# CHAPTER VI

# ANALYSIS AND INTERPRETATION OF DATA

## 6.0. Introduction

The analysis of data in this chapter has been carried out based on the information collected through the Questionnaires, Interview Schedule and spot observation of the researcher. Administered Questionnaires which were returned consist 18 principals, 119 teachers, 350 college students and 21 post graduate students. Beside these questionnaires, an interview had been carried out to 20 persons which include officials in the Directorate of University and Higher Education, Deans and Professors in Manipur University and few local educationists and retired teachers. The observation of the researcher at the spot, recorded during the field visits were also utilized. For the sake analysis, this chapter has been divided into sections: Profile of respondents, Management related aspects, Academic related aspects, Finance related aspects, infrastructure related aspects and analysis of interview schedules.

## 6.1. Analysis of Questionnaires

In higher education, 'all learning is the mutual responsibility of students, faculty, and administrators'.[1] Therefore, different questionnaires were prepared for students, teachers and Principals separately and the analysis of the same is attempted in the following section.

### 6.1.1. Profile of the Respondents

#### *6.1.1.1. Sex of the respondents*

From Table No.6.1, it was observed that out of the total respondents of 18 Principals, 119 teachers and 350 students of colleges, 94.4% of principals, 55.5% of teachers and 45.7% of students were Male, while, 5.6% of principals, 44.5% of teachers and 54.3% of students were female. Thus, it was observed that gender disparity and gap exist in higher degree with regard to the post of college principals. It was also observed

[1] Davis, Todd M.; Murrell, Patricia Hillman (1993) Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ASHE-ERIC Higher Education Report No. 8. Washington, D.C.: The George Washington University. School of Education and Human Development.

that the gender representation gap was smaller with regard to the teachers and the disparity turns in favour of female with the students.

**Table No. 6.1. Sex of the respondents**

| Sex of the respondents | | | | | | |
|---|---|---|---|---|---|---|
| | Principals (n=18) | | Teachers (n=119) | | Students (n=350) | |
| | f | % | f | % | f | % |
| Male | 17 | 94.4 | 66 | 55.5 | 160 | 45.7 |
| Female | 1 | 5.6 | 53 | 44.5 | 190 | 54.3 |
| Total | 18 | 100.0 | 119 | 100.0 | 350 | 100.0 |

### *6.1.1.2. Age of the respondents*

With reference to Table No. 6.2, it was found that the average age of teachers was (34.22 ±6.30M) and that of the students was (20.25±1.58M). The range of the ages of teachers were 24 years to 55 years, while that of the students were 17 years to 25 years.

**Table No. 6.2. Age of teachers and students.**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Age of the Teachers | 119 | 24 | 55 | 34.22 | 6.30 |
| Age of the Students | 350 | 17 | 25 | 20.25 | 1.58 |

### *6.1.1.3. Category of the respondents*

As observed from Table No. 6.3, it was found that 16.7% of Principals, 25.2% of teachers and 4.6% of students were from general category, 4.2% teachers and 4% students belonged to Scheduled Caste, 83.3% Principals, 63.9% teachers and 90.6% students belonged to Scheduled tribe category and 6.7% teachers and 0.9% students were from Other Backward Classes of category. As was obvious that the colleges in the hill areas were populated by the Scheduled tribes in domination with regard to strength of Principals, teachers and students.

**Table No. 6.3. Category of the respondents**

| Category of the respondent | | | | | | |
|---|---|---|---|---|---|---|
| Category | Principals (n=18) | | Teachers (n=119) | | Students (n=350) | |
| | f | % | f | % | f | % |
| General | 3 | 16.7 | 30 | 25.2 | 16 | 4.6 |
| SC | 0 | 0 | 5 | 4.2 | 14 | 4 |
| ST | 15 | 83.3 | 76 | 63.9 | 317 | 90.6 |
| OBC | 0 | 0 | 8 | 6.7 | 3 | 0.9 |
| Total | 18 | 100.0 | 119 | 100 | 350 | 100 |

### *6.1.1.4. Religion / Religious affiliation of the respondents*

Regarding religious affiliation as shown in Table No. 6.4, it was observed that 11.1% Principals, 33.6% teachers and 4.6% students followed Hinduism, 88.9% Principals, 65.5% teachers and 91.7% students followed Christianity, 3.4% students followed Islam and 0.8% teachers and 0.3% students followed other religion than the ones mentioned here. Persons following Christianity dominated among all the Principals, Teachers and students. Thus, it was assumed that Christian ethics of morality and perspectives were more likely to be the forces behind the prevailing atmosphere in most colleges in the hill areas of Manipur.

**Table No. 6.4. Religious affiliation of the respondents**

| Religion of the respondents | | | | | | |
|---|---|---|---|---|---|---|
| | Principals | | Teachers | | Students | |
| | f | % | f | % | f | % |
| Hinduism | 2 | 11.1 | 40 | 33.6 | 16 | 4.6 |
| Christianity | 16 | 88.9 | 78 | 65.5 | 321 | 91.7 |
| Islam | 0 | 0 | 0 | 0 | 12 | 3.4 |
| Others | 0 | 0 | 1 | .8 | 1 | 0.3 |
| Total | 18 | 100.0 | 119 | 100.0 | 350 | 100.0 |

### *6.1.1.5. Educational qualification of the respondents*

From Table No. 6.5, it was observed that 50% principals and 9.2% teachers possessed Ph.D. degree, 11.1% principals and 16.8% teachers possessed M.Phil. Degree and 38.9% principals and 73.9% teachers possessed Post graduation only in their respective subjects. It was thus, observed that most of the teachers possessed only the minimum qualification which is post-graduation (M.A./M.Sc./M.Com.).

**Table 6.5. Educational qualification of the respondents**

| Educational qualification of the respondent | | | | |
|---|---|---|---|---|
| | Principals (n=18) | | Teachers (n=119) | |
| | f | % | f | % |
| PhD | 9 | 50.0 | 11 | 9.2 |
| M.Phil | 2 | 11.1 | 20 | 16.8 |
| MA/MSc/M.Com | 7 | 38.9 | 88 | 73.9 |
| Total | 18 | 100.0 | 119 | 100.0 |

It was also revealed that 77% of the teachers did not clear the National Eligibility Test for Assistant Professorship. Only 22.7% have cleared the National Eligibility for Assistant Professorship. This situation was perhaps, due to the larger strength of private colleges which did not make NET/UGC a compulsory criteria for teachers recruitment.

**Table No. 6.6. No of student-respondents in each semester**

| | Frequency | Percent |
|---|---|---|
| 1st Semester | 104 | 29.7 |
| 2nd Semester | 27 | 7.7 |
| 3rd Semester | 65 | 18.6 |
| 4th Semester | 57 | 16.3 |
| 5th Semester | 62 | 17.7 |
| 6th Semester | 35 | 10.0 |
| Total | 350 | 100.0 |

As student-respondents were taken proportionate to their enrolment strength in their colleges, it was observed that first semester students represent the largest representation among the respondents. It is indicative that their strength might also be the greatest as more new students were admitted each session.

***6.1.1.6. Administrative and teaching experiences (in years) of Principals and teachers***

**Table No. 6.7. Experiences (in years) of Principals and Teachers**

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| **Experiences in years** | **N** | **Min** | **Max** | **Mean** | **Std. Deviation** |
| Principals | 18 | 2 | 36 | 10.28 | 11.16 |
| Teachers | 119 | 1 | 27 | 6.45 | 5.72 |

With reference to Table No. 6.7, it was observed that the average administrative experience of the principals was (10.28 ±11.16M) years and that of the teaching experience of the teachers was (6.45±5.72M) years. It was found that the mean of experience of principals was more than that the experience of the teachers. Principals' administrative experience in years ranged from 2 years to 36 years, while that of the teachers ranged from 1 year to 27 years.

***6.1.1.7. Members and Income earners in the students' families***

With reference to Table No. 6.8, it was found that the average family members of the students was (6.46 ±1.93M) where the mode of strength of family members was six members. The family members ranges from 2 members only to 12 members in the students' families. The average income earners in the families of the students were

(1.83±1.05M) with the mode of one member. The range of earners in the family was 1 member to 7 members per family. It was found that college students in the hill areas comes from big families where the number of livelihood earner members were two on the average.

**Table No. 6.8. No. of family members and income earners in the students families**

| | N | Min | Max | Mean | Std. Deviation | Mode |
|---|---|---|---|---|---|---|
| No. of family members of students | 350 | 2 | 12 | 6.46 | 1.93 | 6 |
| Income earners in students' families | 318 | 1 | 7 | 1.83 | 1.05 | 1 |
| No. of family members of teachers | 119 | 2 | 11 | 5.08 | 2.27 | 5 |

It was also observed that the average family members of the teachers was (5.08 ±2.27M) where the mode of the strength of family members was five members. From the above Table No. 6.8, it was observed that the average members of students' family was higher than the average members of family of the teachers.

### 6.1.2. Management Related Aspect

All institutions of higher education in the hill areas of Manipur have been initially managed and run by private bodies formed especially for the purpose of establishing and helping the smooth functioning of the institution. The study revealed that 77.8% of the colleges have managing body and committee for periodical review of the effectiveness of their colleges. However, this committee is a dormant body called only in specific situation and period. Therefore, the actual and regular management is carried out by the principals.[2]

It was also found that 77.8% of the colleges give opportunity or allow the staffs to participate in decision making of their colleges. Teachers also took part in various decisions, helping the administrators in many cases. In most cases, principals are advised and counseled by the experienced teachers too. Staff meetings were held in colleges, where the teachers could share their thoughts and take part in decision making at least twice a year.

Only 16.7% of the colleges make provision and facility for the transportation of the students but 100% of the colleges do not make such provision for the teaching staffs. The cost of transportation is very high in the hill areas due to the topography of the place

[2] Information received while interacting with some of the college principals during the survey

and road conditions. Thus, colleges could not provide for this facility due to the expensive nature of the transportation cost.

And all of the colleges make provision for granting leaves to teachers to attend Refreshers Courses and Orientation Courses. The professional development of the teachers is considered to be very important in the development of the colleges.

***6.1.2.1. Type of Management***

There are 18 colleges in the hill areas of Manipur. The study reveals that 61.1% of these colleges are private colleges, 38.9% managed by the government. There were also 16.7% of the private colleges receiving financial aid from the state government in the form of grants-in Aid. This indicate the large share of responsibility of imparting higher education lies with the private institutions in the hill areas. And private institutions usually and mainly comes with profit intention directly or indirectly. This may be one of the reasons for the increasing cost of education in the hill areas. In fact, all the colleges in the hill areas have a history of being started as a private institution by some elite individuals, few of them subsequently taken in by the state government as discussed in more detail in the earlier chapter. So, initially all the colleges in the hill areas come across a phase of being a privately managed college.

**Table No 6.9. College type by Management**

| Sl. No. | Type by Management | f | % |
|---|---|---|---|
| 1. | Government Management | 7 | 38.9 |
| 2. | Private management | 11 | 61.1 |
| | **Total** | 18 | 100.0 |

Source: Field Survey

The above table shows that bigger share of shouldering higher education in the hill areas of Manipur still lies with private management. The government's effort come only second. Realizing the need for promoting higher education in the hill areas, the government have given Grant-in-Aid to colleges, which is a shared financial collaboration of the private and government agency in shouldering the financial responsibility of higher education in the hill areas.

***6.1.2.2. Types of Colleges***

In the hill areas of Manipur, all the colleges are co-educational institutions. There are no Girls' College (Women's College) or Boys' College. This shows that nothing has been done specifically to promote higher education for women among the tribal communities in the hill areas. Mention may be made here that 7 women colleges already existed in the valley region under the initiative of the government, while no special attention as such could not be traced in the hill areas. It is high time the government look into the aspirations of the tribal girls in the educational ladder. The following table bears the tabulated representation

**Table No. 6.10. Type/Kind of College by Student composition**

| Sl. | Type/Kind of College | Frequency | Percent |
|---|---|---|---|
| 1. | Co-education college | 18 | 100.0 |
| 2. | Girls College | 0 | 0 |
| 3. | Boys College | 0 | 0 |

On being ask if girls' colleges need to be established in the hill areas of Manipur, students and teachers of higher education in the hill areas responded in the following percentage.

Table No. 6.10.1 showed that the need for Girls' College in the hill areas of Manipur was felt by 82.85% of the students and 82.35 of the teachers. It is high time that the concern authorities look at this situation more seriously for the overall development of women in the hill areas too.

**Table 6.10.1. Opinion on need for Girls' College in hill areas**

| Girls' college in hill areas | Students | | Teachers | |
|---|---|---|---|---|
| | f | % | f | % |
| Yes | 290 | 82.85 | 98 | 82.35 |
| No | 60 | 17.14 | 21 | 17.64 |
| Total | 350 | 100.0 | 119 | 100.0 |

***6.1.2.3. Affiliation***

Manipur University was established in 1980 by the Manipur Act VIII of 1980 to cover the whole state of Manipur as a State University, which was then the only university in the state. Prior to 1980, all the colleges in Manipur (including those in the hill areas) were affiliated to the Gauhati University, Assam. There were many untold administrative difficulties due to communication problems. After Manipur University came into being, all the colleges in Manipur both in the hill areas and the valley regions were affiliated to it. The colleges in the hill areas of Manipur come under five different categories of affiliation according to affiliation given to them by the Manipur University. Of the total number of 18 colleges in the hill areas, 38.9% come under Affiliated Government Degree/Diploma Colleges, 16.7% under Affiliated Government Aided Colleges, 16.7% under Permanently Affiliated Private College, 11.1% under

Temporarily Affiliated Private Colleges and 16.7% come under Permitted Private College.

**Table No. 6.11. Types of Affiliation**

| Sl. No. | Types of Affiliation | f | % |
|---|---|---|---|
| 1 | Affiliated Govt. Degree/Diploma Colleges | 7 | 38.9 |
| 2 | Affiliated Govt. Aided Colleges | 3 | 16.7 |
| 3 | Permanently Affiliated Private Colleges | 3 | 16.7 |
| 4 | Temporarily Affiliated Private Colleges | 2 | 11.1 |
| 5 | Permitted Private Colleges | 3 | 16.7 |
| | **Total** | 18 | 100.0 |

Source: Field Survey

### *6.1.2.4. Courses offered*

Higher education in the hill areas is imparted through few available colleges. The courses provided in these colleges can be divided into colleges offering: (i) Arts, Science and Commerce subjects; (ii) Arts and Science subjects only; (iii) Arts and Commerce Subjects only, (iv) Arts subjects only, and (v) a professional subject (Law). Colleges offering all the three Streams of Arts Science and Commerce comprised only 16.7% colleges. 38.9% colleges offered Arts and Science streams, only 5.6% offered Arts and Commerce stream. 33.3% of the colleges in the hill areas offered only Arts stream.

**Table No. 6.12. Courses offered in colleges of hill areas**

| Sl. No. | Courses offered | f | % |
|---|---|---|---|
| 1. | Arts, Science, Commerce | 3 | 16.7 |
| 2. | Arts and Science only | 7 | 38.9 |
| 3. | Arts and commerce only | 1 | 5.6 |
| 4. | Arts only | 6 | 33.3 |
| 5. | Professional (Law) | 1 | 5.6 |
| | **Total** | 18 | 100.0 |

Source: Field Survey

Beside the above streams offered by various colleges, there is one Professional Colleges offering Bachelor of Law (LL.B.) which comprises only 5.6% of the total number of colleges in the hill areas. This indicates that colleges in the hill areas still concentrates around traditional subjects. There were no efforts to introduce professional and innovative subjects in the colleges for the benefit of the potential students in particular and the local tribals in general. Except that Don Bosco College have started courses in BCA and BSW. Recently, there was a proposal to start a teacher education college in Kanggui, one of the hill town in Senapati district. However, this institution was not functioning so far.

**Table No 6.13. Satisfied with Diversity of courses**

| Satisfied with the available diverse courses | Teachers | | Students | |
|---|---|---|---|---|
| | f | % | f | % |
| Yes | 50 | 42.01 | 79 | 22.57 |
| No | 69 | 57.98 | 271 | 77.42 |
| Total | 119 | 100.0 | 350 | 100.0 |

The above Table No 6.13 revealed that 57.98% of the teachers and 77.42% of the students of higher education in the hill areas showed dissatisfaction of the diverse courses available in the colleges in the hill areas. The much necessity for job-oriented courses, vocational courses, technical and professional courses have been stressed by the respondents as the reasons for their dissatisfaction over the limited courses available. Lesser percentage of teachers and students were satisfied with the diverse courses already available in the colleges in the hill areas.

As of the level or stage of education, 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.

**Table No. 6.14. Level or stage of courses**

| Sl. No. | Level or stage of courses | f | % |
|---|---|---|---|
| 1. | degree only | 3 | 16.7 |
| 2. | +2 and degree courses | 15 | 83.3 |
| | **Total** | 18 | 100.0 |

Source: Field Survey

### *6.1.2.5. Procedures of Student Admission*

The study found that more than half (54.9%) of the student-respondents 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 with mark securing 80% and above, and 4.9% of below average achievers were also in the colleges of hill areas. Thus, it was observed that students securing first division in the 10+2 examination dominated the student strength in the colleges in hill areas.

**Table No. 6.15. Percentage secured at entry to higher education**

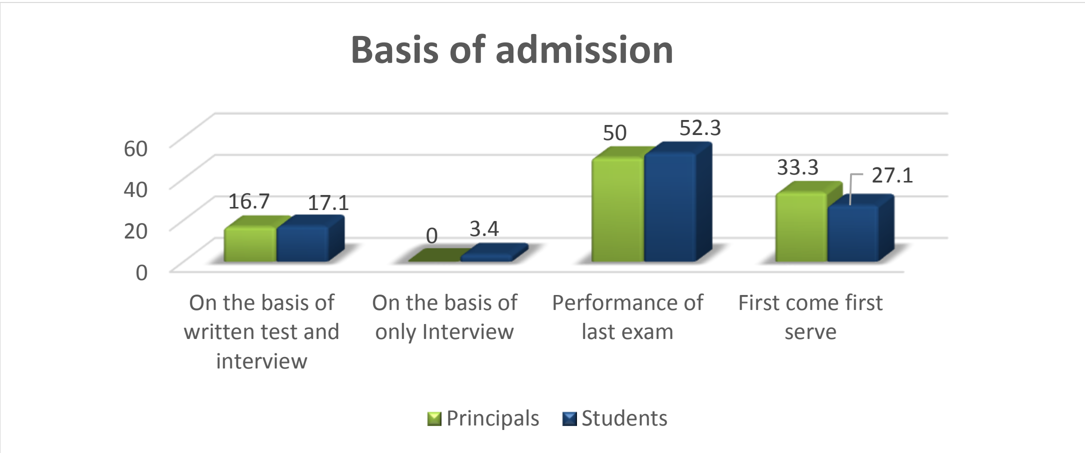
| Percentage score at 10+2 | f | % |
|---|---|---|
| 80% and above | 8 | 2.3 |
| 60-79% | 192 | 54.9 |
| 45-59% | 129 | 36.9 |
| below 45% | 17 | 4.9 |
| Total | 346 | 98.9 |
| Missing | 4 | 1.1 |
| Total | 350 | 100.0 |

Source: Field Survey

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 choose their own subjects. It was revealed that students' selection of colleges for education in the hill areas depend on many factors. These factors are family economic condition, distance of the college from residence, availability of the subject of one's choice and parents' or peer pressure. It was further found that the availability of subject of one's choice was always discarded while the other factors were always considered when a student choose courses in higher education. Hence, large number of students (68%) would be admitted to Arts subjects because it was easily available in all colleges. There was less struggle or competition and were economically cheaper than Science and Commerce subjects too.

**Figure No. 6.1. Basis of Admission**




It was also found that the college's selection of students were based on (i) written test, (ii) interview, (iii) both written test and interview, (iv) performance in the last qualifying examination and (v) first come first serve basis. While principals admit conducting admission of students through the last three procedures, students, on the other hand claimed that admission has been done 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 amply cleared 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 show the importance of the different basis for students' admission to colleges, it was merely a principle in many cases. Each college adopts its own criteria to admit students into the college. It was not strictly adhered to similar to the report of the Osmania university (1975). It was also observed that there was no uniform pattern or standard for admission into higher education in the hill areas of Manipur. The need for uniform pattern in admission seem more pronounced even as the quality of higher education has been questioned time and again due to lack of standardized procedure for admission into higher education.

Regarding seat reservation in admission, 44.4% of the colleges maintained seat reservation for different categories of students while 55.6% of the colleges admit all the students who qualify for admission regardless of the category he/she belongs to. Since the intake capacity of the colleges in the hill areas still exceeds the enrolled, the question of reservation has no issue in it. Most colleges admit any student with required qualifications seeking admission in their college

**Table No. 6.16. Seat reservation in admission**

| Sl.No. | Seat reservation in admission | Frequency | Percent |
|---|---|---|---|
| 1. | Reserved seats for SC/ST/OBC/PC/Others | 8 | 44.4 |
| 2. | Admits as many as can accommodate | 10 | 55.6 |
| | **Total** | 18 | 100.0 |

Source: Field Survey

Mention may be made at this point that the state of Manipur followed a policy of reservation for different category of people in the state classified as Scheduled Caste (SC) and Scheduled tribes (ST) and Other Backward Classes (OBC), beside the reservations for physically challenged (PC) population in its education and employment. This policy was mainly focused on mainstreaming the economically and educationally backward people of the state. As such, the state adopted this policy in proportion to the composition of the population whereby a reservation of 34.2% for ST candidates and 2.8% for SC candidates according to 2001 census. However, the Manipur university had become a central university in 2006 and therefore, the national norm of 7.5% for ST and 15% for SC was followed, which was vehemently resented by the Manipur tribals in general and the tribal students in particular. They were suppressed and appeased with the opening of a Regional Campus of IGNTU, Amarkantak. This issue came up again in 2014, when the central educational law was amended and sent for implementation to the university authority in 2012, but it could not materialized. When it could have been implemented in the session 2013-14, the attempt to implement the Act was made by the authority in 2014-15, which was opposed tooth and nail by the SC students for which the authority backed down. At this outcome, the tribal students spearheaded by MUTSU[3] and ATSUM[4] threatened to do worse than the other student group. This issue has been a matter of contention always. The state government and the implementing agencies need to do justice in this regard.

***6.1.2.6. Teacher Recruitment***

Recruiting the right person for the right job is a great challenge for any recruiter. With regard to recruitment of college teachers, 44.4% of the Principals of the hill colleges and 26.9% of the teachers were recruited by the Manipur Public Service Commission (MPSC) while the remaining 55.6% Principals and 73.1% were recruited by College Governing Body or College Administrative Team, in the presence of a university representative. Thus, it was observed that larger strength of teachers, principals were recruited by the college governing body or college administrative team.

**Table No. 6.17. Teachers Recruiting Agency**

| **Who recruited you in the college?** | | | | |
|---|---|---|---|---|
| **Recruiting Agency** | Principals | | Teachers | |
| | f | % | f | % |
| Manipur Public Service Commission | 8 | 44.4 | 32 | 26.9 |
| College Governing Body or college administrative team | 10 | 55.6 | 87 | 73.1 |
| Total | 18 | 100.0 | 119 | 100.0 |

While Manipur Public Service Commission (MPSC) adheres to the UGC norms for recruitment of teachers, it is unlikely that private college administrative team would

[3] Manipur University Tribal Student Union
[4] All Tribal Student Union Manipur

stick to such high norms in their recruitment practically, although, in principle they would. Therefore, due to the pressure of the need for subject teachers in their colleges, UGC/NET qualifications were sometimes overlooked. This may have cause the larger number of teachers with post-graduate degree without NET qualification serving in many private colleges in the hill areas of Manipur. The role of MPSC[5] or Directorate of higher education in the recruitment of teachers in private colleges need to be worked out to standardise the procedure. UGC norms may also be strictly adhered to for quality.

Concerning the procedure for teachers' recruitment, most (98.3%) of the teachers were recruited through Interview.

**Table No. 6.18. Recruiting Procedure**

| **Recruiting Procedure** | Frequency | Percent |
|---|---|---|
| Written test | 1 | .8 |
| Interview | 117 | 98.3 |
| Others | 1 | .8 |
| Total | 119 | 100.0 |

On enquiring the opinion of teachers regarding the fair conduct of recruitment, 68.90% were of the opinion that it was fair while 31.09% of them were critical on the issue. Although, persons who held critical view may not be greater, still then, the recruiting authorities need to see that already recruited teachers to the extent of 31.09% do not see the recruitment as fair is a great concern to rectify.

***6.1.2.7. Teachers' Promotion***

Promotion referred here does not only mean positional promotion but even increment of pay and other aspects as well. Regarding the promotion of the teachers, most (88.2%) of the teachers revealed the absence of definite procedure for promotion except the annual increment in their pay in their colleges. Few (11.8%) of the teachers reported having the procedure for the promotion of teachers. Different criteria were considered important by the teachers for their promotion. These criteria were 6.7% on UGC Norms/API Scores, 7.6% on Seniority, 37.8% on Educational attainments or qualifications, 21.8% on Good record in the college, 14.3% on Research activities It was clearly observed that Educational Qualification occupy the highest place in percentage as considered by the teachers for their promotion.

[5] Manipur Public Service Commission

**Table No.6.19. Important criteria for teachers' promotion**

| **Important criteria** | Frequency | Percent |
|---|---|---|
| UGC Norms/API Scores | 8 | 6.7 |
| Seniority | 9 | 7.6 |
| Educational attainments or qualifications | 45 | 37.8 |
| Good record in the college | 26 | 21.8 |
| Research activities | 17 | 14.3 |
| Don't know | 14 | 11.8 |
| Total | 119 | 100.0 |

Source: Field Survey

### *6.1.2.8. Leave Facilities*

As mentioned by the teachers, the different types of leaves availed by them in the past from their colleges included Casual Leave, Earned Leave, Medical Leave, Maternity Leave, Leave for attending Refreshers course and Teachers' Orientation and Study Leave.

**Table No. 6.20. Leave facilities availed by teachers**

| Sl | **Leave facilities availed by teachers** | Frequency | Percent |
|---|---|---|---|
| 1 | Leave for Refreshers and Orientation Courses | 90 | 75.6 |
| 2 | Casual Leave | 112 | 94.1 |
| 3 | Earned Leave | 52 | 26.1 |
| 4 | Medical Leave | 35 | 29.4 |
| 5 | Maternity Leave | 65 | 54.6 |
| 6 | Study Leave | 13 | 10.9 |

Source: Field Survey

The above Table No.6.20 showed that teachers availed these different leave facilities in varying degrees. Majority of them availed Casual leave as 94.1% indicated it. 75.6% of the teachers availed Leave for attending Refreshers Course and Orientation Courses, 26.1% availed Earned Leave, 29.4% availed Medical Leave, 54.6% availed Maternity Leave and 10.9% Study Leave. Earned leave and study leave were relevant only to the government college teachers.

Most (84.9%) of the teachers were satisfied with the Leave Facilities provided to them in their colleges and 13.4% disclosed dissatisfaction over their leave facilities while 2 teachers did not respond the question. This indicated that larger strength of teachers were satisfied with the leave facility provided by the colleges in the hill areas.

### *6.1.2.9. Quality Enhancement*

**Table NO. 6.21. Striving for quality**

| Quality Enhancement in Administration and Teaching | | | | |
|---|---|---|---|---|
| | Principals | | Teachers | |
| | f | % | f | % |
| Yes | 11 | 61.1 | 103 | 86.6 |
| No | 7 | 38.9 | 16 | 13.4 |
| Total | 18 | 100.0 | 119 | 100.0 |

Quality of higher education in India is an ongoing debate. Various steps like the establishment of IQAC[6] in each college were taken up by UGC[7] and NAAC[8]. In this regard, principals and teachers were asked to state if quality improvement were observed in their colleges. To this query as observed from the Table No.6.21, majority (61.1%) of principals and teachers (86.6%) responded positively while 38.9% of principals and 13.4% of teachers were skeptical about it, which indicates that certain areas or aspects of quality was still questioned in those colleges.

Toward quality enhancement, most (88.9%) of the college Principals acknowledge the cooperation of the teachers while few (11.1%) Principals admitted the indifferent attitude of teachers toward quality enhancement in their college which is indicative of few teachers adapting well to the poor conditions of the colleges. Meanwhile majority of the teachers of colleges showed their concern for quality out-put in their colleges. This is indicative that most teachers and administrators are aware of the need for quality in this age of competition.

### *6.1.2.10. Teaching staff*

**Table No. 6.22. Statistics of teachers' qualification**

| | Male | | Female | | Total | NET | | M. Phil. | | Ph.D. | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **425** | **59.36%** | **291** | **40.64%** | **716** | **82** | **11.45%** | **84** | **11.73%** | **64** | **8.93%** |

Source: Field survey and College statistics 2008, Manipur University.

With regards to the status of the teaching staff, Male teachers consisted of 59.36% of the total strength of teaching staff and Female teachers constituted 40.64%. Number of female teacher among the teachers of colleges in the hill areas needs further boost.

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6 Internal Quality Assurance Cell

7 University Grant Commission

8 National Assessment and Accreditation Council

Of the total strength of teachers in colleges of the hill areas including both government and private colleges, 8.93% have Doctor of Philosophy (Ph.D.), 11.73% have Master of Philosophy (M.Phil.), 11.45% have Master Degree with National Eligibility Test for Assistant Professorship (NET) and the rest 67.88% have only Master Degree. The lack of Ph.D. and M.Phil. degree holders among the teachers was one of the reasons for the lack of academic output other than teaching. Besides, the few number of teachers qualifying UGC/NET examination tell vivid tale of compromised quality in teachers' recruitment.

### *6.1.2.11. Sufficient strength of teachers*

The study also discovered that only 50% of the college principals claimed to have sufficient strength of teaching staffs to carry out quality teaching and its allied activities in their colleges while 44.4% of them admit they did not have sufficient strength of teaching staffs to bring about quality in the teaching of the offered courses of study. And 5.6% of them did not respond to this enquiry. It may be worth mentioning here that a small strength of teachers in some college makes it obvious of the need of teachers in the college, especially some particular subjects. Principals admit that they have manageable strength of Art faculty teachers in their college but not enough for any expansion of intake of students which will require additional strength of teachers even in Arts subjects too. All of them admit the teacher strength is limited in case of physical Science, commerce and vocational subjects. The authorities concern need to look at the shortage of teachers very seriously to bring about quality education.

### *6.1.2.12. Non-Teaching Staff*

**Table No. 6.23. Non-teaching staff**

| Male | Female | Total |
|---|---|---|
| 104 | 44 | 148 |
| 70.27% | 29.72% | 100% |

Source: Field Survey

With regard to the non-teaching staffs in the colleges in hill areas, male faculty constitute 70.27% while female faculty constitute 29.72% of the total strength of non-teaching staffs. Female representation is far worse in the non-teaching staffs than teachers. Perhaps, hilly topography, out-skirted location, distance and perhaps fear of political situations might have cause this disparity. However, no amount of excuse can justify this situation. The authority concern need to find ways to equalize the gender representation in this area too.

#### *6.1.2.13. Inspection*

Inspection and supervision are important activities for the maintenance of quality in educational system. All the colleges claimed that the government's educational authority inspect their colleges. It was found that 33.3% of the colleges were inspected once a year, 11.1% twice a year and the majority (55.6%) were inspected whenever required. This data indicated that colleges in the hill areas were inspected by the concern authorities, although the interval of inspection vary from college to college.

#### *6.1.2.14. System of examination/evaluation*

The study observed that cent percent colleges in the hill areas of Manipur have followed Semester system of examination. All colleges had discarded the annual system formerly followed. Thus, the study indicates that active academic life has been introduced in all colleges.

#### *6.1.2.15. Parent-Teachers Association*

Building the students' life is a joint venture of the parents and teachers. So, the existence of Parent-Teacher Association in colleges give the right plate-form for the communication of parents and teachers. This association help parents and teachers to get more involved in helping the students to develop in the right direction.

**Table No. 6.24 Parent-Teachers Association**

| **Do you have Parent-Teachers Association in your college?** | | | | |
|---|---|---|---|---|
| | Principals | | Teachers | |
| | f | % | f | % |
| Yes | 6 | 33.3 | 55 | 46.2 |
| No | 12 | 66.7 | 64 | 53.8 |
| Total | 18 | 100.0 | 100.0 | 100.0 |

Regarding Parent-Teacher Association, 33.3% of the Principals and 46.2% of the teachers claimed to have such association in their colleges. Larger strength 66.7% of Principals and 53.8% of teachers admit not having such association linking the teachers and parents in a formal way in their colleges. As observed from the statistic in the Table No.6.24, it is derived that such body do not play significant role in the colleges in the hill areas. The need to organize such body should be taken up in all the colleges. It was discovered that isolated helps were provided to the students by parents and teachers in most of the colleges. Even there were no organized formal associations between teachers and parents in most colleges, 72.2% of them claimed of having a cordial relation between teachers and parents of students. 5.6% of them admit that there was an indifferent attitude, while 16.7% confess the distant gap between teachers and parents. Still another 5.6% could not respond with regard to the relationship between teachers and parents of their students.

### 6.1.3. Academic Related Aspect

#### *6.1.3.1. Teaching and Research activity*

College teachers in the hill areas of Manipur opted to teaching job for various reasons. 28.57% of the college teachers wanted to contribute in building students' lives. 21% of the college teachers felt that teaching is a noble job. 13.44% of them claimed that it is a well-paid job. 15.96% felt that they need a job and so they opted for teaching. Another 7.56% of the teachers claimed that teaching is the only way to stay young and informed. 5.88% of them claimed that they love teaching and 1.68% of them says they opted for teaching job because they can teach the subject they mastered. Thus, it was observed that most of the teachers wanted to contribute towards the moulding of students' lives because that is a noble work to do.

The key to students' intellectual growth in the colleges is the perception that faculty are devoted teachers. This aspect of devoted teachers includes aspects such as intellectually stimulating class sessions, encouraging students to express their views and spending time outside classes discussing intellectual issues of interest to the students.[9] The study exposed that in 50% percent of the colleges in the hill areas teaching was the one major activity of the college just as S.G. Hiremath (1983, p. 40) had stated. 55.6% of the college principals feel that academic research was a significant activity in their college while 44.4% of them admit otherwise.

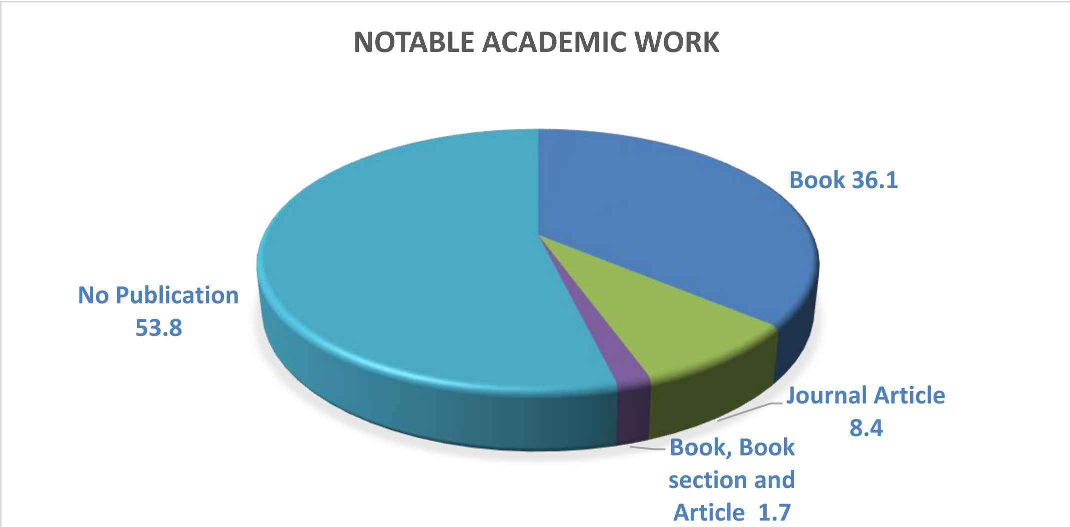
Regarding research activity in the colleges, it was revealed that only 36.1% of the teachers admitted that research was a significant activity in their colleges while 63% of the teachers admitted otherwise. It was evident that research, which was recently emphasised by authorities like University Grant Commission (UGC) for higher education teachers has just been at its initial stage of implementation in about 50% of the colleges of the hill areas of Manipur. Lots of teaching activities seem to be going on without much academic researches and contributions in 50% of the colleges.

[9] Davis, Todd M.; Murrell, Patricia Hillman (1993) Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ASHE-ERIC Higher Education Report No. 8.

Teaching in recent years has become one of the most sought after job even as the government and authorities like UGC have made the salary packages and facilities more attractive than before. But the question remain, “is it a gift possessed by few?” In response to this question, 74.8% of the teachers responded positively and were convinced that the dormant gift when stimulated by training produced effective teacher. Otherwise, training become a mechanical process. And 25.2% of the teachers responded otherwise and claimed that it was possible to train to be an effective teacher.

More than half (53.8%) of the teachers did not have any academic out-put in the form of books, section of books and journal articles. Only 1.7% of the teachers have books, section of books and journal to their credit. In addition, 36.1% of the teachers have published books and 8.4% of the teachers have published journal articles. This only proved that research has not been carried out significantly in colleges of the hill areas of Manipur.

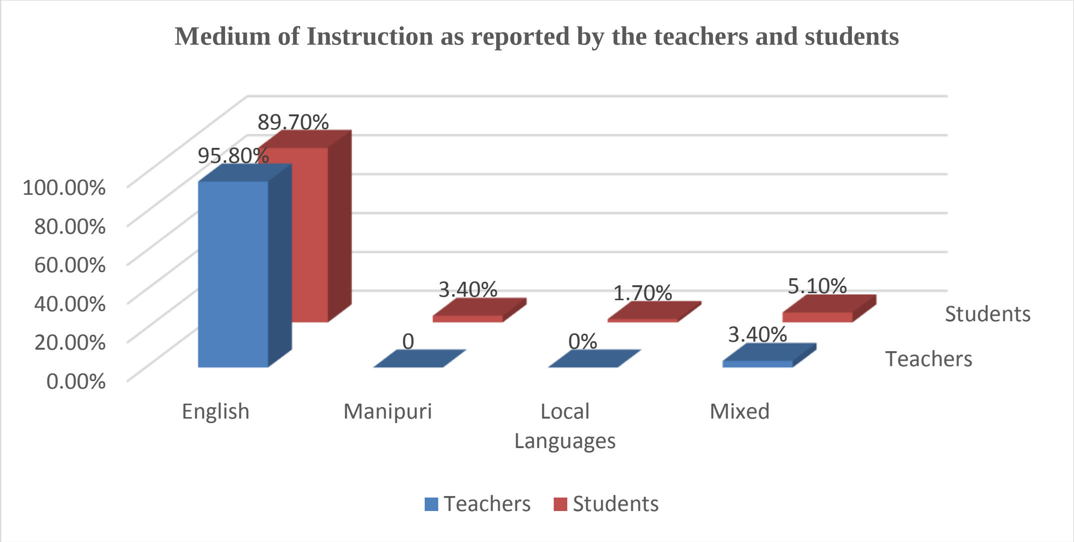
**Figure No. 6.2. Notable academic work of the teachers**




### *6.1.3.2. Medium of Instruction / Interaction*

National Knowledge Commission 2007 has also recognized the significance of language, not only as a medium of instruction or a means of communication but also as a determinant of access to higher education. ‘An understanding of and command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities.’ (Commission, 2007, p. 9)

**Table No. 6.3. Medium of instruction/ interaction**




Regarding the medium of instruction, it was observed that 95.8% of the teachers and 89.7% of the students used English for communication in the classroom learning session. Whereas, 0.8% of the teachers and 3.4% of the students used Manipuri, 1.7% of the students used local dialects and finally, 3.4% teachers and 5.1% used a mixed of English, Manipuri and local dialects to clarify difficult concepts. It was obvious here that English stand out as the mostly used medium of instruction and communication in colleges. Subjects such as Major Indian Languages (MIL) are taught through the respective languages of the subject.

**Table No. 6.25. Medium of instruction by male and female teachers**

| | | Medium of Instruction as used by the respondent | | | Total |
|---|---|---|---|---|---|
| | | English | Manipuri | Mixed | |
| Sex of the respondent | Male | 63 | 0 | 3 | 66 |
| | Female | 51 | 1 | 1 | 53 |
| Total | | 114 | 1 | 4 | 119 |

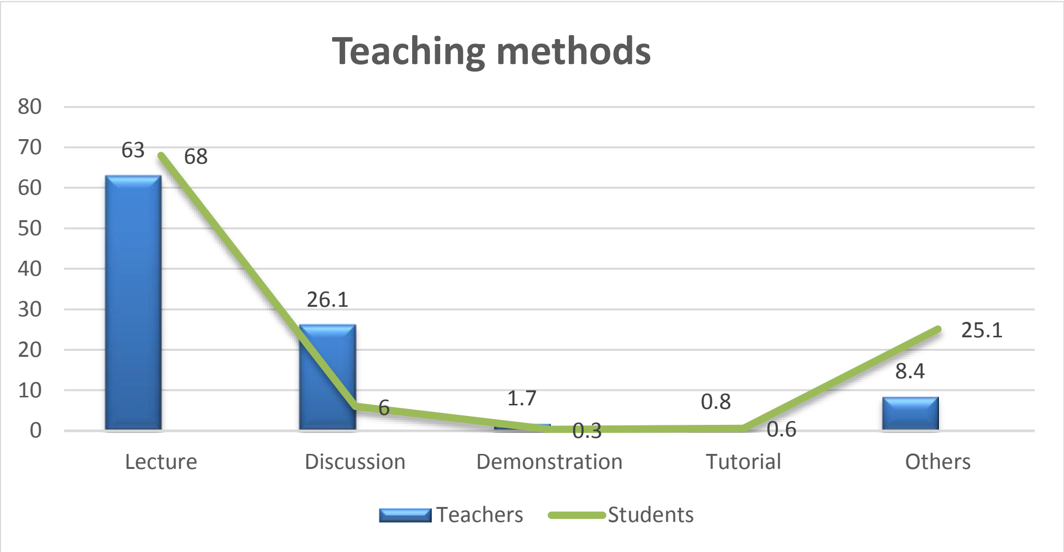
Source: Field Survey

Both male and female teachers preferred to use English as the medium of instruction in the class room. In the midst of various languages and even diverse dialects, no local language stand out to replace English as the medium of communication in the class, not even Hindi and Manipuri. It was observed here that in most of the cases English was used as the medium of instruction. Even though, English stand out tall, yet it was not the only medium. English became a partial means when subjects of Major Indian Languages were taught. In higher education, many teachers preferred to deliver the core idea or explain a concept of a subject matter in the best possible way in which the students get a good grip of the matter.

***6.1.3.3. Teaching Method***

Teaching method occupy an important place in the acquisition or transfer of knowledge from teachers to students in the classroom. It was confirmed that only 23.5% of the teachers were aware of the new trend and methods in the pedagogical sciences while the majority 76.5% of the teachers admitted that they have no such knowledge of new methods of teaching.

**Figure No. 6.4. Teaching methods**




Adopting the right method, helps the teacher to disseminate the desired knowledge with the right motivation to the students. Regarding teaching method, 63% of the teachers and 68% of the students stated that teachers employed Lecture method in their classroom. Further, 26.1% of the teachers and 6% of the students stated that teachers employed Discussion method. It was also reported that 1.7% of the teachers and 0.3% of the students claimed that teachers used Demonstration method. Whereas, 0.8% of the teachers and 0.6% of the students claimed that teachers used Tutorial method and 8.4% of the teachers and 25.1% of the students stated that teachers employed others methods as convenient to them, meaning adopting the teachers own convenient style as the teacher deemed needful for the situation. Unfortunately, no teacher reported adopting an innovative method in his/her teaching. The undue popularity of lecture method was also due to the larger strength of art faculty, which is offered in every college.

While the larger strength of both male and female teachers preferred to use Lecture and Discussion method, a couple of male teachers admitted adopting Demonstration method, while a female teacher confessed employing tutorial method and 7 male teachers and 3 female teachers combined these methods as and when necessary to suit their classroom environment developing an adjustive style.

***6.1.3.4. Teaching Aids***

Learning is more effective and remain longer when sensory organs are stimulated along. It was therefore, given very important role in the modern teaching process. The use of multi-media as teaching aids is a recent trend but it has become a very important part in classroom dissemination. Such aids have been emphasised in recent development because they provide artificial experiences to the students.

**Table No. 6.26. Audio visual teaching aids**

| **Audio-Visual Aids in classroom teaching** | | | | | | |
|---|---|---|---|---|---|---|
| | Principals | | Teachers | | Students | |
| | f | % | f | % | f | % |
| Yes | 1 | 5.6 | 28 | 23.5 | 44 | 12.6 |
| No | 17 | 94.4 | 91 | 76.5 | 306 | 87.4 |
| Total | 18 | 100.0 | 119 | 100.0 | 350 | 100.0 |

Source: Field Survey

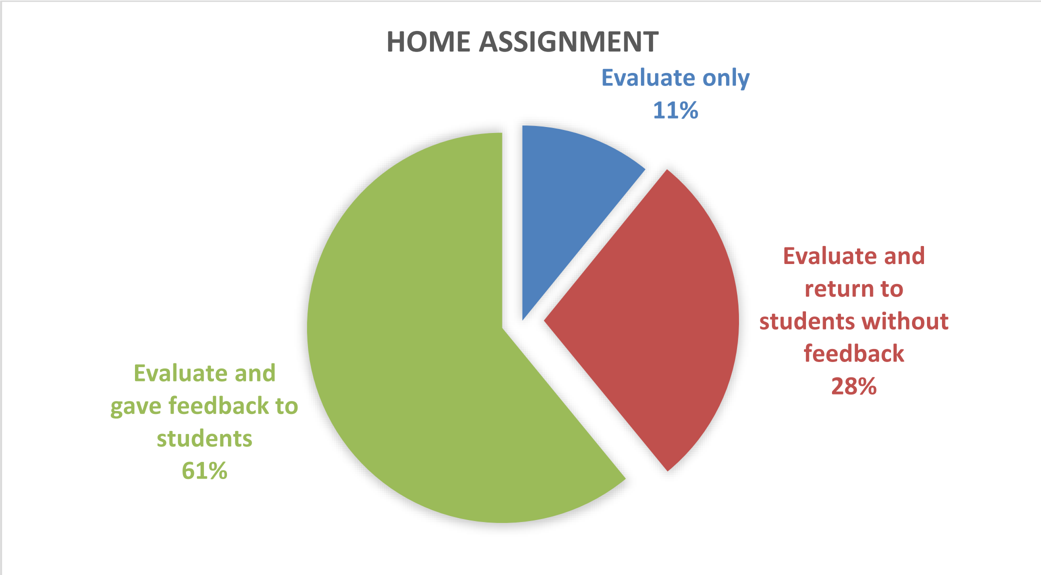
From the above Table No.6.26, it is observed that only one college principal (5.6%), 23.5% of the teachers and 12.6% of the students affirmed the use of Audio-Visual Aids in the classroom teaching in their colleges. The majority of them, 94.4% of the principals, 76.5% of the teachers and 87.4% of the students denied the use of Audio-Visual Aids to classroom teaching in their colleges. This indicated that bookish and verbal interactions were the major ways of communication in the classrooms. It was also derived from the study that the effective teaching process were limited in classrooms of institutions of the higher education in the hill areas. It is high time that colleges introduce smart rooms with facilities for virtual experiences through multi-media teaching aids and teachers make use of the high advancement in information technologies to the advantage of their learners.

***6.1.3.5. Students' home assignment***

Home assignment were a very important part of students' learning process, as they were put to exercise and practice their learning at home. It was found that 77.3% of the teachers gave home assignments to the students, while 22.7% of them do not give home assignments to their students.

Out of the 77.3% of the teachers who gave home assignments, 60.9% of them evaluated the home assignments and gave feedback to the students, 28.3% evaluated the students' performance without any further feedback to the students and 10.9% only evaluated the student home assignment with no further activity.

**Figure No. 6.5. Evaluation of home assignment**




The above information indicates that teachers highly involved themselves in the learning process of their students. The higher the involvement of the teacher is, the higher the probability of learning is expected take place in the learner.

***6.1.3.6. Seminars and Workshops***

Seminars and workshops have been considered a necessary academic exercise to be organized in institutions of higher education.

**Table No. 6.27. Seminars and workshops organized in colleges**

| Seminars/Workshops conducted in college | | | | |
|---|---|---|---|---|
| | Teachers | | Students | |
| | f | % | f | % |
| Yes | 58 | 48.7 | 245 | 70.0 |
| No | 58 | 48.7 | 105 | 30.0 |
| Total | 116 | 97.5 | 100.0 | 100.0 |
| Missing | 3 | 2.5 | 0 | 0 |
| Total | 119 | 100.0 | 350 | 100.0 |

When enquired about Seminars and workshops organized in their colleges to the college teachers, 48.7% of the teachers and 70% of the students stated that Seminars/Workshops were conducted in their college while 48.7% of the teachers and

30% of the students stated that there was no such activity in their college. This indicates that almost 50% percent of the colleges in the hill areas did not conduct seminars and workshops in their colleges. Various reasons and factors were cited for not conducting these academic exercises in their colleges. Some of the reasons were remote and hilly location of the college, lack of initiation, lack of cooperation from the authority and ignorance of UGC provision for organizing such academic undertaking.

Paper presentation in National and international seminars are now a very important indicator of dynamic state of academic life. Even as it has been a part of the Academic Performance Index (API) of teachers in higher education. It has pushed many teachers to do some academic exercise. On enquiring about teachers' participation in these seminars, 60.5% of the teachers participated in National and International Seminar, 39.5% of the teachers didn't participated. It was observed that many teachers were still to take up this challenge.

**Table No 6.28. Seminars and Refreshers courses for Teachers**

| Teachers of Colleges in the hill areas of Manipur | | | | |
|---|---|---|---|---|
| | Participated in Seminars | | Attended Orientation/Refreshers Courses | |
| | f | % | f | % |
| Yes | 72 | 60.5 | 64 | 53.8 |
| No | 47 | 39.5 | 55 | 46.2 |
| Total | 119 | 100.0 | 119 | 100.0 |

Orientation and Refreshers courses have been made compulsory for many college and university teachers for their professional development. On enquiring whether teachers have attended such courses, 53.8% of the teachers attended Orientation/Refreshers courses and 46.2% of the teachers did not attend such courses. This indicates that almost half of the teachers did not attend these courses to refresh their knowledge and orient themselves in the latest development in their subject. It may be noted here that government college teachers attended more of these courses than private colleges.

***6.1.3.7. Curriculum***

In recent years, many people started questioning and holding a critical view of the relevance of the curriculum of the higher education, especially, the undergraduate courses. It was found that most (86.6%) of the teachers felt the present curriculum is relevant to the learning needs of the students while few of them (10.1%) hold a critical view point and stated that the present curriculum need modification and 3.4% of the teachers did not respond. The few persons holding critical viewpoint opined that the curriculum did not cover anything about the locals and their environment. Some more were of the opinion that the curriculum was theoretically tilted and did not sufficiently prepared a student for real life.

Regarding completion of the syllabi on time, it was found that most (95.8%) of the teachers completed the syllabus on time while few (4.2%) of the teachers admits that they were not able to complete the syllabus on time.

The number of classes taken up by teachers of higher education in the hill areas of Manipur on the average is (18.80 ±2.26M) classes with the minimum of 12 classes and a maximum of 23 classes in a week. The mode being at 20 classes in a week.

**Table No. 6.29. Number of classes per week for teachers**

| | N | Minimum | Maximum | Mean | Mode | SD |
|---|---|---|---|---|---|---|
| **Number of classes in a week** | 119 | 12 | 23 | 18.80 | 20 | 2.261 |

Source: Field Survey

The responses of the teachers suggest that teachers working in the private colleges have more classes than the teachers in the Government colleges. The average weekly classes of the teachers working in the government college was 12 while that of teachers working in the private college was 18. It was evident that teachers in the private colleges have more workload with regards to their teaching in their own respective colleges. However, looking at their responses will give better understanding of their attitude toward their workload.

***6.1.3.8. Teachers' Workload***

The attitude about one's work also play a big role in the effectiveness and efficiency of the worker. Teachers with the right amount of workload were assumed to be livelier and plays better role in the learning process of their students.

**Table No. 6.30. Teachers' response to their workload in colleges.**

| | Frequency | Percent |
|---|---|---|
| Heavy | 68 | 57.1 |
| Moderate | 43 | 36.1 |
| Light | 8 | 6.7 |
| Total | 119 | 100.0 |

Source: Field Survey

The above Table No.6.30 indicates that 57.1% of the teachers felt their overall work in the college heavy. 36.1% of the teachers felt that it was moderate, which means that they can manage. And 6.7% of the teachers felt their workloads light. The above table on workload not only implies teaching but also evaluations and guidance as well. It was observed that majority of the teachers felt their workload heavy. However, concluding at this stage would not be a wise decision.

**Table No. 6.31. Teachers' workload in colleges**

| What do you think of your workload? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | heavy | | moderate | | light | | Total | |
| Government college | 0 | 0 | 17 | 14.28% | 5 | 4.20% | 22 | 18.48% |
| Private Aided college | 23 | 19.32% | 9 | 7.56% | 0 | 0 | 32 | 26.89% |
| Private college | 45 | 37.81% | 17 | 14.28% | 3 | 2.52% | 65 | 54.62% |
| Total | 68 | 57.13% | 43 | 36.12% | 8 | 6.72% | 119 | 100.00% |

Source: Field Survey

Observing further, it was found that none of the government college teachers felt their workloads heavy, instead they mostly preferred to say it was moderate. But unlike the government colleges, in case of the private colleges the case was found to be just the opposite. Most of the private college teachers felt their workload heavy while few of them felt it moderate and light. Observing from the responses, private college teachers have heavier academic duty than the government college teachers.

### *6.1.3.9. Average periods attended per day by students*

**Table No. 6.32. Average classes attended by students**

| | N | Minimum | Maximum | Mean | Std. Deviation | Mode |
|---|---|---|---|---|---|---|
| Average periods attended per day | 350 | 3 | 6 | 4.23 | .889 | 4 |

Source: Field Survey

Concerning number of daily classes attended, 52% of the students claimed to have attended four periods daily, 18.6% of the students attended three periods daily, 17.4% of the students attend five periods daily and 12% of the students attended six periods daily. The daily classes attended by students range from three periods to six periods with the mean of (4.23±0.88M) periods. Students from Private colleges have a range of four classes to six classes daily while students from Government College have three classes to four classes daily. It was thus observed from the periods attended by the teachers and students that classroom interactive session were carried out satisfactorily, wherein, private institutions have more of such vigorous interaction than the government institutions.

### *6.1.3.10. Irregular class attendance of students*

The study showed that 91.1% of the students attended classes regularly while 8.9% of them did not attend classes regularly. The reasons for the 8.9% of the students being not regular in the classes were that 44.4% of them have Personal health issues, 42.8% of them came from poor financial background and 44.4% of the students blamed the college for not taking regular classes. Even though the percentage of those who speak up as the last, 44.4% of the 8.9% of the student was very less, yet, this discloser can be the right opportunity for those colleges not minding regular classes for the students to have a good time of introspection.

**Table No. 6.33. Reasons for students' irregularity in attendance**

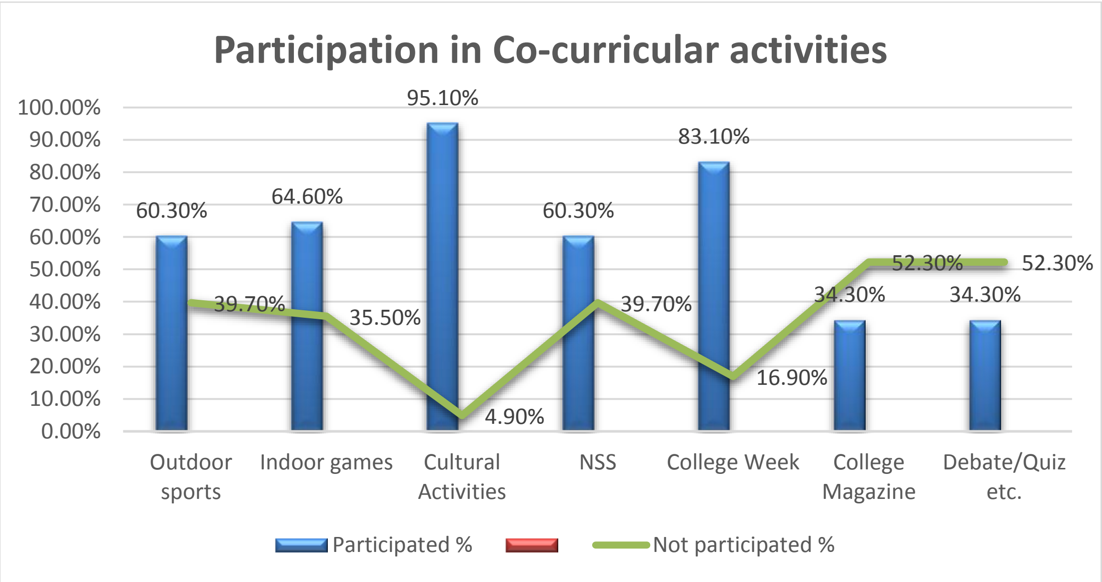
| **Reasons for irregularity** | Frequency | Percent |
|---|---|---|
| Personal Health Problem | 8 | 44.4 |
| Poor Financial Background | 12 | 42.8 |
| No proper classes in the college | 8 | 44.4 |
| Total | 28 | 100 |

Source: Field Survey

### *6.1.3.11. Participation of students in Co-curricular activities*

The involvement of students in the curricular as well as co-curricular activities in the academic life in the colleges determined the learning process taking place in the learner.

**Figure No. 6.6. Rate of students' Participation in Co-curricular activities**



The study has shown that 60.3%% of the students participated in the Outdoor items of games and sports which includes Football, Volleyball, Basketball, Cricket, Hockey, Badminton, Kabadi, Kho-Kho, and Athletics items. 39.7% of the students did not participated.

It was found that 64.6% of the students participated in indoor games which includes sport items like Chess, Carom, Chinese Checker, Table Tennis etc. But on the other hand, 35% of the students did not participated in such indoor games. The large percentage of students not participating in the indoor items was mainly due the requirement of single player or lesser players and fewer items, thereby not accommodating most students.

With regards to cultural activities, 95.1% of the students participated in the cultural activities and 4.90% did not participated in the cultural activities. It was also observed that 60.3% of the students participated in the NSS while 39.7% did not participated in the NSS organized by the college.

It was also found that 83.1% of the students participated in the college week while 16.9% of the student did not participate in the college week.

It was also observed that only 34.3% of the students did participate in the intellectual discourses in the college magazine while 52.3% of them did not participate. It can be assumed that the small number of participants in the college magazine was probably due to the limited space in the magazine, where only the senior students were mostly given the opportunity in most colleges. Besides only 34.3% of the students participated in Debates and Quiz organized by their colleges while 52.3% of them did not participate. It was not possible for every students to participate in a single event, so filtering of the candidates have been conducted. This make impossible for every college going student to directly participate. However, the average participation rate comes to 61.71%.

Thus, from the above analysis it can be observed that most of the students were actively participating in the co-curricular activities of their colleges. The active involvement of the student is what marked out the better process of dissemination of knowledge whether it is in the classroom or in the open.

***6.1.3.12. Examination and evaluation system***

Few years ago, annual system of examination was followed in Manipur. For a three year course, four years were spent. Criticism from different quarters were labeled on higher education in Manipur and pressures were also given to shift from annual to semester system of examination. Thus, semester system was started. The question at hand is how principals, teachers and students feel about the system. The following Table No.6.34 shows the responses of the principals, teachers and students with regard to the semester system.

**Table No. 6.34. Is Semester system more suited to your learning/teaching?**

| Is Semester system more suited to your learning/teaching? | | | | | | |
|---|---|---|---|---|---|---|
| | Principals | | Teachers | | Students | |
| | f | % | f | % | f | % |
| Yes | 15 | 83.3 | 100 | 84 | 304 | 86.9 |
| No | 3 | 16.7 | 19 | 16 | 46 | 13.1 |
| Total | 18 | 100.0 | 119 | 100.0 | 350 | 100.0 |

Source: Field Survey

The study suggested that 83.3% of the principals, 84% of the teachers and 86.9% of the students felt semester system more convenient for their administration, teaching and learning respectively than the annual system. The percentage in favour of semester system increased from principals to students and the teachers. Semester system which was introduced few years before was appreciated by most of the colleges. This was mainly due to the fact that academic years were wasted during the annual system of examination. When annual system was followed, examinations and results were neither conducted nor declared on time due to various undisclosed problems in the administrative department and political situations prevailing in the state. For this reason, change in the system was appreciated.

**Table No.6.35. Evaluate of undergraduate answer scripts**

| Evaluate undergraduate answer scripts | | | | |
|---|---|---|---|---|
| | Principals | | Teachers | |
| | f | % | f | % |
| Yes | 3 | 16.7 | 34 | 28.6 |
| No | 15 | 83.3 | 85 | 71.4 |
| Total | 18 | 100.0 | 119 | 100.0 |

Source: Field Survey

For the purpose of evaluating answer scripts, it was observed that 16.7% of the principals and 28.6% of the teachers of the colleges in the hill areas have been to the examination department of the Manipur University. Thus, it can be stated that college administrators and teachers in the colleges were involved not only in teaching but also in evaluation.

**Table No. 6.36. Satisfied with the system of evaluation/examination**

| Satisfied with the system of evaluation/examination | | | | | | |
|---|---|---|---|---|---|---|
| | Principals | | Teachers | | Students | |
| | f | % | f | % | f | % |
| Yes | 10 | 55.6 | 57 | 47.9 | 320 | 91.4 |
| No | 8 | 44.4 | 62 | 52.1 | 30 | 8.6 |
| Total | 18 | 100.0 | 119 | 100.0 | 350 | 100.0 |

Source: Field Survey

The study found that 55.6% of the Principals, 47.9% of the teachers and 91.4% of the students were satisfied with the evaluation of students' performance while 44.4% of the principals, 52.1% teachers and 8.6% students disclosed dissatisfaction over the evaluation of students' performance. The dissatisfaction over the evaluation of students' performance was due to the undue emphasis on the Semester examinations. The 52.1% of the teachers were not satisfied with the performance of their students' overall performance stating that, "better achievements and results in the form of higher percentage of marks scores can be achieved if the students earnestly give time to their books and learning."[10] The principals of the colleges were not interested only in the high pass percentage but that their students secured good ranks and high percentage of marks. Students of the colleges were not satisfied because of the unfair means rampantly practiced in some examination centres.

#### *6.1.3.13. Major problem of students in daily academic activities*

When asked, "What is the major problem to your studies at present?" the students gave diverse replies. These diverse replies were group in five categories. After categorizing, 67.1% of the students have problem related to Financial Constraints in their families, 19.1% were related to poor family atmosphere, 9.7% suffered personal health issues, 3.4% admit that they were students with different degree of special needs/handicap and the remaining 0.6% of the students have the audacity to admit their negligence of study was the major problem. The table below shows the categorized percentage.

[10] As quoted from the response of one of the respondent. Many of the respondents hold the same view although the words of expression differ slightly from one respondent to another.

**Table No. 6.37. Major personal problem in relation to students' studies**

| **Major problem in relation to your studies** | Frequency | Percent |
|---|---|---|
| Poor Family Atmosphere | 67 | 19.1 |
| Financial Constraints in the family | 235 | 67.1 |
| Personal Health Problem | 34 | 9.7 |
| Being a person with special needs/handicap | 12 | 3.4 |
| Personal Negligence | 2 | .6 |
| Total | 350 | 100.0 |

Source: Field Survey

### *6.1.3.14. Awards to Principals, teachers and colleges*

The study confirmed that 27.8% of the principals and 17.6% of the teachers claimed to have received individual academic awards for outstanding academic performance while 72.2% of the principals and 82.4% of the teachers did not received any such awards. Thus, some academic efforts of the principals and teachers of the colleges have been recognized. Instituting awards and incentives for good academic performance will boost the moral and enthusiasm of the teachers.

**Table No.6.38. Academic Award to Principals and Teachers**

| **Conferred academic award** | | | | |
|---|---|---|---|---|
| | Principals | | Teachers | |
| | f | % | f | % |
| Yes | 5 | 27.8 | 21 | 17.6 |
| No | 13 | 72.2 | 98 | 82.4 |
| Total | 18 | 100.0 | 119 | 100.0 |

Source: Field Survey

Regarding college level awards, two colleges have been conferred academic award due to their good performance in the graduation results while 16 of them were never conferred any awards because of their academic performance. There were few colleges in the hill areas that maintained quality in their out-put through proper management and academic pursuits by inducing the students, teachers and management staffs, a competitive mindset.

**Table No. 6.39. Award to College**

| **Has your college been conferred any academic award?** | | | | |
|---|---|---|---|---|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Yes | 2 | 11.1 | 11.1 | 11.1 |
| No | 16 | 88.9 | 88.9 | 100.0 |
| Total | 18 | 100.0 | 100.0 | |

Source: Field Survey

### *6.1.3.15. Educational Aspiration of students*

Regarding the educational aspiration of the college students, 30.6% of them wish to study only up to Graduation, 42.9% wish to go till Post Graduation, 24.9% till Ph.D. and 1.7% wish go for other courses. It was thus observed that aspiration for Post-Graduation was the highest among the college students.

**Table No. 6.40. Educational Aspiration of students**

| | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Graduate | 107 | 30.6 | 30.6 |
| Post Graduate | 150 | 42.9 | 73.4 |
| Ph.D. | 87 | 24.9 | 98.3 |
| Others | 6 | 1.7 | 100.0 |
| Total | 350 | 100.0 | |

Source: Field Survey

The educational aspiration can also be studied by classifying the students further on the basis of sex. The Table below showed the distribution.

**Table No. 6.41. Educational Aspiration of male and female students**

| Sex | Graduate | % | Post Graduate | % | Ph.D. | % | Others | % | Total |
|---|---|---|---|---|---|---|---|---|---|
| Male | 47 | 13.42 | 77 | 22.0 | 34 | 9.71 | 2 | 0.57 | 160 |
| Female | 60 | 17.14 | 73 | 20.85 | 53 | 15.14 | 4 | 1.14 | 190 |
| Total | 107 | 30.57 | 150 | 42.85 | 87 | 24.85 | 6 | 1.71 | 350 |

Source: Field Survey

Regarding Educational Aspirations, 13.42% of the male students wish to study till Graduation only while 17.14% of the female student aspired for the same. 22% of the male students aspired to study up to Post Graduation while 20.85% of the female aspire for the same. 9.71% of the male students aspired to study up to Doctor of Philosophy (Ph.D.) while 15.14% of the female students aspired the same. While a very small proportion of students, 0.57% of male and 1.14% of female aspired for other educational courses than mentioned in the options given. Female students' aspiration for the higher education was more for graduation and Ph.D. while male students exceed at the aspiration for post-graduation.

### *6.1.3.16. Job Satisfaction of teachers*

It was revealed that 80.7% of the teachers were satisfied with their teaching job whereas, 19.3% disclosed their dissatisfaction on their teaching job. Such dissatisfaction of the teachers over their job was mainly due to their ambitious attitude, as they were desirous to change their occupation to administrative services.

#### *6.1.3.17. Other Academic Problems of teachers and students*

The teachers of the colleges in the hill areas of Manipur also reported encountering the following academic problems in their colleges:

1. Irregularities of students.
2. Lack the basic concepts and responses of the students towards their subjects/stream.
3. Overcrowding of classes in few cases.
4. Limited time to finish the syllabi and curricular activities within the semester term or system, thus overloaded workload, specifically in the private colleges.
5. Indifferent attitudes of few students in some colleges.
6. Lack of liberal academic atmosphere in some colleges.

With regards to academic aspect of their study in the colleges, students reported the following problems also:

1. Lack of library and laboratory materials.
2. Irregularities of teachers
3. Unavailability of study materials

### 6.1.4. Finance Related Aspect

#### *6.1.4.1. Sources of Finance*

Regarding the sources of finance, 44.4% of the total number of the colleges in the hill areas of Manipur claimed to have entirely private funds and finances other than the government funds and grants for the college. Besides, 33.3% colleges reported to have UGC and State government funding and finance. And only 5.6% colleges claimed to have only the state finance for maintaining the college and 16.7% of the colleges claimed to have grants from the government beside the private sources of funds for maintaining their college affairs. This data indicated that the Private firms and individuals have higher financial contribution as the public agency with regard to financing the colleges in the hill areas.

**Table No 6.42. Sources of finance**

| Sl. | Sources of finance | Frequency | Percent |
|---|---|---|---|
| 1. | UGC and state | 6 | 33.3 |
| 2. | State Government only | 1 | 5.6 |
| 3. | Other private sources only | 8 | 44.4 |
| 4. | Grants from government and private sources | 3 | 16.7 |
| | Total | 18 | 100.0 |

#### *6.1.4.2. College fund*

Colleges in the hill areas are of three different types according to their major sources of fund – (i) Government funded colleges, (ii) Private colleges receiving government Aids in the form of grants called Grant-in-Aids Colleges and (iii) Private colleges depending on students’ fee, donations and contributions from various individuals and groups. Based on the filled in questionnaire administered to the principals, 38.9% of the colleges depend on government funding, 16.7% have students’ fee and government’s financial grants as their main source and 44.4% of the colleges solely depend on students’ fees and private philanthropists’ contributions as their major source of fund indicating that larger percentage of colleges depend on private sources of funds for college management. The private colleges consist of 61.1% of the total number of colleges in the hill areas of Manipur. Some of the main sources of funds for these private colleges range from Church, Philanthropists, College fees including the Lump sum grant-in Aids from the government. Out of the 11 (eleven) private colleges, 27.8% of the total number of colleges received major share of financial care from the Church, 16.7% depend solely on fees collected in the colleges, 11.1% colleges depend on the fees collected as well as the grant in aids from government and 5.6% colleges received Philanthropists’ contribution.

**Table No. 6.43. Private Sources of Finance**

| Sl. No. | Other private sources | Frequency | Percent |
|---|---|---|---|
| 1. | Church | 5 | 27.8 |
| 2. | Philanthropists | 1 | 5.6 |
| 3. | College fees | 3 | 16.7 |
| 4. | Fees and lump sum funds from government | 2 | 11.1 |
| | **Total** | **11** | **61.1** |
| | Government Colleges | 7 | 38.9 |
| | **Total** | **18** | **100.0** |

Source: Field Survey

From the description above, it was observed that the Church contributed maximum among the private sources of funds to run the colleges, followed by College fees, grants from the government and Individual Philanthropists contribution. It should be noted here that more private colleges sprang up in the hill areas due to the poor performances of the existing government colleges and the indifference attitude of the government towards the development of existing government colleges.

### *6.1.4.3. Tuition fees*

Among the colleges in the hill areas, 38.9% is government-managed colleges and hence, do not make the requirement of tuition fees. But the remaining 61.1% of the colleges charged tuition fees to the students. Accordingly, 22.2% of the colleges charge less than 7000 per semester and 38.9% of the colleges charge more than 7000 per semester. This amount also includes admission fees and other fees for the semester as well. Comparing these fees, the cost of education is higher in private colleges than the government colleges. However, until recent years, people preferred the private colleges due to their lack of faith in the government colleges. Besides, these government colleges were limited in number. People discarded government colleges due to two reasons - free education bring about the notion of something free which has not much value and the name that the government colleges have earned in the past decades didn't attract anyone.

### *6.1.4.4. Funds for expansion of building and infrastructures*

For expansion of buildings and other infrastructures, 33.3% of the colleges received necessary funds from the state government while 66.7% did not receive any fund for the said purpose. However, 50% of them received financial grants from UGC and 22.2% of them received donations from other sources like Church and Philanthropists. The fund inflow for the purpose of infrastructural expansion and improvement is not uniform and different in interval as well as amount sanction too. Many colleges disclosed their need for more funds to improve and expand their buildings and infrastructures.

### *6.1.4.5. Books maintained*

The study found that 88.9% of the colleges maintained separate account books for different transactions in their colleges. Only Kanggui Christian College claimed to have suffered crisis of financial shortage in the past. Maintaining proper account books is one way to avoid auditing difficulties. Although only one college was brave enough to admit it, most private colleges were financially at stake in the past few years due to lack of students. The Table No.6.44 shows that all the colleges are maintaining these books well. With regards to keeping and maintaining records, many staff verbally confessed that these books were properly maintained very recently. Few years before, these records were not bothered at all. On enquiry, many of the colleges were not willing to show these books of the previous decades giving various excuses.

**Table No. 6.44. Books and Registers maintained by colleges**

| Sl | Records and Books | Yes | |
|---|---|---|---|
| | | f | % |
| 1 | Admission Register | 18 | 100 |
| 2 | Fee Register | 18 | 100 |
| 3 | Students attendance register | 18 | 100 |
| 4 | Certificate Register | 18 | 100 |
| 5 | Staff Confidential File | 18 | 100 |
| 6 | Salary register | 18 | 100 |
| 7 | Cash book | 18 | 100 |
| 8 | Teachers attendance register | 18 | 100 |
| 9 | Library attendance register | 18 | 100 |
| 10 | Library book lending and receipt register | 18 | 100 |
| 11 | Leave register | 18 | 100 |

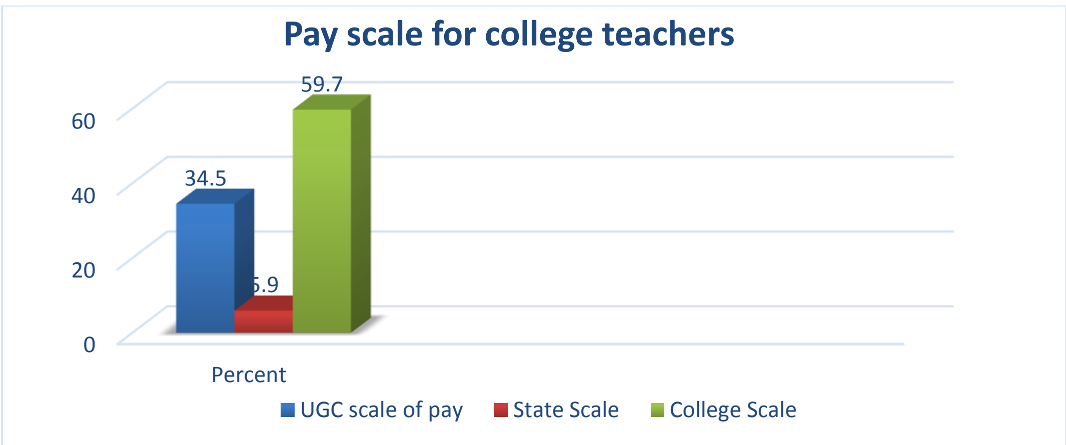
Source: Field Survey

### *6.1.4.6. Teachers' Pay Scale*

Since teachers do not handle money except their pay, it is necessary to begin the financial aspect of their life with the scale of pay, they received. In the state of Manipur, Government colleges receive UGC scale of pay, (formerly they were paid the state scale of pay). Some Aided colleges manage with the state scale while most private colleges have their own scale of pay.

Regarding the pay scale of teachers, 44.4% of the colleges paid the UGC scale of pay and 55.6% of the colleges paid College scale. College pay scale varied from college to college. College pay scale for new teachers ranges from 6000 rupees to 15000 rupees in the private colleges. There was no college which pay the state scale of pay. This was perhaps because all the state run colleges have followed UGC norms in the scale of pay for its teachers. It shows that most teachers would be tempted to look for additional income as most of them are paid college scales in the private colleges.

**Figure No 6.7. Pay scale of teachers**



In the present study, it was found that 34.5% of the teachers acknowledge receiving the UGC scale of pay, 5.9% of teachers receive state scale of pay and 59.7% of teachers receive College Scale of pay. Some policy needs to be implemented for a uniform scale of pay even in the private institutions, so that the moral and sense of responsibility can be induced in the private college teachers too.

It was found that 82.4% of teachers claimed to receive their salary regularly while 17.6% did not receive regularly. Small pay scale with irregular payment will divert the attention and interest of the teachers toward diverse means for additional income, distracting them from their teaching. Despite the meagre amount paid to teachers in the private colleges, regular pay is one positive point that would let the teachers keep on working in the colleges. Management with small amount of money is possible only when the interval of inflow is regular.

***6.1.4.7. Family and finance***

It was found that teachers of colleges in the hill areas of Manipur have families ranging from 2 members to the maximum of 11 family members. The average family strength is 5.08 with a standard deviation of 2.272, which indicated that most teachers came from medium size families.

**Table No. 6.45. Background of teachers Family members**

| **Family members** | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| | 119 | 2 | 11 | 5.08 | 2.272 |

Source: Field Survey

It was observed that 37% of these college teachers were the sole earners in their family. 63% of them have other income earners in their family. Of the 37% teachers who were the sole earners in their family, 57.1% of the 37% were able to manage the economic needs of their family with their Salary but 42.9% of them claimed that they were not able to manage their family economic needs with their Salary. This clearly showed that teachers do faced financial difficulties.

It was revealed that 31.1% (37 teachers) of the teachers have other sources of income other than their pay while 68.9% have their salary as the only source of income. Of the 37 teachers who claimed to have other sources of income, 54.05% (20 teachers) have Agricultural products, 27.02% (10 teachers) carried out private tuition and 18.91% (7 teachers) go for evaluation of Answer Scripts as added source of income.

Financial incentives are good motivators for working people in any field. The present study revealed that 42.9% of teachers received financial incentives for good academic performance while 57.1% of teachers did not received any financial incentives for good academic performance or achievements. As larger number of teachers received no financial incentives attach to good performance in academic life, it was probable that many teachers will not strive beyond the point of fulfilling their duty.

#### *6.1.4.8. Major problem of teachers related to finance*

With regards to financial aspect, college teachers reported the following problem:

1. Less pay with more workload in most private colleges. The private colleges do not follow the UGC scale of pay but have their own scale of pay which ranged from rupees 8000 to 19000 while the per day classes range from 4 classes to 7 classes compared to a maximum of 5 classes in the government colleges.
2. No proper incentives for sincerity and good works for the teachers beside the regular pay.

#### *6.1.4.9. Students' tuition fees*

It was revealed that 55.4% of the students pay tuition fees for their study while 44.6% of them did not pay tuition fees. The greater number of Private institutions surviving on the tuition fees of the students was observed in the strength of students paying tuition fees while there were no tuition fees or very less fees in the government institutions. This situation was due to people having more faith in the private colleges to maintained quality of education. 37.1% of the students were aware of fee concession to students by their college while 62.9% were not aware, indicating that fee concession was not a frequent provision in most cases.

#### *6.1.4.10. Scholarship*

The study revealed that 96.6% of the students received some form of scholarship. Of the 96.6% who receive scholarship, 44% were male students and 52.57% were female students. Only 3.4% of them did not received any scholarship. Most of these scholarships were the Post Matric scholarships provided by the Department of Tribal Development, Government of Manipur to Scheduled Tribe students. The scholarship received was 24% used for paying tuition fees, 27.1% use for paying examination fees, 43.4% use for purchasing books and 1.7% use for private tuition fees while 3.7% did not respond. Only 25.1% of the students were aware of their college providing its own scholarship to deserving students from their colleges while 74.9% of them were not aware of any of such provision.

**Table No. 6.46. Benefit of Scholarship received**

| Benefit of Scholarship received | Frequency | Percent |
|---|---|---|
| Use for paying tuition fees | 84 | 24.0 |
| Use for paying examination fees | 95 | 27.1 |
| Use for purchasing books | 152 | 43.4 |
| Use for coaching or private tuition fees | 6 | 1.7 |
| Total | 337 | 96.3 |
| Missing System | 13 | 3.7 |
| Total | 350 | 100.0 |

Source: Field Survey

### *6.1.4.11. Award*

The study revealed that 62.7% of the students were aware of outstanding student given awards in their college while 37.3% were not aware of it.

### *6.1.4.12. Rent*

Of the 350 students, 28% (that is 98 students) reside in rent while 252 students consisting of 72.4% did not reside in rent. Among the 98 students residing in rent, 51 students were male and 47 were female students.

Of the 98 students, 73.5% of them pay rent amount of Rupees 1500 and below while 26.5% of them pay monthly rent amount of above Rupees 1500. The result of the lack of hostel facilities have forced some of these students to take rented houses.

**Table No. 6.47. Amount of the monthly rent**

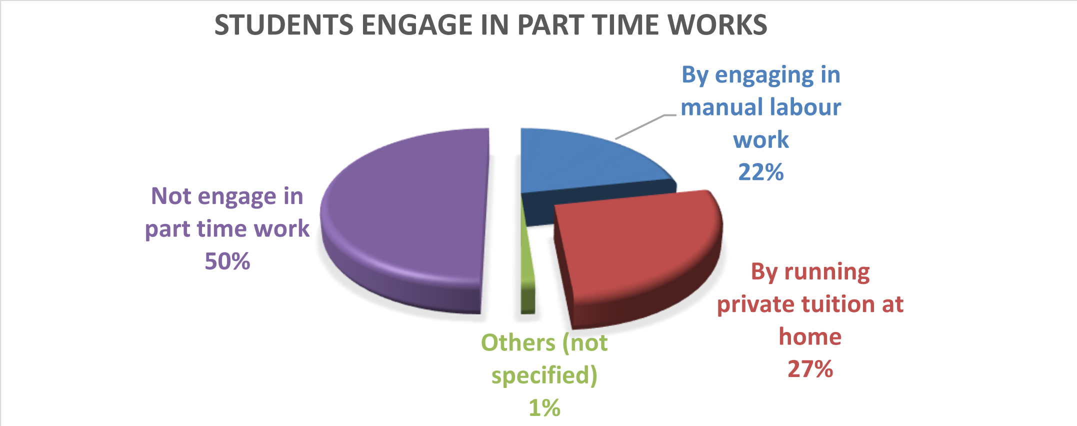
| Amount of rent | Frequency | Percent |
|---|---|---|
| 1500 and below | 72 | 73.5 |
| 1500 and above | 26 | 26.5 |
| Total | 98 | 100.0 |

Source: Field Survey

### *6.1.4.13. Part time engagement of students*

Along with their studies, many of the students were also engage in making /earning money on a part time basis, 58.6% of the student respondents were engaged in earning along with their studies while 41.4% of them denied having been engaged in a part time work of earning. Among the 58.6% of student engaging in an economically productive activity along with their study, 26.57% were male and 32% of them were female students. This indicate that female students were more responsible toward helping their parents' economy even while they were studying.

**Figure No. 6.8. Part time engagement of students**




Among those engaging in some kind of part time earning, 43.4% of them were engaging in Manual work, 54.1% were running private tuition at home while 2.4% were engaging in other works.

Apart from the problems displayed in the above discussion, students reported the following problems related to finance;

1. Poor family background
2. High fee rates for hostels and rents.
3. Higher rates of absent fines
4. High amount of students' contributions in college organized functions.

### 6.1.5 Infrastructure Related Aspect

#### *6.1.5.1. Type of College buildings*

It was found that 50% of the colleges in the hill areas have buildings which were mostly Semi-Pucca Type of Buildings, 33.3% have Pucca (RCC) Buildings and 16.7% still manage imparting higher education with Assam-type of Buildings. This indicates that more Pucca RCC buildings need to replace the existing college buildings which were mostly Semi-Pucca type. The need to replace the current buildings with pucca buildings is the next immediate step waiting in many colleges.

#### *6.1.5.2. Campus area*

The Campus area of colleges in the hill areas of Manipur as reported by the respective Principals, ranges from 2 acres to 45 acres. The average campus area as calculated from the various figures is 13.82 acres. The mode of the frequency of varied size of college campus was 2 acres, which indicates that more number of colleges have smaller campus areas. For proper space and learning atmosphere, colleges with larger campus areas are required.

**TableNo.6.48. Campus area of colleges in hill areas**

| Campus area (in acre) | N | Minimum | Maximum | Mean | Mode |
|---|---|---|---|---|---|
| | 18 | 2 | 45 | 13.82 | 2 |

Source: Field Survey

***6.1.5.3. College campus***

Majority of the teachers (94.1%) claimed that their college campus was congenial for academic activities while 5.9% admitted that their campus was not congenial for academic activities. The reasons for uncongenial campuses were being small campus, congestion, lack of maintenance, noise and disturbances from the local surrounding areas.

***6.1.5.4. College own building***

The study revealed that cent percent of the colleges owned their buildings, in which the facilities for indoor games was available with 66.7% of them, the facilities for outdoor games and sports was available with 88.9% of the colleges. It was also found that 77.8% of the college have a Multi-purpose Hall. It was thus, observed that most colleges have spaces for organizing co-curricular activities.

***6.1.5.5. Facilities in the colleges***

**Table No. 6.49. Sport facilities**

| | **Availability facility in the college** | | | |
|---|---|---|---|---|
| | **Indoor Sport facilities** | | **Outdoor Sport facilities** | |
| | f | % | f | % |
| Yes | 12 | 66.7 | 16 | 88.9 |
| No | 6 | 33.3 | 2 | 11.1 |
| Total | 18 | 100.0 | 18 | 100.0 |

The table above have clearly shown that about 66.7% and 88.9% of the colleges in the hill areas have facilities for Indoor and Outdoor sport facilities respectively. It was observed that some of the colleges still do not provide facilities for indoor and outdoor sport facilities. The lack of such facility was more acute with indoor sport facilities. The Table No.6.50 shows that only 12 colleges provided for Canteen, 14 colleges have a Multi-purpose hall, cent percent colleges have library, no college provide separate departmental library and 10 colleges provided computer centre in their colleges. It was thus, observed that some of the colleges still remained with no canteen, no multi-purpose hall and no computer facility in the college. No college in the hill areas has separate departmental library for any department.

**Table No. 6.50. Academic and recreational facilities**

| | Availability in the college | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Canteen | | Multipurpose hall | | Central library | | Dept. Library | | Computer centre | |
| | f | % | f | % | f | % | f | % | f | % |
| Yes | 12 | 66.7 | 14 | 77.8 | 18 | 100 | 0 | 0 | 10 | 55.6 |
| No | 6 | 33.3 | 4 | 22.2 | 0 | 0 | 18 | 100 | 8 | 44.4 |
| Total | 18 | 100.0 | 18 | 100.0 | 18 | 100 | 18 | 100 | 18 | 100.0 |

### *6.1.5.6. Students' Common Room*

**Table No. 6.51. Students' Common Room**

| | Students' Common room | |
|---|---|---|
| | f | % |
| Yes | 11 | 61.1 |
| No | 7 | 38.9 |
| Total | 18 | 100.0 |

It was also found that 61.1% of the colleges have Students' Common Room. Out of the 61.1% having Students Common room, only 33.3% of those who have Students Common Room, provided separate common room for boys and girls.

### *6.1.5.7. Classroom*

Classrooms were provided sufficiently in all the colleges. However, some classrooms were not clean, maintained and attractive at all were some of the claims of the respondents. Benches or Chairs in the classroom were adequately provided to 98.9% of the students while it was not so for the 1.1% of the students. In such circumstances, it may be stated that most of the students were provided benches sufficiently.

**Table No. 6.52. Classroom Infrastructure**

| Sl | Infrastructures | Yes/Good | % | No/Poor | % | Total |
|---|---|---|---|---|---|---|
| 1. | Adequate Benches or Chairs | 346 | 98.9% | 4 | 1.1% | 350 |
| 2. | Adequate Desks and Tables | 334 | 95.4% | 16 | 4.6% | 350 |
| 3. | Black or White Boards | 291 | 83.1% | 59 | 16.9% | 350 |
| 4. | Regular Power Supply | 211 | 60.3% | 139 | 39.7% | 350 |

Source: Field Survey

Desks or Tables were adequately provided to 95.4% of the students while 4.6% were not adequately provided. 60.3% of the students felt the lighting system in the classrooms was good while 39.7% of them claimed it was poor due to single window and irregular power supply. To most (83.1%) of the students, Black/White Boards were in good condition while to 16.9% of the students it was poor. Thus, it was observed that these classroom infrastructures were provided adequately.

Only 35.3% of the teachers claimed that Chair and Table were provided for them in the classrooms. So, 64.7% of the college teachers were not provided Chair and table in the classroom. It was thus contended that most teachers carry out their classroom teaching while standing.

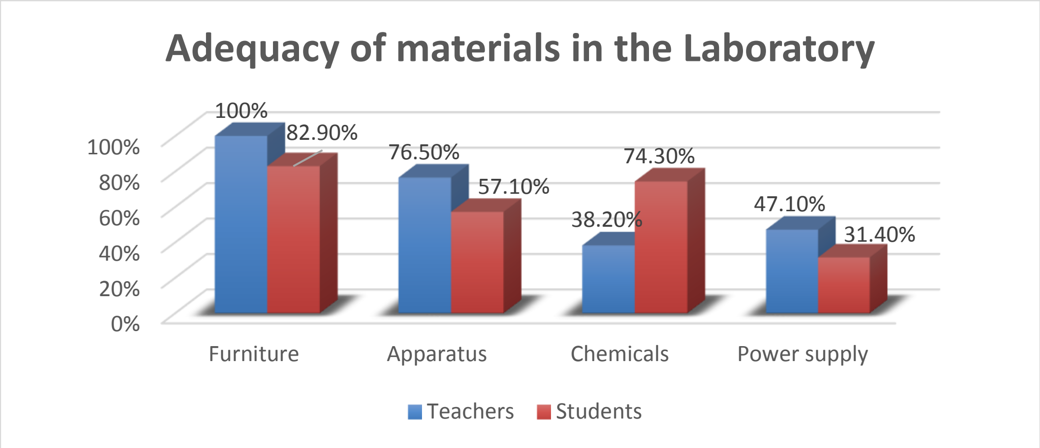
***6.1.5.8. Laboratory***

For Science students, laboratory facilities largely determined the quality of their practical knowledge. It was observed that 82.9% of the science students and cent percent of the teachers were provided adequate furniture in the laboratory. 100% of the science teachers responded saying adequate furniture was supplied in the laboratory room.

***6.1.5.8.1. Apparatus in the laboratory***

Regarding Instruments and Apparatus in the laboratory, 76.5% of the Science teachers were provided with Adequate Instruments and Apparatus in their college laboratories. On the contrary 23.5% of the science teachers suffered shortage of Instruments and Apparatus in their college laboratories.

**Figure No. 6.9. Adequacy of materials in the Laboratory**




***6.1.5.8.2. Chemicals in the laboratory***

Regarding the adequate availability of Chemicals in the laboratory of the colleges, it was found that only 38.2% were provided adequate Chemicals for the laboratory work/Practical experiment. However, 61.8% of the teachers suffered from lack of

Chemicals for laboratory experimental work. Most of the students (74.30%) were provided sufficient chemicals in the laboratory.

***6.1.5.8.3. Regular power supply in the Laboratories***

Adequate power supply was available with 47.1% of the science teachers, whereas, 52.9% of the science teachers did not received adequate regular power supply in the laboratories. The same problem was acknowledged by the students also in the laboratory. Thus, it was observed that most of the science students suffered from lack of apparatus and regular power supply while science teachers suffered from lack of chemicals and regular power supply in the laboratory. The highest common issue at hand being the lack of regular power supply.

***6.1.5.9. Teachers' Common Room***

**Table No. 5.53. Types of Teachers' Common Room**

| **Type of Teachers Common Room** | f | % |
|---|---|---|
| One large room for all teachers | 16 | 88.9 |
| Separate rooms for male and female teachers | 1 | 5.6 |
| Separate rooms for each department | 1 | 5.6 |
| Total | 18 | 100.0 |

Source: Field Survey

It was found that Teachers Common Room were in different arrangement. 88.9% of the colleges have one large room for all teachers, regardless of the sex, department and seniority. 5.6% of them have separate large rooms for male and female teachers. Another 5.6% of the colleges have separate teachers' room according to the department. Separate rooms to each teacher was not provided by any of the college. So, teachers were provided with seats and spaces for relaxing and working in between classes as well. According to the teachers, 78.2% of them were provided a spacious common room, 18.5% of the teachers with manageable common room and 3.4% were in congested common room.

**Table No. 6.54. Different Teachers' common room provided to teachers**

| Teachers Common Room | Teachers Response | |
|---|---|---|
| | f | % |
| Adequate/ spacious | 93 | 78.2 |
| Manageable | 22 | 18.5 |
| Congested | 4 | 3.4 |
| Total | 119 | 100 |

Source: Field Survey

***6.1.5.9.1. Chairs and Table in Teachers' Common Room***

In the Teachers' Common Rooms, 66.4% of the teachers were provided with plastic Chairs and tables, 14.3% of the teachers were provided with ordinary benches and tables, 17.6% of the teachers were provided with good Arm chairs and tables and 1.7% of the teachers did not disclosed this information.

**Table No. 6.55. Furniture in the Teachers' Room**

| **Furniture in the Teachers' Room** | Frequency | Percent |
|---|---|---|
| Plastic chairs and tables | 79 | 66.4 |
| Benches and tables | 17 | 14.3 |
| Good Arm chairs and tables | 21 | 17.6 |
| Others | 2 | 1.7 |
| Total | 119 | 100.0 |

Source: Field Survey

***6.1.5.9.2. Newspapers in Teachers' Common Room***

In the Teachers' Common Room, Local Newspapers were available with 74.8%, while 25.2% of them did not have such in their common room. 48.7% of teacher have National Newspapers in their common room whereas, 51.3% did not have.

**Table No. 6.56. Things in the Teachers' Room**

| **Things in the Teachers' Room** | Yes | No | Missing | Total |
|---|---|---|---|---|
| Local newspaper | 89 | 30 | 0 | 119 |
| | 74.8% | 25.2% | 0 | 100% |
| National newspaper | 58 | 61 | 0 | 119 |
| | 48.7% | 51.3% | 0 | 100% |
| Fans | 50 | 69 | 0 | 119 |
| | 42% | 58% | 0 | 100% |
| Drinking Water | 111 | 8 | 0 | 119 |
| | 93.3% | 6.7% | 0 | 100% |

Source: Field Survey

***6.1.5.9.3. Fans in the Teachers' Common Room***

In the Teachers' Common Room, 42% claimed to have fans provided to them while 58% of them were not provided. The hill areas of Manipur have cool climate, therefore in many cases the need for fan did not arise except for some cases.

***6.1.5.9.4. Drinking water in Teachers' Room***

It is found that 93.3% of the teachers were provided with drinking water in their Common room. Only 6.7% of the teachers stated that they were not provided drinking water in the teachers' common room.

***6.1.5.10. Reading Room***

The study revealed that 66.7% of the colleges provided separate reading room for the students. On the other hand, 33.3% of the colleges do not have the same provision. 16.7% of the colleges provided small room as reading room, 16.7% of the colleges provided large room as reading room and 33.3% provided hall for the purpose of reading room. Therefore, students were also given spaces of different sizes for the academic work in between the classes in the college campus.

**Table No. 6.57. Types of reading room**

| Type of Reading Room | Frequency | Percent |
|---|---|---|
| Small Room | 3 | 16.7 |
| Large Room | 3 | 16.7 |
| Hall | 6 | 33.3 |
| Total | 12 | 66.7 |
| Colleges without reading room | 6 | 33.3 |
| **Total** | 18 | 100.0 |

Source: Field Survey

***6.1.5.11. Facility for preparing teaching aids***

It was observed that only 22.2% of the colleges have facilities to prepare Audio-visual teaching aids in their colleges. This is indicative that teachers did not use teaching aids in most of the colleges.

***6.1.5.12. Accommodation***

Majority (66.7%) of the colleges have hostel facilities for far flung students although with limited seats. During the survey at the spot, government college hostels were existing only in name and practically not functioning. Private colleges indeed run hostels with limited seats.  50% of the colleges claimed to provide staff quarter for the college staffs. However, these staff quarters are not maintained and very few in number that the chawkidar and few non-teaching staffs at the most were be accommodated.

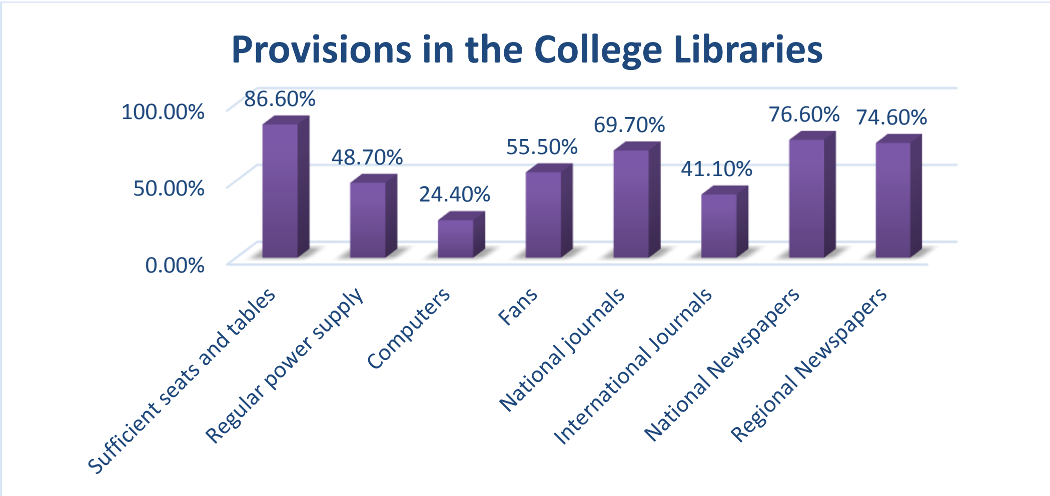
***6.1.5.13. Books in the library***

Of all the colleges in the hill areas, 66.7% of the colleges have less than 5000 books and journals in their libraries, 33.3% of them have Books and journals of between 5000 and 15000 in numbers. Most of the available books were outdated in content and shape. The lack of attention to accumulate the latest books and journals and replace the old ones is a clear indication of the kind of materials available to the students who can’t afford richer and costly reading materials. The lack of sufficient reading materials may be assumed knowing that less number of books are available in the college libraries.

***6.1.5.14. Other provisions in the library***

Libraries served as the storehouse of learning materials in the form of books, journals and other digital storage. Beside these, adequate and suitable seats and tables, congenial atmosphere, clean and healthy room with constant supply of power were the expected condition in the library hall.

**Figure No. 6.10. Infrastructures and learning resources in the Library**




As observed from the Figure No.6.10, regular supply of power, computers and international journals were the least provided facilities in the library. For the rest of the items as indicated in the figure, seemed to be provided adequately.

***6.1.5.15. Computer Room/Centre***

In the present century, institutions of higher learning are expected not only to have computer rooms but make the best use of computers too. Of all the colleges in the hill area, 55.6% of the colleges have computer rooms in their colleges while 44.4% colleges do not have such Room/Centre in their college. It is surprising to see a college with no computer room even if there were no computer courses offered in the college. In such cases, if students are expected to handle or have thorough knowledge of computer, it will be a mere over-expectation.

***6.1.5.16. Internet facility***

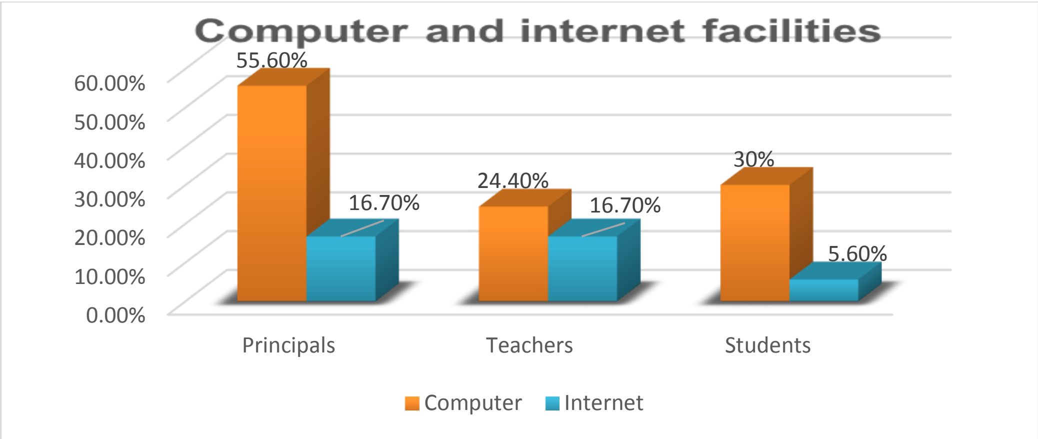
The world has become a global village through modern system of communication. Instant knowledge and updates are what makes the world spin in this century. The absence of such communication system indicates total backwardness or indifferent attitude to it. Majority of the colleges in the hill area, (61.1%) have no internet connection in their colleges while 38.9%of the colleges have internet connection in their colleges. Internet connection available in colleges are of the following manner: 5.6% have the connection covering the entire college campus, 16.7% have the internet connection only in the computer room and 16.7% of the college have it only in the principal's chamber.

**Table No. 6.58. Scope of internet availability in the college**

| Scope of internet availability in the college | Frequency | Percent |
|---|---|---|
| Entire college | 1 | 5.6 |
| Only computer room | 3 | 16.7 |
| Only Principal Chamber | 3 | 16.7 |
| Total | 7 | 38.9 |

From the above table, it can be observed that internet connections are not available in most of the cases in the colleges of the hill areas. So, immediate updates and access to specific academic development for teachers and students were not provided in the colleges.

**Figure No. 6. 11. Rate of accessing computer and internet in the colleges.**




In the colleges of the hill areas, the principals have the highest rate of accessing computers. Teachers and students seem to have very less chances of accessing computer in the college, most probably due to the lack of computers in the college. As was obvious from the lack of computers, the rate of accessing internet was very low too, as indicated in figure no 6.11.

***6.1.5.17. Smart Room***

The study revealed that 25.2% of the teachers claimed to have Smart Rooms in their colleges while 74.8% of the teachers claimed they have no smart rooms in their colleges.

Even though some of the colleges did not have smart Rooms, 29.4% of the teachers claimed to have Overhead Projectors. So, it was evidently clear that technology and electronic gadgets were not use in academic discourses in the colleges in the hill areas.

***6.1.5.18. Toilets***

All the colleges in the hill areas have toilets in their college campuses. Beside this, cent percent of the colleges under investigation claimed to have separate toilets each for male and female students. Mentioned may be made here that while visiting colleges, the investigator had come across a number of colleges without proper maintenance of the available toilets. In some cases, only the toilet reserved for the staffs was well-maintained.

**Table No. 6.59. Some Facilities in the college.**

| Sl | **Facilities in the college** | Yes | % | No | % | Missing | Total |
|---|---|---|---|---|---|---|---|
| 1. | Toilets | 18 | 100% | 0 | 0% | 0 | 18 |
| 2. | Separate toilets for boys/girls | 18 | 100% | 0 | 0% | 0 | 18 |
| 3. | Drinking Water | 18 | 100% | 0 | 0% | 0 | 18 |
| 4. | Campus fencing wall | 15 | 83.3% | 3 | 16.6% | 0 | 18 |

Source: Field Survey

***6.1.5.19. Drinking water***

Regarding drinking water in the colleges, it was found that cent percent colleges provide drinking water for the students as well as the staffs. This was confirmed during the field visit to the colleges. However, in some of the colleges, the amount of water was limited with small container.

***6.1.5.20. Campus fencing wall***

The study found that 83.3% of the colleges have campus wall fence while, 16.6% of the colleges did not have such wall fencing the campus from animals and outsiders simply intruding inside the college campus.

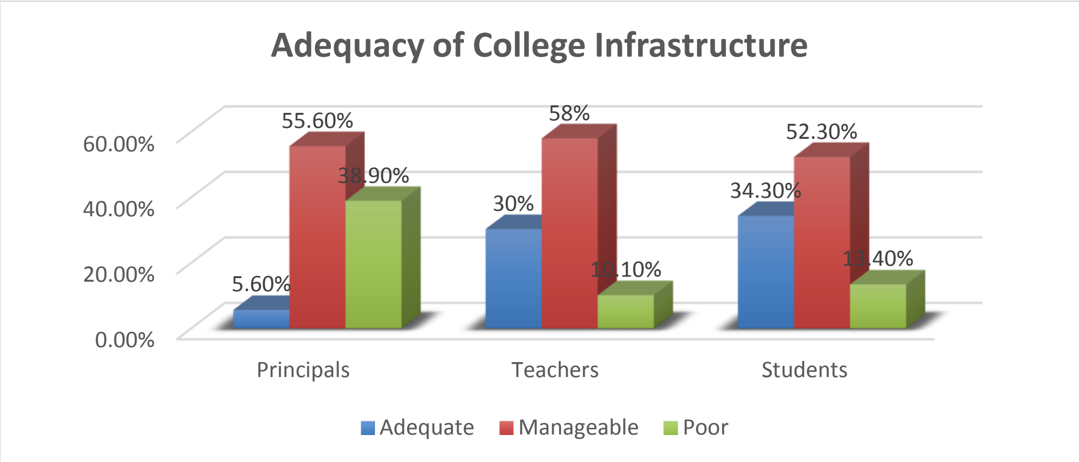
***6.1.5.21. Staff Quarter***

It was found that 45.4% of the teachers responded positively to their college providing the facility of Staff-Quarters while 52.9% of them responded negatively and 2 teachers did not respond. It may be mentioned here that the available staff quarters were occupied by the non-teaching staffs in most cases. Only 24.4% of the teachers were accommodated in Staff Quarters provided by the colleges while 73.9% of them were not accommodated in such staff quarters and 2 teachers did not respond to the question. It was thus seen that staff quarters were available in most of the colleges. Teachers make their own arrangement. This could have been one of the reasons for teachers' frequent absenteeism in some of the colleges.

***6.1.5.22. Infrastructures and learning resources***

Regarding total infrastructures and learning resources in the colleges, 5.6% of the college principals, 30.3% of the college teachers and 34.3% of the college students opined that the total infrastructures and learning resources in the colleges adequate for their learning requirements. Meanwhile, 55.6% of the college principals, 58% of the teachers and 52.3% of the students opined that they are manageable and 38.9% of principals, 10.1% of teachers and 13.4% of the students opined that they are poor. Only one college admit having adequate infrastructures and learning resources. This indicates the lack of sufficient and adequate resources for quality learning in the colleges of the hill areas. The manageable condition has been the description of their available infrastructures for many teachers and students. However, few of them, 38.9% of principals, 10.1% of the teachers and 13.4% of the students have the courage to say the depravity of their available poor infrastructures. Thus, we can see that there were lots to improve and update with regard to the infrastructure and resources of the colleges.

**Figure No.6.12. Rating Infrastructures and learning resources**




Concerning Infrastructure, teachers and students of colleges also reported facing the following problems:

1. Lack of Laboratory materials.
2. Less numbers of computer and the existing ones are old and outdated.
3. Lack of Playground for recreation in most colleges.
4. Absence of teaching aids/audio-visual aids.
5. The problem of inadequate power supply.
6. Less number of proper classrooms in some of the colleges.

7. Lack of staff quarters.
8. Library not well maintained.
9. Lack of proper toilets and lack of maintenance of the existing ones.

**6.2. Indira Gandhi National Tribal University, Regional Campus, Manipur.**

Indira Gandhi National Tribal University, Regional Campus, Manipur started functioning its academic session in 2009-10 by enrolling 20 Master of Philosophy (M.Phil.) Scholars in the department of Political Science. At the initial stage, a couple of rooms of TRI Imphal building was used as office with Mr. Oliver Anal as the Officer on Special Duty (OSD). The following session, two departments started functioning for Post-Graduate Course, namely, Political Science and Social Work along with few M.Phil. Scholars in Political Science.

At present, the university campus is shifted to the old Adimjati School campus, with new Semi Pucca building. In 2013, two more departments were opened namely, Sociology and Tribal Studies.

In the initial year 2009, only one department was open. Only M.Phil. Scholars were admitted. There were 20 M.Phil Scholars admitted, out of which 18 successfully completed the course in Political Science.

**Table No. 6.60. Enrolment trend of IGNTU, RCM**

| Sl.No. | Academic sessions | Enrolment |
|---|---|---|
| 1. | 2010 | 20 |
| 2. | 2011 | 55 |
| 3. | 2012 | 46 |
| 4. | 2013 | 80 |

Source: Office file, IGNTU, RCM.

Enrolment trend in the IGNTU, Regional Campus Manipur, is growing up. Besides the existing departments, new departments are coming up within the few years of its existence. Many more departments are expected to be started once the constructions in New Makhan (official site) is over.

**6.2.1. Teachers of Indira Gandhi National Tribal University, Regional Campus, Manipur (IGNTU-RCM)**

As this University Campus is newly established with only two departments functioning, there are only 6 teachers out of which 4 were male teachers and 2 were female teacher. Beside this teaching staffs, there were 7 non-teaching staffs out of which

4 were male staff and 3 were female staff. The analysis of questionnaires for teachers in IGNTU has been assimilated with the college teachers.

### 6.2.2. Students of Indira Gandhi National Tribal University, Regional Campus, Manipur (IGNTU-RCM)

Twenty one students were selected as respondent sample for this university campus. There were not many students as the university campus had two department properly functioning at the time of the survey. Two more departments are coming up soon but the study sample had to be taken from the two functioning departments.

#### *6.2.2.1. Information on respondent students*

The respondent students of IGNTU-RCM was altogether 21 in number which was further composed of 33.3% of the male students and 66.7% of the female students.

#### *6.2.2.2. Category*

The sample respondents consist of 14.3% belonging to the General category, 9.5% to the Scheduled Caste, 71.4% to the Scheduled Tribe and 4.8% belong to the Other Backward Classes.

**Table No. 6.61. Category of IGNTU student respondents**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| General | 3 | 14.3 | 14.3 | 14.3 |
| SC | 2 | 9.5 | 9.5 | 23.8 |
| ST | 15 | 71.4 | 71.4 | 95.2 |
| OBC | 1 | 4.8 | 4.8 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Source: Field Survey

#### *6.2.2.3. Religion*

With regards to religious background, 28.6% belong to Hinduism, 61.9% belong to Christianity and 9.5% belong to other minor religious group.

**Table No. 6.62. Religious background of IGNTU student respondents**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Hindu | 6 | 28.6 | 28.6 | 28.6 |
| Christianity | 13 | 61.9 | 61.9 | 90.5 |
| Others | 2 | 9.5 | 9.5 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Source: Field Survey

#### *6.2.2.4. Age*

The sample consist of Post Graduate students whose average age is 23.33 years, the minimum age being 21 years and the maximum age being 28 years.

**Table No. 6.63. Background information on student respondents of IGNTU**

| **Descriptive Statistics** | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Age of respondent | 21 | 21 | 28 | 23.33 | 2.058 |
| No of family members | 21 | 3 | 9 | 6.57 | 1.535 |
| No of income earners in the family | 21 | 1 | 4 | 1.95 | .921 |
| Distance from your home to college | 21 | 1 | 60 | 13.52 | 19.059 |

Source: Field Survey

#### *6.2.2.5. Family background*

Students of IGNTU held from different size of family. Their family members range from a minimum of 3 members to a maximum of 9 family members. The average family members of these students was 6.57 member. Income earners in the family range from only 1 to maximum of 4 members with an average of 1.95. Students were from places of varied distance from the institution ranging from a minimum of 1 Kilometer to a maximum of 60 Kilometers with an average of 13.52 Kilometers. Regarding the major earner in the family, 47.6% were Cultivators, 33.3% were Businessmen and 19% were non-gazette government employees.

**Table No. 6.64. Occupation of the parents**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Cultivator | 10 | 47.6 | 47.6 | 47.6 |
| Business | 8 | 38.1 | 38.1 | 85.7 |
| Private Sector employee | 1 | 4.8 | 4.8 | 90.5 |
| non gazette govt. employee | 2 | 9.5 | 9.5 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Source: Field Survey

Regarding the occupation of the parents, 47.6% were Cultivators, 38.1% were Businessmen, 4.8% were Private Sector Employee and 9.5% were Non-gazette Government Employee.

**Table No. 6.65. Average monthly income of the family**

| Average monthly income of the family | Frequency | Percent |
|---|---|---|
| Below 10,000 | 2 | 9.5 |
| 10,000 -25,000 | 10 | 47.6 |
| above 25,000 | 9 | 42.9 |
| Total | 21 | 100.0 |

Source: Field Survey

The average income of the families of the students were for convenience sake made into three categories namely, below 10,000, between 10,000 and 25,000 and above 25,000. It is found that only 9.5% of the families were having income below 10,000 and 47.5% of them were of the income group of 10,000 to 25,000 while 42.9% were of the income group of above 25,000 rupees.

### 6.2.3. Management Related Aspect

#### *6.2.3.1. Percentage at graduate examination*

The criteria for entry into post graduate courses was determined by the result of the graduation examination, 57.1% of the students admitted that they obtained or secured 45 to 60 percentage. 42.9% of the students claimed to have secured above 60 percentage marks at the graduation examination. Therefore, almost half of these post-graduate students were good academic achievers.

#### *6.2.3.2. Basis of Admission*

Cent percent of the students of IGNTU-RCM were admitted on the basis of Written Test.

#### *6.2.3.3. Administrative inclination*

It is 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 while 14.3% did not respond. It is indicative that the management was more democratic as students' opinions were sought and considered in the decision of the administrators according to their responses.

### 6.2.4. Academic Related Aspect

#### *6.2.4.1. Classes*

The students of IGNTU-RCM attended regular classes. The daily periods range from 4 periods to 5 periods. The average class per day attended by the students is 4.38. In the study, 61.9% of the students reported attending an average daily classes of 4 periods while 8 respondents that is 38.1%of the students reported to have average daily classes of 5 periods.

**Table No. 6.66. Average periods in IGNTU**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Average periods attended per day | 21 | 4 | 5 | 4.38 | .498 |

Source: Field Survey

***6.2.4.2. Study Materials***

The study revealed that 38.1% of the students were able to get the prescribed books for their courses of study while 61.9% were not able to get prescribed books. Students reported that study materials for Social Work were difficult to procure for the students, as the subject was recently introduced in the state of Manipur.

***6.2.4.3. Medium of instruction***

**Table No. 6.67. Medium of instruction**

| **Medium** | Frequency | Percent |
|---|---|---|
| English | 15 | 71.4 |
| Mixed | 6 | 28.6 |
| Total | 21 | 100.0 |

Source: Field Survey

The study found that 71.4% of the teachers use English as the medium of instruction in the classroom while 28.6% of the teachers used mixed of different languages as the need arises to explain concepts etc.

***6.2.4.4. Teaching Methods***

**Table No. 6.68. Classroom Teaching Methods**

| **Teaching method** | Frequency | Percent |
|---|---|---|
| Lecture | 19 | 90.4 |
| Discussion | 15 | 71.4 |
| teachers own style | 17 | 80.9 |

Source: Field Survey

Teachers employ different teaching styles and methods even in the same class according to the learning needs, situation and subject matter taught. The study found that most (90.4%) of the teachers employed Lecture method, 71.4% of the teachers also employed Discussion method and 80.9% of the teachers use their own style, conveniently mixing different methods in the classroom teaching.

***6.2.4.5. Audio-Visual Teaching Aids***

The study confirmed that none of the teachers use Audio-Visual Teaching Aids in their teaching in the classroom. Multi-media aids were also not used. The class room interaction is carried out solely by verbal communication.

***6.2.4.6. Semester System***

The study suggested that Semester system was preferred by all the post graduate students. They all felt that Semester system was suited to their learning needs. However, some commented that the duration for taking classes was sometime barely enough to cover the syllabus.

***6.2.4.7. Examination***

The students opined that examinations conducted in the IGNTU-RCM were 76.2% fair. However, 23.8% of the students opined that examinations were not fair. Some form of unfair practices were still practiced at the post graduate level too. This is something that require the immediate attention of the teachers and administrators for quality education. Under this caption, some respondents commented that examinations were very frequent in the semester session. The frequent concern for internal test, term papers and semester examination make the circle of the semester system tight, leaving not much space for "out of the text book" kind of knowledge and experiences.

***6.2.4.8. Challenges to Academic life of post graduate students***

**Table No. 6.69. Challenges to Academic life of post graduate students**

| Challenges | Frequency | Percent |
|---|---|---|
| Poor study atmosphere at home | 3 | 14.3 |
| Financial constraints of the family | 9 | 42.9 |
| Personal Health Problem | 3 | 14.3 |
| Total | 15 | 71.4 |
| Missing System | 6 | 28.6 |
| Total | 21 | 100.0 |

Source: Field Survey

The problems of the post graduate students with regard to their overall study is that 42.9% of the students were facing Financial Constraints in their families posing hindrances/challenges to their study. Another 14.3% of the students suffered from Poor Study Atmosphere at their home due to various reasons like uneducated parents, family priorities for sustenance and bad drinking habits of some parents where study atmosphere has to be more artificially created than in normal situation. And 14.3% of the students suffered from personal health related issues. Meanwhile, 28.6% of the students were not willing to disclose this information. Financial problem was the dominating issue in the education of these post graduate students.

***6.2.4.9. Seminars / Workshops***

Most (71.4%) of the students claimed that there were seminars and workshops conducted in their institution. And the same percentage of the students acknowledged that they participated these Seminars and Workshops too.

***6.2.4.10. Co-Curricular activities***

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.

***6.2.4.11. Educational Aspiration***

**Table No. 6.70. Educational Aspiration of IGNTU students**

| **Educational Aspiration** | Frequency | Percent |
|---|---|---|
| Post Graduate | 6 | 28.6 |
| Ph.D. | 7 | 33.3 |
| Others (unspecified) | 8 | 38.1 |
| Total | 21 | 100.0 |

Source: Field Survey

The study found that 28.6% of the students aspired to study only till post-graduation, 33.3% aspired to study till Ph.D. and 38.1% aspired to take up other courses also. Majority of the students seemed to be aimless. They were not certain of what they would like to do after their courses.

***6.2.4.12. Job Aspiration***

Regarding the job aspiration of the post graduate students in IGNTU-RCM, the study suggested that 38.1% of the respondents were desirous of becoming Social Worker while 61.9% were not willing to disclose. Since social work and political science students were the respondents, the aspirations were confined around their subject specific works.

**6.2.5. Finance Related Aspect**

***6.2.5.1. Tuition Fee***

The study discovered that 19% of the students pay tuition fee for their present study while majority (81%) stated that they did not pay their tuition fee. Only 42.9% of the students received fee concession for being in economically backward region and belonging to certain category. Since most students didn't pay tuition fees and few received concession on the available fees too, students were not expected to face much problem regarding university fees.

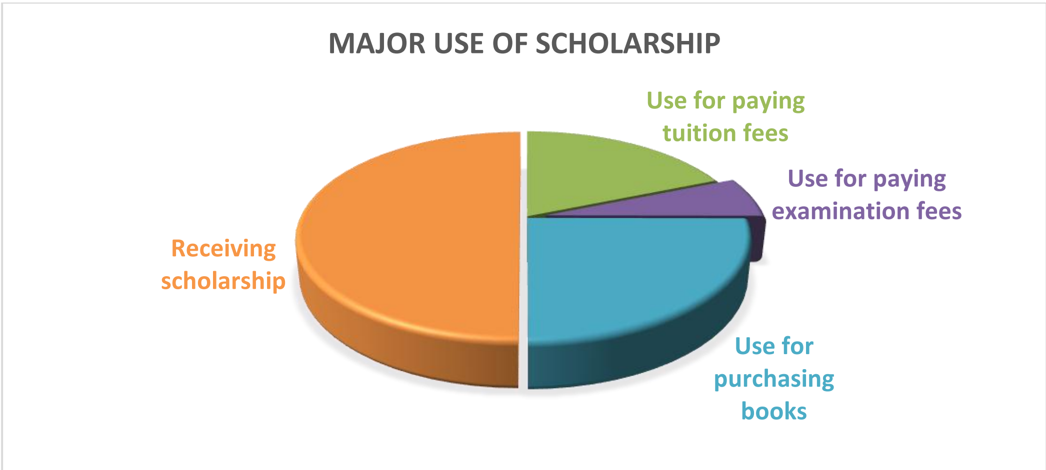
***6.2.5.2. Scholarship***

It was found that 57.1% of the student received scholarship and 42.9% did not receive any scholarship. Their institution does not make any provision of its own for the award of any scholarships to talented and deserving students. All the scholarship received were annual scholarship provided by the Tribal Development Department, Government of Manipur.

**Figure No. 6.13. Post graduate students receiving scholarships in IGNTU**


Among those students receiving scholarship, 14.3% make use of the scholarship amount for paying tuition fees, 19% make use of it for purchasing books and 4.8% make use of it to pay their examination fees, while the remaining 19% did not specifically use the scholarship money for one distinct purpose.

**Figure no. 6.14. Major use of the students' scholarship**



### *6.2.5.3. Rent*

The study found that majority (66.7%) of the post graduate students reside in rented place. They had to pay house rent for their stay during the course of their study. Beside the expenditure on their course of study, rent is another major expenditure they had to incur every month.

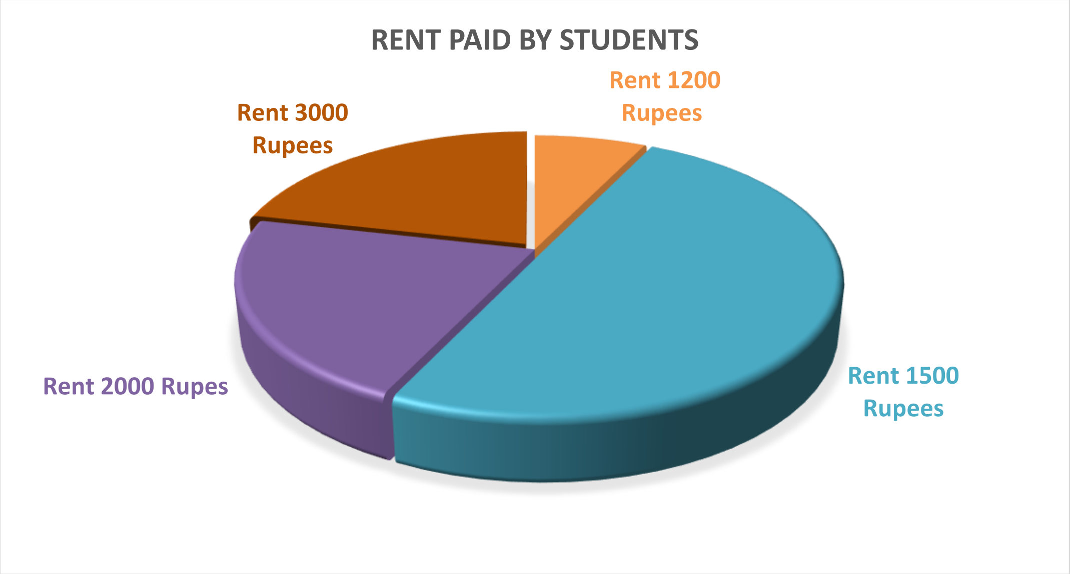
**Table No. 6.71. Description of monthly rent for students residing in rented house**

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Amount of the monthly rent? | 14 | 1200 | 3000 | 1907.14 | 636.655 |

Source: Field Survey

For the majority (66.7%) of the student living in rent, the amount they spend for rent vary from a minimum of 1200 per month to a maximum of 3000 rupees per month. The average monthly rent which these student pay is 1907.14 rupees. Of the 66.7% paying rent, 4.8% pay a monthly rent of rupees 1200, 33.3% pay a monthly rent of rupees 1500, 14.3% pay a monthly rent of rupees 2000 and 14.3% pay a monthly rent of rupees 3000.

**Figure No. 6.15. Rents paid by the students**




### *6.2.5.4. Part time work*

It was discovered that 38.1% of the students make some money while studying too. They do so by 4.8% engaging in manual labour work earning wages during holidays, 23.8% of them by running private tuition at home for Primary, Secondary and higher secondary students after their university classes and 9.5% of them does different things as opportunity comes.

**Table No. 6.72. Nature of part time work of students**

| Nature of part time work | Frequency | Percent |
|---|---|---|
| By engaging in manual labour work | 1 | 4.8 |
| By running private tuition at home | 5 | 23.8 |
| Others | 2 | 9.5 |
| Total | 8 | 38.1 |

Source: Field Survey

### 6.2.6. Infrastructure Related Aspect

#### *6.2.6.1. Hostel*

Only 33.3% of the post graduate students were hostellers. The remaining 66.7% were accommodating themselves in rents and some residing in their own home. Those in the hostel were accommodated in dormitory type of arrangement. The 33.3% of hostellers were not accommodated in the hostel of their institution because their institution did not provide such facility so far.

#### *6.2.6.2. Classroom*

The study revealed that the number of Classrooms is very inadequate but students and teachers preferred to manage with the available classroom as the building at the permanent site for the university campus is under construction. The study showed that Benches and chairs were adequately provided to the students in the class rooms. But with regards to desks and tables, only 85.7% were adequately provided while 14.3% were not adequately provided. The lighting was 66.7% good and 33.3% poor. The condition of the black/white board cent percent good.

**Table No. 6.73. Infrastructures in the classroom**

| Sl | Infrastructures | Yes/Good | % | No/Poor | % | Total |
|---|---|---|---|---|---|---|
| 1. | Adequate Benches or Chairs | 18 | 85.7% | 3 | 14.3% | 21 |
| 2. | Adequate Desks and Tables | 18 | 85.7% | 3 | 14.3% | 21 |
| 3. | Black or White Boards | 21 | 100% | 0 | 0% | 21 |
| 4. | Regular Power Supply | 14 | 66.7% | 7 | 33.3% | 21 |

Source: Field Survey

#### *6.2.6.3. Games and sports*

The study found that only 14.3% of the students participated in the various items of indoor games during the university week, while 38.1% of the students participated in the various items of outdoor games and sports during the university week/university sport meet. Various comments and complain were made by the students with regard to the unavailability of the institution's own playground. Many of the students believed that the participation of the student can also be raise with good and proper infrastructures like own playground, multi-purpose hall and sufficient sport equipment.

***6.2.6.4. Laboratory***

The question of laboratory does not arise in IGNTU-RCM because science courses are not open yet. Only four departments namely Political Science, Social work, Sociology and Tribal Studies are functioning at present.

***6.2.6.5. Multi-Purpose Hall***

"The absence of a Multi-purpose hall in the university campus" according to the students, "created lots of difficulties for the students and teachers in organizing different co-curricular activities."[11] This proved that multi-purpose hall was not available in IGNTU-RCM.

***6.2.6.6. Reading Room***

There was no separate room for use as reading room because the number of available rooms were limited so far, some class rooms were use as reading room temporarily. Even so, 38.1% of the student used the available rooms as reading room while majority (61.9%) of the students were not able to make use of it.

***6.2.6.7. Computer Centre***

There was no computer centre in the university campus except the computer use and access by office staffs and the Xerox machine limitedly available in the library. However, these post graduate students managed the need for computer related work by using their own computers at home or visiting cyber shops in the market.

***6.2.6.8. Transport facility***

The university campus did not provide transport facility to neither the teachers nor students. Transportation is one's own arrangement for both students and teachers.

***6.2.6.9. Library***

There was a library in the university campus. It was the size of a classroom. The library was a small room, sufficient seats were not available. There was not enough space to make certain library sitting arrangement. The book shelves mostly contend books related to four departments of the university campus functional at the time. There were no separate departmental library for any of the department. Since the university is just a campus, at the initial stage of development and few department are opened, so there were

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[11] As quoted from the comment given by a respondent.

no proper departmental library so far. The librarian attended the library regularly. Regarding the access to the library materials, 61.9% of the students claimed to have used and access the material from the university campus library, while 33.3% did not use library books. The library subscribed National Journals, few international Journals, National Newspaper and Regional newspaper.

#### *6.2.6.10. Toilets*

Regarding toilets, the present campus has no proper toilets as it manages within the limited space of Adimjati School, using the school toilets.

#### *6.2.6.11. Drinking water*

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

#### *6.2.6.12. Campus Fence wall*

Campus fence is temporarily wired with iron-wires fencing the campus. Since the campus is supposed to shift very soon to it permanent location, there is no need to walled the present campus. Besides, it is in a bigger compound with brick walls all around.

#### *6.2.6.13. Infrastructure of the university campus*

Asking their opinion on the overall infrastructure of their institution, 76.2% of the student 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 was in progress at the permanent site even as these research work was carried out.

## 6.3. Major problems of teachers and students of higher education in the hill areas

### *6.3.1. Problems of Teachers*

Teachers in the higher education in the hill areas suffered from many difficulties. Most (73.9%) of the teachers were only post graduate degree holders concentrating on teaching. Academic outputs like research works other than teaching is therefore very low, evident from the academic product as 36.1% have published books, 8.4% have published Journal articles and 1.7% published books, Journal articles and chapters in edited books.

Use of teaching aids in the class room discourse was almost completely absent and there is no facility to prepare the same. Teachers endure undue heavy teaching workload especially in the private colleges, whereby, many teachers could not make any other academic pursuits satisfactorily. Even in their single most activity, that is teaching, they faced lots of problems. Regarding immediate academic activities, teachers faced the following problems:

1. Irregularities of students have been complained more by teachers from the government colleges. The question of lack of students' attendance seem more acute in the government colleges. This could be one reason why many questioned the functional aspect of most government colleges in the hill areas.
2. Teachers faced the problem of clearing minor concepts even in higher classes due to the poor conceptual and foundational understanding of the Students, which they should have learned in their lower grades/classes. This repetitions make the teachers waste a number of classes for the same topic during the semester. This problem seem more acute in science subjects. Perhaps, this could explain why some teachers were not able to complete the syllabus on time. However, it cannot be solely blamed on the students because a teacher regardless of his subject need to facilitate and make it palatable and help understand or learned the concept to his students.
3. Some classes in the colleges have students' strength of more than 70 and they were not divided into sections. This causes trouble for the teachers, while in the classroom teaching or evaluating the home assignment and giving individual helps to the students. In an overcrowded class, many teachers could not successfully impart or inculcate the desired teaching matters while being busy for control. Some colleges suffered overcrowding classes due to large strength of students. Nevertheless, there were also other colleges with small strength of students for the teachers to give any attention.
4. Lack of teaching aids also pose great difficulty for the teachers in their daily academic function in the classroom. Teaching aids not only attract the attention of the students better but also give them virtual experiences of the subject matter. The college is to be partly blamed for this problem but the teachers are also responsible for the same. The less dedication of the teachers was observed through their lack of preparation of teaching aids for their daily teachings.

5. Semester courses are for only six months, and syllabus have been thicker each time a revision is carried out. The curricular activities also stole lots of time during the semesters. Meanwhile the situation in the state like bandhs, strikes, blockades and curfews would steal most good days too. These situations usually reduced the working days and classes. This makes completing the syllabus a big challenge for the teachers.
6. Few teachers seemed to face the problem of students' indiscipline and their indifferent attitudes towards their teachers and their study. These few students could become the rotten potatoes for the entire students' larger concept of their colleges and studies, if not redirected toward positive directions. The need arise for colleges to open counselling and guidance centres to help students of their own colleges. Irresponsive and indiscipline students created some problems as confessed by few teachers. The question of indiscipline students comes with lack of respect for the teachers. It is high time teachers retrospect themselves to live exemplary lives for the students, because students learned better what they observed and see than what they heard.
7. The political turn in the state usually effect the proper functioning of the daily academic activities as frequent bandhs and strikes were imposed wherein, a number of academic sessions has to be lost in the process. Besides, detail discussions in many cases could not be carried out by teachers as they race to complete the prescribed syllabus within the semester session.
8. There were insufficient study materials in the college libraries, whichever were available were also outdated or in bad shape.

Regarding finance related aspect, majority of the teachers belonging to private colleges suffered from low pay. There were lack of financial incentives for a teacher to strive for excellence also. Teachers faced difficulty in the organisation of cultural and co-curricular activities due to limited funds sanctioned for the purpose. Solving the problems of the lack of infrastructures, purchase of study materials for the library and maintenance of the available infrastructures required finance, for which the colleges do not have sufficient funds.

Problems related to physical infrastructures in colleges in the hill areas were numerous but some major issues were identified by the teachers during the administration of questionnaires. Teachers identified the following immediate infrastructural related problems:

1. Lack of Laboratory materials for science subjects. Laboratories do exist in the colleges but the equipment and chemicals were very limited so that practical works took longer time than anticipated by the syllabus framers.
2. Less numbers of computers in colleges for teachers as well as students brings about some kind of technological backwardness among many teachers and students. Even the few existing ones were also old and outdated. Many computers lie waiting to be replaced in many colleges. The available ones were of low RAM and low quality.
3. Lack of smart classrooms in all the colleges. There were no internet connection in most colleges in hill areas. Many colleges do not have smart rooms and overhead projectors too for teachers to use.
4. The problem of inadequate power supply in most college was one of the most acute problem in the hill areas. Colleges do not have alternative power supply and this created many inconveniences in the use of modern technologies and gadgets in the process of teaching and learning.
5. Libraries were not well maintained and were full of dust and dirt in many cases. Many of the libraries need renovation.
6. Many colleges lack recreational equipment and spacious places like play-ground.
7. Toilets were not maintained properly in most colleges.
8. There was lack of staff quarters for teachers and other staffs in all colleges.

Besides the above points, most colleges (53.8%) did not organise or form Parent-Teacher Association to help teachers in moulding the students' lives. Parents and teachers should make joint effort to build up students' intellectual and moral character. Some teachers felt that few administrators are authoritative in their dealing with the teachers, which was discomforting to some of the teachers.

### *6.3.2. Problems of Students*

Regarding academic related aspect, students in the higher education in the hill areas suffered from the following difficulties:

1. Most colleges in the hill areas suffered from lack of library and laboratory materials. College libraries were not updated. The available books were not

maintained systematically. In fact, very few books and journals were available in most of the colleges for students to refer to.

2. Irregularities of teachers in governmental colleges have been an acute problem. Many students in these colleges came to waste days without proper classes. This has made them light-hearted about their studies. Desire to struggle for better wears off slowly and finally they ended up copying in the examinations.
3. Unavailability of study materials at affordable price for the poor students was something worth considering by the authorities. While market prices of books have soar high, many students in the hill areas could not afford to purchase the same and so they rely mostly on teachers' class notes. This has narrowed their perspective and understanding of the subject matter.
4. Many students complained of the unattractive lectures of teachers in the classrooms. Teachers need to adopt better and more interactive method of teaching by involving the students more. Proper preparation and lesson plan will help the teachers to attract the attention of the students better. Updated information on the related topics of discussion will make the students respect the quality of information of the teachers and their lectures. The use of teachings aids will help the students to concentrate more during teaching in the classroom.

Despite the numerous setbacks due to finance related problem of the students, major concerns were emphasised on the following few lines:

1. The hill areas are still stricken with poverty. Many parents were unable to send their children to good and private colleges due to high rate of fees. The government made policies to cope with the poverty situations and made the fees in government colleges low and affordable for the poor tribals too. But for many years, people started developing the notion that the cheaper the fees the lesser the quality even in education, because the government colleges did not produce good examination results in the past many years. So, although very poor economically, many parents tried sending their children to the private colleges where the fees were higher. This way, many parents could not support their children education and thus, many students became dropouts in the midway or fails the examination due to lack study materials.
2. The hill areas suffered from roads and communication problems due to its topography and hilly region. This make the cost of transportation and

commodities in the hill areas high. This is why, most colleges could not afford to run hostels adequately. Some individual run hostel on profit motive too, which further increased the cost of living.

3. Scholarships provided by the Department of Tribal Development, Government of Manipur were very small amounts. Besides, these scholarships were provided annually, which could not meet the requirements at the right time.

Regarding infrastructures, students individually identified numerous infrastructure but they have been group under the following major heads of problems as discussed under:

1. Lack of sufficient classrooms in some of the colleges for all the semesters still troubling some students is an exposal of the level of infrastructural limitations which is a matter of great concern although learning in the present time do not confined to the four walls of the classrooms. While the world raced for smart class rooms, the infrastructures in the classrooms in colleges in the hill areas were limited to ordinary wooden benches and desks.
2. Lack of hostel facilities was one reason that lends many local students to migrate to other places within and outside the state.
3. Toilets with no proper maintenance were a common phenomenon among the colleges. Besides, the lack of separate restrooms/toilets for boys and girls bothered the students a lot.
4. Big Auditorium to accommodate the students for any academic as well as co-curricular activities need to be built in the college campuses, without which students complained of difficulty in organising or conducting activities.
5. Lack of reading rooms has had many students waste time outside their classes in and around the campuses.
6. Poor and small campuses has robed the students from grooming their psycho-motor talents due to lack of spaces and ground or court for games and sports.

Higher education in the hill areas have been criticized in many respect on the functionalists’ point of view. This especially holds true with the government colleges. Teachers and students were not regular in attendance in these colleges. Academic interaction were very low. Teachers in these colleges were from different parts of the state. Since quarters were not adequately provided, many teachers took it as an excuse and resided in their own places. The long distance discouraged them to go regularly. Besides, the political ‘tug of war’ between the government and some ethnic groups, students' organisations and pressure groups would always halt the flow of academic life due to bandhs, strikes and agitations. It was seen in the past that holidays were declared for several days due to such situations. This kind of situation has help the college going students develop different perspectives of not only their studies but also about their society. These were not healthy perspectives and values desired to be inculcated in the minds of the young learners.

**6.4. Analysis of the interview Schedule**

Interview was carried out with twenty renowned persons in education, who were retired as well as working professors and teachers, officials in the department of University and Higher Education, few research scholars, student union leaders and a couple of social workers.

When asked to narrate the beginning of their entry into higher education, majority admit they grew up in worse conditions than they were now. It was found through their narration that the conditions of colleges have improved a lot. Besides, learning materials and infrastructures have been readily and freely available as compared to their times. 75% of these interviewees were originally from the hill areas.

When asked about their opinion on the basic contribution of higher education toward the hill people (tribal), different percentage of opinions were given as under:

(i) 55% opined that higher education was transforming them,

(ii) 25% opined that higher education promote socio-economic development among the tribals,

(iii) 15% opined that higher education equip them for gainful employment,

(iv) 10% opined that higher education inculcated healthy habits among them,

(v) 5% opined that it was the only hope against poverty and social backwardness.

Higher education has been a single most important factor in raising the educated and making them contributors to their own communities. While all these points, regardless of the percentage of people giving the opinion, were some of the points of the contribution of higher education among the tribals in the hill areas, there also was some who were not very optimistic on the contribution of higher education. It was found that 5% of the interviewees opined that higher education has contributed to educated unemployment and frustration among the tribal youths too. Vocational education in the opinions of the interviewees is a necessity in the hill areas of Manipur as it is in all over the state. The contribution of higher education institutions in this regard is still limited in the hill areas due to the limited courses opened in isolated and less emphasised manner. Opening vocational or professional courses required much finance, infrastructures and trained instructors and teachers. The availability of such facility is very limited in the hill areas through the exposure of new and progressive ideas. English education has been considered a major factor of social change and development in the hill areas. English, not only as a subject but also as the medium of instruction has been preferred in higher education as it is a global language.

Similar to the teachers and principals, none of the interviewees were aware of any special policy adopted for higher education in the hill areas. General higher education alone cannot solve the existing need for education and development in the hill areas. The absence of technical or professional education in the hill areas was considered a big hindrance to the development of the place. Various reasons were cited for the same:

1. Lack of initiation on the part of the government
2. The valley centric policy of the state government where, "build all in the valley region" policy did not allow the initiation of establishing professional or technical institution in hill areas.
3. Lack of demand from the people, as a democratic society and government the need arise for the people to voice their desire.
4. Lack of political will for the purpose.
5. Lack of initiation on the part of the educated tribals.

Contrary to the college teachers' and principals' opinion about the relevance of the curriculum of higher education, the interviewees opined that the curriculum needed to be updated to conform to modern standards. Some were of the opinion that the curriculum should be so framed that when students complete their studies, they need not look for government jobs. It should be market driven demand and situation specific. Some other still opined that suitability and relevance depend in the perception and application of the students. While some educationists focused on the functional aspect of colleges in dealing higher education and its problems in the hill areas of Manipur, some others gave emphasis to the resources both physical infrastructures, human as well as financial resources. Some still opined that the problem of higher education in the hill areas pertains to quality. It was observed from the point of their narration that all these aspects and perspectives of the problem of higher education have existed decades ago.

It was thus seen that the problem of higher education in the hill areas is multi-dimensional in nature. It cannot be studied completely from one direction or one perspective alone. The political, social and economic aspects of the place also need to be addressed where trying to look for a solution. Higher education in the hill areas has been affected by the interplay of social, economic, political and religious philosophies as well as geographical and physical features of the state. The hill areas, being a melting pot different communities with diverse cultures and languages, often observed the clashed of interest among these groups causing unnecessary disturbances to the functioning of higher education institutions. The state of poverty in the hill areas on the other hand, distracted potential students and their parents, driving them into a less-paid jobs all over their lives. Ethnic political aspirations more often than most other factors discouraged learners to study in the hill areas due to frequent political turnmoil and the tug-of-war between ethnic groups and the state government hampering the smooth functioning of higher education institutions and also instilling in the learners the spirit of laziness. While higher education in Manipur as a whole has improved a lot with good infrastructures and resources, the hill areas remained backward and underdeveloped. Educationists, teachers and scholars mostly from the hill areas were asked to identify the particular problems of higher education in the hill areas. The following points sums up the lists of identified issues and problems in higher education in the hill areas.

1. Corruptions, politicalisation of teachers' recruitment where candidates not qualifying the UGC norms were recruited.
2. Recruited teachers do not want to be posted in the hill areas, thus, leading to the practice of proxy teaching.
3. Poor infrastructures due to rampant corruption and misuse of funds.
4. Socio-political situations, law and order problems in the state.
5. Lack of infrastructure development such as roads, power, buildings, laboratories, banks communication network in the hill areas.
6. Lack of visionary legislators and absence of unified and sincere effort for the cause.
7. Top-down approach policy of the government.
8. Lack of coordinated policy to developed the hill areas.
9. Valley-centric state government in power.
10. Ethno-politics in the state.
11. Wrong assumption that outside education is better
12. Poverty in the hill areas.

It is not only identifying the problem that solves the issues but also measures and strategies that were suggested when applied, help to solve the problems. The following measures have been drawn from the suggestions and opinions of the interviewees.

1. Fair and transparent recruitment of teachers purely on merit basis
2. Institutions should be provided modern equipment and infrastructures
3. Increasing the number of institutions proportionate to the population.
4. Qualified, committed and competent teachers should be recruited and deployed in the hill areas.
5. Well educated visionary and honest legislators should be elected to help promote this issue.
6. Desire for quality higher education on the part of all tribals (students/teachers/leaders)
7. Setting up of regional campus of the university in the hill areas for equitable distribution of education
8. Separate and special policy, implemented in letter and spirit for the hill areas.
9. Setting up a special department of education for the hill areas of Manipur, empowered with financial and administrative powers.