CHAPTER VII

FINDINGS, CONCLUSIONS AND SUGGESTIONS

7.0. Recapitulation of the Objectives and Methodology

Researches on higher education had been conducted elsewhere at length, but in the state of Manipur very few researches in this area have been attempted so far. Although mentions were made in research works in the past, no systematic research had been devoted to the study of higher education in the hill areas of Manipur. This is one of the first attempts to systematically present the state of higher education in this region. Of course, education at every level should be accorded importance but more so at higher education level as there is also a high demand for human resources in the development of a country or region. Higher education in the hill areas have been criticized and esteemed very low. Colleges providing higher education were scorned and undermined. The hill areas of Manipur remained without any proper and systematic attempt to study the higher education prevailing in the area. This fact was one reason which prompted this study. Besides, the increasing trend of globalization necessitated the democratization of higher education even in this region of the state. Thus, the study attempt to find out the existing situation of higher education in hill areas of Manipur. To be more specific, the present study sets out with the following objectives

1. To study the development of higher education in the hill areas of Manipur.
2. To study the status of higher education in hill areas with reference to –
   a) Management related aspect
   b) Academic activities
   c) Financial difficulties and
   d) Physical Infrastructures
3. To identify the problems of students and teachers of higher educational institutions in the Hill Areas.
4. To suggest measures for problems of higher education in the hill areas.

In order to accomplish the above stated objectives, the study adopted historical and descriptive survey methods with the use of self-developed separate questionnaires for principals, teachers and students. An open-ended interview schedule was also administered to the few local educationists, government officials, professors and teachers of higher education. A proforma specially devised to collect information on enrolment and achievement of the respective colleges was also framed. The sample consists of 18 principals, 132 teachers and 350 students. However, 119 teachers' responses were analysed due to incomplete returned questionnaires of some teachers. The questionnaires were tested in two colleges. After certain modifications and corrections, it was administered to the sample respondents. Analysis of the collected data have been done with statistical tools like percentage and descriptive statistics like mean, standard deviation along with tables and graph representations.

7.1 Discussion on major findings

Before the introduction of modern system of education, much less higher education, the tribals in the hill areas of Manipur have their own indigenous learning practices. The best developed among such institutions was the dormitory system. The dormitory system was practiced in different styles, even though the basic principle and motives remained the same in most of the cases. Tribal Dormitories in the past were not solely for education but for security, social order and philanthropic requirements as well. For these tribals, learning in the past was very closely associated with Agro-economic culture and survival. The institution of youth dormitory was known by different names in different tribal societies. It is *Zawlbuk* in Lushei/Mizo, *Arichu* in Ao-Naga, *Kichuki* in Angami, *Som* in Thadou-Kuki, *Longshim* in Tangkhul and *Buonzawl* in Hmar. (Sharma, 1992, p. 30). Literacy came to the tribals in the hill areas of Manipur with the advent of Christianity through Christian Missionaries in the late 18th Century along with the coming of the colonial powers and their subjugation of the erstwhile princely state of Manipur. Thus, Primary and Secondary education were initiated. Education remained at this levels in the hill areas for more than half a century.

The tribals' are in majority in the hill areas. They had a rough history of ethnic fighting, inter-clan and inter-village feuds or disagreements resulting in bloody fights among the people in most cases. The introduction of educational institutions were unwelcome in the hill areas as such moves were looked with suspicion and considered as the work of the lazy and good for nothing people in the society[1].

[1] As agrarian society, the tribal society depended highly on the available manpower or labour force in the villages. Forsaking this traditional means of living and looking for modern modes highly arose the suspicion of the simple village folk.

The development of higher education in the hill areas started only after almost two decades of the Indian independence. It was only after 17 years of the Indian independence, a private college was started in 1964 in Churachandpur District formally called the South District, one of the hill districts of Manipur. It was rather a late beginning and more recent than the valley region wherein higher education was started prior to the Indian independence already in 1946.[2]

Higher Education Institutions (HEIs) in the hill areas were mostly started by private individuals rather than the state government. All colleges in the hill areas were established by private individuals or organizations. Churachandpur College was the first college established in the hill areas of Manipur. It was started by late Dr. T.S. Gangte with the motto, 'Clarior E Tenebris' meaning 'From Darkness to Light'[3], as a private college, with just few enrolment of about 20-30 students. The government took over the college management in 1977. The college was affiliated to Guwahati University and later to Manipur University after the establishment of Manipur University in 1980. The college is at present recognised by the University Grant Commission (UGC) under section 2 (f) and 12 B. The college has two streams viz. Arts and Science. By the academic session 2012-13, the college has an enrolment of 1330 students, which consists of 737 male and 593 female students.

Another college was established in 1965 as a private institute in Ukhrul, one part of the hill areas and was named after the Reverent William Pettigrew, who was a pioneer Christian Missionary in Manipur to commemorate his noble service. After 12 years of private management, the state government took over the management in 1977. This college also has two streams viz. Arts and Science. In 2012-13, the college has a total enrolment of 487 which consists of 218 male and 251 female students. After a gap of 6 years, a private institution was established in 1971 and many others followed suit. Thus, it was observed that the process of growth of higher education institution was rather slow yet continuous because the growth of private colleges occurs till 2011.

In the hill areas, Christianity contributed very significantly, not only toward school education but also higher education. The efforts of the Christian Missionaries in the development of modern education need no exaggeration. Christianity has given the

[2] Dhanamanjuri Memorial College (D.M.College) was started in Imphal in the year 1946.
[3] As quoted from the college prospectus 2013.

tribals the desire for literacy[4]. Christianity has also helped the tribals to accept education and modern development. Maximum number of private educational institutions in Manipur whether schools or colleges are under the Christian Missionaries. Private colleges constituted about 61.10% of the total number of colleges in the hill areas. These private colleges are directly managed by Christian Missionaries. Thus, Christianity directly and indirectly contribute to the development of higher education in the hill areas.

A decade after the establishment and functioning of private colleges, the state government also realized the need for higher education institutions in the hill areas. So, ‘One District One College’ policy was adopted and the government took a bold step in absorbing some potential private colleges in all the hill districts of the state of Manipur bringing about the presence of government colleges in the hill areas. Meanwhile, the tribal elites increased and the awareness for the need of more colleges began to be felt among the tribals supported by many scholars from the valley too. However, establishing a college demands lots of resources. The government did not take up any more initiative to establish new colleges. There were no specific program and policy for the tribals or tribal areas regarding higher education except permission for affiliation. Slowly, more private colleges came up to meet the demands for higher education in the hill areas. While these available colleges were concentrated in some area, other regions and districts remained unserved. The growth of colleges in hill areas is still active as it can be witnessed in very recent years. Asufii Christian College at Mao established in 2011 is considered to be the youngest college in the hill areas of Manipur. Above discussion showed that very less development has taken place regarding higher education in the hill areas of Manipur.

Years after the introduction of Government colleges, Private Colleges continue to grow due to the failure of the government to provide provision for higher education in the hill areas. After government colleges were established by absorbing some private colleges, the outputs of these colleges in the form of results were still not satisfactory. The low percentage of pass out students from these government colleges also encouraged the birth and growth of new private colleges in the hill areas of Manipur. The development of professional or technical higher education is negligible as only one Law

[4] Learning to read the Bible and songbooks were an essential part of being a Christian which necessitated literacy among the new converts. Education and literacy were the reasons for people’s advancement in any field, let alone Christianity. Perhaps, this may be why, sincere Christian missionaries were so concern about education.

College was established in the span of five decades since 1964. The only professional college offering Bachelor of Law in all the hill areas is LMGM Law College, which was established in 1982. Beside this college, there is no other professional college in the hill areas of Manipur. The study revealed that professional education is almost completely and practically absent or missing except for a lone Law College. There is not a single institute of higher education offering courses in engineering, agriculture, teacher education, polytechnic or medical in all the hill districts of Manipur. Therefore, students who preferred to aspire for professional courses have to go beyond the hill areas to either the valley areas or outside the state in some other states of India or abroad for their further or higher study. This way, many brilliant and smart students got job offers in other states or abroad and subsequently worked in those places. With this comes the idea of inter-country or inter-regional or inter-state brain-drain in higher education.

The study also revealed that there are no women colleges in the hill areas of Manipur. The tribal women, who were as determined as the man themselves had no particular policy in their favour, neither from the government nor from private individuals or organisations to establish Women College. No attempt whatsoever was made for the same too from the state government even in recent years while there are as many as seven women colleges in the valley areas[5]. Therefore, girls in the hill areas, opting for higher education had no choice but to seek admission in the available co-education colleges or go to the valley areas or outside to other states for their higher education.

The state government made plans to introduce vocational centres in each district so that aspirants for professional and technical courses can go up the ladder of professional courses. But this policy is yet to be materialised. Various factors seem to hinder the growth of professional and technical education in these areas. These factors range from geographical locations, lesser population, lack of communication, lack of people's awareness about it and government's apathy, which need a proper and further probing.

Despite the large demand for trained teachers in the hill areas, there are no teacher training institutes in the hill areas too. While the available teacher training institutes in the valley could not accommodate the growing demand, candidates from the hill areas

[5] See for detail, N. Pandey and T. Haokip: Women in higher education in the state of Manipur, published in HEF's Indian Journal of Higher Education Vol V- Issue 1 Jan-Jun 2014, ISSN 0976-1314.

have to try to cram in themselves amidst the already crowded teacher education institutes in the valley. Of late, there was a proposal for the establishment of one teacher education institute in Kangpokpi/ Kanggui, a hilltown in Senapati district, but this institute too did not function so far.

There was inconsistency in the growth rate and pattern of growth of higher education from one district to another. So far, Senapati district has the highest number of colleges both government as well as private colleges, whose strength comes to 8 colleges, followed by Churachandpur which have 5 colleges. While Chandel district has 3 colleges, the remaining districts i.e. Tamenglong and Ukhrul districts have one college each in the entire district. Even so, it is observed similar to the report of Nair (1981) that gradual expansion of higher educational institutions was evident.

This inconsistency can also be observed in comparison to the hill areas and valley areas as well. Out of the total number of institutions of higher education in Manipur, only 18 institutions existed in the hill areas and the remaining 58 are in the valley.

The hill areas of Manipur was deprived of many developmental infrastructures like roads and communication, power etc. Educational institutions were also limited. Local initiatives and involvement were the only solution. For a society to prosper, it is essential that all the components work cooperatively and efficiently. Education also need to play its complete role. Thus, only primary and secondary education alone were not able to contribute completely. Higher education was needed to take the process further to its zenith. However, general education alone was not able to solve the practical needs of the society. Professional education was needed to mend the gap left by the general education. Professional education in the hill areas was started in 1982 with the establishment of a private law college in Churachandpur district. However, in the hill areas of Manipur, this college remained the only professional college till 2013. The lack of professional colleges in the hill areas is a concern which need to be addressed at the earliest. Till 2013, there were only 18 colleges in the entire hill areas of Manipur. Thus, we can see that there is inconsistency in the growth of higher education in hill areas as compared to the valley areas which have 58 institutions of higher education.

The study has revealed that bigger share of shouldering higher education in the hill areas of Manipur lies with Private Management right from the beginning as evident from the larger number of colleges falling under private management (61.1%), followed by colleges under Government Management (38.9%). Recently, few private colleges (16.7%) received grants from the government. It is also found that majority (77.8%) of the colleges have managing body and the same body constituted a committee for periodical review of the performance of their colleges. However, interaction with the principals revealed that the managing body was a dormant body most of the time. They were summoned only in times of bigger crisis which the principals could not handle alone. Teachers and staffs were allowed to take part in the decision making process in most colleges (77.8%), where 47.9% of the teachers have participated in the decision making process in their colleges.

It was observed that only 44.4% of the colleges in the hill areas was under the state government whereas larger share lies with the private colleges. Out of 66.6% of private colleges, three colleges have been given grand-in-aids from the state government, but nothing was done for the development of professional college. The management of higher education in the hill areas largely depend on the private individuals and organisations like the church. Therefore, it is obvious that in the hill areas where the roads and communication, developmental infrastructures were limited, these private organisations were trying to fill in the gap of lack of higher education.

The study found that in most of the colleges (94.4%) there is provision for leaves to teachers to attend Refreshers Courses and Orientation Courses. This is indicative of the importance placed on the professional development of the teachers.

It was found that all the colleges in the hill areas were co-educational and nothing so far was done for the establishment of Women's College in hill areas while there were already seven women colleges in the valley areas. Recently, there was a proposal to start a women's college in Chandel by a private organisation but could not be materialised.

It was also observed that Arts course was dominating in both the government colleges as well as in private colleges. Beside the six colleges offering only art subjects, the remaining colleges too offered courses in arts stream. Even in these existing colleges, science, commerce and other courses need to be included. The need for opening colleges with more emphasis on other subject than Arts was clearly observed. Thus, it is quite obvious that little concern was given to Science, commerce and professional education in this areas. To enhance higher education in the hill areas, one healthy trend is to reconstruct the courses in such a way so that it is more professional and job oriented. Though certain vocational courses were opened in the colleges yet this failed to attract any potential students due to the inadequate facilities that were offered along with the courses. Lack of specialist teachers also discouraged the interest of the potential students.

Colleges in the hill areas of Manipur offer very limited courses. The wrong notion that arts subjects are easier than science and commerce should be erased from the mentality of the local hill tribals by encouraging bright students to opt for Science and commerce subjects. The study found that colleges in the hill areas still concentrate around traditional subjects. The colleges should introduce professional and innovative subjects for the benefit of the student community in particular area. The study found that neither the government gesture for opening innovative subjects nor colleges showed any inclination to offer for such subjects. The courses provided by these colleges are: (i) Arts, Science and Commerce subjects; (ii) Arts and Science Subjects only; (iii) Arts and Commerce Subjects only; (iv)Arts subjects only, and (v) others, meaning professional subjects.

Colleges offering all the three Streams of Arts, Science and Commerce comprised only 16.7%. 38.9% of Colleges offered Arts and Science streams only, 5.6% offered Arts and Commerce stream only and 33.3% of the colleges in the hill areas offered only Arts stream. Beside the above streams offered by various colleges, there is only one Professional College offering Bachelor of Law (LL.B.) which comprises only 5.6% of the total number of colleges in the hill areas. The study also revealed that 16.7% of colleges offered only Degree courses while, 83.3% of the colleges in the hill areas still retained 10+2 stage beside the degree courses.

The development and growth of higher education can also be discussed in regard to the enrolment of students in the academic institutions. The study revealed that despite the lack of professional courses being offered in the colleges of hill areas, the enrolment of students in the available courses is increasing steadily every year in the past decade. The decadal growth rate of enrolment in the colleges of the hill areas of Manipur in the decade ending by 2013, with the base of enrolment in the session 2003-04 was 61.52%. The pace of development of higher education can also be considered through the enrolment of students in higher education. The enrolment of students which was about 20 to 30 students in 1964 increased to 4063 in 2002-03 session. It is further increased to about 11354 in 2013.

The overall enrolment trend is very encouraging. It has gone up at the rate of 179.45% during the past decade. This enrolment is of the institutions in hill areas of Manipur. As Khan and Qureshi (2010) stated, the increase in enrolment were attributed to the increasing awareness of people of the need of higher education, availability of courses and subjects, improving college appearance, public relations and publicity both print and electronic media. A large number of tribals send their children to higher education outside of the state which figures is difficult to include in the present study.

The enrolment of students in higher education in the hill areas was dominated by Arts subjects which contributed about 74% of the total enrolment.

The enrolment of boys in higher education exceed that of the girls continuously through-out the recent decade except the academic session 2008-09. The composition of students had a lesser strength of boys enrolled, which went as low as 39.81% and the enrolment of girls came up to 60.19% in 2008-09. Perhaps, this was due to the political situation in the state in the previous year wherein unprecedented closure of all educational institutions were effected. But the following years continue the former pattern of more boys in the composition of students' enrolment.

Comparatively, enrolment in individual Government Colleges was higher than the enrolment in a Private college despite larger number of private institutions in the hill areas. For instance, in the academic session 2011-12, the highest enrolment in Government College was in Presidency College (Public College) which enrolled 2377 students while the highest enrolment in Private College was that of Don Bosco College enrolling 1162 students. Therefore, overcrowding classrooms in some colleges can be observed as Awasthi (1981) had reported and under-enrolled classrooms were observed too. The lowest enrolment was recorded in Public College was in Tamenglong College which enrolled only 172 students while the lowest enrolment in a private college was in Bethany Christian College which enrolled only 32 students. Compared to general higher education, the enrolment in Professional or Technical higher education in the hill areas was negligible and insignificant due to lack of Professional or Technical Higher Education Institutions in the region.

The enrolment analysis over the decade 2003-2013 showed tremendous increase in the enrolment of students in higher education in the hill areas of Manipur. Despite the large exodus of the students from the state of Manipur for higher education, the enrolment in the home institutions still looks promising. The large enrolment in some particular institutions reflects the need for establishing more institutions at some places proportionate to the population and demand. Enrolment may give us the trend and direction of the wave of enrolment in streams and subjects. However, it would be premature to conclude anything only with the enrolment without analysing the results too because enrolment alone does not help unless attendance and subsequent evaluations add up to it.

The achievement of higher education in the form of results was good, as the percentage of passed out students from each colleges in the hill areas improved every year. The overall output of the colleges in the hill areas is increasing steadily and has reached a remarkable point of 90.81% pass percentage in 2012-13 session.

At the beginning of the present decade (2003-2013), private colleges were way ahead in the average output in the form of university results as compared to the Public or Government colleges. However, the trend during the recent years showed a move toward a unified point which further indicated that the private colleges while maintaining their output, the public colleges also have improved to be at par with the private colleges. This improving condition of the public colleges can be attributed to public pressure, students' competitiveness, more devoted teachers recruited in recent times, improving management and infrastructures, availability of accessible study materials and the improvement in the attendance of the teachers in the colleges.

It is worth to mention that, a decade ago government colleges suffered from people's low esteem mainly due to the low percentage of passed out students. There was also rampant unfair activities during examination. Besides the lack of classroom teaching and academic activities in the campus also dispersed potential students' enrolment in these colleges. This situation has improved to an extent in recent years.

The result analysis over the years from 2009 to 2013 have shown the gradual improvement of the result as the average result of the university examination has increased from 80.48% in 2009 to 90.81% in 2013. A deeper analysis has shown that government colleges also have improved to a large extent from an average pass percentage of 48.91% in the year 2009 to 89.16% in the year 2013. The government colleges were compatible to the private colleges in the later years, especially the academic session 2013, because the average overall pass percentage rise to 90.81 percent in the hill areas. The contribution of higher education, despite the high performance in university results still do not correspond to the need of the society due to over domination of traditional subjects which are more theoretical in nature and less professional or innovative. Thus, colleges in the hill areas of Manipur, should have multi functionality with highly diversified curriculum to cater not only academic needs but also the practical needs of the students. Similar to the findings of Gogate (1980), regional imbalances within the hill areas were also observed not only from the point of view of distribution of facilities for education but also from the qualitative performance of the students too.

Manipur Public service Commission recruited teachers for government colleges with strict UGC norms but private colleges recruited post graduates even without NET/UGC qualification. The need for standardising teachers' recruitment in both government and private college has become more profound. Even the academic qualification of the teachers already betrayed the purported quality of higher education, as 8.93% have Ph.D. and 11.73% have M. Phil while only 11.45% have qualified NET/UGC.

The male-female ratio among the principals was 17:1 in favour of male. The imbalanced ratio was also observed among the teachers. This imbalance ratio of male and female was higher among the non-teaching staff than the teachers. In the students' enrolment, this imbalanced ratio has also been observed. Despite the central and state government efforts for girl education in the policies, higher education for women was not adopted in the hill areas. In tribal societies, women plays very significant role. Thus, it is imperative that higher education for women in the hill areas needs a more serious attention.

It was found that more than half (54.9%) of students who have been admitted to higher education had secured first divisions at the qualifying degree (that is securing marks of 60-79.9%) followed by 36.9% of second divisions (45-59.9% of marks). A small number (2.3%) of excellent achievers securing 80% and above, and 4.9% of below average achievers were also in the colleges of the hill areas. While understanding this background, let us discuss the admission process in two perspectives: the students' selection of their subject and institution and the institution's selection of students to the various courses. (Britannica, 1985).

Similar to the study of Gogate (1980) college students selected their own subjects. It was revealed that students' selection of colleges for education in the hill areas depend on many factors like family economic condition, distance of the college from their residence, availability of the subject of one's choice and parents' or peer pressure. It was further found that many times the availability of subject of one's choice is discarded while the other factors are considered. Hence, large number of students (68%) would opt to Arts subjects because of the availability of it in almost all the colleges. There is less struggle or competition and is economically cheaper than Science and Commerce subjects too.

It was also found that the college's selection of students was based on written test, interview, both written test and interview, performance of the last examination and first come first serve basis. While principals admit conducting admission of students through the last three procedures, students on the other hand claimed to have been admitted on the basis all the above mentioned procedures. The percentage of such claim will give us better idea. Principals reported that 16.7% of the students were admitted on the basis of both written test and interview, 50% on the basis of performance in the last examination and 33.3% on the basis of first come first serve. Students were admitted with the following bases and percentages: on the basis of written test and interview (17.1%), only interview (3.4%), Performance of last examination (52.3%), first come first serve basis (27.1%). Thus, it is shown that performance in the last examination stands out as the major basis for the admission of majority of the students. Although the above discussion seem to portray the importance of the different basis for students' admission in colleges, it was merely a principle in many cases. It was not strictly adhered to like the report of the Osmania university (1975).

The question of students' selection of colleges in the hill areas was rather ridiculous to discuss. Lack of diversified courses, lack of quality academic life and atmosphere, beside the local people's attitude towards colleges and the common notion that quality education cannot be achieved from these colleges vividly showed that students were left with not much choices when they decide to study at their home place. If the students were to choose, they always preferred going outside of the state for higher education. So, the practice of going to institutions in other states of India is deeply rooted in the mind-set of the people.

Government colleges have suffered from the lack of faith of the people mainly due to poor results and low attendance of the students in the colleges. Academic exercise too were limited. In this regard, private colleges compete better than the government colleges.

The curriculum of higher education did not include the history and various aspects related to the people in the hill areas. Study of one's own society can be included and inculcated as a compulsory paper. It was observed that research was minimum while teaching was maximum in hill areas. Teachers as well as students must be encouraged to develop creativity. In the multi-lingual societies, use of English language is indispensable. This of course, also has its own advantages, as learning materials are mostly available in English language.

The study revealed that research was not an activity taken up by most teachers as it was revealed that majority (53.8%) of the teachers of colleges have not published any academic works or research papers at all. Teachers' qualifications (which was mostly post-graduation), teaching as major activity of teachers, lack of academic publications and project works suggested that research output among the teachers was very few, limited and still very insignificant.

It was found that the average daily classes attended by the students is (4.23±0.88M). With regard to attendance of classes, it was revealed that most (91.1%) of the students attended classes regularly. However, the remaining 8.9% students had given the reason for their irregularity as personal health problem (44.4%), poor financial background (42.8%) and no proper classes in the college (44.4%). This is a very small percentage compared to the large number of students who attended regularly. But it is a cause of great concern because it was revealed by the some administrators that some subjects has no sufficient strength of teachers or no teacher at all. The study showed that teachers in private colleges are more involved as they have more academic exercises daily. The average weekly classes as a whole is (18.8±2.26M) classes. However, teachers in the government colleges have an average of 12 classes per week or less and teachers in private colleges have 18 to 23 classes in a week. The study revealed that more than half (57%) of the teachers felt their workload heavy, some (36.1%) felt moderate and few (6.7%) of them felt light. However, the study has revealed that most (80.7%) of the teachers express satisfaction over their job. Average daily classes attended by the students is 4.23 classes per day. 91.1% of the students attended classes regularly.

It was observed that teachers were given freedom to employ any style of teaching methods in the classes. It was revealed that majority (63%) of them adopted 'Lecture method' beside other methods. It is thus suggestive that verbal explanation was employed to the maximum. The analysis suggested that the participation of students in the classroom was more of the passive listeners as no teaching aids were utilised in most cases as it is revealed that 87.4% of the students and 76.5% of the teachers claimed that teachers did not use teaching aids in the classroom discourse. It was also found that only some (22.2%) of the colleges have facilities to prepare Audio-Visual Teaching Aids in the college. Similar to the findings of Patted (1984), college teachers mostly used Lecture method with very less scope for student participation and exhibited direct teaching behaviour.

Regarding co-curricular activities it was seen that most of the students take active part in it. Co-curricular activities are an important part of the curriculum as it contributes largely to the students' education wherein various learning experiences which go beyond the classroom level are provided. They are also important as they train the mind and body of the students and inculcate in them social qualities that in the long run help them adjust and adopt well to the society. The study has shown that all the colleges organise co-curricular activities especially during the college week session but lack of funds for the same always seem to be a big constraint in the smooth and perfect flow of the activities in most colleges.

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

The study found that the rate of wastage and drop-out in terms of failure in the university examination has decreased over the years. This decreasing rate of wastage and drop out was 19.52% in 2009 and it has gone down to 9.19% in 2013. This indicate an improvement in the overall result. This improvement was due to the factors like, better choices of subjects of one’s interest, high competitive atmosphere prevailing at the time and awareness of the need for higher education among the students in particular and local people in general. The study also found that lack of opportunities in diversified subjects still has its effect on many students, who, because of the limited choices of subjects and courses has to settle for the availability. It resulted in wastages or failures and stagnation of the process.

The study revealed that some colleges in the hill areas recorded 100% passed out results while some college it was 36.05%. There were state rank holders produced by these colleges too. So, the study of individual colleges gives diverse results of their outputs. Taking the trend on the average together, the passed out average increasing every year, which is an encouraging and promising trend. Within the span of five years, the average of passed out percentage has increased about 10% in the overall undergraduate result of the colleges put together.

The study has shown that major funds for the maintenance and running of the colleges in the hill areas were fees collected from students, government grants, government’s fund and private individual contributions. Private sources are the Church, Philanthropists’ donations and students’ fees. With regard to funds for the expansion of building and infrastructure, 33.3% of the colleges received funds from the state government, 50% of them received financial grants from UGC and 22.2% of them received donations from organisation like the Church and Individual Philanthropists.

Therefore, many of these colleges suffered from inadequate financial support as Awasthi (1981) had state for the improvement of its infrastructures and maintenance of the existing ones.

It was found that majority (55.4%) of the students pay tuition fees, while 37.10% received fee concession. The study also revealed that 61.1% of the colleges charged tuition fees of which 22.2% colleges charge below rupees 7000 per semester and 38.9% charge rupees 7000 and above per semester. The cost of education in these colleges did not decline with the increasing students' intake unlike the findings of Datta (1970). The cost of higher education decreased only with the intervention and involvement of the state government, which can be observed with the government colleges and aided colleges. Regarding teachers' pay-scale, government colleges (44.4%) of the colleges were paid UGC scale of pay while private colleges (55.6%) were paid college scale which range from 6000 to 18000 as the basic. And most (82.4%) of the teachers stated that they received their salary regularly. The study revealed that less than half (only 42.9%) of the teachers received financial incentives for good performance while the remaining percent of teachers did not get any motivational financial incentives. It was found that students engaged themselves also in part-time works to help their parents in their family economics by engaging in manual labour (43.4%), by running a private home tuition to primary and secondary students (54.1%) and others (2.4%). It was thus, assumed that, attempts were already made by the students to be acquainted with the work culture or ethics.

The study found that college campus ranges from 2 to 45 acres, the mean of which is (13.82±10.87M) acres. It was found that most (94.1%) of the teachers felt their college campus is congenial for academic activities in size and location. The study revealed that, less than half (33.3%) of the colleges in the hill areas of Manipur have Pucca building. Half (50%) of them manage with semi Pucca building while few (16.7%) still manage with Assam-type buildings.

The study also showed that 100% of the colleges own their college buildings. Majority (66.7%) of them have facilities for indoor and outdoor games and sports facilities (88.9%), of the colleges have a Multi-purpose Hall (77.8%) which is used by most (82%) of the student community for various academic and co-curricular purposes. The study revealed that most of the colleges did not provide hostel facilities to their students. Only 16.6% of the colleges in the hill areas provide hostel facility. Due to this reason, many students (28%) were compelled to stay in rented houses. It was revealed that cent percent teachers and students have been provided sufficient classrooms in their colleges. Most teachers (64.7%) were not provided chairs in the classroom while it is adequately provided to most (95.4%) of the students. Room lighting was good for most (60.3%) of the students and most of them (83.1%) felt that Black or White boards are in good condition. The study showed that 66.7% of the colleges provided separate reading room in their colleges of which 16.7% were Small Room, 16.7% were Large Room and 33.3% were Hall. Despite the availability of the provision, most (63.7%) of the students did not avail reading room in their colleges as they came mostly to attend their classes only.

It was found that, 66.7% of the colleges have ‘Students Common Room’, out of which 33.3% of them have separate common room for boys and girls. Nothing more than benches, desks and some newspapers are provided in the Students’ Common Room. Teachers’ Common Room, most (88.9%) of the colleges provided a large hall type of room for the purpose of teachers’ common room. Only 5.6% of the teachers were provided Common room separately for gents and lady teachers and 5.6% of the teachers were provided separate room for each teacher. Most of the teachers (66.4%) were provided with plastic chairs and tables in the teachers’ common room. Besides, local newspaper, national Newspapers, fan and drinking water were provided in the Teachers Common Room. Some colleges are located in the hill top where the temperature is moderate all through-out the year. Hence, the need for fans did not arise in many cases.

The study revealed that only about half (55.6%) of the colleges provided Computer Room. It was revealed that computer facilities are available and assessed by half of principals, only few teachers and students. Majority (61.1%) of the colleges do not have internet facilities. Of the 38.9% of colleges providing internet facilities, 16.7% is only in the Principal’s Chamber, 16.7% is only in the Computer Room and 5.6% is in the entire college campus.

It was found that 100% of the colleges have Library but none of them have separate departmental library. Most colleges (64.7%) have less than 5000 books and journals in their libraries whereas 33.3% of them have books to the extent of 15,000. While interacting with the staffs in charge of libraries, many staffs verbally admitted that the books available in their libraries were old and updating is required. Beside the books, the furniture need replacement. The library shelves and hall need renovation in many colleges.

It was found that most (86.6%) of the colleges provided sufficient seats and tables in the libraries, less than half of them (48.7%) supply regular power, few (24.4%) provided computers and about half (55.5%) provided fans in the library. The colleges subscribed National Journals (69.7%), International Journals (41.1%), National Newspapers (76.6%) and Regional Newspapers (74.6%) for their libraries.

Regarding laboratory room, most science teachers (88.2%) have separate laboratory rooms. In the laboratory room, adequate furniture were provided to cent percent teachers and most (82.9%) students. Adequate apparatus was provided to most teachers and students. Adequate Chemicals were provided mostly to the students but not to the teachers. Adequate power supply was not available in the laboratory for most teachers and student.

It was found that smart class rooms are available only in few colleges (5.6%). The provision of Smart Room is available for use only with 25.2% of the teachers but projectors are available with 29.4% of the teachers, which is indicative that construction of smart room in colleges need immediate attention.

All the colleges also provide toilets, separately for boys and girls and drinking water in their campuses. Most (83.3%) of the colleges also have campus fencing wall. On the site observation, it was found that toilets were not maintained properly in many colleges. The study showed that only 29.4% of the teachers were provided separate toilets while the rest (70.6%) were accommodated in the common toilets of the colleges.

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

It was found that college infrastructure was adequate in the opinion of very few (5.6%) of the college Principals, 30.3% of teachers and 34.3% of the students. It is manageable with half (55.6%) of college Principals, 58% of college teachers and 52.3% of the students. It is poor to 38.9% principals, 10.1% teachers and 13.4% students. It can thus be said that college infrastructures in the hill areas of Manipur were only manageable in general.

It was thus, evident that most of the colleges were suffering from poor infrastructure. It was observed that the available infrastructures need proper maintenance and updating. In this regard, quality of the available infrastructure were mostly in compromising state. Therefore, mere availability is not the issue here rather that it serve the purpose with quality and standard.

7.2. Indira Gandhi National Tribal University, Regional Campus Manipur.

The study revealed that despite many difficulties for proper hall and play-ground to organize co-curricular activities, the university campus somehow organized such activities for the benefits of the student communities by using the hall and campus of other organizations and institutions like the Tribal Research Institute. The annual co-curricular activities includes university week, literary meet, teachers' day, symposiums etc.

It was found that 47.6% of the students of IGNTU were given opportunity to give their feedback on the functioning of their institution. 38.1% did not give any feedback. It was indicative that the management is more democratic.

The study revealed that more than half (57.1 %) of the post graduate students in IGNTU have secured second division (45% - 59.9% of marks) at the graduate level which is the entry point for post graduate courses, 42.9% of them secured more than 60% of marks at the graduate level.

The study found that admission to courses were carried out on the basis of written test. Courses were limited as there were only four departments viz. Master of Social Work, Political Science, Sociology and Tribal Studies functioning in the university campus.

Average classes in the university campus is 4.38 periods per day, while 61.9% of the students attended daily classes of 4 periods, 38.1% of the students attended daily classes of 5 periods. The study also showed that 61.9% of the students were not able to procure prescribed books in their own subjects of study, which is a serious problem.

The medium of instruction, most (71.4%) of the teachers used English while 28.6% of them used different languages as they deemed it necessary to explain concepts etc.

The study revealed that different teaching methods were employed by teachers in the classes. 90.4% of the teachers employed lecture method, 71.4% also employed discussion method, and 80.9% again conveniently mixed different method as they felt it necessary.

The study found that no teaching aids were utilised by any teacher. Verbal communication or deliberation was the only means of interaction in the classes.

It was also found that all the post graduate students preferred Semester system of examination to the annual system.

The study found that the semester examination system brought the pace of study courses run faster and many students claimed to have concentrated more on the bookish sort of knowledge and experiences. They also opined that examinations are not entirely fair as some students still practice unfair means in the examination hall.

The study revealed that most (71.4%) post graduate student suffered different challenges during the course of their study with varying degrees while 28.6% do not suffered any of such challenges. These challenges relates to 14.3% of poor study atmosphere at home, 42.9% of financial constraints in the family and 14.3% of personal health issues.

The study revealed that most (71.4%) of the student were exposed to academic activities like seminars and workshops. Regarding their educational aspiration, 28.6% aspire to study only up to Post Graduation, 33.3% aspires to go for Doctor of Philosophy (Ph.D.) and 38.1% did not specify exactly.

Regarding job aspiration of the post graduate students, 38.1% of the post graduate students aspire to become social worker and 61.9% were not certain and unwilling to disclose.

Regarding tuition fees, only 19% of the students claimed to pay while most (81%) of the students reported otherwise. 42.9% of the students claimed there is fee concession for some students belonging to economically backward region and certain social category.

Regarding scholarship, more than half (57.1%) of the students received scholarship from the department of Tribal Development, Government of Manipur. Among those who received scholarship, 14.3% use it for paying tuition related fees, 19% for purchasing books, 4.8% for examination related fees and 19% did not specify it. The study revealed that the institution did not make any provision of its own for the award of talented and deserving students.

The study also found that 66.7% of the post graduate student resided in rent. The rent amount ranges from Rupees 1200 per month to Rupees 3000 per month. The average monthly rent being Rupees 1907.14 per month. Out of the 66.7% students, 4.8% of them pay rupees 1200 for the rent, 33.3% of them pay 1500, 14.3% of the students pay 2000 and 14.3% of them pay 3000.

The study also found that 38.1% of the post graduate students go for part-time work beside their studies. 4.8% of them engage in manual labour, 23.8% of them run private tuition at home and 9.5 % are opportunists.

The study revealed 33.3% of the post graduate students were accommodated in the hostel, in a dormitory type of arrangement. The hostel do not belong the university.

Regarding classrooms, the study found that the number of classrooms were inadequate, but students and teachers managed with the available classrooms, as the building at the permanent site in under construction.

The study showed that though benches and chairs were provided adequately but desks and tables were not sufficiently provided. Opinions showed that most (85.7%) of the students were adequately provided with desks, while 14.3% were not adequately provided. The condition of the white board was 100% good.

Regarding games and sports, only 14.3% of the students participated in the various items of the indoor games during the university week while 38.1% participated in various items of outdoor games and sports. The low percentage of participation was attributed to the lack of playground, multipurpose hall and sufficient games and sports equipment.

The question of laboratory does not arise as science courses which requires laboratories were not introduced so far in the university campus.

Multi-purpose hall, the very words of the students may be reproduced, “The absence of a Multi-purpose hall in the university campus created lots of difficulties for the students and teachers in organizing different co-curricular activities.”

There was no separate reading room provided for the purpose. But some classroom when empty were utilised by some students as reading room.

The study revealed that there is no computer centre in the university campus except the computers use and access by the office staffs and the Xerox machine limitedly available in the library.

The study found that the university campus do not provide any such facility to neither the teachers nor the students.

The university campus has a library of the size of a classroom. There are no sitting arrangement in the library. Rows of book shelves containing different books related to the four departments functional at the time in the campus. The study also further revealed that there are no separate departmental libraries. The library attendance looks after the library as there is no regular librarian. The library subscribed some national journals, few international journals, national newspapers and some regional newspapers.

Regarding access to the library materials, majority (61.9%) of the students have positively access and utilised the library materials while 33.3% of the students did not avail such facility mainly due to non-availability of good study materials.

The present campus has no separate toilets as it manages within the limited space of Adimjati, Chingmeirong Imphal.

Drinking water facility was provided in the library as well as the staff room with water filter. However, the quantity is very limited. Many of the students and teachers did not use this water. Instead they brought water filled bottle for themselves.

The opinion pool over the overall infrastructure of the university campus, most (76.2%) of the students felt it is manageable while 23.8% considered the infrastructure poor. Giving various reasons, many of the students stated their opinion as “doesn’t look like a university campus”, “small campus”, “not attractive”, “sincerely no academic inspiration” on the overall infrastructure of the university campus. However, many of them were hopeful that this situation of inadequate infrastructures will be solved once the campus is shifted to the permanent site. The construction work is in progress at the permanent site even as these research work is carried out.

7.3. Conclusions

Over the years, lots of researches have been conducted on higher education in India particularly in the post-independent era. These researches were aimed at improving the status of higher education. Despite several researches, the overall scenario remains more or less the same. This is largely due to poor quality adopted in higher education. For this reason, higher education come under lots of criticism. The major criticism labeled against higher education is the dearth of quality education. The need to make an in-depth study by concentrating on certain aspect of higher education or geographical region have been recognized to solve the problems of higher education. So, the present study was taken up to study the development and status of higher education in the hill areas of Manipur. On the basis of the discussions of the major findings, conclusions have been drawn keeping in mind the objectives of the study.

1. It is concluded that the development of higher education in hill areas of Manipur was rather recent and slow. From the year 1980 to 2013, the growth rate of higher

education at the national level was 6.9%. The state of Manipur during the period has 3.6% growth rate and that of the hill areas of Manipur recorded only 2.25%. General higher education in the hill areas was started in 1964 and professional higher education was started in 1982. By the year 2013, there were only 17 general colleges and one professional college (LMGM Law College) in the hill areas of Manipur.

2. Initially, there were only private colleges in the hill areas of Manipur. By the year 2013, there were already 7 (seven) government colleges in the hill areas of Manipur. These government colleges were initially private colleges converted to government colleges after 1977 onwards.
3. Out of the total number of colleges, majority (61.11%) of the colleges in the hill areas were private colleges and only 38.89% were government colleges. Only three private colleges among the 11 private colleges received grant in aid from the government.
4. Arts subject was largely taught in the entire higher education in the hill areas of Manipur. All colleges in the hill areas, except LMGM Law College, Churachandpur, have Arts subjects up to degree level. Four colleges namely Lamka College, Hill College, Kanggui Christian College and Mount Pisgarh College, are colleges with only Arts subjects. 15(fifteen) Colleges offered Science stream up to degree level besides the Art stream. They are Presidency College, Churachandpur College, Pettigrew College, Tamenglong College, United College, South-East Manipur College, Bethany Christian College, Don Bosco College, Mount Everest College, Damdei Christian College, Moreh College, Rayburn College and Asufii Christian College. Only 5(five) Colleges namely Don Bosco College, Mount Everest College Moreh College, Bethany Christian College and Rayburn College offered commerce faculties up to degree level. Only Don Bosco College, Maram offers BCA and BSW.
5. The study reflects the unparalleled growth of higher education from one district to another. The highest growth is observed in Senapati district, which altogether has eight colleges so far followed by Churachandpur District which has five colleges, then, comes Chandel district, which has three colleges. The remaining two districts Tamenglong and Ukhrul Districts each have one college each. Churachandpur district has one law college which according to College Development Council,

Manipur University but was not functional. The rest of the districts have no professional colleges at all.

6. There is no separate and proper policy for equitable distribution of institutions, improvement of existing infrastructures and learning resources, courses offer and number of teachers adopted for higher education in hill areas. Recognition and affiliation of institutions was the only policy adopted on the higher education in the hill areas.
7. The increasing enrolment of students in higher education imply the increasing demand for higher education in the hill areas of the state. Similarly, the increasing number of passed out students from these colleges was the result of improving condition of the existing colleges and a healthy competitive atmosphere in the colleges. The above statements also suggests that tribals in the hill areas have become more aware of the need for higher education.
8. The study shows that there exist imbalanced male-female ratio among the principals, teachers, non-teaching staffs and students in favour the male sex. The worst case was with regard to the principals, which has a male-female ratio of 17:1. The next imbalanced representation was found with non-teaching staffs which was composed of 70.17% male and 29.72% female. The case of teacher and students was more representatively balanced between male and female.
9. Women colleges were completely absent in the hill areas of Manipur while the valley regions of the state already has 7 (seven) women colleges. No initiative in this regard is shown from neither the state authorities nor private organisations or individuals.
10. The study also shows that bigger share of shouldering finance of higher education in the hill areas lies with the private management which run institutions on the fees collected from the students. This makes the cost of higher education in hill areas high. Only the government's intervention by either giving grant-in-aid or absorbing the college and converting it to government institution reduces this cost of higher education.
11. Out of the total number of colleges in the hill areas of Manipur, 11 colleges, which provides courses in Arts, Science, Commerce, BCA, BSW were established by Christian missionaries. By the year 2013, these colleges are able to enrol 28.10% of students and also provide 32.91% of teachers' employment in the hill areas of Manipur.

12. The limited private sources of funds for most colleges, the low pay scale of teachers in private colleges and large number of students engaging in part time works suggest the persisting financial difficulties. As a result the quality of higher education is compromised. At a time when the world talks of democratizing higher education, the authorities concern need to see the various roots of problems in higher education due to financial instability.
13. Type of colleges in the hill areas of Manipur:

    (i) Type of college by management
    - 38.9% of the colleges in the hill areas are government colleges.
    - 61.1% of the colleges in the hill areas are private colleges.

    (ii) Type of college by student composition
    - 100% of the colleges in the hill areas are co-educational institutions
    - No women college
    - No boy only colleges.

    (iii) Type of college by source of finance
    - 38.88% of the colleges in hill areas are government funded colleges
    - 16.66% of the colleges are Grand-in –Aid private colleges
    - 44.44% of the colleges are private colleges receiving no financial help from the government.

    (iv) Type of college by courses provided
    - 94.4% of the colleges are General Higher Education institutions
    - 5.6% of the colleges are Professional Higher Education Institutions.

    (v) Type of college by streams offered
    - 33.3% of the colleges offers only Arts stream
    - 5.6% of the colleges offers Arts and Commerce streams
    - 38.9% of the colleges offers Arts and Science streams
    - 16.7% of the colleges offers Arts, Science and Commerce streams
    - 5.6% of the colleges offers Bachelor degree in Law.

    (vi) Type of college by level of education
    - 16.7% of the colleges offers degree courses only
    - 83.3% of the colleges offers +2 and degree courses.
14. The most important criteria for students' admission in the colleges in the hill areas is performance in the last examination, verified through the mark-sheet and certificate. There is no uniform procedure for admission in these colleges.

15. Compromising the UGC norms were observed in the recruitment of private college teachers because NET was not considered a necessary criteria for such recruitment of teachers.
16. Lack of Science and Commerce teachers in the hill areas is a great concern.
17. Only 33.3% of the principals and 46.2% of the teachers claimed to have Parent-Teachers Association (PTA) in their colleges. The larger percentage admit otherwise.
18. Teaching is the major activity in colleges in the hill areas of Manipur. Many of the teachers considered teaching to be a gift they possessed. This study shows that academic research is not a prime concern of the college teachers in hill areas of Manipur. As a result, innovative ideas, which can improve quality in higher education is absent. Only 8.4% of the college teachers published article, 36.1% published books or part of an edited book and 1.7% have taken projects from UGC.
19. English is the major medium of instruction. However, it is not the only medium adopted or used by the teachers. Both male and female teachers preferred English as the medium of instruction. This is due to the composition of students from different linguistic background.
20. Lecture method is mostly adopted by teachers in the hill areas of Manipur. It is preferred by both male and female teachers. This is due to the dominance of Arts subjects.
21. Home Assignment is an important part of the academic exercises of the students and teachers as 77.3% of the teachers gave home assignments. Out of these 77.3% of the teachers

    - 60.9% evaluate and gave feedback and discuss with the students
    - 2.8% evaluate and return the papers to the students without feedbacks
    - 11% Evaluate only

    Thus, it was observed that teachers involved themselves in the academic activity of their students.
22. Seminars were conducted by 50% of the colleges in the hill areas. Majority of the teachers (60.5%) participated in Seminars. Besides, 53.8% of the teachers have participated in Orientation courses.
23. Majority of the teachers (86.6%) felt the curriculum of the undergraduate courses was relevant to the learning needs of the students. 95.8% of the teachers claimed to have completed the syllabus on time during the semester session. The average

number of classes taken up by a teacher in a week is 18.80 classes. And majority of the teachers (57.13%) felt their workload in their college heavy. Average daily classes attended by the students is 4.23 classes per day. 91.1% of the students attended classes regularly. Co-curricular activities includes outdoor games and sports, indoor games, NSS, College week, College magazine, Quiz and debates. The average participation rate of the students in these items was 61.71%.

Thus, the study shows that active academic activities prevail in the colleges with the active participation of the teachers and students in the curricular as well as co-curricular activities despite many limitations of facilities and infrastructures for smooth functioning of the same. The involvement rate of the teachers and student in curricular as well as co-curricular activities in the colleges is high (on the average) according to their report.

24. Majority of the principals (83.3%), teachers (84%) and students (86.9%) preferred semester system to annual system.
25. Only few of the principals (16.7%) and the teachers (28.6%) of the colleges in the hill areas were involved in evaluating the answer scripts of the undergraduate courses. 55.6% of the principals, 47.9% of the teachers and 91.4% of the students expressed satisfaction with the evaluation of students' performance.
26. Financial constraints of the students' family was the major concern in the academic career of the students.
27. 80.7% of the teachers were satisfied with their job as teachers.
28. The number of weekly classes taken by private college teachers is more than the number of weekly classes taken up by the government college teachers. Similarly, the number of daily classes attended by the private college students is also higher than the number of daily classes attended by government college students.
29. The average Pupil-Teacher Ratio in higher education in hill areas according to the registration during 2013 was 1:17 while the range of this ratio was from 1:3 to 1:42 differing from one college to another.
30. The study shows that infrastructures and learning resources were one of the major compromising factors in the hill areas. In the opinion of the majority of the teachers and students, the overall infrastructure of higher education institutions in hill areas was manageable. There was hardly any opinion claiming the satisfactory infrastructure in the colleges.

31. The provision of computer, internet, smart room, residential quarters for teachers and hostels facility for students were not available in most colleges. Modern technology can enhance the quality of teaching and learning if it is made available to the teachers and students.
32. The study shows that proper libraries and laboratories were lacking in the colleges in hill areas of Manipur. As a result, teachers and students were not able to access quality materials in their study. Regular power supply was a major problem in most colleges in hill areas. Alternative power source should be available in all colleges.
33. Regular power supply is a major concern in most colleges in the hill areas of Manipur. The lack of alternative power sources also reduces the utility of available computers in the colleges and apparatus in the laboratories.
34. Meanwhile, it is also concluded that the strength of the higher education in hill areas lies on the following fact, that firstly, the prescribed syllabus for each semester have been successfully covered by the teachers according to the report of the students. Secondly, the average number of daily classes attended by the teachers and students was 4 classes. Besides, the students showed high rate of participation in the co-curricular activities too. Thirdly, increasing enrolment of the students every session have indeed proven that higher education is in increasing demand. Fourthly, the increasing number of passed out students among the enrolled students testified that the institutions are improving.
35. On the contrary, higher education in the hill areas also suffered some major weaknesses too. Firstly, lack of proper infrastructures have stood as a great stumbling block in the qualitative development of higher education in hill areas of Manipur. Secondly, the students study mainly to pass the semester examinations and depended heavily on teachers' notes. Thirdly, lack of diversified courses and subjects including professional courses have been a great set back to the choice need of potential students. Fourthly. Poorly equipped private colleges in more number in the hill areas is an important weakness of the system. Fifthly, the lack of proper and special planning for higher education in hill areas from the authorities concern have made higher education in hill areas suffered stagnation from proper growth and development.
36. Generally, there is lack of academic renovation in the form of research which can improve the quality of teachers across the hill areas of Manipur. Problem of teachers also includes lack of internet facility, lack of facility for preparing teaching

aids, lack of updated materials in the libraries, lack of chemicals and equipment in the laboratories, low pay for private college teachers, heavy workload of private college teachers, irregularity of students in government colleges, lack of incentives for healthy competition among the teachers and lack of staff quarters.

37. Students are predominantly aimless as to what they would do when they complete their course. Problems of students includes poor study materials available in the library, lack of hostel facilities, lack of laboratory materials, irregular power supply, irregularity of some teachers, high fees in private colleges, lack of recreational facilities, lack of outdoor and indoor game facilities etc.
38. Overall, the study shows that there is potential for excellence and growth of higher education in the hill areas of Manipur, provided that it is regulated by a specially framed policy for the hill areas. It is hoped that higher education in the hill areas can be improved considerably if the findings and suggestions in this study can be incorporated and followed. It is high time that this much neglected region become the focus for advancement and development in every aspect and not a weight in the progress of our state or country.

7.4. Suggestions of the study.

Conclusions drawn from the analysed data imply that there are problems and concern with higher education in the hill areas of Manipur, which need to be addressed immediately if the improvement of higher education in the hill areas is to be achieved. First and foremost, the state government should show some authentic interest in higher education and its development by framing long term policy and programmes, and not just few piece-meal solutions to the existing problems of higher education in hill areas. For the genuine development of higher education in the hill areas, a separate policy need to be adopted for further mainstreaming the higher education institutions of these areas. The topography, roads and other factors of the location of higher education institutions in hill areas should not be an excuse for the lack of its development and improvement.

The study has shown that professional higher education and higher education for women in hill areas were completely absent, except for the lone private law college, which is not properly functional. Therefore, concrete steps must be taken to initiate professional higher education in the hill areas. The state government can play a significant role in this regard. The local educationists also can take up this challenge. In the age of technology, professional or technical higher education is very essential in the development and growth of not only human notions and understanding but also the economic aspect as well.

New and innovative subjects need to be introduced beside the traditional subjects in general higher education. New model colleges should be established in the hill areas with excellent infrastructures and resources to attract potential students to avoid the unnecessary intra and inter-state migration of students for higher education in other states. The study has shown that the number of colleges has increased but regarding the quality aspect as revealed by the examination results in some colleges and infrastructures in most colleges in the hill areas is far behind. The findings in the study showed that higher education institutions are carried out mostly in Assam type or semi-pucca buildings. College buildings need to be replaced. Adequate building, library and laboratory facilities and sufficient staff should be provided, updated and improved from the existing ones. Smart room and computers with internet facilities should be introduced. These colleges are suffering from paucity of funds for the same. Thus, adequate funds should be provided for improvement and inspections should be carried out on the implementation of the funds.

The approach for teaching and learning should be improved. Regularity of attendance both of students and teachers should be maintained. Remedial classes and individual guidance and counselling to the students should be provided regularly. Research should be encouraged as research has not been adequately carried out by teachers of higher education in hill areas. Teachers need to incorporate modern teaching aids in their classroom interactions. The curriculum should reflect the social issues relevant to the locale. Community participation should be sought for and any contribution should be welcome. The local individuals and non-governmental organisations should be encouraged to invest in higher education.

Meanwhile, making the workload of teachers even, regardless of being in private or Government College is a challenge for the policy makers in higher education. But a move for such will make up for the loss dignity of government college teachers and earn them respect from the society.

Case studies involving some of the successful colleges in the hill areas should be made to pin point the specific inputs and strategies adopted by the colleges that contributed to students’ success could also be conducted for better general policy construction.

The study revealed that the colleges in hill areas of Manipur suffered from various aspects like infrastructure, administration and management, finance and academics. It has been noticed that some colleges in the hill areas are in a pathetic state. This is due to the inadequate teaching staff, infrastructure, finance and above all, lack of proper administration and management. This issues need to be addressed keeping in mind the various academic aspects and societal perspectives. Effective principals should also be appointed and existing principals should be trained too. The principal should be allow to take disciplinary action on the teachers as well as students.

Computer facility and internet access should be sufficiently provided to the colleges. Provision of audio-visual teaching aids and training of the same to teachers should be carried out. Improvement of laboratories and libraries should be immediately emphasised. The existing college libraries and laboratories were not satisfactorily maintained well. This makes the students and teachers nervous of their subjects and developed lack of confidence in it. Regular power supply or alternative power source should be available in all colleges.

The study showed that the principals, teachers and local educationists preferred to introduce vocational subjects in the existing colleges. But lack of trained specialist teachers pose great problem to the cause. Thus, this aspect needs the attention of the concern authorities for the development and growth of such subjects and their applicability in real life too. The government should materialise its proposal of opening vocational and technical institute in all the hill districts. There should be a common and standardised admission procedure for all the colleges in the hill areas. There also should be a standardised tuition fees in private colleges. Monitoring cell to oversee the higher education institutions in the hill areas is felt necessary. A systematic policy in the transfer and postings of the college teachers is essential. There should also be a sound strategy for healthy competition among the teachers and students by instituting awards and attractive incentives. Teachers' promotion should not be carried out on one sided judgement or political influence rather all round activities and aspects of his academic career should be observed for promotion.

Studies and research may be carried out to ascertain the role and contribution of higher education in the development process of the hill areas. Various developmental schemes implemented by the government can be traced and investigated through the teachers of higher education for transparency in the implementation.

The IGNTU-RCM, was in the process of development as it was still very new and the buildings at the permanent site at New Makhan has not been completed. For the time being, it is managed at Adimjati, Chingmeirong Imphal. Even if it was temporarly stationed, the location at Imphal has been criticized terming it as the handy work of the valley centric state government. Before it could be shifted to its permanent site academic activities of the available courses were carried out at Adimjati. The university campus temporarily managed with Assam type of building with limited classrooms, small library hall, limited books and journal and a small campus. Even teachers were found sharing one room for one department. Therefore, it is suggested that the concern authorities complete the construction of buildings at the permanent site and shift the campus there at the earliest possible time.

The number of enrolment has increased with the intake capacity and opening of new departments. It will be of great opportunity for the people especially the younger generation if the campus could introduced not only traditional subjects but also for job-oriented courses, vocational and professional courses. Furthermore, if the campus could be expanded and upgraded to a full-fledged university with its jurisdiction in the hill areas of Manipur, it would serve the hill areas much better and a separate policy on higher education can also be adopted to lift the pathetic condition of higher education in the particular areas.

Relevance of subjects to the local situations need to be incorporated and stressed to inculcate values into the students, preparing them for their social life and contribution. It is thus, suggested that teachers adopted more innovative measures and strategies in their teaching.

The major problems of the colleges like the academic problems due to inadequate staff, administrative problems due to inefficient non-teaching staff and above all, the financial problems due to limited finance need to be addressed immediately. The state government should take initiative in providing financial assistance and administrative support to the colleges, so that they can run efficiently. The state government also should play a major role in the external problem effecting the academic life of the college like bandhs and strikes and various socio-political related disturbances.

Therefore, in-depth research into higher education in hill areas need further impetus. The present study has not been able to cover certain aspects and areas of higher education in the hill areas. Beside the above discussed aspects, the following areas have been suggested for further research.

1. The present study deals only with the hill areas of only the state of Manipur. A study on higher education can be taken up comparing the hill areas of different states.
2. A Comparative study of higher education in the hill areas and valley areas of Manipur can be taken up focussing on the disparity in opportunity and other aspects.
3. Attitudes of the tribals inhabiting the hill areas of Manipur toward higher education need to be studied to help formulate appropriate policies and schemes for their development.
4. Feasibility of Professional or Technical higher education in hill areas of Manipur may be studied.
5. The relationship of socio-economic condition to choice of subjects and institutions with regard to the tribals in hill areas as compared to other more developed communities can be studied.
6. Comparative study of government and private colleges in the hill areas of Manipur.
7. The economics of higher education in the hill areas of Manipur.
8. The financing of private higher education institutions in the hill areas of Manipur.
9. The feasibility for community colleges in the hill areas of Manipur.