College	Year of Est.	Management	Status of Affiliation	Streams/ course(s)
1.	Fazl Ali College	1959	Government	Permanent	Arts/sc.
2.	Kohima Science College	1961	Government	Autonomous	Science
3.	Dimapur Government College	1966	Government	Permanent	Arts/ commerce
4.	Kohima College	1967	Government	Permanent	Arts/com.
5.	Sao Chang College	1973	Government	Permanent	Arts/ sc.
6.	Patkai Christian College	1974	Private	Autonomous	Arts/sc. /com./BCA/M CA/B. Music
7.	Mount Tiyi College	1974	Government	Permanent	Arts
8.	Zunheboto Government College	1980	Government	Permanent	Arts
9.	Phek Government College	1981	Government	Provisional	Arts/ sc.
10.	Pfütsero Government College	1982	Government	Provisional	Arts
11.	Baptist College	1982	Private	Permanent	Arts/com.
12.	Salesian College of Higher Education	1982	Private	Provisional	Arts
13.	Wangkhao Government College	1983	Government	Permanent	Arts
14.	People's College	1984	Private	Provisional	Arts
15.	St. Joseph's College	1985	Private	Autonomous	Arts/sc./com./ BBA
16.	Public College of Commerce	1985	Private	Permanent	Com.

17.	Peren Government College	1987	Government	Provisional	Arts
18.	Mountain View Christian College	1991	Private	Provisional	Arts
19.	Salt Christian College	1991	Private	Permanent	Arts
20.	Pranabananda Women's College	1991	Private	Permanent	Arts/com
21.	Eastern Christian College	1991	Private	Permanent	Arts/com
22.	College of Arts & Technology	1991	Private	Provisional	Arts
23.	City College of Arts & Commerce	1992	Private	Provisional	Arts/com
24.	Alder College	1992	Private	Permanent	Arts
25.	Mount Olive College	1992	Private	Permanent	Arts/com.
26.	Yingli College	1992	Government	Permanent	Arts
27.	S.D. Jain Girl's College	1993	Private	Permanent	Arts/com.
28.	Loyem Memorial College	1993	Private	Provisional	Arts
29.	Sakus Mission College	1994	Private	Permanent	Arts
30.	Immanuel College	1994	Private	Permanent	Arts/sc.
31.	Tetso College	1994	Private	Permanent	Arts/com./ BBA
32.	Japfü Christian College	1996	Private	Permanent	Arts
33.	Oriental College	1996	Private	Permanent	Arts/sc.
34.	Tuli College	1996	Private	Provisional	Arts
35.	Bailey Baptist College	1996	Private	Provisional	Arts
36.	Zisaji Presidency College	1997	Government	Provisional	Arts
37.	Modern College	1998	Private	Permanent	Arts
38.	Capital College of Higher Education	2004	Private	Permanent	Arts
39.	St. Xavier College	2005	Private	Permanent	Arts
40.	Sazolie College	2005	Private	Permanent	Arts
41.	St. Johns College	2006	Private	Permanent	Arts/ sc.
42.	Model Christian College	2007	Private	Permanent	Arts/sc.
43.	Unity College	2007	Private	Permanent	Arts/com.
44.	Kros College	2010	Private	Permanent	Arts/com.
45.	Mount Mary College	2011	Private	Provisional	Arts/com.
46.	J.N. Aier College	2011	Private	Provisional	Arts
47.	C – Edge College	2012	Private	Permanent	Arts
48.	Yemhi Memorial College	2013	Private	Provisional	Arts/com.
49.	North East Institute of Social Sciences and Research	2014	Private	Provisional	PG (Social work)

50.	Cornerstone College	2014	Private	Provisional	Arts
51.	Don Bosco College	2015	Private	Provisional	Arts
52.	Jubilee Memorial College	2015	Private	Provisional	Arts
53.	Shamator College	2016	Private	Provisional	Arts
54.	M.G.M College	2017	Private	Provisional	Arts
55.	Livingstone Foundation International College	2021	Private	Provisional	Arts/com.
56.	Mon Vale College	2021	Private	Provisional	Arts

Sources:

1. College Development Council, Nagaland University: Status of Affiliation of Colleges (As on December 2020).

2. Annual Administrative Report 2020-2021, Department of Higher Education, Government of Nagaland.

The above table indicates that 56 (fifty-six) general colleges are affiliated to Nagaland University. Out of which, 13 (thirteen) are government colleges and 43 (forty-three) of the colleges are privately managed. Besides, a few of the general colleges are also offering professional courses such as BBA, BCA, B. Music and MCA. Out of the 56 (fifty-six) general colleges, 30 (thirty) colleges have permanent affiliation, 23 (twenty-three) with provisional affiliation and 3 (three) colleges are having autonomous status.

With regard to professional colleges, there are 13 (thirteen) colleges affiliated to Nagaland university offering specialized courses such legal education, teacher education, etc located in three districts of Kohima, Dimapur and Mokokchung.

The following table shows the list of professional colleges affiliated to Nagaland University along with their year of establishment, type of management, affiliation status and course(s) offered:

Table No. 1.4: List of Professional colleges Affiliated to Nagaland University

Sl. No	Name of College	Year of Est.	Management	Status of Affiliation	Course(s)
1.	State College of Teacher Education	1975	Government	Permanent	B. Ed & M. Ed
2.	Kohima Law College	1978	Private	Provisional	LLB
3.	Mokokchung Law College	1981	Private	Provisional	LLB
4.	City Law College	1994	Private	Permanent	LLB

5.	Salt Christian College of Teacher Education	1995	Private	Provisional	B. Ed
6.	Bosco College of Teacher Education	2003	Private	Provisional	B. Ed
7.	Sazolie College of Teacher Education	2005	Private	Provisional	B. Ed
8.	National Institute of Electronics & Information Technology	2006	Government	Provisional	BCA
9.	Modern Institute of Teacher Education	2009	Private	Provisional	B. Ed
10.	Mount Mary College	2011	Private	Provisional	B. Ed
11.	Unity College of Teacher Education	2012	Private	Provisional	B. Ed
12.	Mokokchung College of Teacher Education	2012	Government	Provisional	B. Ed
13.	Ura College of Teacher Education	2014	Private	Provisional	B. Ed

Sources:

1. College Development Council, Nagaland University: Status of Affiliation of Colleges (As on December 2020).

2. Annual Administrative Report 2020-2021, Department of Higher Education, Government of Nagaland.

The Table No. 1.4 shows that there are a total of 13 (thirteen) professional colleges in the state affiliated to Nagaland University. Out of which, 3 (three) are under the management of government and 10 (ten) are privately managed institutions concentrated in Kohima, Dimapur and Mokokchung districts of Nagaland for imparting professional courses and training such as Law, B. Ed and BCA. Out of the 13 professional colleges, only 1 (one) college has permanent affiliation and 12 (twelve) of the colleges with provisional affiliation.

1.10   NAAC ACCREDITATION OF COLLEGES

With the perspective to ensure quantity and quality of college education, the State Level Quality Assurance Cell (SLQAC) acts as the nodal agency between the Higher Education Institutions (HEI'S) of the state and National Assessment and Accreditation Council (NAAC) to assess and accredit institution of higher learning to help them work unceasingly to improve upon the quality of education. As of 2021, out of the total 69 (sixty-nine) colleges affiliated to Nagaland university, 31 (thirty-one) colleges are assessed and accredited by NAAC.

The following table presents the status of NAAC accredited colleges in Nagaland:

Table. No. 1.5: Status of NAAC Accredited Colleges

Sl. No	Name of the college	Grade
1.	St. Joseph's college, Jakhama	A
2.	Kohima Science college, Jotsoma	A
3.	Patkai Christian college, Seithekema	A
4.	Fazl Ali college, Mokokchung	A
5.	Model Christian college, Kohima	B++
6.	Immanuel college, Dimapur	B+
7.	Sakus Mission college, Dimapur	B+
8.	Sazolie college, Phezu, Jotsoma	B+
9.	State College of Teacher Education, Kohima	B
10.	Japfü Christian college, Kohima	B
11.	Kohima college, Kohima	B
12.	Tetso college, Dimapur	B
13.	Public college of commerce	B
14.	Unity college, Dimapur	B
15.	Dimapur government college	B
16.	Modern college, Kohima	B
17.	Alder college, Kohima	B
18.	Mount Olive college, Kohima	B
19.	Pranabananda women's college, Dimapur	B
20.	Kros college, Kohima	B
21.	C –Edge college, Dimapur	B
22.	St. John college, Dimapur	B
23.	Eastern Christian college, Dimapur	B
24.	Phek Government college, Phek	B
25.	Pfütsero Government college, Pfütsero	B
26.	Zisaji Presidency college, Kiphire	B
27.	Zunheboto Government college, Zunheboto	B
28.	Mt. Tiyi college, Wokha	C
29.	S. D. Jain Girl's college, Dimapur	C
30.	Sao Chang college, Tuensang	C
31.	Don Bosco college, Kohima	C

Source: *Department of Higher Education, Government of Nagaland.*

https://highereducation.nagaland.gov.in/naac/

The above table no. 1.5 clearly specifies that out of the 31 accredited colleges, 4 (four) colleges have A-Grade, 23 (twenty-three) colleges are accredited with B-Grade, 4 (four) colleges with C-Grade and the non-accredited colleges are initiating the process of Assessment by NAAC. It also shows that there are a total of 31 (thirty-one) NAAC accredited colleges in the state. out of which, there are 3 (three) accredited autonomous colleges and 28 (twenty-eight) accredited non-autonomous colleges.

Hence, Nagaland has not experienced much improvement in terms of access, equity or quality in the sphere of higher education and, thus the fact remains that the bulk of higher educational institutions in the state are in need of consistent monitoring so as to ensure that all the colleges are in tune with the qualifying norms and standards.

1.11 NEED AND SIGNIFICANCE OF THE STUDY

It is needless to over emphasize the importance of college education as it constitutes a very important part of the entire structure of education which includes general as well as professional courses. It not only occupies the top-most stage of formal education but is importantly concerned with the processes in the most advanced phases of human learning. It affects every field of human endeavour by providing manpower for production, planning, management and technological development; it influences practically every important National activity.

College education is admittedly a separate stage quite distinct from primary, secondary, elementary, and higher secondary stage. It is recognised as a capital investment and is of paramount importance for economic and social development. It also has the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions. The purpose of college education is not simply to impart knowledge in certain branches of knowledge; it has deeper meaning and objectives. The purpose may be multidimensional and may be termed as personal, social, economic, and cultural.

Today, Nagas have to enable science and technology, research and innovation to play a leading role to keep pace with the challenges ahead and to move forward with time and space. Educational institutions have to usher more responsibility and accountability, it has to impart quality college education to elevate the state to a greater height. Besides, the colleges in Nagaland need to diversify its courses and venture into

professional and vocational courses to eradicate the unemployment problem in the State as rightly stated by **Imlisunup, (2018)** on "the Status of Higher Education in Nagaland". Thus, the system of college education needs to be strengthened to equip students with adequate skills and knowledge to enable their participation in the emerging knowledge society. Moreover, for students to compete with the rest of the world, we need quality education with greater emphasis on technology enhanced skills development. It is high time to focus on technical and professional education. Thus, the youth has to be equipped with capacity and expertise.

In the present times, expansion of colleges is unparalleled for which sufficient focus towards colleges/higher education is felt imperative with the view to ensure that the development is qualitative and meaningful for the recipients and the society at large. Nevertheless, quality is an issue that cannot be avoided in education and what institutions do to ascertain quality becomes the most important and effective of all efforts and initiatives **(Basheka, Muhenda and Kittobe, 2009)**. In recent years, there has been a mushrooming growth of colleges/higher educational institutions, more so with the increased enrolment of students for higher learning and its changing prospect in the state. Yet, most of the colleges in the state are concentrated in the two urban areas of Kohima and Dimapur district (as shown in Table No. 1.6), but there arises the question of how far these colleges are catering to quality education in terms of the infrastructural facilities and resources? Thus, it cannot be denied that college education in Nagaland today presents a dismal picture with its focus more towards quantitative expansion, rather than its quality. There are many aspects which are far from being satisfactory thus affecting quality education. Beside the multidimensional problems plaguing college education, other glaring factors such as lack of physical and educational facilities, irrelevance of course content, poor standard of teaching methods, scarcity of qualified manpower, lack of resources, poor implementation of policies and programmes, etc. are hindering in the way of development.

The following table presents the distribution of General and Professional Colleges in various districts of the state:

Table No. 1.6: District - Wise Distribution of Colleges (General & Professional)

Sl. No	District	Government Colleges		Private Colleges		Total
		General	Professional	General	Professional	
1.	Kohima	2	2	14	4	22
2.	Dimapur	1	Nil	21	5	27
3.	Wokha	1	Nil	1	Nil	2
4.	Mokokchung	1	1	3	1	6
5.	Tuensang	1	Nil	2	Nil	3
6.	Zunheboto	1	Nil	Nil	Nil	1
7.	Kiphire	1	Nil	Nil	Nil	1
8.	Longleng	1	Nil	Nil	Nil	1
9.	Peren	1	Nil	1	Nil	2
10.	Phek	2	Nil	Nil	Nil	2
11.	Mon	1	Nil	1	Nil	2
	Total	**13**	**3**	**43**	**10**	**69**

Sources:

1. *College Development Council, Nagaland University: Status of Affiliation of Colleges (As on December 2020).*

2. *Annual Administrative Report 2020-2021, Department of Higher Education, Government of Nagaland.*

With the advancement and development taking place in various aspects of educational system in the country as well as in the state, college education cannot remain out of sync with transition and changing aspirations, needs, values and preferences of the people. It is the responsibility of colleges/higher education institutions and the higher authorities to make proactive contributions to the emergence of finer values in the socio-cultural-political life of the people and to take strong measures to raise the bar of performances and productivity in a creative way. Nagaland is urgently in need of educational institutions that encompass skill development facilities. As **Kikhi (2006)** states, "we can see that the educational institutions in Nagaland are continuously producing educated youths, but employment opportunities are limited in relation to supply of labour. There is no balance between the supply and demand for their services. Thus, open employment occurs because able and willing educated persons are in search of work, but there is no work for them and remain unemployed." Moreover, UGC has made it mandatory that all Higher Education Institutions undergo Assessment and Accreditation at the earliest. The immediate need is to reach out to the non-accredited colleges for the creation of awareness for getting accreditation from NAAC.

Therefore, the present study will be an attempt to address the prevailing issues and problems of general and professional colleges in the state, and thereby providing suggestions for further improvement of colleges in the state.

1.12 STATEMENT OF THE PROBLEM

The statement of the problem is stated as **"A Critical Study of the Problems of Colleges Affiliated to Nagaland University."**

1.13 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the profile of Colleges in Nagaland.

2. To examine the problems of General Colleges in Nagaland with reference to;

   a. Infrastructural facilities, b) Academic, c) Administration and Finance

3. To assess the problems prevailing in Professional Colleges with reference to;

   a. Infrastructural facilities, b) Academic, c) Administration and Finance

4. To assess the role of College Development Council in the functioning of Colleges.

5. To find out the major problems of Principals, Teachers and Students of general and professional colleges in Nagaland.

6. To suggest measures for improvement in the Colleges of Nagaland.

1.14 RESEARCH QUESTIONS

The research questions of the present study are as follows:

1. What is the present status of colleges in Nagaland?

2. Are the infrastructural facilities adequate and how far is it catering to the smooth functioning of the Colleges?

3. Are the existing courses provided in the colleges relevant to the present needs and aspirations of the learners?

4. What methods/techniques of teaching are employed by the teachers to achieve the desired objectives of the subjects in particular and education in general?

5. How is the existing examination and evaluation system?

6. How effective is the college administration system?

7. What are the financial supports rendered to the colleges? Are they sufficient for conducting various curricular and co-curricular activities/programmes?

8. Are there facilities/provisions for professional growth and development of the teachers?

9. What are the major problems encountered by the principals, teachers and students of general and professional colleges?

10. What are the consistent efforts made by the Authorities of Higher Education towards the Colleges/college education in Nagaland?

1.15   OPERATONAL DEFINITION OF THE TERMS USED

1. **Critical study:** An attempt to carefully examine the shortcomings or defects of the colleges in Nagaland.

2. **Problems:** A problem is an "issue" or obstacle which makes it difficult to achieve a desired goal, objective or purpose. It refers to a situation, condition, or issue that is yet to be resolved in terms of a) Infrastructural facilities b) Academic c) Administration and Finance in the general and professional colleges of the state.

3. **Colleges**: The colleges in the present study include those institutions offering general as well as professional degree courses which are affiliated to Nagaland University. General colleges include those institutions offering courses in Science, Arts and Commerce, whereas Professional colleges includes those institutions offering Teacher education, Legal, Management and Computer application courses.

1.16   DELIMITATION OF THE STUDY

1. The present study has been delimited to only those general and professional colleges affiliated to Nagaland University.

2. The present study was confined to ten (10) districts of Nagaland.

1.17   METHODOLOGY OF THE STUDY

The methodology of the study is elaborated in Chapter-III. In this chapter, the investigator has given a complete description about the method in which decisions were

made on the type of data for the study, tools used for data collection and the method of data collection.

1.18   ANALYSIS AND INTERPRETATION OF THE STUDY

The data collected were analysed quantitatively as well as qualitatively. Data collected with the help of questionnaires were analysed categorically and percentage was used as statistical technique for analysing the data. Whereas, the data gathered through interviews were composed and presented in an explanatory manner. A detailed analysis and interpretation of data is presented in Chapter-IV.

1.19   MAJOR FINDINGS AND SUGGESTIONS

The major findings of the study are reflected in Chapter-V. In this chapter, the investigator keeping in view the objectives and findings of the present study had put forth some suggestions for the improvement of colleges/college education in the state.

1.20   SUMMARY AND CONCLUSION

A brief summary of the study and concluding statements are highlighted in this chapter.

CHAPTER – 2

REVIEW OF RELATED LITERATURE

CHAPTER – 2

REVIEW OF RELATED LITERATURE

2.0   INTRODUCTION

This chapter deals with the related studies that has been carried out on the problems of colleges. A literature review is an essential aspect for a researcher to have a solid foundation of knowledge and understanding in their area of study. The review of related literature also acquaints the investigator with methods of examining with facts, concepts, theories, bibliographies etc and prevents pitfalls that have plagued previous researchers. It further helps in avoiding duplication of work and provides comparative data on the basis on which a researcher can evaluate and interpret the significance of one's findings.

In this present chapter, the investigator has reviewed the following available works in relation to the problems of Colleges/higher education. The review of related literature has been categorised under two headings viz.

2.1 Studies done Abroad.

2.2 Studies done in India.

2.1   STUDIES DONE ABROAD

Guild (1980) carried out a work on the Learning styles: Knowledge, Issues and Applications for Classroom Teachers with the purpose to critically examine the field for implications about learning styles for the teachers. This work suggests that teachers must consciously accommodate learning styles for the learners in the classroom through provisioning or a "style-flex" method for effective learning.

Hemphill (1988) conducted a study on Students' perceptions of the campus climate at a liberal arts college in the Midwest. The university of Iowa. The findings of the research suggest that integration into the social and academic system is affected by the goal of the students', individual characteristics as well as institutional commitment. This study further indicated that students were neutral with regard to social climate.

Neufeldt (2000) studied on the Anticipated life paths: A study of male and female college students with the objective to describe and compare how male and female college students constructed their life paths.

The study revealed men and women to be similar however, there resulted three major differences. a) majority of the women placed care for their future family, while men placed career as their top priority. b) majority of women selected their majors based on the advice of family members, teachers and friends whereas majority of men were found selecting their majors based on the past experiences or interests. c) many women expressed fear that some component of the future vision would not work out as planned, while men conveyed confidence that their future vision would become reality.

Bollman (2001) carried out a work based on Conversations on quality: perspectives on teaching and learning in higher education. University of Minnesota.

The primary focus of this research was to determine the patterns of faculty response to quality improvement processes, specifically as they relate to teaching and learning. The methodological approach was comparative case study and utilised document analysis and semi-structured interviews with key informants at two community colleges and a state university.

One key finding is that faculty response to quality improvement can be traced to the institutional framework where the learner is the center of this model, with information about student needs and differences as essential starting points. The three components of a quality improvement framework in this model comprise of an assessment program, faculty/student synergy, and learning-centered curriculum and pedagogy. In this model, linkage and integration of learning is necessary across all components of the learning environment. Surrounding this framework are institutional drivers that facilitate and support the teaching and learning model. Those drivers include leaders that are publicly and meaningfully engaged with the process and the results, institutional capacity for research, and faculty development activities and a planning process that coherent, aligned, and assessed.

Cottrell (2001) carried out a work based on a study on Scholarly teaching: Exploring how diverse faculty investigate course changes to improve student learning. This case study revealed that diverse educational institutions and faculty from different disciplines

approaches teaching as an investigative process. The faculty are also using multiple assessment strategies to make informed changes in the classroom, to help in maximizing the learning of students. The results of this study illustrate how faculty are reflecting on their course designs and putting more emphasis on the quality of student learning and its improvement, which helps to address the public's expectations of colleges and universities as centres of academic excellence.

Matney (2001) conducted a study on the Institutional and departmental factors influencing faculty adoption of innovative teaching practices. University of Michigan.

The purpose of this study was to determine what factors are likely to influence faculty in innovation and improvement of undergraduate teaching and learning practices. This study employs a cross-sectional survey design.

Key findings emphasized that faculty perceptions of institutional teaching norms are based on departmental norms for teaching. Faculty may choose to pursue teaching innovations if surrounded by supportive networks of other faculty. Faculty responses indicate motivation from an internal drive to gain more knowledge about teaching and learning.

Bailey (2002) examined on the effects of learning strategies on student interaction and student satisfaction. The findings suggest that a students' perception of student to student interaction may impact the level of student satisfaction in learning. This study also suggests for the practice of blended learning strategy in order to help increase a students' perception of student-to-teacher interaction. However, other learning strategies also need to be explored in an attempt to increase the level of student-to-student interaction while completing course Discussion Activities.

Finlay-Parker, Claudia Jocelyn. Ph.D. (2002) investigated on the "Professional development need of college instructors". This research revealed that college instructors felt the need for updates in their discipline in specific areas such as pedagogical skills, computer skills and personal development skills. While some of the instructors felt and expressed that their administration did not provide them with enough encouragement to continue professional development. The majority on the other hand, emphasised for a professional development policy to be adopted in each college with a stated philosophy

of commitment and encouragement for staff, which would enable more instructors to participate in professional development activities.

Hunt (2002) made an analytical study on promoting critical thinking: An analysis of instructional techniques with undergraduates in a university setting. This study revealed that the students preferred for a large group lecture and were in favour of small group activities as well in learning. On the other hand, reading and writing were identified as being least preferred by the students as this type of activities required additional time, effort and thought.

The study concluded that the students were not able to develop critical thinking skills within the classroom setting spontaneously and that they required specific thinking instruction in order to effectively understand and utilize critical thinking skills.

Ney (2002) conducted a study on evaluating the use of technology in a teacher preparation program: Perspective of the future teachers. University of Cincinnati.

The findings showed that the objective of multi-strand technology initiative was being implemented in the college of education wherein classrooms equipped with the state-of-the-art technology. Faculty members participated for intensive training in technology as well as to align their curriculum with the state technology standards. However, to bring about improvement with the usage and practice of technology in teacher preparation program, the areas of technology that were reported to need more inclusion in the program were connecting hardware and awareness of available software reviewing software for classroom use. In addition, the study also revealed that the students emphasised on the need of revising the Technology Applications course for pre-service teachers.

Rivera (2002) attempted to study on the assessment process for strategic planning in a higher education institution. Dowling College.

The purpose of this study was to investigate the relationship of the attitudes of Spanish Language Arts teacher's towards the use of computers in class, their effects on students, the quality and availability of hardware and software in the classrooms, their preparation (skills and professional development), and the frequency of the use of computer applications in their classrooms. 147 Spanish Language Arts teachers in 16

elementary schools participated in this study. Teachers' attitudes were assessed using a questionnaire.

Results suggest that on the one hand, the teachers certainly were in favour of the use of computers in the classrooms. On the other hand, they showed a relatively negative attitude towards the quality and availability of hardware and software that could be used in the teaching of Spanish Language Arts. While the majority of the teachers have a positive attitude towards the use of computers, many of them admit that they do not have the necessary skills to use them in the learning process. The study further indicated majority of the teachers at least agree that in-service training is necessary/available for their professional development as well as the development of the skills that they need to use computers in the classrooms.

Guruvadoo (2003) made an attempt to study on a conceptual framework for effective strategies for information and computer technologies in education: A case study of Mauritius, focussing on the three countries of Singapore, United Kingdom and United States. The study resulted the influence of e-learning and virtual institutions, the digital child, information literacy, computer fluency and novel skills for productivity and creativity in the emerging knowledge-based society and the digital divide. The study further explored pathways in the search for a new social order where the digital capital of the ICT- developed countries could extend the digital dividends to minimize the digital gap within and between countries in education.

Camihort (2005) examined on educational technology: Learning in a computer-mediated environment to find out the effect of online versus pen and paper homework on college students learning and performance.

The study found out that the students learned equally well in either modality (online versus pen and paper). They enjoyed working with computers, which helped them stay interested as well as motivated. Nevertheless, the study further revealed that the also students learnt better writing down on paper rather than typing on a computer keyboard.

MCnerney (2009) undertook an exploratory case study on public options to Finance Public Higher Education in Afghanistan, to investigate on the public higher education system in Afghanistan as the demand for higher education continued to increase beyond

the state capacity to finance quality education leading to a decrease in its quality. Data for the present study were collected from documents and semi-structured interviews with the administrators, politicians, instructors and students.

The study revealed that the state has most likely reached the maximum financial contribution to public higher education. It also showed discontentment from students, instructors, administrators, and politicians about the future of the public higher education system primarily because none of them believed that the state could meet the financial needs of higher education, and also because most of them lacked sufficient knowledge to make an informed analysis of potential options. One significant pre-requisite for any development of these new funding sources was to increase institutional autonomy.

Khalili (2010) investigated on the teacher professional development programs in Palestine: Changes, beliefs and practices. This study explored the process of planning, implementing and following-up Teacher Professional Development Programs (TPDPs) in Palestine focussing on the programs that were directed to the teachers of mathematics through qualitative methods of interviews and document analysis.

Findings revealed the following facts:

1. The necessity to improve the methods used in teacher training in a way that activates the role of the trainees and reflects the content of the training in the process of teacher training.

2. The need to provide teachers with better follow-up methods through and after their participation in TPDPs.

Khan (2010) carried out a study to examine the issues of Access in public and private Higher Education Institutions in Islamabad, Pakistan. In this study, the researcher utilized a descriptive and quantitative methodology by developing a questionnaire based on the following objectives:

1. To comprehend the students that have access to higher education institutions (identify the challenges and opportunities that undergraduate students face in terms of access to higher education) 2. To understand access related systems that are in place at these institutions (explore how various access related system at public and private

universities affect the development and success of students) and 3. To develop better understanding of student perspectives in access.

The study revealed that the students were experiencing different kinds of challenges at public and private higher education institutions. These challenges include availability of academic advisors, qualified teachers, academic culture inside and outside the classroom and cost associated with the degree program.

Paulette (2016) made a phenomenological study on the unique barriers faced by first-generation adult learners attending higher education. Purposeful interview was used for data collection and interpretative phenomenological analysis was carried out for analysing the data.

Findings of the study revealed that: 1. Students experienced specific barriers associated with fear and anxiety; 2. The students viewed education as a way out of their present situation and welcomed it as a positive influence; 3. Students viewed the barriers as normal life challenges; and 4. The availability of supportive services made a difference in the adult learning environment.

Francis (2017) made a qualitative study on the approaches to Ghana's Higher Education Challenges drawn from the U.S Community College Model. The investigator employed interviews and focus group discussions with 11 participants, including college students, faculty, staff, the registrar, and the community business partners.

Results showed that participants perceived a variety of challenges that limited their access to and participation in higher education including: financial issues, lack of preparation in critical thinking, inadequate academic facilities, and inequitable distribution of education subsidies. The participants further expressed the need for campus-based career development programs, partnerships with business organisations, and employable skills and work experience.

Ahsan (2018) conducted a research on teacher education and professional development on classroom assessment in Bangladesh: Exploring policy and practice through a vertical case study. The study focussed on two factors; policies and preparation of teachers on formative classroom assessment (FCA). Vertical case study was employed for collecting research data from the national, regional and local level.

Findings revealed that Formative Classroom Assessment (FCA) had different terminology in different policy documents at the national level. It was also observed that the teachers (trainers) at teachers' training college were mostly concentrated teaching on summative assessment in teacher preparation. At the school (local) level, most of the newly recruited teachers had no education or training on formative classroom assessment. The study further reports factors such as lack of resources and physical facilities, support, low motivation, high teacher-student ratio restricted the experienced teachers whenever they try to apply FCA.

Aslami (2021) examined on financing public higher education in Afghanistan: Alternative sources and options, using document review and semi-structured interviews with 40 key informants.

The study resulted that the major additional sources of finances for higher education were the entrepreneurial activities, user charges, a dual-track tuition system, donations and tuition fees. It also revealed numerous barriers to revenue diversification such as lack of financial capability of cost sharing partners- families, students, businesses, and employers- limited employment opportunity for the students, and non-functional financial autonomy. The organisational barriers comprised of lack of proper institutional structure and capacity, accountability mechanisms, and an appropriate legal framework. Besides, centralized governing system, political pressures, and prevalent administration corruption were the other impediments.

Manly (2022) in the work, utilization and effect of multiple content modalities in online higher education: shifting trajectories toward success through universal design for learning, investigates the effect on learning outcomes of students using multiple modalities while learning course content (e.g., text, video, audio, interactive, or mixed content) intended to address the needs of students with disabilities while also keeping in view its relevance for all students.

The study showed positive effects of using multiple modalities for learning content in courses across the curriculum presented in an adaptive learning system. Results of the study have implications for researchers, faculty, course developers, instructional designers, analytics professionals, and institutions aiming to improve upon learning outcomes through a design-based approach.

2.2 STUDIES DONE IN INDIA

The review of literature done in India is categorised into two sections:

A) Studies related to General colleges

B) Studies related to Professional colleges

A) Studies related to General colleges

BOSE et. al (1982) studied on graduate Employment and Higher Education in West Bengal, Dept. of Statistics, Cal. U., based on the following objectives: (i) to identify the role played by the education system in general, and the higher education system in particular, in the overall socio-economic development of the country, (ii) to develop a system of indicators which could be used by national policy makers, administrators, potential employers and students for decision-making, and (iii) to create a data base for researches in educational planning, particularly in the area of employment.

This study recommends that: 1. The state should expand its educational activities. 2. The employment process should be so regulated that help from relations and friends and political connection or caste reservations do not become important in securing jobs. 3. For promoting self-employment, steps be taken to impart the necessary training to educated youths and also provide them with the necessary capital to the extent possible, 4. Emphasis on agriculture and rural extension programmes should be increased in the universities and colleges, 5. The content and curriculum of higher education should be so revamped that the recipients find their educational background relevant and adequate for their job requirements.

Banerji & Pylee (1984) researched on the teachers grievances and their redressal with the objective to investigate the grievances of college and university teachers. Sample of the study consist of 2300 university teachers and 6300 college teachers using questionnaire as its main tool for data collection. The study revealed that unfair appointments, promotion, non-payment of emoluments, poor working conditions were their main grievances. Discrimination of work and funds, provision of facilities, remunerative assignments, denial of democratic rights, denial of privileges and disciplinary action without proper procedures were the other grievances.

Prasado (1984) conducted a work on the factors that make a lecture effective in teaching arts, science and commerce subjects. The researcher employed survey method and the tools used were factor categorization schedule and dimension categorization schedule. Sample of the study comprised of 366 teachers and 442 students of arts, science and commerce. The study showed that teacher's preparation, securing attention, detailed explanation of subject matter makes teaching effective and the best method for securing attention was questioning. It also found that free atmosphere to express personal ideas was one strong desire of the students.

Sathiyagirirajan (1985) made a study to find out the Competency, personality, motivation and profession perception of college teachers. A teacher competency rating scale, Cattell's 16 PF questionnaire, Tuckman's teacher feedback form and Patted's teaching profession perception scale were the tools used for collection of data with a sample of 300 college teachers. The study found out that intelligence, emotional stability, trusted nature, self-sufficiency was related with teacher competency. It also showed that competent teachers differed significantly from the less competent ones in terms of creativity, dynamism, warmth and acceptance, self-actualization and perception of their profession.

Pallai & Mohan (1986) conducted a study on the working of the semester system – A review. This study was carried out to identify the views and opinions of students, teachers and parents on the teaching-learning techniques, methods of evaluation and the working of the semester system. The study comprised of 83 colleges, 1260 teachers, 1225 students and 110 parents as its sample with a semester review questionnaire as its main tool. The study showed that majority of the respondents were in favour of semester system gearing the students to a tight schedule for which uniform working days and dates be fixed for colleges to function. It also revealed that the courses were planned effectively and there existed continuous assignments and assessment to help students learn systematically with periodical feedback and further expressed that the ratio of 75:25 for external and internal assessment was adequate.

Benal (1987) made a critical study on the Development of Higher Education in the State of Karnataka during the Six Five Year Plans (1950-1985) with special reference to Karnataka University. The investigator designed to find out the qualitative development of institutions, teachers and identify examinations and evaluation

problems. The study employed questionnaire for collecting required data with a population of 190, covering 54 university departments and 136 constituent and affiliated colleges of higher education. The study revealed that there was quantitative growth of institutions with the expansion of library and science departments offering leadership courses in physics, chemistry and geology. However, there were no qualitative improvement be it affiliated colleges or university as well in updating the teachers knowledge nor looking into their academic problems. The study further revealed that no consistent effort had been made by the university authorities in evolving new methods and devices for evaluating the progress of the learners.

Joseph (1987) conducted a study on the Progress and Problems of higher education in Maharashtra since (19947-1982). The study followed the descriptive survey method and data collection was made from six non-agricultural universities. The tools used were annual reports, journals, periodicals, and newspapers articles on education, Questionnaire, and an Interview schedule. The study showed tremendous increase in student enrolment but on the other hand, curriculum was not designed as per the local needs and resources. It also found out that teacher's attitude towards their profession was very low. The study concludes that coordination among the universities, state and central governments and the UGC was found lacking behind.

Buam (1989) carried out a study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya. This study focussed to analyse the main features of education and implementation of the 10+2+3 system of education. The sample comprised of 200 respondents. For data collection, an interview schedule and an opinionnaire were used.

The study results that the introduction of the 10+2+3 pattern of education was a timely step for enhancement of educational standards. However, the existing college curriculum was also found to be irrelevant as it was not designed as per the learners needs and aspirations. The students also faced problems with regard to books, laboratory, teaching aids, questions settings, and unemployment among the educated youth. The teachers also reported problems such as insufficient laboratory equipment, textbooks, no facilities for in-service education of teachers and shortage of time for course completion.

Gupta (1990) researched on the teaching-learning process in higher education. This study aimed at defining teaching-learning process, its main components and developing methods for effective teaching. The study found out that teaching-learning experience and evaluation are interconnected with each other. It also identified that Learning experiences can be carried out through various means such as interactions, library, laboratory work, TV, field trips, seminars, tutorials, assignments, etc. The study further results that Evaluation includes measuring the achievement, objectives, and suggested remedial instructions for enrichment of learning experiences and thereby achieve the objectives of the learners.

Tripathi (1992) made a critical study on the development of higher education in Uttar Pradesh since Independence. The main objectives of the study were to examine the problems of higher education- aims and objectives, curriculum, techniques used in teaching, evaluation methods, discipline, physical facilities, administration system, and employment. Historical method was used for the study.

The study revealed the irrelevance of higher education in terms of its aims and curriculum as it failed in meeting the needs of present day. Besides, teachers were unaware of other techniques of teaching beside lecture method. Above all, evaluation system was found as the worst feature of higher education. Moreover, Physical facilities were found inadequate. The study also revealed that government interference in administration eroded the academic accent of higher education. It further showed that higher education and the employment of its products had no relevance which created a great imbalance between education and its utility.

Roy (2004) worked on a critical study of higher education in southern Assam. The main objective of this study was to investigate the available courses and programmes of studies, infrastructural facilities, learning resources, financial status, and facilities for professional development of teachers for quality enhancement.

The study covered all the affiliated and permitted colleges and restricted to a sample of 25 principals, 200 teachers and 620 students. The tools consisted of two instruments, namely questionnaire for teachers and students and questionnaire cum information schedule for the principals. The study observed that the courses and programme of studies had no relevance to the contemporary need. In addition, there was no systematic planning in terms of infrastructure and learning resources in all the

colleges. The study suggested that the unstable financial status and resources need to be strengthened for professional development of teachers for quality enhancement of higher education.

Kashung (2012) in the research, Higher education among the Tangkhul Nagas and challenges – a study in Ukhrul district of Manipur. The investigator aimed to assess the problems and challenges of higher education in Ukhrul district of Manipur among the Tankhuls made a qualitative and exploratory study using unstructured interview.

This study found out that politicizing of education, irregular power supply and migration of students as the major problems of higher education. In addition, no clear-cut policy on higher education in Manipur, wastage of youths after obtaining University degree, no strict norms for admission, very poor standard of teaching and inadequate facilities, stereotyped curriculum for regional or national development as stated by the principal of D.M. college of Commerce, Imphal. Jamani (2006).

Saikia (2013) carried out an independent work on a study on the problems and prospects of provincialised colleges of Assam under Dibrugarh University. The study was designed with the objectives of identifying the problems related to financial management, academic practices, infrastructural facilities and mode of classroom transaction and analyse its prospects. Population of the study comprised of all the principals, teachers and students of 74 provincialised colleges under Dibrugarh University spreading over 7 districts. However, 27 provincialized colleges of 3 districts were selected as its sample.

The tools employed were: 1. Institutional Data Schedule, 2. Information Schedule, 3. Questionnaire and 4. Educational Aspiration Scale. The study resulted that Developmental grants sanctioned by the state government were insufficient in most of the colleges. Besides, there was very little participation of teachers in terms of academic practices. Moreover, personalized/individual attention could not be given to the students in general classes due to high enrolment percentage of students. The physical facilities were found inadequate and those that were available were not put to proper usage. This study also found that innovative practices for classroom transaction such as seminars, group discussion, team-teaching, buzz-session etc were not given much importance by the teachers which imply that only lecture method was used. The study further indicates significant difference in educational aspirations of the students

among different colleges, which affects the quality of education as well as the institution.

Devi (2014) attempted to work on the Institutional planning and its impact on students academic achievement with special reference to the affiliated colleges under Gauhati University. The objectives of this study were to: 1) conduct a status survey of Institutional planning, 2) compare academic achievement of students in context of colleges having effective and lesser effective institutional planning, and 3) examine the relationship between institutional planning and academic achievements of students.

Population of the study comprised of 84 permanently affiliated degree arts colleges with a sample of 50 colleges. The tools used were Self Developed Institutional Planning Questionnaire, Standardised Organisational Commitment Scale and Opinionnaire. Although the study observed that every college possessed more or less the same level of institutional planning status, the academic achievement of students was found better in the colleges having effective institutional planning in comparison with the academic achievement of students having lesser effective institutional planning. It also results that better institutional planning have a positive impact on the academic achievement of the students. The study further results that 90% college principals emphasised on the need of systematic administrative training and importance of judicious use of decision-making power for bringing desired changes in the collegiate system.

Haokip (2015) examined on the status of Higher Education in the Hill Areas of Manipur – A Critical Study. The investigator based its work on the following objectives: 1. To trace the development of higher education in the hill areas of Manipur. 2. To study the present condition of higher education in hill areas with reference to: a) Management related aspects b) Academic activities c) Financial difficulties and d) Physical infrastructures

This study followed historical and descriptive survey method. Purposive census technique was adopted for the sampling of College Principals and stratified random sampling for the teachers and students was applied for selecting the sample of the study. The sample consists of 18 principals, 132 teachers and 350 students. Questionnaire, interview schedule and personal observation of colleges were the tools used for the study.

1. The study revealed that bigger share of shouldering higher education in the hill areas of Manipur lies with private management right from the beginning as evident from the larger number of colleges falling under private management (61.1%), followed by colleges under government management (38.9%).

2. It was also observed that Arts course was dominating in both the government colleges as well as in private colleges.

3. The curriculum of higher education did not include the history and various aspects related to the people in the hill areas.

4. It was observed that teachers were given freedom to employ any style of teaching methods in the classes where majority (63%) adopted 'lecture method' beside other methods.

5. The study also found that teachers were involved in the evaluation process as most (83.3%) of the college teachers were invited to evaluate the answer scripts by the university authorities. It was further noticed that majority of the principals (55.6%) and teachers (54.4%) were satisfied with overall performance of students in the over-all examination.

6. The study showed that major funds for maintenance and running of the colleges in the hill areas were fees collected from students, government grants, governments fund and private individual contributors.

7. It was found that less than half (42.9%) of the teachers received financial incentives for good performance while the remaining percent of teachers did not get any motivational financial incentives.

8. The study also showed that 100% of the colleges own their college buildings, 66.7% of the colleges have 'students common room', out of which 33.3% of them have separate common room for boys and girls.

9. Although 50% of the colleges claimed the provision of staff quarter to the staffs but only 45.4% of the teachers affirms the availability of such provision in their college and only 24.4% of them availed such accommodation. With regard to students accommodation, 66.7% of the colleges provide hostel facilities to students with limited number of seats.

10. It was found that college infrastructure was adequate in the opinion of very low (5.6%) of the college principals, 30.3% of teachers and 34.3% of the students. It is manageable with half (55.6%) of college principals, 58% of the teachers and 52.3% of the students. It is poor to 38.9% principals, 10.1% teachers and 13.4% students.

Majaw (2015) conducted a study on the progress and problems of higher education in Meghalaya: A case study of North Eastern Hill University and its affiliated colleges. The study consists of 26 colleges affiliated to the university, 337 teachers and 800 students as its sample. Questionnaire and interview schedules were the tools used for the study. It focussed to:

1. study the progress of higher education in Meghalaya since statehood.

2. study the problems of higher education with reference to the following-

    a) Infrastructure facilities b) Administration and Management and

    c) Finance.

3. find out the Academic problems of higher education in Meghalaya-

    a) Curriculum b) Methods of teaching c) Examination d) Co-curricular activities e) Library facilities f) Guidance and Counselling facilities.

    b) find out the problems of college and university teachers relating to professional growth.

    c) identify the status of NAAC accreditation and IQAC activities in the university and colleges.

    The study found out that the university currently had 65 affiliated colleges with increased enrolment of students as well as the number of degrees awarded in post graduate, M. Phil and Ph. D. Introduction of choice-based system along with the semester system was made in the affiliated colleges and university. The study further revealed shortage of qualified and experienced teachers, lack of quality research, lack of proper infrastructural facility, poor study environment, irrelevant curriculum, lack of clear-cut vision among the policy makers, inadequate financial support and poverty as the major problems of higher education in the state of Meghalaya.

Barbhuyan (2017) made a comparative study on the problems and prospects of Muslim women in higher education. The study aimed to find out the problems faced by muslim women in pursuing higher education both in rural and urban colleges. The researcher employed self-structured students questionnaire and self- structured questionnaire for parents. All the degree college going muslim women students of Nagaon district constituted its population with a sample of 10% from each college and 100 parents. The investigator revealed the following facts: 1. Inadequate number of colleges 2. Educational environment was not conducive with no proper infrastructural facilities 3. Muslim women also faced more educational problems as parents had less educational ambitions and conscious which resulted to wastage and stagnation.

Bharili (2017) carried out a work on the professional development and competency of women teachers in higher education in Nagaon district – a study. The investigator designed the objectives to: study the professional development of women teachers, facilities provided for their professional development, the constraints faced and their teaching competencies. This study adopted descriptive survey method. The population and sample of the study consists of 298 women teachers working in professional and general degree colleges in 29 colleges.

The tools employed under this study were Self Constructed Information Schedule and General Teaching Competency Scale. The study resulted that there was no remarkable difference of academic background of the respondents in all education level. It was observed that there was provision of high-level facilities for the professional development of college teachers working both in rural and urban areas. However, the respondents faced constraints in attending various professional development courses and in the case of teaching competency skill, majority of the respondents have only average or moderate level.

Kakati (2017) in a study on the Administrative Behaviour of College Principals and its Relation to College Climate, the investigator focussed to study the administrative behaviour of rural and urban college principals on planning, organisation, communication and decision-making and to examine the climate of the affiliated colleges. Population of the study comprises of all the provincialised general arts colleges out of which 46 principals and 474 teachers were selected as respondents.

Administrative behaviour scale and College climate questionnaire were the tools used following descriptive survey method.

The study revealed that college climate of different colleges are not the same 41%, 22% and 37% have high, average and low climate respectively. The study also reveals that administrative behaviour of principals effect the climate of the colleges in the urban as well as in rural area.

Hazarika (2018) explored on the perception towards privatization of higher education - a study on the teachers of undergraduate colleges. This study aimed to identify the perception of the college teachers towards privatization in relation to finance, infrastructure, academic and quality and make a comparative study of the rural and urban, male and female teachers towards privatization. The population comprise of all the college teachers teaching in the undergraduate arts/science/commerce of Kamrup district. However, the sample was confined to 300 college teachers (13% of the population) where 150 each of male and female were selected. Questionnaire was used for data collection.

The study found out that one serious issue of public education was financial crisis. It also shows that teachers were in favour of autonomy of private higher educational institutions in administration and management. The respondents further viewed that private institutions don't provide better infrastructural support to the students. With regard to academic facilities, most of the respondents viewed that growing private colleges and universities lead to academic exploitation and corruption. From the study, it was found that there is significant difference with regard to locality and gender on privatization of higher education.

Mar (2018) carried out a study on the professional ethics and development of teachers in higher education in Nagaland. The investigator aimed to a) examine the general perspective of teachers towards their profession. b) find out issues related to professional ethics of teachers and c) study the problems faced by teachers in their carrier advancement.

Descriptive method was adopted for the study with a sample of 31 general secular colleges, 31 principals, 405 teachers and 459 students covering 10 districts of Nagaland. Questionnaire was the main tool of the research.

This study revealed that majority (92% government and 75.98% of private colleges) of the teachers enjoyed teaching as their profession. It also found out that majority of the respondents, 88.66% government and 80.78% private were competent enough to teach and are confident with the teaching method used. More than 50% of the principals from both government and private agree that teachers utilize teaching time judiciously, complete the syllabus on time as per lesson plan and discharge professional responsibility satisfactorily. However, in regard to teacher's ethical relation with colleague, the study found out that there seems to be lacking in certain areas. Few of the principals (18.81% of government) expressed that teachers misuse leave facility. Study also showed that more than half of the teachers (50.56% government and 71.17% private) do not maintain membership of any professional group. The study also found out that majority of the teachers did not carry out any research paper or projects works as such.

Nesamani (2018) conducted a critical study on the status of the Colleges of Education in Tamil Nadu with special reference to autonomous and non-autonomous Colleges of education. The objectives were: 1. To critically examine physical features, academic, human resources, staff quality, student, staff-welfare, examination, innovations, linkages with other institutions and management and 2. To find out any significant difference between the status of the autonomous and the non-autonomous colleges of education.

The investigator adopted descriptive method with a sample of 9 autonomous colleges and 18 non-autonomous colleges using questionnaire, a scoring sheet and a checklist. The study revealed that the autonomous colleges of education were functioning better than the non-autonomous in all the functioning aspects.

Yashii (2018) made a research on the Performance of Government and Private Colleges in Nagaland: A comparative study. The study aimed to a) analyse the teaching techniques employed by the teachers of government and private colleges. b) compare the available infrastructure and facilities. c) compare the academic performance of government and private colleges and d) study the problems faced by government and private colleges.

The investigator adopted descriptive method with a sample of 12 principals, 150 teachers and 300 students from government and private colleges. Questionnaire and interview schedule were the research tools used for the study.

The study revealed the following findings:

a) Teaching techniques such as lecture method, dictation, demonstration, power point presentation, group activity, seminar, group discussion, project works, team teaching, class test, assignment, distribution of hand outs and panel discussion were found to be practiced by the teachers in both government and private colleges.

b) Infrastructural facilities in terms of college building, quarter facilities for teaching and non-teaching staffs, hostel provision for both boys and girls, toilet facilities for teachers and students, computer room, auditorium, hall for indoor games, guidance and counselling room, drinking water facilities, canteen, toilet and ramps for Persons with Disabilities were found to be significantly better in private colleges than in the government colleges.

c) It also found out that incompetency, lack of dedication and inability of course completion by the teachers as well as irregularity and lack of interest from the students contributed to low academic achievement in the colleges.

d) The study further indicated that colleges faced problems due to lack of adequate teaching and non- teaching staffs, shortage of ICT facility, lack of dedicated no-teaching staffs as well as teachers and students absenteeism.

B) **Studies related to Professional colleges**

Bhatnagar (1988) attempted to carry out a study of the development of tools for supervision and evaluation of student-teaching and practical work in the colleges of education. The study was intended to: 1. identify activities under student teaching and other practical work in the B. Ed curriculum, and 2. develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in the B. Ed courses. Rating scales were used as the tools for the study.

The findings stressed on the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the

country. Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

Dash (1990) made an attempt to assess on the Development of higher education in Orissa (1936-85). The investigator aimed to analyse the different aspects of higher education in general, and professional education in different branches.

Major findings of the study:

1. From the period 1936 to 1947, the progress of higher education in the state of Orissa was noticed in the fields of general education and law, to which the number of colleges increased to 13.

2. The state of Orissa made rapid strides in terms of higher education from the year 1947 to 1985 with the establishment of four universities, three medical colleges, engineering colleges, research institutes in physics and life sciences, and an art college, a music college, teacher-training colleges and law colleges. In the year 1966, 76 colleges were established in Orissa and by the year 1979, the state had 138 colleges with 38 colleges run by government and 100 colleges under non-government.

   In between 1980 to 1982, the number of colleges rose to 223. In 1983, there were 306 general colleges and 91 professional colleges, under three universities, raising the number of colleges to 397, with postgraduate and M. Phil. facilities in 53 and 42 colleges, respectively. And in the year 1985, the junior college level classes were bifurcated and the intermediate level two-year programme became affiliated to the council of higher secondary education.

3. The administration of higher education was carried out by the directorate of education and the department of education, government of Orissa.

4. Basic education was introduced as a landmark in the professional preparation of teachers in the Basic Training College, Angul.

Walia (1992) addressed on the Secondary teacher education programme in northern India: an evaluative study. This study was based on the problem of curriculum of

teachers' education at the secondary level. The objectives of the study were: 1. To analyse the curriculum of teacher education at the secondary level. 2. To discover the weaknesses and dysfunctional of the curriculum and practices at this level of teacher, and 3. To work out a functionally useful teacher education programme for the country. Questionnaire was used for data collection of the study.

The study found out that 1. The curriculum of secondary teacher education lacked uniformity and clear-cut definition. 2. Majority of teacher education institutions had late admissions. 3. Provisions for the optional/specialization paper ranged from four which only one paper was to be selected, and 4. Four-year teacher education programme was preferred to the existing one-year B. Ed programme.

Haokip (2015) examined on the Status of Higher Education in the Hill Areas of Manipur – A Critical Study. The investigator based its work to trace the development of higher education in the hill areas of Manipur.

This study followed historical and descriptive survey method. Purposive census technique was adopted for the sampling of College Principals and stratified random sampling for the teachers and students was applied for selecting the sample of the study. The sample consists of 18 principals, 132 teachers and 350 students. Questionnaire, interview schedule and personal observation of colleges were the tools used for the study.

The study revealed that professional education was almost completely and practically absent or missing except for a lone law college in the hill areas of Manipur.

Kikon (2020) addressed on the Quality of Teacher Education in Nagaland by applying descriptive method of study with a sample of 680 student-teachers, 206 teacher educators and 18 principals. Interview and questionnaires were used for data collection in the present study.

Objectives of the study were to:1. identify the progress of teacher education in Nagaland. 2. examine the status of teacher education in Nagaland in terms of: a) Physical Infrastructure b) Administration c) Curriculum d) Academic facilities. 3. study the problems of teacher education in Nagaland.

The study revealed the following findings:

1. Teacher Training Institutes in Nagaland began as Junior Teachers Training Institute (JTTI) in 1954, later the state government in collaboration with the North Eastern Hill University established Nagaland College of Teacher Education (renamed as State College of Teacher Education) in 1975 for imparting B. Ed course. The study showed evidence in the growth of teacher educational institutions/colleges in Nagaland after 20 years.

2. It was found out that in 1991, all Junior Teachers Training Institute (JTTI) were upgraded to District Institute of Education and Training (DIET) under National Policy of Education 1986. Later in 2014, the State College of Teacher Education started offering M. Ed programme.

3. The study revealed that the state at present had 8 DIETs, 2 private TTI, 2 government B. Ed, 6 private B. Ed and M. Ed institutions/colleges.

4. It also revealed that teacher educators and student-teachers of government and private colleges faced infrastructural problems due to overcrowded due to small and inadequate classroom, poor condition of institutions/colleges buildings and no proper electricity connection.

5. The study observed that non-availability and lack of adequate non-teaching staff in both government and private colleges hampered administration system as stated by teacher educators, student-teachers and principals. Besides, improper advertisement, selection and political interference in the recruitment of teacher educators was found in the government colleges.

6. It was further revealed that colleges faced problems stating the vastness of curriculum, limited time in completing the syllabus and other related practical activities besides classroom teaching.

7. The study also found out that colleges also faced academic problems such as ill-equipped classrooms with no proper learning facilities, innovative method of teaching rarely used, lack of laboratory and internet facility, insufficient reading and reference materials, lack of time, research facilities and funding, etc.

Suokhrie (2021) made a study of the assessment and evaluation practice of secondary teacher education programme in Nagaland, with the objective to 1) examine the

assessment and evaluation practice in relation to curriculum. 2) study the problems in relation to the conduct of and declaration of sessional work and end semester examination and 3) find out the problems faced by the teacher educators in the process of assessment and evaluation of secondary teacher education programme.

The study revealed that assessment and evaluation in the secondary teacher education institutions were based on the two components, i.e. continuous internal assessment and end-semester written examination. Theoretical assessments were carried out based on assignments, class tests, group discussion, seminars, projects and written internal examinations. Evaluation was done for practical papers like Enhancing Professional Capacities (EPC) related activities, internship, viva voce and practice teaching. It was also observed that the institutions faced problems in locating schools for internship programme, lack of resources and facilities for conducting practical activities, University not specifying sessional works for each programme/semester as well as late declaration of result, less supporting staffs, irregularity of student-teachers, late submission of assignments by the student-teachers, teachers not properly trained and oriented in the areas of assessment and evaluation.

The study further revealed that teacher educators faced problems in the assessment and evaluation process due to the following reasons:1. Inability to comprehensively assess the large number of student teachers. 2. Lack of co-ordination among teaching and non-teaching staffs in the institutions. 3. Lack of trust amongst student-teachers and head of the institutions towards teacher educators internal marking. 4. Lack of common and uniform guideline and format for internal assessment in all the secondary teacher education institutions in the state.

2.3 Summary of the Review of Related Literature

Researches indicate that education in the country has expanded in a remarkable way, particularly in the post-independence period with an impressive quantitative growth even in the higher education sector in general and professional courses in India as well as in Nagaland. However, the standards of college education system have many issues of concern at present, the lack of adequate infrastructural facilities, intake of students disproportionate to the optimum capacity of an educational institution. Certain aspects of curriculum development and methods used for content transaction at the undergraduate

level also need deliberation for quality education. Besides, administration system and financial stability needs to be put to a check. The disturbing gap between professional and general education needs to be bridged. Moreover, the process of learning and performance must be effectively combined as part of the University curriculum for qualitative improvement.

The present reviews made in this current chapter revealed on the different issues accountable for the problems of colleges (General and Professional).

In the works of **Benal, B.I.,** (1987), **Saikia, Indira.,** 2003, **Tripathi, R.S.,** (1992), **Haokip, Thenkhogin.,** (2015) and **Kikon, A. Ethel.,** (2020) indicates that there was quantitative growth of institutions with no qualitative improvement in terms of the infrastructural facilities and learning resources in facilitating the needs of the learners which is also mirrored in the present study. This study also highlights the expansion of colleges along with the increase in student enrolment for higher learning however infrastructural facilities and support services were found to be inadequate in accommodating the needs of the teachers and students. Consequently, qualitative development of the colleges was observed to be lacking as its available resources and support services in terms of the academic facilities provides a lot of insight in recognizing the status of any educational institution.

The studies conducted by **Joseph, T.M.,** (1987), **Buam, Berylda Hedi-Pati.,** (1989), **Tripathi. R.S.,** (1992), **Bose, P.K., et al.,** (1982), **Walia, K.,** (1992), **Roy, Bani Burman.,** (2004), **Haokip, Thenkhogin.,** (2015) and **Kikon, A. Ethel.,** (2020) provides a strong foundation to the present study which underlines that curriculum was not designed as per the needs of the people stating that the existing courses and programme of studies had no relevance to the contemporary need as well as the curriculum was found irrelevant and not as per individual and societal needs and aspirations. Thus, affecting the status of college students, teachers and the principals in the contemporary society and also on the kind of problems encountered. In this regard, **Imlisunup,** (2018) on "the status of Higher Education in Nagaland", has rightly stated that the colleges in Nagaland need to diversify its courses and venture into professional and vocational courses to eradicate the unemployment problem in the state.

The need for adopting innovative practices beside using lecture method in relation to content transaction was emphasised in the present study, which was also

revealed in the research carried out by **Guild, Patricia O'Rourke Burke.,** (1980), **Prasado, Rao., T.F.W.,** (1984), **Gupta, S.K.,** (1990), **Tripathi. R.S.,** (1992), **Matney, Malinda M.,** (2001), **Bailey, Keith D.,** (2002), **Saikia, Indira.,** (2003), **Kashung Zingran Kengoo.,** (2012) **Haokip, Thenkhogin.,** (2015), **Kikon, A.Ethel.,** (2020) and **Manly, Catherine A.,** (2022). Thus, the present study is in support of evolving innovative techniques/methods for effective teaching and learning as well as the mechanism utilized in evaluating student's progress in the affiliated colleges. Correspondingly, **Bailey, Keith D.,** (2002) has also suggested for a blended learning strategy to help increase students perception of student-to-teacher interaction and the need to explore other learning strategies to increase the level of student-to-student interaction in the process of content transaction.

Besides, the present study also pointed out on the issues relating to poor standard of the existing examination and evaluation system which is also being highlighted in the works conducted by **Benal, B.I.,** (1987), **Bhatnagar, T.N.S.,** (1988), **Tripathi. R.S.,** (1992), **Ahsan, Sumera.,** (2018) and **Suokhrie, K.,** (2021). Hence, there is a felt need for evolving innovative techniques and mechanisms in evaluating student's progress for quality enhancement of college education in the state. An observation made by **UGC (2021)** in the '*Quality Mandate for Higher Education in India*' also reflects that the current evaluation or examination in the colleges was found to be "rigid and tests rote learning rather than focussing on broader skills". In regard to this, **Bhatnagar, T.N.S., (1988)** has laid stressed on the need of developing common tools for assessment of students activities and other practical work for all universities in the country.

Pallai, J.K, and Mohan, S, (1986) studied on the semester system which provides a base on the present research a critical study on the problems of colleges affiliated to Nagaland University. The study showed that respondents in majority were in favour of semester system gearing the students to a tight schedule for which uniform working days and dates be fixed for colleges to function.

On the provisions for the professional growth and development of teachers in the colleges, the present study found that majority of the teachers do not get much opportunities, which was also revealed in the works of **Banerji, A., Pylee, M.V** (1984), **Joseph, T.M** (1987), **Benal, B.I** (1987), **Finlay-Parker, Claudia Jocelyn.,** (2002), **Roy, Bani Burman.,** (2004), **Majaw, Edelbert Badonbok.,** (2015), **Nesamani, M. Alice**

Elizabeth., (2018) and **Kikon, A. Ethel.,** (2020) that there was no qualitative improvement towards teachers in updating their knowledge neither looked into their academic confrontations (unfair appointments, promotion, non-payment of emoluments, poor working conditions) with no consistent effort been made by the university authorities. However, Teachers competency resulted in terms of intelligence, emotional stability, trusted nature, self-sufficiency as rightly stated by **Sathiyagirirajan, S** (1985) in the study, competency, personality, motivation and profession perception of college teachers. This implies that there is a need to encourage, check and improve teachers professional development in teaching, as they need to grow and update themselves as echoed in the study made by **Rivera Torres, Carmen Ana.,** (2002) and **Khalili, Ola M.,** (2010) while ensuring that it should not be at the cost of the students.

The need to improve upon the college administration system as per present study in terms of planning academic activities, judicious use of decision-making power, appointment of adequate teaching and non-teaching staffs to cater to the smooth functioning of the institutions was also seen in the studies conducted by **Rupanjali, D.,** (2014), **Kakati, K.,** (2017), **Yashii, V.,** (2018) and **Kikon, A. Ethel.,** (2020). As such, timely appointment of the required faculties (teaching and non-teaching) need to be made to cater to the administrative work and management of the colleges in the state.

The present study also brings to light the poor financial status of the colleges stating that insufficiency of financial grants/inadequate funding as one root cause in managing the institutions which was also indicated in the findings made by **Roy, Bani Burman** (2004), **Muhammad Majid Khan,** (2010), **Saikia, Indira.,** (2013), **Majaw, Edelbert Badonbok.,** (2015), **Francis Goode,** (2017), **Hazarika, Dulal.,** (2018), **Kikon, A. Ethel.,** (2020) and **Aslami, Hasssan.,** (2021) the need for strengthening financial status, systematic planning of infrastructure and learning resources for professional development of teachers for quality enhancement of higher education. As education in this present juncture suggests that any educational system must determine its vitality by how well it responds to the educational needs of the individual as well as the community. Thus, this calls for an urgent need to focus and extensively improve the unstable financial status of colleges located in rural as well as in urban areas of both government and private run institutions in the state. Moreover, with limited intake capacity, thereby generating insufficient revenues by the college itself, State funding ought to be greatly enhanced for better management of the colleges in Nagaland.

Muhammad Majid Khan, (2010) in the work "issues of access in public and private higher education institutions in Islamabad, Pakistan" found students experiencing different kinds of challenges at public and private higher education institutions which include availability of academic advisors, qualified teachers, academic culture inside and outside the classroom and cost associated with the degree program. On a parallel note, "a qualitative study on the approaches to Ghana's higher education challenges" undertaken by **Francis Goode,** (2017) resulted in a variety of challenges that limited access to and participation in higher education including: financial issues, lack of preparation in critical thinking, inadequate academic facilities, and inequitable distribution of education subsidies. The study further points towards the need for campus-based career development programs, partnerships with business organisations, and employable skills and work experience.

2.4 IMPLICATIONS OF LITERATURE REVIEW

In the present study, the investigator had reviewed a total of 50 (fifty) related literature, categorised under two (2) headings i.e. studies done abroad (21) and the studies carried out in India (29) in chronological form which had been undertaken by different researchers and authors. Thus, it is evident from the aforementioned works that there exist various problems and challenges of college education system in other societies as well as in Nagaland relating to issues such as infrastructural facilities, curriculum, methods/techniques used in teaching, examination and evaluation system, administration system, financial support system, etc. However, it was observed that the studies reviewed under the present work were at large concentrated on the progress and problems of higher education.

Besides, it was also found that no work has yet been undertaken on "A critical study on the problems of colleges affiliated to Nagaland university", in particular on the problems of general and professional colleges in the state. Therefore, in order to fill this gap, the investigator felt imperative to undertake a research and therefore planned and executed the present study.

The present study is descriptive in nature.

CHAPTER – 3

METHODOLOGY OF THE STUDY AND PROCEDURE

CHAPTER – 3

METHODOLOGY OF THE STUDY AND PROCEDURE

3.0   INTRODUCTION

Methodology in research is a technique to systematically resolve the research problem. Research methodology is of utmost significance as it is necessary for the researcher to carry out a research work in a more systematic and well-planned manner. It may be understood as a science of studying how research is done logically. Research methodology describe the various steps of the plan of action to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of the terms used, the preference of issues for investigation, the validation of data, and the processes of inference and generalization.

The present study has adopted the descriptive survey method of research. This method was adopted as it was found to be the most suitable means for obtaining information relating to the problems of colleges in the state. Descriptive research studies are devised to attain relevant and accurate information concerning the current status of phenomena and whenever possible, to draw general conclusions from the facts discovered. Descriptive research is a method which involves gathering data that describes events and then organises, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution (Glass and Hopkins, 1984).

This present chapter incorporates the design of the study, population and sample used, tools used, sources of data, collection of data, statistical techniques used and the analysis and interpretation procedure.

3.1   DESIGN OF THE STUDY

The present study is designed using Descriptive survey method to critically examine the problems of colleges affiliated to Nagaland University.

3.2   POPULATION OF THE STUDY

The population of the present study consists of all the Colleges/Institutions (General and Professional) in the state which comprised of 68 colleges from the 10 (ten) districts of the state. Detail information about the general and professional colleges and

the number of the college Principals, Teachers and Students are shown in the table below.

Table No. 3.1: Population of the study

Types of Colleges	No. of Colleges & Principals	No. of Teachers	No. of Students
General	55	1340	29,388
Professional	13	115	1534
Total	**68**	**1455**	**30,922**

Source: *Annual Administrative Report, 2020-21 Department of Higher Education Nagaland: Kohima.*

The above table is a clear representation of the total population of the study which comprises of 68 college principals, 1455 teachers and 30,922 students from the 10 districts of the state consisting of both general and professional colleges.

3.3   SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

Sample is a selected group of some elements from the totality of the population. It is from the study of this sample that something is known and said about the whole population. A representative sample is a sample which has all those characteristics present in the same amount or intensity in which they are found in the population.

For the present study, simple random sampling technique was applied in order to draw sample of the college principals, teachers and students. Altogether 17 (seventeen) affiliated colleges comprising of both general and professional from 10 (ten) districts of Nagaland were selected for the study.

The sample of the present study is indicated in the following table no. 3.2.

Table No. 3.2: Total Sample of the Study

Type of Colleges	Number of Principals	Number of Teachers	Number of Students
General	10	270	600
Professional	7	60	400
Total	**17**	**330**	**1000**

The above table indicates the total sample of the study comprising of 17 college principals, 330 teachers and 1000 students from both general as well as professional colleges.

Besides, Purposive sampling technique was adopted for conducting interview with the 2 (two) stakeholders of higher education in the state.

3.4   TOOLS USED FOR DATA COLLECTION

In order to investigate and obtain answers to the present research study, data was collected by the investigator with the help of Questionnaire and Interview schedule for assessing the problems prevailing in both general and professional colleges of Nagaland. The investigator developed self-constructed questionnaires and interview schedule, since there were no ready-made/available tools for conducting the present study.

The following two tools were constructed and employed for collecting evidence required for the study:

i. Three (3) sets of questionnaires were prepared for the Principals, Teachers and Students of both general and professional Colleges.

ii. Interview schedule was developed by the investigator keeping in view the objectives of the study for Director of Higher Education, Department of Higher Education, Government of Nagaland and Director of College Development Council, Nagaland University.

3.4.1   Construction of Questionnaires

Prior to formal distribution and despatch of the questionnaire, the first draft of questionnaire was framed keeping in mind the objectives of the study. The investigator developed three (3) sets of questionnaires for the college principals, teachers as well as students of both general and professional colleges. Thereafter, the questionnaires were submitted to the supervisor for suggestions and correction in order to suit the purpose of the study. Considering the suggested modifications and corrections given by the supervisor, a preliminary try-out of the questionnaires was made to test the validity and reliability of the tool. questionnaires from the respondents.

a) Pilot Study

Consequently, the questionnaires comprising of closed and open-ended questions was administered in four colleges of Kohima and Dimapur district, two each in general as well as professional colleges to 4 (four) principals, i.e. 2 principals of general colleges and another 2 principals of professional colleges, 37 (thirty-seven) teachers, i.e. 21 teachers from the general and 16 teachers from the professional colleges and 270 (two hundred seventy) students, i.e. 140 students from the general and 130 students from the professional colleges in the month of January and February, 2019.

The pilot study was carried out in order to find out the respondent's level of understanding the questions in the questionnaire and also examine the response level to each individual questions.

After completion of the pilot study, the investigator thoroughly examined the response level of the questionnaires received from the respondents after which the vague and un-attempted questions were analysed and modified and were sent to three (3) experts (two from the Department of Education and one from the Department of Teacher Education, Nagaland University) for further modification (feedbacks, comments, etc if any) for establishing content validity and to obtain suggestions for any improvement. Thus, the suggestions and corrections given by the experts were incorporated after which, the final draft of the questionnaires was prepared and finally administered to the selected sample for data collection.

b) Description of Questionnaire

The set of questionnaires developed for the principals of General and Professional colleges comprised of 50 questions each, while the set of questionnaires intended for the teachers of General and Professional colleges contained 61 questions each and the set of questionnaires designed for the students of both general and professional colleges consists of 40 questions each.

The questionnaire focused on the following categories:

1. *Profile of the colleges*: Questions relating to the type of management, nature of affiliation, location, approved courses offered, etc.

2. *Resources/ facilities*: Questions and opinions on the various infrastructural facilities and its availability.

3. *Academic*: Questions and opinions concerning with the existing courses, internship, methods of teaching, examination and evaluation system, publication, co-curricular activities, etc.

4. *Administration and Finance*: Questions and opinions relating with faculty position, decision-making, feedback and incentives, salary, etc.

5. *Inspection and supervision*: Questions and opinions/views with regard to timely inspection and supervision.

6. *Problems*: Questions and opinions pertaining to the major problems encountered by the Principals, Teachers and Students.

7. *Suggestions*: Questions and views/opinions relating to bring about improvement of colleges/higher educational institutions in the state.

3.4.2 Construction of Interview schedule

The investigator constructed an interview schedule for collecting relevant information from the Director of Higher Education and Director of College Development Council, Nagaland University to supplement information through the questionnaires. The interview schedule was designed to collect information relating to the problems of colleges (general and professional) affiliated to Nagaland University keeping in mind the objectives of the study.

3.5 DATA COLLECTION

For the present study, the data was collected from two sources viz. Primary and Secondary sources.

I. **Primary sources:** - The primary data for the present study was collected using the questionnaire and interview method. Primary Data were collected from the administered questionnaires and interview schedules. Questionnaires were personally handed over to the respondents. Personal interviews were also conducted to collect information and facts to a set of pre-conceived questions from the respondents.

II. **Secondary sources:** - The secondary data for the present study was collected from a variety of published and un-published books in the library, authentic government and non-governmental office publications, magazines, newspapers, journals and the internet.

3.6   PROCEDURE FOR DATA COLLECTION

The subsequent procedures were followed in collecting data from the respondents:

3.6.1   Mode of data collection through questionnaires

For collection of data through questionnaire, the investigator collected the data by personal visitations to 11 (eleven) colleges and also by mailing of the questionnaires to 6 (six) colleges from the month of July to October 2019 to the selected sample of the study.

3.6.2   Mode of data collection through interview schedule

The investigator personally conducted the interview of the Director of Higher Education, Department of Higher Education, Kohima, Nagaland and Director of College Development Council, Nagaland University through face-to-face and telephonic interview in the month of August and November 2021.

3.7   STATISTICAL TECHNIQUES USED

After collecting the data from the respondents, the investigator organised the raw data collected and then classified it into different categories for analysing and interpretation. Responses received from the respondents were tabulated and counted from the various items of the questionnaires. The data were then further converted and calculated in terms of percentages for valid generalization. Thus, the responses collected were tabulated and interpreted by applying simple statistical technique such as average and percentages.

3.8   ANALYSIS AND INTERPRETATION OF DATA

The data collected were analysed both quantitatively and qualitatively. Analysis of data was done by manual counting and marking of frequencies, followed by

use of electronic calculators for its accuracy. After which, data were then placed in tables and charts suitable to the kind of data for illustrative presentation and clarity of understanding.

After the analysis procedure, interpretation of recorded data was made independently according to category and table wise. Interpretation of data was made based on the responses given in the questionnaires and the data collected through interviews were composed and presented independently in an explanatory/essay manner. The details are presented in Chapter - 4

CHAPTER – 4

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER – 4

ANALYSIS AND INTERPRETATION OF DATA

4.0   INTRODUCTION

       This chapter presents a detailed analysis and interpretation of data collected through questionnaires and interview schedule. Responses to the questionnaires are carefully analysed and meaningfully interpreted in order to get a vivid picture out of the data collected from the respondents using the research tools. The information gathered from the research tools are presented in this chapter. With regard to the profile of affiliated colleges in Nagaland, the investigator had collected the data mainly from the government reports and relevant books.

       The present chapter has been categorized into four (4) sections, based on the objectives of the study. It includes analysis and interpretation of data received from the questionnaires - both general and professional colleges and data received through interviews. The data received through questionnaires were carefully and meaningfully categorized, analysed and interpreted with the illustrations in tables in order to give a clear picture out of the raw data collected. Whereas, textual interpretation was made for the data received through interviews in separate section.

Analysis and interpretation of data are presented under 4 (four) sections as follows: -

4.1 SECTION - 1

In this section, Table No. 4.1.1 – 4.1.30 reveal analysis and interpretation of data on the Principals of general and professional colleges.

4.2 SECTION - 2

In this section, Table No. 4.2.1 – 4.2.39 presents analysed and interpreted data on the teachers of general and professional colleges.

4.3 SECTION – 3

In this section, Table No. 4.3.1 – 4.3.22 shows analysis and interpretation of data of the students both from general as well as professional colleges.

4.4 SECTION – 4

This section consists of data collected from the Director of College Development Council, Nagaland University and Director of Higher Education, Department of Higher Education, Government of Nagaland, Kohima.

SECTION - 1

4.1 ANALYSIS OF THE DATA COLLECTED FROM THE PRINCIPAL OF GENERAL AND PROFESSIONAL COLLEGES

In this section, the analysis and interpretation of the data will be based on the information gathered from Principal of ten (10) General colleges and seven (7) Professional colleges.

4.1 Profile of the Respondents

Table No. 4.1.1: Bio-data of Principal

Type of colleges	Gender			Experience as Principal		
	No. of response	**Male**	**Female**	**1-5 years**	**6-10 years**	**10 years +**
General N=10	No. of response	4	6	10	0	0
	Percentage	(40%)	(60%)	(100%)	(0.00%)	(0.00%)
Professional N=7	No. of response	4	3	3	3	1
	Percentage	(57.14%)	(42.85%)	(42.85%)	(42.85%)	(14.28%)

Table No 4.1.1 shows information of the 10 (ten) general college Principals which consist of 40% male and 60% female as head of the institution where 100% of the principals have administrative experience of 1-5 years.

It also reveals that out of the total 7 (seven) Principals of professional colleges, 57.14% principals constitute of male and 42.85% female as the head of the institution. The study also found out that 42.85% each of the principals possessed 1-5 years and 6-10 years of experience respectively whereas only 14.28% of principals have administrative experiences with 10 years and above.

Table No 4.1.2: Academic qualification of Principals

Type of Colleges	Academic Qualification								
	M.A	**B. Ed**	**M. Ed**	**LLM**	**B. Tech**	**M. Tech**	**M. Phil**	**Ph. D**	**NET**
General	9	2	0	0	0	0	1	7	2
	90%	20%	0.00%	0.00%	0.00%	0.00%	10%	70%	20%
Professional	5	4	2	2	1	1	1	2	2
	71.42%	57.14%	28.57%	28.57%	14.28%	14.28%	14.28%	28.57%	28.57%

*M. A – Master of Arts, B. Ed – Bachelor of Education, M. Ed – Master of Education, LLM – Master of Laws, B. Tech – Bachelor of Technology, M. Tech – Master of Technology, M. Phil – Master of Philosophy, Ph. D – Doctorate of Philosophy, NET- National Eligibility Test.

Table 4.1.2 shows information on the educational qualification of the principals. It is observed that 90% principals of general colleges were post-graduates. Additional qualification along with graduate and post-graduates were held by all the principals under study where 70% had Ph. D degree, 20% each with B. Ed and NET qualified while 10% of principals possessed M. Phil. degree.

The above table also indicates educational qualification of the principals of professional colleges where 71.42% were post-graduates with a majority of 57.14% having additional qualification of B. Ed degree. In the additional qualifications, 28.57% principals had additional qualification of M. Ed, LLM, Ph. D and NET.

Other 14.28% of principals possessed additional qualifications of B. Tech, M. Tech and M. Phil degree respectively.

Table No. 4.1.3: Institutional profile (1)

Type of Colleges		Management		Location	
		Government	Private	Rural	Urban
General	No. of response	7	3	6	4
	Percentage	70%	30%	60%	40%
Professional	No. of response	2	5	0	7
	Percentage	28.57%	71.42%	0.00%	100%

Table No. 4.1.3 highlights institutional profile in terms of the type of management and location of the colleges under the present study. Out of the total respondents, 70% of the general colleges were managed by Government and 30% privately managed. 60% of the colleges were located in rural while 40% of colleges are from urban areas.

The table further indicates that 28.57% of professional colleges were under the management of government while a majority of 71.42% were managed privately. On an interesting note, 100% of the professional colleges under study are located in urban areas.

Table no. 4.1.4: Institutional profile (2)

Type of college		Nature of Affiliation		
		Temporary	Permanent	Provisional
General	No. of response	3	7	0
	Percentage	30%	70%	0.00%
Professional	No. of response	0	4	3
	Percentage	0.00%	57.14%	42.85%

65

In regard to the nature of affiliation, majority 70% of principals stated that the colleges were permanently affiliated and 30% of general colleges had temporary affiliation with Nagaland University.

On the other hand, 57.14% of professional colleges have permanent affiliation with Nagaland University and 42.85% colleges with provisional affiliation.

Table No. 4.1.5: Streams/Courses offered in the colleges

Type of colleges	Streams/Courses Offered							
	No. of response	**Arts**	**Sc.**	**Com.**	**B. Ed**	**LLB**	**BBA**	**BCA**
General	No. of response	10	3	1	0	0	0	0
	%	100%	30%	10%	0.00%	0.00%	0.00%	0.00%
Professional	No. of response	0	0	0	4	2	0	1
	%	0.00%	0.00%	0.00%	57.14%	28.57%	0.00%	14.28%

*Sc. Science, Com. Commerce, B. Ed-Bachelor of Education, LLB- Bachelor of Law, BBA- Bachelor of Business Administration, BCA- Bachelor in Computer Application.

With regard to the courses/streams, the above table reveals that all (100%) principals of general colleges offered Arts. While 30% of the colleges offered Science and 10% with Commerce along with Arts.

The table also shows that majority 57.14% of professional colleges offered B. Ed course, followed by LLB with 28.57% and only 14.28% colleges offered BCA course.

Table No. 4.1.6: NAAC accreditation of the colleges

Type of colleges	Accredited by NAAC			Accreditation through NAAC be made compulsory	
	No. of response	Yes	No	Yes	No
General		5	5	9	1
	Percentage	50%	50%	90%	10%
Professional	No. of response	1	6	6	1
	Percentage	14.28%	85.71%	85.71%	14.28%

Table No. 4.1.6 provides information on National Assessment and Accreditation Council (NAAC) under study. It is found that 50% principals of general colleges were positive on NAAC accreditation which was not so in the case of the other 50% of colleges. Most of the colleges accredited by NAAC have Grade B. On the other hand, Majority of 90% of principals felt that accreditation of all affiliated colleges through NAAC be made compulsory to which 10% of principals disagree.

The above table further reveals that majority 85.71% principals of professional colleges stated that the colleges were not accredited by NAAC and only 14.28% were NAAC accredited. Nevertheless, 85.71% majority of the principals expressed the need of college accreditation through NAAC be made compulsory to which 14.28% responded negatively.

4.1.7 Infrastructure

Table No. 4.1.7: Infrastructure available in the colleges

Type of colleges	No. of response	College building		Sufficient accommodation		
		Yes	No	Yes	No	To some extent
General		10	0	1	2	7
	Percentage	100%	0.00%	10%	20%	70%
Professional	No. of response	5	2	2	3	2
	Percentage	71.42%	28.57%	28.57%	42.85%	28.57%

Of the data collected from the general college Principals, the figures shown in Table No. 4.1.7 indicates that 100% of the colleges have college building of their own. However, there was a mixed opinion with the present accommodation of the colleges where only 10% had sufficient accommodation while 70% stated to some extend and 20% expressed its insufficiency.

On the other hand, 71.42% among the professional colleges have college building of their own which was not the case with 28.57%. There was a mixture of opinion with the present accommodation where a majority of 42.85% faced insufficiency while 28.57% stated positively and another 28.57% of the principals expressed to some extent.

Table No. 4.1.8: Residential facilities for teachers and non-teaching and hostel for students

Type of colleges		Residential facilities		
		Teachers	Non-teaching	Students hostel
	No. of response	4	4	7
General	Percentage	40%	40%	70%
Professional	No. of response	3	4	4
	Percentage	42.85%	57.14%	57.14%

The above table no. 4.1.8 reveals that only 40% principals of general colleges stated that the colleges provide residential facilities for teachers and non-teaching staffs while a majority of 70% have hostel provision for students.

With regard to provision of residential facilities in the professional colleges, 57.14% each of the principals stated that colleges provided such facilities for students and non-teaching staffs whereas only 42.85% of colleges provided residential facilities for the teachers.

Table No. 4.1.9: Adequacy of resources/ facilities

Facilities/Resources	General		Professional	
	Adequate	Inadequate	Adequate	Inadequate
	No. of response & %		No. of response & %	
Classrooms	7 (70%)	3(30%)	4(57.14%)	3(42.85%)
Science laboratory	1(10%)	9(90%)	3(42.85%)	4(57.14%)
ICT Laboratory	5(50%)	5(50%)	3(42.85%)	4(57.14%)
Art and Craft	1(10%)	9(90%)	2(28.57%)	5(71.42%)
Library & reading room	6(60%)	4(40%)	4(57.14%)	3(42.85%)
Library books & volumes	5(50%)	5(50%)	5(71.42%)	2(28.57%)
Access to e-Libraries	1(10%)	9(90%)	2(28.57%)	5(71.42%)
Internet facilities	4(40%)	6(60%)	4(57.14%)	3(42.85%)
LCD Projector	8(80%)	2(20%)	3(42.85%)	4(57.14%)
Photo copying facility	6(60%)	4(40%)	6(85.71%)	1(14.28%)
Auditorium	5(50%)	5(50%)	1(14.28%)	6(85.71%)
Transport facility	6(60%)	4(40%)	3(42.85%)	4(57.14%)
Toilet facilities for teachers & students	5(50%)	5(50%)	4(57.14%)	3(42.85%)
Seminar/Conference hall	6(60%)	4(40%)	4(57.14%)	3(42.85%)

Table No. 4.1.9 provides information on the adequacy of infrastructural facilities in the colleges where 80% principals of general colleges stated that there were adequate LCD projectors and 70% found classrooms to be adequate. There were adequate library and reading room, photo-copying facility, transport and seminar/conference hall by 60% of the principals but 40% faced problem with such provisions. Sufficient ICT laboratory, library books and volumes, auditorium and toilet facilities for teachers as well as students was stated by 50% while another 50% found its insufficiency with such resources. 40% of the principals revealed that there was sufficient supply of internet facilities while a majority of 60% were denied of such facility. Data further revealed that

majority 90% of the principals had no science laboratory, Art and Craft resource room as well as access to e-libraries where only 10% of the college principals had such facility.

The above table also indicates that majority 85.71% principals of professional colleges have sufficient photo-copying facility, 71.42% with adequate library books and volumes, and 57.14% principals stated that classrooms, library and reading rooms, internet, toilet facilities and seminar/conference hall were sufficient. 42.85% of the principals revealed that there was adequate science laboratory, ICT laboratory, LCD projectors and transport facilities whereas 57.14% majority of the colleges were found lacking with such provisions. 28.57% of the principals stated that colleges had sufficient Art and craft resource room as well as access to e-libraries however a majority of 71.42% expressed negatively. Only 14.28% of the colleges have adequate auditorium for conducting various programmes of the colleges while a majority 85.71% of the principals revealed its inadequacy.

Table No. 4.1.10: Principal's opinion on the Infrastructural facilities for teachers and students

Type of colleges		Existing infrastructural facilities are found adequate					
		Students			Teachers		
	No. of response	Yes	No	To some extent	Yes	No	To some extent
General		1	3	6	1	2	7
	Percentage	10%	30%	60%	10%	20%	70%
Professional	No. of response	1	2	4	1	2	4
	Percentage	14.28%	28.57%	57.14%	14.28%	28.57%	57.14%

Corresponding to the responses of infrastructural facilities and its adequacy in Table No. 4.1.9, Table No. 4.1.10 reveals that only 10% of principals found the existing infrastructural facilities to be adequate for both students and teachers in the general colleges. Inadequate provision of facilities for the students were revealed by 30% principals while 60% stated to some extent. Similarly, 20% principals expressed that the facilities provided for teachers were found inadequate and 70% opined to some extent.

There was a mixture of opinion as indicated in the above figure among the professional colleges in regard to the existing infrastructural facilities provided for students as well as teachers where 28.57% of principals were not satisfied with the facilities provided,

57.14% expressed to some extent and only 14.28% principals found the existing infrastructural facilities to be adequate.

4.1.11 Academic

Table No. 4.1.11: Principal's view on the existing curriculum

Type of college	Satisfied with the course(s)		Reasons for dissatisfaction with the existing course(s)			
	Yes	No	Not up-to-date	Socially irrelevant	Not comprehensive enough	Missed important content areas
General	6	4	2	3	3	0
	60%	40%	20%	30%	30%	0.00%
Professional	4	3	1	0	1	1
	57.14%	42.85%	14.28%	0.00%	14.28%	14.28%

Table No. 4.1.11 highlights relevance of the existing course with a higher percentage siding its needs and relevance for the individual as well as the society. Inevitably, 60% principals of general colleges expressed satisfaction with the existing courses provided in the institution which was not so in the case of 40% under study stating that the course was not comprehensive enough and socially irrelevant by 30% each respectively while another 20% expressed that the course(s) need to be updated.

The table also indicates that 57.14% principals of professional colleges were satisfied with the existing course(s) while 42.85% expressed negatively. It further revealed that 14.28% of principals did not find the course to be comprehensive enough, others stated that important content areas have been missed out by 14.28% while another 14.28% expressed the need of updating the course(s) with the view that new subjects be included with the change in technology.

Table No. 4.1.12: Semester system

Type of Colleges	Semester system more manageable		
	Yes	No	To some extent
	No. of response & percentage		
General	5(50%)	1(10%)	4(40%)
Professional	7(100%)	0.00%	0.00%

It is observed from Table No. 4.1.12 that 50% principals of general colleges were in favour of semester system, while 40% of the principals agree to some extent but 10% of the principals expressed negatively.

On an interesting note, all the principals (100%) of professional colleges under the present study were affirmative in stating that semester system had made the teaching-learning process more manageable for the students.

Table No. 4.1.13: Practical programme and supervision

Type of colleges	Practical/ Internship programme		Duration		Semester	Supervision during internship	
	Yes	No	1 Month	2 Months	4th/final	Yes	Sometimes
General	0	0	0	0	0	0	0
Professional	4	3	1	3	4	3	1
	57.14%	42.85%	14.28%	42.85%	57.14%	42.85%	14.28%

*Analysis of this table was done taking into consideration B. Ed, BCA and LLB.

It is evident from the above table that general colleges have no internship/practical programme as such.

On the other hand, 57.14% principals of professional colleges stated that there are practical's/ internship programmes in the existing curriculum to which 42.85% disagree. Out of the 57.14%, majority 42.85% of principals send the students for a period of two (2) months internships while 14.28% for a month.

Data further reveals that 57.14% principals of professional colleges send their students for internship in the fourth (4) semester where regular supervisions were carried out by 42.85% while 14.28% principals stated that supervision were done but not on a regular basis.

Table No. 4.1.14: Satisfaction with the existing examination and evaluation system

Type of colleges	Satisfied examination system				Evaluation system		
		Yes	No	To some extent	Yes	No	To some extent
General	No. of response	4	1	5	1	1	8
	%	40%	10%	50%	10%	10%	80%
Professional	No. of response	2	1	4	2	1	4
	%	28.57%	14.28%	57.14%	28.57%	14.28%	57.14%

The Table No. 4.1.14 presents a mixture of opinion where 40% principals of general colleges were satisfied with the existing examination system, 10% dissatisfied and 50% expressed to some extent. It also reveals that only 10% of principals were satisfied with

the present evaluation system, another 10% not at all satisfied while 80% stated to some extent.

Similarly, 28.57% principals of professional colleges expressed satisfaction with the existing examination and evaluation system, 14.28% of principals expressed dissatisfaction and 57.14% principals stated to some extent.

Suggestions for improving the existing evaluation system

For improving the existing system of evaluation, principals of general colleges were of the opinion that evaluation system should:

- Increase weightage for internal assessment (20%).
- Increase weightage for external evaluation (40%).
- Be made aware about the areas/criteria of assessment to the students (50%).
- Provide immediate feedback to the students (90%).
- Observe and supervise all the activities of students for objective process assessment (40%).

The study also observed that for improving the existing system of evaluation in the professional colleges, the principals were of the view that evaluation system should:

- Increase weightage for internal assessment (42.85%).
- Be made aware about the areas/criteria of assessment to the students (42.85%).
- Provide immediate feedback to the students (71.42%).
- Observe and supervise all the activities of students for objective process assessment (57.14%).

Table No. 4.1.15: Co-curricular activities organised in the colleges

Co-curricular activities	General		Professional	
	Yes	No	Yes	No
	No. of response & percentage		No. of response & percentage	
Debates	10(100%)	0(0.00%)	5(71.42%)	2(28.57%)
Quiz	10(100%)	0(0.00%)	3(42.85%)	4(57.14%)
Seminars	7(70%)	3(30%)	5(71.42%)	2(28.57%)
Essay competitions	10(100%)	0(0.00%)	3(42.85%)	4(57.14%)
Workshops	5(50%)	5(50%)	6(85.71%)	1(14.28%)
Science exhibitions	1(10%)	9(90%)	1(14.28%)	6(85.71%)
Drawing/painting	5(50%)	5(50%)	5(71.42%)	2(28.57%)
Excursions/ educational tours	5(50%)	5(50%)	4(57.14%)	3(42.85%)

Community works	8(80%)	2(20%)	5(71.42%)	2(28.57%)
Cultural activities	10(100%)	0(0.00%)	5(71.42%)	2(28.57%)
Music	7(70%)	3(30%)	4(57.14%)	3(42.85%)
Craft works	5(50%)	5(50%)	4(57.14%)	3(42.85%)
Games & sports	10(100%)	0(0.00%)	7(100%)	0(0.00%)
NSS	8(80%)	2(20%)	1(14.28%)	6(85.71%)
NCC	6(60%)	4(40%)	0(0.00%)	7(100%)

Table No. 4.1.15 highlights the co-curricular activities organised in the colleges where 100% principals of general colleges revealed that activities such as debates, quiz, essay competitions, cultural activities and games and sports were conducted while 80% principals stated that community related works and NSS programmes were also carried out in the colleges. 70% principals revealed that the colleges also organised and participated in seminars and music related activities, 60% NCC, workshops, drawing/painting, craft works and excursions/educational tours for the students were organised by 50% of the principals but science exhibition were conducted only by 10% under study.

The table further shows that all the principals of professional colleges organised games and sports as part of the co-curricular activity, 85.71% conducted workshops while activities such as debates, seminars, drawing/painting, community works and cultural activity were carried out by 71.42%. Excursions/ educational tours for students, music along with craft related works were organised and conducted as stated by 57.14% principals, 42.85% of the principals revealed that quiz and essay competitions were organised while only 14.28% conducted science exhibition and NSS but no activity related with NCC was carried out in the professional colleges under the present study.

Table No. 4.1.16: Publications made by the colleges

Type of colleges	College magazine			Journal		
	Total no. of response	Yes	No	Total no. of response	Yes	No
General		10	0		2	8
	Percentage	100%	0.00%	Percentage	20%	80%
Professional	Total no. of response	3	4	Total no. of response	1	6
	Percentage	42.85%	57.14%	Percentage	14.28%	85.71%

In table 4.1.16, 100% principals of general colleges were positive stating that college magazine were published annually. However, only 20% journal publication was made and 80% of principals responded negative.

The table also shows that only 42.85% principals of professional colleges published its annual magazine which was not the case with majority 57.14%. With regard to journal publication, 14.28% principals stated that the colleges publish journal while a majority of 85.71% principals expressed negatively.

Table No. 4.1.17: Faculty development programmes (1)

Type of Colleges	Faculty development programmes		
		Yes	No
General	No. of response	10	0
	Percentage	100%	0.00%
Professional	No. of response	7	0
	Percentage	100%	0.00%

It is observed from the above table that all the principals (100%) of both general and professional colleges encouraged the teachers in attending faculty development programmes.

Table No. 4.1.18: Faculty development programmes (2)

Type of college		Short-term		Long-term			Any other(s)	
	No. of response	Yes	No	Yes	No	No response	Yes	No response
General		10	0	6	0	4	2	6
	%	100%	0.00%	60%	0.00%	40%	20%	60%
Professional	No. of response	7	0	1	0	6	0	7
	%	100%	0.00%	14.28%	0.00%	85.71%	0.00%	100%

Table No. 4.1.18 shows that all the principals of general as well as professional colleges encouraged their teachers to attend short-term courses. On the other hand, 60% principals of general colleges and 14.28% principals of professional colleges encouraged teachers for long-term courses. It also reveals that 20% principals of general colleges support the teachers for other courses such as refresher and orientation courses, research, seminars, conferences, workshops and projects as well.

Table No. 4.1.19: Orientation programmes and guest lecturers

Type of colleges	Orientation programmes improve teaching				Guest lecturers	
	Total no. of response	Yes	No	To some extent	Yes	No
General		9	0	1	1	9
	Percentage	90%	0.00%	10%	10%	90%
Professional	Total no. of response	5	0	2	4	3
	Percentage	71.42%	0.00%	28.57%	57.14%	42.85%

Table No. 4.1.19 clearly indicates that 90% principals of general and 71.42% principals of professional colleges were of the opinion that orientation programmes help the teachers in improving their teaching whereas 10% principals of general colleges and 28.57% principals of professional colleges stated to some extent.

It is also observed that only 10% principals of general while 57.14% principals of professional colleges invited guest lecturers in the college which was not the case with 90% (general) and 42.85% (professional) of the colleges under study.

Table No. 4.1.20: Research related

Type of colleges	Study leave for research works			Teachers are paid during leave		
	Total no. of response	Yes	No	Yes		No
General		10	0	Total no. of response	8	2
	Percentage	100%	0.00%	Percentage	80%	20%
Professional	Total no. of response	5	2	Total no. of response	1	6
	Percentage	71.42%	28.57%	Percentage	14.28%	85.71%

The above table reveals that all the principals (100%) of general colleges under study grant study leave to their teachers for pursuing research works where a good majority 80% of the principals stated that the teachers were paid but 20% principals revealed that there was no provision of salary during leave.

In the case of professional colleges, 71.42% of principals grant study leave to the teachers for pursuing their research works but not with 28.57% principals. Besides, a large majority of principals (85.71%) revealed that the teachers were not paid during study leave and only 14.28% principals stated that the teachers were salaried during study leave.

Table No. 4.1.21: Academic programmes organised in the college

	Programmes	International	National	Regional	State
General colleges	**Seminars**	**1(10%)**	**1(10%)**	**3(30%)**	**5(50%)**
	Conferences	0(0.00%)	0(0.00%)	0(0.00%)	0(0.00%)
	Symposiums	0(0.00%)	0(0.00%)	**1(10%)**	**1(10%)**
	Workshops	0(0.00%)	0(0.00%)	**2(20%)**	**3(30%)**
	Any other(s)	0(0.00%)	0(0.00%)	0(0.00%)	0(0.00%)

With regard to academic programmes in the general colleges, the above table shows that state level seminars were organised by 50% of the colleges at the state level, while 30% of colleges organised seminars at the regional level and 10% each seminar at the national and international level were organised by the colleges.

Besides, symposiums were also conducted at the regional and state level by 10% of the colleges, while 30% of colleges carried out workshops at the state level and 20% at the regional level.

Table No. 4.1.22: Academic programmes organised in the college

	Programmes	International	National	Regional	State
Professional colleges	**Seminars**	0(0.00%)	**1(14.28%)**	0(0.00%)	**4(57.14%)**
	Conferences	0(0.00%)	0(0.00%)	0(0.00%)	**2(28.57%)**
	Symposiums	0(0.00%)	0(0.00%)	0(0.00%)	0(0.00%)
	Workshops	0(0.00%)	**1(14.28%)**	0(0.00%)	**2(28.57%)**
	Any other(s)	0(0.00%)	0(0.00%)	0(0.00%)	0(0.00%)

On the conduct of various academic programmes in the professional colleges, Table 4.1.22 shows that state level seminars were organised by 57.14% of the colleges, while conferences and workshops were conducted by 28.57% of the colleges.

However, seminars and workshops at the national level were organised by only 14.28% each of the colleges.

4.1.23 Administration and finance

Table No. 4.1.23 Sufficiency of teaching and non-teaching staff

Type of colleges	Sufficient teachers			Adequate non-teaching staffs	
		Yes	No	Yes	No
General	Total no. of response	5	5	6	4
	Percentage	50%	50%	60%	40%
Professional	Total no. of response	6	1	3	4
	Percentage	85.71%	14.28%	42.85%	57.14%

It is observed in table 4.1.23 that 50% principals of general colleges have sufficient teachers while another 50% of the college principals faced insufficient number of teachers for teaching various subjects. On the other hand, 60% of principals stated that colleges have adequate number of non-teaching staffs but 40% of the colleges stated insufficient number of non-teaching staffs for catering to the administrative work of the college.

On the sufficiency of teaching faculties in the professional colleges, majority of the principals (85.71%) stated that the college have sufficient teachers while 14.28% principals faced insufficient number of teachers for teaching various subjects. It also reveals that 42.85% of principals have adequate non-teaching staffs but majority of the principals (57.14%) faced insufficient non-teaching staffs in catering various administrative work of the colleges.

Table No. 4.1.24: Regular conduct of staff meetings

Type of colleges	Regular staff meetings		
		Yes	No
General	Total no. of response	9	1
	Percentage	90%	10%
Professional	Total no. of response	4	3
	Percentage	57.14%	42.85%

As shown in the above table, a large majority of the principals (90%) of general colleges stated that regular conduct of staff meetings was carried out which was not the case with 10% of principals.

Likewise, 57.14% principals of professional colleges revealed that regular staff meetings were held which was not so with 42.85% of college principals under study.

Table No. 4.1.25: Administration of the colleges

Type of colleges		Teachers consulted for academic programmes			Teachers are assigned works		
		Yes	No	Sometimes	Yes	No	Sometimes
General	No. of response	9	0	1	3	1	6
	%	90%	0.00%	10%	30%	10%	60%
Professional	No. of response	5	0	2	5	0	2
	%	71.42%	0.00%	28.57%	71.42%	0.00%	28.57%

The above table reveals that 90% of principals in the general colleges consult their teachers in scheduling academic programs of the college while 10% stated sometimes. It is also observed that 30% of principals assigned administrative work to the teachers to which 10% of principals do not agree and 60% principals stated sometimes.

It is also observed that majority of the principals (71.42%) each among the professional colleges consult teachers in scheduling academic programs as well as in assigning administrative work to the teachers whereas 28.57% of the principals each stated sometimes.

Table No. 4.1.26: Academic atmosphere of the colleges

Type of Colleges	Need better academic atmosphere			
		Yes	No	To some extent
General	Total no. of response	5(50%)	1(10%)	4(40%)
Professional	Percentage	5(71.42%)	0(0.00%)	2(28.57%)

Table No. 4.1.26 clearly indicates that 50% principals of general colleges expressed the need of having a better academic atmosphere while 10% of principals are satisfied with the prevailing atmosphere of the colleges and 40% stated to some extent. Data further reveals that majority of the principals (71.42%) of professional colleges felt the need of having a better academic atmosphere while 28.57% principals expressed to some extent.

Table No. 4.1.27: Sources of income

Major sources of income	Type of colleges	
	General	**Professional**
Areas	Yes	Yes
	No. of response & percentage	
Fee collected from students	10(100%)	6(85.71%)
Donations by public/NGOs	3(30%)	0 (0.00%)
Earnings from college agricultural farms	1(10%)	0(0.00%)
Interests from fixed deposits	1(10%)	1(14.28%)
Donations from management board	3(30%)	3(42.85%)
Government grant-in-aid(state)	8(80%)	6(85.71%)
Government grant-in-aid (central)	6(60%)	2(28.57%)
International assistance	0(0.00%	0(0.00%

It is observed in table 4.1.27, one major source of income in the general colleges were fees collected from the students as stated by all the principals (100%), 80% of the colleges received grant-in-aid from the state government while 60% received financial assistance from the central government. Data further shows that colleges also received donation from public/NGOs and management board as revealed by 30% each and 10% each stated that earnings from the college agricultural farms and interests from fixed deposits were other sources of college income under study.

With regard to professional colleges, the major sources of income are fees collected from students and grant-in-aid received from the state government as revealed by 85.71% of the principals respectively, while 42.85% of principals revealed that colleges also received financial help through donations from management board. 28.57% of the principals stated that the colleges also received grant-in-aid from the central government and 14.28% principals stated colleges also generate income through interests from fixed deposits.

Table No. 4.1.28: Educational tours and sufficiency of budget for college activities

Type of colleges	College organise educational tours			Sufficient annual budget for college activities	
	No. of responses & Percentage	Yes	No	Yes	No
General		8(80%)	2(20%)	2(20%)	8(80%)
Professional		4(57.14%)	3(42.85%)	1(14.28%)	6(85.71%)

The above table 4.1.28 indicates that colleges organised educational tours for the students as stated by 80% principals of general colleges which was not so with 20% of

the colleges. On the sufficiency of the annual budget for carrying out various activities of the colleges, majority of the principals (80%) expressed insufficiency and only 20% of the principals noted positive.

Similarly, 57.14% principals of professional colleges revealed that the colleges organised educational tours for students while 42.85% of principals stated negatively. On the sufficiency of college annual budget, the above table indicates that only 14.28% of the principals expressed sufficiency whereas a large majority of the principals (85.71%) felt that the annual budget was insufficient for conducting various activities of the colleges.

The research also found that for organising educational tours for students, colleges render financial support through students fund and contribution from the college.

4.1.29: Role of College Development Council in the functioning of colleges

Table No. 4.1.29: Inspection and supervision of the colleges (1)

Type of college	Inspection of colleges by the University representative			
		Yes	No	Sometimes
General	No. of response	4	4	2
	Percentage	40%	40%	20%
Professional	No. of response	4	2	1
	Percentage	57.14%	28.57%	14.28%

The table no. 4.1.29 presents a mixed opinion where representative from the University inspects the colleges as stated by 40% principals of general colleges which was not the case with another 40% while 20% of the principals stated sometimes.

The table further indicates that professional colleges were inspected by the representatives from the University as stated by 57.14% principals of professional colleges to which 28.57% principals disagree and 14.28% of principals stated occasionally.

Table No. 4.1.30: Inspection and supervision of colleges (2)

Type of colleges		Timely inspection			Satisfied with inspection	
		Nagaland University	Higher Education	No Response	Yes	No
General	No. of response	8	8	2	8	2
	Percentage	80%	80%	20%	80%	20%
Professional	No. of response	7	2	5	7	0
	Percentage	100%	28.57%	71.42%	100%	0.00%

With regard to timely inspection of the colleges, 80% of the general colleges noted positively with inspection being carried out from both from Nagaland University and Higher Education to which 20% of the principals were not contended while a large majority of the principals (80%) expressed satisfaction.

Data also reveals that all the professional colleges (100%) were timely inspected by Nagaland University but only 28.57% of principals noted positive from the department of Higher Education. However, all the principals (100%) expressed satisfaction with the system of inspection.

The study further reveals that the college representatives visit and inspect based on the need of the colleges. It also found that the college authority takes into account the Representative's opinions. The colleges are inspected annually.

With regard to the role and responsibilities of College Development Council, it acts as a facilitator between the affiliated colleges and University Grants Commission (UGC). The council looks into permission, registration, affiliation, inspection, academic improvement, appointment of faculty, infrastructure, enhancing college activities and all developmental activities of the colleges.

Major problems encountered by the Principal of both general and professional colleges

A) Data analysis of the major problems encountered by the Principal of general colleges in Nagaland.

The following problems were revealed by the Principal of General colleges:

1. One major problem expressed by majority of the principal (80%) of general colleges was lack of adequate infrastructural facilities in the colleges in meeting the requirements of teachers as well as students.

2. Majority of the principal (80%) also faced insufficiency of fund for organising various co-curricular activities.

3. Another issue faced by majority of the principal (70%) was the weak educational foundation of students.

4. 60% of principal faced lack of adequate technical staffs to cater administrative work of the colleges.

5. An added issue was lack of developmental funds stated by 60% principal.

6. 50% of the principals expressed insecurity faced by the contract teachers which in turn affected the functioning of colleges.

7. Lack of quality with the existing examination system was expressed by 50% principal.

8. 50% principal faced problems in managing the colleges due to irregular and inadequate teaching faculties.

9. 40% expressed the issue of limited time in wrapping up of the syllabus with the semester system.

10. Another 40% faced financial problem due to lack of developmental funds and low enrolment of students.

11. 30% principal expressed delay in receiving marksheets and certificates from the university.

B) *Major problems encountered by the Principal of professional colleges are:*

The following problems were revealed by the principal of professional colleges:

1. One major issue faced by majority of the principal (71.42%) of professional colleges was inadequate infrastructural facilities/limited resources to cater to the needs of teachers and students.

2. 71.42% encountered the absence of accountability and performance of teachers as an added obstacle.

3. Lack of employable skills in the students was expressed by 71.42% of principal.

4. Irregularity of students leading to poor attendance affecting overall academic performances was stated by 71.42% principal.

5. 57.14% faced lack of proper co-ordination between colleges and stake holders.

6. Irrelevance of the existing curriculum was expressed by 42.85% of principal.

7. 42.85% faced managerial problems due to inadequate funding.

8. 42.85% of the principals cited the lack of adequate technical staffs for catering to the administrative work of the institutions.

4.2 **ANALYSIS OF THE DATA COLLECTED FROM THE TEACHERS OF GENERAL AND PROFESSIONAL COLLEGES**

In this section, the analysis and interpretation of the data will be presented on the basis of the information gathered from two hundred seventy (270) teachers of general colleges and sixty (60) professional college teachers.

4.2 Profile of the respondents

Table No. 4.2.1: Bio-data of Teachers (1)

Type of colleges	Management			Gender	
	No. of response	**Government**	**Private**	**Male**	**Female**
General N=270		206	64	103	167
	Percentage	76.29%	23.70%	38.14%	61.85%
Professional N=60	No. of response	21	39	15	45
	Percentage	35%	65%	25%	75%

The above Table No. 4.2.1 presents the profile of the teachers where 76.29% comprise of teachers from general colleges and 35% from professional colleges in the government colleges. While 23.70% teachers of general colleges and 65% of professional college teachers were from the private colleges.

Out of 100% general and professional teachers, there were 38.14% male teachers in the general colleges and 25% male from the professional colleges under study. Whereas, 61.85% female teachers in general colleges and 75% female teachers in the professional colleges respectively.

Table No. 4.2.2: Bio-data of teachers (2)

Type of colleges	Nature of appointment					
	No. of response	**Permanent**	**Part-time**	**Contract**	**Ad-doc**	**Temporary**
General		85	30	99	6	50
	%	31.48%	11.11%	36.66%	2.22%	18.52%
Professional	No. of response	46	3	11	0	0
	%	76.66%	5%	18.33%	0.00%	0.00%

On the nature of their appointment, 36.66% teachers of general colleges were appointed on contract, followed by 31.48% teachers permanent, 18.52% teachers were appointed

temporary, 11.11% of teachers on part-time appointment and 2.22% of the teachers were appointed on ad-doc basis under study.

On the other hand, 76.66% of the teachers were permanently appointed, 18.33% teachers were appointed based on contract and 5% of teachers on part-time basis in the professional colleges.

Table No. 4.2.3: Bio-data (3)

Type of colleges		Teaching experience			
	Total no. of response	1-5 years	6-10 years	10years +	20 years +
General		90	79	64	37
	Percentage	33.33%	29.26%	23.70%	13.70%
Professional	Total no. of response	35	10	12	3
	Percentage	58.33%	16.66%	20%	5%

Table 4.2.3 indicates teaching experience of the teachers where 33.33% teachers of general colleges have 1-5 years of teaching experience followed by 6-10 years of experience constituting 29.26% teachers under study. It is also seen that 23.70% of teachers have 10 years and above and 13.70% teachers having more than 20 years of experience in the field of teaching.

The table further reveals that 58.33% teachers of professional colleges had 1-5 years of experience followed by 16.66% teachers with 10 years and above, 20% of the teachers also have 6-10 years of experience and 5% of the teachers have more than 20 years of experience in the field of teaching.

Table No. 4.2.4: Bio-data of teachers (4)

Type of colleges		Stream /course of teaching				
		Arts	Science	B. Ed	LLB	BCA
General	No. of response	251	19	0	0	0
	Percentage	92.96%	7.03 %	0.00%	0.00%	0.00%
Professional	No. of response	0	0	41	10	9
	Percentage	0.00%	0.00%	68.33%	16.66%	15%

*B. Ed – Bachelor of Education, LLB – Bachelor of Law and BCA – Bachelor in Computer Application.

From the above table, it is clearly observed that majority of 92.96% teachers in the general colleges are engaged teaching in arts stream and 7.03% teachers in the science stream.

On the other hand, 68.33% teachers of professional colleges are teaching in the B. Ed colleges, followed by 16.66% teachers in the field of Law and 15% of the teachers engaged in imparting BCA course.

Table No. 4.2.5: Academic qualification of teachers

Type of Colleges	Academic qualification						
	No. of	**M.A**	**M. Sc**	**M. Phil**	**Ph. D**	**NET**	**JRF**
General	response	245	25	20	37	68	15
	Percentage	90.74%	9.25%	7.40%	13.70%	25.18%	5.55%
Professional	No. of response	38	8	3	6	15	1
	Percentage	63.33%	13.33%	5%	10%	25%	1.66%

*M. A – Master of Arts, M. Sc – Master of Science, M. Phil – Master of Philosophy, Ph. D – Doctorate of Philosophy, NET – National Eligibility Test and JRF – Junior Research Fellowship.

Table No. 4.2.5 presents the academic qualification of teachers in the general colleges where majority of the teachers (90.74%) had M. A degree and 9.25% teachers with M. Sc under present study. Besides, 25.18% of the teachers were qualified with NET followed by 13.70% of teachers with Ph. D degree, 7.40% teachers had M. Phil and 5.55% of the teachers qualified with JRF.

The table also shows that 63.33% teachers of professional colleges have M.A degree and 13.33% with M.Sc. In addition, 25% of the teachers were NET qualified followed by Ph. D with 10% of teachers, M. Phil degree with 5% teachers and 1.66% of the teachers JRF qualified.

Table No. 4.2.6: Teachers professional qualification

Type of Colleges	Professional qualification						
	No. of	**B. Ed**	**M. Ed**	**B. E**	**M. Tech**	**LLB**	**LLM**
General	response	27	0	0	0	0	0
	%	10%	0.00%	0.00%	0.00%	0.00%	0.00%
Professional	No. of response	41	15	4	5	3	7
	%	68.33 %	25%	6.66%	8.33%	5%	11.66%

*B. Ed-Bachelor of Education, M. Ed-Master of Education, B.E-Bachelor in Engineering, M. Tech- Master of Technology, LLB-Bachelor of Laws and LLM-Master of Laws.

Table 4.2.6 indicates professional qualification of the teachers of both general and professional colleges where 10% teachers of general colleges possessed B. Ed degree.

With regard to professional colleges, 41% of teachers had B. Ed degree followed by 25% teachers with the degree in M. Ed, 11.66% teachers with LLM, 8.33% of the teachers were qualified with M. Tech, 6.66% teachers had Bachelor of Engineering and 5% teachers with LLB.

Table No. 4.2.7: Teachers workload in the colleges

Type of College		Workload in a week			No. of classes	
		4 days	**5 days**	**6 days**	**2-3**	**4-5**
General	No. of response	0	98	172	180	90
	Percentage	0.00%	36.29%	63.70%	66.66%	33.33%
Professional	No. of response	5	50	5	48	12
	Percentage	8.33%	83.33%	8.33%	80%	20%

The table 4.2.7 presents a mixture of opinion in regard to the workload of teachers in the colleges where 36.29% teachers of general colleges revealed that they have 5 (five) working days in a week while, 63.70% of teachers with 6 working days. The table also indicates that 66.66% of the teachers engages 2-3 classes while 33.33% of teachers have 4-5 classes in a day.

On the other hand, the study also observed that 83.33% teachers of professional colleges had 5 working days, while 8.33% each were engaged for 4 and 6 days in a week respectively. It is further observed that majority of the teachers (80%) were engaged with 2-3 classes and 20% teachers have 4-5 periods in a day. It may be noted that law colleges have lesser working days compared to other professional colleges under the present study.

Table No. 4.2.8: Job satisfaction and academic atmosphere

Type of Colleges		Job satisfaction		Academic atmosphere		
		Yes	No	Yes	No	To some extend
General	No. of response	227	43	101	9	160
	Percentage	84.07%	15.92%	37.40%	3.33%	59.25%
Professional	No. of response	54	6	32	2	26
	Percentage	90%	10%	53.33%	3.33%	43.33%

In Table No. 4.2.8, majority of the teachers (84.07%) of general colleges revealed that they are satisfied with teaching profession which was not the case with 15.9% teachers

stating that their salary is not equivalent compared to workload among the private college teachers and the feeling of insecurity depending on the nature of appointment (contract) among the government college teachers. The study also reveals that lack in development leads to dissatisfaction among the teachers with their profession. With regard to academic atmosphere, 37.40% teachers felt the need of a better academic atmosphere, a majority of 59.25% expressed the need of improving it to some extent and just 3.33% of teachers were satisfied with the prevailing academic atmosphere of the colleges.

The above table also shows that 90% teachers of professional colleges were satisfied with their profession which was not in the case of 10% teachers. It is also found that 53.33% of teachers expressed the need of a better academic atmosphere, 43.33% teachers expressed the need to improve the academic atmosphere to some extent, while only 3.33% teachers were satisfied with the prevailing college atmosphere.

Table No. 4.2.9: Compulsory NAAC accreditation of the colleges

Type of colleges	NAAC Accreditation be made compulsory		
		Yes	No
General	No. of response	210	60
	Percentage	77.77%	22.22%
Professional	No. of response	41	19
	Percentage	68.33%	31.66%

The Table No. 4.2.9 provides information on compulsory NAAC accreditation of all the colleges where majority of the teachers (77.77%) of general colleges felt the need for accreditation of all affiliated colleges through NAAC while 22.22% of teachers responded negative.

On a similar note, 68.33% teachers of professional colleges expressed that accreditation of all affiliated colleges through NAAC be made compulsory which was not so with 31.66% of teachers under study.

4.2.10 Infrastructural facilities
TableNo.4.2.10: Residential facilities for teachers

Type of colleges	Residing in quarter		
		Yes	No
General	No. of response	17	253
	Percentage	6.29%	93.70%
Professional	No. of response	17	43
	Percentage	28.33%	71.66%

Table No. 4.2.10 indicates that only few teachers (6.29%) of general colleges were residing in quarters provided by the colleges which was the not so with a large majority of the teachers (93.70%).

Likewise, it further reveals that 28.33% teachers of professional colleges were residing in college quarters which is not so with majority of the teachers (71.66%).

Table No. 4.2.11: Adequacy of resources / Facilities available

Facilities/resources	General		Professional	
	Adequate	Inadequate	Adequate	Inadequate
	No. of response & %		No. of response & %	
Classrooms	117 (43.33%)	153 (56.66%)	44 (73.33%)	16 (26.66%)
Laboratory	66 (24.44%)	204 (75.55%)	20 (33.33%)	40 (66.66%)
Art & craft resource room	5 (1.85%)	265 (98.14%)	15 (25%)	45 (75%)
Library-cum-reading room	142 (52.59%)	128 (47.40%)	25 (41.66%)	35 (58.33%)
Library books & volumes	85 (31.48%)	185 (68.51%)	35 (58.33%)	25 (41.66%)
Access to e-libraries	27 (10%)	243 (90%)	8 (13.33%)	52 (86.66%)
Internet facilities	81 (30%)	189 (70%)	19 (31.66%)	41 (68.33%)
LCD Projector	110 (40.74%)	160 (59.25%)	36 (60%)	24 (40%)
Photo-copying facility	88 (32.59%)	182 (67.40%)	26 (43.33%)	34 (56.66%)
Auditorium	72 (26.66%)	198 (73.33%)	17 (28.33%)	43 (71.66%)
Transport facility	70 (25.92%)	200 (74.07%)	30 (50%)	30 (50%)
Separate toilet facilities for male & female	90 (33.33%)	180 (66.66%)	25 (41.66%)	35 (58.33%)
Hostel facilities	186 (68.88%)	84 (31.11%)	27 (45%)	33 (55%)

The table 4.2.11 provides information on the adequacy of infrastructural facilities in the colleges where 43.33% teachers of general colleges stated that they have adequate classrooms whereas 56.66% faced its insufficiency. 24.44% had sufficient laboratory which was not so in the case of 75.55% teachers. Only 1.85% with art and craft resource

room while a majority of 66.25% stated not applicable. 52.59% teachers revealed that colleges had adequate library-cum-reading room where 47.40% had no such access. Lack of sufficient library books and volumes was faced by a majority of 68.51% teachers and only 31.48% found it adequate. With regard to e-libraries only 10% of the teachers stated its adequacy while 90% teachers responded negative. It also reveals that 70% had no access to internet facilities and only 30% had such access. Insufficient LCD projectors were expressed by 59.25% teachers while 40.74% found it adequate. 67.40% faced insufficiency of photo-copying facility and only 32.59% teachers found it sufficient. Adequate auditorium was revealed by 26.66% teachers, transport facility by 25.92% but majority 73.33% and 74.07% found it inadequate. The table further indicates that only 33.33% of teachers found sufficient toilet facilities for male and female while 66.66% responded negatively. Majority 68.88% teachers also revealed that colleges had sufficient hostels facilities while 31.11% of the teachers found it inadequate for accommodating the students with such facilities.

The above table 4.2.11 also indicates the adequacy of infrastructural facilities where 73.33% teachers of professional colleges revealed that there are adequate classrooms, 41.66% with adequate library-cum-reading room, sufficient laboratory by 33.33% teachers, only 25% teachers found art and craft resource room to be adequate and 58.33% teachers stated that colleges had sufficient books and volumes. With regard to e-libraries only 13.33% teachers found it adequate, provision of internet facility was stated by 31.66% of the teachers. Interesting to note that 60% had sufficient LCD projectors, 43.33% teachers found photo-copying facilities to be adequate. The table further reveals that transport facility was found adequate by 50% teachers, 45% of the teachers revealed that there are adequate hostel provision for the students but just 28.33% teachers found the college auditorium to be adequate.

Table No. 4.2.12: Teachers opinion on sufficiency of infrastructure

Type of college		Adequate infrastructure for teachers	
		Yes	No
General	No. of response	80	190
	Percentage	29.62%	70.37%
Professional	No. of response	22	38
	Percentage	36.66%	63.33%

It is clearly indicated in table 4.2.12 that majority of the teachers (70.37%) of general colleges faced insufficiency of infrastructural facilities in the colleges and only 29.62% of teachers stated its adequacy.

90

On a similar note, only 36.66% teachers of professional colleges stated sufficiency of infrastructural facilities provided by the college while majority of the teachers (63.33%) expressed inadequacy with the provisions.

Table No. 4.2.13: Sufficiency of teachers

Type of college	Sufficient teaching strength		
		Yes	No
General	No. of response	98	172
	Percentage	36.29%	63.70%
Professional	No. of response	36	24
	Percentage	60%	40%

It is observed in table No. 4.2.13 that only 36.29% teachers of general colleges had sufficient teachers in teaching various subjects while a large majority of the teachers (63.70%) under study were facing insufficiency of teaching faculty in the colleges.

In the case of professional colleges, 60% of the teachers stated on the sufficiency of teaching strength while 40% of the teachers faced insufficient teaching faculties.

Table No. 4.2.14: Invitation of guest lecturers in the colleges

Type of colleges	Invitation of guest lecturers			No. of times invited		
		Yes	No	Week	Month	Sem
General	No. of response	10	260	0	0	10
	Percentage	3.70%	96.29%	0.00%	0.00%	3.70%
Professional	No. of response	43	17	0	0	41
	Percentage	71.66%	28.33%	0.00%	0.00%	68.33%

The above table clearly indicates that only 3.70% of the teachers revealed that the college invite guest lecturers in the college for a semester while a large majority of 96.29% teachers stated that colleges availed no such facility even though there was shortage of teaching faculty.

The table further indicates 71.66% teachers of professional colleges stating that the colleges invite guest lecturers which is not so in the case of 28.33% teachers. However, out of the 71.66% teachers, 68.33% were of the opinion that guest lecturers were invited for a semester.

4.2.15 Academic

Table No. 4.2.15: Teachers opinion on the existing course(s) and its timely completion

Type of College		Satisfied with the course(s)		Course completion	
		Yes	No	Yes	No
General	No. of response	156	114	216	54
	Percentage	57.77%	42.22%	80%	20%
Professional	No. of response	40	20	51	9
	Percentage	66.66%	33.33%	85%	15%

Table No. 4.2.15 presents the opinion of teachers on the existing curriculum and timely completion of the course(s). Out of the total respondents, 57.77% teachers of general colleges were satisfied with the existing course(s) while 42.22% teachers responded negative. It is also observed that 80% of teachers could complete the course(s) on time which is not so with 20% teachers under study.

Similarly, a large majority of the teachers (66.66%) of professional colleges expressed satisfaction with the existing course(s) while 33.33% teachers expressed dissatisfaction. Timely completion of the course(s) was revealed by 85% teachers while 15% of the teachers could not complete the course(s) on time.

Table No. 4.2.16: Status of the course(s) and syllabus revision

Type of colleges		Curriculum meets student's needs to face challenges			Syllabus to revise	
		Yes	No	To some extend	Yes	No
General	No. of response	70	105	95	92	78
	Percentage	25.92%	38.88%	35.18%	71.11%	28.88%
Profession al	No. of response	8	5	27	7	23
	Percentage	30%	25%	45%	61.66%	38.33%

The above table presents mixture of teachers opinion with regard to the status of the course(s) where 25.92% teachers of general colleges stated that the existing curriculum was meeting the needs of the students to which 38.88% of teachers does not agree and 35.18% teachers found its relevance to some extent. It is further observed that majority of the teachers (71.11%) expressed the need of revising the syllabus which was not so for 28.88% teachers.

Similarly, there was a mixture of opinion among the teachers of professional colleges with regard to the existing curriculum meeting students' needs to which 30% of teachers agree, 25% do not agree and 45% teachers agree to some extent. The table also reveals that 61.66% of teachers expressed the need for syllabus revision which was not the case with 38.33% teachers on revising the existing syllabus.

Teachers opinion on the relevance of the existing curriculum

On the existing curriculum, the teachers of general colleges expressed a mixed opinion where:

- 28.88% find it vast but relevant.
- 19.25% not comprehensive enough.
- 3.70% stated as repeated under the same course.
- 15.18% finds the course repeated across different papers.
- 17.40% states irrelevant to teaching in some cases.
- 37.03% of the teachers felt that the curriculum could have been lighter with better content organisation.

The study also reveals the opinion of teachers from the professional colleges where:

- 43.33% found the existing curriculum vast but relevant.
- 41.66% finds the course not comprehensive enough.
- 16.66% of the respondents stated as repeated under the same course.
- 33.33% finds the course repeated across different papers.
- 36.66% found it irrelevant to teaching in some cases.
- 40% of the teachers felt the need of a better content organisation.

Assignment of subjects/papers for teachers

Teachers of general colleges were assigned papers/subjects to teach based on the following reasons:

- ➢ Equality of work distribution (45.18%).
- ➢ Based on their interest (28.51%).
- ➢ Specialization (27.03%).
- ➢ Subjects taken at degree level (20.48%).
- ➢ Special course/training attended (7.40%).

The study also revealed that teachers in the professional colleges were assigned papers to teach based on their:

- ➢ Specialization (53.33%).
- ➢ Area of interest (50%).
- ➢ Equality of work distribution (40%).
- ➢ Special training/course attended (6.66%).

Table No. 4.2.17: Teachers opinion on subject competency

Type of college	Competency with subject		
	No. of response & percentage	Yes	No
General		245 (90.74%)	25 (9.25%)
Professional	No. of response & percentage	53 (88.33%)	7 (11.66%)

Table No. 4.2.17 highlights the opinion of teachers in terms of subject competency where majority of the teachers (90.74%) of general colleges possessed subject competency which was not so with 9.25% teachers.

The table further reveals that a large majority of the teachers (88.33%) of professional colleges were competent with the subjects assigned while 11.66% of teachers responded negatively.

Table No. 4.2.18: Teacher's view on the semester system

Type of college	Semester system more manageable for students			
	No. of response & %	Yes	No	To some extent
General		190 (70.37%)	0(0.00%)	80 (29.62%)
Professional	No. of response & %	44(73.33%)	0(0.00%)	16(26.66%)

Data from the above table reveals 70.37% teachers of general colleges stating that the introduction of semester system has made teaching-learning process more manageable for students and 29.62% teachers stated to some extent.

Likewise, majority of the teachers (73.33%) of professional colleges found semester system more manageable for students in teaching-learning process while 26.66% of teachers expressed to some extent.

Table No. 4.2.19: Practical/Internship programmes

Type of Colleges	Practical/Internship programmes			Semester		
	No. of response	Yes	No	2nd	4th/final	No Response
General		13	257	0	0	270
	Percentage	4.81%	95.18%	0.00%	0.00%	100%
Professional	No. of response	51	9	4	52	0
	Percentage	85%	15%	6.66%	78.33%	0.00%

*Analysis of this table was done taking into consideration Science, B. Ed, BCA and LLB.

Table 4.2.19 brings to light that majority of the teachers (95.18%) in the general colleges had no practical/ internship programmes for the students except colleges having science stream which amounts to only 4.81% of the respondent for a duration of one and half hour.

With regard to practical/internship in the professional colleges, the above table gives a clear indication that 85% teachers of professional colleges sent their students for internship with 78.33% in the fourth/final semester and 6.66% in the second semester respectively whereas 15% of teachers revealed that there were no practical/internship involved in the existing course(s). The study also reveals that students /interns are sent for internship of 8 weeks duration and are assessed according to the criteria formulated by the colleges. It further reveals that Law colleges have practical in the 2nd and final semesters as well.

Table No. 4.2.20: Supervision of practical/internship programmes

Type of college	Supervision during internship			
	No. of response	Yes	No	No Response
General		0	0	270
	Percentage	0.00%	0.00%	100%
Professional	No. of response	40	20	0
	Percentage	66.66%	33.33%	0.00%

*Analysis of this table was done taking into consideration Science, B. Ed, BCA and LLB.

Corresponding to the teacher's responses of practical/internship programmes in Table No. 4.2.19, Table No. 4.2.20 reveals that no supervision was carried out in the general

colleges. However, it is observed that supervision of practical/internship was made by majority of the teachers (66.66%) of professional colleges.

Problems encountered in content transaction by the teachers

In content transaction, the teachers of general colleges encountered problems because of the following reasons:

- ✓ Lack of relevant books (55.55%).
- ✓ Insufficient teaching-learning resources (54.07%).
- ✓ Shortage of time (17.77%).
- ✓ Unavailability of e-resources (15.55%).
- ✓ Felt overburdened with too many papers/subjects to handle (13.33%).
- ✓ Lacked of content mastery with new paper(s) (3.70%).

The study also indicates the various problems faced by the teachers of professional colleges in content transaction based on the reasons stated below:

- ✓ Insufficient teaching-learning resources (66.66%).
- ✓ Lack of relevant books (51.66%).
- ✓ Unavailability of e-resources (30%)
- ✓ Shortage of time (25%).
- ✓ Overloaded with papers/subjects to teach (10%).
- ✓ Lacked content mastery with the paper(s) (5%).

Table No. 4.2.21: Methods/techniques used by teachers in content transaction

Methods /techniques	General	Professional
	Yes	Yes
	No. of response & %	No. of response & %
Lecture	270 (100%)	54 (90%)
Lecture with PPT or any other media	84 (31.11%)	26 (43.33%)
Group discussions & presentations	160 (59.25%)	42 (70%)
Demonstration	35 (12.96%)	13 (21.66%)
Illustrating with examples	170 (62.96%)	30 (50%)
Individual assignments	235 (87.03%)	52 (86.66%)
Group assignments	104 (38.51%)	30 (50%)

Seminars	75 (27.77%)	32 (53.33%)
Projects	60 (22.22%)	30 (50%)
Brain storming	26 (9.62%)	20 (33.33%)
Problem solving	25 (9.25%)	14 (23.33%)

The table 4.2.21 provides information on the methods/techniques employed by the teachers in content transaction. The table shows that all the teachers (100%) of general colleges adopted lecture method in content transaction. A large majority of the teachers (87.03%) made use of individual assignment, 62.96% illustrated citing examples and 59.25% of the teachers carried out group discussions and presentations. Whereas, a lesser percentage of the teachers (38.51%) adopted assignment of group works, 31.11% used lecture with PPT or any other media, 27.77% conducted seminars and project works was carried out by 22.22% of the teachers. Very few teachers (12.96%) made use of demonstration technique, brain storming technique by 9.62% and only 9.25% teachers applied problem solving technique in the teaching-learning process.

With regard to content transaction in the professional colleges, 90% of teachers revealed that lecture method was adopted, followed by individual assignments, group discussions and presentations of the students which consists of 86.66% and 70% respectively. The study also found 53.33% teachers conducting seminars and 50% each adopted the technique of illustration with examples and projects works. 43.33% of teachers used lecture with PPT or any other media and brain storming technique was applied by only 33.33%. Problem solving method and demonstration was made the least used by the teachers which consisted of only 23.33% and 21.66% respectively.

Table No. 4.2.22: Co-curricular activities organised in the colleges

Co-curricular activities	General		Professional	
	Yes	No	Yes	No
	No. of response & %		No. of response & %	
Debates	144 (53.33%)	126 (46.66%)	11 (18.33%)	49 (81.66%)
Quiz	155 (57.40%)	115 (42.59%)	0 (0.00%)	60 (100%)
Community works	104 (38.51%)	166 (61.48%)	21 (35%)	39 (65%)
Drawing /painting	108 (40%)	162 (60%)	35 (58.33%)	25 (41.66%)

Craft works	5 (1.85%)	265 (98.14%)	36 (60%)	24 (40)
Science exhibitions	12 (4.44%)	258 (95.55%)	2 (3.33%)	58 (96.66%)
Excursions/educational tours	120 (44.44%)	150 (55.55%)	30 (50%)	30 (50%)
Cultural activities	195 (72.22%)	75 (27.77%)	16 (26.66%)	44 (73.33%)
Essay competitions	95 (35.18%)	175 (64.81%)	5 (8.33%)	55 (91.66%)
NSS	240 (88.88%)	30 (11.11%)	11 (18.33%)	49 (81.66%)
NCC	125 (46.29%)	145 (53.70%)	0 (0.00%)	60(100%)
Games & sports	270 (100%)		58 (96.66%)	2 (3.33%)
Workshops	42 (15.55%)	228 (84.44%)	42 (70%)	18 (30%)

Table 4.2.22 indicates the co-curricular activities organised in the general colleges where all the teachers (100%) revealed that games and sports were organised, majority of the teachers (88.88%) stated that NSS related activities were conducted, 72.22% on the conduct of cultural programmes, 57.40% teachers observed that quiz were organised and 53.33% of the teachers revealed that debates as part of the co-curricular activities were conducted.

However, data also reveals that a lesser percentage of the teachers (46.29%) stated on the activities of NCC, excursions/educational tours for students by 44.44% teachers, 40% of the teachers stated that drawing/painting were organised, 38.51% carried out community works, 35.18% teachers on essay competitions. Workshops were organised as revealed by 15.55% teachers, 4.44% conducted science exhibitions and only 1.85% teachers stated that craft works were carried out.

The above Table No. 4.2.22 further indicates that co-curricular activities in the professional colleges were organised where 96.66% teachers revealed that games and sports were conducted, 70% teachers stated that workshops were carried out, 60% had craft works, 58.33% organised drawing/painting while educational tours/excursions for the students were carried out by 50% teachers, 35% of teachers revealed that colleges also were engaged with community related works, 26.66% had cultural programmes. With regard to debates and NSS only 18.33% teachers stated positive, 8.33% conducted essay competitions and 3.33% science exhibitions. However, the conduct of quiz and NCC related activities were found absent by 100% of the teachers under study.

Table No. 4.2.23: Professional development programme attended by teachers

Type of Colleges		Attended progs. in the last 3 years		Improves teaching		
	No. of response	Yes	No	Yes	No	To some extend
General		98	172	97	15	158
	Percentage	36.29%	63.70%	35.92%	5.55%	58.51%
Professional	No. of response	27	33	29	0	31
	Percentage	45%	55%	48.33%	0.00%	51.66%

In table 4.2.23, data reveals that only 36.29% teachers of general colleges attended professional development programmes while a majority of the teachers (63.70%) did not attend any programmes in the last three years. However, when asked if such programmes helped in improving their teaching 35.92% teachers agree, disagreement by 5.55% and a majority of the teachers (58.51%) responded to some extent.

It is evident from the above table that 45% teachers of professional colleges attended faculty development programmes which was not so with 55% teachers. Data further indicates that 48.33% of teachers agree when asked if such programmes helped in professional growth and development while 51.66% teachers stated to some extent.

Table No. 4.2.24: Need of orientation programme for effective implementation of curriculum

Type of colleges	Need of orientation for effective implementation of curriculum		
	No. of response	Yes	No
General		254	16
	Percentage	94.07%	5.92%
Professional	No. of response	55	5
	Percentage	91.66%	8.33%

It is observed from the above table where majority of the teachers (94.07%) of general colleges positively stated that orientation programmes for teachers are required for effective implementation of the curriculum to which 5.92% of teachers expressed negatively.

Similarly, 91.66% teachers of professional colleges expressed the need of orientation programmes for effective implementation of the curriculum whereas 8.33% of teachers responded negative.

Table No. 4.2.25: Publications made and projects undertaken by teachers

Type of colleges	Published papers in journals			Project works	
	No. of response	Yes	No	Yes	No
General		56	214	27	243
	Percentage	20.74%	79.25%	10%	90%
Professional	No. of response	10	50	8	52
	Percentage	16.66%	83.33%	13.33%	86.66%

The above table 4.2.25 provides information of the publications made and projects undertaken by the teachers. It is clearly indicated that 20.74% teachers of general colleges published papers in journals which was the case with a large majority of the teachers (79.25%). Only 10% of teachers undertook project works to which 90% of teachers responded otherwise.

The table further reveal that only 16.66% teachers of professional colleges made paper publications while majority of the teachers (83.33%) did not make any publication. Likewise, only few (13.33%) of teachers undertook project works whereas 86.66% teachers stated negative.

Table No. 4.2.26: Provision of facilities to teachers for research works

Type of college	Facilities for research works			Paid during study leave	
		Yes	No	Yes	No
General	No. of response	153	117	155	115
	Percentage	56.66%	43.33%	57.40%	42.59%
Professional	No. of response	15	45	10	50
	Percentage	25%	75%	16.66%	83.33%

Table No. 4.2.26 gives a clear indication where 56.66% teachers of general colleges were provided facilities for undertaking research works whereas 43.33% had no provision for carrying out research. With regard to payment of salary during study, 57.40% of teachers noted positive but 42.59% teachers stated negative. The general colleges (govt.) do not provide much opportunities for research although they get paid during leave which is not so in the case of the private colleges under study.

With regard to provisions for research works in the professional colleges, only 25% of teachers had such provision which was not the case with majority of the teachers (75%). The above table reveals further that 16.66% teachers were paid/salaried during study leave whereas majority of the teachers (83.33%) responded negatively.

The present study also reveals that there is less chance for research with semester system followed in the colleges.

Table No. 4.2.27: Teachers opinion on the existing examination system

Type of College	Satisfied with exam system			Internal assessment and external evaluation		
	No. of response	Yes	No	Yes	No	To some extend
General		140	130	84	48	138
	Percentage	51.85%	48.14%	31.11%	17.77%	51.11%
Professional	No. of response	38	22	13	16	31
	Percentage	63.33%	36.66%	21.66%	26.66%	51.66%

It is evident from table no. 4.2.27 that 51.85% teachers of general colleges were satisfied with the existing examination system but not so with 48.14% teachers. With regard to distribution of marks for internal assessment and external evaluation 31.11% teachers expressed satisfaction, 51.11% of teachers expressed to some extent and 17.17% teachers stated negative.

The table also reveals that 63.33% teachers of professional colleges were satisfied with the existing examination system and dissatisfaction was expressed by 36.66% of teachers. On the distribution of marks for internal assessment and external evaluation, 21.66% teachers expressed satisfaction, 26.66% noted negatively and 51.66% of teachers stated to some extent.

The study also reveals that law colleges have no internal system of assessment which need to be introduced as other professional courses.

Table No. 4.2.28: Teachers opinion on the existing system of evaluation

Type of colleges	Satisfied with present technique of evaluation			
		Yes	No	To some extend
General	No. of response	81	58	130
	Percentage	30%	21.48%	48.14%
Professional	No. of response	13	15	32
	Percentage	21.66%	25%	53.33%

Table No. 4.2.28 presents the opinion of teachers on the existing system of evaluation with the indication of just 21.66% teachers of general colleges satisfied with the present

technique of evaluation, 53.33% stated to some extent and 25% of teachers expressed dissatisfied.

On the other hand, discontentment with the present technique of evaluation was expressed by 25% teachers of professional colleges, while 21.66% were satisfied and 53.33% teachers stated to some extent.

Teachers suggestions on improving the existing evaluation system

The present study highlights suggestions for improving the evaluation system under the present curriculum. The teachers of general colleges suggest for the following:

❖ All the activities of students should be closely observed and supervised by the teachers for objective process assessment (45.18%).

❖ The students should be made aware about the areas/criteria on which they are assessed (44.44%).

❖ The need of providing immediate feedback on students' assessment (38.88%).

❖ More weightage in external (18.88%).

❖ More weightage for internal (3.33%).

The teachers of professional colleges also suggested on improving the existing evaluation system as stated under:

❖ All the activities of students should be closely observed and supervised for objective process assessment (63.33%).

❖ Students be made aware about the areas/criteria of assessment (53.33%).

❖ The need for provision of immediate feedback on students' assessment (46.66%).

❖ More weightage for internal (16.66%).

Table No. 4.2.29: Evaluation system of the colleges

Type of Colleges	College evaluation system assesses the students in total			
	No. of response	Yes	No	To some extent
General		103	14	153
	Percentage	38.14%	5.18%	56.66%
Professional	No. of response	10	8	42
	Percentage	16.66%	13.33%	70%

Table 4.2.29 indicates that the college evaluation system assesses the students in totality by 38.14% teachers of general colleges, 56.66% teachers expressed to some extent and disagreement by 5.18% of teachers.

On the other hand, 16.66% teachers of professional colleges stated that the college evaluation system assesses the students in totality, while 13.33% responded negative and 70% teachers stated to some extent.

Table No. 4.2.30: Involvement of teachers in various activities

Type of colleges	Teachers perform works besides teaching				Overburdened	
		Yes	No	Sometimes	Yes	No
General	No. of response	140	11	119	71	199
	Percentage	51.85%	4.07%	44.07%	26.29%	73.70%
Professio nal	No. of response	20	17	23	16	44
	Percentage	33.33%	28.33%	38.33%	26.66%	73.33%

It is clearly shown in Table No. 4.2.30 that 51.85% teachers in the general colleges and 33.33% teachers of professional colleges stated that the teachers performed administrative, community related services, mentoring works besides teaching while 44.07% and 38.33% expressed that teachers were required to perform works other than teaching at some point of time whereas 4.07% and 28.33% of teachers performed no other work besides teaching.

The table further reveals that 26.29% teachers of general colleges felt overburdened stating that performance of non-academic duties leads to heavy workload (election, dean, IQAC) which was not so with majority of the teachers (73.70%).

Likewise, 26.66% teachers of professional colleges felt overburdened performing administrative works related with admission, collection of fees and other office assistants works which was not the case with majority of the teachers (73.33%) under the present study.

4.2.31: Administration and finance

Table No. 4.2.31: Teachers participation in college decision-making process

Type of Colleges	Consult teachers for academic programs				Power in decision making		
	No. of response	Yes	No	Sometimes	Yes	No	To some extend
General		86	33	151	110	0	160
	%	31.85%	12.22%	55.92%	40.74%	0.00%	59.25%
Professio nal	No. of response	28	6	26	28	0	32
	%	46.66%	10%	43.33%	46.66%	0.00%	53.33%

The table 4.2.31 highlights the opinion of teachers in college decision-making process. It reveals that 31.85% teachers of general colleges were consulted in scheduling academic

programs of the colleges, 55.92% of teachers were consulted at some point of time while 12.22% teachers stated negative. The table also indicates 40.74% of teachers expressing that they should be given more power in decision making while 59.25% expressed the need of such power to some extent.

It is also observed that 46.66% teachers of professional colleges were consulted for scheduling academic programs, 43.33% teachers stated sometimes and 10% of teachers responded negative. With regard to teachers participation in decision making, 46.66% teachers expressed that they should be given more power and 53.33% of teachers expressed to some extent.

Table No. 4.2.32: Academic atmosphere of the colleges

Type of Colleges		Better atmosphere		
		Yes	No	To some extent
General	No. of response	128	12	130
	Percentage	47.40%	4.44%	48.14%
Professional	No. of response	26	7	27
	Percentage	43.33%	11.66%	45%

As shown in table 4.2.32, the need for better academic atmosphere in the general colleges was opined by 47.40% teachers, while 48.14% of teachers expressed to some extent and only 4.44% teachers were satisfied with the prevailing atmosphere.

With regard to professional colleges, 43.33% teachers expressed the need of having a better academic atmosphere in the colleges, 45% teachers stated to some extent and only 11.66% of teachers were found to be satisfied with the prevailing academic atmosphere.

Table No. 4.2.33: Teachers welfare and conduct of regular meetings

Type of Colleges		Teachers welfare			Regular staff meetings held	
		Yes	No	To some extend	Yes	No
General	No. of response	95	38	137	209	61
	%	35.18%	14.07%	50.74%	77.40%	22.59%
Professional	No. of response	23	6	31	24	36
	%	38.33%	10%	51.66%	40%	60%

It is clearly indicated from the above Table No. 4.2.33 that the welfare of teachers was looked out by the head as revealed by 35.18% teachers of general colleges, while 50.74% teachers expressed to some extent and 14.07% of teachers responded negatively.

With regard to regular staff meetings, majority of the teachers (77.40%) positively expressed that regular staff meetings were conducted stating that meetings were held twice a month, beginning and end of every semester and as and when required in the general colleges but 22.59% teachers noted negatively.

In the case of professional colleges, 38.33% teachers revealed that the head looked into the teachers welfare, 51.66% teachers stated to some extent while 10% responded negative. On the conduct of staff meetings, only 40% teachers were positive while majority of 60% of the teachers stated negative resulting to once in a month, once in two months and some just once in six months.

Table No. 4.2.34: Teachers opinion on the college administration system and feedback on their performances

Type of Colleges		Satisfied with administration system		
		Yes	No	To some extend
General	No. of response	89	52	129
	Percentage	32.96%	19.25%	47.77%
Professional	No. of response	12	17	31
	Percentage	20%	28.33%	51.66%

It is evident from the Table No. 4.2.34 that 32.96% teachers of general colleges were satisfied with the college administration system, while 19.25% expressed dissatisfaction and 47.77% of teachers stated to some extent.

The above table further reveals a mixture of opinion among the teachers of professional colleges where 20% of teachers expressed satisfaction with the college administration system, 51.66% were satisfied to some extent whereas, 28.33% responded negatively.

Table No. 4.2.35: Provision of feedback from the head

Type of college		Feedback from head		
		Yes	No	Sometimes
General	No. of response	62	68	140
	Percentage	22.96%	25.18%	51.85%
Professional	No. of response	9	30	21
	Percentage	15%	50%	35%

With regard to the performances of teachers in the general colleges, data reveals that only a few (22.96%) of teachers received feedback, 51.85% stated sometimes and 25.18% teachers never received any feedback from the head.

On the other hand, majority of the teachers (50%) of professional colleges revealed that no feedback was given as such, 35% teachers stated at some point of time and only 15% of teachers received feedback from the head about their performances.

Table No. 4.2.36: Opinion of teachers' in terms of salary and incentives

Type of Colleges	Are the teachers adequately paid?				Incentives for extraordinary performances	
	No. of response	Yes	No	To some extent	Yes	No
General		83	87	100	44	226
	Percentage	30.74%	32.22%	37.03%	16.29%	83.70%
Professional	No. of response	18	16	26	4	56
	Percentage	30%	26.66%	43.33%	6.66%	93.33%

The above table 4.2.36 reveals that 30.74% teachers of general colleges were adequately paid while 37.03% stated to some extent whereas, 32.22% of teachers expressed discontentment with their salary compared to the workload. With regard to provision of incentives for innovative extraordinary performances just 16% teachers had such access while a large majority of the teachers (83.70%) were denied of such provisions.

Likewise, 30% teachers of professional colleges stated that they were adequately paid and 26.66% of teachers expressed discontentment while 43.33% teachers agree to some extent. It also shows that majority of the teachers (93.33%) received no incentives and just 6.66% had access to provision of incentives for their extraordinary performances in the colleges.

4.2.37: Role of College Development Council in the functioning of colleges
Table No. 4.2.37: Inspection of colleges

Type of College	Inspection by Nagaland University			Department of Higher Education		
	No. of response	Yes	No	No response	Yes	No	No response
		Yes	No	No response	Yes	No	No response
General	response	174	60	36	176	58	36
	%	64.44%	22.22%	13.33%	65.18%	21.48%	13.33%
Professional	No. of response	47	13	0	20	40	0
	%	78.33%	21.66%	0.00%	33.33%	66.66%	0.00%

Table No. 4.2.37 shows information on the inspection of colleges carried out by Nagaland University and Department of Higher education. It is observed that inspection

in the general colleges was carried out by Nagaland University as revealed by 64.44% teachers while 22.22% teachers stated negative. Likewise, 65.18% of teachers noted positive with colleges being inspected by the Department of Higher Education to which 21.48% teachers were negative/ unaware of.

Similarly, 78.33% teachers of professional colleges stated positive on the inspection carried out by Nagaland University but only 33.33% teachers stated that inspection was carried out from the Department of Higher Education while 21.66% and 66.66% of the teachers responded negatively.

Table No. 4.2.38: Teachers opinion on supervision by higher authorities

Type of College	College were inspected					
		Annually		Bi-annually	Thrice in a year	No response
General	No. of response	162		42	32	36
	%	60%		15.55%	11.11%	13.33%
Profession al	No. of response	44		14	0	0
	%	73.33%		23.33%	0.00%	0.00%

From the above figure, it is clear that 60% teachers of general colleges were positive on the inspection being carried out annually, while 15.55% stated biannually and thrice in a year by 11.11% of the teachers.

On the other hand, 73.33% teachers of professional colleges were of the opinion that the colleges were inspected annually while 23.33% of teachers stated biannually.

Table No. 4.2.39: Teachers opinion on college inspection

Type of colleges	Satisfied with inspection			
		Yes	No	To some extent
General	No. of response	153	66	51
	Percentage	56.66%	24.44%	18.88%
Professional	No. of response	35	23	2
	Percentage	58.33%	38.33%	3.33%

In regard to the college inspection system, the above table indicates that 56.66% teachers of general colleges were satisfied, 18.88% expressed to some extent whereas 24.44% of the teachers were not satisfied with the inspection.

The table further reveals that majority of the teachers (58.33%) of professional colleges found the inspection system satisfied while 3.33% expressed satisfaction to some extent and 38.33% of teachers stated negatively.

Major problems encountered by the teachers of general and professional colleges

A) Data analysis of the major problems encountered by the teachers of general colleges

The following problems were revealed by the teachers of general colleges:

1. Majority of the teachers (70%) of general colleges expressed irregularity and irresponsibility of students leading to low percentage as its one major concern.

2. An additional setback as expressed by 70% teachers was less participation of students in various academic activities.

3. 60% of teachers found weak educational foundation of students as an added obstruction.

4. Irregularity of teachers affecting students learning as well as timely completion of courses was expressed by 50% teachers.

5. 50% of the teachers stated that there was less opportunity in undertaking research works and participating in professional developmental programmes.

6. Lack of sufficient resources for conducting various academic programmes/activities was stated by 50% teachers.

7. Lack of teamwork among teaching and non-teaching staffs was expressed by 50% teachers.

8. An additional concern was heavy workload of the teachers (40%) due to insufficient teaching staffs.

9. 40% teachers pointed towards lack of trained technical staffs to cater into the administrative works which poses another hurdle in smooth functioning of the institutions.

B) Data analysis of the major problems encountered by the teachers of professional colleges

The following problems were revealed by the teachers of professional colleges:

1. Majority of the teachers (71.66%) stated the irregularity of students leading to low percentage in attendance as the key issue.

2. Indifferent attitude of students in their pursuit of higher education (71.66%).

3. Lack of adequate infrastructural facilities in the colleges in meeting the requirements of teachers as well as students (63.33%).

4. Lack of accountability and performance on the part of teachers affecting quality of college education (61.66%).

5. 61.66% of teachers expressed irrelevance of the existing course(s) in the present context.

6. Another setback encountered by 60% teachers was less participation of students in various academic activities.

7. An added obstruction was language barrier/problem, age differences and subject background of the students (60%).

8. 60% teachers stated on the lack of teamwork among teaching and non-teaching staffs which in turn affects the academic atmosphere of the colleges.

9. More than half of the teachers (53.33%) were not satisfied with the existing examination and evaluation system.

10. Inefficient administration system was expressed by 50% teachers.

11. An additional problem encountered by the teachers was poor dispensation of information from the heads (46.66%).

12. Lack of sufficient teaching staffs (40%).

13. 40% of the teachers stated that lack adequate non-teaching staffs also hampered the college work.

4.3 ANALYSIS OF THE DATA COLLECTED FROM THE STUDENTS OF GENERAL AND PROFESSIONAL COLLEGES

In this section, the analysis and interpretation of data will be presented on the basis of the information collected from six hundred (600) students of general colleges and four hundred (400) students of professional colleges.

4.3 Profile of the respondents

Table No. 4.3.1: Student's personal data

Type of Colleges	Type of management			Gender		Location	
	No. of response	Governm ent	Private	Male	Female	Rural	Urban
General (N=600)		448	152	294	306	187	413
	%	74.6%	25.3%	49%	51%	31.16%	68.83%
Professional (N=400)	No. of response	119	281	146	254	0	400
	%	29.75%	70.25	36.5%	63.5%	0.00%	100%

The Table No. 4.3.1 presents students personal data where 74.6% students of general colleges comprise of students from the government colleges and 25.3% of students from private colleges where 49% of the students consist of male and 51% female. A large majority of the students (68.83%) of general colleges were from urban while 31.16% students from the rural areas.

It is also observed that majority of the students (70.25%) of professional colleges comprise of private colleges while 29.75% of students were from the government with 36.5% male and 63.5% female. The figure gives a clear indication that 100% of the professional colleges under study are located in urban areas.

Table No. 4.3.2: Stream/ courses enrolled

Type of Colleges	Course enrolled					
		Arts	Science	B. Ed	LLB	BCA
General	No. of response	563	37	0	0	0
	Percentage	93.83%	6.16%	0.00%	0.00%	0.00%
Professional	No. of response	0	0	318	50	32
	Percentage	0.00%	0.00%	79.5%	12.5%	8%

*B. Ed-Bachelor of Education, LLB-Bachelor of Laws and BCA-Bachelor in Computer Application.

As shown in the above table, 93.83% students of general colleges are from the arts stream and 6.16% of students from science stream.

The table also indicates that 79.5% students of professional colleges under study are enrolled in the B. Ed colleges, 12.5% of students in LLB and 8% students in the course of BCA.

Table No. 4.3.3: Students opinion on academic atmosphere of the college

Type of Colleges	Good academic atmosphere		
		Yes	No
General	No. of response	480	120
	Percentage	80%	20%
Professional	No. of response	271	129
	Percentage	67.75%	32.25%

As indicated in Table No. 4.3.3, majority of the students (80%) of general colleges enjoy the benefit of good academic atmosphere which was not the case with 20% of students.

It further reveals that 67.75% students of professional colleges have good academic atmosphere whereas 32.25% students responded negative.

Table No. 4.3.4: Students opinion on the existing course(s)

Type of Colleges	The course is					
		Difficult	Easy	Boring	Useful	Interesting
General	No. of response	18	23	23	345	191
	Percentage	3%	3.83%	3.83%	57.5%	31.83%
Professional	No. of response	33	0	7	300	60
	Percentage	8.25%	0.00%	1.75%	75%	15%

Table No. 4.3.4 indicates the opinion of students on the existing course(s) where 57.5% students of general colleges found the course(s) to be useful, 31.83% students stated interesting, 3.83% each of the students expressed easy as well as boring, while 3% students found it difficult.

Likewise, 75% students of professional colleges found the course useful, 15% stated interesting, 8.25% of students found the course(s) difficult and 1.75% of students found the course boring.

Table No. 4.3.5: Students satisfied with the course(s)

Type of colleges	Satisfied with the course		
		Yes	No
General	No. of response	490	110
	Percentage	81.66%	18.33%
Professional	No. of response	355	45
	Percentage	88.75%	11.25%

Table No. 4.3.5 shows the students level of satisfaction with the course(s) where majority of the students (81.66%) of general colleges are found to be satisfied with the course(s) and 18.33% of students expressed discontentment stating that the course(s) need to be updated and should be more practical based.

On a similar note, the above table further indicates that 88.75% students of professional colleges found the course(s) satisfied while 11.25% students expressed negatively stating that the course(s) need to be updated and should be less theoretical.

Table No. 4.3.6: Students opinion on the overall quality of college education system and future orientation of the course(s)

Type of College	Quality of college education system needs to be strengthened				Course helpful for future	
		Yes	No	To some extend	Yes	No
General	No. of response	313	0	287	387	213
	%	52.16%	0.00%	47.83%	64.5%	35.5%
Professional	No. of response	194	0	206	400	0
	%	48.5%	0.00%	51.5%	100%	0.00%

The Table No. 4.3.6 highlights the opinion of students on the quality of college education system and future orientation of the course(s).

It is observed from the above table wherein 52.16% students of general colleges expressed that the quality of college education system needs to be strengthened and

47.83% of students also stated to some extent. It also indicates that 64.5% students stated that the present course would be of help in the future to which 35.5% of students responded negatively.

In the case of professional colleges, 48.5% students expressed the need of improving the college education system in terms of quality while 51.5% of students noted to some extent. The above table further indicates that all the students (100%) of professional colleges expressed that the present course of study would be of help for future as well.

4.3.7 Infrastructure

Table No. 4.3.7: Adequacy of infrastructural facilities available in the colleges

Facilities /resources	General		Professional	
	Adequate	**Inadequate**	**Adequate**	**Inadequate**
	No. of response & %		No. of response & %	
Classrooms	460 (76.66%)	140 (23.33%)	270 (67.5%)	130 (32.5%)
Laboratory	90 (15%)	510 (85%)	110 (27.5%)	290 (72.5%)
Art & craft resource room	27 (4.5%)	573 (95%)	92 (23%)	308 (77 %)
Library-cum-reading room	374 (62.33%)	226 (37.66%)	223 (55.75%)	177 (44.25%)
Library books & volumes	287 (43.83%)	313 (52.16%)	99 (24.75%)	301 (75.25%)
Access to e-Libraries	120 (20%)	480 (80%)	52 (13%)	348 (87%)
Internet facilities	257 (42.83%)	343 (73.83%)	140 (35%)	260 (65%)
LCD Projector	272 (45.32%)	328 (54.66%)	170 (42.5%)	230 (57.5%)
Photo-copying facility	250 (41.66%)	350 (58.33%)	123 (30.75%)	277 (69.25%)
Auditorium	320 (53.33%)	280 (46.86%)	86 (21.5%)	314 (78.5%)
Transport	228 (38%)	372 (62%)	96 (24%)	304 (76%)
Hostel	215 (35.83%)	385 (64.16%)	136 (34%)	264 (66%)
Separate toilet for male & female	241 (40.16%)	359 (59.83%)	128 (32%)	272 (68%)

The Table No. 4.3.7 provides information on the infrastructural facilities available in the colleges. A large majority of the students (76.66%) of general colleges stated that classrooms are adequate, 62.33% had sufficient library-cum-reading room, 53.33% of students with sufficient auditorium.

Data also reveals that 45.32% students had adequate LCD projector, 43.83% students with sufficient library books and volumes, 42.83% had adequate supply of internet facility and facility for making photocopy was found sufficient by 41.66% students. 40.66% students stated on the sufficiency of separate toilet facilities for male and female but 59.83% of students found it inadequate. Only 38% students were provided with sufficient transport while 62% stated negative. 35.83% students had adequate hostel facility but 64.16% found it inadequate. Just 20% of the students found e-libraries sufficient and 15% had adequate laboratory resulting to inadequacy by 85% students. It was found that only 4.5% students had art and craft resource room.

With regard to adequacy of infrastructural facilities in the professional colleges, 67.5% of students revealed that there are adequate classrooms, 55.75% found library-cum-reading room sufficient, 42.5% had adequate LCD projector, 35% students were provided with sufficient internet facility, 34% stated sufficient hostel facility and 32% students with sufficient separate toilets for male and female.

The table further reveals that 30.75% of students found photo-copying facility adequate where 69.25% faced insufficiency. 27.5% students had sufficient laboratory while a majority of 72.5% responded negatively. 24.75% had adequate library books and volumes where 75.25% of students found it inadequate. Only 24% students were provided with adequate transport while 76% had no such feature. 23% students had adequate art and craft resource room; auditorium was found satisfactory by 21.5% of the students, just 13% students had sufficient e-libraries in the colleges under study.

Table No. 4.3.8: Welfare of students in terms of separate common rooms and student body

Type of College	Separate common rooms for boys & girls			Student union	
		Yes	No	Yes	No
General	No. of response	200	400	332	268
	Percentage	33.33%	66.66%	55.33%	44.66%
Professional	No. of response	85	315	148	260
	Percentage	21.25%	78.75%	37%	65%

It is observed from the above Table No. 4.3.8 that colleges provide separate common rooms for boys and girls as revealed by 33.33% students of general colleges which was

not so with majority of the students (66.66%). Besides, on the provision of student union/body in the colleges, a large majority of the students (55.33%) expressed that colleges facilitates for student union to look into students' affairs which was not the case with 44.66% of the students.

With regard to professional colleges, provision of separate common rooms for both boys and girls was revealed by 21.25% students which was not so with majority of the students (78.75%). The above table also indicates that students of professional colleges were facilitated with student union/body for looking into students welfare by 37% students to which majority of the students (65%) noted negatively.

4.3.9: Academic

Table No. 4.3.9: Students opinion on the existing curriculum

Type of College		Existing curriculum related to students needs		Course(s) found relevant for society	
		Yes	No	Yes	No
General	No. of response	386	214	382	218
	Percentage	64.33%	35.66%	63.66%	36.33%
Professional	No. of response	310	90	288	112
	Percentage	77.5%	22.5%	72%	28%

In Table No. 4.3.9, it is clearly shown that 64.33% students of general colleges found the existing curriculum related to their needs and aspirations whereas 35.66% of students disagree. Likewise, 63.66% students felt that the course was relevant for the society where 36.33% of students held opposing views.

The study further found the existing curriculum related to students' needs and aspirations by a majority of 77.5% students of professional colleges while 22.5% of students do not agree. Similarly, 72% of students found the existing course relevant for the society which was not so for 28% students.

Table No. 4.3.10: Internship/Practical programmes in the colleges

Type of College	Internship programme/practical		Duration			Semester		
	Yes	No	1 month	2 months	No Response	2nd	4th	No Response
General	37	563	0	0	0	0	0	0
	6.16%	93.83%	0.00%	0.00%	0.00%	0.00%	0.00 %	0.00%
Professional	368	32	0	320	80	0	280	120
	92%	8%	0.00%	80%	20%	0.00%	70%	30%

   *Analysis of this table was done taking into consideration of Science, B. Ed, BCA and LLB.

The Table No. 4.3.10 provides information on the internship/practical programmes of both general and professional colleges.

The above table gives a clear indication that only 6.16% students of general colleges had practical classes for a duration of one and half hour (90 minutes) to three (3) hours for science students (semester not specified) which was not for majority of the students (93.83%) under study.

On the other hand, internship programme was carried out in the professional colleges by majority of the students (92%). Out of which, 80% of students undergo internship for two months duration where 70% students stated that they were sent for internship in the fourth/final semester of their course(s). However, 8% of students revealed that they had no internship/practical classes in the existing course(s).

Table No. 4.3.11: Methods/techniques employed by teachers in content transaction

Methods/techniques	General		Professional	
	Yes	No	Yes	No
	No. of response & percentage		No. of response & percentage	
Lecture	600 (100%)	0(0.00%)	400 (100%)	0(0.00%)
Lecture with PPT or any other media	260 (43.33%)	340 (56.66%)	145 (36.25%)	255 (63.75%)
Group discussions & presentations	370 (61.16%)	230 (38.33%)	330 (82.5%)	70 (17.5%)

Demonstration	140 (23.33%)	460 (76.66%)	80 (20%)	320 (80%)
Illustration with examples	202 (33.66%)	398 (66.33%)	158 (39.5%)	242 (60.5%)
Individual assignments	396 (66%)	204 (34%)	400 (100%)	0(0.00%)
Seminars	326 (54.33%)	274 (45.66%)	291 (72.75%)	109 (27.25%)
Projects	277 (46.16%)	323 (53.83%)	232 (58%)	168 (42%)
Brain storming	53 (8.83%)	547 (91.16%)	80 (20%)	320 (80%)
Problem solving	73 (12.16%)	527 (87.83%)	80 (20%)	320 (80%)

Table No. 4.3.11 shows information on the various methods/techniques employed by the teachers in transacting the course content for the learners.

On the methods/techniques adopted by the teachers in teaching-learning process, 100% students of general colleges revealed that lecture method was adopted by their teachers in content transaction followed by individual assignments (66%). Teachers also made use of group discussions and presentations as expressed by 61.16% students and seminars by 54.33% of the students, 46.16% students had project works and the use of lecture with PPT or any other media by 43.33% students. It is also indicated that only 33.66% students stated positive on the use of illustration with examples for better understanding of concepts, demonstration method by 23.33% students, technique of problem solving was revealed by 12.16% students while 87.83% adopted no such practices. Just 8.83% of students stated that brain storming session was applied in teaching-learning process whereas majority of the students (91.16%) stated negatively.

The study also observed that lecture method and individual assignments was employed by the teachers in content transaction as revealed by 100% students of professional colleges. Group discussions and presentations by majority of the students (82.5%), 72.75% students noted positive on the conduct of seminar and projects were carried out by 58% students. On the other hand, only 39.5% students stated positive on the use of illustration with examples. Very less teachers made use of lecture with PPT or any other media as stated by 36.25% students, demonstration method, brain storming and problem-solving techniques were found to be adopted by just 20% of students to which majority of the students (80%) stated that these techniques were not employed by their teachers in the teaching-learning process.

Table No. 4.3.12: Students opinion on the competency of teachers and completion of course(s)

Type of College		Teachers competency			Sufficient time for course completion	
		Yes	No	To some extend	Yes	No
General	No. of response	267	90	243	380	220
	%	44.5%	15%	40.5%	63.33%	36.66%
Professional	No. of response	150	80	170	280	120
	%	37.5%	20%	42.5%	70%	30%

The above Table No. 4.3.12 presents the opinion of students on the competency of teachers and sufficient time for completion of the course(s).

Data indicates that 44.5% students of general colleges find their teachers to be competent, 40.5% to some extent while 15% of the students expressed teachers incompetency. Majority of the students (63.33%) expressed that the course(s) were completed on time however, 36.66% of students stated insufficiency of time for completion of the course(s).

It also reveals that 37.5% students of professional colleges found their teachers to be competent, 42.5% of students stated to some extent and 20% students expressed incompetency of the teachers. Besides, a large majority of the students (70%) expressed the time duration for course completion was adequate whereas, 30% of the students found it insufficient.

Table No. 4.3.13: Students opinion on the teaching methods

Type of College	Teaching methods used found effective			Need for change in teaching methods	
		Yes	No	Yes	No
General	No. of response	334	266	332	268
	Percentage	55.66%	44.33%	55.33%	44.66%
Professional	No. of response	220	180	210	190
	Percentage	55%	45%	52.5%	47.5%

In table 4.3.13, data indicates that 55.66% students of general colleges found the methods/techniques of teaching employed by the teachers to be effective which was not the case with 44.33% students. The table further reveals the need for change in the

teaching methods which was expressed by 55.33% students while 44.66% of students were satisfied with the methods employed by their teachers.

In the case of professional colleges, 55% of students found the teaching methods adopted by their teachers to be effective to which 45% students expressed negatively. It further indicates that majority of the students (52.5%) stated the need for some changes to be made in teaching methods while, 47.5% of students were satisfied with the teaching methods employed by the teachers and felt no need for changes.

Table No. 4.3.14: Co-curricular activities organised in the colleges

Co-curricular activities	General		Professional	
	Yes	No	Yes	No
	No. of response & %		No. of response & %	
Debates	383 (63.83%)	217 (36.16%)	100 (25%)	300 (75%)
Quiz	353 (58.83%)	247 (41.16%)	0(0.00%)	400 (100%)
Community works	210 (35%)	390 (65%)	110 (27.5%)	290 (72.5%)
Music	200 (33.33%)	400 (66.66%)	0(0.00%)	400 (100%)
Drawing /painting	243 (40.5%)	357 (59.5%)	180 (45%)	220 (55%)
Craft works	60 (10%)	540 (90%)	252 (63%)	148 (37%)
Science exhibitions	30 (5%)	570 (95%)	0(0.00%)	400 (100%)
Excursions/educational tours	313 (52.16%)	287 (47.83%)	200 (50%)	200 (50%)
Cultural activities	440 (73.33%)	160 (26.66%)	96 (24%)	304 (76%)
NSS	336 (56%)	264 (44%)	59 (14.75%)	341 (85.25%)
NCC	360 (60%)	240 (40%)	0(0.00%)	400 (100%)
Games & sports	600 (100%)	0(0.00%)	390 (97.5%)	10 (2.5%)
Workshops	57 (9.5%)	543 (90.5%)	280 (70%)	120 (30%)

Table No. 4.3.14 shows the co-curricular activities organised in both general and professional colleges.

All the students of general colleges have games and sports as part of their co-curricular activity followed with cultural activities by 73.33% students. 63.83% students revealed that debates were conducted, NCC related activities were carried out by 60% students,

conduct of quiz by 58.83% students, 56% of the students have NSS. Colleges also organised educational tours/excursions as stated by 52.16% students while 47.83% had no such provision. 40.5% students conducted activity based on drawing/painting but 59.5% stated negatively. 35% students carried out community works but 65% had no engagements related with community. Music as part of its co-curricular activity was revealed by 33.33% students but 66.66% conducted no activity as such. 10% students performed craft works where 90% of the students noted negative. Only 9.5% students have workshops and 5% science exhibition whereas 90.5% and 95% of the students expressed negatively.

The above table also indicates the co-curricular activities organised in the professional colleges where 97.5% students had games and sports but 2.5% stated negative. 70% students conducted workshops while 30% were ignorant about workshops. Activities related to craft works were carried out by 63% and 37% noted negative. Educational tours/excursions were organised for 50% students to which 50% disagree. 45% had drawing/painting but not with the 55%. Community works were carried out by 27.5% while 72.5% conducted no activity related with the community as such. 25% had debates and not with 75% of the respondents. Cultural activities were carried out by 24% where 76% performed no cultural activities. Only 14.75% have NSS which was not so in the case of 85.25% respondents under study. With regard to activities such as quiz, music, science exhibition and NCC, 100% of the students under the present study responded negatively.

Table No. 4.3.15: Students participation in college activities and sufficiency of facilities

Type of College		Encourage participation in various activities		Available facilities sufficient for sound learning	
		Yes	No	Yes	No
General	No. of response	453	147	180	420
	Percentage	75.5%	24.5%	30%	70%
Professional	No. of response	310	90	100	300
	Percentage	77.5%	22.5%	25%	75%

The above table 4.3.15 gives a clear indication that 75.5% students of general colleges were encouraged by the teachers to participate in various college activities while 24.5% students stated negative. Only 30% of students found the facilities available in the

college sufficient for a sound learning where a large majority of the students (70%) expressed discontentment on the facilities made available.

It further indicates that 77.5% students of professional colleges were encouraged by their teachers to partake in various activities organised in the college while 22.5% noted negative. Only 25% of students found the facilities available in the college sufficient for a sound learning whereas majority of the students (75%) expressed its insufficiency.

Table No. 4.3.16: Satisfied with the existing examination and evaluation system

Type of College	Satisfied with internal exam			External exam		Satisfaction of evaluation system	
		Yes	No	Yes	No	Yes	No
General	No. of response	253	347	320	280	320	280
	%	42.16%	57.83%	53.33%	46.66%	53.33%	46.66%
Profession al	No. of response	211	189	228	172	210	190
	%	52.75%	47.25%	57%	43%	52.5%	47.5%

The Table No. 4.3.16 provides opinion of students on the existing examination and evaluation system of both general and professional colleges.

It is revealed from the above table that 42.16% students of general colleges found the conduct of internal/promotion examination satisfied to which majority of the students (57.83%) expressed discontentment. On the conduct of external examination and evaluation system, 53.33% students were satisfied but 46.66% of students noted negatively.

On the other hand, majority of the students (52.75%) of professional colleges were found to be satisfied with the conduct of internal/promotion examination while 47.25% of students negatively noted. Besides, a good majority of the students (57%) expressed satisfaction with the conduct of external examination which was not so with 43% of students. It further reveals that 52.5% of students were satisfied with the evaluation system where 47.5% students expressed dissatisfaction.

Table No. 4.3.17: Students opinion for improving the present system of evaluation

Type of College		More weightage to be given for:			
		Internal	External	Practical	Theory
General	No. of response	421	179	0	0
	Percentage	70.16%	29.83%	0.00%	0.00%
Professional	No. of response	210	190	0	0
	Percentage	52.5%	47.5%	0.00%	0.00%

The Table No. 4.3.17 reveals the opinion of students for improving the present system of evaluation where a good majority of the students (70.16%) of general colleges were of the opinion that more weightage should be given for internal assessment whereas 29.83% of the students prefers for more weightage in the external examination under the present curriculum.

Similarly, the above table indicates 52.5% students of professional colleges suggesting for more weightage to be given for internal assessment while 47.5% of students felt the need for more weightage in the external.

Table No. 4.3.18: Students opinion on timely declaration of result

Type of colleges		University results declared on time		
		Yes	No	Sometimes
General	No. of response	237	120	243
	Percentage	39.5%	20%	40.5%
Professional	No. of response	27	236	137
	Percentage	6.75%	59%	34.25%

Table 4.3.18 presents mixture of students opinion where 39.5% students of general colleges stated that university results were declared on time, 40.5% sometimes and disagreement by 20% of students.

With regard to university results, majority of the students (59%) of professional colleges expressed that results are not declared on time, 34.25% stated sometimes and only 6.75% of the students stated positively.

4.3.19: Administration and finance

Table No. 4.3.19: Interpersonal relationship between Teachers and Students

Type of Colleges	Teachers are helpful			Relationship between teachers and students are cordial	
	No. of response	Yes	No	Yes	No
General		360	240	330	270
	Percentage	60%	40%	55%	45%
Profession al	No. of response	291	109	300	100
	Percentage	72.75%	27.25%	75%	25%

In table 4.3.19, it is observed that 60% students of general colleges found their teachers helpful in times of need and difficulties while 40% were of the negative opinion. Cordial relationship existed between students and teachers by 55% students while 45% stated negatively.

The table also reveals that 72.75% students of professional colleges found their teachers helpful in attending to students' need which was not the case with 27.25% of the students. A large majority of the students (75%) stated that relationship between students and teachers was cordial but not with 25% students.

Table No. 4.3.20: Interpersonal relationship between students and Principal

Type of Colleges	Head of the institute approachable			Head looks out for students welfare	
		Yes	No	Yes	No
General	No. of response	321	279	312	288
	Percentage	53.5%	46.5%	52%	48%
Professional	No. of response	171	229	170	230
	Percentage	42.75%	57.25%	42.5%	57.5%

The above table 4.3.20 shows that 53.5% students of general colleges find the head of the institute approachable while this was not so for 46.5% students. Moreover, 52% of students stated that the head look out for the welfare of students to which 48% students expressed negatively.

Pertaining to professional colleges, 42.75% of students find the head of the institute approachable whereas a large majority of the students 57.25% pointed out negatively. Likewise, with regard to students welfare, 57.5% students expressed negligence on the

part of the head and only 42.5% students found their heads attentive to the well-being of the students.

Table No. 4.3.21: Problem faced by the students in availing scholarships

Type of colleges		Problems faced in availing scholarships	
		Yes	No
General	No. of response	433	167
	Percentage	72.16%	27.83%
Professional	No. of response	240	160
	Percentage	60%	40%

Table 4.3.21 indicates that majority of the students (72.16%) of general colleges faced difficulty in availing scholarships which was not so with 27.83% students.

On a similar note, majority of the students (60%) of professional colleges faced problems in availing scholarships while this was not the case with 40% of students.

Table No. 4.3.22: Views of students taken into consideration by the college authority

Type of colleges	Views of student body taken into consideration by the college authority						
		Finance		Examination		Evaluation	
	No. of response	Yes	No	Yes	No	Yes	No
General		290	310	307	293	300	300
	%	48.33%	51.66%	51.16%	48.83%	50%	50%
Professional	No. of response	114	286	105	295	136	264
	%	28.5%	71.5%	26.25%	73.75%	34%	66%

Table No. 4.3.22 highlight the views of students taken into consideration by the college authority in terms of finance, examination and evaluation.

With regard to finances, 48.33% students of general colleges noted that the views of student body were taken into consideration by the college authority while 51.66% students noted negative. Likewise, 51.16% of students stated that the college authority takes into consideration the students views in matters related with examination system but 48.83% of students negatively noted. In matters related to evaluation system, 50% of

the students expressed positive on the part of the college authority while this was not so with 50% students.

On the other hand, only 28.5% students of professional colleges were positive on financial matters being considered by the college authority and majority of the students (71.5%) stated that the views of the student body were neglected. On matters pertaining to examination, only 26.25% students noted positive whereas majority of the students (73.75%) expressed negligence on the part of the college authority. In relation to evaluation, 34% of students positively noted that the college authority looked into the views of the students whereas a large majority of the students (66%) stated negative on the part of the college authority under study.

Major problems encountered by the students of General and Professional Colleges

A) *Data analysis of the major problems encountered by the students of general colleges*

The following problems were revealed by the students of general colleges:

1. 76.66% of the students stated irregularity of students as one major concern.

2. Another issue was non-participation/involvement of students in classroom teaching and learning process (73.83%).

3. 72.16% of the students stated that there was no timely disbursement of scholarships.

4. 70% students faced insufficient infrastructural facilities of the colleges for curricular and co-curricular activities.

5. Another setback encountered by (62%) students was lack of teachers and their regularity.

6. Majority of the students (57.83%) found the existing examination and evaluation system to be of poor standard.

7. 55.33% of students found the teaching methods employed by the teachers to be ineffective.

8. Lack of cordial relationship between students and teachers was stated by 45% students which in turn affect academic atmosphere of the college.

9. 44.66% students expressed irrelevance of the existing curriculum stating not suitable with the needs and aspiration of the learners.

10. Discontentment with the admission procedure was cited by 40% students.

B) Data analysis of the major problems encountered by the students of professional colleges

The following problems were revealed by the students of professional colleges:

1. Majority of the students (77%) of professional colleges expressed irregularity of the students as its issue.
2. 75% of students found the infrastructural facilities in the colleges inadequate for curricular as well as co-curricular activities.
3. 59% students expressed non-participation/involvement of students.
4. Another observation made in the study was inefficient administration system (57.25%).
5. An added issue was incompetency and lack of experienced teachers by 55% students.
6. 52.75% of the students expressed poor standard of the existing examination and evaluation system.
7. Lack of adequate technical staffs was stated by 52.5% students.
8. 47.5% of the students found teaching methods used in content transaction to be ineffective.
9. Late dispensation of information from the Principals was expressed by 47.5% students.
10. 43% of students stated that examinations were not conducted on time.
11. Delay in result declaration and issue of mark sheets and certificates was another concern expressed by 42.5%.
12. 40% students faced problems in availing scholarships on time.
13. An added issue was the cost/expense of the courses by 34% students.
14. 30% of the students expressed discontentment with the existing course(s).
15. Another 30% of students stated that the course(s) were not completed on time.
16. 28.5% students faced problem with regard to the admission procedure.

SECTION – 4

4.4 ANALYSIS OF THE DATA GATHERED THROUGH INTERVIEW SCHEDULE FROM THE DIRECTOR OF COLLEGE DEVELOPMENT COUNCIL, NAGALAND UNIVERSITY AND DIRECTOR OF HIGHER EDUCATION, DEPARTMENT OF HIGHER EDUCATION, KOHIMA

In this section, the data will be presented on the basis of the information gathered through interview from the Director of College Development Council, Nagaland University and Director of Higher Education, Department of Higher Education, Kohima.

4.4.1   Infrastructural facilities:

✓ In regard to the infrastructural facilities, the officials of higher education expressed that the existing infrastructural facilities of the affiliated colleges are found satisfactory in facilitating the needs of the learners.

✓ It was further stated that colleges in Nagaland is average in terms of the classroom availability for students to sit and learn, ICT facilities, library infrastructure and human resources.

4.4.2   Academic:

In terms of academic, the officials viewed that the present curriculum/existing courses need to be restructured as it do not suit to the needs and aspirations of the students. The officials further cited that syllabi of some of the departments were not updated on timely basis.

✓ With regard to the examination and evaluation system, the officials of higher education expressed that there need to be examination nevertheless it should not be result oriented but student oriented.

✓ On the other hand, the need for updating the Cumulative Grade Point Average (CGPA) was further emphasised by the officials of Higher Education which is comparatively much less than the other universities.

4.4.3   Financial assistance:

✓ On the financial support of the colleges in the state, the officials were of the opinion that an annual State Grant was rendered as financial support to all the private colleges.

- ✓ The officials further pointed out that the government colleges were financially assisted annually for all sources of finances, from teachers salary to the infrastructural facilities. Whereas, in the case of private colleges, the state government provides an annual grant depending on the fulfilment of certain criteria by the institutions.

4.4.4   Role of College Development Council in the functioning of colleges:

- ✓ The College Development Council acts as a facilitator between affiliated colleges and UGC.
  Besides, the CDC deals with correspondence to MHRD and UGC for various matters pertaining to affiliated colleges, inspection for various purposes, such as establishment of new college, deputation of teachers for interview for recruitment of various faculty position in the affiliated colleges, extension of provisional affiliation, up gradation of course, recognition of affiliated college under Section 2(f) & 12 (B) of UGC Act 1956.
- ✓ The council carried out physical inspection every alternate year for extension of affiliation of the subjects based on the 25th Academic Council meeting resolution.

- ✓ Besides, for quality assessment of the colleges, authentication of teachers was conducted every year to check on their previous year performances. In addition, reviewing the existing physical facilities available in the affiliated colleges on the basis of students enrolment and the subjects taught and suggest corrective measures for improvement of the institutions.

- ✓ On the satisfaction level of inspection carried out by the university, the CDC Director expressed that 100% assurance cannot be guaranteed in terms of quality assessment of the colleges. However, effort is being made for better coordination between the university and the affiliated colleges on the matters of development and academic governance.

CHAPTER – 5

MAJOR FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS, CONCLUSION AND SUGGESTIONS

CHAPTER – 5

MAJOR FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS, CONCLUSION AND SUGGESTIONS

5.0 INTRODUCTION

After comprehensive detailing of the research problem, reviews and analysis and interpretation of data, this chapter not only highlights the findings made through questionnaires and interview schedule but also on the data collected through government reports in relation to the profile of affiliated colleges which is being presented in Chapter - 1. The chapter further includes discussion on the findings, educational implications and suggestions for improvement of the Colleges (General and Professional Colleges) affiliated to Nagaland University, conclusion and suggestions for future research in the area of higher education in the state.

5.1 MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented in the following:

OBJECTIVE - 1: FINDINGS RELATING TO THE PROFILE OF COLLEGES IN NAGALAND

1. The study revealed that there were a total of 69 (sixty-nine) colleges affiliated to Nagaland University in the state comprising of 56 (fifty-six) general colleges and 13 (thirteen) professional colleges. Out of which, 16 (sixteen) colleges were under Government management and 53 (fifty-three) of the colleges were privately managed. It was also observed that there were 13 (thirteen) government colleges offering general courses and 3 (three) professional colleges, while 43 (forty-three) general colleges and 10 (ten) professional colleges were under private management. Thus, the study shows that private colleges are playing a major role in providing college education in the state.

2. It was observed that out of the total 69 colleges in the state, 49 colleges (71.01%) are concentrated in the two districts of Kohima and Dimapur. While, the remaining 20 colleges (28.98%) were located in other parts of the state. Nevertheless, the study further revealed the initiative taken by the state government in establishing one government college each in every district with the objective to provide greater access

to higher education to all eligible persons and in particular to the weaker sections of the society.

3. The study also found that, out of the 69 affiliated colleges, only 31 colleges (44.92%) were accredited by NAAC, with 4 colleges having A-Grade, 23 colleges were accredited with B-Grade, 4 colleges with C-Grade and few of the colleges were initiating the process of accreditation for quality and excellence in higher education. However, the fact remains that majority of the colleges (38) i.e. 55.07% in the state are yet to be assessed by NAAC.

4. The study further revealed that there were 3 (three) autonomous colleges: Kohima Science College (Government), Patkai Christian College, Seithekema (Private) and St. Joseph's College, Jakhama (Private).

5. With regard to affiliation status of the colleges, 33 (thirty-three) general colleges were having permanent affiliation and 23 (twenty-three) colleges were having provisional affiliation to Nagaland University. In the case of professional colleges, only 1 (one) college had permanent affiliation while the other 12 (twelve) colleges were having provisional affiliation to Nagaland University.

6. It was observed that during the academic session 2020, there were a total of 1475 teachers in the colleges, out of which 1360 (92.20%) teachers were from the general colleges and 115 (7.79%) teachers were from the professional colleges. While, the total number of degree students enrolled in the academic session 2020 comprised of 31,311 students. Out of which, 29,777 students were from the general colleges and 1534 of the students were from the professional colleges.

   Thus, the Gross enrolment ratio of students in the general colleges consists of 95.10% and 4.89% comprises of students in the professional colleges.

7. Besides, the study also found out that few general colleges in the state were offering vocational courses such as floriculture, horticulture, Diploma in Computer Science and Engineering (DCSE), Diploma in Computer Application (DCA), Course on Computer Concepts (CCC), software skills, vocational skills viz music, baking, gymnasium, dance, culinary, etc along with the general course in Arts, Science and Commerce.

   However, Nagaland is still lacking in technical and professional courses and programmes of study along with other general courses suitable to the local needs to be at par with the New Education Policy, 2020.

OBJECTIVE - 2. FINDINGS RELATING TO THE PROBLEMS OF GENERAL COLLEGES IN NAGALAND WITH REFERENCE TO;

a) Problems relating to Infrastructural facilities:

1. The study revealed that 100% of the general colleges had college building of their own. However, only 10% found the present accommodation of the colleges sufficient, 70% stated to some extent and 20% of the principals expressed its insufficiency.

2. It was found out that 40% of the colleges provide residential facilities for the teachers and a majority of the colleges (70%) provide hostel facilities for students.

3. On the provision of resources/infrastructural facilities and its adequacy in the colleges;

- **Classrooms:** the study revealed that 70% principals and 76.66% of the students had adequate classrooms which was not the case with 56.66% of the teachers.

- **Library cum reading room:** sufficiency of library cum reading room was expressed by 60% principals, 52.59% teachers and 62.33% students respectively.

  On the other hand, the study found out that colleges faced problems due to insufficiency of basic resources in terms of:

- **ICT laboratory:** 50% of the principals, 75.55% of teachers and 85% of the students stated its insufficiency.

- **Library books and volumes:** it was found that 50% principals, 68.51% teachers and 52.16% of the students expressed inadequate books and volumes in the college library.

- **Internet facility:** the study observed inadequate supply of internet facilities by 60% principals, 70% teachers and 73.83% students.

- **LCD projector:** provision of LCD projectors in the colleges was found to be inadequate by 59.25% teachers and 54.66% students.

- **Photo copying facility:** it was revealed that 76.40% of the teachers and 58.33% of the students expressed insufficiency of such provisions.

- **College auditorium**: the study found 50% of the principals, 73.33% teachers and 46.86% students with inadequate auditorium.

- **Transport facility:** it was observed that 74.04% teachers and 62% of the students faced insufficient transport facility.

- **Toilet facilities:** the study further revealed where 50% principals, 66.66% teachers and 59.83% of the students encountered insufficient provision of toilet facilities for male and female.

- **Art and craft resource rooms:** it was found out that a large number of the general colleges 90% principals, 98.14% teachers and 95% of the students did not have such rooms.

- **E-libraries:** the study revealed that majority of the principals (90%), 90% teachers, and 80% of the students had no such facility.

  Besides, colleges also had no proper playground for conducting various games and outdoor activities and lack of ramp construction for facilitating the needs of the exceptional learners.

4. It was observed that only 10% of the principals, 10% students and 29.62% teachers found the existing infrastructural facilities adequate, whereas, insufficiency was expressed by 20% of the principals, 70.37% teachers and 30% students in the general colleges.

5. Based on the interview schedule, the present study found out that the officials of higher education were satisfied with the existing infrastructural facilities in terms of the classrooms availability for students to sit and learn, ICT facilities, library infrastructure and human resources.

   Nevertheless, it was noted that library books, journals, ICT and research facilities were far from satisfactory for qualitative improvement of college education in the state.

 b) Problems relating to Academic:

1. On the relevance of the existing curriculum, the study revealed that majority of the principals (60%), 57.77% of teachers and 64.33% students of general colleges stated its needs and relevance for individual as well as society.

2. The study found out that the curriculum/course(s) of study were updated after every three years, however majority of the teachers (71.11%) felt the need of revising the existing syllabus. It was further observed that the need to update the existing curriculum/courses was also expressed by the officials of higher education.

3. The study observed that the teaching-learning process had become more manageable for the students with the introduction of semester system in the colleges as stated by 50% principals and majority of the teachers (70.37%) of general colleges.

4. Data also revealed that majority of the teachers (80%) completed the course(s) on time and 63.33% students of general colleges further noted that the duration was sufficient in completing the courses.

5. In regard to the methods/techniques used in content transaction, it was observed that;

- **Lecture method:** All the teachers (100%) of general colleges adopted lecture method in classroom teaching-learning process.

- **Individual assignment**: this method was followed by majority of the teachers (87.03%).

- **Group discussions and presentations:** the study found that 59.25% of the teachers made use of this method.

- **Method of illustration**: it was revealed that 62.96% of the teachers adopted this technique.

- **Lecture with the use of PPT or any other media:** only 31.11% of the teachers employed this technique in the classrooms.

- **Seminars:** the study also found out that very few of the teachers (27.77%) conducted seminars.

- **Project works:** only 22.22% of the teachers assigned project works in the general colleges.

- **Demonstration:** just 12.96% of teachers made used of this method.

- **Problem solving:** very less teachers (9.25%) employed the technique of problem solving.

- **Brain storming:** this technique was applied by only 9.62% of the teachers in content transaction.

6. The study revealed that majority of the students (55.66%) of general colleges found the teaching methods/techniques employed by the teachers to be effective.

7. It was observed that 55.33% of the students expressed the need for some changes in content transaction followed by the teachers.

8. The present study indicated that teachers of general colleges encountered problems in content transaction due to the following reasons:

- Lack of relevant books (55.55%)

- Lack of/insufficient teaching-learning resources (54.07%)

- Shortage of time for course completion (17.77%)

- Too many papers/subjects to handle (13.33%)

- Lack of content mastery in new paper(s) (3.70%)

9. In regard to the examination system, it was found out that 51.85% teachers, 53.33% students and 40% of the principals were satisfied with the existing examination system.

10. With the present evaluation system, the study further indicated that 53.33% of the students were satisfied however, this was not so for 46.66% students and 21.48% of teachers under study.

11. With regard to college evaluation system, only 38.14% teachers of general colleges stated that the students performance was being assessed in total. However, 56.66% of teachers expressed to some extent and disagreement by 5.18% of the teachers.

12. On the existing examination and evaluation system, the study indicated that examination had become a tension and a taxing point for the learner's psychology for which the system of education should not be result oriented.

13. With regard to co-curricular activities, the study revealed that 100% of the general colleges organised games and sports as part of their co-curricular activity, followed by cultural programmes, NSS, debates and quiz.

It was found out that more than 50% of the colleges also carried out community works, NCC programmes, excursions/educational tours for the students, essay competitions, music related activities as well as drawing/painting under study. However, activities such as workshops, craft works and science exhibition were organised by less than 50% of the colleges under the present study.

14. It was found out that 100% principals of general colleges encouraged their teachers in attending faculty development programmes of short-term courses and 60% encouraged their teachers for undergoing long-term courses as well.

15. In regard to the nature of programme attended by teachers in the last three (3) years, it was found out that only 36.29% teachers of general colleges attended professional programmes while a majority (63.70%) of the teachers did not attend any of the programmes in the last three years.

16. The study revealed that 100% of the colleges grant study leave to the teachers for pursuing research works however, only 56.66% teachers stated that they get study leave.

    The study further observed that 57.40% of the college teachers were not provided with much opportunities for research although they get paid during leave.

17. The study indicated that 100% of the colleges published its annual magazine and journal publication was made by only 20% of the colleges.

18. In view of the publications made and projects undertaken by the teachers, the study indicated that just (20.74%) of the teachers published papers in journals and only 10% of the teachers undertook project works.

19. The officials also pointed out that colleges are lacking in research and publications for qualitative improvement of education system in the state.

20. With regard to academic programmes in the general colleges, it was found out that state level seminars were organised by 50% of the colleges. While 30% of the colleges organised seminars at the regional level and 10% each seminar at the national and international level were organised by the colleges.

    Besides, symposiums were also conducted at the regional and state level by 10% of the colleges, while 30% of the colleges carried out workshops at the state level and 20% at the regional.

21. On the workload of teachers in the colleges, the study also observed that majority of the teachers (51.85%) were required to perform work besides teaching. It further revealed that 26.29% teachers of general college felt overburdened stating that performance of non-academic duties leads to heavy workload (IQAC, election, dean).

c) Problems relating to Administration and Finance:

1. With regard to administration, the study observed that 50% principals and majority of the teachers (63.70%) faced difficulty due to insufficient teaching faculty in the general colleges. In addition, 40% of the principals expressed inadequacy of non-teaching staffs for catering to the administrative work of the colleges.

2. The study further revealed that only 3.70% of the colleges invited guest lecturers while a large majority of the college (96.29%) availed no such facility (even though there was shortage of teaching strength).

3. The research revealed that majority (90%) of the principals consult their teachers in scheduling academic programs of the colleges. On the other hand, only 31.22% of the teachers stated positive that the heads consulted them in scheduling academic programs of the college.

4. The study further revealed 40.74% of the teachers stating that they should be given more power in decision making in relation to scheduling of academic programs of the college to which 59.25% teachers expressed the need of such power to some extent.

5. The study found out that 32.96% teachers and 53.5% students of general colleges were satisfied with the administration system of the colleges, but 19.25% teachers and 46.5% of students expressed dissatisfaction with the existing system in the colleges.

6. On the interpersonal relationship between teachers and students in the colleges, it was observed that majority of the students (60%) of general colleges found their teachers to be helpful in times of need and difficulties while this was not so for 40% of the students.

7. In regard to the provision of incentives for innovative extraordinary performances of teachers, the study indicated that only 16% of the teachers had such access while a (83.70%) majority of the teachers were denied of such provisions.

8. The study further revealed that 50% principals and 47.40% teachers of general colleges strongly felt the need for having a better academic atmosphere. Only 10% principals and 4.14% of teachers were found to be satisfied with the prevailing atmosphere of the colleges.

9. In the area of finance, the study found out that the major source of income of all the general colleges (100%) were the fees collected from the students.
   The study also revealed that 80% of the colleges received grant-in-aid from the state government while 60% of the colleges received grants from the central government.
   Besides, an additional source of college finances were donations received from public/NGOs and management board (30% each) whereas 10% each stated earnings from the college agricultural farms and interests from fixed deposits.

10. With regard to salary, the study revealed 30.74% teachers of general colleges stating that they were adequately paid, while 37.03% teachers stated to some extent but 32.22% of the teachers expressed discontentment with their salary compared to their workload.

11. It was also observed that majority (80%) of the colleges organised educational tours for the students while this was not so with 20% of the colleges.

The study further observed that for organising educational tours for the students, colleges render financial support through students fund and contribution from the college.

12. On the sufficiency of annual budget for carrying out various activities, it was observed that only 20% of the principals noted positive. Meanwhile, majority of the principals (80%) expressed insufficiency in carrying out various activities of the colleges.

13. In matters pertaining to the problems encountered by students in availing scholarships, data gives a clear indication that majority of the students (72.16%) of general colleges faced difficulty in availing scholarships stating that they do not receive their scholarships on time while this was not so for 27.83% of the students.

14. On the financial support of the colleges in the state, the officials were of the opinion that an annual State Grant was rendered as financial support to all the private colleges.

15. The study further observed that the government colleges were financially assisted annually for all sources of finances, from teachers salary to the infrastructural facilities. Whereas in the case of private colleges, the state government provides one annual grant to the colleges.

OBJECTIVE – 3: FINDINGS RELATING TO THE PROBLEMS PREVAILING IN THE PROFESSIONAL COLLEGES WITH REFERENCE TO;

a) Problems relating to Infrastructural facilities:

1. The present study revealed that majority of the professional colleges (71.42%) have college building of their own. However, only 28.57% of the colleges were found to be satisfied with the present accommodation provided in the colleges and 42.85% of the colleges expressed insufficiency.

2. It was observed that 42.85% of the colleges provide residential facilities for the teachers and a large majority of the colleges (57.14%) provide hostel facilities for students.

3. Of the infrastructural facilities/resources available and its adequacy in the professional colleges, the study revealed that;

- **Classrooms:** majority of the principals (57.14%), 73.33% teachers and 67.5% students found classrooms adequate.

- **Library and reading room:** it was observed that 57.14% principals and 55.75% students stated on the sufficiency of library and reading rooms which not so with 58.33% of teachers in the professional colleges.
- **Library books and volumes:** majority of the principals (71.42%) and 58.33% teachers found library books and volumes adequate but 75.25% of the students found it inadequate.
- **ICT laboratory:** the study revealed that 57.14% principals, 66.66% teachers and 72.5% students stated insufficiency of ICT laboratory in the professional colleges.
- **Art and craft resource rooms:** it was observed that majority of the principals (71.42%), 75% teachers and 77% of students found art and craft rooms to be inadequate.
- **E-libraries:** lack of e-libraries in the professional colleges was indicated by majority of the principals (71.42%), 86.66% teachers and 87% students.
- **Internet facility:** majority of the teachers (68.33%) and 65% students stated insufficient supply of internet facilities.
- **LCD projectors:** 57.14% principals and 57.5% of the students expressed insufficiency of LCD projectors in the classrooms.
- **Photo copying facility:** it was revealed that 56.66% teachers and 69.25% students noted inadequacy of such provisions.
- **College auditorium:** majority of the principals (85.71%), 71.66% teachers and 78.5% students expressed its insufficiency.
- **Transport facility:** it was observed that 57.14% principals and 76% of the students faced shortage of transportation.
- **Toilet facilities:** majority of the students (68%) and 58.33% of teachers encountered insufficiency of toilet facilities in the institution.
  Besides, colleges also had no proper playground for conducting various games and outdoor activities and lack of ramp construction for facilitating the needs of the exceptional learners.
4. On the provision of infrastructural facilities, majority of the teachers (63.33%) and 75% students of professional colleges found the existing infrastructural facilities of the college insufficient and only 36.66% teachers and 25% students were found to be satisfied and stated its sufficiency.

b) Problems relating to Academic:

1. On the level of satisfaction and relevance of the existing courses, the present study revealed that majority of the principals (57.14%), 66.66% of teachers and 77.5% students of professional colleges were satisfied with the course(s) provided.

2. It was observed that majority of the teachers (61.66%) expressed the need for syllabus revision.

3. The present study revealed that 100% of the principals and majority of the teachers (73.33%) of professional colleges stated that semester system had made the teaching-learning process more manageable for the students.

4. The study found out that Practical/Internship programmes were carried out in the professional colleges as indicated by majority of the principals (57.14%), 85% of teachers and 80% students of professional colleges in the existing curriculum.

5. With regard to the methods/techniques used in content transaction, it was found out that;
   - **Lecture method:** majority of the teachers (90%) of professional colleges adopted lecture method in content transaction.
   - **Individual assignments:** the study found out that majority of the teachers (86.66%) followed this technique in the classroom.
   - **Group discussions and presentations:** most of the teachers (70%) employed this method.
   - **Seminars:** it was revealed that 53.33% of the teachers conducted seminars.
   - **Project works:** 50% teachers stated that project works were carried out under present study.
   - The study observed that **lecture with the use of PPT and any other media, brain storming, problem solving method and demonstration technique and illustration with examples** were adopted by less than 50% of the teachers in classroom teaching-learning process.

6. On the effectiveness of teaching methods employed by the teachers, the study revealed that 55% of the students found the teaching methods to be effective but 45% students expressed ineffective.

7. It was revealed that 52.5% students expressed the need for some changes to be made in the teaching methods followed by the teachers.

8. The study found out that teachers of professional colleges faced problems in content transaction due to the following reasons:
   a. Lack of/insufficient teaching-learning resources (66.66%)
   b. Lack of relevant books (51.66%)
   c. Shortage of time for course completion (25%)
   d. Too many papers/subjects to handle (10%)
   e. Lack of content mastery in new papers (5%)

9. With regard to examination and evaluation system, data revealed that only 28.57% principals of professional colleges expressed satisfaction with the existing examination and evaluation system.

   However, it was further observed that majority of the teachers (63.33%) and 57% students were satisfied with the existing examination system.

10. With regard to college evaluation system, only 16.66% teachers of professional colleges stated that the students performance was being assessed in total to which 70% of the teachers expressed to some extent and 13.33% of teachers responded negative.

11. On the conduct of co-curricular activities in the professional colleges, the study indicated that activities such as games and sports, workshops, craft works, excursions/educational tours for the students were organised by more than 50% of the colleges under study.

    On the other hand, activities such as debates, quiz, science exhibitions, drawing/painting, community works, cultural activities and NSS programmes were conducted by less than 50% of the professional colleges.

12. The study revealed that 100% principals of professional colleges encouraged their teachers in attending faculty development programmes of short-term courses.

    However, only 14.28% principals encouraged their teachers for undergoing long-term courses due to time constraint in completion of the courses and shortage of teachers in the colleges.

13. Concerning professional development programmes, it was observed that only 45% teachers of professional college attended faculty development programmes whereas majority of the teachers (55%) availed no such programmes during the last three years.

14. The present study observed that majority of the principals (71.42%) grant study leave to the teachers for pursuing their research works but only 25% teachers stated that they get study leave.

    The study further revealed that majority of the teachers (75%) of professional colleges were not provided with much opportunities.

15. It was also observed that only 14.28% principals and 16.66% of the teachers agree that teachers were paid/salaried during study leave but majority of the principals (85.71%) and 83.33% of teachers were not facilitated with such provision.

    The study further revealed that there was less chance for teachers to carry out research works especially with semester system being followed in the colleges.

16. In regard to publications, it was seen that only 42.85% of the colleges published its annual college magazine while this was not the case with 57.14% of the colleges. Journal publication was made by only 14.28% of the colleges however, majority of the professional colleges (85.71%) did not make any journal publication.

17. Data further revealed that only 16.66% teachers of professional colleges made publications while a large majority of the teachers (83.33%) did not make any publications. Likewise, just 13.33% teachers undertook project works whereas majority of the teachers (86.66%) did not carry out any project works.

18. On the conduct of various academic programmes in the professional colleges, it was found out that state level seminars were organised by 57.14% of the colleges, while conferences and workshops were organised by 28.57% of the colleges.

    However, seminars and workshops at the national level were organised by only 14.28% each of the colleges.

19. The study revealed that 33.33% teachers of professional college performed administrative works, community related services and mentoring work besides teaching. It was further revealed that 26.66% of the teachers felt overburdened performing administrative works related with admission, collection of fees, etc in the colleges.

c) Problems relating to Administration and Finance:

1. On the sufficiency of teaching faculties in the professional colleges, the study revealed that majority of the principals (85.71%) and 60% of teachers stated that the college had sufficient teachers for teaching various subjects. However, this was not so for 14.28% principals and 40% teachers.

141

It was also found out that 42.85% of the principals stated adequacy of non-teaching staffs to cater to the administrative work of the college however majority of the principals (57.14%) faced problem due to insufficient number of non-teaching staffs in the institutions.

2. The study found out that majority of the principals (71.42%) assigned administrative work to the teachers.

3. The research revealed that majority of the principals (71.42%) consult their teachers in scheduling academic programs of the colleges. On the other hand, only 46.66% teachers of professional colleges stated positive that the heads consulted them in scheduling academic programs of the college.

4. The study further revealed 46.66% of the teachers stating that they should be given more power in decision making in relation to scheduling of college academic programs and 53.33% teachers expressed the need of such power to some extent.

5. With regard to administration system, only 20% of teachers and 42.75% students of professional colleges were found to be satisfied with the existing system of college administration.

6. The study revealed that a good majority of the students (72.75%) of professional colleges found their teachers helpful in attending to their need. Thus, the interpersonal relationship between teachers and students was found to be positive.

7. In regard to the provision of incentives for innovative extraordinary performances of teachers, the research further indicated that just 6.66% teachers had access to such provision while majority of the teachers (93.33%) were denied of such provisions.

8. The study showed that majority of the principals (71.42%) and 43.33% teachers of professional colleges expressed the need for having a better academic atmosphere in the colleges.

9. In the area of finance, the study found out that the major sources of income of professional colleges were the fees collected from the students and grant-in-aid received from the state government as revealed by majority of the principals (85.71%).

It was also observed that 42.85% of the colleges received donations from the management board, while 28.57% of colleges received grant-in-aid from the central government and 14.28% of the colleges further stated interests generated from fixed deposits were its other sources of income.

10. With regard to teachers salary, it was observed that only 30% teachers of professional colleges stated that they were adequately paid, while 26.66% of the teachers expressed discontentment with their salary compared to their workload and 43.33% teachers were found to be satisfied to some extent.

11. On the sufficiency of the annual budget for carrying out various activities of the college, the study also made an observation where only 14.28% of the principals noted on the sufficiency of the annual budget whereas, majority of the principals (85.71%) expressed insufficiency of budget for carrying out various activities of the colleges.

12. In matters pertaining to the problems encountered by the students in availing scholarships, it was also observed that majority of the students (60%) of professional colleges faced difficulty in availing scholarships on timely basis while this was not so with 40% students.

13. On the financial support of the colleges in the state, the study revealed that an annual State Grant was rendered as financial support to all the private colleges.

14. It was further observed that the government colleges were financially assisted annually for all sources of finances, from teachers salary to the infrastructural facilities. Whereas, in the case of private colleges, the state government provides an annual grant depending on the fulfilment of certain norms and criteria by the institutions.

OBJECTIVE – 4: FINDINGS RELATING TO THE ROLE OF COLLEGE DEVELOPMENT COUNCIL IN THE FUNCTIONING OF COLLEGES

1. On the inspection and supervision of the colleges by the University representative, the present study revealed that 40% principals of general colleges and 57.14% principals of professional colleges stated that the University representative come for inspection which was not the case with 40% principal of general colleges and 28.57% principal of professional colleges.

2. With regard to inspection carried out by Nagaland University, it was found out that majority of the general college principals (80%) and (100%) of the professional college principals revealed that inspection was carried out on a regular basis.

3. It was observed that majority of the general college principals (80%) and 28.57% professional college principals stated that the colleges were inspected on a regular basis by the Department of Higher Education.

4. The study revealed that majority of the general college principals (60%) and (73.33%) professional college principals stated that the colleges were inspected annually.

5. The study also revealed that majority of the general college principals (80%), 100% principals of professional colleges were found to be satisfied with the inspection carried out by Nagaland University and the Department of Higher Education.

6. The study revealed that the University representatives visit and inspect the colleges based on the need of the colleges. It was further revealed that the college authority takes into account the Representative's views and opinions.

7. With the role and responsibilities of College Development Council (CDC), the study found out that, it looked into permission, registration, affiliation, inspection, academic improvement, appointment of faculty, infrastructure, enhancing college activities and all the developmental activities of the colleges.

8. The CDC also act as a facilitator between the affiliated colleges and UGC. The council deals with correspondence to MHRD and UGC for various matters pertaining to affiliated colleges, inspection for various purposes, such as establishment of new college, deputation of subject experts for conducting interview in relation to recruitment of various faculty position in the affiliated colleges, extension of provisional affiliation, introduction of new courses, recognition of affiliated college under Section 2(f) & 12(B) of UGC Act 1956.

9. The study further revealed that there were two types of college inspection carried out by the council.

   - It carried out physical inspection every alternate year for extension of affiliation of the subjects based on the 25th Academic Council meeting resolution.
   - Besides, for quality assessment of the colleges, authentication of teachers was conducted every year to check on their previous year performances. In addition, reviewing the existing physical facilities available in the affiliated colleges on the basis of students enrolment and the subjects taught and suggest corrective measures for improvement of the institutions.

OBJECTIVE – 5: FINDINGS RELATING TO THE MAJOR PROBLEMS OF PRINCIPALS, TEACHERS AND STUDENTS IN THE GENERAL AS WELL AS PROFESSIONAL COLLEGES OF NAGALAND

Under this objective, the findings will be divided into three categories:

a) Problems faced by the Principals

The findings relating to the problems faced by the Principals will be divided into two sections:

i) General colleges and ii) Professional colleges.

b) Problems faced by the Teachers

The findings relating to the problems faced by the teachers will be divided into two sections:

i) General colleges and ii) Professional colleges

c) Problems faced by the students.

The findings relating to the problems faced by the students will be divided into two sections:

i) General colleges and ii) Professional colleges

i) Major problems encountered by the Principals of General colleges

The following are the various problems faced by the Principals of General Colleges;

1. Lack of adequate infrastructural facilities in the colleges in meeting the requirements of teachers as well as students (80%).
2. Insufficiency of fund for organising various co-curricular activities (80%).
3. Weak educational foundation of the students (70%).
4. Lack of adequate technical staffs for catering into the administrative works of the institution (60%).
5. Irregular and inadequate teaching faculties (50%).
6. 50% principals expressed insecurity faced by the contract teachers which in turn affected the functioning of colleges.
7. Poor quality of the existing examination system (50%).
8. Low enrolment of students in the rural areas (40%).
9. Delay in receiving of marksheets and certificates from the university (30%).

ii) *Major problems encountered by the Principals of Professional colleges*

The following are the various problems faced by the principals of Professional Colleges;

1. Inadequate infrastructural facilities/limited resources to cater to the needs of teachers and students (71.42%).
2. Absence of accountability and performance of teachers (71.42%).
3. 71.42% principals expressed lack of employable skills in the students.
4. Irregularity of students leading to poor attendance which in turn affected their overall academic performances (71.42%).
5. Low quality of teaching was stated by 57.14%.
6. Lack of proper co-ordination between colleges and stake holders (57.14%).
7. 42.85% principals do not find the course relevant in the present context.
8. 42.85% of the principals faced managerial problems due to inadequate funding.
9. Lack of adequate technical staffs to cater the administrative works (42.85%).

i) *The major problems encountered by Teachers of General Colleges*

The following are the various problems faced by the teachers of General Colleges:

1. Irregularity and irresponsibility of students leading to low percentage (70%).
2. Less participation of students in various academic activities (70%).
3. Weak educational background of students (60%).
4. Irregularity of teachers affecting students learning as well as timely completion of courses (50%).
5. 50% teachers stated that there was very less chance/opportunity in undertaking research works and participating in professional developmental programmes which hindered in their professional growth and career advancement.
6. Lack of sufficient resources for conducting various curricular and co-curricular programmes/activities for the students (50%).
7. Lack of teamwork among teaching and non-teaching staffs (50%).
8. Heavy workload of the teachers due to insufficient teaching staff (40%).
9. Lack of trained technical staffs to cater into the administrative works (40%).
10. Absence of timely visits/inspection of colleges (40%).

ii) *Major problems encountered by Teachers of Professional Colleges*

The following are the various problems faced by the teachers of Professional Colleges;

1. Delay in result declaration and issue of original marksheets (73.33%).

2. Irregularity of students leading to low percentage in attendance (71.66%).

3. Indifferent attitude of students in their pursuit of higher education (71.66%).

4. Lack of adequate infrastructural facilities in the colleges (63.33%).

5. Lack of accountability and performance on the part of teachers affecting quality of college education (61.66%).

6. Irrelevance of the existing course(s) in the present context (61.66%).

7. Less participation of students in various academic activities (60%).

8. Language barrier/problem, age differences and subject background of the students (60%).

9. Lack of teamwork among teaching and non-teaching staffs (60%).

10. Not satisfied with the existing examination and evaluation system (53.33%).

11. Inefficient administration system (50%).

12. Poor dispensation of information from the heads (46.66%).

13. Insufficient teaching staff leading to heavy workload (40%).

14. Lack of adequate non-teaching staffs hampered administrative work of the colleges (40%).

i) Major problems encountered by Students of General Colleges

The following are the various problems faced by the students of General Colleges;

1. 76.66% students of general colleges stated irregularity of students as of one major concern.

2. Non-participation/involvement of students in classroom teaching and learning process (73.83%).

3. 72.16% of the students stated that there was no timely disbursement of scholarships.

4. Insufficient infrastructural facilities in the colleges for conducting curricular and co-curricular activities (70%).

5. Lack of teachers and their irregularity (62%).

6. Poor standard of the existing examination and evaluation system (57.83%).

7. Ineffective teaching methods employed by the teachers (55.33%).

8. Lack of cordial relationship between students and teachers (45%).

9. Existing curriculum not suitable with the needs and aspiration of the learners (44.66%).

10. Discontentment with the admission procedure (40%).

ii) Major problems encountered by Students of Professional Colleges

The following are the various problems faced by the students of Professional Colleges;

1. Irregularity of the students (77%).
2. Inadequate infrastructural facilities in the colleges (75%).
3. Non-participation/involvement of students (59%).
4. Inefficient administration system (57.25%).
5. Incompetency and lack of professional qualification of teachers (55%).
6. Poor standard of the existing examination and evaluation system (52.75%).
7. Lack of adequate technical staffs (52.5%).
8. Teaching methods used in content transaction ineffective (47.5%).
9. Late dispensation of information (47.5%).
10. Examinations were not conducted on time (43%).
11. Delay in result declaration and issue of mark sheets and certificates (42.5%).
12. 40% of the students faced problems in availing scholarships on time.
13. 34% of students lamented on the expensiveness of the course(s).
14. Discontentment with the existing course(s) (30%).
15. Course(s) were not completed on time (30%).

5.2.   DISCUSSION ON THE FINDINGS

College/Higher education has become an essential component of the whole educational system be it general or professional courses of study for employment, career specialization, personal development and self-contained individuals in the society. As such, the profile of an educational institution reflects the status of the education system in general and the quality of education in particular. In the subsequent paragraphs, discussion on the findings based on the objectives of the study are presented as follows:

Objective – 1 To study the profile of colleges in Nagaland.

Colleges in Nagaland has been developing and making progress since the attainment of statehood with only 2 (two) colleges and at present it has increased to a total of 69 (sixty-nine) colleges which are affiliated to Nagaland University, comprising of 56 (fifty-six) general colleges imparting courses in arts, science and commerce, and 13 (thirteen) professional colleges offering teacher education, legal education and BCA course. Out of which, 16 (sixteen) colleges were under Government management and 53

(fifty-three) of the colleges were privately managed. Thus, the study shows that private colleges are playing a major role in providing college education in the state.

It was observed that out of the total 69 colleges in the state, 49 of the colleges (71.01%) are concentrated in the two districts of Kohima and Dimapur. While, the remaining 20 colleges (28.98%) were located in other parts of the state. Nevertheless, the study further revealed the initiative taken by the state government in establishing one government college each in every district with the objective to provide greater access to higher education to all eligible persons and in particular to the weaker sections of the society.

Out of the 69 (sixty-nine) colleges in the state, 31 (thirty-one) of the colleges i.e. 44.92% have been assessed and accredited by NAAC and 3 (three) colleges having autonomous status where 4 (four) of the colleges have A-Grade, 23 (twenty-three) colleges accredited with B-Grade, 4 (four) of the colleges with C-Grade for quality assurance and excellence in higher education. However, Nagaland has not experienced much improvement in access, equity or quality in the sphere of education and, thus far only a handful of colleges have been accredited by NAAC as many of the colleges (38) are not in tune with the qualifying criteria that forms the basis of institutional quality checks. Therefore, the fact remains that majority (55.07%) of colleges/higher educational institutions in the state are still in need of consistent monitoring.

With regard to the gross enrolment ratio, the study observed that during the academic session 2020, there were a total of 1475 teachers in the colleges, out of which 1360 (92.20%) teachers were from the general colleges and 115 (7.79%) teachers were from the professional colleges. While, the total number of degree students enrolled in the academic session 2020 comprised of 31,311 students. Out of which, 29,777 students were from the general colleges and 1534 of the students were from the professional colleges. Thus, the Gross enrolment ratio of students in the general colleges consists of 95.10% and 4.89% comprises of students in the professional colleges.

Objective -2 To examine the problems of General Colleges in Nagaland with reference to;
a) Infrastructural facilities:

The study reveals on the different issues accountable for the problems of colleges in accommodating the needs of the respondents in terms of the available

resources/infrastructural facilities, where insufficiency of such facilities as per present study was indicated by a large majority of 80% principals, 70.37% teachers and 70% students of general colleges, thus affecting the status and its academic atmosphere resulting in the lack of systematic infrastructural planning and resources of learning in the general colleges which reflects that increase in the number of colleges/higher educational institutions is disproportionate to its quality on the provision of physical facilities. Similar finding was revealed by **Benal, B.I., (1987)**, which pointed out the quantitative growth of higher education institutions with no qualitative improvement be it in the affiliated colleges or in the university in the state of Karnataka. Likewise, **Saikia, Indira., (2003)**, indicated that physical facilities in the colleges were found to be inadequate and those that were available were not put to proper usage. On a parallel note, **Tripathi, R.S., (1992)**, has also revealed that physical facilities of the colleges were found to be inadequate in facilitating the needs of the learners.

b) Academic:

The study established the need for early introduction of the Choice Based Credit System (CBCS) in the colleges in order to do away with the traditional mode of education and embrace the Multiple disciplinary approach as emphasised in the New Education Policy, 2020. The study further observed the need for reworking on the existing curriculum/courses/ programmes of study to curb the existing problems affecting higher education in the state for quality education as indicated in the present study by majority of the teachers (71.11%) of general colleges citing that courses should be of more practical based, job oriented and relevant to the present context with the note that new subjects need to be included with the change in technology to suit the needs of the learners. This was also highlighted in the works of **Joseph, T.M., (1987)** and **Buam, Berylda Hedi-Pati., (1989)**, that curriculum was not designed as per the needs of the people stating that the existing courses and programme of studies had no relevance to the contemporary need as well as the curriculum was found irrelevant and not as per individual and societal needs and aspirations. As curriculum revision has to be an ongoing activity not only to ensure quality but also add contemporariness and relevance, there is a need to take urgent steps to contain the situation and make the education being imparted to our students relevant for their future life. In relation to this, **Tripathi, R.S., (1992)** also found out that higher education and the employment of its products showed no significant relevance which in turn created a great disparity between education and its

utility (knowledge and its practicability). Thus, the content and curriculum of higher education should be so revamped that recipients of such education might find their educational background relevant and adequate for their job requirements as precisely mentioned by **Bose, P.K., et al., (1982)**. The officials of higher education have rightly pointed out the need for syllabus revision stating that in most of the departments the syllabus was not updated on time. Hence, the prerequisite for designing the curriculum based on the local needs and relevance for the students/learners was further observed be it in arts, science, commerce, etc and not a copy-paste of some other universities.

Besides, the study found out that few general colleges in the state were also offering vocational courses such as floriculture, horticulture, Diploma in Computer Science and Engineering (DCSE), Diploma in Computer Application (DCA), Course on Computer Concepts (CCC), software skills, vocational skills viz music, baking, gymnasium, dance, culinary, etc along with the general courses in Arts, Science and Commerce. Yet, Nagaland is still lacking in technical and professional courses and programmes of study along with other general courses suitable to the local needs to be at par with the New Education Policy, 2020.

As education implies that any educational system must determine its vitality by how well it responds to the educational needs of the learners, aspect in relation to content transaction which forms the core of all academic activity was found ineffective as per the present study indicated by 55.33% students of general colleges stating that teachers were not competent in transacting the course content besides using lecture method whereas seminars, project-based learning, brain storming and problem solving techniques were found to be made the least use. It was also found that in most cases, the quality of teaching methods/techniques employed by the teachers were not effective or updated. **Kashung Zingran Kengoo., (2012)** also observed that teaching in the higher education institutions were of very poor standard. A similar finding was made by **Tripathi, R. S., (1992)**, which revealed that the teachers were unaware of other techniques of teaching besides lecture method. Likewise, **Saikia, Indira., (2003)**, found out that innovative practices for classroom transaction such as seminars, group discussion, team-teaching, buzz-session etc were not given much importance by the teachers which implied that only lecture method was used. In relation to this, **Gupta, S. K., (1990)** also rightly pointed out that learning experiences can be carried out through interactions, library, laboratory work, television, field trips, seminars, tutorials, assignments, etc.

The present study further points toward issues relating to examination and evaluation pattern in the colleges and suggested for reforms to increase the efficiency and effectiveness of the system which is of paramount importance for colleges/higher educational institutions. With the major indication of 50% principals of general colleges and 57.83% students of general colleges citing the poor standard of examination and evaluation system with the view that quality of examination stresses more on rote memory rather than analytical skills. A similar view was also expressed by the officials of higher education that there need to be examination in order to find out the extend of students learning to qualify them for higher learning. Rather it turned out to be a gateway for the students to cross over, which had been instilled in their minds. Thus, examination had become lop-sided (result-oriented). As a result, reform in the examination practice as per the present finding is to ensure evaluation that is more student-oriented than examination-oriented. Likewise, **Benal, B.I., (1987),** also revealed that no consistent effort had been made by the university authorities in evolving new methods and devices in evaluating the progress of the students. Hence, innovative evaluation process is required to assess and evaluate the knowledge and skills acquired at various levels of the course(s)/programme of studies as evaluation is the essence of examination and examination is vital to assessment.

On the provision of facilities for teacher's professional development in the general colleges, the present finding indicates less prospects as per the respondents in undertaking research works and attending professional development programmes as expressed by 57.40% teachers of general colleges with the semester system as well as shortage of faculties and time for completion of the courses. This was also reflected in the works of **Banerji, A., Pylee, M.V., (1984)** and **Benal. B. I., (1987)**, where teachers were denied of the privileges and provision of facilities to enhance and update knowledge know-how. This implies that there is a need to encourage, check and improve teacher's professional development in teaching, as they need to grow and update themselves while ensuring that it should not be at the cost of the students. Besides, keeping in view that most of the private colleges in Nagaland are unable to allow their faculties for long term study leave due to shortage of faculties, therefore, some provisions must be made available. In relation to this, **Roy, Bani Burman., (2004)** had rightly pointed out that colleges need to strengthen resources for professional development of teachers to enhance the quality of higher education. Besides, the study

further observed that research, publications, carrier advancement schemes, service rules as well as academic performance indicators of teachers were found to be lacking in the colleges. As such, concentrations should be made on the nature of opportunities available for the teachers so that they prepare themselves for playing positive roles in the education sector as well as in society.

c) Administration and Finance;

There exist a felt need and demand for appropriate skills and competencies on the part of the educational administrators to improve the administration system of the colleges in the state as per the present findings of the study where planning of academic activities and programmes need to be carried out in consultation with the teachers for effective implementation of such programmes. Besides, the need of systematic administrative training, regular conduct of staff meetings and the importance of judicious use of decision-making power for bringing desired changes in the collegiate system needs to be taken into consideration by the administrative heads. Similar findings were revealed in the study conducted by **Kakati, K., (2017)** and **Rupanjali, D., (2014)**. In addition, the study further revealed that insufficiency of teaching faculties in the institutions as expressed by 50% principals, 40% teachers and 62% students of general colleges, inadequate and incompetent/lack of trained technical staffs expressed by 60% of the principals of general colleges stated that administrative works were impeded posing another hurdle in the smooth functioning of the existing college education system which is also seen in the work of **Yashii, V., (2018).**

The present study highlights the poor financial status of the colleges stating limited source of fund due to low enrolment of students as indicated by 40% principals of general colleges, insufficiency of financial grants/inadequate funding as one root cause in managing the institutions in terms of development and organising of academic activities as expressed by majority of the principals (80%) and 50% teachers of general colleges which was also reflected by **Saikia, Indira., (2013)** stating that developmental grants sanctioned by the state government were insufficient in most of the colleges. On a similar note, **Roy, Bani Burman., (2004)** in his research found the need for strengthening financial status and learning resources for professional development of teachers for enhancing the quality of higher education. In addition, majority of the students (72.16%) also faced problems in receiving the scholarships on time. Thus,

realising the fact that any educational system must today determine its strength in responding to the educational needs of the individual as well as the community, it therefore calls for an urgent need to focus and extensively improve the unstable financial status of colleges located in rural as well as in urban areas of both government and private run institutions in the state. Moreover, with limited intake capacity, thereby generating insufficient revenues by the college itself, State funding ought to be greatly enhanced for better management of the colleges in fulfilling the felt needs of the students and reasonable remuneration of the teaching and non-teaching staffs of the colleges.

Objective – 3 To assess the problems prevailing in the Professional Colleges with reference to;

a) Infrastructural facilities:

The study further revealed inadequacy of the existing infrastructural facilities in the professional colleges as indicated by a large majority of the principals (71.42%), 63.33% teachers and 75% students of professional colleges which was rightly observed in the works of **Haokip, Thenkhogin., (2015)** and **Kikon, A. Ethel., (2020)**. Also, the officials of higher education on the existing infrastructural facilities in terms of library books, research journals, ICT and research facilities for the students and teachers expressed that the colleges were far from satisfaction for qualitative improvement of college education in the state. Thus, insufficient provision of learning resources affecting the status and its academic atmosphere resulting in the lack of systematic infrastructural planning and resources of learning in the institutions. Hence, colleges need to update and upgrade its infrastructural facilities and learning resources (digital equipment's, ICT laboratory, library books, journals, etc) in order to suit the needs of both students and teachers.

b) Academic:

The necessity for syllabus revision was also expressed by majority of the teachers (61.66%) of professional colleges stating that the existing course(s)/programme of studies are not practical based and relevant to the present context. Besides, the course(s) are vast with limited time in course completion and related practical activities besides theoretical classes which is also mirrored in the findings of **Kikon, A. Ethel., (2020)**. Likewise, the study further observed that syllabus need to be relevant to the present context with the growth and development of knowledge across the world to suit

154

student's needs and aspirations. Correspondingly, the need for updating the existing curriculum was also revealed in the studies conducted by **Walia, K., (1992),** and **Haokip, Thenkhogin., (2015)**.

On the effectiveness of the teaching methods adopted by the teachers of professional colleges, the present study indicated majority of the principals (57.14%) and 47.5% students of professional colleges citing that the quality of teaching methods/techniques employed by the teachers in content transaction were not found to be effective besides using lecture method. On the other hand, techniques such as the use of PPT and other media, brain storming, problem solving method, demonstration and illustration with examples were rarely used by the teachers. This was also highlighted in the findings of **Haokip, Thenkhogin., (2015)** and **Kikon, A. Ethel., (2020)**. Thus, the present study is in support of evolving innovative techniques/methods for effective teaching and learning as well as the mechanism utilized in evaluating student's progress in the affiliated colleges. Correspondingly, **Bailey, Keith D., (2002)** has also suggested for a blended learning strategy to help increase student's perception of student-to-teacher interaction and the need to explore other learning strategies to increase the level of student-to-student interaction in the process of content transaction.

The study further revealed that a good majority of the teachers (53.33%) and 52.75% students of professional colleges found the existing examination and evaluation system to be of poor standard with more emphasis on rote memory. An observation made by **UGC (2021)** in the '*Quality Mandate for Higher Education in India'* also reflects that the current evaluation or examination in the colleges was found to be "rigid and tests rote learning rather than focussing on broader skills". In regard to this, **Bhatnagar, T.N.S., (1988)** has laid stressed on the need of developing common tools for assessment of student's activities and other practical work for all universities in the country. Hence, university authorities need to evolve innovative systems and devices with more focus on the broader skills and do away with the rigidity and testing of rote learning in evaluating the progress of the students at various levels of the course(s)/programmes as evaluation is the essence of examination and examination is vital to assessment.

With regard to the provisions for professional growth and development of teachers in the professional colleges, the present study shows that a good majority of the teachers (75%) of professional colleges do not get much opportunities with the semester

system being followed in the colleges as well as shortage of faculties and time for completion of the courses. Similar observations were also highlighted in the works of **Majaw, Edelbert Badonbok., (2015), Nesamani, M. Alice Elizabeth., (2018)** and **Kikon, A. Ethel., (2020)** stating that there was no quality in research, moreover, paper publications, project works and research facilities among the teachers were also found to be lacking in the colleges. Thus, keeping in view that most of the private colleges in Nagaland are unable to allow their faculties for long term study leave due to shortage of faculties, therefore, some provisions in the form of online orientation, training and programmes must be made available. As such, focuses should be made on the nature of opportunities available for the teachers so that they prepare themselves for playing positive roles in the education sector as well as in society.

On the job satisfaction of teachers towards their profession, the study made a positive observation with a majority of more than 80% of the respondents found satisfied with teaching. On the contrary, a lower percentage of 15.92% dissatisfied on the ground of their appointment, workload and lack in developmental aspects of the colleges which needs to be tackled for professional growth and development of teachers as well as quality enhancement of college education in Nagaland. In relation to this, similar findings such as unfair appointment, promotion, poor working conditions of teachers were highlighted in the work of **Banerji, A., Pylee, M.V., (1984)**. Also, **Benal, B.I., (1987)** revealed the quantitative growth of higher education institutions in the state of Karnataka with no qualitative improvement in updating the knowledge of teachers nor looking into their academic problems be it in the affiliated colleges or in the university. Likewise, it was also observed that colleges need to introduce carrier advancement schemes, service rules and academic performance indicators for professional advancement of the teachers.

In line with the research conducted by **Pallai, J.K, and Mohan, S, (1986)** on the semester system, the present study also made a parallel observation which reveals that respondents in majority (50% principals of general colleges, 100% principals of professional colleges, 70.37% teachers of general colleges and 73.33% teachers of professional colleges) were in favour of the semester system stating that such system has made teaching-learning process more manageable for the students.

c) Administration and Finance;

The study observed further that administration system in the professional colleges also need considerable improvement to ensure quality enhancement with the institutions facing shortage of teaching faculties as indicated by 40% teachers, absence of accountability and performance of teachers revealed by 71.42% principals and 61.66% teachers of professional colleges. In addition, lack of adequate technical staffs was revealed by 42.85% principals, 40% teachers and 52.5% students of professional colleges which was also observed in the study carried out by **Kikon, A. Ethel., (2020).** Hence, timely appointment of the required faculties (teaching and non-teaching) need to be made to cater to the smooth functioning of the colleges in the state and also fulfilment of the required norms and criteria by the institutions.

Also, insufficiency and lack of adequate funds for developmental works and in organising various curricular and co-curricular activities in the institutions was specified by 42.85% principals of professional colleges. Besides, 40% of the students also expressed that scholarships were not given on time. Moreover, with limited intake capacity, thereby generating insufficient revenues by the college itself, State funding ought to be greatly enhanced for better management of the colleges in fulfilling the felt needs of the students and reasonable remuneration of the teaching and non-teaching staffs of the colleges. In relation to this, **Majaw, Edelbert Badonbok., (2015), Hazarika, Dulal., (2018)** and **Kikon, A. Ethel., (2020)** has also rightly pointed in their works that colleges were facing financial limitations which in turn affected its management. Thus, the need for adequate funding from the central and state government is one prerequisite to improve upon the financial status of higher education in general and professional colleges in particular.

Objective – 4 To assess the role of College Development Council in the functioning of Colleges.

Apart from the change/modification required in the provisions of infrastructural facilities, curriculum, transaction of the course content, examination and evaluation practices, administration system and financial limitations, the present study also established the fact that with the vast expansion of colleges in Nagaland and the growing concern of its quality, colleges were inspected on a regular basis as revealed by the

officials of Higher Education. However, absence of timely visits/inspection of colleges for quality assessment from the higher authorities was expressed by 40% teachers of general colleges under present study.

The study further revealed that the College Development Council (CDC) acts as a facilitator between affiliated colleges and University Grants Commission (UGC). It deals with correspondence to MHRD and UGC for various matters pertaining to affiliated colleges, inspection for various purposes, such as establishment of new college, deputation of teachers for interview for recruitment of various faculty position in the affiliated colleges, extension of provisional affiliation, up gradation of course, recognition of affiliated college under Section 2(f) & 12 (B) of UGC Act 1956. Besides, the council carried out two types of college inspection:

i. The council carry out physical inspection every alternate year for extension of affiliation of the subjects based on the 25th Academic Council meeting resolution.

ii. Besides, for quality assessment of the colleges, authentication of teachers was conducted every year to check on their previous year performances. In addition, reviewing the existing physical facilities available in the affiliated colleges on the basis of students enrolment and the subjects taught and suggest corrective measures for improvement of the institutions.

Objective – 5 To find out the problems of Principals, Teachers and Students in the General and Professional Colleges of Nagaland.

The present study indicates the indifferent attitude of students in their pursuit of higher education where the respondents in majority (70% principals, 70% teachers and 76.66% students of general colleges) indicated lack of motivation and interest in learning leading to poor academic performances in relation to attendance and participation amongst students in various academic activities of the colleges. On a parallel note, **Saikia, Indira., (2013)** has highlighted that there existed significant difference in the educational aspirations of college students. Thus, affecting the standard of college/higher education as well as the institutions in the contemporary society.

The study further reveals that a large majority of the principals (71. 42%), 71.66% of teachers, 77% students of professional colleges indicated irregularity and lack of interest in learning among the students contributing to low academic performances in

the professional colleges which is also reflected in the research conducted by **Yashii, V., (2018).** It therefore calls for an urgent need in improving the existing system and work extensively to disseminate knowledge and information on the significance of college/higher education with its proper structure to find its meaning and worth/value in life for individual success as well as fulfilment of societal expectations and aspirations.

Thus, with a paradigm shift in college/higher education from 'national education' to 'global education', from 'one-time education for a few' to 'lifelong education for all', from 'teacher-centric education' to 'learner centric education', from campus based, face-to-face (F2F), to distance or online education fading rapidly in favour of a blended system. These changes make new demands and pose fresh challenges to the established education system and practices in the country as well as our state. Moreover, as the nation moves towards becoming a true knowledge society from agrarian economy to knowledge economy, the NEP 2020 proposes to revise and revamp all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education with a view to develop competent, well rounded and creative individuals.

Like the rest of the country, college/higher education in Nagaland is confronted with multi-faceted challenges ranging from insufficient provision of infrastructural facilities and funding, to relevance of the curriculum, delivery of course content and faculty and even to a general lack of motivation and interest amongst students. It is therefore, essential that higher education institutions should be fully equipped with human resources and provision of academic facilities so as to improve quality of the overall system by formulating suitable strategies for ensuring that educational institutions are able to achieve the purpose of their existence.

5.3 EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR IMPROVEMENT OF COLLEGE EDUCATION IN NAGALAND

In any field of human endeavour, quantity and quality are of equal importance. The same is applicable in the area of higher education catering to the needs of the recipients for which various educational commissions, programmes, policies, and recommendations for reforms in the higher education sector are framed and implemented thus far. However, there is numerical growth with rapid pace, but the quality aspect in the colleges/higher education is facing several barriers which need to be thought out

seriously. As such, following are some few areas suggested for improving the standard of higher education in Nagaland.

1. With the vast expansion of colleges in Nagaland and the growing concern of its quality, aspect in relation with the inspection and supervision of colleges need to be considered to a great extent with more visits from the higher authorities. Besides, there need to be more intervention of the stakeholders/concerned department(s) towards both government and private colleges for the progress of higher education in the state. In addition, rural and urban disparities must be kept in mind by policy makers in planning and implementing the higher education system.

2. Undoubtedly, assessment and accreditation by NAAC is essential for improvement of the colleges. Moreover, support from public, district administration, alumni, parents, etc cannot be left out. However, for NAAC assessment, there should be two categories for inspection 1) urban and 2) rural, taking into account the road condition, internet connectivity and the basic socio-economic backwardness of the rural areas while assessment is made. Therefore, University and colleges should have better co-ordination to work for the upliftment of colleges/college education system.

3. Colleges/Institutions of higher education hold one of the most significant roles in determining the prospect of our society as education intends to develop the uniqueness and potentialities of each individual's special talents and prepares an individual for a vocation and for citizenship in a democratic community. It is thus important to facilitate higher education with access to physical academic facilities and support system while working towards the quality of education. Classrooms, laboratories, technology, facilities for physical fitness, well-equipped libraries with proper and sufficient reference materials, etc are all vital for assuring quality in the higher educational institutions.

4. It is imperative to have a pertinent, well-designed curriculum which provides responses to the queries relating to the imminent and prepares the recipients with all the necessary knowledge, facts and skills focused on societal applications need to be intertwined into the learning process. Therefore, early implementation of Choice Based Credit System (CBCS) needs to be made in the colleges in order to do away with the traditional teacher centred education system and with the introduction of New Education Policy, 2020. In addition, provision of flexible learning opportunities

for students through Open and Distance Learning (ODL) mode of learning, Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) and Massive Open Online Courses (MOOC) platform a flexible self-paced learning system with the objective to fulfil the multi-disciplinary and holistic education as emphasised in the NEP, 2020. Besides, efforts should be made to develop optimal combination for acquisition of both theoretical and practical skills. Thus, courses need to be revised and updated regularly as per the needs of students, societal demands and change of time.

5. In restructuring the syllabi and courses, practical and skill-oriented courses need to be introduced with a view to provide relevance and meaningfulness. However, designing of the courses of study with significance to the impending and developing the essential human resources to implement them is a challenging task to meet the future demands for college education which calls for a team of experts, specialised in different areas to collectively work to develop proactive policies and approaches (to design and develop futuristic courses). Hence, academic councils, university and colleges need to revisit the existing content and categories of knowledge, to objectively examine the relevant contemporary aspects of the society.

6. A good academic atmosphere is essential for quality teaching at any centre of education as the true end of education is not just the acquisition of information or technical skills, but deepening of insight, widening the horizon, and creation of a meaningful outlook. Hence, relationship between students and teachers need to be strengthened for better education system as a close interaction between the teachers and students in the evaluation of the progress of learning is desirable, so that teaching-learning process is not superficial but properly regulated in terms of assessment and evaluation.

7. As teachers are the heart of the learning process, special steps should be taken to review their status in relation to their recruitment, positive working environments and service conditions as these are an important aspect of quality and excellence in higher education. Hence, there should be timely appointment of good, competent and well-qualified teachers for colleges having insufficient teaching faculty as it is a must for any higher education institution aspiring for quality so that they can participate in faculty development programmes, undertake research and projects works, make

publications as well as contribute to the smooth functioning of the institutions. Furthermore, it has become crucial for all the colleges to introduce carrier advancement schemes, service rules and academic performance indicators for professional advancement of the teachers.

8. With the crucial link between teacher motivation and the quality of education, there is a need to recognise on improving the status of teachers and provide them with opportunities for professional and career development so that teachers may fulfil their role and responsibility within the system of higher education. Moreover, as the role of teachers remain the most important drive in improving the quality of education, teaching faculties should render their best services for the welfare of students and the institution by taking their profession seriously and remain in their respective postings. Besides, colleges need to encourage their teachers in undertaking research, project works and publications for personal and professional advancement. Also, to enhance their motivation, skills and knowledge, systematic orientation in specific subjects should be made, thereby equipping the teachers with the right kind of values that would encourage them to take initiatives for innovative and creative work.

9. There is also a felt need to improvise the teaching methods/techniques to suit student's needs and aspirations as the quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and internet for which there is a need of more of Information and Communication Technology-enabled-learning. Consequently, keeping in view that new subjects need to be included with the change in technology so also is its transaction for its effectiveness and efficiency.

10. Admissions in the educational institutions are solely based on marks at a qualifying examination. Thus, there is an absence of real counselling to determine the capability and interest of the student. Mention may be made that many of the students today join the courses by default rather than by choice, as there are no better alternatives available for them. Consequently, appropriate counselling for students and their families about different courses of study and career opportunities prior to finalizing admissions to various courses would go a long way to encourage students to make a conscious and better choice in fulfilment of their goals and aspirations.

11. There is an important need of initiating timely conduct of examinations, declaration of results as well as issue of marksheets and certificates. Besides, the prevailing examination system had become a tension and a taxing point for the learner's psychology which promotes rote memory, contributing to the declining quality of employable degree holders. No doubt, there need to be examination in order to find out the extend of students learning to qualify them for higher learning. However, education system should not be result oriented but it should be learner- oriented.

12. Reform in evaluation is a key area of concern and institutions must undertake these reforms considering the larger interest for student learning and development. Proper orientation on assessment methods should be given to the teachers, particularly to the newly appointed teachers in planning appropriate activities for enhancing student performance. Moreover, uniformity of assessment needs to be followed among the colleges where all the activities of students should be closely observed and supervised for objective process assessment as one of the purposes of evaluation is to provide development-inducing feedback. Besides, rigidity and testing of rote learning should be done away with and focus more on the broader skills to qualify them for higher learning. Thus, appropriate and effective feedback mechanism need to be followed in all the higher education institutions to usher in more objectivity in the evaluation system.

13. In addition, the Cumulative Grade Point Average (CGPA) is comparatively less with other universities which need to be updated. Furthermore, evaluation system needs to change in terms of exchanging papers to be examined, time allotment for the examiners and incentives to be given on time.

14. Good administration forms the backbone of any educational institution. Having a well-structured system of administration helps to find and address gaps in practices, and efficiently implement proper counter-measures in time as the quality and future of an institution depends on it. Therefore, proper administrative structure for college education need to be kept in view for assuring internal quality, faculty empowerment, financial resource management and development of strategy. However, colleges under study are facing problem due to insufficient non-teaching staffs and inadequate technical staffs for which timely appointment of the required faculties (teaching as well as non-teaching) should be made to cater to the smooth functioning of

administrative work in the institutions also to fulfil the required norms and criteria. Besides, all the faculty members should be active and responsible.

15. There is also a need to introduce performance-based incentives, strengthen the resources for professional development of teachers and quality enhancement in order to ensure teaching of superior quality, equality of work division and training of staffs to increase work efficiency in the institutions of higher education.

16. Work culture in the colleges should be developed among teaching and non-teaching staffs with coordination among administrator, teaching and non-teaching staffs. Besides, all the faculty members from top to bottom should remain active and accountable in rendering their services. Also, there should be non-interference of outsiders (landowners, political groups) on the appointment of college staffs.

17. There is an urgent need to focus and extensively improve upon the financial limitations of the colleges as the developmental grants sanctioned by the state government are insufficient in both general as well as professional (government and private) run institutions in the state affecting the status of the colleges in management relating to developmental works and organising academic activities as the strength of any educational system is determined by how well it respond to the educational needs of the individual as well as the community. Moreover, with limited intake capacity, thereby generating insufficient revenues by the college itself, it is suggested that State funding ought to be greatly enhanced for better management of the colleges in fulfilling the felt needs of the students and reasonable remuneration of the teaching and non-teaching staffs of the colleges.

18. To bring about reformation in the existing colleges of Nagaland for the welfare of students, regularity of students and equal treatment/unbiased attitude of teachers towards students need to kept in view. Besides, timely disbursement of scholarships, well-funded scholarship schemes, stipends etc., should be given due importance to cater to the requirements of the needy and deserving students. Moreover, cost reduction of the available courses to ensure equality and access to college education need to be initiated in the higher educational institutions.

19. Since all the colleges in the state are affiliated to Nagaland University, there should be uniformity with other universities, as far as possible, in the standards of the courses,

academic calendar and the examination system of university to maintain the standard of education. Unless this is taken strictly, many institutions will continue to take advantage and the expected contact hours cannot be fulfilled.

20. For promoting equality and greater access to higher education in the state, colleges need to set up proper regulations for admission procedure and intake capacity need to be checked by the higher authorities where fixing of intake capacity for a course along with the provision of a rational student-teacher ratio for courses need to be ensured. Besides, Nagaland University and the colleges/higher educational institutions need to implement the Central Universities common Entrance Test (CUET) for admission to various undergraduate course(s) and programme of studies to save the students from appearing in multiple entrance examinations, conducted on different dates, sometimes coinciding with each other, with the objective to provide equal prospect to all students from different boards of examinations.

21. For promoting greater access to personal and professional development of human resources of the society, colleges need to encourage the learners by organising activities such as students exchange programmes, short-term vocational courses and extra-curricular activities for the students. In addition, proper organisation of academic activities by the authorities, encourage learner's involvement/participation of students through provision of ample opportunities to scrutinize the learning experiences need to be ensured.

22. Furthermore, there need to be more orientation, workshops, trainings conducted covering all the fields for the teachers. As such, teachers should be encouraged to attend conferences, seminars, workshops in their disciplines to update their subject know how/subject competency. Besides, teachers ought to participate more by making paper publications in journals and engaging themselves in research and project works for personal and professional advancement. This calls for more intervention of the stakeholders/concerned department(s) towards both public and private sector for the improvement of Higher education in Nagaland as every district has colleges of its own, the problems faced by each college should be noted seriously. Moreover, self-sustenance of colleges may be practised in colleges to improve work culture.

5.4   CONCLUSION

This study was undertaken to critically examine the problems of colleges affiliated to Nagaland University in the state. The problems of general as well as professional colleges was thoroughly searched and presented in the present study. Further the study throw light on the quality areas in higher education and various problems of colleges in the state of Nagaland. From profile of colleges, to infrastructural, academic, administration system and finance, the challenges faced and related topics were studied and analysed mainly through questionnaires and interview schedule. The questionnaires were directed to the principals, teachers and students of 17 affiliated colleges (general and professional) in Nagaland. While, interview was conducted with the stakeholders of higher education. The findings of the study have been discussed keeping in mind the objectives and it can be concluded that college education in Nagaland is progressing since the time of its inception as the number of colleges has increased over the years. However, colleges offering general as well as professional courses are concentrated mainly in Kohima and Dimapur district in the state.

One major concern that has developed from the study is the necessity for adequate provision of infrastructure and various other facilities in the colleges/higher educational institutions for curricular and co-curricular activities, the dearth of which has hampered the qualitative development of college education in the state as infrastructure is regarded as the backbone of any educational institution.

The need to revise and update the existing courses/subjects with the introduction of new, innovative and practical based subjects as per the need of students, societal demands and change of time is another concern made in the present study.

As education implies that any educational system must determine its vitality by how well it responds to the educational needs of the learners, aspects in relation to content transaction which forms the core of all academic activity need to advance with other innovative teaching learning strategies. More so, with the changes in the educational system, from campus based, face-to-face (F2F), to distance or online mode of education fading rapidly in favour of a blended system, there is a need of more of Information and Communication Technology-enabled-learning to improvise teaching techniques to suit student's needs through an extensive and optimal use of audio-visual

technologies and internet need to be strengthened so as to cater the quality of college education in Nagaland.

Undoubtedly, a good academic atmosphere is indispensable for quality teaching at any centre of education as the true end of education is deepening of insight, widening the horizon, and creation of a meaningful outlook. Therefore, special steps need to be taken to review the status of teachers in the colleges by providing them with more opportunities for professional and career advancement as their role remain the most important drive in improving the standard of education.

One key area of concern that higher educational institutions must undertake considering the larger interest of student learning and their development is reformation in the existing system of examination and evaluation of the learners performance. Since examination is an evaluation of one's learning, rigidity and testing rote learning should be done away with and focus more on the broader skills to qualify them for higher learning. Thus, appropriate and effective feedback mechanism need to be followed in all the higher education institutions to usher in more objectivity in the evaluation system.

Besides, administration system in the colleges also need considerable improvement to ensure its smooth functioning for which timely appointment of teaching and non-teaching staffs need to be made to cater to the administrative work of the institutions and also in fulfilment of the required norms and criteria by the institutions. In addition, team work, work culture and self-sustenance need to be practiced among the staffs for quality enhancement of higher education in the state.

Moreover, insufficiency and the lack of developmental funds faced by the colleges is another need to focus and extensively improve upon the financial limitations of the colleges as the developmental grants sanctioned by the state government are insufficient in both general as well as professional (government and private) run institutions in the state affecting the status of the colleges in management relating to developmental works and organising academic activities.

Furthermore, with the introduction of NEP 2020 proposing to revise and revamp all aspects of the education structure in the country, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education with a view to develop competent, well rounded and creative individuals. Therefore, good governance and proper administrative structure for college

education need to be kept in view for assuring quality, faculty empowerment, financial resource management and development of strategy.

College/higher education in Nagaland is confronted with manifold challenges ranging from insufficient provision of infrastructural facilities, to irrelevance of the existing curriculum, poor standard in content transaction, inadequate teaching faculty and ministerial staffs, administration system and financial support and even to a general lack of motivation and interest amongst students. It is therefore, essential that higher education institutions should fully be equipped both by human resources and provision of academic facilities to improve quality of the overall system by formulating suitable strategies for ensuring that educational institutions are able to achieve the purpose of their existence.

Overall, the study shows that there is potential for excellence and growth of college/higher education in Nagaland and the investigator is of the view that this research will make a significant contribution towards development, qualitative improvement and progress in the area of college/higher education in the state. It is hoped that college/higher education can be improved considerably if the findings and suggestions in this study can be incorporated and followed.

5.5   SUGGESTIONS FOR FUTURE RESEARCH

Some research areas that maybe undertaken are given below:

1. A comprehensive study of the growth and development of higher education in the past, present and future perspective.

2. A comparative study can be conducted on the professional and general colleges.

3. An analytical study to determine the difference of rural and urban college education system.

4. A study on the status, problems and progress of professional education.

5. To examine the effectiveness of higher education in the state.

6. An analytical study of higher education in Nagaland in comparison to other states in India.

CHAPTER - 6
SUMMARY AND CONCLUSION

CHAPTER - 6

SUMMARY AND CONCLUSION

6.0   SUMMARY

In this chapter an attempt has been made to summarize the research work by providing a brief framework of the study.

The present study has examined the various problems of general as well professional colleges of the state which are affiliated to Nagaland University. In the first chapter, the profile of Nagaland, inception of education system, higher education and college education, importance of higher education, role of the Department of Higher Education, affiliation and NAAC accreditation of colleges, statement of the problem, need and significance of the study, objectives, research questions, definition of the terms used and delimitation of the study were highlighted. The review of literatures conducted to find out the various aspects and issues of higher education were presented in the second chapter. The third chapter comprised of the research methodology adopted for the study. Analysis and interpretation of the data were described in the fourth chapter. The fifth chapter comprised of the major findings, discussions, educational implications and suggestions of the study. The present chapter six outline the conclusion of the entire study of the problems of colleges (General and Professional) affiliated to Nagaland University in the state.

6.1   INTRODUCTION

Higher education, post-secondary education, or third level education is an optional final stage of formal learning that occurs after completion of secondary education, which includes general as well as professional courses. It refers to the education in post -secondary institutions, colleges, universities and institutes of technology including vocational or other career colleges (accounting, interior design, architecture, criminal justice, marketing, paramedical training, fashion technology/design, photography, etc) that award degrees or professional certifications. In short, higher education is considered as the apex of the educational pyramid.

Nagaland is home to a number of colleges, which span across various subjects, streams and courses. Colleges in Nagaland are spread across all parts of the state with a mission to provide greater access to higher education to all eligible persons and in

particular to the weaker sections of the society. As such, Fazl Ali College was the first college, which was established in Mokokchung in the year 1959, prior to that there was no college in the state therefore, the Naga students had to pursue higher studies in other parts of north eastern region such as Assam and Shillong as well as other parts of the country. In 1961, Kohima Science College was established at Jotsoma and after Nagaland became a full-fledged state in 1963, Dimapur Government college and Kohima Arts College came into existence in the year 1966 and 1967, giving a new dimension to higher education. Between 1974-89, fifteen (15) more colleges had come up to cater to the demands of higher education. The fastest growth of college education occurred during the 90's when twenty-one (21) colleges were established during that period alone.

At present, there are a total of 69 (sixty-nine) colleges affiliated to Nagaland University in the state. Out of which, 56 (fifty-six) are general colleges and 13 (thirteen) professional colleges. With regard to affiliation status of the colleges, there are 35 (thirty-five) colleges having permanent affiliation and 34 (thirty-four) colleges with provisional affiliation.

With the growth of population and advancement of time, the increasing demand for college education was greatly felt be it general as well as professional courses. Thus, expansion of higher educational institutions in Nagaland was witnessed only after attaining its statehood. Moreover, the Department of Higher and Technical Education came into existence on 1st May 1983. Prior to this, it was a constituent of the erstwhile Department of Education which comprised of all the various wings of Education. From 1st October, 2004 the Technical Education was further detached from Higher Education to be remerged back with Higher Education during 2009 although at the Directorate level it continues to function separately.

The Department envisions access, expansion and qualitative improvement of higher education through colleges and universities. To streamline this mandate, the department of higher education has also undertaken professional and vocational education by creating additional capacity in existing institutions and establishing new ones. However, Nagaland is still lacking in vocational and professional institutions.

Besides, in order to ensure quality education in the higher educational institutions, the State Level Quality Assurance Cell (SLQAC) acts as the nodal agency between the Higher Education Institutions (HEI'S) of the state and National Assessment

and Accreditation Council (NAAC) to assess and accredit institution of higher learning. As such, the Department has successfully aided in the promotion of some colleges (31) within its purview by NAAC Assessment and Accreditation and eventually autonomous status was granted to 3 (three) Colleges in the state thus far.

Moreover, an Academic and Administrative Audit (AAA) committee is being instituted to monitor and support the quality of individual institutional academic and administrative system throughout the state under the aegis of the Department of Higher Education, Government of Nagaland, so as to ensure that all the colleges are not in tune with the qualifying norms and standards that forms the basis of institutional quality checks. Currently, 26 (twenty-six) colleges are being assessed under the Academic and Administrative Audit system with grades.

6.2   NEED AND SIGNIFICANCE OF THE STUDY

It is needless to over emphasize the importance of college education as it constitutes a very important part of the entire structure of education which includes general as well as professional courses. It not only occupies the top-most stage of formal education but is importantly concerned with the processes in the most advanced phases of human learning. It affects every field of human endeavour by providing manpower for production, planning, management and technological development; it influences practically every important National activity.

College education is admittedly a separate stage quite distinct from primary, secondary, elementary, and higher secondary stage. It is recognised as a capital investment and is of paramount importance for economic and social development. It also has the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions.

In the present times, expansion of colleges is unparalleled for which sufficient focus towards colleges/higher education is felt imperative with the view to ensure that the development is qualitative and meaningful for the recipients and the society at large. Nevertheless, quality is an issue that cannot be avoided in education and what institutions do to ascertain quality becomes the most important and effective of all efforts and initiatives **(Basheka, Muhenda and Kittobe, 2009)**. In recent years, there has been a

mushrooming growth of colleges/higher educational institutions, more so with the increased enrolment of students for higher learning and its changing prospect in the state. Yet, most of the colleges in the state are concentrated in the two urban areas of Kohima and Dimapur district, but there arises the question of how far these colleges are catering to quality education in terms of the infrastructural facilities and resources? Thus, it cannot be denied that college education in Nagaland today presents a dismal picture with its focus more towards quantitative expansion, rather than its quality. There are many aspects which are far from being satisfactory thus affecting quality education. Beside the multidimensional problems plaguing college education, other glaring factors such as lack of physical and educational facilities, irrelevance of course content, poor standard of teaching methods, scarcity of qualified manpower, lack of resources, poor implementation of policies and programmes, etc. are hindering in the way of development.

With the advancement and development taking place in various aspects of educational system in the country as well as in the state, college education cannot remain out of sync with transition and changing aspirations, needs, values and preferences of the people. It is the responsibility of colleges/higher education institutions and the higher authorities to make proactive contributions to the emergence of finer values in the socio-cultural-political life of the people and to take strong measures to raise the bar of performances and productivity in a creative way. Nagaland is urgently in need of educational institutions that encompass skill development facilities. As **Kikhi (2006)** states, "we can see that the educational institutions in Nagaland are continuously producing educated youths, but employment opportunities are limited in relation to supply of labour. There is no balance between the supply and demand for their services. Thus, open employment occurs because able and willing educated persons are in search of work, but there is no work for them and remain unemployed."

Thus, the system of college education needs to be strengthened to equip students with adequate skills and knowledge to enable their participation in the emerging knowledge society. Moreover, for students to compete with the rest of the world, we need quality education with greater emphasis on technology enhanced skills development. It is high time to focus on technical and professional education. Thus, the youth has to be equipped with capacity and expertise.

Therefore, the present study is an attempt to address the prevailing issues and problems of general as well as professional colleges in the state, and thereby providing suggestions for further improvement of colleges in the state.

6.3   STATEMENT OF THE PROBLEM

The statement of the problem is stated as **"A Critical Study of the Problems of Colleges Affiliated to Nagaland University."**

6.4   OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the profile of Colleges in Nagaland.
2. To examine the problems of General Colleges in Nagaland with reference to;
   a) Infrastructural facilities, b) Academic, c) Administration and Finance
3. To assess the problems prevailing in the Professional Colleges with reference to;
   a) Infrastructural facilities, b) Academic, c) Administration and Finance
4. To assess the role of CDC in the functioning of Colleges.
5. To find out the major problems of Principals, Teachers and Students of General and Professional Colleges in Nagaland.
6. To suggest measures for improvement in the Colleges of Nagaland.

6.5   RESEARCH QUESTIONS

The research questions of the present study are as follows:

1. What is the present status of colleges in Nagaland?
2. Are the infrastructural facilities adequate and how far is it catering to the smooth functioning of the Colleges?
3. Are the existing courses provided in the colleges relevant to the present needs and aspirations of the learners?
4. What methods/techniques of teaching are employed by the teachers to achieve the desired objectives of the subjects in particular and education in general?
5. How is the existing examination and evaluation system?
6. How effective is the college administration system?
7. What are the financial supports rendered to the colleges? Are they sufficient for conducting various curricular and co-curricular activities/programmes?

8. Are there facilities/provisions for professional growth and development of the teachers?

9. What are the major problems encountered by the principals, teachers and students of general and professional colleges?

10. What are the consistent efforts made by the Authorities of Higher Education towards the Colleges/college education in Nagaland?

6.6 OPERATONAL DEFINITION OF THE TERMS USED

1. **Critical study:** An attempt to carefully examine the shortcomings or defects of the colleges in Nagaland.

2. **Problems:** A problem is an "issue" or obstacle which makes it difficult to achieve a desired goal, objective or purpose. It refers to a situation, condition, or issue that is yet to be resolved in terms a) Infrastructural facilities b) Academic c) Administration and Finance in the general and professional colleges of the state.

3. **Colleges**: The colleges in the present study include those institutions offering general as well as professional degree courses which are affiliated to Nagaland University. General colleges include those institutions offering courses in Science, Arts and Commerce whereas Professional colleges include those colleges offering courses in Teacher education, Legal, Management and Computer application.

6.7 DELIMITATION OF THE STUDY

1. The present study had been delimited to only those general and professional Colleges affiliated to Nagaland University.

2. The present study was confined to ten (10) districts of Nagaland.

6.8 REVIEW OF RELATED LITERATURE

In the review of related literature, an attempt has been made to review the findings of different research works that are related with the present study.

The reviews made were categorised into two parts namely, Studies done abroad and Studies done in India.

6.9 METHODOLOGY OF THE STUDY

The present study was designed using Descriptive survey method to critically examine the problems of colleges affiliated to Nagaland University.

6.9.1   POPULATION OF THE STUDY

The population of the present study consists of all the Colleges/Institutions in the state which comprised of 68 colleges from 10 (ten) districts of the state. Detail information about the general and professional colleges and the number of the college Principals, Teachers, Students are shown in the table below.

Table No. 6.9.1: Population of the study

Types of Colleges	No. of Colleges	No. of Teachers	No. of Students
General	55	1360	29,777
Professional	13	115	1534
Total	**68**	**1475**	**31311**

Source*: Annual Administrative Report, 2020-21 Department of Higher Education Nagaland: Kohima.*

The above table is a clear representation of the total population of the study which comprises of 68 college principals, 1455 teachers and 30,922 students from the 10 districts of the state consisting of both general and professional colleges.

6.9.2   SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

For the present study, simple random sampling was applied in order to draw sample of the college principals, teachers and students. The sample of the study is represented in table 6.9.2.

Table No. 6.9.2: Total Sample of the Study

Type of Colleges	Number of Principals	Number of Teachers	Number of Students
General	10	270	600
Professional	7	60	400
Total	**17**	**330**	**1000**

The above table specifies the total sample of the study which comprises of 17 college principals, 330 teachers and 1000 students of both general and professional colleges.

Besides, Purposive sampling technique was adopted for conducting interview with the 2 (two) stakeholders of higher education in the state.

6.9.3 TOOLS USED FOR DATA COLLECTION

The following two tools were constructed and employed for collecting evidence required for the study:

i. Three (3) sets of questionnaires were prepared for the Principals, Teachers and Students of both general and professional Colleges.

ii. Interview schedule was developed by the investigator keeping in view the objectives of the study for Director of Higher Education, Department of Higher Education, Kohima and Director of College Development Council, Nagaland University.

6.9.4 DATA COLLECTION

For the present study, the data was collected from two sources viz. Primary and Secondary sources.

1. **Primary sources**: - The primary data for the present study was collected using the questionnaire and interview method. Questionnaires were personally handed over to the respondents and personal interviews were also conducted to collect information and facts to a set of pre-conceived questions from the respondents itself.

2. **Secondary sources**: -The secondary data for the present study was collected from a variety of published and un-published books in the library, authentic government and non-governmental office publications, magazines, newspapers, journals and the internet.

6.10 ANALYSIS AND INTERPRETATION OF DATA

The data collected were analysed both quantitatively and qualitatively. Data collected with the help of questionnaires were analysed categorically and percentage was used as statistical technique for analysing the data. While for the data collected through interview schedule were composed and presented independently in an explanatory/essay manner.

A detailed analysis and interpretation of data is presented in Chapter - 4 of the study.

6.11   MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented in the following:

OBJECTIVE - 1: FINDINGS RELATING TO THE PROFILE OF COLLEGES IN NAGALAND

1. The study revealed that there were a total of 69 (sixty-nine) colleges affiliated to Nagaland University in the state comprising of 56 (fifty-six) general colleges and 13 (thirteen) professional colleges. Out of which, 16 (sixteen) colleges were under Government management and 53 (fifty-three) of the colleges were privately managed. It was also observed that there were 13 (thirteen) government colleges offering general courses and 3 (three) professional colleges, while 43 (forty-three) general colleges and 10 (ten) professional colleges were under private management.

2. It was observed that out of the total 69 colleges in the state, 49 colleges (71.01%) are concentrated in the two districts of Kohima and Dimapur. While, the remaining 20 colleges (28.98%) were located in other parts of the state.

3. The study also found that, out of the 69 affiliated colleges, only 31 colleges (44.92%) were accredited by NAAC, with 4 colleges having A-Grade, 23 colleges were accredited with B-Grade, 4 colleges with C-Grade and few of the colleges were initiating the process of accreditation for quality and excellence in higher education. However, the fact remains that majority of the colleges (38) i.e. 55.07% in the state are yet to be assessed by NAAC.

4. The study further revealed that there were 3 (three) autonomous colleges: Kohima Science College (Government), Patkai Christian College, Seithekema (Private) and St. Joseph's College, Jakhama (Private).

5. With regard to affiliation status of the colleges, 33 (thirty-three) general colleges were having permanent affiliation and 23 (twenty-three) colleges were having provisional affiliation to Nagaland University. In the case of professional colleges, only 1 (one) college had permanent affiliation while the other 12 (twelve) colleges were having provisional affiliation to Nagaland University.

OBJECTIVE - 2. FINDINGS RELATING TO THE PROBLEMS OF GENERAL COLLEGES IN NAGALAND WITH REFERENCE TO;

a) Problems relating to Infrastructural facilities:

1. The study revealed that 100% of the general colleges had college building of their own. However, only 10% found the present accommodation of the colleges sufficient, 70% stated to some extent and 20% of the principals expressed its insufficiency.

2. It was also found out that 40% of the colleges provide residential facilities for the teachers and a majority of the colleges (70%) provide hostel facilities for students.

3. On the provision of resources/infrastructural facilities and its adequacy in the colleges;

- **Classrooms:** the study revealed that 70% principals and 76.66% of the students had adequate classrooms which was not the case with 56.66% of the teachers.

- **Library cum reading room:** sufficiency of library cum reading room was expressed by 60% principals, 52.59% teachers and 62.33% students respectively.

   On the other hand, the study found out that colleges faced problems due to insufficiency of basic resources in terms of:

- **ICT laboratory:** 50% of the principals, 75.55% of teachers and 85% of the students stated its insufficiency.

- **Library books and volumes:** it was found that 50% principals, 68.51% teachers and 52.16% of the students expressed inadequate books and volumes in the college library.

- **Internet facility:** the study also observed inadequate supply of internet facilities by 60% principals, 70% teachers and 73.83% students.

- **LCD projector:** provision of LCD projectors in the colleges was found to be inadequate by 59.25% teachers and 54.66% students.

- **Photo copying facility:** it was also revealed that 76.40% of the teachers and 58.33% of the students expressed insufficiency of such provisions.

- **College auditorium**: the study also found 50% of the principals, 73.33% teachers and 46.86% students with inadequate auditorium.

- **Transport facility:** it was also observed that 74.04% teachers and 62% of the students faced insufficient transport facility.

- **Toilet facilities:** the study further revealed where 50% principals, 66.66% teachers and 59.83% of the students encountered insufficient provision of toilet facilities for male and female.

- **Art and craft resource rooms:** it was found out that a large number of the general colleges 90% principals, 98.14% teachers and 95% of the students did not have such rooms.

- **E-libraries:** the study also revealed that majority of the principals (90%), 90% teachers, and 80% of the students had no such facility.

  Besides, colleges also had no proper playground for conducting various games and outdoor activities and lack of ramp construction for facilitating the needs of the exceptional learners.

4. Based on the interview schedule, the present study found out that the officials of higher education were satisfied with the existing infrastructural facilities in terms of the classrooms availability for students to sit and learn, ICT facilities, library infrastructure and human resources.

   Nevertheless, it was noted that library books, journals, ICT and research facilities were far from satisfactory for qualitative improvement of college education in the state.

b) Problems relating to Academic:

5. On the relevance of the existing curriculum, the study revealed that majority of the principals (60%), 57.77% of teachers and 64.33% students of general colleges stated its needs and relevance for individual as well as society.

6. The study found out that the curriculum/course(s) of study were updated after every three years, however majority of the teachers (71.11%) felt the need of revising the existing syllabus. It was further observed that the need to update the existing curriculum/courses was also expressed by the officials of higher education.

7. In regard to the methods/techniques used in content transaction, it was observed that;

- **Lecture method:** All the teachers (100%) of general colleges adopted lecture method in classroom teaching-learning process.

- **Individual assignment**: this method was followed by majority of the teachers (87.03%).

- **Group discussions and presentations:** the study found that 59.25% of the teachers made use of this method.

- **Method of illustration**: it was revealed that 62.96% of the teachers adopted this technique.

- **Lecture with the use of PPT or any other media:** only 31.11% of the teachers employed this technique in the classrooms.

- **Seminars:** the study also found out that very few of the teachers (27.77%) conducted seminars.

- **Project works:** only 22.22% of the teachers assigned project works in the general colleges.

- **Demonstration:** just 12.96% of teachers made used of this method.

- **Problem solving:** very less teachers (9.25%) employed the technique of problem solving.

- **Brain storming:** this technique was applied by only 9.62% teachers.

8. The study revealed that majority of the students (55.66%) of general colleges found the teaching methods/techniques employed by the teachers to be effective. Nevertheless, 55.33% of the students expressed the need for some changes in content transaction followed by the teachers.

9. On the existing examination and evaluation system, the study indicated that examination had become a tension and a taxing point for the learner's psychology for which the system of education should not be result oriented.

10. With regard to co-curricular activities, the study revealed that 100% of the general colleges organised games and sports as part of their co-curricular activity, followed by cultural programmes, NSS, debates and quiz.

    It was also found out that more than 50% of the colleges also carried out community works, NCC programmes, excursions/educational tours for the students, essay competitions, music related activities as well as drawing/painting under study. However, activities such as workshops, craft works and science exhibition were organised by less than 50% of the colleges under the present study.

11. It was found out that 100% principals of general colleges encouraged their teachers in attending faculty development programmes of short-term courses and 60% encouraged their teachers for undergoing long-term courses as well.

12. The study revealed that 100% of the colleges grant study leave to the teachers for pursuing research works however, only 56.66% of the teachers stated that they get study leave.

    The study further observed that 57.40% of the college teachers were not provided with much opportunities for research although they get paid during leave.

13. The study indicated that 100% of the colleges published its annual magazine and journal publication was made by only 20% of the colleges.

14. In view of the publications made and projects undertaken by the teachers, the study indicated that just (20.74%) of the teachers published papers in journals and only 10% of the teachers undertook project works.

15. The officials also pointed out that colleges are lacking in research and publications for qualitative improvement of education system in the state.

16. On the workload of teachers in the colleges, the study also observed that majority of the teachers (51.85%) were required to perform work besides teaching. It further revealed that 26.29% teachers of general college felt overburdened stating that performance of non-academic duties leads to heavy workload (IQAC, election, dean).

 c) **Problems relating to Administration and Finance:**

17. With regard to administration, the study observed that 50% principals and majority of the teachers (63.70%) faced difficulty due to insufficient teaching faculty in the general colleges. In addition, 40% of the principals expressed inadequacy of non-teaching staffs for catering to the administrative work of the colleges.

18. The study further revealed that only 3.70% of the colleges invited guest lecturers while a large majority of the college (96.29%) availed no such facility (even though there was shortage of teaching strength).

19. The research revealed that majority (90%) of the principals consult their teachers in scheduling academic programs of the colleges. On the other hand, only 31.22% teachers stated positive that the heads consulted them in scheduling academic programs of the college.

20. The study further revealed 40.74% teachers stating that they should be given more power in decision making in relation to scheduling of academic programs of the college to which 59.25% of teachers expressed the need of such power to some extent.

21. The study found out that 32.96% teachers and 53.5% students of general colleges were satisfied with the administration system of the colleges, but 19.25% teachers and 46.5% students expressed dissatisfaction with the existing system in the colleges.

22. The study further revealed that 50% principals and 47.40% teachers of general colleges strongly felt the need for having a better academic atmosphere. Only 10% of the principals and 4.14% of teachers were found to be satisfied with the prevailing atmosphere of the colleges.

23. In the area of finance, the study found out that the major source of income of all the general colleges (100%) were the fees collected from the students.

24. On the sufficiency of annual budget for carrying out various activities, it was observed that only 20% of the principals noted positive. Meanwhile, majority of the principals (80%) expressed insufficiency in carrying out various activities of the colleges.

25. In matters pertaining to the problems encountered by students in availing scholarships, data gives a clear indication that majority of the students (72.16%) of general colleges faced difficulty in availing scholarships stating that they do not receive their scholarships on time while this was not so for 27.83% of the students.

26. On the financial support, the study further observed that the government colleges were financially assisted annually for all sources of finances, from teachers salary to the infrastructural facilities. Whereas in the case of private colleges, the state government provides one annual grant to the colleges.

OBJECTIVE – 3: FINDINGS RELATING TO THE PROBLEMS PREVAILING IN THE PROFESSIONAL COLLEGES WITH REFERENCE TO;

a) Problems relating to Infrastructural facilities:

1. The present study revealed that majority of the professional colleges (71.42%) have college building of their own. However, only 28.57% of the colleges were found to be satisfied with the present accommodation provided in the colleges and 42.85% of the colleges expressed insufficiency.

2. It was observed that 42.85% of the colleges provide residential facilities for the teachers and a majority of the colleges (57.14%) provide hostel facilities for students.

3. Of the infrastructural facilities/resources available and its adequacy in the professional colleges, the study revealed that;

- **Classrooms:** majority of the principals (57.14%), 73.33% teachers and 67.5% of the students found classrooms adequate.

- **Library and reading room:** it was observed that 57.14% of the principals and 55.75% students stated on the sufficiency of library and reading rooms which not so with 58.33% of the teachers in the professional colleges.

- **Library books and volumes:** majority of the principals (71.42%) and 58.33% teachers found library books and volumes adequate but 75.25% of the students found it inadequate.

- **ICT laboratory:** the study revealed that 57.14% principals, 66.66% teachers and 72.5% of the students stated insufficiency of ICT laboratory in the professional colleges.

- **Art and craft resource rooms:** it was observed that majority of the principals (71.42%), 75% teachers and 77% of students found art and craft rooms to be inadequate.

- **E-libraries:** lack of e-libraries in the professional colleges was indicated by majority of the principals (71.42%), 86.66% teachers and 87% of the students.

- **Internet facility:** majority of the teachers (68.33%) and 65% students stated insufficient supply of internet facilities.

- **LCD projectors:** 57.14% principals and 57.5% of the students expressed insufficiency of LCD projectors in the classrooms.

- **Photo copying facility:** it was revealed that 56.66% teachers and 69.25% students noted inadequacy of such provisions.

- **College auditorium:** majority of the principals (85.71%), 71.66% teachers and 78.5% of the students expressed its insufficiency.

- **Transport facility:** it was observed that 57.14% principals and 76% of the students faced shortage of transportation.

- **Toilet facilities:** majority of the students (68%) and 58.33% of teachers encountered insufficiency of toilet facilities in the institution.
  Besides, colleges also had no proper playground for conducting various games and outdoor activities and lack of ramp construction for facilitating the needs of the exceptional learners.

4. On the provision of infrastructural facilities, majority of the teachers (63.33%) and 75% students of professional colleges found the existing infrastructural facilities of

the college insufficient and only 36.66% teachers and 25% of the students were found to be satisfied and stated its sufficiency.

b) Problems relating to Academic:

5. On the level of satisfaction and relevance of the existing courses, the present study revealed that majority of the principals (57.14%), 66.66% of teachers and 77.5% of the students of professional colleges were satisfied with the existing courses.

6. It was observed that majority of the teachers (61.66%) expressed the need for syllabus revision.

7. The study found out that Practical/Internship programmes were carried out in the professional colleges as indicated by majority of the principals (57.14%), 85% of teachers and 80% students of professional colleges in the existing curriculum.

8. With regard to the methods/techniques used in content transaction, it was found out that;

   - **Lecture method:** majority of the teachers (90%) of professional colleges adopted lecture method in content transaction.

   - **Individual assignments:** the study found out that majority of the teachers (86.66%) followed this technique in the classroom.

   - **Group discussions and presentations:** most of the teachers (70%) employed this method.

   - **Seminars:** it was revealed that 53.33% of the teachers conducted seminars.

   - **Project works:** 50% of the teachers stated that project works were carried out under present study.

   - The study also observed that **lecture with the use of PPT and any other media, brain storming, problem solving method and demonstration technique and illustration with examples** were adopted by less than 50% of the teachers in classroom teaching-learning process.

9. On the effectiveness of teaching methods employed by the teachers, the study revealed that 55% of students found the teaching methods to be effective but 45% students expressed ineffective.

10. It was revealed that 52.5% students expressed the need for some changes to be made in the teaching methods followed by the teachers.

11. With regard to examination and evaluation system, data revealed that only 28.57% principals of professional colleges expressed satisfaction with the existing examination and evaluation system.

However, it was further observed that majority of the teachers (63.33%) and 57% of the students were satisfied with the existing examination system.

12. On the conduct of co-curricular activities in the professional colleges, the study indicated that activities such as games and sports, workshops, craft works, excursions/educational tours for the students were organised by more than 50% of the colleges under study.

On the other hand, activities such as debates, quiz, science exhibitions, drawing/painting, community works, cultural activities and NSS programmes were conducted by less than 50% of the professional colleges.

13. The study also revealed that 100% principals of professional colleges encouraged their teachers in attending faculty development programmes of short-term courses.

However, only 14.28% of principals encouraged their teachers for undergoing long-term courses due to time constraint in completion of the courses and shortage of teachers in the colleges.

14. The present study observed that majority of the principals (71.42%) grant study leave to the teachers for pursuing their research works but only 25% of the teachers stated that they get study leave.

The study further revealed that majority of the teachers (75%) of professional colleges were not provided with much opportunities.

15. In regard to publications, it was seen that only 42.85% of the colleges published its annual college magazine while this was not the case with 57.14% of the colleges. Journal publication was made by only 14.28% of the colleges however 85.71% of the professional colleges did not make any journal publication.

16. Data further revealed that only 16.66% teachers of professional colleges made publications while a large majority of the teachers (83.33%) did not make any publications. Likewise, just 13.33% teachers undertook project works whereas majority of the teachers (86.66%) did not carry out any project works.

17. The study revealed that 33.33% teachers of professional college performed administrative works, community related services and mentoring work besides teaching. It was further revealed that 26.66% of teachers felt overburdened

performing administrative works related with admission, collection of fees, etc in the colleges.

c) Problems relating to Administration and Finance:

18. On the sufficiency of teaching faculties in the professional colleges, the study revealed that majority of the principals (85.71%) and 60% of teachers stated that the college had sufficient teachers for teaching various subjects. However, this was not so for 14.28% principals and 40% teachers.

    It was also found out that 42.85% principals stated adequacy of non-teaching staffs to cater to the administrative work of the college however majority of the principals (57.14%) faced problem due to insufficient number of non-teaching staffs.

19. The study found out that majority of the principals (71.42%) assigned administrative work to the teachers.

20. The research revealed that majority of the principals (71.42%) consult their teachers in scheduling academic programs of the colleges. On the other hand, only 46.66% teachers of professional colleges stated positive that the heads consulted them in scheduling academic programs of the college.

21. The study further revealed 46.66% teachers stating that they should be given more power in decision making in relation to scheduling of college academic programs and 53.33% teachers expressed the need of such power to some extent.

22. With regard to administration system, only 20% teachers and 42.75% students of professional colleges were found to be satisfied with the existing system of college administration.

23. The study showed that majority of the principals (71.42%) and 43.33% teachers of professional colleges expressed the need for having a better academic atmosphere in the colleges.

24. In the area of finance, the study found out that the major sources of income of professional colleges were the fees collected from the students and grant-in-aid received from the state government as revealed by majority of the principals (85.71%).

25. On the sufficiency of the annual budget for carrying out various activities of the college, the study also made an observation where only 14.28% principals noted on the sufficiency of the annual budget whereas, majority of the principals (85.71%) expressed insufficiency for carrying out various activities of the colleges.

26. In matters pertaining to the problems encountered by the students in availing scholarships, it was also observed that majority of the students (60%) of professional colleges faced difficulty in availing scholarships on timely basis while this was not so with 40% students.

27. On the financial support of the colleges, it was observed that the government colleges were financially assisted annually for all sources of finances, from teachers salary to the infrastructural facilities. Whereas, in the case of private colleges, the state government provides an annual grant depending on the fulfilment of certain norms and criteria by the institutions.

OBJECTIVE – 4: FINDINGS RELATING TO THE ROLE OF COLLEGE DEVELOPMENT COUNCIL IN THE FUNCTIONING OF COLLEGES

1. The study revealed that majority of the general college principals (60%) and (73.33%) professional college principals stated that the colleges were inspected annually.

2. The study also revealed that majority of the general college principals (80%), 100% principals of professional colleges were found to be satisfied with the inspection carried out by Nagaland University and the Department of Higher Education.

3. The study revealed that the University representatives visit and inspect the colleges based on the need of the colleges. It was further revealed that the college authority takes into account the Representative's views and opinions.

4. With the role and responsibilities of College Development Council (CDC), the study found out that, it looked into permission, registration, affiliation, inspection, academic improvement, appointment of faculty, infrastructure, enhancing college activities and all the developmental activities of the colleges.

5. The CDC also act as a facilitator between the affiliated colleges and UGC. The council deals with correspondence to MHRD and UGC for various matters pertaining to affiliated colleges, inspection for various purposes, such as establishment of new college, deputation of subject experts for conducting interview in relation to recruitment of various faculty position in the affiliated colleges, extension of provisional affiliation, introduction of new courses, recognition of affiliated college under Section 2(f) & 12(B) of UGC Act 1956.

6. The study further revealed that there were two types of college inspection carried out by the council.

    - It carried out physical inspection every alternate year for extension of affiliation of the subjects based on the 25th Academic Council meeting resolution.

    - Besides, for quality assessment of the colleges, authentication of teachers was conducted every year to check on their previous year performances. In addition, reviewing the existing physical facilities available in the affiliated colleges on the basis of students enrolment and the subjects taught and suggest corrective measures for improvement of the institutions.

OBJECTIVE – 5: FINDINGS RELATING TO THE MAJOR PROBLEMS OF PRINCIPALS, TEACHERS AND STUDENTS IN THE GENERAL AS WELL AS PROFESSIONAL COLLEGES OF NAGALAND

Under this objective, the findings will be divided into three categories:

a) Problems faced by the Principals

The findings relating to the problems faced by the principals will be divided into two sections:

i)   General colleges and ii) Professional colleges.

b) Problems faced by the Teachers

The findings relating to the problems faced by the teachers will be divided into two sections:

i)   General colleges and ii) Professional colleges

c) Problems faced by the students.

The findings relating to the problems faced by the students will be divided into two sections:

i) General colleges and ii) Professional colleges

i) Major problems encountered by the Principals of General colleges

The following are the various problems faced by the principals of General Colleges;

1. Lack of adequate infrastructural facilities (80%).

2. Insufficiency of fund for organising various co-curricular activities (80%).

3. Weak educational foundation of the students (70%).

4. Lack of adequate technical staffs for catering into the administrative works of the institution (60%).

5. 50% principals faced issues in managing the colleges due to irregular and inadequate teaching faculties.

6. Poor quality of the existing examination system (50%).

ii) *Major problems encountered by the Principals of Professional colleges*

The following are the various problems faced by the principals of Professional Colleges;

1. Inadequate infrastructural facilities/limited resources (71.42%).

2. 71.42% of principals encountered the absence of accountability and performance of teachers as an added obstacle.

3. 71.42% principals expressed lack of employable skills in the students.

4. 71.42% of the principals also pointed out the irregularity of students leading to poor attendance which in turn affected their overall academic performances.

5. Low quality of teaching was stated by 57.14%.

6. 57.14% of principals stated lack of proper co-ordination between colleges and stake holders.

i) *The major problems encountered by Teachers of General Colleges*

The following are the various problems faced by the teachers of General Colleges:

1. Irregularity and irresponsibility of students leading to low percentage (70%).

2. Less participation of students in various academic activities (70%).

3. Weak educational background of students (60%).

4. Irregularity of teachers affecting students learning as well as timely completion of courses (50%).

5. 50% of teachers stated that there was very less chance/opportunity in undertaking research works and participating in professional developmental programmes which hindered in their professional growth and career advancement.

6. Lack of sufficient resources for conducting various curricular and co-curricular programmes/activities (50%).

7. Lack of teamwork among teaching and non-teaching staffs (50%).

ii) Major problems encountered by Teachers of Professional Colleges

The following are the various problems faced by the teachers of Professional Colleges;

1. Irregularity of students leading to low percentage in attendance (71.66%).
2. Indifferent attitude of students in their pursuit of higher education (71.66%).
3. Lack of adequate infrastructural facilities in the colleges in meeting the requirements of teachers as well as students (63.33%).
4. Lack of accountability and performance on the part of teachers affecting quality of college education (61.66%).
5. Irrelevance of the existing course(s) in the present context (61.66%).
6. Less participation of students in various academic activities (60%).
7. Language barrier/problem, age differences and subject background of the students (60%).
8. Lack of teamwork among teaching and non-teaching staffs (60%).
9. Not satisfied with the existing examination and evaluation system (53.33%).
10. Inefficient administration system (50%).

i) Major problems encountered by Students of General Colleges

The following are the various problems faced by the students of General Colleges;

1. Irregularity of students (76.66%).
2. Non-participation/involvement of students in classroom teaching and learning process (73.83%).
3. 72.16% of students stated that there was no timely disbursement of scholarships.
4. Insufficient infrastructural facilities in the colleges for conducting curricular and co-curricular activities (70%).
5. Lack of teachers and their irregularity (62%).
6. Poor standard of the existing examination and evaluation system (57.83%).
7. Ineffective teaching methods employed by the teachers (55.33%).

ii) Major problems encountered by Students of Professional Colleges

The following are the various problems faced by the students of Professional Colleges;

1. Irregularity of the students (77%).
2. 75% of students found the infrastructural facilities in the colleges inadequate for conducting curricular as well as co-curricular activities.

3. 59% students expressed non-participation/involvement of students.

4. Inefficient administration system (57.25%).

5. Incompetency and lack of professional qualification of teachers (55%).

6. Poor standard of the existing examination and evaluation system (52.75%).

7. Lack of adequate technical staffs (52.5%).

6.12   EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR IMPROVEMENT OF COLLEGE EDUCATION IN NAGALAND

In any field of human endeavour, quantity and quality are of equal importance. However, there is numerical growth with rapid pace, but the quality aspect in the colleges/higher education is facing several barriers which need to be thought out seriously. As such, following are some few areas suggested for improving the standard of higher education in Nagaland.

1. With the vast expansion of colleges in Nagaland and the growing concern of its quality, aspect in relation with the inspection and supervision of colleges need to be considered to a great extent with more visits from the higher authorities. Besides, there need to be more intervention of the stakeholders/concerned department(s) towards both government and private colleges for the progress of higher education in the state.

2. As Colleges/Institutions of higher education hold one of the most significant roles in determining the prospect of our society, it is thus important to facilitate higher education with access to physical academic facilities and support system while working towards the quality of education. Classrooms, laboratories, technology, facilities for physical fitness, well-equipped libraries with proper and sufficient reference materials, etc are all vital for assuring quality in the higher educational institutions.

3. It is imperative to have a pertinent, well-designed curriculum which provides responses to the queries relating to the imminent and prepares the recipients with all the necessary knowledge, facts and skills focused on societal applications need to be intertwined into the learning process. Hence, academic councils, university and colleges need to revisit the existing content and categories of knowledge, to objectively examine the relevant contemporary aspects of the society.

4. As teachers are the heart of the learning process, special steps should be taken to review their status in relation to their recruitment, positive working environments and service conditions as these are an important aspect of quality and excellence in higher education. Hence, there should be timely appointment of good, competent and well-qualified teachers for colleges having insufficient teaching faculty as it is a must for any higher education institution aspiring for quality so that they can participate in faculty development programmes, undertake research and projects works, make publications as well as contribute to the smooth functioning of the institutions.

5. There is also a felt need to improvise the teaching methods/techniques to suit student's needs and aspirations as the quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and internet for which there is a need of more of Information and Communication Technology-enabled-learning. Consequently, keeping in view that new subjects need to be included with the change in technology so also is its transaction for its effectiveness and efficiency.

6. Admissions in the educational institutions are solely based on marks at a qualifying examination. Thus, there is an absence of real counselling to determine the capability and interest of the student. Mention may be made that many of the students today join the courses by default rather than by choice, as there are no better alternatives available for them. Consequently, appropriate counselling for students and their families about different courses of study and career opportunities prior to finalizing admissions to various courses would go a long way to encourage students to make a conscious and better choice in fulfilment of their goals and aspirations.

7. There is an important need of initiating timely conduct of examinations, declaration of results as well as issue of marksheets and certificates. Moreover, uniformity of assessment needs to be followed among the colleges where all the activities of students should be closely observed and supervised for objective process assessment as one of the purposes of evaluation is to provide development-inducing feedback. Besides, rigidity and testing of rote learning should be done away with and focus more on the broader skills to qualify them for higher learning.

Thus, appropriate and effective feedback mechanism need to be followed in all the higher education institutions to usher in more objectivity in the evaluation system.

8. Good administration forms the backbone of any educational institution. Therefore, proper administrative structure for college education need to be kept in view for assuring internal quality, faculty empowerment, financial resource management and development of strategy.

9. Work culture in the colleges should be developed among teaching and non-teaching staffs with coordination among administrator, teaching and non-teaching staffs. Besides, all the faculty members from top to bottom should remain active and accountable in rendering their services. Also, there should be non-interference of outsiders (landowners, political groups) on the appointment of college staffs.

10. There is an urgent need to focus and extensively improve upon the financial limitations of the colleges as the developmental grants sanctioned by the state government are insufficient in both general as well as professional (government and private) run institutions in the state affecting the status of the colleges in management relating to developmental works and organising academic activities. Therefore, it is suggested that State funding ought to be greatly enhanced for better management of the colleges in fulfilling the felt needs of the students and reasonable remuneration of the teaching and non-teaching staffs of the colleges.

6.13   CONCLUSION

This study was undertaken to critically examine the problems of colleges affiliated to Nagaland University in the state. The problems of general as well as professional colleges was thoroughly searched and presented in the present study. Further the study throw light on the quality areas in higher education and various problems of colleges in the state of Nagaland. From profile of colleges, to infrastructural, academic, administration system and finance, the challenges faced and related topics were studied and analysed mainly through questionnaires and interview schedule. The questionnaires were directed to the principals, teachers and students of 17 affiliated colleges (general and professional) in Nagaland. While, interview was conducted with the stakeholders of higher education. The findings of the study have been discussed keeping in mind the objectives and it can be concluded that college education in

Nagaland is progressing since the time of its inception as the number of colleges has increased over the years. However, colleges offering general as well as professional courses are concentrated mainly in Kohima and Dimapur district in the state.

One major concern that has developed from the study is the necessity for adequate provision of infrastructure and various other facilities in the colleges/higher educational institutions for curricular and co-curricular activities, the dearth of which has hampered the qualitative development of college education in the state as infrastructure is regarded as the backbone of any educational institution.

The need to revise and update the existing courses/subjects with the introduction of new, innovative and practical based subjects as per the need of students, societal demands and change of time is another concern made in the present study.

As education implies that any educational system must determine its vitality by how well it responds to the educational needs of the learners, aspects in relation to content transaction which forms the core of all academic activity need to advance with other innovative teaching learning strategies, so as to cater the quality of college education in Nagaland.

Undoubtedly, a good academic atmosphere is indispensable for quality teaching at any centre of education. Therefore, special steps need to be taken to review the status of teachers in the colleges by providing them with more opportunities for professional and career advancement as their role remain the most important drive in improving the standard of education.

One key area of concern that higher educational institutions must undertake considering the larger interest of student learning and their development is reformation in the existing system of examination and evaluation of the learners performance. Since examination is an evaluation of one's learning, rigidity and testing rote learning should be done away with and focus more on the broader skills to qualify them for higher learning. Thus, appropriate and effective feedback mechanism need to be followed in all the higher education institutions to usher in more objectivity in the evaluation system.

Besides, administration system in the colleges also need considerable improvement to ensure its smooth functioning for which timely appointment of teaching

and non-teaching staffs need to be made to cater to the administrative work of the institutions and also in fulfilment of the required norms and criteria by the institutions.

Moreover, insufficiency and the lack of developmental funds faced by the colleges is another need to focus and extensively improve upon the financial limitations of the colleges as the developmental grants sanctioned by the state government are insufficient in both general as well as professional (government and private) run institutions in the state affecting the status of the colleges.

College/higher education in Nagaland is confronted with manifold challenges ranging from insufficient provision of infrastructural facilities, to irrelevance of the existing curriculum, poor standard in content transaction, inadequate teaching faculty and ministerial staffs, administration system and financial support and even to a general lack of motivation and interest amongst students. It is therefore, essential that higher education institutions should fully be equipped both by human resources and provision of academic facilities to improve quality of the overall system by formulating suitable strategies for ensuring that educational institutions are able to achieve the purpose of their existence.

Overall, the study shows that there is potential for excellence and growth of college/higher education in Nagaland and the investigator is of the view that this research will make a significant contribution towards development, qualitative improvement and progress in the area of college/higher education in the state. It is hoped that college/higher education can be improved considerably if the findings and suggestions in this study can be incorporated and followed.

6.14   SUGGESTIONS FOR FUTURE RESEARCH

Some research areas that maybe undertaken are given below:

1. A comprehensive study of the growth and development of higher education in the past, present and future perspective.
2. A comparative study can be conducted on the professional and general colleges.
3. A study on the status, problems and progress of professional education.
4. An analytical study of higher education in Nagaland in comparison to other states in India.

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198

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APPENDIX

QUESTIONNAIRE FOR PRINCIPALS OF GENERAL COLLEGES

A. PROFILE:

1. Name: Mr/Mrs/Dr _____

2. Gender: Male ☐   Female ☐

3. Name of the College/Institution: _____

4. Type of Management: a) Govt. ☐   b) Private ☐

5. Nature of Affiliation:

   a) Temporary ☐   b) Permanent ☐   c) Provisional ☐

6. Academic Qualification: (Please tick the relevant options)

M.A/M. Sc/M. Com	LLB	LLM	BBA	MBA	M. Phil	Ph. D	B. Ed	M. Ed	NET	JRF

Any other(s): _____

7. Year of joining the post as Principal: _____

8. Location of the College: a) Rural ☐   b) Urban ☐

9. Since when was your College affiliated to Nagaland University? _____

10. Is your college accredited by NAAC?   YES/NO

If yes, when? _____

Specify the grade: _____ CGPA _____

11. Should accreditation of all affiliated colleges through NAAC be made compulsory?

                                                                    YES/NO

12. What are the approved courses being offered in your College? (Please tick those offered)

a) B. Ed ☐   b) LLB ☐   c) BBA ☐   d) BCA ☐

Any other courses (please specify):

_____

B. INFRASTRUCTURAL FACILITIES:

13. Does your College have its own building?   YES/NO

If yes, is the present accommodation sufficient for the College?

                                        YES/NO/TO SOME EXTEND

207

14. Does your College provide residential facilities to the following?   Please tick the relevant options.

a) Teachers (   )   b) Non- Teaching (   )   c) Hostel for Students (   )

15. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	YES	Adequate	Inadequate
1	Classrooms			
2	ICT Laboratory			
3	Art and Craft Resource Centre			
4	Library-cum-reading room			
5	Library Books & Volumes			
6	Access to e-Libraries			
7	Internet facilities			
8	LCD Projector			
9	Photo-copying facility			
10	Auditorium			
11	Transport facility			
12	Toilet facilities for teachers and students			
13	Seminar/Conference hall			

Any other: _____

16. Do you feel that the existing infrastructural facilities of your college adequate for

   a) Students   YES/NO/TO SOME EXTEND

   b) Teachers   YES/NO/TO SOME EXTEND

C. ACADEMIC:

17. Are you satisfied with the existing course of your College?   YES/NO

   If No, kindly tick the relevant reasons:
   a) Not up-to-date
   b) Socially irrelevant
   c) Not comprehensive enough
   d) Important content areas have been missed out

   e) Any other (Please specify) _____
18. Is the semester system making teaching-learning process more manageable for the students?   YES/NO/TO SOME EXTEND
19. Do you have internship programme in the existing curriculum?   YES/NO
   If so, what is the duration? _____
20. In which semester do you send students for their internship? _____

21. Is there any supervision made during internship period?   YES/NO/SOMETIMES

208

If so, how are they assessed? _____

22. Are you satisfied with existing system of examination?

    YES/NO/TO SOME EXTEND

23. Are you satisfied with the present system of evaluation?

    YES/NO/TO SOME EXTEND

24. What changes would you suggest for Evaluation under the present examination system? {Tick the relevant option(s)}

    a. There should be more weightage for Internal Assessment. ☐

    b. There should be more weightage for External Assessment. ☐

    c. Students should be made aware about the areas/criteria on which they are assessed. ☐

    d. Immediate feedback on Students Assessments should be given. ☐

    e. All activities of Students should be closely observed and supervised by the Teachers for objective Process Assessment. ☐

    Any other: _____

25. Please tick the Co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Seminars	
4.	Essay competitions	
5.	Workshops	
6.	Science Exhibitions	
7.	Drawing/ Painting	
8.	Excursions/ Educational tours	
9.	Community works	
10.	Cultural Activities	
11.	Music	
12.	Craft works	
13.	Games and sports	
14.	NSS	
15.	NCC	

    If any other, please mention: _____

26. Does your College publish its annual Magazine?   YES/NO

27. Does your college publish its annual Journal?   YES/NO

28. Do you encourage your teachers to go for faculty development programmes?

    YES/NO

If yes, please tick from the relevant options:

a) Short- term courses ☐

b) Long-term courses ☐

   c) Any other, please mention: _____

_____

29. Do you think that orientation programmes help teachers to improve their teaching?

<div align="right">YES/NO/TO SOME EXTEND</div>

30. Do you invite guest lecturers to your college?   YES/NO

If yes, how many times in a year/month/semester/week. Please specify: _____

_____

31. Does your College grant study leave to teachers for pursuing their research works?

<div align="right">YES/NO</div>

If so, do teachers get salary during leave?   YES/NO

32. Does your College organise the following programmes? Kindly tick the appropriate

Programmes	International	National	Regional	State
Seminars				
Conferences				
Symposiums				
Workshops				

   Any other(s) specify: _____

_____

D. ADMINISTRATION AND FINANCE:

33. Does your College have sufficient teachers for teaching various subjects? YES/NO

34. Do you have adequate non-teaching staffs to cater into the administrative work of the College?   YES/NO

35. Are the staff meetings held regularly?   YES/NO

   If yes, how often: _____

36. Are the teachers consulted in scheduling Academic programs of the College?

<div align="right">YES/NO/SOMETIMES</div>

37.Do you assign administrative work to your teachers? YES/NO/SOMETIMES

38. Do you feel that your College need better congenial academic atmosphere?

<div align="right">YES/NO/TO SOME EXTENT</div>

39. What are the major sources of financing your college? Please tick the relevant options:

Sl. No	Areas	YES
1.	Fee collected from students	
2.	Donations by public/NGO, s	
3.	Earnings from College Agricultural Farms	
4.	Interests from Fixed deposits	
5.	Donations by Management Board	
6.	Government Grant-in- Aid (State govt.)	
7.	Government Grant-in-Aid (Central govt.)	
8.	International Assistance	

If any other sources, please mention _____
_____

40. Does your College organise educational tours for students?   YES/NO

If so, what is the financial support rendered by your College? Please mention.

41. Do you think your annual budget is sufficient to run the various activities of your College?   YES/NO

E. INSPECTION AND SUPERVISION:

42. Does your college representative from the University come for Inspection?

YES/NO/SOMETIMES

If so, how often? _____

43. Are the views/opinions of the College Representative taken into consideration by your College authority?   YES/NO/SOMETIMES

44. Is your College being timely inspected by the following bodies?
   a) Nagaland University   YES/NO

b) Department of Higher Education   YES/NO

45. How frequent is your College being inspected?

a) Annually

b) Biannually

c) Once in three years

d) Any other, please specify: _____

46. Are you satisfied with the system of inspection? Please comment: _____

_____

47. Are you required to give detailed account/report of the college to the inspection team?   YES/NO

48. What is the role of College Development Council (CDC) in the management of your College?

_____

F. MAJOR PROBLEMS:

49. Kindly mention the major problems you encounter as the head of the Institute with regard to the following areas:

_____

_____

50. Please share your valuable suggestion(s) for the improvement of Colleges in Nagaland.

_____

_____

QUESTIONNAIRE FOR TEACHERS OF GENERAL COLLEGES

A. PERSONAL DATA:

1. Name: _____

2. Gender: Male [   ]   Female [   ]

3. Name of College:

_____

4. Type of Management: a) Govt. [   ]   b) Private [   ]

5. Nature of appointment:

    a) Permanent [   ]

    b) Part-time [   ]

    c) Contract [   ]

    d) Ad-doc [   ]

    e) Temporary [   ]

    f) Visiting Faculty [   ]

    g) Deputation [   ]

    h) Any other, please specify: _____

_____

6. Academic Qualification: (Please tick the relevant options)

M.A/ M. Sc/ M. Com	M. Phil	Ph. D	NET	JRF

7. Professional Qualification:

B. Ed	M. Ed	M. Tech	B. E	LLB	LLM

8. Years of teaching experience(s): _____

9. Which stream/ course are you teaching?

    a) B. Ed [   ]   b) LLB [   ]   c) BBA [   ]   d) BCA [   ]
Any other(s): _____

10. Mention your workload:
    a. How many days do you engage classes in a week? _____

    b. Number of period/classes you engage in a day: _____

11. Do you reside in a quarter/apartment provided by the College?   YES/NO

12. Are you satisfied with your teaching profession?   YES/NO

If no, kindly state your reason(s) for dissatisfaction: _____

_____

14. Does the College have a good academic atmosphere? YES/NO/ TO SOME EXTEND

15. Should accreditation of all affiliated colleges through NAAC be made compulsory?
    YES/NO

B. INFRASTRUCTURAL FACILITIES:

15. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	Adequate	Inadequate
1	Classrooms		
2	Laboratory		
3	Art and Craft Resource Centre		
4	Library-cum-reading room		
5	Library Books &Volumes		
6	Access to e-Libraries		
7	Internet facilities		
8	LCD Projector		
9	Photo-copying facility		
10	Auditorium		
11	Transport facility		
12	Separate toilet facilities for Male and female		
13	Hostel facility		

16. Is the infrastructure of your institute adequate for the teachers?   YES/NO

C. ACADEMIC:

17. Are you satisfied with the existing curriculum?   YES/NO

18. Are you able to complete your course(s) within the given time frame?   YES/NO

19. Is the existing curriculum meeting the needs of your students in facing the challenges of their future life?   YES/NO

20. Do you see the need to revise the syllabus as of today?   YES/NO

21. Which of the following statements on the present curriculum, do you agree to?

    A) The course is: (tick the relevant option)

    i. ☐ Too vast, and not relevant.

    ii. ☐ Vast, but relevant.

    iii.☐ Not comprehensive enough.

B) Contents are: (tick the relevant options)

  i. ☐ Well organised.

  ii. ☐ Repeated under the same course/paper.

  iii. ☐ Repeated across different courses/papers.

  C) ☐ The course content could have been lighter had there been better content organization.

  D) ☐ Some important papers/content areas have been missed out.

22. On what basis have you been assigned the papers/subjects that you are teaching? [Indicate the option(s)]

  1. ☐ Subject of specialization in Master's Degree.

  2. ☐ Special training/course attended.

  3. ☐ Area of interest.

  4. ☐ Equality of work distribution.

Any other reason, please specify: _____
_____

23. If you are dealing with a new curriculum, are you competent in teaching the subject matter?   YES/NO

24. Is the semester system making teaching-learning process more manageable for the students?   YES/NO/TO SOME EXTEND

25. Do you have internship programme in the existing curriculum?   YES/NO

If so, what is the duration? _____

26. In which semester do you send students for their internship? _____

27. Is there any supervision made during internship period?   YES/NO
If so, how are they assessed? _____
_____

28. Problems encountered in content transaction (if any):

  a. ☐ Lack of content mastery in new paper(s)

  b. ☐ lack of relevant books.

  c. ☐ Unavailability of e-resources.

  d. ☐ Lack of/ insufficient teaching-learning resources (ICT facilities, laboratories, etc).

  e. ☐ Too many papers/ subjects to handle.

  f. ☐ Shortage of time for course completion.

Any other, please mention: _____

_____

29. Indicate the teaching methods/ techniques you use in content transaction.

Sl. No	Methods/ Techniques	YES
1.	Lecture	
2.	Lecture with PPT or any other media	
3.	Group Discussions and Presentations	
4.	Demonstration	
5.	Illustrating with examples	
6.	Individual Assignments	
7.	Group Assignments	
8.	Seminars	
9.	Projects	
10.	Brain Storming	
11.	Problem Solving	

30. Please tick the co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Community works	
4.	Drawing/ Painting	
5.	Craft works	
6.	Science Exhibitions	
7.	Excursions/ Educational tours	
8.	Cultural Activities	
9.	Essay competitions	
10.	NSS	
11.	NCC	
12.	Games and sports	
13	Workshops	

31. Have you attended any training/ orientation/ seminar/ workshop/refresher program during the last 3 years?   YES/NO

If yes, please mention:

Year	Nature of program/Theme	Duration	Place
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

32. Do you think that orientation programmes help in improving your teaching?
                                                    YES/NO/TO SOME EXTEND

33. Do you think orientation for teachers are required for effective implementation of the curriculum?   YES/NO

34. Do you publish papers in journals?   YES/NO

35. Have you undertaken any project work(s)?   YES/NO

36. Does your College provide opportunities and facilities for research works to teachers?
                                                                          YES/NO

 If yes, do teachers get salary during leave?   YES/NO

37. Are you satisfied with the existing Examination system?

                                                                          YES/NO

38. Are you satisfied with the distribution of marks for Internal assessment and External
    evaluation?   YES/NO/TO SOME EXTEND

39. Are you satisfied with the present technique of Evaluation?

                                                        YES/NO/TO SOME EXTEND

40. What changes would you suggest for Evaluation under the present curriculum?

    (tick the relevant options)

a. ☐   There should be more weightage for Internal Assessment.

b. ☐   There should be more weightage for External Assessment.

c. ☐   Students should be made aware about the areas/criteria on which they are
    assessed.

d. ☐   Immediate feedback on Students Assessments should be given.

e. ☐   All activities of Students should be closely observed and supervised by the
    Teachers for objective Process Assessment.

Any other(s): _____

41. Do you think that the evaluation system of your College assesses the students in
    totality?   YES/NO/ TO SOME EXTEND
42. Besides teaching, are you required to perform any other work(s) in the College?
                                                        YES/NO/SOMETIMES

If yes, indicate the nature of work(s): e.g. Community work/ Publication work/
    Administration/any other _____

_____

43. Do you feel that teachers are overburdened?   YES/NO

    Please specify your workload from the given options:

a) Heavy   ☐   b) Moderate   ☐   c) Light   ☐

D. ADMINISTRATION AND FINANCE:

44. Is the teaching strength sufficient in your College?   YES/NO

45. Do your department have sufficient teachers to teach various papers of your subject?
YES/NO

46. Do you invite guest lecturers to your college?   YES/NO

   If yes, how many times in a year/month/semester/week? Please specify.

   _____

47. Are the teachers consulted in scheduling Academic programs of the College?

YES/NO/SOMETIMES

48. Do you think teachers should be given more part/power in decision making?

YES/NO/TO SOME EXTEND

49. Do you feel the need of better atmosphere in the College?

YES/NO/TO SOME EXTEND

50. Does the head of the Institute look out for the welfare of teachers?

YES/NO/TO SOME EXTEND

51. Are the staff meetings held regularly?   YES/NO

If yes, how often: _____

_____

52. Are you satisfied with the administration system of the College?

YES/NO/TO SOME EXTEND

53. Do you get feedback about your performance(s) from your Principal?

YES/NO/SOMETIMES

54. Do you feel that the teachers are paid adequately in your College?

YES/NO/TO SOME EXTEND

55. Is there any provision of incentives for teachers for their innovative extraordinary performances?   YES/NO

E. INSPECTION AND SUPERVISION:

56. Is your College being timely inspected by the following bodies?

a) Nagaland University   YES/NO

b) Department of Higher Education   YES/NO

57. How frequent is your College being inspected?

a) Annually   [　]

b) Biannually   [　]

c) Once in three years [ ]

d) Any other, please specify: _____

58. Are you satisfied with the system of inspection?   YES/NO

59. Who gives report of the college?

_____

F. MAJOR PROBLEMS OF TEACHERS:

60. What are the major problems you encounter as a teacher? Briefly specify if any in the following areas:

_____

61. Please offer your valuable suggestion(s) for the improvement of your College in particular and Higher Education in Nagaland.

_____

_____

_____

QUESTIONNIARE FOR STUDENTS OF GENERAL COLLEGES

A. PERSONAL DATA:

1. Name of Student: _____

2. Gender: Male ☐   Female ☐

3. Name of the College/ Institute: _____

4. Locality of the College: a) Rural ☐   b) Urban ☐

5. Which course are you enrolled in?

   a) B. Ed ☐   b) LLB ☐ c) BBA ☐   d) BCA ☐

   Any other, please specify: _____

6. Does your College have its own building?   YES/NO

7. Does your College have a good academic atmosphere?   YES/NO

8. How do you find the course?

   a) Difficult ☐   b) Easy ☐   c) Boring ☐   d) Useful ☐

   e) Interesting ☐   f) Any other(s): _____

9. Are you satisfied with the course being provided in your college?   YES/NO
   If no, can you suggest what needs to be done to improve the course?
   _____

10. The quality of College education system needs to be strengthened.

                                        YES/NO/TO SOME EXTEND

11. Do you think the present course you are undertaking would be of any help in future?
    YES/NO

    Briefly comment: _____

12. Do you think the facilities available in the institution are sufficient for a sound
    learning?   YES/NO

B. INFRASTRUCTURAL FACILTIES:

13. Are the infrastructural facilities adequate/ sufficient for the students?   YES/NO

14. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	Adequate	Inadequate
1	Classrooms		
2	Laboratory		
3	Art and Craft Resource Centre		
4	Library-cum-reading room		
6	Library Books & Volumes		
7	Access to e-Libraries		

8	Internet facilities		
9	LCD Projector		
10	Photo-copying facility		
11	Auditorium		
12	Transport facility		
13	Hostel facilities		
14	Separate toilet facilities for Male and female		

15. Does your college provide separate common room for boys and girls?   YES/NO

16. Does your college have student union to look into the affairs of the students? YES/NO

C. ACADEMIC:

17. Is the existing curriculum related to your needs and aspirations?   YES/NO

18. Do you think the course is relevant for the society?   YES/NO

19. Do you have internship programme/practical in the existing course?   YES/NO

   If yes, specify the duration: _____

20. In which semester do you go for internship? _____

21. Indicate the teaching methods/ techniques used by the teachers in content transaction.

Sl. No	Methods/ Techniques	YES
1.	Lecture	
2.	Lecture with PPT or any other media	
3.	Group Discussions and Presentations	
4.	Demonstration	
5.	Illustration with examples	
6.	Individual Assignments	
7.	Seminars	
8.	Projects	
9.	Brain Storming	
10.	Problem Solving	

22. Do you think teachers are competent in teaching?   YES/NO/TO SOME EXTEND

23. Is the time duration sufficient for completion of the course(s)?   YES/NO

24. Are the methods/techniques of teaching employed by your teachers effective?

                                                                YES/NO

25. Do you feel any need for change in methods/techniques of teaching?   YES/NO

   If yes, kindly share your opinion(s): _____

   _____

26. Please indicate the co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Community works	
4.	Music	
5.	Drawing/ Painting	
6.	Craft works	
7.	Science Exhibitions	
8.	Excursions/ Educational tours	
9.	Cultural Activities	
10.	NSS	
11.	NCC	
12.	Games and sports	
13.	Workshops	

27. Does your college encourage students to participate in various programmes of the college?   YES/NO

28. Are you satisfied by the way the Internal/promotion examination is conducted?

YES/NO

29. Are you satisfied in the way the external examination is conducted?   YES/NO

30. Are you satisfied with the evaluation pattern of the external exam?   YES/NO

31. What changes would you suggest for Evaluation under the present curriculum? (tick the relevant options)

i. More Weightage to be given to External   (   )

ii. More Weightage to be given to Internal   (   )

iii. More Weightage to be given to Practical   (   )

iv. More Weightage to be given to Theory   (   )

Any other suggestion(s): _____

32. Are the University Exam results declared on time?   YES/NO/SOMETIMES
Comment, if any: _____

D. ADMINISTRATION AND FINANCE:

33. Do your teachers readily help the students in case of any help sought?   YES/NO

34. Is the relation between the teachers and student's cordial?   YES/NO

35. Is the Head of the Institute approachable?   YES/NO

36. Do you think the Head/ Principal looks out for the student's welfare?   YES/NO

37. Do you face problems in availing scholarships?   YES/NO

If yes, please state your reason(s): _____

_____

38. Are the views/opinions of the student body/union taken into consideration by your college administration/ management with regard to?

a) Finance   YES/NO

b) Examination   YES/NO

c) Evaluation   YES/NO

d) Any other(s): _____

_____

E. MAJOR PROBLEMS:

39. Kindly suggest the major problems faced by you in the College? Specify if any in relation to following area(s):

_____

_____

40. Kindly suggest measures for the improvement of college education in Nagaland.

_____

_____

QUESTIONNAIRE FOR PRINCIPALS OF PROFESSIONAL COLLEGES

A. PROFILE:

1. Name: Mr/Mrs/Dr _____

2. Gender: Male ☐ Female ☐

3. Name of the College/Institution: _____

4. Type of Management: a) Govt. ☐   b) Private ☐

5. Nature of Affiliation:

a) Temporary ☐   b) Permanent ☐   c) Provisional ☐

6. Academic Qualification: (Please tick the relevant options)

M.A/M. Sc/M. Com	LLB	LLM	BBA	MBA	M. Phil	Ph. D	B. Ed	M. Ed	NET	JRF

Any other(s): _____

7. Year of joining the post as Principal: _____

8. Location of the College: a) Rural ☐   b) Urban ☐

9. Since when was your College affiliated to Nagaland University? _____

10. Is your college accredited by NAAC?   YES/NO

If yes, when? _____

Specify the grade: _____ CGPA _____

11. Should accreditation of all affiliated colleges through NAAC be made compulsory?
YES/NO

12. What are the approved courses being offered in your College? (Please tick those offered)

a) B. Ed ☐   b) LLB ☐   c) BBA ☐   d) BCA ☐

Any other courses (please specify): _____

_____

B. INFRASTRUCTURAL FACILITIES:

13. Does your College have its own building?   YES/NO

 If yes, is the present accommodation sufficient for the College?
YES/NO/TO SOME EXTEND

14. Does your College provide residential facilities to the following?   Please tick the relevant options.

a) Teachers (   )   b) Non- Teaching (   )   c) Hostel for Students (   )

15. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	YES	Adequate	Inadequate
1	Classrooms			
2	ICT Laboratory			
3	Art and Craft Resource Centre			
4	Library-cum-reading room			
5	Library Books & Volumes			
6	Access to e-Libraries			
7	Internet facilities			
8	LCD Projector			
9	Photo-copying facility			
10	Auditorium			
11	Transport facility			
12	Toilet facilities for teachers and students			
13	Seminar/Conference hall			

Any other:

_____

16. Do you feel that the existing infrastructural facilities of your college adequate for

a) Students   YES/NO/TO SOME EXTEND

b) Teachers   YES/NO/TO SOME EXTEND

C. ACADEMIC:

17. Are you satisfied with the existing course of your College?   YES/NO

If No, kindly tick the relevant reasons:

a) Not up-to-date   ☐

b) Socially irrelevant   ☐

c) Not comprehensive enough   ☐

d) Important content areas have been missed out   ☐

e) Any other (Please specify) _____

_____

18. Is the semester system making teaching-learning process more manageable for the
students?   YES/NO/TO SOME EXTEND

19. Do you have internship programme in the existing curriculum?
                                                                YES/NO

If so, what is the duration? _____

20. In which semester do you send students for their internship? _____

21. Is there any supervision made during internship period?

<div align="right">YES/NO/SOMETIMES</div>

If so, how are they assessed? _____

_____

22. Are you satisfied with existing system of examination?

<div align="right">YES/NO/TO SOME EXTEND</div>

23. Are you satisfied with the present system of evaluation?

<div align="right">YES/NO/TO SOME EXTEND</div>

24. What changes would you suggest for Evaluation under the present examination system? {Tick the relevant option(s)}

a. There should be more weightage for Internal Assessment. ☐

b. There should be more weightage for External Assessment. ☐

c. Students should be made aware about the areas/criteria on which they are assessed. ☐

d. Immediate feedback on Students Assessments should be given. ☐

e. All activities of Students should be closely observed and supervised by the Teachers for objective Process Assessment. ☐

Any other: _____

_____

25. Please tick the Co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Seminars	
4.	Essay competitions	
5.	Workshops	
6.	Science Exhibitions	
7.	Drawing/ Painting	
8.	Excursions/ Educational tours	
9.	Community works	
10.	Cultural Activities	
11.	Music	
12.	Craft works	
13.	Games and sports	
14.	NSS	
15.	NCC	

If any other, please mention: _____

26. Does your College publish its annual Magazine?   YES/NO

27. Does your college publish its annual Journal?   YES/NO

28. Do you encourage your teachers to go for faculty development programmes?

                                                                                        YES/NO

If yes, please tick from the relevant options:

a) Short- term courses   □

b) Long-term courses   □

c) Any other, please mention: _____

_____

29. Do you think that orientation programmes help teachers to improve their teaching?

                                                                    YES/NO/TO SOME EXTEND

30. Do you invite guest lecturers to your college?   YES/NO

If yes, how many times in a year/month/semester/week. Please specify: _____

_____

31. Does your College grant study leave to teachers for pursuing their research works?

                                                                                        YES/NO

If so, do teachers get salary during leave?   YES/NO

32. Does your College organise the following programmes?   Kindly tick the
    appropriate.

Programmes	International	National	Regional	State
Seminars				
Conferences				
Symposiums				
Workshops				

   Any other(s) specify: _____

D. ADMINISTRATION AND FINANCE:

33. Does your College have sufficient teachers for teaching various subjects?

                                                                                        YES/NO

34. Do you have adequate non-teaching staffs to cater into the administrative work of the
    College?   YES/NO

35. Are the staff meetings held regularly?   YES/NO

If yes, how often: _____

36. Are the teachers consulted in scheduling Academic programs of the College?

                                                                          YES/NO/SOMETIMES

37.Do you assign administrative work to your teachers?　　YES/NO/SOMETIMES

38. Do you feel that your College need better congenial academic atmosphere?

YES/NO/TO SOME EXTENT

39. What are the major sources of financing your college? Please tick the relevant
options:

Sl. No	Areas	YES
1.	Fee collected from students	
2.	Donations by public/NGO, s	
3.	Earnings from College Agricultural Farms	
4.	Interests from Fixed deposits	
5.	Donations by Management Board	
6.	Government Grant-in- Aid (State govt.)	
7.	Government Grant-in-Aid (Central govt.)	
8.	International Assistance	

If any other sources, please mention _____

_____

40. Does your College organise educational tours for students?　　YES/NO

If so, what is the financial support rendered by your College? Please mention.

-

41. Do you think your annual budget is sufficient to run the various activities of your
College?　　YES/NO

E. INSPECTION AND SUPERVISION:

42. Does your college representative from the University come for Inspection?

YES/NO/SOMETIMES

If so, how often? _____

_____

43. Are the views/opinions of the College Representative taken into consideration by your
College authority?　　YES/NO/SOMETIMES

44. Is your College being timely inspected by the following bodies?

a) Nagaland University　　YES/NO

b) Department of Higher Education　　YES/NO

45. How frequent is your College being inspected?

a) Annually　　☐

b) Biannually　　☐

c) Once in three years　　☐

d) Any other, please specify: _____

46. Are you satisfied with the system of inspection? Please comment: _____
_____

47. Are you required to give detailed account/report of the college to the inspection team?
YES/NO

48. What is the role of College Development Council (CDC) in the management of your College?

_____

F. MAJOR PROBLEMS:

49. Kindly mention the major problems you encounter as the head of the Institute with regard to the following areas:

_____

_____

50. Please share your valuable suggestion(s) for the improvement of Colleges in Nagaland.

_____

_____

_____

_____

_____

QUESTIONNAIRE FOR TEACHERS OF PROFESSIONAL COLLEGES

A. PERSONAL DATA:

1. Name: _____

2. Gender: Male [ ]   Female [ ]

3. Name of College:

_____

4. Type of Management: a) Govt [ ]   b) Private [ ]

5. Nature of appointment:

a) Permanent [ ]

b) Part-time [ ]

c) Contract [ ]

d) Ad-doc [ ]

e) Temporary [ ]

f) Visiting Faculty [ ]

g) Deputation [ ]

h) Any other, please specify: _____

6. Academic Qualification: (Please tick the relevant options)

M.A/ M. Sc/ M. Com	M. Phil	Ph. D	NET	JRF

7. Professional Qualification:

B. Ed	M. Ed	M. Tech	B. E	LLB	LLM

8. Years of teaching experience(s):

_____

9. Which stream/ course are you teaching?

a) B. Ed [ ]   b) LLB [ ]   c) BBA [ ]   d) BCA [ ]

Any other(s):

_____

10. Mention your workload:

a. How many days do you engage classes in a week? _____

b. Number of period/classes you engage in a day: _____

11. Do you reside in a quarter/apartment provided by the College?   YES/NO

12. Are you satisfied with your teaching profession?   YES/NO

If no, kindly state your reason(s) for dissatisfaction: _____

_____

13. Does the College have a good academic atmosphere?   YES/NO/ TO
    SOME EXTEND

14. Should accreditation of all affiliated colleges through NAAC be made compulsory?
        YES/NO

B. INFRASTRUCTURAL FACILITIES:

15. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	Adequate	Inadequate
1	Classrooms		
2	Laboratory		
3	Art and Craft Resource Centre		
4	Library-cum-reading room		
5	Library Books &Volumes		
6	Access to e-Libraries		
7	Internet facilities		
8	LCD Projector		
9	Photo-copying facility		
10	Auditorium		
11	Transport facility		
12	Separate toilet facilities for Male and female		
13	Hostel facility		

16. Is the infrastructure of your institute adequate for the teachers?   YES/NO

C. ACADEMIC:

17. Are you satisfied with the existing curriculum?   YES/NO

18. Are you able to complete your course(s) within the given time frame?   YES/NO

19. Is the existing curriculum meeting the needs of your students in facing the challenges
    of their future life?   YES/NO

20. Do you see the need to revise the syllabus as of today?   YES/NO

21. Which of the following statements on the present curriculum, do you agree to?

A) The course is: (tick the relevant option)

i. ☐ Too vast, and not relevant.

ii. ☐ Vast, but relevant.

iii. ☐ Not comprehensive enough.

B) Contents are: (tick the relevant options)

i. ☐ Well organised.

ii. ☐ Repeated under the same course/paper.

iii. ☐ Repeated across different courses/papers.

C) ☐ The course content could have been lighter had there been better content organization.

D) ☐ Some important papers/content areas have been missed out.

22. On what basis have you been assigned the papers/subjects that you are teaching? [Indicate the option(s)]

1. ☐ Subject of specialization in Master's Degree.

2. ☐ Special training/course attended.

3. ☐ Area of interest.

4. ☐ Equality of work distribution.

Any other reason, please specify: _____

23. If you are dealing with a new curriculum, are you competent in teaching the subject matter?   YES/NO

24. Is the semester system making teaching-learning process more manageable for the students?   YES/NO/TO SOME EXTEND

25. Do you have internship programme in the existing curriculum?   YES/NO

If so, what is the duration? _____

26. In which semester do you send students for their internship? _____

27. Is there any supervision made during internship period?   YES/NO

If so, how are they assessed? _____

28. Problems encountered in content transaction (if any):

a. ☐ Lack of content mastery in new paper(s)

b. ☐ lack of relevant books.

c. ☐ Unavailability of e-resources.

d. ☐ Lack of/ insufficient teaching-learning resources (ICT facilities, laboratories, etc).

e. ☐ Too many papers/ subjects to handle.

f. ☐ Shortage of time for course completion.

Any other, please mention: _____

29. Indicate the teaching methods/ techniques you use in content transaction.

Sl. No	Methods/ Techniques	YES
1.	Lecture	
2.	Lecture with PPT or any other media	
3.	Group Discussions and Presentations	
4.	Demonstration	
5.	Illustrating with examples	
6.	Individual Assignments	
7.	Group Assignments	
8.	Seminars	
9.	Projects	
10.	Brain Storming	
11.	Problem Solving	

30. Please tick the co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Community works	
4.	Drawing/ Painting	
5.	Craft works	
6.	Science Exhibitions	
7.	Excursions/ Educational tours	
8.	Cultural Activities	
9.	Essay competitions	
10.	NSS	
11.	NCC	
12.	Games and sports	
13	Workshops	

31. Have you attended any training/ orientation/ seminar/ workshop/refresher program during the last 3 years?   YES/NO

If yes, please mention:

Year	Nature of program/Theme	Duration	Place
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

32. Do you think that orientation programmes help in improving your teaching?

                                                    YES/NO/TO SOME EXTEND

33. Do you think orientation for teachers are required for effective implementation of the curriculum?   YES/NO

34. Do you publish papers in journals?   YES/NO

35. Have you undertaken any project work(s)?   YES/NO

36. Does your College provide opportunities and facilities for research works to teachers?

                                                                    YES/NO

 If yes, do teachers get salary during leave?   YES/NO

37. Are you satisfied with the existing Examination system?   YES/NO

38. Are you satisfied with the distribution of marks for Internal assessment and External evaluation?   YES/NO/TO SOME EXTEND

39. Are you satisfied with the present technique of Evaluation?

                                                    YES/NO/TO SOME EXTEND

40. What changes would you suggest for Evaluation under the present curriculum? (tick the relevant options)

a. There should be more weightage for Internal Assessment. ☐

b. There should be more weightage for External Assessment. ☐

c. Students should be made aware about the areas/criteria on which they are assessed. ☐

d. Immediate feedback on Students Assessments should be given. ☐

e. All activities of Students should be closely observed and supervised by the Teachers for objective Process Assessment. ☐

Any other(s): _____

41. Do you think that the evaluation system of your College assesses the students in totality?   YES/NO/ TO SOME EXTEND

42. Besides teaching, are you required to perform any other work(s) in the College?

                                                        YES/NO/SOMETIMES

If yes, indicate the nature of work(s): e.g. Community work/ Publication work/ Administration/any other _____

_____

43. Do you feel that teachers are overburdened?   YES/NO

Please specify your workload from the given options:

a) Heavy ☐   b) Moderate ☐   c) Light ☐

D. ADMINISTRATION AND FINANCE:

44. Is the teaching strength sufficient in your College?   YES/NO

45. Do your department have sufficient teachers to teach various papers of your subject?
                                                                            YES/NO

46. Do you invite guest lecturers to your college?   YES/NO

If yes, how many times in a year/month/semester/week? Please specify.

_____

_____

47. Are the teachers consulted in scheduling Academic programs of the College?

                                                            YES/NO/SOMETIMES

48. Do you think teachers should be given more part/power in decision making?
                                                            YES/NO/TO SOME EXTEND

49. Do you feel the need of better atmosphere in the College?

                                                            YES/NO/TO SOME EXTEND

50. Does the head of the Institute look out for the welfare of teachers?
                                                            YES/NO/TO SOME EXTEND

51. Are the staff meetings held regularly?   YES/NO

If yes, how often: _____

_____

52. Are you satisfied with the administration system of the College?

                                                            YES/NO/TO SOME EXTEND

53. Do you get feedback about your performance(s) from your Principal?

                                                            YES/NO/SOMETIMES

54. Do you feel that the teachers are paid adequately in your College?
                                                            YES/NO/TO SOME EXTEND

55. Is there any provision of incentives for teachers for their innovative extraordinary
    performances?   YES/NO

E. INSPECTION AND SUPERVISION:

56. Is your College being timely inspected by the following bodies?

a) Nagaland University   YES/NO

b) Department of Higher Education   YES/NO

57. How frequent is your College being inspected?

a) Annually ☐

b) Biannually [   ]

c) Once in three years [   ]

d) Any other, please specify: _____

58. Are you satisfied with the system of inspection?   YES/NO

59. Who gives report of the college?

_____

_____

F. MAJOR PROBLEMS OF TEACHERS:

60. What are the major problems you encounter as a teacher? Briefly specify if any in the following areas:

_____

_____

_____

_____

61. Please offer your valuable suggestion(s) for the improvement of your College in particular and Higher Education in Nagaland.

_____

_____

_____

_____

QUESTIONNIARE FOR STUDENTS OF PROFESSIONAL COLLEGES

A. PERSONAL DATA:

1. Name of Student: _____

2. Gender: Male ☐ Female ☐

3. Name of the College/ Institute: _____

4. Locality of the College: a) Rural ☐ b) Urban ☐

5. Which course are you enrolled in?

a) B. Ed ☐ b) LLB ☐ c) BBA ☐ d) BCA ☐

Any other, please specify: _____

6. Does your College have its own building? YES/NO

7. Does your College have a good academic atmosphere? YES/NO

8. How do you find the course?

a) Difficult ☐ b) Easy ☐ c) Boring ☐ d) Useful ☐

e) Interesting ☐ f) Any other(s): _____

9. Are you satisfied with the course being provided in your college? YES/NO

If no, can you suggest what needs to be done to improve the course?

_____

10. The quality of College education system needs to be strengthened.

YES/NO/TO SOME EXTEND

11. Do you think the present course you are undertaking would be of any help in future?
YES/NO

Briefly comment: _____

12. Do you think the facilities available in the institution are sufficient for a sound learning? YES/NO

B. INFRASTRUCTURAL FACILTIES:

13. Are the infrastructural facilities adequate/ sufficient for the students? YES/NO

14. From the list below, tick the facilities/ resources available in your institution.

Sl. No	Facilities/ Resources	Adequate	Inadequate
1	Classrooms		
2	Laboratory		
3	Art and Craft Resource Centre		
4	Library-cum-reading room		

6	Library Books & Volumes		
7	Access to e-Libraries		
8	Internet facilities		
9	LCD Projector		
10	Photo-copying facility		
11	Auditorium		
12	Transport facility		
13	Hostel facilities		
14	Separate toilet facilities for Male and female		

15. Does your college provide separate common room for boys and girls?   YES/NO

16.Does your college have student union to look into the affairs of the students? YES/NO

C. ACADEMIC:

17. Is the existing curriculum related to your needs and aspirations?   YES/NO

18. Do you think the course is relevant for the society?   YES/NO

19. Do you have internship programme/practical in the existing course?   YES/NO

If yes, specify the duration: _____

20. In which semester do you go for internship? _____

21.Indicate the teaching methods/ techniques used by the teachers in content transaction.

Sl. No	Methods/ Techniques	YES
1.	Lecture	
2.	Lecture with PPT or any other media	
3.	Group Discussions and Presentations	
4.	Demonstration	
5.	Illustration with examples	
6.	Individual Assignments	
7.	Seminars	
8.	Projects	
9.	Brain Storming	
10.	Problem Solving	

22. Do you think teachers are competent in teaching?   YES/NO/TO SOME EXTEND

23. Is the time duration sufficient for completion of the course(s)?   YES/NO

24. Are the methods/techniques of teaching employed by your teachers effective?

YES/NO

25. Do you feel any need for change in methods/techniques of teaching?   YES/NO

If yes, kindly share your opinion(s): _____

26. Please indicate the co-curricular activities organised in your College.

Sl. No	Co-curricular Activities	YES
1.	Debates	
2.	Quiz	
3.	Community works	
4.	Music	
5.	Drawing/ Painting	
6.	Craft works	
7.	Science Exhibitions	
8.	Excursions/ Educational tours	
9.	Cultural Activities	
10.	NSS	
11.	NCC	
12.	Games and sports	
13.	Workshops	

27. Does your college encourage students to participate in various programmes of the college?   YES/NO

28. Are you satisfied by the way the Internal/promotion examination is conducted?
                                                                                YES/NO

29. Are you satisfied in the way the external examination is conducted?   YES/NO

30. Are you satisfied with the evaluation pattern of the external exam?   YES/NO

31. What changes would you suggest for Evaluation under the present curriculum? (tick the relevant options)

i. More Weightage to be given to External   (   )

ii. More Weightage to be given to Internal   (   )

iii. More Weightage to be given to Practical   (   )

iv. More Weightage to be given to Theory   (   )

Any other suggestion(s): _____

32. Are the University Exam results declared on time?   YES/NO/SOMETIMES

Comment, if any: _____

D. ADMINISTRATION AND FINANCE:

33. Do your teachers readily help the students in case of any help sought?   YES/NO

34. Is the relation between the teachers and student's cordial?   YES/NO

35. Is the Head of the Institute approachable?   YES/NO

36. Do you think the Head/ Principal looks out for the student's welfare?   YES/NO

37. Do you face problems in availing scholarships?   YES/NO

If yes, please state your reason(s): _____

_____

38. Are the views/opinions of the student body/union taken into consideration by your college administration/ management with regard to?

a) Finance   YES/NO

b) Examination   YES/NO

c) Evaluation   YES/NO

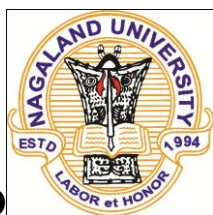d) Any other(s): _____

_____

E. MAJOR PROBLEMS:

39. Kindly suggest the major problems faced by you in the College? Specify if any in relation to following area(s):

_____

40. Kindly suggest measures for the improvement of college education in Nagaland.

_____

NAGALAND UNIVERSITY
(A Central University Established by the Act of Parliament, 35/1989)
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Plagiarism Report

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Document Information

Analyzed document	A Critical Study of the Problems of Colleges affiliated to Nagaland University.pdf (D141947728)
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