

**A STUDY ON THE POLCIES AND PROGRAMMES OF COLLEGE
EDUCATION IN NAGALAND WITH SPECIAL REFERENCE TO THE
12TH FIVE YEAR PLAN: IMPLEMENTATION AND CHALLENGES**

Thesis

**Submitted to Nagaland University in partial fulfilment of the requirement
for the award of the degree of Doctorate of Philosophy in Education**



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2023**

DECLARATION

I, Miss. Azhanuo Peki, do hereby declare that the thesis entitled “A Study on the Policies and Programmes of College Education In Nagaland with special reference to the 12th five year Plan: Implementation and Challenges’ is my own work under the guidance and supervision of Prof. Buno Liegise, Head of Department, Nagaland University, Kohima Campus, Meriema. The content of the thesis did not form the basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University.

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ABBREVIATIONS

AAA	:	Academic and Administrative Audit
ANCSU	:	All Nagaland College Students' Union
ANO	:	Associate NCC Officer
AISHE	:	All India Survey of Higher Education
API	:	Academic Performance Indicator
BCA	:	Bachelor of Computer Education
B. Ed	:	Bachelor of Education
B.A	:	Bachelor of Arts
CAS	:	Career Advancement Scheme
CBCS	:	Choice-Based Credit System
CSS	:	Central Sector Scholarships
CTO	:	Caretaker Officer
DIET	:	District Institute for Education and Training
GER	:	Gross Enrolment Ratio
ICT	:	Information and Communication Technology
IGNOU	:	Indira Gandhi National Open University
LLB	:	Bachelor of Legislative Law
ICFAI	:	Institute of Chartered Financial Analysts of India
IQAC	:	Internal Quality Assurance Cell
MHRD	:	Ministry of Human Development
NAAC	:	National Assessment and Accreditation Council
NCC	:	National Cadet Corps
NSS	:	National Service Scheme
NPE	:	National Policy of Education
NER	:	North-Eastern Region
NET	:	National Eligibility Test

NECU	:	North East Christian University
NIELIT	:	National Institute of Electronics & Information Technology
NCC	:	National Cadet Corps
NITI	:	National Institution for Transforming India
NIT	:	National Institute of Technology
N.O.	:	Nodal Officer
NPE	:	National Policy of Education
OBC	:	Other Backward Class
PBAS	:	Performance Based Appraisal Systems
PO	:	Programme Officer
POA	:	Plan of Action
RRC	:	Red Ribbon Club
PPP	:	Public-Private Partnership
RUSA	:	Rashtriya Uchchatar Shiksha Abhiyan
SC	:	Scheduled Castes
SET	:	State Eligibility Test
ST	:	Scheduled Tribes
SLQAC	:	State Level Quality Assurance Cell
SCHE	:	State Councils of Higher Education
SET	:	State Eligibility Test
SSA	:	Sarva Shiksha Abhiyan
SSR	:	Self Study Report
UGC	:	University Grants Commission

MAP OF NAGALAND



Districts in Nagaland as of 2019 and the neighbouring States

CHAPTER 1

1.0 INTRODUCTION

The journey of higher education in India commenced amid the ancient period towards B.C. 1000-B.C. 600, followed by the period of medieval, colonial and post independence. These periods exhibited a unique and conventional educational value that became the bedrock of the modern system of education. Today the Indian set up of higher education is modeled on a universal order that affirms describing higher education with educational standard above the 10+2 level of post higher secondary. The essence of higher education courses was general, vocational, professional or technical education. Therefore, India was the third largest serving higher educational institution globally. It was an accomplishment well executed in consequence of Mountstuart Elphinstone's minute of 1823 in establishing schools for teaching English and the European sciences.

The primary push to alleviate the Indian higher educational system in the interim provincial period occurred just after the suggestion of establishing universities in India. Sir Charles Wood proposed the London University model in 1854, famously named the Magna Carta of English education in India. These universities covered college education, technical and professional education in arts, science, philosophy and literature of Europe and the study of Indian languages. Different education commissions were established ahead of independence to consider the phenomenon and recommend plans to help the country's educational landscape.

India experienced enormous constraints in regulating the educational structure after independence; as such, the planning commission of free India started with their first-five year plan (1951-1956) of educational design in 1951 to be abided nationwide. The University Grants Commission was created as a statutory body in

1953 for governance, supervision, conservation and provision of standards about education. Furthermore, the hand of Dr. D. S. Kothari, the then chairman of University Grants Commission on the Indian Education Commission (Kothari Commission) 1964-1966, demanded the national pattern of educational policies for every stage and that was successfully approved in 1968.

In India, the national policy and the five-year education plan since its inception had been operative with the aim of achieving quality education in the country. The primary concern regarding the educational policies and programmes had reflected in the National Policy of Education in 1986 and POA (Plan of action) in 1992. These national policies assisted in constructing the five-year education plan for implementation in India from 1951 to 2017.

1.1 Five-Year Plans in India

i. 1st Five-Year Plan(1951-1956)

India, after independence, presented the first five-year plan of education in 1951, which was concerned for the term 1951-1956. With the footing of NPE 1968, the 1st five-year plan for education was outlined to be enforced to improve the standard and quality of education in several phases. UGC (Union Grants Commission), a statutory body originated within the year plan to monitor the country's growth, development, assessment and improvement of education. It recommended that to improve the ideals and standard of teaching, teachers' salaries, additional benefits and allowances, training programmes for in-service, and condition of service most suitable to the teaching profession was taken up for improvement. The plan also included measures to promote women's education at college level with facilities that can promote women learners to access benefits from theory based knowledge into practical skills. For that, vocational courses were emphasized. The State has been directed to grant schemes to open new colleges and universities for expansion and improvement of buildings and

equipment more than that provision of scholarships for meritorious students was supplemented. The NCC (National Cadet Corps) in colleges for youth activities, leadership and personnel development was introduced for the first time as a consequence of this plan period and that prevailed to function and continue even today.

ii. 2nd Five-Year Plan(1956-1961)

The second five-year plan span the duration for 1956-1961, which marked a beginning with the importance of quality education and come about with measures appropriate to be followed for improvement by UGC. The steps selected for measures emphasized three-year degree courses, upgrading and reforming the institutional buildings serving as a resource that stands cordial and constructive to the student learning climate. Libraries were to have a well equipped set up for students of higher learning at the college level, hostel facilities, and the prospects of stipends; financial aid in the form of scholarships for the welfare of students to induce one's study expenses was advocated. Suggestions to reform teacher's standards and status of service in the profession have been emphasized further.

iii. 3rd Five-Year Plan(1961-1966)

In this term of five-year plan the figures of colleges multiplied also it was work out that 70-80 colleges will be added each year within the 3rd five-year plan. An increase in resources for arts, science, and commerce including scholarships towards exemplary and excellent science students was outlined. An exclusive and advanced support for women colleges and women hostels plus explicit scholarships was persisted to be administered. It was affirmed that a reformation in the teacher-pupil ratio, libraries, laboratories and infrastructural buildings should be executed.

iv. 4th Five-Year Plan(1969-1974)

The enlistment in universities and colleges obtained about one million and the prime priority about the year plan were to address towards the promotion of higher education amenities by means of reinforcing staff, library and laboratories. Affiliated colleges further were taken care of with assistance to small number of chosen colleges under the criteria of groundwork in efficacy, actualizations, actual available resources, and capacities.

v. 5th Five-Year Plan(1974-1978)

The fifth five-year plan was defined predominantly towards reinforcement and enrichment within the practice structure. In addition, there were supplementary provisional arrangement regarding academic opportunity and accommodations to the forthcoming students from the weaker and disadvantaged segments of the social order.

vi. 6th Five-Year Plan(1980-1985)

The 6th five-year plan launched to integrate primary attention to reorient the quality of higher education. The programs for under-graduates had to be recreated to upgrade the set up in associating with vocational courses. Provisions concerning certificate/diploma vocational courses were proposed and extension services by means of community services for both students and teachers were projected with NSS (National Service Scheme) for students had been restarted.

vii. 7th Five-Year Plan(1985-1990)

The 7th five-year plan set cardinal significance upon strengthening, enhancing and reforming the standards of education to remodel the structural organisation of education. The supreme role remained in restructuring the Under Graduate courses for applicability and mobilization, operational acclimatization, adaptability and diversification conforming to provincial or regional requisite. University departments

and colleges were selected to link improvement in the quality of higher education in addition science and technology was to be administered through special support. Faculty improvement programmes were accorded to improve the design of mechanism and approaches of teaching, learning, evaluation and developed to groom teachers towards the projection of reorganizing undergraduate program.

viii. 8th Five-Year Plan(1992-1997)

The 8th five-year plan further projected primarily pertaining to enhancement of quality including reinforcement with regard to higher education. The NPE (National Policy of Education) advocated setting up of State Councils of Higher Education (SCHE), setting up of an apex body to consider the matters concerning higher education and re-modelling the stature of teachers teaching. Meanwhile the 7th five-year plan acknowledged 11 colleges under the name of sovereign autonomous mode moreover Academic Staff Colleges for in-service colleges and universities teachers' concerning Orientation programmes was established. The creation of National Accreditation Council (NAC) was proposed by NPE/POA (1992) to raise excellence in the quality of higher education.

ix. 9th Five-Year Plan(1997-2002)

The 9th five-year plan determined to exercise the prevailing physical infrastructure for higher education. The foremost concernment remained toward relevancy of the distinctive courses including subjects put forth should be associated to raise employability and excellence. Quality will be sealed through the medium of Internal Quality Assessment Cells and accreditation with the help of National Assessment and Accreditation Council. Credit-based system will be inducted alongside core, optional and extra-developmental courses at under-graduate and post-graduate levels. Access and equity are the challenges to function for distant regions in eliminating regional

imbalances. Funding will be a joint exercised within government and the community with accountability assured by UGC. The Ministry of Human Development (MHRD) for free education in the interest of women education till collegiate level will be executed.

x. 10th Five-Year Plan(2002-2007)

The 10th Five-Year plan focused immediate regard upon updating and rectifying the course content while the preeminent concern was the procedure of executing it to universities and colleges. In order to strengthen the literacy movement to shoot up to 75% within the plan period, a special significance of prime importance under the year-plan was to set about with restructuring and re-modelling the preceding policies, programmes and practices of the India educational system. Propositions were established to reform degree level courses related to the requirement of prevailing learning situations along with information technology and its related areas were to be incorporated. Resources were to be fully utilized with arrangement of special impetus and facilities to administer education of SC, OBC and minorities with exclusive target upon women and girl child. The substantial assignment was to administer education with Information Communication technology.

xi. 11th Five-Year Plan(2007-2012)

Under the 11th Five-Year plan an extensive phase of aim was programmed to introduce education to everyone regardless of the economic situation in favour of those who wished to acquire. The fundamental operation of the plan was expansion in enrolment, inclusion that eliminates regional unevenness, and speed up quality progress in all aspects of higher and technical educational structure. The Five-Year plan was intended for a policy reconstruction plan that affirmed to make universal semester system with credit points, continuous internal evaluation, curriculum

modification at least in every three years, assimilation of Information Communication Technology utilization in the curriculum, regulation of requisite teacher recruitment preferably with NET/SLET qualifications, revamping of Academic Staff College to facilitate the competency skills of teachers.

xii. 12th Five-Year Plan (2012-2017)

The deliberation to bring about quality discipline, a total of twelfth year plan has been completed in India with final being the 12th Five-Year Plan of 2014-2017 on account of being now taken over by NITI (National Institution for Transforming India) Aayog Government of India. The 12th Five-Year plan unlike any other plan was significantly important for enlisting many new patterns in collaboration to the old to improvise the educational institutions and systems. The 12th Five-Year Plan is titled inclusive and qualitative expansion of higher education that was a mixture of the previous eleven five year plans, a mixed bag of old and new educational policies and programmes. In reviewing the five-year plan policies, the 12th Five-Year plan contains internal and external factors mainly related to qualitative growth, development and improvement. The 12th Five Year Plan emphasized on access and expansion related to an increase in GER (Gross Enrolment Ratio), improving growth of regional, disciplinary and gender imbalances for equal opportunity. This initiated that model colleges should be established and expanded to college cluster universities for integrating Under-Graduate and Post-Graduate studies to enhance quality to permit institutions to developed their own innovative programmes and ideas. It was deliberated to facilitate autonomy status to colleges and in addition empowering autonomy to colleges will lessen the burden of affiliations to university and upgrade the quality of higher education. The new model of PPP was initiated with options to permit the government either to invest in infrastructure and the private sector operates and manages the

institutions or private sector invests in institutions and the government sector operates and manages the institutions. The other way was for the government to pay private investors for specified services between government and private sector while operation and management is with the private sector. The major significance related to access and expansion was pertinent to enrolment, infrastructure, RUSA scheme programmes and socially /educationally deprived groups.

The other priority of the 12th Five-Year Plan was in relation to equity and inclusion that focused at eliminating gender inequalities between men and women to higher education to promote inclusion of socially deprived groups by reducing the barriers to access upgrade and enhance infrastructural facilities for differently able students to access higher education. This emphasis on equity and inclusion was pointed at strengthening women participation for higher education and assist financial aid for students belonging to SC, ST, OBC and Minority groups.

The third point in the 12th Five-Year Plan with regard to quality and excellence stressed at mandatory accreditation of educational institutions to promote standard and quality through the process of assessment. This involved reforming research and teaching-learning suited to the needs of the society, promote good governance, introduction of semester system, grading and CBCS; and a full-fledged functioning of IQAC as a UGC-supported scheme in the college. This point was centred at NAAC assessment and accreditation, faculty development programmes, training, research and extension services including e-initiatives and governance, opening up vocational courses or choice-based credit courses for individual growth and livelihood sustenance.

1.2 Profile of Nagaland

Nagaland is the 16th State in the North-East of India situated at 25^{060/N} and 27^{040/N} latitude and 93^{020/E} and 95^{015/E} longitude. It became a full-fledged state on 1st December, 1963, in the Indian union with Kohima as its capital. The State has an area of 16,579 sq. km and three sides of its landmass are connected to the rest of India while its eastern frontier shares the international border with Myanmar. The immediate neighbouring states of Nagaland are Manipur in the south, Assam in the west and Arunachal in the north. The State as of 2019 comprises of eleven districts which are: Kohima, Mokokchung, Dimapur, Phek, Wokha, Tuensang, Zunheboto, Peren, Mon, Longleng and Kiphire with 16 recognised Naga tribes and other sub-tribes with their own distinct culture, custom and tradition and dialects; symbolizing the dynamics of ‘unity in midst of diversity’. The topography of Nagaland is hilly with steep mountains, deep gorges and swift-flowing rivers. Jhum cultivation is commonly practiced in several districts while terrace and wet rice cultivation is popular in some of the others. The state is rich in mineral and other natural resources like flora and fauna. Mount Saramati (3,840 m above) in Kiphire district and Mount Japfü (3,015 m) in Kohima district are the two highest mountain peaks in the state.

Districts in Nagaland

At the time of field work for the present study in 2019, Nagaland was divided into 11 districts- Kohima, Mokokchung, Tuensang, Phek, Wokha, Mon, Zunheboto, Dimapur, Peren, Longleng and Kiphire which portrays its diverse characteristic of cultural heritage and the inhabitants mode of life. Today in 2022 five more districts have been created including Noklak, Tseminyu, Chumoukedima, Nuland and Shamator.

A) Kohima- Kohima an assigned headquarter of the then Naga Hills since 1878, and granted with the status of a district in the year 1957. On attaining Statehood in 1963 Kohima was conferred as the State Capital which primarily is the home of the Angami Nagas and Rengma Nagas along a few other minor tribes and groups considering Kohima as the State capital. The name Kohima derived from the word KEW-HI-MIA which means men of KEWHI, a plant that is widely grown on the mountainous side of the district. Kohima Village alias “*Bara Basti*” is stated under the name of Asia 2nd largest Village and exist within the heart of Kohima town largely populated by the Kewhimia community considered to be the native citizen of Kohima town.

B) Mokokchung- Mokochung is homeland to the Ao Naga tribe, the word Ao means Going or Gone. Mokochung is surrounded by the state of Assam in the North furthermore, in close affinity with districts of Nagaland suchlike Wokha to the west, Tuensang and Longleng to the East and Zunheboto to the South. They were the first to receive Christianity among all Naga tribes and likewise attained their district status in the year 1957. Nagaland first 100% literate district was achieved by Mokokchung in the year 2007. More than that, it is named as ‘Land of Pioneers’ and deliberated as the cultural capital of Nagaland.

C) Tuensang- Tuensang district is located in the eastern direction of the State and is fenced by Mon and Longleng districts in the North and North-East respectively, Mokokchung in the Northwest, Zunheboto in the Southwest, Kiphire in the South, and Myanmar in the East. Prior before the independence of India it was considered as excluded area by the Britishers on account of no contact with other tribes, people, nation of the world upon besides the primitive head-hunting practice was actively exercised until in October 1963 at Panso recorded the last of such practice. Although inhabitations and living were formed by 1957 it was only in 1973 Tuensang as a

district had been acknowledged for recognition of the status. The district serves home to four tribes of the Nagas- Chang, Sangtam, Khiamniungans and Yimchungrii.

D) Phek- Phek is a hilly district located on the South-Eastern part of Nagaland, defined by Myanmar in the East, Zunheboto and Kiphire in the North, Manipur in the South and Kohima in the West direction. On 19th December 1973 it was hand out with status of district. Phek district is home to the Chakhesang Naga and Pochury Naga tribe and few other minor groups.

E) Wokha- Wokha district is settled by the Lotha Naga tribe and the very word ‘Wokha’ meaning census in Lotha language. It is located in the mid Western part of the State, sharing boundaries with Assam State in the West and other districts of the State suchlike Mokokchung in the North, Kohima in the South and Zunheboto in the East. In December 1973 it was raised to a district status. The district is well known for Doyang Hydro Project that is the longest and largest river in Nagaland which is home to migratory bird Amur Falcon. The district hotspot for tourism and educational tours is also at Mount Tiyi at an altitude of 1970 metres which is bounded by scenic beauty of nature and colourful rhododendron.

F) Mon- Mon home of the Konyak Nagas is surrounded by Assam in the North, Arunachal Pradesh in the North East, Myanmar in the South East and Tuensang and Longleng districts of Nagaland in the South. It was declared as a separate district on 19th December 1973. The distinguishing feature of the Konyak tribe is the practice of the Anghs(King/Monarch/Chief) system

G) Zunheboto-Zunheboto district inhabited by the Sumi Naga tribe attained district status in the year 1973. It has Asia’s largest church in the heart of the town.

H) Dimapur-The word Dimapur is derived from a Kachari word DIMASA, a river named after Ancient Kachari Kingdom. It shares boundary with Karbi Anglong

district of Assam in the West and North direction and Kohima in the South East. It attained its status as a district on 28th April 1998. Dimapur is the only district in Nagaland having a railroad and airport to tie in the people to the far ends of neighbouring States, mainland country India. It is also the merchandising home for trade and markets in Nagaland.

I) Kiphire- Kiphire located in the eastern most part of the State was given a district status on 24th January 2004 as the ninth district of the State. Yimchungrii and Sangtam tribes inhabit the land along with some other Sumi tribe and other communities. The district is famous for possessing the highest peak in the State Mount Saramati moreover the famous Fakim Wildlife Sanctuary is in Kiphire.

J) Longleng- The district of Longleng was formally inaugurated as the tenth district of the State on 26th January 2004. It is the home of the Phom Naga tribe.

K) Peren- The Government of Nagaland declared Peren a district on 15th August 2003 as the eleventh district and inaugurated it on 11th February 2004. The district is inhabited by the tribes of Zeliangs, Rongmeis, Kukis of Naga tribes and other communities.

L) Noklak- Noklak was declared a district on 21st December 2017 as the 12th district of Nagaland and was formally established on 20th January 2021. It is inhabited by the Khiammungan and Yimchunger tribe. According to 2011 census there is a total of 59,300 number of population with 66% literacy rate.

M) Tseminyu- On the 18th December 2021 Tseminyu was declared the 13th district of Nagaland and officially inaugurated on 24th February 2022. The district of Tseminyu is inhabited by the Rengmas of the Naga tribes with an area of 256km² for a total population of 63,269 according to 2011 census.

N) Nuiland- Nuiland was declared the 14th district of Nagaland on the 18th of December 2021 with its headquarter in Nuiland. As per 2011 census the district is constituted by 11,876 total number of population.

O) Chumoukedima- On the 18th of December 2021 Chumoukedima was declared the 15th district of Nagaland. It is the third largest urban district with a total population of 45,516 as per 2011 census. The town was previously called as Nechu Guard and Samaguting during World War-II

P) Shamator- On the 19th of January 2022 Shamator was created as the 16th district of Nagaland and formally inaugurated on the 4th March 2022. The district is inhabited by Tikhir and Yimkhiung Naga tribes. According to the 2011 census there were a total of 12,726 number of population.

1.3 Background of the study

The advent of Christianity and Western education in the Naga Hills during the latter part of the 19th century witnessed tremendous changes in the ways of life and outlook. The Naga, who was considered a ‘perfect savage’ in the eyes of the colonisers, earned the recognition of ‘gentleman’ some decades after Christianity and education spread across the hills. The record indicates a huge education rush after 1944 but even high schools were hardly in existence in the Naga Hills district then. The initiatives taken by the North American Baptist Mission, the British Government and some of the military officers like Captain Jenkins, who went a long way in shaping the Naga society into what it is today. As per the 2011 Census, Nagaland had recorded 19.79 lakhs population with a literacy rate of 76.11 percent, a massive growth when looked back during attainment of statehood which was at 17.91percent with only three colleges-Fazli Ali College, Kohima Science College and Kohima Arts College. In the contemporary outlook, the state has several colleges (government, private and

autonomous), offering divergent courses of study in the districts. The colleges in the State were affiliated to Nagaland University.

1.4 Genesis of education in Nagaland

Nagas prior to the entry of Christian missionaries owned no formal schooling other than the exclusive operation of morung education. The morung is a homestead bedchamber of Naga villages that is an informal instructional venue subjected to stereotype in structure and application. The male elders at morung assemble young male child and men in the time of dusk to acquire skill in conventional conduct and self-restraint, folktale narration, battle prototype, artistry drilling, mythological beliefs, established ceremonies and ordinances. The pivot focus is to familiarize oneself with ethnological principles and revelation to customary operation and participation, instructional training delivered at the morung by no means hold any documented text rather it was based at the substantial legacy of uttered composition. Contrarily young female child were prepared to master assorted skills that devised her to become a fine mother, wife and a home maker. Inductions on household chores are instructed to them notably at a young age. Genre of education imparted to both boys and girls were in consonance with the interest of the social group they are deriving out of.

In the nineteenth century Christian crusaders who revolutionized the native Nagas to a civilized being belonged to the American Baptist Mission. The bond of immediate attachment between the Naga race and the Christian crusaders had delivered massive conversion to the Nagas abstract frame of mind. On 18th December 1872, Dr. E. W. Clark an American Missionary of Dutch origin advanced at Molungyimsen village in Mokokchung to unfurl Christian manner of living besides to apprise them with the fundamental of education. In 1885 Rev. C.D King embarked to

the missionary assignment among the Angami Nagas in Kohima accompanied by descendant Rev. Dr. Rivenburg alongside W.E Witter dispatch the crusader assignment to the domain of the Lotha Nagas in 1885.

The British Government by 1880 upheld the ambition to foster few Nagas for college education from the Indian University. In between 1882-1883, 107 students was the calculated figure for the entirety of 6 schools in the Naga province. In the Naga Hills education was completely subjected to mission schools that are given subsidy from the government. In 1913-1914, 14 Govt. schools were instituted as a consequence by 1931 Kohima had 42 schools and Mokokchung with 52 schools respectively. The Naga Club constituted on 10th January 1929 subsequent to an exposure away from Naga world awakening consciousness amid the Naga populace to educate and acquaint themselves for their civil and constitutional privilege that were unfamiliar of and claim mass education. In 1938 out of 167 educational institutions there were 115 government lower primary schools, 10 governments aided lower primary schools, 36 missions aided lower primary schools, 1 government Middle English school, 2 government aided training schools, and 2 mission aided upper primary standard and 1 government industrial school. English language is the channel to instruct for higher segment students and mother tongue for the lower segments of students and in 1938 Kohima M.E (Middle English) School was alleviated to High School. In 1939, the government resolved to select 10 schools each year for the duration of five years. In 1942 a grant of Rs.3/student for primary students and Rs.10/student for Middle English students was administered with a provision to persuade education. During 1947-48 the composite figure of schools escalated to 165 accompanied by 17,443 students were registered. With lack of institutions and facilities for students wishing to pursue college education and above, Naga youngsters

had to go far away from home to complete their education. It was only at the end of 1970 college education in Nagaland begun to perform appropriately.

1.5 Contemporary setting of colleges in the State under Department of Higher Education, Government of Nagaland.

The introduction of college education now known under higher education, in Nagaland since the second half of the last century saw rapid growth after 1963. College level education in Nagaland did not received any special place during the early days and was treated as a part of school education for several decades. Presumably, the absence of clear vision or specific programme for the colleges during that period must have created setbacks for the promotion of higher education in the state.

The bifurcation of Education Department and the establishment of a separate department for Higher and Technical education were made on 1st May 1983 which was a milestone as it enabled the new department to focus only at one level of education in the state. On 1st October 2004, the Government of Nagaland separated technical education from the Department of Higher and Technical Education for the smooth functioning of both. These administrative reforms have positive outcome in the growth and progress of higher education in the state.

The colleges in Nagaland are affiliated to Nagaland University and functions as per the UGC (University Grants Commission) guidelines. The colleges in Nagaland also, like the universities in the country, are under the MHRD (Ministry of Human Resource Development) and in 2020 now renamed the Ministry of Education; the Ministry regulates the institutions through the UGC. Besides funding which comes from the Government of Nagaland, the UGC extends fund for different projects to the recognized colleges in the state. Quality education has become the main objective of

all the institutions in India. Therefore, towards realising this end, a good number of colleges in Nagaland, both private and government, have been assessed by NAAC (National Assessment and Accreditation Council) and graded already.

The Department of Higher Education for college education has been commissioning according to the policies and programmes framed under the five-year plan of Union Grants Commission and educational policies of India. Therefore, the department has imbibed its policy under the NPE1986 statement that Education is a unique investment in the present and the future. The aim of higher education according to this policy is facilitating the process of national development through its manifold tasks of generation, dissemination, utilization and expansion of knowledge. It also visualizes in developing the human resources of its State under higher education potentialities to its maximum to cater to accessibility, equity, relevance and excellence. The department mission affirms on three points- (i) To provide greater opportunity of access to higher education to all eligible persons and in particular to the weaker sections of the society. (ii) To expand access by supporting existing institutions, initiate policies and program for strengthening research and innovations. (iii) Develop skills of the youth and promote quality of higher education, academic reforms and improving governance. Some of its activities and programmes being implemented at present were:

(i) RUSA

The department is working hand in hand with the MHRD (Ministry of Human Resource Development) through RUSA (Rashtriya Uchchatar Shiksha Abhiyan) a funding agency for government run colleges and government aided colleges. RUSA was introduced in the 12th five-year plan of education. This agency is mainly to improve the quality and subsistence of higher education for infrastructural facilities

and accommodation of colleges. The agency is also assisting all the government colleges receiving fund under the department in commencing with vocational courses of different training programmes which provides certificate to the courses. This funding agency also achieved in setting up a new model degree college as Wakching New Model College under Mon for science education. This model college was inaugurated via remote digitally from Sher-i-Kashmir International Conference Centre Srinagar by the Prime Minister Shri Narendra Modi on 3rd February 2019, a digital launching held at Mon Deputy Commissioner Conference hall. RUSA is also implementing in sponsoring research projects for innovations and quality improvement.

Table 1.1 Status of Government Colleges offering Vocational Courses under RUSA

Sl.No	Name of the college	District	Courses
1	Kohima Science College	Kohima	Pisciculture/Floriculture/Apiculture, Electronics Repairing
2	Mt.Tiyi College	Wokha	Horticulture
3	Zisaji Presidency College	Kiphire	Basic Computer Education
4	State College of Teacher Education	Kohima	Physical education
5	Peren Govt. College	Peren	Horticulture
6	Yingli College	Longleng	Horticulture
7	Sao Chang College	Tuensang	Horticulture
8	Phek Govt. Collge	Phek	Horticulture, Fishery
9	Wangkhao College	Mon	Horticulture, Driving and Motoring
10	Kohima College	Kohima	Horticulture
11	Mokokchung College of Teacher education	Mokokchung	Horticulture
12	Fazl Ali College	Mokokchung	Mushroom Cultivation
13	Zunheboto Govt.	Zunheboto	Horticulture

	College		
14	Dimapur Govt. College	Dimapur	Floriculture
15	Pfutsero Govt. College	Phek	Floriculture

Table 1.1 shows the 15 Government colleges in Nagaland offering Vocational Courses under RUSA (Rashtriya Uchchatar Shiksha Abhiyan).

(ii) AISHE (All India Survey of Higher Education)

AISHE is a national portal that saves the data related figures and statistics of each individual college in the different parts of the country. AISHE under the Department of Higher Education, Nagaland started functioning in between the year 2011-12 in Nagaland. The department in accordance with the Ministry of Human Resource Development is instituting to portray the stature of higher education in Nagaland on yearly basis for a database assessment of the country. It is a survey to deliver statistical data based on basic details such as assessment of programme imparted, the sum figure of teaching and non-teaching faculties, students' enrolment, examination results, supported infrastructure, scholarships and pecuniary situations. It is a survey to collect basic information for an overall database collection.

(iii) Assessment and Accreditation

In the contemporary context of colleges under higher education it is indispensable to keep tracking of assessment and accreditation which strives to acknowledge institutions providing quality and excellence beneath them. In order of priority to accomplish this objective the department is operating under State Level Quality Assurance Cell (SLQAC) to cover all the colleges under assessment and accreditation. As of 2022 3 colleges have been granted autonomy and 30 colleges have been accredited by NAAC in consonance with UGC, NAAC and MHRD protocol.

(iv) AAA (Academic and Administrative Audit)

The system of higher education always demands access, equity and quality in nature which in reality for the state is demanding due to lack of proper monitoring and quality check. The department initiated to bring about AAA, a team of members constituted from the different background of higher institutions including college teachers, principals, department personnel and university teachers. The team foster to monitor the ventures of each and every college in the area of academic and administrative functioning of colleges including autonomous colleges in Nagaland to facilitate them establish the pyramid of quality education. The AAA also maintains the institutions quality profile and grades it accordingly.

(v) Scholarships and Grant-in Aid

There are two kinds of scholarships for college education exclusively which are the CSS- Post Matric Scholarship for ST students of Nagaland funded by Ministry of Tribal affairs Govt. of India and Nagaland State Merit Scholarship for meritorious ST and Indigenous students of Nagaland funded by Nagaland Government. The department in acknowledging private colleges for their contribution in education also provide financial grant tin aid to support quality improvement of higher education in Nagaland.

(vi) Union Grants Commission

The department is monitoring quality with regard to the recruitment of teachers in colleges following UGC prescribed norms of selection with NET (National Eligibility Test) being part of their qualification. The pay scales, service condition, incentives for M.Phil/PhD, API (Academic Performance Indicator), CAS (Career Advancement Scheme) and PBAS (Performance Based Appraisal Systems) adhere to UGC norm.

As of 2019, there were 65 secular colleges (15 government colleges, 50 private secular colleges) in Nagaland; 1 central university, i.e. Nagaland University, 1 distance open learning university i.e. Indira Gandhi National Open University (IGNOU), 3 private universities-Institute of Chartered Financial Analysts of India (ICFAI), St. Joseph's University (SJU) and North East Christian University (NECU), 1 state university i.e. The Nagaland Global Open University and 2 institute of national importance; namely: the National Institute of Technology (NIT) and National Institute of Electronics & Information Technology (NIELIT). District-wise numbers and lists of colleges in Nagaland were as follows.

Table 1.2 Number of Private and Government Colleges district-wise in Nagaland

District	Secular/Private	Government	Total
Kohima	18	3	21
Dimapur	24	1	25
Wokha	1	1	2
Mokokchung	4	2	6
Tuensang	2	1	3
Peren	1	1	2
Zunheboto	0	1	1
Phek	0	2	2
Mon	0	1	1
Kiphire	0	1	1
Longleng	0	1	1
Total	50	15	65

Table 1.2 shows that there were a total number of 50 secular/Private and 15 Government Colleges under the different districts in Nagaland as per 2019 at the beginning of the study. The data revealed that Dimapur district had the highest number of 24 Private colleges with 1 Government College while Kohima had the highest number of 3 Government colleges with 18 Private colleges in the district. Zunheboto, Mon, Kiphire and Longleng districts were managing with only 1 Government College each in the district for college education.

Fig-1 Number of Private and Government Colleges district-wise in Nagaland

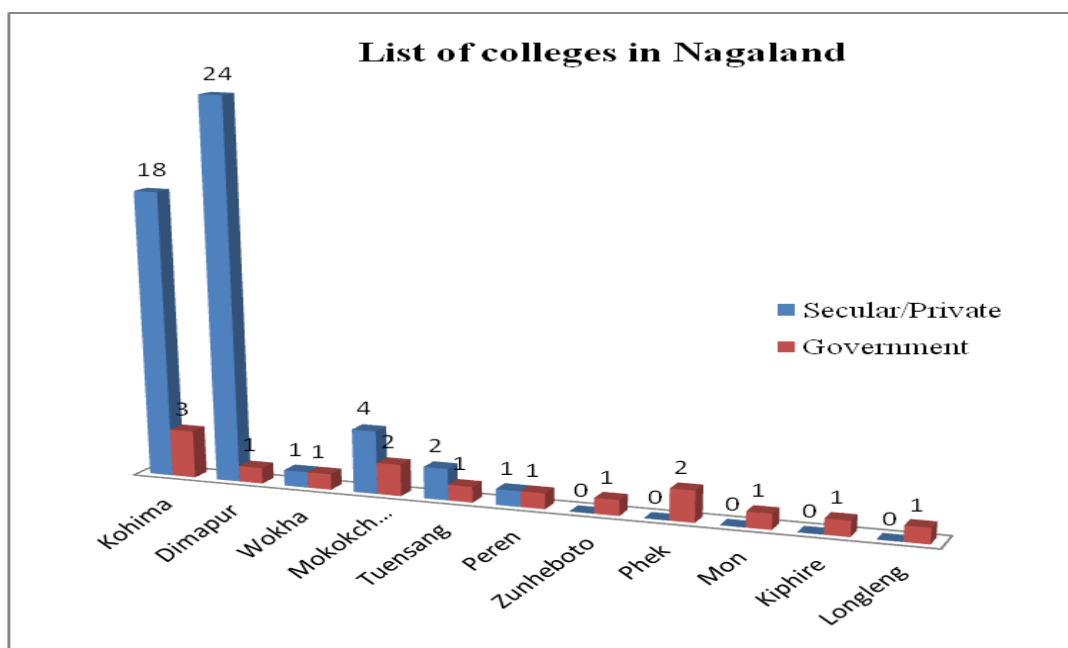


Fig-1 shows the total number of Private and Government colleges in the 11 districts of Nagaland as per 2019-2020

Table 1.3 List of Private and Government colleges NAAC accreditation status district-wise in Nagaland

District	Sl. No	Name of the college and year of establishment	Stream	Secular Private/ Government college	NAAC Accredited
KOHIMA	1.	Kohima College, Kohima 1967	Arts& Commerce	Govt College	B+2.60 30 th October 2017
	2.	Kohima Science College 1961	Science	Govt College	A;3.42 2 nd May, 2017
	3.	State College of Teacher Education 1975	B. Ed & M. Ed	Govt College	B;2.52 16 th September, 2011

	4.	St. Joseph's College 19-03-85	Arts, Science, Commerce, BBA	Secular Private College	A;3.12 15 th September,2016
	5.	Modern College 08-09-98	Arts	Secular Private College	B;2.02 15 th November, 2015
	6.	Oriental College 01-06-96	Arts & Science	Secular Private College	-----
	7.	Baptist College 23-08-82	Arts & commerce	Secular Private College	-----
	8.	Alder College 01-03-92	Arts	Secular Private College	B;2.23 February, 2016
	9.	Japfu Christian College, 05-07-96	Arts	Secular Private College	B+;2.51 3 rd July, 2018
	10	Mount Olive College, 26-07-92	Arts & Commerce	Secular Private College	B; 2.36 5 th November, 2016
	11.	Kohima Law College, 1978	LLB	Secular Private College	-----
	12.	Capital College of Higher	Arts	Secular Private	-----

		Education 20-08-04		College	
	13.	Sazolie College of Higher Education 01-07-05	Arts	Secular Private College	B+;2.63 16 th December 2016
	14.	Model Christian College, 10-07- 07	Arts& Science	Secular Private College	B++2.77 2 nd May, 2017
	15.	Kros College 29-04-10	Arts& Commerc e	Secular Private College	B;2.22 12 th September, 2017
	16.	Regional Institute of e- Learning and Information Technology, 2006	BCA	Secular Private College	-----
	17.	Modern Institute of Teacher Education 09-03-09	B. Ed	Secular Private College	-----
	18.	Sazolie College of Teacher Education 21-09-10	B.Ed	Secular Private College	-----

	19.	Ura College of Teacher Education 2014	B. Ed	Secular Private College	-----
	20.	Don Bosco College 2015	B.A	Secular Private College	-----
	21.	Mountain View Christian College 30-10-91	Arts	Secular Private College	-----
DIMAPUR	22.	Dimapur Government College 1966	Arts& Commerce	Govt College	B;2.21 15 th November, 2015
	23.	Patkai Christian College 24-08-74	Arts, Science, Commerce, BCA/MCA, B. Music	Secular Private College	A;3.24 15 th -18 th November, 2015
	24.	Immanuel College 22-02-94	Arts& Science	Secular Private College	B+2.67 15 th September, 2016
	25.	S.M. college 01-06-94	Arts	Secular Private College	B+; 2.57 15 th September, 2016

	26.	City College of Arts& Commerce 12-05-92	Arts& Commerc e	Secular Private College	-----
	27.	S.D. Jain Girl's College, 1993	Arts& Commerc e	Secular Private College	-----
	28.	Pranabananda women's College 27-05-91	Arts& Commerc e	Secular Private College	B;2.28 5 th November, 2016
	29.	Public College of Commerce 25-08-85	Commerc e	Secular Private College	B;2.50 21 st February, 2014
	30.	Salesian College of Higher Education 27-07-82	Arts	Secular Private College	-----
	31.	Salt Christian College, 11-10- 91	Arts	Secular Private College	-----
	32.	Tetso College 14-06-94	Arts& Commerc e	Secular Private College	B;2.52 5 th January, 2013
	33.	Eastern Christian College, 21-09-	Arts& Commerc e	Secular Private College	-----

		91			
	34.	City Law College 1994	LLB	Secular Private College	-----
	35.	Bosco college of Teacher Education 01-02-03	B. Ed	Secular Private College	-----
	36.	Salt Christian College of Teacher Education 04-01-95	B. Ed	Secular Private College	-----
	37.	St. John's College 15-06-06	Arts& Science	Secular Private College	B;2.09 3 rd July 2018
	38.	Unity College 01-04-07	Arts& commerc e	Secular Private College	B;2.02 21 st February, 2015
	39.	Mount Mary College, 09-05- 11	Arts& Commerc e	Secular Private College	-----
	40.	J.N. Aier College 28-05-11	Arts	Secular Private College	-----
	41.	C-Edge College 19-05-12	Arts	Secular Private	B; 2.16 30 th October 2017

				College	
	42.	Yemhi Memorial College, 01-01-13	Arts& Commerce	Secular Private College	-----
	43.	Unity College of Teacher Education 20-11-12	B. Ed	Secular Private College	-----
	44.	North East Institute of S.Sciences 22-05-14	PG (Social Work)	Secular Private College	-----
	45.	MGM College, Midland, (New College)	Arts	Secular Private College	-----
	46.	Mount Mary College of Teacher Education, Chumukedima. 2017	B.ED	Secular Private College	-----
WOKHA	47.	Mt. Tiya College 1974	Arts	Govt College	C;1.78 2 nd November, 2018
	48.	Bailey Baptist College, 1996	Arts	Secular Private	-----

				College	
MOKOKCHUNG	49.	Fazl Ali College 1959	Arts& Science	Govt College	B;2.50 14 th September 2015
	50.	Mokokchung College of Teacher Education, 2012	B. Ed	Govt College	-----
	51.	People's College 14-09-84	Arts	Secular Private College	-----
	52.	Mokokchung Law College, 02-09-81	LLB	Secular Private College	-----
	53.	Tuli College, Tuli 17-06-96	Arts	Secular Private College	-----
	54.	Jubilee Memorial College, 16-06- 15	Arts	Secular Private College	-----
TUENSANG	55.	Sao Chang College 1973	Arts& Science	Govt College	-----
	56.	Loyem Memorial	Arts	Secular Private	-----

		College, 04-07-93		College	
	57.	Shamator College, Shamator (New College)	Arts	Secular Private College	-----
PEREN	58.	Peren Govt college 1987	Arts	Govt College	-----
	59.	St. Xavier College, Jalukie, 17-05-05	Arts	Secular Private College	-----
ZUNHEBOTO	60.	Zunheboto Govt College, 1980	Arts	Govt College	-----
PHEK	61.	Phek Govt College 1981	Arts& Science	Govt College	
	62.	Pfutsero Govt College, 1982	Arts	Govt College	-----
MON	63.	Wangkhao College 1983	Arts	Govt College	-----
KIPHIRE	64.	Zisaji Presidency College, 1997	Arts	Govt College	-----
LONGLENG	65.	Yingli College 1992	Arts	Govt College	-----

Source: *Government of Nagaland, Department of Higher Education, Nagaland Kohima, Annual Administrative Report 2018-19.*

Table 1.3 shows the NAAC accredited status of 18 Private colleges and 6 Government colleges offering different stream of study in the various districts of Nagaland as per 2019 at the beginning of the study however, as of 2022, 7 more colleges had been accredited with 2 from Private colleges and 5 from Government colleges.

Table 1.4 Lists of Autonomous Colleges status in Nagaland

District	Sl. No	Name of the college	1st Cycle	2nd Cycle	3rd Cycle	4th Cycle
Kohima	1	St. Joseph's College, Jakhama	B++ (30/11/2005)	B (08/01/2011)	A (15/09/2016)	A++ (2018)
	2	Kohima Science College, Jotsoma	A+ (30/11/2011)	A ++ (02/05/2017)	B++ (2022)	—
Dimapur	3	Patkai Christian College, Chumukedima	B++ (2004)	A (28/03/2010)	A (15-18Nov, 2015)	—

Source: *Government of Nagaland, Department of Higher Education, Nagaland Kohima, Annual Administrative Report 2018-19.*

Table 1.4 shows the list of Autonomous Private and Government Colleges in the State and the number of cycles the college had been accredited till 2022.

1.6 Statement of the problem

The proposed research study is centred on the functional growth and development of colleges under the Department of Higher Education in Nagaland. It focuses on the implementation and challenges of policies and programmes with special reference to the 12th Five Year Plan (2012-2017) for college education in the different aspects. Thus, the statement of the problem is as under:

A Study on the Policies and Programmes of College Education in Nagaland with special reference to the 12th Five Year Plan: Implementation and Challenges

Apart from the available literature, government documents/ official records of the past and present are very essential to get a realistic picture of this research area. The academic results of the students of the respective colleges receiving government funds or financial assistance in different forms; the infrastructure facilities; staffing pattern, etc. will directly or indirectly reflect the ground realities as to what extent or what kind of achievements have been made through the 12th Five Year Plan such information will be obtained through administration of various questionnaires.

1.7 Significance of the study

UNESCO Report in the 21st century on higher education stated that higher education is the mandate to bridge the knowledge gap between countries and communities enriching dialogues between people, culture, international living and networking of ideas, research and technologies (Konwar and Chakraborty2013). According to AISHE (All India Survey of Higher Education) Pilot report 2011 stated that higher education is of vital importance for the country, as it is a powerful tool to build knowledge based of the 21st century. Further higher education is the main platform in discharging the standard magnitude for quality education and life. It is the institution

that will facilitate India in achieving development with regard to sustainability, peace and progression among the citizens of the country.

Meanwhile, the development of higher education in Nagaland commenced with the establishment of the premier colleges like Fazl Ali College in 1959, Mokokchung; Kohima Science College, Kohima and Patkai Christian College, Chumoukedima, to name a few. The dawn period noticed a low spirit to seek college education in the Naga society as a result of ignorance but the contemporary situation is otherwise. The awakening belief in receiving college education can absolutely yield good jobs and lifestyle has inspired the native people down to a race in availing college education. In such a context, it has become important to examine the programmes and policies of the State government for college education following the five-year plans of education in India with an aim to understand the available opportunities in the pursuance of quality college education in terms of accessibility, excellence and to also assess the productive outcome.

After the year 2000 Nagaland is experiencing rapid growth of educational institutions which has necessitated in checking the amenity contributed and served by individual institutions so as to yield quality turnout from the learners. Dr. Shurhozelie Liezietsu (the minister in-charge of the concerned department for several terms) while addressing the 15th Annual Literary Day of the Nagaland University Students Union at Kohima Campus (2017) emphasized that human resource development was the only asset through which the Nagas can progress and said that “Unless we frame the education policy properly and give right types of guidance, the students may become liability to our society” (Surya e-paper 2017). It is also important to study how far the education provided to the students is at par with the standard in rest of the country. Alemtemshi Jamir (the former chief secretary of Nagaland) during NAAC sponsored

one-day Seminar cum Workshop organized by the State Assurance Cell Nagaland on IQACs (10th May, 2011 at Kohima) opined that the State needs to catch up with the world in the aspects of knowledge and quality(NAAC News,2012 p.7). In relation to quality the 12th five year plan is a significant policy of higher education that is directed to improve the essence of education covering thrust area that requires attention and necessary steps to promote quality education with measures to achieve the policy implementation.

The 12th five year plan policy is important to be studied particularly for the state of Nagaland with the current rapid growth of institutions and increasing number of learners. This policy reflects upon the infrastructural facilities regarding college building, spacious classroom, well equipped libraries and laboratories, indoor stadium and playground. Financial support in the form of scholarships from state government, institutional welfare funds to students and meritorious scholarships were also mentioned with remedial coaching for socially deprived groups and educationally backward section of students. Importance was laid on women participation in college education with special facilities that includes the women hostels, stipend and single child scheme for girl students and staff quarters, schemes for women administrators and reservation of seats for women in teaching faculty for women working in higher education with transport facility and women cell or committee for both students and teachers in the colleges were emphasized. The policy also directed to implement financial agency for colleges under RUSA, providing opportunity of developmental programmes for the institutions. A certain objective was set down upon teaching faculty in research pursuing PhD and publications, training courses such as orientation programme at entry level for teaching-learning techniques and refresher courses with extension activities for any community under NCC, NSS and Red Ribbon clubs were

enforced. The application for e-governance system in the colleges with focus on services provided to students through operative college website, smart classroom services, online courses, accessibility to internet within the campus, relevance and availability of eBooks for both teachers and students. A significant seriousness on the policy were to introduce vocational courses which can serve practical value to the students and choice based credit courses to acquaint them of the new approach in educational mode. The policy also gave attention to assessment and accreditation through NAAC (National Assessment and Accreditation Council) for colleges, besides, recommending colleges that obtained quality and excellence in overall performance to attain for autonomy.

Nagaland has always been following the protocols for implementation of various policies and programmes for qualitative education yet there has never been any study, assessment or evaluation of what has been achieved through the implementations or the most difficult issues faced under such circumstances nor any list of suggestions for improvement to achieved what has not been able to acquired in the five-year plans.

The number of students pursuing higher education in the state is on the rise, annually. Many of the colleges in the state have been giving their efforts to develop and expand the infrastructure facilities to absorb and provide quality education to the ever-growing number of students in the state. To what end this desired goal is being achieved by the colleges from the succeeding five years plans is yet to be studied systematically by researchers from academic perspective. Therefore, it is worth studying the proposed research area to understand the progress the state has achieved in higher education sector. Hence, the area of study is focussed on the programme and policies of the 12th Five-Year Plans (2012-2017) and its implementation, challenges

and achievements in Nagaland. Educational policies are drafted and implemented however the effectiveness of the implementation till the last 12th five-year plan has not been examined. Studies done in college education policies and programmes are limited and this study, for instance, can contribute to the policy framers, developers, administrators, teachers and every stakeholder, knowledge on the functioning and achievements of college education in Nagaland. Therefore, it is important and desirable to have a study in this area to bring out what progress and references had been successful, what has not been achieved and to find out what were the best fruitful practices that were implemented for quality education in the 12th five-year plan. This study will unboxed reality checks of challenges faced, successful implementation and practices of policies and programmes for education which will pave way for introspection go as to move ahead. A critically analyse of previous policies and programmes for further improvement is warranted as Nagaland stands at the threshold of the National Education Policy 2020.

1.8 Operational definitions of the terms used: To make a comprehensive understanding of the study the following terms have been defined:

1. **College Education:** General college education providing courses in arts, science and commerce in the colleges.
2. **Policies:** A proposed set of rules and guidelines to be followed.
3. **Programmes:** A stated plan to be performed.
4. **RUSA - Rashtriya Uchchatar Shiksha Abhiyan:** A funding agency for colleges and universities in India, a flagship programme of Central Govt. under MHRD.
5. **E-governance:** Electronic governance in which digital media network is used to connect, express, delivers and transfer instruction.

6. **Research and Training:** Faculty engaging in investigations to advanced knowledge by data collection, analysis, interpretation, reporting the findings and consequently publishing works. In addition to attending courses such as orientation programme and refresher course.
7. **Extension Activities:** Activities that provides opportunities for extended learning which aims at enriching values, responsibility, decision-making, leadership quality and at large to set the social community in unity and harmony.
8. **Implementation:** The execution of a specified plan into action.
9. **Challenges:** Obstacles and difficulties faced while administering a task.

1.9 Research questions

1. What is the status of college education in Nagaland?
2. Is the participation of women in college education satisfactory?
3. Is the implementation of RUSA programme for college education effective?
4. Is research, training, extension activities and e-governance system undertaken in colleges?
5. What are the advantages and demands of subjects under vocational courses or choice based credit system?
6. What are the tasks executed under NAAC assessment on colleges?
7. What are the measures that will promote college education in Nagaland?

1.10 Objectives of the study

1. To make a brief assessment of college education status in Nagaland
2. To find out the participation of women in college education
3. To study the implementation of RUSA developmental programmes for college education
4. To identify research, training and extension activities undertaken by the faculty

5. To study the application of e-governance system in colleges
6. To highlight the benefits and challenges of the subjects offered under Vocational Courses or Choice-Based Credit System
7. To study the role of NAAC assessment on colleges in Nagaland
8. To suggest measures for improvement of college education in Nagaland

1.11 Delimitations of the study

The present study is centred particularly for college education under Department of Higher Education, Government of Nagaland, which is limited to secular colleges of six districts including private and government colleges. It will focus on the implementation and challenges of the different policies and programmes for the promotion of college education in the aspects of college education status, women participation, RUSA, research, training and extension activities by faculty, e-governance, vocational courses or choice-based credit system and NAAC assessment with special reference to the 12th Five-Year Plan (2012-2017). The study does not extend beyond these pre-determined objectives.

1.12 Organisation of the study

The researcher organised the study in the following manner.

Chapter 1-Introduction

The first chapter comprised of the conceptual background on educational policies and programmes in India and college education in Nagaland. The statement of the problem is properly stated along with the significance of the study, operational definitions of the terms used were mentioned, the objectives framed for the study and the related research questions are clearly highlighted with the delimitation of the study.

Chapter 2- Review of literature

A list of literature reviewed from the works of academia, scholars, educationist, writers, and authors relating to the topic of the study was properly cited and mentioned in detail.

Chapter 3-Methodology of the study

The method to be used for the study, the kind of tools to be administered for data collection and the statistical tool to be employed were mentioned in this chapter.

Chapter 4-Analysis and interpretation

The collected data were tabulated, analyzed and interpreted from the obtained information in detail.

Chapter 5- Summary, findings, discussion, conclusion and suggestion.

The final chapter comprised of summary of the study, the findings of the study, discussion for effective implementation of policies and programmes, conclusion and suggestive measures for improvement of college education and suggestions for further study.

CHAPTER II

REVIEW OF LITERATURE

2.0 Introduction

Review of literature permitted suitable and appropriate familiarity in relation to the research area. Advantages are attained through the formulation of conception, theoretical and practical perspective towards the research study.

The investigator exercised an analytic detailed study on review of literature to conceive an eminent comprehension with the study topic for contemplating the objectives and research questions set down. The investigator further proceeded together with review of educational research journals and publications, published thesis, educational books, dissertation abstracts of national and international. The review of related literature was based on the study topic and under the category of studies done in India and studies done in Abroad.

2.1 Studies Done in India

Agarwal, Y. (1995) conducted a study entitled 'Higher education in the context of planned development. In Higher education in India-In search of quality'. The study was directed at the policies and programmes of higher education in India which stated that the formation and administration of policies were entirely upon the government to develop the system of Indian Higher Education. However, policies and programmes were originally taken up to obtained a striking advancement in the beginning but because of no attention paid to evaluation after implementation and also the absence of supervision and management in the policies for the undergraduate courses it gradually turned out to be ineffective and collapses. The study stated that the real crisis in the functioning of higher education area was the inability to break the

stranglehold of the inherited system furthermore it suggested that a sound policy is promptly necessary to contain future crisis of social unrest.

Bala, R. (2016) made a study on 'Higher Education in North Eastern States of India'. The investigator examined the scenario of Higher Education among the 8 North Eastern states of India that the lack of connectivity had practically disconnected the NER (North Eastern Region) from the rest of the country and within each other. The study remarked the number of initiatives taken up by the Central government and UGC for lifting higher education in these areas and concluded that physical existence of institution was necessary to expand according to the increasing population and large area considering the fact that inadequate amenities and provisions were constraining the students to pursue higher education outside one's own State to other cities even for a basic graduation owing to the lack of quality education. In attending to this issue the eleventh five-year plan of the planning commission laid emphasis on quality of education in this region and the efforts discharged by the government was reflected on the plan and policies of the government that were playing a pivotal role in enhancing the education sector. The study ended by proposing that both Central and State government should take vigorous actions that could aid to alleviate infrastructural developments and establish universities and colleges according to the proportion of population and area context.

Babu, H. K, et. al. (2010) investigated a research entitled 'Quality maintenance in higher education. In challenges of education in 21st century'. The investigator commenced the study with the statement that higher education was not desirable without quality and asserted that quality can bring positive development towards the status of Indian higher education in addition to pointing at the accreditation tool to improve the educational standard. The study insisted at the importance of quality as a

value that had a multiple concept in higher education to embraced inputs such as students, faculty members, the infrastructure and the process of education covering all areas as well as the output quality in terms of students and graduates. Quality aspect should be taken care of to escalate Indian higher education and for which it was significant to have quality teachers for the reason that quality education could be reflected through teachers' qualification and research work

Banerjee, Trina & K. Reddy, Jayasankara (2022) made a study on 'Status of Higher Education in India Challenges, Issues and Opportunities. The study discovered that Head of institution was not selected on basis of academic rigor but on political association that degraded the quality of education. Furthermore, the study showed that the system of Indian Higher Education was fairly based on the current socio-political background, gender differences were visible, qualifications of academicians were not qualified enough and according to norms for quality education, and the curriculum did not allow learners to expand and stimulate their knowledge to be intellectuals. The study also suggested that policy framers should understand the ground reality of Indian Higher Education system and frame a more holistic approach that would correct the issues hindering the system of education.

Batta, M, et.al. (2012) examined the study 'E-governance in E-administration'. The study stated that the content of e-administration in the educational institutions is to assist in boosting the management, administration and working of the system. It is focussed to provide students with the provision of interactive services and to permit ICT facility in the governing process; alongside empower a significant number of active students, faculty and administrators to it. The study further expressed that the use of technology in educational institutions might enhance decision making process,

expedites paperless work saving time and money with a prompt administrative management, and furthermore could keep track on students academic performances.

Benal, B.I (1987) conducted a study entitled ‘A critical study of Development of Higher Education in the State of Karnataka during Six Five Years Plans (1950-1985) with reference to Karnataka University’. The main objectives of the study were to investigate on the quality progression in the educational institutions and to evaluate the developmental level with respect to the trends in developed states in the country. The study found that there was a quantitative growth of affiliated and constituent colleges substantially but there was no significant quality improvement and hardly any effort had been made to provide in-service training to the college and university teachers for an up to date knowledge.

Bharadwaj, S. (1990) conducted a study on ‘The Education Policy. An Analysis’. The study pointed out that the process of policy formulation in the country is the foremost entity that had been designated with a strong sign of authentic self-governing content and practice in itself. The study further highlighted that a good policy is significant towards educational system and that could open the way for national development and individual progression.

Buam, B. Hedi-Pati (1989) the study entitled ‘A study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya’, revealed that most of the students in the colleges established to have found the operating curriculum at the time was not suitable to the current demand however the grading system that were introduced were preferred by them. The study also found that most of the problems faced by the students were related to infrastructural facilities such as lack of sufficient textbooks and laboratory equipments. However, problems related to the teachers were similar to the students

but foremost issue were related to absence of in-service teachers training and time constraint to finish off the courses.

Chauhan, C.P.S (2010) investigated a study on ‘Higher Education in India: Issues and Challenges’ presented the current scenario of higher education that was related to the five-year plans in India from 1950-51 that had a pre-established aims and objectives to be achieved. The study discovered that satisfactory number of 80% students’ taking up education in the stream of arts, science and commerce courses appeared to proceed with a good number of pass percentage producing graduates and post-graduates however the course accumulated in the college were not relevant to the skills and demands of the employment market thus, it produces unemployment. The study also revealed that the system of Indian Higher Education is largely portrayed by the large-dimension size, absence of adequate fund and quality administration there upon a random increase of educational institutions with quantitative standard were established which had no suitability of infrastructural facilities and lack competent teachers as professional. The study remarked that quality should be raised in the educational institutions and not quantity for the development of Higher Education in India.

Chowdhury, R. S. (2017) examined a study entitled ‘Politics, Policy and Higher Education in India’ pointed out that the educational policy which were created by the elitist with a high degree of educational standard and a high expectation from such a large part of the population, it is just to get the supremacy and power over the high standard of education. Furthermore the significance of policy had been cited that it could give a value if streamline the right channel with a saner self-governing human perspective. The study also suggested that a democratic policy is required to change

the higher education condition through which it would lead to a significant progress for the country.

Das, K. A. (Ed.). (2020) examined a study on 'Understanding the Changing perspectives of Higher Education in India'. The study was focussed at the Indian system of Higher Education organizational composition from the very inception, financing aid that was provided to accommodate access and also to meet quality according to the Indian system of educational policy. The study highlighted that students should have the capacity for accountability in comprehending their performances and teachers' should own the knowledge as professionals and attends towards career advancement and teachers training.

Dkhar, R. (1991) entitled 'A study of the development of Higher Education in Meghalaya'. The key objectives of the study was to investigate higher education pattern of students admission, recruitment of teachers in the teaching profession, the prospect of amenities provided and the variety of course that were offered. The study discovered that most of the scheduled tribe students from 40% to 70% were into the different stream of study while the scheduled castes students constituted only at 1% to 10%. The study also revealed that all colleges except one offered only arts stream then again 52% offered science stream and 19.1% offered commerce stream. It was also highlighted that several colleges had a poor infrastructural facilities such as absence of proper library facility, lack of appropriate and suitable laboratory equipment and open space recreation were weak and these poor facilities with financial constraints cannot accommodate the increasing number of students.

Jonaki, B and Prasenjit, P. (2016) investigated a study on 'Higher education in India: Recent Issues and Trends'. The study explored the contemporary setting of higher education in India and sited the disparity in access to higher education. The

study found out that educational institutions that were assessed under NAAC had wider gap of inequity and for which serious difficulty were faced under NAAC for quality assurance. The recent movement that the Indian Higher education was encountering were related to a large number of institutions under privatization with independent financial support but has absolutely damaged the poor sections of the society with high fees, damaged the vision for equity and impartiality. In conclusion the study revealed that although India is well known for its historic heritage of quality higher education system it has failed to resolve the issue of access, equity and quality and thus resulted in deteriorating the indigenous educational system of the country in terms of incapacitated administrative management, unfruitful actions and corruption concerning funds.

Konwar, N. and Chakraborty, S. (2013) carried out a study on ‘Higher Education Scenario of the North-Eastern India’. The main objective of the study was to examine the profile of higher educational institutions and to identify the difficulties suffered by the higher educational institutions in the North-Eastern India. The study discovered that the ratio of students dropping out of college was comparatively high in rural colleges of North-Eastern region since most of them were first generation learners besides in some colleges’ the application of cut –off marks for eligibility to college cannot be acquired therefore most of the students were unfit to deal with the present higher education system. Higher educational institutions in this region were bound to grade lower since the quality of input was insignificant with reference to absence of adequate and qualified teachers, lack of innovative outlook and research, and connectivity had been the major reason that grants permitted for the region were very less and thus hindering improvement in physical infrastructural development and research based activities.

Longkumer, R. (2014) conducted a research on 'A critical study of Higher Education in Nagaland'. The objectives of the study were detailed at the issues and problems of Higher Education in Nagaland. The investigator in the study found out that there were more private colleges with very few government colleges and 2 women colleges. Moreover, the qualifications needed from the teachers were not adequately competent as per requirement along with the lack of infrastructure, sports and games facilities, technological advancement and library facilities all directed in hindering the quality of education at college level.

Nagoba S. B, and Mantri, B. S. (2015) investigated a study on 'Role of Teachers in Quality Enhancement in Higher education'. The study discussed on the quality of teachers in higher education and described that a teacher should be dedicated and committed to their profession. Divergent roles were spotlighted for teachers that to hold on to a clear and concise thinking, avid learner, impart skills and knowledge, innovative and creative entrepreneurial approach, and reform teaching-learning instructional mechanism, promote research works, perform and promote professional ethics, and engage in self academic development and evaluation. The study concluded that the overall system of higher education in the country could be developed with teachers' participation.

Nair, G. (2015) carried a study entitled 'Gendered Impact of Globalization of Higher Education. Promoting Human Development in India' explained the growth of Indian higher education through the different policies and programmes under the five-year plan of Indian higher education. The investigator in the study suggested that policies as well as the programmes on higher education needed to be reviewed timely and necessary changes should be made in the educational policy in view of the fact that progress could be checked through whether the five-year plan had been achievable or

not. It further concluded the government is provided with opportunity to assess progress henceforth, review was necessary for corrective actions in the form of new policies and programs.

Narayan, L.H & V.T, Shailashri (2021) entitled ‘A Study on Transformation of Higher Education System Present Scenario and Future Outlook’. The objectives of the study were to understand the system and constitution of higher education as well as to explore challenges encountered by higher education in India. The study found out that Higher Education had gradually developed but lacks quality and accessibility. Moreover, the core structure of Higher Education such as infrastructural access, financial assistance and equality for all had been a challenged itself to accomplish at the present scenario and needed a full reconditioning of the system in the future to achieve the goals of access, equity and quality of Indian Higher Education system.

Padmasundari, N and Esao, B. (2010) on the research study ‘Challenges of education in 21st century. In Challenges of Education in 21st Century’. The investigator expressed that the aspect of higher education is an important component in the development of country’s income and wealth for producing students with intellectuals and skills according to the employment market. The study also revealed that it would be a long term dream to achieve if skill development were fitted in the educational infrastructure perhaps it had been the new challenge in the system of higher education The future task ahead was to inculcate skill development for which it is required to built a national skill developmental programme with funding from both government and private sector to accumulate training in the different industrial areas according to interest. The study concluded with remarks that in the challenging world education should be given opportunities to meet labour market.

Powar, BK (1995) investigated a study on 'Higher Education in India. In Higher education in India-In search of quality'. The paper presented the three phases of Indian higher education opening with pre-independence followed by post-independence and the ongoing modern stature. The study revealed that in the pre-independence period Universities were opened with models taken from London University and aimed at delivering subjects in arts, science, and philosophy, literature and Indian languages. The post-independence period of higher education focused attention at the need in formulating policies and programmes. However, the modern status displays poor quality of education that was adversely affected by financial crisis which resulted in disparities within the homogeneous system. Additionally, disparity arose in finances when assistance provided for universities and institutions were according to their assessment, performances and quality. Henceforth, the study concluded with suggestions that colleges and universities should enforced quality assurance measures and autonomy to institutions.

Ramachandran, V. (2010) investigated a study on 'Development of higher education in India. A gender perspective. In challenges of education in 21st century'. The study aimed at evaluating the growth of female education in higher education and the growth of institutions from the period 1950-51 to 2001-02. The investigation focussed at female education in colleges which indicated that the enrolment of female education had substantially increased which had impacted women employment as well as educational institutions. The positive initiatives that were taken by the government have helped in improving the participation of women to higher education since post-independence period.

Sahoo, P.K (1990) study on 'Development of Higher education in India. Present and Future" pointed at the post-independence period growth of higher education and its

development which had witnessed fast expansion of higher education with reference to the number of institutions, enrolment and large region. Furthermore, much emphasis were given on attainment of academic goals in higher education besides due attention was also placed at modern communication technology and anticipatory management system for positive functioning of higher education. In conclusion the study suggested for the improvement of instructional system, appropriate use of modern educational technologies, facilities for teachers training programmes, opening up of interdisciplinary and multidisciplinary courses in the future for Indian Higher Education system.

Singh, T (2002) examined a study on ‘Development of Higher Education in Manipur in the Post Independence Era upto 2000’. The empirical study discovered that the infrastructural facilities, physical facilities, equipment for teaching/research that were available in colleges’ and in particular to the private colleges were inadequate and insufficient in terms of quantity as well as quality. The quality of higher education in the state deteriorated due to the mushrooming growth of colleges without proper infrastructural facilities also the diversity of courses both in academic and vocational were the causes that forced the students to pursue higher studies outside the state.

Shrivastava, R.K et.al. (2014) conducted a study entitled ‘Role of e-governance to strengthen higher education system in India’. The investigator in the study stated that e-governance was expected to help delivered cost-effective and easy-to-access for citizen services and also improve the process of transactions within the government, and between the government and other agencies. However the study concluded with remarks that through e-governance the quality of higher education system in India can be improved and e-governance could create the transparency between universities, colleges and students.

Shukla, C. (2004) on 'Reforms in higher education' cited out the reform movement objectives and policies of higher education on how great expansion and policy implementations had changed the working system of higher education. The policies formulated were fundamental which was related to the need of the learning communities but the mechanism for quality control was neglected moreover there had been no apparent interpretation on how issue arises and was solved with the implemented policies. Henceforth, suggestions were formed to frame a rationalistic system for policy formulation of higher education to address the issues and avoid matters such as students' massive enrollment; financial problems and the government political actions.

Thekkethala, J (1987) conducted a study entitled 'Progress and problems of Higher Education in Maharashtra since independence (1947-1982)'. The objective of the study was to identify the problems in higher education and it was found that the curriculum and syllabi for the various courses had been on traditional lines with little attempt was made to adapt to local needs and resources however it was also stated that the syllabi had no scope to attempt for a new and innovative change. The study also highlighted that there was a distinct decline in the number of teachers due to discontentment created owing to salary scales disparity which was based on seniority and duty task that were difficult to carry on with poor service conditions.

Tripathi, R.S (1992) conducted a study entitled 'A critical study of development of higher education in Uttar Pradesh since Independence'. The objective of the study was to examine the problems of higher education related to aims and objectives, curriculum, methods of teaching, evaluation, discipline, physical facilities, and administration of higher education. The study revealed that neither the aims of higher education nor the courses were suitable to the existing demands. Teachers were not

aware of teaching methods such as seminars, small group discussions, assignment, and self-study methods, and the only practiced of teaching-learning transaction was performed on traditional mode of lecture method which was not interesting and interactive. The system of grading and semester system for that was introduced for evaluation had not been successful and did not proved their practical utility. Moreover, the study found out that physical features were inadequate and the administration of higher education was subjected to persistent government interference that had eroded the academic modulation in higher education.

Varandani, K. (1992) conducted a study entitled ‘A study of reactions of teachers, administrators and guardians to the National Policy on Education’. The study objective was to investigate the practicability of the National Policy on Education in the present set up of the society. The study discovered that significance stated for women’s’ education, SCs, STs and OBC in the NPE were appropriate and desirable and in addition enactment of education for the handicapped with appropriate care was proposed. The study also expressed that the suggestion for vocationalisation of education was necessary and practicable furthermore technologies for better educational results, cultural education, sports and physical education were suggested to be included in the NPE. The study remarked that the previous practice of examination and evaluation which was ineffective should be removed and a good pattern of examination should be instituted.

Tilak, B.G.J. (2010) investigated a study on ‘Higher Education in India: Emerging Challenges and Evolving Strategies’. The investigator in the study stated that Indian higher education were characterized by the absence of concrete and specific policy and in a brief term were made to achieve them for which it was never successful however, the Government of India in the eleventh five-year plan 2007-2012 (Planning

commission 2008) brought about certain goals and actions to reinforced higher education. The problems and challenges associated with higher education in India were related with lack of sustainable of human development, quality excellence in higher education, inadequate number of teachers with requisite qualification which was not in pace with the demand for teachers and the whole structure of higher education was characterized by a degree of regional, social and educational inequalities. The investigator concluded that there should be a minimum provision for physical infrastructure facilities, appointment of good quality teachers and prospect for public policies particularly relating to resources and administration should be adhered to focus on quality, quantity and equity in higher education.

Vaikunthe, D.L and Pattanshetti, M.P. (2010) carried a study on ‘Higher education: Growth and Development in India. In Challenges of Education in 21st Century’. The paper explained the need for quality and educational relativity provided in our educational institutions according to the changing socio-economic needs. The investigator pointed at the four essences of quality over which higher education stand on that were qualities pertaining to content and technique of education, teachers, infrastructure and students. The study summoned with suggestions that proactive leadership in higher education were required at the Central and State government levels for formulating appropriate policies and practices with accountability for developing the potentialities of the future generation through an efficient and relevant higher education.

Sharma, S. and Purnendu, S. (2015) conducted a study on ‘Indian Higher Education system: Challenges and Suggestions’. The investigator showed the complex structure of higher education consisting of different institutions like universities, colleges, institutes of national importance, polytechnic etc. The particular composition raised

challenges in the Indian system of higher education with issues as regards to substandard curriculum quality, shortage of teachers, inadequate infrastructure and provisions. The investigator in the study suggested the need to implement an innovative and transformational approach to make Indian educational system globally more relevant and competitive. In conclusion the study added that for job recruitment it was required to establish an industrial partnership with higher educational institutions for development, reform quality and reputation as a consequence it could established credibility through student exchange and faculty exchange programs.

2.2 Studies Done Abroad

Bok K. Kim (2001) conducted a study on ‘A study of institutional policy-makers perceptions of performance funding indicators for higher education in Korea and United States’. The major findings of the study stated that on evaluation the institutional policy makers showed purposes were achieved according to the achievement index nevertheless equity could not be achieved. The study also established that in Korea performances of the institutions were indicated around four qualities namely policy inducement, research quality, education quality and efficiency of management for higher education based upon which funding of the educational institutions was performed.

Chaos, Pei (2000) on the study entitled ‘Autonomy and Private higher education in China’. The study examined the evolution of government strategic policies and rapid development of private colleges. The study investigated the quality of relationships between private institutions, government and other civil societies and found out that institutional autonomy had greatly promoted efficiency and flexibility in the operation of the institutions and allowed adaptability and responsiveness to changing social and

economic conditions which had enabled private higher-education institutions to contribute significantly to the Chinese society.

Chowdury, H.R.S, et.al. (2022) investigated a study entitled ‘Internationalization of higher education Policy in Japan: The role of international student mobility’. The study revealed Asia’s most developed nation Japan and how its educational policy was reflected in booming their technology and economy through the sphere of education. The study stated that Japanese educational system was primarily determined by the Chinese ancient composition and ideologies thereby the Japanese educational system comprises of international and traditional principles. The system was constructed to contain lifelong education, creativity and quality education. Policy were focussed at raising interest attention of international students delivering scholarships, introducing English language in varied programs and courses, financial loans and living cost maintenance aid.

Daniel, H. Davis (2001) examined a study on ‘A political model of higher education governance and policy reform adoption’. This research examined the administration of higher education under state-level division which was centred on the progress of policy action and to investigate the elements that influence the system of higher education. The study resulted that reform initiatives were operated for policy progress however it were affected by several important elements such as the existence of an exponent policy, the political consideration and the historical-cultural variables

Edwards, N. (2002) conducted a study entitled ‘Barriers to Women’s advancement in higher education as perceived by faculty and administrators.’ The findings of this study revealed that internal barriers were the reason that obstructs women to achieve and accordingly it was found that there were three most notable and serious barriers to women’s advancement in higher education which were lack of terminal degree, role

conflict for a women in between their career and family and lack of geographical mobility.

Fisher. S (2019) investigated a study on ‘Balancing excellence and equity: South Korean education issues and policy’. The investigator examined on how access and quality were maintained in the educational policies of South Korea. The study revealed that the issues related to South Korean education were related to high cost expenditure to education as well as the pressure of examination automatically turned down access to education and quality in addition equity could not be achieved under these circumstances. The study suggested that policy to balance excellence and equity could be successful if students’ needs were heard and attended, relevancy of college curriculum and address the anxiety level of students.

Hamon, S.S. (2002) on the study entitled ‘The Adoption of higher education policy’. A case study of mission differentiation in Florida. The researcher in the study to explore and seeks answers on question concerning with how policies were evolved as well as dominantly implemented and what were the prominent characteristics in the policy for which it had been favoured. The study found out that policies implemented experience different phases which might not be in accordance of category wise rather rests upon the hierarchy of policy makers that was under the different political subsystem. The prominent characteristics in the policy consisted of separate proceedings for instance the state history, features, political influence and administration of higher education.

Hawkins, N. John (2010) made a study on ‘Higher Education Transformation: Some trends in California and Asia’. The study concerns higher education to provide graduates with skills and abilities to commensurate alongside the workforce that is demanded with rapidly changing economies and apparent challenges directed towards

educational policy issues that were framed through distinctive cultures and histories. In any organization rapid expansion of quantity bring about a dual quality that raises the concern for the quality of old and long-established institutions as a consequence new institutions should be remodelled with better quality that would be globally competitive. The study also stated that the unique blending of centralization with decentralization evolving in the state of California may be of interest to Asia whose system is based on centralization and were seeking to acquire own path to decentralization. It further suggested that scholars and practitioners in both Asia and United States were to stick around sharing policies and practices involving with each other while the two mode of Higher Education could explore wide spread advancement in the increasingly global knowledge society

Huang, F. (2015) on the study entitled ‘Higher Education Development in Japan’. The study revealed the pattern of variation on Japan Higher Education which in itself had a distinguishing characteristic that act in accordance with the governmental policies in virtue of safeguarding the structure, excellence and status of the national universities. The aforementioned was to attain the fundamental needs of the country as well as encourage private institutions to admit more students in vocational fields of study. The investigator found out that the evolution was a result of public funding by the national supportive policy to expand private institutions besides the most significant role was the increase in female students’ enrolment which had stimulated the target of comprehensive access to higher education transforming the student body composition.

Hou, C. Y. Angela (2015) conducted a study entitled ‘The Quality of Mass Higher Education in East Asia: Development and challenges for Asian Quality assurance Agencies in the Global Higher Education’. The study described extensive

expansion of higher education throughout the world with the perspective of impacting the market demand to cultivate interest for the scholastic standard of universities and colleges. The anatomy of Asian Quality Assurance (QA) agencies and their major assessment tools adopted accreditation, evaluation and audit besides audit tool focused additionally on evaluation process in place of quality. Internationalization, autonomy and accountability had been outlined as the most crucial concerns for quality assurance agencies in Asia. The investigator revealed that the Asian QA (Quality Assurance) agencies have adopted several best practices strategies to enhance the quality of their individual QA operations; such as appointing excellent evaluators, developing more effective programs on evaluation training, deepening collaboration with other QA agencies, engaging more in research activities on higher education and related issues, and even attempting to stabilize their financial bases. The study in conclusion remarked that mass higher education had greatly speeded up the development of quality assurance in Asia, but also made it served as a specific function for the government and higher educational institutions.

Koswara, J. and Tadjudin, M. K. (2006) made a study on ‘Development and Impact of State Policies on Higher Education Research in Indonesia’ reviewed numerous long-term developmental strategies and specific features that were implemented alongside the issues prevalent in Indonesian higher education. The distinctive factor of the policy were towards restructuring management of higher education through improved autonomy, accountability, accreditation, evaluation and qualified academic staff. The study revealed that Indonesian higher education vision to achieved quality education deliver access and equity opportunities to everyone alongside autonomy and accountability to encourage innovation, efficiency and excellence. The investigator highlighted the issues in Indonesian Higher education that includes

enrolment capacity, equity, quality education, funding, relevance of curriculum, internal administrative efficiency of the educational institutions and governance. The study concluded stating that with equity, justice and disparities in the Indonesian higher education institutions a system could be developed to minimize inequalities and established a remarkable gain to individual, group and institutional participation.

Lee, N.N. Molly (2015) examined a study on 'Higher education in Malaysia: National Strategies and Innovative practices.' The research analysed the rapid spread out and advancement of higher education in Malaysia, the demand for higher education, national strategies and innovative practices that were adopted. The investigator revealed that the National strategies were adopted in 2007 to broaden the path of access and expand equity, to achieve 50% GER by 2020 along with equity that only not addressed educational needs of different ethnic groups but includes gender, the poor and indigenous people. The objective of this strategy were to advance the element of teaching and learning, enhancing research and innovation, strengthening higher education institutions, intensifying internationalization, enculturation of lifelong learning and reinforcing delivery systems of Ministry of Higher Education. Financial support was provided through scholarships and loans to the students besides raising tuition fees for the undergraduate courses require approval from the Ministry of Education. The Malaysian Qualifications Agency (MQA) was established in 2007 and that were responsible for quality assurance of higher education institutions in the country furthermore institutional autonomy were increased for more accountability with innovative practices structured in consistency with the national priorities to survive and recreate the changing ecosystem of higher education in Malaysia.

Lundquist, S.W. (2003) examined a study on ‘Achieving equity and excellence in 21st Century American higher education: The California Master Plan and Beyond’. The purpose of this research was to investigate California’s commitment related with universal access to public higher education as well as to analyze whether the assurance set were maintained, achieved or redesigned during the last forty years. The study found out that infrastructure was financially under support, meagre revenue; excessive quantity of students’ forbade attaining the needs of some specific groups henceforth, access or excellence were not assured for the students.

Pacheo, V. M. (2002) made a study on ‘An analysis of public influences on higher education outcomes in New Mexico’. The investigator made an in-depth study on New Mexico’s higher education system, environment and conditions to examine whether the state public policies had an impact upon the performances and administration of higher education. The study concluded stating that state public policies in New Mexico impacted higher education performances and were attainable moreover they do function independently with other variables.

Patterson, M. W. (2000) investigated a study on ‘Keeping a face on policy. A reflective case study on collaborative education relationships’. The research revealed that collaborative education policy plays a significant role in supporting the academic and social development of the youth. The study also stated that policy should progress and advanced to address the implications of race, managing conflict between social groups and in particular to serve the underachieving minority students.

Peng, P (2022) investigated a study entitled ‘Asian educational policy and thee impact of globalization on It’ stated that the Asian countries educational policy were deeply rooted from their respective cultures, traditions, beliefs and practices which were not familiar to other nations. Asian countries prime target in globalization was

mobilizing people and therefore the regional communication systems and political parties could encouraged to elevate educational policies nevertheless quality of education, English language based educational programme, adequate resources and facilities were required to progress the system of education. In conclusion, the study stated that the Asian countries for globalization of education called for formulating educational policies built on their particular constitutional and ethnic practices.

Ries, H. Stephen (1999) conducted a study entitled ‘A restructuring plan assessment model based on the quality principles’. The research was determined to analyze whether restructured plans of higher education could be assessed with already constructed eight quality principles. The study was directed to examine whether the restructuring plans would be able to meet the target for under-graduate education. The findings of the study formulated that there was resemblance between restructuring plans and the already developed eight quality principles. The restructuring plans engaging in advancing action had most resemblance to the quality principles and showed most significant to achieve quality for the under-graduate education.

Rui, Y. (2010) conducted a study entitled ‘Changing Governance in China’s Higher Education. Some analyses of the recent university enrolment expansion policy’. The investigator revealed that for the economic and social policy the educational institutions had been commoditised and education had been the impetus for the country’s’ economic booming. In addition, the institutions were no less a market when students fee were exchanged with contract training in colleges and universities. The prime measures that were implemented in the policy primarily was to grant institutional autonomy to empower institutions with flexibility and power for management and administration along with financing of higher education from different sources and in the end with curriculum that draws on generating students

interests and provide with constructive content. The study concluded that the high speed change from free to fee based education had resulted in huge expenses for most people in China and for that equity could not be achieved. However, it would be desirable if policy makers permit to adopt the worldwide pattern of educational system and deliver the dynamic structure to function academically.

Shin, C. J (2015) investigated a study on ‘Mass Higher Education and its challenges for rapidly growing East Asian Higher Education’. The study revealed that the East Asian Higher Education was characterized by the social rank in the society and these were to determine that the educated class under the umbrella could retain the rank honour. The practice of mass higher education had set down with massive flow of public funding and that been the case fees were sustained by the students since it were mostly influenced by private universities. The study further revealed that qualifications of teachers, academic performances of students, curriculum and efficient teaching were the top elements for quality education. The study concluded that mass higher education expanded the number of educated individuals but had led to massive unemployment as such it is important to developed models in the policy that could rectify the point of issue which was related to the changes of the economy and job market.

Shin, C. Jung (2015) conducted a study entitled on ‘Higher Education Development in Korea: Accomplishments and Challenges’. The investigator indicated the accomplishments and challenges faced in the development of Korea Higher Education. The study revealed the dominant challenges that bounded the Korean Higher Education were with regard to the quality of education, absence of mission differentiation for diversified knowledge and experiences between higher education institutions, incompatible college education and inadequate financing as well as

financing system. The lightning expansion of Korea Higher Education among the OECD countries acquired the title of highest student enrolment with 80% and the expansion was both of quality and quantity moreover it had positively impacted the economic growth of the country. The study concluded stating that Korean Higher Education were deeply rooted upon their distinctive culture and history to which adoption of the policy by the other countries for assimilating education with economy might not be effective and beneficial for other countries.

Welch, A. (2010) investigated a study on ‘Southeast Asian Higher Education in the Global Knowledge System: governance, Privatization and Infrastructure.’ The study revealed that when transition takes place for expansion, advancement and improvement the economically developing nations endures struggle furthermore higher education policies were incorporated with political doctrine and that results in reform developments and economy. The investigator found out that the major challenges established while restructuring the management of higher education were due to absence of infrastructure, financial support, poor education quality and lack of accountability. In conclusion, the study stated to demand for evaluation and determine whether quality assurance had been achieved.

Wei Hu, Hao Ni (2019) made a study on ‘Educational policies and legislation in China’. The investigator interpreted on how educational policies in China yield success on performing the implemented policies. The paper examined on Chinese educational policies progression and found out that the policies were executed with the objective to achieve and promote equity, reached leading nations for quality education in universities, stimulate young minds to venture capital through entrepreneurship, elevate the established life-long education and globalize education. The study stated that Chinese educational policies were based on the Chinese

characteristics and with specific managing system these policies can be implemented and maintained.

Yamaguchi, M. A, et.al. (2016) made a study on ‘Quality assurance and evaluation system in Japanese higher education’ stated that Japan had been the most advanced country well known for high quality education contributor had universalized higher education for accessibility to all besides the country’s 80% of universities were administering under the private sector. The educational policy also asserted that any private sector establishing universities were expected to manage quality of education. The study expressed that academic freedom, quality curriculum, student progression analysis, autonomy and accountability should be prioritized for improving Japan’s higher education assurance and evaluation system as long as universalization of higher education and rapid changes were executed in the system to accommodate global economy.

2.3. Analysis of the review of literature

The review of literature was constructed on the distinct characteristics of college education formulated on development of education, quality education, policy formulation, issues and trends, development and challenges and higher education policy within and outside India. The reviews comprise of 54 studies in total with 31 studies done in India and 23 studies done from Abroad.

Literature reviewed from the researcher done in India was based on the developmental progression of higher education in the different states of the country after independence. From the study conducted by the different eminent researchers it was found that education should strive for quality and for that the action policies and programs introduced should be checked to see the inclusive performance of its implementation. In regard to such themes, the study conducted by Agarwal Yash

(1995) Higher education was in the context of planned development. In Higher education in India-In search of quality showed that policies and programmes were designed initially to attain a striking growth but failed due to uncheck evaluation and long term policy perspective intended for undergraduate courses but fails due to the lack of clear direction. The study suggested that there should be thorough directives and guidelines to assist educational institutions when new policies were implemented as well as formative evaluation should be done to check the quality and standard norms in order to avoid failure on the part of policy makers and to achieve success for the greater approach to quality education.

Chauhan, C.P.S (2010) conducted a study on higher education in India: Issues and Challenges. The study found that 80% of students were involved in the faculty of arts, science and commerce that resulted in the production of graduates and post-graduates who remained unemployed because of the lack of skills and capabilities needed for the employment market.

Contrasting studies revealed that educational policies were democratic in content with conviction to be generated in products but efforts for such exertion were not well kindled in a developing country like India where the whole region differed in its description and infrastructure, limited funds, inadequate teacher in-service training and research activities, traditional courses and evaluation system. All these constraints led to the decrease of quality education.

Studies revealed from Abroad were centred at the educational policy practices, outcomes and claims under higher education for colleges. In conjunction with that Hamon Sara Steyer (2002) in the adoption of higher education policy concluded that policy was influenced by different elements and loopholes existed in policy process

with components such as state history of higher education, state feature, governance model, state political culture, state revenue and politics.

Furthermore a study related to Higher education development in Korea: Accomplishments and challenges conducted by Shin Cheol Jung (2015) explained that issue of quality was a challenge for the Korean higher education but growth of Korean higher education was committed to the rapid growth of the Korean economy because of the government policies based on its unique cultural and historical context. Additionally, the deliberation in achieving access, equity and excellence resulted due to under-funded infrastructure system. As reported by Yang Rui (2010) in his study “Changing governance in China’s higher education”. Also some analyses of the recent university enrolment expansion policy described that rapid transition from free education to fee-based education system contributed to social divides instead of promoting equity and quality. The studies manifested that policy framers should acknowledge to assimilate the diverse elements involved in higher education while formulating policies with the intent that no stakeholders would face complication with the framed policy. Nevertheless, access to conveniences, advantages and welfare should be taken care of.

The reviewed topics under the study done in India were centred on higher education growth and development, quality in higher education, higher education in north eastern region of India, e-governance system in institutions, educational policies and formulation, issues, challenges and trends in higher education and role of administrators/Principals and teachers in higher education. The reviewed topics under the study done in abroad were concerted on higher education governance and policy reform, women in higher education, higher education policy, trends and quality, innovative practices.

CHAPTER III

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter presents the methodology of the study. It includes (i) Method of the study (ii) Population of the study (iii) Sample of the study (iv) Tools used in the study (v) Administration of tools (vi) Data collection (vii) Statistical technique used in the study. According to Buchler, J (1961) Methodos is the path in Greek and logos imply science or study. Research Methodology pertains to a general set of guidelines or principles that can be used to choose among possible research methods in order to best serve the research objectives and suit the research circumstances. (Phanse, 2016)

3.1 Method of the Study

The present chapter is descriptive in nature keeping in view the objectives of the study to find out the implementation of the 12th Five-Year Plan and challenges faced by Government colleges and Private colleges while implementing the policies and programmes in Nagaland.

3.2 Population of the Study

The population of the study included 52 colleges in six districts of Nagaland-Kohima, Mokokchung, Dimapur, Wokha, Peren and Tuensang that imparts under graduate courses for arts, science and commerce. It consisted of both government and private colleges for the study. The details of the population were cited below:

Table No. 3.1 Number of Principals

Sl. No	Type	No. of Principals
1	Private	39
2	Government	13
3	Total	52

Table 3.1 shows that there were a total 39 Principals from Private Colleges and 13 Principals from Government Colleges.

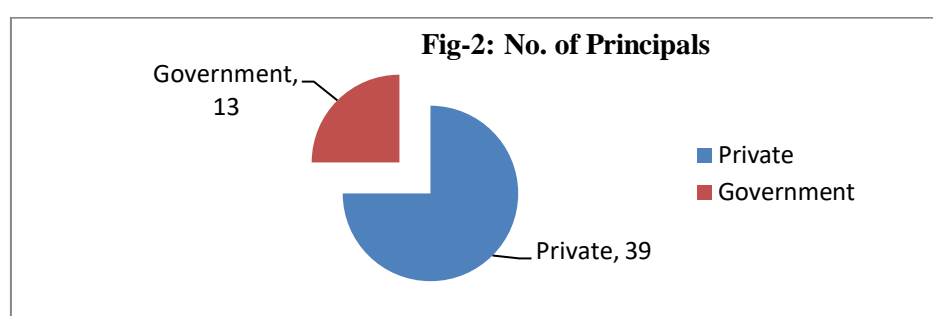


Fig-2 chart represents the total number of Principals in Private and Government colleges.

Table No.3.2 Number of Teachers

Sl. No	Type	No. of Teachers
1	Private	938
2	Government	289
	Total	1227

Table 3.2 shows that the number of teachers in Private Colleges was 938 and 289 in Government Colleges.

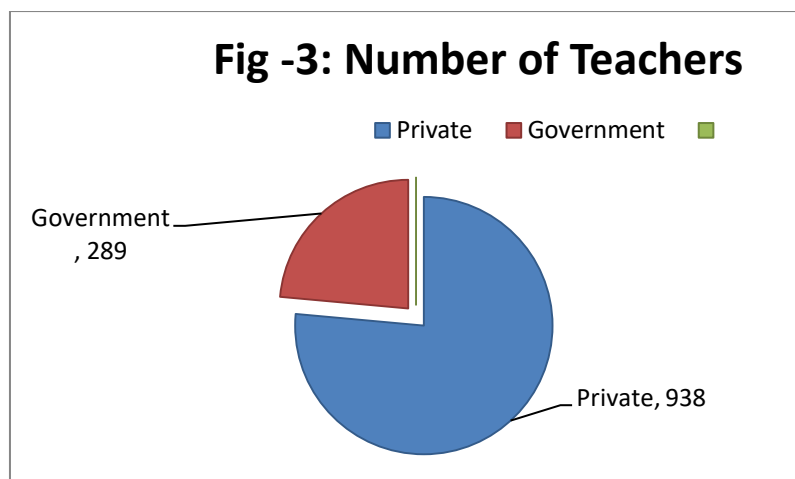


Fig-3 diagram shows the total number of teachers in Private and Government colleges.

Table 3.3 Number of Students

Sl. No	Type	No. of Students
1	Private	21801
2	Government	7734
	Total	29535

Source: *Annual administrative Report 2018-2019, Government of Nagaland, Department of Higher education, Nagaland, Kohima and Colleges website.*

Table 3.3 reveals that the number of students in Private Colleges was 21801 and 7734 in Government Colleges.

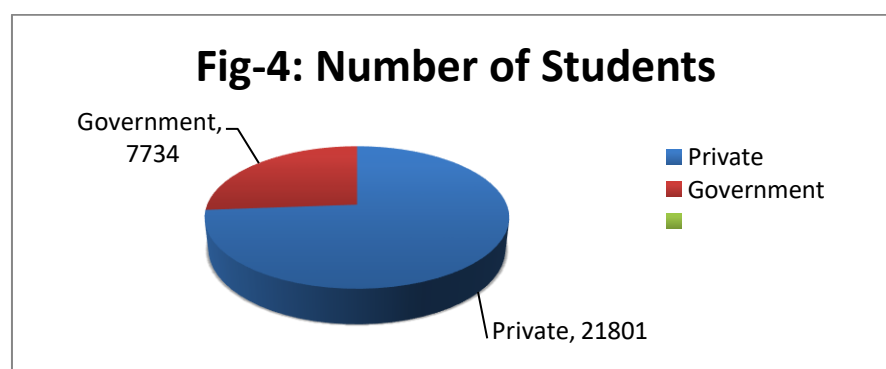


Fig-4 illustrates the total number of students in Private and Government colleges.

3.3 Sample of the Study

For the present study the techniques in pursuance incorporated both probability and non-probability sampling was used. Simple Random sampling was used to select the sample size of students, teachers and principals. Purposive sampling was used for selecting administrative officials from the Department of Higher Education, Government of Nagaland.

Table No. 3.4 Sample of the study

Type	Principal	Teachers	Students	Total
Private	13	92	267	372
Government	7	39	166	212
Total	20	131	433	584

Table 5.2 shows the sample of the study in Private Colleges which was 13Principals, 92Teachers and 267Students while there were 20 Principals, 131 Teachers and 433 Students from the Government colleges.

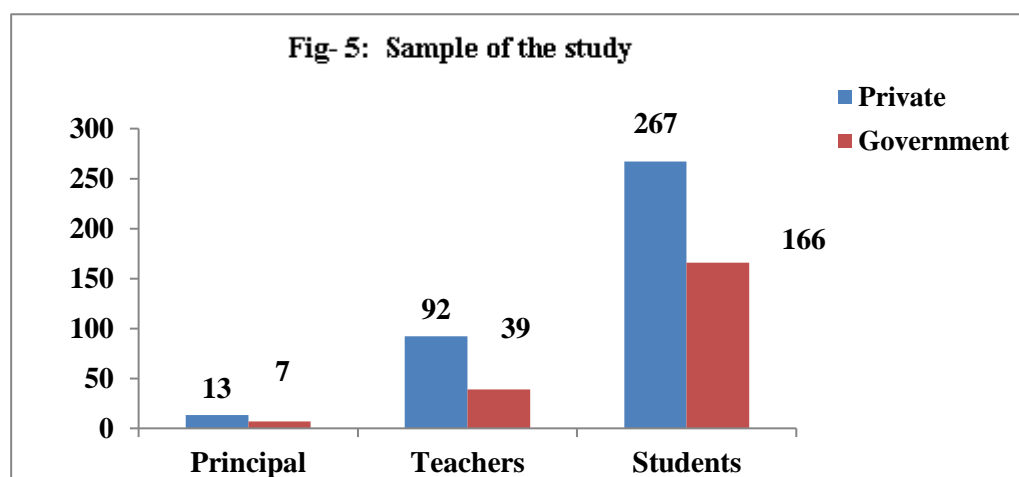


Fig-5 illustrates on the sample of the study for Principals, Teachers and Students in Private and Government colleges.

Table No. 3.5 Sample list of Colleges for the study

SL.No	Stream	Private	Government	Total
1	Arts	8	3	11
2	Science	3	3	6
3	Commerce	2	1	3
Total		13	7	20

Table No. 3.5 relates to the number of samples taken for study from arts, science and commerce stream of colleges under Private and Government colleges.

Fig-6 Sample list of Colleges for the study

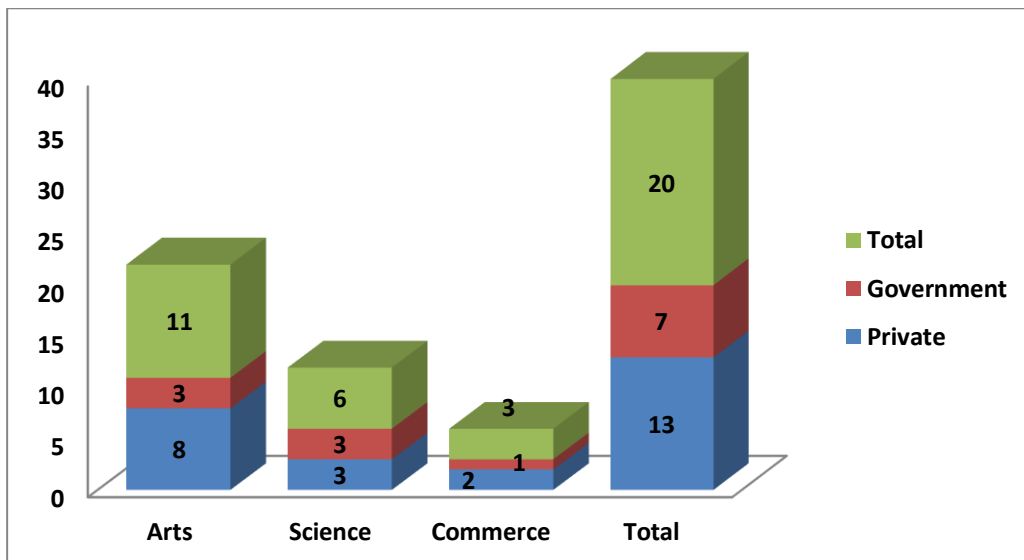


Fig-6 shows the sample list of colleges taken up for the study from different streams of arts, science and commerce.

3.4 Tools used for Data Collection

In order to collect data the following tools were used as per the objectives of the study.

(a) Questionnaire: Three sets of questionnaires were developed by the investigator for the study. One Questionnaire was set for each of the following respondents.

- (i) Principal
- (ii) Teachers

(iii) Students

(b) Interview -Interview was constructed for Administrative Officials, Department of Higher Education, Nagaland.

3.5 Construction of Questionnaire

The questionnaires were developed using the following steps.

Step1: Identification of the area to set the Questionnaire

The investigator first searched for the area for which the set of questionnaires were to be constructed according the objectives of the study. A careful study on the 12th Five-Year Plan and literature related to the study was done and then the areas were identified. The following are the areas of the questionnaire prepared.

- (i) Infrastructural Facilities
- (ii) Amenities for women
 - a) Accommodations
 - b) Finance
 - c) Participation
- (iii) RUSA
 - a) Finance
 - b) Developmental Activities
- (iv) Research Activities/ Training Programmes/ Extension Activities
- (v) E-governance practices
 - a) College website
 - b) Administration and management
 - c) Online courses
- (vi) Vocational Courses and Choice Based Credit System
 - a) Benefits

- b) Implementation difficulty
- (vii) Role of NAAC
 - a) IQAC
 - b) NAAC assessment
- (viii) Suggestions for Quality education.

These areas were identified for the questionnaires to be given to the Principals, Teachers and students.

Step2: Formulation of the questionnaire

According to the areas identified for questionnaires the questions were formulated based on the objectives of the study. The first drafts were submitted to the supervisor for further suggestions. After seeking suggestion and feedback from the supervisor the questionnaires were reformulated.

Step3: Experts Opinion

The draft of the reformulated questionnaires was then submitted to four experts for their feedbacks and suggestions. The experts gave their advice and comments to the investigator and accordingly the investigator on receiving them re-examined and deleted few errors and modified the questionnaires. The investigator further prepared a new draft of questionnaires based upon experts' advice and comments. This process was undertaken to establish the content validity of the questionnaires.

Step4: Pilot-Test

A Pilot-Test was conducted to identify the suitability of the set of questionnaires. The pilot test was conducted in three colleges to determine the questions effectiveness for the respondents. The pilot-test consisted of 3 sets of questionnaire one each for Principal, Teachers and Students.

Table 3.6 Number of respondents for Pilot Test

Sl. No	Respondents	Total
1	Principal	3
2	Teachers	22
3	Students	49
Total		74

Table 3.6 shows that, 3 Principals, 22 teachers and 49 students were taken for pilot test.

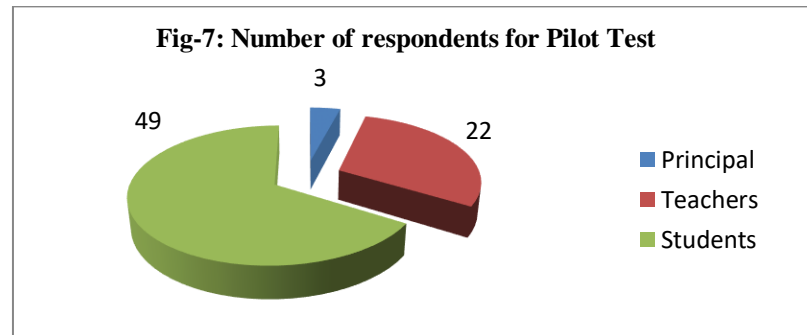


Fig-7 interprets the total number of sample for Principals, Teachers and Students undertaken for pilot-test.

The questionnaires for Principals, Teachers and Students were distributed to the three colleges for pilot-test. The pilot test was conducted to check the effectiveness of the questionnaires. Furthermore, basing upon the respondents' responses to the questions the study ascertained the evenness and significance of the questionnaire. Target of the pilot test depended upon the respondents answering the questionnaire. The investigator carefully evaluated the responses and found out that the introductory greetings and details on instructions were fully cooperated from all the respondents. The investigator also established that language used was simple to understand, the sequencing and flow of questions were clear and not ambiguous, and the objectives of the study were achieved in the set questionnaires. Accuracy of the time in answering

the questionnaires was precise; additionally respondents were able to relate to the questions to themselves and cooperation was also rendered.

Step5: Final items for the questionnaire

After completing the pilot-test, the investigator carefully checked and corrected the questionnaires that required slight modification and rearrangement. The final number of items for the questionnaires was finally developed including 105 items for the Principals, 91 and 59 items for the teachers and students respectively.

Table 3.7 Number of items for final Questionnaire

Sl.No	Areas	No of items in the Questionnaire		
		Principal	Teachers	Students
1	Infrastructural Facilities	48	44	34
2	Amenities for women	10	8	4
3	RUSA	3	3	2
4	Research, training and extension activities	12	10	9
5	E-governance	8	3	3
6	Vocational courses or choice based credit system	9	8	3
7	NAAC	15	15	4
	Total	105	91	59

Table 3.7 shows that 105items were given to the Principals, 91 items for the Teachers and 59items for Students.

3.6 Construction of Interview - The interview was developed based upon the areas the investigator needed for the study according to the set objectives. Interview was conducted with 10 administrative officials from the Department of Higher education, Government of Nagaland. The investigator for the interview used the open-ended and closed-ended questions for collecting the data. This was done so as to maintain

accuracy and authentication of the study area. The interview questions were developed according to the following steps.

Step 1: Identification of the area for the interview.

The investigator made a careful study of the related literature and identified the following areas.

- i. Infrastructural Facilities
- ii. Amenities for women
 - a. Accommodations
 - b. Finance
 - c. Participation
- iii. RUSA
 - a. Finance
 - b. Developmental Activities
- iv. Research Activities/ Training Programmes/ Extension Activities
- v. E-governance practices
 - a. College website
 - b. Administration and management
 - c. Online courses
- vi. Vocational Courses and Choice Based Credit System
 - a. Benefits
 - b. Implementation difficulty
- vii. Role of NAAC
 - a. IQAC
 - b. NAAC assessment
- viii. Suggestions for Quality education.

These areas were identified for the interview of the administrative officials from the Department of Higher Education, Nagaland.

Step2: Formulation of the questions

The investigator formulated the interview questions to obtain information with reference to the study area. After identifying the area the interview questions were formulated and framed in correspondence to the objectives of the study.

Step3: Pilot-Test

After the formulation of the interview question and getting it approved by the Supervisor the investigator set out for the first pilot-test interview to gather information and achieve that pertinent subject matter were covered. The pilot-test was conducted on three personnel's from the Directorate of Higher Education, Government of Nagaland and suggestions given were taken note of. The pilot-test interview conducted gave the investigator an opportunity to observe interview proceedings appropriately in relation to interview questions and to analyse interviewees' responses and recordings of the interview and feedbacks.

Step4: Final items for the Interview

A careful evaluation of the pilot-test interview recording was done to check the complete accuracy of the interviewee responses' pertaining to the questions asked in the interview and basing upon which finally the interview questions were developed.

Table 3.8 Items for the interview questions

Sl. No	Areas	No of items	
		Close-Ended	Open-Ended
1	Infrastructural Facilities	9	1
2	Amenities for women	2	1
3	RUSA	3	1
4	Research, training and extension	2	1

	activities		
5	E-governance	1	1
6	Vocational courses or choice based credit system	1	1
7	NAAC	1	1
8	Suggestions	-	1
	Total	19	8

Table 3.8 shows that 19 closed-ended questions and 8 open-ended questions were used for the interview.

3.7 Administration of tools

The investigator on completing the items for questionnaire and interview set out to collect data for the study. The investigator went to 20 colleges consisting of 13 private colleges and 7 Government colleges and administered the questionnaires to 20 Principals, 131 Teachers and 433 Students. The investigator made sure to the respondents that their responses to the questionnaires were essential and their individual responses will be kept confidential, which will be used exclusively only for research purpose.

3.8 Data Collection

The data comprised of both primary data and secondary data. The primary data consisted of questionnaires to the Principals, Teachers and Students and to 10 Administrative officials from the Department of Higher Education, Government of Nagaland. The investigator personally visited the colleges and distributed the questionnaire to respective respondents and they were given the liberty to take time for answering the Questionnaire. However, the Covid-19 Pandemic was a drawback for collecting the data in time but ultimately the investigator collected all the data personally from the respective educational institutions. Interview was done with 10 (ten) administrative officials from the Department of Higher Education, Government

of Nagaland. The investigator personally conducted the interview to each administrative official and the data collected were solely made confidential. The secondary data for the study was relied upon pertinent published texts and office files/ data available.

3.9 Statistical Technique

The investigator on collecting the data employed simple percentage technique. For analysis, the collected raw data was counted and converted into percentages and presented in tabulation form and interpretation of the data was established.

CHAPTER-IV

ANALAYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter deals with the analysis and interpretation of the data collected for the study. The investigator on collecting the data analysed each response received from the Principals, Teachers and Students of the colleges thereupon interpreted the data accordingly. The chapter is presented according to the objectives of the study and that is focused on the implementation and challenges of the 12th Five-Year Plan policies and programmes.

Brief Assessment of college education status in Nagaland was undertaken in terms of the following aspects:

- a) Infrastructural Facilities
 - b) Library
 - c) Laboratories
 - d) Computer Room
 - e) Sc/ST/Minorities
 - f) Health Clinic
 - g) Games and Sports
 - h) Finance
 - i) Hostel
 - j) Transport
 - k) Examination in semester system
 - l) Grading
2. Amenities for women under higher education in colleges

- a) Accommodations
- b) Women Cell/ Committee
- c) Finance
- d) Participation
- 3. RUSA
 - a) Finance
 - b) Developmental Activities
- 4. Research Activities/ Training programs/ Extension Activities
- 5. E-governance system
 - a) College website
 - b) Administration and management
 - c) Online courses
- 6. Vocational Courses/ Choice based Credit System
- 7. NAAC
 - a) IQAC
 - b) Assessment and Accreditation.
- 8. Suggestions for college education

The data was collected from the 20Principal, 149Teachers and 433Students from 20colleges that included both private and government colleges and covered six districts of Nagaland. The interview was administered to 10(ten) administrative officials from the Department of Higher Education, Nagaland.

4.1 Objective1: To make a brief assessment of college education in Nagaland

4.1. a Introduction to Department of Higher Education Nagaland

College education in Nagaland remains under the Department of Higher Education Nagaland which sets about the perspective of framework in planning and formulation

of policies under the direction and instruction of Union Grants Commission, Nagaland University and other related authorities that may be deemed necessary if such like arises. In 2012-13 in Nagaland the number of private colleges stood at 43 and 15 government colleges. In 2018-19 the number of private colleges rose to 50 and government colleges at 15. To assess and promote for sustainable quality education in the colleges the Department of Higher Education, Nagaland adopted the NPE (National Policy of Education) 1986 policy that asserted education as a unique investment in the present and future. The aim of Higher Education in this policy was facilitating the process of national development through its manifold tasks of generation, dissemination, utilization and expansion of knowledge. The vision was to set forth to realize the State's human resources potential to its fullest in the higher education sector with accessibility and equity, relevance and excellence as its main thrust areas. The Department established three missions to achieve firstly to provide greater opportunity of access, to all sections of the society and in particular to the weaker sections of the society. Secondly, to expand access by supporting existing institutions, initiate policies and programs for strengthening research and innovations. Thirdly it is to develop the skills of youth and promote quality of higher education, academic reformation and improving the system of governance. To study the developmental progress of college education in Nagaland, several questions related to 12 categories of facilities implemented within the colleges and the challenges faced while implementing the facilities were put to the Principals, Teachers and Students. The responses received were then converted into percentages.

Table 4.1 GER status of colleges under Higher Education in Nagaland from 2012-2017

Year	GER
2012-13	16.6
2013-14	15.4
2014-15	16.9
2015-16	14.9
2016-17	16.6

Source-Directorate of Higher Education, Government of Nagaland

Table 4.1 shows the GER status of colleges in Nagaland during the 12th Five-Year Plan and the first year plan of 2012-13 as well as the last year plan 2016-17 had the same GER of 16.6 comparing it with other years.

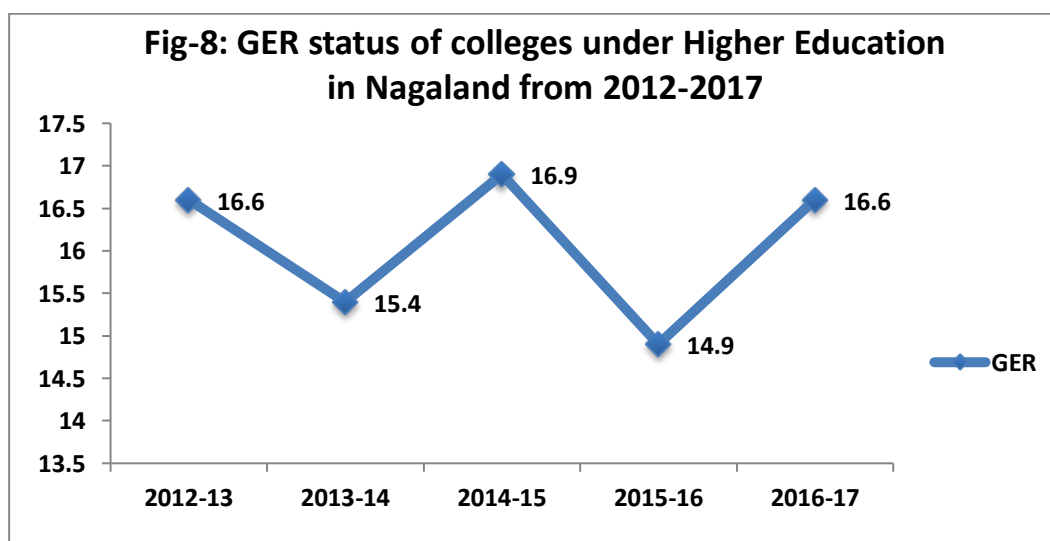


Fig-8 shows the fluctuations of GER status of colleges in Nagaland aside from the first year plan (2012-13) and last year plan (2016-17) during the 12th five-Year Plan.

Table 4.2 Status on the growth of colleges from 2012-2017

Year	Number of Institutions		Total
	Private	Government	
2012-13	43	15	58
2013-14	46	15	61

2014-15	46	15	61
2015-16	58	15	63
2016-17	50	15	65

The table 4.2 shows that there had been a slow growth of colleges and not rapid. The number of government colleges for college education remained the same throughout the period 2012-2017 however, for the number of private colleges increased gradually with the course of time.

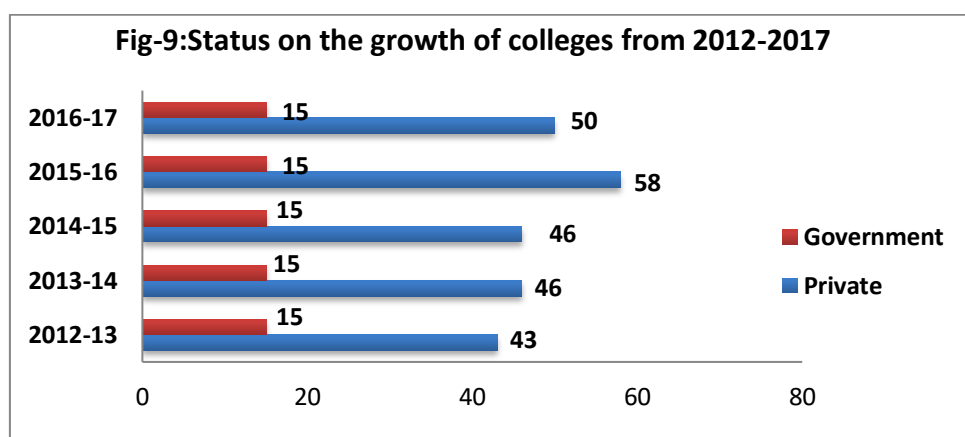


Fig-9 shows the growth rate of Private and Government colleges in Nagaland from 2012-2017. The chart shows that the number of Government colleges remained the same with 15 colleges while in Private colleges the number decreased from 58 colleges in the year 2015-16 to 50 colleges in 2016-17 on account that the Department of Higher Education, Government of Nagaland issued No Objection Certificate only to 50 colleges as recognized Private Colleges.

Table 4.3 Status on the growth of Degree Students in Private and Government colleges between 2012–2017

Year	Number of Degree students		Total
	Private	Government	
2012-13	15085	5893	20978
2013-14	14553	6066	20619
2014-15	17007	5347	22354
2015-16	14115	5945	24134
2016-17	20317	8267	28584

Source: Statistical Handbook of Nagaland, Directorate of Economics & Statistics, Government of Nagaland, Kohima.

Table 4.3 reveals that the growth of students was more in private colleges than in government colleges all-round the year plan. The number of students in private colleges was 15085 in 2012-13 which increased to 20317 in 2016-17. In between the year 2014-15 numbers of students in private colleges escalated although it declined in government colleges owing to de-linking of secondary level from degree level in government colleges. In government colleges the numbers of students were 5893 in 2012-13 which grew to 8267 in 2016-17. Nonetheless in 2016-2017 there was a leap in the enrolment of students at both private and government colleges on grounds of semester system being absolutely enacted and annual (old course) system eliminated completely.

Fig-10: Status on the growth of Degree students in private and Government colleges between 2012-2017

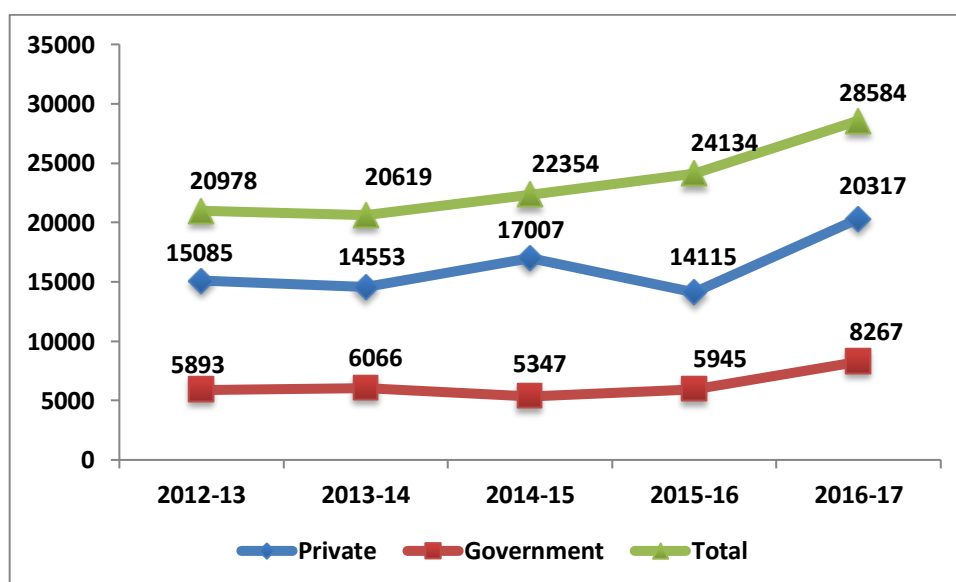


Fig-10 shows the status on the growth of degree students in both Private and Government colleges moreover the statistic revealed that Private colleges had

fluctuations in the number of students every year however; at Government colleges it gradually increased and had no drastic variations in the numbers.

Table 4.4 Status on the number of Government Colleges with NAAC accreditation in Nagaland

A. GOVERNMENT COLLEGES						
T a	Sl. No	Name of the college	1st Cycle Grade & CGPA	1st Cycle Date of Accreditation	2nd Cycle Grade & CGPA	2nd Cycle Date of Accreditation
	1	Fazl Ali College, Mokokchung	B;2.29	30th September 2009	B; 2.50	14th September 2015
	2	SCTE, Kohima	B;2.52	16th September 2011	-	-
	3	Kohima College, Kohima	B;2.56	5th July 2012	B+;2.60	30th October 2017
	4	Dimapur College, Dimapur	B;2.21	15th November 2015	-	-
	5	Mt. Tiyi College, Wokha	C;1.78	2nd November 2018	-	-
	6	Phek Govt. College, Phek	B;2.18	4th March 2019	-	-
	7	Pfutsero Govt. College, Phek	B;2.27	18th October 2019	-	-
	8	Zisaji Presidency College, Kiphire	B;2.34	14th January 2020	-	-
	9	Sao Chang College, Tuensang	C;1.87	4th May 2020	-	-
	10	Zunheboto Govt. College, Zunheboto	B;2.43	4th may 2020	-	-

Source: <https://highereducation.nagaland.gov.in/naac/>

Table 4.4 shows the number of Government colleges in Nagaland that had been NAAC assessed and accredited. Ten (10) Govt. Colleges till 2022 had been NAAC

accredited with 8 colleges in 'B' Grade while 2 colleges had 'C' Grade and two (2) colleges had even completed the 2nd cycle.

Table 4.5 Status on the number of Private Colleges with NAAC Accreditation in Nagaland

B. PRIVATE COLLEGES					
Sl.No	Name of the college	1st Cycle Grade & CGPA	1st Cycle Date of Accreditation	2nd Cycle Grade & CGPA	2nd Cycle Date of Accreditation
1	Japfu Christian College, Kigwema	B;2.63	30th November, 2011	B+; 2.51	3rd July 2018
2	Tetso College, Dimapur	B;2.52	5th January, 2013	B; 2.41	28th March, 2019
3	Public College of Commerce, Dimapur	B;2.50	21st February, 2014	-	-
4	Unity College, Dimapur	B;2.02	21st February, 2014	-	-
5	Modern College, Kohima	B; 2.02	15th November 2015	-	-
6	Alder College, Kohima	B; 2.23	February, 2016	-	-
7	Sakus Mission College, Dimapur	B+, 2.57	15th September, 2016	-	-
8	Immanuel college, Dimapur	B+; 2.67	15th September 2016	-	-
9	Mount olive College, Kohima	B; 2.36	5th November 2016	-	-
10	Pranabananda Womens' College, Dimapur	B; 2.28	5th November 2016	-	-
11	Sazolie College, Phezu, Jotsoma	B+; 2.63	16th December 2016	-	-
12	Model Christian College, Kohima	B++; 2.77	2nd May 2017	-	-
13	Kros College, Kohima	B;2.22	12th September 2017	-	-
14	C-Edge College, Dimapur	B;2.16	30th October, 2017	-	-
15	St. John College, Dimapur	B; 2.09	3rd July, 2018	-	-
16	S.D Jain Girls' College, Dimapur	C; 1.53	28th March, 2019	-	-

Source: <https://highereducation.nagaland.gov.in/naac/>

Table 4.5 shows the total number of 16 Private colleges in Nagaland that had been NAAC assessed and accredited with two having completed the 2nd Cycle at the time of field work in 2019. There were 15 Private colleges with 'B' Grade and 1 Private College in 'C' Grade. However, in 2022 2 more Private colleges had been NAAC assessed and accredited with B and C grade respectively making a total of 18 Private Colleges that had been assessed and accredited.

Table 4.6 Status on the number of Government Autonomous College with NAAC accreditation in Nagaland

C. GOVERNMENT AUTONOMOUS COLLEGE							
Sl. No	Name of the college	1st Cycle Grade & CGPA	1st Cycle Date of Accreditation	2nd Cycle Grade & CGPA	2nd Cycle Date of Accreditation	3rd Cycle Grade & CGPA	3rd Cycle Date of Accreditation
1	Kohima science College, Jotsoma	A; 3.05	30th November, 2011	A; 3.42	2nd May, 2017	B++	2022

Table 4.6 shows Government Autonomous College, Kohima Science College, Jotsoma and the number of cycles the college had been assessed and accredited till 2022.

Table 4.7 Status on the number of Private Autonomous College with NAAC accreditation in Nagaland

D. PRIVATE AUTONOMOUS COLLEGE							
Sl. No	Name of the college	1st Cycle Grade & CGPA	1st Cycle Date of Accreditation	2nd Cycle Grade & CGPA	2nd Cycle Date of Accreditation	3rd Cycle Grade & CGPA	3rd Cycle Date of Accreditation
1	St. Joseph's	B++; 70-	2005	B; 2.74	8th January, 2011	A;	15th September

	College, Jakhama	75Pts				3.12	, 2016
2	Patkai Christian College, Seithekem a	B++; 80-85 Pts	2004	A; 3.06	28th March,2010	A; 3.24	15th-18th November , 2015

Table 4.7 shows the two private autonomous colleges' with the number of cycles it had been assessed and accredited till 2022.

4.1.b. A brief assessment of College education profile under study in Nagaland

Table 4.8 Status on the number and gender of Principals in the study

Sl. No	Gender	Principal		Total
		Private	Government	
1	Male	9	4	13
2	Female	4	3	7
	Total	13	7	20

Table 4.8 shows the profile of the Principals under study. The number of male Principals was greater than the number of females Principal in both Private and Government colleges. There were a total of 13Males and 7Females in the post of Principal under the study.

Fig-11: Status on the number and gender of Principals in the study

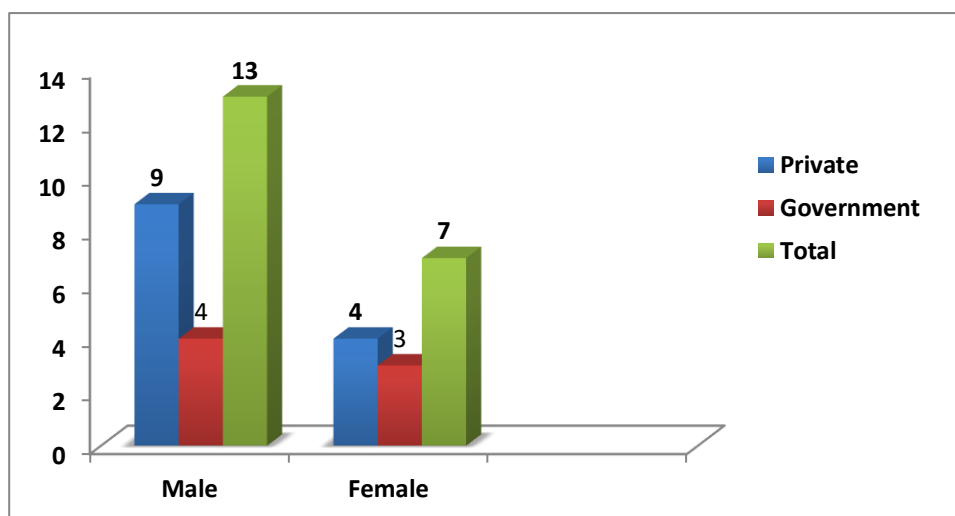


Fig-11 depicts the gender bar for the profile of Principals under study. It also shows that there were more male principals than female principals in the colleges undertaken for study.

Table 4.9 Status on the number and gender of Teachers under study

Sl. No	Gender	Teachers		Total
		Private	Government	
1	Male	38	18	56
2	Female	54	21	75
	Total	92	39	131

Table 4.9 shows that the total numbers of female faculty members from both private and government colleges were more as compared to male faculty members. There were 75 female teachers as against 56 male teachers under the study.

Fig-12: Status on the number and gender of Teachers under study

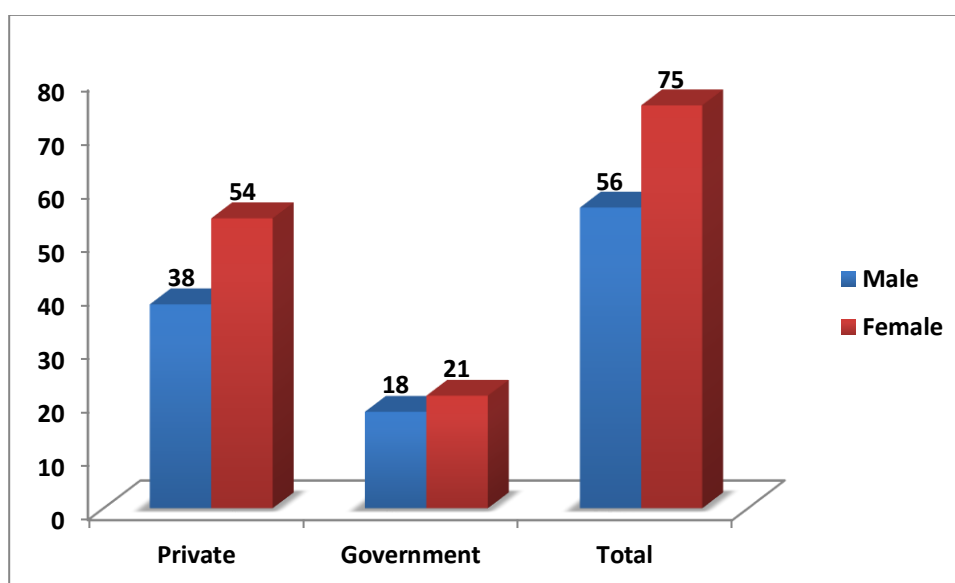


Fig-12 shows that there were more female teachers comparing to male teachers in both Private and Government colleges that were undertaken for the study.

Table 4.10 Status on the number and gender of Students under study

Sl. No	Gender	Students		Total
		Private	Government	
1	Male	96	74	170
2	Female	171	92	263
	Total	267	156	433

Table 4.10 shows that a total of 96 Male students and 171 Female students from Private colleges along with a total of 74 Male students and 92 Female students from Government colleges. Henceforth, a total of 263 Female students and 170 Male students with a total of 433 students were undertaken for the study.

Fig-13: Status on the number and gender of Students under study

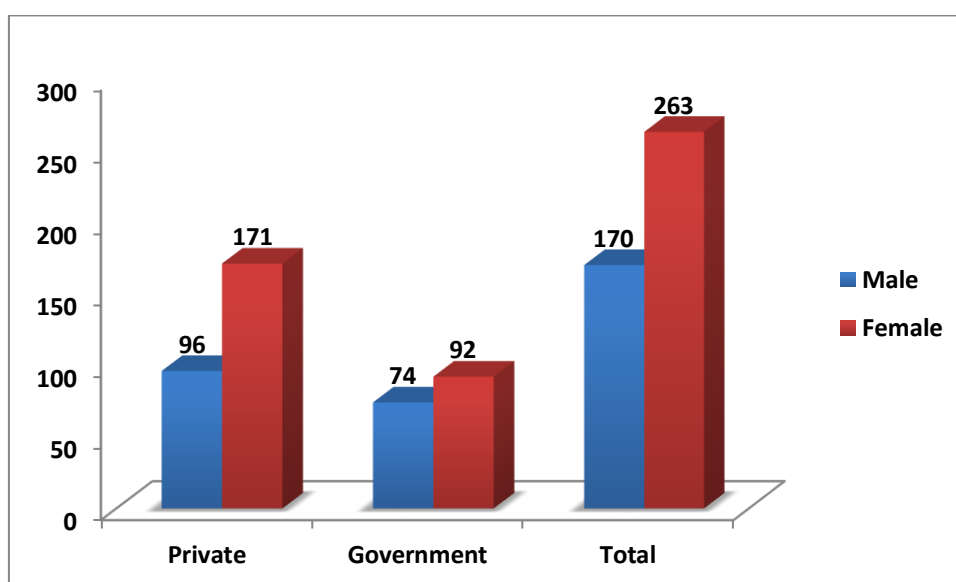


Fig-13 depicts the statistical status on the number and gender of students in the study. The bar shows that there were more female students than male students in both Private and Government colleges.

**Table 4.11 Status on infrastructural facilities, hostel and others from the
Principals**

Sl. No	Development	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Infrastructure Facilities & others									
1	Safe building	13		-	-	6	85.71	1	14.29
2	Sufficient Classroom	13	100	-	-	6	85.71	1	14.29
3	Ramp facility	8	61.54	5	38.46	3	42.86	4	57.14
4	Fire safety	7	53.85	6	46.15	6	85.71	1	14.29
5	ICT classrooms	6	46.15	7	53.85	4	57.14	3	42.86
6	Drinking water	12	92.31	1	7.69	7	100	-	-
7	Canteen	13	100	-	-	5	71.43	2	28.57
8	Principal quarter	5	38.46	8	61.54	7	100	-	-
9	Staff quarter	4	30.77	9	69.23	1	14.29	6	85.71
Hostel									
1	Seats available	8	61.54	5	38.46	6	85.71	1	14.29
2	Warden	5	38.46	8	61.54	6	85.71	1	14.29
3	Hostel Committee	7	53.85	6	46.15	6	85.71	1	14.29
4	Wi-Fi	6	46.15	7	53.85	6	85.71	1	14.29
5	T.V	4	30.77	9	69.23	4	57.14	3	42.86
Transport									
1	Bus	7	53.85	6	46.15	7	100	-	-
2	Special Ladies Bus	-	-	13	100	-	-	7	100

Table 4.11 shows the basic amenities that were provided under infrastructural facilities. The table reveals that the private colleges were doing well by delivering with safe concrete college building, sufficient classroom, and canteen service in the college according to 100% of the Private Colleges Principals and clean drinking water was expressed by 92.31% of the Principals in the Private colleges. Considering that,

in the Government colleges' safe building and sufficient classroom service were responded by 85.71% and canteen service by 71.43% of the Principals nevertheless 100% responded that clean drinking water were provided in the college. Availability of seats and hostel facilities were better at government colleges than in private colleges with 85.71% of the Principals in the Government Colleges stated that hostel seats, warden, and Wi-Fi connection were available. In Private colleges 61.54% of the Principals responded to have hostel available for student and 38.46% supported that warden is appointed for hostels. In the transport section of facilities 100% government colleges said that the college buses were available in spite of that on the other hand 100% responded that there was no special bus for female students and female teaching faculty. In contrast, 58.35% of the Principals in the private colleges mentioned that college buses were available however 100% responded that no special ladies buses were available.

Table 4.12 Status on infrastructural facilities, hostel and others from Teachers

Sl. No	Facilities Available	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Infrastructural									
1	College building safe	90	97.83	2	2.17	36	92.31	3	7.69
2	Ramp facility	28	30.44	64	69.56	20	51.28	19	48.72
3	Drinking water	82	89.13	10	10.87	28	71.79	11	28.21
4	Departmental room	45	48.91	47	51.09	27	69.23	12	30.77
5	Departmental library	34	36.96	58	63.04	29	74.36	10	25.64
6	ICT classroom	45	48.91	47	51.09	36	92.31	3	7.69
7	Canteen	64	69.56	28	30.44	28	71.79	11	28.21
Hostel									
1	Seats available	56	60.87	36	39.13	37	94.87	2	5.13
2	Warden	26	28.26	66	71.74	37	94.87	2	5.13

3	Internet accessible	44	47.83	48	52.17	12	30.77	27	69.23
Transport									
1	Bus	46	50	46	50	34	87.18	5	12.82
2	Special Ladies bus	-	-	92	100	-	-	39	100

Table 4.12 reveals that infrastructural facilities in government colleges were progressing as acclaimed by 92.31% of the faculty that the college had a concrete and safe building including ICT facility in the classrooms were available. The other categories such as ramp facility, drinking water, departmental room and library for teachers and canteen facility were available in the government colleges and in addition hostels were available in most of the colleges and 87.17% of the teachers stated that bus for students were available and 100% responded that there was no special ladies buses for teachers or for the students. In private colleges infrastructural facilities were undermined according to the responses of teachers in the above table. In the private colleges 60.87% stated that hostel seats were available, 50% responded to have bus for students and 100% responded that there were no special ladies buses for teachers.

Table 4.13 Status on infrastructural facilities, hostel and others from Students

Sl.No	Facilities Available	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Infrastructural									
1	Concrete college building	257	96.25	10	3.75	165	99.4	1	0.6
2	Sufficient classroom	247	92.51	20	7.49	153	92.17	13	7.83
3	Drinking water	223	83.52	44	16.48	126	75.9	40	24.1
4	ICT in classroom	105	39.33	162	60.67	130	78.31	36	21.69

5	Canteen	217	81.27	50	18.73	159	95.78	7	4.22
Hostel									
1	Seats available	186	69.66	81	30.34	111	66.87	55	33.13
2	Warden	87	32.58	180	67.42	93	56.02	73	43.98
3	Internet accessible	181	67.79	86	32.21	139	83.73	27	16.27
Transport									
1	Bus	149	55.8	118	44.2	140	84.34	26	15.66
2	Special Ladies bus	25	9.36	242	90.64	4	2.41	162	97.59

Table 4.13 revealed that infrastructure related to college buildings, sufficient classroom and canteen in private and government colleges were satisfactory. In the Government colleges, 78.31% of students responded that ICT facility was available however only 39.33% of students in private colleges responded that ICT facility was available. Hostels were available in both private and government colleges and in addition 84.34% of students in government colleges and 55.8% in private colleges responded that they were provided with bus. 97.59% in government colleges and 90.64% in private colleges responded there was no facility for special ladies bus.

Table 4.14 Status on Library, Laboratories and Computer room from Principals

Sl.No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Library									
1	Good Volume of books	13	100	-	-	7	100	-	-
2	Books procured timely	13	100	-	-	7	100	-	-
3	Automation of books	6	46.15	7	53.85	5	71.43	2	28.57
4	Internet accessible	11	84.61	2	15.39	7	100	-	-

5	Librarian	11	84.61	2	15.39	7	100	-	-
6	Donations/grants	6	46.15	7	53.85	7	100	-	-
7	Name of Grants	UGC Autonomy Grants, CPE Grant from UGC-Private Autonomous Colleges, Grant-in-aid from Govt. of Nagaland Department of Higher Education-Private Secular Colleges				UGC Autonomy Grants, CPE Grant from UGC-Government Autonomous Colleges, Grant-in-aid from Govt. Of Nagaland, Department of Higher Education-Government Colleges			
Laboratories									
1	Spacious	3	100	-	-	3	100	-	-
2	Sufficient equipment	3	100	-	-	3	100	-	-
3	Instruments updated	3	100	-	-	3	100	-	-
4	Safety measure	3	100	-	-	3	100	-	-
Computer Room									
1	Computer Instructor	6	46.15	7	53.85	2	28.57	5	71.43
2	Internet Accessible	11	84.61	2	15.39	4	57.14	3	42.86
3	Maintenance regulated	12	92.31	1	7.69	7	100	-	-

Table 4.14 pertains to library facilities available, and we see that both the government colleges and private colleges Principals responded 100% that the college were equipped with a good number of books. Availability of a full time librarian with internet accessibility in the library was responded by 100% of the Principals of Government colleges and 84.61% of the Principals in the Private colleges. In laboratory facility both the private and government colleges Principals responded 100% for spacious laboratory room, sufficient equipment and are up-to-date with care given for safety measures.

Table 4.15 Status on library, laboratories and computer room from Teachers

Sl.No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Library									
1	Good volume of books	76	82.61	16	17.39	35	89.74	4	10.26

2	Books purchased and updated	80	86.96	12	13.04	33	84.62	6	15.38
3	Automation	54	58.7	38	41.3	32	82.05	7	17.95
4	E-Books	56	60.87	36	39.13	25	64.1	14	35.9
5	Reference desk	69	75	23	25	30	76.92	9	23.08
Laboratories									
1	Sufficient instruments	14	70	6	30	12	80	3	20
2	Safety measures	19	95	1	5	15	100	-	-
3	Internet accessible	19	95	1	5	11	73.33	4	26.67
Computer Room									
1	Instructor available	54	58.7	38	41.3	29	74.36	10	25.64
2	Internet available	51	55.43	41	44.57	16	41.03	23	58.97
3	Computers for teachers	49	53.26	43	46.74	30	76.92	9	23.08

From the table 4.15 we see that the availability for a good volume of books was responded by 82.61% of Teachers in Private colleges and 89.74% of Teachers in the government colleges. Automation of books in library was achieved according to 82.05% in government colleges and 58.70% in private colleges. 75% of teachers in Private colleges said that there were reference desk for queries in the library to assist learners while 76.92% of teachers responded in Government colleges. 70% of teachers from the private colleges and 80% of teachers in the Government colleges responded that sufficient instruments for students in the laboratories were feasible. Availability of internet in the laboratory was responded by 95% in Private colleges and 73% in Government colleges. The facility to computer room with instructor in Private colleges was available as responded by 58.7% of teachers and 74.36% of teachers in Government colleges.

Table 4.16 Status on library, laboratories and computer room from Students

Sl.No	Facilities	Private Colleges			Government Colleges			
		Yes	%	No	Yes	%	No	%
Library								
1	Good volume of books	217	81.27	50	128	77.11	38	22.89
2	Sufficient books	158	59.18	109	119	71.69	47	28.31
3	Automation	124	46.44	143	73	43.98	93	56.02
4	E-Books	119	44.57	148	98	59.04	68	40.96
5	Internet accessible	134	50.19	133	88	53.01	78	46.99
Laboratories								
1	Spacious	64	90.14	7	56	63.64	32	36.36
2	Sufficient instruments	60	84.51	11	34	38.64	54	61.36
3	Safety measures	65	91.55	6	83	94.32	5	5.68
4	Internet	56	78.87	15	42	47.73	46	52.27
Computer Room								
1	Internet accessible	111	41.57	156	67	40.36	99	59.64
2	Instructor available	176	65.92	91	94	56.63	72	43.37

The above table 4.16 pertains to students' responses and data shows that 81.27% of students in Private colleges responded that there are a good number of books while 77% of students in Government colleges responded for the same. 44.57% students in Private colleges responded to have e-books in library while 59.04% responded to have it in the Government colleges. With regard to computer room 65.92% students in private colleges responded that they have instructor in the college while 56.63% responded in the Government colleges.

Table 4.17 Status on Health Clinic and Games & Sports from Principals

Sl. No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Health Clinic									
1	Doctor	1	7.69	12	92.31	1	14.29	6	85.71
2	Nurse	2	15.39	11	84.61	2	28.57	5	71.43
3	Ambulance	1	7.69	12	92.31	1	14.29	6	85.71
4	Health camp booth	8	61.54	5	38.46	3	42.86	4	57.14
Games & Sports									
1	Physical Instructor	2	15.39	11	84.61	1	14.29	6	85.71
2	Indoor Stadium	7	53.85	6	46.15	4	57.14	3	42.86
3	Playground	8	61.54	5	38.46	6	85.71	1	14.29
4	Fitness Centre	5	38.46	8	61.54	2	28.57	5	71.43
5	Participation in ANCSU	11	84.61	2	15.39	7	100	-	-

Note- ANCSU (All Nagaland College Students' Union)

The above table 4.17 reveals that on embarking health clinic in the college with a doctor, nurse or emergency ambulance Principals from both the two types of colleges responses were weak and the most prerequisite of organizing health camp booths on distinct topics or programs for health awareness were responded by 61.54% of Principals in Private colleges and 42.86% of Principals in Government colleges. The data shows that for games and sports facilities availability to indoor stadium was responded by 15.39% in Private colleges and 14.29% in the Government colleges. However, the Government colleges Principals stated that students participate at the ANCSU (All Nagaland College Students Union) activities which were responded by 100% and 84.61% of Private colleges Principals.

Table 4.18 Status on Health Clinic and Games & Sports from Teachers

Sl. No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Health Clinic									
1	Health clinic	32	34.78	60	65.22	21	53.85	18	46.15
2	First aid service	90	97.83	2	2.17	32	82.05	7	17.95
3	Nurse	23	25	69	75	13	33.33	26	66.67

4	Ambulance	27	29.35	65	70.65	7	17.95	32	82.05
5	Health programs	79	85.87	13	14.13	32	82.05	7	17.95
Games and Sports									
1	Physical instructor	17	18.48	75	81.52	17	43.59	22	56.41
2	Yoga	33	35.87	59	64.13	11	28.2	28	71.8
3	Fitness centre	22	23.91	70	76.09	7	17.95	32	82.05
4	Football ground/Playground	60	65.22	32	34.78	36	92.31	3	7.69
5	Indoor Stadium	47	51.09	45	48.91	34	87.18	5	12.82

Table 4.18 shows that in Private colleges 34.78% of teachers said that the facility for a health clinic facility was available and 85.87% stated that the college organized health awareness programs. Whereas 53.85% of teachers in Government colleges responded that health clinic facilities were available and 82.05% stated that the college organizes and conducts health awareness programs. In game and sports facilities the two types of colleges' responses showed that it is non-progressive however 92.31% of teachers in Government colleges stated to have football ground/playground and 87.18% for Indoor stadium facility while only 65.22% in private college responded to have football/playground and 51.009% for indoor stadium.

Table 4.19 Status on Health Clinic and Games & Sports from Students

SL.N o	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Health Clinic									
1	First aid kit	175	65.54	92	34.46	114	68.67	52	31.32
2	Ambulance	41	15.36	226	84.64	139	83.74	27	16.26
3	Nurse	87	32.58	180	67.42	67	40.36	99	59.64
4	Health programs	103	38.58	164	61.42	94	56.63	72	43.37
Games and Sports									
1	Playground	132	49.44	135	50.56	142	85.54	24	14.46
2	Basketball ground	141	52.81	126	47.19	137	82.53	29	17.47
3	Fitness centre	87	32.58	180	67.42	61	36.75	105	63.25
4	Yoga	74	27.71	193	72.29	74	44.58	92	55.42

Table 4.19 indicates that 49.44% students in private colleges and 85.54% of students in government colleges responded that the college have a playground/football ground. The table shows that 52.81% of students in Private colleges and 82.53% of students in

government colleges responded that basketball court was available. Practicing yoga in college were responded by 27.71% of students in private colleges and 20.22% responded that physical instructor was available too. While, in government colleges 44.58% acknowledged that they practice yoga and 16.87% stated that they have physical instructor in their colleges.

Table 4.20 Status on SC/ ST/ Minorities facilities from Principals

Sl. No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
SC/ST/Minorities									
1	Special classes	5	38.46	8	61.54	2	28.57	5	71.43
2	Financial Assistance	5	38.46	8	61.54	2	28.57	5	71.43
3	Admission reserved	3	23.08	10	76.92	3	42.86	4	57.14
4	Reservation Category	ST/BT				ST/SC/BT			

From the table 4.20 we see that facilities for SC/ST/Minorities were limited for students both in private and government colleges. 38.46% of the Principals in Private colleges responded that special classes were provided for the category and 28.57% of the Principals in Government colleges. In regard to financial assistance the category is provided with welfare fund supported by the college according to 38.46% of the Principals responses in the Private colleges and 28.57% of the Principals in the Government colleges. 23.08% of the Private colleges Principals responded that reservation policy is maintained for ST and BT while 42.86% of the Government colleges Principals responded that reservation is maintained for ST/SC/BT according to the indigenous inhabitants of the region.

Fig-14: Status on SC/ ST/ Minorities facilities from Principals

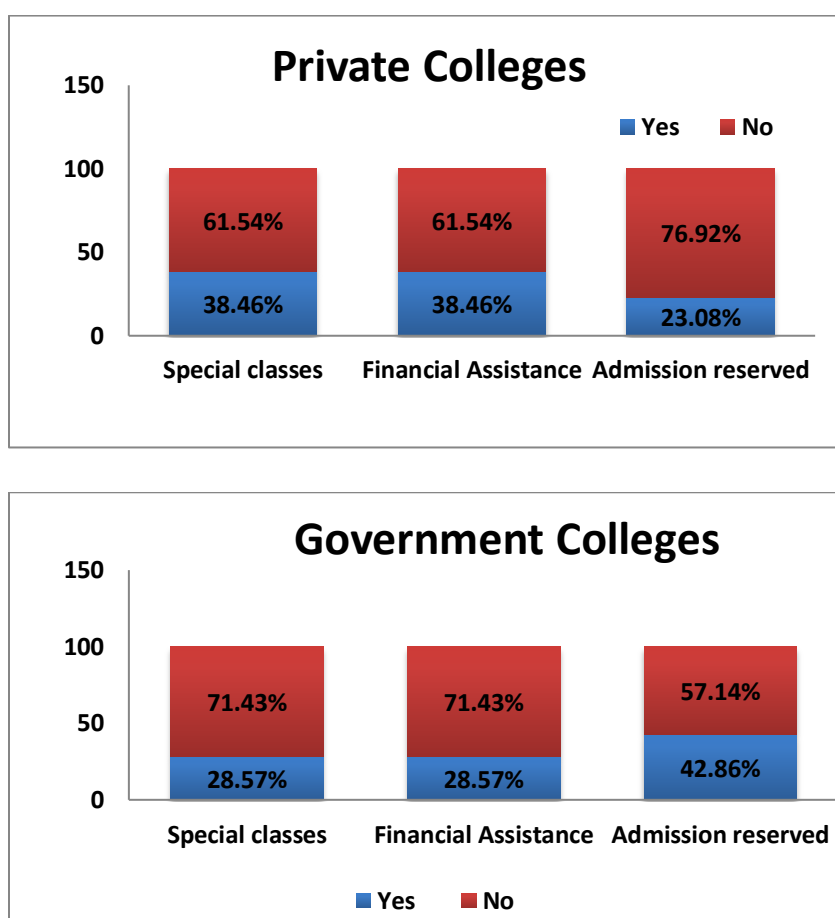


Fig-14 shows the status on SC/ST/Minorities facilities for special classes, financial assistance and admission reservation policy that were available according to the Principals from Private and Government colleges.

Table 4.21 Status on SC/ST/Minorities facilities from Teachers

Sl.No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
SC/ST/Minorities									
1	Remedial coaching	55	59.78	37	40.22	25	64.1	14	35.9
2	Loan/Financial assistance	13	14.13	79	85.87	8	20.51	31	79.49

Table 4.21 shows that according to 59.78% of the Teachers in private colleges and 64.1% of Teachers from the Government colleges stated that remedial coaching is provided to the ST/SC/Minorities category of students. Furthermore, 14.13% of Private college teachers and 20.51% of Government College Teachers supported that loan/financial assistance is given to students of this category.

Fig-15: Status on SC/ST/Minorities facilities from Teachers

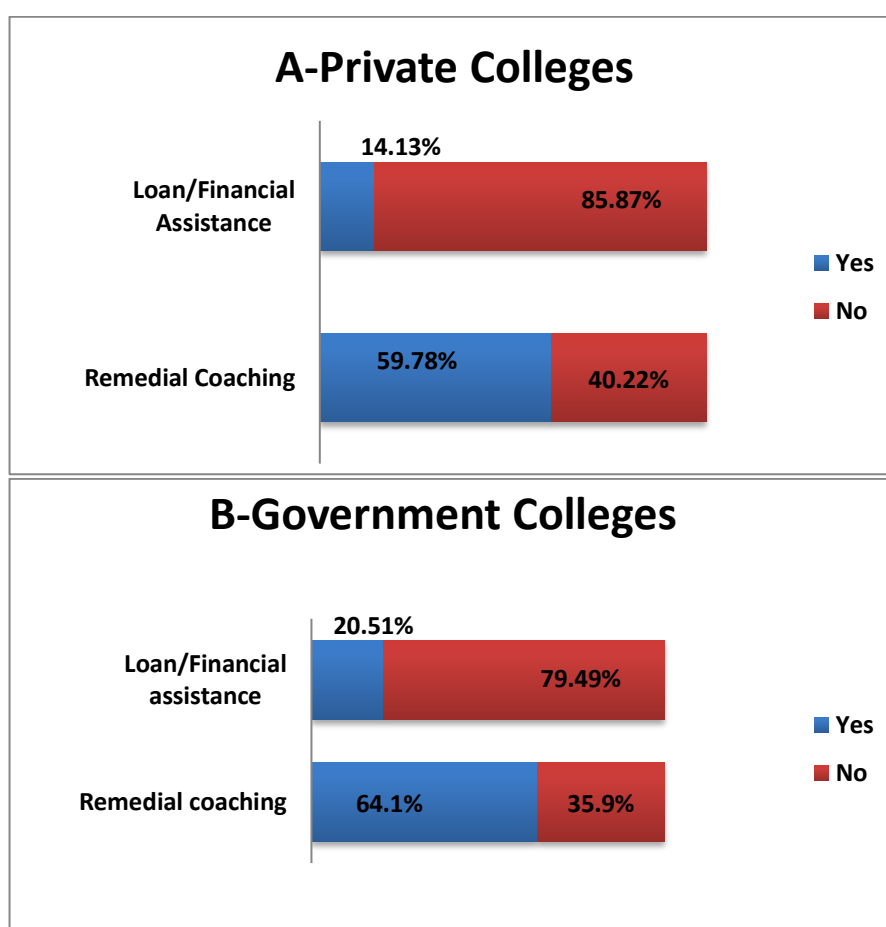


Fig-15 bar chart shows the status on SC/ST/Minorities facilities for loan or financial assistance and remedial coaching that were available in the colleges according to the teachers from Private and Government colleges.

Table 4.22 Status on financial assistance for students from the Principals

Sl.	Facilities	Private Colleges				Government Colleges			
No		Yes	%	No	%	Yes	%	No	%
Finance									
1	State scholarships	6	46.15	7	53.85	7	100	-	-
2	Meritorious scholarships	5	38.46	8	61.54	1	14.3	6	85.71
3	Fees revised	2	15.39	11	84.61	7	100	-	-
4	College welfare fund	10	76.92	3	23.08	6	85.7	1	14.29
5	Grants from State Government	Grant-in-Aid from Higher Education Department, Nagaland				Grants from Higher Education Department, Nagaland			
6	Grants from Central Government	NIL				RUSA and UGC Grant – (Government Colleges).			
7	Grants from Central Government for Autonomous Colleges	UGC Grant, Autonomy Grant, CPE grant from UGC				UGC Grant for general development, Autonomy Grant & Research			

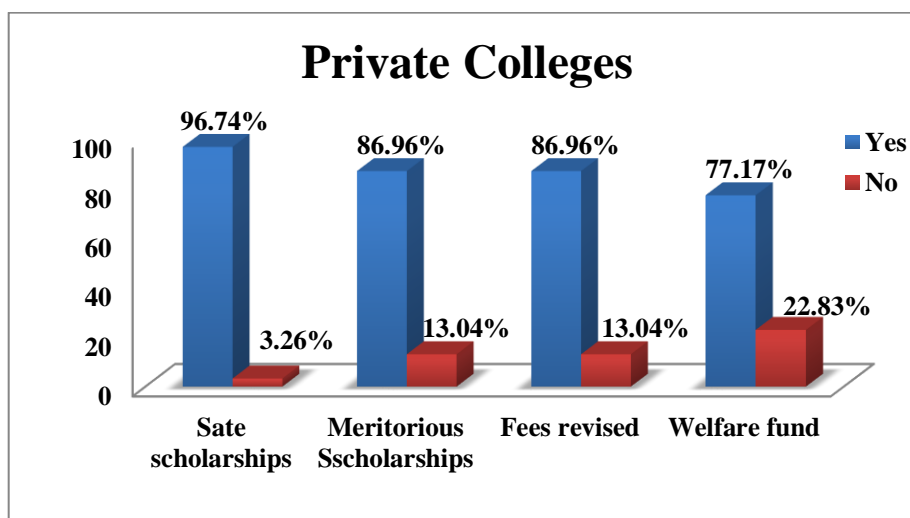
The table 4.22 shows 100% responses from the Principals of the Government colleges that students availed scholarships as against 46.15% responses from the Principals of the Private colleges. 38.46% of the Principals responded from the Private colleges that meritorious scholarships were available to the students while only 14.29% of the Government colleges Principals responded for the same. Meanwhile, 76.92% in the Private colleges and 85.71% responded in the Government colleges that welfare fund were available for students under disadvantaged group. The table also revealed the different State and Central funds received by the Private and Government Colleges including the Central Government Funds that were granted for Autonomous Private Colleges and Autonomous Government Colleges.

Table 4.23 Status on financial assistance for students from the Teachers

Sl.No	Facilities Available	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Finance									
1	Sate scholarships	89	96.74	3	3.26	37	94.87	2	5.13
2	Meritorious Sscholarships	80	86.96	12	13.04	36	92.31	3	7.69
3	Fees revised	80	86.96	12	13.04	35	89.74	4	10.26
4	Welfare fund	71	77.17	21	22.83	37	94.87	2	5.13

The table 4.23 pertains to finances wherein 96.74% from teachers of the Private Colleges and 94.87% from the teachers of the government colleges responded that students availed State scholarships. Meritorious scholarships were availed as mentioned by 86.96% of teachers in private colleges and more in government colleges by 92.31%. Fees were revised after every 3years according to UGC rules was responded by 86.96% of teachers in Private colleges and 89.74% of teachers in government colleges. Welfare fund were available to the students was specified according to 94.87% of teachers in government colleges and 77.17% of teachers in private colleges.

Fig.-16 Status on financial assistance for students from the Teachers



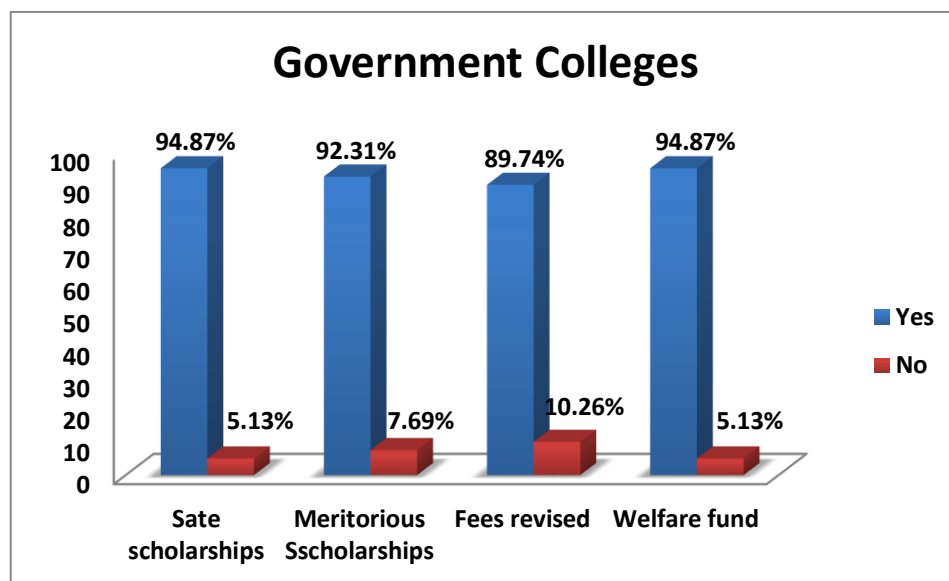


Fig-16 indicates the financial assistance status provided to the students through various platforms according to the responses of the teachers in the colleges. The chart shows that majority of teachers with 96.74% in Private colleges and 94.87% in government colleges' responded that students availed State scholarships.

Table 4.24 Status on financial assistance according to the Students

Sl. No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Finance									
1	Annual State Govt. Scholarships	235	88.01	32	11.99	164	98.8	2	1.2
2	Meritorious Scholarships	240	89.89	27	10.11	123	74.1	43	25.9
3	College welfare fund	100	37.45	167	62.55	112	67.47	54	32.53
4	Nominal fees	189	70.79	78	29.21	150	90.36	16	9.64

Table 4.24 indicates that 88.01% of the students in private colleges and 98.8% from the students in government colleges agreed that they availed annual State Govt. Scholarships. Meritorious scholarships were available and accessible according to

89.98% of students in private colleges and 74.1% in government colleges. In private colleges availability to college welfare fund was responded by 37.45% of students and 70.79% responded that fees were nominal in the college. On the other hand, 67.47% of the government college students agreed that welfare fund is available and 90.36% stated that the fees were nominal in colleges.

Fig-17: Status on financial assistance according to the Students

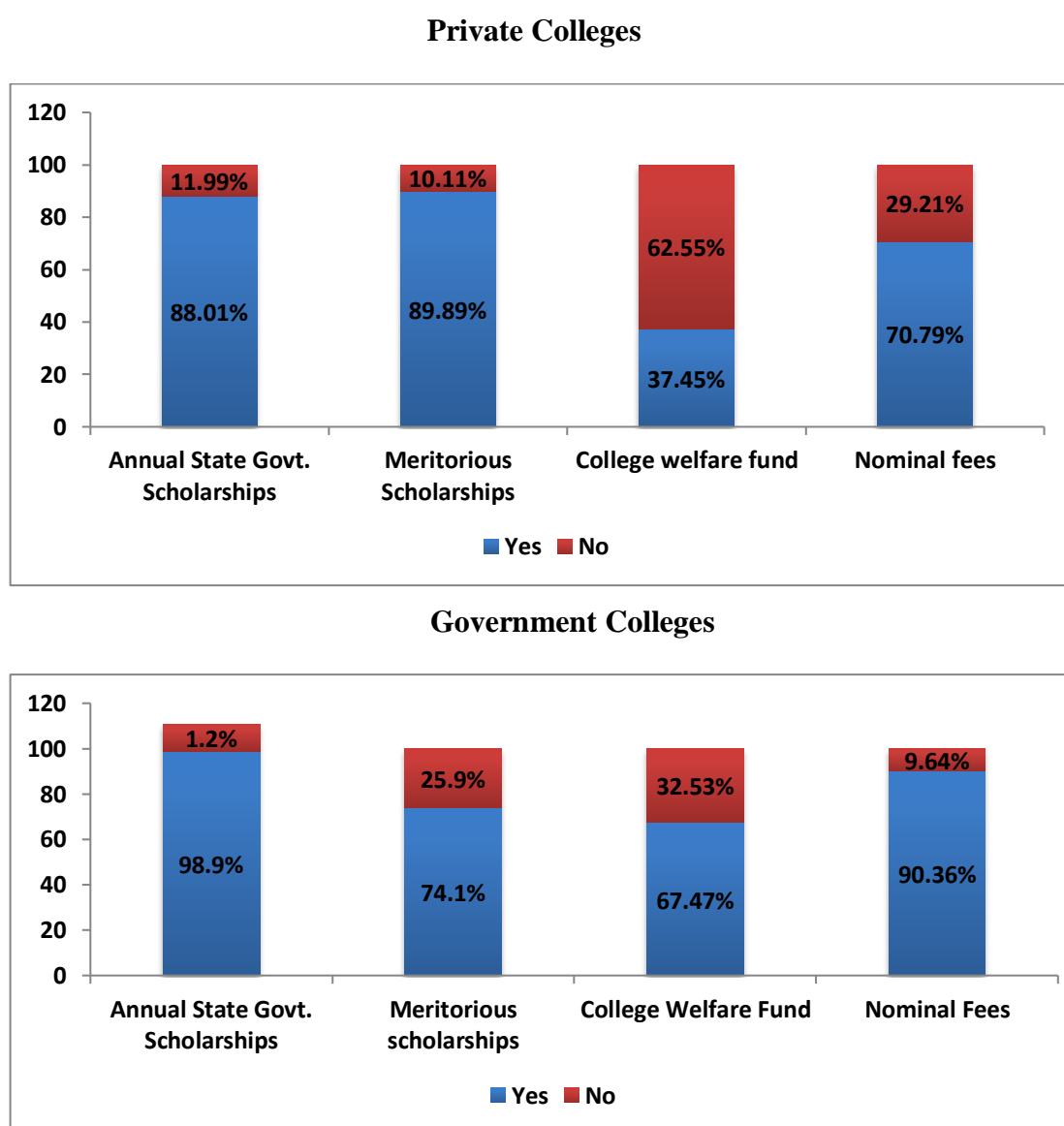


Fig-17 shows a comparative chart on financial assistance that was available according to the students in both Private and Government colleges.

**Table 4.25 Status on examination and grading in semester system
from the Principals**

Sl. No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Examination in semester system									
1	Semester system rigid	7	53.85	6	46.15	4	57.14	3	42.86
2	Evaluation burdensome	2	15.39	11	84.61	1	14.29	6	85.71
3	Suggestions	Internal assessment to be liberalized				Colleges should commenced with Choice-Based Credit System			
Grading									
1	Fair	12	92.31	1	7.69	5	71.43	2	28.57
2	Easy Assessment	11	84.61	2	15.39	4	57.14	3	42.86
3	Views on Grading	Uniform grading system to facilitate students mobility across institutions within the country				Marks for the students should be considerate and grading objectively used			

Table 4.25 presents that 53.85% of the Principals in private colleges and 57.14% of the Principals in government colleges considered semester system to be rigid. However, 84.61% of the Principals from private colleges and 85.71% from the government colleges responded that the process of evaluation in semester system were not burdensome. Principals from the private colleges considered grading to be an affair tool for students assessment according to 92.31% which was as well supported by 71.43% from the Principals of the government college.

**Table 4.26 Status on examination and grading system in
Semester from Teachers**

Sl.No	Facilities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Examination in semester system									
1	Semester system burdensome	13	14.13	79	85.87	14	35.9	25	64.1
a	Reasons					Social events in the colleges hinders normal Classes			
2	Fit learning adaptability	84	91.3	8	8.7	27	69.23	12	30.77
3	Evaluation more competent	87	94.57	5	5.43	33	84.62	6	15.38
a	Suggestions on evaluation					Internal assessment could be made external for all the semesters to make educational system more competitive			
Grading									
1	Grading easier	76	82.61	16	17.39	27	69.23	12	30.77
2	Fair assessment	69	75	23	25	24	61.54	15	38.46

Table 4.26 reveals that 91.3% of the teachers in the private colleges stated that examination pattern in semester system fit the leaning adaptability of the students, while 94.57% expressed evaluation to be more competent and 75% considered grading to be fair assessment. Simultaneously, 69.23% of the government college teachers responded that semester system fit the learning adaptability of students with 61.54% supported that grading is a fair assessment and 84.62% agreed that the system of evaluation is more competent.

4.2 Objective 2: To find out the participation of women in college education.

Table 4.27 Principal responses on the amenities provided for women under in colleges under Higher Education

Sl. No	Amenities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Accommodations									
1	Hostel/Staff quarters	5	38.46	8	61.54	1	14.29	6	85.71
2	Ladies common room	7	53.85	6	46.15	2	28.57	5	71.43
Women Cell/Committee									
1	Committee functional	10	76.92	3	23.08	5	71.43	2	28.57
2	Programs organised	12	92.31	1	7.69	6	85.71	1	14.29
3	Special grants	2	15.39	11	84.61	2	28.57	5	71.43
Finance									
1	Special allowance	-	-	13	100	-	-	7	100
2	Women administrator allowance	3	23.08	10	76.92	-	-	7	100
3	Special grants	2	15.39	11	84.61	-	-	7	100
Participation									
1	Reservation in teaching faculty	-	-	13	100	-	-	7	100
2	Equal participation	13	100	-	-	5	71.43	2	28.57

Table 4.27 pertains to Principals responses for amenities in colleges under higher education. Principals from the private colleges responded 38.46% that accommodations for hostel or staff quarters for female teaching faculties were

available and 53.85% responded that they have ladies common room in the college. Functionality of women cell/committee in the private college were agreed by 76.92% including 92.31% stated that programs were organized by the committee and 15.39% affirmed that the committee received incentives to organize such programs. On the contrary, Government colleges with regard to accommodations 14.29% agreed that hostel or staff quarters were accessible for female teaching faculties and 28.57% indicated that they have ladies common room. Moreover, in government colleges 71.43% agreed that women cell/committee was active and 85.71% responded that programs were also organized in the colleges together with that 28.57% stated the committee receives incentives to organize programs. In Government colleges 100% responded that there were no special allowance neither for female teaching faculty or women administrator nor any special grants for women were sanctioned for these categories. In Private Colleges 100% of the Principals responded that there were no special allowances available for women faculty, but 23.08% stated that they were provided for women administrator from the college and 15.39% indicated that special grants in the form of incentives were been designated. 100% were responded from both private and government colleges indicated that post reservation policy for female teaching faculty was not practiced. While, 100% showed that equal participation for female faculty in private colleges were being exercised and 71.43% responded for it from Government colleges.

Fig-18: Principal responses on the amenities provided for women in colleges under Higher Education

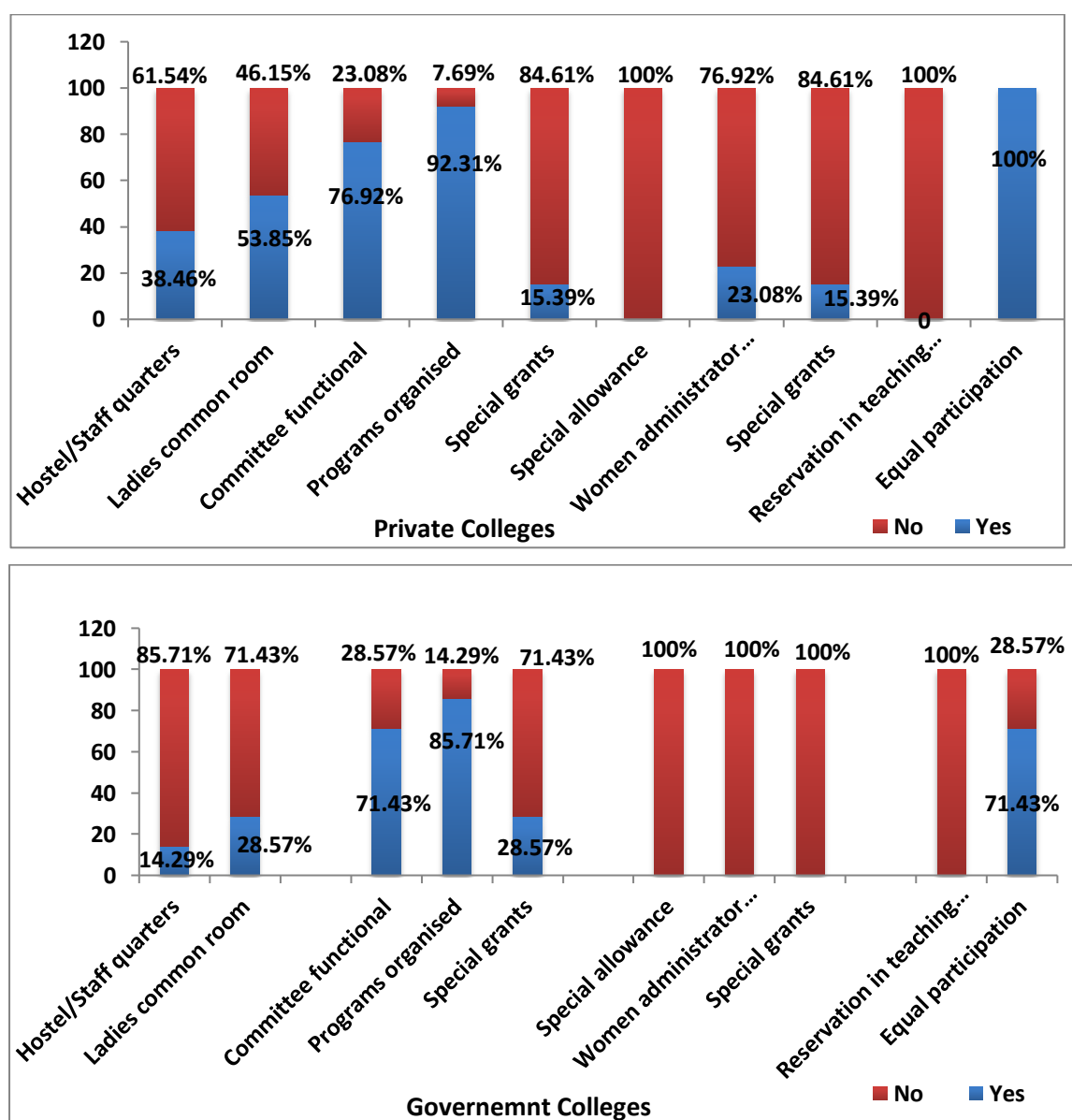


Fig-18 shows chart on Private and Government colleges Principals responses regarding the different amenities that were provided for women in the colleges under Higher education. The figure shows that both the two college Principals responded that there was no special allowance provided for women teaching faculties and administrator furthermore, there was no post reservation policy for female teaching faculty.

Table 4.28 Teachers responses on the amenities provided for women in colleges under Higher Education.

Sl.No	Amenities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Accommodations									
1	Hostel/Staff quarters	49	53.26	43	46.74	9	23.08	30	76.92
2	Ladies common room	42	45.65	50	54.35	6	15.39	33	84.61
Women Cell/Committee									
1	Committee functional	75	81.52	17	18.48	38	97.44	1	2.56
2	Programs organised	77	83.70	15	16.30	37	94.87	2	5.13
Finance									
1	Special allowance	10	10.87	82	89.13	-	-	39	100
2	Incentives for programs	67	72.83	25	27.17	20	51.28	19	48.72
Participation									
1	Reservation in teaching faculty	4	4.35	88	95.65	-	-	39	100
2	Equal opportunity	82	89.13	10	10.87	37	94.87	2	5.13

Table 4.28 reveals the teachers responses on the amenities provided for women under in colleges under higher education. The table shows that 53.26% in private colleges and 23.08% in government colleges agreed that hostel or staff quarters for female teaching faculties were available. In the Private Colleges 81.52% mentioned that women cell/committee was operationally active also 83.70% stated that for empowering the women in the college programs were also organized and 72.83% agreed that incentives were provided to organize programs under the committee. On the contrary, 97.44% in government colleges responded that the women cell/committee was fully functional and 94.87% agreed that the committee held programs and functions besides 51.28% revealed that incentives are given to the committee. According to 89.13% in private colleges responded that there were no special allowances for female teaching faculties however, 10.87% responded to have

received and additionally, 100% responded from the Government Colleges that there were no special allowances for female teaching faculty. Reservations of seats for women in teaching post were indicated by 4.35% in Private Colleges while there was absolutely no reservations adhere for women in teaching post as responded by 100% in Government colleges.

Fig-19: Teachers responses on the amenities provided for women in colleges under higher education

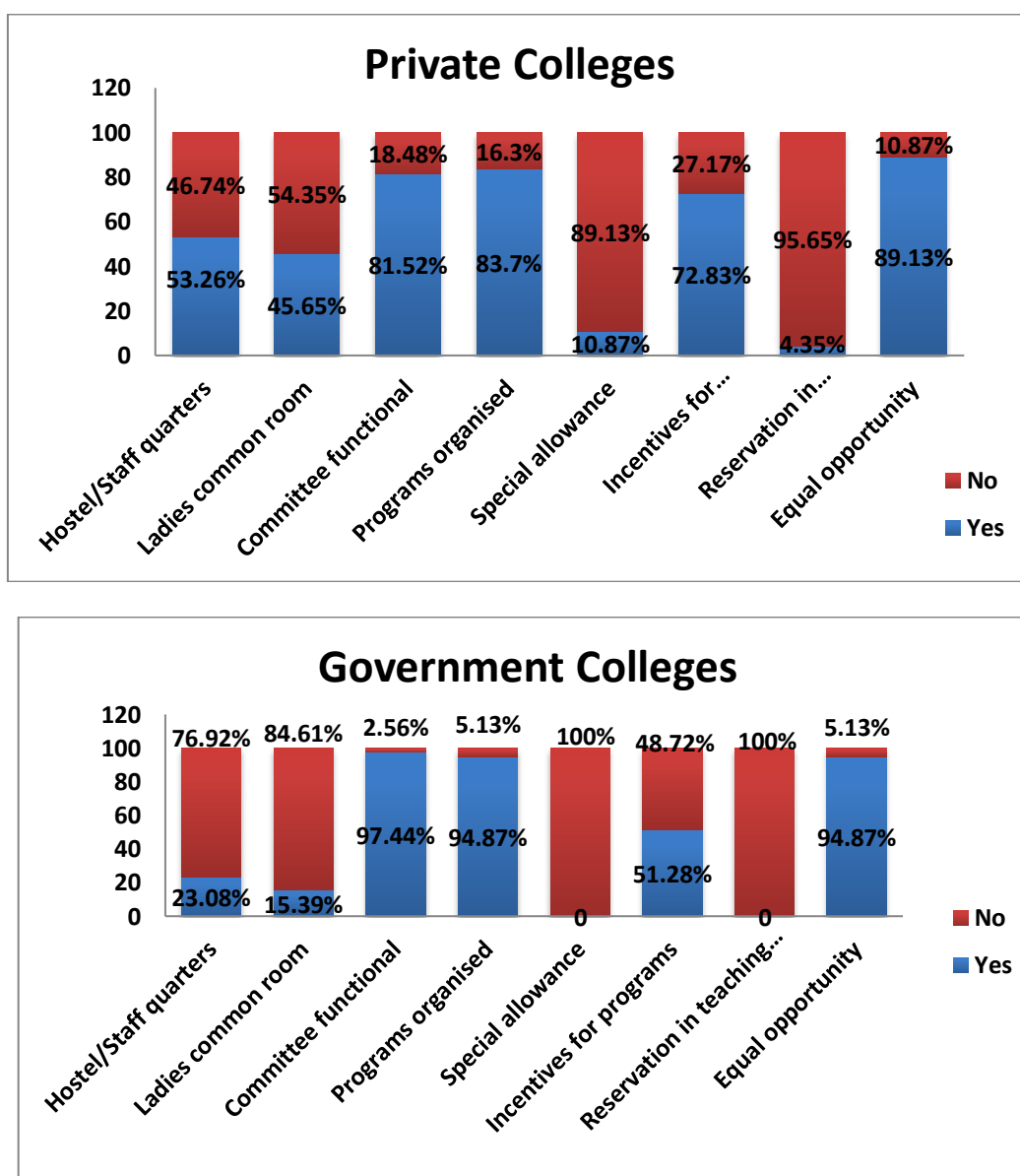


Fig-19 shows teachers responses on the amenities provided for women in colleges under higher education. The figure shows that 89.13% in private colleges and 100% in Government colleges' teachers responded that there were no special allowances provided either for women teachers or administrators. Moreover, the chart shows that reservations of seats in the teaching posts were not practiced as per 95.65% in Private Colleges and 100% in the Government colleges.

Table 4.29 Students responses on the amenities provided for women in colleges under Higher Education

SL.N o	Amenities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Accommodations									
1	Girls Hostel	191	71.54	76	28.46	141	84.94	25	15.06
Women Cell/Committee									
1	Women cell	129	48.32	138	51.68	90	54.22	76	45.78
Finance									
1	Single child scholarships	-	-	267	100	7	4.22	159	95.78
Participation									
1	Equal participation	225	84.27	42	15.73	157	94.58	9	5.42

The table 4.29 shows that 84.94% of the Students in Government Colleges and 71.54% of the students in Private Colleges responded that hostels were provided to both boys and girls student. Women cell/committee was operational according to 48.32% in private colleges and 54.22% responded from the government colleges simultaneously. The table displays that 100% of students in Private Colleges responded that there were no student availing single child scholarship whereas 95.78% of students in Government colleges responded that students were availing single child scholarships.

4.3 Objective3: To study the implementation of RUSA developmental programmes for college education.

The study for RUSA was conducted only in 7(seven) Government Colleges that were under the RUSA Scheme Programme. Principals, Teachers and Students were selected for the study.

Table 4.30 Status of Government Colleges offering Vocational Courses under RUSA

Sl.No	Name of the college	District	Courses
1	Kohima Science College	Kohima	Pisciculture/Floriculture/Apiculture, Electronics Repairing
2	Mt.Tiyi College	Wokha	Horticulture
3	Zisaji Presidency College	Kiphire	Basic Computer Education
4	State College of Teacher Education	Kohima	Physical education
5	Peren Govt. College	Peren	Horticulture
6	Yingli College	Longleng	Horticulture
7	Sao Chang College	Tuensang	Horticulture
8	Phek Govt. Collge	Phek	Horticulture, Fishery
9	Wangkhao College	Mon	Horticulture, Driving and Motoring
10	Kohima College	Kohima	Horticulture
11	Mokokchung College of Teacher education	Mokokchung	Horticulture
12	Fazl Ali College	Mokokchung	Mushroom Cultivation
13	Zunheboto Govt. College	Zunheboto	Horticulture
14	Dimapur Govt. College	Dimapur	Floriculture
15	Pfutsero Govt.	Phek	Floriculture

	College		
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Table 4.30 reveals the status of the 15 government colleges offering vocational courses under RUSA. The table also shows that Kohima Science College, Kohima had the maximum number of four vocational courses offered to the students and was followed by Wangkhao College, Mon with three vocational courses while the remaining Government Colleges offers only one vocational course.

Table 4.31 Status on RUSA developmental activities from the Principals of the Government Colleges

Sl. No	RUSA	Government Colleges			
		Yes	%	No	%
Finance					
1	Assistance from RUSA	7	100	-	-
Development Activities					
1	Infrastructural assistance	7	100	-	-
2	Courses offered under RUSA	7	100	-	-
3	Challenges	4	57.14	3	42.86

Note: RUSA-Rashtriya Uchchatar Shiksha Abhiyan

The table 4.31 relates to assistance received by the colleges under RUSA. 100% of the Government Principals revealed that the college received assistance from RUSA for infrastructural developmental as well courses were offered under RUSA Scheme. According to 57.14% of the Principals challenges were faced by the colleges while implementing developmental works under RUSA.

Fig-20: Status on RUSA developmental activities from the Principals of the Government Colleges

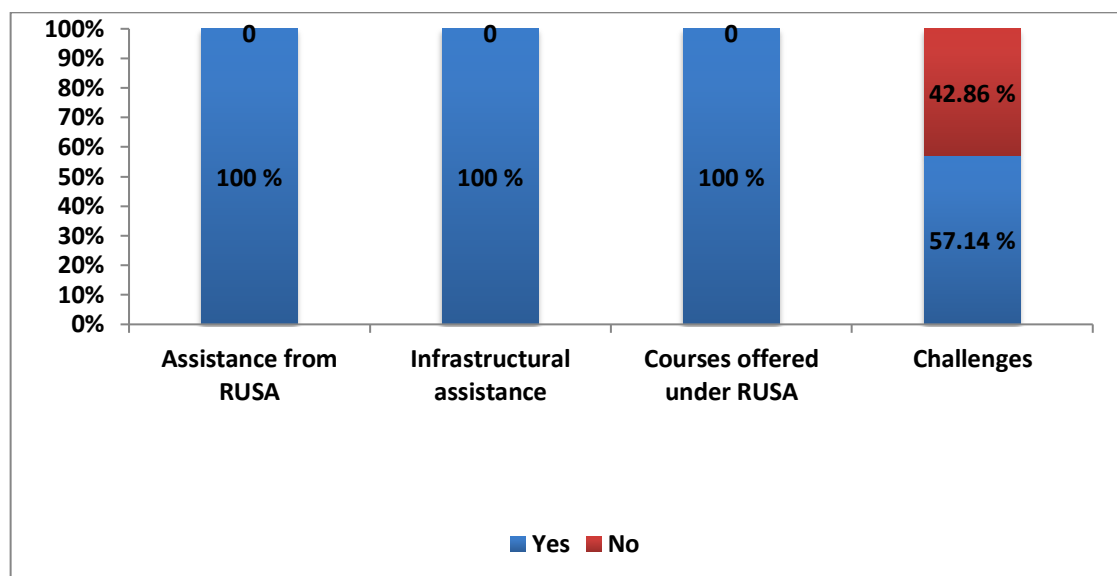


Fig-20 shows that full assistance was received from RUSA for infrastructural facilities furthermore; certificate courses were offered to the students under RUSA in the Government colleges.

Table 4.32 Status on RUSA developmental activities from the teachers of the Government Colleges

Sl. No	Growth	Government Colleges			
		Yes	%	No	%
Development Activities					
1	Courses offered under RUSA	37	94.87	2	5.13
2	Benefits future career	37	94.87	2	5.13
3	Challenges	23	58.97	16	41.03

Note: RUSA- Rashtriya Uchchatar Shiksha Abhiyan

Table 4.32 pertains to teachers responses for RUSA wherein 94.87% of the Teachers responded that courses were offered under RUSA and courses benefits the future career of students. There were 58.97% of teachers who expressed that challenges were faced while implementing the scheme and developmental task under RUSA.

Fig-21: Status on RUSA developmental activities from the teachers of the Government Colleges

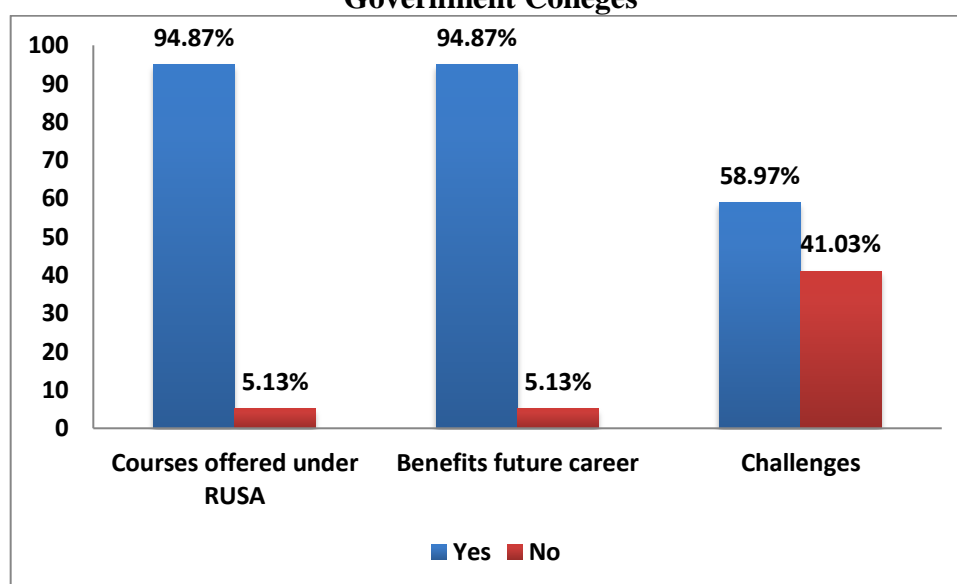


Fig-21 chart shows the status on RUSA developmental activities from the teachers of the Government colleges. The figure exhibited that 94.87% of teachers from the Government colleges affirmed that certificate courses were offered to the students under RUSA and the courses were deemed to benefit the students' career.

Table 4.33 Status on RUSA developmental activities from the students of the Government Colleges

Sl. No	Growth	Government Colleges			
		Yes	%	No	%
Development Activities					
1	Aware of RUSA	91	54.82	75	45.18
2	Work satisfactory	89	53.61	77	46.39

Note: RUSA- Rashtriya Uchchatar Shiksha Abhiyan

Table 4.33 revealed that 54.82% of students in government colleges were aware of RUSA and 45.18% were not aware of it while 53.61% responded that the works under RUSA was satisfactory and 43.39% stated that it was not satisfactory.

Fig-22: Status on RUSA developmental activities from Government Colleges

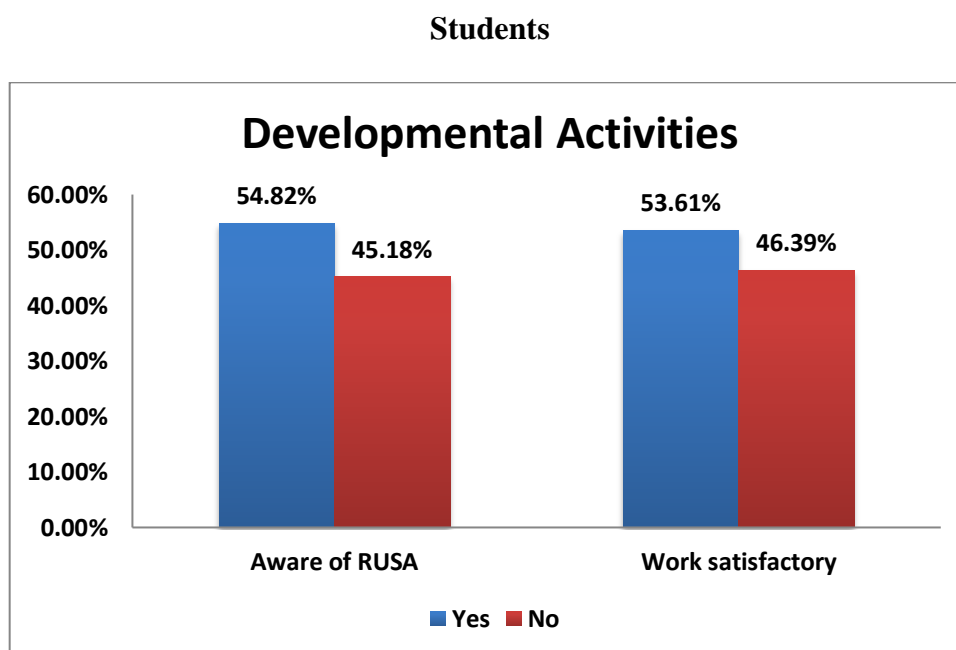


Fig-22 chart shows the status of RUSA developmental activities in Government colleges from the students. 54.82% shows that students were aware of RUSA in the college and 53.61% exhibited that works done under RUSA were satisfactorily.

4.4. Objective 4: To Identify Research, Training and Extension Activities Undertaken by the Faculty

Table 4.34 Status on the Profile of Principals Qualifications under study

Sl. No	Principal	Qualification			
		NET	M.PHIL	PhD	Non-PhD
1	Private	3	3	10	3
2	Government	2	1	7	0

Table 4.34 shows that in the private colleges there were 10(ten) Principals with PhD qualification and 3(three) Principals without PhD in addition to 3 of them hold added qualification of NET and 3 with M.Phil. The above table indicates that all the 7

(seven) government colleges Principals had PhD with 2 holding added qualification of NET and 1 with M.Phil.

Fig-23: Status on the Profile of Principals Qualifications under study

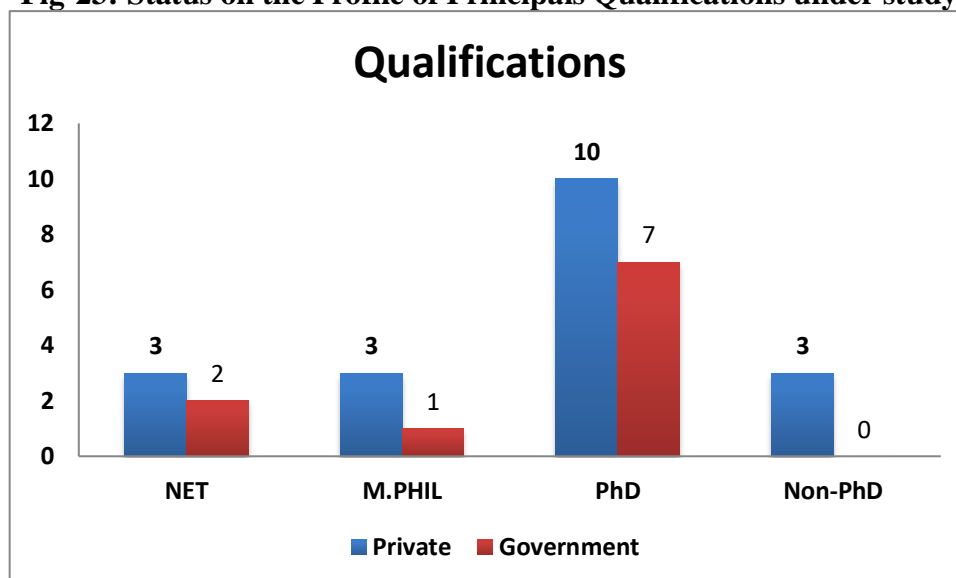


Fig-23 shows the qualification status of the Principals under study. The figure displays that out of 13 only 10 Principals from Private colleges had Doctoral degree and 3 were without it. However, in the Government colleges all the 7 Principals had Doctoral degree out of which 3 of them had an added qualification of 2 with NET and 1 with M.Phil.

Table 4.35 Status on the Research Activity of Teachers under study

Sl. No	Teachers	Research Activity						Total	
		Completed PhD		Pursuing PhD		N/A			
		Yes	%	Yes	%	Yes	%	Yes	%
1	Private	3	3.26	9	9.78	80	86.96	92	100
2	Government	12	30.77	12	30.77	15	38.46	39	100

Table 4.35 shows that a total of 3(three) teachers had completed PhD, 9(nine) were pursuing PhD, and 80(eighty) teachers had neither completed nor pursuing PhD in the private colleges. In the government colleges, data shows that there were 12(twelve)

teachers who had completed PhD, 12(twelve) pursuing PhD and 15(fifteen) teachers were not in any of the category. It may be said that there were more qualified faculty in government colleges as compared to private colleges.

Fig-24: Status on the Research Activity of Teachers under study

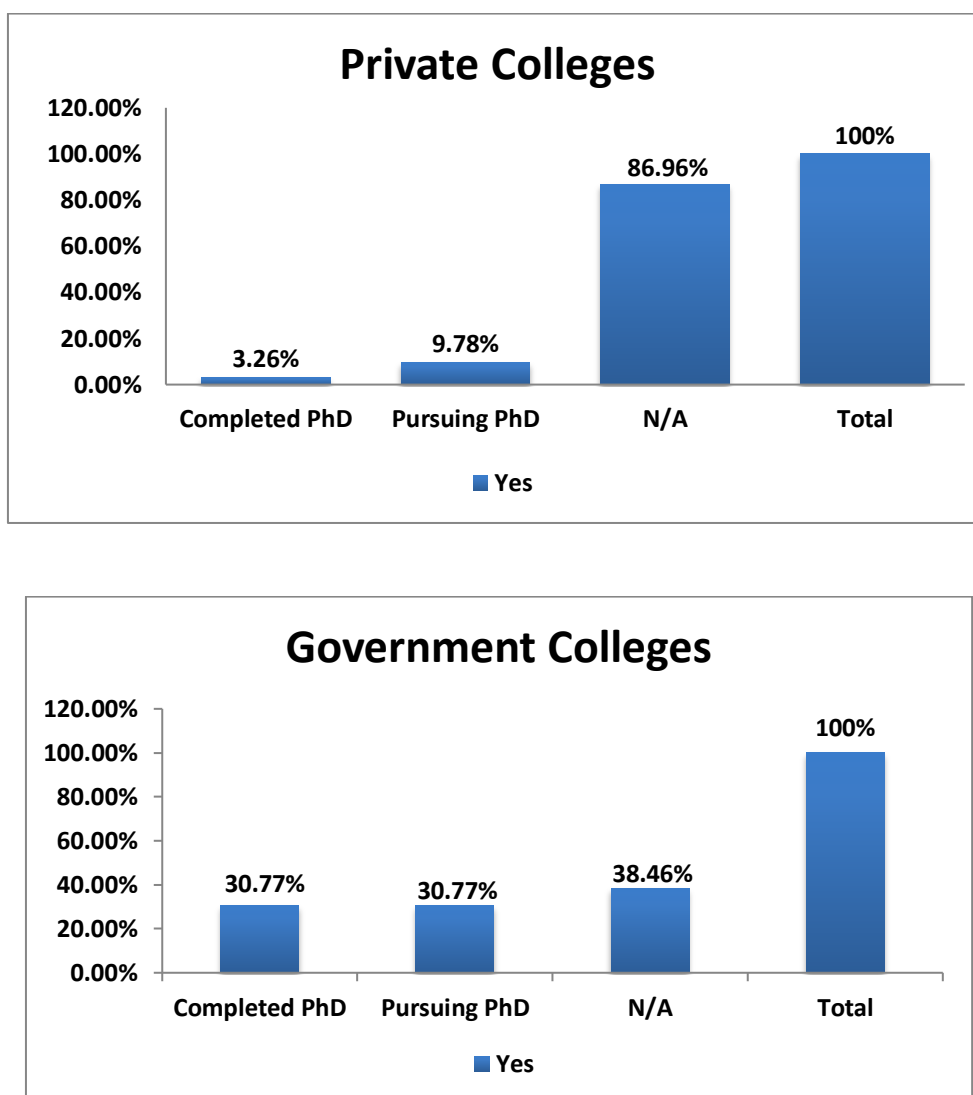


Fig-24 reveals the research activities undertaken by the teachers according to the data. The chart shows that 61% from Private colleges and 11% from Government colleges were not participating in any research activities.

**Table 4.36 Status on research, training and extension activities undertaken by
faculty according to the Principals**

Sl. No	Activities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Research									
1	Active in research	10	76.92	3	23.08	7	100	-	-
2	Research Projects undertaken	3	23.08	10	76.92	4	57.14	3	42.86
3	Organizes seminars/workshops	7	53.85	6	46.15	5	71.43	2	28.57
4	Recognized Journal	3	23.08	10	76.92	3	42.86	4	57.14
5	Research Projects awards	1	7.69	12	92.31	2	28.57	5	71.43
Training									
1	Professional developments programmes	12	92.31	1	7.69	7	100	-	-
2	Principal crash courses	8	61.54	5	38.46	4	57.14	3	42.86
3	Training from department	5	38.46	8	61.54	3	42.86	4	57.14
Extension Activities									
1	NCC active	9	69.23	4	30.77	7	100	-	-
2	NSS active	13	100	-	-	7	100	-	-
3	Training and programs attended	13	100	-	-	7	100	-	-
4	Red Ribbon Club active	12	92.31	1	7.69	7	100	-	-

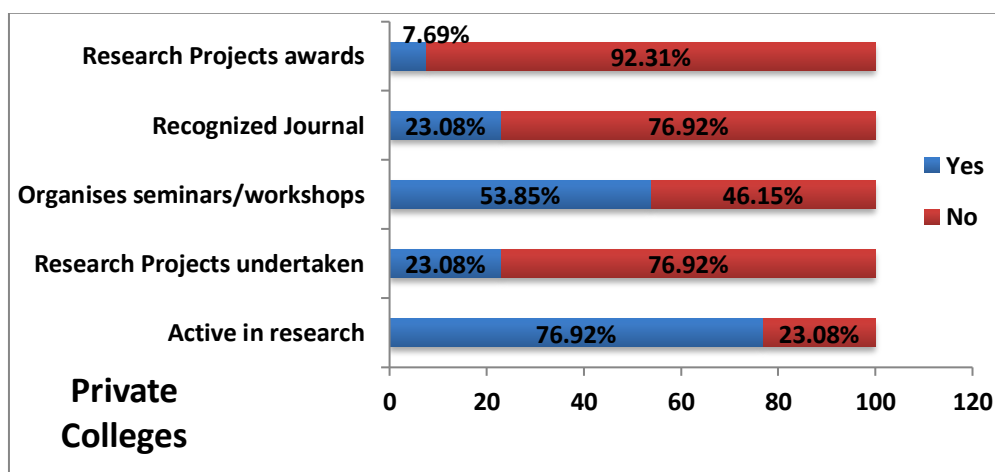
Note: NCC-National Cadet Corps, NSS-National Service Scheme, RRC-Red Ribbon Club

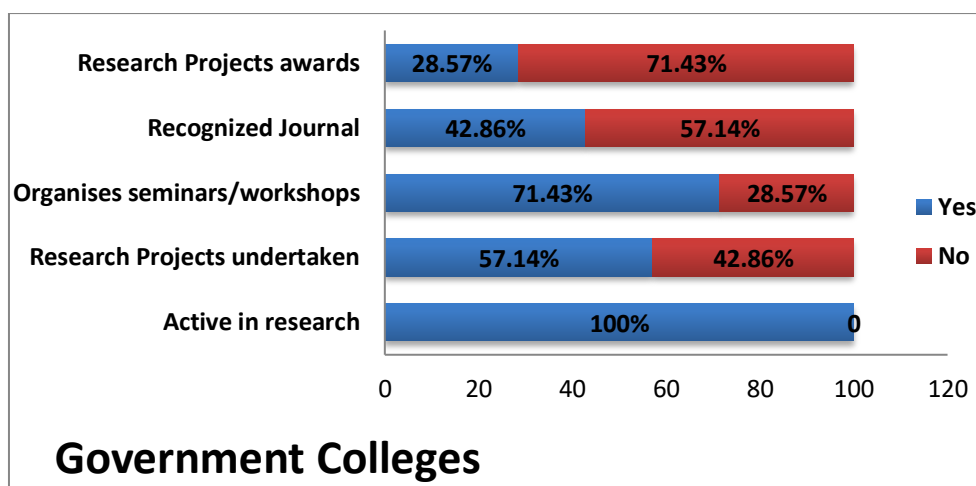
The above table 4.36 relates to Teachers pursuing research, training and extension activities where 76.92% of the Principals in Private Colleges and 100% from the Principals of Government Colleges stated that teachers were active in research. According to 23.08% of the Principals from the Private Colleges expressed that the

teaching faculty undertakes research projects as against 57.14% from the Principals in the Government Colleges. Principals of the Private Colleges responded that they have a recognized college journal as expressed by 23.08% while 42.86% of the government colleges responded for the same. Research project awards were also attained according to 28.57% responses from the government colleges against 7.69% responses in Private colleges. Permission to attend professional courses was stated by 92.31% of the Principals in Private colleges and 100% were agreed from the Principals for the government colleges. Furthermore 100% were responded from both the two college Principals that NSS is active and training programs related to NSS and NCC were attended.

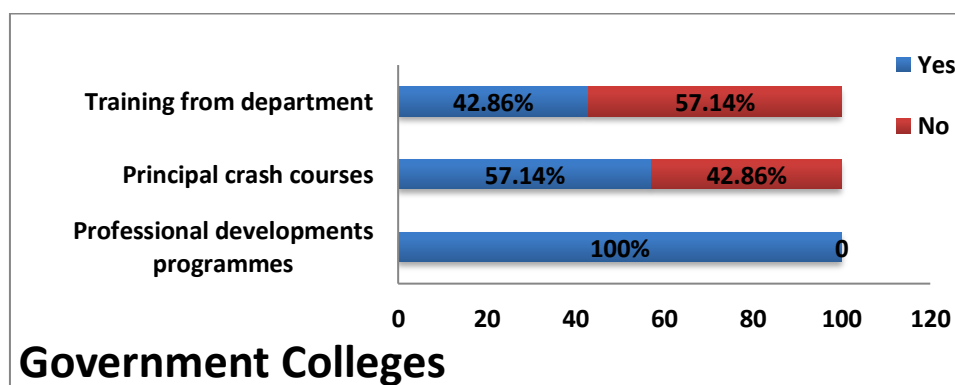
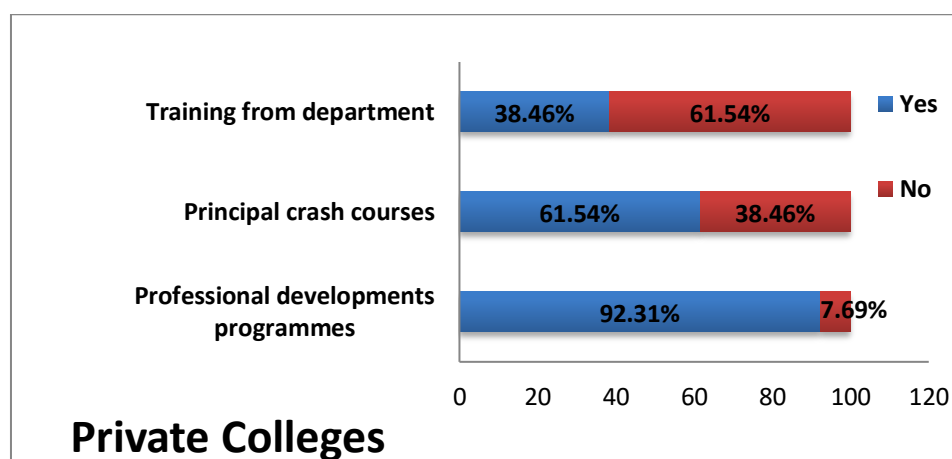
Fig- 25: Status for research, training and extension activities undertaken by the faculty from the Principals

i. Research





ii. Training



iii. Extension Activities

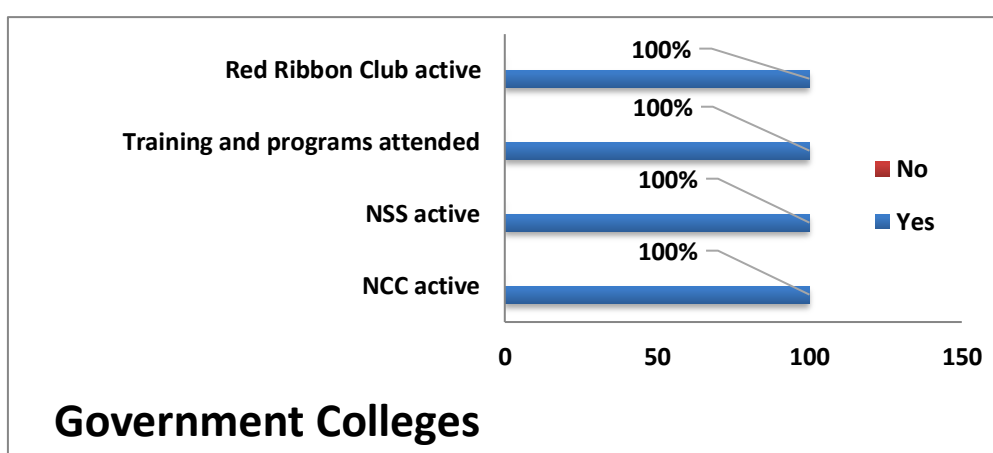
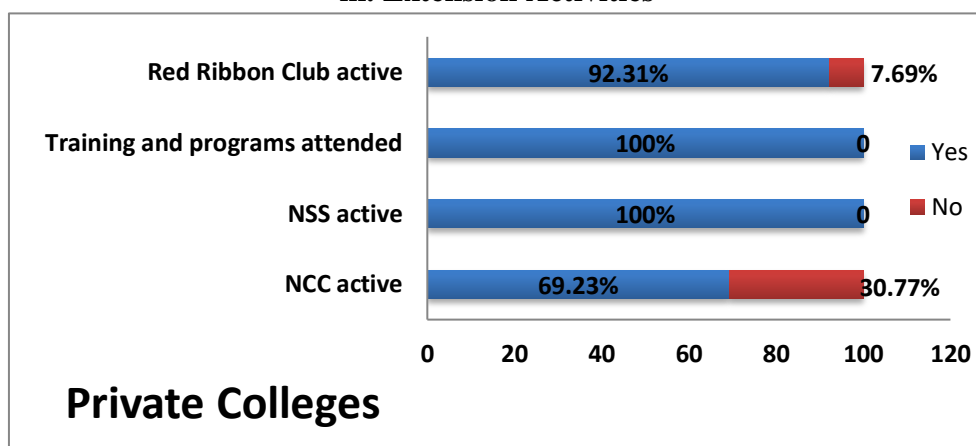


Fig-25 indicating on research activity undertaken by the teachers' shows that both Government and Private colleges were doing good in active research and the chart also exhibited that 92.31% in private colleges and 100% in government colleges agreed that teachers attended professional courses. Furthermore, Private and Government colleges were performing well in the extension activities.

Table 4.37 Status on research, training and extension activities undertaken by the faculty according to the teachers

Sl. No	Activities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Research									
1	Pursuing PhD	9	9.78	83	90.22	12	30.77	27	69.23
2	Completed PhD	3	3.26	89	96.74	12	30.77	27	69.23
3	Publications	9	9.78	83	90.22	12	30.77	27	69.23

4	Seminars/Workshop attended	59	64.13	33	35.87	39	100	-	-
Training									
1	Orientation programme	52	56.52	40	43.48	23	58.97	16	41.03
2	Refresher course	21	22.83	71	77.17	19	48.72	20	51.28
Extension Activities									
1	NCC member	31	33.70	61	66.30	10	25.64	29	74.36
2	NSS member	50	54.35	42	45.65	16	41.03	23	58.97
3	RRC member	51	55.43	41	44.57	10	25.64	29	74.36
4.	Position	Co-ordinator of clubs, Sergeant Rank for NCC, PO/NO for RRC							
5	Community service	69	75	23	25	31	79.49	8	20.51

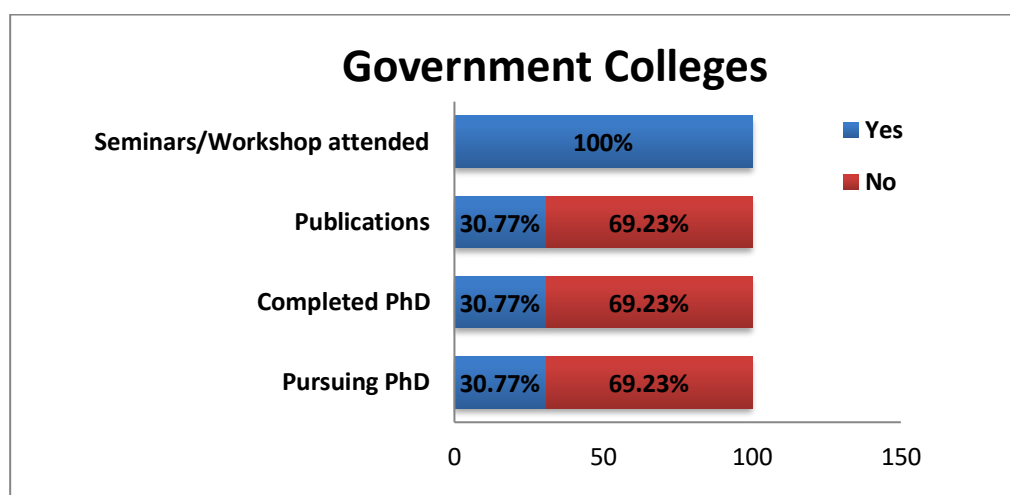
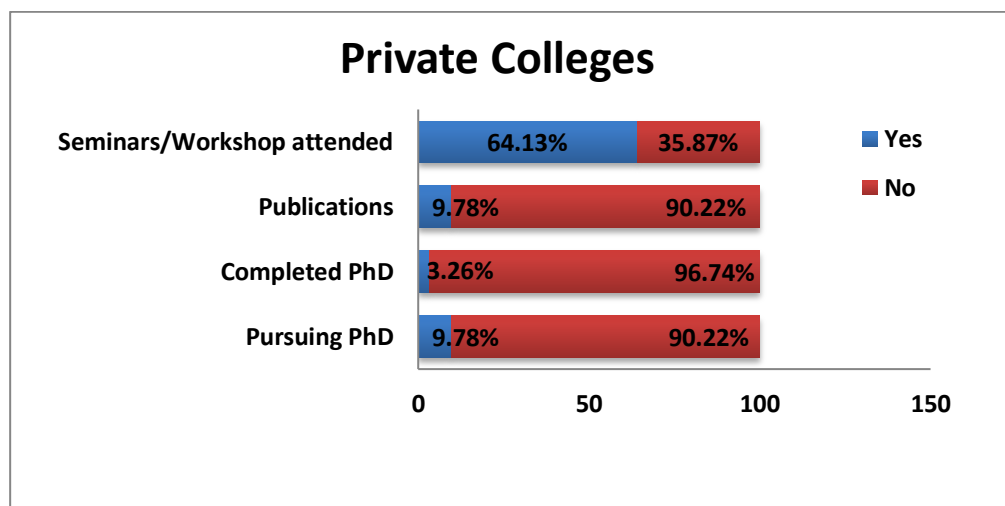
Note: PO-Programme officer, NO-Nodal officer, NCC-National Cadet Corps, NSS-National

Service Scheme, RRC-Red Ribbon Club

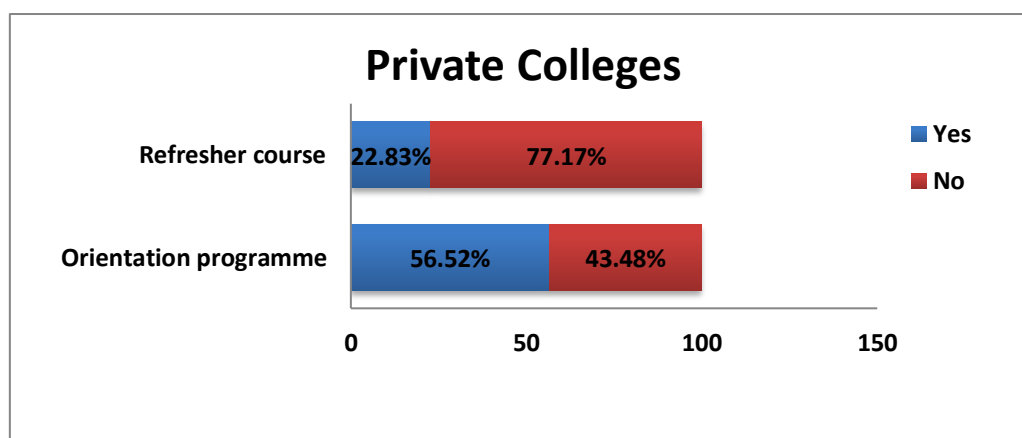
Table 4.37 reveals that in private colleges only 9.78% of the Teachers are pursuing PhD, 3.26% responded to have completed PhD and 90.22% were yet to pursue PhD. In addition to that there were 9.78% of the teaching faculty who were involved in academic publications, and 90.22% were without any academic or non-academic publication. 64.13% of the teaching faculties in private Colleges stated to have attended seminars and workshops. However in Government Colleges 30.77% indicated to have completed PhD and had publications, while 69.23% reveals that they were not pursuing Phd.56.53% in Private Colleges and 58.97% in Government Colleges responded that orientation programmes were attended, while 22.83% in Private Colleges and 65.52% in Government Colleges stated that refresher courses were also attended. In terms of extension activities Private Colleges were instituting better than Government Colleges according to the responses as indicated in the table.

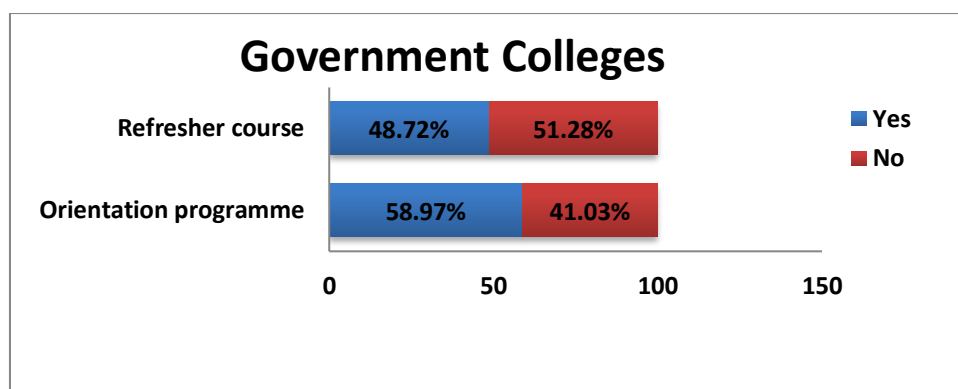
Fig: 26 Status on research, training and extension activities undertaken by the faculty from the teachers

i. Research



ii. Training





iii. Extension Activities

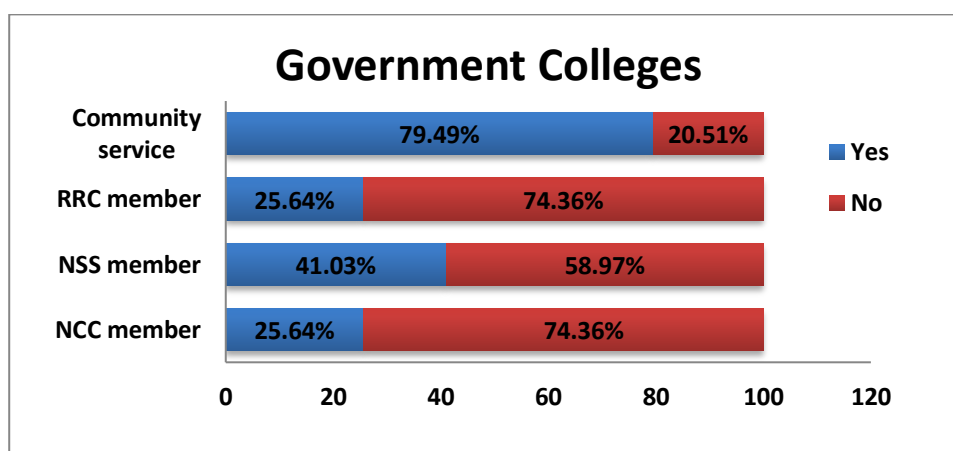
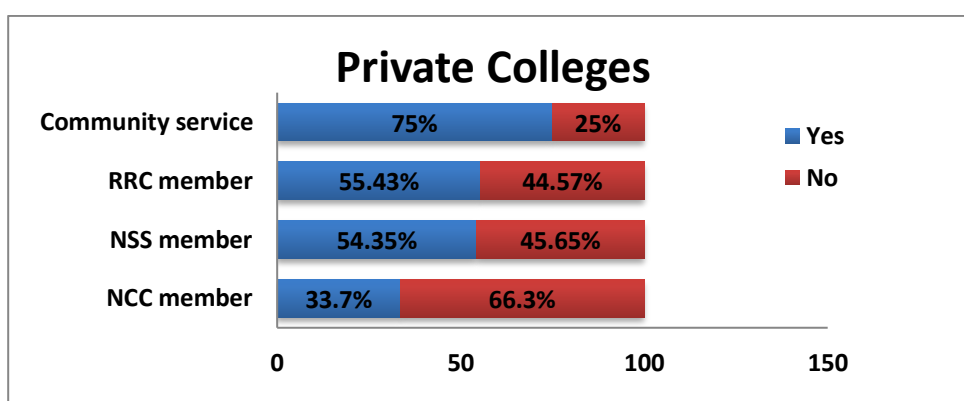


Fig-26 shows teachers involvement in research. In Private colleges 9.78% were pursuing PhD and 3.26% completed PhD in Private colleges. Additional 30.77% were involved in active research and 30.77% completed PhD in Government colleges. In Training orientation programmes attended by the teachers' shows at 56.52% in private colleges and 58.97% in Government colleges. Community services for extension services were at 75% in Private colleges and 79.49% in Government colleges.

Table 4.38 Status on extracurricular activities available in the college according to the students

Sl. No	Activities	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
NCC									
1	Active for boys	171	64.04	96	35.96	144	86.75	22	13.25
2	Active for girls	205	76.78	62	23.22	147	88.55	19	11.45
3	Attend camps and training	187	70.04	80	29.96	134	80.72	32	19.28
4	CTO/ANO	173	64.79	94	35.21	120	72.29	46	27.71
NSS									
1	Opportunity to participate	241	90.26	26	9.74	158	95.18	8	4.82
2	Community service	243	91.01	24	8.99	151	90.96	15	9.04
RRC									
1	Student members	248	92.88	19	7.12	147	88.55	19	11.45
2	Active club	151	56.55	116	43.45	96	57.83	70	42.17
3	Programme officer	113	42.32	154	57.68	106	63.86	60	36.14

Note: NCC-National Cadet Corps, NSS-National Service Scheme, RRC-Red Ribbon Club

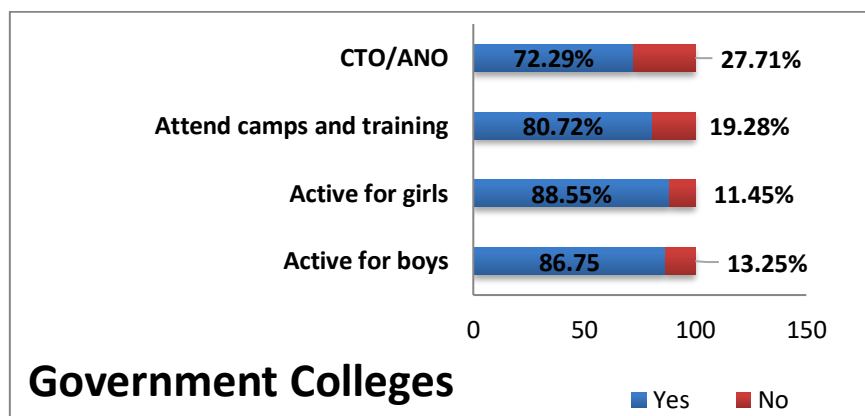
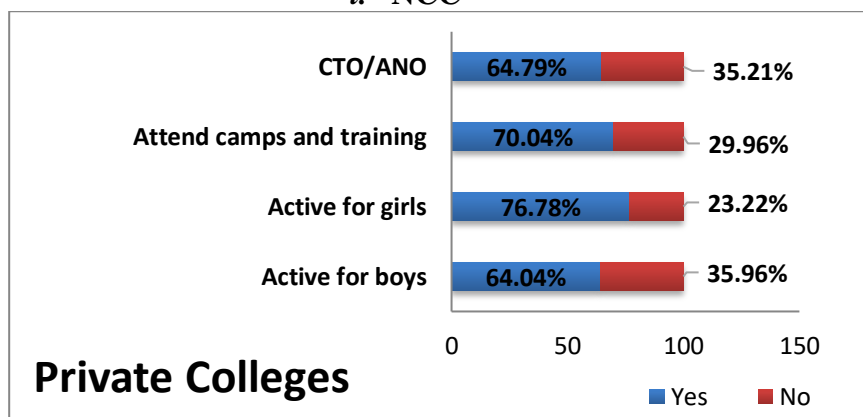
CTO- Caretaker Officer, ANO-Associate NCC Officers

Table 4.38 shows students responses on extracurricular activities in the college. The table indicates 64.04% of students' in private colleges responded that NCC for boys were active while 76.78% responded that NCC for Girls was also active in the college. Additionally, in the private colleges 64.79% responded that CTO/ANO for NCC was available and 91.01% indicated that community service under NSS was participated with 56.55% stating that RRC (Red Ribbon Club) was operative in their college. The table indicates that the government colleges were more active in NCC with 86.75% response support that NCC for boys were operational and 88.55% expressed that NCC for girls were functional in the college too. In addition, 72.29% students from the government colleges responded that the college have a CTO/ ANO for NCC and according to 90.96% of students in the Government Colleges expressed

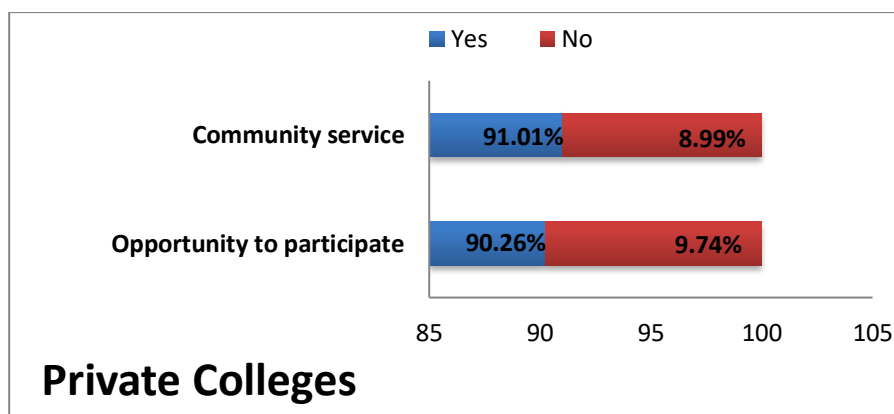
that community services were participated under NSS also 57.83% stated that RRC was operational in their college.

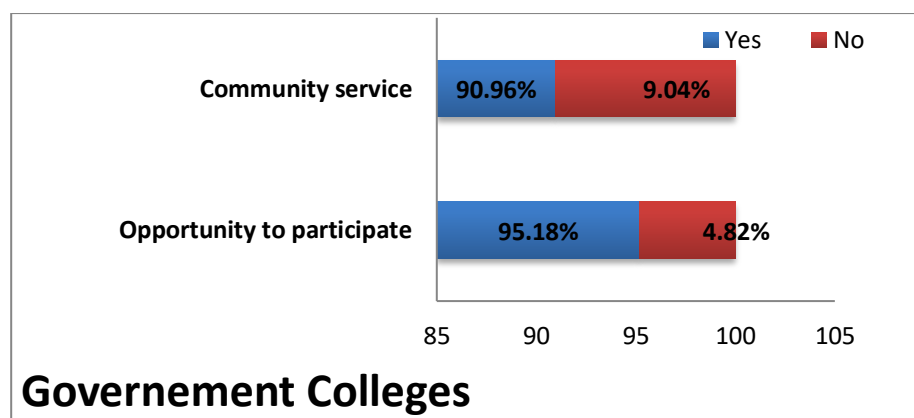
Fig-27: Status on extracurricular activities available in the college according to the students

i. NCC



ii. NSS





iii. RRC

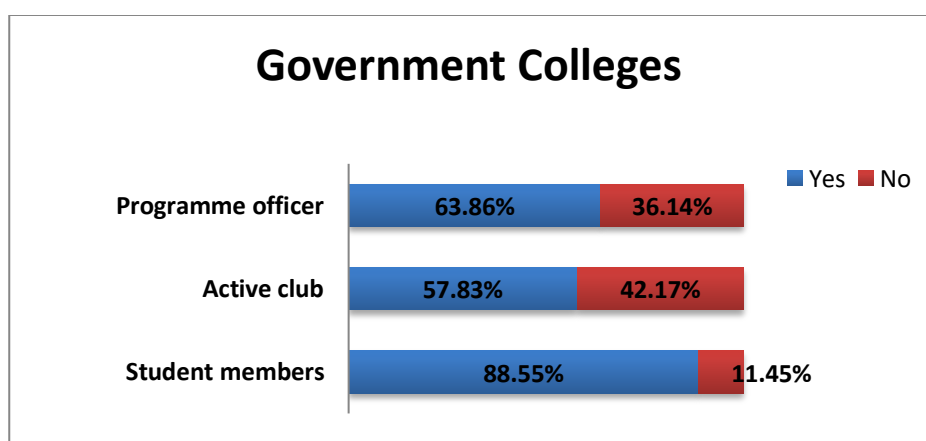
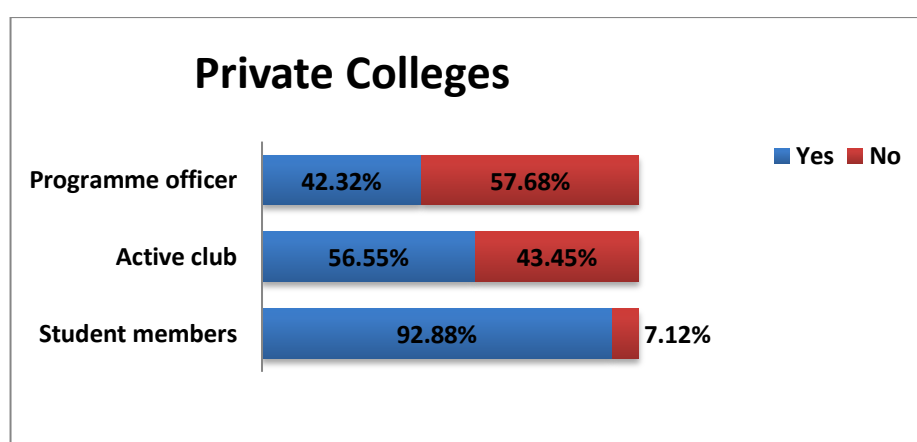


Fig 27- indicates that both Private and Government colleges were performing well as per the status on NCC and NSS however much activity were not initiated in the RRC.

4.5 Objective5-To study the application of e-governance system in colleges

Table 4.39 Status on college website, administration, management and online courses from the Principals.

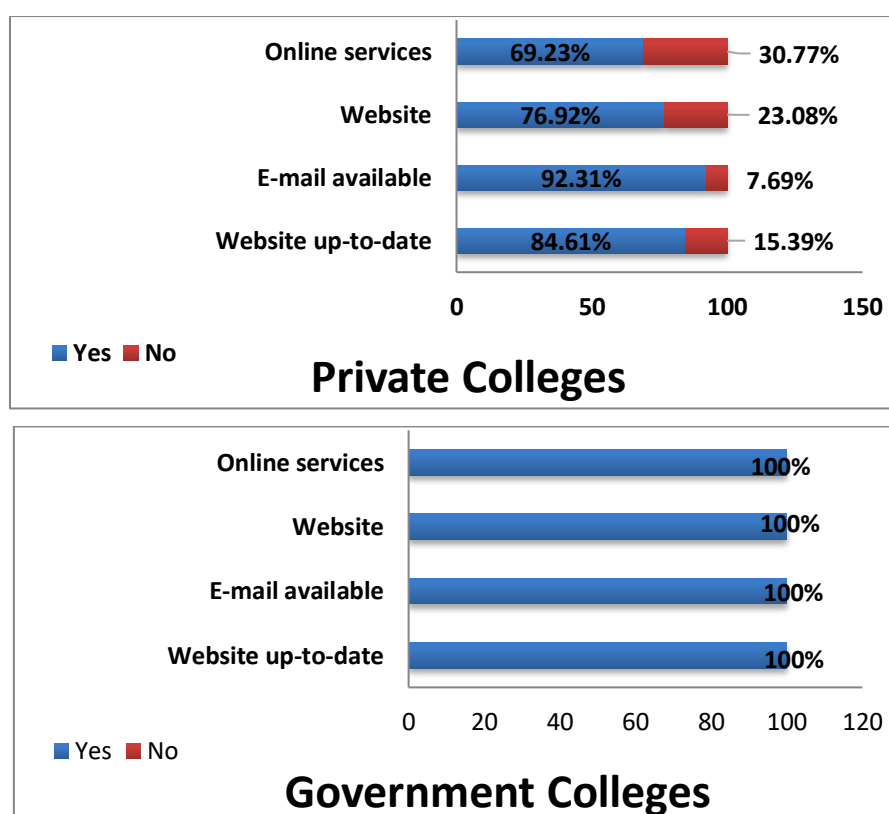
Sl. No	Practices	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
College website									
1	Website up-to-date	11	84.61	2	15.39	7	100	-	-
2	E-mail available	12	92.31	1	7.69	7	100	-	-
3	Website	10	76.92	3	23.08	7	100	-	-
4	Online services	9	69.23	4	30.77	7	100	-	-
Administration and Management									
1	Mails checked	13	100	-	-	7	100	-	-
2	Electronic documentation	9	69.23	4	30.77	5	71.43	2	28.57
Online Courses									
1	Online courses available	1	7.69	12	92.31	-	-	7	100
2	Tutor/Mentor	-	-	13	100	-	-	7	100

The table 4.39 pertains to Principals responses for e-governance application and practices in the colleges. The table shows that in the Private Colleges 84.61% supported that college website is up-to-date, 76.92% expressed that college website was applicable, availability of e-mail were expressed by 92.31% and 100% agreed that mails were checked timely moreover 69.23% of the Principals stated that online services for addressing queries were practiced. Meanwhile in Government Colleges, 100% were responded by the Principals for the e-governance application in the college that college website is up-to-date and available, e-mail is operative, online services for addressing queries were rendered and 71.43% indicated that electronic documentation was maintained. Principals from the Government Colleges as well

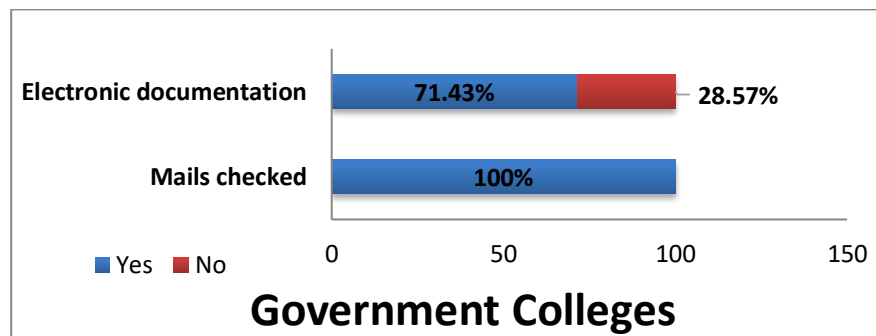
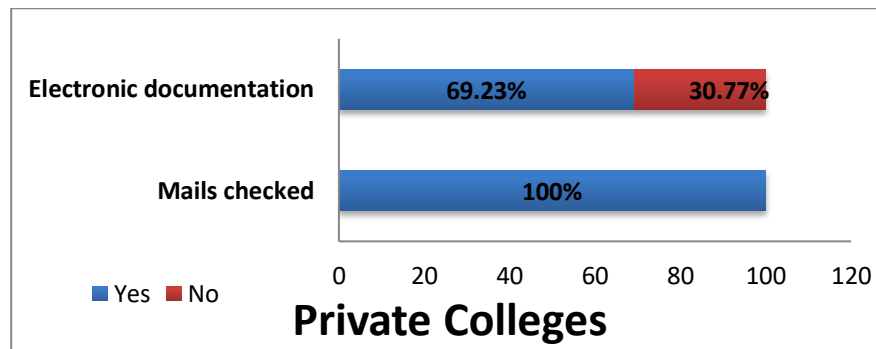
responded 100% that there was no online courses offered from the college nor any teachers were tutor or mentor to such online courses. At odds to Government Colleges, 7.69% of the Private colleges responded that online courses were available however 100% indicated that no teacher were serving as tutor or mentor to any online courses.

Fig-28: Status on college website, administration, management and online courses from the Principals.

i. College website



ii. Administration and Management



iii. Online Courses

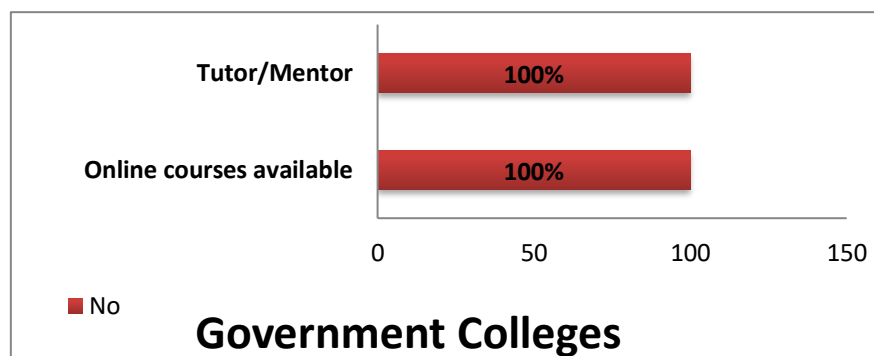
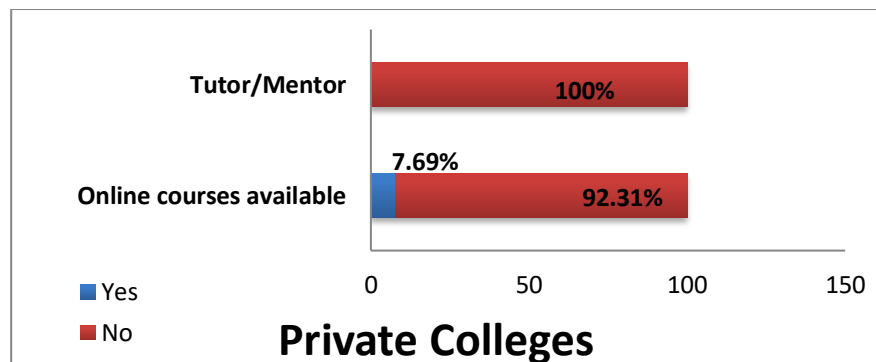


Fig-28 shows Private and Government colleges' status regarding availability of college website and email, administration and management for electronic

documentation and online courses in respect to availability of online courses and teachers as mentor or tutors for the course.

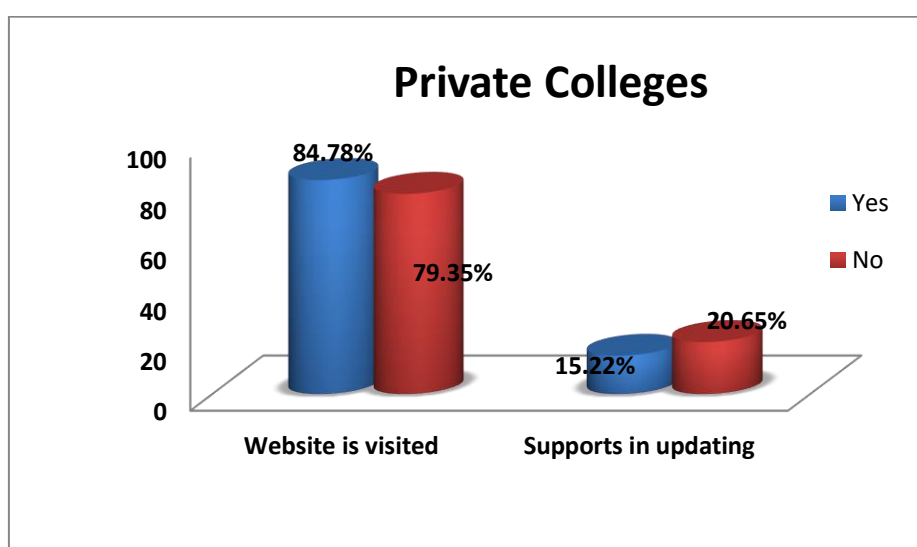
Table 4.40 Status on college website and online courses from the teachers

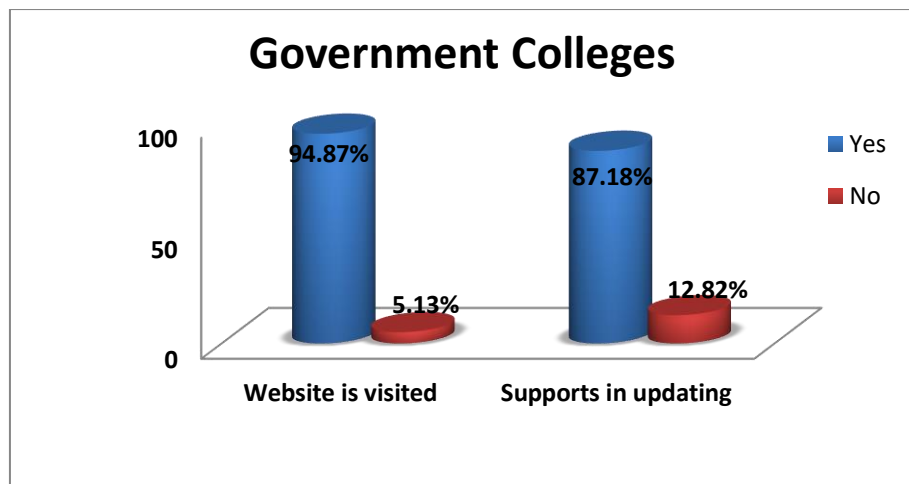
Sl. No	Practices	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
College website									
1	Website is visited	78	84.78	14	15.22	37	94.87	2	5.13
2	Supports in updating	73	79.35	19	20.65	34	87.18	5	12.82
Online Courses									
1	Tutor/Mentor	25	27.17	67	72.83	8	20.51	31	79.49

Table 4.40 shows that 84.78% of teachers in Private Colleges responded to have a college website and in comparison, 94.87% of the teachers in the Government Colleges responded on having the same in their respective college. In Private Colleges, 27.17% of the teachers indicated to be tutors or mentors for online courses while 20.51% of teachers in the Government Colleges responded that they were tutor or mentor to online classes.

Fig-29: Status on college website and online courses from the teachers

i. College Website





ii. Online Courses

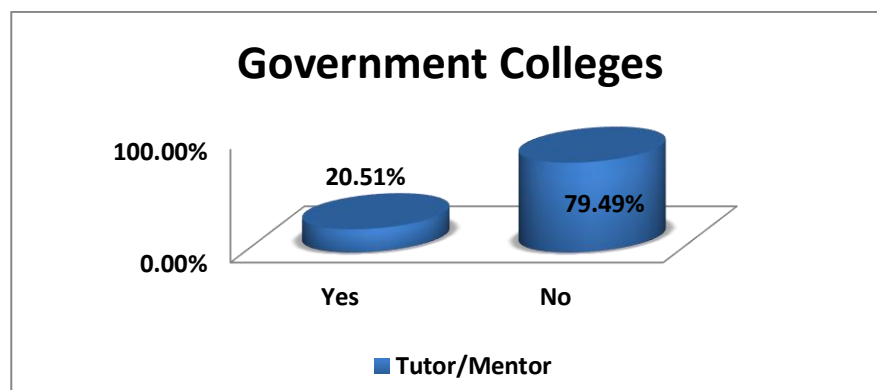
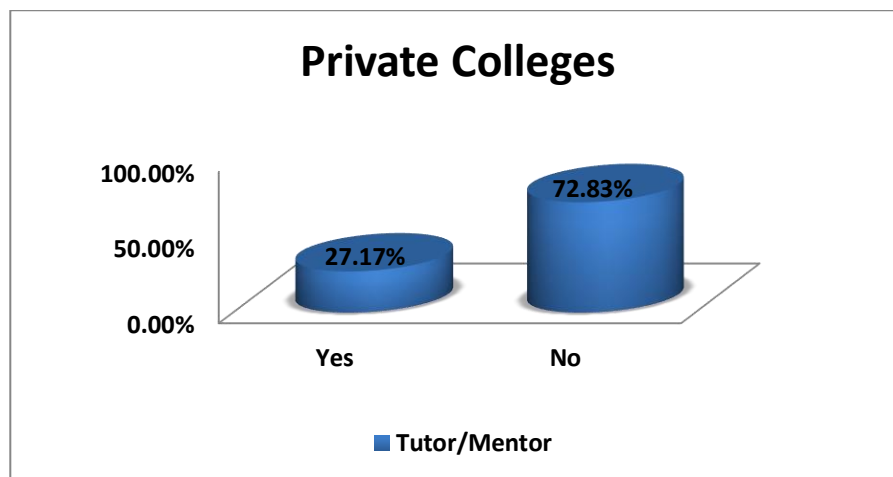


Fig-29 indicates the status on college website and online courses according to the teachers in Private and Government colleges.

Table 4.41 Status on college website and online course from the students

Sl. No	Practices	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
College website									
1	Website accessible	130	48.69	137	51.31	124	74.70	42	25.30
2	Website updated timely	141	52.81	126	47.19	122	73.49	44	26.51
3	Online courses available	111	41.57	156	58.43	56	33.73	110	66.27

Table 4.41 shows that 48.69% of students in Private Colleges and 74.70% in Government colleges agreed that the college website is accessible. According to 41.57% in Private Colleges stated that online courses were available while only 33.73% responded in the Government Colleges.

Fig-30: Status on college website and online course from the students

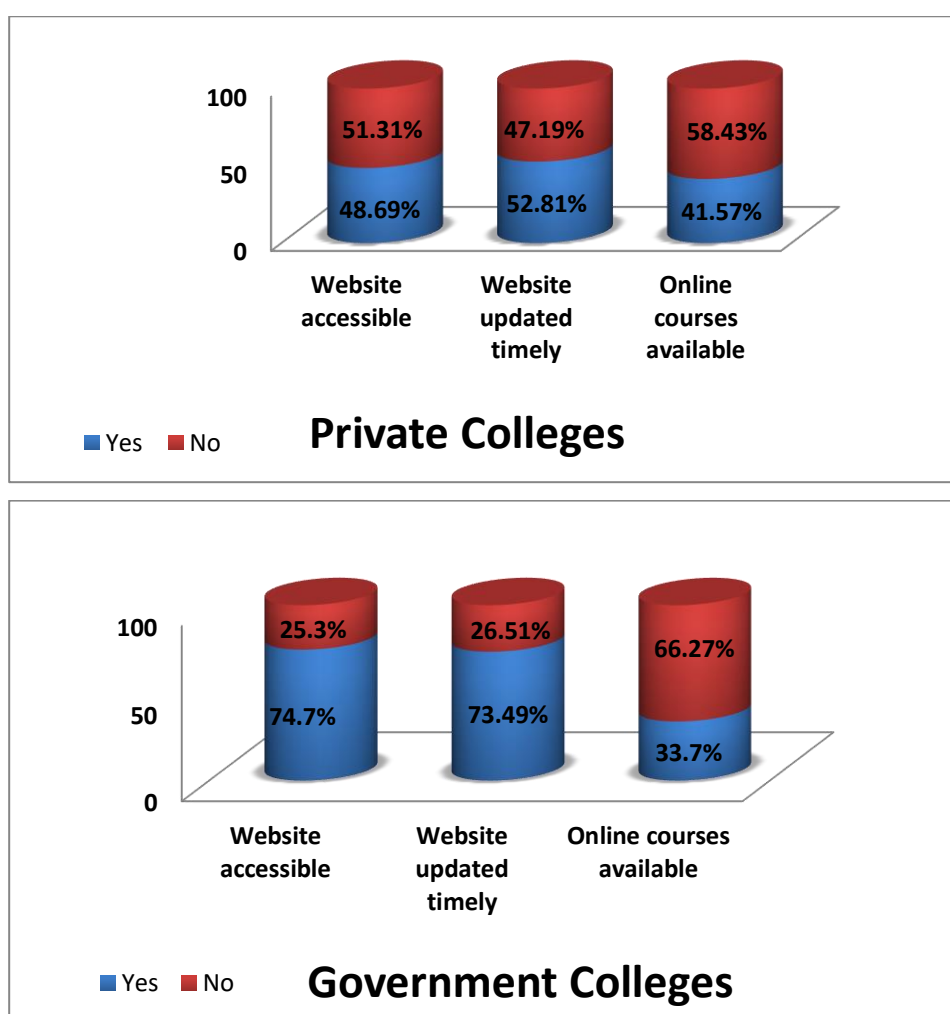


Fig-30 shows the figure for Private and Government colleges' status on college website and online courses from the students.

4.6. Objective 6- To bring out the benefits and challenges of the subject offered under vocational courses or choice-based credit system

Table 4.42 Status on vocational course and choice-based credit system from the Principals

Sl. No	Benefits	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Vocational courses									
1	Vocational course available	5	38.46	8	61.54	7	100	-	-
2	Instructor available	5	38.46	8	61.54	7	100	-	-
3	Certificate course	5	38.46	8	61.54	6	85.71	1	14.29
4	Exposure trips	5	38.46	8	61.54	6	85.71	1	14.29
5	Difficulty in Implementation	3	23.08	10	76.92	3	42.86	4	57.14
a	Reason	Lack of financial support, less response from students, lack of suitability and motivation				Maintenance, salary components of employees and shortage of time after normal classes			
Challenges									
Choice -Based Credit system									
1	Choice based credit system available	2	15.39	11	84.61	3	42.86	4	57.14
2	Courses adopted from other college	1	7.69	12	92.31	-	-	7	100
3	Courses developed by the college	2	15.39	11	84.61	3	42.86	4	57.14
4	Difficulty in Implementation	1	7.69	12	92.31	4	57.14	3	42.86
a	Reasons	Lack of qualified teachers and lack of interest from the part of students for the subjects offered.				Lack of infrastructure and human resources and lack of enthusiasm among students for the subjects offered.			

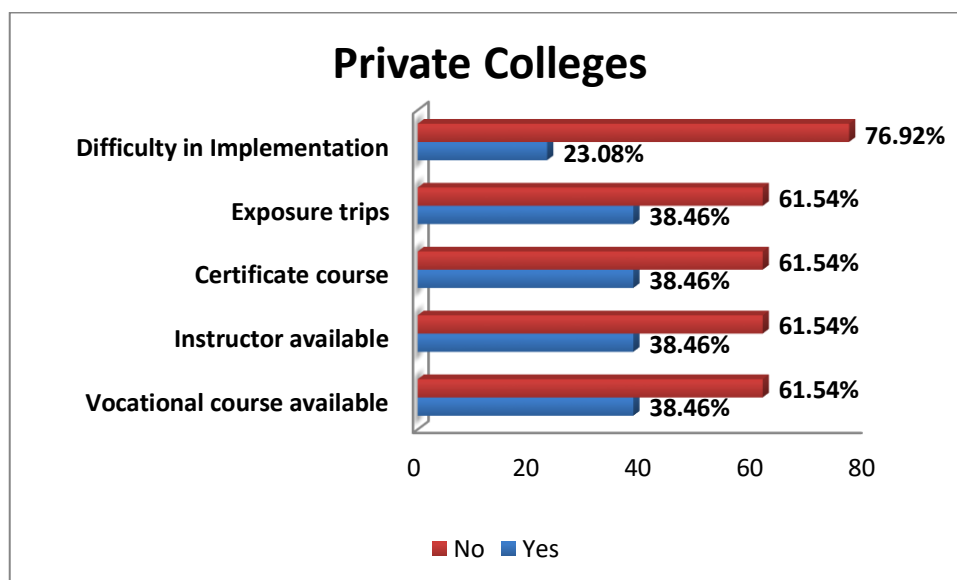
Note: CBCS-Choice Based Credit System

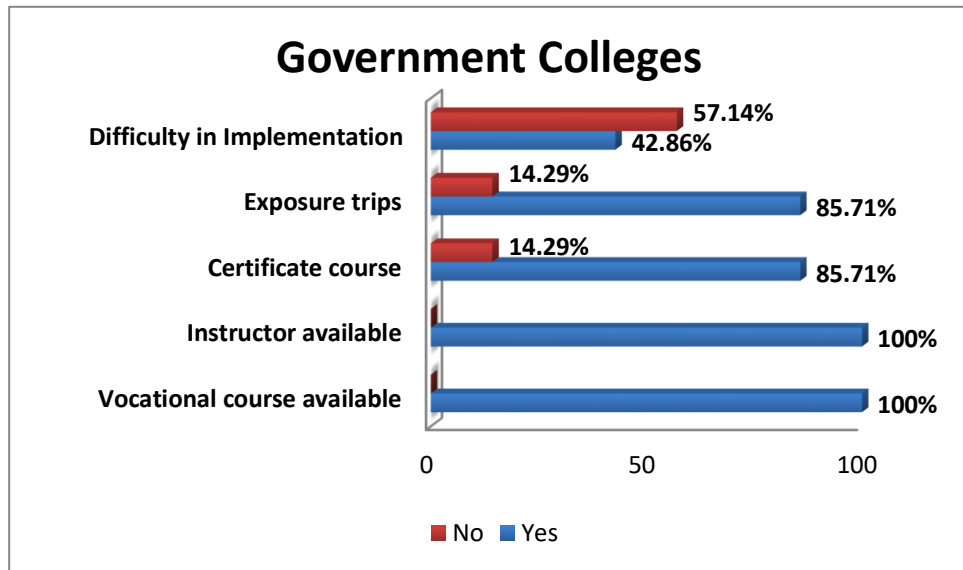
The above table 4.42 shows in private colleges 38.46% responded that vocational courses were available with an instructor and were certified-certificate courses. In government colleges, 100% responded vocational courses with instructor were available, and 85.71% stated that it is a certificate course. The CBCS course offered

in the colleges were of two types while for autonomous colleges it was the UGC framed syllabus however remaining government and private colleges had the CBCS programme course which was an optional paper offered to the final year students of the undergraduate course. The study found that there were three optional Choice-Based Credit System programme paper in the Private and Government colleges which were EVS, Disaster Management and Mental Health and Hygiene. The difficulty that were faced while implementing the CBCS framed syllabus by UGC according to the Principals of the Private Autonomous Colleges was the lack of qualified teacher and lack of interest for the subject offered on the other hand, in the Government Autonomous Colleges from the Principals it was lack of infrastructure, human resources and enthusiasm from students.

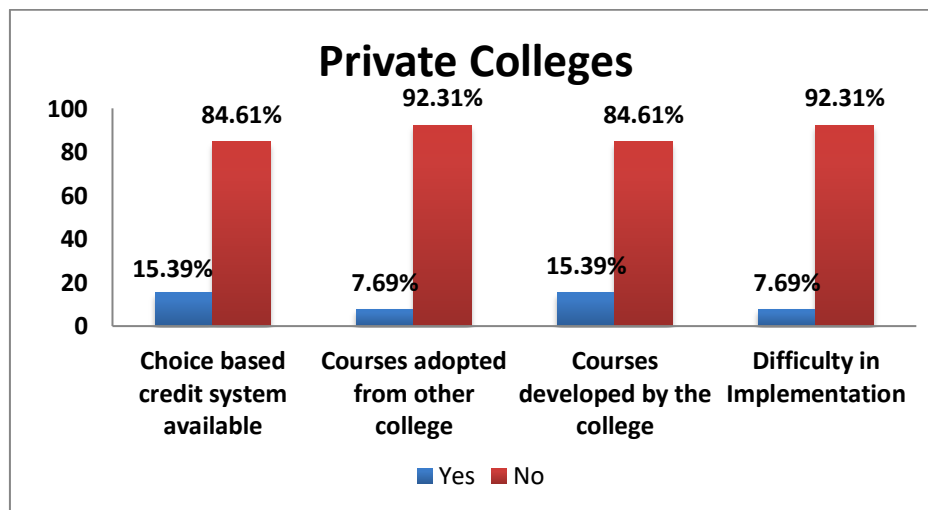
Fig-31: Status on vocational course and choice-based credit system from the Principals

I. Vocational courses





ii. Choice -Based Credit System – Challenges



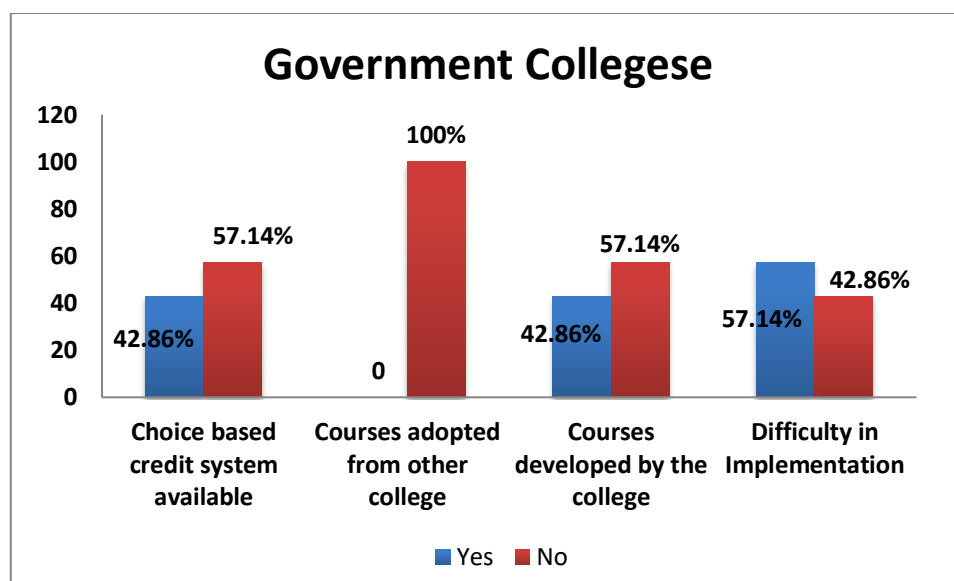


Fig-31 shows the status on vocational course and choice-based credit system in respect to availability of courses and difficulty in implementation.

Table 4.43 Status on vocational courses and choice-based credit system from the teachers

Sl. No	Benefits	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
Vocational courses									
1	Course offered	18	19.57	74	80.43	36	92.31	3	7.69
2	Certified courses	17	18.48	75	81.52	37	94.87	2	5.13
3	Benefits	21	22.83	70	77.17	39	100	-	-
a	Reasons					To make students more self-reliant and capacity building for the students future career			
4	Difficulty initiating	-	-	92	100	28	71.80	11	28.20
a	Reasons					Lack of specialist teachers and funds			
5	Exposure trip	16	17.39	76	82.61	34	87.18	5	12.82
Challenges									
Choice -Based Credit system									
1	CBCS available	15	16.30	77	83.70	28	71.80	11	28.20
2.	Reason of courses selection	UPSC/NPSC preparation				Flexibility in choosing subjects, offers comprehensive integrated education and practical applicability on human life.			
3	Difficult in	7	7.61	85	92.39	23	58.97	16	41.0

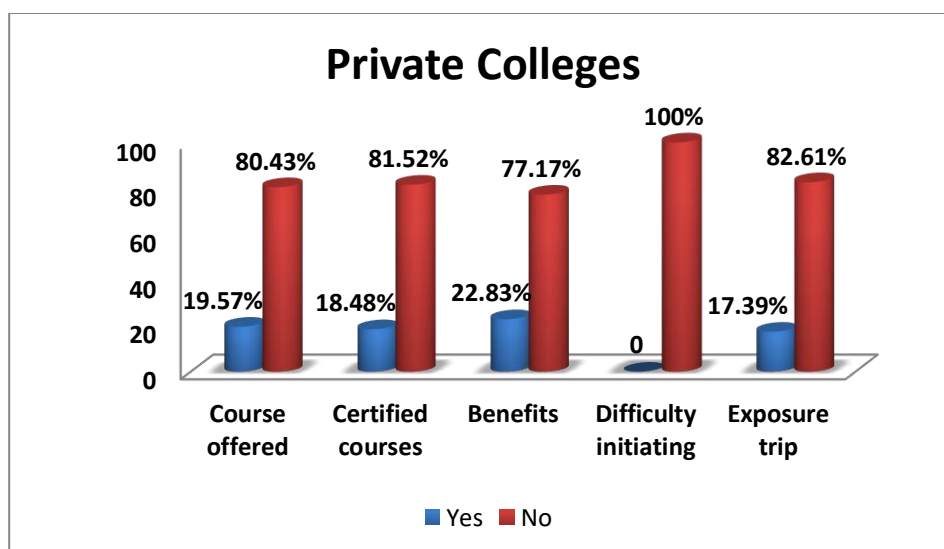
	transaction								3
a	Reasons						Resource constraint and difficulty in arranging practical sessions.		

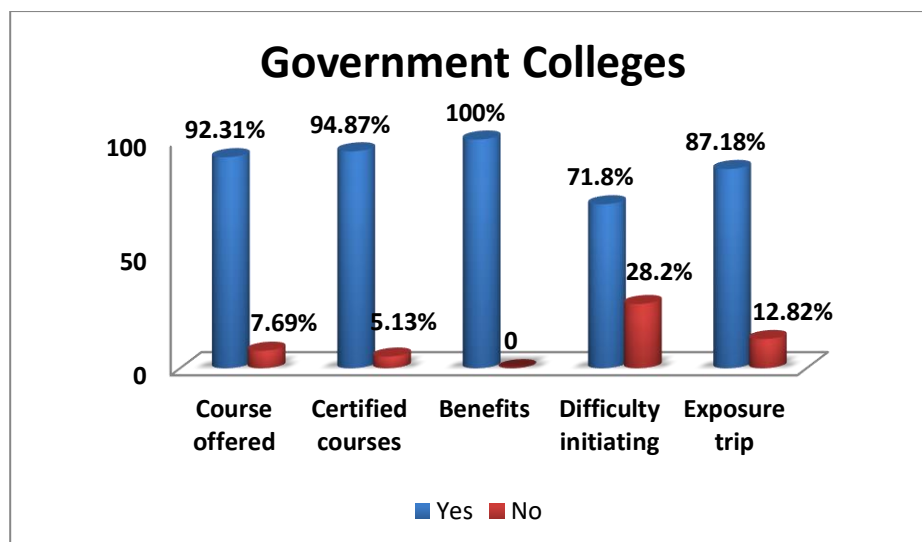
Note: CBCS-Choice Based credit System

Table 4.43 pertains to teachers' responses towards vocational courses, and 19.57% in Private Colleges as against 92.31% in Government Colleges expressed that vocational courses were offered furthermore, 94.87% in Government Colleges and 18.48% in Private Colleges responded that the course certification was authentic. The reason for the CBCS course Programme selection from the Private Colleges specified that it were to prepare students for UPSC/NPSC civil service examination, on the other hand, in the Government Colleges, subjects depended upon practical applicability to human life. However, difficulty in transacting the courses was related to resource constraint and in arranging practical sessions.

Fig-32: Status on vocational courses and choice-based credit system from the teachers

i. Vocational course





ii. Choice-Based Credit system – Challenges

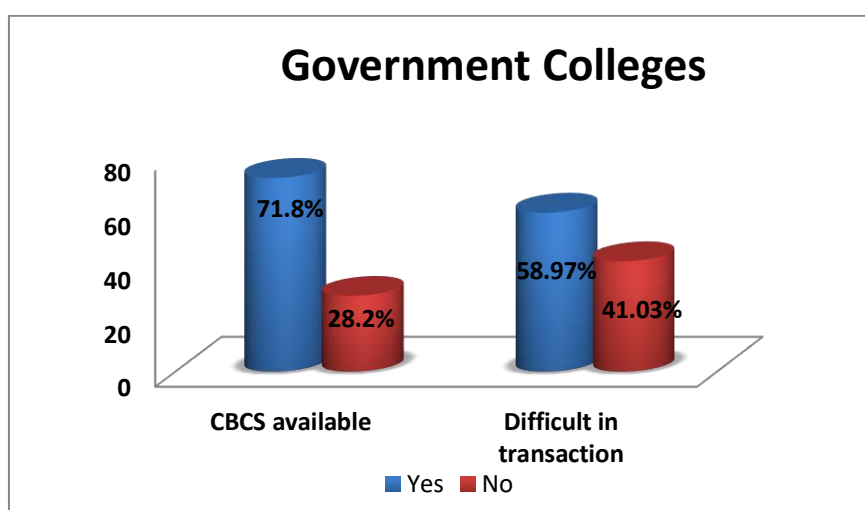
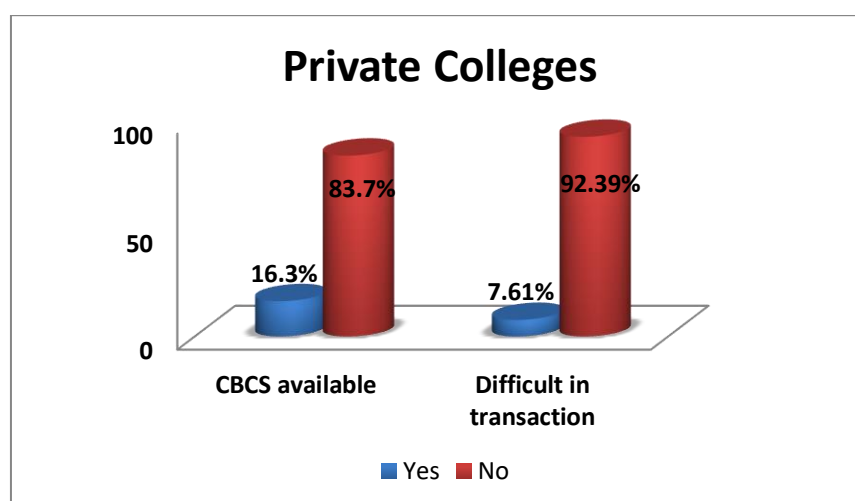


Fig-32 presents the status of teachers for vocational courses regarding availability of courses, benefits of the courses and difficulties faced while implementing the courses, and challenges with the implementation of Choice-based credit system.

Table 4.44 Status on vocational courses and choice-based credit system from the students

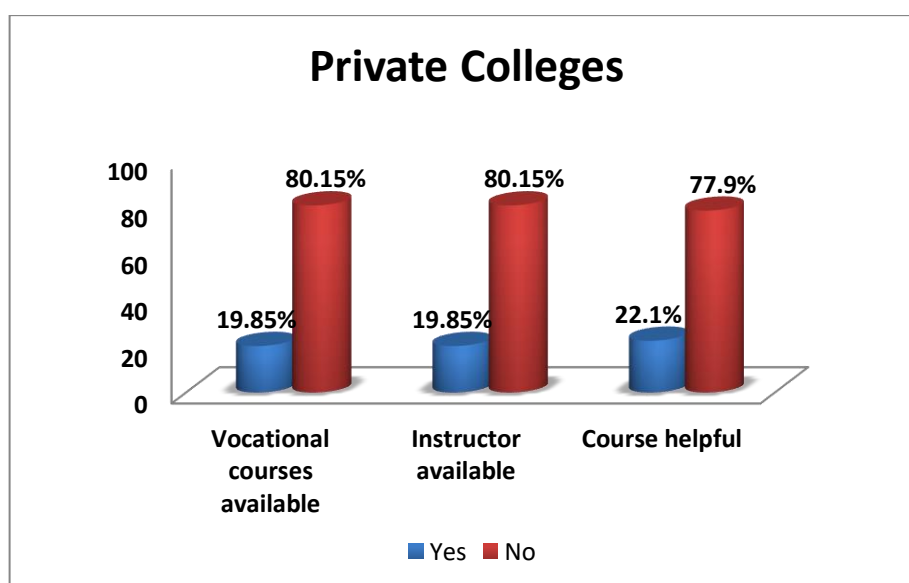
Sl.	Benefits	Private Colleges				Government Colleges			
No		Yes	%	No	%	Yes	%	No	%
Vocational courses									
1	Vocational courses available	53	19.85	214	80.15	116	69.88	50	30.12
2	Instructor available	53	19.85	214	80.15	109	65.66	57	34.34
3	Course helpful	59	22.1	208	77.9	123	74.1	43	25.9
Choice-Based Credit System Challenges									
1	CBCS available	49	18.35	218	81.65	93	56.02	73	43.98
2	CBCS difficult	21	7.86	246	92.14	48	28.92	118	71.08

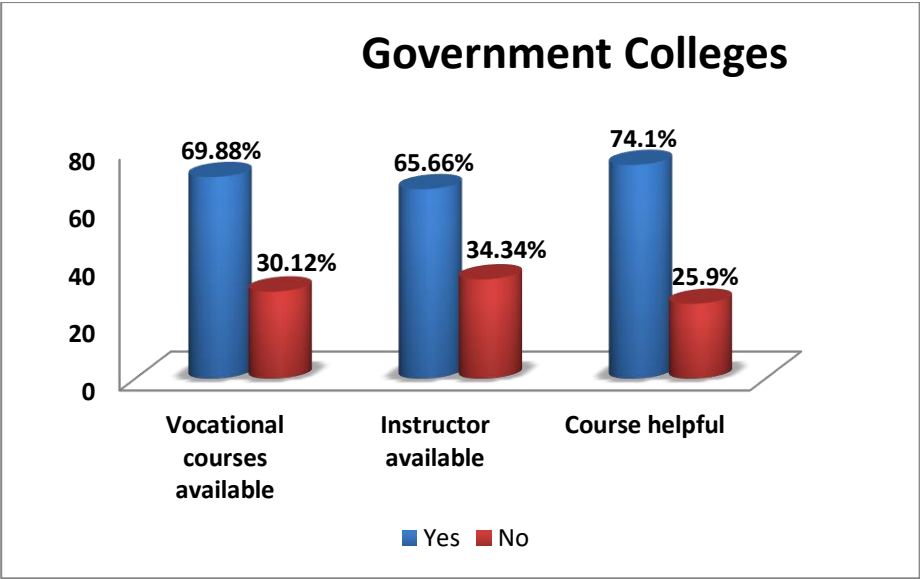
Note: CBCS-Choice Based Credit System

Table 4.44 shows that 19.85% of the students in Private Colleges responded that vocational courses and instructor were available as well as 18.35% stated that CBCS was offered. Similarly, 69.88% in the Government Colleges responded vocational courses were available, 65.66% asserted instructor for the vocational courses was appointed and 56.02% responded that CBCS was offered in their college.

Fig-33: Status on vocational courses and choice-based credit system from the students

i. Vocational courses





ii. Choice-Based Credit System Challenges

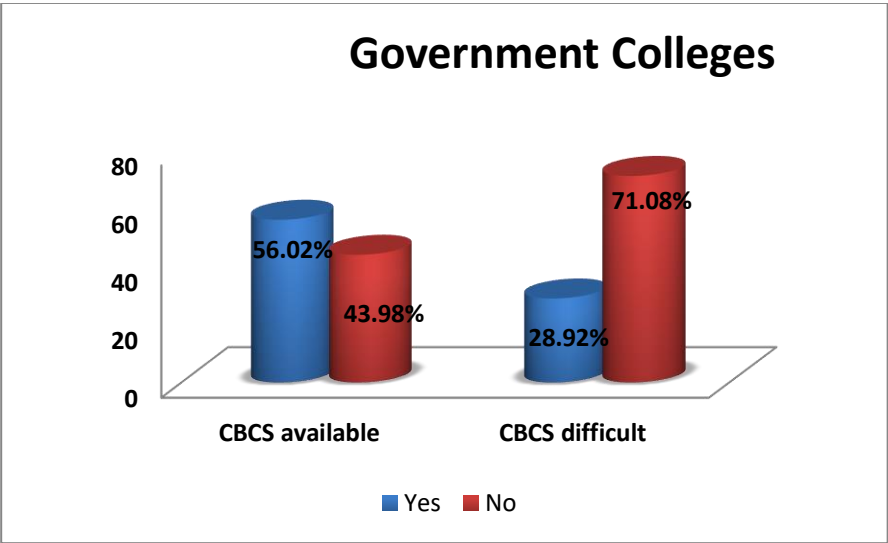
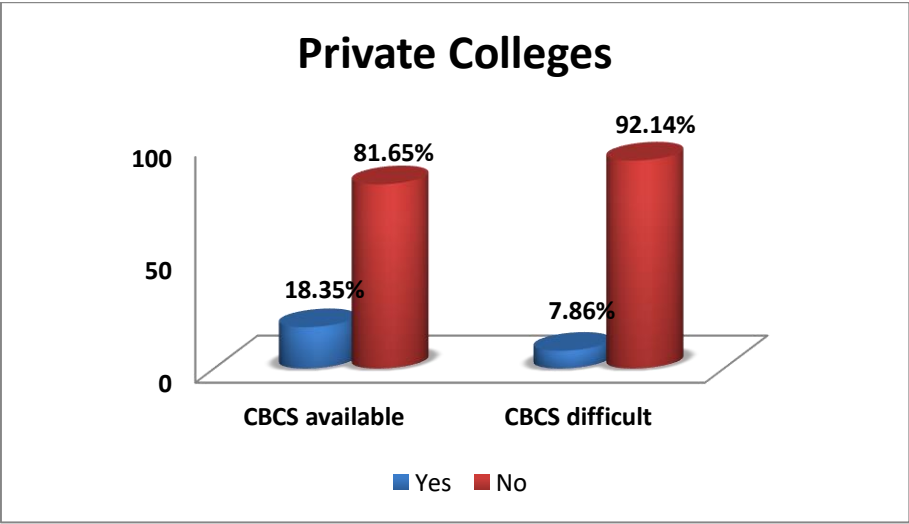


Fig-33 depicts the status of Private and Government colleges' students on vocational courses concerning availability of instructor and benefits of the courses as well as the accessibility to Choice-Based Credit System programme along with the difficulty faced in understanding the courses during the time of implementation.

4.7. Objective 7- To study the role of NAAC assessment on colleges in Nagaland

Table 4.45 Opinions on NAAC assessment and their experiences from the Principals

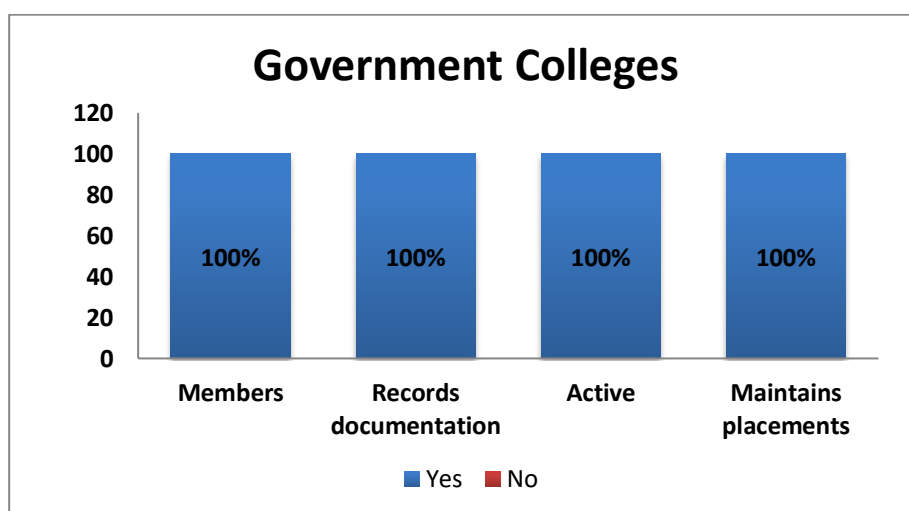
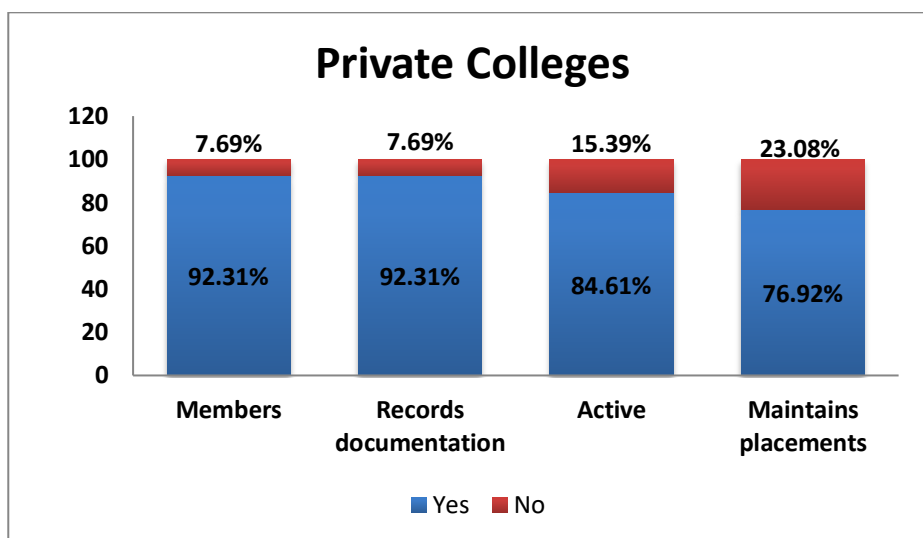
Sl. No	NAAC	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
IQAC									
1	Members	12	92.31	1	7.69	7	100	-	-
2	Records documentation	12	92.31	1	7.69	7	100	-	-
3	Active	11	84.61	2	15.39	7	100	-	-
4	Maintains placements	10	76.92	3	23.08	7	100	-	-
Assessed colleges									
1	Grade satisfactory	4	100	-	-	5	100	-	-
2	College status uplifted	4	100	-	-	5	100	-	-
3	Improvement in system	4	100	-	-	5	100	-	
Assessment in the process									
1	SSR submitted	1	14.29	6	85.71	-	-	1	100
2	Criteria difficult	3	42.86	4	57.14	-	-	1	100
3	AAA visited college	-	-	7	100	-	-	1	100
4	Grading satisfactory	-	-	7	100	-	-	1	100
Autonomous Colleges									
1	Management and administration difficult	-	-	2	100	-	-	1	100
a	Reasons	Less external interferences hence working nature has become easier				Senses of belonging and ownership is lacking among the employees			
2	UGC Reservation policy	2	100	-	-	1	100	-	-
3	Curriculum developed	2	100	-	-	1	100	-	-
4	Research work and projects	2	100	-	-	1	100	-	-

Note: NAAC-National Assessment and Accreditation Council, IQAC-Internal Quality Assurance Cell, AAA-Academic and Administrative Audit, SSR-Self Study Report

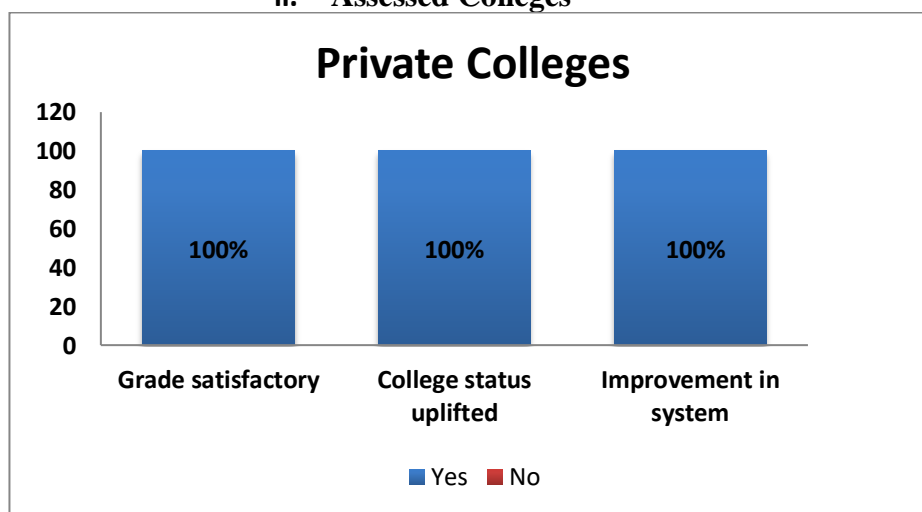
Table 4.45 reveals the status of NAAC Assessed colleges, Non-Assessed colleges and Autonomous Colleges. Under the NAAC assessed category from the Private Colleges 92.31% of the Principals responded that the IQAC maintained records and documentations, while 84.61% stated IQAC was active in the college. On the contrary, NAAC assessed category from the Government Colleges, 100% of the Principals responded that IQAC maintains records and documentation alongside working very actively. In addition to this Government and Private colleges that had been assessed received 100% responds by the Principals that the assigned grade was satisfactory, the assessment also uplifted the college status and improvement were seen in the college. Principals from the colleges that were not assessed expressed that SSR (Self-Study Report) were not submitted and that AAA (Academic and Administrative Audit) team were yet to visit the college. Autonomous colleges under Private and Government sector indicated that there were no difficulty in managing and administering the college with autonomous status, 100% also responded that the college followed the UGC reservation policy of seats for students and research work along with research projects were undertaken by the faculties.

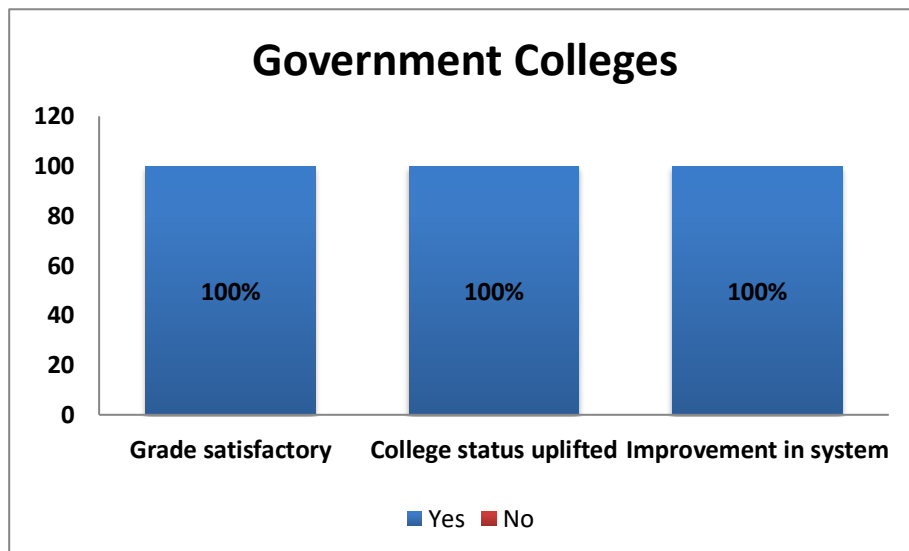
Fig-34: Opinions on NAAC assessment and their experiences from the Principals

i. IQAC

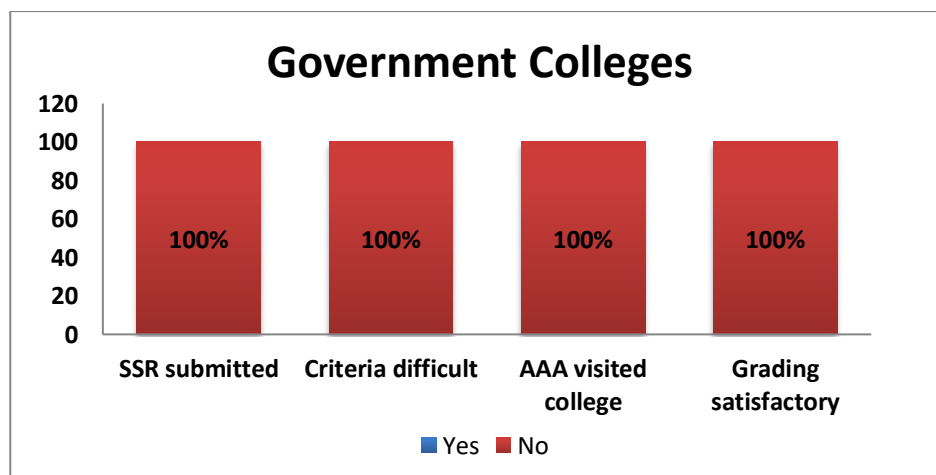
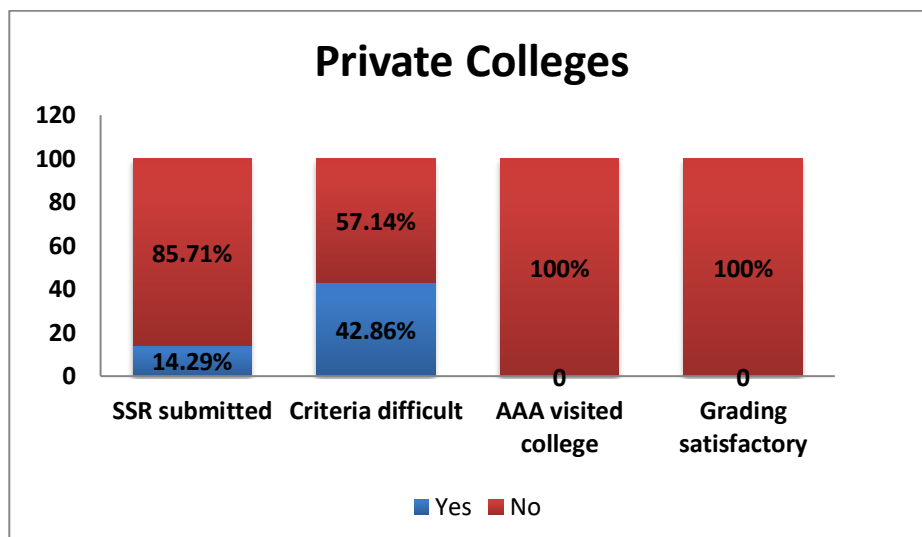


ii. Assessed Colleges





iii. Assessment in the process



iv. Autonomous Colleges

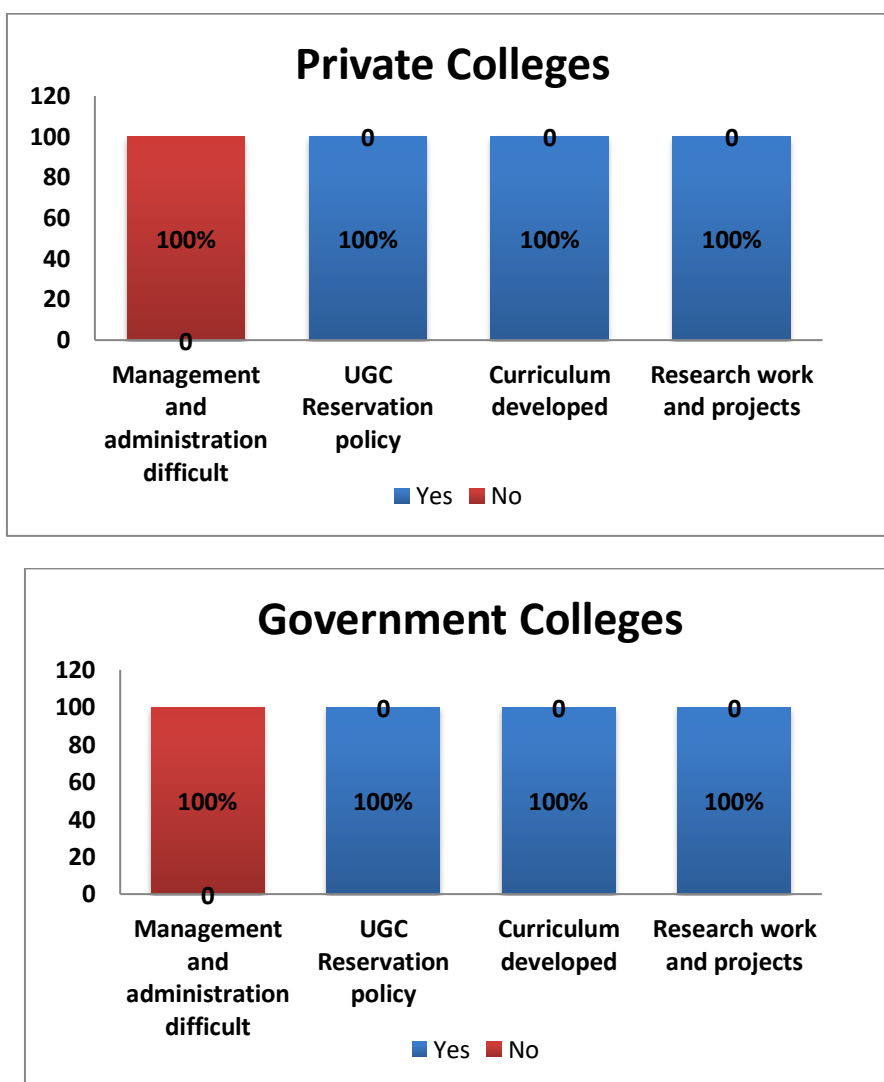


Fig-34 represents the status of IQAC and NAAC assessment level according to the Principals in Private and Government Colleges categorized namely under assessed colleges, assessment in the process and autonomous colleges.

Table 4.46 Opinions on NAAC assessment and their experiences from the Teachers

Sl. No	NAAC	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
IQAC									
1	IQAC Set up	83	90.22	9	9.78	39	100	-	-
2	Organises seminar/workshops	80	86.96	12	13.04	39	100	-	-
3	Records documentation	84	91.30	8	8.70	39	100	-	-

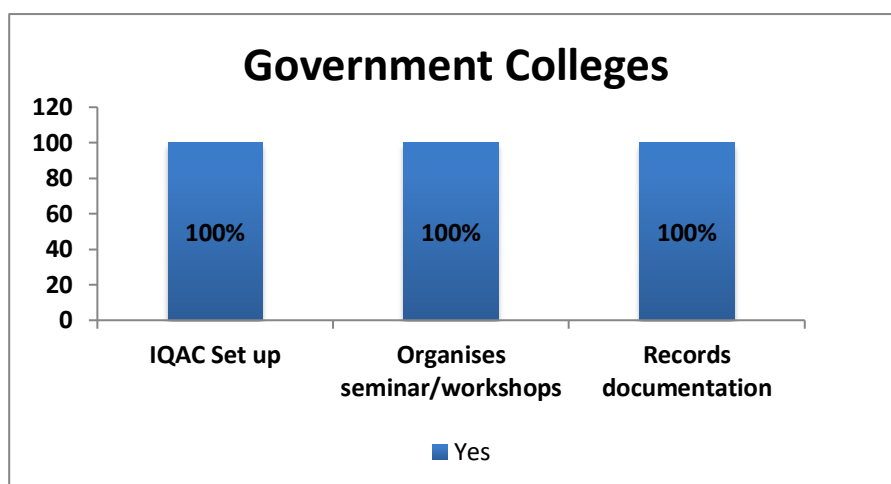
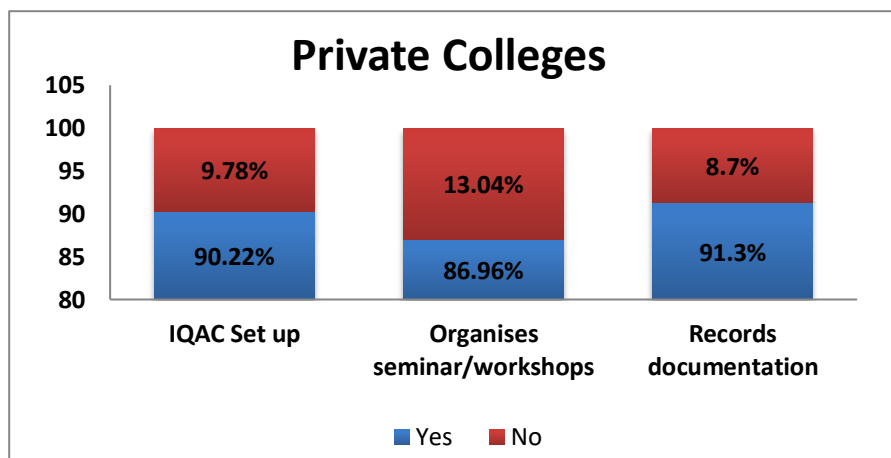
Assessed colleges									
1	Builds motivation	36	100	-	-	30	100	-	-
2	Upgrades institution	36	100	-	-	29	96.67	1	3.33
3	Grades satisfactory	30	83.33	6	16.67	20	66.67	10	33.33
Assessment in the process									
1	SSR submitted	-	-	43	100	-	-	2	100
2	Criteria difficult	-	-	43	100	-	-	2	100
3	AAA visited college	-	-	43	100	-	-	2	100
4	Grade satisfactory	-	-	43	100	-	-	2	100
Autonomous Colleges									
1	College design syllabi	13	100	-	-	7	100	-	-
2	Admission reservation policy	13	100	-	-	7	100	-	-
3	Attends Professional courses	13	100	-	-	7	100	-	-
4	Organises seminars/workshops	13	100	-	-	7	100	-	-
5	Motivates in research	13	100	-	-	7	100	-	-

Note: NAAC- National Assessment and Accreditation Council, IQAC-Internal Quality Assurance Cell, AAA-Academic and Administrative Audit, SSR-Self Study Report.

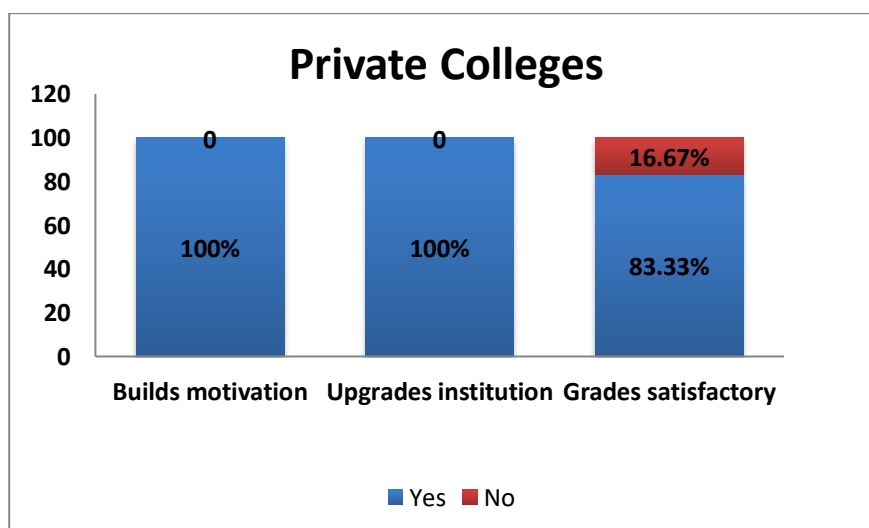
Table 4.46 revealed that teachers from private and government colleges whose institution had been assessed responded 100% that assessment builds motivation. Furthermore, majority with 96.67% from the government colleges and full strength of 100% from the Private colleges expressed that assessment upgrades institutional status and 83.33% from the Private Colleges and 66.67% from the Government Colleges indicated that the assigned grades were satisfactory. Colleges that were under the category for the process of assessment responded 100% from the teachers that SSR was not submitted and AAA team were yet to visit the college. Private and Government Colleges under the autonomous colleges category indicated 100% responses that the college faculty design their own syllabi, admission reservation policy is adhered, professional courses were attended and teaching faculties are motivated for research.

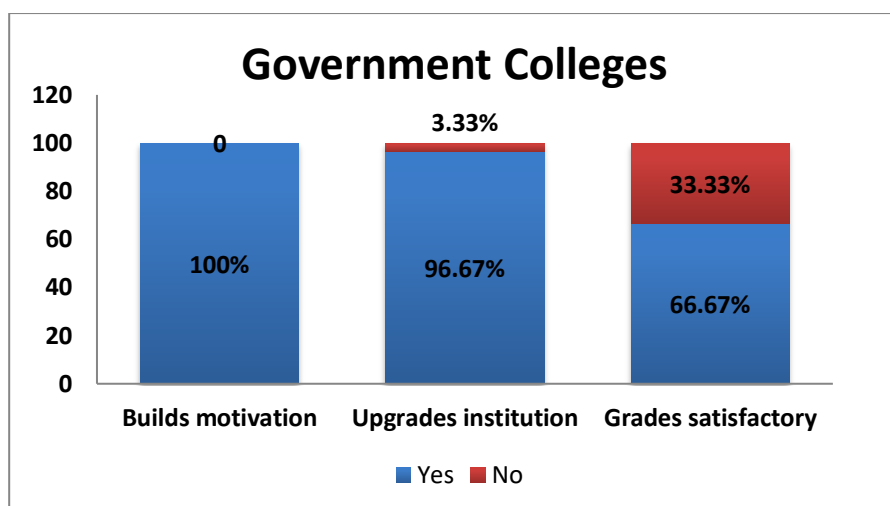
Fig-35: Opinions on NAAC assessment and their experiences from Teachers

ii. IQAC

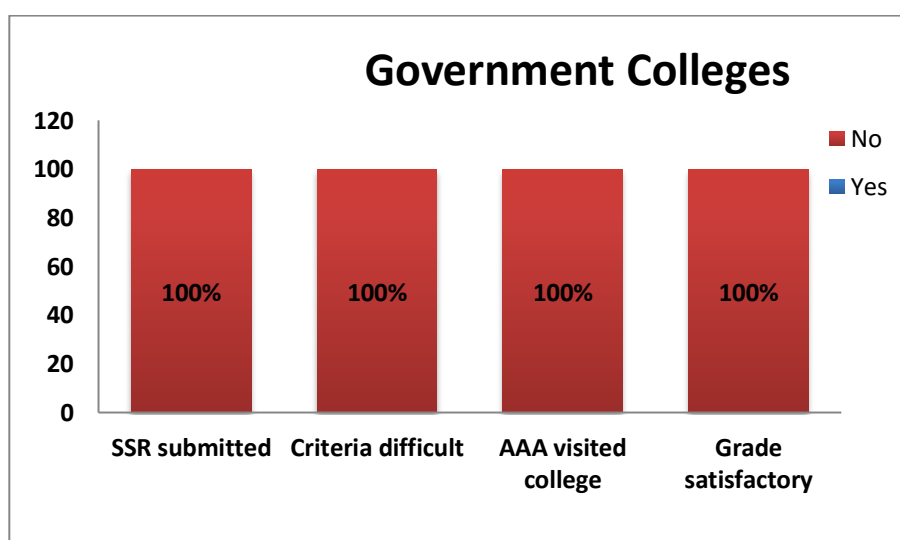
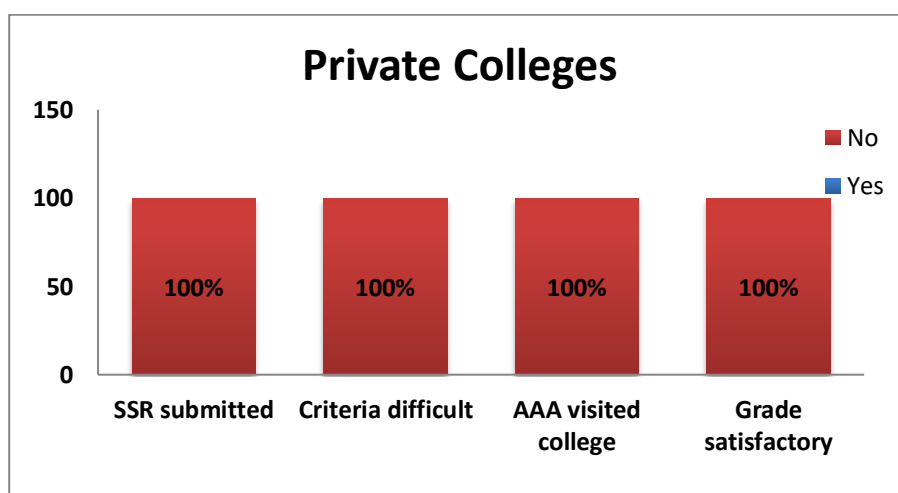


iii. Assessed colleges





iv. Assessment in the process



iv. Autonomous Colleges

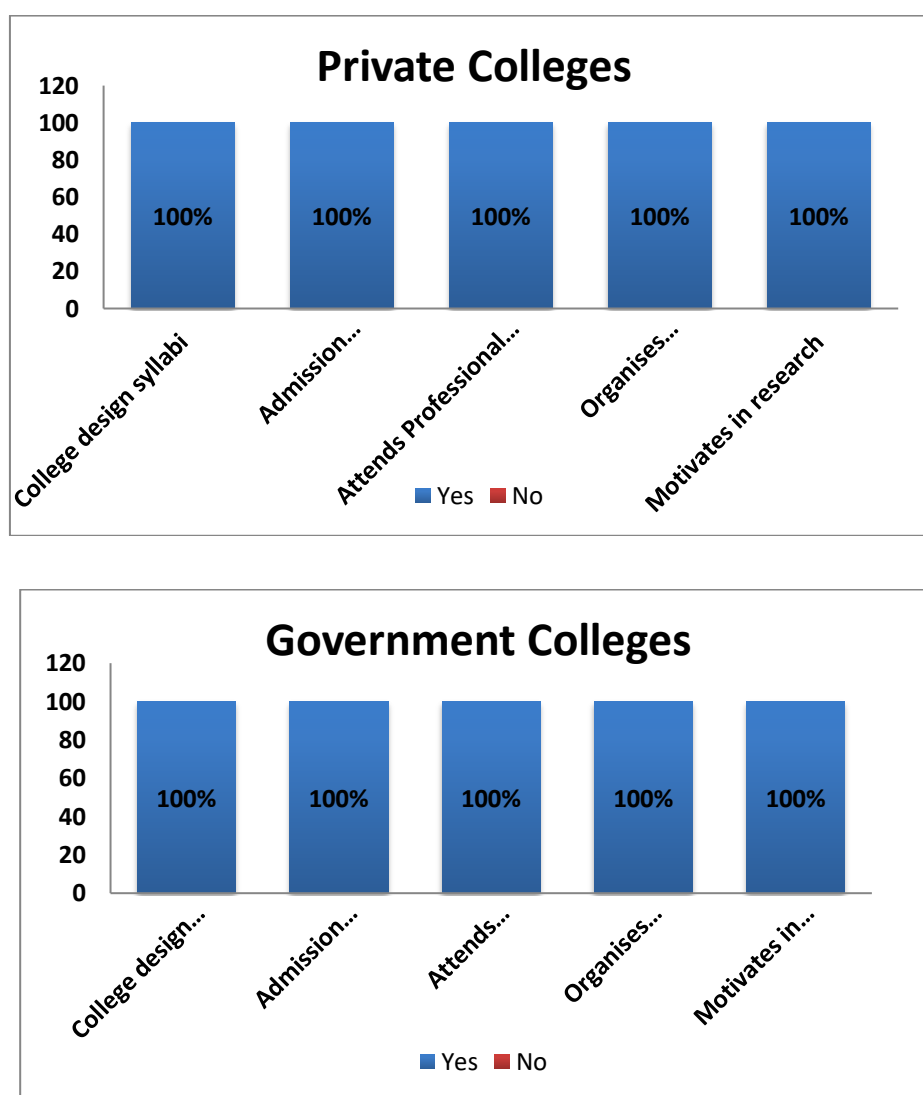


Fig-35 shows that the IQAC in the college organizes seminars and workshops according to 89.96% of teachers in Private colleges and 100% of teachers in Government Colleges. Private and Government colleges that had already been assessed stated that assessment built motivation to improve for further assessment and accreditation. Colleges that were waiting for assessment expressed that the process of criteria were difficult to carry out. On the other hand, Private Autonomous and Government Autonomous colleges indicated that active participation in research activity is motivated from the institution as expressed by 100% of the teachers.

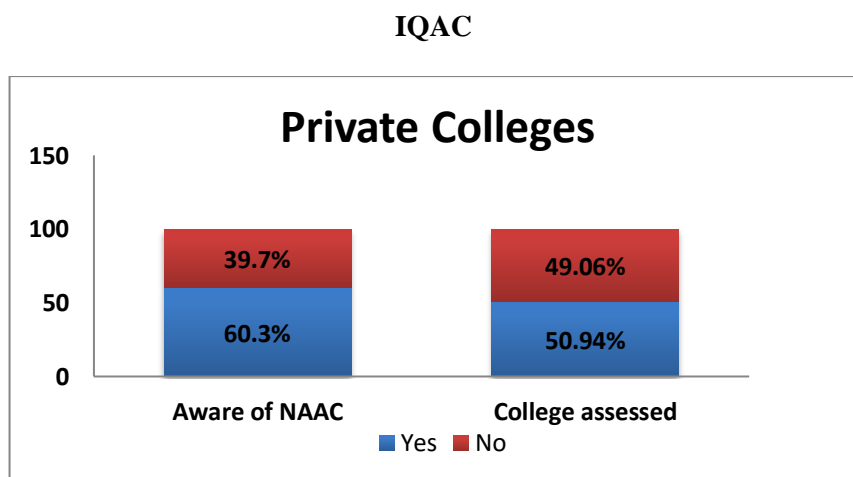
Table 4.47 Opinions on NAAC assessment and their experiences from the Students

Sl. No	NAAC	Private Colleges				Government Colleges			
		Yes	%	No	%	Yes	%	No	%
IQAC									
1	Aware of NAAC	161	60.30	106	39.70	158	95.78	8	4.82
2	College assessed	136	50.94	131	49.06	159	95.78	7	4.22

Note: NAAC-National Assessment and Accreditation Council, IQAC-Internal Quality Assurance Cell

Table 4.47 revealed that only 60.30% of the students in private colleges were aware of NAAC and 50.94% mentioned that their college had been assessed. In the government colleges 95.18% of the students stated that they were aware of NAAC while 95.78% of students indicated that their respective college were assessed.

Fig-36: Opinions on NAAC assessment and their experiences from the Students



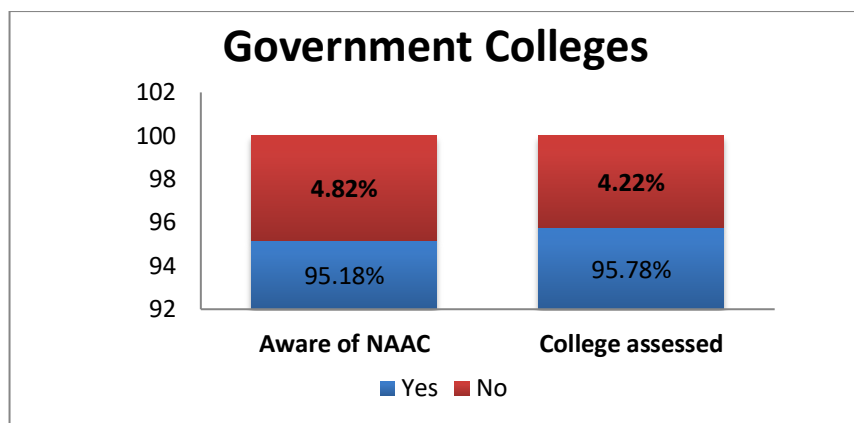


Fig-36 shows the status on Private and Government Colleges students' opinions towards NAAC assessment and their experiences.

4.8. Objective 8 - To suggest measures for improvement of college education in Nagaland

Table 4.48 Suggestions from the Principals of Private Colleges for quality education

Sl.No	Areas	Suggestions
1	Curriculum	To develop a dynamic curriculum
2	Syllabus	i. Emphasis on skill enhancement of students ii. Focus on industry related for placement of students
3	Teachers	Financial assistance for research and laboratory
4	Infrastructure	Government assistance to be provided

Table 4.48 pertains to suggestions given from the Principals of private colleges for quality education in colleges

Table 4.49 Suggestions from the Principals of Government Colleges for quality education

Sl.No	Areas	Suggestions
1	Quality	i. Need proper policy from the department of Higher Education, Nagaland ii. Follow NAAC guidelines

2	Teachers	i. Need to grow professionally ii. Work with high level of commitment to achieve
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Table 4.49 pertains to suggestions given from the Principals of Government colleges for quality education in colleges.

Table 4.50 Suggestions from the Teachers of Private Colleges for quality education

Sl.No	Areas	Suggestions
1	Syllabus	i. Change syllabus according to current events and requirements ii. Student centric workshop and seminars iii. Education more employment oriented and skill based iv. Exposure of students to other institutions
2	Teachers	i. Pursue PhD/Research Work ii. Attend professional programme courses iii. Orientation to the college teachers from the university
3	Examination	i. Annual system should be implemented with proper designed syllabus
4	Infrastructure	i. Financial assistance from government ii. Addition of more human resource development

Table 4.50 pertains to suggestions given from the teachers of private colleges for quality education in colleges

Table 4.51 Suggestions from the Teachers of Government Colleges for quality education

Sl. No	Areas	Suggestions
1	Infrastructure	i. Fund allocation for physical infrastructure ii. More use of e-resources

		ii. Good Volume of books v. Internet connectivity v. Improve practical equipment and instruments for science students
2	Teachers	i. Avoid frequent transfers ii. Sufficient teachers in the college ii. Teachers engaged in research and research projects
3	Students	i. Job oriented courses to be available
4	Examination	i. Constructive education based on vocational and skill based learning. ii. Re-introduction of annual system and abolish internal marking

Table 4.51 pertains to suggestions given from the teachers of government colleges for quality education in colleges

Table 4.52 Suggestions from the students of Private Colleges for quality education

Sl.No	Suggestions
1.	Skill based education
2.	Opportunities for job placements and internship
3.	Inclusion of library books in the colleges
4.	Imparting vocational training
5.	Student exposure trip/field trip
6.	Internet connectivity

Table 4.52 pertains to suggestions given from the students of private colleges for quality education in colleges.

Table 4.53 Suggestions from the Students of government colleges for quality education

Sl. No	Suggestions
1.	Student exchange programs
2.	Introduction to skill based education
3.	Seminar on career guidance
4.	Additional vocational courses

Table 4.53 pertains to suggestions given from the students of government colleges for quality education in colleges.

4.9 Interview with Administrative officials from the Department of Higher Education, Nagaland

1. The Department of Higher Education has been striving to improve the quality of the colleges in Nagaland covering both private and government colleges of general studies and teacher training colleges (B. Ed). In Nagaland as of 2021, there were 2 Private Colleges under 2(f) and 10 Government Colleges with 12 Private Colleges under 2(f) and 12(B). The Department offers a Grant-in Aid Scheme for Private colleges however Government Colleges were receiving grant-in-Aid and Infrastructural Grant from Centrally Sponsored Scheme. There were no particular facilities provided for SC/ST/Minorities other than the State funded scholarship and the scholarship which was provided timely. The Department said to be trying its best to provide development for colleges in Nagaland and accordingly the colleges were seen to be performing well in infrastructural facilities wise but there were colleges that still needed to enhance the infrastructural facilities.

2. There was no reservation of seats/quota reserved for female teaching posts at entry level to the post of Assistant Professor because appointments were based on merit basis. Women administrators at the post of Principal do not have any assigned reservation of seats/quota reserved since promotions and appointment to the post were purely conducted on seniority basis. Provisions of implementing a crèche for young working mothers for colleges may be useful for female teaching faculties and women administrator.

3. RUSA was instituted in all the government colleges and vocational courses were conducted as per Nagaland University directives. RUSA in Nagaland was implementing infrastructural development. The challenges before the Department in the delay for the implementation of works were mainly factors like monsoon rain and

remote locations. Issues related to implementation of the 12th Five Year Plan from the Department were owing to lack of directives from the University to the Department for proper guidelines and measures, delay of funds released to start the works under RUSA scheme programmes and dropping of annual system for the Under-Graduates to gearing up for a completely new semester system.

4. Training programs were organized for College Principals and Teachers at intervals by the Department and placement of services were timely conducted. The Department conducted college Olympics to support games and sports for the students to access extracurricular activities and motivated students to create interest towards physical fitness and boost enthusiasm towards games and sports.

5. E-governance was practiced in the Department as well as the colleges through different mode for speedy conveyance of information and dissemination of public services. The colleges were provided with library books and computers from the department to access ICT knowledge and practical facilities.

6. Vocational courses in the colleges were provided according to the choice of the concerned college. Grading system introduced in the colleges was a good assessment and colleges were executing prudently. Choice-Based Credit System Programme for all colleges other than Autonomous Colleges was offered an optional paper for the final 6th semester students in the Under-Graduate courses with intention to provide students the choice to select a subject of interest. Autonomous Colleges started with UGC formulated CBCS during the 12th Five Year Plan, 2012-17 period.

7. The department formed AAA (Academic and Administrative Audit) based on the 12th Five Year Plan objectives to support and guide educational institutions for NAAC assessment and accreditation. Comparing to the condition then and now the colleges

were performing really well and along with NAAC assessment colleges were grasping to their respective college situation and working accordingly. The initiative of NAAC was to bring forth all the colleges to a certain level of quality education in India and to this end Nagaland has made NAAC assessment and accreditation mandatory for all colleges. 16 Private colleges and 10 Government colleges have been accredited so far. Three colleges in Nagaland have been given the status of autonomous colleges and some more colleges were yet to come for assessment and accreditation.

8. There were recommendations for future improvement of college education concerning quality in Nagaland including college education that research and innovation should be encouraged to raise teaching standards, strategy should be developed to expand for quality and adopting Choice-Based Credit System in the colleges, which will open new doors for students in accessing different subjects suitable to their interest.

CHAPTER-V

SUMMARY, FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS, CONCLUSIONS, SUGGESTIONS FOR FURTHER STUDY

5.0 Summary

The journey of higher education in India commenced amid the ancient period towards B.C. 1000-B.C. 600, which comes next alongside the medieval, colonial, and post-independence periods. These periods exhibited a unique and conventional educational value that became the bedrock of the modern education system. Today the Indian setup of higher education is modeled on a universal order that affirms describing higher education with the educational standards above the 10+2 level of post-higher secondary. The essence of higher education courses was general, vocational, professional, or technical education. Therefore, India was the third largest serving higher educational institution globally. It was an accomplishment well executed in consequence of Mountstuart Elphinstone's minute of 1823 in establishing schools for teaching English and the European sciences.

The primary push to alleviate the Indian higher education system in the interim provincial period occurred just after the suggestion of establishing universities in India. Sir Charles Wood proposed the London University model in 1854, famously named the Magna Carta of English education in India. These universities covered college education, technical and professional education in arts, science, philosophy, and literature of Europe, and the study of Indian languages. Different education commissions at other times were established ahead of independence to consider the phenomenon and recommend plans which would help the country's educational landscape. India experienced enormous constraints in regulating the educational

structure after independence; as such, the planning commission of free India started with their first five-year plan (1951-1956) of educational design in 1951 to be abided nationwide.

In India, the national policy and the five-year education plan since its inception have been operative to achieve quality education in the country. The primary concern regarding the educational policies and programs was reflected in the National Policy of Education 1986 and the POA (Plan of action) 1992. These national policies were assisted in constructing the five-year education plans for implementation in India from 1951 to 2017.

5.1. Profile of Nagaland

Nagaland is the 16th State in the northeast of India situated at 25⁰⁶0/N and 27⁰⁴0/N latitude and 93⁰²0/E and 95⁰¹5/E longitude. It became a full-fledged state on 1st December, 1963, in the Indian union with Kohima as its capital. The immediate neighbouring states of Nagaland are Manipur in the south, Assam in the west and Arunachal in the north. The State as of 2019 comprises of 11 districts which are: Kohima, Mokokchung, Dimapur, Phek Wokha, Tuensang, Zunheboto, Peren, Mon, Longleng and Kiphire with 16 recognised Naga tribes and other sub-tribes with their own distinct culture, custom and tradition and dialects; symbolizing the dynamics of 'unity in midst of diversity'. Today in 2022 five more districts have been created including Noklak, Tseminyu, Chumoukedima, Nuland and Shamator.

5.2. Genesis of education in Nagaland

Nagas prior to the entry of Christian missionaries owned no formal schooling other than the exclusive operation of morung education. The morung is a homestead bedchamber of Naga villages that is an informal instructional venue subjected to stereotype in structure and application. Informal education imparted to both boys and

girls were in consonance with the interest of the social group. In the nineteenth century Christian crusaders who revolutionize the native Nagas to a civilized being belonged to the American Baptist Mission. The bond of immediate attachment between the Naga race and the Christian crusaders has delivered massive conversion to the Nagas abstract frame of mind. The British Government by 1880 upheld the ambition to foster few Nagas for college education from the Indian University. With lack of institutions and facilities for students wishing to pursue college education and above, Naga youngsters had to go far away from home to complete their education. It was just only at the end of 1970 college education in Nagaland begun to perform appropriately.

5.3. Contemporary setting of colleges under Department of Higher Education in Nagaland

The introduction of college education, now known under higher education, in Nagaland since the second half of the last century saw rapid growth after 1963. College level education in Nagaland did not receive any special place during the early days and was treated as a part of school education for several decades. The bifurcation of Education Department and the establishment of a separate department for Higher and Technical education were made on 1st May 1983, which was a milestone as it enabled the new department to focus only at one level of education in the state. The Department of Higher Education for college education has been commissioning according to the policies and programmes framed under the five-year plan of Union Grants Commission and educational policies of India. Therefore, the Department has imbibed its policy under the NPE1986 statement that Education is a unique investment in the present and the future.

5.4 District-wise number of colleges in Nagaland

Table 5.1 Private and Government colleges district-wise in Nagaland

District	Secular/Private	Government	Total
Kohima	18	3	21
Dimapur	24	1	25
Wokha	1	1	2
Mokokchung	4	2	6
Tuensang	2	1	3
Peren	1	1	2
Zunheboto	0	1	1
Phek	0	2	2
Mon	0	1	1
Kiphire	0	1	1
Longleng	0	1	1
Total	50	15	65

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

Kohima, Annual Administrative Report 2018-19.

Fig: 37: Private and Government colleges district-wise in Nagaland

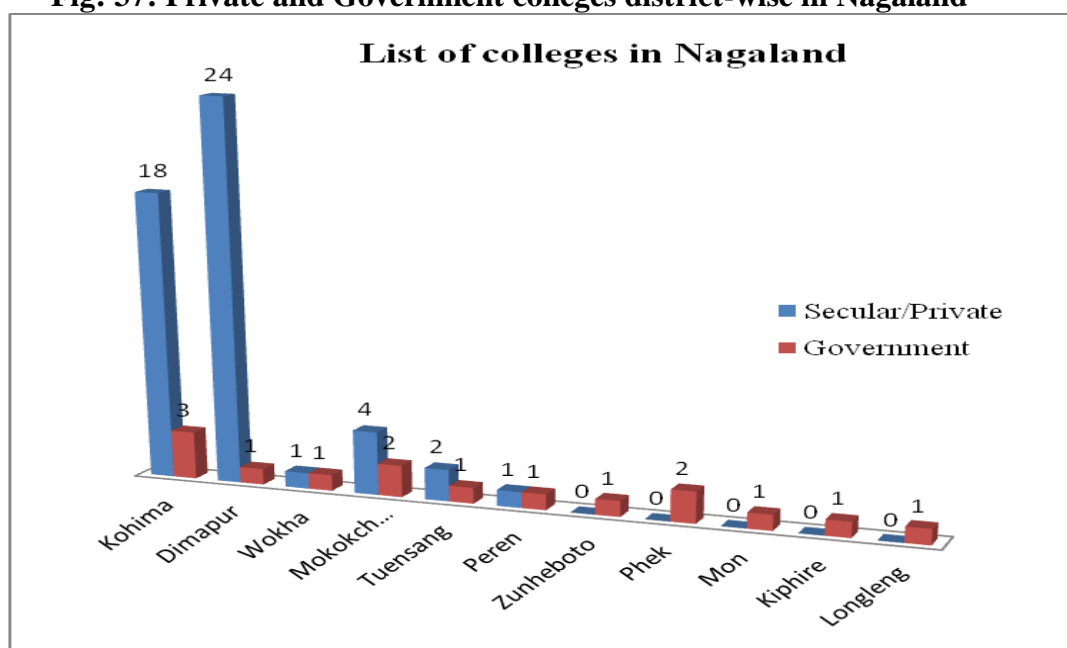


Fig-37 shows the total number of Private and Government colleges in the 11 districts of Nagaland as per 2019-2020

5.5. Statement of the problem

The proposed research study is centred on the functional growth and development of colleges under the Department of Higher Education in Nagaland. It focuses on the implementation and challenges of policies and programmes with special reference to the 12th Five Year Plan (2012-2017) for college education in the different aspects. Thus, the statement of the problem is as under:

A Study on the Policies and Programmes of College Education in Nagaland with special reference to the 12th Five Year Plan: Implementation and Challenges

Apart from the available literature, government documents/ official records of the past and present are very essential to get a realistic picture of this research area. The academic results of the students of the respective colleges receiving government funds or financial assistance in different forms; the infrastructure facilities; staffing pattern, etc. will directly or indirectly reflect the ground realities as to what extent or what kind of achievements have been made through the 12th Five Year Plan such information will be observed through administration of various questionnaires.

5.6. Significance of the study

The 12th five-year plan policy is important to be studied particularly for the state of Nagaland with the current rapid growth of institutions and increasing number of learners. This policy reflects upon the infrastructural facilities regarding college building, spacious classroom, well equipped libraries and laboratories, indoor stadium and playground. Nagaland has always been following the protocols for implementation of various policies and programmes for qualitative education yet there has never been any study, assessment or evaluation of what has been achieved

through the implementations or the most difficult issues faced under such circumstances nor any list of suggestions for improvement to achieved what has not been able to acquire in the five-year plans. Therefore, it is important and desirable to have a study in this area to bring out what progress and references have, what has not been achieved and to find out what were the best fruitful practices that were implemented for quality education in the 12th five-year plan. This study will unbox reality checks of challenges faced, successful implementation and practices of policies and programmes for education which will pave way for introspection go as to move ahead. A critically analyse of previous policies and programmes for further improvement is warranted as Nagaland stands at the threshold of the National Education Policy 2020.

5.7. Operational definitions of the terms used: To make a comprehensive understanding of the study the following terms have been defined:

1. ***College Education***- General college education providing courses in arts, science and commerce in the colleges.
2. ***Policies***- A proposed set of rules and guidelines to be followed.
3. ***Programmes***- A stated plan to be performed.
4. ***RUSA***- Rashtriya Uchchatar Shiksha Abhiyan, funding agency for colleges and universities in India, a flagship programme of Central Govt. under MHRD.
5. ***E-governance***-Electronic governance in which digital media network is used to connect, express, delivers and transfer instruction.
6. ***Research and Training***- Faculty engaging in investigations to advanced knowledge by data collection, analysis, interpretation, reporting the findings and consequently publishing works along with attending courses such as orientation programme and refresher course.

7. **Extension Activities-** Activities that are initiated for students' enrichment and community upliftment.

8. **Implementation-** The execution of a specified plan into action.

9. **Challenges-** Obstacles and difficulties faced while administering a task.

5.8. Research questions

1. What is the status of college education in Nagaland?
2. Is the participation of women in college education satisfactory?
3. Is the implementation of RUSA programme for college education effective?
4. Is research, training, extension activities and e-governance system undertaken in colleges?
5. What are the advantages and demands of subjects under vocational courses or choice based credit system?
6. What are the tasks executed under NAAC assessment on colleges?
7. What are the measures that will enhance to promote college education in Nagaland?

5.9. Objectives of the study

1. To make a brief assessment of college education status in Nagaland
2. To find out the participation of women in college education
3. To study the implementation of RUSA developmental programmes for college education
4. To identify research, training and extension activities undertaken by the faculty
5. To study the application of e-governance system in colleges
6. To highlight the benefits and challenges of the subjects offered under Vocational Courses or Choice-Based Credit System
7. To study the role of NAAC assessment on colleges in Nagaland

8. To suggest measures for improvement of college education in Nagaland

5.10. Delimitations of the study

The present study is centred particularly for college education under Department of Higher Education Nagaland, which is limited to secular colleges of six districts including private and government colleges. It will focus on the implementation and challenges of the different policies and programmes for the promotion of college education in the aspects of college education status, women participation, RUSA, research, training and extension activities by faculty, e-governance, vocational courses or choice-based credit system and NAAC assessment with special reference to the 12th Five Year Plan (2012-2017). The study does not extend beyond these pre-determined objectives.

5.11. Population of the study

The population of the study included six districts of Nagaland-Kohima, Mokokchung, Dimapur, Wokha, Peren and Tuensang that imparts under graduate courses for arts, science and commerce. It consisted of both government and private colleges for the study.

5.12. Sample of the study

For the present study the techniques in pursuance incorporated both probability and non-probability sampling was used. Simple Random sampling was used to select the sample size of students, teachers and principals. Purposive sampling was used for selecting administrative officials from the department of higher education, Nagaland. The selected sample for the study comprised of 20 colleges with a total of 433 students, 131 teachers, 20 Principals and 10 Administrative Officials from the Department of Higher Education, Nagaland.

Table 5.2 Sample of the study

Type	Principal	Teachers	Students	Total
Private	13	92	267	372
Government	7	39	166	212
Total	20	131	433	584

Table 5.2 shows the sample of the study in Private Colleges which was 13 Principals, 92 Teachers and 267 Students while there were 20 Principals, 131 Teachers and 433 Students from the Government colleges.

5.13. Tools used

For the present study the investigator developed questionnaire for data collection that is administered on Principals, students and teachers. The questionnaires were based upon the objectives of the study and research questions. The questionnaires were evaluated, scrutinized and revised by experts and then Pilot study was conducted in colleges before administering them for study in data collection. Interview was also conducted with administrative officials of the Department of Higher Education, Nagaland.

5.14. Data collection

The data comprised of both primary data and secondary data. The primary data consisted of questionnaires to the Principals, Teachers and Students. Interview was to 10 (ten) administrative officials from the Department of Higher Education, Nagaland. The secondary data for the study was upon pertinent published texts and data available.

5.15. Analysis of the data

The data collected from the questionnaires were tabulated into simple statistical mean to percentages and the responses received were then analyzed likewise the data from the interview were analyzed and presented.

5.16. Organisation of the study

The researcher organised the study in the following manner.

Chapter 1-Introduction

The first chapter comprises of the conceptual background on educational policies and programmes in India and college education in Nagaland. The statement of the problem is properly stated along with the significance of the study, operational definitions of the terms used are mentioned, the objectives framed for the study and the related research questions are clearly highlighted with the delimitation of the study.

Chapter 2- Review of literature

A list of literature reviewed from the works of academia, scholars, educationist, writers, and authors relating to the topic of the study was properly cited and mentioned in detail.

Chapter 3-Methodology of the study

The method to be used for the study, the kind of tools to administer for data collection and the statistical tool to be employed was mentioned in this chapter.

Chapter 4-Analysis and interpretation

The collected data were tabulated, analyzed and interpreted from the obtained information in detail.

Chapter 5- Summary, findings, discussion, conclusion and suggestion.

The final chapter comprised of summary of the study, the findings of the study, discussion for effective implementation of policies and programmes, conclusion and suggestive measures for improvement of college education.

5.17. Major Findings from Objective - 1:

To make a brief assessment of college education status in Nagaland

1. The infrastructural facilities for concrete college building and classrooms was implemented satisfactorily both in Private and Government colleges
2. It was found that ramp facility was provided in the college according to 61.54% of principals with 30.44% of teachers in Private colleges and 42.86% of Principals with 51.28% of teachers in the Government colleges for physically disadvantage person however this was comparatively low in both types of colleges to meet the needs.
3. It was found that 69.23% according to the teachers of the Government colleges were having departmental rooms with library separately whereas in Private colleges it was limited with responses from only 48.91%.
4. ICT facility in the classroom was made accessible to the students in Government colleges which were agreed by 92.31% of the teachers in Government colleges and 78.31% of its students. Meanwhile, in the Private Colleges 48.91% of the teachers and 39.33% of the students expressed that ICT facility was available.
5. 100% Government College Principals agreed that quarter for Principals were available while on the contrary in Private colleges only 38.46% agreed to have Principals quarters.
6. Availability of hostels in government colleges for both male and female students was available while 30.77% of the college teachers admitted that the college grant Wi-Fi facility in the hostels. In contrast only 28.26% of the teachers from private colleges have expressed that hostels were available for both boys and girls however, 47.83% of the teachers exhibited that Wi-Fi facility was not available in the hostels.

7. Government colleges provide 100% bus transportation facilities to students as stated by the Principals.
8. It was recognized that there was no facility for special ladies bus for female teachers and female students in both private and government colleges.
9. Library facilities in the colleges for both private and government recorded to possess a minimum number of 2000 quality books, automation of library books was done using ILMS (Integrated Library Management System), availability of reference desk and e-resources. It was found that internet facility in the library was better at government colleges than private colleges.
10. Laboratory facilities for colleges offering science stream showed that students were accessing sufficient equipment, laboratory instruments were updated timely and safety measures in the laboratory were taken care of.
11. Computer room was available in both the two types of colleges but as a result of low funding according to the Principals from the Private and Government colleges' facility for instructor, computers for teachers and internet accessibility in the computer room were hardly available.
12. One each from Private college and Government College provided the facility of a Doctor, nurse assistant and ambulance in the campus health clinic. All the remaining colleges provided only first aid kit medicines available for emergency. Health awareness programmes were conducted in the colleges occasionally.
13. The colleges were running without physical instructor or coach for games and sports except for 15.39% in private colleges and 14.29% in government colleges as reported by the principals from the two type of institutions. Students from both private and government colleges were actively participating in the ANCSU (All Nagaland College Students Union) annual sports meet and other related activities.

14. Special classes' and financial assistance for needy students were prevalent other than that according to 23.08% of the Principals in the Private colleges and 42.86% of the principals in the Government colleges the UGC-admission reservation policy were followed
15. Majority of teachers and students from private colleges and government colleges agreed that students availed state scholarships, meritorious scholarships and if entitled, welfare fund were also provided for students who require financial assistance as well as found the college fees to be nominal which were revised according to UGC rules.
16. 53.85% of the Principals in Private colleges and 57.14% of the Principals in the Government colleges said that semester system was rigid. Teachers from the Government colleges asserted that social events in the colleges hinder normal classes to complete the courses and for which it is burdensome.
17. The system of evaluation in semester system were supported by 94.5% of the teachers in the Private colleges and 84.62% of the teachers in the Government colleges as well as it was suggested to make internal assessment external for all the students to make educational system more competitive. On the other hand, Principals from the Private colleges expressed that uniform grading system should be implemented to facilitate students mobility across institutions within the country while Principals from the Government colleges stated that assigning marks to the students should be considerate and grading be used objectively.
18. Grants such as UGC-Autonomy Grants, CPE Grants were received by the Autonomous Colleges while Grant-in aid was received by other Private and Government Colleges.

5.18. Major Findings from Objective - 2:

To find out the participation of women in college education

1. There were less women hostels and staff quarters availability for female teaching faculty in government colleges as agreed by 14.29% of the Principals and 23.08% of the teachers in the Government colleges, although 38.46% of the Principals and 53.26% of the teachers in the Private colleges expressed to have such facilities. These showed that the provisions for women in Private colleges were finer than in Government colleges.
2. The minimum facility of T.V and Newspapers were available in all the colleges that had the facility for students' girls' hostels.
3. A woman cell/Committee was active in all the private and government colleges and special grants from the colleges itself was given to the committee to organize programmes and conduct activities for the empowerment of female teachers and students.
4. There were no particular allowances available for women faculty which was agreed upon by all the Principals from private colleges and government colleges.
5. There was absolutely no women administrator allowance or special grants for Government colleges but 23.08% of the Principals from the Private colleges asserted that women administrator were provided with an allowance and special grants.
6. Post reservation of seats for female teaching faculty facility was not available in the colleges as mentioned by the Principals from all the Private and Government Colleges.
7. Female teachers and students were given equal opportunity to participate in the college activities and in particular for female teachers in work related activities.

8. The single child scholarship for female students in the college was not familiar to most of the students in the colleges.

5.19. Major Findings from Objective- 3:

To study the implementation of RUSA developmental programmes for college education

1. Each and every Government college were receiving RUSA (Rashtriya Uchchatar Shiksha Abhiyan) financial assistance for college development as agreed by 100% of the Principals the Government Colleges.
2. Students were aware of the RUSA program and 89% of the students agreed to have found the activities completed under RUSA satisfactory.
3. Vocational courses were offered under RUSA in all the Government colleges and the Government Autonomous College had the maximum number of four courses for students to select according to their interest while remaining Government colleges offered only one to three courses.
4. Courses were offered under the RUSA scheme in addition to the courses offered were designed by Nagaland University. The courses offered were certificate oriented and designed to benefit students' future careers. Keeping in view the demand, suitability and topography of the place, the courses were designed to suit the socio-economic environment of the students.
5. Challenges were faced according to 57.14% of the principals and 58.97% of the teachers while implementing RUSA activities in the colleges, such as lack of funds and proper guidelines from the department to the specific institutions with the RUSA scheme programs.

5.20. Major Findings from Objective - 4:

To identify research, training and extension activities undertaken by the faculty

1. Principals of the colleges acknowledged that teachers were active in research. However, the teachers' responses showed that teachers pursuing and completing Ph.D. and in addition to research publications were inadequate for quality education with only 9.78% in private colleges and 30.77% in government colleges were engaged in active research work. Nevertheless, the teachers responses also showed that the teaching faculties were proactively participating in seminars and workshops.
2. Qualifications of the teachers in colleges showed that the Government colleges were well qualified, with the majority completing their Ph.D. and few pursuing it. In contrast to, teachers in the private colleges were mostly yet to pursue Ph.D. and commenced with other related research works.
3. Research projects were undertaken more at Government Colleges, as agreed by 57.14% of the principals compared to 23.08% of the Principals in Private colleges.
4. Teachers in pursuance of Research Projects were conducting mostly under the sponsorship of UGC and ICSSR.
5. It was discovered that 42.86% of the Principals from the Government colleges and 23.08% of the Principals from the Private colleges had their own recognized journals. Simultaneously, Government colleges were performing better than the Private colleges to organize National and International Seminars as well as Workshops
6. Recognized Research Awards were achieved according to 28.57% of the Principals from Government colleges and 7.69% of the Principals in the Private colleges.

7. Orientation programme were attended according to 58.97% of the teachers in the government colleges and 56.52% of the teachers in the private colleges similarly, refresher course were also attended for professional development. In addition crash courses for the Principals were attended by 57.14% in Government colleges and 61.54% in Private colleges.
8. Lack of technological knowledge on ICT in classrooms was found among the teachers, which has hindered to build the teachers' experiences about practical skills and coped up with the requirement of the current professional needs.
9. Only 38.46% of the Principals from the Private colleges and 42.86% of Principals from the Government Colleges acknowledged that the Department of Higher Education organized training programs for Principals and teachers in the college.
10. NCC was active in all the colleges, and students along with teachers were active in the program. Several college teachers, in their extension activities, engaged in NCC and also held the position of ANO (Associate NCC Officer).
11. Teachers' involvements in attending training programmes, camps and events in the NCC extension activities for the college were promoted to the post Sergeant Rank in NCC.
12. NSS was functioning in the colleges and teachers involved in the NSS extension activity were even designated to the post of Programme officers. The committee also renders and organizes community services and related activities
13. RRC was operational in the colleges and colleges with exceptional performances from the teachers were further designated to the post of Nodal Officers and coordinators of clubs.

5.21. Major Findings from Objective -5:

To study the application of e-governance system in colleges

- 1 Colleges were advancing with technology where in college website was accessible with institution history, identity, and activities as per 84.6% of the Principals in the Private Colleges and 100% of Principals in the Government Colleges. In addition the college website was updated timely with the latest news and activities of the colleges.
- 2 Electronic documentation of uploading and downloading documents together with maintaining of records were short of achieving full accessibility from the users as per 69.23% of the Principals in the Private Colleges and 71.43% of the Principals in the Government Colleges related to the availability of the facilities..
- 3 Colleges had their email-id checked regularly as was agreed by 100% of the Principals from Private and Government Colleges. The prime objective for accessibility of email was to make communication more effective and to provide instant information and responds to queries.
- 4 Principals and Teachers in the colleges were not well oriented with smart classrooms for the teaching-learning transactions that required a computer or smart board, internet connection, and ceiling projectors. Colleges primarily operated in the traditional mode, and only a few colleges had the privileged to operate those technological facilities.
- 5 Online services for various online courses and classes were available from colleges that had accessibility through the platforms of IGNOU and SWAYAM in the college.

- 6 Teachers in both Private and Government Colleges were extending their services as tutors or mentors for the online courses according to 27.17% of the Private College Teachers and 20.51% of the Government College Teachers.
- 7 The teachers were not well equipped in operating technologies for presenting audio/video lecturers in the colleges.
- 8 Many colleges did not have free internet access due to a lack of funds and topographic reasons.

5.22. Major Findings from Objective -6:

To bring out the benefits and challenges of the subject offered under vocational courses or choice-based credit system.

- 1 Vocational courses were offered 100% in all the government colleges according to the Principals, while only 38.46% of the Principals in the private colleges expressed to offered vocational courses.
- 2 Instructors were available 100% in the government colleges as reported by the Principals, however only 38.46% had instructors as per the Principals of the private colleges. Private colleges were mostly without permanent instructors and appointed only part-timers from outside as resource persons to teach the vocational courses.
- 3 Vocational-oriented certificate and diploma courses were offered in government colleges, while in private colleges, there were no such certificate and diploma courses.
- 4 The vocational courses according to the Government colleges asserted that it was selected to make students more self-reliant and generate capacity building for the students' future career.

- 5 Exposure trips were conducted to different places related to the courses for divergent ideas and exposure so that learning was not restricted but multi-disciplinary and to bring out the creativity within the learner.
- 6 Difficulties were faced while introducing the vocational-based courses in the colleges. According to the Private Colleges Principals the lack of financial support, less responses from students and lack of suitability were the fundamental cause of challenges that appeared while the root cause for the Principals from the Government Colleges claimed that it was due to the shortage of maintenance and salary components for employees. In addition to, the teachers stated that the ground adversity was related to the lack of specialist teachers and funds.
- 7 In between the year 2015-16, the Autonomous Colleges went ahead in successfully implementing the UGC framed syllabus of the Choice-Based Credit System Course and also few papers were formulated by the teaching faculties of the concerned colleges.
- 9 The Choice-Based Credit System offered in other Private and Government colleges was a certified optional paper for the final semester students in the undergraduate course. The CBCS optional paper offered were either framed by the concerned college or have been adopted from other colleges.
- 10 The optional CBCS papers were EVS which was developed by the Nagaland University while, Disaster Management and Mental Health and Hygiene were formulated by the college teachers. According to the Principal's responses, choice-based credit system program were offered by 15.39% of the private colleges and 42.86% from the government colleges.
- 11 The motive behind selection of CBCS-optional paper in the Private colleges were owing to help them in the UPSC(Union Public Service Commission) / NPSC

- (Nagaland Public Service Commission) exam preparation while the Government colleges stated that it was to provide flexibility in choosing subjects and offer comprehensive integrated education for practical applicability on human life.
- 12 The difficulties faced in implementing the Choice-Based Credit System-UGC framed syllabus according to the Principals of the Private colleges were due to the lack of qualified teachers and lack of interest from the part of students for the subjects offered. On the other hand, Principals from the Government colleges claimed that lack of infrastructure, human resources and lack of enthusiasm among students for the subjects offered were the reasons behind the struggle during the time of the course commencement.
 - 13 There were difficulties in initiating the courses at the beginning as reported by the teachers in private and Government colleges for CBCS-UGC framed syllabus with factors related to understanding the structure of the courses and internal adjustments within the college for CBCS-UGC framed syllabus.

5.23. Major Findings from Objective 7

To study the role of NAAC assessment on colleges in Nagaland

- 1 IQAC (Internal Quality Assessment Cell) was set up in all the colleges and consisted of IQAC co-ordinator Principals as Chairperson, Teacher representatives, Student representative, Stakeholders or Industrialist, Alumni representative, District Administrator, Head Assistant from non-teaching staffs, Board members and other Senior teachers in the college.
- 2 Records from the colleges were systematically documented and the data's were maintained rightly such as the profile of Principals, teachers, students, non-

- teaching faculties, institutional details, and performances for evidence according to 92.31% of Private College Principals and 100% of Government College Principals.
- 3 The IQAC kept placement paperwork of the faculties were well maintained regularly and in progress.
 - 4 Colleges that had been assessed and accredited by NAAC concerted that the assigned grade to the college was satisfactory and that assessment-built motivation, improved the college system, and upgraded institutional status.
 - 5 There were 6 private colleges with 1 government colleges who were in the process of assessment and were yet to submit their SSR (Self Study Report), while 1 college was waiting for peer team visit after successfully submitting the SSR.
 - 6 Colleges gearing up for the process of assessment found that the criteria to fulfil for NAAC assessment and accreditation were difficult.
 - 7 Autonomous Colleges believed that the autonomy status granted to the college uplifted the efficiency and accuracy of management and administration with less interference from other external authorities.
 - 8 Reservation of seats for students in Autonomous colleges under the category of ST/SC/OBC/BT was available as per the UGC reservation policy according to 100% of the Principals in Autonomous Private and Autonomous Government colleges.
 - 9 Professional courses were attended by the administrators and teaching faculties of the colleges.
 - 10 Seminars and workshops were organized by the colleges. In addition, it was found that the Autonomous Colleges administrators were highly motivating and encouraged their teaching faculties for research and related works. However, these very essences were missing from the administrators of other colleges.

- 11 It is found in Private Autonomous Colleges and Government Autonomous Colleges that 100% research works were undertaken by the teaching faculties.

5.24. Major Findings from Objective 8

To suggest measures for improvement of college education in Nagaland.

1. Developing a dynamic curriculum is needed to improve the quality of college education. The curriculum is developed to current events and requirements.
2. The syllabus should be employment oriented and focus on the industry-related placement of students.
3. Constructive education should be emphasized for vocational and skill-based learning
4. Financial assistance should be provided for research and laboratory, and improve practical equipment and instruments for science students. Furthermore, government assistance is needed for infrastructure in the private colleges.
5. The Department of Higher Education, Nagaland, should necessitate a genuine and conventional policy.
6. Following NAAC guidelines for quality education will bring about improvement in college education.
7. Teachers should pursue Ph.D. and research projects and attend professional courses and orientation t to raise the education standard.
8. Given the system of examination, an annual system of examination should be re-introduced, abolishing internal marking with an adequately designed syllabus for quality and active competition among the students.
9. Good volumes of books should be available in the library, and free internet accessibility in the library and college campus.

10. Frequent transfer of teachers in government colleges should be avoided, and sufficient teachers should be available to run each department within the college.
11. Students' exposure trips should be conducted as part of the learning experience to implant new knowledge and enriching experiences.
12. Student exchange programs should be practiced to acquaint students from different colleges with the richness of culture and environment, facilitate inter-exchange experiences, and gain more insight into the stand of each college regarding facility, talents, competitiveness, and general quality of education.

5.25. Discussion

The present study, "A study on the policies and programs of College Education in Nagaland with special reference to the 12th Five Year Plan: Implementation and Challenges," is distinct from the perspective of goals and mission to performance and achievement. A thorough study of the literature review gave a picturesque on studies related to the topic and the mapping of the present study. The context of an educational system should be quality oriented was stated by Babu Hari K, Babu Kishore K, and Kumar Mahendra K (2010) that the importance of quality has multiple concepts in higher education embracing inputs such as students, faculty members, the infrastructure and the process of education covering all areas as well as the quality of the output and, that it is the quality aspect that should be taken care to board Indian Higher Education. The phenomena of college education concerning the 12th Five Year Plan in Nagaland shall be discussed.

1. In this study, the present status of colleges displays that infrastructural facilities provided were good but not good enough to call it as quality education. The reality reflects at the inadequate infrastructural facilities and the inefficient operational process of the colleges. This is similar to the study made by Rongsenmenla

Longkumer (2014) that the prime difficulty for college development was pointed as infrastructural facilities and shortage of financial assistance necessitated for enhancement and progress of college infrastructure. In this study, too, it was found that basic amenities such as ramp facility, fire safety, staff and Principals quarter in infrastructural facilities to provision for e-books, journals, and other book subscriptions in libraries, laboratories equipment, SC/ST/Minorities amenities, and system of examination for the under-graduate courses were lacking in almost all colleges except for the autonomous colleges.

2. Women's participation in colleges showed more female teachers and students than the male gender, even though the number of women colleges was less and perhaps quickly outnumbered. The findings of Ramachandra G (2010) on female education stated that the increased number of female students in colleges impacted women's employment. The 12th Five-year Plan proposed special allowances or rewards for women administrators to motivate and encourage female teachers, which could impact the status of higher education. However, the major drawback here was that there were no special facilities provided to support education for female students or encourage female teachers for administration, and the problem was reflected in the failure of providing accommodations in the college, instituting women cell/committee, aid finances for encouragement, and initiative to provide arrangement for the participation of female teachers and students in colleges.
3. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was implemented in all government colleges with progressive works. The colleges with the RUSA scheme were managed to offer different vocational courses based upon the needs and suitability of the place where the institution was situated and to suit learners' adaptability to bring about self-sufficiency and self-independency financially for generating self-employment.

Furthermore, the study shows that colleges received financial assistance from RUSA for infrastructural development in the college. However, factors like late fund release and shortage of physical and human resources to support and maintain the works under the scheme were the major challenge in implementing courses under RUSA. The fruit of RUSA's developmental programs and activities is yet to be experienced; nevertheless, RUSA has been successfully implemented and running effectively in all the colleges.

4. Research is the key to knowledge and wisdom that is much needed from teachers as a bank of learners' instructors and intellectuals. This study found out that research activities of college teachers pursuing PhD were relatively fair in which teachers who had completed their research was less than an average of 50% in all the colleges. It was also established that an average number of teachers attended orientation programs and refresher courses. The findings of Benal, B. I (1987) corroborated the present study findings that stated that qualitative improvement in the affiliated colleges and the university was not very significant. Hardly any effort had been made to reorient the in-service training providing up-to-date knowledge to the teachers recruited at the affiliated colleges and the university level. The authorities of the university had not made any attempt to look into the academic problems of the teachers. Additionally, research publications, recognized journals and awards for excellence in research from teachers and Principals were lower than an average of 50%. Konwar Nitu and Chakraborty Subhadeep (2013), in their study "Higher Education Scenario of North-Eastern India," found out that a lack of innovative outlook and research ingredients hindered the development of teachers, students, and the overall infrastructure of the institutions. Extension activities of teachers in the colleges were of standard level for almost all the colleges, with only a handful of students from private and autonomous

colleges having excelled marvelously in NCC for achieving students' recruitment through NCC for career along with NSS and RRC with projects that ventures for regional upliftment.

5. Technology is undoubtedly a prerequisite for learning. The study showed that the e-governance system in colleges was running better at government colleges with the availability of college websites, electronic email documentation, and online services for queries and updates. Shrivastava, R.K (Dr.), Raizada, A.K (Dr.), and Saxena Neeta (2014), in their study entitled 'Role of e-governance to strengthen the higher education system in India' stated that educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security, and reports. In the context of administration and management with the e-governance system in Nagaland, there was a conscientious practice; however, teaching faculties as tutors or mentors to the different online courses was insignificant for courses such as SWAYAM and IGNOU. The system of e-governance is indispensable for educational institutions and may need more application and practice in Nagaland to regulate quality service and education. This was corroborated by the study of Batta Mohit, Sethi Ashwani, and Kaur Rajdeep (2012) in E-governance in E-administration that stated that e-governance focused on more significant attention to improving service delivery information, enhancing the efficiency of production, and emphasis upon the broader access of information.
6. In the study of Padmasundari N, EsaoBlessy (2010) entitled "Challenges of education in 21st century," it was firmly stated that new challenges in higher education were to fit skill development in the educational infrastructure and that education should give

opportunities to meet labour market in the challenging world. The 12th Five Year Plan stated that vocational education required an in-depth analysis of all aspects covering the entrance to the courses, the curriculum prescription, the methodology of the transaction, infrastructural support to offer the program, procedures of evaluation and certification, employability by the market, possibilities for vertical mobility. Etc. Similarly, this study found that vocational courses were offered in certificate and diploma courses depending on the nature of the place and the demand for skills in a few colleges. However, despite the excellent initiative, challenges like appointing teachers for the related courses and the constraints in physical infrastructure and financial resources were the fundamental barriers to implementing the courses. In 2015 Union Grants Commission (UGC) adopted the Choice-Based Credit System (CBCS) to bring equity, efficiency, and excellence to the country's Higher Education System. Correspondingly, colleges in Nagaland commenced with the choice-based credit system. However, in comparison, the government colleges and autonomous colleges initiated different courses developed by their faculties and adopted from each other. It is observed that these colleges found the CBCS favorable. On the contrary, most private colleges were yet to implement the choice-based credit system effectively. The crucial point of challenges in implementing a choice-based credit system was initially found owing to the difficulty in understanding the structure and application of the course alongside internal adjustment problems within the colleges.

7. The present study also revealed that assessment and accreditation had been strictly adhered to in all the colleges. Three colleges with excellence have been granted autonomous college from National Assessment and Accreditation Council (NAAC) under UGC. In addition, colleges assessed and accredited by NAAC were perceived to have better college management and administration. However, some colleges were

yet to be assessed and accredited. These colleges found the guidelines to be demanding and strenuous to follow and fulfil. Colleges granted autonomy status found the institutional working more flexible without external authority interference. Furthermore, the autonomous colleges ardently organized seminars/workshops, and additionally, the teaching faculties developed course curricula and undertook research works and projects. On the other side, the remaining colleges had less motivation and enthusiasm to appreciate and take up such activities; as a result, the predicament lies in delivering quality education and improving quality institutions.

8. To execute quality education, Principals from the colleges proposed to have a dynamic curriculum, prioritize skill enhancement of students, and centred to aim at industry-related placements for students, financial assistance for research, conventional policy from the Department of Higher Education, Nagaland, adhere to NAAC guidelines and evolve professional commitment and ethics to work from the teachers. Propositions from the college teachers excerpted to design curriculum according to current events, attend professional courses, pursue research-related works, and evade recurring transfer of teachers. Alternatively, the students expressed to impart skill-based education and vocational training as well as student exchange programs and seminars on career guidance.

Policies and programs for college education were formulated with the primary objective of delivering accessibility, equity, and quality of education. Despite that, it was observed that assessment during the developing and advancing phase of higher education had not been attended. Consequently, the point for accomplishing or fulfilling the 12th Five-year Plan objective remains unknown. It is vital to keep track of the performances and development of educational institutions to administer an analytical concept in constructing an appropriate structure for future references.

5.26. Conclusions

This study attempted to assess and evaluate the implementation of policies and programs for college education in Nagaland with special reference to the 12th Five Year Plan.

The study showed that implementing access to infrastructural facilities was more satisfactory in Government colleges than in Private colleges for ICT classrooms, fire safety, Principal quarters, financial assistance to students, provision for Wi-Fi facility, and bus services. However, both the private and government colleges were doing well with the library facility of possessing a minimum of 2000 books in the libraries along with sufficient and well equipped laboratory facilities for students in the college. The two types of colleges are in meagre quality for ramp facility and ST/SC/Minority. Shifting from an annual system to a semester has been successfully implemented and supported moderately by both types of colleges.

Amenities provided in the colleges for women were inadequate regarding staff quarters or hostel for lady teachers, reservation of seats for women in teaching faculty, and the un-familiarization for a single-child scholarship for the undergraduate girl students.

There were issues and challenges faced while implementing RUSA in the colleges due to lack of specialized instructors for courses to run under RUSA, shortage of physical and human resources, maintenance of the work under it, and time-draining of the committee and funds released were tied up.

The challenges in pursuing a Ph.D. for private college teachers were because of the non-availability of leave for a research study; instead, they would have to sacrifice their jobs and lack financial support to pursue research. Although the numbers of Government college teachers were active in research in comparison to private

colleges there were drawbacks due to the nature of teachers' appointment. The disadvantage in government colleges was owing to a massive number of teachers on contractual basis of appointment in view of the fact that the teachers other than the regular teachers were not entitled for study leave to pursue research, take in research projects or attend to mandatory entry-level training at Assistant Professor for orientation and refresher courses.

The issue in the college e-governance system lies in the inadequacy of knowledge on the part of the administrators and the teachers in orienting themselves with the current needs of quality education, which is technological advancement.

The challenges experienced in implementing vocational courses were caused by selecting the course suitability, lack of student motivation response, lack of specialized teachers, problem of maintenance and salary components of employees, shortage of funds, and limited time factor in the semester system.

The NAAC assessment and accreditation were made mandatory for all the colleges by the 12th Five Year Plan policy. It appeared that there are many Private colleges and a couple of Government colleges in Nagaland that are yet to go through assessment and accreditation. These colleges felt that the reason for late NAAC assessment was owing to the assessment criteria that were demanding, and also there was a shortfall of physical, financial, and human resources.

The study appeared that though many policies and programs were implemented, it is desirous to check on these, so assistance and support can be provided to achieve the expected goals and objectives from such an initiative. The study also showed that policies for college education were initially problematic for institutions to implement because of insufficient understanding and correct comprehension and expertise. In addition, programs were enforced and not effectively maintained or supervised; thus,

it reduced the quality magnitude of the colleges. Policies and programs were embarked on at first with all dynamism. However, a lack of timely supervision and inspection in administering the program brought about non-fulfilment of the initiative taken.

5.27. Educational Implications and Suggestions

1. Basic infrastructural facilities in the colleges were available. However, colleges may need to improve upon it to strive for accessibility and quality education. Ramp facilities should be provided in the colleges to integrate all students into the college without disparity. Colleges also need to improve the equipment for ICT facility in the classroom and internet connectivity with computer instructors for assistance. Health clinics should be enhanced with the essential requirement, and physical instructors should be available; furthermore, the admission reservation policy of UGC guidelines should be observed.
2. There was a shortage of hostel provisions for most female college students and teachers. Hostels should be available to all female students and staff quarters for women teachers. Reservation of seats for women in teaching may be designated, and perhaps special grants for women administrators or Principals be made available in colleges to encourage women in higher education.
3. The orientation program should be given on the RUSA scheme so colleges can figure out the facilities to promote the developmental programs under it. RUSA that aimed to provide equity should be properly addressed to reform the educational institutions so that it is focussed at bringing improvement and development in the sphere of infrastructure, human resource, teaching-learning experiences and research. Information on training, programs organized by various institutions, organizations should be disseminated.

4. Research, publications, and research projects ought to be encouraged among teachers. They should be additionally stimulated to attend the entry training program of orientation courses and refresher courses, besides attending other related courses to refurbish one's knowledge and expertise. Colleges should be stimulated and determined to own a recognized journal that is a UGC care list to facilitate realization for research and to raise the academic standard.
5. All stakeholders should understand the significance of E-governance to grasp the advantage by all in perceiving the demand for paperless work that is less time-consuming and efficient, including the actual application of electronic media in communication and deliverance for ICT facilities in the classroom. Teachers can serve as a mentor for online courses and services.
6. Vocational courses were provided in all the government colleges as certificate courses and benefited the students. The courses were selected according to the demand of the topography and on a need basis. Vocational courses should also be introduced in all private colleges to yield the benefits that other sectors of colleges were receiving. A formal survey should be conducted to examine whether the courses selected benefited the students and could adequately fit the physical, financial, and human resources available in the college. In line with the choice-based credit system that has been extended in colleges; an optional subject has been provided in undergraduate courses. However, the main concern here is to make the educators and administrators in the colleges comprehend the courses' structure, the benefits of the courses, and the competency of the teachers to guide and conduct the course profitably with proficiency. The Nagaland University may initiate orientation programme so that colleges may implement such courses effectively.

7. NAAC assessed colleges that had completed their first cycle were striving to further their growth and advancement for quality; on the other hand, colleges even without a first cycle were struggling to fulfil the criteria for assessment owing to lack of financial support and human resources. It is vital to assist such colleges with support if the quality is to be achieved in higher education institutions. Furthermore, colleges assessed and accredited by NAAC perceived that it builds motivation and has improved the institutional status. On the other hand, the autonomous colleges' experiences were that management and administration of the college were easier with less interference from the authorities. More colleges should be mentored and guided to achieve autonomy.
8. Given quality education being the top priority for colleges in higher education, the syllabus must be revised to current events and requirements especially in the context of NEP 2020. In addition, a genuine and well crafted policy should be formulated by the Department of Higher Education of the State.
9. The efficiency of such a policy should be examined during and after implementation. Since the quality of education is a key to building the students' future, frequent transfer of teachers should be refrained to avoid disruption of the teaching-learning process in the college.
10. To strengthen students' comprehension of practical experiences, exposure trips should be undertaken to gain more insight into advanced knowledge. These exposures can enlightened students to think beyond the domain of their present knowledge and discover new horizon of career opportunities through industrial visit, expanding social network, exploring places and broadening knowledge at the working ethics outside one's own hometown.

5.28. Suggestions for Further Study

1. To examine the participation of women in higher education institutions
2. To evaluate the implementation of RUSA developmental programme in Nagaland
3. To study the role of teachers in research for quality education
4. A comparative study on NAAC assessed colleges and autonomous colleges.
5. To examine the efficacy of education policies such as NEP 2020 in schools, higher education institutions, after its implementation.
6. To evaluate the implementation of choice-based credit system (CBCS) after three to four years.

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APPENDIX-I
QUESTIONNAIRE FOR PRINCIPAL

1. Name of the Principal.....
2. Date of joining.....
3. Educational Qualifications (Please tick)
(a) M.A [] (b) M.Sc [] (c) M.Com []
(d) M.Phil [] (e) M.Ed. [] (f) B.Ed. []
(g) PhD [] (h) NET []
(i) Any other.....
4. Name of the College.....
5. College Category: Private/Government/Autonomous (Please tick)
6. Type of College: Co-ed College/ Girls College/ Boys College (Please tick)
7. Year of establishment.....
8. College
address.....
9. College
website.....
10. College
email.....
11. College
Affiliations.....
12. Courses Offered. (Please tick)
a) B.A []
b) B.Sc []
c) B.Com []
d) M.A []
e) M.Sc []

Instructions: Please read the questions properly and give your answers through a tick to the options provided with Y for Yes and N for No. Furthermore you are requested to give your opinions and suggestions in some questions for which space are provided. Your responses and comments will be used only for research purpose and shall be kept in confidential.

(Kindly select the option provided with Yes for Y and No for N)

A). what are the developments achieved for the growth of the college?

Infrastructural Facilities

- | | |
|--|-------|
| 1. College building is equipped with safety | (Y/N) |
| 2. Classrooms are sufficient for students of all courses | (Y/N) |
| 3. Classrooms settings and arrangements are comfortable for learning | (Y/N) |
| 4. Fire safety measures are provided in the college | (Y/N) |
| 5. Hygiene and good sanitation in the college is maintained | (Y/N) |
| 6. Ramp facility is provided in the college building | (Y/N) |
| 7. Sufficient computers are provided for faculty use | (Y/N) |
| 8. ICT is accessible in all the classrooms | (Y/N) |
| 9. Power back up is available | (Y/N) |
| 10. Clean drinking water facility is provided | (Y/N) |
| 11. Canteen is available | (Y/N) |
| 12. Staff quarters are available | (Y/N) |
| 13. Principal quarter is available | (Y/N) |
| 14. Land is available for further expansion of college | (Y/N) |

Library

- | | |
|---|-------|
| 1. Volume of books available are well maintained | (Y/N) |
| 2. Books are purchased timely | (Y/N) |
| 3. Teachers suggestions for books are procured | (Y/N) |
| 4. Library reference desk is available and updated | (Y/N) |
| 5. Automation of library books is done | (Y/N) |
| 6. Internet facility is provided in the library | (Y/N) |
| 7. Librarian is professional in the work | (Y/N) |
| 8. Books are donated by teaching faculty members and Principal | (Y/N) |
| 9. Donations/Grants are received from higher authority to purchase book | (Y/N) |

(Specify the source).....

Laboratories

- | | | |
|--|---|-------|
| 1. Laboratory | (i) Spacious | (Y/N) |
| | (ii) Well arranged | (Y/N) |
| 2. Required equipments are sufficiently provided | | (Y/N) |
| 3. Laboratory requirements are | (i) Purchased | (Y/N) |
| | (ii) Updated | (Y/N) |
| | (iii) Safety measures are ensured | (Y/N) |
| | (iv) Security is managed to avoid damages and theft | (Y/N) |

Computer Room

- | | |
|---|-------|
| 1. Separate computer room is available | (Y/N) |
| 2. A full time computer instructor is appointed | (Y/N) |
| 3. Internet accessibility with good speed | (Y/N) |
| 4. Computer desk is available for faculty | (Y/N) |
| 5. Maintenance of the computers and related matters are regulated on time | (Y/N) |

SC/ST /MINORITIES

1. Special classes are given to students belonging to this group (Y/N)
2. Different financial assistance for students of the category is available (Y/N)
(If yes, specify)-----

3. Admission seats are reserved for the category (Y/N)
(If yes, please specify the reserved seats)-----

Health Clinic

1. Doctor is available (Y/N)
2. Nurse is available (Y/N)
3. Allowances of the service provider are borne from (Please tick)
(i) College ()
(ii) Government ()
4. Emergency ambulance is there (Y/N)
5. College has an understanding with outside hospital or clinic (Y/N)
6. Health camp booth on different events are organized (Y/N)

Games and Sports

1. Regular Physical instructor is appointed (Y/N)
2. Indoor stadium is there (Y/N)
3. Open space playground/football ground (Y/N)
4. Fitness centre is available (Y/N)
5. Recreational rooms are there (Y/N)
6. Participation in annual college students union(ANCSU) sports (Y/N)
7. Any student with excellence in games and sports (Y/N)

If yes, specify the details

District-----
State-----
National-----
International-----

Finance

1. Grants are received from State Government (Y/N)
(If yes, specify the grant)-----

2. Grants are received from Central Government (Y/N)
(If yes, specify the grant)-----

3. State Government Scholarships for students are availed (Y/N)
4. Any student availing meritorious scholarships (Y/N)
(If yes, mention name of scholarship)-----

5. College fee revised after every three years according to UGC rules (Y/N)

6. College welfare fund is available (Y/N)
(If yes, specify category of student)

Hostel

1. Location of hostel is in close proximity with college (Y/N)

2. Hostel is available for both girls and boys students (Y/N)
(Mention seat availability)

3. Hostel warden is from within college faculty (Y/N)
(if yes, specify nature of appointment)

4. Hostel Committee looks after hostel management (Y/N)

5. Media platform (i) Newspapers is available (Y/N)

(ii) TV (Y/N)

(iii) Wifi (Y/N)

Transport

1. Bus is available for both day scholars and hostel-dweller students (Y/N)
(Specify number of buses)

2. Teaching and non-teaching faculties have different bus (Y/N)

3. Special buses available for girl students and lady teachers (Y/N)

Examination in semester system

1. Continuous Internal Assessment(CIA) of semester system is implemented efficiently (Y/N)

2. Semester system examination is rigid (Y/N)

3. Evaluation is burdensome for teachers (Y/N)
(Please specify the reason)

4. Suggestions for examination pattern in semester system

Grading

1. Grading system is (i) Accurate (Y/N)

(ii) Fair (Y/N)

2. Grading is easier for students assessment (Y/N)

3. Opinion/Views on grading system

B). what are the amenities provided for women under higher education in colleges?

Accommodations

1. Hostels/Staff quarters are available for female teaching faculty (Y/N)
2. Special ladies common room is available in the campus (Y/N)

Women cell/committee

1. Women cell/committee is functional for all lady faculties and students (Y/N)
 2. Special programmes are held for empowerment (Y/N)
 3. Achievements secured from the committee (Y/N)
- (If yes, please specify)-----

Finance

1. Lady teaching faculties are given special allowances (Y/N)
 2. Women administrator receive special allowances (Y/N)
 3. Different package of special grants are receive for women in the college (Y/N)
- (If yes, please specify)-----

Participation

1. There is a policy of seat reservation for women in teaching faculty (Y/N)
2. Women cell/Committee represents the voice of all women in the college (Y/N)
3. Women participation is not denied in any way (Y/N)

C). what is the developmental growth of RUSA? (For Government Colleges Only)

Finance

1. Assistance from RUSA is received on time (Y/N)
2. Accountability is maintained and updated (Y/N)

Developmental Activities

1. RUSA office is instituted in the college (Y/N)
 2. RUSA committee is constituted (Y/N)
 3. Infrastructural facilities assisted from RUSA (Y/N)
- (Please specify name of assistance)-----

4. Courses are offered through RUSA assistance (Y/N)
5. Courses selected under RUSA in building students future career. Please specify the course and semester

6. Instructor for the courses among teaching faculty (Y/N)

If yes, specify the nature of appointment.....

7. Salary of instructor is enumerated from the funds received (Y/N)

8. Challenges faced in implementing activities under RUSA (Y/N)

If yes, specify reasons.....

9. Any other task completed under RUSA. Please specify

D). what are the research activities, training programmes and extension activities undertaken by the faculty?

Research Activities

1. Teachers are active participant in research works? (Y/N)

2. Number of faculty completed PhD (Y/N)

3. Number of faculty pursuing PhD study (Y/N)

4. Research projects are taken up by the faculty (Y/N)

(If yes, specify).....

5. Colleges organises Seminars, Conferences, Workshops? (Y/N)

(Please list out from 2012-2019)

6. College has a recognized journal publication (Y/N)

(Please mention the name and details).....

7. Any faculty with awards for excellence in research projects (Y/N)

(If yes, specify details).....

Training

1. Faculty are allowed to attend professional development programmes? (Y/N)

(Including orientation and refresher course)

2. Principal crash courses and training are attended (Y/N)

3. Training programmes for faculty are also organised by department of higher education, Nagaland. (Y/N)

(If yes, specify the kind of training)-----

4. Any other training that are attended for faculty professional growth. Please specify.

Extension activities

- | | |
|--|-------|
| 1. National activities such as (i) NCC (National Cadet Corps) is there | (Y/N) |
| (ii) NSS (National Service Scheme) | (Y/N) |
| 2. Training and programmes are attended by the faculty | (Y/N) |
| 3. Faculty involvement is active in NCC and NSS activities | (Y/N) |
| 4. Any achievements succeeded under the activity by the faculty | (Y/N) |
| (If yes, please mention)----- | |
| ----- | |

- | | |
|--|-------|
| 5. Any student placement through NCC and NSS | (Y/N) |
| (If yes, specify details)----- | |
| ----- | |

- | | |
|---|-------|
| 6. Red Ribbon Club (RRC) is functional in the college | (Y/N) |
| (If yes, specify the activities)----- | |
| ----- | |

7. Community participation by faculty other than NCC/NSS/RRC

E). what are the practices under e-governance system?

College website

- | | |
|---|-------|
| 1. College website is updated timely | (Y/N) |
| 2. Examination routine and results are updated | (Y/N) |
| 3. Faculty assist to help in updating college website | (Y/N) |
| 4. E-mail of the college is available | (Y/N) |
| 5. Website posts all necessary and related information and events | (Y/N) |
| 6. Maintenance is rendered for (i) Computer repairing | (Y/N) |
| (ii) Online services | (Y/N) |

Administration and management

- | | |
|--|-------|
| 1. Query mails to the college are replied in time | (Y/N) |
| 2. Mails are checked regularly | (Y/N) |
| 3. All documentation are done through electronic media | (Y/N) |

Online Courses

1. College offers authenticated online courses (Y/N)
 2. Courses available in the college under the programme. Specify

 3. Faculty are Tutor/mentor of the online courses (Y/N)
- F). How are the vocational courses or choice based credit system undertaken in the college?**

Vocational Courses

1. Vocational courses offered are relevant to the students needs (Y/N)
2. List of vocational courses offered. Please mention-----

3. Instructor is available for the courses (Y/N)
4. The course is a certificate course (Y/N)
5. Vocational courses currently on run are beneficial (Y/N)
(Specify the benefits)-----

6. Exposure trips and programmes are organised for students (Y/N)
7. Difficulties are faced in implementing the courses (Y/N)
(Please, specify reasons)-----

Choice Based Credit system

1. College has started to offer choice based credit system courses (Y/N)
2. The courses taken up are adopted from other colleges (Y/N)
3. The courses are developed by the faculty of the college (Y/N)
4. The benefits of the course selected.
(Please mention)-----

5. Courses are equivalent to diploma/degree/certificate (Please tick)
6. Difficulty faced in the course implementation (Y/N)
(Please specify reason)-----

G). what are the roles mandated under NAAC (National Assessment and Accreditation council) in the college?

IQAC

1. IQAC consists of members from all organogram section of the college (Y/N)
2. IQAC holds independent office within the college campus (Y/N)

3. All records and documentation are maintained precisely (Y/N)
4. The committee decides and activates developmental programmes (Y/N)
5. IQAC is in constant contact with IQAC of other colleges (Y/N)
6. IQAC maintains faculty placement documents (Y/N)
7. Events and programmes organised by the committee is updated in the college website (Y/N)

Assessment and Accreditation. (Please, select the category)

I. (For already assessed colleges)

1. The college was assessed on.....
2. Assessment grade is satisfactory and expected (Y/N)
(If any view/opinion please mention).....
3. Assessment has uplifted the college status (Y/N)
(Specify reasons).....
4. Improvement in the college system (Y/N)
(Specify reason).....

II. (For colleges in the process of assessment)

1. SSR has been submitted and awaiting for response (Y/N)
2. The conditions to fulfil the assessment procedure is difficult (Y/N)
(Specify reason).....
3. AAA(Annual Administrative Audit) team visited and graded the college (Y/N)
4. Grades by the team was satisfactory (Y/N)
5. Any views/opinions on Assessment

III. (For autonomous colleges)

1. The management and administration of college is difficult (Y/N)
(Please, specify reasons).....
2. Human resources available is sufficient (Y/N)
3. Reservation policy for admission is as per to UGC rules (Y/N)
(Kindly state the percentage/number of such reservation).....
4. Financial assistance is received (Y/N)

(Please, mention the source)-----

5. Faculty are allowed to undergo professional growth programmes and courses(Y/N)
6. Students are taken for educational exposure trips (Y/N)
7. Curriculum are designed by the college (Y/N)
(If yes, please list the courses)-----

8. Faculty is active to research work and projects (Y/N)
H). Please give your suggestions for improvement of quality education in colleges

APPENDIX-II

QUESTIONNAIRE FOR TEACHERS

1. Name.....
2. Designation.....
3. Year of joining.....
4. Name of the College.....
5. Department.....
6. College Type: Private/Government/Autonomous (Please tick)
7. Nature of appointment(Please tick)
 - (a) Regular
 - (b) Contract/Adhoc
 - (c) Full-Time
 - (d) Part-Time
8. Educational Qualifications(Please tick)
 - (a) M.A ☐
 - (b) M.Sc ☐
 - (c) M.Com ☐
 - (d) M.Phil ☐
 - (e) M.Ed. ☐
 - (f) B.Ed. ☐
 - (g) PhD ☐
 - (h) NET ☐
 - (i) Any other.....
9. Teaching Experience (years).....

Instructions: Please read the questions properly and give your answers through a tick to the options provided with Y for Yes and N for No. Furthermore you are requested to give your opinions and suggestions in some questions for which space are provided. Your responses and comments will be used only for research purpose and shall be kept in confidential.

(Kindly select the option provided with Y for Yes and N for No)

A). what are the developments achieved for the growth of the college?

Infrastructural facilities

- 1) College building has a safe learning environment (Y/N)
- 2) The classrooms settings for students are comfortable and spacious (Y/N)
- 3) College provides clean drinking water near the classrooms (Y/N)
- 4) Toilets are well maintained and good sanitation is followed (Y/N)
- 5) Support facilities for differently-abled students (Y/N)
- 6) Separate teachers common room is available (Y/N)
- 7) Each department has its own room (Y/N)
- 8) All departments own a library and maintains it (Y/N)
- 9) Classroom is equipped with ICT facility (Y/N)
- 10) Teachers room is provided with computer (Y/N)
- 11) College canteen is available for teachers (Y/N)

Library Facility

- 1) The college has good volume of books (Y/N)
- 2) The books are relevant for students and teachers (Y/N)
- 3) Library books are updated timely (Y/N)
- 4) Automation is done (Y/N)
- 5) Library room is well arranged and maintained (Y/N)
- 6) E-Books are available (Y/N)
- 7) Full time librarian is appointed (Y/N)
- 8) Assistant in library is provided (Y/N)
- 9) Computers with internet facility is provided (Y/N)
- 10) Reference desk is available (Y/N)

Laboratory

- 1) Instruments are sufficient and upgraded (Y/N)
- 2) Chemicals are well preserved and stored (Y/N)
- 3) Safety and security measures are given (Y/N)
- 4) Reference desk is provided for students (Y/N)
- 5) Space is sufficient to move around and work (Y/N)

Computer room

- 1) Computers are sufficient for students in each session (Y/N)
- 2) Computer instructor is available and helpful (Y/N)
- 3) Internet is accessible with good speed (Y/N)
- 4) Computers are maintained and checked regularly (Y/N)
- 5) Separate computers available for teaching faculty (Y/N)

SC/ST/Minorities

- 1) Remedial coaching facilities for students from deprived social groups (Y/N)
- 2) Liberal loan facility available for under-privileged students (Y/N)

Health Clinic

- 1) Health clinic is available in the college (Y/N)
- 2) College provides first aid service facility (Y/N)
- 3) Nurse or physician assistant is appointed (Y/N)
- 4) Health clinic is associated with outside hospital or clinic (Y/N)

- 5) Ambulance or emergency vehicle is there (Y/N)
- 6) Orientation on health awareness and sensitization programmes are conducted (Y/N)

Games and Sports

- 1) Physical instructor is available (Y/N)
- 2) Instructor (i) Take regular classes (Y/N)
- (ii) Takes students on sports programmes (Y/N)
- 3) Yoga is practiced (Y/N)
- 4) Fitness centre is available (Y/N)
- 5) Playground for outdoor games is available (Y/N)
- 6) Indoor stadium is available (Y/N)

Finance

- 1) Students State Govt. scholarships are available (Y/N)
- 2) Students avail meritorious scholarships (Y/N)
- 3) College fees structure are revised every three period year (Y/N)
- 4) College welfare fund for students in need are provided (Y/N)

Hostel

- 1) Hostel seats are available to students seeking it (Y/N)
- 2) Facility of T.V and Newspaper is provided (Y/N)
- 3) Hostel warden is from teaching faculty (Y/N)
- 4) Internet facility is available (Y/N)

Transport

- 1) Bus services are available for all students needing it (Y/N)
- 2) Bus is available for teachers (Y/N)
- 3) Special buses are available for lady teachers and girl students (Y/N)

Examination in semester system

- 1) Continuous Internal Assessment(CIA) of semester system is beneficial(Y/N)
- 2) Examination pattern in semester burdens teachers to finish the course (Y/N)

If yes, specify reasons.....

.....

.....

.....

- 3) Semester exam suits students learning adaptability (Y/N)
- 4) Paper evaluation in semester system is better than annual system (Y/N)
- 5) Suggestions for examination pattern in semester system

.....

.....

.....

Grading

- 1) Grading system is easier to work (Y/N)
- 2) Grading system is a fair assessment (Y/N)
- 3) The grades defines students capacity (Y/N)

(Specify reasons).....

.....

.....

.....

- 4) Opinion on grading system and practices

B). what are the amenities provided for women under higher education in colleges?

Accommodations

- 1) Hostels/staff quarters for women faculty is available (Y/N)
- 2) Special ladies common room is available in the campus (Y/N)

Women Cell/Committee

- 1) Women cell/Committee functions for (i) Girl students (Y/N)
(ii) Lady teachers (Y/N)
- 2) Women cell/Committee consists of lady teachers (Y/N)
- 3) Programmes are organised for empowerment (Y/N)
- 4) Lady teachers and students given equal opportunity in college activities(Y/N)

Finance

- 1) Special increments for lady teaching faculty (Y/N)
- 2) Incentives are given to organise programmes (Y/N)

Participation

- 1) Reservation for women in teaching faculty available (Y/N)
- 2) Women's opinions are taken for consideration (Y/N)

C).what is the developmental growth of RUSA? (Only for Government colleges)

Developmental activities

- 1) Courses are offered under RUSA (Y/N)
- 2) Courses relevant to students needs (Y/N)
- 3) Courses beneficial in building future career (Y/N)
- 4) Challenges faced while implementing the course (Y/N)
(If yes, specify reason)-----

- 5) Any other task completed under RUSA

D).What are the research activities, training programmes and extension activities for community development/upliftment undertaken by the faculty?

Research Activities

- 1) Are you pursuing PhD? (Y/N)
- 2) Any publications (Y/N)
(If yes, specify) -----

-
-
- 3) Seminars, Conferences, Workshops are attended? (Y/N)
- 4) Number of paper presented in seminars or conferences in the past 10years.Specify
-
-
-

Training

- 1) Orientation Programme attended (Y/N)
- 2) Refresher courses are attended (Y/N)
- 3) Any other, specify
-
-
-

Extension activities for community development/upliftment

- 1) Member of (i) NCC- National Cadet Corps (Y/N)
- (ii) NSS- National Service Scheme (Y/N)
- (iii) RRC- Red Ribbon Club (Y/N)
- 2) Specify position in the committee
-
-
-
- 3) Participated in any other community service (Y/N)

E).what are the practices under e-governance system?

E-governance

- 1) College website is visited timely (Y/N)
- 2) Supports in updating college website (Y/N)
- 3) ICT is used in class (Y/N)
- (Specify when)-----
-
-

- 4) Tutor/Mentor in any online courses (Y/N)

F). How are the vocational courses or choice based credit systems undertaken in the college?

Vocational Course

- 1) Number of vocational courses offered? (Y/N)
- 2) List out the courses (Y/N)
- 3) The course is certificate oriented (Y/N)
- 4) Benefits of the course/courses (Y/N)
- 5) Difficulty initiating the course (Y/N)

(Specify reasons).....
.....

- 6) Exposure trip related to the course initiated (Y/N)

Choice Based Credit System

- 1) Choice Based Credit System Course is taken up (Y/N)

2) Name of the course and semester
.....
.....
.....

3) Reason for course selection
.....
.....

- 4) Course equivalent to diploma/degree/certificate (please tick)

5) Difficulty in the course transaction (Y/N)
(If yes, specify reasons).....
.....
.....

G).What are the roles mandated under NAAC in the college?

IQAC

- 1) IQAC (Internal Quality Assessment Cell) has been set up in the college (Y/N)
2) IQAC committee is proactive in the college (Y/N)
3) The committee organises seminar/workshops/conference (Y/N)
4) IQAC members maintains all documentations (Y/N)
5) IQAC put forth decisions for quality education (Y/N)

(Assessment and Accreditation. Please select the category)

I. (For already assessed colleges)

- a. Assessment builds motivation to improve respectively (Y/N)
b. Assessment upgrades institution quality and status (Y/N)
c. Accreditation grade assigned is satisfactory (Y/N)
(Please specify reason).....
.....

- d. Accreditation opens up opportunities for more financial assistance and funds (Y/N)

II. (For colleges in process of assessment)

- a. SSR has been submitted (Y/N)
b. Criteria to fulfil for assessment and accreditation is difficult (Y/N)
c. AAA(Annual Administrative Audit) team visited the college (Y/N)

- d. Accreditation assigned by AAA team (Y/N)
- e. Assigned grade from AAA team is satisfactory (Y/N)
(Specify reasons).....

.....

III. (For autonomous Colleges only)

- a. College autonomous status is a privilege (Y/N)
- b. The college design/frame the course of study and syllabi (Y/N)
- c. A particular reservation policy is followed for admission procedure (Y/N)
- d. Orientation courses and refresher courses or training are attended by teachers (Y/N)
- e. Workshops/Seminars/Conferences are organized (Y/N)
- f. Teachers are motivated for research (Y/N)

H). Please give your suggestions for improvement of quality education in colleges

APPENDIX-III

QUESTIONNAIRE FOR STUDENTS

1. Name of the student:_____
2. Gender:_____
3. Name of the college:_____
4. Type of College: Government/Private/Autonomous(Please tick)
5. Course of study. (Please tick)
B.A []
B.Sc []
B.Com []
6. Semester. (Please tick)
First []
Second []
Third []
Fourth []
Fifth []
Sixth []

Instructions: Please read the questions properly and give your answers through a tick to the options provided with Y for Yes and N for No. Furthermore you are requested to give your opinions and suggestions in some questions for which space are provided. Your responses and comments will be used only for research purpose and shall be kept in confidential.

(Kindly select the option provided with Y for Yes and N for No)

A). what are the developments achieved for the growth of the college?

Infrastructural facilities

- | | | |
|---|-------------------------|-------|
| 1) Concrete college building | | (Y/N) |
| 2) Sufficient classroom for different classes | | (Y/N) |
| 3) Comfortable seat and desk in the class | | (Y/N) |
| 4) Classroom is | (i). Spacious | (Y/N) |
| | (ii). Ventilated Lights | (Y/N) |
| 5) Clean drinking water is available | | (Y/N) |
| 6) Separate toilets properly provided for both boys and girls | | (Y/N) |
| 7) Common rooms available for | (i). Boys | (Y/N) |
| | (ii). Girls | (Y/N) |
| 8) ICT facility in the classroom | | (Y/N) |
| 9) College canteen is available | | (Y/N) |

Library

- | | |
|--|-------|
| 1. Size of library room is good | (Y/N) |
| 2. The books are sufficient for all the students | (Y/N) |
| 3. The sources in the library are up-to-date | (Y/N) |
| 4. The library is automated | (Y/N) |
| 5. Availability of e-books | (Y/N) |
| 6. Accessibility to computers with internet | (Y/N) |
| 7. Proper organizations of books | (Y/N) |
| 8. Good reading arrangement | (Y/N) |
| 9. Availability of photo copying machines | (Y/N) |

Laboratory

- | | |
|---|--|
| 1. Working space is comfortable | (Y/N) |
| 2. Instruments are updated and upgraded | (Y/N) |
| 3. Instruments and materials are | (i) Sufficient (Y/N) |
| | (ii) Accessible to all the students(Y/N) |
| 4. Safe storage of chemicals | (Y/N) |
| 5. Laboratory is well | (i) Furnished (Y/N) |
| | (ii) Maintained (Y/N) |
| 6. Security measures are provided | (Y/N) |
| 7. Good power supply | (Y/N) |
| 8. Internet connection is provided | (Y/N) |
| 9. a. Good seating arrangement | (Y/N) |
| b. Good working design | (Y/N) |

Computer Room

- | | |
|---------------------------|-------|
| 1. Clean computer room | (Y/N) |
| 2. Properly equipped room | (Y/N) |

3. Availability of well furnished furniture (Y/N)
4. Internet accessibility with good speed is provided (Y/N)
5. Computer instructor is available (Y/N)

Health clinic

1. Availability of First aid kit facility (Y/N)
2. Ambulance for emergency (Y/N)
3. Good emergency medicines (Y/N)
4. Equipped with nurse assistant (Y/N)
5. Conduct health promotion programmes (Y/N)

Games and Sports

1. Playground available for football (Y/N)
2. Basket ball court is available (Y/N)
3. Indoor facility available for
 - (i) Tennis (Y/N)
 - (ii) Chess (Y/N)
 - (iii) Carom (Y/N)
 - (iv) Badminton (Y/N)
4. Fitness centre available (Y/N)
5. Yoga is practiced (Y/N)
6. Physical instructor available (Y/N)

Finance

1. Annual State Government scholarship is applied (Y/N)
2. Is aware of meritorious scholarship provided (Y/N)
3. College welfare assistance is available for poor and needy students (Y/N)
4. Fees in the college are nominal (Y/N)

Hostel

1. Seats available to applied students (Y/N)
2. Proper
 - (i) Room size (Y/N)
 - (ii) Furniture (Y/N)
3. Availability
 - (i) Television (Y/N)
 - (ii) Newspaper (Y/N)
4. Recreational rooms available for students (Y/N)
5. Good water sources available (Y/N)
6. Internet facility provided (Y/N)
7. Proper sanitation facility (Y/N)
8. Hostel Warden is available (Y/N)

Transport

1. College bus is available (Y/N)
2. Bus can accommodate all students (Y/N)
3. Special bus for girl students and lady teachers (Y/N)

B). what are the amenities provided for women of higher education in college?

1. Hostels for girls are available (Y/N)

2. Women cell/ Committee functions for girl students (Y/N)
3. Girl students are given opportunity for equal participation (Y/N)
4. Single child scheme scholarships is applied (Y/N)

C). what is the developmental growth of RUSA? (For government Colleges only)

1. Are you aware of what is RUSA (Y/N)
2. If yes, are the works under it satisfactory in your college (Y/N)

D). What are the extracurricular activities available in the college?

NCC (National Cadet Corps)

1. NCC for boys (Y/N)
2. NCC for girls (Y/N)
3. Classes for NCC conducted regularly (Y/N)
4. Camps and training are attended (Y/N)
5. CTO(Care Taker Officer)/ANO(Assistant Nodal officer) is assigned (Y/N)

NSS (National Service Scheme)

1. Students given opportunity to participate in NSS (Y/N)
2. Community service is practice (Y/N)
3. Activities are initiated timely (Y/N)
4. Exposure trips are conducted (Y/N)

Red Ribbon Club (RRC)

1. Students are members to Red Ribbon Club (Y/N)
2. Different awareness programmes are organised (Y/N)
3. RCC is active in the college (Y/N)
4. Programme Officer undergoes training (Y/N)
5. Classes are regulated (Y/N)

E).what is the practices under e-governance system?

1. Is internet facility provided? (Y/N)
2. Limitations on the usage applied (Y/N)
3. Classroom equipped with ICT facility (Y/N)
4. College website is access by students (Y/N)
5. College website is updated timely (Y/N)
6. Online courses available at college website (Y/N)

F).How is Vocational Courses and Choice Based Credit System undertaken in the college

1. Do you have a vocational course/ subject? (Y/N)

2. Is there a vocational subject instructor? (Y/N)
3. If yes, Vocational instructor is from teaching faculty (Y/N)
4. Vocational instructor is outside the teacher faculty (Y/N)
5. Is vocational course helpful? (Y/N)
6. Is there Choice based credit system paper? (Y/N)
7. Choice based credit system courses are difficult to be comprehended(Y/N)

G). What are the roles mandated under NAAC (National Assessment and Accreditation council) in the college

1. Aware of NAAC (Y/N)
2. The college is NAAC assessed (Y/N)
3. Students equally participated/is participating for assessment? (Y/N)
4. Benefits with NAAC assessment in the college?

H). Please give suggestions for improvement of quality education in colleges.

APPENDIX-IV



Document Information

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CHAPTER 1 1.0 INTRODUCTION The journey of higher education in India commenced amid the ancient period towards

B.C. 1000-B.C. 600, followed by the period of medieval, colonial and post independence. These periods exhibited a unique and conventional educational value that became the bedrock of the modern system of education. Today the Indian set up of higher education is modeled on a universal order that affirms describing higher education with educational standard above the 10+2 level of post higher secondary. The essence of higher education courses was general, vocational, professional or technical education. Therefore, India was the third largest serving higher educational institution globally. It was an accomplishment well executed in consequence of Mountstuart Elphinstone's minute of 1823 in establishing schools for teaching English and the European sciences. The primary push to alleviate the Indian higher educational system in the interim provincial period occurred just after the suggestion of establishing universities in India. Sir Charles Wood proposed the London University model in 1854, famously named the Magna Carta of English education in India. These universities covered college education, technical and professional education in arts, science, philosophy and literature of Europe and the study of Indian languages. Different education commissions were established ahead of independence to consider the phenomenon and recommend plans to help the country's educational landscape.

India experienced enormous constraints in regulating the educational structure after independence; as such, the

planning commission of free India started with their first-five year plan (1951-1956) of educational design in 1951 to beabided nationwide. The University Grants Commission was created as a statutory body in 1953 for governance, supervision, conservation and provision of standards about education. Furthermore, the hand of Dr. D. S. Kothari, the then chairman of University Grants Commission on the Indian Education Commission (Kothari Commission) 1964-1966, demanded the national pattern of educational policies for every stage and that was successfully approved in 1968.

In India, the national policy and the five-year education plan since its inception had been operative with the aim of achieving quality education in the country. The primary concern regarding the educational policies and programmes had reflected in the National Policy of Education in 1986 and POA (Plan of action) in 1992. These national policies assisted in constructing the five-year education plan for implementation in India from 1951 to 2017.

1.1 Five-Year Plans in India

1st Five-Year Plan(1951-1956)