HIGHER EDUCATION IN MIZORAM IN THE CONTEXT OF KNOWLEDGE SOCIETY: A CRITICAL ANALYSIS

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Submitted By

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CERTIFICATE

This is to certify that the work incorporated in this thesis entitled **"Higher Education in Mizoram in the Context of Knowledge Society: A Critical Analysis"** is the embodies the work carried out by C.Vanengmawii under my supervision and the same has not been submitted previously for any degree

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DECLARATION

I C. Vanengmawii, hereby declare that this Ph.D. thesis entitled **"Higher Education in Mizoram in the Context of Knowledge Society: A Critical Analysis"** is my own personal effort. Where any of the content presented is the result of input or data from a related collaborative research programme this is duly acknowledge in the text such that it is possible to ascertain how much of the work is my own. The present thesis, which I am submitting to the University, no degree or diploma or distinction has been conferred on me before, either in this or in any other University.

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ABBREVIATIONS

BBA	-	Bachelors of Business Application
BCA	-	Bachelors of Computer Application
BHTM	-	Bachelor Degree Programme in Hospitality & Tourism Management
B.V.Sc.	-	Bachelor of Veterinary Sciences
BTTM	-	Bachelor of Travel and Tourism Management
C A U	-	Central Agriculture University
CTE	-	College of Teachers Education
DIET	-	District Institute of Education and Training
DoEACC	-	Department of Electronic Accreditation of Computer Course
GER	-	Gross Enrolment Ratio
HATIM	-	Higher Education & Technical Institution
IASE	-	Institutes of Advanced Studies in Education
ICFAI	-	Institution of Chartered Financial Analysts of India
ICT	-	Information and Communication Technology
IQAC	-	Internal Quality Assurance Cell
M.CON	-	Mizoram College of Nursing
MBA	-	Master of Business Application
MIMER	-	Mizoram Institute of Medical Education and Research
M.Phil	-	Master of Philosopy
MM	-	Muslim Minority
MZU	-	Mizoram University
NAAC	-	National Assessment and Accreditation Council
NBA	-	National Board of Accreditation
NEHU	-	North-Eastern Hill University
NET	-	National Eligibility Test

NIELIT	-	National Institute of Electronics and Information Technology
NIT	-	National Institute of Technology
NKC	-	National Knowledge Commission
NMM	-	Non-Muslim Minority
OCI	-	Organizational Climate Inventory
Ph.D.	-	Doctor of Philosophy
PWD	-	Person with Disability
RIPANS	-	Regional Institute of Paramedical and Nursing Sciences
RUSA	-	Rashtrya Uchchatar Shiksha Abhiyan
SC	-	Schedule Caste
ST	-	Schedule Tribe
UGC	-	University Grants commission
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
UT	-	Union Territory

CHAPTER-1

CONCEPTUAL FRAMEWORK

1.0 Introduction:

'Education is one of the fundamental factors of overall development of a nation. It is a constant source of lifelong learning and has a direct bearing on human capital, which is the nation's most valuable and crucial resource (Rabindranathan, 1989). Human resources constitute the ultimate basis for wealth and development of any nation. Capital and natural resources are passive factors of production; human beings are the active agent who can increase capital, build political, economic and social organizations, and use natural resources in proper manner, and leads to national development (Turkkahraman, 2012). Education affects not only the individual who are educated but also the whole of the community. In other words, it is the duty of education and educational institutions at all level to raise the adequate number of competent people for more prosperous society which have certain functions in the community.

The Education Commission (1964-66) as mentioned by Komow, Khanna & Sharma; specifically observed that "In a world based on science and technology, it is education that determines the level of success, wellbeing and security of the people". The Commission also stressed that the development of human resources through education is an effective cure for the problems of national development; such as self sufficiency, economic growth and full employment, social, political and national integration and political development (Chandra, n.d). It further observed that development of physical resources is a means to an end and that of human resources is an end in itself (Komow, Khanna & Sharma, 2012).

Education is a key to success of nation as well as to provide essential knowledge and skills required for sustainable growth of the economy and for ensuring overall progress. Education has been identified as a crucial input for economic development and for human resource development (Kumar, 2012).

Education helps people's understanding of themselves and the world and it improves and enriches the quality of human lives and leads to broad social benefits to individuals and also to the society. Education in general, and higher education in particular raises people's productivity and plays a very crucial role in securing economic and social progress and improving income distribution which in turn affects the development of the nation. According to Frederick H. Harbinson, as quoted by Sir Arthur Lewis Institute of Social & Economic Studies Conference 2007 "A country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else." (Sir Arthur Lewis Institute of Social & Economic Studies Conference 2007). In view of this importance, education is regarded as the key mechanism for developing knowledge, attitudes, aspirations, skills and values which will enable individuals to function effectively and efficiently as agent of change in the knowledge society. Education at each level has its own significance; yet the higher education is perceived as the producer of privileged class in the society which largely contributes human resources to meet the demands of the knowledge society. For India to be globally competitive the country needs a knowledge oriented paradigm and focused on quality of education (National Knowledge Commission, 2008).

1.1 Higher Education in India:

Today in a knowledge society of the 21st century higher education is of vital importance for a country, as it is a powerful tool for generating knowledge. Higher Education in India means education imparted to students beyond schooling / study beyond the higher secondary level of education. It is

also assumed as education imparted by the colleges or the universities. In fact, the institutions of higher education included not only general colleges and general universities but also professional education in the field of law, theology, medicine, business, music, and art etc. Higher education also includes teachers training institution, community college and institutions of technology. In simple words, the term higher education generally refers to education at degree level and above (Komow, Khanna & Sharma, 2012).

The present format of Higher Education in India was started in the year 1857 with the establishment of universities in the three presidency towns. At present, India possesses a highly developed higher education system which offers in almost all aspects of education and training such as arts and humanities, natural, mathematical and social sciences, engineering, medicine, dentistry, agriculture, education, law, commerce and management, music and performing arts, national and foreign languages, culture, communications etc (Naik, 2015).

There has been a remarkable increase of higher education in India since independence. In 1947 there were 21 universities, 420 affiliated colleges (Yadav, 1985) where as in the year 2015-16 there are 799 Universities, 39071 colleges and 11923 Stand Alone Institutions (AISHE, 2015-16). Consequently, the enrolment of students has increased from a mere 1 lakh in 1950 (Thorat, 2010) to over 34.6 million with 18.6 million boys and 16 million girls. In the year 2015-16 there are 459 General, 101 Technical, 64 Agriculture & Allied, 50 Medical, 20 Law, 11 Sanskrit and 7 Language Universities. At Undergraduate level students enrolment in Arts/Humanities/Social Sciences courses constitutes the highest number i.e. 40% followed by Science (16%), Engineering and Technology (15.6%) and Commerce (14.1%) and girls constitute 46.2% of the total enrolment. Out of the total number of colleges 22% of the colleges are having enrolment less than 100 and only 4.3% colleges have enrolment more than 3000 (AISHE, 2015-16).

Although India being, the third largest higher education system of the world the gross enrolment ratio (GER) in higher education is still lower than average of some of the developing nations and developed countries. Looking at the trends of growth of higher education in India, there has been an increase in terms of different types of institutions and enrolment. India, to established knowledge society in the context of increasing globalization, higher education system needs to enlarge in terms of quantity and enhance its quality.

1.2 Higher Education in Mizoram:

Mizoram is a small locked state in the North East India occupying a total geographical area of 21,087 sq. Km. It lies between 92.15º E to 93.29º E longitudes and 21.58 º N to 24.35 º N latitude. As per the 201 census Mizoram has a population of over 10.91 lakh. Out of the total population about 5.52 lakh are male and 5.38 are females. The state's population forms only 0.09 percent of the total population of India. Mizoram is a highly literate state as per 2011 census; the literacy rate is 91.58 percent. This is far higher than the national literacy rate of 74.04 percent. Mizoram attained second position in literacy rate in India next to Kerela (Chhuanawma, 2015).

In Mizoram, education was started with the endeavours of the Christian Missionaries. They do not have their own script until the advent of the pioneer missionaries. The two missionaries F.W Savidge and J.H. Lorain prepared Roman script (A, AW, B) for Lushai language. Schools were at the initial stage opened with the efforts of the missionaries and the first primary school was started on 2nd April 1894 (Kumar, 1994). The growth of education was at a slow pace as the then government did not pay attention for the development of education especially beyond elementary education. The first high school was started after a long wait in 1944. Since the missionaries and government did not make any efforts towards the development of higher education; higher education was started only in 1958.

In 1958, the first college was opened at Aizawl as a purely private enterprise. This college was named as Aijal College and renamed as Pachhunga Memorial College; today known as Pachhunga University College. Higher education was then spread to the southern part of Mizoram, one college was opened an interval of six years in 1964 at Lunglei. At present, there are 28 colleges affiliated to Mizoram University providing undergraduate education in various streams and discipline. With the increase of population and increasing demand of higher education, recently another three colleges which are purely private enterprise were opened which are yet to affiliate to Mizoram University. At present, the undergraduate colleges are located in all parts of the state. However, as many as 23 colleges out of 31 colleges are located in Aizawl and Lunglei. Almost all the colleges are permanently affiliated to Mizoram University except two colleges which are provisionally affiliated; all colleges affiliated to Mizoram University are recognised under section 2 (f) and 12 (B) by University Grants Commission.

The institutions of higher education in Mizoram are still very young compared to other parts of the country. Some of the colleges in the state were established a few years back but they still have long way to go. There are colleges which are still constructing their buildings while others have not yet been able to acquire their own land. Mizoram has already established firm foundation as far as elementary and secondary educations are concerned; yet the state has to extend facilities for higher education, general and technical education to meet the manpower requirement of the state.

As of now, in Mizoram, undergraduate education is provided in five academic streams, namely arts, science, commerce, technical and professional courses. Majority of the colleges in Mizoram are offering general education programmes like arts, science and commerce stream. Out of the total colleges only 21 percent of colleges are offering professional courses.

The state of Mizoram had been functioning without her own university for a very long time. It was only in 2001 that Mizoram University, a central university was established. At present there are three universities in Mizoram including one campus of Central Agriculture University - Mizoram University (MZU), Institute of Chartered Financial Analysts of India (ICFAI) University. Establishment of Mizoram University is one of the most important milestones for higher education in Mizoram. Colleges are affiliated to it, under proper rules & regulations and provisions and enhanced quality. Higher education in Mizoram, both graduate and post graduate levels are on their way to meet the challenges and demands of emerging knowledge based society.

1.3 Knowledge Society:

Today, knowledge is a key driving force and the ability of any nation to emerge as a globally competitive player considerably depends on its knowledge resources/production (Singh & Ahmad, 2011). The role and importance of knowledge for the development of a nation has been recognised recently by development thinkers all over the world. After all, since time immemorial, knowledge has played the main role in the progress of human society and it has contributed to development in almost every society. The significant relevance of knowledge; its distribution, production and utilisation become the most important factor of economic growth for all the developing and developed countries (Tilak, 2002). In short, social and economic progress of many countries is achieved predominantly through the advancement and application of knowledge (World Bank, 2002).

Since 1960s, many authors have suggested that we are entering into a type of society beyond the industrial era. The first comprehensive description of the post industrial society was provided by Daniel Bell (Bell, 1973). Terms such as information society or network society have been proposed to replace the so called post industrial society (Castells, 1996). These concepts, however, have been criticized as too narrow and too oriented toward technology. Critics

argue that technology is merely useless hardware if not accompanied by software; the knowledge, work, and creativity of people. Consequently, from the late 1990s the broader concept of knowledge society came to be preferred (Stehr, 1994), and is particularly used, by some in academic circles, as an alternative to the information society

The nature of the emerging knowledge society is also to be understood in the overall international context of globalisation, marketization and technology explosion, i.e. 'knowledge society', 'globalised society', and 'technology society' or 'information technology society' are closely related to each other, and it may not be viewed them as separate systems, though they are not the same. Some of the implications of development may seem to be common to all these strands (Tilak, 2002).

A definition for the knowledge society was first proposed by Peter Drucker. He saw that education and development and to some degree training, would be the central concern of a knowledge society: he defined knowledge society as quoted by Diaconescu, 2008 "In the knowledge society, more and more knowledge especially advanced knowledge, will be acquired through educational processes that do not centre on the traditional school*"* (Diaconescu, 2008). William J. Martin defined it as quoted by Upadhyay & Bajpai, 2010 "a society in which the value of life and economic development depends largely upon information and its exploitation. In such a society, standards of living, the educational system and the market place etc. are all influenced markedly by advances in information and knowledge" (Upadhyay & Bajpai, 2010).

Knowledge Societies can also be defined as human-structured organizations based on existing knowledge and representing new quality of life support systems. This means that the need for understanding the distribution of knowledge, access to information and capability to transfer information into knowledge (Afgan & Carvalho, 2010). In short, Knowledge society is a society

in which the conditions of processing information and generating knowledge have been deeply changed by a technological revolution.

Some of the characteristics of a knowledge society can be outlined as follows as mentioned by Encyclopaedia.com, 2008 (i) the price of most products is determined by the knowledge needed for their development and sale rather than by the raw material and physical labour. (ii) a huge segment of the population attains higher education (iii) a vast majority of the population have access to information and communication technologies (iv) a large portion of the labour force are knowledge workers who need a high degree of education and experience to perform their job well (v) the stake holders of higher education invest heavily in education and research and development (Encyclopaedia.com, 2008).

The development of the Knowledge Society is focused on some objectives as mentioned by Afgan & Carvalho, 2010; to inspire and enable individuals to develop their capability to the highest possible throughout life, so they can grow intellectually, and become well equipped for work, can contribute effectively to the society. To increase knowledge and understanding for their application at local, regional, national and international level, to play a major role in shaping an intellectual society and to promote the exchange of ideas for the development of the knowledge society and also to learn, evaluate, assess and prove economic, environmental, social and technological advancement to produce benefits based on the knowledge society (Afgan & Carvalho, 2010).

A knowledge society needs people who can create as well as utilize knowledge to ensure not only sustainability, but also prosperity. A knowledge society should be able to integrate all its members and to promote new forms of solidarity involving both present and future generations. From knowledge societies everyone should have the opportunity and no one should be excluded, where knowledge is a public good hence it should be available to each and every individual (UNESCO World Report, 2005).

Knowledge is the driving force in the rapidly changing global economy and society of 21st century. Quantity and quality of highly skilled human resources determine their competence in the global market. Emergence of knowledge as driving force results in both challenges and opportunities. It is now well recognised that the growth of the global economy has increased opportunities for those countries with good levels of education and vice versa (Rena, 2010).

The advent of new technologies and communication system has brought rapid changes in the society and information or knowledge, today is being explored at a very fast rate than it was ever before. People are now searching for excellence and ways to advance their knowledge and skills, not just for the sake of acquiring them, but for the sake of competence in their respective fields. Drucker, in 2001 wrote about Next Society: "The next society will be a knowledge society where knowledge will be its key resource and knowledge workers will be the dominant group in its workforce" (Diaconescu, 2008). The knowledge society means an ever-growing demand for a learned personnel and highly skilled man power who will meet the needs and demands of the society. (National Knowledge Commission, 2008).

The rise of knowledge societies represents one of the most profound transformations that have occurred in recent decades (UNESCO World Report, 2005**).** Knowledge society' has become a slogan today, and most countries of the twenty first century aim at becoming knowledge societies. In the knowledge society, information and knowledge have become the key production resources for development of a country, more than capital and labour.

1.4 Higher Education and Knowledge Society:

Today knowledge is the only means of achieving domination over the rest of the world (Otara, 2014). It is important to understand that industries and educational institutions which employ knowledge workers will have to have

global level competitiveness. Higher educational institutions are considered to play the key role in an emerging knowledge society; as it is the main producer of knowledge workers. Hence, higher educational institutions are required to deliver relevant knowledge for the society and produce an innovative workforce. It should therefore, be ready to fight a new war in the battle field of knowledge market with the best information and knowledge. 'The most important aspect of 'knowledge society' lies in its education system, more particularly the higher education system (Kerr, 1994).

In the present era of knowledge driven economy, the role of higher education becomes influential for the overall development of any country. It is very difficult to plan and implement the progress of any society without integrating it to the knowledge system (Panda, 2011). The Indian higher education system has now a new role and challenges to provide knowledgeable and skilled human power at all levels (Kaur, 2011). Nowadays, knowledge revolution has arrived and become very much a part of our daily life. Knowledge explosion has reached even the far end of society. Educational institutions are the treasures of knowledge and institutions of higher education must be the pursuit of knowledge in its best form and spirit (Banu, 2011).

Higher education plays a vital role in the overall development and growth of a country. It imparts in-depth knowledge and understanding so that the students will be able to expose new frontiers of knowledge in different walks of life. Today in a knowledge society, where the world is highly competitive and to keep pace with the fast changing world it is only the higher education that provides qualified and trained human resources. While elementary and secondary education fulfils the needs of a common man, it is higher education alone which prepares the knowledge workers. Therefore, investing into higher education is worthwhile in order to strengthen the society and to become a knowledge society (Singh & Ahmad, 2011).

One cannot just acquire knowledge; it needs special effort to develop it and to transfer it. Consequently, knowledge societies cannot be created overnight, and impossible without strong higher education systems, it requires special efforts on the part of the governments and strong education system.

For a country to function efficiently in any economic activity, knowledge becomes crucial; hence the need for involvement and education of all people. In this point of view, higher education needs to go beyond the role of the traditional universities and the traditional teaching- learning process. In knowledge based society higher education is perceived to seek to the quantitative aspects as well as qualitative aspects. Besides, there should be flexibility in curriculum, management, teaching learning processes etc., to meet the challenges of the knowledge society. It should help the individual to meet the challenges of life individually and socially.

In the words of Dr. Manmohan Singh, the then Prime Minister of India, as quoted by National Knowledge Commission 2006 "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capability building so that we are better prepared for the 21st century" (National Knowledge Commission, 2006). It is assumed that education in general and higher education in particular empowers people with the requisite competitive skills and knowledge.

The aim of higher education is all about generating knowledge, encouraging critical thinking and developing relevant skills for the advancement of the society. One of the important roles of higher education is to make quality knowledge available and accessible to society at large. To make the best of these opportunities and respond to global challenges more strongly than ever before, India today needs a knowledge-oriented paradigm of development to give the country a competitive advantage in all fields of knowledge. It is with this broad task in mind that the National Knowledge Commission (NKC) was constituted on 13th June 2005 as a high-level advisory

body to the Prime Minister of India, with a mandate to guide policy and direct reforms (National Knowledge Commission, 2006).

Indian higher education system is, indeed, facing several challenges like access, equity, relevance, quality and excellence. To be able to compete successfully in the emerging knowledge society Indian higher education should consider such challenges as the main guiding principles

a) Access:

Access to higher education can open better employment and income opportunities to all the people especially the underprivileged sections of the society. Among various level of education higher education has persistent and powerful impact on development of nation. It empowers the individual with necessary skills and competence for achieving personal and social goals, which in turn contribute to the development of nation (Kale, 2006). Moreover, the present society is being evolved into knowledge society; it is a certainty that without higher education, such evolution is impossible. It is the higher education systems that provide knowledge workers, who are the critical necessary force for the development of a knowledge society.

Since 1950, the access to higher education was a matter of routine for all sections of the society. However, only since IX Plan the Government of India has made access, equity and excellence as the major pillars of development of higher education in the country. It has resulted in good growth of enrolment since then (Thangaraj, 2016). Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion India has not only bettered its enrolment but has dramatically enhanced its learning outcomes (FICCI Higher Education Summit, 2013). In 1947, the Gross Enrolment Ratio (GER) in India, worked out on the basis of relevant age group of 18-23yrs, was just 0.7 (Singh & Ahmad , 2011) but in 2015-16 it has increased to 24.5%. The GER for male

population is 25.4% and for females, it is 23.5%; For international comparability, GER has also been calculated taking 18-22 years Population and it comes out to be 28.4% at All India Level. National Knowledge Commission projected to reach GER of 30% by 2020. During 2015-16 out of 36 States &UTs, 17 States/UTs had higher GER than national GER of 24.5%. Fortunately, in 2015-16 among the Indian States & UTs, 12 States & UTs have reached more than 30% of GER. It can be assumed that India is now becoming ready to compete in a globalized world and in the emerging knowledge society in terms of its access to higher education (AISHE, 2015-16).

Another important aspect for becoming fit in the knowledge societies is convergence of knowledge from various disciplines. Higher education institutions may be free from rigid boundaries between sciences, commerce, engineering, arts and humanities. There should be flexibility, variety and balance between courses which will meet the demands of the society; no particular course needs to be overemphasized. By increasing access in higher education, India will be able to play a major role in balancing the fast growing global demographic and emerge as a knowledge creating country as well as knowledge provider. By setting up new institutions in a planned manner India may be able to bridge the regional imbalances and disparity across different disciplines and be in a position to address the economic, social and technological needs of the country. Further the traditional education should be supplemented with skill based studies. This would significantly increase the GER at par with global average (Jeelani, 2012). Besides, to increase access in higher education there must be cooperation between central and state government and joint hands with private sector.

Higher education is no longer a luxury but it becomes one of the principal means of attaining upward social mobility. The access rate to higher education is still quite low and with the ever increasing population, the gap between the number of college and university seats available and the requirements seems to be widening. To cater to the growing demand for higher

education and ensuring accessibility to the growth of young people, a massive expansion plan needs to be undertaken (Vyas & Basu, 2009). To increase access in higher education, there is need to provide higher education at an affordable cost; merit based scholarship schemes and cheaper bank loans to unprivileged sections of the society.

b) Equity:

In a country like India where there is diversity in terms of demography, gender, geography etc. and where there is no well devised system to ensure quality of learning either in higher education institutions striking a balance between the two goals of access and quality is indeed a difficult challenge (Bhatacharia, 2012). But higher education system is to bring equity in quality of education across the length and breadth of the country. This is more close to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution (Kaur, 2011).

Most of the problem of equity in higher education is for disadvantage sections of the society and women. Because, in India a huge number of its population belongs to such groups; therefore, in knowledge based society where there are explosion of information which requires more and more technology as well as trained human resource, (Kale, 2006) they cannot be left out as they accommodate a huge share of a country's population.

The present status of the disadvantaged sector in higher education reveals that India has a long way to go to provide equal access in higher education. In 2015-16 GER for Scheduled Castes was 19.9% and 14.2% for Scheduled Tribes; it is very low as compared to the national GER of 24.5%. GER for male population at all India level is 25.4%whereas for SC Males it is20.8% and 15.6%, for ST males. Similarly GER for female population at all India level 23.5% whereas for SC females is 19.0% and for ST females, it is 12.9%.The GER for females in all categories is highest in Chandigarh

with70.4%. Puducherry, Tamil Nadu, Delhi, Goa, Himachal Pradesh, Kerala, Manipur, Sikkim, Telangana and Uttrakhand also have GER of more than 30% for their female population (AISHE, 2015-16). Today female enrolments have registered faster growth in higher education, but majority of the states have lower GER of female. Therefore, special schemes have to be planned and implemented for the upliftment and empowerment of the women and disadvantaged sections of the society. Besides females and disadvantaged groups, other categories like People with Disability (PWD), Muslim Minority (MM), and Non-Muslim Minority (NMM) are also to be given equal opportunities of access to higher education.

A sound higher education system is essential for the development of any country. The growth should not be skewed only to certain sectors of the society. Any society can march toward progress only by inclusive developmental plans, which ensure the empowerment or the weaker sections and the marginalized (Areekkuzhiyll, 2016).

c) Quality and Excellence:

Quality in higher education has become a primary agenda for all over the world. In the context of globalization, education has become a national concern in developing and under developed countries with an international dimension. To cope with this changing context, there is a need to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard.

Quality of higher education has always been a concern of the government and society at large. With the massive institutional expansion in higher education during the last few years, quality has been further compromised (Singh & Ahmad, 2011). UGC has devised a number of schemes to raise the quality and standards of higher education institutions and also established National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) in 1990's to assess and accredit the

universities and colleges (Kurup, 2016). Higher educational institutions should aim to produce a person who is socially responsible, globally aware and useful to the nation.

One of the main problems of Indian higher education system is shortage of faculties of high calibre, ineffective teaching methods, poor infrastructural facilities, inefficient administration, inability to retain and attract talented minds etc., are some of the factors which adversely affect the quality of our higher education system. In order to respond to the challenges of ever increasing demands of higher education system without ignoring its quality and in fact raising it to world class standards, a strong commitment to attain excellence on behalf of all the stakeholders is required (Vyas & Basu, 2009).

Ensuring quality of higher education is the most serious challenges being faced in India today, with few institutes having achieved global recognition for excellence. To face those challenges of quality higher education in knowledge based society it is significant to consider the following aspects of higher education:

i) ***Quality of the Teachers***: Faculty shortages and the inability to attract and retain well-qualified teachers have been posing challenges to quality education. Quality of higher education largely depends on teachers who teach in university and colleges. A large number of teaching positions are lying vacant, especially in state universities and affiliated colleges which are filled up with contract and part time faculty which affects the quality of teaching and research. It has been found that wherever the states have invested in permanent, qualified faculty, the outcomes are generally far superior. Another dimension of the problem is that there is little amount of teachers of higher education involved in research. There is a need for establishing special centres, either in existing university departments or as separate institutions or academies, in order to promote research in various aspects of teaching-learning processes in the higher education sector (Higher Education in India: Issues, Concerns and

New Directions). Unless teachers at higher education are highly qualified, innovative, creative, and competitive by world standards, it will be difficult to create centre of excellence and supply the demands of knowledge society (Reddy, 2016).

ii) ***Quality of human resources***: there is a general complaint from the employers that a huge number of graduates are not employable and they have to be trained extensively to make them work after their recruitment. In today's global village, as far as the job market is concerned national boundaries have no relevance. With thousands of our graduates looking for job opportunities abroad hence the Indian higher education has to be more conscious about the quality of their product (Singh & Ahmad, 2011). Today, due to globalization and emergence of knowledge society, the products of our higher education institutions have to have the best quality in order to compete at a global level. The quality of human resources is not only measured by its pass percentage rather it determines the competence into global market. The Indian higher education system on the whole need to recheck and must align with the skill and manpower needs of the society. Therefore, the higher education institutions should prepare students with global competencies and indeed requires the higher education institutions to be innovative and creative in their approach to skills development among students (Mishra, 2006).

iii) ***Quality of higher education institutions***: Higher education is one of the most powerful means to achieve sustainable development of any country and it is seen as an instrument for getting a set of skills and knowledge which helps the students to meet the demands of the society. For contributing to nation building and producing competent students, institutions of higher education should also needs to develop themselves into centres of excellence. The quality of human resources in a country depends largely on the quality of higher education institutions. In order to maintain the quality and standard of higher education, necessary efforts should be given by all the stake holders. Quality institutions have the capacity to attract better stakeholder support, like

getting merited students from far and near, increased grants from funding agencies and higher employer interest for easy placement of graduates (Mishra, 2006).

Quality of higher education in India is measured through assessment and accreditation by NAAC. Accreditation is important for the institution, the student and for employers. For assurance of quality and adherence to academic standards, accreditation enhances the reputation and acceptability of the institution and the degree conferred by it. It increases the employability and worth of the student in the job market by enabling prospective employers to filter and grade individuals on the basis of a common standard of accreditation. It reassures recruiters that the student has received quality education and will add value to the establishment when he joins it (Report of the committee for Evaluation of the New Education Policy, 2016)

1.5 Rationale of the Study

Among various levels of education, higher education has pervasive and influential impact on the development of a nation. Higher education empowers the individual with necessary competencies for achieving personal and social goals. The pace of development of a country the emerging knowledge society is primarily determined by the quantity as well as the quality of the human resources, which in turn depends on the level of knowledge, skills and attitudes imparted in the institutions of higher learning. Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of a civilization. No nation in world history could establish its dominance by virtue of its sheer military might or economic affluence. The march of a nation towards glory is carried forward by the competent human resource that a strong education system prepares. (Bhatacharia, 2012).

Higher education plays an important role in developing the nation to a great degree. It helps the member of the society to get lives, to develop well

and to improve the strength of the nation. There is a pursuit of truth and excellence in man and only the higher education can direct to the right path. Higher education is one of the important tools to reforms our society from different points of view. The high class cultured people are the products of the institution of higher education. Universities are a place from where the society gets its leaders and the prosperity of a country is link up with the university and the fate of a nation is shaped and moulded in the university.

The present society is being evolved into knowledge society i.e. societies which are economically and culturally characterised by a high degree of dependency on their potentials to create scientific and technological knowledge wherein higher education is expected to play a crucial role. Higher education institutions are expected to be more responsive to meet the needs of employers and adapting to the generation of new knowledge in the various academic disciplines. As knowledge becomes a key to success, so does higher education. The quality of knowledge generated within higher education institutions, and its availability to the wider economy, is becoming increasingly important.

The task force on higher education and society was convened by the World Bank and UNESCO in 2000 to bring together experts from 13 countries for the purpose of exploring the future of higher education in the developing world. Based on research and intensive discussion and hearings conducted over a two year period, the task forced observed that, without more and better higher education, developing countries will find it difficult to benefit from the global knowledge based economy (World Bank, 2000). Therefore, today there is an urgent need; to work for the development of higher educational sector to meet the need of the emerging knowledge society and challenges of the 21st century. Knowledge is the base of overall growth; we will have to respond to the market forces if the nation has to be globally competitive. To reach and achieve the requirements of the knowledge society, there is an urgent need to relook at the

infrastructural facilities, financial resources, access and equity, quality standards, relevance and at the end the responsiveness of higher education.

Well developed and equitable system of higher education that promotes quality learning as a consequence of both teaching and research is central for success in the emerging knowledge society. It is widely acknowledged that education contributes significantly to economic development. The developed world understood much earlier the fact that individuals with higher education have an edge over their counterparts. They are the ones who always believed that any amount of investment in higher education was justifiable. It is, therefore, imperative for developing countries too, to give due importance to both the quantitative and qualitative expansion of higher education (Prakash, 2007).

The reputation, quality and overall contributions of the higher education system in a state have a vast impact on the competitiveness of the state/country and its economic well being (Banu, 2011). In a knowledge based society, our higher education institutions need to compete with the rest of the world by offering quality education recognized at the international level as well as relevant to the local needs. The major issue is how to raise the quality and standards of higher education and make it globally competitive and locally relevant to the societies. High disparities in educational standards and quality of higher education offered by our higher education system are of great concern.

The dream of our country will be achieved when the problem of education system are identified and remedied correctly. The strength of a country lies in education particularly higher education in the emerging knowledge society. Insufficient access, problems of equity, poor quality education is the problem faced in our country. Thus it is necessary to investigate higher education in a deeper sense (Ratkale, 2016).

In a knowledge based society, the scope and importance of higher education have changed considerably. Education in humanities, sciences and social sciences which prepare students for entry to a limited number of professions is not sufficient in a global competitive world. Higher education needs to be more diversified and must encompass new types of institutions like technical and professional institutions, etc. in order to provide high level profession and responsive to the needs of the society and needs of labour market. Education and especially higher education is the key agent of transformation towards sustainable development and increasing people's capacities to transform their visions into reality for the society (Kalam, 2002). The generation and utilization of knowledge is now the chief factor for the social, economic and political development of a country. Therefore, being the apex of the educational settings, higher education system has to educate many professionals with high level of competence, who are links to the labour market and internationalisation.

The state of Mizoram, being one of the youngest states in the Indian Union, have very young higher education which started only in 1950's and faces many challenges in its access, equity and excellence. The percentage of students' enrolment in higher education in Mizoram like other states seems to be lower than the required rate of 30% projected by the National Knowledge Commission by 2020. Higher education in Mizoram seemed under stress to provide sufficient volume of skilled man power, which is equipped with the required knowledge and technical skill to cater the demands of the economy and society. Our higher education system will be able to response a challenge of emerging knowledge society only when we expand opportunities for our youth on a massive scale and in diverse fields of basic science, engineering and technology, architecture, management etc., this is possible only if we initiate rapid expansion along with long overdue reforms in the higher, technical and professional education sector.

Besides, there is a general feeling among the people in the state that, the course of unplanned expansion of higher education, the quality has become the victim. Other important questions that have been agitating the minds of people in the state are**:** *Do we have sufficient higher education institutions in Mizoram? Are there lopsided developments in the process of expansion of higher education in Mizoram? Do the people all over the state have equal access to higher education? Do these institutions provide adequate scope to students to select courses of their choice? What are qualities of human resources in different academic streams? Do these institutions have the required qualified teachers as per UGC norms? Whether Mizoram can face the challenges of liberalization, privatization and globalization with these kinds of higher education institutions? What are the distributions of expenditures in higher education institutions? What kind of organizational climate is there in the higher education institutions? What type and quality of human resources have had been contributed by the higher education institutions in the state? Whether the target 30% enrolment of students in higher education by 2020, as visualized by the National Knowledge Commission, can be achieved through these institutions?*

In a knowledge society all higher education institutions need to be developed into centres of excellence in teaching and research as well. Traditionally, both teaching and research are important functions of higher education institutions. Research creates and rediscovers knowledge, while teaching helps in transmission of knowledge. Higher education institutions have to balance their teaching and research; focusing on one should not lead to ignoring the other. Another important aspect of knowledge society is convergence; convergence of knowledge from various disciplines. The new knowledge system may be free from rigid boundaries between sciences, engineering, arts and humanities. Knowledge in the field of specialisation is combined with an understanding with many associated fields of interest hence no area of study may get focus. Knowledge society has also necessitated the

inculcation of competitiveness. This can be achieved only by bringing quality of highest standard in every sphere of work. Therefore, the quality of higher education has become a major concern of today. Needs and expectation of the society are changing very fast and the quality of higher education needs to be sustained at the desired level. Quality of higher education would mainly depend on the quality of all its facets, be it faculty, students etc. (Areekkuzhiyll, 2016) and the quality of higher educational institutions. Only through attainment of strength of quality education would many of our institutions become global players to offer good education to our students.

Higher education system has many issues of concern at present, like access, equity and relevance, financing, organizational climate, quality of human resources and higher education together with the assessment of institutions and their accreditation. These issues are important for excellence of higher education the country, as it is now engaged in the use of higher education as a powerful tool to build knowledge based information society of the 21st century. Therefore, it becomes the responsibility of researchers to find out that whether our higher educational system/institutions will meet the demands of the said knowledge society and answers to such questions through research. Hence, the present study, wherein the scholar has made an attempt to address some of these questions.

The present study, as described by its objectives, covers issues relating to growth, access, enrolment trends, teachers' profile, organizational climate, financial management etc. The study has covered all institutions of higher educational institutions affiliated to Mizoram University except Polytechnics, ITIs, Hindi Training College and ICFAI and all the Departments of Mizoram University.

1.6 Statement of the Problem

The problem of the study has been stated as follows:

"Higher Education in Mizoram in the Context of Knowledge Society: A Critical Analysis".

1.7 Objectives of the Study:

Keeping in view the role of higher education in production of new knowledge as well as its well established linkage with economic development, the present study took up the following objectives with regard to the assessment of higher education in Mizoram on the following parameters which are considered to be essential precautions for the emergence of knowledge society in any country or state:

1. To study the growth of higher education in Mizoram in historical perspectives.
2. To critically analyze the enrolment of students' in colleges and Mizoram University.
3. To prepare and critically examine the profile of colleges and Mizoram University teachers.
4. To analyze the contribution of higher education institutions in terms of human resource development.
5. To examine the heads of expenditure under plan and non-plan budget on higher education.
6. To assess the quality of higher education institutions in the context of assessment and accreditation by NAAC.
7. To study the organizational climate of undergraduate colleges and post graduate departments of Mizoram University.
8. To make recommendations in the light of the findings of this study, so as to improve the higher education system in the state.

1.8 Hypothesis:

The study has tested the following hypothesis:

a) There is no significant difference between the perceptions of college and university teachers on all 11 dimensions of the Organisational Climate Inventory (OCI) Form-B' constructed by Chattopadhyay, S and Aggarwal, K.G.

1.9 Delimitation of the Study:

a) The present study has been delimited to Mizoram University and its affiliated colleges only.

1.10 Operational Definitions of the Terms Used

The terms used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows:

a) Higher Education:

Higher education in the present study means all types of general as well as professional and technical education after completing higher secondary education; provided by universities or other educational institutions, within the state of Mizoram, those are approved by the competent authorities as institutions of higher education.

b) Knowledge Society:

The term knowledge society refers to any society where knowledge is the primary production resource instead of capital and labour. A knowledge society "creates shares and uses knowledge for the prosperity and well-being of its people". It is also describe as the societies which are economically and culturally characterised by a high degree of dependency on their potentials to create scientific and technological knowledge.

1.11 Organisation of the Research Report

The report of the thesis has been presented under five chapters:

Chapter -1: Conceptual Framework: The first chapter is the introduction, which begins with the role of education in general and higher education in particular for development, higher education in India and Mizoram, knowledge society and role of higher education in knowledge society. Besides these, the chapter deals with rationale of the study, statement of the problem, objectives and hypothesis of the study. Operational definition and delimitation of the study has also been incorporated in this chapter.

Chapter-2: Review of Related Studies: The second chapter is concerned with the review of related research studies. The review of related studies relating to the various aspects/ variables covered in the present study, namely, growth and development of higher education, governance and management of higher education, financing of higher education, quality concerns in higher education, relevance of higher education, access and equity in higher education and organizational climate of institutions has been given in chronological order under five broad headings: 1) Growth, Access, Development Of Human Resources, And Teachers' Profile. 2) Financing of Higher Education. 3) National Assessment and Accreditation Council. 4) Organisational Climate. 5) Higher Education in the Context of Knowledge Society.

Chapter-3: Methodology and procedure: In the third chapter, methodology and procedure adopted for the present study is explained. The method of study, population and sample, sources of data, tools of data collection, collection and tabulation of data, statistical techniques applied for analysis of data have been discussed in this chapter.

Chapter-4: Analysis and Interpretation of Data: This chapter presents an analysis and interpretation of all the data collected relating to the objectives of the study. The analysis and interpretation on:- historical development of higher

education in Mizoram, enrolment of college and university, profile of colleges and university teachers, development of human resources of higher education, analysis of expenditure of plan and non-plan budget on higher education, perceptions of colleges and university teachers in terms of organizational climate and assessment of the quality of higher education institutions in the context of assessment and accreditation by NAAC.

Chapter-5: Major Findings, Discussions, Implications, Recommendations and Suggestions for Further Research: The fifth chapter is the concluding chapter which is devoted to major findings of the study, discussions, implications, recommendations and suggestions for further research.

CHAPTER-2

REVIEW OF RELATED STUDIES

The review of the related studies involves reading, locating and evaluating the researches, already conducted in the area, so as to get the background and acquainting the recent emerging trends. This helps the researcher to drill deep and reach at the micro base of the work already done. It also brings the researcher up to date on the work and helps the researcher to avoid unfruitful and useless problem areas. It also enriches the investigator by getting acquainted with the research methodology which proved to be useful and promising in the previous studies.

Research takes the advantage of the knowledge which has been accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation. It is always based upon the work that has already being done on problems, which are directly or indirectly related to a study, proposed by a researcher. A careful review of the research journals, books, dissertation and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study (Koul, 1997).

The review of related studies relating to the various aspects/ variables covered in the present study, namely, growth and development of higher education, governance and management of higher education, financing of higher education, quality concerns in higher education, relevance of higher education, access and equity in higher education and organizational climate of institutions has been given has been given in chronological order under five broad headings:

2.1 Studies Related to Growth of Higher Education, Access, Development of Human Resources and Teachers Profile.

2.2 Studies Related to Financing Higher Education.

2.3 Studies Related to National Assessment and Accreditation Council (NAAC).

2.4 Studies Related to Organizational Climate.

2.5 Studies Related to Higher Education in the Context of Knowledge Society.

2.1 Studies Related to Growth of Higher Education, Access, Development of Human Resources and Teachers Profile:

Kale (1972) in his study on higher educational system in Maharashtra between 1960-1970 found that during the period under study the higher education grew phenomenally in the state in terms of enrolment, number of institutions, and expenditure. The need for higher education was well recognised and a clearly defined policy on higher education was formulated. Some progress was made in terms of equalisation of educational opportunity. Nevertheless, serious discrepancies also existed between the quantitative and qualitative growth in higher education, and scarcity and abundance of educated man power between the sectors. The existing higher education system failed to adapt to the changing needs of the community. The present situation revealed the unsatisfactory output social-family membership, citizenship and productive labour, and individual-intellectual, attitudinal and motivational. The factors responsible for the present situation were absence of objectives and planned growth of higher education, deficiency of the competent staff, absence of adequate understanding of the social expectations before the system, dearth of effective leadership, absence of integrative planning of social, economic and (higher) educational sectors, organisational deficiencies, scarcity of resources, and underdeveloped information system. The future trends in terms of rising social demand for education, explosion of knowledge, resource scarcity, rising cost, further discrepancy between intellectual, attitudinal and motivational, the facto and life

needs and social aspirations, growing graduate unemployment and youth discontent indicated the probable deepening of the crisis in intellectual, attitudinal and motivational level. State level planned action strategies seemed imminent in order to overcome this crisis.

Chitnis (1973) in a study on collegiate education found that the majority of college teachers were male and majority of them were below 40 years of age. Most of the teachers had a workload of 12–21 hours a week but there is variation due to programmes differentiated the college teachers with respect to their qualifications, academic activities and general outlook on education. The aims and objectives of the college influenced the pattern of teaching and college culture influenced the choice of medium of instruction, academic climate and teacher morale. Management influenced the recruitment policies; hence the age, sex, qualification was determined accordingly.

Sinha (1975) conducted a study on university administration in Bihar and found that the universities, on the whole, were not performing their role as the main producer of knowledge and intellect or trained personnel. They were thus, unable to become agents of social change.

Mehr (1976) conducted a study on higher education in Iran and a socio-economic study of Tehran University students. The study revealed that modern education had made rapid progress in Iran during the last decade. The technical education was rapid in the early years of industrialization in Iran. Tehran University had a high percentage of women students.

Pimpalkhare (1976) conducted a study of arts, science and commerce colleges in Maharashtra. The study revealed that the maximum enrolment was in arts faculty followed by science and commerce. Out of the total enrolment, girls formed only 23.24%. He also found that only 4.23% of the teachers had their Ph.D degree.

Shastri (1977) examined the human resource development and educational development in Kamaun, though the literacy percentage for the region was impressive, yet there certainly existed inter-sectoral anomalies, and also noticed that there was a significant number of students who were not clear about their career and blindly goes for arts and science therefore there was unemployment problems among them due to lack of demand for these graduates in private business. Though women's education had been gradually progressing there was a wide gap between male and female enrolment from elementary to higher education. During this period higher education had expanded unrelated to the expansion of primary education.

Sharma (1977) in his study, while analysing enrolment in higher education reported that there have been declining rates of growth in enrolment in higher education during 1970-75. Negative rates of growth were observed in some faculties such as science, engineering and technology, arts, medicine and agriculture. However, there was a higher rate of growth of enrolment from 1950 to 1970. Inter-state variations were marked with regards to rate of growth of enrolment. Among the factors considered, the expenditure on higher education was an important determining variable in the rate of growth in enrolment. The declining trend in rate of growth affected the demand of educated people in the education industries. Declining trend in the rate of growth of enrolment in the case of colleges of urban areas helped in the improvement of the teacher student ratio. But in the case of colleges in rural areas with small enrolment functioning decline in the enrolment adversely affected the economic functioning of these colleges. The faster rate of growth in the number of institutions of higher education and enrolment during 1950-70 had resulted in deterioration in the quality of higher education, establishment enrolment termed under populated colleges, and a larger supply of graduate degree holders than the economy could absorb.

David (1978) conducted a study on human resource planning in relation to employment and education in Madhya Pradesh. The study reveals that human resource was found to depend mainly on the general growth on employment and education in the right direction. Unemployment and poverty were closely related and measured the get between human resources and other productive resources. Increase in population was one of the major constraints of human resource development in Madhya Pradesh as it affected adverse the employment and education relationship.

Indian Institute of Education (1980) studied the development of colleges in Marathwada University from 1980-1990, he found that there were sixty-seven colleges of which two were government managed and sixty-five privately managed; only one was a women's college and sixty-six were mixed colleges. Thirty-two colleges had arts, science and commerce faculties, one college had arts and commerce faculties science, two only commerce and two only arts faculties. The colleges, on the whole, suffered due to low student strength and the position was not likely to improve during the next five years.

Sirirassamee (1980) compared higher education system in Thailand and India and found that the private colleges in Thailand were fewer in number than in India and there were fewer male teachers in Thailand than in India. Indian teachers had higher qualifications than teachers in Thailand but Indian teachers had more teaching experience than their counterparts. Less than half the teachers in both the countries did research work.

Ramachandran (1981) in his study reported that there was a phenomenal growth of institutions of higher education in Kerela during the period under review. The establishment of colleges was done without much forethought and planning and public expenditure on education has been growing very rapidly in the state of Kerela. The average annual expenditure on education during the period of study was about 34% of the State's total budget. Whereas the total public expenditure on general education was increasing year after year, the

corresponding return to the revenue of the state government was very low. Expenditure on higher education showed tremendous growth both as a percentage of the total expenditure on higher education as well as in absolute terms.

Reddy (1981) analysed the social and private rates of returns on higher education in Andhra Pradesh. He reported that among the professional and non professional postgraduates investment in non professional did not guarantee the expected financial success in which most students were enrolled. Thus, postgraduate education seemed to need special attention in terms of balancing the cost and benefits to individual as well as to society. Students who were superior in their academic achievement were found to be the highest beneficiaries.

Chalam (1981) revealed that the growth of enrolment in general education and professional higher education in Andhra Pradesh indicated that the growth of all categories, except graduates in general education, and declined in the second decade as compared with the first. The proportion of the status pursuing post graduate courses in the professional courses has increased much faster than in general education. It also found out that, the enrolment had influenced the number of teachers employed in the colleges and universities of the state. Educational expenditure in the state had grown much faster than the SDP during the last two decades. The expenditure on higher education ranked in all levels of education sector during the period of study. The proportion of SDP spends on education and higher education was less than 3 percent and one percent respectively in 1975-76. For the country as a whole it was 3.5 percent of GNP. Among the different items of direct expenditure, salaries of teachers in general and professional streams accounted for 63.0 and 53.0 percent of the total expenditure on higher education respectively in 1975-76. Out of the total expenditure on higher education, only less than one third of the amount was devoted to professional education.

George (1982) conducted a study on economics of higher education in Tamil Nadu and found that there had been an increase in government's share of total expenditure on education at all stages except at the primary stage. Females, scheduled caste and scheduled tribes were still lagging behind at every stage of education.

Khader (1983) in a study reported that there had been a tremendous increase in students' enrolment since independence. The enrolment of women had gone up and Maharashtra state had the largest number of students from scheduled caste as compared to other states. There had been a noticeable increase in woman's enrolment in the Maratwada University area. Many university posts had not been filled because funds were not forthcoming and practically all the university had deficit budgets that were carried forward from year to year.

Akhtar (1983) conducted a study on education and man power planning with special reference to India. The study revealed that education increased the rate of human capital formation and stimulated economic growth. Higher education is regarded as an investment of human resources and efficiency in education is determined in terms of rate of return on the resource invested.

Jaganmohan (1983) investigated into the existing conditions and developmental problems of affiliated colleges in Andhra University area. He found that there were eighty four affiliated degree colleges in Andhra university area. Out of them, fifty seven were private colleges and twenty-seven were government colleges. A majority of the affiliated colleges were in urban area (67 colleges) and women colleges with postgraduate courses were only nine in number. The enrolment of commerce graduates was more than that of B.Sc. students, B.A. students and post graduate students. The enrolment of boys was more than the enrolment of girls. The student ratio was 12:1. He found that the major problems of affiliated colleges were; teaching staff and staff appointments and the rural private colleges wanted to merge into government colleges, lack of

teaching aids and of opportunities to improve the qualifications were the problems of the teachers.

Singh (1986) found that higher education in Manipur was started in 1946 and there was clear progress in respect of various aspects of higher education like the establishment of new institutions, enrolment of students in colleges and postgraduate classes, number of teachers, etc. and research had been badly neglected. The expenditure on education had been increasing continuously during the past 33 years. The state expenditure on government and private colleges had increased. The overall problems of higher education were not much different from those in other parts of the country; there were innumerable problems of higher education like unplanned growth of institutions, growth of educated unemployment, lack of infrastructure, imbalances arising in the course of expansion, improper budgeting systems, and inadequate supply of teachers and non availability of textbooks.

Joseph (1987) studied the progress and problems of higher education in Maharashtra since independence, his study revealed that there had been a tremendous increase in student enrolment since independence. The enrolment of women had gone up and Maharashtra state had the largest number of students from scheduled castes as compared to other states. There had been a noticeable increase in women's enrolment and also found that many university posts had not filed because funds were not forthcoming.

Benal (1987) conducted a study on, 'a critical study of development of higher education in the state of Karnataka during Six Five Year Plans (1980-1985) with special reference to Karnatak University'. He found that there was a considerable quantitative growth of the member of institutions, namely, the affiliated and constituent colleges and university postgraduate departments during the plan period. It was also seen that the receipt and expenditures had significantly increased due to the developmental programmes initiated and implemented. Similarly, it was seen that the sources of income had increase to

the best advantage of the educational institutions. With regard to modernization of science department, physics, chemistry and geology had greatly expanded and were offering leadership courses in their disciplines in the country. For student facilities, financial efforts had not been made to the extent expected. Qualitative improvement at the affiliated colleges and also at the university was not very significant. Hardly any effort had been made for re-orienting the in service training providing up to date knowledge to the teachers recruited at the affiliated colleges and at the university level. It was also disappointing to note that the University authorities had not made any attempt to look into the academic problems of the teachers. The qualitative improvement in the affiliated colleges and also the university was not very significant. The University authorities made no consistent to evolve new techniques and devices for evaluating the student's progress through the examination.

Dutta (1988) conducted a study on development of higher education in Assam during the first half of the twentieth century and revealed that the first college in Assam was established in 1901; up to 1980, there were only two colleges. These were affiliated to Calcutta University. Physical facilities including hostels, etc., were very inadequate but the academic results were quite satisfactory and high in comparison to Bengal. The enrolment of female students was very poor because of indifferent attitudes, customs, lack of interest, etc. There was neither a university nor any medical, engineering or agricultural college in Assam between 1901 and 1947. The first university was brought into existence from January 1948 to cover the then States of Assam, Manipur and Nagaland. Development of higher education was steady since independence; but from 1947 rapid progress took place in higher education.

Deka (1989) studied the growth and development of higher education in Kamrup district since independence and its impact on society. The expansion of higher education in India had been phenomenal; professional and technical institutions had increased slowly in Kamrup district due to the slow

industrialization of the state. In the rural areas higher education was not practicable and the haphazard growth of new colleges in the rural areas created different problems in the society, mainly the problem of unemployment. As regards to female education, it appeared that a large percentage of females were still attending co-educational institutions. He also examine the examination results, he found that the pass percentage of female candidates at college level was higher than that of males. A comparative study of the results of some selected colleges revealed that the pass percentage in the case of the majority of colleges was below the university percentage. The college-wise performance in some cases varied widely. The analysis revealed that the appalling standards of the colleges were mainly due to two factors, i.e. poor quality of students admitted and the high student teacher ratio.

Eusebius (1989) studied the growth of higher education among women in U.P. and progress made during first and second five year plans. She found that during the post independence period, there was a sharp rise in the number of intermediate and Degree College for women. During the First Five Year Plan, U.P. launched a vigorous drive to give a boost to higher education. There was a significant rise in girls' enrolment in college and universities during the Five Year Plan. Prominence of higher education in rural areas was aimed at budget allocation to professional and vocational education.

Dash (1990) studied development of higher education in Orissa (1936-85*)* and found out that higher education in Orissa originated in 1868 with two colleges. Before India got independence, growth of higher education was slow and limited with general education, legal education and teacher training colleges. But after independence Orissa made rapid strides in enrolment in higher education and number of universities and colleges in different fields like medical colleges, engineering college, research institutes in physics and life sciences, a music college, teacher-training colleges etc was established. The universities were

autonomous and were partly finance by the State Government. The privately raised institution was control by a different division in the directorate.

Ruby (1991) reported from her study that the first college in Meghalaya was established in 1924, and the university in 1973. The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya become a full fledged state. The development was faster thereafter. Humanities subjects accounted for the highest proportion of student enrolment at all stages and the proportion of male students was slightly higher than female enrolment. Scheduled tribes students formed from 40 to 70% of enrolment in the various streams of Study; scheduled castes students formed only between about 1 to 10% in the different streams of study. All the colleges, except one, offered arts subjects, while science and commerce subjects were offered in 52% and 19.1% of the colleges, respectively. At the university level, the faculties of social sciences, language, physical sciences, life sciences and environmental sciences offering postgraduate and research programmes were located in the shillong campus. The percentage of pass at the undergraduate level varied widely among the colleges, with the percentages being higher in the science courses. The pass percentage was higher at the honours and postgraduate levels. There were both government and private colleges in the state. The private colleges were managed by a governing body which had representatives of the state government and in the university. In several colleges, the facilities of libraries, laboratories and playgrounds were somewhat poor in view of the increasing number of students, because of financial constraints.

Tripathi (1992) conducted a study on development of higher education in Uttar Pradesh since independence; he found that the aims of higher education are not relevant to the present day needs. The courses of higher education have a lot of irrelevance. Normally, the only method of teaching that is used is the lecture method. Teachers are not even aware of the full implications of such methods as seminars, small group discussions, assignments, self-study methods, etc. The

system of evaluation was the worst feature of higher education. Public examinations take up most of the time, leaving little scope for effective teaching. The system of grading and the semester system, which have been the main planks of examination reform have not been successful and have not proved their practical utility. The current concept of discipline was not fully realised by the administration, the teaching community and the students. It is necessary to develop a correct philosophy of discipline based on internal qualities rather than on external imposition. Physical facilities were found inadequate and those that were available were not properly put to use. The administration of higher education has been gradually subjected to persistent government interference, which had eroded the academic accent in higher education. The study showed that there was no relevance between higher education and the employment of its products. This has created great imbalance between education and its utility.

David (1993) studied the historical development of higher education in Ellis country. Ellis country has been the home to one or more institutions of higher education almost since its existence as a country. A number of higher education institutions in different fields were established in the state. The benefits to Ellis country as a result of the establishment of such higher education institutions can be seen by their continuing existence and influenced. The foresight of many individuals involved in higher education in Ellis country has contributed greatly to the development of the citizens of its communities. The efforts of these institutions have led the way for today's challenges in higher education in Ellis country. The citizens of the country will be better prepared for the next century because of the prior and continuing existence of higher education.

Zaidi (1993) studied development of higher education in Uttar Pradesh and he found out that Uttar Pradesh has proportionately less facilities for higher education. Its share in the number of universities, research institutes arts, science, commerce colleges and professional/technical colleges are all far below the state's share of population. In quantitative terms of enrolment in both the

research degree as well as post-graduation in arts and science is satisfactory. The universities, research institutes and post-graduate college are overcrowded. The enrolment in post graduation in commence and in all the other faculty disciplines at the under graduate level is far from satisfactory.

Shukla (1996) while evaluating the growth and development of education in India observed that though the general system of higher education had continued to grow in terms of number of universities and colleges, but there was unprecedented shortfall in central government financing of higher education, privatisation and steep hike in fees. He also noticed that most of the universities were opening fund generating vocational and professional courses like courses in management, computer science and information technology and were neglecting basic subjects. He viewed these developments as logical fallout of the policy of subjecting education to the dictates of market forces and consequent squeeze of government funding.

Sahoo, Patri & Kalpalata (1997) studied development of higher education in Orissa and reported that Women enrolment at higher education stage at Orissa is lamentable as the system enrols only 25 percent of women into the system (1990-91) whereas women constitute around half of the total population of the state. The education system has not been able to make sufficient contribution to women equality. It may be due to the rigidity of conventional system.

Deka (2000) examined the development and policies of higher education in India. After describing objectives of higher education and the growth from pre-independence to the present era, he analyses the development and problems of various types of higher education in India, e.g., technical education, professional education, school education, university education and rural education, etc.

Parhar (2002) while analysing the considerable growth and development of higher education in India pointed out that despite quantitative expansion, higher education remained inaccessible to a large majority of Indian youth in the age

group of 17 to 23 years. The Indian enrolment figure of 6% in higher education is no match for the figures if developed and even many developing countries. Therefore she opined that in order to continue the production of expert manpower India had to enlarge its higher education base by increasing the rate of participation to about 30% by 2020. She further opined that globalisation would make serious demands on higher education not only in quality but also in the quantitative expansion. She suggested that access to higher education could be increased by making massive investment in higher education infrastructure, by introducing multi-shifts, adding new courses. She opined that the growing ability of the middle-class population to pay for education of their wards and provision of soft loans for education by financing institutions would have a positive impact on higher education enrolment.

Niazi & Mace (2007) studied the efficiency and equity in private higher education in Pakistan. From their study, it is noticeable that all private higher education institutions are established in the urban and commercial localities of the main cities and this may be seen as inequitable as it indicates that they are neglecting the major sections of the population which living in the rural areas. The finding of their studies shows that students enrolled in privately managed higher education were mostly studying management sciences, computer science, telecommunication and software engineering. Increase enrolment in such courses may cause reduction in the number of humanities and arts graduates which may create a shortage of social scientists in the country in the near future. They also found that majority (72%) of the faculty in the institutions were in full time employment. Out of these 34% have research degrees and 64% have masters' degrees. A large majority of the faculty was between the ages of 26 to 40 years, and had 5 to 10 years of teaching experience.

Tilak (2007) while critically examining the recommendations of the National Knowledge Commission has highlighted a number of serious problems with these recommendations. In his opinions most of the recommendations of the

commission like fixing present gross enrolment ratio in higher education in India and setting the future enrolment targets, number of universities needed to achieve an enrolment ratio of 15% establishment of independent Regulatory Authority for Higher Education, reduced role for the UGC etc, are not based on any in-depth analysis and are also without supporting theoretical or empirical evidence. He has concluded that the overall approach adopted by the commission is largely pro-private as it has repeatedly emphasised the essentiality of private investment in higher education as a means of extending educational opportunities. At the same time the commission has not recognised the importance of public education and the significant role that the state plays in the development of higher education for it to contribute to national development in most civilised parts of the worlds.

Angom (2008) conducted a study on Manipur University and its functioning and found that the establishment of D.M College in 1946 remarked the beginning of higher education in the state. The increasing demand for higher education in the state encouraged the setting up of private colleges in different part of the state in subsequent years. In the year 1980, the number of college affiliated to the Manipur University was 27 and it rose to 70 in the year 2003. The Manipur University itself was established in 1980.

Singh (2006) Compared India and Trinidad and Tobago in relation to policy reforms and equality in higher education and reported that unequal access in higher education has much more a strong caste, tribe and gender bias in India, whereas the phenomenon of social class is predominant in Trinidad and Tobago. In India gender inequalities in higher education interlocks with social class and castes dimensions, mainly with respect to schedule caste females. Comparatively, in Trinidad and Tobago, despite the absence of gender b policy regarding women's growth in higher education, females now constitutes almost two thirds of UWI enrolment. In some cases, families prefer if males opt for the workforce at an early age to supplement household income. Here, the cultural

notion of the male as breadwinner suffices. Another significant finding is that social class has displaced race as the pervasive criterion for both males and females to access higher education. Overall, unequal gender enrolment in higher education seems to be more crucial for females in India and males in Trinidad and Tobago. In both countries, higher education policies and reforms may be forcibly driven by ideology and political interest. It is the responsibility of the Indian government to negate anti-democratic forces, such as castes, tribalism and patriarchy. In Trinidad and Tobago, government must further investigate forms of exploitative practices of social exclusion based on socio-economic differences as well as race and gender.

Aam & Blom (2009) conducted a study on progress in participation in tertiary education in India from 1983 to 2004; they found that in 1983, female attainment was below male attainment for all states and the gender gap was large, male attainment was 167 percent higher than female attainment at the national level. By 2004, female attainment had increased markedly, and the gender gap had been reduced to 67 percent. However, the gender gap in attainment of tertiary education remains significant. Importantly, attainment for females is higher than of males in some states. Female enrolment increased by 131 percent from 983 to 2004, compared with 37 percent for females approximately less than a quarter of tertiary education students attended technical courses, while more than three-quarters attended general courses. The share of technical streams among tertiary attending students increased between 1999 and 2004.

Brar, Sigh & Ghuman (2008) in an empirical study to know the representation of rural students in professional educational institutions of Punjab made an observation that the representation of rural students in professional institutions of Punjab is very small. It has recommended to the state government that it should give special attention on this issue.

Nuna (2009) studied the gender gap in higher, technical and professional education in India. She found that a total of 104.81 lakhs students were enrolled in higher education institutions during 2004-05, of which 42.34 lakhs were woman, constituting about 40.40% of the total enrolment. It was also found out that, women's participation in higher education (colleges and universities) was as low as 24.5% in Bihar; 30.5% in Jharkhand; 36% in Orissa; and 37% in Madhya Pradesh. It was also found girls who got enrolled in higher education generally opted for humanities subjects. Their participation in other faculties was registered to be very high. Moreover gender stereotypes prevailed in the choice of subjects. At the graduation level, girls were found to opt for common subjects, in which job opportunities were very few. Moreover, although a number of courses were available in polytechnics, yet it was urban girls also opted for office management and secretarial courses, fashion design/textile design and other similar subjects.

Acharya (2010) conducted a study on youth employment in India found that the level of education of a country not only reflects the socio-economic factor but it also illustrates the country's level of human capital development. The study also reveals that low level of technical education among youth in the population of India. It is found that only 2.42 percent youth had some technical education in the country. It is 2.92 percent among males and 1.87 percent among females.

Rajpurohit (2012) while analysing cost and efficiency of professional higher education in Rajasthan found that students had shifted themselves from formal education to professional education and thus demand for professional education had increased.

Padhi & Chandrakar (2012) while analysing the expansion of higher education in Chhattisgarh found that there was a tremendous increase of privately manage higher education while steady in government colleges. they also analysed the growth of enrolment in higher education and found that the enrolment of students mainly increased in professional courses where as

students enrolment was not found significant increase in general undergraduate and postgraduate courses. Analysis of gender wise enrolment reveals that the in undergraduates courses female enrolment was low as compared to male enrolment and the growth rate of female enrolment was very slow. But in post graduates courses the participation of female has increased within a decade and on the contrary the enrolment of male was decreased. Regarding NAAC accreditation, out of the total higher education institutions only 8% were accredited by NAAC. It reveals that the higher education of Chhattisgarh has miles to go in assuring the quality education.

Jha (2014) while comparing Deemed to be Universities and Private Universities in India found that Deemed to be Universities faculty members have more experience than their counterparts from Private Universities whereas in terms of qualifications (Ph.D. as highest qualification) and the number of publications, the faculty of Private Universities score over those from the Deemed to be Universities. Thus, the Private Universities has more potential for research unlike the Deemed to be University, which is supposed to have higher potential for research and innovation.

Das (2014) studied opportunity of higher education in Tripura; there have been marked increases in the number of establishments of higher education in Tripura. At present in the domain of higher education of Tripura, there are 3 (three) universities, 24 (twenty four) general degree colleges and 16 (sixteen) professional degree colleges. Out of these 3 (Three) establishments namely ICFAI University, Bhawan's College of Science and Technology and Holy Cross College are in private management. Gender parity indexes in higher education of Tripura have been declining from 0.80 in 2007-08 to 0.69 in 2010-11. It was found that GER of ST category is lower than that of SC and all other category. So there is disparity of GER among SC, ST and all other category. Besides, Honours as well as pass courses are not equally introduced in every college. Five are deprived of different subjects as honours course as well as

elective subjects. Data from Directorate of Higher Education reveal that science and commerce courses are not available in all the degree colleges in Tripura. In that respect willing students cannot take science and commerce subject equally among those colleges. There exists rural-urban unequal distribution of higher education institutions, nearly 50% of the students are enrolled in the colleges of the capital of Tripura and the remaining students are enrolled outside the capital. It is clear that maximum number of candidates want to get admitted in the colleges of the capital. The average teacher student ratio is 1:35 but this ratio in case of the colleges of state capital is more than the state average and less than the colleges of outside the state capital.

Dubhireddi (2015) studied trends and determinants of enrolment in higher education in India (1970-71 to 2009-10) through a macro level study which covers the higher education scenario in India and in Andhra Pradesh. The study coverers a period of four decades and found that today; India has the third largest higher education system in the world (after China and the USA) in terms of institutions and enrolment. The system of higher education in India has witnessed an impressive growth during reform period.

Chandrakant & Harnawle (n d) reported that development of the country and its production depends on the quality of human resources available in the country. Education helped the learners to bring changes in improve the quality of workers and obtain more production in organization but this quality of workers getting from education of the related courses or training after getting degree from education institution. Today, in India technological manpower is available in large number and this is helping production in the country. India to maintain its economic growth in a global market place fuelled by the knowledge economy, it needs to increase the number of students in higher education. The gap between males and females is narrowing. Female education helps in utilizing the productive capacities of the females. The proportion of lady students is found to be rising in all fields of education, including medical,

engineering, architecture, information technology, accountancy and management. The number of educated female staff is increasing in all fields of production and management. They are contributing to national income.

Chachal (2015) reported that over the period of time, growth has been take place in higher education in India in terms of institutions, enrolments etc. but it is not sufficient. Indian economy is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation. Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups. The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education. Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

Latifah (2015) analysed gender gap in Malaysian Universities and found that there is no gender discrimination in Malaysia but academic performance differs between male and female students. Females formed the majority in subject choice like education, linguistic, and social science while male incline toward vocational and technical subjects such as engineering, mathematics and physics. However, male are better leaders and good decision makers. As more women are highly educated, they hold higher posts at work place and earning higher pays. Different characteristics become the determinant factors that affect the educational attainment. Among the important characters found in this study is that female are more hard working, determine, dedicated, high ambitious in their studies as well as at work. This scenario creates an unhealthy social trend where

many females tend not to marry or cause social instability in the household. Both male and female students have agreed that, academic achievement as a key factor that determines the unequal of enrolment in university. Malaysia needs a balanced enrolment of male and female students at tertiary institutional levels. In order to achieve the objectives of Vision 2020 to be a developed country, Malaysia needs quality human resource in science and technology. In Malaysia, it is obvious that men play a more vital role in leaderships and decision makings. If men were not as highly educated as females, and lagging behind women in terms of academic achievement, then these phenomena would destruct the social harmony and stability of Malaysian society. Effective measures should be taken in order to overcome the trends where females are more superiors than males in terms of the educational attainment.

Kaur (2016) conducted a study on total quality management (TQM) implementation in higher education in India and reported that the quality management in higher education is important in either case. Higher educational institutions need quality management to enhance the quality of education for better service to mankind as well as to fulfil the expectations of its students in order to keep their position secure. Higher education, in general, is considered to encourage personal growth and social responsibilities in an individual, in addition to his professional training and academic development. Quality of the teachers and quality teaching the most important factor of TQM in HEIs, as teaching is a process of transforming knowledge it must have quality in it because without quality the process of teaching could not achieve the desired level of education. In addition to teaching higher education is also considered to be the training for the research works.

2.2 Studies Related to Financing Higher Education

Rizvi (1960) conducted a study on financing of higher education in less develop countries and found that higher education accounted for 11.4% of the total public expenditure of education. The expenditure on higher education in India

and its distribution between the different types of education was below the optimum level of investment. With reference to criteria of both the democratization of educational opportunities and higher education effectiveness to serve as a sound and dynamic basis for the solution of the nation's socio-economic problems there existed a vast disparity between the community's honest profession and a record of its actual achievement. This situation could be tribute to the low level of investment but primarily to the system of finance by which the already inadequate resources were actually made available to the institutions of higher education.

Gogate (1979) in his study on unit cost of higher education for arts, science and commerce college in Maharashtra, reported that colleges, generally, received funds by way of fees, grants, donations, and receipt on miscellaneous items. Out of the fees, that received for obtaining eligibility certificate was credited to the university. Receipt on account of other fees was considered direct receipt of colleges by the Government. The sources for grants were the state government and the UGC the items of expenditure, generally, were salaries to the teaching and non-teaching staff, rent on the building, furniture equipment, library, laboratory, gymkhana, and general maintenance.

NIEPA (1986) compared the states of Haryana, Kerela and New Delhi in relation to equity and financing education. The study reported that the share of expenditure on hostels and scholarship decline as a part of overall decline in indirect expenditure. This effected inequality adversely. Non-teaching expenditure was very low, indicating that schools were going without needed equipment. Private initiative in education was declining, thus drying up an importance source of financing, which would affect expansion of education.

Tewari (1986) found that there was no consistent and rational policy underlying fixation of priorities regarding expenditure under different headings at Kumauni University from 1947 to 1982. There was lack of planned development of variations programmes of education. The number of teachers in the faculties of

education and commerce had not increased in proportion to the increased in the number of students. There was no qualitative improvement in education during the period under study. Per student expenditure in the faculty of science was the highest while per student expenditure in the faculties of commerce and law was quite low.

Michael (1996) conducted a study on financial constraints in higher education in the United States: using a case study approach and he found financial constraints remain a major concern to administrators of higher education in the United States. Budget constraints create uncertainties capable of increasing tension among faculty, staff, administrators and students. Declining enrolment was seen as a major source of financial constrain.

Rao and Singh (2002) opined that in view of expansion and growth of higher education system into highly diversified and large number of institutions, the financial support from central and state governments fell short of the actual requirements in India. Added to this the policy changes such as liberalisation and privatisation etc. have made education to be viewed as a commercial service rather than a public good. This situation has pushed the institutions to look for alternatives for financial resources. One such alternative is self-finances courses. On the basis of a survey through a questionnaire mailed to the Vice Chancellors of a number of universities they tried to study the nature, type and structural arrangements of the self financed courses in these institutions. On the basis of their findings they concluded that 78% of the responding institutions had introduces self financing courses of professional or vocational type such as courses in computer science, information technology, management etc., as a part of already existing departments and in consonance with the demands of the employment market. Through these courses, these institutions have been able to generate additional revenues for the maintenance and development of the respective departments.

Kumar and Sharma (2003) analysed the measures for downsizing higher education initiated by Ministry of Human Resource Development and UGC on the recommendations of Expenditure Reforms Commission in India. They opined that such measures as freeze on recruitment, ban on creation of posts, cut in staff strengths, abolition of vacant posts etc., would have adverse implications for the standards of teaching and accessibility to higher education for the larger sections of the population. They viewed that policy of downsizing higher education as a component of overall government policy of privatisation and commercialisation. While analysing these measures to downsize higher education in the context of GATS they expressed their concern that substantial downsizing of higher education on the one hand, would create space for foreign educational institutions or institutions franchised by them and on the other hand, it would generate the necessity of importing knowledge from developed countries having higher levels of investments in higher and technical education. This situation may lead to lack of national competitiveness and also to intellectual and economic marginalisation.

Brar (2008) conducted a study on cost of higher education in Punjab: levels, patterns, and efficiency issues. The overall recurring cost consists of around fifty sub-costs. Teachers cost and administrative cost constitute the overwhelming proportion of the recurring cost. The relative share of non salary cost was found to be low. Per unit recurring cost was higher in urban colleges compared to rural ones. It was the highest in government colleges, followed by aided colleges and the lowest in private and aided colleges. The unit cost of education manifest strong association with average level of salary; strength of teaching staff administrative staff and number of students; staff deployment practices; and teacher's student ration. The study builds up a strong case for the massive involvement of public resources in order to ensure wider access and equity in higher education.

Shelar (2008) reported that among various items of expenditures in higher education in India, expenditure on conducting examinations, constituted the largest item of expenditure, followed by salary of teaching and non-teaching staff. Administration, examination, salary and maintenance commanded more than 75% of the total expenditure.

Gill & Brar (2009) in their study on public spending on higher education in Northern States (India) post reform level and trends found that higher education sector in the Northern States has suffered setback allocation. The loss of public resources would seriously disturb the resources equilibrium of the various institutions with far reaching consequences for the qualitative as well quantitative growth and expansion of higher education. The region would be deprived of from the immense and multifarious social benefits which occur from the growth of higher education. It is worth mentioning that the foundation of education sector including the higher education rests on the continued and enhanced supply of public resources. The private resources could at best supplement the public resources but no where they succeed in replacing the latter.

David (2013) on the basis of his study has reported that the decline of public funding for higher education in India has paved the way for the establishment of self-financing colleges and self-financing courses at pubic and at state supported private higher education institution. Tamil Nadu expanded technical institutions and courses. Tamil Nadu has the highest intake capacity for technical education in the country. However, there has not been much progress in other disciplines; Kerela has accorded balanced treatment to knowledge diversity while laying some reasonable emphasis on technical education. Emphasis on job oriented courses, applied knowledge and skills training have been of common interest to both the state. Student attraction to courses apparently offering considerable career potential was found to combine with limited interest in non-career linked courses.

2.3 Studies Related to National Assessment and Accreditation Council (NAAC)

Shrivastave (2007) analysed the status of NAAC accreditation in Madhya Pradesh higher education and found that there are many critical challenges before Madhya Pradesh higher education. Small number of colleges which have a rather good reputation, have already gone for this assessment, but this number is quite low as compared with other states. Research evident reveals that only 120 colleges are NAAC accredited in Madhya Pradesh. Existing grades of universities highlight the low status of higher education in the state. Some institution of higher education in Madhya Pradesh have failed to score 'A' grade because they fails to fulfil some criteria like research consultancy & extension, organization and management, healthy practices/innovative practices of NAAC accreditation and assessment process. He also opined that several social, economic and political reasons seem to acts as drawbacks to access and equity. Some of the major causational factors responsible f behind low NAAC accreditation are; lack of appropriate budget, lack of infrastructure facilities and undue political interferences.

Bhatia and Dash (2013) compared some components of value based higher education system of six countries - UK, China, USA, Australia, Brazil and South Africa with India. It was found that there is tremendous growth in the number of universities and colleges from the year 1950 to 2006. NAAC has so far completed accreditation only 10% of all institutions, and barely any private colleges and universities. The results of the accreditation process thus, far indicate serious quality problems. However, very few institutions have applied for accreditation by NAAC. GER of India is increasing at a very slow rate. India also has one of the lowest public expenditure on higher education per student at 406 US Dollars and also lowest in HDI among all the countries. From the year 1975 to 2005, India and China has shown a lot of improvement in the score related with HDI. Among all the countries, India spent the lowest on education

in the year 2005, whereas in the year 2000, China had spent the lowest and India had a better position in spending on education. In the year 1990, 1980 and 1970, India had spent very less percentage of GDP on education, lower than other countries except China. However, China spent the lowest in these years. Total enrolment was highest in China in the year 2006. India was on the third position after United States. In the year 1999, GER was highest in United States and India was on the second last position before China. GPI (related with GER) in 1999, was highest in US and lowest in India. In 2006, the GPI (related with GER) was highest in United States and the GPI of India was the lowest in comparison with others. As regards GER in 2006, Indian was on the lowest position and US was on the highest position. Teaching staff in the year 2006 was highest in China and lowest in South-Africa. Nonetheless, India stands on the better position when compared with other countries. So, the overall India's position is poor in the case of GER, teaching Staff; hence, it needs a lot of improvement.

Ismail (2015) while analysing higher education in Malaysia it is evident that there is a deficiencies in availability of human resources in terms of quantity and quality teachers and physical and other infrastructural facilities caused qualitative gaps between 'A' and 'C' grade Universities and colleges accredited by NAAC. The higher educational institute of rural areas are lacking behind in different aspects as compared to the institutes of urban areas which leads to lower grading by NAAC. Similarly, high quality colleges are better placed with regard to academic indicators, which include higher student-teacher ratios, number of permanent teachers or teachers with Ph.D. degrees, books per student, books and journals per college, and students per computers etc. In comparison to the number of higher education institution present in urban areas i.e., cities or towns, there are very few institutions in rural areas of India. Technical higher educational institutions are very rarely established in the rural areas. Besides, quality teachers always prefer colleges in urban areas in which, better communication, better physical facilities, better research facilities etc are

available and due to which the rural institutes has to suffer as availability of adequate and qualified faculty is a prerequisite of quality education.

Chacko (2016) studied the effect of NAAC accreditation in improving quality in arts and science colleges in Kerela. Data was collected regarding selected parameters related to the seven criteria from 15 arts and science colleges that have undergone at least one accreditation process. The study revealed that the NAAC accreditation process has not helped in improving the cut off mark for admission for UG programmes. The cut off marks of plus two examinations continue to dip even after NAAC accreditation. This implies that students with high grade are not offering arts and science colleges even after the colleges acquiring high grades. The demand ratio of the UG courses offered by the colleges has declined even after NAAC accreditation, especially for traditional science courses and arts courses. The demand ratio is computed as a ration between numbers of students admitted. A falling demand for the courses s an indication of the fact that students are alienating courses offered by arts and science, but the very low pass percentage fir commerce courses indicate that students who opted for such courses do it because of the popularity if the course and not out of passion fir the course.

2.4 Studies Related to Organizational Climate

Cameron (1978) examines the concept of organizational effectiveness in institutions of higher education in New York. Some obstacles to the assessment of organizational effectiveness in higher education are discussed, namely criteria problems and the unique organizational attributes of colleges and universities, and criteria choices addressing these issues are outlined. Criteria were generated from dominant coalition members in six institutions, and nine dimensions of organizational effectiveness were derived. Reliability and validity of the dimensions were tested, and evidence was found for certain patterns of effectiveness across the nine dimensions.

Kumar (1978) in a study on the organisational climates of colleges of Haryana found that the rural colleges had more open-type climate than the urban colleges. The faculty size of the college did not affect the organisational climate. The private colleges had more open type of organizational climate. Sex did not affect the organizational climate. Irrespective of the location, size and sex of the faculty members and the type of management of the college's teachers' group behaviours were uniform and so were the principals' leadership behaviours. All the dimensions (except thrust) of the organizational climate were positively achievement index.

Bhatnagar (1979) conducted a study on organizational climate of the teacher training institutions of Uttar Pradesh and its relation with their effectiveness. He reported that the organizational climate affected the effectiveness of the institution. From his study he also found that each teacher training institution had a unique kind of climate hence all the colleges differed among themselves significantly with regard to each dimension of organizational climate questionnaire. The trust and academic emphasis were more predominant in the climate of university departments of education than in the climate of the college departments. But on the whole, the climates of the two groups of teacher training colleges were similar.

Khera (1980) conducted on a study on organizational climate and educational environment of Sainik School in Punjab and found that there were wide variations in the educational environment and organizational climate of different Sainik Schools. The principals and the teachers of different Sainik schools differed significantly in their behaviour variables. Results on the organizational climate of all the schools revealed that the intensity of these variables differed significantly from school to school.

Amarnath (1980) compared the organizational climate of government and privately managed higher secondary schools in Jullundur district and found that the government and privately managed schools, as a group did not differ

significantly in their organizational climate but differ from school to school and no two schools have similar organizational climate which was attributed to the differences in the personality traits of principals and the teachers. The teachers did not differ significantly in their behaviour, as a group, except i n the variables of disengagement, esprit, aloofness, and trust. There was no positive relationship between the organizational climate and the academic achievement of the students.

Joshi (1980) examined organizational climate of higher secondary schools of Rajkot city; the schools were classified into six organizational climates given by Holpin and Croft namely, open, autonomous, controlled, familiar, paternal and closed climate. The study revealed that all categories of climate were available in the schools. The number of higher secondary schools with closed climate was maximum, the familiar climate type schools ranked second and the number of schools with controlled climate was minimum. There was no significant difference with respect to the category of organizational climate between government schools and private school, high or low performing schools, those with varying size, location and with different streams.

Patel (1980) conducted a study on higher secondary school organization in Gujarat state with special reference to vocational education, he reported that there was no clear guidance in organizing the higher secondary classes and the frequent changes in the policy puzzled the heads and no orientation was given to the teachers while upgrading the school. The supernumerary teachers from colleges employed were not sincere in teaching the subjects or in dealing with the pupils so, students blindly rushed to the commerce stream creating scarcity in Arts and Science Streams. The grant given by the government was too small therefore good facilities for providing more and more vocational crafts could not be given.

Chaichana (1981) conducted a study on organisational climate of teachers' colleges of Thailand by using the organizational climate development questionnaire (OCDQ) constructed by Halpin and Croft. The study revealed that the teacher rapport with the principal was better in teacher colleges having open, controlled and paternal climates than that in the college with autonomous, familiar and closed climates. The teacher educators of colleges having paternal and autonomous climate had more satisfaction in teaching than those having controlled, familiar and closed climate. The organizational climate seemed to be affected by the leadership behaviour or the college presidents. There was no significant relationship between the strength of the colleges and organizational climate of college.

Pandey (1981) studied the relationship between the organizational climate of Garhwal's secondary schools perceived by the teachers and their adjustment problems, and found that there was a significant difference between government and private secondary schools. The government secondary schools and girl's secondary schools had better organizational climate than private and boys secondary schools. And also pointed out that teacher of government secondary schools were well adjusted than those of private secondary schools.

Povitara (1981) analysed organisational climate and teacher morale in the teachers' college of Thailand by using the organizational climate development questionnaire (OCDQ) constructed by Holpin and Croft. The data was collected from 530 teachers' education of all the 36 teachers college in Thailand. He found that out of a total college 23 had open climate while 13 had closed climate. The teacher's rapport with the principal was better in teacher colleges having open, controlled and paternal climates than that in the college having with autonomous, familiar and closed climate. The teacher educators of colleges having paternal and autonomous climate had more satisfaction in teaching than those having controlled, familiar and closed climate. The rapport among teachers was more in colleges having open, autonomous, controlled, familiar and paternal

climate than that of among teacher educators in colleges having closed climate. It also found that the organisational climate seemed to be affected leadership behaviour of the college presidents.

Chopra (1982) in a study reported that among the six organizational climate, the open climate schools in Delhi showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate school respectively. The teacher in the open climate school had significantly higher job satisfaction in the area supervisor than those in closed climate schools. Job satisfaction of teachers related to the area identification with the institution was higher in the open climate schools than in the paternal and closed climate schools.

Umadevi (1983) found that there was no relationship between the age of the faculty members and perception of university climate at Andhra University. The climate evaluation of arts faculty teachers was significantly different and lower than that of the science and technology group. The performance profile of the university faculty revealed that they were significant differences between readers and lecturers with respect to journal-article publication, but these differences were significant between arts and science groups. Further the engineering group had the lowest performance with respect to journal-article publication. Age of the faculty members was found to be the promoter of academic output, academic attainment and academic affiliations and organisation. The climate factor of the university had less to do with faculty performance and more to do with faculty satisfaction.

Sharma & Gupta (1983) while analysing the relationship between organizational climate and teacher's job satisfaction found that there is a significant difference between highly satisfied and least satisfied group for all the nine dimensions of organisational climate. Highly satisfied teachers perceive the organizational climate of their institutions as characterised by high support and satisfaction, high trust, high democracy and freedom, high academic

emphasis and high discipline and control. On the other hand least satisfied teachers perceive organizational climate in their institution as characterize by high disharmony, high hindrance, high authoritarianism and high lack of facilities. These finding indicates that institutions having more support and satisfaction, emphasis on goal achievement in right direction democracy way of functioning of the principal, emphasis on academic activities and programmes and control over students and teachers, produces more job satisfaction in teachers.

Sarkar (1985) conducted a comparative study of role perception and job satisfaction of headmasters and teachers in relation to organizational climate of secondary school in Dacca city. He reported that there were significant differences in role perception in all areas collectively among headmasters working in schools having different types of organisational climate. But there existed no significant differences regarding perceptions amongst the headmasters working under different organizational climates in relation to professional ethics, class room teaching, educational environment, school administration, developmental activities and local politics. There existed a significant relationship between the overall role perception and job satisfaction of teacher working under open, autonomous controlled, familiar, paternal and closed climates.

Sharma (1985) conducted a study on organizational structure and climate in universities of Rajasthan and found that university education in Rajasthan was of recent origin. It came into being in the post-independence era. The number of universities in the state was quite small considering the actual needs of the state. There was only one university in the state which was of an affiliating nature, it had become unmanageable. Distribution of universities in the state was also not proper and called for reorganization on a regional basis. University departments had mainly a closed or intermediate type of climate, except a very few with open type climate. The morale of the teachers was found to be low.

Ganesan (1987) found that organizational climate by itself was related to innovative performance when creativity was controlled and it facilitated the fulfilment of self actualization needs. Promotion of favourable organizational climate helps increase the productivity, job satisfaction and mental health of knowledge workers.

Moran & Volkwein (1988) examined organizational climate in public colleges and utilized data from 2,937 respondents in New York. They found that organizational climate does have relevance at the organizational level in that it distinguishes campuses from one another; the results revealed that organizational climate scores do vary among institutions. Although not every college could be distinguished from every other organization in the sample on the basis of its climate score, seven of the nine institutions varied from at least one another institution. However, the effects of the organization were very small; they did not account for more than 3% of the variance in organizational climate. But sub-units, particularly academic departments, account for the largest proportion of variance. Administrators have significantly and consistently more positive perceptions of organizational climate than do faculty; faculty at campuses with comparatively more positive climates report greater goal clarity and performance standards.

Nongnuang (1988) by using the organizational climate description questionnaire constructed and standardized by Holpin and Croft studied organizational climate of secondary schools of east zone of Thailand. He found that 4 percent were having an open climate while 55 percent had a closed climate. The administrators who obtained high scores on either consideration or initiating structure had a greater tendency to appear in open tendency climates while who obtained high scores on either dimension were more likely to be in the closed tendency climate. The teachers with open climate were found more satisfied with teaching than those with closed, paternal and controlled climates.

Purushothaman & Stella (1995) conducted a study on organizational climate of the innovative institutions in Tamil Nadu. Their study throws light on the fact that the organizational climate of the institution is a significant factor that has much to do with the successful and effective functioning of any institution in general and more so with an educational institution in the process of innovation. This is because every scheme both educational as well as administrative has to be implemented as a coordinated effort of all those concerned with the system of education.

Allen (2003) conducted a study on organisational climate and strategic change in higher education in Leeds and focused on one such approach to strategic change: the development of information strategies in 12 United Kingdom higher education institutions. Using a grounded approach to theory generation, it highlights the influence of different styles of management on organisational climate. The paper discusses the antecedents and influence of one of the dimensions of organisational climate identified: insecurity/ security. It establishes that that climate of insecurity (or security) can exist within higher education institution and can be shared on an organisational level, or can be rooted in sub-cultures. Six issues were identified which affected the climate of insecurity or security within the different higher education institutions. These issues related to perceptions of change management and its frequency, predictability, openness, degree of participation, discontinuous or incremental nature of change, and whether or not decisions are implemented by use of persuasive power or coercive power. It notes that 'managerial' approaches are more likely to create highly insecure environments which reinforce a vicious circle: staff being de-motivated, cautious, less willing to take risks or exercise discretion and are more likely to resist change. In contrast, in environments where a more 'collegial' approach had been used, a virtuous cycle was created, whereby there was a willingness to be open and share information, there was a greater degree of cognitive conflict, and more positive inter- personal relationships. These factors helped create consensus, the widespread

understanding of decisions (acceptance of their legitimacy) and commitment to both the strategic decisions and the university.

Zhang (2010) investigated the characteristics of organizational climate and its effects on organizational variables. Investigation of 419 participants including both managers and employees indicated as follows: educational level, position and length of time working for the current organization had significant main effects on organizational climate; specialty, enterprise character and enterprise size also had significant main effects on organizational climate; organizational climate had significant main effects on human resources management effectiveness such as turnover intention, job satisfaction and work efficacy; organizational climate also had significant main effects on organization effectiveness like staff members' organization commitment and collective identity.

Rota, Reynolds & Zanasia (2012) studied the influence of organizational climate on sustainable relationships between organization and employees and the results show a very good relationship among all variables considered in the model, especially between innovation, trust, communication and sustainable relationships. This means that the effectiveness of communication between top management and employees (and between the employees themselves) together with an innovative and open-minded environment for creativity, problem solving and new ideas are important predictors (antecedents) of long-term and stable relationships between the organizations and its members. The study also provides managers with a useful tool for evaluating the climate of the organization and the quality of relations with its members. Although some organizations realized the importance of organizational climate, they often do not know exactly what constitutes this theoretical construct and how to implement related policies. By understanding the role of climate and its 136 organizational climate and sustainable relationships dimensions within organizations, managers could improve organizational life creating trust,

stimulating commitment and generating satisfaction to overcome conflicts among members.

Selamat (2013) studied the Impact of organizational climate on teachers' job performance, by calculating mean and standard deviation from the scores for eight dimensions of organizational climate. The finding suggested that disengagement has the highest mean score among all dimensions (mean=2.00, SD=0.78). The second highest mean score shows by aloofness (mean=1.89, SD=0.66), followed by production emphasis (mean=1.78, SD=0.52) and esprit (mean=1.78, SD=0.58). The mean and standard deviation scores for other dimensions of organizational climate are consideration (mean=1.70, SD=0.53), thrust (mean=1.70, SD=0.53), intimacy (mean=1.67, SD=0.60) and hindrance (mean=1.54, SD=0.46). As a whole, it could be said that the respondents perceived the level of each organizational climate dimension is low. The findings also showed that the levels of all organizational climate dimensions were low. The findings revealed that most of teachers in a secondary school in the district of Klang were under performed in their tasks and organizational climate dimensions such as thrust and hindrance were found as crucial factors in enhancing teachers' job performance. This implied that principal as a school leader should maintain or create a healthy climate in school organization to enhance better job performance among teachers by dwelling more on human behaviour. Principal needs to demonstrate more leadership behaviour than managerial behaviour.

Natario, Aroujo & Cauto (2014) studied higher education institution organizational climate in Portugal and reported that the study of the organizational climate requires the analysis of certain dimensions. Taking into account the aspects that may influence behaviours in the organizational climate, and the 70 issues defined in the investigation, the following dimensions were built: Performance Assessment, Leadership, Working Conditions, Benefits, Motivation, Satisfaction, Interpersonal Relationships, Training, Commitment

and Functions. According to the matrix we found that of the ten cross-variables, height showed positive correlations between them (evidencing the factors Performance Assessment, Leadership, Benefits, Satisfaction, Interpersonal Relationships, Training, Commitment, and Functions) and two show no significant statistical connections- Motivation and Working Conditions. Motivation does not show a statistically significant correlation with the dimensions Performance Assessment, Benefits and Satisfaction. The dimension Working Conditions shows no statistically significant correlation with the dimension Benefits. By analysing the relative dimensions of the organizational climate, it appears that, on average, respondents share a positive organizational climate, based on: a high collaborator commitment; training for the institution collaborators; healthy interpersonal relationships; motivated collaborators and a happy fulfilled relationship with the leadership.

2.5 Studies Related to Higher Education in the Context of Knowledge Society

Kamogawa (2003) conducted a study on Higher Education Reform: Challenges towards Knowledge Society in Malaysia. The study revealed that Malaysian government knowing the growing importance of knowledge society; adopted different forms of educational policy. Its policy has its impact on the emerging knowledge society and most of the policy are being brush and enrich to meet the growing demand. The need of human resources in the field of science and technology was realized an effort to improve was made by encouraging the less privileged students to pursue education in the field of science and technology. The less privileged deprived of better education and gender disparities is on the declined. In fact, there were more female students than male students at the university level in the year 2000. Female Malaysian students earn better grades, in general, than do male Malaysian students. Yet, female Malaysian students have experienced difficulties in obtaining higher education in the past.

In view of the studies reviewed, majority of the study was conducted on growth and development of higher education. Most of the study revealed that in India there is shortage of human resources in the field of professional and technical courses; while some studies revealed that in some country there is shortage of humanities and arts graduates. Both in India and abroad gender gap in higher education has been decreased. Poor infrastructure and methods of teaching is one of the problem faced by Indian higher education institutions. A large number of studies revealed that in India public funding is declining and financial crunch is the main problem of higher education and also revealed that there are a number of posts lying vacant in different states of India. A number of studies were conducted both in India and abroad relating to the organizational climate of the institutions as it is one of the indicators of quality of the institutions. Existing grades of higher education institutions in India highlight the low status of higher education. Some institutions of higher education in India and abroad have failed to score 'A' grade because they fail to fulfil some criteria of NAAC accreditation and assessment process. The results of the accreditation process thus, far indicate serious quality problems. However, very few institutions especially in India have applied for accreditation by NAAC. Some studies compared Indian higher education and higher education of other country.

The above mentioned review of related studies on higher education reveals that although some studies, both in India and abroad, on various aspects of higher education covered in the present study, have been undertaken by the earlier researchers, but to the best of my knowledge only one study relating to higher education in the context of knowledge society has been done in Malaysia. Today, where knowledge has become the key source of development of any nation; which can be obtained only through higher education, the present study "Higher Education in Mizoram in the context of Knowledge Society: A Critical Analysis" is a humble attempt to fill the gap in the existing knowledge based society.

CHAPTER-3

METHODOLOGY AND PROCEDURES

3.0 Introduction:

The reliability and validity of findings of any research largely depend on the methods and procedures adopted by the investigator for the conduct of his/her research. Thus it is important for every researcher to explain the sample, population, sampling design, tools of data collection, method of research adopted and statistical techniques that have been used or applied in the completion of his/her research. How much confidence one can place in the research findings largely depends on the representativeness & adequacy of the sample, appropriateness of tools of data collection, method of research and fitness of the statistical techniques used for data analysis is as well as authenticity of data and its sources. Thus in this chapter the scholar has attempted to explain all of the aforesaid methodological issues. For the convenience of its presentation this chapter has been divided into the following sub-heads:

3.1 Method of Research

3.2 Population and Sample

3.3 Sources of Data

3.4 Tools of Data Collection

3.5 Collection and Tabulation of Data

3.6. Statistical Techniques Applied for Analysis of Data

3.1 Method of Research:

The present study mainly belongs to the category of descriptive research as the topic "Higher Education in Mizoram in the Context of Knowledge Society: A Critical Analysis" is descriptive in nature, and its involves survey and fact finding enquiry relating to the college and university students' enrolment, examining of the profile of colleges and Mizoram university teachers, the contribution of higher education institutions in terms of human resource development, heads of plan and non-plan expenditure of higher education institutions, quality of higher education institutions in the context of assessment and accreditation by NACC and perceptions of colleges and university teachers on organizational climate of their institutions. The study is a blend of both descriptive and inferential analysis.

3.2 Population and Sample:

All the 198 teachers of Mizoram University constituted as one population, and likewise all 790 regular teachers of various colleges in Mizoram constituted another population of this study. The sample of present research consisted of 50 teachers from Mizoram University and 150 teachers from colleges in Mizoram.

Table-3.1

Size of Population and Sample of Colleges and Mizoram University Teachers

University Teachers			College Teachers		
Population	**Sample**	**Percentage**	**Population**	**Sample**	**Percentage**
198	50	25%	790	150	19%

3.3 Sources of Data:

The present study employs both primary and secondary sources of data.

a) Primary data relating to the perceptions of teachers on organizational climate have been directly collected from colleges and university teachers with the help of 'Organizational Climate Inventory (OCI) Form-B' constructed by Chattopadhyay, S and Aggarwal, K.G (1976).

b) Secondary data relating to the profile of college and Mizoram University teachers, enrolment of undergraduates and postgraduates students, contribution of higher education institutions in terms of human resources, expenditure of plan and non-plan budget on higher education in Mizoram and quality of higher education institutions in terms of assessment and accreditation by NACC have been collected from the office records (hard copy and soft copy) and documents of Department of Higher and Technical Education, Annual Reports of Mizoram University and service book of Mizoram University teachers, records of undergraduates results from examination department Mizoram University; and office records and documents of respective Colleges/Institutions of higher education affiliated to Mizoram University, and different departments of Mizoram University.

3.4 Tools of Data Collection:

Organizational Climate Inventory (OCI Form B) constructed by Chattopadhyay, S and Aggarwal, K.G. (1976) was used to assess the organizational climate of the Mizoram University and colleges through the perceptions of their teachers. The said OCI contains 70 items that have been divided into 11 dimensions. Each of these dimensions contains different number and kinds of items explained as under:

Dimension-1: Performance Standards

The first dimension contains 7 items related to issues such as encouragement of disagreement, opportunities for further development of skills, further betterment of procedures, productivity, availability of facilities and opportunities for creative work, professional jealousies etc.

Dimension-2: Communication Flow

The second dimension contains 11 items dealing with issues like acceptance of new ideas, communication of information on work & duties, information about other departments, advance information on any change in the organization, distortion of information while communication, channel of communication (verbal/written), communication with seniors, informal discussion, soliciting suggestions from teachers and the frequency of meetings etc. in their respective organizations.

Dimension-3: Reward System

The third dimension contains 4 items relating to issues such as reward on the basis of merit, recognition by others for improvement in job, welfare of the staff, and utilization of capabilities and the fourth dimension Responsibility contains 4 items relating to issues such as decision making, improvement of work, problem solving authority, and free will.

Dimension-4: Responsibility

The fourth dimension contains 4 items relating to decision making process, improvement of work, problem solving authority and freedom to express will.

Dimension-5: Conflict Resolution

The fifth dimension contains 7 items dealing with issues like 'conflict resolution' which relates to issues like welcoming/unwelcoming of opinions,

resolution of grievances, valuing of opinions by superior, problem resolution, needs of interference of unions, associations for resolving grievances, openness of superior to subordinates, and instant conflict resolution.

Dimension-6: Organizational Structure

The sixth dimension contains 5 items relating to issues such as attending of orders by subordinates by dual superior at a time, admiration of superior by subordinate, readiness to deal with things that has precedence, adherence of rules, policies, procedures etc.

Dimension-7: Motivational Level

The seventh dimension contains 7 items related to issues such as security of job, satisfaction of work, transparency of management within the organization, full development of capabilities of the staff, value of job, facilitating self-improvement of staff members, and encouraging environment.

Dimension-8: Decision Making Process

The eighth dimension contains 7 items which covers issues like setting of institutional objectives, collecting ideas for making decision, awareness of problems within the institution, and welcoming of different ideas for change.

Dimension-9: Support System

The ninth dimension contains 9 items related to issues like pre-occupation with duties, helpfulness of superior/experienced colleagues, joint effort or individualism, solidarity among hierarchy, openness among all colleague and team spirit.

Dimension-10: Warmth

The tenth dimension contains 5 items dealing with issues like value of friendship, free discussion in meeting, self-concern against work load, and sense of confidence among colleague.

Dimension-11: Identity Problems

The eleventh dimension Contains 4 items concerning issues like pride in one's own institution or department, receptiveness to new ideas, appreciation of institutional success, and satisfaction or dissatisfaction of job.

Each item of this scale was rated on five point scale. The item validity that was computed by correlating each item with the total score was found to be significant for 68 out of 70 items; and the reliability, which was worked out with split-half method, is 0.898 which shows that there was high internal consistency in the instrument and hence it was highly reliable.

3.5 Collection and Tabulation of Data:

The final form of the organizational climate inventory, consisting 70 items, was personally administered on the teachers of colleges and Mizoram university departments. The purpose of the inventory and instructions for ticking the response of their choice was adequately explained. Respondents were told that there is no right or wrong answer so they are requested to response with their true opinion without any hesitation. They were assured that their responses shall be kept strictly confidential and used only for research purpose. They were given adequate time to contemplate over the items so as to convey their true opinion towards the issues involved in each item. While collecting back the filled in copies of the organizational climate inventory it was ensured that all the items was ticked and all the respondents have provided the required personal information with regard to their age, teaching experience, educational qualification, subjects/departments etc.

The collected data relating to profile of college and Mizoram University teachers, student's enrolments in college and Mizoram University, contribution of higher education institutions in terms of human resource development, heads of expenditure of Mizoram state budget on higher education and quality of higher education institutions in the context of

assessment and accreditation by NACC was properly edited and classified before tabulation. All raw data were revised on the basis of the purpose for which it was collected, and only the useful data were tabulated according to the objectives and variables of the study. Along these lines, the data relating to the organizational climate of the colleges and university departments were tabulated separately and compared the significant relationship between the two.

3.6. Statistical Techniques Applied for Analysis of Data:

Keeping in view the nature of data and objectives of the present study the following inferential and descriptive statistical techniques were applied for data analysis:-

1) To understand the real picture of colleges and Mizoram University teachers profile and enrolments, contribution higher education institutions in terms of human resources, heads of expenditures of plan and non-plan budget on higher education and quality of higher education institutions in the context of assessment and accreditation by NAAC; descriptive statistics such as percentage was applied.

2) To find out the significant difference between colleges and Mizoram University teachers in terms of their perceptions on the organizational climate in their respective institutions, inferential statistics,'t' test was applied.

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

As the 21st century opens, higher education is facing unprecedented challenges, arising from the convergent impacts of globalization; the increasing importance of knowledge is the principal driver of growth and development of a country. But opportunities are emerging from these challenges. The role of education in general and of higher education in particular, is now more influential than ever in the knowledge based society. Higher education is certainly vital to the creation of the intellectual capacity on which knowledge production and utilization depend and to the promotion of the lifelong-learning practices necessary for updating people's knowledge and skills. Higher education exercises a direct influence on national productivity, which largely determines living standards and a country's ability to compete in the global economy. In view of the importance of higher education in the context of knowledge society, the quantitative as well as qualitative aspects of higher education in Mizoram, has been critically examined. The analysis and interpretation of the data relating to the objectives of the study has been reported in this chapter. For a meaningful and systematic presentation, this chapter has been divided into the following sections:

4.1 Growth of Higher Education in Mizoram in Historical Perspectives.

4.2 The Enrolment of Students' in Colleges and Mizoram University.

4.3 The Profile of Colleges and Mizoram University Teachers.

4.4 Contribution of Higher Education Institutions in terms of Human Resource Development.

4.5 The Heads of Expenditure under Plan and Non-Plan Budget on Higher Education.

4.6 The Quality of Higher Education Institutions in the Context of Assessment and Accreditation By NAAC

4.7 Perceptions of Colleges and Mizoram University Teachers on the Organizational Climate of their Institutions.

SECTION-4.1

GROWTH OF HIGHER EDUCATION IN MIZORAM IN HISTORICAL PERSPECTIVES

4.1 Growth of Undergraduate Courses in Mizoram

Formal education for the people of Mizoram has its origin only after the British missionaries came to Mizoram, the then Lushai Hills. It was the British missionaries who introduced Mizo alphabet "A, AW, B" in Roman script. Since then, education was started in Mizoram. The first primary school was opened on 2nd April 1894 by Christian missionaries. Since, they did not take much interest beyond primary education there were only three middle schools in Mizoram between 1908 and 1943 (Kumar, 1994). The first secondary school was opened at Aijal in February, 1944 (Education Reforms Commission Mizoram, 2010). After independence, there was a rapid increase in the number of primary and middle schools and several high schools were also opened.

But it was only after a decade that an institution of higher education was established in the capital of Aizawl. But this does not suffice the students who are keen to continue higher education as it is next to impossible for some to avail higher education outside one's own village. The roots of higher education in Mizoram had its origin in the year 1958, when the first college was opened in Aizawl on 5th August 1958 as a purely private enterprise. This college was named as Aijal College, later on it was renamed as Pachhunga Memorial College and was recognised by Gauhati University in 1960 and it thus became a government aided college. Since this first college was opened after a long wait, it attracted a good number of students from all parts of Mizoram. College education was then spread to the southern part of Mizoram after an interval of six years in 1964 at Lunglei. These colleges were affiliated to Gauhati University till 1973, when North Eastern Hill University (NEHU) took over

them. Thereafter, a number of colleges rapidly started in Mizoram (Kumar, 1994).

4.1.1 Development of Arts Stream:

Right from the time when institutions of higher education were established, arts steam was the main and only subject offered. Then several institutions started emerging offering arts stream as the main subject. Some (14 colleges) till date offers only arts stream, and other 8 colleges offer arts subject with science or commerce stream. This shows that out of the total 28 colleges, 22 colleges are offering arts stream.

4.1.2 Development of Science Stream:

Since it is relatively easier to start a college with teaching facilities in arts or humanities subjects, colleges were mostly started with only arts stream. The teaching of Science stream was started only in 1973-74 session at Pachhunga University College (Kumar, 1994). And in the year 1980 due to the increasing pressure for science education upon the government, Zirtiri Women College was converted to Government Zirtiri Residential Science College and it became the first and only "Science Only" college in Mizoram. After a long wait in 1991-92 academic session, science stream was opened in Government Kolasib College and in 1993-94, another was opened in Government Lunglei College. In the year 1995 science stream was opened at Champhai College only for pre university course, then in the next year, they got permission for undergraduate degree. But it was in 2003, after seven long years that honours course was started; that too only in three subjects, i.e. chemistry, physics and botany. At present six colleges are offering science subject.

4.1.3 Development of Commerce Stream:

Commerce stream which is essential for the development of knowledge in the field of business was started at Pachhunga University College in the year 1985, then in the year 1991, Government Hrangbana College got permanent affiliation on commerce stream, at present, 4 colleges are offering commerce stream.

4.1.4 Development of Professional Education:

a) ***Teacher Education***: The first College of Education offering B.Ed programme was established at Aizawl in 1975, which later became College of Teacher Education (CTE) which is now Institute of Advanced Study in Education (IASE). At present, M.Ed programme is also available at IASE. And in the same year Hindi Training College was established which offers Diploma and Degree level programmes in Teacher Education (Education Reforms Commission Mizoram, 2010). In addition to this, B.Ed course was opened from the year 2015 at Department of Education, Mizoram University with intake capacity of 100.

b) ***Development of Legal Education:*** With the establishment of Mizoram University in 2001, the NEHU, Shillong had transferred the affiliation of two (2) private law colleges of Mizoram, namely Aizawl Law College and Liandingpuia Law College to Mizoram University. However, the Mizoram University during the course of verification of the records of these two law colleges discovered that Liandingpuia Law College did not have the recognition of Bar Council of India (BCI), the regulatory body for legal education in India. In the absence of this recognition, the Mizoram University withdrew its affiliation from the Liandingpuia Law College, and had advised the Department of Higher and Technical Education, Government of Mizoram to merge it with Aizawl Law College. The two colleges were amalgamated by the state government on 1st July, 2004. As of now, there is only one law college i.e. Mizoram Law College, which is offering three year LLB degree

programme with an intake capacity of one unit 0f 80 students. It was established in 1983 as a private college which was upgraded into a deficit grants-in-aid status, in the year 2006 and has recently been provincialized from the year 2015.

c) ***Medical and Paramedical Education***: There were no medical colleges in Mizoram till Mizoram Institute of Medical Education and Research (MIMER) was established recently in the year 2018 at Falkawn. The regional institute of paramedical and nursing sciences (RIPANS) was opened in Mizoram in 1996 funded by the central government through the North Eastern Council (NEC) and Mizoram College of nursing (MCON) funded by the state government was established in 2005.

d) ***Computer Education:*** National Institutes of Electronics and Information Technology NIELIT (previously known as DOECC) was established in 2000, which is the first institute to start the BCA programme in Mizoram which was later upgraded to postgraduate level institution with the introduction of MCA programme. As of now, there are seven colleges / institutions namely:- DOEACC/NIELIT, ICFAI University, Govt. Champhai College, Govt. Kolasib College, Govt. Serchhip College, Govt. Zirtiri Residential Science College and Higher Education & Technical Institutions (HATIM) offering BCA programme.

e) ***Management:*** Mizoram University and ICFAI University are offering Bachelor of Business Administration (MBA) programme. The ICFAI University in addition to the BBA also offers Bachelors degree programme in Hospitality & Tourism Management (BHTM) and Bachelor of Travel and Tourism Management (BTTM).

4.1.5 Development of Technical Education:

Technical education was started when Mizoram Polytechnic was started in 1981 at Lunglei, and in 1998, Women Polytechnic was also later established at Aizawl. National Institute of Technology (NIT) was started in the year 2010 under the Ministry of Human Resources Development, with an objective to impart education, research & training leading to B.Tech, M.tech, and M.sc & Ph.D. degrees. In Mizoram University, under School of Engineering and Technology, different types of technical courses were established. At present, there are 5 academic departments under this school conducting Bachelors of Technology (B.Tech) programme. The Department of Electronic & Communication Engineering and Information Technology was established in 2007, Department of Computer Engineering and Electrical Engineering was established in 2011 and Department of Civil Engineering was established in 2014. With these technical courses students will have opportunities to gain industrial exposure through industrial programmes which will help them have better opportunities for employment which will surely enrich the society at large to create knowledge society.

4.1.6 Growth of Number of Colleges in Mizoram:

As indicated in table 4.1.1 and depicted in figure 4.1 the growth of higher education institutions was very slow before 1970, there were only two colleges in Mizoram which offered only arts subject. But from 1970 there was a rapid growth of higher education institutions in Mizoram. In 1970-80 academic sessions, the number of colleges had been increased to 9 colleges. Before 2000, the rate of growth of higher education institutions was indefinite because some colleges were opened by means of public funding or private funding and some colleges were opened in small villages with small catchment/clientele areas. Thus, some became defunct after a short period, due to very low enrolment of students and financial constraints. In the year 2000-01, when Mizoram University came into existence, there were 30 Colleges

affiliated to it. Since then, the numbers of affiliated institutions have been decreased to 28 in 2014-15.

4.1.7 Growth of Colleges in Mizoram under Different Types of Managements:

Table 4.1.2 highlights and also depicted in figure 4.2 that in 2002, there were 31 colleges in Mizoram out of which 9 were government colleges; 10 were deficit colleges, 11 were private colleges and 1 constituent college. In 2002-03 the numbers of colleges decreased to 30, while the numbers of deficit colleges increased to 12 and numbers of private colleges was decreased to 6. In 2006-07 number of government colleges and deficit colleges remained the same, but the numbers of private colleges have been decreasing since. In 2014-15 there were 26 government colleges, 1 private college, and 1 constituent college affiliated to Mizoram University.

As can be seen from the table 4.1.2, the numbers of government colleges have been increasing while the numbers of private and deficit colleges decreased. In advanced and developed countries and in other states of India, attempts are being made to privatise higher education due to the increasing demand and challenges of higher education. Privatization of higher education is necessary for access, equity, quality and for reducing financial crunch of the state government.

Table 4.1.1
Growth of Colleges in Mizoram

Sl No	Year	Number of Colleges
1	Before 1970	2
2	1970-80	9
3	1986-87	14
4	1987-88	14
5	1988-89	18
6	1989-90	19
7	1990-91	20
8	1991-92	20
9	1992-93	25 ° 5
10	1993-94	30 * 6
11	1994-95	31 * 7
12	1995-96	32
13	1996-97	32
14	1997-98	30
15	1998-99	30
16	1999-00	30
17	2000-01	30
18	2016-17	28

Source: Mizoram University Annual Reports Various Years and Departments of Higher & Technical Education

° Indicates number of colleges unrecognized ** Indicates number of colleges non affiliated*

Figure 4.1
Growth of Colleges in Mizoram

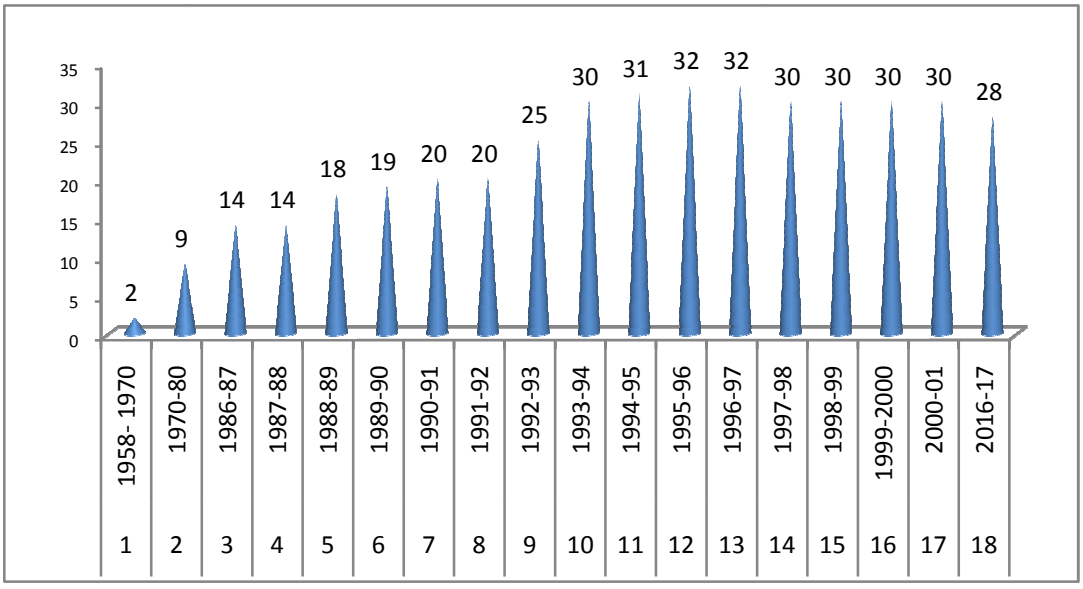


Table 4.1.2

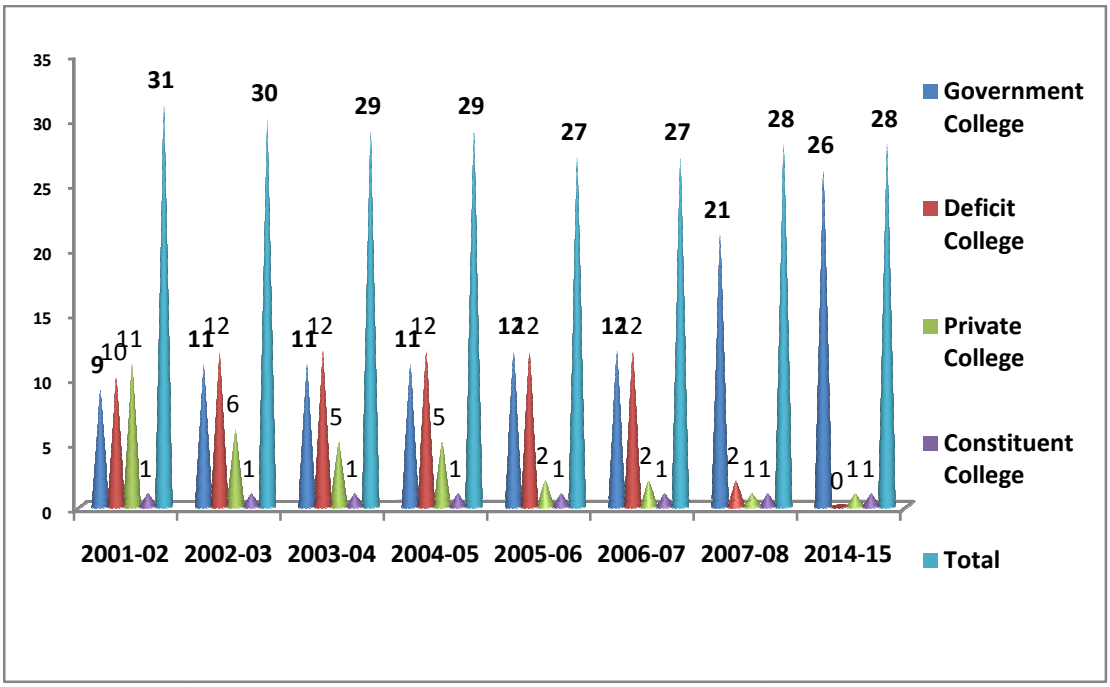
Growth of Colleges in Mizoram under Different Types of Managements

Year	Government College	Deficit College	Private College	Constituent College	Total
2001-02	9	10	11	1	31
2002-03	11	12	6	1	30
2003-04	11	12	5	1	29
2004-05	11	12	5	1	29
2005-06	12	12	2	1	27
2006-07	12	12	2	1	27
2007-08	24	2	1	1	28
2016-17	26	0	1	1	28

Source: Mizoram University Annual Report Various Years

Figure 4.2

Growth of Colleges in Mizoram under Different Types of Managements during Different Years



4.1.8 Growth of Undergraduate courses/subjects:

Before 2000, subjects offered at colleges were limited in all the academic streams. In the academic year 2001-02 only 23 subjects were offered at undergraduate level; 11 subjects in Arts, 8 in science, 3 in professional and 1 in commerce. In 2015-16, this number increased to 34, of which arts subjects was increased to 12 subjects, science subjects was increased to 12, 1 in commerce and professional courses was increased to 10.

Table 4.1.3
Growth of Undergraduate courses/Subjects

2001-2002					2015-16				
Sl. No	**Humanities & Arts**	**Commerce**	**Science**	**Professional**	**Sl. No**	**Humanities & Arts**	**Commerce**	**Science**	**Professional**
1	English	Commerce	Zoology	B.Ed.	1	English (Alt, Elt)	Commerce	Zoology	B.Ed& M.Ed.
2	Mizo	-	Botany	Law	2	Mizo(MIL,Elt)	-	Botany	Law
3	History	-	Chemistry	Nursing	3	History	-	Chemistry	Nursing
4	Political Science	-	Maths	-	4	Political Science	-	Maths	Medical laboratory technology
5	Public Adminisrtation	-	Physics	-	5	Public Adminisrtation.	-	Physics	Pharmacy(B.Pharm& M.Pharm)
6	Psychology	-	Statistics	-	6	Psychology	-	Statistics	Social work
7	Education	-	Geology	-	7	Education	-	Geology	Radiography & imaging technology
8	Economics	-	Home Science	-	8	Economics	-	Home Science	Optometry & ophthalmic techniques
9	Geography	-	-	-	9	Geography	-	Bio-Chemistry	-
10	Sociology	-	-	-	10	Sociology	-	Electronics	Computer Application (BCA&MCA)
11	Philosophy	-	-	-	11	Philosophy	-	Environmental Science	-
12	--	-	-	-	12	Hindi	-	Bio technology	-

S*ource: Mizoram University Annual Report Various Years*

Table 4.1.4
Distribution of RUSA Fund to Colleges up to November 2016

RUSA fund received up to November 2016				(Rs In lakh)
Sl.No	**Project Components**	**Central Share**	**State Share**	**TOTAL**
1	Infrastructure grants to 21 colleges			
	a) 1st Instalment	236.25	26.25	262.5
	b) 2nd Instalment	1771.87	196.68	1968.75
2	Upgradation of existing colleges to Model Degree Colleges(Govt. Hrangbana College and Govt. Zirtiri Residential Science college)			
	a)1st Instalment	90	10	100
	b)2nd Instalment	450	50.00 (*Allotted yet to release**)	500
3	New College(Professional) i.e. Mizoram Engineer College at Pukpui, Lunglei			
	1st Instalment	1170	130	1300
4	Equity Initiative for 24 Govt. colleges			
	1st Instalment	225	25	250
	TOTAL	**4215.82**	**468.43**	**4684.25**

Source: State Project Directorate (RUSA), Mizoram
**State matching share amount Rs 50 Lakh has been allotted and expenditure sanction is being awaited finance department*

4.1.9 Implementation of Rashtrya Uchchatar Shiksha Abhiyan (RUSA)

Rashtrya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme for development of higher education was implemented in Mizoram in 2014. This scheme is one of the important landmarks for higher education for an economically challenged state like us.

With the implementation of RUSA by the state government a fair amount of Rs 200 lakh is allocated for each 21 government colleges under infrastructure grants (2,231 lakh was released so far for 21 colleges). The total fund is distributed into three i.e. 35% of the total grant received could be used for new construction, 35% of the total grand for up-gradation/renovation of the existing infrastructure and remaining 30% is for purchase of equipments / facilities (computers, books, sports goods, journals etc.). Besides infrastructure

grant, equity initiative grants has been allocated to 24 government colleges (250 lakhs were released as the 1st instalment). Moreover, two colleges' Government Hrangbana College and Government Zirtiri Residential Science College were selected for up-gradation of new Model Degree College, whom are to get 400 lakhs grant each of which 300 lakhs each is already received by the college.

One of the greatest achievement with the implementation of RUSA is the establishment of new professional college i.e., Mizoram Engineering College at Pukpui, Lunglei which will be the first engineering college in Mizoram. Allocation of fund for this college is 2600 lakh (1300 lakh fund released so far) with this administrative building, academic block, library, workshop, boys hostel, cafeteria, students common room is constructing. Mizoram, with a long period of time was lack of professional colleges especially engineering college; though there are some institutions like nursing college, teacher training college and Law College available majority of the institutions are offered only general courses.

These grants as already mentioned could be used for new construction, up-gradation / renovation of existing infrastructure / facilities and purchase of equipments, these funds will definitely help all the institutions for the development in terms of quantitative and qualitative growth. Apart from the said grants, the colleges are to receive maintenance grants in years to come.

The scholar is of the opinion that before RUSA was implemented, the chance for improvement, for higher education was very minimal. With a thorough analysis and sound mind, if the fund received from RUSA are utilised to the fullest, there is a vast chance for colleges of Mizoram to improve in many ways, be it infrastructure, capacity building, better classrooms, better teaching aids, better libraries, laboratories etc. and different programmes for teachers for the improvement in teaching learning processes.

4.1.2 Growth of Postgraduate Education in Mizoram

Postgraduate education was started when North Eastern Hill University (NEHU), Shillong opened NEHU Mizoram Campus in 1979. At present there are three universities in which different postgraduates courses are being taught, namely, Mizoram University, ICFAI University and the College of Veterinary Sciences (campus of Central Agriculture University).

The College of Veterinary Sciences of Animal Husbandry was established in 1997. This college is one of the constituent colleges of the Central Agriculture University (CAU) and it became functional with the admission of first batch of students to B.V.Sc. & A.H. degree course in the year 1997. At present, the college is offering Postgraduate programmes in 17 subjects.

Mizoram University (MZU) came into existence in the year 2001 and the Institute of Chartered Financial Analysts of India University (ICFAI) was established in 2006. There are 8 postgraduate departments in ICFAI University such as master of business application, master of social work, commerce, political science, education, history, geography and english.

When NEHU started Mizoram Campus there were three departments i.e. education, economics and english. Later on, the departments of psychology and public administration were added in 1983 and 1985 respectively (Kumar, 1994). Social Work Department came into existence in 1990, but it became functional only in 2001. When Mizoram University came into existence, there were 8 functional departments (economics, education, english, forestry, mizo, public administration, psychology and social work). In the year 2002, another 5 departments (commerce, library & information science, environmental science, political science, geology and history) became functional. Since then, there has been an increase in the numbers of departments in Mizoram University year after year. In 2015-16, there were 8 different schools under which 28 were post graduate departments and 5 were undergraduate departments.

As seen in table 4.1.5, in 2001 when Mizoram University came into existence, 6 academic departments belonged to arts stream, and 1 department to science with 1 other department offering professional course. In 2015-16, this number increased to 28 postgraduates departments of which 10 were in arts, 1 in commerce, 12 in science and 5 departments in the professional courses. There are now 5 professional courses which offer only undergraduate programmes which are yet to be implemented with postgraduate programmes with diverse specializations in the near future.

Growth in terms of enrolment in Mizoram University has been modest till date. The total enrolment of students in 2001-02 was 470 of which 53.19% were male and 46.81% were female. Even after 13 years, in 2013-14 academic session, the total enrolment was 1127 of which 49.78% were male and 50.22% were female. Though new departments have come into being, the intake capacity of each department is limited. For that reason, the increase rate of enrolment is only miniature.

Table 4.1.5
Growth of Postgraduates Courses

2000-2001		2015-2016	
School of Earth Sciences & Natural Resources Management	1. Forestry 2. Geology Forest Ecology Bio-diversity & Environmental Science	School of Earth Sciences & Natural Resources Management	1. Geology 2. Forestry 3. Geography 4. Horticulture Aromatic and Medicinal Plants 5. Environmental Science 6. Extension Education and Rural Development
School of Economics Management & Information Science	1. Economics 2. Commerce 3. Library & Information Science	School of Economics Management & Information Science	1. Economics 2. Commerce 3. Library & Information Science 4. Management 5. Mass Communication
School of Education and Humanities	1. Mizo 2. English 3. Education	School of Education and Humanities	1. Mizo 2. English 3. Education 4. Hindi
School of Engineering and Technology	NA	School of Engineering and Technology	1. Information Technology 2. Electronics & Communication Engineering 3. Computer Engineering 4. Electrical Engineering 5. Civil Engineering
School of Life Sciences	NA	School of Life Sciences	1. Botany 2. Zoology 3. Biotechnology
School of Physical Sciences	NA	School of Physical Sciences	1. Mathematics and Computer Science 2. Chemistry 3. Physics
School of Social Sciences	1. History & Ethnography 2. Public Administration 3. Political Science 4. Social Work 5. Psychology	School of Social Sciences	1. History & Ethnography 2. Public Administration 3. Political Science 4. Social Work 5. Psychology 6. Sociology
School of Fine Arts Architecture and Fashion	NA	School of Fine Arts Architecture and Fashion	1. Planning & Architecture

Source: Mizoram University Annual Reports Various Years

SECTION-4.2

ENROLMENT OF STUDENTS IN COLLEGES AND MIZORAM UNIVERSITY

In any country, the adequacy and competency of higher education is usually judged in terms of its size and capacity. The size of higher education system in turn, is determined by the number of students' enrolment. The development of a state to a great extent depends on its higher education and its human resource production. Today, in a knowledge society, the demand for graduates in the field of science and technology continues to grow in order to satisfy the needs of the knowledge based economy. Are the demand of the society and the production of human resource in the higher education sector proportionate? Does gender discrimination exist in these higher education institutions? To answer such questions, it is necessary to investigate the real situation of higher education in Mizoram in terms of its students' enrolment in higher education institutions. The access to higher education is measured in terms of gross enrolment ratio which is calculated for 18-23 years of age group. GER in higher education in Mizoram was 24.1%, and this figure is slightly lower than national GER which is 24.5%, GER for male population was 25.2% and for female was 23.0% in 2015-16.

4.2.1 College Enrolment in Terms of Gender

Gender discrimination in enrolment at every level of education from elementary to higher education has been of national concern since independence; there are many schemes and measures that have been implemented to reduce gender gap in educational institutions. Article 14, Article 15 (3), Article 39 (e) and Article 51 A (e) confers equal opportunity to women in political-economical-social sphere, means of livelihood, pay and dignity etc. There was a pronounced policy shift from equalization of educational opportunity to women empowerment. Recently the government has enacted the national policy for empowerment of women in 2001. As a

result, the gender disparity remains alarming even in present decades (Prasenjit & Jonaki, 2016). There therefore, has been phenomenal growth in the numbers of female students' enrolment from elementary to higher education in India since independence. The female enrolment in higher education which was less than 10 per cent of the total enrolment on the eve of Independence had risen to 46.93 per cent in the academic year 2014-2015 (UGC Annual Report, 2014-2015).

In the year 2015-16 out of the total 36 states and UTs, 42 percent were having higher GER of female than male. Hence, it is felt that enrolment in higher education institutions in Mizoram in terms of gender needs to be examined to find out the real picture. Table 4.2.1 reveals the enrolment of colleges affiliated to Mizoram University in professional and non-professional courses in terms of gender.

Table 4.2.1 indicates that there were 85398 students enrolled in colleges both in professional and non-professional during the study period and also depicted in figure 4.3. Among them 44557 (52.21%) were male while 40822 (47.79%) students were female. Table depicts that highest gender gap exist in home science, only 0.44% were male and 99.56% were female, followed by science in which 57.67% were male while 42.33% were female, 52.19% were male while 47.81% were female in arts stream and in professional male and female enrolment was equal in number.

During these periods the total male enrolment ranged from 50.6% to 57.9% while female enrolments ranged from 42.1% to 49.19%. From this table it can also be seen, that during the study period, the numbers of male students was continuously more than female students in arts, science, commerce and professional courses. But in home science, there were only 3 (0.44%) male students during these eight years. This may be due to the nature of the course or perhaps because males are not interested in this subject.

Looking at the picture of different academic streams in details, in arts stream male enrolment ranges from 50% to 59% while female enrolment ranges from 40% to 49%. By the year 2006-07 there was a very little gender gap in the enrolment where 50.7% were male and 49.3% were female. Similarly, gender gap was very minimal in the next two academic years. Maximum gender gap existed in the year 2009-10, where 59.3% were male and 40.7% were female, then, in the ensuing years the enrolment of female regained its former condition.

Aside from home science, highest rates of discrepancy were seen in science stream; the total enrolment of female constituted 42.33% of the total enrolment. The enrolment of males ranged from 53.80% to 58.90% and female enrolments ranged from 40.21% to 46.20%. It can thus be seen from the table that the distribution of male and female enrolment during this period was constant, except in the year 2010-11, in which female enrolment was increased to 46.20%.

In commerce stream, out of the total enrolment, 1867 (54.37%) were male and 1567 (45.63%) were female. Male enrolments ranged from 50.2% to 64.8% while female enrolments ranged from 35.2% to 49.8%. In professional courses, the total enrolment of male and female was the same; the enrolment of males ranged from 48.3% to 54.4% and females ranged from 45.6% to 51.7%. Female enrolment was higher than male enrolment during the three academic study periods in professional courses.

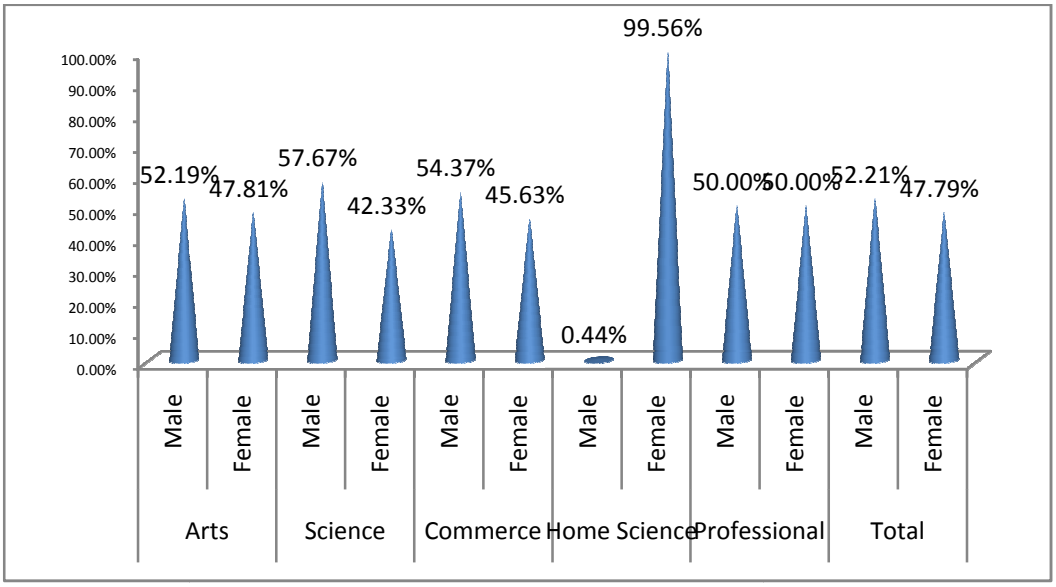
The above discussions reveal that male population is marginally higher and in some academic streams, females constitute higher enrolment than males at college level, which clearly indicates that women are also pursuing higher education and posing challenges to males in the field of higher education which is overall a healthy sign for Mizo society.

Table 4.2.1
College Enrolment in Terms of Gender

year	Non-Professional								professional		Total		Grand total
	Arts		Science		Commerce		Home Science						
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
2006-07	2680 (50.7%)	2616 (49.4%)	422 (57.2%)	316 (42.8%)	158 (50.2%)	157 (49.8%)	0	93 (100%)	529 (50.4%)	543 (49.6%)	3810 (50.6%)	3725 (49.4%)	7534
2007-08	2879 (53.5%)	2505 (46.5%)	522 (58.9%)	364 (41.1%)	148 (57.8%)	108 (42.1%)	0	105 (100%)	518 (48.3%)	555 (51.7%)	4067 (52.8%)	3637 (47.2%)	7704
2008-09	3145 (50.7%)	3056 (49.3%)	549 (58.3%)	392 (41.7%)	177 (52.1%)	163 (47.9%)	0	92 (100%)	579 (50.8%)	560 (49.2%)	4450 (51.1%)	4263 (48.9%)	8712
2009-10	4077 (59.3%)	2798 (40.7%)	384 (55.4%)	309 (44.6%)	243 (64.8%)	132 (35.2%)	0	60 (100%)	642 (52.8%)	574 (47.2%)	5346 (57.9%)	3873 (42.1%)	9219
2010-11	4215 (52.3%)	3851 (47.7%)	458 (53.8%)	393 (46.2%)	241 (57.1%)	181 (42.9%)	0	59 (100%)	772 (54.4%)	646 (45.6%)	5686 (52.6%)	5130 (47.4%)	10813
2011-12	5304 (51.5%)	4993 (48.5%)	580 (58%)	420 (42%)	323 (51.5%)	304 (48.5%)	0	114 (100%)	828 (54.4%)	693 (45.6%)	7035 (51.9%)	6524 (48.1%)	13559
2012-13	5223 (50.68%)	5082 (49.32%)	739 (58.79%)	497 (40.21%)	234 (53.3%)	205 (46.7%)	1 (1.3%)	76 (98.7%)	862 (49.12%)	893 (50.88%)	7059 (51.11%)	6753 (48.89%)	13812
2013-14	5120 (50.54%)	5010 (49.46%)	762 (58.03%)	551 (40.21%)	343 (51.97%)	317 (48.03%)	2 (2.3%)	85 (97.7%)	917 (49.01%)	954 (50.99%)	7144 (50.8%)	6917 (49.2%)	14061
Total	32643 (52.19%)	29911 (47.81%)	4416 (57.67%)	3241 (42.33%)	1867 (54.37%)	1567 (45.63%)	3 (0.44%)	684 (99.56%)	5653 (50.00%)	5653 (50.00%)	44583 (52.21%)	40808 (47.79%)	85391

S*ource: Mizoram University Annual Report Various Years and Record &Documents from Colleges/Institutions*

Figure 4.3
College Enrolment in Terms of Gender



4.2.2 University Enrolment in Terms of Gender

Today there is phenomenal increase of female enrolment in higher education in India. National percentage of female enrolment was less than 10% out of the total enrolment on the eve of independence and had risen to 46.93% in the academic year 2014-15. During 2014-15, Lakshadweep had the highest percentage (71.17%), followed by Goa with 60.06% in terms of women enrolment as against the percentage of total enrolment of higher education (AISHE, 2014-15). Mizoram, as per the table 4.2.2 shows that female enrolment in colleges were 47.8%; the figure for university is 48.03% stands higher than the national female enrolment percentage. There were 23 states/UTs which had higher enrolment of women than the national percentage of 46.93% with Rajasthan recording the lowest women enrolment of 39.0% only (UGC Annual Report, 2014-2015).

Table 4.2.2 and figure 4.4 depicts that gender disparity in the total enrolment of (6664) Mizoram University within eight years was miniature i.e. 51.97% and 48.03% of male and female respectively. Male enrolment was

higher than female enrolment in arts (50.72% male and 49.28% female) and science streams (59.54% male and 40.46% female) but female enrolment was more than male enrolment in commerce stream (47.31% male and 52.69% female) and professional courses (42.52% male and 57.48% female).

Gender gap was highest in science stream, as seen from table 4.2.2 which is also depicted in figure 4.4, total enrolment of male was 59.54% while female enrolment constituted 40.46% but the trend shows that numbers of females' enrolment was increasing every year. Female enrolment was increased from 33.64% in 2006-07 to 43.94% in 2013-14. Subsequently, female enrolment in arts was less than male enrolment but it was very minimal (50.72% were male and 49.28% were female) in comparison with science. Moreover, during the three academic years of the study period, female enrolment was higher than male enrolment.

As indicated above, in commerce stream and professional courses female enrolment was higher than male; female enrolment constituted 52.69% and 57.48% in commerce and professional courses respectively. In commerce stream female enrolment was higher than males in three academic years. But in 2012-13 females constituted only 43.14%. In professional courses female enrolment was more than male enrolment in almost all the years of the study period.

Thus, the above summarises a beautiful picture, as it shows that gender discrimination in Mizo society is very minimal in the field of higher education. As seen in the table, female enrolment was quite impressive in all the academic streams both in colleges and university level.

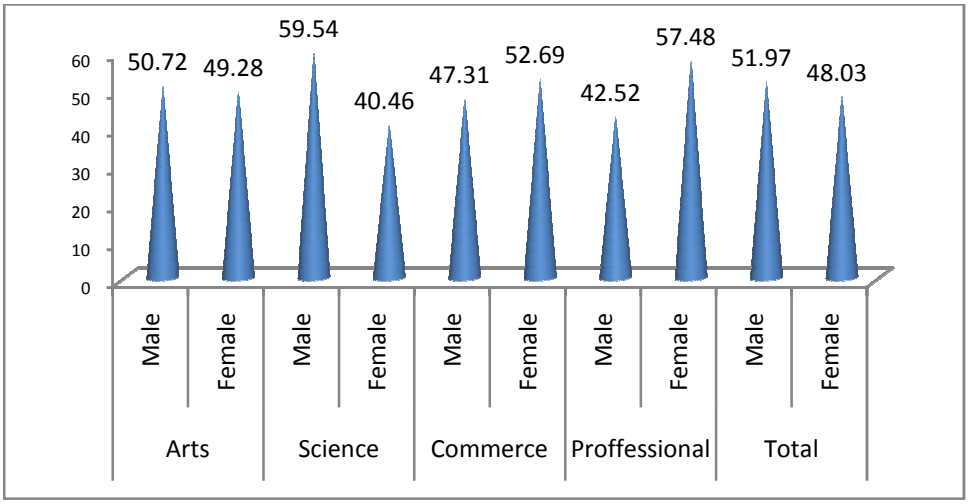
Table 4.2.2
University Enrolment in Terms of Gender

Year	Arts		Science		Commerce		Professional		Total		Grand total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
2006-07	188 (50%)	188 (50%)	71 (66.36%)	36 (33.64%)	15 (40.54%)	22 (59.46%)	17 (27.42%)	45 (72.58%)	291 (50%)	291 (50%)	582
2007-08	201 (51.01%)	192 (48.98%)	91 (65.47%)	48 (34.53%)	17 (53.13%)	15 (46.88%)	14 (20.59%)	54 (79.41%)	323 (51.11%)	309 (48.89%)	632
2008-09	183 (49.06%)	190 (50.94%)	127 (64.80%)	69 (35.20%)	18 (52.94%)	16 (47.06%)	32 (36.36%)	56 (63.64%)	360 (52.10%)	331 (47.90%)	691
2009-10	200 (51.02%)	192 (48.98%)	135 (53.57%)	117 (46.43%)	17 (51.52%)	16 (48.48%)	40 (38.83%)	63 (61.17%)	392 (50.26)	388 (49.74%)	780
2010-11	223 (54.39%)	187 (45.61%)	180 (60.20%)	119 (39.80%)	13 (27.91%)	30 (72.09%)	52 (43.33%)	68 (56.67%)	468 (53.67%)	404 (46.33%)	872
2011-12	236 (54.38%)	198 (45.62%)	184 (62.16%)	112 (37.84%)	20 (42.55%)	27 (57.45%)	78 (51.32%)	74 (48.68%)	518 (55.76%)	411 (42.24%)	929
2012-13	241 (49.49%)	246 (50.51%)	186 (57.06%)	140 (42.94%)	29 (56.86%)	22 (43.14%)	94 (50.27%)	93 (49.73%)	550 (52.33%)	501 (47.67%)	1051
2013-14	248 (47.15%)	278 (52.85%)	199 (56.06%)	156 (43.94%)	29 (50.88%)	28 (49.12%)	85 (44.97%)	104 (55.03%)	561 (49.78%)	566 (50.22%)	1127
Total	**1720 (50.72%)**	**1671 (49.28%)**	**1173 (59.54%)**	**797 (40.46%)**	**158 (47.31%)**	**176 (52.69%)**	**412 (42.52%)**	**557 (57.48%)**	**3463 (51.97%)**	**3201 (48.03%)**	**6664**

Source: Mizoram University Annual Reports Various Years

Figure 4.4

Mizoram University Enrolment in Terms of Gender



4.2.3 College Enrolment in Terms of Academic Stream

With the increase of population, there has been a surge in the numbers of students seeking admission to colleges every year. It can thus be seen from the table that there was tremendous increase of students' enrolment during the period studied (from 7511 students in 2006 to 14061 students in 2014) at different academic streams in colleges/higher education institutions in Mizoram. Though the growth rate of enrolment was phenomenal, there is an imbalance growth in enrolment regarding different academic streams due to the nature of courses offered at college level. Table 4.2.3 indicates the colleges in Mizoram and the subjects they offer.

Table 4.2.3 depicts that, out of 28 colleges/institutions affiliated to Mizoram University only 6 colleges offer science, 4 colleges offer commerce, and 6 colleges offer professional courses; whereas 22 of these colleges offer art course with commerce or science or both. Since the highest number of colleges offer arts stream, enrolment in arts outnumber that of all the streams throughout the period covered.

Table 4.2.4 shows that during 2006-14, there were 85391 students enrolled in undergraduates' colleges/institutions in different academic streams, this is also depicted in figure 4.5. Out of the total enrolment, almost three fourth of the students 62554 (73.26%) was in the faculty of arts. In professional courses 11059 (12.95%) students were enrolled and only 7657 (8.97%) of students were enrolled in science. Only a handful of students, 3434 (4.02%) in commerce and 687 (0.8%) are in home science. As highlighted before, majority of colleges offer only arts subject and access to other streams is very limited.

Table 4.2.3
List of Affiliated Colleges and Academic Streams Offered

Sl.No	Name of College	Academic Streams offered				
		Art	Science	Art & Commerce	Art, Commerce and Science	Professional
1	Govt J.Thankima College	√	-	-	-	-
2	Govt Aizawl North College	√	-	-	-	-
3	Govt Aizawl West College	√	-	-	-	-
4	Govt T.Romana College	√	-	-	-	-
5	Govt Johnson College	√	-	-	-	-
6	Govt Hrangbana College	√	-	√	-	-
7	Govt Aizawl College	√	-	√	-	-
8	Govt Zirtiri Residential Science College	-	√		-	-
9	Pachhunga University College	√	√	√	√	-
10	Mizoram Law College	-	-	-	-	√
11	MCON	-	-	-	-	√
12	RIPANS	-	-	-	-	√
13	NIELIT	-	-	-	-	√
14	IASE, Mizoram	-	-	-	-	√
15	Govt Saitual College	√	-	-	-	-
16	Govt Mamit College	√	-	-	-	-
17	Govt Zawlmuan College	√	-	-	-	-
18	Govt Hnahthial College	√	-	-	-	-
19	Govt J.buana College	√	-	-	-	-
20	Govt Lunglei College	√	√	-	-	-
21	HATIM	√	-	√	-	√
22	Kamalanagar College	√	-	-	-	-
23	Govt Lawngtlai College	√	-	-	-	-
24	Govt Saiha College	√	-	-	-	-
25	Govt Kolasib College	√	√	-	-	-
26	Govt khawzawl College	√	-	-	-	-
27	Govt Champhai College	√	√	-	-	-
28	Govt Serchhip College	√	√			
	Total	22	6	4	1	6

S*ource: Mizoram University Annual Report Various Years*

Table 4.2.4

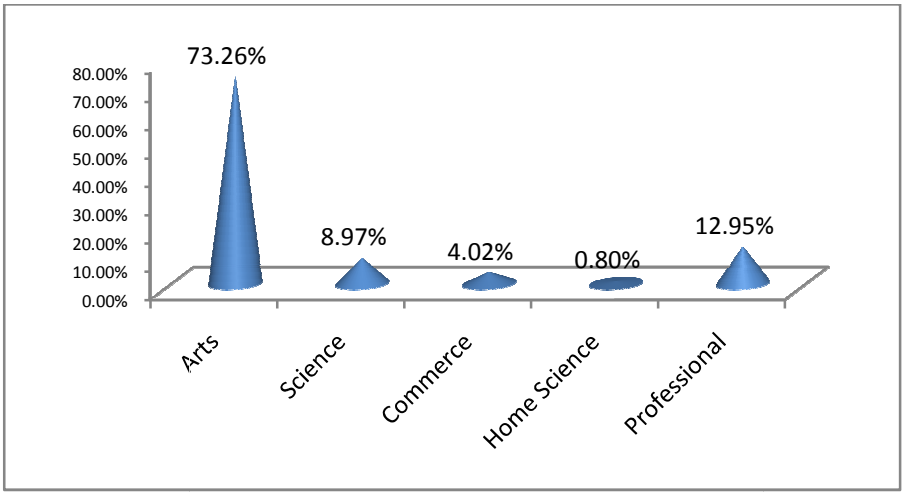
Students' Enrolment in Colleges in Mizoram in Various Academic Streams

Year	Arts	Science	Commerce	Home Science	Professional	Total
2006-07	5296 (70.51%)	737 (9.81%)	315 (4.19%)	93 (1.24%)	1070 (14.25%)	7511
2007-08	5384 (69.89%)	886 (11.50%)	256 (3.32%)	105 (1.36%)	1073 (13.93%)	7704
2008-09	6201 (71.18%)	941 (10.80%)	340 (3.90%)	92 (1.06%)	1138 (13.06%)	8712
2009-10	6875 (74.58%)	693 (7.52%)	375 (4.07%)	60 (0.65%)	1216 (13.19%)	9219
2010-11	8066 (74.60%)	851 (7.87%)	422 (3.90%)	59 (0.55%)	1415 (13.08%)	10813
2011-12	10297 (75.94%)	1000 (7.38%)	627 (4.62%)	114 (0.84%)	1521 (11.22%)	13559
2012-13	10305 (74.61%)	1236 (8.95%)	439 (3.18%)	77 (0.56%)	1755 (12.71%)	13812
2013-14	10130 (72.04%)	1313 (9.34%)	660 (4.69%)	87 (0.62%)	1871 (13.31%)	14061
Total	62554 (73.26%)	7657 (8.97%)	3434 (4.02%)	687 (0.8%)	11059 (12.95%)	85391

Source: Mizoram University Annual Report Various Years and Record &Documents from Colleges

Figure 4.5

College Enrolment in terms of Academic Streams



From these findings, it is evident that there has been an appreciable progress in terms of numbers of enrolment at colleges/higher education institutions in Mizoram. However, the need of the hour is provision of high quality higher education and increase of human recourses in the field of science

and technology to match the requirements of a growing knowledge based economy. On the other hand, it is also evident that there are disparities in enrolment in different academic streams as majority of the students are enrolled in non-professional courses while minuscule amount of students were enrolled in professional courses. Hence there is need for an appropriate policy change which could rationalize and reduce the disparities and there is serious need to focus on science, professional, vocational and technical education in order to survive and compete with the rest of the world. Given this condition, it can be said that our higher education institutions are not yet ready to built knowledge society.

The general feeling of students in higher education is, instead of leaving non professional courses, to pursue the same as far as possible. It was still recently believed that students who pursued professional courses from arts streams were the ones who could not get seats in their desired colleges in non professional courses. It is also the case with students of science stream i.e. students who could not get through several exams for better and higher professional courses like doctor and engineer, try for the same by studying lower professional courses which are offered in colleges in Mizoram.

4.2.4 Students' Enrolment in Mizoram University in Various Academic Streams

In Mizoram University, 9 departments belong to arts stream, 12 departments belong to science stream, 1 department belong to commerce and 4 departments are professional courses (there are other departments belonging to professional courses which offer only bachelors degree). Though the number of departments in science stream is highest, the number of enrolment was still very meagre. On the other hand, arts stream with 9 departments have nearly doubled as against science enrolment. Regarding the professional courses, there are only four departments which offer post-graduate courses, this clearly reveals that there is serious shortage of human resources in science and

professional courses which is a vital need for a country's economic development. Producing huge numbers of human resources in arts stream alone may be the cause of the serious issue of unemployment in Mizoram. In table 4.2.5 the distribution of enrolment in different academic stream has been traced.

Table 4.2.5 and figure 4.6 depicts that there are 6664 students' enrolment in Mizoram University during the study period. The highest number of students enrolment was in arts 3391 (50.88%), followed by science 1970 (29.56%), in professional courses 969 (14.54%) were enrolled and 334 (5.01%) were in commerce stream. It was evident from the table that the enrolment of arts alone outnumbered the total enrolment of all the other academic streams.

Looking at the trend of growth of enrolment in arts stream, the number of enrolment was increased every academic year of the study period, it has been increased from 376 in 2006-07 to 526 in 2013-14. But the percentage out of the total was decreasing in five consecutive years and constant in the next three years; this may be due to the increase enrolment in other academic streams.

In science stream, the enrolment increased from 107 in 2006-07 to 355 in 2013-14. The enrolment has increased every academic year since. There is constant increase of enrolment in commerce. In professional courses the enrolment increased from 62 in 2006-07 to 189 in 2014-15.

Moreover, the number of enrolments increased every year in all the academic streams during these eight years, In 2006-07 the total enrolments was 582 and in 2013-14 it was increased to 1127 (increase by 545). This shows that the average increase in total enrolment was 68 students every year. As compared to the number of enrolments and number of colleges in Mizoram; the rate of increase in student's enrolment in Mizoram University was very paltry. Though new departments have been established, the increase rate of enrolment was still negligible. This may be due to the fact that intake capacity is fixed in

all the different departments though there are many applicants who wish to get admission.

From these findings it can be said that the distribution of students in different academic streams have slightly improved in university than in colleges, however this increase has mostly been in the arts stream.

Table 4.2.5

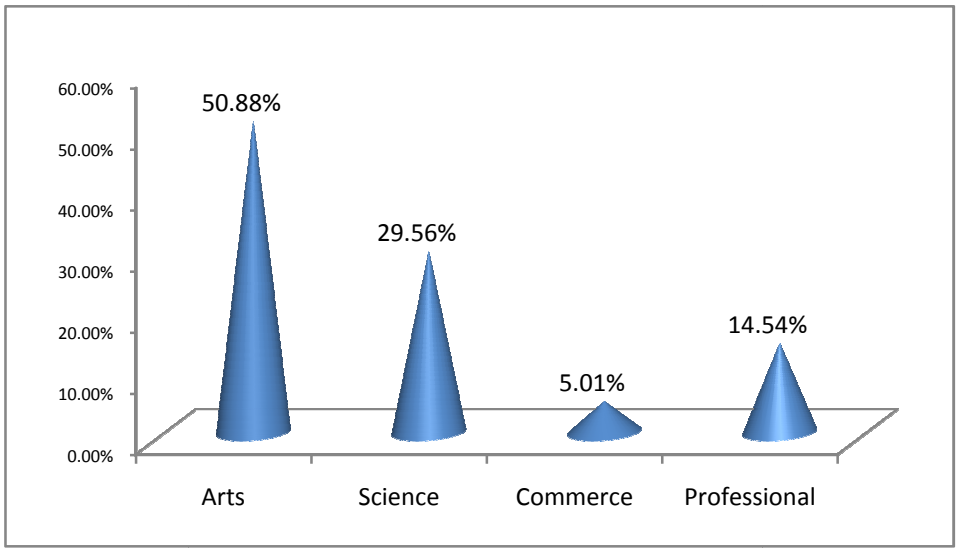
Students' Enrolment in Mizoram University in Various Academic Streams

Year	Arts	Science	Commerce	Professional	Total
2006-07	376 (64.61%)	107 (18.39%)	37 (6.36%)	62 (10.65%)	582
2007-08	393 (62.18%)	139 (21.10%)	32 (5.06%)	68 (10.76%)	632
2008-09	373 (53.98%)	196 (28.37%)	34 (4.92%)	88 (12.74%)	691
2009-10	392 (50.26%)	252 (32.31%)	33 (4.23%)	103 (13.21%)	780
2010-11	410 (47.02%)	299 (34.29%)	43 (4.93%)	120 (13.76%)	872
2011-12	434 (46.72%)	296 (31.86%)	47 (5.06%)	152 (16.36%)	929
2012-13	487 (46.34%)	326 (31.02%)	51 (4.85%)	187 (17.79%)	1051
2013-14	526 (46.67%)	355 (31.50%)	57 (5.06%)	189 (16.77%)	1127
Total	3391 (50.88%)	1970 (29.56%)	334 (5.01%)	969 (14.54%)	6664

Source: Mizoram University Annual Report Various Years

Figure 4.6

Mizoram University Enrolment in terms of Academic Streams



4.2.5 Enrolment of Schedule Tribe (ST) and Non -Schedule Tribe (ST) Students in Professional and Non Professional Courses in Colleges

Majority of the population in Mizoram belongs to scheduled tribes; therefore, almost all of the students who are enrolled in higher education are scheduled tribes. This may be due to the remoteness of the state and the quality of higher education institutions which may not be attractive for students from other states of India. For this reason, there are only small numbers of non-scheduled tribes' students' enrolment in higher education in Mizoram. In table 4.2.6, numbers of students belonging to scheduled tribe and non scheduled tribe who are in non professional and professional courses have been discussed.

Table 4.2.6 reveals that among scheduled tribes' students, 91.49% were enrolled in non professional courses while only 8.51% of students were in professional courses. Among the non scheduled tribe students 65.28% were enrolled in non-professional courses while 34.725 of students were in professional courses.

As seen in table 4.2.6 and figure 4.7, among scheduled tribes' students, majority of them were in non-professional courses like arts, science, commerce and home science; contrary to this, very small numbers of students were enrolled in professional courses. Table also reveals that in the six consecutive years of the study period, the percentage of students who were enrolled in professional courses among scheduled tribes was less than 10%, there was slight increase in the ensuing two years to 12% which is still very low in comparison to non scheduled tribe students. On the other hand, among non scheduled tribe students, though there were small in numbers, nearly half of them were enrolled in professional courses. It can also be seen from the table that for each year from 2006-2014, number of students enrolment in professional courses among non scheduled tribe was greater than schedule tribe students.

Table 4.2.6

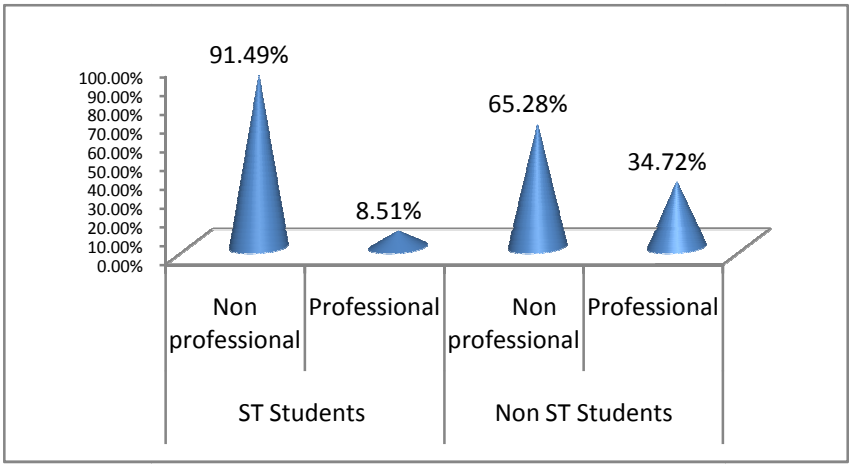
Enrolment of ST and Non ST Students in Professional and Non Professional Courses in Colleges

Year	ST Students		Total	Non ST Students		Total
	Non professional	Professional		Non professional	Professional	
2006-07	6243 (91.67%)	567 (8.33%)	6810	107 (60.03%)	48 (30.97%)	155
2007-08	6450 (92.34%)	535 (7.66%)	6985	76 (65.52%)	40 (34.48%)	116
2008-09	7380 (93.55%)	508 (6.44%)	7888	102 (76.12%)	32 (23.88%)	134
2009-10	7905 (93.00%)	595 (7.00%)	8500	38 (97.44%)	1 (2.56%)	39
2010-11	9128 (93.97%)	586 (6.03%)	9714	161 (80.5%)	39 (19.5%)	200
2011-12	11832 (95.39%)	572 (4.61%)	12404	92 (68.15%)	43 (31.85%)	135
2012-13	11657 (87.84%)	1613 (12.16%)	13270	117 (45.17%)	142 (54.83%)	259
2013-14	11963 (87.09%)	1773 (12.91%)	13736	140 (58.82%)	98 (41.18%)	238
TOTAL	72558 (91.49%)	6749 (8.51%)	79307	833 (65.28%)	443 (34.72%)	1276

Source: Mizoram University Annual Report Various Years and Record &Documents from Colleges

Figure 4.7

Enrolment of ST and Non ST Students in Professional and Non Professional Courses in Colleges



It can be clearly witnessed from the table 4.2.6 that the benefits of professional courses, which are a vital need for the development of a country is less realised by scheduled tribes students. National Knowledge Commission (NKC) rightly says that 'higher professional education seems to be in the central point of development and it can be helpful to achieve a better life and equitable world for all'.

It is indeed true that professionally educated people of a nation, even of a poor nation, will manage, assert and protect their nation's interests in the emerging complex web of global economic, cultural and political interactions. And without these qualified persons, it is hard to believe and imagine how the poor countries will cope with the fast changing global economic scenario. Therefore, developments, expansionary phases and improvements in the delivery mechanism of higher professional education of these countries are of everybody's interests (World Bank, 2000). In view of the importance of professional courses there is crucial need to expand such courses and students also need to be aware of that.

Table 4.2.7

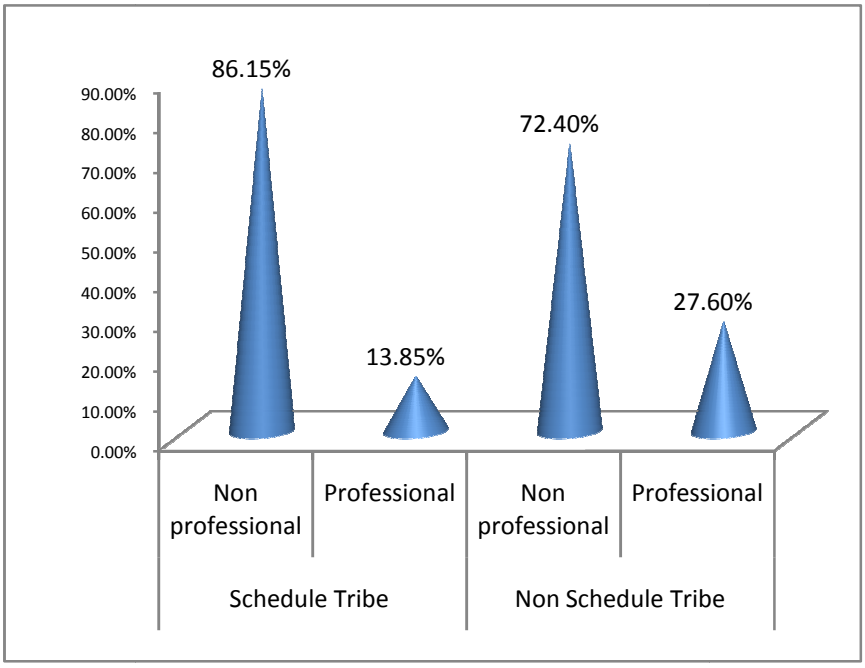
Enrolment of ST and Non ST Students in Professional and Non Professional Courses in Mizoram University

Year	Schedule Tribe			Non Schedule Tribe		
	Non professional	Professional	Total	Non professional	Professional	Total
2006-07	515 (89.25%)	62 (10.74%)	577	5 (100%)	0 (0%)	5
2007-08	551 (89.01%)	68 (10.98%)	619	13 (100%)	0 (0%)	13
2008-09	564 (87.57%)	80 (12.42%)	644	39 (82.97%)	8 (17.02%)	47
2009-10	655 (87.91%)	90 (12.08%)	745	22 (62.85%)	13 (37.14%)	35
2010-11	720 (87.69%)	101 (12.30%)	821	32 (62.74%)	19 (37.25%)	51
2011-12	732 (84.62%)	133 (15.37%)	865	45 (70.31%)	19 (29.68%)	64
2012-13	819 (82.89%)	169 (17.10%)	988	45 (71.42%)	18 (28.57%)	63
2013-14	895 (95.42%)	173 (6.84%)	1068	43 (72.88%)	16 (27.12%)	59
TOTAL	5451 (86.15%)	876 (13.85%)	6327	244 (72.40%)	93 (27.60%)	337

Source: *Mizoram University Annual Report Various Years*

Figure 4.8

Enrolment of ST and Non ST Students in Professional and Non Professional Courses in Mizoram University



4.2.6 Enrolment of Scheduled Tribe (ST) and Non -Scheduled Tribe (ST) Students in Professional and Non Professional Courses in Mizoram University

Among the many parameters used for grading higher education, the numbers of students studying from outside the state cannot be ruled out. As the world grows smaller and smaller because of development in technology, everyone wants to get the best possible education which is within their reach. This can be witnessed from many well known institutions of higher education that attract students from different parts of the world. These attractions are neither because the cost of studying is low, nor because the infrastructure is better than other institutions; but because of the fact that they get quality education and are more likely to be successful in their future career. It is also clear to every sane human, that quality education will always attract students from diverse parts of the world.

Table 4.2.7 portrays that among schedule tribe students a huge percentage, i.e., 86.15% are in non professional courses while only 13.85% students are in professional course, 72.40% of students among non scheduled tribe students opted for non professional courses and 27.60% opted for professional courses.

It can be seen from the table 4.2.7 and figure 4.8 the numbers of scheduled tribe students pursuing professional course is comparatively low when compared with non-ST students. This may be because of the fact that only 6 colleges offer professional courses with very limited seats as indicated above in table 4.2.7 The awareness level of the society about the importance of professional courses is very low and the degrees for non professional education have better reputations than the degrees of professional courses offered by institutions of higher education in the state. As in the case of non- scheduled tribe students, the degrees of professional courses have immense importance in pursuing their future career and also the awareness level within their society is undoubtedly higher than that of scheduled tribe students. Absence of clear cut

future ambition amongst scheduled tribe students also contributes to the stated condition.

Table 4.2.7 also shows that majority of Mizoram University students (94.94%) were scheduled tribe students while only 5.08% were non-scheduled tribe students; this indicates that Mizoram University does not attract much students from other states of the country.

4.2.7. College Enrolment in Terms of Pass and Honours

College is the beginning of higher education in India. At this stage students are considered as adults and their choices also respected. Students have opted for honours and pass or general courses which indicate that students who opted for pass or general courses have less chance to go for higher studies unless they are fortunate enough to get admission in training colleges or institutions.

Table 4.2.8 indicates that out of the total enrolment in colleges of Mizoram, there were greater numbers of student's enrolment in pass course than in honours course. Out of the total enrolment, student's enrolment in pass course constitutes 53.2% while 46.8% were in honours course. From 2006 to 2011 the enrolment in pass course was more than honours course, but fortunately in 2012 the numbers of enrolment in honours was increased to 53.3% as compared to the percentage in 2006-07 (46.8%). But this is still unsatisfactory as highlighted earlier; a large number of students will have less chance for further studies after completion of college.

Table 4.2.8 also depicts that in arts and commerce stream, more than half of the students had been enrolled in pass/general course while in science and home science majority of students' enrolment was in honours. During these study periods, in arts stream there was a continuous greater enrolment of pass course than honours. Out of the total enrolment, 57.1% were enrolled in pass/general course while 42.9% of students were in honours at the time of the

investigation. There is change in the percentage of honours in 2011-12; the percentage of enrolment in honours was 49.7% as compared to 43.1% in 2006-07. The picture was same with commerce stream in which more than half of the students 1353 (57.9%) were in pass/general course and 982 (42.1%) were in honours course.

In science stream the situation is reversed, as majority of the students 91.5 % are enrolled in honours course while only a small number of students 8.5% are enrolled under pass or general course during the study period. The number of enrolment in general course had increased in the year 2008-2010 with 15.4% and 10.4% respectively but this is still fairly good in comparison with other stream. There is a similar situation with home science; student's enrolment in honours is 372 (71.13%) while under pass or general course there is only 151(28.87%) students enrolment. It is seen from the table that students of science, commerce and professional have more interest in further education than arts students.

Table 4.2.8

College Enrolment in Terms of Pass and Honours

Year	Arts		Science		Commerce		Home Science		Total		Grand Total
	Pass	Honours	Pass	Honours	Pass	Honours	Pass	Honours	Pass	Honours	
2006-07	3018 (56.9%)	2278 (43.1%)	41 (5.6%)	696 (94.3%)	182 (57.8%)	133 (42.2%)	21 (22.6%)	72 (77.4%)	3262 (50.6%)	3179 (49.4%)	6441
2007-08	3139 (58.3%)	2245 (41.7%)	45 (5.1%)	841 (94.9%)	150 (58.6%)	106 (41.4%)	35 (33.3%)	70 (66.7%)	3369 (50.8%)	3262 (49.2%)	6631
2008-09	3499 (56.4%)	2702 (43.6%)	145 (15.4%)	796 (84.6%)	209 (61.5%)	131 (38.5%)	26 (28.3%)	66 (71.7%)	3879 (51.2%)	3695 (48.8%)	7574
2009-10	434 0 (63.1%)	2535 (36.9%)	72 (10.4%)	621 (89.6%)	256 (68.3%)	119 (31.7%)	11 (18.3%)	49 (81.7%)	4679 (58.4%)	3324 (41.6%)	8003
2010-11	4826 (59.8%)	3240 (40.2%)	57 (6.7%)	794 (93.3%)	224 (53.1%)	198 (46.9%)	10 (16.9%)	49 (83.1%)	5117 (54.4%)	4281 (45.6%)	9398
2011-12	5184 (50.3%)	5113 (49.7%)	75 (7.5%)	925 (92.5%)	332 (52.9%)	295 (47.1%)	48 (42.1%)	66 (57.9%)	5639 (46.7%)	6399 (53.3%)	12038
Total	24006 (57.1%)	18113 (42.9%)	435 (8.5%)	4673 (91.5%)	1353 (57.9%)	982 (42.1%)	152 (28.9%)	372 (71.1%)	45406 (46.8%)	24140 (53.2%)	45406

S*ource: Mizoram University Annual Report Various Years and Record &Documents from Colleges*

**The enrolment has been taken up to 2011 to 2012 because of the changing pattern of higher education system*

SECTION-4.3

PROFILE OF COLLEGES AND MIZORAM UNIVERSITY TEACHERS

Quality of higher education to a great extent depends upon the quality of the teachers. Teaching in higher education is a profession which is intellectually demanding and a complex task which needs to prepare students and equip them with appropriate skills, knowledge, values and attributes to be fit for any kind of employment and to succeed.

The role of the teacher has undergone continuous changes as the student population has considerably increased and become more diversified. Traditionally, teachers in higher education are expected to be good lecturers who use lecture method for teaching. But today, due to globalization, internationalization, knowledge based society and rapid growth of technology; transmitting knowledge through lecturing alone is not sufficient to ensure quality in higher education. Teachers need to facilitate the students/learners to acquire high quality knowledge content and acquire the ability to apply the knowledge to the real world. Moreover, higher education is increasingly seen as an investment that should contribute to prosperity of a nation in the long term. Therefore, the return on the investment must be assurance of good quality in higher education.

In the 21st century, higher education institutions are increasingly competing for the best students nationally and internationally, as most of the societies are being transformed into the knowledge society. In such a situation, teachers in higher education need to have highest possible degree so that the students may feel that they get the highest possible teaching. Teachers have to contribute a lot, to improve the quality of higher education. Such teachers' accountability has assumed new significance. Teachers cannot escape from the accountability they owe to the society in the discharge of their duties as transmitter and communicators of knowledge (Balasundaram, 1997) it is the

responsibility of the teacher to guide and inspire their students to enrich their discipline and to inculcate values. Hence, it is felt that teachers' profile of higher education institutions in Mizoram in different categories i.e. qualifications (research activity), teaching experience, and age be examined.

4.3.1 Profile of College and Mizoram University Teachers in Terms of Gender:

4.3.1.1 Profile of College Teachers in Terms of Gender:

Gender is an important issue in every country because it is one of the most accurate indicators of a country's level of development. The more literate the women in a country, the more developed and advanced a country is. The present study also took gender as an important component to understand the position of teachers at higher education level in the state. Table 4.3.1.1 represents the status of college teachers in terms of gender.

Table 4.3.1.1
Profile of College Teachers in Terms of Gender

Gender	N	%
Male	453	57.34
Female	337	42.66
Total	790	100

Source: Records and Documents from Directorate of Higher and Technical Education and Records from Colleges

Figure 4.9
College Teachers in Terms of Gender

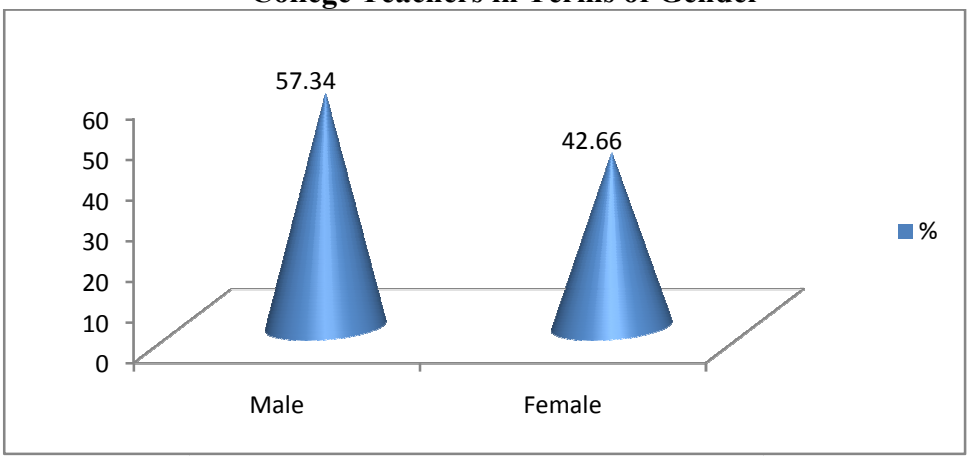


Table 4.3.1.1 and figure 4.9 points out that among the college teachers, 453 (57.34%) were male and 337 (42.66%) were female this is also shown in figure 4.9. This shows that discrimination on the ground of gender in education in Mizo society is minimal, as women are well educated to enter in the field of teaching profession at college level. There may be the late entry of female in the field of teaching profession at college level due to the common attitude and social life in the early times. In early times, though there was not much discrimination on the ground of gender in Mizo society, women were often deprived from higher education which makes it harder for women to qualify as teachers in higher education. But it is true to say, that there has been empowerment of women and gender inequalities has been reducing, as females now constitute more than forty percent of the total teachers.

4.3.1.2 Profile of Mizoram University Teachers in Terms of Gender:

Table 4.3.1.2
Profile of Mizoram University Teachers in Terms of Gender

Gender	N	%
Male	150	72.46
Female	57	27.54
Total	207	100

Source: Service Book of Mizoram University Teachers, and MZU Annual Reports

Figure 4.10
Mizoram University Teachers in Terms of Gender

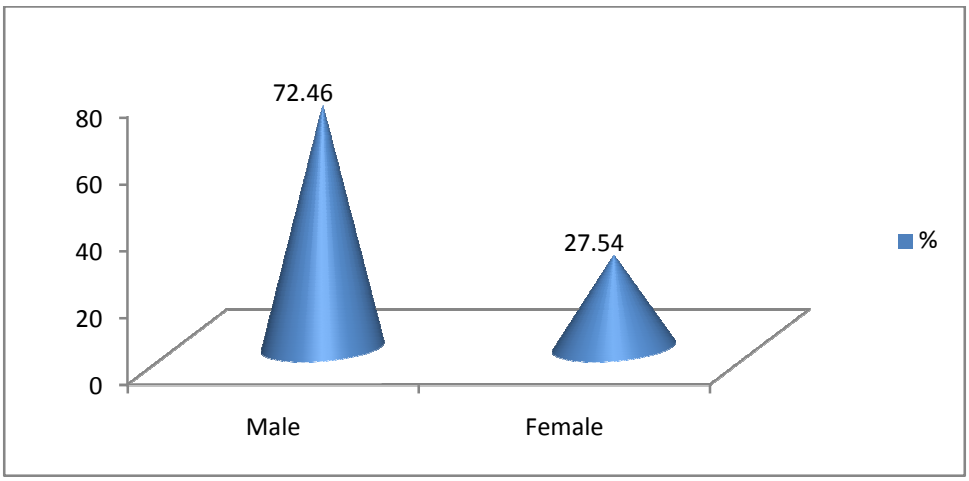


Table 4.3.1.2 and figure 4.10 depicts that, gender gap among Mizoram University teachers was quite high as the majority of teachers 150 (72.46%) were male while only 57 (27.54%) were female. Given the non existence of such gender disparities among college teachers; it is evident that, there does not exist any kind of discrimination between the genders at time of recruitment of teachers for higher education. As such, society hardly displays any gender discrimination in any aspect of life; however a, look at the data of Mizoram University reveals a wide gap between both male and female teachers. This gap may be the affect of gender hegemony that prevails in most social systems and the natural rule of a mother's responsibilities towards her children and family, and this no doubt affects women's potential to engage themselves in their professions and careers. Even in a matriarchal social set up or the most liberal society, it is an undeniable fact that, women's responsibilities increases with age and maturity. There is no exception to this rule even in a society like the Mizo's, where the unwritten rule of responsibilities for male and female is moderately biased towards men in general. It seems that in the Mizo society, as the responsibilities of men decrease, the responsibilities of women however is proportionately rising. It is almost an unspoken rule that women are responsible for all household chores even if she earns the same amount or work equally as men. The responsibility of a working mother and dependent father's is beyond compare, as all the household chores are regarded as the responsibility of women even if she is the breadwinner. Inversely, women have lesser opportunity to promote themselves even if their potential is promising. Looking at the age group of female teachers at university, it can be seen that they mostly are recruited while they are more independent. Males, even though they are also expected to look after their family, the belief rooted everyone's mind is that a 'earning man fulfils his responsibility', so let him hand over all other responsibilities upon the woman. This, then, gives them better opportunities and scope for promotion.

4.3.2 Profile of College and Mizoram University Teachers in Terms of Age:

4.3.2.1 Profile of College Teachers in Terms of Age:

There should be a healthy mix of both old and younger generations in educational institutions for assurance of high quality education. The older generation can provide wisdom to the younger generation and the younger generation can give the energy, incentive and drive for change to the older generation and help them assimilate into a new era. As per vocational development theories, those who fall in the age group of 30 to 50 years are at their most productive stage. Those who are past the age of 50 are not expected to be as productive as the previous age groups. At the same time, those who are below 30 years are not considered to be most productive as they are in the learning stage and are yet to settle into their profession. For maintaining quality of higher education, a mixture of aged teacher and a younger teacher is preferable. Aged teachers are usually experienced though maybe with lesser energy to introduce new things while a younger teacher may have more energy to do new things with the advice and experience of the aged. Therefore, age profile is a crucial part of any status study.

Table 4.3.2.1

Profile of College Teachers in Terms of Age

Age	N	%
Below 30 Years	4	0.5
30 to 40 Years	236	29.87
40 to 50 Years	282	35.69
Above 50 Years	268	33.92
Total	790	100

Source: Records and Documents from Directorate of Higher and Technical Education and Records from Colleges

Figure 4.11
Profile of College Teachers in Terms of Age

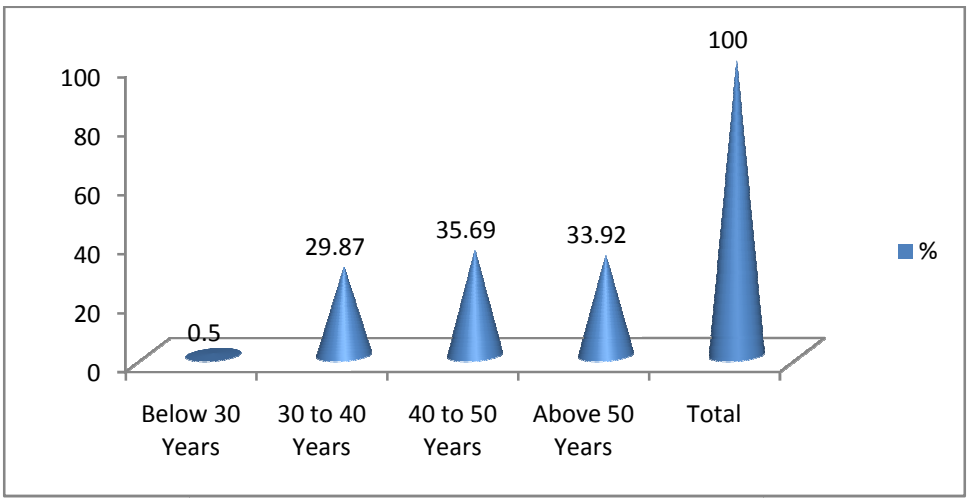


Table 4.3.2.1 and figure 4.11 depicts that highest percentage of teachers 282 (35.69%) were in the age group of 40 to 50 years; followed by 268 (33.69%) teachers above 50 years, 236 (29.87%) between 30 to 40 years and only 4 (0.5%) below 30 years.

It can be seen from the above table that colleges are in the hands of the ideal age group. Psychologically, as individuals in the age group of 40 to 50 years are mature, stable and are still active in teaching and also able to cope with new technological growths. Relatively, it is thus expected that these teachers will lend their maturity of thought, expertise and professionalism and help the students fit into the emerging knowledge society. Teachers between 30 to 40 years are also still at a productive stage and more enthusiastic in their professions. This indicates that 65.56% of teachers in colleges were at the age group of 30 to 50 years, which shows that a good number of experienced teachers with maximum potentials were in service in colleges of Mizoram.

The table also reveals that only 0.5% was in the age group below 30 years. This shows that colleges lack young teachers who are more energetic and active in practicing new techniques. Apart from this, 33.92% of the teachers are above 50 years and are therefore in the final stages of their

profession and due to retire soon. The retirement of these more aged ones would offer scope and opening for recruitment of young teachers in the near future.

4.3.2.2. Profile of Mizoram University Teachers in Terms of Age

Table 4.3.2.2

Profile of Mizoram University Teachers in Terms of Age

Age	N	%
Below 30 Years	19	9.19
30 to 40 Years	93	44.92
40 to 50 Years	45	21.74
Above 50 Years	50	24.15
Total	207	100

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

Figure 4.12
Profile of Mizoram University Teachers in Terms of Age

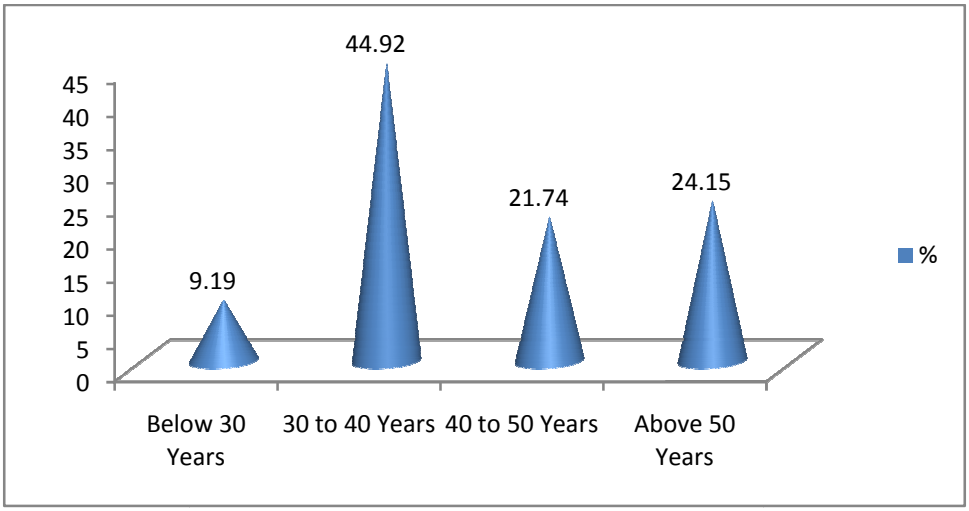


Table 4.3.2.2 depicts that highest number of teachers 93 (44.92%) are in the age group of 30 to 40 years followed by 50 (24.15%) of teachers above 50 years, 45 (21.74%) are between the age group of 40 to 50 years and 19 (9.19%) below 30 years.

As indicated in Table 4.3.2.2 and depicted in figure 4.12 nearly half of the teachers of Mizoram University belong to the age group of 30 to 40 years. This may be due to the fact that Mizoram University came into being only recently, in 2001 as a fully functional central university. Moreover, 45.89% of teachers were 40 to above 50 years, this may be due to the fact that Mizoram University formerly known as Mizoram campus, NEHU was in function with 7 different departments and with the establishment of Mizoram University a number of teachers who are already in service are recruited. It is also seen from the table that recruitment of new teachers has been going on at Mizoram University.

Now we can elucidate from the table that Mizoram University was well equipped with a mixture of aged and younger generation of teachers which is essential for quality education. The teachers of higher education even of older age being educated and possessing intellectual mind they have always updated themselves as needed. So, being aged does not make much difference in university education. The aged are in fact needed as the older generation can provide wisdom to the younger generation and the younger generation with the guidance of the older teacher can work for the betterment of education energetically with enthusiasm.

4.3.3. Profile of College Teachers and Mizoram University in Terms of Designation:

4.3.3.1 Profile of College Teachers in Terms of Designation:

There are three designations in respect of teachers in Universities and colleges, namely, Assistant Professors, Associate Professors and Professors. Teachers in higher education, needs to fulfil different kinds of eligibility criteria for promotion. When teachers of the colleges is comprised of more higher designation, it can be assumed that teachers develop/improve themselves even after joining their profession, and if more teachers are from a lower designation it can be likewise be assumed that teachers may fail to fulfil

some norms like attend refreshers course, orientation course, seminars, workshops, publishing papers on journals and other research activities.

Table 4.3.3.1

Profile of College Teachers in Terms of Designation

Designation	N	%
Assistant Professor	372	47.09
Associate Professor	402	50.89
Professor	16	2.02
Total	790	100

Source: Records and Documents from Directorate of Higher and Technical Education and Records from Colleges
Note: principals were included in associate professors

Table 4.3.3.1 depicts that among the college teachers 16 (2.02%) are Professors, 402 (50.89%) are Associate Professors and 372 (47.09%) are Assistant Professors

It is seen from the table that nearly half of the teachers are assistant professors; this shows that teachers need to develop themselves with the aforesaid norms. The quality of higher education largely depends on the quality of teachers therefore, teachers at colleges in Mizoram need to improve their quality in order to supply quality students who will be fit for knowledge society.

4.3.3.2 Profile of Mizoram University Teachers in Terms of Designation:

Table 4.3.1.2

Profile of Mizoram University Teachers in Terms of Designation

Designation	N	%
Assistant Professor	118	57.00
Associate Professor	27	13.04
Professor	62	29.95
Total	207	100

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

It can be seen from the table 4.3.3.2 that, in Mizoram University the highest number of teachers are assistant professors118 (57.00%) followed by professors 62 (29.95%) and the least number were associate professors, i.e., 27 (13.04%).

There are three designations in respect of teachers in Universities and colleges, namely, Assistant Professors, Associate Professors and Professors. Teachers in higher education need to fulfil different kinds of eligibility criteria for promotion. When teachers of the colleges is comprised of more higher designation, it can be assumed that teachers have had many years of experience and have fulfilled many different criteria to develop/improve themselves after joining their profession, moreover, when teachers are from a lower designation it can be likewise be assumed that teachers may have had only a few years of experience and are yet to fulfil certain norms like attend refreshers course, orientation course, seminars, workshops, publish papers on journals and conduct research etc.

It can be seen from the table 4.3.3.2 that, in Mizoram University the highest number of teachers are assistant professors 118 (57.00%) followed by professors 62 (29.95%) and the least number were associate professors, i.e., 27 (13.04%). As indicated above teachers need to fulfil different norms, rules and standards to become an associate professors and professors. These figures reveal that the highest percentage of teachers are early recruits who may have joined their profession only fairly recently, i.e., after the establishment of the Mizoram University in 2001, and have not had the opportunity for professional growth or advancement. It may also be deduced that the second highest percentage of teachers i.e., professors are seasoned and mature teachers with quite a lot of years to their experience and who have had scope for professional growth and have likewise done the needful for their own professional growth and advancement. The least percentage of teachers in the associate professor category indicates that some of the teachers are in their prime and middle

stages in their professions; they have had moderate years of experience, but not so much so that they can be at the designation level of associate professors.

4.3.4. Profile of College and Mizoram University Teachers in Terms of Qualification:

4.3.4.1 Profile of College Teachers in Terms of Their Qualification:

In the era of global competitiveness, it is of utmost importance that the products of our higher educational institutions be as competent as products of other countries; in such a situation the quality of the teachers play an important role. Inversely, the quality of a teacher is largely dependent on their educational qualifications. Well qualified teachers bring discipline in to the system and gain the trust of students which is a very important factor for quality education especially in higher education. Research and teaching should go together to maintain quality and standards in higher educational settings. In order to get the real status of higher educational institutions, investigating teachers' educational qualification is necessary.

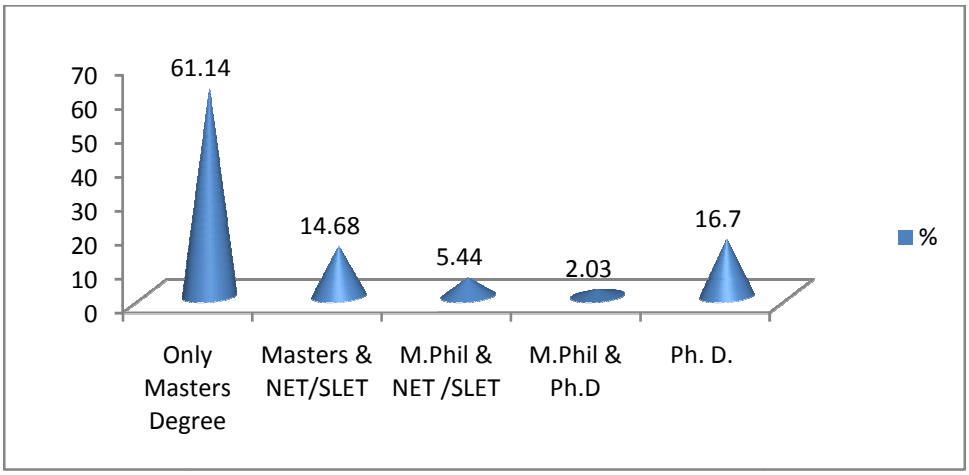
Table 4.3.4.1 and figure 4.13 depicts that highest number of teachers 483 (61.14%) possess only master's degree in their concerned subjects, followed by 132 (16.70%) Ph.D degree holders, 116 (14.68%) of teachers qualified national eligibility test (NET), 43 (5.44%) of teachers who have qualified NET have also received M.Phil degree and only 16 (2.03%) had received both M.Phil and Ph.D degree.

Table 4.3.4.1
Profile of College Teachers in Terms of Their Qualification

Qualification	N	%
Only Masters Degree	483	61.14
Masters & NET/SLET	116	14.68
M.Phil & NET /SLET	43	5.44
M.Phil & Ph.D	16	2.03
Ph. D.	132	16.70
Total	790	100

Source: Records and Documents from Directorate of Higher and Technical Education and Records from Colleges

Figure 4.13
Profile of College Teachers in Terms of Their Qualification



As shown in table 4.3.4.1 and depicted in figure 4.13 more than half of the college teachers were having only masters' degree without any other professional degree like NET, M.Phil, Ph.D. etc, the reason being that a good number of teachers entered into colleges before NET was required as minimum qualification. 20.12% of college teachers had qualified NET/SLET out of which 14.68% of teachers had qualified only NET/SLET and 5.44% had received NET and M.Phil degree. Out of the total teachers only 7.47% had received their M.Phil degree, out of which 5.44% hold only M.Phil degree and 2.03% have M.Phil degree with Ph.D. Out of the total teachers at college level only 18.73% had received Ph.D degree at the time of the investigation.

From this table it can summarised that only 24.18% of college teachers in Mizoram had completed their research work (M.Phil and Ph.D), of which 15.32% of them had received their Ph.D. degree and 7.47% had received M.Phil degree. The situation paints a sad picture as majority of the teachers have not entered the field of research. Today, society has become knowledge based and colleges are expected to produce highly qualified graduates and responsible citizens who are able to meet the present and future needs of all sectors of human activity. Therefore, to reach the expectation of the society it is essential for the teachers at college level to improve their quality through research activities.

4.3.4.2. Profile of Mizoram University Teachers in Terms of Their Qualification

University education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in university level is a vital matter with implications on students learning. For fostering quality teaching at university level, teachers need to have proper qualification and should engage themselves in research work in order to meet the expectations of students and the society, presently and in the future. In higher education researches need to be promoted and developed as it is also a necessary feature of all higher education systems, encompassing all disciplines. It should be taken into account that fact that higher education and research are two closely related elements in the dissemination of knowledge. Therefore, the investigator finds it necessary to analyse teachers' qualification, table 4.3.4.2 has been work out to find out the academic development and their educational background of Mizoram University teachers.

Table 4.3.4.2

Profile of Mizoram University Teachers in Terms of Their Qualification

Educational Qualification	N	%
Master with NET only	42	20.29
M.Phil & NET	13	6.28
M.Phil &Ph.D	25	12.07
Ph. D.	125	60.39
NET, Ph.D with Post Doc	2	0.97
Total	207	100

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

Figure 4.14
Profile of Mizoram University Teachers in Terms of Their Qualification

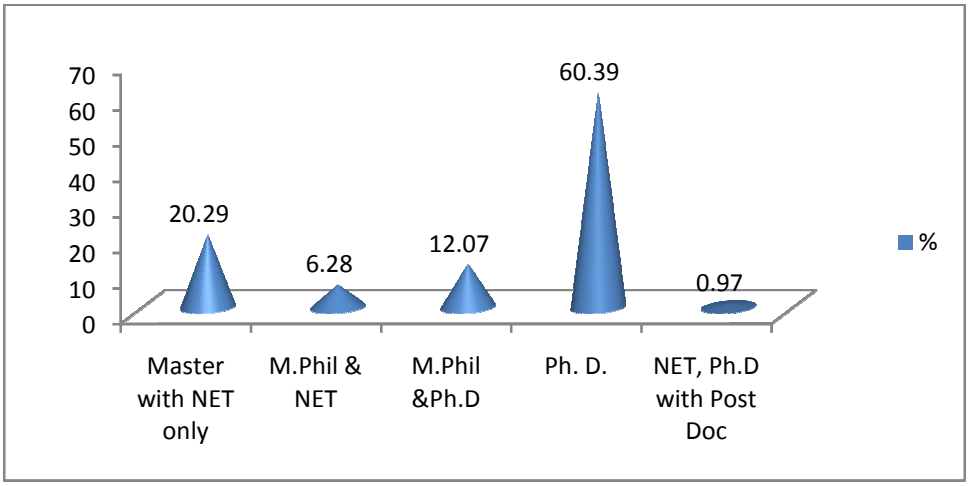


Table 4.3.4.2 and figure 4.14 depicts that highest number of teachers (60.39%) had received Ph.D. degree, followed by 20.29% teachers who qualified national eligibility test (NET) without other degree, 6.28% of teachers qualified NET and also received M.Phil degree, 12.07% were M.Phil and Ph.D. degree holder and 0.97% had received NET, Ph.D. & Post Doctoral degree.

In spite of being a very young institution the degrees possessed by the teachers are quite remarkable. As shown by table 4.3.4.2, the majority of the teachers /among Mizoram university teachers, i.e., more than half of them 72.46% received their Ph.D. degree, and in addition to this, some teachers were having post doctoral degrees. The above table also shows that 78.74% of teachers at Mizoram University are involved in research (M.Phil & Ph.D.).

Thus we can say that, Mizoram University is well equipped with qualified and dedicated teachers equipped to provide students with further knowledge. The more the knowledge of teachers, the higher the guarantee is of quality education for the students. Teachers with only M.Phil or only NET as stated earlier are less than 30% and most of them are under the age of 40 and are in the early stage of their profession, from whom a higher degree can be expected in the near future, as some are already on their way to achieve it as such.

4.3.5. Profile of College and Mizoram University Teachers in Terms of Teaching Experience:

4.3.5.1. Profile of College Teachers in Terms of Teaching Experience:

Teaching is not merely a profession; rather it is a service to humanity. As education is the root of development for every nation and teacher being a mentor, the responsibility of teacher is most vital. Teachers not only teach their pupils but build them to become able, by giving them education. Thus, a profession of teaching not only requires a degree or a certificate of qualification, but also needs experience as well. It is an undeniable fact that no man is born experienced and everyone needs to start from the beginning and build one's own experience. It is yet true that, in every profession, a well experienced person is more capable to complete a task efficiently than the less experienced ones. This is not to say that the less experienced are not able or less capable but that experience is important. It is from the experienced that the less experienced learns ones duty.

For maintaining quality of education and solidarity among teachers in giving better education, experience plays a very vital role. In order to know what the experience status of the teachers are in higher education and the quality of education being imparted to the students of higher education, the profile of College Teachers in terms of teaching experience is studied. Table 4.3.5.1 shows the teaching experience of teachers of colleges affiliated to

Mizoram University. For better understanding, the teachers have been grouped into five groups, each group spanning a period of 5 years.

Table 4.3.5.1

Profile of College Teachers in Terms of Teaching Experience

Teaching Experience	N	%
Less than 5 Years	37	4.68
5 to 10 Years	161	20.38
10 t0 15 Years	100	12.67
15 to 20 years	218	27.59
Above 20 years	274	34.68
Total	790	100

Source: Records and Documents from Directorate of Higher and Technical Education and Records from Colleges

Table 4.3.5.1 depicts that teachers having an experience more than 20 years were highest in number 274 (34.68%) followed by 218 (27.58%) of teachers having 15 to 20 years of experience, 161 (20.38%) of teachers were having 5 to 10 years of experience, teachers having 10 to 15 years were 100 (12.67%) and only 37 (4.68%) of teachers were having less than 5 years of experience.

It may be safe to assume after 5 years of experience for a teacher to be considered as an experienced teacher. It is clear from the table that the state had been having a stable higher education system for some time and this would be allowed to continue for the next 15 years or so. If this is the case, it could be assumed that higher education is in good hands.

On the other hand, teachers having less than 5 years of teaching experience were very few. This is not a very good sign as it is indicative that the state has not been recruiting new teachers on a large scale basis for some time. This would adversely affect the quality of higher education. Some of the vacant posts are filled by contract and part time teacher who do not have any security that senior teachers have in terms of stability. If they are not guaranteed a more permanent arrangement they may be looking for other positions which could stand to compromise the status of quality of higher

education. Moreover, looking at the growing number of students with the current semester system, there is an urgent need to recruit more teachers.

4.3.5.2 Profile of Mizoram University Teachers in Terms of Teaching Experience

Teachers play a major role in enhancing the academic standards of any universities. University being at the apex of the educational set up, teachers experience and quality matters in many ways as they share significant responsibilities in preparing students to have successful careers or possess high-level skills necessary for every labour market. Experience of the teacher may also be necessary for maintaining discipline and classroom management skills. Therefore, it is significant to study the profile of university teachers in terms of teaching experience.

Table 4.3.5.2

Profile of Mizoram University Teachers in Terms of Teaching Experience

Teaching Experience	N	%
Less than 5 Years	45	21.74
5 to 10 Years	106	51.21
10 t0 15 Years	19	9.19
15 to 20 years	12	5.80
Above 20 years	25	12.08
Total	207	100

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

Table 4.3.5.2 depicts that 106 (51.21%) of teachers having 10 to 15 years of experience were highest in number followed by 45 (21.74%) of less than 5 years of teaching experience, 19 (9.19%) were having 10 to 15 years of experience, 25 (12.08%) were having above 20 years of teaching experience and only 12 (05.80%) were having 15 to 20 years of experience.

It can be seen from the table that more than half of the teachers were having 10 to 15 years of experience. At the same time, teachers with 10 to above 20 years of experience are less in number; this may be because the experienced teachers within the state are not interested in shifting their work

place as they are already well settled in their work places. Remoteness of institutions or the institutions yet to gain attraction or yet be developed may also be the reason of less experienced teacher in these institutions as well. Experienced teachers who are willing to serve in a young and remote institution are not in abundance in higher education.

Table also highlights that 38.09% of the teachers belong to the 'less than 5 years' of experience. The reason may be that Mizoram University is still in the recruiting process as the University is very young and still in the process of introduction of new departments. It is hoped that teachers with lesser years of experience will soon gain enough necessary experience from the already experienced teachers.

4.3.6 Profile of College and Mizoram University Teachers in Terms of Academic Streams:

4.3.6.1 Profile of College Teachers in Terms of Academic Streams:

For the development of a country, no field or subject of study can be neglected. It is necessary for a country to have balanced distribution of different subjects in higher education. Academic streams like arts, science, commerce and professional courses are equally important in their own ways. In a global competitive and demanding environment, an accessible and high quality higher education system is essential for a country's economic progress. A sound higher education system supports and develops the process of economic and social development for a better future. To have such development it is important to offer courses which ensure gainful employment. Knowing the importance of different courses; colleges of Mizoram offer different academic streams in 28 institutions.

Table 4.3.6.1

Profile of College Teachers in Terms of Academic Streams

Academic Streams	Colleges		Teachers	
	N	% (Out of Total 28 Colleges)	N	%
Arts	22	84.61	584	73.92
Science	6	23.07	137	17.34
Commerce	4	14.29	16	2.05
Professional	6	23.07	53	6.70
Total	28*	-	790	100

Source: Directorate of Higher and Technical Education and Records from Colleges

**There are certain colleges with multiple academic streams*

Table 4.3.6.1 depicts that the highest number of teachers 73.92% belong to the academic stream of Arts, followed by science teachers 17.34%, 6.70% of teachers are from professional courses and only 2.02% of teachers are from commerce streams.

Out of all the colleges 84.61% offer only arts subject and 73.92% of teachers are serving in these colleges. This shows that the academic stream of arts is opted by majority. This seems to be because the students often feel that arts subject can be easily learnt.

Table 4.3.6.1 Shows that a meagre 23.07% of the institutions offer science subjects, and incidentally 17.34% of the teachers are science teachers. Only 14.29% of the institutions offer commerce subject which consist 2.05% of the teachers, 6.70% of teachers are in professional courses; professional courses include law, nursing, pharmacy, teacher education (B.Ed) and computer application and constitute 6 institutions i.e. 23.07%. Looking into the distribution of the percentage of teachers across different streams, it can be felt that the numbers of teachers is very disproportionate. But, comparing the numbers of institutions offering different streams it can be seen that the numbers of teachers are well distributed.

From these findings it is strongly recommended that authorities soon realize the importance of courses which will satisfy the needs of the society and

take necessary steps so that the human resource development in the academics, stream wise is balanced.

4.3.6.2 Profile of Mizoram University Teachers in Terms of Academic Streams:

Table 4.3.6.2

Profile of Mizoram University Teachers in Terms of Academic Streams

Academic Streams	Teachers	
	N	%
Arts	70	33.82
Science	78	38.16
Commerce	8	3.38
Professional	51	24.64
Total	790	100

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

Table 4.3.6.2 reveals that out of the total 207 teachers 78 (38.16%) teachers were in science, 70 (33.82%) teachers were in arts stream and 51 (24.64%) teachers were in professional courses while only 8 (3.38%) teachers were in commerce**.**

4.3.7.1 Profile of College and Mizoram University Teachers in Terms of Nature of Appointment:

4.3.7.1 Profile of College Teachers in terms of Nature of Appointment

There has been shortage of teachers in different departments of different colleges in Mizoram. Realising the problem and situation, the government of Mizoram as such recruited a number of teachers on contractual basis and as part time lecturers according to the guidelines and ordinances of Mizoram University. According to the ordinance of Mizoram University, every department in every college must have at least a minimum of four teachers and a minimum of five teachers in the languages. But aside from colleges in Aizawl district, there are many posts lying vacant throughout Mizoram.

Table 4.3.7.1

Profile of College Teachers in Terms of Nature of Appointment

Contract		Part Time		Regular		Total
N	%	N	%	N	%	N
80	7.71	168	16.18	790	76.11	1038

Source: Directorate of Higher and Technical Education and Records from Colleges

Table 4.3.7.1 depicts that, there were 790 (76.11%) permanent teachers, 168 (16.18%) were part time and 80 (7.71%) were contractual basis.

Teachers recruited on contractual basis and part time are posted in different colleges in different departments depending on the need of the teachers. It can be seen from the table 4.3.7.1 that 24% of the teachers are non-regular teachers. Therefore, it can be assumed that in spite of the need of the hour, recruitment of regular teachers is not being conducted by the authorities. There are certain reasons for faculty posts remaining vacant; the state government with the aim of saving finances on salaries of full-time faculty is not doing the needful. Moreover, the recruitment process through the public service commission is often time-consuming and hence not being followed.

However the alternative of recruiting contractual basis and part-time faculty impacts adversely on the quality of teaching and research. Though it is apparent that the non regular teachers are doing their best and are being very productive for the institutions they are working for; the insecurities felt by them is liable to cause dissatisfaction towards their professions. It may be safe to assume that wherever the states have invested in permanent, qualified faculty, the outcomes are generally far superior. Therefore it is suggested that the remaining posts lying vacant be filled up with regular teachers.

4.3.7.2 Profile of Mizoram University Teachers in terms of Nature of Appointment:

Table 4.3.7.2

Profile of Mizoram University Teachers in Terms of Nature of Appointment

Number of Regular Teacher		Number of Guest		Total
N	%	N	%	
207	78.13	56	21.88	263

Source: Service Book of Mizoram University Teachers and MZU Annual Reports

Table 4.3.7.2 indicates the teacher profile of Mizoram University in terms of their nature of appointment. It shows that 200 (78.71%) of teachers are regular and 56 (21.29%) were guest lecturer.

Mizoram University being a central university, nearly 80% of the teachers are regular or permanent recruits, which indicates a healthy condition of the institution. This may be because that university does not seem to be facing crunches in terms of finances with regards to recruitment of regular teachers' vacant posts. Taking the number of regular teachers, i.e. 207 and numbers of departments, i.e. 33; every department has an average of 6 regular teachers (200÷33) which meets the minimum requirement even in department with lesser teacher, in addition to guest lecturers. Surprisingly, there are 9 departments with less than 6 teachers. So, it can be said that University departments do not have any problem in terms of shortage of teaching faculties.

SECTION-4.4

CONTRIBUTION OF HIGHER EDUCATION INSTITUTIONS IN TERMS OF HUMAN RESOURCE DEVELOPMENT

Higher education having diverse dimensions plays a strategic role in the process of economic development for any nation. Hence, human recourse development in higher education is the main contribution in the socio economic development of a country. Education has a direct bearing on human capital formation and any country who understand the important role of human resources in developmental activities of a nation have made special efforts for developing human resources in different fields of higher education and those countries are developed and have been playing dominating role at the global level. Unless there are sincere efforts for spreading education, knowledge in general and technical knowledge, resulting in raising the level of skills and efficiency of the people, the production of physical and capital is reduced because the growth of tangible capital stock depends to a great extent upon human capital formation (Rabindranathan, 1989).

The nations with higher number of human resources in higher education are known to be rich nations. Human resource is the only resource which can be developed with systematic efforts and activities. Higher education is one such activity that can convert population into human resource. Prime aim of higher education is to develop human resources who then will take up certain jobs of society and help in building a society. Higher education is at the apex of Indian education system in which certain job able skills are expected to develop during this period. Higher education for the present study is considered as most important tool of human resource development. If higher education system plays its role effectively in converting population into human resource, the process of human resource development in the organizations will become much easier and less costly. Hence higher education is considered as the base of human resource development (Gonda, 2014). In the knowledge society, higher

education is perceived to seek the quantitative as well as qualitative aspects of human resources and its relevance to the society. Therefore, the quantity and quality of human resources produced by higher education in Mizoram is studied.

4.4.1 Development of Human Resources at Undergraduates Level:

4.4.1.1 Overall Development of Human Resources:

During 2006 to 2015; 27,204 students appeared for undergraduate level examination and 20,988 (77.15%) had successfully passed their examination. The highest number of human recourses was from arts stream, i.e.15,388 (73.32%), followed by professional stream 2,869 (13.67%), science stream 1,613 (7.69%), and commerce stream 1,118 (5.33%). Out of the total 20,988 human recourses, 14,444 (68.82%) were with honours while 6544 (31.18%) were from pass course.

Out of 14,444 honours students who cleared their exam; 80 (0.06%) passed in distinction, 4,475 (31.15%) in first division, 7,183 (50.01%) in second division and 2,706 (18.84%) were simple pass while 3231 (22.08%) failed. Out of 6544 students who had graduated in pass course, none managed to get distinction marks, 183 (2.80%) passed in first division, 2,871 (43.87%) passed in second division and 3,490 (53.33%) were simple pass, while 3,001 (31.44%) failed. The overall pass percentage during 2006-2015 in arts was 77.09% and 69.59% in science, and in commerce 79.07% passed while in professional courses 81.69% passed their exams.

4.4.1.2 Development of Human Resources in Arts:

There were 15388 human resources in arts stream out of which 9,329 (60.63%) passed their graduation with honours while 6,059 (39.37%) did their graduation in pass course. Among 9,329 students who graduated with honours in arts stream, only 17.12% were passed in first division, 55.86% were in second division, 27.02% were simple pass, and 16.50% had failed. On the

other hand among 6,059 students who graduated with pass course in arts stream, only 1.86% passed in first division and 44.10% in second division, more than half of human resources i.e. 54.04% were simple pass, and 31.05% had failed. This clearly indicates that the quality of human resources in arts stream was not satisfactory as only minuscule amount of students were passed in first division and majority of the students were passed with second division and simple pass. Hence, our higher educational system needs to examine the different aspects be it infrastructure, quality of teacher etc. in order to improve the quality of human resources.

4.1.1.2 Development of Human Resources in Science

There were 1613 human resources in science stream during the study period of which 1492 (92.50%) passed their graduation with honours while 121 (7.50%) of human resources with pass course. Among 1492 students who graduated with honours in science stream, only 0.80% was passed in distinction, 46.25% were passed in first division, 49.46% were in second division, only 3.49% were simple pass, and 28.37% had failed. On the other hand, among 121 students who graduated with pass course in science stream, there were no human resources with distinction and only 5.79% were passed in first division and 66.11% in second division, 28.10% were simple pass, and 28.37% had failed.

4-1.1.3 Development of Human Resources in Commerce

In commerce stream 754 (67.44%) students passed out their graduation with honours while 364 (32.56%) did their graduation in pass course. Among 754 students who graduated with honours in commerce, only 0.27% passed in distinction, 31.83% were in first division, 53.98% were in second division, 13.92% were simple pass, and 17.26% had failed. On the other hand among 364 students who graduated with pass course in commerce, 17.31% were passed in first division and 32.69% were in second division, 50.00% were simple pass, and 30.27% had failed.

4-1.1.4 Development of Human Resources in Professional Courses

There were 2,869 human resources in professional courses during the study period. Out of which only 2.30% were passed in distinction while more than half of the students' i.e., 67.90% were in first division, 28.83% were in second division, only 0.98% were simple pass and 18.31% failed. From the above data it is seen that quality of human resources in professional courses are greatest than other academic streams though they are less in number. This shows that the harder the courses the more effort is given by students.

It can be concluded that, there are a large number of human resources at undergraduates' level during the study period, but there was an imbalanced distribution of human resources. As majority of human resources produced were from arts streams and only a small amount of human resources from science, commerce and professional courses. Today, in the emerging knowledge society there is a serious need to produce more human resources in the field of science and technology in order to compete with the rest of the world and to satisfy the needs of the society.

It is also revealed that the quality of human resources at undergraduates' level is not up to the mark. A small number of students were passed in distinction in all the academic streams both in pass course and honours. Majority of the students from arts, science and commerce were passed in second division but fortunately, majority of human resources in professional courses were first class. The quality of human resources is one of the most indicators of the quality of higher education system of a country. This poor quality of human resources may be the core reason of unemployment among the Mizo educated youth. Higher education in Mizoram needs to rethink the quality of its human resources as in a knowledge based society the products of our higher education needs to compete with the rest of the world.

Table 4.4.1
Development of Human Resources at Undergraduate Level

	Honours Course							Pass Course							
Academic Stream	Appeared	Distinction	1st div	2nd div	SP	Fail	Total pass	Appeared	1st div	2nd div	SP	Fail	Total pass	Grand Total appeared	Grand Total Passed
Arts	11173	0	1597 (17.12%)	5211 (55.86%)	2521 (27.02%)	1844 (16.50%)	9329 (83.50%)	8787	113 (1.86%)	2672 %	3274 (54.03%)	2728 (31.05%)	6059 (92.58%)	19960	15388 (73.60%)
Science	2082	12 (0.80%)	690 (46.25%)	738 (49.46%)	52 (3.49%)	590 (28.37%)	1492 (71.66%)	236	7 (5.79%)	80 (66.11%)	34 (28.10%)	115 (48.73%)	121 (1.84%)	2318	1613 (69.59%)
Commerce	892	2 (0.27%)	240 (31.83%)	407 (53.98%)	105 (13.92%)	154 (17.26%)	754 (84.53%)	522	63 (17.31%)	119 (32.69%)	182 (50.00%)	158 (30.27%)	364 (69.73%)	1414	1118 (79.66 %)
Professional	3512	66 (2.30%)	1948 (67.90%)	827 (28.83%)	28 (0.98%)	643 (18.31%)	2869 (81.69%)	-	-	-	-	-	-	3512	2869 (81.69%)
Total	17677	80 (0.06%)	4475 (31.15%)	7183 (50.01%)	2706 (18.84%)	3231 (22.08%)	14444 (68.82%)	9545	183 (2.80%)	2871 (43.87%)	3490 (53.33%)	3001 (31.44%)	6544 (68.56%)	27204	20988 (77.15%)

Source: Records of Undergraduates Result from Examination Department, MZU Various Years

4.4.2: Development of Human Resources at Postgraduate Level

Table 4.4.2

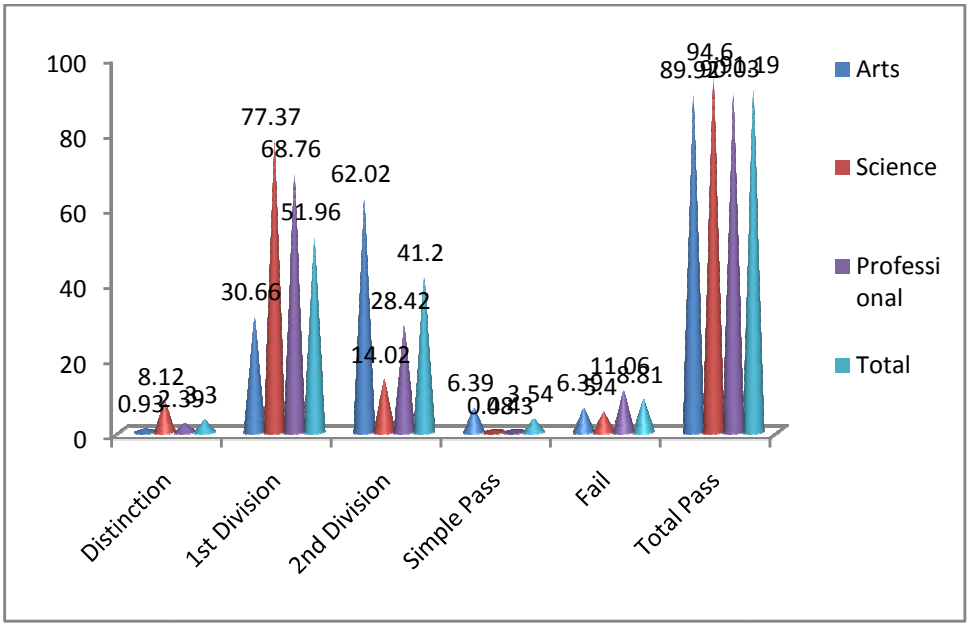
Human Resources at Postgraduate Level

Academic Stream	Appeared	Distinction	1st Division	2nd Division	Simple Pass	Fail	Total Pass
Arts	1915	16 (0.84%)	528 (27.57%)	1068 (55.77%)	110 (5.74%)	193 (10.08%)	1722 (89.92%)
Science	1093	84 (7.69%)	800 (73.19%)	145 (13.27%)	5 (0.46%)	59 (5.40%)	1034 (94.60%)
Commerce	201	1 (0.50%)	118 (58.71%)	54 (26.87%)	3 (1.49%)	25 (12.44%)	176 (87.56%)
Professional	512	11 (2.15%)	317 (61.91%)	131 (25.59%)	2 (0.39%)	51 (9.96%)	461 (90.03%)
Total	3721	112 (3.30%)	1763 (51.96%)	1398 (41.20%)	120 (3.54%)	328 (8.81%)	3393 (91.19%)

Source: Records of Post-Graduates Result from Examination Department, MZU Various Years and MZU Annual Reports Various Years

Figure 4.15

Development of Human Resources at Postgraduate Level



During the study period, (2006 to 2015) 3,721 students appeared for postgraduate level examination; of which, 3,393 (91.19%) successfully passed. Table 4.4.2 reveals that the highest number of human resources i.e. 1,722 (50.75%) were from arts, followed by science; 1,034 (30.47%), 461 (13.59%) from professional courses and only 176 (5.19%) in commerce.

Table 4.4.2 and figure 4.15 also depicts the quality of human resources at postgraduate level in Mizoram. The overall pass percentage in science stream was 94.60%, professional courses were 90.03%, the pass percentage of arts stream was 89.92% and commerce stream was 87.56%. Of the total 3,393 students who passed out their post graduation courses, only 3.30% were passed in distinction, but fortunately more than half of the students i.e. 51.96% were in first division, 41.20% were in second division, 3.54% were simple pass and 8.81% failed.

There were 1,722 human resources in arts stream during the study period. Out of which only 0.93% were passed in distinction, 30.66% were in first division while majority of the students i.e. 62.02% were passed in second division, 6.39% were simple pass and 10.08% were failed. This shows that the quality of human resources in arts stream was not up to the marked.

There were 1,034 human resources in science stream, among them only 8.12% were passed in distinction, while majority of the students 77.37% passed in first division, 14.02% were passed in second division, only 0.48% was simple pass, and 5.40% failed.

Among 176 students who successfully passed their master degree in commerce stream, only 0.57% was passed in distinction but majority of the students 67.05% passed in first division, 30.68% were passed in second division, only 1.70 % were simple pass and 12.44% were failed.

In professional courses there were 461 human resources during the study period, among them only 2.39% were passed in distinction and majority of the students 68.76% were passed in first division, 28.42% in second division, only 0.43 % were simple pass and 11.06% were failed.

We can elucidate from the table that, also in Mizoram University majority of human resources were produced in arts but the situation was slightly better than undergraduates' level as human resource in science, commerce and professional courses were increased. Looking at the quality of human resources there was an improvement when compared with undergraduates' level, but for this is not adequate as the world is becoming highly competitive in a knowledge society. Universities are expected to be a centre of excellence where students are likely to be acquainted with the best possible knowledge. Mizoram University being a very young institution is on her way to be a centre of excellence.

SECTION-4.5

THE HEADS OF EXPENDITURE UNDER PLAN AND NON-PLAN BUDGET ON HIGHER EDUCATION

In order to meet the challenges of the 21st century and to acquire a competitive edge, the higher education system of India has to transform to make it more socially relevant, technology oriented, diversified and high quality. Investment in higher education is of vital significance especially in the developing countries for enriching the quality of human life which in turn can promote economic development. But the main issues concerning higher education in India is financial stress. Colleges in Mizoram are starved of funds as the budget allocation to the higher education is too merge and could not meet the minimum requirement of the department. At least 6% of the state budget has to be set aside for higher and technical education as per the recommendation of Education Commission of 1964-66 and national education policy of 1986. At present about 90% of departments' budget is utilized for salaries and the rest for administrative cost.

The developmental path of the country is worked out by the Planning commission through the five year plans, perspective plan and vision plan. The five year plan is broken into annual plans to achieve its overall targets. Different initiatives or plans undertaken/planned by planning commission are termed as plan fund/budget and different post and assets maintenance fund made by ministry of finance are non-plan/budget. India is at the 12th five year plan and 2016-17 is the last year of the 12th five year plans. Till the third five year plan the amount of plan fund use to be greater than that of non-plan fund but different post and assets made during the running five year plan are then transferred to finance ministry in the next five year plan. Due to the increase in post maintenance and assets creation the non-plan fund gradually became greater than that of plan fund. From the eight five year plan due to the financial problem faced by the state government, according to expenditure classification

from the next five year plan, a plan post and assets creation maintenance for a poor state like Mizoram, it was mandatory that those are to be maintained from plan fund. Due to this different development are also being hampered.

Table 4.5.1 portrays the expenditure on higher education in Mizoram during the last five years (2010-2015). The expenditure is under the non-plan and plan heads. During these period majority of the fund both in non-plan and plan had been used for salary of teachers and non teaching staff of the institutions. In non-plan budget the percentage of budget used for salary ranges from 82.65% to 94.11%. There was a slight difference in plan budget, the percentage of budget used for salary ranges from 74.93% to 85.66%. This indicates that only 6% to 17% of the non-plan and 25% to 14% of the plan budget on higher education has been spent for other heads as indicated in table 4.5.1.

In the year 2010-2011 the total budget on higher education was 5,561.32 (3,524.94 in non-plan and 2,036.38 in Plan), out of the total budget 82.65% and 75.38 % in non plan and plan budget respectively has been used for salary alone. This shows that 17.35% of non-plan budget and 24.62% of plan budget was distributed to the other heads as indicated above in the table. In 2010-11 there was a least percentage of a budget was used for salary in comparison with other years of these study periods however there was a highest percentage of expenditure in grant-in-aid salary (9.47%) in comparison with the other years of the period covered.

The next year 2011-12 the total budget on higher education was 8,250.03, the budget was increased than the previous year both in plan and non-plan. The non-plan budget was increased from 2,913.22 to 3,661.99 (by 748.77 lakhs) and plan budget was increased from 1,738.48 to 3,733.47 (by 1994.99 lakhs). There was several increase of expenditure on salary than the previous year with a percentage of 94.11% in non-plan and 85.66% and 5.70% for grant-in-aid salary in plan budget. It is evident from table 4.5.1 that only 5.89% in

non-plan budget and 8.64% of plan budget had been used for all other heads of expenditures, this may hamper in the qualitative and quantitative development of higher education in Mizoram as only a small percentage was spent for the institutions for various development.

In the next year 2012-2013 there was a maximum increased of budget in comparison with the previous year budget from 8,250.03 to 11,913.61 (increased by 3,663.58 lakhs). The non-plan budget was increased from 3661.99 to 5480.01 (increased by 1,818.02 lakhs) and consequently the plan budget was also increased from 3,733.47 to 4,624.04 (increased by 890.57 lakhs). However, there were several increases on the budget of higher education than the previous year majority of the budget yet again used for salary as 93.26% in non-plan and 76.58% and 8.10% for grant-in-aid salary in plan budget. It can be seen from table 4.5.1 that besides the expenditure on salary, a very small percentage of 6.74% in non-plan and 15.32% in plan budget was distributed for all other heads of expenditure.

During 2013-14 the non-plan budget decreased from 5,480.01 to 4,247.40, whereas the plan budget increased from 4,624.04 to 5,354.12. Consequently the total budget on higher education in 2013-14 (11134.25 Lakhs) was less than the total budget for 2012-13 (11913.61 Lakhs). By this year the highest percentage of the budget i.e. 92.75% of non-plan and 81.64% of plan-budget was spent on salary. As compared to the previous years it was the highest percentage during the period under consideration. In non-plan budget salary and medical treatment occupied 92.75% and 4.41% respectively, which means that the remaining 2.84% was for all other heads of expenses. Subsequently in plan budget also a high amount 81.64% had been spend on salary, though it was slightly lower than in non-plan but another 6.73% was again used for grant-in-aid salary. This also shows that a very little amount was available for other expenses.

In 2014-2015 financial year the non-plan budget increased from 4,247.40 to 5,278.27 (increased by 1,030 lakhs), where as the expenditure in plan budget decreased from the previous year i.e. 4527.61 in 2014-15 and 5354.12 in 2013-14 (increased by 826.51 lakhs), but taking the whole expenditure both in non-plan and plan was increased than that of the previous financial year from 11134.25 to 12076.71 (increased by 942.46 lakhs). Looking at the different head of expenditures, the situation was similar with the previous years as majority of the fund was used for salary 87.48% and 74.93% in non-plan and plan budget respectively. In plan fund 7.04% was again used for grant-in-aid salary, this portrays that only 12.52% in non-plan and 18.03% was utilized for all other expenditures.

It is clear from the above discussions that colleges of Mizoram could not do several necessary qualitative and quantitative developmental processes since majority of the budget of the state government on higher education was spent on salary, wages, medical treatment, and others as indicated in the table 4.5.1 from different heads of expenditure of higher education in Mizoram. Accordingly, there were very less amount for new construction, up-gradation and maintenance of the available infrastructure. It is an undeniable fact that some of the colleges in Mizoram since its establishment due to scarcity of fund are still lack of physical infrastructure as well as other equipments needed for the qualitative development of teachers and students. Therefore, some college were closed down and some were with very less enrolment as it was not attractive for students. Apart from infrastructure, necessary capacity building programs for students and teachers like seminars, orientation courses and workshop etc. were occasionally organised with developmental grants received from University Grants Commission and other centrally sponsored schemes. To compete successfully in the knowledge based economy of the 21st century, Mizoram needs to enlarge its higher education and required resources and facilities, which can be achieved only when the state government allocate more funds for higher education sector.

Table 4.5.1
Expenditure on Mizoram Budget on Higher Education during 2010-11 to 2014-15

Sl. No.	Object head of account	Year									
		2010-11		2011-12		2012-13		2013-14		2014-15	
		Non plan	Plan	Non plan	Plan	Non plan	Plan	Non plan	Plan	CSS	Non plan
1	Salaries	2913.22 (82.65%)	1738.48 (75.38%)	3661.99 (94.11%)	3733.47 (85.66%)	5480.01 (93.26%)	4624.04 (76.58%)	4247.40 (92.75%)	5354.12 (81.64%)	5278.27 (87.48%)	4527.61 (74.93%)
2	Wages	29.17 (0.83%)	18.76 (0.81%)	28.80 (0.74%)	20.22 (0.46%)	39.02 (0.66%)	32.70 (0.54%)	41.99 (0.92%)	22.98 (0.35%)	50.12 (0.83%)	27.90 (0.46%)
3	Medical treatment	314.03 (8.91%)	47.02 (2.04%)	123.56 (3.18%)	12.61 (0.29%)	224.70 (3.82%)	46.67 (0.77%)	202.04 (4.41%)	99.58 (1.52%)	212.03 (3.51%)	148.58 (2.46%)
4	Domestic travel expenses	11.17 (0.32%)	8.90 (0.39%)	6.23 (0.16%)	12.60 (0.29%)	38.20 (0.65%)	27.38 (0.45%)	10.47 (0.23%)	21.39 (0.33%)	8.70 (0.14%)	20.40 (0.34%)
5	Office expenses	58.69 (1.66%)	53.49 (2.32%)	24.07 (0.62%)	65.89 (1.51%)	52.23 (0.89%)	86.34 (1.43%)	11.96 (0.70%)	77.90 (1.19%)	30.92 (0.51%)	54.48 (0.90%)
6	Rent, rates, expenses	1.44 (0.04%)	16.91 (0.73%)	1.08 (0.03%)	14.35 (0.33%)	1.21 (0.02%)	16.03 (0.27%)	2.95 (0.06%)	16.62 (0.25%)	2.29 (0.04%)	14.94 (0.25%)
7	Supplies & materials	12.76 (0,36%)	2.00 (0.09%)	4.60 (0.12%)	0.99 (0.02%)	1.95 (0.03%)	0.90 (0.01%)	4.49 (0.10%)	5.75 (0.09%)	4.49 (0.07%)	7.00 (0.12%)
8	Advertising & publicity	3.01 (0.09%)	5.98 (0.26%)	2.57 (0.07%)	9.48 (0.22%)	3.02 (0.05%)	8.71 (0.14%)	4.17 (0.09%)	14.78 (0.23%)	4.15 (0.07%)	9.85 (0.16%)
9	Minor works	154.79 (4.39%)	17.50 (0.76%)	12.00 (0.31%)	24.70 (0.57%)	6.04 (0.10%)	46.30 (0.77%)	5.20 (0.11%)	34.00 (0.52%)	5.00 (0.08%)	26.50 (0.44%)
10	Grants-in-aid(Salary)	-	218.30 (9.47%)	-	248.52 (5.70%)	-	488.9 (8.10%)	-	441.19 (6.73%)	37.72 (0.63%)	425.63 (7.04%)
11	Grants-in-aid (N/Salary)	-	-	-	3.44 (0.08%)	-	3.60 (0.06%)	-	3.91 (0.06%)	-	542.95 (8.99%)

12	Scholarship & stipend	3.97 (0.11%)	94.55 (4.10%)	3.00 (0.08%)	109.15 (2.50%)	9.85 (0.17%)	436.57 (7.23%)	10.00 (0.22%)	277.02 (4.23%)	372.48 (6.17%)	125.85 (2.08%)
13	Other charges	2.00 (0.06%)	75.59 (3.28%)	16.61 (0.43%)	80.91 (1.86%)	13.45 (0.23%)	161.41 (2.67%)	11.50 (0.25%)	138.57 (2.11%)	15.45 (0.26%)	82.60 (1.37%)
14	Motor vehicles	17.52 (0.50%)	7.90 (0.34%)	1.75 (0.04%)	21.39 (0.49%)	0.75 (0.01%)	33.33 (0.55%)	5.29 (0.12%)	17.88 (0.27%)	6.00 (0.10%)	18.50 (0.31%)
15	Machinery & equipment	3.17 (0.09%)	1.00 (0.04%)	5.05 (0.13%)	1.00 (0.02%)	5.33 (0.09%)	24.93 (0.41%)	2.10 (0.05%)	29.00 (0.44%)	6.30 (0.10%)	10.00 (0.17%)
	Total	3524.94	2306.38	3891.31	4358.72	5875.76	6037.85	4579.56	6554.69	6033.92	6042.79

Source: Mizoram state Economic Survey various years

SECTION-4.6

THE QUALITY OF HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF ASSESSMENT AND ACCREDITATION BY NAAC

Assessment and accreditation is broadly used for assessing and evaluating the quality and status of an institution. In the context of higher education, the accreditation status indicates that a particular higher educational institution- a college, a university, or any other recognized unit therein, meets the standard of quality as set by the accreditation agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial wellbeing and student services.

Over the years, the method of assessment and grading of institutions by NAAC has undergone evolutionary changes. NAAC is continuously revising and reviewing its methodology to make its methodology as robust as possible to keep abreast of the developments in higher education. The purpose of this exercise of change is to implement an appropriate strategy for improvement in line with NAAC vision and mission. The first method was percentile marking for ten criteria and an overall average score. The second method was percentile calculation for seven criteria and an overall average score percentage with a grading system popularly known as star system (A* to A*****). From 1999 to 2002, 5 letter grade (A+,A, B+,B and C) was used for grading system, from 2002 to 2007 the grading system was again changed to nine-point grading (C, C+, C++, B, B+, B++, A, A+, A++). From the year 2007 to 2015 the grading pattern of 9 point letter grades has been changed to three letter grades, A,B,C with cumulative grade point average for accredited institutions and D for not accredited. As of now 9 point letter grade is again use for grading higher educational institutions (Hedge, 2016).

4.6.1 Overall Grading of Colleges of Mizoram by NAAC: A Macro Analysis:

Out of 28 colleges in Mizoram affiliated to Mizoram University, 21 (75%) colleges have been assessed and accredited by NAAC, Bangalore. NAAC has been changing the pattern of grading system as indicated above; colleges in Mizoram have been graded under different pattern of grading system. Table 4.6.1 shows that out of 21 colleges only 2 (9.52%) were accredited grade 'A' of which 1 is accredited 'A+'. Nearly half 10 (47.62%) of the accredited colleges are 'B' grade of which 6 colleges were accredited 'B' grade , 2 colleges are 'B+' and another 2 are 'B++'; the remaining 9 (42.86%) colleges were accredited with 'C' grade of which 2 were 'C++'

On the other hand, out of the three universities in Mizoram, only one i.e. Mizoram University has been accredited with 'A-Grade' in the 1st cycle of its assessment with a CGPA of 3.12.

Table 4.6.2
Criteria wise Score of the 16 Colleges Assessed and Accredited by NAAC from 2008-2016

Sl. No	Range of Scores	Curricular Aspects	Teaching Learning	Research Consultancy &Extension	Infra., & Learning Resources	Student Support Services	Governance and leadership	Innovative practices
1	3.50-3.99	1 (6.25%)	-	1 (6.25%)	1 (6.25%)	1 (6.25%)	-	1 (6.25%)
2	3.00-3.49	-	2 (12.50%)	1 (6.25%)	2 (12.50%)	2 (12.50%)	1 (6.25%)	1 (6.25%)
3	2.50-2.99	4 (25.0%)	2 (12.50%)	2 (12.50%)	3 (18.75%)	4 (25.0%)	3 (18.75%)	2 (12.50%)
4	2.00-2.49	3 (18.75%)	9 (56.25%)	4 (25.0%)	-	7 (43.75%)	6 (37.5)	6 (37.5)
5	1.50-1.99	4 (25.0%)	2 (12.50%)	6 (37.5)	9 (56.25%)	2 (12.50%)	5 (31.25%)	5 (31.25%)
6	1.00-1.49	4 (25.0%)	1 (6.25%)	2 (12.50%)	1 (6.25%)	-	1 (6.25%)	1 (6.25%)
7	Mean Score	2.06	2.29	2.11	2.11	2.48	2.13	2.14

Source: Documents from all the accredited colleges

4.6.2 Criterion wise Score of Colleges Assessed and Accredited by NAAC from 2008-2016: A Micro Analysis

Table 4.7.2 represents criterion wise score of colleges in Mizoram; out of the total accredited 21 colleges, criterion wise score analysis has been done on the basis of 16 colleges because the pattern of scoring system was different with three colleges and data was not available from two colleges. Colleges are being assessed under 7 criteria such as, curricular aspects, teaching learning and evaluation, research consultancy and extension, infrastructure and learning resources, student support and progression, governance and leadership and innovative practices.

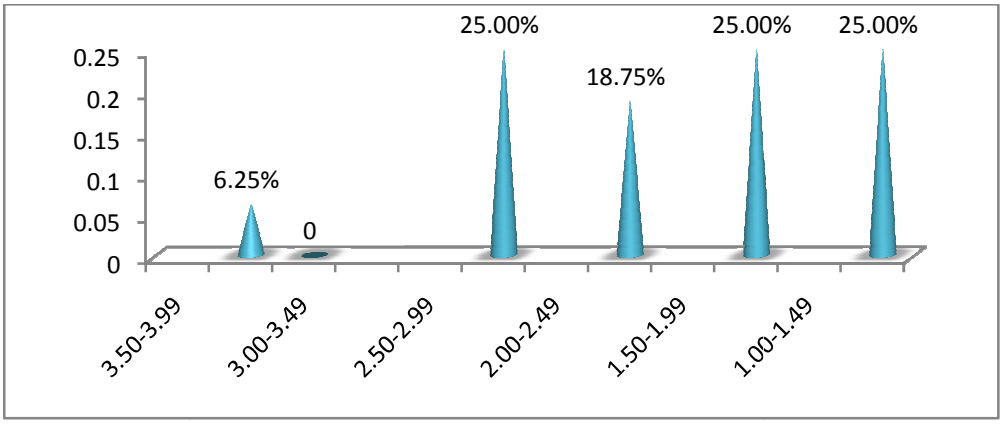
a) Criterion-1: Curricular Aspects

This criterion deals with five key aspects, namely, curricular design and development, academic flexibility, feedback on curriculum, curriculum update and best practices. Analysis of scores of 16 colleges as presented in figure 4.16 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.06 which is 51.5% of the total possible score of 4.
2. Only 1 (6.25%) college has more than 3.00 (75%) score.
3. 7 (43.75%) colleges have their score between 2.00 to 2.99 (50% to 75%)
4. 50% of the colleges have scored below 2.00 (50%)

Figure 4.16

Scores of 16 Colleges on Curricular Aspects



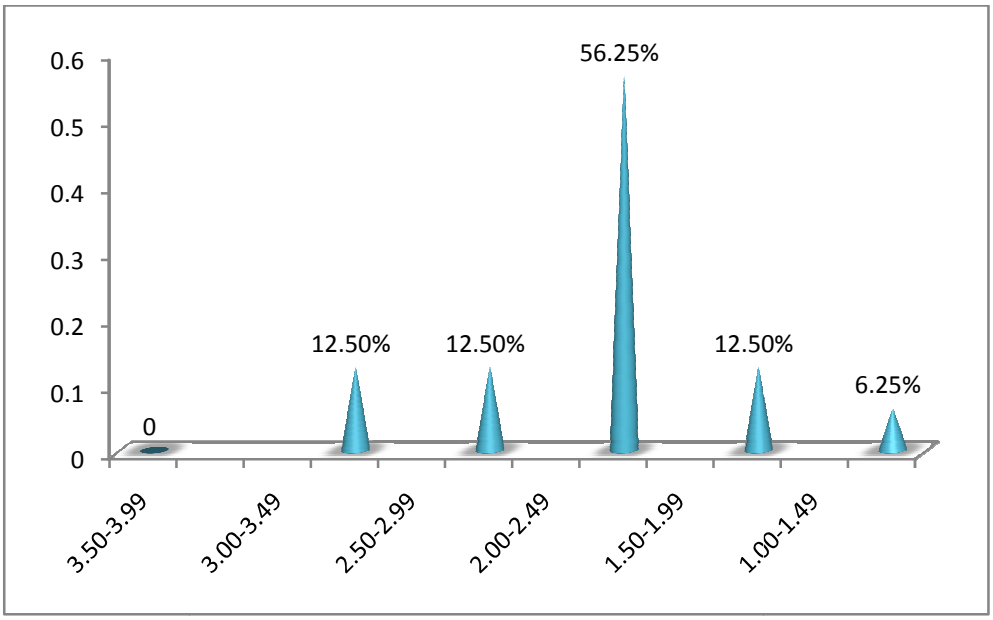
b) Criterion-II: Teaching Learning and Evaluation

This criterion deals with six key aspects, namely, admission process and student profile, catering to diverse needs, teaching-learning process, teacher quality, evaluation process and reforms, best practices in teaching, learning and evaluation. Analysis of scores of 16 colleges as presented in figure 4.17 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.29 which are 57.25% of the total possible score of 4.
2. Only 2 (12.50%) colleges have more than 3.00 (75%) score.
3. Majority of colleges i.e. 11(68.75%) have their score between 2.00 to 2.99 (50 to 75%)
4. Only 3 (18.75%) colleges have scored below 2.00 (50%)

Figure 4.17

Scores of 16 Colleges on Teaching Learning and Evaluation



c) Criterion-III: Research Consultancy and Extension

This criterion deals with six key aspects, namely, promotion of research, research and publication output, consultancy, extension activities, collaborations and best practices in research, consultancy & extension. Analysis of scores of 16 colleges as presented in figure 4.18 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.11 which is 52.75% of the total possible score of 4.

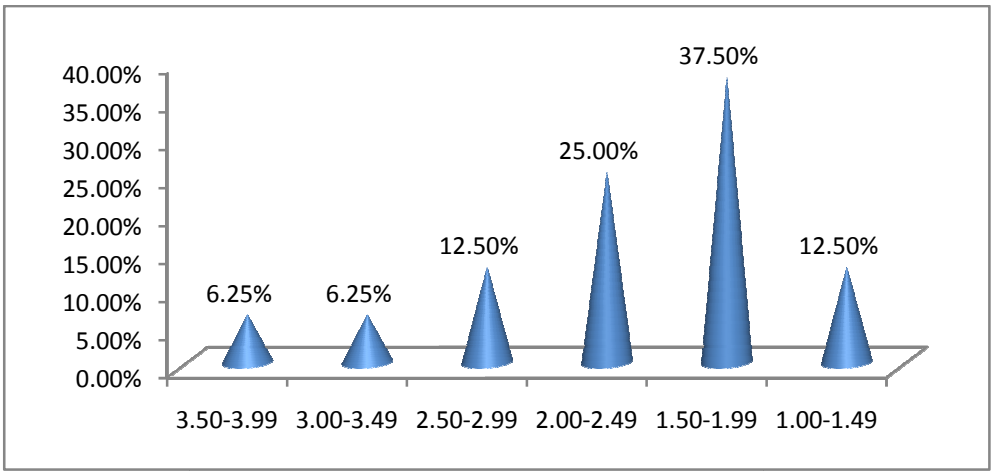
2. Only 2 (12.50%) colleges have more than 3.00 (75%) score.

3. 6 (37.5%) have scored between 2.00 to 2.99 (50 to 75%)

4. 8 (50%) colleges have scored below 2.00 (50%)

Figure 4.18

Scores of 16 Colleges on Research Consultancy and Extension



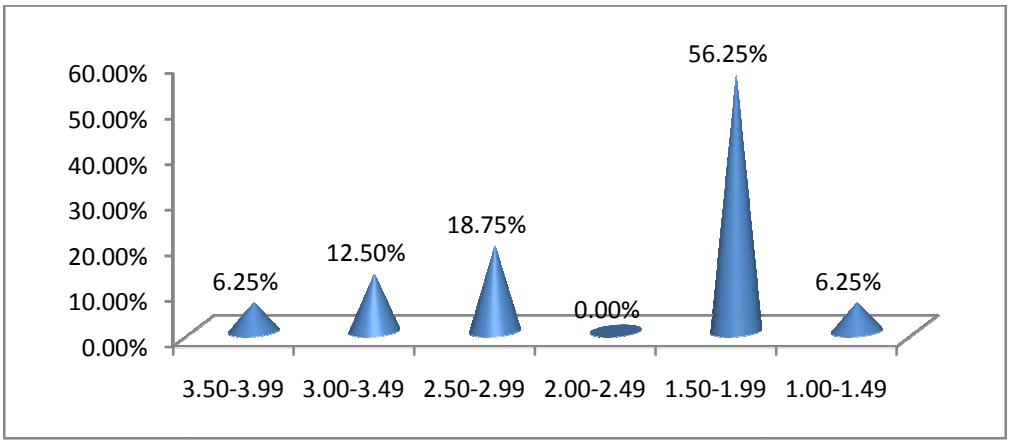
d) Criterion-IV: Infrastructure and Learning Resources

This criterion deals with six key aspects, namely, physical facilities, maintenance of infrastructure, library as a learning resource, ICT as learning resource, other facilities and best practices in the development of infrastructure and learning resources. Analysis of scores of 16 colleges as presented in figure 4.19 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.11 which is 52.75% of the total possible score of 4.
2. Only 3 (18.75%) colleges have more than 3.00 (75%) score.
3. Only 3 (18.75%) colleges have their score between 2.00 to 2.99 (50 to 75%)
4. Majority, 10 (62.5%) colleges scored below 2.00 (50%)

Figure 4.19

Scores of 16 Colleges on Infrastructure and Learning Resources



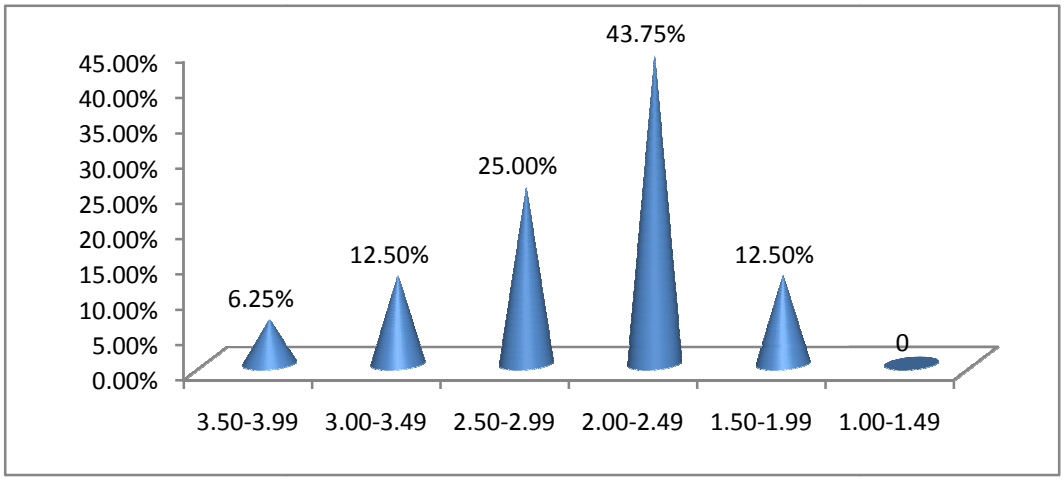
a) Criterion-V: Student Support and Progression

This criterion deals with four key aspects, namely, student progression, student support, student activities, best practices in student support and progression. Analysis of scores of 16 colleges as presented in figure 4.20 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.48 which are the highest among all criteria. In terms of percentages it is 62% of the maximum possible score of 4. .
2. Only 3 (18.75%) colleges have more than 3.00 (75%) score.
3. 11 (68.75%) colleges have their score between 2.00 to 2.99 (50 to 75%)
4. Only 2 (12.50%) colleges have scored below 2.00 (50%)

Figure 4.20

Scores of 16 Colleges on Student Support and Progression



b) Criterion-VI: Governance and Leadership

This criterion deals with six key aspects, namely, institutional vision and leadership, organizational arrangements, strategy development and deployment, human resource management, financial management and recourse mobilization and best practices in governance and leadership. Analysis of scores of 16 colleges as presented in figure 4.21 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.13 which is 53.25% of the total possible score of 4.

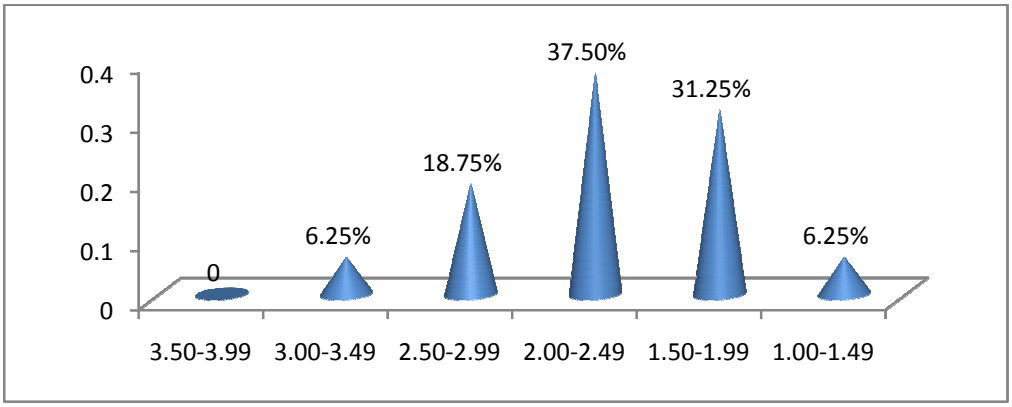
2. Only 1 (6.25%) college has more than 3.00 (75%) score.

3. 9 (56.25%) colleges have their score between 2.00 to 2.99 (50 to 75%)

4. 6 (37.5%) colleges have their score below 2.00 (50%)

Figure 4.21

Scores of 16 Colleges on Governance and Leadership



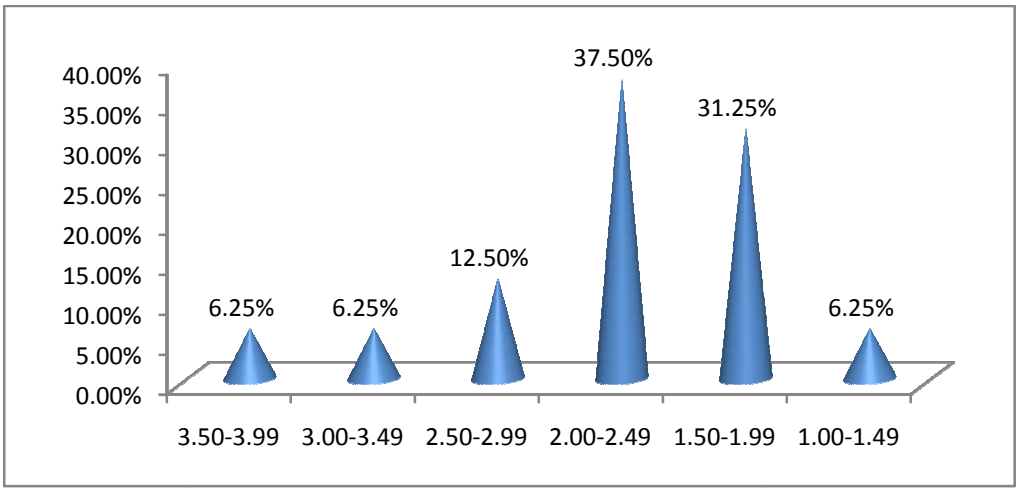
c) Criterion-VII: Innovative Practices

This criterion deals with three key aspects, namely, internal quality assurance system, inclusive practices, and stakeholder relationships. Analysis of scores of 16 colleges as presented in figure 4.22 reveals that:

1. The mean score of the 16 colleges on this criterion is 2.14 which is 53.5% of the total possible score of 4.
2. Only 2 (12.50%) colleges have more than 3.00 (75%) score.
3. 8 (50.0%) colleges have their score between 2.00 to 2.99 (50 to 75%)
4. 6 (37.5%) colleges have scored below 2.00 (50%)

Figure 4.22

Scores of 16 Colleges on Innovative Practices



From the above discussions it can be seen that, except on criterion II and V, a considerable number of colleges scored below 50%, especially on criterion IV where 62.5% of colleges' scored below 50%. Besides, only one college out of 16 has scored above 75% on all the seven criteria. This certainly point out that the quality of higher education in Mizoram is not satisfactory to meet the international standards and also to develop themselves into centres of excellence. Today in an emerging knowledge society higher education institutions are expected to have the best quality to compete with the rest of the world and to meet the demands of the society. Colleges should give more importance to curricular aspects, research consultancy and extension, infrastructure and learning resources, governance and leadership and innovative practices.

Table 4.6.1

Criteria Wise Score of Mizoram University and Colleges in Mizoram Assessed and Accredited by NAAC

Sl.No.	Name of college/Institute	Curricular Aspects	Teaching Learning	Res. Consultancy &Extension	Infra., & Learning Resources	Student Support Services	Governance and leadership	Innovative practices	Total	Grade	Year of Assessment and Accreditation
1	Govt Aizawl North College	1.90 (47.5%)	2.08 (52.0%)	2.10 (52.5%)	1.85 (46.25%)	2.30 (57.5%)	1.73 (43.25%)	2.0 (50.0%)	2.02	B	Jan, 2009
2	Govt Aizawl College	2.80 (70.0%)	2.94 (73.5%)	2.07 (51.75%)	2.50 (62.5%)	2.90 (72.5%)	2.20 (55.0%)	1.70 (42.5%)	2.55	B+	Nov, 2016*
3	Govt Johnson College	2.33 (58.25%)	1.44 (36.0%)	1.60 (40.0%)	1.60 (40.0%)	2.30 (57.5%)	2.17 (54.25%)	2.0 (50.0%)	1.74	C	Jan, 2011
4	Govt Aizawl West College	1.50 (37.5%)	2.00 (50.0%)	1.6 (41.25%)	1.60 (40.0%)	2.0 (50.0%)	1.73 (43.25%)	1.30 (32.5%)	1.83	C	Jan, 2011**
5	Pachhunga University College	3.70 (92.5%)	3.34 (83.5%)	3.80 (95.0%)	3.70 (92.25%)	3.20 (80.0%)	3.40 (85.0%)	3.70 (92.5%)	3.51	A+	Nov, 2016*
6	Govt Saitual College	2.0 (50.0%)	2.0 (50.0%)	1.40 (35.0%)	1.75 (43.75%)	2.30 (57.5%)	1.93 (48.25%)	2.00 (50.0%)	1.94	C	Jan, 2009
7	Govt J.Buana College Lunglei	1.40 (35.0%)	2.14 (53.5%)	1.87 (46.75%)	1.30 32.5%)	1.90 (47.5%)	2.00 (50.0%)	1.60 (40.0%)	1.85	C	Nov, 2015*
8	Govt Zirtiri College	1.90 (47.5%)	2.23 (55.75%)	2.40 (60.0%)	1.85 (46.25%)	2.60 (65.0%)	2.10 (52.25%)	2.30 (57.5%)	2.22	B	Jan, 2009
9	Govt Hrangbana College	2.50 (62.5%)	3.10 (77.5%)	3.15 (78.75%)	3.05 76.25%)	3.60 (90.0%)	2.73 (68.25%)	3.0 (75.0%)	3.06	A	Sept, 2011
10	Govt Hnahthial College	1.30 (32.5%)	1.98 (49.5%)	1.65 (41.25%)	1.6 (41.25%	1.90 (47.5%)	1.73 (43.25%)	1.60 (40.0%)	1.81	C	Sept,2008**
11	Govt Serchhip College	2.20 (55.0%)	2.49 (62.25%)	2.33 (58.25%)	2.70 (67.5%)	2.70 (67.5%)	2.60 (65.0%)	2.70 (67.5%)	2.51	B+	Sept,2016*
12	College of Teacher education	NA	NA	NA	NA	NA	NA	NA	2.58	B	Jan, 2009
13	Govt J Thankima College	1.20 (30.0%)	2.00 (50.0%)	1.67 (41.75%)	1.80 (45.0%)	2.20 (55.0%)	1.50 (37.5%)	1.60 (40.0%)	1.78	C	Sept,2016*

14	Govt T.Romana College	1.70 (42.5%)	2.11 (52.75%)	2.60 (65.0%)	1.50 (37.5%)	2.70 (67.5%)	2.00 (50.0%)	2.70 (67.5%)	2.19	B	Dec,2014*
15	Govt College Champhai	2.80 (70.0%)	2.89 (72.25%)	2.53 (63.25%)	3.00 (75.0%)	3.00 (75.0%)	2.80 (70.0%)	2.30 (57.5%)	2.78	B++	Sept,2016*
16	Govt Mamit College	2.50 (62.5%)	2.00 (50.0%)	1.73 (43.25%)	2.50 (62.5%)	2.00 (50.0%)	2.20 (55.0%)	2.00 (50.0%)	2.08	B	Nov, 2016
17	Govt Zawlnuam College	1.20 (30.0%)	1.91 (47.75%)	1.27 (31.75%)	1.50 (37.5%)	2.00 (50.0%)	1.30 (32.5%)	1.70 (42.5%)	1.63	C	Sept, 2016
18	Govt Lawngtlai College	NA	NA	NA	NA	NA	NA	NA	2.08	B	Sept, 2008
19	Gov tKolasib College	670 (67%)	2640 (66%)	340 (68%)	990 (66%)	700 (70%)	660 (66%)	700 (70%)	6700** (67%)	C++	May,2006
20	Lunglei Govt College	750 (75%)	3120 (78%)	275 (55%)	975 (65%)	700 (70%)	650 (65%)	700 (70%)	7170** (71.70%)	B	Feb,2007**
21	Govt Saiha College	650 (65%)	2800 (70%)	300 (60%)	975 (65%)	650 (65%)	700 (70%)	700 (70%)	6775** (67.75%)	C++	Feb,2007
22	Mizoram University	3.47	3.30	2.80	3.00	3.00	3.10	3.30	3.12	A	2014

Source: Records from all Colleges and Mizoram University Assessed and Accredited by NAAC

**2nd cycle of assessment & Accreditation*

*** Govt Hnahthial College, Lunglei Govt College, Aizawl West College have been assessed for 2nd cycle but criterion score has not yet been received*

SECTION-4.7

PERCEPTIONS OF COLLEGES AND MIZORAM UNIVERSITY TEACHERS ON THE ORGANIZATIONAL CLIMATE OF THEIR INSTITUTIONS

Climate in an educational setting which includes principal leadership, warmth and support among teachers, the amount of emphasis put on getting the work done, sense of purpose, expectations of teachers and principals shared and the number of responsibilities teachers assumed has an important implication for improving the quality of education.

Organisations that are able to create environments that employees are able to achieve their full potential are regarded as a key source of competitive advantage. Organisational climate can therefore be considered as a key variable in successful organisations. Organizational climate in educational settings can definitely affects the teacher's performance, their motivation and dedication at work, job satisfaction and efficacy. This in turn can affect the teaching learning processes. For institutions to function well and making institutions an exciting place for teaching and learning it is essential to have a good relationship among the employees.

Organizational climate is essential for the effectiveness of an organization. Climate is indicative of how well the organization is realizing its full potential. High-performance organizations tend to make optimal use of everyone's capabilities. An accurate assessment of the climate can identify the unnecessary obstacles to employees contributing their best. Thus, it is of vital importance for everyone to measure organizational climate factors, which affect members of the organization positively and negatively in order to create a good climate.

The study of organisational climate has a great importance and significance for improving the standard of education. It has been used to study institutions through different dimensions so that the shortcomings can be known. This section will mainly be the study institutions of higher education within Mizoram i.e. Mizoram University and its affiliated colleges. It will be in the form of comparison between Mizoram University and colleges.

4.7.1 Dimension-1: Performance Standards

First dimension, namely, *'Performance Standards* 'of Organizational Climate Inventory (OCI-B) relates to issues such as *encouragement of disagreement, opportunities for further development of skills, further betterment of procedures, productivity, availability of facilities and opportunities for creative work, professional jealousies etc*.

An examination of data on this dimension vide in Table 4.7.1 shows that there is a significant difference between college and Mizoram University teachers as the observed 't-value of 3.49' is higher than the required 't-value' of 2.58 at .01 level with df=198. Comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score 22.07 is higher than the mean score 20.64 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1) with regard to this dimension is rejected. On the basis of this finding it can be concluded that Mizoram University teachers perceive the '*performance standards'* in university as significantly better than what college teachers think about such standards in their organizations.

Table-4.7.1

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Performance Standards

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
1	Performance Standards	University Teachers	22.07	2.69	3.49**	H0-1 **Rejected**
		College Teachers	20.64	2.20		

** *Significance at 0.1 levels*

4.7.2 Dimension-2: Communication Flow

Perusal of data relating to this dimension, vide Table 4.7.2 reveals that the observed 't-value' of 0.15 is insignificant, which indicates that there is no significant difference between the perceptions of college and university teachers on the aforesaid on the dimension of *'communication flow'* in their respective organizations. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is not much variation in the perceptions of both groups of teachers on second dimension of OCI-B, namely 'communication flow' that deals with issues like *acceptance of new ideas, communication of information on work & duties, information about other departments, advance information on any change in the organization, distortion of information while communication, channel of communication (verbal/written), communication with seniors, informal discussion, soliciting suggestions from teachers, frequency of meetings etc.,* in their respective organizations.

Table-4.7.2

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Communication Flow

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
2	Communication Flow	University Teachers	38.17	4.85	0.15 n.s.	H0-1 Accepted
		College Teachers	38.28	3.87		

*** Significance at 0.1 levels*

4.7.3 Dimension-3: Reward System

Third dimension, namely, *'Reward System'* of 'OCI-B' relates to issues such as *reward on the basis of merit, recognition by others for improvement in job, welfare of the staff, and utilization of capabilities*. A quick glance at data relating to this dimension, vide Table 4.7.3 reveals that the observed 't-value'=1.74 is insignificant even at .05 level, which indicates that there is no significant difference between the perceptions of college and university teachers on this dimension of organizational climate. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is not much variation between the perceptions of both group of teachers on the aforesaid issues relating *'reward system'* in their respective organizations.

Table-4.7.3

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Reward System

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
3	Reward System	University Teachers	14.06	2.38	1.74 n.s.	H0-1 Accepted
		College Teachers	13.38	2.50		

4.7.4 Dimension-4: Responsibility

Fourth dimension, namely, '*Responsibility*' of 'OCI-B' relates to issues such as *decision making, improvement of work, problem solving authority, and free will*. Perusal of data relating to this dimension, vide Table 4.7.4 reveals that the observed 't-value'=1.27 is insignificant, which indicates that there is no significant difference between the perceptions of college and university teachers on the aforesaid dimension. In view of this statistical finding Null Hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is no significant variation between the perceptions of both group of teachers on this dimension of organizational climate in their respective institutions.

Table-4.7.4

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Responsibility

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
4	Responsibility	University Teachers	12.57	2.37	1.27 n.s.	H0-1 Accepted
		College Teachers	12.10	2.03		

4.7.5 Dimension-5: Conflict Resolution

An examination of data on this dimension, vide Table 4.7.5 shows that there is a significant difference between college and university teachers as the observed 't-value' of 4.99' is much higher than the required 't-value' of 2.58 at .01 level with 'df' of 198. Comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score 25.73 is higher than the mean score of 23.04 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. On the basis of this finding it can be

concluded that perceptions of university teachers; on fifth dimension of 'OCI-B', namely *'conflict resolution'* which relates to issues like *welcoming/unwelcoming of opinions, resolution of grievances, valuing of opinions by superior, problem resolution, needs of interference of unions, associations for resolving grievances, openness of superior to subordinates, and instant conflict resolution* are much better than the such perceptions of college teachers about their respective organizations.

Table-4.7.5

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Conflict Resolution

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
5	Conflict Resolution	University Teachers	25.73	3.35	4.99**	H0-1 **Rejected**
		College Teachers	23.04	3.17		

*** Significance at 0.1 levels*

4.7.6 Dimension-6: Organizational Structure

Sixth dimension, namely, '*Organizational Structure'* of 'OCI-B' relates to issues such as *attending of orders by subordinates by dual superior at a time, admiration of superior by subordinate, readiness to deal with things that has precedence, adherence of rules, policies, procedures etc*. An examination of data on Dimension-6 relating to *'Organizational Structure',* vide Table4.7.6shows that there is a significant difference between the perceptions of university and college teachers as the calculated 't'- value=2.70' is higher than the required 't' value' of 2.58 at .01 level with df=198. Comparison of the means of both groups of teacher reveals that this difference is in favour of university teachers as their mean score 16.24 is higher than the mean score 15.16 of their counterparts from colleges. In view of this significant difference, the null hypothesis (Ho-1), with regard to this dimension, is rejected. On the

basis of this *organizational structure* of university teachers are much better than what college teachers think about it in their respective colleges.

Table-4.7.6

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Organizational Structure

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
6	Organizational Structure	University Teachers	16.24	2.48	2.70**	H0-1 **Rejected**
		College Teachers	15.16	2.57		

** *Significance at 0.1 levels*

4.7.7 Dimension-7: Motivational Level

Perusal of data on this dimension of organizational climate, Table 4.7.7 shows that there is a significant difference between college and university teachers as the calculated 't-value'=2.35' is more than the required 't-value' of 1.98 at .05 level with 'df=198'. Comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score 26.63 is higher than 25.34 of their counterparts from colleges. In view of this significant difference, the null hypothesis (Ho-1), with regard to this dimension, is rejected at .05 levels. On the basis of this finding it can be concluded that perceptions of university teachers; on seventh dimension, namely, '*Motivational Level*' of 'OCI-B' which covers issues such as *security of job, satisfaction of work, transparency of management within the organization, full development of capabilities of the staff, value of job, facilitating self-improvement of staff members, and encouraging environment*; are significantly better than their counterparts from colleges.

Table-4.7.7

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Motivational Level

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
7	Motivational Level	University Teachers	26.63	3.48	2.35**	H0-1 Rejected
		College Teachers	25.34	2.85		

*** Significance at 0.1 levels*

4.7.8 Dimension-8: Decision Making Process

Perusal of data relating to this dimension, table-4.7.8 reveals that the observed 't-value'=0.18 is insignificant, which indicates that there is no significant difference between the perceptions of college and university teachers on this dimension of organizational climate. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that the perceptions of both group of teachers are almost similar on eighth dimension of 'OCI-B', namely, '*Decision Making Process*' which covers issues like *setting of institutional objectives, collecting ideas for making decision, awareness of problems within the institution, and welcoming of different ideas for change.*

Table-4.7.8

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Decision Making Process

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
8	Decision Making Process	University Teachers	23.27	3.25	0.18 n.s.	H0-1 Accepted
		College Teachers	23.18	2.51		

4.7.9 Dimension-9: Support System

A quick glance at data on this dimension, vide table 4.7.9 shows that there is a significant difference between college and Mizoram university teachers, as the calculated 't-value of 3.45' is more than the required 't-value' of 2.58 at .01 level with 'df=198'. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. A comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score 31.89 is higher than the mean score 29.82 of their counterparts from colleges. From this finding it can be concluded that perceptions of university teachers with regard to the ninth dimension namely, *'Support System'* of OCI-B which relates to issues like *pre-occupation with duties, helpfulness of superior/experienced colleagues, joint effort or individualism, solidarity among hierarchy, openness among all colleague and team spirit*; are better than the perceptions of college teachers about their respective organizations.

Table-4.7.9

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Support System

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
9	Support System	University Teachers	31.89	3.72	3.45**	H0-1 **Rejected**
		College Teachers	29.82	3.40		

*** Significance at 0.1 levels*

4.7.10 Dimension-10: Warmth

An assessment of data on this dimension, vide table 4.7.10,depicts that there is a significant difference between college and university teachers as the observed 't-value' of 3.04' is higher than the required 't-value' of 2.58 with 'df=198'. Comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score of 19.61is higher than the mean score of 18.20 of corresponding teachers from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. On the basis of this finding it can be concluded that perceptions of university teachers; on tenth dimension of OCI-B, namely, *'Warmth '*that relates to issues like *value of friendship, free discussion in meeting, self-concern against work load, sense of confidence among colleague*; are better than the such perceptions of college teachers about their respective organizations.

Table-4.7.10

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Warmth

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
10	Warmth	University Teachers	19.61	2.88	3.04**	H0-1 **Rejected**
		College Teachers	18.20	2.49		

** *Significance at 0.1 levels*

4.7.1 Dimension-11: Identity Problems

An examination of data on this dimension, vide table 4.7.11, shows that there is a significant difference between college and university teachers as the calculated 't-value=5.83' is higher than the required t-value of 2.58 with df=198. Comparison of the means of both groups of teachers reveals that the

difference on this dimension is also in favour of university teachers, as their mean score 14.62 is higher than the mean score of 12.58 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. Hence, it can be concluded that perceptions of university teachers; on eleventh dimension of OCI-B, namely, *'Identity Problems'* that covers issues like *pride in one's own institution or department, receptiveness to new ideas, appreciation of institutional success, satisfaction or dissatisfaction of job* etc.; are better than the such perceptions of colleges teachers about their respective organizations.

Table-4.11

Significance of Differences between the Perceptions of College and University Teachers In Relation to the Identity Problems

D. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
11	Identity Problems	University Teachers	14.62	2.39	5.83**	H0-1 **Rejected**
		College Teachers	12.58	1.36		

** *Significance at 0.1 levels*

From the above findings it can be concluded that in seven dimensions such as performance standards, conflict resolution, organisational structure, motivational level, support system, warmth, identity problems there is a significant relationship between Mizoram University and college teachers. In all the seven dimensions Mizoram University teachers perceived better than college teachers in organisational climate as their mean score is higher in each dimensions. This shows that Mizoram University being the apex of the institutions in higher education, there are better facilities for teaching learning process and there are greater opportunities for full development of capabilities of the staff and the environment is more encouraging and there is transparency and team spirit in the management. It can also be said that the level of job

satisfaction of university teachers is higher than college teachers. But it must not be forgotten that teachers of Mizoram University is under one administration though different department while respondents of colleges are from different institutions that also of different location and society and community

It can also be seen from the finding that there is no significant difference between university and college teachers in four dimensions of the organisational climate inventory such as communication flow, reward system, responsibility and decision making process. This shows that though the university is better in some of the dimensions there is a similarity in both the university and colleges.

Educational institutions are organizations set up for achieving particular purposes. It has been established beyond doubt higher educational institutions like university and colleges are different from one another with respect to their organizational climates. Hence, this has been found to be of great interest to describe how they differ from one another what type of climate prevails in different institutions. The colleges in which the organizational climate is poor should improve and try to develop the same. Likewise the university in which organizational climate is of better quality should try to scale the highest of excellence.

CHAPTER-5

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 MAJOR FINDINGS OF THE STUDY

5.1.1 Findings relating Growth of Higher Education in Mizoram in Historical Perspectives:

5.1.1. 1 Growth of Undergraduates Education in Mizoram

a) The first college was opened at Aizawl on 5th August 1958 as a purely private enterprise and after six years in 1964 one college was opened at Lunglei.

b) Right from the time when institutions of higher education were established, arts steam was the main and only subject offered.

c) The teaching of science stream at undergraduate's level was started only in 1973-74 session at Pachhunga University College and commerce stream was opened at Pachhunga University College in 1985 and in 1991 Government Hrangbana College stared opening commerce stream.

d) Professional education was started in 1975 with the establishment of College of Teacher Education and Hindi Training College. Mizoram Law College was established in 1983. The Regional Institute of Paramedical and Nursing Sciences (RIPANS) was opened in 1996, Department of Electronic Accreditation of Computer Courses (DoEACC) which has been changed into National Institutes of Electronics and Information Technology (NIELIT) in 2000, Mizoram College of Nursing (MCON) in 2005, and College of Higher and Technical Studies was established in 2008. In the year 2018 Mizoram Institute of Medical Education and Research (MIMER) was established.

e) Technical education was started with the establishment of Polytechnic Institution at Lunglei in 1981 and Women Polytechnic Institution was established at Aizawl in 1998. National Institute of Technology (NIT) was established in the year 2010.

f) Before 1970, there were only 2 degree colleges in Mizoram, this number increased to 9 in the year of 1980, in 1990 this number further increased to 18 colleges, from the year 2000 till today there are 28 colleges affiliated to Mizoram University.

g) In 1986-87 there were 2179 students enrolled at undergraduates' level of which 67.19% were male and 32% were female. In 1990-91 total enrolment was 2351 in which 60.69% were male and 39.05% were female. In 2000-01 number of students enrolment was 6449 of which 57.56% was male and 42.24% was female, in 2014-15 total number of student's enrolment was 14061 out of which 50.80% were male and 49.2% were female.

h) In 2001-02 only 23 subjects were offered at undergraduate level, of which 11 subjects in Arts, 8 in science, 3 professional courses and commerce. In 2015-16, this number increased to 35 subjects of which 12 subjects in arts, 12 subjects in science, and 10 professional courses and commerce.

i) In 2001-02 there were 9 government colleges, 10 deficit colleges, 11 private colleges, 1 constituent college. In 2015-16 there were 26 government colleges, 1 private college and 1 constituent college affiliated to Mizoram University.

j) Rashtriya Uchchatar Shiksha Abhiyan (RUSA) a centrally sponsored scheme for higher education was implemented from 2014. Under RUSA the amount of Rs 200 lakhs has been allocated for each of the 21

government colleges under infrastructure grants of which 2,231 lakhs has already been released (up to November 2016).

k) Out of the total funds allocated under RUSA, 35% has been earmarked for new construction, 35% for up-gradation/renovation of the existing infrastructure, and 30% for the purchase of equipments/facilities (computers, books, sports goods, journals etc.).

l) Besides, equity initiative grant to the tune of Rs.250 lakhs has been allocated and released to 24 government colleges.

m) Two colleges' Government Hrangbana College and Government Zirtiri Residential Science College have selected for up-gradation for new Model Degree Colleges for which. Rs 400 lakhs has been sanctioned for each of these two colleges, and Rs. 300 lakhs has already been released for their up-gradation into model colleges.

n) Under RUSA, new professional college i.e., Mizoram Engineering College at Pukpui, Lunglei is under construction. Allocation of fund for this college is 2600 lakhs of which Rs.1300 lakhs have already been released (up to November 2016).

5.1.1. 2 Findings on Growth of Postgraduate Education in Mizoram

a) Postgraduate education was started when North Eastern Hill University opened postgraduate centre in 1979 with three departments. In 1990 there were 7 postgraduates departments.

b) Central Agriculture University (CAU) open College of Veterinary Sciences as one campus in 1997, Mizoram University (MZU) came into existence in the year 2001 and the Institute of Chartered Financial Analysts of India University (ICFAI) was established in 2006.

c) In Mizoram University there were only 4 different schools in 2001-02 under which 8 departments were functioning. In 2015-16 this number increased to 8 schools with 28 postgraduate departments and 5 undergraduates departments.

d) In 2002, there were only 8 academic departments in Mizoram University of which 6 were in arts, 1 in science and only 1 department offered professional course; while in 2015-16, this number increased to 33 academic departments of which 10 were in arts, 1 in commerce, 12 in science and 10 departments offered professionals courses (including undergraduates courses).

e) In 2001-02 the total enrolment students in postgraduate departments was 470 in which 53.19% was male and 46.81% was female, in 2013-14 the total enrolment was 1127 and 49.78% was male and 50.22% were female.

5.1.2: Findings Related to Enrolment of Students in Colleges and Mizoram University:

5.1.2.1 Enrolment in Terms of Gender

5.1.2.1.1 ***College Enrolment in Terms of Gender:***

a) There were 85398 students enrolled in colleges during the study period out of which 44557 (52.21%) were male and 40822 (47.79%) were female.

b) The highest gender gap existed in home science having 0.44% males and 99.56% female.

c) In case of science stream 57.67% were male and 42.33% were female.

d) In arts stream 52.19% were male and 47.81% were female.

e) In case of professional courses male and female enrolment was same in number (50% male and 50% female).

5.1.2.1.2 Mizoram University Enrolment in Terms of Gender:

a) In case of Mizoram University, the total enrolment was 6664 out of which 51.97% were male and 48.03% were female.

b) Gender gap was found to be highest in science stream as male constitutes 59.54% and female constitutes 40.46%.

c) In arts stream 50.72% were male and 49.28% were female.

d) The situation was different in commerce and professional courses as female enrolment was higher than male i.e. female constitute 52.69% in commerce and 57.48% in professional courses.

5.1.2.2 Enrolment in Terms of Academic Streams

5.1.2.2.1 College Enrolment in Various Academic Streams:

a) At college level almost three fourth of the enrolment of students i.e. 73.26% were in arts stream.

b) Only a handful of students i.e. 8.97% were enrolled in science and 4.02% in commerce stream.

c) Only 0.8% of students were enrolled in home science and 12.9% in professional courses like teacher education, law, nursing pharmacy, computer application etc

5.1.2.2.2 Mizoram University Enrolment in Various Academic Streams:

a) In case of the university 50.88% of students were enrolled in arts streams, 29.56% in science, 14.54% in professional courses and 5.01% in commerce stream.

5.1.2.3 Enrolment of Schedule Tribe and Non Schedule Tribe Students in Professional and Non-Professional Courses in Colleges:

5.1.2.3.1 Enrolment of Schedule Tribe and Non Schedule Tribe Students in Professional and Non-Professional Courses in Colleges:

a) In case of Schedule Tribe students 91.49% of them were enrolled in non-professional courses while only 8.51% of them were enrolled in professional courses.

b) On the other hand 65.28% of non-schedule tribe students were enrolled in non-professional courses whereas 34.72% of them were in professional courses.

5.1.2.3.2 Enrolment of Schedule Tribe and Non Schedule Tribe Students *in Professional and Non-Professional Courses in Mizoram University:*

a) At university level 86.15% of schedule tribe students were enrolled in non-professional courses while only 13.85% of them were enrolled in professional courses.

b) In case of non-schedule tribe students 72.40% of them were enrolled in non-professional courses and 27.60% were enrolled in professional courses.

5.1.2.4 College Enrolment in Terms of Pass and Honours:

a) Out of the total enrolment 53.3% were in pass or general course and 46.7% were in honours course.

b) In case of *arts stream* 57.1% were enrolled in pass or general course while 42.9% of students were in honours course.

c) In *commerce stream* 57.9% of students were enrolled in pass or general course and 42.1% were in honours course.

d) In *science stream* 91.5% of students were enrolled in honours course and 8.5% were enrolled in pass or general course.

e) In home science 71.13% of students were enrolled in honour course while 28.87% were in pass or general course.

5.1.3: Findings Relating to Profile of Colleges and Mizoram University Teachers:

5.1.3.1: Profile of Teachers in Terms of Gender:

5.1.3.1.1 Profile of College Teachers in Terms of Gender:

a) Among college teachers 57.34% were male and 42.66% were female.

5.1.3.1.2 Profile of Mizoram University Teachers in Terms of Gender:

a) Among university teachers 74 % were male while only 26 % were female.

5.1.3.2: Profile of Teachers in Term of Age:

5.1.3.2. 1 Profile of College Teachers in Terms of Age:

a) Among the college teachers 33.92% were above 50 years of age, 35.69% of them were between 40 to 50 years, 29. 87% were between 30 to 40 years and only 0.5% of them were below 30 years of age.

b) Among teachers above 50 years, female constitute only 27.98%. In the age group of 40 to 50 years female were 45.04%. In the age group of 30 to 40 female teachers constitute 56.36% and below the age group of 30 years female teachers constitute 50%.

5.1.3.2.2 Profile of Mizoram University Teachers in Terms of Age:

a) In case of the Mizoram University 24.15% of teachers were above the age of 50 years, 21.74% of teachers were in 40 to 50 years, nearly half of the teachers 44.92% belonged to the age group of 30 to 40 years, and 9.19% of the teachers were below 30 years of age.

b) Among teachers above 50 years, female constitute only 17.39%, at the age group of 40 to 50 years 12.82% were female, at the age group of 30 to 40 years female teachers constitute 34.09% and below the age group of 30 years women constitute 43.75%.

5.1.3.3: Profile of Teachers in Terms of Designation:

5.1.3.3.1 Profile of College Teachers in Terms of Designation:

a) Among college teachers 2.04% were Professors, 50.87% were Associate Professors and 47.09% Assistant Professors

5.1.3.3.2 Profile of Mizoram University Teachers in Terms of Designation:

a) Among Mizoram University teachers 25.93% were Professors, 16.40% were Associate Professors and 57.67% were Assistant Professors.

5.1.3.4: Profile of Teachers in Terms of Educational Qualification:

5.1.3.4.1 Profile of College Teachers in Terms of Educational Qualification:

a) Highest number of teachers i.e. 61.14% had only master degree in their concerned subjects, 14.68% of teachers had qualified National Eligibility Test (NET), 5.44% of teachers were having M.Phil degree with NET, 16.70% were Ph.D. degree holder, and only 2.03% were having both M.Phil & Ph.D. degree.

***5.1.3.4.2 Profile of Mizoram University Teachers in Terms of Educational Qualification*:**

a) In case of Mizoram University 20.29% of teachers were having master degree with National Eligibility Test (NET), 6.28% of teachers were having M.Phil degree with NET, and 12.07% were with M.Phil & Ph.D. degree, 60.39% were having Ph.D. degree and 0.97% with post doctoral degree.

5.1.3.5: Profile of Teachers in Terms of Teaching Experience:

5.1.3.5.1 Profile of College Teachers in Terms of Teaching Experience:

a) In case of colleges 4.68% of teachers were having less than less than 5 years of teaching experience, 20.38% were having 5 to 10 years of teaching experience, 12.67% having 10 to 15 years of teaching experience, 27.58% were having 15 to 20 years of teaching experience, 34.68% were having more than 20 years of teaching experience.

b) Among teachers above 20 years of teaching experience only 29.56% were female teachers and 70.44% were male teachers. However, in other groups of teaching experience the gender variation was negligible.

5.1.3.5.2 Profile of Mizoram University Teachers in Terms of Teaching Experience:

a) In case of Mizoram university 21.74% of the teachers were having less than 5 years of teaching experience, 51.21% were having of 5 to 10 years of teaching experience, 9.19% were having 10 to 15 years of teaching experience, 5.80% were having 15 to 20 years of teaching experience, and 12.08% were having more than 20 years of teaching experience.

5.1.3.6: Profile in Terms of Academic Streams:

5.1.3.6.1 Profile of College Teachers in Terms of Academic Streams:

a) The highest number of teachers 73.92% was in arts stream, followed by 17.34% in science, 6.70% in professional courses and only 2.02% of teachers in commerce stream.

5.1.3.6.2 Profile of Mizoram University Teachers in Terms of Academic Streams:

a) Among the Mizoram University teachers 33.82% were in arts stream, 38.16% were in science, 3.38% were in commerce and 24.64% were in professional courses.

5.1.3.7: Profile in Terms of Nature of Appointment:

5.1.3.7.1 Profile of College Teachers in Terms of Nature of Appointment:

a) In case of colleges 76.11% were permanent teachers, 16.18% were part time and 7.71% were contractual basis.

5.1.3.7.2. ***Profile of Mizoram University Teachers in Terms of Nature of Appointment:***

a) In case of Mizoram University it was found that 78.13% were regular teachers and 21.88% were guest lecturers.

5.1.4: Findings on Contributions of Higher Education Institutions in terms of Human Resource Development:

5.1.4.1: **Development of Human Resources at Undergraduate Level**

5.1.4.1.1 Overall Development of Human Resources:

a) During 2006 to 2015 out of 27204 students had appeared undergraduate level examination out of which 20988 (77.15%) had successfully passed their examination. The highest number of human resources were from arts stream i.e.15388 (73.32%), followed by professional courses 2869 (13.67%), science stream 1613 (7.69%), and commerce stream 1118 (5.33%).

b) Out of the total 20988 human resources at undergraduates level 14444 (68.82%) were with honours while 6544(31.18%) were in pass course.

c) Out of 14444 honours students who had qualified their exam 80 (0.06%) passed in distinction, 4475(31.15%) passed in first division, 7183(50.01%) passed in second division, 2706 (18.84%) were simple pass and 3231(22.08%) failed.

d) Out of 6544 students who had graduated in pass course, no one passed with distinction, 183 (2.80%) passed in first division, 2871 (43.87%) passed in second division, 3490 (53.33%) were simple pass, and 3001 (31.44) failed.

e) The overall pass percentage during 2006-2015 in arts was 77.09%, in science 69.59%, in commerce 79.07%, and in professional courses 81.69%

5.1.4.1.2 Development of Human Resources in Arts:

a) In arts stream 9329 (60.63%) passed out their graduation with honours while 6059 (39.37%) did their graduation in pass course.

b) Among 9329 students who graduated with *honours in arts stream,* only 17.12% passed in first division, 55.86% in second division, and 27.02% were simple pass, and 16.50% had failed. On the other hand among 6059 students who graduated with *pass course in arts* stream, only 1.86% passed in first division and 44.10% in second division, 54.04% were simple pass, and 31.05% had failed.

5.1.4.1.3 Development of Human Resources in Science

a) In science stream 1492 (92.50%) passed out their graduation with honours course while 121(7.50%) did their graduation in pass course.

b) Among 1492 students who graduated with *honours course in science stream,* only 0.80% passed in distinction, 46.25% passed

in first division, 49.46% in second division, 3.49% were simple pass, and 28.37% had failed. On the other hand among 121 students who graduated with *pass course in science* stream, only 5.79% passed in first division and 66.11% in second division, 28.10% were simple pass, and 28.37% had failed.

5.1.4.1.4 Development of Human Resources in Commerce

a) In commerce stream 754 (67.44%) students passed out their graduation with honours while 364 (32.56%) did their graduation in pass course.

b) Among 754 students who graduated with *honours in commerce,* only 0.27% passed in distinction, 31.83% passed in first division, 53.98% in second division, 13.92% were simple pass, and 17.26% had failed. On the other hand among 364 students who graduated with *pass course in commerce*, 17.31% passed in first division and 32.69% in second division, 50.00% were simple pass, and 30.27% had failed.

5.1.4.1.5 Development of Human Resources in Professional Courses

a) Among 2869 human resources in professional courses, 2.30% passed in distinction, 67.90% in first division, 28.83% in second division, 0.98% were simple pass and 18.31% failed.

5.1.4.2: Development of Human Resources at Postgraduates Level:

a) During the study period (2006 to 2015) 3721 students had appeared postgraduate level examination of which 3393 (91.19%) successfully passed.

b) The highest number of human resources 1722 (50.75%) were produced in arts, followed by 1034 (30.47%) in science, 461

(13.59%) in professional courses and only 176 (5.19%) in commerce.

c) The pass percentage in science stream was 94.60%, in professional courses 90.03%, in arts stream 89.92% and in commerce stream 87.56%.

d) Of the total 3393 human resources at postgraduates level, 112(3.30%) passed in distinction, 1763 (51.96%) in first division, 1398 (41.20%) in second division, 120 (3.54%) were in simple pass and 328 (8.81%) failed.

e) Among 1722 human resources at postgraduates level in *Arts stream*, 16 (0.93%) passed in distinction, 528 (30.66%) in first division, 1068 (62.02%) in second division, 110 (6.39%) were simple pass and 193 (10.08%) failed.

f) Out of 1034 human resources at postgraduates level in *science*, 84 (8.12%) passed in distinction, 800 (77.37%) passed in first division, 145 (14.02%) passed in second division, only 5 (0.48%) were simple pass, and 59 (5.40%) failed.

g) Among 176 human resources at postgraduates level in *commerce stream*, 1(0.57%) passed in distinction, 118 (67.05%) in first division, 54 (30.68%) in second division, only 3 (1.70 %) were simple pass and 25 (12.44%) failed.

h) Out of 461 human resources at postgraduates level in *professional courses*, 11 (2.39%) passed in distinction, 317 (68.76%) in first division, 131 (28.42%) in second division, only 2 (0.43%) were simple pass and 51 (11.06%) failed.

5.1.5. Findings on Heads of Expenditure under Plan and Non-Plan Budget on Higher Education:

a) The expenditure is under non-plan and plan heads. During these period majority of the fund both in non-plan and plan had been used for salary of teachers and non teaching staff of the institutions. In non-plan budget the percentage of budget used for salary ranges from 82.65% to 94.11%. There was a slight difference in plan budget, as the percentage of budget used for salary ranges from 74.93% to 85.66%. This indicates that only 6% to 17% of the non-plan and 25% to 14% of the plan budget on higher education had been used for other heads.

b) In 2010-2011 out of the total budget 82.65% and 75.38 % in non plan and plan budget respectively had been used for salary alone. This shows that only 17.35% of non-plan and 24.62% of plan was distributed to the other heads. In 2010-11 least percentage of budget was used for salary when compared with other years of these study periods however, there was a highest percentage of expenditure in grant-in-aid salary (9.47%) in comparison with the other years of the period covered.

c) In 2011-12 out of the total budget of 94.11% in non-plan and 85.66% and 5.70% for grant-in-aid salary in plan was used for salary. Only 5.89% in non-plan and 8.64% of plan had been used for all other heads of expenditures.

d) In 2012-2013 majority of the budget was used for salary as 93.26% in non-plan and 76.58% and 8.10% for grant-in-aid salary in plan, only 6.74% in non-plan and 15.32% in plan was distributed for all other heads of expenditure.

e) In 2013-14 out of the total budget 92.75% of non-plan and 81.64% of plan-budget was used for salary. In non-plan, salary and medical treatment occupied 92.75% and 4.41% respectively, which means that the remaining which was only 2.84% was used for all other heads of expenses. In plan budget another 6.73% was used for grant-in-aid salary.

f) In 2014-2015 out of the total budget 87.48% and 74.93% in non-plan and plan budget respectively was used for salary. In plan fund 7.04% was again used for grant-in-aid salary, this portrays that only 12.52% in non-plan and 18.03% in plan was utilized for all other expenditures.

5.1.6 Findings on Quality of Higher Education Institutions in Mizoram in the Context of Assessment and Accreditation by NAAC.

5.1.6.1 Findings on Overall Grading of Colleges in Mizoram by NAAC:

Out of 28 colleges in Mizoram affiliated to Mizoram University, 21 (75%) colleges have been assessed and accredited by NAAC, Bangalore. out of the total colleges only 2 (9.52%) were accredited grade 'A' of which 1 is accredited 'A+'. Nearly half 10 (47.62%) of the accredited colleges are 'B' grade of which 6 colleges are accredited 'B' grade , 2 colleges are 'B+' and another 2 are 'B++'; the remaining 9 (42.86%) of colleges are accredited with 'C' grade of which 2 are 'C++'.

On the other hand out of the three universities in Mizoram, only one i.e. Mizoram University has been accredited with 'A-Grade' in the 1st cycle of its assessment with a CGPA of 3.12.

5.1.6.2 Findings on Criterion Wise Score of Higher Education by NAAC

a) The mean score of the 16 colleges on first criterion i.e., curricular aspects is 2.06 which is 51.5% of the total possible score of 4. Only 1 (6.25%) college has more than 3.00 (75%) score, **7** (43.75%) colleges scored between 2.00 to 2.99 (50% to 75%) and 50% of the colleges have scored below 2.00 (50%).

b) The mean score of the 16 colleges on second criterion is 2.29 which indicate 57.25% of the total possible score of 4. Out of the total only 2 (12.50%) colleges scored more than 3.00 (75%), 11(68.75%) have scored between 2.00 to 2.99 (50% to 75%) and Only 3 (18.75%) scored below 2.00 (50%).

c) The mean score of the 16 colleges on third criterion i.e., research consultancy and extension is 2.11 which is 52.75% of the total possible score of 4. Only 2 (12.50%) colleges scored more than 3.00 (75%), 6 (37.5%) colleges scored between 2.00 to 2.99 (50% to 75%) and 8 (50%) colleges scored below 2.00 (50%).

d) The mean score of the 16 colleges on fourth criterion i.e., infrastructure and learning resources is 2.11 which is 52.75% of the total possible score of 4. Out of the total only 3 (18.75%) colleges scored more than 3.00 (75%), Only 3 (18.75%) have their score between 2.00 to 2.99 (50% to 75%) and 10 (62.5%) colleges have scored below 2.00 (50%).

e) The mean score of the 16 colleges on fifth criterion i.e., student support and progression is 2.48 which are the highest among all criteria. In terms of percentages it is 62% of the maximum possible score of 4. Only 3 (18.75%) colleges scored more than 3.00 (75%), 11 (68.75%) colleges have scored between 2.00 to

2.99 (50% to 75%) and only 2 (12.50%) colleges scored below 2.00 (50%).

f) The mean score of the 16 colleges on sixth criterion i.e., governance and leadership is 2.13 which is 53.25% of the total possible score of 4. Out of the total only 1 (6.25%) college has more than 3.00 (75%) score, 9 (56.25%) colleges scored between 2.00 to 2.99 (50% to 75%) and 6 (37.5%) colleges scored below 2.00 (50%).

g) The mean score of the 16 colleges on seventh criterion i.e., innovative practices is 2.14 which is 53.5% of the total possible score of 4. Out of the total only 2 (12.50%) colleges has more than 3.00 (75%) score, 8 (50.0%) colleges scored between 2.00 to 2.99 (50% to 75%) and 6 (37.5%) colleges have scored below 2.00 (50%).

5.1.7: Findings on Perceptions of Colleges and Mizoram University Teachers on the Organisational Climate of their Institutions:

5.1.7.1 Significant Differences:

There were significant difference at 0.1 level between the perceptions of college and university teachers on seven out of eleven dimensions, namely, *Performance Standards*, *Conflict Resolution, Organizational Structure, Motivational Level, Support System, Warmth and Identity Problem* of organizational climate of their institutions.

On all these seven dimensions these significant differences were in favor of university teachers as their mean score on these dimensions was significantly higher than their counterpart from colleges.

In view of the above findings the null hypothesis of no significant differences between the perceptions of college and university teachers with

regard to the aforesaid seven dimensions, on which significant differences have been observed and has been rejected, and the opposite of this null hypothesis has been accepted.

5.1.7.2 Insignificant Differences

On the other hand, there were insignificant difference between the perceptions of college and university teachers on four out of eleven dimensions, namely, *Communication Flow, Reward System, Responsibility, and Decision Making Process* of organizational climate of their institutions.

In view of the above findings the null hypothesis of no significant differences between the perceptions of college and university teachers with regard to the aforesaid four dimensions, has been accepted.

5.2 DISCUSSIONS ON THE FINDINGS OF THE PRESENT STUDY

5.2.1 Discussions on Growth of Higher Education in Mizoram in Historical Perspectives, Enrolment of Students in Colleges & Mizoram University and Contributions of Higher Education in Mizoram in terms of Human Resource Development.

In today's global scenario, knowledge is the single most potent tool to ensure growth and advancement of any nation. Knowledge society today is needed, not only for advancement but also for survival itself. There was a time not many decades ago, when natural resources, financial resources and perseverance were the vital ingredients for success, financial or otherwise. However, in the present world, due to rapid growth and expansion in all areas of endeavour, especially science and technology, it is inconceivable to achieve any level of success without sound knowledge. If knowledge is the vital link in the chain of advancement, then any nation, in order to advance towards modernisation must equip itself with the best knowledge. This is exactly where higher education comes into play. Higher education is the utensil where this powerful instrument called knowledge society is to be cooked and generated.

The more sounds the base of knowledge society of a nation, the more advanced the nation. But how does one measure a concept as complex and all-encompassing as a 'knowledge society'. The answer is, we use criteria such as rate of quantitative growth, and human resource. The aspect of quantitative growth is taken as including the diversity of streams, courses or subjects offered by institutions as well as, number of institutions.

The growth of higher education, undergraduate level, in Mizoram, from one college purely in private enterprise in 1954, to 28 colleges, although meagre by many standards is moderately satisfactory for a financially handicapped state like ours. As regards the streams in higher education, initially there was a single stream, i.e. arts. Presently, there are five academic streams of higher education in Mizoram.

The arts stream has experienced the steadiest growth, as 22 out of 28 colleges are offering arts stream in place of the singular college at the time of inception. The science stream was started four decades back. Nonetheless, currently, there are still only six (6) colleges offering science stream in the state of Mizoram. Professional courses started with two of teacher Training Colleges which had started almost four decades back and somewhat experienced deliberate amount of growth, as they have sprung up to eight (8) new including the original ones. As far as the subject of commerce is concerned, though it is as old as the science stream, however, as of now there are only four (4) colleges in the state that offer commerce stream. Technical education got started during 1980's with one institution, as of now it has increased to four institutions offering technical education.

Initially only traditional limited arts subjects like English, Education, History etc, were offered at the undergraduate level, whereas, today there are as many as 35 subjects under five streams of education. Therefore, there is a vigorous growth of higher education, if looked at only from the numbers of subjects offered. However, if we look at the picture in other advanced and

knowledge based societies, it can be evidenced that these subjects are hardly the most opted subjects. Today in a globalized world, the advance state and countries have been privatizing higher education; in Mizoram, most of the colleges are in the hands of the state government. Angom (2004) reported that the increasing demand for higher education in the state encouraged the setting up of private colleges in different part of the state. It is also found that Mizoram do not have its own agriculture institutions where large majority of population have been depending on agriculture and also insufficient number of teacher training institutions in Mizoram.

The lopsided growth of undergraduate colleges may be due to the nature of courses at lower level of education. Financial constraints may also be another contributing factor, because opening science and other professional courses require laboratories and other facilities which are difficult for a financially challenged state like us.

Postgraduate education started with the establishment of Mizoram campus of North Eastern Hill University, Shillong in 1979 with just three (3) academic departments, namely, English, Education and Economics with a lethargic progress, as on the day of establishment of Mizoram University in 2001, there were only nine (9) post graduate departments of which seven (7) were functional. Fortunately, Mizoram University came into being as a central University, which is a milestone for the development of higher education in Mizoram. Owing to the inception of its own University, postgraduate's education has grown drastically. Relating to the growth of courses/subjects, with a mere seven departments at the beginning, dramatically rose up to 28 academic departments covering arts, science, commerce and professional courses. Humble base of post-graduate study only decades ago to two universities, although somewhat slow is moderately acceptable, i.e. if looked at from only the quantitative perspective.

The finding of the present study also reveals that during the study period there has been a substantive overall increase in enrolment of students in colleges as well as in the university. There is imbalance growth of enrolment both in colleges and university. There are plentiful enrolments in arts steam, whereas only a small number of students are enrolled in commerce, science and professional courses. Pimpalkhare (1976) and Ruby (1991) also supporting the present study, in Maharashtra and Meghalaya maximum enrolment was in arts faculty followed by science and commerce. Niazi & Mace (2007) found different situation in Pakistan, where students were mostly studying management sciences, computer science, telecommunication and software engineering.

Gender gap in enrolment of students is minimal both at college and university level indicating the developing nature of the state. This finding is in agreement with the findings of Mehr (1976), Joseph T.M (1987), Ruby D (1991), Aam & Blom (2009) and Padhi & Chandrakar (2012) who reported negligible gender gap in higher education in other states of India. However, Dutta (1988) found very poor female enrolment in Assam.

It is also found that both in colleges and University, majority of students are scheduled tribe. This is due to the fact that majority of the population in Mizoram belong to schedule tribe. This finding indicates that higher educational institutions in Mizoram have by and large failed in attracting students from other states of India. This shows that there is a serious need to think on the quality aspects of these institutions in order to compete in a globalized world. Among the schedule tribe students both in colleges and university, majority of them were enrolled in general education like arts, science and commerce. Only a handful of schedule tribe students were enrolled in professional courses. Whereas, the situation, in case of non- schedule tribe students, is quite different; as their enrolment in professional courses is much higher than those of schedule tribe students. This finding reveals that

scheduled tribe students are less aware of the importance of professional courses which can offer a better opportunity of employment. This situation may be because of the lack of eligible scheduled tribe students for such courses and lack of interests of scheduled tribe students in such courses. Beside, the attitude of the local society may be another reason of less enrolment of schedule tribe students in professional courses among.

Keeping in view the total population of the state, the colleges in Mizoram have been producing a reasonably good number of graduates every year. However, there is an imbalanced development of human resources as a huge majority of human resources have been produced in the field of arts while a minuscule amount of human resources in science, commerce and professional courses. This may be due to the fact that, the educational system and teaching learning process at the lower stage may encourage students to go for arts streams, there is a need for a comprehensive approach reflecting the interrelatedness of academic programs at lower stage and higher education institutions. It may also be due to the value system of the society. Economic condition may also be another reason of fewer students in science, professional and technical courses that require more financial assistance. The interest and study habits of the student may be another reason, because courses like commerce, science, technical and professional courses requires more efforts.

The general feeling of students in higher education is, instead of leaving non professional courses, to pursue the same as far as possible. It was still recently believed that students who pursued professional courses from arts streams were the ones who could not get seats in their desired colleges in non professional courses. It is also the case with students of science stream i.e. students who could not get through several exams for better and higher professional courses like doctor and engineer, try for the same by studying lower professional courses which are offered in colleges in Mizoram.

It is also a fact that, students who have desire to go for professional and technical courses are moving outside the state. This may prove that the quality of higher educational institutions offering such courses Mizoram are not yet ready to compete with the reputed institutions in other parts of India. From these findings it is strongly recommended that the authority must realize the importance of these subjects and take necessary steps to address the imbalance in production of human resources under different streams of education. The availability of qualified human resources in diverse fields certainly accelerates the pace of economic condition in the state leading to higher standards of the people. Today, comparative advantages among nations come less and less from abundant natural resources or cheap labour and increasingly from technical innovations and the competitive use of knowledge.

The quality of human resources in terms of pass percentage is lowest in arts streams as only a lesser amount of students who passed in distinction and first division. This may be due to the fact that, a large number of students are enrolling themselves in colleges for acquiring mere graduate degree without giving much effort. The qualities of human resources produced in professional courses are much better than human resources in other academic streams even though they are less in number. It is apparent that the more difficult the courses the greater efforts given.

Imbalance of human recourses has been improved at university level but human resources in arts alone are equal in number with human resources of all other academic streams. The quality of human resources is also much better than quality of human resources at colleges in the entire academic streams. More than half of the human resources in Mizoram University were first class, besides, number of students were also passed in distinction. Deka (1989) also reported that the results university show better quality than colleges in Kamrup District. This may be due to the fact that only the good ones are enrolled in university and students-teacher ratio is reduced.

The diversity in terms of courses offered is very discouraging. This is to say that since the streams that are most indicative of financial success i.e., Science, professional and commerce courses are discouragingly the areas with least amount of expansion and enrolment rates. Though the trend reveals a steady growth of enrolments in institutes of higher education, the growth has mostly been in the arts stream. Since the economic returns to an individual in specific and to society at large is comparatively less for arts graduates than it is for professional and technical graduates, the consumers of higher education for the state of Mizoram grave risks of financial dissatisfaction and unemployment as also found by Shastri (1977).

Today, the innovations in the field of science and technology and their diffusion in the system are the key factors for the development of a country. Therefore, there is a serious need to reform higher educational system to compete in a globalized world. It is indispensable to increase the size of higher education and its enrolment in various academic streams in order to meet the demands of the emerging knowledge society and to increase its competitiveness. This finding is also in agreement with Kamogawa (2003), who in his study on 'higher education reform: challenges towards knowledge society in Malaysia' revealed that 'Malaysian government knowing the growing importance of knowledge society; adopted different forms of educational policy. Efforts have been made to increase human resources in the field of science and technology which in turn helps in the development of a country.

National Knowledge Commission report to the nation 2006 rightly says that 'Development of human resources in science and technology is essential to ensure the economic and social advancement of a people and society. Leadership in science and technology is an indispensable facet of knowledge creation and application. Progress in science and technology can significantly open new avenues for industry and be an engine for providing crucial knowledge services in a developing country like India'. In order to be a leader

in the global competitiveness, it is imperative that the quantitative and qualitative aspects of human resources of our higher educational system meets the demands of the knowledge based society.

More importantly, the finding indicates that the government and students have failed to recognize the value of that areas such as professional education are best linked to the market, and that its support is better targeted at those streams for which a market may not exist, but which are needed nevertheless for a balanced society. The benefits of globalisation ensue to the countries with highly skilled human resources and it is a curse for the countries without such specialised human resources. As the process of globalization is becoming technology-driven, and knowledge-driven, the success of economic development critically depends upon the competence of human resources. Therefore, there is a serious need to fill the gap of asymmetrical growth in our higher education. Subjects/courses which will meet the demands of the society must be given importance. With this imbalance human resources of higher education, Mizoram may yet to meet the demands of knowledge base society, in which higher education institutions are expected to be more responsive to the needs of society and the world at large.

5.2.2 Discussion on Profile of Colleges and Mizoram University Teachers:

The findings of the present study on teachers profile reveal that gender gap is small at college level while in the Mizoram University female teachers constitute only 28 percent of the total teachers. The said gender gap among teachers in the university is certainly not because of the gender discrimination in appointments, but non-availability of qualified and eligible female candidates, as well as the performance in the interview during recruitment.

This gap may be the affect of gender hegemony that prevails in most social systems and the natural rule of a mother's responsibilities towards her children and family, and this no doubt affects women's potential to engage themselves in their professions and careers. Even in a matriarchal social set up

or the most liberal society, it is an undeniable fact that, women's responsibilities increases with age and maturity. There is no exception to this rule even in a society like the Mizo's, where the unwritten rule of responsibilities for male and female is moderately biased towards men in general. It seems that in the Mizo society, as the responsibilities of men decrease, the responsibilities of women however is proportionately rising. It is almost an unspoken rule that women are responsible for all household chores even if she earns the same amount or work equally as men. The responsibility of a working mother and dependent father's is beyond compare, as all the household chores are regarded as the responsibility of women even if she is the breadwinner. Inversely, women have lesser opportunity to promote themselves even if their potential is promising.

Looking at the age group of female teachers at university, it can be seen that they mostly are recruited while they are more independent. Males, even though they are also expected to look after their family, the belief rooted everyone's mind is that a 'earning man fulfils his responsibility', so let him hand over all other responsibilities upon the woman. This, then, gives them better opportunities and scope for promotion. So, it is clear that women have lesser opportunity to promote themselves even if they have a promising potential. As such there is no gender discrimination in Mizo society especially with regard to the education employment of females. Further, among female teachers who received M.Phil. degree are in abundant but teachers who completed Ph.D. degree was very less in number.

The findings relating to colleges and university teachers in terms of their age portray that there are only 0.5 percent of teachers below 30 years at college level. This shows that the state government has not been recruiting regular teachers for a long period. Apart from this more than thirty percent of the teachers are on the last stage of their profession and will retire soon. While in Mizoram University, younger teachers outnumbered older teachers.

Teachers play a major role in enhancing the academic standards of any university or college. In fact quality of the teachers is the most critical factor in imparting high quality education. The responsibility of teachers at higher education level is not only transmitting knowledge to the students, rather generate knowledge workers to the society. Therefore, today in a globalized world where competition has been expanding, higher education teachers need to enter in the field of research so as to produce the best quality students who will accelerate the process of emergence of knowledge society. However the findings of the present study with regard to the educational qualifications of college teachers reveals that majority of them have only master degree as the highest qualification, and only 24 percent of them have done research i.e., M.Phil.& Ph.D. The reasons behind the less number of teachers in colleges in Mizoram with research degrees may either be because of lack of interest in research on the part of teachers or non-linkage of promotion to higher rank/scale with research degree or non-availability of facilities for research. Hopefully, with establishment of Mizoram University in 2001, the opportunities for college teacher to pursue research has extensively increased and it is expected that in the near future more and of college teachers will take up their doctorate level research in their respective disciplines, Niazi & Mace (2007) also found a similar situation in Pakistan. While in Mizoram University, which like any other university strictly follow the UGC regulations/guidelines for appointment of teachers, majority of teachers have acquired M.Phil. or/and Ph.D. degree or have qualified UGC NET examination in their respective disciplines.

The findings of this study also reveal that a sizeable number of faculty positions in colleges are lying vacant for quite some time; this finding is in agreement with Joseph T.M (1987) and Sharma (2003). Due to the financial crunch in the state government, a large number of teachers have been hired on contractual and part time/guest basis that are paid consolidated honorarium without allowances and other benefits. The anxieties and tensions arising out of

uncertainty about their future are likely to affect their performance adversely. But on the other hand, in Mizoram University on the basis of their age and experience of teachers it is seen that recruitment of teachers has been recently been done. Mizoram University, being the central university have large number of regular teacher.

5.2.3 Discussion on the Heads of Expenditure under Plan and Non-Plan Budget on Higher Education:

Investment in higher education is an important pillar of development strategies that emphasize the construction of democratic, knowledge base economies and societies. But, the state government may not realize the value of higher education for development of a country. The findings of the present study prove that the budget allocation for higher and technical education both in plan and non-plan is too meagre and could not meet the requirement of the institutions. In all the study period covered, both in plan and non plan budget about 90 percent of the total budget is utilised for salaries. Only a minuscule amount has been used for other administrative cost; Goel (2001) also in agreement with these finding.

Mizoram urgently needs to focus on higher education. The country's comparative advantage in the service sector and in knowledge-based work depends on it. More importantly, the expenditure pattern indicates that the government has failed to recognize the value of higher education. Higher education is critically important for developing and sustaining a good quality school education. It is also a critical factor for economic growth and development and also for its sustenance. It is important to note that while literacy and elementary education are important and necessary for development, they are not adequate for economic development and producing knowledge workers. Therefore, in view of the importance of higher education the state government must take initiative to increase expenditure on higher education. Without realizing the importance of higher education for the

development, in the knowledge based economy of the 21st century our higher education system will not be able to create knowledge society.

Strong higher education systems have been created in some developed countries with liberal funding by the state and equally liberal funding by the society at large, specifically through donations and endowments from the corporate sector and individuals. It is necessary to develop a framework in Mizoram that promotes this missing source of funds – the non-state and non-student sector. Besides trying to link some of the provisions of the Corporate Social Responsibility Act specifically to the higher education sector, innovative measures to promote individual and corporate donations and endowments to higher education need to be found. A proper system of matching grants to higher education institutions needs to be put in place.

The problems of higher education such as the imbalance growth, enrolment, human resources and poor quality of the institutions are all the effect of financial crunch in higher education in Mizoram. Most of the colleges in Mizoram depend largely on public finances. The findings clearly reveal that the infrastructure development of colleges depends largely on financial resources from central government through UGC, RUSA etc.

5.2.4 Discussion on the Quality of Higher Education Institutions in the Context of Assessment and Accreditation by NAAC

a) Discussion on Overall Grade of Colleges Accredited and University by NAAC in Mizoram:

The present study reveals that out of the total colleges in Mizoram affiliated to Mizoram University, 75 percent of colleges have been assessed and accredited by NAAC, Bangalore so far. Out of accredited colleges only 9.52 percent are Grade 'A' and nearly half of the accredited colleges are 'B' grade, and another large amount of colleges are accredited with 'C' grade. On the other hand out of the three universities in Mizoram, only Mizoram University

has been accredited with 'A-Grade'. This finding is in agreement with Padhi and Chandrakar (2012) they found that out of the total higher education institutions in Chhattisgarh, only 8% were accredited by NAAC. It reveals that the higher education has miles to go in assuring the quality education. The similar situation also prevails in Madhya Pradesh as Shrivastave (2007) reported small number of colleges which have a rather good reputation, have already gone for this assessment, but this number is quite low as compared with other states. Research evident reveals that only 120 colleges are NAAC accredited in Madhya Pradesh. Existing grades of universities highlight the low status of higher education in the state. Some institution of higher education in Madhya Pradesh have failed to score 'A' grade because they fails to fulfil some criteria like research consultancy & extension, organization and management, healthy practices/innovative practices of NAAC accreditation and assessment.

b) Discussion on Criteria Wise Score of Colleges Accredited by NAAC in Mizoram:

i) Discussion on Criterion I: Curricular Aspects:

This criterion deals with the mission of the institution, its relevance and translation to the program offered and also seek information on the practices of the institution in initiating and redesigning courses that are relevant to the regional and national needs. The finding of the study revealed 50% of colleges have scored below 50%, therefore, it is to be noted that colleges in Mizoram needs to concentrate on this criteria which is one of the most important aspect for quality enhancement for higher education institutions and also for the development of a country at large. Finding shows that only some colleges are offering Job oriented courses and fail to cater local needs of the society. It also shows that not many colleges are conducting/organizing seminars, workshops in academic and socially relevant areas. Government or other stakeholders may introduce need based professional and technical courses to attract students and to fulfil the needs of the emerging knowledge society.

ii) Discussion on Criterion II: Teaching Learning and Evaluation:

This criterion deals with the efforts of the institution in providing appropriate teaching–learning experiences to learners. It also looks at the adequacy and competency of the faculty who handle the various program of the study as well as the efficiency of the evaluation methodology of the institutions. Finding of the study reveals that, in this criterion colleges have done better than in other criteria, but majority of the colleges' scores between 50% to 75% and only a small amount of colleges were on higher side. On the basis of these finding, some colleges' may have a good practice on tutorials and remedial coaching for educationally challenged students, classroom teaching is somehow supplemented by seminars, project works, modern audio-visual gadgets, etc. But, to be an excellence centre for building up students for emerging knowledge society; colleges still needs to improve in this criteria.

iii) Discussion on Criterion III*:* Research, Consultancy and Extension:

This criterion deals with seeking information on the activities of the institution with reference to research, consultancy and extension. It also deals with the facilitating aspects of the institution to promote the same and their outcome. Findings revealed that, 50% 0f colleges have scored below 50% and only 12.50% scored above 75%. From these figures it is explicit that most of the higher education institutions in Mizoram need to achieve substantial progress in this criteria and this picture also suggest that most of the faculty member need to undertake research and project work as research, technological development, consultancy and extension are inseparable components of higher education. Students are to be motivated to take up small project work, to conduct seminars and other assignments to create interest in research perspectives. Necessary steps are to be taken to infuse work culture and merit into the academic system of these institutions. Though some teachers are availing minor research projects, however, still a majority of teachers are hesitant or unaware about the various funding agencies to take up minor

research projects and to organize seminars, workshops and conference in their respective subject areas. As a result of NAAC's activities, many colleges started publishing research.

IV) Discussion on Criterion IV: Infrastructure and Learning Resources:

On this criterion, majority (62.5%) of colleges have scored below 50%, this prove that most of the colleges are lagging behind in infrastructure and learning recourses which is one of the most important indicator of quality higher education institution. From this finding it is seen that majority of colleges are lack of infrastructures like laboratories, library, internet facilities, auditorium, sports facilities, multi-gym and hostel facilities etc. This is a matter of concern that whether fund received by colleges from state as well as UGC is not sufficient for equipping infrastructure. This further confirms that the overall academic infrastructure of colleges need considerable improvement and adequate number of equipment is needed to carry out the practical, library facilities with internet facilities need significant improvement as per student's requirements. Internet may be provided in the library and be made accessible to all students; Computer centre may be strengthened with more system and latest version, College may design its own website. All these aspects need to be concerned for enhancing quality in higher education

V) Discussion on Criterion V: Student Support Services

From the findings relating to Criterion-V it is evident that a good portion, of the colleges in Mizoram has been given an effective and efficient effort for development of students. They seem to maintain effective and functional alumni, conduct peaceful student union election, systematic student's feedback, and also organised career and guidance counselling for students. It can be said that this is a good picture as students are the most important in educational settings.

VI) Discussion on Criterion VI: Governance, leadership and management:

From the findings on this criterion it is evident that majority of colleges have scored between 50% to 75% but only one college scored above 75%, which shows that colleges must look up in respect of financial management, transparency level, self appraisal of teacher and students feedback. In this matter the state government must fulfil its responsibility by creating new posts and also filling up vacant positions of teaching and non teaching staff in higher education institutions. This criterion have greatest impact on quantitative and qualitative development of higher education institutions, therefore the state government and the authority of all the institutions should take up their responsibility in order to create knowledge society.

VII) Discussion on Criterion-VII: Innovations and Best Practices:

This criterion focuses on innovative and unique practices of the institution that add to its academic ambience. From the findings on this criterion, wherein half of the colleges scored between 50% to 75% and only two colleges scored above 75%; it is evident that large majority of colleges are lacking in innovation which is very imperative in a globalized and competitive world. An effective Internal Quality Assurance Cell (IQAC) must be created for monitoring the quality of education. The IQAC may chalk out plan for quality initiatives and also monitor all the quality enhancement programmes conducted by the institution.

5.2.5 Discussion on Perceptions of Colleges and Mizoram University Teachers on the Organizational Climate of their Institutions:

The findings of the present study reveal that there is a significant difference between college and university in seven dimensions of organizational climate inventory. In all these criteria university climate tend to be better as their mean score is higher than those of colleges. On the basis of

this finding it can be said that university teachers have better opportunities for further development of skills, productivity, availability of facilities and opportunities for creative work, interest in finding new ideas, and have more professional jealousies. This may be due to the fact that University being a central university have better facilities and have more enthusiasm to make use of it for enriching their skills and knowledge.

The findings of the study also proved that the organizational climate in Mizoram University departments is better than colleges. This shows that there is a close relationship between teachers, they respect each other and openness prevails among all colleagues and they have team spirit. Their job satisfaction levels are also higher and realize the value of teaching. They have commitment in their work, and are happy with their workload though much more than college teachers. There is transparency in management within the departments, and have encouraging environment, they have confidence in their capability to give quality education to the students and they have the confidence in their own departments. All these quality is essential for effective teaching learning process. Organizational climate is essential for the effectiveness of organization/institutions. Colleges in Mizoram need to reform the organizational climate of their own institutions which is one of the indicators of the quality improvement in teaching and learning process.

CONCLUSION

Higher education in Mizoram has been experienced a number of developments in terms of number of institutions; increase enrolment corresponding to increase in human resources. And the quality of the institutions and human resources cannot be left aside unmentioned which is not up to the level of the said ‘world class education’. But the picture from the findings Mizoram have a long way to go for changing the present society into knowledge society and is yet ready to face the challenge of global competitiveness. The greatest hurdle face by higher education in Mizoram may

be due to the unpredictability of growth and lack of logical planning and lack of financial resources. Human resources produced in arts stream are well enough. But courses of greater significance are much ignored. To catch up the quality of global level human resources it need to pass several layers of transformation.

Courses in higher education should be broadened by way of introducing new subjects that is relevant to the society, in the existing streams or also by introducing new streams like Music, fine arts, architecture, performing arts etc. to the higher educational institutions.

Though there has been increase in enrolment, institutions, and human resources, the access in higher education in Mizoram is still low in comparison with the advance countries. Therefore, Mizoram needs to expand its higher education in a plan manner relating to the needs of the society. As UNESCO reported 'Nobody should be excluded from knowledge societies, where knowledge is a public good, available to each and every individual'.

A knowledge society needs people who can create as well as utilize knowledge to ensure not only sustainability, but also prosperity. A knowledge society should be able to integrate all its members and to promote new forms of solidarity involving both present and future generations.

5.2 IMPLICATIONS OF THE STUDY:

As society change/develops the type of human resources needed also change. In a knowledge society everything is based on knowledge especially scientific and technological knowledge. So for the development of our country it is important that growth in the field of general education alone is not sufficient, it is needed to increase human resources in the field of professional and technical education, based on the needs of the society.

Awareness must be given at the lower stage of education concerning the importance of professional and technical education and the curriculum must

need some modification at the lower stage of education so as to have better attitude towards such courses.

In the present day knowledge society where the world is highly competitive it is important that the products of our higher educational institutions must be able to compete with the rest of the world. For this reason, students must have the best possible knowledge. In such a situation teachers of higher education needs to improve themselves in every way possible and update as per the needs of the generation and needs to be awake especially in engaging themselves with research activities.

The institutions of higher education especially colleges also needs to maintain the best possible quality so as to produce quality human resources who will satisfy the needs of the society. Based on NAAC accreditation, the quality of most of the colleges in Mizoram are not satisfactory in order to become a centre of excellence.

5.4 RECOMMENDATIONS AND SUGGESTIONS:

1. The policy of appointment of guest/part time assistant professors in colleges and university need to be stopped and the posts lying vacant need to be filled by appointment of teachers on regular basis.
2. Expansion of higher education at collegiate and university level need to be carried out in a planned manner, keeping in view the requirement of human resources in the country in general and Mizoram state in particular.
3. Courses which is relevant to the society for economic development of the state like agriculture, horticulture etc., must be given more importance.
4. Keeping in view the less number of college teachers with M.Phil & Ph.D. degree(s), efforts need be made to motivate more teachers to enroll in the said research programs.

5. Most of the plan and non plan budget in affiliated colleges is consumed for the payment of salaries of teaching and non-teaching staff, and very little budget is left for the up-gradation of labs, libraries and ICT facilities etc. Thus, there is a need to allocate separate developmental funds/grants to colleges by the state government.
6. Quality of teaching, especially, in arts and commerce streams need to be improved; as the quality of human resources produced in these streams is not at all up to the mark.
7. The university must monitor and regulate its affiliated colleges in terms of the appointment of teachers, students' admission, strict adherence to the academic calendar and fulfillment of conditions for affiliation.
8. Keeping in view the less enrolment of students in science and commerce stream the state must take up certain initiatives to divert students to these streams from arts stream.
9. The state government must take initiative to open more professional and technical institutions especially at post graduates level so as to meet the demand of the emerging knowledge society.
10. Since the college teachers in relation to their counter parts from the university perceive their organizational climate to be lower on the 7 out of 11 dimensions of OCI, namely, *performance standards*, *conflict resolution, organizational structure, motivational level, support system*, *warmth, identity problems,* it is, therefore, suggested that college administration should look into the matter and address issues relating to these dimensions of the organizational climate of their institutions.
11. The Directorate of Higher and Technical Education, through its Quality Assurance Cell, should do an in-depth study of the performance of colleges on various criteria of assessment and accreditation of NAAC, and work its plan and strategies for the improvement of grading of its colleges.

5.5 SUGGESTIONS FOR FURTHER RESEARCH:

The scholar, in this study, has addressed certain research questions relating to higher education in the context of Mizoram. However, she after completing this study felt that further research on the following topics needs to be undertaken by future scholars at national/regional/state level so as to provide the feedback to our policy makers in decision making:

- Critical study may be carried out on higher education in relation to teaching learning processes in higher education institutions
- Critical and evaluative studies may be carried out on the patterns of utilization of developmental grants received from UGC
- Critical examination of the grant-in-aid policy of the state government may be carried out in relation to higher education.
- Critical examination of colleges/institutions against specifications of ordinances and regulations of Mizoram University relating to affiliation of colleges /institutions
- Critical and analytical studies may be carried out on higher and technical education in relation to access, equity and excellence
- Evaluative studies may be carried out on achievements, failures and strategies of higher educational institutions.
- An impact study could be conducted in relation to higher education reforms in India
- Further research may be conducted in relation to innovations in higher education in India/Mizoram and their impact on quality enhancement
- Similar studies could be conducted in relation to development of human resources in higher education: quantitative and qualitative analysis in other states of India
- Further research may be conducted in relation to regional imbalances in the development of higher and technical education in India

- An evaluative/critical study in relation to globalization & WTO and its impact on higher education
- Further research may be conducted on privatization of higher education in relation to attitudes of students
- Further research may be conducted on internationalization of higher education in Indian scenario
- Evaluative study may be conducted on General Agreement on Trade and Services (GATS) in relation to implication for social policy making for higher education

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Appendix 1.

Organizational Climate Inventory (OCI) Form-B Constructed by Chattopadhyay, S. and Aggarwal, K.G (1976)

Section A: Personal Information

Name of the Teacher : .....
Gender : .....
Date of Joining : .....
Name of the Institutions: .....
Subject Being Taught : .....
Community : .....
State to which you belong: .....
ST/SC/OBC/General
Designation : .....
Teaching Experience : .....
Contact No. : .....
Email : .....

Section B: Instructions for Respondents

Respected Sir/ Madam,

Iwould like to request you to kindly give me a little of your valuable time to think and to express yourself freely, regarding the following set of questions relating to the organisational climate of your Department / College/Institutions

I am sure that your inputs will be of immense help for this research work and for finding solutions to existing problems. These inputs will be strictly confidential and used only for research work. Therefore, kindly put down your genuine thoughts and views. Anticipating your kind co-operation

Prof. R.P.Vadhera C.Vanengmawii

Supervisor Scholar

Department of Education
Mizoram University

Section C: Organizational Climate Inventory

Please give "Y" for your given answer

1	**In some places people welcome differences in points of views, whereas, in other places it is considered bad manners to express differences of opinion. How do Principal/HOD in your department/ Institution react to differences in opinion?**	(a) They almost welcome them. [ ] (b) They usually welcome them. [ ] (c) They sometimes welcome them. [ ] (d) They rarely welcome them. [ ] (e) They never welcome them. [ ]
2	**How are the objectives set in your department/Institution**	(a) Orders are issued with no opportunity to raise questions or give comments. [ ] (b) Orders are issued and explained and then an opportunity is given to ask questions. [ ] (c) Orders are drawn up, but are discussed with subordinates and sometimes modified before being issued. [ ] (d) Specific alternative objectives are drawn up by supervisors, and subordinates are asked to discuss and choose the one they prefer [ ] (e) Problems are presented to those persons who are involved and objectives are then set-up by the subordinates and the supervisors jointly by group participation and discussions. [ ]
3	**If somebody says that the staff members in this department/ Institutionare so pre-occupied with their duties that they can hardly spare time to participate in staff**	(a) Strongly disagree [ ] (b) Disagree [ ] (c) Neither agree nor disagree [ ]

	meetings. How far would you agree with it?	(d) Agree [ ] (e) Strongly agree. [ ]
4	**Whenever an important decision has to be taken regarding any work, the tendency here is to pass the file to somebody else for making the decision. How often does it happen here?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
5	**To what extent do the superiors and the knowledgeable colleagues take pains to help an employee who wants to learn more about his job?**	(a) To a great extent [ ] (b) To a considerable extent [ ] (c) To some extent [ ] (d) To a little extent [ ] (e) Not at all. [ ]
6	**Disagreement among the staff about the best way to do things is encouraged in your department/Institution. How often does it happen here?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
7	**To what extent do people in your department /Institutionemphasize that work should be accomplished by individuals than as a team?**	(a) To a very great extent [ ] (b) To a considerable extent [ ] (c) To some extent [ ] (d) To a little extent [ ] (e) Not at all. [ ]
8	**"Working as a group is no problem here". How often do people feel here in your department/institution?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
9	**Do people here get an opportunity to develop their skills further to do their jobs?**	(a) Almost all the people [ ] (b) Most of the people [ ] (c) Some of the people [ ] (d) A few people [ ] (e) Almost none. [ ]
10	**How often does the staff here try to do things better than what they have done last time?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]

11	**do you agree with the statement that this department is better than other department/institution to work in ?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
12	**How often are your ideas for change given a good hearing?**	(a) Never [ ] (b) Sometimes [ ] (c) Often [ ] (d) Almost always [ ] (e) Always [ ]
13	**Is it true that remaining busy is not enough in this department/institution one has to show results?**	a) Yes, it true here to a very great extent [ ] (b) Yes, it is true here to a great extent [ ] (c) Well, it is true to a negligible extent [ ] (d) No, it is not quite true [ ] (e) No. it is not true at all. [ ]
14	**Do you agree that quite often a subordinate here has to attend to orders issued by more than one person at a time?**	(a) Strongly disagree [] (b) Disagree [ ] (c) Neither agree nor disagree [ ] (d) Agree [ ] (e) Strongly agree. [ ]
15	**When decisions are being made about certain work that you are to do, are you asked for your ideas?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
16	**If somebody says, "There is so much work to do here everyday that I have to do it somehow and I Don't have the time to think about how the quality of the work can be improved". How much would you agree with this statement?**	(a) Strongly disagree [] (b) Disagree [ ] (c) Neither agree nor disagree [ ] (d) Agree [ ] (e) Strongly agree. [ ]
17	**To what extent do you receive correct information about your work, duties etc.**	(a) Not at all [ ] (b) To a very little extent [ ] (c) To some extent [ ] (d) To a considerable extent [ ] (e) To a very great extent

18	**"There is a general feeling here that grievances of the employees are handled properly". To what extent do you agree with this statement?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
19	**Do you agree that almost everyone here knows who is working under whom in this department/institution?**	(a) Strongly disagree [ ] (b) Disagree [ ] (c) Neither agree nor disagree [ ] (d) Agree [ ] (e) Strongly agree. [ ]
20	**To what extent do people in your work group encourage each other in work?**	(a) Not at all [ ] (b) To a very little extent [ ] (c) To some extent [ ] (d) To a considerable extent [ ] (e) To a very great extent [ ]
21	**How frequently do you think it is true that in this department/institution it is easier to deal with those things that have precedence?**	(a) No, it is not true in any case [] (b) Yes, in some case [ ] (c) Yes, in many cases [ ] (d) Yes, in most of the case [ ] e) Yes, in almost all the case. [ ]
22	**Isthis department receptive to new ideas?**	(a) It is never receptive [] (b) It is sometimes receptive [ ] (c) it is often receptive [ ] (d) Almost always receptive [ ] (e) Always receptive. [ ]
23	**"The general feeling here is that people do not get fair hearing from those who are higher up". How much do you agree with it?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]

24	**How adequate is the amount of information you get about what is going on in other departments and units of this institution?**	(a) Very Inadequate [ ] (b) Inadequate [ ] (c) Neither inadequate nor adequate [ ] (d) Adequate [ ] (e) Very adequate [ ]
25	**How often do superiors ask subordinates for new ideas?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
26	**How often do you think that the members of staff here value friendship among their colleagues?**	(a) Almost never [] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
27	**To what extent do you feel that the employees here are allowed to make decisions to solve their problems without checking them with their superiors at each stage of the work?**	(a) To a very great extent [ ] (b) To a considerable extent [ ] (c) To some extent [ ] (d) To a little extent [ ] (e) Not at all. [ ]
28	**Is there a general feeling amongst the employees of your level that anybody can be removed from his job at any time?**	(a) Amongst all the people feel so [ ] (b) Exists among most of the employees [ ] (c) Among some of the employees [ ] (d) Among a few employees [ ] (e) Not exists at all [ ]
29	**How often are the rewards (such as raise in salary and promotions) given strictly on the basis of merit?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
30	**In order to stay here, one just can't perform work somehow; work has to be well done. To what extent do you agree with it?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]

31	**To what extent there are facilities and opportunities for individual creative work in this department/institution?**	(a) Not at all [ ] (b) To a little extent [ ] (c) To some extent [ ] (d) To a considerable extent [ ] (e) To a very great extent [ ]
32	**In your observation, how often does the staff in this department/institution seem bored with their work?**	(a) On all occasions [ ] (b) On most occasions [ ] (c) On some occasions [ ] (d) On a very few occasions [ ] (e) Not at all [ ]
33	**"When there is appreciation the staff here tends to share it as an achievement of the whole work group than that of an individual." How much do you agree with this statement?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
34	**How do you get most of your information about your work and your department/ institution?**	(a) Through Unions/Associations [ ] (b) Through colleagues/other persons/rumors [ ] (c) Through talks with superiors [ ] (d) Through meetings [ ] (e) Through notices on boards [ ]
35	**"The nature of things that an employees is supposed to do in this department/institution are so varied that it is logically difficult to put them together." How much do you agree with this statement?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
36	**To what extent are people in the higher levels aware of the problems at lower levels in this department/institution?**	(a) Not at all [ ] (b) To a very little extent [ ] (c) To some extent [ ] (d) To a considerable extent [ ] (e) To a very great extent [ ]

37	**How often do you have advance information of any changes which are planned?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
38	**To what extent is the information passed from one person to another in this department distorted or deliberately made inaccurate?**	(a) To a large extent [ ] (b) To a considerable extent [ ] (c) To some extent [ ] (d) To a little extent [ ] (e) Not at all. [ ]
39	**Are discussions at meetings in this department / institution very free and open?**	(a) Discussions are never free and open [ ] (b) In a few meetings [ ] (c) In some of the meetings [ ] (d) In most of the meetings [ ] (e) In all the meetings [ ]
40	**One cannot simply go ahead and do a thing here unless one has discussed it with his superiors before. How often does it happen here?**	(a) Yes, it is almost always the case here [ ] (b) Yes, it is usually the case here [ ] (c) Yes, it is sometimes the case here [ ] (d) No, it is rarely the case here [ ] (e) No. it is almost never the case here. [ ]
41	**If someone of your colleagues does his job in improved way than it is usually done, does he get proper recognition for it?**	(a) Almost never gets recognition [ ] (b) Rarely gets recognition [ ] (c) Sometimes gets recognition [ ] (d) Usually gets recognition [ ] (e) Almost always gets recognition. [ ]
42	**Which of the following best describes the manners in which problems between departments/institutionare generally resolved?**	(a) The problems are worked out at the level where they appeared through mutual effort and understanding [ ] (b) The problems are

		appealed to a higher authority and are usually resolved there. [ ] (c) The problems are appealed to a higher authority but often are still not resolved [ ] (d) Little is done about these problems; they work themselves out with time. [ ] (e) Little is done about these problems, they continue to exist. [ ]
43	**How often have your ideas for changing the way things are done here in this department/institution been welcomed?**	(a) Almost always [] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely[ ] (e) Almost never. [ ]
44	**"Grievances normally are not settled unless they are taken up by organized body of employees like employees' unions, associations etc." How often do you think it happens in this department/institution?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
45	**How often do you think the members of the senior staff patiently listen to complaints of the junior staff?**	(a) They almost always listen to [ ] (b) They usually listen to [ ] (c) They sometimes listen to [ ] (d) They rarely listen to [ ] (e) They almost never listen to. [ ]
46	**How often is it true that personal hostilities are usually resolved as quickly as possible?**	(a) Almost never [] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]

47	**In some places employees are required to adhere strictly to the rules, policies, procedures and practices whereas in some other places they can deviate from these. What is generally required from people of your level here?**	(a) Very strict adherence to rules, policies and procedures. [ ] (b) Strict adherence to rules, policies and procedures [ ] (c) Somewhat strict adherence to rules, policies and procedures [ ] (d) a little adherence to rules, policies and procedures [ ] (e) No adherence to rules, policies and procedures [ ]
48	**How often do you think staff members of different levels of hierarchy join together to work here as members of a team?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
49	**To what extent do people in this department /institutionspeak rather than write memo to teach other?**	(a) Almost always [] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
50	**"If they have the alternative choice the staff in this department/institution in general would feel happy to leave the department." To what extent do you think the statement is applicable to staff here?**	(a) None of them feel happy to leave this organization [ ] (b) Very few of them feel happy to leave this organization [ ] (c) Some of them feel happy to leave this organization [ ] (d) Most of them feel happy to leave this organization [ ] (e) All of them feel happy to leave this organization [ ]
51	**How much do you think the top management of this department is aware of working conditions of its staff?**	(a) Not at all aware [ ] (b) Very little aware [ ] (c) Somewhat aware [ ] (d) Much aware [ ] (e) Very much aware [ ]

52	**How often do you talk freely with your superiors?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
53	**How often are the members of the staff in this department/institution helpful to each other?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
54	**How much do you think your department/institutionhas interest in the welfare of the staff?**	(a) They are not at all really interested. [ ] (b) They are not very much interested [ ] (c) Only in certain ways they are interested. [ ] (d) They are somewhat interested. [ ] (e) They are very much interested. [ ]
55	**In some places, anybody can go to anybody else to discuss any problem he faces. In your opinion how often does it happen here?**	(a) Almost never [] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
56	**Do you agree that in this department/institution the capabilities of its staff members are fully utilized?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
57	**How often do you think the professional jealousies obstruct the performance of duties in this department/institution?**	(a) Almost always [] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
58	**Do the staff members here work with a team spirit?**	(a) Team spirit does not exist at all [ ] (b) A few members [ ] (c) Most of the members [ ] (d) Almost all the members [ ] (e) All the members [ ]

59	**Are there things around your working environment (people, policies, conditions) that discourage you from working hard?**	(a) Yes, practically everything around here discourages me from working hard. [ ] (b) Yes, a great many things around here discourage me from working hard; only a few do not discourage me [ ] (c) About as many things discourage me as encourage me [ ]. (d) No, most things around here encourage me to work hard. [ ] (e) No, practically everything around here encourages me to work hard. [ ]
60	**Considering the busy schedules and work load here the employees seldom find time to share their concerns with each other. How much do you agree with it?**	(a) Strongly agree [ ] (b) Agree [ ] (c) Neither agree nor disagree [ ] (d) Disagree [ ] (e) Strongly disagree [ ]
61	**How often do superiors ask subordinates for an informal discussion?**	(a) Almost never [] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
62	**How much influence do you think your colleagues have in deciding what should be done in this department?**	(a) Very much [ ] (b) Much [ ] (c) Some [ ] (d) Little [ ] (e) Not at all [ ]
63	**To what extent do you have confidence in the people you work with?**	(a) Not at all [ ] (b) To a very little extent [ ] (c) To some extent [ ] (d) To a considerable extent [ ] (e) To a very great extent [ ]

64	**How often do the members of the staff here trust one another?**	(a) Almost always [ ] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
65	**Are suggestions often solicited from employees here?**	(a) Yes, from senior officers only. [ ] (b) Yes, from some officers only. [ ] (c) Yes, from all the officers only [ ] (d) Yes, from all the employees except class IV employees. [ ] (e) Yes, from all the employees. [ ]
66	**How often does a person in this department/institution receive credit and appreciation if he finds out a different way of doing things which nobody has ever done before?**	(a) Almost always [] (b) Usually [ ] (c) Sometimes [ ] (d) Rarely [ ] (e) Almost never. [ ]
67	**How often are meetings held when needed?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]
68	**How much is your job important this department/institution?**	(a) Very much [ ] (b) Much [ ] (c) Some [ ] (d) Little [ ] (e) Not at all [ ]
69	**This department facilitates the self improvement of its staff members. Do you agree with this statement?**	(a) Strongly disagree [ ] (b) Disagree [ ] (c) Neither agree nor disagree [ ] (d) Agree [ ] (e) Strongly Agree [ ]
70	**How often is conscientious attempt made to consider every one's views before a decision is made?**	(a) Almost never [ ] (b) Rarely [ ] (c) Sometimes [ ] (d) Usually [ ] (e) Almost always. [ ]

Appendix 2

LIST OF COLLEGES AFFILIATED TO MIZORAM UNIVERSITY

Sl. No.	Name of Colleges	Year of Establishment
1	Pachhunga University College (Aizawl)	1958
2	Govt Lunglei College (Lunglei)	1964
3	Govt Champhai College (Champhai)	1971
4	Govt Serchhip College (Serchhip)	1973
5	Govt Aizawl College (Aizawl)	1975
6	Institutes of Advanced Study in Education,(CTE) (Aizawl)	1975
7	Govt Kolasib College (Kolasib)	1978
8	Govt Saiha college (Saiha)	1978
9	Govt Hnahthial College (Lunglei)	1979
10	Govt Hrangbana College (Aizawl)	1980
11	Govt Zirtiri Residential Science College (Aizawl)	1980
12	Govt Lawngtlai College (Lawngtlai)	1980
13	Govt Mamit College (Mamit)	1983
14	Govt J.buana College (Lunglei)	1983
15	Mizoram Law College (Aizawl)	1983
16	Govt Saitual College (Aizawl)	1984
17	Govt khawzawl College (Champhai)	1985
18	Govt Zawlmuan College (Mamit)	1986
19	Govt Aizawl North College (Aizawl)	1988
20	Govt Aizawl West College (Aizawl)	1990
21	Govt T.Romana College (Aizawl)	1992
22	Govt J.Thankima College (Aizawl)	1992
23	Govt Kamalanagar College (Lunglei)	1992
24	Govt Johnson College (Aizawl)	1993
25	RIPANS (Aizawl)	1995
26	NIELIT (Aizawl)	2001
27	MCON (Aizawl)	2005
28	HATIM (lunglei)	2008

BRIEF BIO DATA OF THE CANDIDATE

NAME OF THE CANDIDATE	:	C.VANENGMAWII
DEGREE	:	Ph.D.
DEPARTMENT	:	Education
TITTLE OF THESIS	:	Higher Education in Mizoram in the Context of Knowledge Society: A Critical Analysis
DATE OF PAYMENT OF ADMISSION	:	10th August, 2009
COMMENCEMENT OF THESIS	:	04.06.2010

(From conclusion of end semester exams)

APPROVAL OF RESEARCH PROPOSAL

1. BOS in Education	:	20.05.10
2. SCHOOL BOARD	:	04.06.10

REGISTRATION NO. & DATE	:	MZU/Ph.D./319 of 04.06.2010
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Head
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TEACHERS' PERCEPTIONS ON ORGANIZATIONAL CLIMATE IN MIZORAM UNIVERSITY AND ITS AFFILIATED COLLEGES: A COMPARATIVE STUDY

** PROF. R.P.VADHERA * MS. C.VANENGMAWI*

Abstract:

Organizational climate is a collective perception of the work environment by the individuals within a common system. It is the set of characteristics that describe an organization and that distinguishes one organization from other organizations; are relatively enduring over time and influence the behavior of the people in the organization. Organizational climate has a significant effect on job satisfaction and job performance. The present study is undertaken with a view, to compare the organizational climate in Mizoram University and its affiliated colleges in terms of teachers 'perceptions. To measure the organizational climate Organizational Climate Inventory (OCI Form B) constructed by Chattopadhyay,S, and Aggarwal,K.G, K.G (1976) having 70 items under 11 dimensions, namely, Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems has been used. The result of this study indicate that there are significant differences between the perceptions of university and college teachers on six dimensions namely, performance standards, Conflict resolution, Organizational structure, Support system, Warmth, Identity problems. On all these six dimensions university teachers perceived the organizational climate in the university significantly better than college teachers in their respective institutions.

Keywords: Organizational Climate; Higher Education; University; College; Teachers

Introduction:

The concept Organizational climate (OC) that appeared in late 1930s has a long history in industrial and organizational psychology and organizational behavior. Its roots lie in the work of Kurt Lewin,.According to Lewin, as cited in Litwin and Stringer (1968), the climate acts as an essential functional link between the person and the environment, and represents how the employees feel about the organizational. OC is ".....a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in the environment, and assumed to influence their motivation and behavior(Kopelman et al., 1990; Litwin and Stringer, 1968, p. 1)

Climate of an organisation is somewhat like the personality of a person that clearly distinguishes it from other organisations. In this context Campbell remarked that, "Organisational climate can be defined as a set of attributes specific to a particular

organisation that may be induced from the way that organisation deals with its members and its environment. For the individual members within the organisation, climate takes the form of a set of attitudes and experiences which describe the organisation in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome- outcome contingencies." Basically, the organisational climate reflects a person's perception of the organisation to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organisations which serves as a major force in influencing their behaviour. Thus, organisational climate in a broad sense can be understood as the social setting of the organisation. Organizational climate can be described as the perception of the individual about the work environment, relations between super ordinates & subordinates, and values of the organization such as how the employees communicate with each other, the friendliness &warmth of the environment, the perceived support & cohesiveness of the members, the organizational harmony & trust, and the structure of recognition and reward systems. (Manuela.N.M, Cecília. A, 2014). Thus, organisational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organisation. It may be possible to have as many climates as there are people in the organisation when considered collectively, the actions of the individuals become more meaningful for viewing the total impact upon the climate and determining the stability of the work environment. The climate should be viewed from a total system perspective. While there may be differences in climates within departments these will be integrated to a certain extent to denote overall organisational climate.

Need of the Study:

Organizational climate is essential for the effectiveness of an organization. It has a great impact on the performance of its employees and can affect the human behavior and attitudes. Positive human behavior is of immense importance for an organization to rise to the zenith. To have a positive human behavior an organization should tend to make optimal use of everyone's capabilities. An accurate assessment of the climate can identify the unnecessary obstacles to employees contributing their best. Thus, in order to create a good climate, it is of vital importance for everyone to measure organizational climate factors which affect members of the organization positively and negatively. The study on the concept of organizational climate makes it clear for us to understand the effect of organizations on individual and his personality and also makes it easy for us to generalize the multi-sided dimensions of the organization members' attitudes. The

understanding of organization climate also provides an understanding how the different management styles have a great effect on the members of organization, the work achieved by it and the health of it (Gül.H, 2008). Organizational climates in educational institutions are different from other areas of business and industry. Educational institutions are organizations set-up for achieving particular purposes. It is unique forms of organizations designed to achieve specific social, cultural and vocational goals. The educational administrators should understand the importance of an appropriate and harmonious climate in the educational organizations for achieving certain well- defined goals. Such type of organisation can develop only through the warmth relations between principal/heads of the institution and teachers and teachers among themselves. Higher educational institutions like university and colleges are different from one another with respect to their administration and organization, in view of these differences there may be different types of organizational climates. Hence, this has been found to be of great interest to describe how they differ from one another what type of climate prevails in university and colleges. Therefore there is a need to take up more research on organizational climate which have a great influence on personal performance and behavior of the employees in educational institutions in general and higher educational institutions in particular.

Objective of the Study:

To compare the organizational climate in Mizoram University and its Affiliated Colleges, on the eleven dimensions of Form-B of Organizational Climate Inventory (OCI-Form B)of Chattopadhyay,S. and Aggarwal,K.G. (1976). in terms of the perceptions of their teachers.

Hypothesis:

H0-1: It is hypothesized that there is no significant difference between the perceptions of Mizoram University teachers and college teachers with regard to their perceptions on the eleven dimensions of Form-B of Organizational Climate Inventory (OCI-Form B)of Chattopadhyay,S. and Aggarwal,K.G. (1976).

Method of Study:

i) Population and sample:

All the 198 teachers of Mizoram University constituted as one population, and likewise all 790 teachers of various colleges in Mizoram constituted another population of this study. The sample of present research consisted of 50 teachers from Mizoram University and 150 teachers from colleges in Mizoram.

Table-1

Size of Population and Sample of College and University Teachers

Uni. Teachers			College Teachers		
Population	Sample	Percentage	Population	Sample	Percentage
198	50	25%	790	150	19%

ii) Tool of data collection

Organizational Climate Inventory (OCI Form B) constructed by Chattopadhyay,S and Aggarwal,K.G(1976) was used to assess the organizational climate of the university and colleges through the perceptions of their teachers. The said OCI contains 70 items that have been divided into 11 dimensions, namely, Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems. Each item of this scale was rated on five point scale. The item validity that was computed by correlating each item with the total score was found to be significant for 68 out of 70items; and the reliability, which was worked out with split-half method, is 0.898.

iii) Statistical techniques used for data analysis:

For the data analysis, the responses to the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) version 17 for Windows. Further, analysis was conducted by using descriptive analysis to examine mean and standard deviation scores for perceived organizational climate. Other than that, t-test was used to compare the perceptions of university and college teachers in relation to the eleven dimensions of the aforesaid 'OCI-Form B'.

Findings of the Study:

Dimension-1: Performance standards

First dimension, namely,' *Performance Standards* 'of Organizational Climate Inventory (OCI-B)relates to issues such as *encouragement of disagreement, opportunities for further development of skills, further betterment of procedures, productivity, availability of facilities and opportunities for creative work, professional jealousies etc.* An examination of data on this dimension vide Item No.1 in Table-2shows that there is a significant difference between college and university teachers as the observed't-value of 3.49' is higher than the required 't-value' of 2.58 at .01 level with df=198. Comparison of the means of both groups of teachers reveals that this difference is in favour of university teachers as their mean score 22.07 is higher than the mean

score 20.64 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1) with regard to this dimension is rejected. On the basis of this finding it can be concluded that university teachers perceive the *'performance standards'* in university as significantly better than what college teachers think about such standards in their organizations.

Dimension-2: Communication flow

Perusal of data relating to this dimension, vide Item No. 2 in Table-2, reveals that the observed t-value=0.15 is insignificant, which indicates that there is no significant difference between the perceptions of college and university teachers on the aforesaid on the dimension of *'communication flow* 'in their respective organizations. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is not much variation in the perceptions of both groups of teachers on second dimension of OCI-B, namely 'communication flow' that deals with issues like *acceptance of new ideas, communication of information on work & duties, information about other departments, advance information on any change in the organization, distortion of information while communication, channel of communication (verbal/written), communication with seniors, informal discussion, soliciting suggestions from teachers, frequency of meetings etc.*in their respective organizations.

Table-2

Significance of Differences between the Organizational Climate of Mizoram University and Its Affiliated Colleges as Perceived by Their Teachers

Sl. No.	Dimension of Organizational Climate	Group of Teachers	Mean	SD	t-Value df=198	Decision
1	Performance Standards	Uni. Teachers	22.07	2.69	3.49**	H0-1 **Rejected**
		College Teachers	20.64	2.20		
2	Communication Flow	Uni. Teachers	38.17	4.85	0.15n.s.	H0-1 Accepted
		College Teachers	38.28	3.87		
3	Reward System	Uni. Teachers	14.06	2.38	1.74n.s.	H0-1 Accepted
		College Teachers	13.38	2.50		
4	Responsibility	Uni. Teachers	12.57	2.37	1.27n.s.	H0-1 Accepted
		College Teachers	12.10	2.03		
5	Conflict Resolution	Uni. Teachers	25.73	3.35	4.99**	H0-1 **Rejected**
		College Teachers	23.04	3.17		
6	Organizational Structure	Uni. Teachers	16.24	2.48	2.70**	H0-1 **Rejected**
		College Teachers	15.16	2.57		
7	Motivational Level	Uni. Teachers	26.63	3.48	2.35**	H0-1 **Rejected**
		College Teachers	25.34	2.89		
8	Decision Making Process	Uni. Teachers	23.27	3.25	0.18n.s.	H0-1 Accepted
		College Teachers	23.18	2.51		

9	Support System	Uni. Teachers	31.89	3.72	3.45**	H0-1 Rejected
		College Teachers	29.82	3.40		
10	Warmth	Uni. Teachers	19.61	2.88	3.04**	H0-1 Rejected
		College Teachers	18.20	2.49		
11	Identity Problems	Uni. Teachers	14.62	2.39	5.83**	H0-1 Rejected
		College Teachers	12.58	1.36		

n.s. = not significant, ** significant at .01 level

Dimension-3: Reward system

Third dimension, namely, '*Reward System*' of 'OCI-B' relates to issues such as *reward on the basis of merit, recognition by others for improvement in job, welfare of the staff, and utilization of capabilities.* A quick glance at data relating to this dimension, vide Item No.3 in Table-2, reveals that the observed t-value=1.74 is insignificant even at .05 level, which indicates that there is no significant difference between the perceptions of college and university teachers on this dimension of organizational climate. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is not much variation between the perceptions of both group of teachers on the aforesaid issues relating *'reward system'* in their respective organizations.

Dimension-4: Responsibility

Fourth dimension, namely, '*Responsibility*' of 'OCI-B' relates to issues such as decision making, improvement of work, problem solving authority, and free will. Perusal of data relating to this dimension, vide Item No. 4 in Table No.-2, reveals that the observed't-value'=1.27 is insignificant, which indicates that there is no significant difference between the perceptions of college and university teachers on the aforesaid dimension. In view of this statistical finding Null Hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that there is no significant variation between the perceptions of both group of teachers on this dimension of organizational climate in their respective institutions.

Dimension-5: Conflict resolution

An examination of data on this dimension, vide Item No.5 in Table No.-2,shows that there is a significant difference between college and university teachers as the observed 't-value' of 4.99' is much higher than the required 't-value' of 2.58 at .01 level with 'df' of 198. Comparison of the means of both groups of teachers reveals that this difference is in favor of university teachers as their mean score 25.73 is higher than the mean score of 23.04 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. On the basis of this finding it can be concluded that perceptions of university teachers; on fifth dimension of 'OCI-B', namely *'conflict resolution'* which relates to issues like

welcoming/unwelcoming of opinions, resolution of grievances, valuing of opinions by superior, problem resolution, needs of interference of unions, associations for resolving grievances, openness of superior to subordinates, and instant conflict resolution are much better than the such perceptions of college teachers about their respective organizations.

Dimension-6: Organizational structure

Sixth dimension, namely, *'Organizational Structure'* of 'OCI-B' relates to issues such as *attending of orders by subordinates by dual superior at a time, admiration of superior by subordinate, readiness to deal with things that has precedence, adherence of rules, policies, procedures etc.* An examination of data on Dimension -6 relating to *'Organizational Structure'*, vide Table- shows that there is a significant difference between the perceptions of university and college teachers as the calculated 't-value=2.70' is higher than the required 't-value' of 2.58 at .01 level with df198. Comparison of the means of both groups of teacher reveals that this difference is in favor of university teachers as their mean score 16.24 is higher than the mean score 15.16 of their counterparts from colleges. In view of this significant difference, the null hypothesis (Ho-1), with regard to this dimension, is rejected. On the basis of this *organizational structure* much better than what college teachers think about it in their respective colleges.

Dimension-7: Motivational level

Perusal of data on this dimension of organizational climate, vide Item No.7 in Table- 2shows that there is a significant difference between college and university teachers as the calculated't-value=2.35' is more than the required 't-value' of 1.98 at .05 level with 'df198'. Comparison of the means of both groups of teachers reveals that this difference is in favor of university teachers as their mean score is higher than their counterparts from colleges. In view of this significant difference, the null hypothesis (Ho-1), with regard to this dimension, is rejected at .05 level. On the basis of this finding it can be concluded that perceptions of university teachers; on seventh dimension, namely, *'Motivational Level'* of 'OCI-B' which covers issues such as *security of job, satisfaction of work, transparency of management within the organization, full development of capabilities of the staff, value of job, facilitating self-improvement of staff members, and encouraging environment*; are significantly better than their counterparts from colleges.

Dimension-8: Decision making process

Perusal of data relating to this dimension, vide Item No. 8 in Table-2, reveals that the observed t-value=1.74 is insignificant, which indicates that there is no

significant difference between the perceptions of college and university teachers on this dimension of organizational climate. In view of this statistical finding the null hypothesis (H0-1), with regard to this dimension, is accepted. From this finding it can be concluded that the perceptions of both group of teachers are almost similar on eighth dimension of 'OCI-B', namely, '*Decision Making Process*' which covers issues like *setting of institutional objectives, collecting ideas for making decision, awareness of problems within the institution, and welcoming of different ideas for change.*

Dimension-9: Support system

A quick glance at data on this dimension, vide Item No.9 in Table No.-2, shows that there is a significant difference between college and Mizoram university teachers, as the calculated 't-value of 4.99' is more than the required 't-value' of 2.58 at .01 level with 'df198'. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. A comparison of the means of both groups of teachers reveals that this difference is in favor of university teachers as their mean score 31.89 is higher than the mean score 29.82 of their counterparts from colleges. From this finding it can be concluded that perceptions of university teachers with regard to the ninth dimension namely, *'Support System* 'of OCI-B which relates to issues like *pre-occupation with duties, helpfulness of superior/experienced colleagues, joint effort or individualism, solidarity among hierarchy, openness among all colleague and team spirit*; are better than the perceptions of college teachers about their respective organizations.

Dimension-10: Warmth

An assessment of data on this dimension, vide Item No.10 in Table No.-2,depicts that there is a significant difference between college and university teachers as the observed 't-value' of 3.04' is higher than the required 't-value' of 2.58 with 'df198'. Comparison of the means of both groups of teachers reveals that this difference is in favor of university teachers as their mean score of 19.61is higher than the mean score of 18.20 of corresponding teachers from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. On the basis of this finding it can be concluded that perceptions of university teachers; on tenth dimension of OCI-B, namely, *'Warmth* 'that relates to issues like *value of friendship, free discussion in meeting, self-concern against work load, sense of confidence among colleague*; are better than the such perceptions of college teachers about their respective organizations.

Dimension-11: Identity problems

An examination of data on this dimension, vide Item No. 11 in Table No.-2, shows that there is a significant difference between college and university teachers as the calculated't-value=5.83' is higher than the required t-value of 2.58 with df=198. Comparison of the means of both groups of teachers reveals that the difference on this dimension is also in favor of university teachers, as their mean score 14.62 is higher than the mean score of 12.58 of their counterparts from colleges. In view of this significant difference, the null hypothesis (H0-1), with regard to this dimension, is rejected. Hence, it can be concluded that perceptions of university teachers; on eleventh dimension of OCI-B, namely, *'Identity Problems* 'that covers issues like *pride in one's own institution or department, receptiveness to new ideas, appreciation of institutional success, satisfaction or dissatisfaction of job* etc.; are better than the such perceptions of colleges teachers about their respective organizations.

Conclusion:

From the above findings it can be concluded that in six dimensions such as *performance standards, Conflict resolution, Organizational structure, motivational level, Support system, Warmth, Identity problems* there is a significant difference between university and college teachers. On all these six dimensions university teachers perceived the organizational climate in the university significantly better than college teachers in their respective institutions. This shows that university being the apex of the institutions in higher education, there are better facilities for teaching learning process and there are greater opportunities for full development of capabilities of the staff and the environment is more encouraging and there is transparency and team spirit in the management. It can also be said that the level of job satisfaction of university teachers is higher than college teachers. But it must not be forgotten that teachers of university is under one administration though different department while respondents of colleges are from different institutions that also of different location and society and community. It can also be seen from the finding that there is no significant difference between university and college teachers on four dimensions of the organizational climate inventory such as *communication flow, reward system, responsibility and decision making process.* This shows that though the university is better on some of the dimensions, there is a similarity in both the university and colleges. The colleges in which the organizational climate is poor should improve and try to develop the same. Likewise the university in which organizational climate is of better quality should try to scale it to the highest of excellence.

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