

# Higher Education in North East

NAAC

# Quality Assessment Analysis



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्**

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission



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**NAAC** for Quality and Excellence in Higher Education

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## PREFACE

Quality Higher Education has proved to be the major tool for socio-economic transformation. This is particularly true in case of developing nations. Quality higher education enables empowerment by overcoming the limitations of physical resources. In a country with enormous diversity, the North Eastern region comprising seven states viz. Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Tripura, is an important geographical entity. This region's development is impeded by certain inherent difficulties such as inadequate infrastructure, adverse climatic conditions and mountainous landscape. The region's peace and social life is often disturbed by border clashes and ethnic tensions. However, the region is endowed with rich biodiversity and natural resources. The literacy rate in many of these states is above the rest of the country. Skilled human resources to exploit the local resources, if developed, such as tea, timber, tourism, oil, coal and bio-resources, offer immense potential for the economic progress of the region. It is needless to mention that quality higher education is prerequisite for creation and development of skilled human resources. Quality higher education, thus especially in north eastern region will help to circumvent the natural resource constraints and creation of knowledge infrastructure towards self-empowerment of the people.

Since its inception NAAC has been striving hard to inculcate the culture for continuous quality enhancement through the process of Assessment & Accreditation. Quality and excellence in higher education are the major pursuits of NAAC. NAAC has accredited 113 Universities and 2201 colleges in the country as on 4th November 2004. As regards the rate of accreditation, the North East presents a satisfactory picture. So far 7 out of 10 universities and 149 out of 261 UGC recognized colleges (Under section 2(f)&12(B) of UGC Act) have been accredited. A good number of colleges are in the process of accreditation in the coming months. Despite some limitations, the colleges and Universities in North East have volunteered for accreditation by NAAC in a big way.

This year (2004) NAAC is celebrating decennial year of its operations. On this occasion it is bringing out several publications including state-wise analysis of accreditation reports. Accreditation analysis was carried out recently for the states of Tamil Nadu, Kerala, Karnataka, Haryana, West Bengal, Maharashtra and Punjab. Since significant number of Universities and colleges undergone the

process of performance evaluation that involves self analysis by the institution followed by peer review of NAAC, analysis of North Eastern region is one among these series of publications.

The objective of this analysis is to identify various strengths as well as weaknesses of higher education in North East and to suggest viable solutions. The facilitators of higher education can take advantage of it in order to bring out academic reconstruction of North East aimed at student centric higher education development. Considering that development of North East is a national priority NAAC activities aim at strengthening the quality of education. The accreditation analysis report it is hoped will also guide the post accreditation initiatives. It will also facilitate the apex agencies to frame the policies, to enhance and sustain the quality of the academic programmes offered. I am sure this report will serve as useful reference to the academicians, policy planners, parents, students and teachers. I am also certain that quality higher education will convert this region into vibrant economic and peaceful zone of the country. Let us create intellectual capital for realizing its true potential.

I take this opportunity to thank all the Universities and colleges of North East that underwent the process of assessment and accreditation, which formed the sample for this analysis. On behalf of NAAC and on my personal behalf, I compliment and congratulate the authors Dr. K. N. Madhusudanan Pillai, Academic Consultant, NAAC, Shri B. S. Madhukar, Dy. Adviser, NAAC and Dr. G. Srinivas, Dy. Secretary, UGC-NERO, Guwahati for bringing out this analysis.

My thanks are due to my colleagues at NAAC, Peer Team Chairpersons and members for their suggestion and inputs for the preparation of this report. I also thank Mr. Ganesh Hegde and his associates for co-ordinating the publication works. I acknowledge with appreciation the secretarial assistance rendered by Mrs. Indumathi and Shri R. S. Sridhar.

I wish that the authors may take this analysis further into a comprehensive research project to bring out the Higher Education Development Map of the North East.

**(Prof. V. S. Prasad)**  
Director, NAAC

# I. NORTH EASTERN REGION OF INDIA

## 1. INTRODUCTION

The northeastern region of the country comprises seven states — Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. The geographical area of this region is 2,55,095 sq. kms and its population is about four crores. More than 300 big and small rivers flow through the region, the most important ones being the Brahmaputra and the Barak. The seven states on the ‘North-East’ part of India, because of their geographical peculiarities are known as “seven hill sisters”. For administrative convenience and also due to socio-political reasons, the different states of India’s north eastern region beyond North Bengal are usually clubbed together. Notwithstanding the prevalence of a large degree of socio-cultural similarity among the people of these states, which are geographically grouped under the north eastern region, exhibit a lot of disparity in socio-economic and educational developments.

Assam, encompassing the Brahmaputra and Barak Valleys, has had strong historical and cultural links with the rest of the sub-continent. But many of the present day states of the north-eastern region came within the ambit of the Indian “mainstream” only after 1947. When the people of Assam, like people from other parts of the country participated in the freedom struggle against the British, it had no impact in most of the present day ‘Hill States’ like Nagaland and Mizoram. Moreover, Assam’s trade and cultural link was chiefly with neighboring Bengal. As far back as 1904, the Chittagong Port was linked by railway with Dibrugarh especially for the export of tea from Assam. States like Manipur, Tripura and the then Khasi and Jaintia Hills District were also been exposed to varying degrees of interaction with the Indian sub-continent. However, this was not the case with those areas which came under the jurisdiction of the Excluded Areas and Partially Excluded Areas Act during the British rule. The Nagas, Mizo and Arunachal Hills (erstwhile North Eastern Frontier Agency) formed the excluded area within the British India.

The British rule had evoked a sense of alienation among the indigenous tribal. Kuki-migration in Manipur and North Cachar hills and their subsequent settlement had been a part of colonial policy. Throughout the colonial regime Kukis had been

used by the British against the powerful Nagas and Lushais. However, the assimilation process could not gain much hold in the hill areas because of the British policy of isolation regarding to the hill tribes and their exposure to Christianity.

As a result of partition and annexation of Chittagong Hill Tracts to the newly formed East Pakistan, North Eastern Region became a land-locked region in the true sense of the term and was virtually cut off from the rest of the country except for a thin chicken-neck corridor. In fact the country's independence and the formation of Pakistan all of a sudden created a geographical isolation of the region from the rest of the country. It took a long period to bring all the areas of the region under the Indian politico-economic and administrative system.

The North Eastern Council (NEC) is the nodal agency for the economic and social development of the North Eastern Region which consists of the seven states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. The North Eastern Council was constituted in 1971 by an Act of Parliament. The constitution of the Council marked the beginning of a new chapter of concerted and planned endeavours for the rapid development of the region. Over the last thirty three years, NEC has been instrumental in setting in motion a new economic endeavour aimed at removing the basic handicaps that stood in the way of normal development of the region and has ushered in an era of new hope in this backward area full of great potentialities.

North Eastern Council started a Manpower Development Scheme in 1995. Under this scheme, students sponsored by the constituent states for undergraduate, postgraduate and Ph.D programmes in agriculture and allied subjects against the seats previously allotted by the ICAR, New Delhi through the NEC, were provided with stipends and book grants. The scheme was then extended to other professional courses in Engineering, Medicine, etc. In addition, in - service personnel of the constituent states deputed for attending various training programmes and specialized courses at different levels of education, are given financial assistance at NEC prescribed rates. This financial assistance to the in-service personnel is designed to serve as an incentive / inducement to help them overcome their inertia, to compensate for the consequent disruption in their family life and to equip them with the necessary skills and knowledge for implementation of various specialized programmes of the states. Presently, the coverage of the scheme is restricted only to in-service personnel of the seven North Eastern States. The scheme has so far benefited about 3000 students and 1500 in-service personnel of the states. This scheme is highly useful in serving the manpower needs of the states of this region. The Central Government in 2002 created a pool of non-lapsable funds from the

unspent balance of the budget allocation of various ministries for funding the development projects in NE region. This amount is estimated to be 10% of the total plan allocation of the ministry which is around Rs.1500 crores. The Non-lapsable Central Pool of Resources (NLCPR) has been under the ministry of Development of North Eastern Region (DoNER).

Like any other sector, the education field also witnessed perceptible change in North East India after Independence. There has been rapid increase in the number of higher education institutions in this region. Of course, from the statistical point of view, the progress is quite satisfactory but in the quality perspective the performance needs improvement.

## **2. AN OVERVIEW OF NORTH EASTERN STATES**

NAAC has evolved instruments for the process of assessment and accreditation of higher education institutions based on internationally acknowledged parameters taking into consideration the contextual realities. The quality of education depends on several intrinsic factors like curriculum, teaching learning, evaluation, infrastructure facilities, learning resources, managerial and organisational efficiencies and innovative approach to cope with the emerging challenges. Similarly the growth and development of higher education depends upon a number of extraneous factors. For example the geographical factors, climatic factors, ethnic factors, demographic problems, transport and communication, socio-cultural and economic factors have great influence in the development of higher education. An understanding of these parameters is essential for evaluating the present educational scenario particularly in the north eastern region. The data provided in Table 1 enumerate the demographic records, literacy rate, per capita income and geographical details of the states in the north east. A brief description of the cultural and political history of the state also gives background knowledge about the origin, evolution and expansion of modern education system in this region.

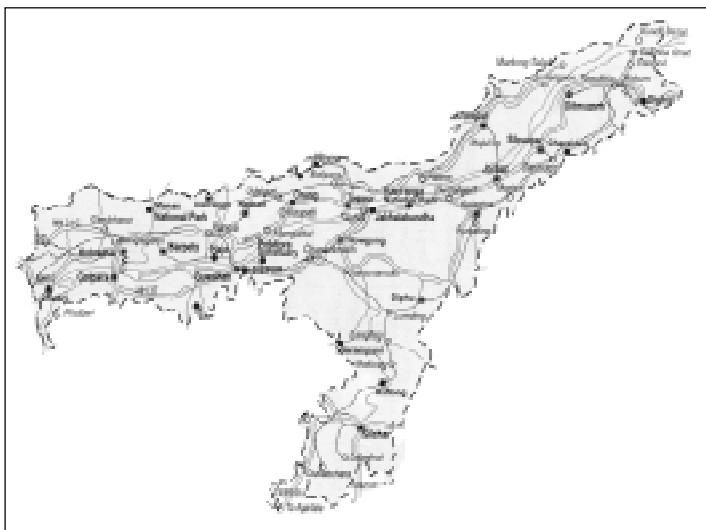
**Table 1 : An Overview of North Eastern States**

Name of the State	Arunachal	Assam	Manipur	Meghalaya	Mizoram	Nagaland	Tripura
Total Population	1,091,117	26,638,407	2,388,634	2,306,069	891,058	1,988,636	3,191,168
Male	573,951	13,787,799	1,207,338	1,167,840	459,783	1,041,686	1,636,138
Female	517,106	11,983,157	1,181,296	1,138,229	431,275	946,950	1,555,030
Sex Ratio F/M	901/1000	932/1000	978/1000	975/1000	938/1000	909/1000	950/1000
Literate Person	487,796	14,327,540	1,429,656	1,170,443	663,262	1,146,523	2,036,159
Literacy Ratio (1991)	41.49	52.89	59.89	49.10	82.27	61.65	60.44
Literacy Ratio (2001)	54.74	64.28	68.87	63.31	88.49	67.11	73.66
Geographical Area (Sq. Km)	83,743	78,438	22,327	22429	21,087	16,579	10,492
Population Density (per Sq. Km)	13	340	107	103	42	120	304
Percapita Income	Rs. 14,338/- (2000-2001)	Rs. 10,198/- (2000-2001)	Rs.11,370/- (1999-2000)	Rs. 14,726/- (2000-2001)	Rs. 12,535/- (1998-1999)	Rs. 13,052/- (1997-1998)	Rs. 10,931 (2000-2001)
Population Growth Rate 1991-2001	26.21	18.85	30.02	29.94	29.18	64.41	15.74
Total Districts	16	23	9	7	8	8	5

\* The data is based on 2001 census.

**Table 2 : States and Districts of North Eastern Region**

<b>Arunachal Pradesh Districts</b>	<b>Assam Districts</b>	<b>Manipur Districts</b>	<b>Meghalaya Districts</b>	<b>Mizoram Districts</b>	<b>Nagaland Districts</b>	<b>Tripura Districts</b>
Changnalng Dibang Valley East Kameng East Siang Lohit Lower Subansiri Papum Pare Tawang Tirap Upper Siang Upper Subansiri West Kameng West Siang Lower Dibang Valley Kurung Kumey Anjaw	Barpeta Bongaigaon Cachar Darrang Dhemaji Dhubri Dibrugarh Goalpara Golaghat Hailakandi Jorhat Kamrup Karbi Anglong Karimganj Kokrajhar Lakhimpur Marigaon Nagaon Nalbari North Cachar Hills Sibsagar Sonitpur Tinsukia	Bishnupur Chandel Churachandpur Imphal East Imphal West Senapati Tamenglong Thobul Ukhrul	East Garo Hills East Khasi Hills Jaintia Hills Ri Bhoi South Garo Hills West Garo Hills West Khasi Hills	Aizwal Champhai Kolasib Lawngtlai Lungeli Mamit Saiha Serchhip	Dimpur Kohima Mokukchung Mon Phek Tuensang Wokha Zunheboto	Dhalai North Tripura South Tripura West Tripura

**(i) ASSAM**

**Assam**, with a total area of 78438 sq. km., two major rivers with a number of perennial tributaries, 2.66 crore people and varieties of natural resources is a state of great potentialities yet to be judiciously and rationally exploited for its growth and development. Though in area Assam is only second to Arunachal Pradesh amongst the north eastern states, in

terms of population Assam is in the forefront with over 66 percent of the regional population. The state, which had once a promising economy, has today slid into poverty and backwardness. At the beginning of the post independence era, Assam was ranked among the prosperous states of the country. The per capita income in Assam in 1950-51 was 4% above the national average but as the time passed, it gradually came to the all India average level in 1954-55 and slipped down further in the following years. In 1996-97 it stood at Rs.1628, which was 41% below the all Indian average of Rs.2761. The growth rate of the Gross Domestic product (GDP) in Assam since 1987 has been declining. While the all India growth rate of GDP during the period 1987 to 1999 was around 6.5, in case of Assam it was 3.7 in the beginning and came down to 1.8 in 1998-99.

Today 45% of the rural population lives below the poverty line and growing unemployment has been a serious cause of concern. As per data in 1997 around 9.85 lakh educated persons were registered for jobs with the various employment exchanges. About 9.50% of these registered persons were graduates and 87.5% of them were matriculates and HSSLC holders.

While the population in the country during the three decades from 1961 to 1991 grew by 92.7%, it has grown by 107.4% in Assam during the same period. According to the census report of 2001, Assam has total population of 25,638,407. It constitutes 2.59 percent of total population in India and 68.24 percent of the entire North East. The literacy rate, according to the latest 2001 census report has been 64.28% against



the all India average of 60%. Population density in Assam is 340 persons per square kilometer and the per capita income is Rs.10198.

The vision document published by the Assam Government rightly identifies the strength and weakness of the people of the region.

Assam Vision 2025 states, “The most important factor for development is our attitude towards work. The despondency that we are backward and neglected, has become a cliché. This seems to have got so deeply ingrained in our collective conscience that we stopped all search for finding our own weaknesses. This fatalism must be shed lest we are overtaken by an impending tragedy”

It also identifies the potentialities as well as avenues to be explored for the economic development of the region. The subsistence of seventy percent of the population in this region depends on rural economy. Rural economy encompasses agriculture and allied sectors, small and medium industries, handloom and cottage industries and land reforms. It is obvious from the present trend that the flow of outside investment in these sectors will be marginal. Therefore, the Government proposes to adopt a direct intervention strategy to alleviate poverty and minimize unemployment. A major component of this intervention includes strategic development of ‘human resource.’ The available education infrastructure together with the existing literacy level will be further augmented for a break through. Running parallel to this will be increased investment in social sectors like health, nutrition, and welfare activities including upliftment of the economically backward communities. The strategic planning for the economic development envisaged in the vision document include:

- Special emphasis on promoting the IT industry through private sector.
- Develop food processing based on banana, pineapple and spices.
- Promote industry based on the product of Gas Cracker Project.
- Develop tourism in a sustained way without any adverse impact on the natural and cultural heritage of the state.
- Organize small scale industries in rural areas.
- Initiate steps for developing of trans – border trade with neighboring countries of East and South East Asia.

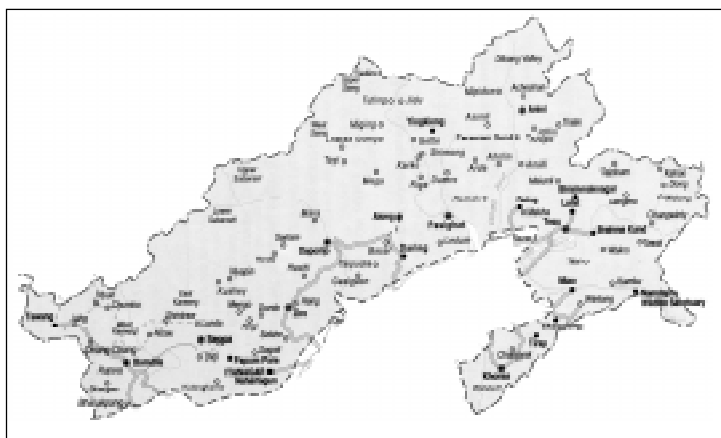
- Facilities for training of young girls and boys for working as tourist guides and other tourism related courses shall be developed in the private and government institutions.

Assam, combined with the whole of North East, has enormous potential to become a tourist paradise. The state has not been able to tap even a fraction of this potential to its advantage. Moreover, this smokeless industry can provide large number of direct and indirect employment even in the remotest part of the state. Co-operation among the north eastern states in developing a suitable tourist package involving cultural and natural heritage sports in all the states should be sought. Efforts should be made to attract tourists for the entire North East. A combined effort of all the states should be initiated to offer variety to the visiting tourists.

Assam was the centre stage of all education activities of north eastern region during pre independent period. Cotton College is the first college and Gauhati University is the first University not only of Assam but in the entire North East India. After independence there is a mushroom growth in the number of colleges in Assam. At present Assam has 3 traditional Universities, 2 central Universities, IIT, NIT, Professional Colleges in addition to 367 colleges affiliated to various Universities.

There is a general feeling that inspite of the phenomenal growth in the field of higher education, the standard of higher education has been declining. It is imperative to impart quality education through these institutions to generate empowered manpower necessary for socio-cultural and economic development of a nation. Recently Assam has been displaying increased sense of quality consciousness, especially in higher education field. It is evident by the number of institutions volunteered for assessment and accreditation by NAAC by submitting a Self-Study Report. More than hundred and fifty colleges have already been accredited by NAAC and another fifty institutions are on pipeline.

## (ii) ARUNACHAL PRADESH



Situated on the Eastern Himalayan ranges, Arunachal Pradesh got its name from the sanskrit word 'Arunachal' meaning 'Land of the Rising Sun' and is one of the most picturesque tourist destinations of India. Arunachal Pradesh, situated on the extreme north east of India, is 83,743 sq.km in area and has

a long international border with Bhutan to the west (160kms), China to the north and north east (1080 km) and Burma to the east (440 km). Eighty two percent of the total area is under forest cover. For many decades, Arunachal Pradesh remained inaccessible and hidden, remote and unknown to other parts of the country.

There are 110 tribes and sub tribes, speaking some fifty to sixty different dialects. Arunachal is acknowledged to be one of the most splendid and multilingual area of the world. The only tribes who have their own scripts are Monpas and Khamtis who use their script for limited purpose, major one being religious purpose. Majority of the people belong to twenty major tribes.

The inhabitations of the people are scattered over 12 towns and 3649 villages in Arunachal Pradesh. About 75% of these villages have the population varying from 10 to 200 people. These small sized villages situated in isolated rugged terrain in the midst of the forest were little known to outer world till recently. Since 1941 through Government of India's notification, this part of our country was brought under Assam Administration. The tribal area of present Arunachal Pradesh was named North East Frontier Agency in 1951. It acquired an independent political status in 1972 when it was upgraded as Union Territory. Arunachal Pradesh attained its statehood on 20<sup>th</sup> February 1987. It is the biggest state in the north-eastern region and for administrative convenience the state is divided into sixteen districts.

The total population of the state according to the latest census (2001) is 1091,117. The state has the lowest density, 13 persons per sq.km., compared to other north eastern states. The female population is the lowest in Arunachal Pradesh. The sex ratio of the state, 901 females to 1000 males is also lower than the national average of 933.

The history of education in Arunachal Pradesh reveals that in the north-west portion of the Kameng District the mythological education used to be imparted through Buddhist Monastery. Otherwise formal education was introduced by the Adis. The 'Adis' are believed to be the original inhabitants of the mountainous regions. Under the British regime practically no effort was made to introduce any formal system of education in the erstwhile North East Frontier Tract currently known as Arunachal Pradesh. The first venture school was opened by the local people at Pasighat in 1918 and the second one was started by Adis on Dibang Valley at Damukk in 1922. The medium of teaching in both these school was Assamese. The educational development in this region before independence was negligible. There were only two primary schools in Arunachal Pradesh (then NEFA) in 1947. Till 1971, education in this region was conducted through Assamese medium.

The literacy rate of the state has shown a considerable decadal increase of 54.74% from 41.5% in 1991. However, the literacy in Arunachal Pradesh is very low compared to other states of the north-eastern region. There are 137 pre primary schools, 1280 primary schools, 329 middle schools, 103 secondary schools, 68 higher secondary schools, 10 colleges and one University in the state. Though, only one each in number, the professional institutions in the state are Engineering Institute, Polytechnic, Forester Training school, Farmer's Training Centre and Horticulture and Forest College. In addition to these there are also three Industrial Training Institutes in the state.

The premier institution of higher learning in Arunachal Pradesh was established in the month of July 1964, on the bank of river Sioneg. The college is named after Pt. Jawaharlal Nehru. It was upgraded to a P.G. College in 1981. One more college was established in 1979 at Itanagar. Arunachal University came into being on 1<sup>st</sup> April 1985. North Eastern Regional Institute of Science and Technology was set up by the Government of India through NEC at Itanagar in Arunachal Pradesh.

### (iii) MANIPUR



**Manipur** literally meaning “land of gems” nestle deep within a lush green corner of north-east India. It covers a total geographical area of 22,327 sq.km. The state has a vast stretch of forest land covering 17,418 sq.km, which forms 78 percent of the total geographical area. Manipur has a topography surrounded by blue hills with an oval shaped valley at the centre, rich in art and tradition and surcharged with nature’s pristine glory. Manipur lies on a melting pot of culture. It is the birth place of Polo. This is the place where Rajashree Bhagyachandra created the famous Ras Lila, the classical dance of Manipur. Her folk

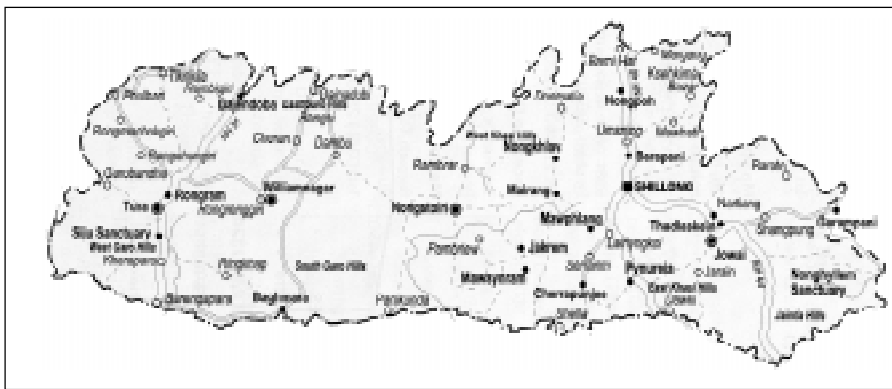
dances reveal the mythological concept of creation of Manipur.

Manipur inhabited by people belonging to the ethnic groups such as Meitei, Naga, Meitei Pangal and other colourful communities, which have lived together in complete harmony for centuries. Meitei language is the lingua – franca of the state. Having a varied and proud history from the earliest times, Manipur came under the British rule as a princely state after the defeat in the Anglo-Manipuri war of 1891. After India became independent in 1947, the princely state of Manipur was merged in the Indian Union on October 15, 1949 and became a full-fledged state of India on 21<sup>st</sup> January, 1972 with a Legislative Assembly of 60 seats of which 20 are reserved for Scheduled Tribe and one reserved for Scheduled Caste. The state is represented in the Lok Sabha by two members and by one member in the Rajya Sabha.

Manipur has a population of 23,88,634 as per the provisional results of the census of India 2001 with a density of 107 persons per sq. km. The population of the state has grown by 30.02 percentage over the period of 1991 – 2001. The female population per 1000 was recorded as 978, which improved from 958 of the previous census. The literacy of the state rose to 68.87 in 2001 compared to 59.89 percent in 1991.

The per capita income of the state is Rs.11,370/- (according to 1999 – 2000 data) as against the Indian average of Rs. 16047/-. The English education came to Manipur very late in 1885 with the establishment of the first English School in Imphal. The establishment of an intermediate college at Imphal in 1940 was the commencement of higher education system. Today the total number of colleges in Manipur is 71, out of which 23 are urban, 30 rural and 18 are hill colleges.

#### (iv) MEGHALAYA



Tucked away in the hills of eastern sub-Himalayas is Meghalaya, one of the most beautiful states in the country. Its sky seldom

remains free of clouds, hence the name Meghalaya “the abode of clouds”. Nature has blessed her with abundant rainfall, sun-shine, virgin forests, high plateaus, tumbling waterfalls, crystal clear rivers, meandering streamlets and above all with sturdy and hospitable people. Geographically Meghalaya is a massive plateau of steep hills and deep ravines.

Meghalaya emerged as an autonomous state on 2<sup>nd</sup> April 1970 and became a full-fledged state on 21<sup>st</sup> January 1972. It has seven districts; West Khasi Hills, Ri Bhoi, East Khasi Hills, Jaintia Hills, East Garo Hills, West Garo Hills and South Garo Hills.

The state of Meghalaya spreads over a geographical area of 22,429 sq. kms. It extends for about 300 kilometers in length and about 100 kilometers in breadth. It is bounded on the north by Goalpara, Kamrup and Nowgong districts, on the east by Karbi Anglong and North Cachar Hills districts, all of Assam, and on the south and west by Bangladesh.

Shillong, the capital of Meghalaya is located at an altitude of 1496 meters above sea level. Shillong, which was made Assam’s capital in 1874, remained so till the

formation of Meghalaya in January 1972. Shillong is the first choice educational centre of the people of north eastern region even today

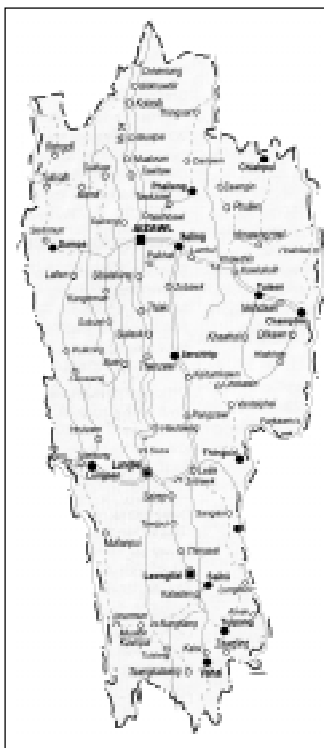
Meghalaya is the homeland of the three major tribes: Khasis, the Jaintias and the Garos. The Garos inhabit western Meghalaya, the Khasis central Meghalaya, and the Jaintias eastern Meghalaya. Meghalaya can be classified as a tribal state. Khasi and Garos are matrilineal tribes. Under matriliney the right of inheritance of property goes down to posterity of daughters, and not to sons. Nearly 65 per cent of these tribes have embraced Christianity as their religion.

The total population of Meghalaya as at 0:00 hours of 1st March 2001 stood at 2,306,069 as per the provisional results of the census of India 2001. It has a density of 103 persons per kilometer. As against decadal growth rate of 21.34% at the national level, the population of the state grew by 29.94% over the period 1991-2001. The per capita income of the state has been calculated at Rs.14,726 for the year 2000 – 2001. The sex ratio of Meghalaya 975 females to 1000 males is significantly higher than the national average of 933. Total literacy of the state rose to 63.31% in 2001 from 49.10% in 1991.

At the time when Meghalaya attained statehood there were 14 colleges and one polytechnic in the state. The fourteen colleges include, St. Edmund's College, St. Antony's College, Lady Keane's College and St. Mary's College, which were established before India became independent. At present, there are 53 affiliated colleges including NERIST, which is located in Itanagar, Arunachal Pradesh. Legal education at undergraduate level is offered to the students through three law colleges in Meghalaya. Teacher Training Institute in Meghalaya include eight Basic Training centres for Elementary Teacher Training, two Upper Primary Teacher Training Institutions; three Secondary Teacher Training Institutions and four District Institute of Education and Training for Primary School Teachers. In addition to several colleges for general education Meghalaya has one polytechnic (Polytechnic colleges, Shillong), an engineering college (Shillong Engineering and Management College) and one Medical Institute (North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences (NEIGRIHMS, Shillong). The total enrolment of students for higher education in Meghalaya during the year 2001 – 2002 is 18753 out of which 50.49 percent are females.



## (v) MIZORAM



**Mizoram** is a mountainous region; the hill ranges running towards the north and south directions to rise in the east of the territory and tapering both to the north and south. Sandwiched between Myanmar in the east and south and Bangladesh in the west, Mizoram occupies an area of strategic importance in the north eastern corner of India. It has a common boundary of 630 miles with Burma and Bangladesh.

Mizoram meaning the land of Mizos, covers approximately 21,087 sq.km of land with a population of 8,91,058 according to the latest census of 2001. There are 459783 males and the number of females is 431275 according to provisional figures of 2001 census. The density of population is 42 persons per kilometer. The population registered a growth rate of 29.18% during the ten years from 1991 to 2001 and the literacy percentage has risen to 88.49 in 2001 from a mere 0.93% in 1901. The per capita income of the state stands at Rs.12,535 (1998 –

1999).

The land is very rich in forest resources. Its forest area being 7,127.22 sq. kms accounts for about 34 percent of the total area. Nevertheless, many of the forests have been destroyed by large-scale jhuming, a type of shift cultivation, practised by the Mizos over the years, without any attention to plantation. Jhuming is found to be detrimental to the existence of good forest and is also less productive vis-à-vis economic growth. The population of wild life has reduced remarkably due to the devastation of forests and indiscriminate killing of wild animals. However, in recent years, due to the efforts of the Government of Mizoram, the hills are slowly regaining their natural beauty with new plantation of pine, fir, eucalyptus, sal and teak.

The search for more productive land forced Mizos to shift from one place to another. Before the British occupation, the Mizos had a nomadic way of living in which people migrated from one place to another without any difficulties. In a patrilineal society like that of Mizos, the marriage was solemnized as a bond of family. The Mizos believed in the existence of several gods and making animal sacrifices for their appeasement. They also had faith in the existence of one supreme god from whom all things originated.



In 1895, Mizoram, formerly known as 'Lushai Hills' became a part of British India. There was no formal system of education among Mizos before the advent of British. Under the British rule, the development of education got the initial push. The Christian missionaries formulated Roman Script for Lushia hills language and started the first primary school for the natives on 2nd April 1894. But, efforts remained largely confined to primary education. Education at middle and higher levels had to wait till much later. There were only three middle schools in Mizoram between 1908 and 1943. With government's initiative in Lushai, the first high school was opened on 23rd February 1944 at Aizawl with 56 students heralding progress in education effort.

When India became independent in 1947, Mizoram became one of the districts of north eastern states of Assam. It was first administered by a Political Officer with his head quarters at Aizawl. In 1952, it was elevated to the status of an autonomous district, and in 1954, by legislation, it was renamed as Mizo District. The North-Eastern Reorganization Act of 1971 granted it the status of a union territory under its present name Mizoram. Mizoram was made a union territory of India on 21st Jan 1972 with a popular government. Mizoram is divided into eight revenue districts for administrative convenience. Mizoram was given the status of a state on February 20, 1987.

With the opening of the motorable road between Aizawl and Silchar, a small number of well to do Mizos could afford to get education outside the state. The first college in Mizoram was opened in Aizawl on 15th August 1958 as a purely private enterprise. The second college in Mizoram and the first in south Mizo district was established at Lunglei in 1964. At present there are twenty-nine colleges in the state, out of which majority are in Aizawl district. The teaching of science stream in the colleges of Mizoram started only in 1973 - 74 sessions at Pachhunge University College. One and the only women college, Zirtiri women college of Aizawl, was established in 1980. The student teacher ratio in most of the colleges is below 1:20 except in those that are run either during morning hours or in the evening. Many colleges in Mizoram are yet to develop adequate infrastructure facilities.

It is ironical that in Mizoram, the second highest literate state in the country has no professional colleges such as Medical college, Engineering college, Veterinary and Agricultural colleges. In this age of science and technology there is very strong need for improving the science education in Mizoram so that the state does not lag behind in its march towards progress.

**(vi) NAGALAND**

The state of Nagaland was formally inaugurated on December 1<sup>st</sup>, 1963, as the 16<sup>th</sup> state of the Indian Union. It is bounded by Assam in the west, Myanmar (Burma) on the east, Arunachal Pradesh and part of Assam on the north and Manipur in the south. The state consists of seven administrative districts, inhabited by 16 major tribes along with other sub-tribes. Each of the 16 odd tribes and sub-tribes that dwell in this exotic hill state can easily be distinguished by the colourful and intricately designed costumes, jewellery and beads that they adorn. Nagas, by nature, are lovers of fun and frolic and

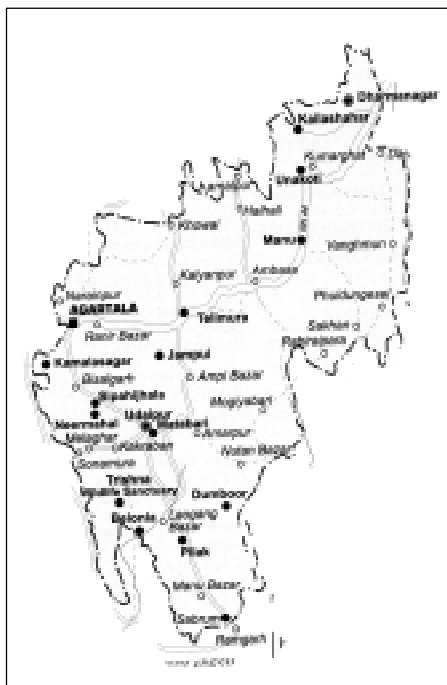
here life is a long festival. Nagaland is sometimes referred to as the Switzerland of the east; picturesque landscapes, the vibrantly colourful sunrise and sunset, lush and verdant flora provides an exquisitely heavenly experience to any visitor to this place.

The state of Nagaland is spread over a geographical area of 16,527 sq.km. More than 358138 hectares of the total land area of the state is under forest. The total population according to the latest 2001 census is 19,88,636 out of which 1,041,686 are males and 946,950 are females. The density of the population is 120 persons per sq.km. The literacy rate of 67.11% in 2001 census indicates a decennial increase of 5.46% from 1991. The per capita income of the state is Rs.13,052 for the year 1997 – 1998.

The first degree college in Nagaland was started in 1959 at Mokokchung and the first science college was established in 1961 at Kohima. At present there are 327 high schools and 42 colleges in Nagaland. All higher education institutions in Nagaland offer both general and honors degree courses except a few temporary affiliated colleges which offer only pass courses in arts. The professional college includes law colleges and B. Ed colleges. The Government of India established a Central University-Nagaland University in 1994 at Kohima. It has two satellite campuses at Lumami and Medziphema. Today there is no village in Nagaland, which doesn't have at least a primary school. The National Policy on Education (NPE, 1986) reaffirms the 10+2+3 structure delinking +2 from the colleges and

most of the Indian states have adopted this pattern. Nagaland is one of those states, which are yet to adopt it. In Nagaland +2 and +3 stages are combined and colleges are imparting both pre university and degree courses.

## (vii) TRIPURA



**Tripura** is located in the extreme southwest corner of the North East. Like many other states of north eastern region, Tripura is geographically isolated and is bounded in the north, west, south and southeast by Bangladesh and shares boundary with Assam and Mizoram in the east. The state of Tripura is divided into four districts namely, Dhalai, North Tripura, South Tripura and West Tripura.

Despite being geographically the smallest state in the region, it is the second most populated state in the North East, the first being Assam. The geographical area of the state spreads over 10,492 sq. km. More than 58% of the land area is under forest cover. The total population of Tripura is 3,191,168 (2001 census). The density of population is 304 persons per sq. km. The 15.74% increase in population during the last decade is below the national growth rate of 21.34%. The sex ratio of Tripura, 950 females to 1000 males is higher than the national average of 933. The percentage of literate people in the state is 73.66 percent according to the census of 2001. The per capita income of the state stands at Rs.10931 in the financial year 2000 - 2001. About 17 percent of the total budget of this state is earmarked for education. The scope for employment other than education and government offices is very limited. Medium of instruction is Bengali in many subjects in colleges and Universities.

This princely state was annexed to Indian Union on 1949 and conferred full statehood on January 21, 1972. Prior to 1947, there were no degree colleges in Tripura. The first college, MBB College in Tripura was started in 1947 at Agartala. At present there are fourteen colleges. Other than these fourteen degree colleges, there are also six professional colleges. Tripura Engineering College, Government College of Education, Government Music College, Government Law College, Government College of Art and Craft and Government Colleges of Physical

Education. The first five professional colleges are located at Agartala and the last one at Panisagar in North Tripura District. All the twenty colleges (14+6) are Government Colleges. Before the foundation of Tripura University on 2nd October 1987 all the colleges of Tripura were affiliated to Calcutta University and for ten long years there was a postgraduate wing of the Calcutta University at Agartala. Tripura University is the only one University in the state. Consequent upon the merger of the Calcutta University Post Graduate Centre (CUPGC) with Tripura University in 1987, all the colleges of Tripura became affiliated to Tripura University. As honours degree is a must to get admission in MA / M.Sc / M.Com classes in the University, students those who have taken general degree from those institutions of different sub-divisions hardly get chances of admission.

The part time teachers in the degree colleges outnumber the full timers and higher education in Tripura today, is mainly dependent on the performance of the part timers. A lot of vacant teaching posts could not be filled by the Tripura Public Service Commission (TPSC) because of the non-availability of the NET/SLET qualified candidates particularly belonging to the reserved categories. As the reservation quota is meticulously maintained in Tripura, the question of de-reserving the sanctioned teaching posts may raise controversy in the society. As a result, a number of departments are run without a single full-time teacher.

## II. EDUCATION SCENARIO OF THE NORTH EASTERN REGION

### 1. PRE-INDEPENDENCE ERA

Before the arrival of the British, Ahomes were the rulers of the Brahmaputra valley. They had patronized an indigenous system of education through institutions commonly known as 'Tols' to provide education to their subjects. The education was imparted by 'Gurus' or 'Pandits'. Gurus and Pandits were scholars who had received their education and enlightenment from Nawadwip in Bengal and Varanasi in Uttar Pradesh. Assam was annexed to British India with the signing of the Treaty of Yandobo in 1826, but the hilly areas of North East Frontiers could not be brought under effective rule till the end of the nineteenth century.

David Scott, the agent to Governor General in North East Frontier set up a dozen schools mostly in lower Assam to promote education. An English school at Gauhati was started in 1835. In 1841 a school was started in Sibsagar to cater to the educational needs of the people of upper Assam. The contributions made by the christian missionaries for the promotion of vernacular schools and languages in Assam in general and the hill areas in particular were unique.

In response to the mass representation given to the Lieutenant Governor of Bengal when he paid a visit to Assam in 1862 and consistent demand of the public, the status of the Gauhati School was raised to a collegiate school in May 1866. Following reconstitution of Assam in 1874, under Chief Commissionership with a separate Directorate of Education, the number of English schools increased within a decade (including both valleys) to eleven with a total enrolment of 2254.

In the hills of North East India until the appointment of the Education Commission (1882), education received only a step – motherly attention from the British administration. In the Khasi and Jaintia Hills, which were educationally advanced, there was only one high school, which was established in 1878, and the

credit of starting the same should be given to Babu Jeeban Roy, a retired Khasi civilian.

Although in Naga Hills, educational activities were begun by M. Bronson in as early as 1839, with his departure from the hills in 1841 education of Nagas remained stagnant until the opening of a Christian Missionary School in Ao area at Molongyimusen in 1876. The schools established by the missionaries were mostly of elementary standard. It was only in 1938 that the first high school was started in Kohima and five years later a public high school was started in the same place and again five years later a public high school was established by the local people of Mokochung. In the Garo Hills also, the initiative in founding a high school at Tura was taken up by a local public organization in 1843. In Lushai Hills (Mizoram) the first high school was established in Aijal in 1944.

With the formal approval of Government of India and the Calcutta University, a second grade college at Gauhati was formally opened on 27<sup>th</sup> May 1901 (by the Chief Commissioner of Assam). The college has been rightly named as Cotton College after the name of Henry Cotton “the foremost popular ruler of the province”. Mr. F. W. Sudmerson, a professor of english literature, was the first Principal. Evidently till the attainment of independence, there were two Government Colleges for higher education: one at Guwahati and the other one at Sylhat (now in Bangladesh) excluding the Earle Law College at Guwahati.

Strictly speaking, the first non-government college of public initiative was started in 1930 at Jorhat then known as Jorhat College; this was followed by another next year at Habiganj (now in Bangladesh). Thereafter several colleges were established in response to the demand for collegiate education and the same trend is continuing still in the whole of North East India. The following is the list of colleges established in north eastern region in chronological order before India became independent.

Sl. No.	Name of the College	Year of Establishment
1	Cotton College, Guwahati	1901
2	St. Edmunds College, Shillong	1924
3	Jagannath Barooah College, Jorhat	1930
4	Gurucharan College, Silchar	1934
5	St. Anthony College, Shillong	1934
6	Lady Keane's College, Shillong	1935
7	St. Mary's College, Shillong	1936
8	Madhab Choudhury College, Barpeta	1939
9	Boraoah College	1943
10	Nowgong College	1944
11	Darrang College	1945
12	Karimganj College	1945
13	Kanoi College	1945
14	Dhanamanjari College	1946
15	Imphal Goalpara College	1946
16	Maharaja's College, Agartala	1947

## 2. HIGHER EDUCATION NET WORK IN NORTH EASTERN REGION

Thus, before 1947 there were only 16 colleges in the north eastern region, majority were located in the Assam area. The establishment of the first University at Guwahati in January 1948 gave a real boost to the expansion of higher education from the pre-university up to the postgraduate and doctoral level in the whole of North East India. In spite of the late start, higher education in North Eastern India had a very rapid growth in post independent era.

The University network in North East India today consists of: (1) University of Gauhati, Assam (2) Dibrugarh University, Assam (3) Assam University, Silchar (4) Tezpur University, Assam (5) Arunachal University (6) Manipur University (7) Mizoram University (8) the North Eastern Hill University, Meghalaya (9) Nagaland University and (10) The Tripura University.

Thus at present there are ten Universities in North East India. Except in the state of Assam where there are four Universities all other states have only one University.



**Table 3 : Details of the Affiliated Colleges under North Eastern Universities\***

Universities	Gauhati	Dibrugarh	Assam	Arunachal Pradesh	Manipur	NEHU (Meghalaya)	Mizoram	Nagaland	Tripura
Year of Establishment	1947	1965	1994	1984	1980	1973	2001	1994	1987
Total Colleges Affiliated	202	115	50	10	72	54	29	40	22
Recognised under 2f & 12B	82	71	15	5	44	15	8	8	13
Recognised under 2f	NA	03	NA	NA	NA	NA	2	2	NA
Permanent Affiliated	NA	NA	31	NA	47	20	11	13	NA
Temporary Affiliated	NA	NA	NA	NA	17	34	18	29	NA
Permitted	NA	NA	19	NA	10	NA	NA	NA	NA
Government	6	NA	NA	7	32	NA	9	9	22
Grant-in-aid	NA	NA	NA	NA	8	NA	5	31	NA
Private not Grant-in-aid	196	NA	NA	3	32	NA	5	2	NA
Total Accredited Colleges	77	61	7	---	---	5	3	1	4
Accredited Colleges under 2f & 12B	71	59	6	---	---	5	3	1	4
SSR Submitted	33	12	7	---	2	—	---	—	

\* As University of Tezpur is a Unitary University it is not included in this table  
 NA -Data Not Available

**(i) ASSAM UNIVERSITY, ASSAM**

Assam University, Silchar is a central University in Cachar district of Assam which was started in 1994. The colleges located in the three districts of Barak valley are affiliated to this University. The total number of colleges affiliated to and permitted by the University, including professional colleges during the academic year 2002-2003, is fifty. Out of 41 general colleges 27 are affiliated and 14 are permitted. The professional colleges include one Medical college, three Law colleges and five Teachers Training colleges. Four Teacher Training colleges and one Law college are permitted professional colleges. The number of colleges recognized by UGC under the 2f and 12B clauses of UGC Act 1956 is 15. The colleges which have permanent affiliation offer both pass and honours degree courses while permitted colleges offer only pass courses, as their degree programme. All the affiliated colleges are under-graduate colleges. Regional Engineering College, Silchar, affiliated to this University earlier was deaffiliated with effect from September 16, 2002 on its being achieved the status of a deemed university. It is now known as National Institute of Technology (NIT).

**(ii) DIBRUGARH UNIVERSITY, DIBRUGARH**

The Dibrugarh University was established in 1965 under the Dibrugarh University Act of the Assam Legislative Assembly. It is situated in the strategic position in the North Eastern Frontier of the country and the area is relatively under developed and inhabited by different ethnic groups.

The University campus has 16 post-graduate departments offering postgraduate, M. Phil and Ph. D programmes and one under-graduate department offering B. Pharm programme. The University has already taken initiative to start seven PG courses through Distance Education Programme. The University also imparts instruction at the diploma level – one on Computer Application and the other on Computer Hardware Repair. There are 162 faculty members of whom 122 have Ph. D degrees. There are about 1500 students pursuing their studies in various departments on the campus. There are 115 Arts and Science colleges, one Medical College, one Homeopathic College, one Engineering College, six Law Colleges, one College of Music and 14 Colleges of Education affiliated to the University. The total strength in the affiliated colleges is around 53000. Out of the 115 affiliated colleges 71 colleges have received UGC recognition both under clauses 2f and 12B and three colleges only under clause 2f. The number of colleges accredited as on 4<sup>th</sup> October 2004 is 61 and another 12 colleges have submitted their SSR for undergoing the process of accreditation.

### **(iii) GAUHATI UNIVERSITY, GUWAHATI**

The Gauhati University established in 1948 under the Gauhati University Act 1947 has completed 52 years of its existence. Its main campus is situated on 250 hectares of land about 15 kms from Gauhati City. The University at present has 37 Departments, 3599 regular students, 401 faculty members (308 full time+ 93 part time) and about 1312 non-teaching staff. The University has also a satellite campus of 10 hectares at Kokrajhar.

It is heartening to note that Gauhati University was established due to the initiative of the people of this region who voluntarily contributed for the purpose. The University has been able to meet the aspirations of the people of this region over the years and has played a key role in the development of the region as a whole. Other Universities established in north-eastern region has drawn inspiration from the Gauhati University.

The University offers a wide range of options for studies at (i) certificate level in 4 subjects, (ii) diploma level in 7 subjects, (iii) under-graduate programmes in 15 disciplines, (iv) PG diploma in 10 subjects, (v) PG course in 54 subjects, (vi) M.Phil. programmes in 8 subjects and (vii) Ph.D. programmes in 32 subjects, besides a new initiative of correspondence course in 6 subjects as well as coaching at pre-examination centre for competitive examinations. National Assessment and Accreditation Council accredited the University in November 2001 and awarded the University B+ Grade. This oldest University in the north-eastern region is a state University with 202 affiliated colleges and one constituent college. Eighty colleges are permanently affiliated colleges and have UGC recognition under 2f and 12B. So far 77 affiliated colleges have undergone the process of accreditation and another 33 colleges have submitted the self study report and are awaiting the accreditation.

### **(iv) TEZPUR UNIVERSITY, ASSAM**

Tezpur University was established by an Act of Parliament (Act. No. 45, 1993) in the year 1994. The objectives of this unitary type central University are:

- a. strive to offer employment oriented and interdisciplinary courses, mostly at post graduate level, to meet the local and regional aspirations and the development of the state of Assam ;
- b. offer courses and promote research in areas which are of special and direct relevance to the region and in the emerging areas in Science and Technology;

- c. promote national integration and study of the rich cultural heritage of the region and in particular, the diverse ethnic, linguistic and cultural heritage of the state ;
- d. utilize distance education technique and modern communication technologies to provide access to higher education for large segment of the population and
- e. provide an innovative system of University level education flexible with regard to methods and space of learning and encourage excellence in new fields of knowledge.

The University campus is situated on a plot of an area of 242 acres of land at Napaam about 15kms from the Tezpur city. Most of the academic departments as well as offices have already been functioning from this campus. However, some offices and academic departments are working from Tezpur Law College and some other from rented houses in the town.

#### **. (v) ARUNACHAL UNIVERSITY, ITANAGAR, ARUNACHALPRADESH**

The Arunachal University was established as a state University through an Act in 1984; its foundation stone was laid on February, 4, 1984. The University was established with an objective to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning which may play a positive role in the socio-economic and cultural development of Arunachal Pradesh. It was recognized by UGC under 2(f) on March 28, 1985. Post-Graduate teaching started in the campus in 1988 with 18 teachers and 49 students in the Department of History, Political Science and Education. At present, there are 32 academic programmes, which include Under-Graduate (13), Post-Graduate (12) M.Phil, (1) Ph.D.(11) and Certificate (2). There are no post-doctoral students. There are 514 students enrolled on the campus, out of whom 31% are female. More than 20% of the students are from other states, out of which 25% are females. There are 65 teachers; 69% of them hold Ph.D. degree and 15% M.Phil. About 35% of the posts are vacant. The number of non-teaching staff is 30, out of whom 11 are administrative, 6 technical and 13 Class IV employees.

The campus of the University is spread over 302 acres in the natural surroundings of Rono Hills, Itanagar. There are seven general colleges, two recognized Research Institutes/Centres and one Homeopathic Medical College affiliated to the University. The number of government colleges is seven. Five colleges are

permanently affiliated and are recognized under 2f and 12B of UGC Act. Except the Arunachal University no higher education institution in the state has undergone the process of assessment and accreditation.

#### **(vi) MANIPUR UNIVERSITY, IMPHAL, MANIPUR**

Manipur University was established in June 1980 as per the provisions of the Manipur University Act, 1980 (No. 8 of 1980) passed by the State Legislature with an objective to promote higher education to the people living in the north east region of the country. As per provisions of this Act, the undergraduate education in the state, which was under the Gauhati University, immediately came under Manipur University. The erstwhile postgraduate programmes of studies in English, Economics, History, Mathematics, Manipuri, Linguistics, Political Science and Applied Biology conducted by the J.N.U. Centre, Imphal under the Jawaharlal Nehru University, New Delhi since 1972 were subsequently taken over on 31<sup>st</sup> March, 1981.

The institutional structure of the University is akin to conventional state Universities of the country. Admissions to various courses of study are done through a blend of entrance tests and past academic achievements. There are 23 university departments, 167 faculty members (146 full time + 21 part-time), 344 non-teaching staff and about 1500 students including research scholars. The University has facilities to undertake research programmes leading to doctoral degree besides undertaking research projects. The University is also running one self-financing post-graduate programme in Business Administration.

Forty four colleges are recognized by UGC under 2f and 12B. Out of which 32 colleges are government colleges. The University has granted permanent affiliation to 47 colleges and temporary affiliation to 17 colleges. One government college and nine grant-in-aid colleges are permitted colleges. Total number of grant-in-aid colleges, either government or private are forty and the rest are un-aided colleges. There are 72 affiliated colleges under the University.

#### **(vii) THE NORTH EASTERN HILL UNIVERSITY, SHILLONG, MEGHALAYA**

The North-Eastern Hill University (NEHU) was established in 1973 as an affiliated central University at Shillong. It moved over to the present permanent campus ten years ago. Some of the departments/centres are functioning in rented buildings 10 to 15 km away from the main campus. Its Nagaland campus has become the Nagaland University. Its Mizoram campus 400 km away has recently

become another University. The main objectives of the University are to provide instructional and research facilities in various branches of learning and to improve the social and economic conditions of the people of the north-eastern hill region.

NEHU consists of 25 departments, four centres and one institute. Every department offers masters and Ph.D. programmes and the centres offer diploma and certificate courses. There are 61 professors, 65 readers and 70 lecturers working on full-time basis. NEHU has 53 affiliated colleges. Besides these colleges in Meghalaya, North Eastern Regional Institute of Science and Technology (NERIST) situated in Itanagar, Arunachal Pradesh is also affiliated to NEHU. The affiliated colleges offer undergraduate courses with more than 27,000 students on their rolls. Some colleges also offer diploma/certificate courses and UGC-supported vocational courses.

Out of 53 general education colleges 23 are permanently affiliated and the rest are temporarily affiliated colleges. There are 15 colleges recognized under 2f and 12B of UGC Act of 1956. Arts subjects are offered in forty five colleges, science subjects in thirteen colleges and commerce in nine colleges. The list of professional colleges includes three Teacher Education Colleges, three Law Colleges and one Engineering College.

Based on the governance and financial support, higher education institutions in Meghalaya are classified as

1. Government colleges: managed and totally financed by the state government (three in numbers)
2. Deficit colleges: governed by private organization, covered under the deficit grant –in-aid scheme of the government (15 in numbers)
3. Adhoc colleges: are colleges covered under the scheme of adhoc grant-in-aid (10 in numbers)
4. Private colleges: are purely private and can be called tutorial homes. They are temporarily affiliated colleges (24 in numbers)

### **(viii) MIZORAM UNIVERSITY, MIZORAM**

Mizoram University, Mizoram was established in Aizawl as a central University on 2<sup>nd</sup> July 2001. Till then this campus was a centre of North Eastern Hill University, Meghalaya. With the establishment of the University, all the colleges in the state became affiliated to it. At present, there are sixteen postgraduate departments under Mizoram University. They are: 1. Economics, 2. English,

3. Mizo, 4. Psychology, 5. Education, 6. Forestry, 7. Public Administration, 8. Commerce, 9. Social Work, 10. Geology, 11. Forest Ecology and Biodiversity, 12. History, 13. Library Information Science, 14. Political Science, 15. Geography and 16. Physics. So far the University has produced eight Ph.Ds. The total number of students enrolled in these departments is 551. Out of the 84 teachers, 51 are permanent and 33 temporary. There are 198 non-teaching staff on regular, 95 on contract and three on temporary basis. The non-salary expenditure for the year 2003-04 (Non plan) was Rs.2, 15,30,544 which accounts to 25 per cent of the total expenditure. Out of the 29 colleges affiliated to the University, 9 colleges are government colleges, 15 are deficit colleges and 5 are private non-grant-in-aid colleges. The number of colleges, which offer arts stream, is 24, commerce stream four and science stream five. The professional colleges in the state include one Law College, one Teacher Education College and one Regional Institution of Paramedical and Nursing. The state has no Medical, Engineering or Agriculture colleges.

#### **(ix) NAGALAND UNIVERSITY, NAGALAND**

The Nagaland University came into existence as a central University on 6<sup>th</sup> September, 1994 with its headquarters at Kohima and the proposed headquarters at Lumami. The Nagaland University inherited from the North Eastern Hill University five post graduate departments at Kohima and 12 departments of B.Sc.(Agri) including four post graduate departments at School of Agricultural Sciences & Rural Development (SASARD), at Medziphema. The three campuses of the University host 25 graduate and postgraduate departments. At present Nagaland University has nearly 950 postgraduate students and 100 research students. The Medziphema campus has 250 acres of land and the Lumami campus has 801.96 acres of land. Since the academic session 1997-98 Lumami campus started functioning and has been growing to become the headquarters of the University. The University has jurisdiction of the entire state and hence all the 42 colleges located in different parts of the state with more than 15000 students are affiliated to the University. Except two women's colleges all are co-ed institutions. Affiliated colleges offer only undergraduate courses. Out of 42 affiliated degree colleges 26 colleges offer Arts, four colleges Commerce, one college Science, two colleges both Arts and Commerce, three colleges Arts and Science, three colleges offer Law and another three B.Ed degrees. In addition to these higher education institutions there are five industrial training institutes in Nagaland. There are 8 colleges recognized under 2f and 12B and two colleges under 2f only of the UGC Act of 1956.



**(x) TRIPURA UNIVERSITY, TRIPURA**

The Tripura University was inaugurated on 2<sup>nd</sup> October, 1987 as teaching and affiliating University. The objective explained in the Tripura University Act is to disseminate knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, make special provisions for the studies in tribal life and culture for graded course and Humanities and Science, and also take appropriate measures for promoting interdisciplinary studies and research in the University. Out of the total 12 teaching departments, the departments of Life Science, Chemistry, Mathematics, Bengali, Sanskrit and History existed prior to the establishment of the University and were affiliated to Calcutta University, the remaining 6 departments were started after the establishment of the University. The teaching faculty comprises of 52 permanent and 69 temporary teachers who provide academic support to affiliated colleges spread all over the state of Tripura.

The number of students is about 1000. It is, however, gratifying to note that almost 50% of the students belong to the social categories of SC, ST & OBC that indicates social change as a result of mass awakening. It is also noteworthy that 45% of the enrolled students are female which suggests acceleration of the process of women empowerment.

The University offers a wide range of optional papers and additional subjects like human genetics, ecology and bio-diversity. There is also a foundation course on Indian Heritage & Culture and Environmental Studies. In the field of Social Science too some innovative efforts have been made. For example, there is a Department of Analytical and Applied Economics that offers papers such as Environmental Economics, Econometrics and admits students having background of Mathematics.

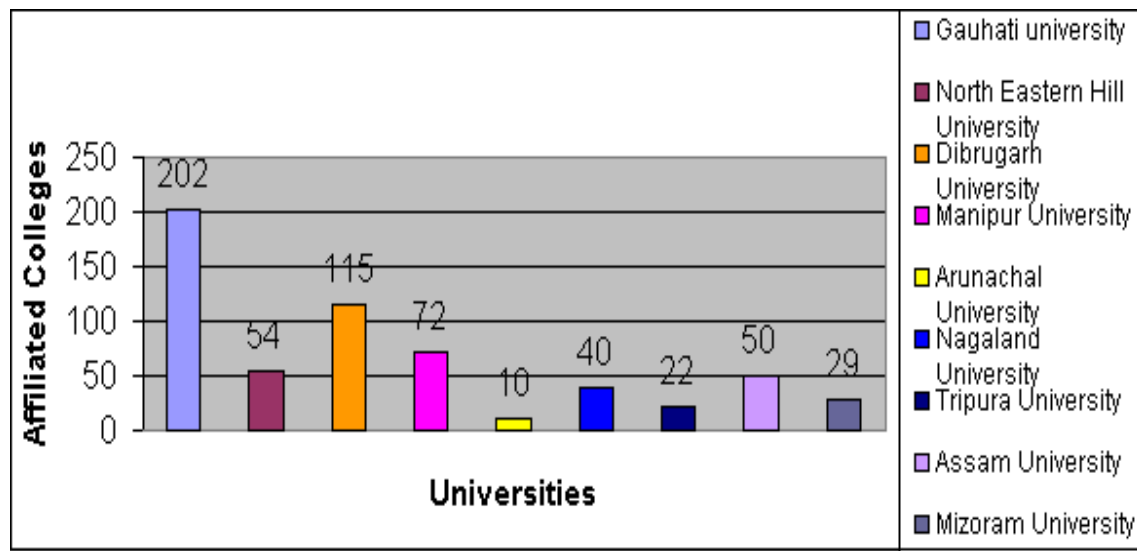
The University has also established a Directorate of Distance Education in 1996, which has great potential. Currently, it offers only 2 courses – (i) Two years B. Ed. and (ii) Three years B. A. courses. Being the only University in the state, all the colleges of the state come under the jurisdiction of the University. A unique feature of the higher education system of Tripura is that all the colleges are totally financed by the government. All the 22 colleges are permanently affiliated to the University and thirteen of them are eligible for development grant from UGC as they are recognized under the UGC clause 2f and 12B.



### 3. NAAC ACCREDITATION

Like any other part of our country north eastern region also witnessed an unprecedented growth in the number of higher education institutions after independence. The total number of colleges affiliated to various Universities in the entire north eastern region is 594 (Table-3). Gauhati University has the largest number of affiliated colleges i.e, 202, and the Arunachal University has the lowest i.e., 10 (Fig.1). However, only 261 colleges of this region are recognized under 2f and 12B of UGC Act (Table-4). Out of 261 colleges recognized by UGC 149 colleges have been accredited and another 49 have submitted their self-study report waiting for accreditation. Thus more than 65% of the UGC recognized institutions have taken up the task of undergoing the process of assessment and accreditation of NAAC. From this region, so far, NAAC has accredited 158 (Fig.4) colleges and another 54 colleges have submitted their Self Study Report (Table-3). About 80% of the colleges accredited are grant-in-aid colleges, 12% are government colleges and 8% are private non-grant-in-aid colleges (Fig.3). When we consider the location of the accredited colleges, 61% of the accredited colleges are located in the cities and 39% are rural colleges (Fig.2).

**Fig. 1 University -wise Affiliated Colleges**



The number of affiliated colleges either accredited or submitted SSR for accreditation is also higher in the case of Gauhati University, Arunachal is the only state of north eastern region wherein no affiliated college has been accredited or submitted the SSR for accreditation (Fig.1, Table-3). However, Arunachal University was accredited in April 2002.

Fig. 2 Urban-Rural Distribution of Accredited Colleges

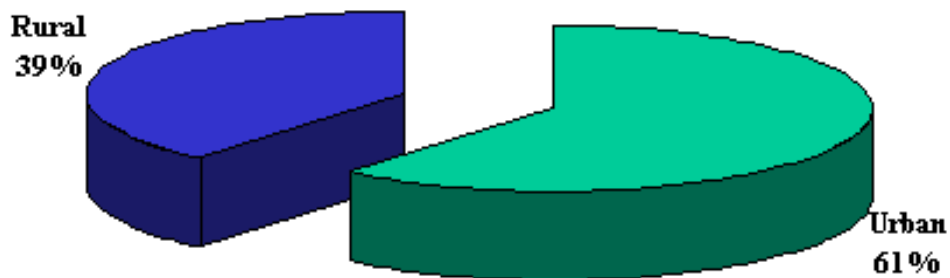


Fig. 3 Nature of Accredited Colleges (Govt. Aided and Private)

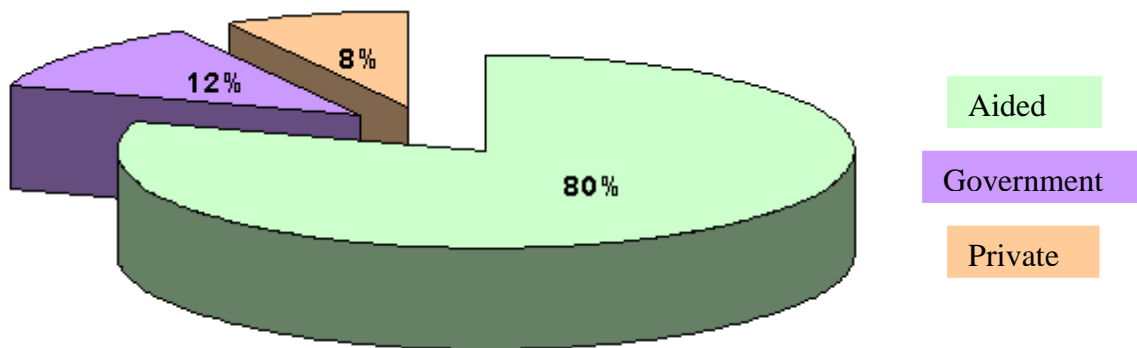
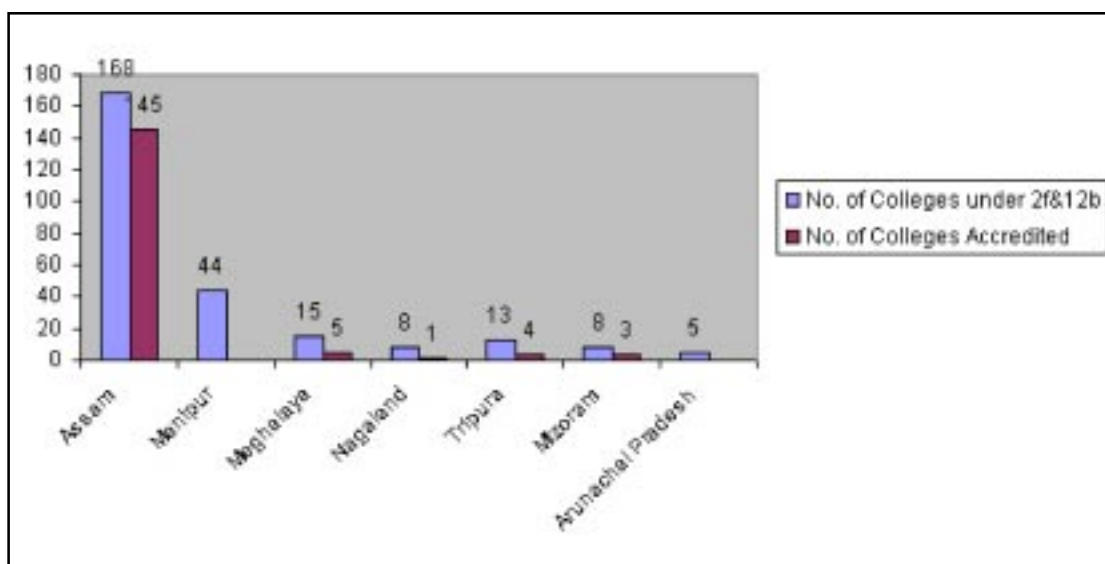


Fig. 4 Distribution of Accredited Colleges



### III. COMPARATIVE ANALYSIS OF ACCREDITED UNIVERSITIES IN NORTH EAST

#### 1. QUANTITATIVE ASPECTS

##### (i) Introduction:

The main objective of NAAC is to assess and accredit higher education institutions, upholding its declared mission to make quality as defining element in the education system, through a process of self-evaluation and peer assessment. So far more than 2000 institutions in our country have undergone the process of assessment and accreditation by NAAC. In the process of assessment and accreditation NAAC appoints an expert committee to visit the institution and validate the data provided in the SSR. The experts will submit a report and recommend a grade based on their assessment. The report prepared by the experts as a part of the assessment and accreditation contains a truthful evaluation of the various activities in the institution and also recommendations for providing quality education based on the seven criteria laid down by NAAC.

NAAC has taken up the task of analyzing peer team reports of the institutions of a particular state/region in order to have a meta evaluation with a dual intention

1. To provide guidelines for further improvement of the HE institutions and
2. To understand the validity of instruments applied by NAAC for the assessment process.

Out of ten Universities in the north east seven Universities have been accredited by NAAC. The Assam University, Silchar, Tezpur University and Mizoram University are yet to complete the process of A&A due to various reasons. The list of seven Universities assessed and their accreditation status is given in Table 4. of the seven accredited Universities two are central Universities and five are state Universities. Besides the above conventional Universities, this region has four more University-level institutions such as two Agricultural Universities one National Institute of Information Technology and one Sikkim-Manipal University of Health, Medical & Technological Sciences.

**Table 4. Name of the Universities of North Eastern Region and its accreditation status.**

Sl.No	Name of the University	Accreditation Status
<b>Central Universities</b>		
1.	Nagaland University	C++
2.	North Eastern Hill University	A****
3.	Assam University	Not yet Accredited
4.	Tezpur University	Not yet Accredited
<b>State Universities</b>		
5.	Gauhati University	A****
6.	Dibrugarh University	B
7.	Manipur University	B
8.	Arunachal University	B
9.	Tripura University	C+
10.	Mizoram University	Not yet Accredited

From Table 4 it can be seen that NEHU and Gauhati Universities were assessed according to old grading system, both were awarded four stars (Table 5). All other Universities have been assessed by new grading system (Table 6).

**Table 5. Grading according to the star system**

<i>Old Grading System</i>	
<i>Grade</i>	<i>Institutional score (upper limit exclusive)</i>
A*****	> = 75
A****	70 – 75
A***	65 – 70
A**	60 – 65
A*	55 – 60

**Table 6. Grading according to nine-point scale**

<i>New Grading System</i>	
<i>Grade</i>	<i>Institutional score (upper limit exclusive)</i>
A <sup>++</sup>	95-100
A <sup>+</sup>	90-95
A	85-90
B <sup>++</sup>	80-85
B <sup>+</sup>	75-80
B	70-75
C <sup>++</sup>	65-70
C <sup>+</sup>	60-65
C	55-60

Since seventy percent of the Universities in the entire north east region have already been accredited it gives sufficient data for the critical analysis of the accredited institutions. The main purpose of this study is to identify the common issues and the possible solutions/recommendations reflected in the peer team reports. The analysis will also help the policy makers and key players in higher education to adopt various strategies to develop and implement quality initiatives in the higher education system of our country. In addition, this analysis will give opportunity to the institutions to understand criterion-wise key aspects to improve upon its ongoing activities. It will also open up new vistas for quality initiatives at the institutional level and can adopt best practices of other institutions in its strive for excellence. It will give an opportunity to stake-holders to get a clear idea about the quality aspects of higher education institutions.

### **(ii) Assumptions**

The analysis of reports was done with the following assumptions:

1. The peer team reports will summarily reflect the commendations, recommendations and area of concern.
2. These reports will have the verified authentic and mutually agreed upon facts and figures as well as evaluation remarks and hence would reflect the content of the self study reports.

**(iii) Methodology**

Both, quantitative techniques (based on the overall scores and criterion-wise scores), and qualitative techniques (based on the recommendations/concerns, commendations as denoted in each report) have been applied during this analysis. Details of the individual reports on the institutions analysed are accessible on the website: [www.naac-india.com](http://www.naac-india.com)

**(iv) Quantitative Techniques:**

Over the years, the method of assessment and grading of institutions by NAAC has undergone evolutionary changes. 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\*\*\*\*\*). The present method is percentile marking for seven criteria, and an overall average score in percentage with a nine-point grading (C, C+, C++, B, B+, B++, A, A+, A++). Since the institutions under analysis fall in the latter two methods of assessment and accreditation, the criterion-wise scores and overall percentile scores are taken as comparable data for quantitative analysis.

For the convenience of analysis and to get a comparative picture, the Universities are grouped into three clusters based on their grade as detailed below.

The clusters are formed with Universities of equal standing with respect to the accreditation status. The quantitative criterion-wise score analysis may not have reflected the qualitative aspects discussed in criterion-wise analysis of the report. However, a discerning mind can understand the matching elements between the score and the various aspects discussed under each criterion.

1. The first cluster consists of Gauhati University and North Eastern Hill University. Both the Universities are accredited under star system of grading and both of them were awarded with four star status. (A\*\*\*\*)
2. The second cluster consists of Dibrugarh University, Manipur University and Arunachal University, which are accredited under the nine point scale and are in the range of B grade.
3. The third cluster include Nagaland University and Tripura University. Both these Universities are assessed and accredited under the nine point scale. Nagaland was accredited with C++ and Tripura with C+ grade.

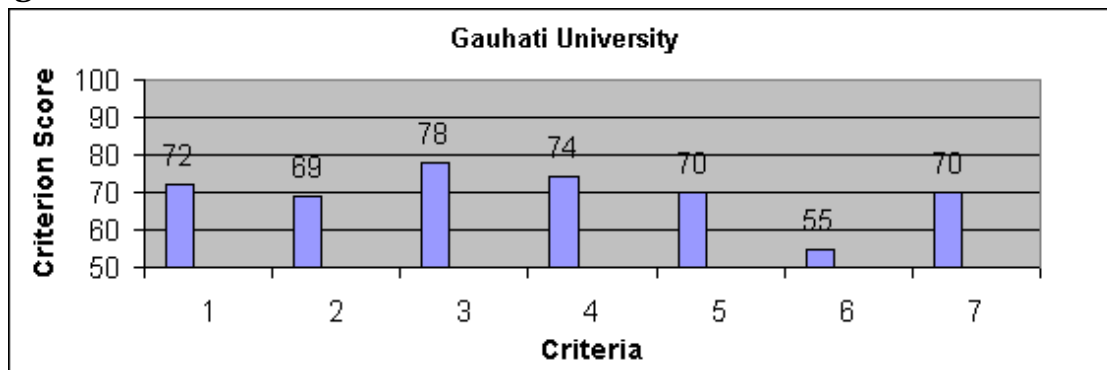
## Qualitative Techniques

In order to give more clarity to quantitative analysis based on criterion-wise scores, a separate chapter viz criterion-wise appraisal of north eastern Universities highlighting criterion-wise status and quality enhancement measures suggested by the experts is given in continuation with the quantitative analysis.

### (v) Cluster 1: Gauhati University & North Eastern Hill University

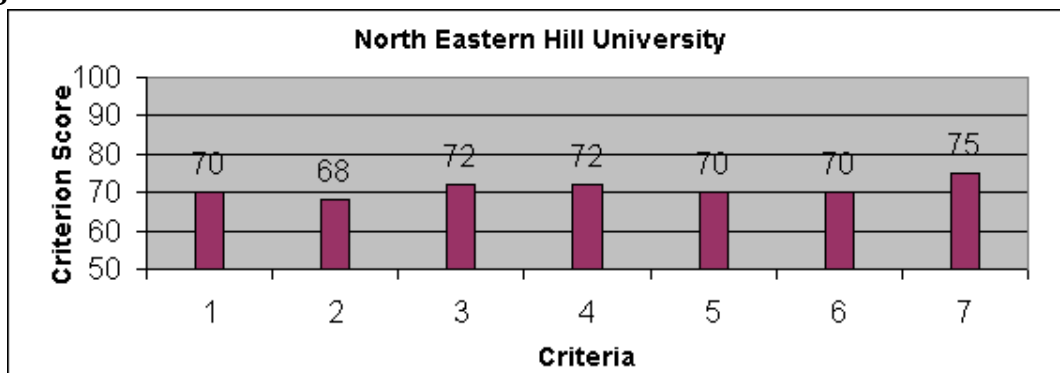
**Gauhati University:** Gauhati University is the oldest University in the north east region and was established in the year 1948 as a state University. As on the date of assessment it has on its roll 3599 students with 401 teachers. The number of colleges affiliated to the University is 183. The University acquired its accreditation in November, 2001 and was awarded A\*\*\*\*(four star) grade. Fig -5 shows criterion-wise scores of Gauhati University.

**Fig 5. Criterion-wise score**



**North Eastern Hill University:** North Eastern Hill University was established in the year 1973 as a central University. As on the date of assessment it has on its roll 2102 students with 196 teachers. The number of colleges affiliated to the University is 72. The University got its accreditation in September, 2000 and was awarded A\*\*\*\*(four star) grade. The Fig. 6 shows criterion-wise scores awarded to NEHU University .

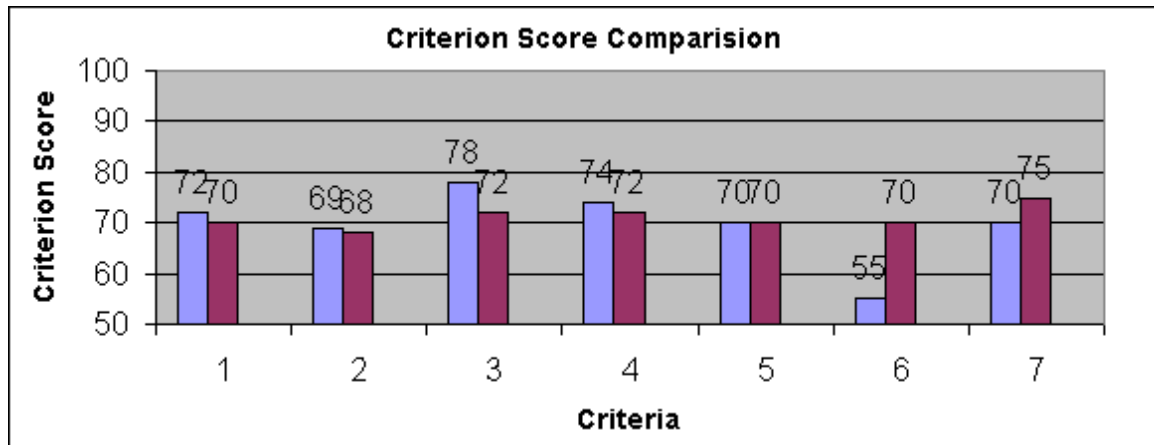
**Fig 6. Criterion-wise score**



**Comparison of criterion-wise scores of the two Universities:** In all the first four criteria Gauhati University has a comparatively higher criterion score, however, except in Criterion III the percentage of increase is not significant (Fig. 7). The significantly high criterion score in Research, Consultancy and Extension may be due to large number of research publications, patents and publication of research journals by almost all major departments.

Gauhati University has got only 55% score under Organisation and Management while Meghalaya University has got 70% under this criterion. The peer team has pointed that the financial position of University is a matter of concern. In Healthy Practices also the criterion-wise score is considerably high for NEHU when compared to Gauhati. The frequent reviewing of curriculum, a large number of elective options, large number of recipients of awards and Fellowships amongst the teaching faculty and recruitment of teachers from all over India are the practices that have given advantage to NEHU.

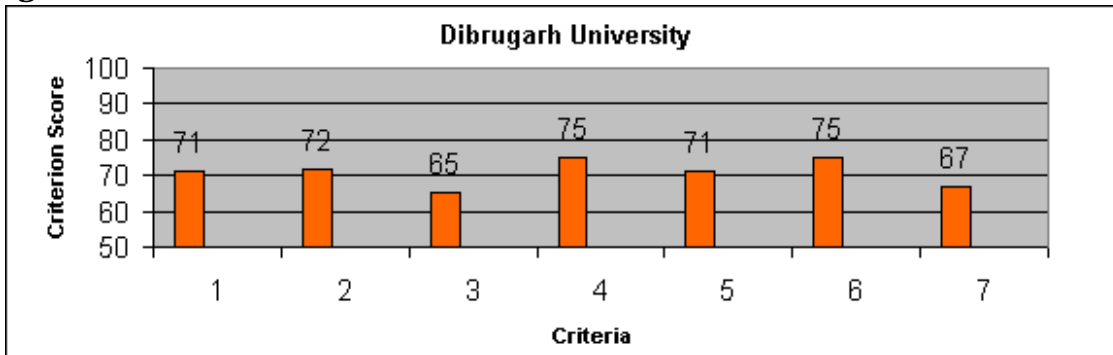
**Fig 7. Comparison of criterion-wise score of Cluster 1. Universities**



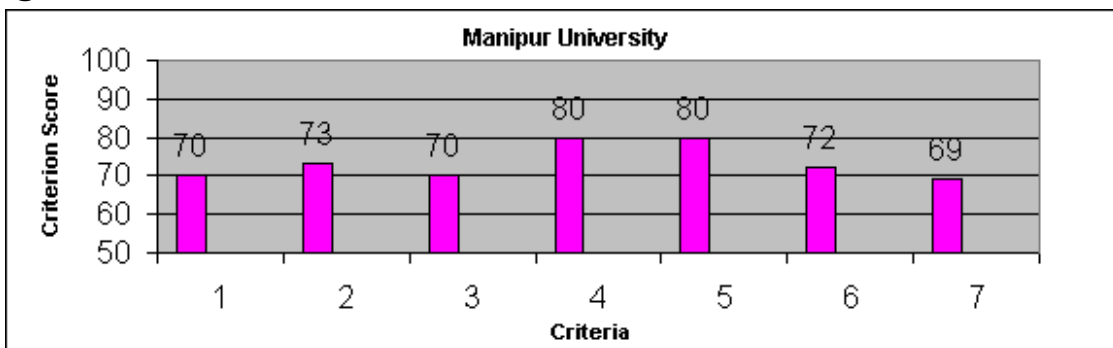
#### (vi) Cluster 2: Dibrugarh University, Manipur University and Arunachal University

**Dibrugarh University:** Dibrugarh University was established in the year 1965 as a state University. As on the date of assessment it has on its roll 1500 students with 162 teachers. The number of colleges affiliated to the University is 129. The University got its accreditation in March, 2002 and was awarded grade B. The Fig-8 shows criterion-wise scores obtained by the University.

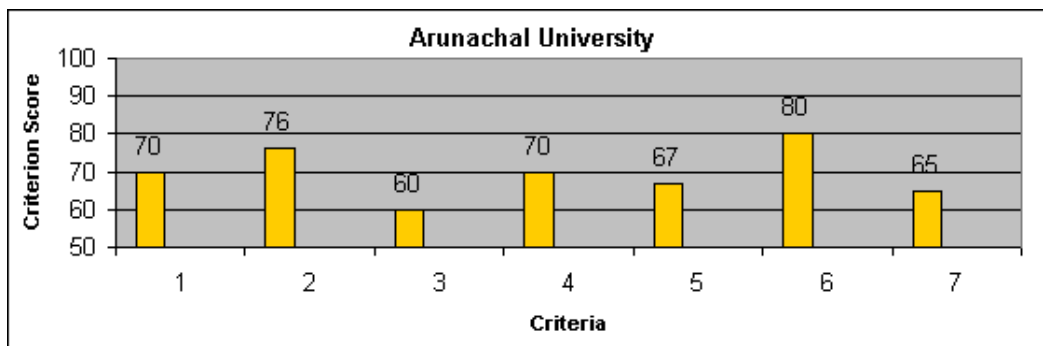


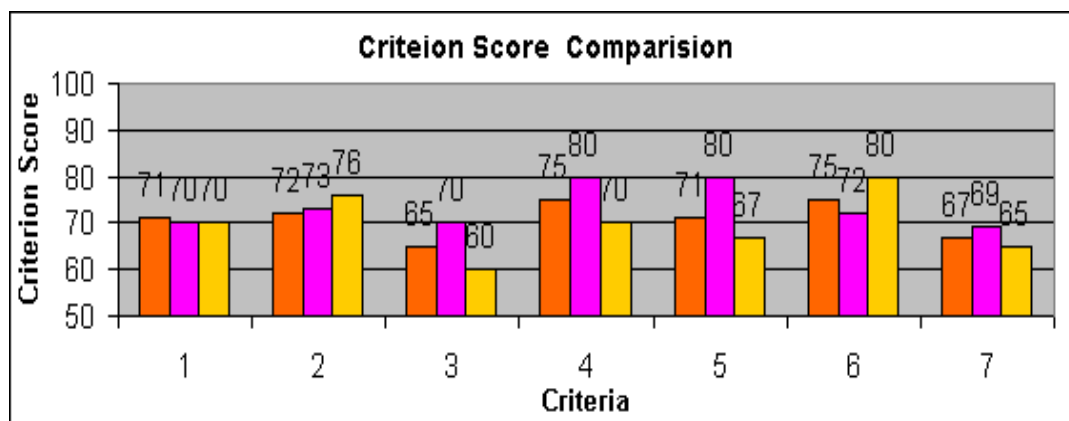
**Fig 8. Criterion-wise score**

**Manipur University:** Manipur University was established in the year 1980 as a state University. As on the date of assessment it has on its roll 1500 students with 167 teachers. The number of colleges affiliated to the University is 72. The University got its accreditation in September, 2000 and was awarded grade B. The criterion-wise scores of the University is depicted in Fig. 9.

**Fig 9. Criterion-wise score**

**Arunachal University:** Arunachal University was established in the year 1984 as a state University. As on the date of assessment it has on its roll 514 students with 65 teachers. The number of colleges affiliated to the University is only seven. The University got its accreditation in April, 2002 and was awarded grade B. The criterion-wise scores are given below (Fig. 10).

**Fig 10. Criterion-wise score**

**Fig 11. Comparison of criterion-wise score of Cluster 2. Universities**

All the three Universities Arunachal, Dibrugarh and Manipur have been accredited with the same grade B. However, there are differences in the criterion-wise score for each University (Fig. 11). Under criterion I, Curricular Aspects all the three Universities have obtained more or less same score. In Criterion II the Dibrugarh and Manipur have little difference in the scores. Arunachal got a significantly high score partly because of some academic departments aiming at utilizing local resources i.e. Departments of Biodiversity and Bioresources. In Criterion II and Criterion VI, Arunachal University scored higher percentages compared to other two Universities. The major highlights of the Arunachal University with respect to these two criteria are : (a) more than 43% of the budget is utilized for academic programmes. (b) recruitment of faculties on all India basis and (c) all the departments have computer and (internet connectivity). Criteria III, IV, V and VII have exhibited a similar pattern of gradation in scoring with Arunachal at the lowest, Manipur at the highest and Dibrugarh in between. Large number of on going research projects with a total outlay of Rs.6.18 crores, research studies for documentation on the culture and identities of the local people, computerization of Administration and Finance and the participation of AVRC centre in all India country-wide class room programmes and local TV channel are the salient features which have given higher score to Manipur University as given in Table 8.

Strong library, infrastructure, computer facility, health facility, very good recreation facilities and good achievements in sports at state and national levels accounts for the high scoring of Manipur University in Criteria IV and V.

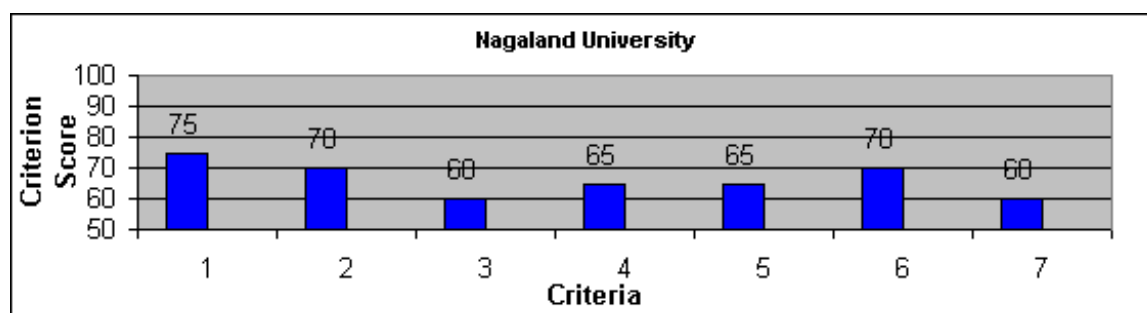
**Table 7. Differences (in percentage) between the three Universities in the Criteria - III, IV, V & VII**

	III	IV	V	VII
A ⇒ D	8.33	7.14	5.97	3.08
A ⇒ M	16.66	14.28	19.40	6.15
D ⇒ M	7.69	6.66	12.68	2.99

### (vii) Cluster 3: Nagaland University and Tripura University

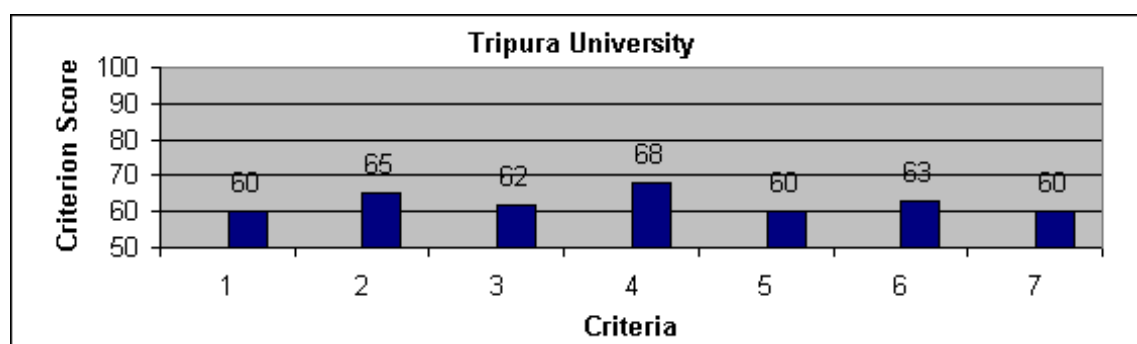
**Nagaland University:** Nagaland University was established in the year 1994 as a central University. As on the date of assessment it has on its roll 862 students with 129 teachers. The number of colleges affiliated to the University is 40. The University got its accreditation in December, 2002 and was awarded grade C++. The graph given below (Fig. 12). shows criterion-wise scores.

**Fig 12. Criterion-wise score**



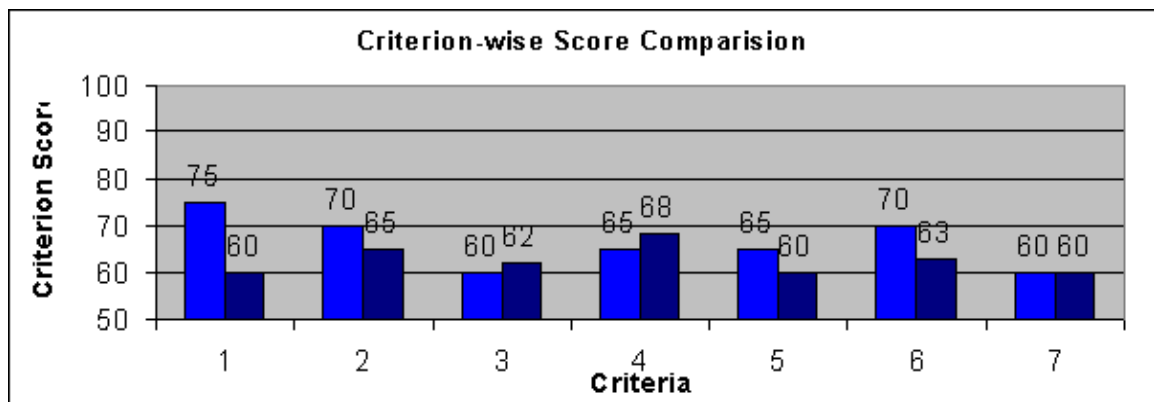
**Tripura University:** Tripura University was established in the year 1987 as a state University. As on the date of assessment it has on its roll 1000 students with 121 teachers. The number of colleges affiliated to the University is 21. The University got its accreditation in March, 2001 and was awarded grade C+. The Fig.13 shows criterion-wise scores awarded to Tripura University.

**Fig 13. Criterion-wise score**



**Comparison of criterion-wise scores of the two Universities:** Nagaland University has received significantly higher score in the first two criteria compared to the Tripura University (Fig. 14). The semester system, professional courses, regular Board of Studies and regular revision of curriculum and re-evaluation facility, might have enabled Nagaland to get higher score. However, in Criteria III and IV Tripura University has obtained higher score. Comparatively large number of research projects, research publications and the number of students passed UGC-CSIR test, put the Tripura University in a better position than the Nagaland University. In criteria V and VI the Nagaland University got a significantly higher score than the Tripura University. The facilities for students and staff in the central University are reflected in the comparatively higher score for Nagaland. Criterion seven exhibits absolutely no difference.

**Fig 14. Comparison of criterion-wise score of Cluster 3. Universities**



## 2. QUALITATIVE ASPECTS : CRITERION - WISE APPRAISAL

### i. CRITERION – I: CURRICULAR ASPECTS

#### A. STATUS REVIEW

##### **Gauhati University, Assam**

- Average time frame for curricula revision in some departments is once in 3 or 5 years. However, some departments have undertaken revision once in 10 years.
- University has taken steps to initiate correspondence courses to bring education at the doorsteps of the students.

##### **Dibrugarh University, Assam**

- Besides the conventional disciplines, University offers some programs of local relevance such as Petroleum Technology, Applied biology, Pharmaceutical science and Anthropology.
- Offers career-oriented diploma courses in Computer Applications and Certificate Courses in Repair and Maintenance of Computer Hardware and Two year UG Diploma in Tai language.
- Follows semester system with continuous internal assessment from 2000-2001
- The vision document prepared by the University contains good proposals; the implementation of which would widen horizon of development of the region.
- The University has recently started seven post-graduate programmes (all of them non-lab oriented disciplines) through distance mode.
- Nominations of industrialists in decision making bodies have facilitated the University in its resource mobilization effort.

**Arunachal University, Arunachal Pradesh**

- Generally the University offers conventional courses
- Career oriented options are Remote Sensing course and Certificate course in Local languages.
- Semester system of examination at PG level and annual system at UG level courses has been introduced
- The curricula are generally reviewed and updated every three-years.
- Board of studies have 60% members as external and 40% as internal.
- A new programme takes 3-4 months for introduction after it has been conceptualized.

**Manipur University, Manipur**

- Department of Tribal studies has adopted an interdisciplinary approach providing education and training in various arts, crafts and skills of the region.
- Curricula are reviewed and updated once in every 3 years.
- New programmes are formulated with invited subject experts on the basis of National Curricular Sources.
- The process of restructuring the undergraduate and postgraduate courses is done in accordance with the UGC's latest guidelines.
- Board of studies has external representation to frame the syllabi
- Syllabi are framed keeping in view of the relevance and competitive exams.
- Some of the individual departments like, Life Science, Anthropology, History, Geography, Earth Sciences and Manipuri have been able to give special thrust and focus by making them more relevant for the area and the society.

**North Eastern Hill University, Meghalaya**

- Each department reviews the course curriculum from time to time.
- The main thrust has been to incorporate UGC/NET curriculum.
- There is no mechanism to get feed back about the changes in the curriculum from the experiences of students or faculty as well as from the employers.
- A number of options are available to students in each discipline to choose their elective. Inclusion of electives in the curriculum is linked with the specializations of the teachers.
- Very few inter-disciplinary courses are offered to students.

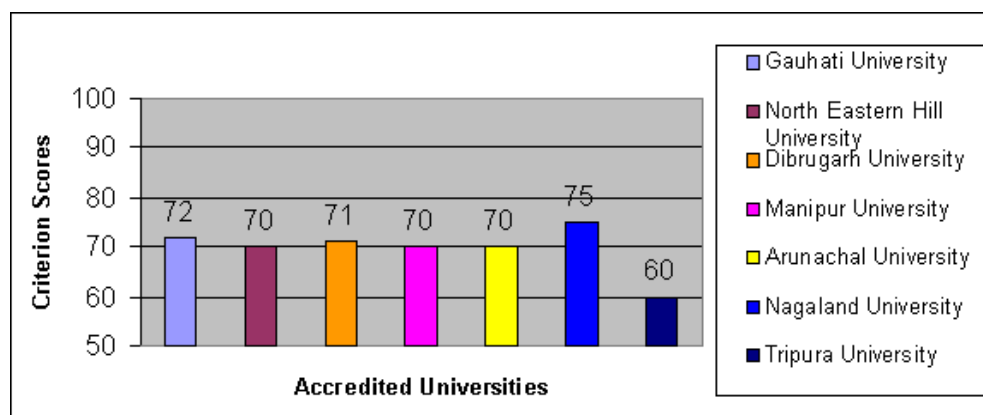
### Nagaland University, Nagaland

- The Nagaland University offers B.Sc (Agriculture), M.Sc (Agriculture), MA. and M.Sc. programmes in the University departments.
- The curricular contents are reviewed and updated through regular Board of Studies and expert committees by consulting National Curricular service including UGC.
- The University follows semester pattern at P.G. level with 25% marks for internal assessment.
- University offers a variety of courses with emphasis on Agriculture oriented courses.
- University lays emphasis on Agriculture, local area culture and community oriented/job-oriented courses.
- Courses of studies in 18 out of 25 departments have been revised as per the guidelines circulated by the UGC/ICAR.

### Tripura University, Tripura

- Along with special papers, the University offers internal options at the P.G level in science faculty.
- University is yet to constitute Board of Studies in different subjects.
- The syllabi and curricula are reframed at the interval of 4 - 5 years.
- In Science and Economics subjects, laboratory and project work respectively form about 40% of the syllabus content.
- Conducts B.A and B.Ed. courses on distance education mode.
- 'Centre of Tribal languages' promote the native Kok – Borok language.

**Fig. 15 : Criterion I : Curricular Aspects**



**B. QUALITY ENHANCEMENT MEASURES****Gauhati University, Assam**

- The curriculum may be revised once in 3 years in all departments
- The redesigning, designing or revising of curricula may be undertaken by the Board of Studies and Academic Council after thorough scrutiny of an expert committee to ensure the national/international competency.
- Reduce the gestation period of 2 years for implementation of new courses to six months.
- Introduce inter-disciplinary teachings.
- Initiation of new programmes in the frontier areas like – Electronic Science, Computer Science, Environmental Science, Biotechnology etc., is needed.
- New courses may be introduced based on the feedback obtained from the potential employers, academic peers and students.
- Bridge courses or remedial coaching may be provided to students to bring the students at a desirable basal line of knowledge.
- University may introduce credit system to enable the students to choose inter-disciplinary courses.
- Computer Science as a compulsory paper for all students taking PG programmes
- To make language teaching programmes academically vibrant and administratively cohesive various language departments may be brought under a ‘school’.
- Only relevant foreign languages may be encouraged and be made self-sufficient financially.

**Dibrugarh University**

- Start programmes in MCA, IT, MBA, Foreign Trade and Biotechnology.
- Foreign language studies in Chinese and East Asian languages.
- Internet and e-learning methods be added on as additional papers to almost all programmes.
- Design region- specific and culture oriented courses.
- A strong grounding in course work may be included as an integral component of research curriculum.



- Academic autonomy of individual departments with more flexibility of updating the syllabi, without insisting 3-5 years rotation.
- Regular revision in subject like Computer Science, IT and other Technology areas in tune with changing job market requirement.
- Steps for ensuring adequate flexibility and choice in option of courses.
- For resource mobilization start self-financing courses.
- Have industrialists on the decision-making bodies.
- Signing MoU with Industries/Organizations like Oil India Limited, Tea Factories and ONGC for effective institution-industry interactions.
- Computer Science department may be started.
- An introductory computer course at UG level may be started as compulsory/ optional subject.
- More academic programmes of industry relevance with the collaboration of neighborhood industries.
- Granting autonomy to some colleges of good track record.
- Only 50% of the affiliated colleges are recognized under 2f and 12B. Permanent affiliation to all colleges of good standing to enable them to get UGC development grant.
- Coaching for students for UGC/CSIR/NET and other competitive examinations.

### **Arunachal University, Arunachal Pradesh**

- 'Center of potential in the subject of biodiversity' may be truly explored for excellent inter-disciplinary center of research (an example for entire north eastern region) and also for the commercial exploitation.
- Establishment of a Center of Vocational studies in order to provide training and education in Entrepreneurship Development, Management of Small Business, Tourism and Travel Management, Marketing of Ornamental Fishes, Food Processing, Agriculture, Floriculture and Agriculture allied fields.
- Department of tribal studies may augment the process of transcription of tribal languages.
- New departments in Science and Computer Application.

**Manipur University, Manipur**

- Introduction of more self financing courses to meet the pace of progress and for augmenting the resources.
- Strengthening the existing programmes so as to focus on multidisciplinary aspects within the frame work of existing institutional structures.
- Preparation of a Vision Document for the University along with a time bound action plan for implementation.

**North Eastern Hill University, Meghalaya**

- Programmes in Business Management, Computer Applications, and Biotechnology and other career oriented PG and diploma courses.
- Interaction among the departments of the schools at the level of teaching and research may be enhanced.

**Nagaland University, Nagaland**

- M. Phil. courses should be included in some of the departments on experimental basis.
- Inter-disciplinary activities may be encouraged.
- IT component may be incorporated into the curriculum.

**Tripura University, Tripura**

- Start job oriented vocational courses preferably under self-financing scheme.
- Board of Studies at the P.G. level be constituted at the earliest.
- Remedial courses in English and Computer Application.
- Establishment of Departments like Mass Communication and Journalism, Tribal Studies, Hindi, Comparative Linguistics, Biotechnology, Sociology, Anthropology, Geography and Women Studies.

**ii. CRITERION II : TEACHING, LEARNING AND EVALUATION****A. STATUS REVIEW****Gauhati University, Assam**

- Admissions are on the basis of academic records/entrance test.
- Follows government rules pertaining to reservation for various appointments and admission.

- Teaching is imparted through classroom instructions. 75% permanent faculty 25% is temporary.
- Teaching: non teaching is 395:268
- 75% teachers served as resource persons in UGC sponsored ASC.
- 25% posts are lying vacant for a number of years. Few departments have only 2-3 teachers.
- The choice of examiners and paper setters is well defined through the panel prepared by respective faculties and approved by Academic Council.
- Evaluation of answer scripts by method of door evaluation replacing centralized evaluation in a retrogressive step.

### **Dibrugarh University, Assam**

- Admission is based on academic record and entrance test.
- Classroom teaching is supplemented by seminars, project works, modern audio-visual gadgets.
- Internet facility available to students by paying a nominal fee.
- Project work is an integral component of PG programmes
- Semester examinations with continuous internal assessment having component of 25%;50% of examiners are external and 50% of examiners are internal.
- By and large central valuation
- Provision for the students to peruse the valued answer scripts.
- Under graduate examinations are conducted every year 1+1+1 in lieu of the erstwhile 2+1 system.

### **Arunachal University, Arunachal Pradesh**

- The admission of students to various courses of the University is through interview and academic record.
- 43% of the total budget is allocated for academic programmes.
- Apart from classroom 'instructions' students are exposed to other avenues of learning like seminars, projects, fieldwork, assignment, educational tours/ visits, academic talks and brain storming sessions.
- No bridge courses

- Tutorials and remedial coaching for educationally challenged students.
- University follows semester system with 20% internal assessment and 80% external evaluation.
- Follows central as well as door evaluation.
- There is no re-valuation
- Conduct of examinations and declaration of result is consistently regular and as per schedule.
- Some faculty members established linkages with Universities abroad.
- The University has large percentage of the faculty members recruited on all India basis as per UGC norms.
- Working days 220; teaching days 186
- Almost all departments have computer and internet connectivity.
- UGC has identified Arunachal University as “Centre of Potential in the subject of Biodiversity”.
- The mission statement of the University “to provide education and training in various arts, crafts and skills of the region, raising their quality and improving their availability to the people” is translated into action through the activities in the Tribal Studies Department.

### **Manipur University, Manipur**

- Admission to various courses are based on a combination of past academic record, entrance tests and interviews and also based on reservation rules.
- Majority of the students and researchers hail from the same state.
- Bridge courses are conducted for students who did two-year degree courses
- Teaching is imparted mainly through classroom instructions and laboratory works.
- Working days 274; teaching days 180
- For recruitment University follows the norms and procedures as fixed by UGC
- Teacher’s performance has been evaluated through appraisal for teaching and research works. The data is effectively used for their career progression.
- University follows annual system of examination for general courses and semester system for professional courses.

- Follows both central and door evaluation methods.
- Anomalies in evaluation process are rectified through moderation and retotalling.
- Teaching posts sanctioned by UGC under IX plan period remain vacant due to ban on appointments by the state government.

### **North Eastern Hill University, Meghalaya**

- Students participation in teaching learning is encouraged by weekly seminars/discussions at the post graduate level.
- A number of options are available to students to choose electives, which are restricted to available specializations.
- Classroom teaching is mainly depending on lecturing.
- Evaluation process follows the practice of 75 per cent external and 25 per cent internal assessment. Internal assessment is based on tests and assignments.
- University follows the policy of door evaluation.
- The re-valuation facility is available to students, but the time taken to declare the re-valuation results is quite long.
- There is healthy teacher- student relationship in the campus.
- One of the unique characteristics of the University is that the members of the teaching faculty are drawn from different parts of the country. This has significantly contributed to the academic and intellectual advancement of the region, and has succeeded in fostering a national character in the University.

### **Nagaland University, Nagaland**

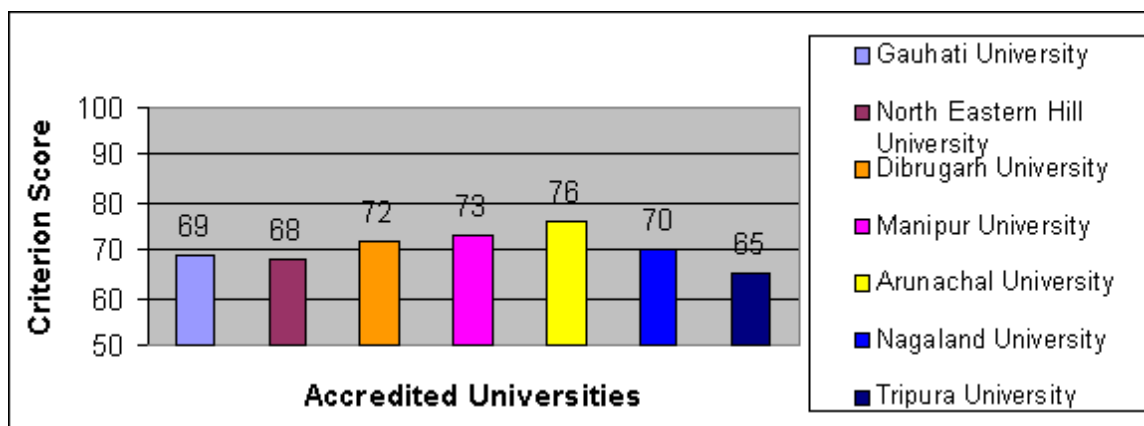
- Working days 272; teaching days 211.
- 50% of classes are taken by part-time faculty.
- Semester pattern is being followed.
- Evaluation is done both internally and externally at the ratio of 25:75.
- For Agricultural and Rural Development programs separate norms are being followed for internal assessment as per the pattern of ICAR.
- Many of the departments are understaffed which affect teaching though the same is being managed by visiting faculty.

- Re-valuation facility makes the examination system transparent.

### Tripura University, Tripura

- Admission is based on academic record
- 46% of its total budget for academic activities
- Teachers are annually assessed for their performance on the basis of appraisal reports and academic audit
- Panel of examiners include 50% internal and 50% external.
- Follows both annual and semester system.
- Examination results are usually delayed.

**Fig. 16: Criterion II - Teaching, Learning and Evaluation**



## B. QUALITY ENHANCEMENT MEASURES

### Gauhati University, Assam

- Vacant posts must be filled up expeditiously
- For acquiring skills and providing exposure to the latest development in the field of specialization teachers have been encouraged to participate in seminars, workshops and conferences.
- Linkages with national and international institutions needs enhancement for bringing diversity of knowledge, qualitative enhancement in teaching technology and widening the horizon of specialization.
- A change to semester system will impart benefits to the students in regularity in teaching, examination and timely declaration of results.
- Present door evaluation replacing centralized valuation is a retrograde step and needs immediate reflection.

- The whole gamut of examination related work may be made fool-proof through total computerization, to ensure confidentiality, fairness, accuracy and rapidity in examination conduct and announcement of result.
- The students may give more facilities to enhance their skills in the use of computer and information technology.
- Combining of departments particularly in the areas of languages into schools in order to make language teaching academically vibrant and administratively cohesive.
- More self-financing courses need to be introduced to meet the pace of progress and for augmenting the resources.
- The University-industry interface needs to be established and widened.
- Only relevant foreign language may be encouraged and be made self-sufficient financially.
- University and state government may bring necessary legislation for making examination work compulsory for teachers to avoid delay in announcing the results.

#### **Dibrugarh University, Assam**

- Special coaching may be arranged for students to achieve better results in UGC / CSIR NET and other competitive examinations.
- Academic audit as per the UGC guidelines may be undertaken to identify the strength and weakness of the system and to introduce appropriate corrective steps.
- Creation of a curricular development cell to plan and co-ordinate the academic activities.
- College of good track record may be recommended for autonomous status.

#### **Arunachal University, Arunachal Pradesh**

- The University may encourage inter disciplinary activity utilizing the facilities available with ' Centre of Excellence in the subject of Biodiversity'.
- Revaluation facilities make the examinations system more transparent and student friendly.

#### **Manipur University, Manipur**

- To bring more accountability and transparency a mechanism for objective method of self-appraisal and evaluation by peers and students be evolved

- IQAC to monitor the performance of its faculty.
- Teachers be encouraged to adopt new technologies of classroom teaching to make it more interesting and interactive.
- Introduction of more self-financing courses to meet the pace of progress and for augmenting the resources of the University.
- Strengthening the existing programmes through incorporating inter-disciplinary aspects.
- Introduce formal mechanism for students evaluation of teachers.
- Prepare a 'Vision Document for the University' along with a time bound action plan for implementation.

#### **North Eastern Hill University, Meghalaya**

- Use of modern teaching technology is suggested to make class-room pedagogy more effective
- The University examination procedures are to be computerized
- Original and advanced method of teaching learning may be effectively and innovatively implemented to make University education up-to-date.
- Many vacancies in various department remain unfilled for a long time and the appointments be made as early as possible.

#### **Nagaland University, Nagaland**

- Establish vibrant linkages with centres of excellence through web-based programme.
- In certain departments positions have been advertised but not filled up; in certain departments more positions should be created.
- More flexible pattern of courses streamlining both the conventional and open system
- Face to face interactive efforts in teaching may be supplemented with innovative teaching methods in class room with the help of latest teaching aids.
- Incorporate multimedia packages and teaching aids for classroom instructions.
- Institutionalized system for addressing the special needs of the predominantly larger population of Tribals.



### **Tripura University, Tripura**

- Faculties need to equip themselves with new teaching methodologies
- Need to acquaint themselves with latest development in their field by participating in seminars, workshops and conferences at national and international level.
- Computerization of Examination Department for early declaration of results.
- Introduce innovative and interactive mode of teaching.
- Introduce semester system in all subjects.

## **iii. CRITERION III : RESEARCH, CONSULTANCY & EXTENSION**

### **A. STATUS REVIEW**

#### **Gauhati University, Assam**

- 70% faculty members actively involved in guiding research scholars and working as investigators of research project.
- Ongoing research project: total funding Rs.500 lakhs.
- Number of full time research scholars holding JRF is limited.
- Total research programme is formulated and monitored by Departmental Research committee.
- Last three years 1300 publications in national/international journals.
- Number of patents 2: Number of awards: 48.
- Many departments lack (1) on-going projects (2) linkages (3) computer facilities.
- Major departments have (1) brought out their speciality journals (2) close collaboration with national and international institutions (3) successful executions of a number of sponsored research projects.

#### **Dibrugarh University, Assam**

- Research work is largely through the Ph.D. programme.
- 12 ongoing research projects.
- University departments have been identified under Department of special Assistance (DSA) Funds for Infrastructure in Science and Technology (FIST), and Technology Information, Forecasting and Assessment Council (TIFAC).
- Several departments publish research journals.

- In several departments, research findings are published in less known/ departmental or regional research journals.
- Some of the equipments in science departments are non-functional and require maintenance.
- Inter-disciplinary approach through interdepartmental research projects in the field of bio-resources of the region.
- No worth mentioning consultancy services
- Extension services through various activities of N.S.S in the campus like social work and environmental awareness and literacy campaign.

### **Arunachal University, Arunachal Pradesh**

- 90% of faculty members are actively involved in research by way of guiding research scholars and working on research projects.
- Has separate Research Board to facilitate and monitor research programmes
- 24 on-going research projects with a total outlay of Rs. 1 crore 25 lakhs
- 178 research papers, 61 chapters and 32 books
- Publishes a bi-annual research journal
- Last two years 25 students qualify UGC, NET Examinations and 8 in Civil Service Examinations.
- Nodal agency for social survey by Water and Power Consultancy Services of India.
- Prepared human development report sponsored by Planning Commission and UNDP.

### **Manipur University, Manipur**

- 90% of the faculty members of the University are actively involved in research by way of Ph.D.
- 51 on-going research projects with a total funding of Rs. 6.18 crores.
- Research studies for documentation on indigenous people of the area, their culture and identities
- Special research committees to facilitate and monitor research work in the University
- Life Science got support from UGC under SAP (DRS), COSIST and from DST under FIST

- Some of the faculty members have established national and international collaborations.
- The extension activities are through departments of Adult, Continuing and Extension Education (ACEE) and N.S.S

### **North Eastern Hill University, Meghalaya**

- Various departments have taken up research project sponsored by national and international agencies.
- The faculty members include recipients of Awards/Fellowships like Bhatnagar Meghnath Saha award, FNA and FASc.
- Research at various levels is carried out to probe into the problems of the regions
- UGC assistance through its Special Assistance Programme, Departmental Research Support and COSIST is available to certain departments. The faculty are quite avid in the pursuit of research (evident from research publications)
- A few departments carry out extension activities to translate research finding for helping the local/regional population.
- Consultancy services are minimally provided by departments.
- A large number of students have been successful in UGC-CSIR-NET examinations, especially in humanity subjects.

### **Nagaland University, Nagaland**

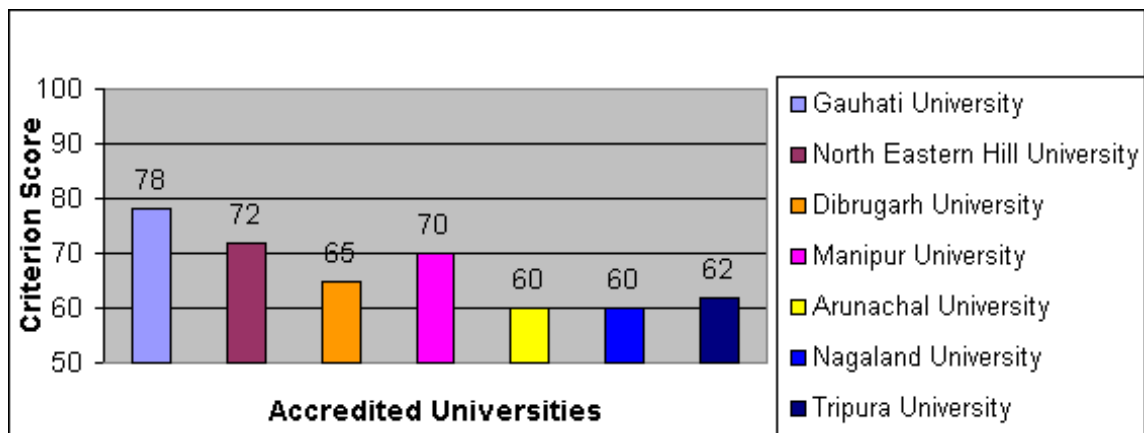
- Some teachers have taken up research assignments apart from teaching
- Some of the Departments have tapped resources from ICAR, CSIR, DBT and DST for their research through projects.
- Research out put is not impressive in terms of publications.

### **Tripura University, Tripura**

- 11 on-going research projects worth Rs. 23,97,056
- 70% faculty members are actively engaged in research.
- Published more than 150 papers and 17 books
- Research committee to facilitate and monitor research activities
- The extension activities and the consultancy services are yet to pick up in this University

- 26 students have passed UGC-CSIR test and 17 have cleared the GATE

**Fig. 17 Criterion III - Research, Consultancy and Extension**



## B. QUALITY ENHANCEMENT MEASURES

### Gauhati University, Assam

- Motivate the students and give sufficient coaching for appearing NET/SLET examinations.
- To impart momentum to consultancy University may evolve suitable mechanism and guidelines.
- To catalyze the existing level of excellence and to enhance the quality of Ph.D dissertations internet facilities may be provided to each department.
- Preparation and adoption of a well-defined, meaningful consultancy policy for the University.
- The University-industry interface needs to be established and widened.

### Dibrugarh University, Assam

- Noticeable fall in research output.
- Steps should be taken to subscribe more journals.
- Special efforts be made to arrange coaching for the students for achieving better results in UGC/CSIR/NET and other competitive exams.
- Maintenance and repair of equipments in science laboratories may be given due attention.
- Inter-departmental projects to develop interdisciplinary approach to exploit the bio-resources of the region.

### **Arunachal University, Arunachal Pradesh**

- “Centre of Potential in the subject of Biodiversity” may be transformed into an excellent interdisciplinary centre of research.
- The commercial exploitation through consultancy and extension services.

### **Manipur University, Manipur**

- Set up a mechanism for providing consultancy services. Adoption of a well-defined consultancy policy for the University with provision for sharing of fees between the faculties involved and the University.
- University may consider entering into collaboration with institutions of repute in the form of formal Memoranda of Understanding.
- The extension services in various departments may be planned in order to familiarize their students with real life issues of the society, farmers and environment.

### **North Eastern Hill University, Meghalaya**

- The process of getting registered for Ph.D needs to be made more rigorous.
- A comprehensive database in research may be developed at the central level in the University
- There is a need to create a corpus fund in the University to support joint research projects of the University for the development of the area.
- Both the quantity and quality of research need development and increase.
- Research is to be context specific, consultancy and extension may become necessary corollaries in order to augment material resources for the programme

### **Nagaland University, Nagaland**

- A research advisory committee could be formed to ignite the research potentiality available in the University.
- Collaborative research with foreign countries national institutions and Universities may be envisaged and carried out
- An approach paper could be prepared for extension and it could be discussed thoroughly and action programme could be chalked out.
- The University may take steps to lay more emphasis on research activities and develop a research culture by adopting a consortium approach and

entering into collaboration with premier research institutions/Universities of the country.

- Research activities should be given more emphasis in social sciences
- Inter-disciplinary activities may be encouraged
- Obtain funds from UGC, ICHR, CSIR, ICAR, DST and other funding agencies.

#### **Tripura University, Tripura**

- Introduce consultancy services
- Research efforts need to be augmented.
- Relevant research projects ought to be undertaken.

### **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

#### **A. STATUS REVIEW**

##### **Gauhati University, Assam**

- Has Necessary infrastructure facilities
- 37 departments; 250 lectures
- Total number of Books – 5.34 Lakhs
- Special collection in the library – Ancient Manuscript
- Number of Journals: national: 60, international: 120
- Limited internet accessibility
- Reprographic facility available.
- New books less than 1000 per year.
- The domain of computer station and internet facilities lack infrastructure facilities.
- 18/35 departments have computers.
- Computer centre has only dozen computers.

##### **Dibrugarh University, Assam**

- Strong in physical facilities and its maintenance
- Library 1,40,351 books
- 200 journals
- Computer-internet-reprographic facilities

### **Arunachal Pradesh University, Arunachal Pradesh**

- The University has adequate physical facilities and an effective mechanism for its maintenance.
- Library has 30,851 books. 18 national 81 international Journals
- Computerized, INFLIBNET connected
- Reprographic facilities, internet connectivity
- University has VSAT based inter connectivity

### **Manipur University, Manipur**

- Has necessary infrastructure facilities
- The library is computerized with INFLIBNET connectivity.
- Library has 1,13,682 books; 237 national and 43 international journals
- Students: number of book is 1:60
- Internet facilities, computers, audio-video cassettes, access to 3,400 online journal under UGC INFLIBNET Scheme.
- Computer center which also helps administration and finance, has 22 computers
- History department has a museum on a separate building.

### **North Eastern Hill University, Meghalaya**

- Library resources are sufficient in quantity and quality of books and journals
- Laboratories and other research sources of some of the departments are quite adequate
- University is working towards providing computer facilities and internet connectivity
- The University has good computer centre, University science instrumentation centre and Bio-informatic centre
- Internet connections to various departments with V-SAT station.

### **Nagaland University, Nagaland**

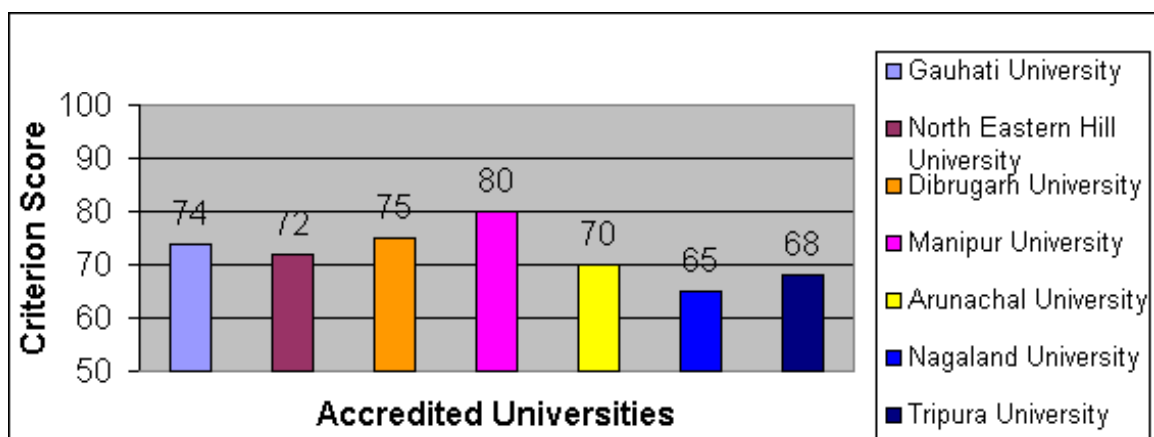
- Buildings are inadequate and many of them are in bad shape.
- The University is yet to create adequate infrastructure to meet the requirements. Some of the departments are housed in very shabby buildings.

- Most of the departments do not have departmental libraries.
- Libraries require adequate space, more number of textbooks, recent edition of books and reading room facility.
- The INFLIBNET and networking has been introduced in central library.
- The University is yet to develop a computer centre.
- Laboratories do not have adequate equipment and space.
- Sports facilities need augmentation
- More hostels are required
- The University has minimum infrastructural facilities.

#### Tripura University, Tripura

- Maintainance of the infrastructure is done from separate budget provision of the University. It is executed by state PWD.
- The library of the University is in a state of transit and it is being shifted to the new building
- Library has 42,253 books, 79 national and 2 international journals
- Library has INFLIBNET services
- Computer centre helps in areas of students registration, migration, compilation of exam results and salary bills

**Fig. 18 : Criterion IV - Infrastructure and Learning Resources**





## **B. QUALITY ENHANCEMENT MEASURES**

### **Gauhati University, Assam**

- Augment the availability of computers in the University. Create a LAN network and increase access to internet facility by providing terminals across the campus.
- The number of volumes added every year should be increased.
- More number of journals may be subscribed.

### **Dibrugarh University, Assam**

- The computerization of the library is most desired so as to make it user friendly.

### **Arunachal University, Arunachal Pradesh**

- Consider establishment of a vocational centre with infrastructure facilities for skill oriented, job oriented need based courses.

### **Manipur University, Manipur**

- The infrastructure facilities for teaching and research especially in science departments need to be strengthened.
- Completion of automation in Administration, Finance, Examination and Library.

### **North Eastern Hill University, Meghalaya**

- Due to heavy rain and hostile weather conditions, the process of maintenance of building requires constant vigil and support system in order to avoid leakage, seepage and disfiguring of the buildings.
- In order to fulfill the above, the University must maintain very strong engineering and technical staff to avoid any possible damage.
- The University needs continuous funding for this and may provide separate budget provision.
- More building structures and maintainance of the existing are required.

### **Nagaland University, Nagaland**

- Better infrastructural facilities be provided, particularly buildings for teaching departments.
- There is need for large-scale computerization. Infact every student and staff should have access to computer.

- Library needs more space, reading room and more books and particularly latest editions.
- Hostels should be better equipped, more recreational facilities and internet facility should be provided.

#### **Tripura University, Tripura**

- The library and laboratory facilities with respect to equipment, space, computers, internet connectivity, books need to be improved.

### **V.CRITERION V : STUDENT SUPPORT AND PROGRESSION**

#### **A. STATUS REVIEW**

##### **Gauhati University, Assam**

- State Government run employment bureau located on the campus.
- Career counseling centre is recently established
- Placement services availability for graduates in Management Studies.
- Examination results are often delayed
- Pass percentage in some departments are relatively low

##### **Dibrugarh University, Assam**

- The University examination results have been fairly good.
- Campus selection is arranged in Departments of Petroleum Technology and Applied Geology.
- There is no placement officers and no database regarding placement of post-graduate students.
- Free bus service is available inside the campus
- Two of the best students of each department are given departmental scholarships.
- Alumni association has been recently formed.

##### **Arunachal University, Arunachal Pradesh**

- 23% of the students are from outside the state
- State government provides stipend and book grant to the entire tribal students.
- No formal employment guidance bureau, but students are given academic and career counseling

- Examination coaching centre in the University, sponsored by the ministry of welfare, GOI, provides coaching and guidance services to students for various competitive examinations, job opportunities, higher studies etc.
- 25 students qualified in UGC-CSIR NET examinations, 8 students qualified in Indian Civil service exam.
- The University conducts the examinations in time, publishes the results within 30 days of the completion of the examination
- Alumni association is formed in the University
- The student's feed back is systematically taken through a questionnaire to evaluate the quality of teaching at the end of each semester.
- Adequate recreational and sports facilities.

#### **Manipur University, Manipur**

- An employment guidance bureau set up in collaboration with the state government is functioning in the campus.
- A placement cell is also helping the students in their future placement
- The website of the University and its content needs to be upgraded to get all information of courses and facilities on internet. It would help the University in reaching out to more national and international students.

#### **North Eastern Hill University, Meghalaya**

- Students union elections are quite peaceful and not interfered by outside forces.
- Students union concentrates on extra curricular and co-curricular activities of the students. They attend classes 180-200 days per year and there is no loss of working days due to student's unrest or agitation.
- No placement service in the campus
- Most of the students are beneficiaries of national scholarship as they belong to Tribal /SC/ST categories of this region.
- Academic counseling is offered informally
- The alumni association is dormant.

#### **Nagaland University, Nagaland**

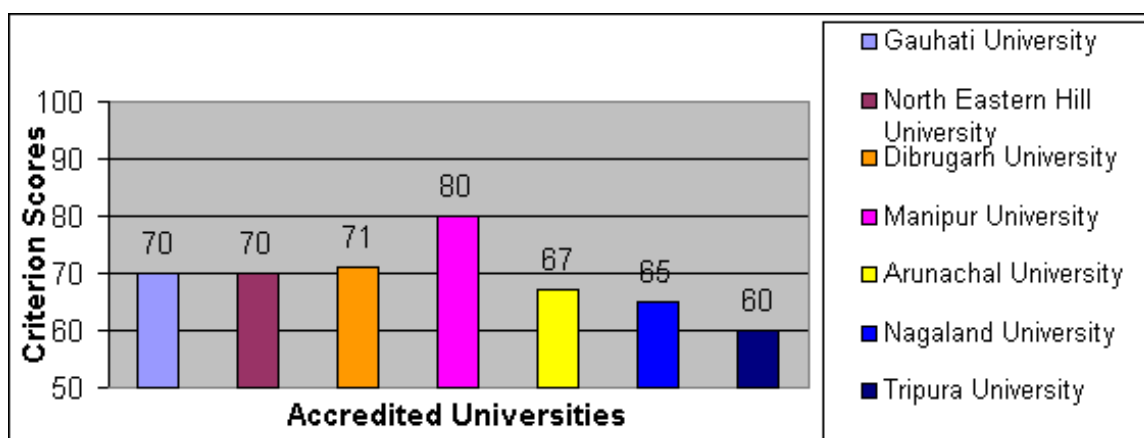
- 80% of the students pass University exams.
- 20% drop out rate.

- 25 students have qualified the NET/JRF so far
- Alumni association has been recently formed
- Most of the students enjoy financial assistance from state government.

### Tripura University, Tripura

- Success rate is 97%
- Drop out rate is 17%

**Fig. 19 : Criterion V : Student Support and Progression**



## B. QUALITY ENHANCEMENT MEASURES

### Gauhati University, Assam

- Necessary steps for establishing alumni association and inviting alumni to participate in the developmental activities of the University
- Augmenting the activities of the placement cell and students counseling service.
- Plan the support mechanism for processing the examination works and announcing the result speedily and systematically.

### Dibrugarh University, Assam

- Some special efforts may be made to arrange for coaching the students for achieving better results in UGC/CSIR/NET and other competitive examinations.
- Activities of alumni association may be strengthened.
- The record of the placement of post-graduate students may be maintained and placement officer may be entrusted with the placement duties.

**Manipur University, Manipur**

- The University may consider setting up joint projects with the government departments and other agencies for promotion of traditional performing and visual arts among students of the language/literature.
- An alumni association of the University may be formed which will encourage them to take active interest in the activities and development of the University
- Provide a hyperlink for the alumni in the recently launched website of the University.
- Evolve a structural mechanism to get the students' feed back on academic and other matters regularly in order to improve the content as well as the method of teaching so as to ensure better career progression of the students
- The data on the progression of the students into higher studies or employment should be formally conducted.

**North Eastern Hill University, Meghalaya**

- Efforts must be made to revive the alumni association
- To start a students counseling/placement centre

**Nagaland University, Nagaland**

- The University may initiate steps for career counseling and placement guidance.

**Tripura University, Tripura**

- Efforts be made to attract more students from other states of India and the neighbouring countries so as to provide a cosmopolitan academic atmosphere
- Necessary amendments in the admission rules may be made.
- Formulate a mechanism for students feed back
- Placement cell and effective career counseling centre.
- The University should contact the UGC, New Delhi (NET Division) to establish a centre for NET Examination at Agartala for science students
- An alumni association needs to be constituted
- A coaching centre for competitive examinations.

## CRITERION VI: ORGANISATION AND MANGEMENT

### A. STATUS REVIEW

#### Gauhati University, Assam

- The organization structure of the Gauhati University is typical of a state University
- 43 permanent committees to assist the University administration
- Academic activities of the University are organized under six faculties. Each faculty has a Dean.
- The University arranges training and orientation programmes for the non-teaching staff; officers are sent to NIEPA and IIPA, but the numbers are very small.
- Has the usual system of collecting annual confidential reports for staff and self assessment for faculty
- Financial health of the University is cause for some worry
  - No audit has been done in the last decade
  - Absence of regular audit; accountability has become a casualty
  - The University depends on the state government to the tune of 66% fundings
  - Internal accrual is 22%
  - The University is running on deficit.
  - The amount spent is reported as 15% less than the planned estimate.

#### Dibrugarh University, Assam

- The management is well taken care of by the University statutory ordinances and rules.
- Number of committees have been formed for helping academic administration
- Industrialists have been nominated to the executive council
- Postgraduate board exercises powers for overall matter relating to post graduate studies and determining the pattern of courses.
- Though each department has separate Board of Studies PG Board reviews the work of PG departments.
- The PG Board creates the Joint Research Council, which approves the panel of examiners for evaluating research thesis and dissertation.

- University mobilizes 40% of the annual revenue from its own sources
- The accounts of the University are regularly audited by the internal auditors as well as external statutory auditors.
- The University spends on the salary of the employees around only 60% of its revenue income and the rest is left for maintenance and development. It is a healthy sign rarely found in other Universities.

### **Arunachal University, Arunachal Pradesh**

- The structure of governance of the Arunachal University is that of a state University
- There are six faculties
- The academic calendar is proposed by Academic Council and is strictly adhered to
- Total Budget Rs. 4,46,39,217.84 (excluding UGC and Other grants)  
Salary : Rs. 2,93,68,128.00
- Internal revenue is Rs. 72.5 lakhs
- The accounts are regularly audited by the Local Funds Audit Department of the state government

### **Manipur University, Manipur**

- The organization structure of the Manipur University is typical of a state University
- The University strictly follows the academic calendar prepared by the Academic Council
- The University has to comply with the audit procedure prescribed by the state government
- The University has its internal audit mechanism
- Employees are deputed to various training programmes including the accounts training conducted by the state government

### **North Eastern Hill University, Meghalaya**

- Examination work needs to be computerized.
- Everything is being manually done in the examination centre

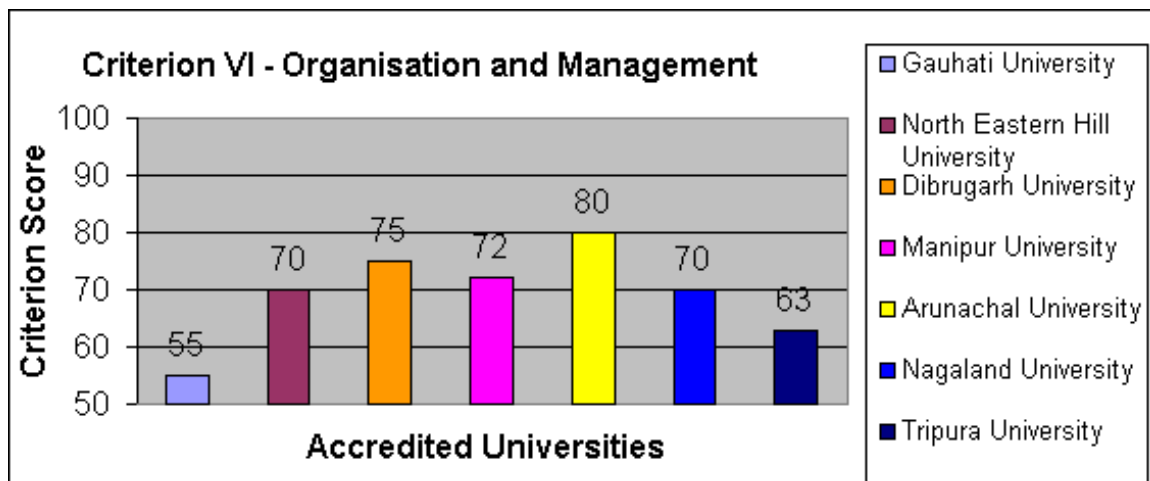
### Nagaland University, Nagaland

- Nagaland University is a central University
- University lays emphasis on training of officers; 2% of the total budget is earmarked for the training of the officers.
- The University maintains annual confidential records for non-teaching staff.

### Tripura University, Tripura

- At present there is shortage of man power in the University
- Teachers are evaluated through self performance report and academic audit
- Confidential reports of administrative staff are maintained
- There is an internal audit system, apart from this, the accounts are audited by Accountant General, Tripura periodically
- A Grievance redressal committee for the University staff is functional.

**Fig. 20 : Criterion VI : Organisation and Management**



## B. QUALITY ENHANCEMENT MEASURES

### Gauhati University, Assam

- University definitely needs to focus on generating its own finances
- Fees need to be raised
- Donations have to be sought
- New initiatives for generation of fund
- More self financing courses need to be introduced to meet the pace of progress and for augmenting the resources



- To inject transparency and efficiency, administration, admission, recruitment, finance and examination process must be computerized
- University and state government may bring necessary legislation for making examination work compulsory for teachers to avoid delay in announcing the results.
- Appropriate mechanism may be developed for optimal utilization of funds in academic and administrative sectors of the University.

### **Dibrugarh University, Assam**

- Computerization of the administration needs to be done at the earliest
- The processing of examination results is yet to be done by the computers and it is a must these days.
- The University could start more income generating courses and tap fresh avenues of income.

### **Manipur University, Manipur**

- Training of non-teaching staff through administrative training centres.
- Computerization of administration needs to be completed
- Creation of an Internal Quality Assurance Cell for the University
- Introduction of more self-financing courses to meet their pace of progress and for augmenting the resources of the University

### **North Eastern Hill University, Meghalaya**

- A planning board is being constituted to develop a master plan for the next twenty years.
- NEHU is an affiliating central University.

### **Nagaland University, Nagaland**

- The self appraisal of the teachers done at the time of promotion may be made annual

### **Tripura University, Tripura**

- Long-term plan for development of the University be formulated.
- Board of Studies at the PG level be constituted at the early date.
- The vacant sanctioned posts of the staff need to be filled.

**VII.CRITERION VII: HEALTHY PRACTICES****Gauhati University, Assam**

- An Internal Quality Assurance Cell has been created for monitoring the quality of education.
- Creation of facilities for imparting coaching to students to compete in civil service exams and NET exams.
- Computer training to students, teachers and administrative staff through computer center.
- Setting up Gender Sensitization Committee Against Sexual Harassment (GSCASH) has helped in sensitizing University community about gender related issues.
- Almost all departments bring out a subject journal regularly.
- Involving students in major policy decisions on academic matters.
- Introduction of semester system.

**Dibrugarh University, Assam**

- Representation of industrialists on the decision-making bodies of the Universities.
- Almost all teaching departments are bringing out a journal with financial assistance from different agencies.
- Introduction of semester system
- Students union has taken initiative to run computer course.

**Arunachal University, Arunachal Pradesh**

- The University has VSAT based internet connectivity.
- Feedback from student and assessment of teachers on the basis of 15 point criteria and 5 points gradation.
- Generated database for Arunachal Pradesh, Human Development Report with the help of UNDP grant.
- Lead role undertaken by the University in providing training to untrained teachers of the state is a significant step.

**Manipur University, Manipur**

- AVRC centre participates in all India country wide classroom programme of UGC and also in the local TV channels

- There have been no cases of malpractices during the last two years.
- Intelligence Character Recognition System (ICRS) for quick and accurate processing of examination results.

#### North Eastern Hill University, Meghalaya

- Healthy student-teacher relationship
- Students unions help to develop specific skills and competencies like leadership, organizational abilities and team work.

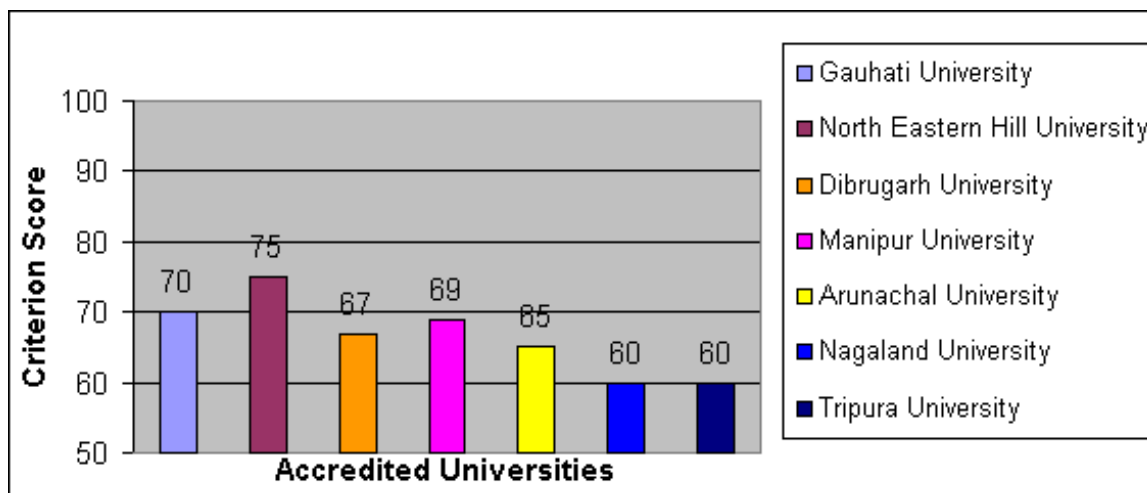
#### Nagaland University, Nagaland

- The University has student exchange programme.
- It imparts value based education through human value education cell.
- Students are made members of purchase committee to purchase books.

#### Tripura University, Tripura

- The local Kok-Borok tribal language is being promoted.
- The University has introduced Indian heritage and culture in the foundation course at UG Level.

**Fig. 21 : Criterion VII - Healthy Practices**



### 3. COMMON OBSERVATIONS

#### **Innovative approach is required**

- in designing the curriculum
- in determining the courses
- in the dissemination process of the knowledge (method of teaching)
- in the system of examination
- in research, consultancy and extension
- in developing infrastructural facilities
- in organization and management

#### **Designing the Curriculum:**

- Incorporate the latest development in the respective fields in the syllabi
- Collect information from experts, academic peers and employers while designing the curriculum
- Reviewing the curriculum every year and revision as and when required
- The computer education be made an integral part of the curriculum.

#### **Determining the Course:**

- Strengthening the fundamental courses with latest development in the field and value added subjects
- Need based, career-oriented courses – which encourage entrepreneurship and employability
- Higher ratio of teacher: taught in some disciplines in the Universities and in almost all programmes of the colleges have dampened the quality of education
- It is high time to reorganize and restructure the courses to suit the need of the students and the locality.

#### **Dissemination process of the knowledge:**

- Develop innovative instructional strategies
- More interactive and learner friendly method of teaching

- The conventional lecture mode of class room teaching may find place for interactive teaching learning experience with the use of modern, teaching aids such as OHP, LCD, Multimedia, Audio-Video cassettes, CDs and internet connectivity
- The heterogeneity in the understanding capability of the students at the entry level can be rectified by providing bridge courses. It gives a congenial environment for teaching and learning
- The assessment of teachers by students through confidential structured format will give opportunity for teachers to understand their weaknesses and help them to rectify their deficiencies so that they enhance their performance in class room teaching.

### **The System of Examination :**

- Academic standard and adequate coverage of the syllabi need to be ensured while framing of question papers.
- Professionalism and computerization for the timely publication of the results.
- Utmost care, seriousness and accountability in the scrutiny of answer scripts.
- The annual system of examination fails to make students intellectually alert and reduced to the level of a test of rote learning. It dilute the teaching and learning process to examination oriented exercise. The total assessment of student's capabilities require a continuous and comprehensive system of evaluation
- The semester system with fool proof internal assessment for continuous evaluation.
- The choice based credit system
- The delay in the announcement of examination result is the concern for both the parents and students. Computerization and evaluation of scripts through centralized valuation would enable to declare the result within 30 days from the last date of the examination.

### **Research, Consultancy & Extension**

- Research, technology development, consultancy and extension are inseparable components of any University.
- Research projects help to generate resources, strengthen infrastructure

facilities and augment the academic resources for the benefit of the students in addition to the personal recognitions to the scholar.

- A team consisting of experts from industries, Universities and research institutes and legal fields may be constituted to formulate policy on consultancy and patent and also to formulate policy on the technological development on the basis of local needs and available local resources.
- Students are to be motivated to take up small project work, to conduct seminars and other assignments to create interest in research activities.
- Some prestigious institutions, which had great reputation of attracting outstanding scholars and talented students, from different part of the country, recently have shown a sign of disenchantment in maintaining this standard. Necessary steps are to be taken to infuse work culture and merit into the academic system of these institutions.

#### **Developing Infrastructure facilities:**

- Adequate infrastructural facilities, and modernization of laboratories are prerequisites, for all Universities.
- Computerization of library, internet facilities with INFLIBNET connectivity augment the seriousness of teaching and learning process of the Institution.

#### **Organization and Management:**

- Adhoc appointments of teachers and principals dilute the academic ambience of the institution. Recruitment of adequate number of qualified teachers is the only solution for this.
- The colleges and Universities are suffering from shortage of qualified teachers in the North Eastern India. The doors of the institutions of higher learning may be kept open to get more qualified teachers from different part of the country. This would increase the quality of education, reduce the maladies of inbreeding, facilitates national integration, attract students from other part of the country and abroad and also mould an empowered human resources in this region.
- To maintain the quality of teachers UGC has prescribed NET as the minimum qualification for appointment of teachers. In many states the posts are remaining vacant because of the non availability of NET cleared candidates. Some states have relaxed the conditions laid by the UGC. It is mainly because

the region specific policies in appointment that created an artificial scarcity of qualified teachers. Steps may be taken to appoint qualified teachers from other parts of the country at the wake of non-availability of suitable candidate within a state, which would also help migration of talents and excellence from one state to other state.

- The affiliating system has inherent and systemic difficulties to implement innovative initiatives in examination and curriculum design. Giving autonomy to deserving institutions will not only give freedom to the institutions to experiment with academic and administrative innovations but also minimize the burden of the affiliating functions of the Universities.

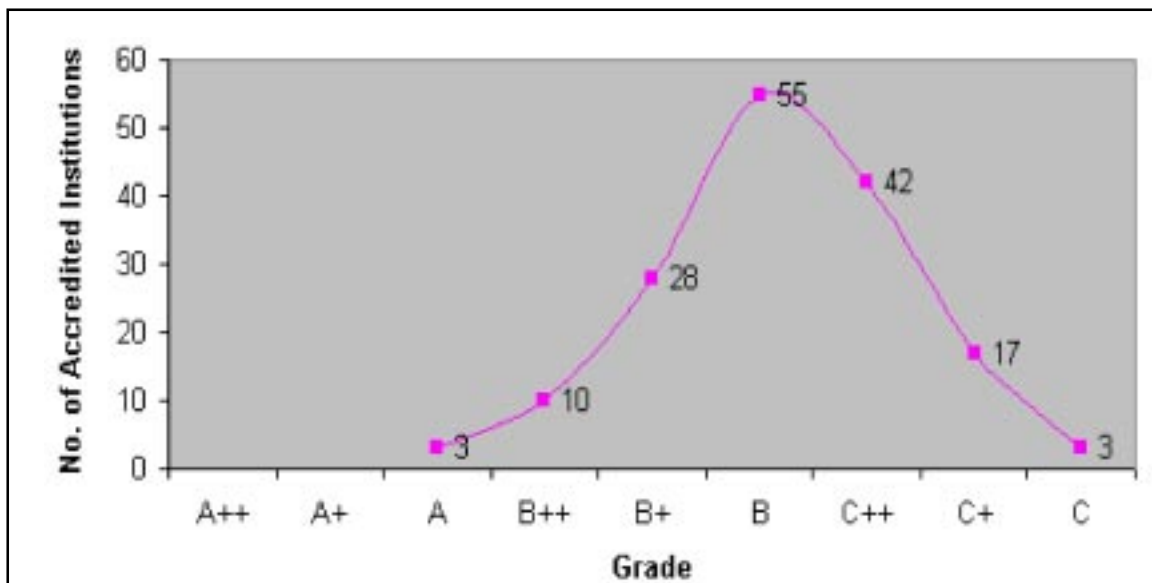
## IV. COMPARATIVE ANALYSIS OF AFFILIATED COLLEGES IN NORTH EASTERN REGION

### 1. QUANTITATIVE ASPECTS

The criterion wise score and the over all score of all the accredited colleges of the north eastern region are given separately under the respective affiliated Universities as Annexures-I to X for reference.

Grade wise graphic representation of the accredited institution in north eastern region shows an interesting Bell shaped distribution with 55 colleges having B Grade at the peak, 42 C++ and 28 B+ on either side, very near to the peak (Fig.22). The number of B++ and C+ are 10 and 17 respectively. The lowest in numbers are the high rated 'A' grade and low rated 'C' Grade colleges, 3 each (Fig. 22). There are no A+ or A++ colleges in north eastern region (Table-8). This distribution of accredited colleges shows a realistic picture of the quality of higher education in the north eastern region (Fig.4).

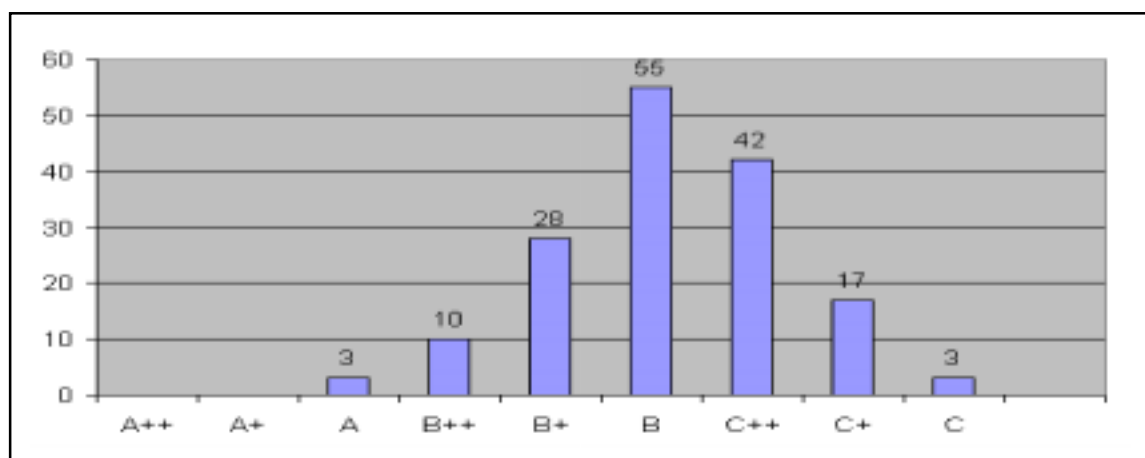
**Fig. 22 : Grade-wise Distribution of Accredited College in North East**





The average over-all score of all the accredited colleges in this region is 73 percent. This clearly justifies the Bell-shaped graph (Fig.22) showing B grade at the peak in the grade-wise distribution of the colleges. When Criteria-wise scores of all the accredited colleges are analyzed, it is observed that except Criteria III and IV all other Criteria have more or less same score. The low scores in Criterion III: Research, Consultancy and Extension and Criterion IV: Infrastructure and Learning Resources are on the expected line. All the members of Peer Team invariably suggested the need for developing a research culture in the colleges and also recommended strengthening the infrastructure facilities in the college.

**Fig. 23 : Grade-wise Distribution of Accredited Colleges in North East**



**Table 8. Grade-wise Distribution of Accredited Colleges in North East**

States	A++	A+	A	B++	B+	B	C++	C+	C	OGS	Total
Assam	-	-	1	9	27	48	41	16	-	3	145
Manipur	-	-	-	-	-	-	-	-	-	-	-
Meghalaya	-	-	2	-	-	3	-	-	-	-	05
Nagaland	-	-	-	1	-	-	-	-	-	-	01
Tripura	-	-	-	-	-	3	1	-	-	-	04
Mizoram	-	-	-	-	1	1	-	1	-	-	03
Arunachal Pradesh	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>NIL</b>	<b>NIL</b>	<b>3</b>	<b>10</b>	<b>28</b>	<b>55</b>	<b>42</b>	<b>17</b>	<b>-</b>	<b>3</b>	<b>158</b>

## 2. QUALITATIVE ASPECTS: CRITERION-WISE APPRAISAL

### i. CRITERION 1: CURRICULAR ASPECTS

#### A. STATUS REVIEW

- A few Universities have not yet adopted model curriculum developed by UGC.
- Curricular transaction is planned and executed by colleges locally.
- Courses offered are mostly in traditional areas.
- Most of the PG courses are on self-financing basis with temporary faculty.
- Colleges have initiated new courses such as BBA, BCA, Travel & Tourism, Sericulture, Environmental science etc. in addition to regular bachelor programs on self-financing basis.
- Only some colleges are offering Job oriented certificate courses.
- Provision for advanced learning exists for meritorious students in some colleges.
- In compliance of supreme court order and UGC directive, colleges have introduced a compulsory course in Environmental Science.
- Colleges are catering to local higher educational needs.
- Students feedback and continuous internal assessment exist in few colleges, mostly developed by colleges on their own.
- Few colleges are conducting/organizing seminars, workshops in academic and socially relevant areas.

#### B. QUALITY ENHANCEMENT STRATEGIES

- Curricular design is done by Universities. Colleges do not have direct and significant role in syllabus framing and revision which is needed.
- The college may take active steps in the designing, revisioning or restructuring of the syllabi.
  - (a) With active involvement of members of Board of Studies from colleges.
  - (b) By regularly interacting with affiliated University's academic bodies.
  - (c) Organise seminars/workshop inviting academicians from Universities and experts from industries.
- Colleges may arrange interaction with academic peers and industry experts to probe the possibility of introducing new courses.

- Frequent interaction with University departments, nearby national institutes/ organisations and industries will empower both the students and staff to update their knowledge.
- In general, the syllabus does not provide scope for inter -disciplinary teaching. There is much scope for academic innovations.
- Efforts may be made to enhance the success rate of students.
- Course on Forestry, Fisheries, Tourism, IT-oriented and Agro based courses are locally relevant.
- Many traditional departments have potential to bring out diversity into academic programmes. May introduce need based professional courses to attract students.
- Colleges need to conduct certificate programme in 'Communicative English' for the benefit of students.
- Best teacher award may be instituted at the college level to motivate the teachers.
- Students assessment of teachers may be taken seriously and evaluated properly and positive suggestions may be adopted for improvement of class room teaching.

## ii. CRITERION II: TEACHING, LEARNING & EVALUATION

### A. STATUS REVIEW

- Students admissions are largely based on academic merit.
- Most of the teaching methods are conventional.
- The rate of teacher's participation in seminar/workshops is not encouraging.
- The temporal plan of academic work in the colleges is annual.
- Besides the University annual examinations a few colleges conduct internal tests.
- Vacant teaching posts are matter of serious concern. In many newly introduced courses teaching is done by part-time/ad-hoc teachers.
- About 30% of the teaching is done by part-time teachers.
- There are hardly any linkage with national and international institutions.
- Performance appraisal of teachers is occasional.

## **B. Quality Enhancement Strategies**

- The postgraduate courses in many colleges are conducted on self-financing basis with temporary/part-time teachers where as the experienced and permanent faculty members teach undergraduate courses.
- Colleges need to enhance teaching aids. For example: the departments of Geology, Geography may use GIS packages. Chemistry practicals could be done with microanalysis techniques to save resources.
- Class room teaching may be made more interesting and participatory with the use of modern teaching aids such as models, OHP, LCD, Multimedia, Internet, Cassettes and CDs.
- Class room tests may be made frequent. The results and the answer scripts are to be communicated to the parents/students.
- Bridge and remedial courses are necessary to orient the new learners and to raise the disadvantaged learners to the level of quick learners.
- Advanced learners may be motivated by giving scholarships, endowment prizes and also exposing them to advanced centers of learning.
- Teaching plan for the individual subjects may be prepared and mechanisms may be introduced to monitor completion of the entire syllabi well in advance by the respective teachers.
- Tutorial system may be effectively undertaken to develop a healthy teacher-taught relationship in the colleges.
- Necessary initiatives may be taken by the academics and management to introduce semester system in all UG and PG courses of the colleges with the help of University authority.
- Teachers may be encouraged to participate in national/international seminars in their subject area conducted outside the state.
- Majority of colleges have to develop fully functional students feedback mechanism.
- In most of the colleges, 180 teaching days per annum to be implemented.

### iii. CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

#### A. Status Review

- About 10% teachers are engaged in active research.
- Many 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.
- Colleges such as Cotton College has good research ambience. Strong research culture is evident in this college.
- Many colleges are well engaged in the extension activities.
- Some college departments have registered subject societies and their activities are aimed at improving teaching and research activities.
- Some college teachers are availing UGC teacher fellowships to acquire M.Phil. and Ph.D. Degrees.
- Some of the teachers are members of research associations and academic societies in and outside the states.
- As a result of NAAC's activities, many colleges started publishing research Journal or college magazines.
- The common extension activities of the colleges are community development, social work, health camps, adult education & literacy, blood donation, AIDS awareness and environmental conservation.
- The research and consultancy activities are very weak. While few teachers take up research activities, most of the colleges lack consultancy services. Majority of the colleges yet to develop a policy on consultancy services.
- Many colleges have linkages with Assam science society.

#### B. Quality Enhancement Strategies

- Colleges need to expand their research capabilities by obtaining research projects through apex agencies.
- About 30% teachers have research qualifications (M.Phil./Ph.D.) Other teachers should try to obtain research degrees.
- College may constitute 'Research Committee' with senior teachers, experts from Research Institutes and Universities to guide the faculty members in preparing research projects.

- Teachers may avail the research facilities available at IIT, Guwahati and at National Research Laboratories of the region
- The college Management/Administration needs to be facilitative to the teachers for study leave/duty leave in connection with research studies.
- An “Extension Activity Cell” may be constituted in every college with a coordinator
- While majority of colleges are fairly doing well in extension activities, they are yet to perform well on research and consultancy areas.
- Teachers may be given adequate awareness about the funding agencies.
- As an initial step towards full fledged consultancy services the teachers may be encouraged to extend their expertise to the needs of the local society.
- Peer Team reports have suggested a number of such consultancy services like biofertilizer, vermiculture, mushroom cultivation, recharging of underground water, pesticides and fertilizer pollution, soil analysis, modern techniques in cultivation, taxation procedures, down loading of current market trends for farmers, utilization of non-conventional energy sources etc.

#### **iv. CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

##### **A. Status Review**

- The general infrastructural facilities are satisfactory. But considering the changing student needs, the facilities are inadequate.
- Most of the colleges may construct RCC buildings.
- The infrastructure growth is unable to keep pace with academic requisites of colleges.
- Book bank scheme is available in some colleges.
- Other colleges should try to create book bank facility. A library advisory committee needs to be created in all colleges.
- 85% of the college libraries are not computerized
- Computer centre is providing computer training to students, teachers and staff.
- In many colleges laboratories are adequately equipped.

- Many colleges have computer centre, in some cases internet connectivity through dial-up system is available.
- Many colleges in and around Guwahati have received MPLAD funds for infrastructure development.
- Some colleges have literary associations.
- In many colleges the maintenance of hostel is not satisfactory.
- Sports and games facilities are satisfactory in most of the colleges. Some colleges are sharing and utilizing facilities available with near by institutions.

### **B. Quality Enhancement Strategies**

- The over all academic infrastructure need considerable improvement.
- Language laboratories and training of communicative english will help students to acquire better skills.
- Practical manuals either in the printed form or in CD form may be made available to students.
- College laboratories require modernization and adequate number of equipments to carryout the practicals.
- Library facilities with internet facilities need significant improvement as per student's requirements.
- College libraries need to evolve a plan of adding new books particularly useful for students.
- Library advisory committees have to plan and execute the development of college libraries.
- Library automation and longer library hours are to be expedited.
- Internet may be provided in the library and be made accessible to all students.
- Computer center may be strengthened with more system and latest version.
- College may design its own website.
- Multimedia facilities may be provided in the college
- Auditorium, sports facilities, multigym and hostel facilities may be made inevitable factors for any college.
- In order to encourage women access to higher education, women hostels may be constructed; UGC has a provision for providing financial assistance for this purpose.

**v. CRITERION V: STUDENT SUPPORT AND PROGRESSION****A. Status Review**

- Remedial coaching is conducted for academically disadvantaged students in some colleges.
- Students aid fund is available in some colleges to assist poor students.
- Very few colleges have employment cell and a placement officer.
- Poor student enrollment in some departments and under utilization of infrastructure in other departments needs to be reviewed.
- Many student services such as career guidance cell, women's cell, human rights cell, grievance redressal cell, student feed back mechanism are available in limited number of institutions.
- Colleges have dress code/uniform for graduate students.
- Best graduate student 'award' is given to outstanding students.
- NCC cadets of some colleges took part in Republic day parades.
- Students from backward classes get post-metric scholarships.
- "Poor students fund" is available in some colleges.
- Universities need to take care of holding exams and declaring results in a time bound manner without affecting academic year.
- Colleges publish "college magazine" for promotion of literary skills of students.

**B. Quality Enhancement Strategies**

- Budgetary provision may be made for student support services
- More scholarships and free ships may be arranged for talented students
- A placement cell/career guidance cell besides arranging campus interviews, can also provide a lot of information regarding job opportunities and new vistas of higher education
- Students counselling centre giving proper guidance to build up confidence in students should be a part of empowerment initiative
- Student grievance cell has to be established in all colleges.
- Special coaching may be arranged for the students to participate in civil service exams, Public Service exams and NET/SLET examinations.



- Women's study centers may be established in colleges.
- The alarming drop-out rate is a major concern in the colleges of some areas. The reasons for this situation have to be looked into.
- Student's health care facilities are to be created in most of the colleges.
- 'Girls common room' facility may be developed.
- Traditional and tribal culture, which has great aesthetic and ethnic values, may be encouraged and popularized
- Alumni associations are to be established in colleges not having them. In many colleges their contribution towards growth of the institutions need to be increased.
- Proper training in physical education, sports and games are necessary to build up a healthy generation
- "Archery" may be promoted in a focused manner.
- Colleges not having NCC, NSS units may try to start them as early as possible

## vi. CRITERION VI: ORGANISATION AND MANAGEMENT

### A. Status Review

- College principal is the member secretary of the college Governing Body (GB)
- Many sub committees are constituted recently to decentralize college functioning
- Colleges follow government fee structure and resource mobilization is limited.
- The fee charged by colleges is affordable to students.
- Teacher's recruitment is as per UGC/State government norms.
- The grievances of staff are redressed by college managements.
- Administration and finance works are not computerized.
- Some colleges have established planning boards to monitor development.
- Many colleges are taking advantage of MLA, MP, LAD funds; computers are procured and computer labs are constructed through these schemes.

### B. Quality Enhancement Strategies

- Government colleges are totally controlled by state government. Many things may be delegated. Some kind of autonomy is required for these colleges.

- Transperent administrative practices are to be effectively implemented.
- All the vacant posts may be filled up with qualified persons.
- Non-teaching staff need to be trained in computer usage for office functioning.
- The functioning of various committees constituted for academic and administrative purposes may be made more effective and efficient
- May delink higher secondary classes from degree colleges.
- The state government may introduce teacher's self-appraisal and student's feedback in all colleges.
- Internal Quality Assurance Cell (IQAC) may be constituted as per the guidelines of NAAC.
- The IQAC may chalk out plan for quality initiatives and also monitor all the quality enhancement programmes conducted by the institution.

#### **vii.CRITERION VII: HEALTHY PRACTICES**

- Subject societies created in the colleges are helping to foster the quality of teaching & research activities.
- Introduced new and relevant career – oriented courses such as Biotechnology, Microbiology, Environmental Science and North East studies.
- Resource generation is done through farming in the vacant land of the college.
- Chemistry and Geology departments are collaborating with ONGC, Oil India, Geological research labs etc.
- Some of the colleges are offering computer courses conducted by CDAC
- Herbal gardens are created in many colleges.
- Administrative work is decentralized through committees.
- Recently introduced students feedback, continuous internal evaluation etc.
- IGNOU Study centers are enabling some colleges to offer diploma courses in skill oriented disciplines.
- Involvement of guardians in the progress of their wards.
- Rural colleges of Lakhimpur Dist. formed a cluster of colleges called RC-7. Each of these college has agreed to allow others to use the library, laboratory and other resources.

- NAAC visits triggered many colleges to have their websites.
- Training of college students in disaster mitigations and rehabilitation is necessary as the area is prone to natural calamities and other troubles.
- Fisheries Management/Pisciculture is a vocational and locally relevant course in some colleges
- Assam state olympics society conducts olympiad in chemistry and mathematics in colleges.
- Training in sericulture, mushroom cultivation, vermiculture and apiculture is provided in some colleges.

## V. ACTION POINTS FOR DEVELOPMENT OF HIGHER EDUCATION IN NORTH EAST

### (i) Colleges

1. All the colleges may establish Internal Quality Assurance Cells (IQAC) to monitor the quality initiatives and to ensure the sustainability to quality enhancing programmes.
2. Every college should have a coordinator for development programmes who can liason with apex bodies such as UGC, CSIR, DST, DBT, DAE, NEC etc. and state governments to hasten developmental activities of colleges.
3. Student centric approach is needed in collegiate education. Mass exodus of students from North East to Bangalore, Pune, Mumbai and New Delhi need to be looked into.
4. A “Research promotion cell” be established in every college to guide the teachers in obtaining research projects and enhancing the research output of the institution.
5. Teaching, learning methods may be made more interactive with wide usage of electronic resources and internet.
6. Transparent, participative and accountable administrative practices need to be adopted.
7. The college teachers need to take advantage of faculty development programmes of UGC to enhance their qualifications by way of doing M.Phil and Ph.D.
8. Universities and colleges need to identify the approaches for maximizing the utilization of local resources like oil, tea and other forest products.
9. Universities and colleges may take keen interest in promoting the cultural heritage, tribal medicines, and preserving the biodiversity of the region.

**(ii) Universities**

1. Universities may prepare a 'Vision Document' along with a time bound action plan for implementation.
2. Every university may identify a few colleges, which may serve as role model institution or lead college in the area and grant them autonomy. As there are no autonomous colleges, the Universities need to make amendments in their acts and statutes clarifying the apprehensions in the mind of academics. Colleges with B++ and above may be considered for granting autonomy.
3. Restructuring of syllabi should be an annual activity by all NE Universities.
4. Semester system needs to be introduced in all UG & PG courses.
5. More career oriented vocational courses need to be supplemented to the regular BA/B.Com/B.Sc courses.
6. The general awareness about various funding agencies for development activities and research projects is very low. For instance, the overall UGC schemes utilization is about 40%.
7. Universities have to introduce for themselves and for college students feedback mechanism, internal assessment career guidance cell, human rights cell and women cell. For all these measures Universities have to make statutory provision also.
8. Universities which do not have college development councils (Gauhati University, Assam University, Arunachal University, Nagaland University and Tripura University) need to establish it as it would facilitate the growth and development of collegiate education.
9. At least one college under a University may be developed as "College with potential for Excellence".
10. University and state government may bring necessary legislation for making examination work compulsory for teachers to avoid delay in announcing the results.
11. Examination related works may be made fool-proof through total computerization to ensure confidentiality, accuracy, fairness, regular conduct of examinations and announcement of results.

**(iii) National Assessment and Accreditation Council (NAAC)**

1. NAAC may consider NER as a special category area for its quality sustenance activities. NAAC may constitute a separate North East Quality Assurance Cell (NEQACELL) to co-ordinate the activities of State Level Quality Assurance Co-ordination Committee (SLQACC) of all the seven states of the region.
2. NEQACELL can encourage the colleges to implement the 'Best Practices' identified by NAAC.
3. NAAC may organize State, University and Regional level quality awareness programmes to create an awakening amongst the stake holders to bring the standard of higher education of the region at par with national / international level.
4. NAAC can organize workshops for the Principals of this region to orient them with various quality measures adopted by other institutions in our country.
5. NAAC may undertake a research project in collaboration with UGC, NEC and DoNER to conduct an in depth study of the higher education system of the North East to develop an "Academic Reconstruction Map" (Academic Action Plan).
6. It may complete the accreditation of the other three Universities and the remaining 2f and 12B recognized non-accredited colleges on a time bound manner.
7. A comprehensive action plan has to be developed for post accreditation quality sustenance activities and also to guide the institution for its implementation.

**(iv) National Assessment & Accreditation Council (NAAC)/University Grants Commission (UGC)/Ministry of Human Resources Development (MHRD)**

1. The UGC need to launch the special awareness and guidance in North East to motivate and involve the teachers in various promotional schemes.
2. Computer literacy and internet facilities are an area of concern in North East colleges.
3. Every college should be given the benefit of "UGC-Network Resource Center".

4. Career oriented relevant education is needed. By and large North East is deficient in professional education. Almost every eligible college be given some add on career oriented courses. NER cannot be treated at par with other states by UGC.
5. The inter University centers of UGC need to conduct special training programmes to enhance teaching and research abilities of North East college teachers.
6. INFLIBNET, GYANDARSHAN, UGC INFONET, EDUSAT connectivity will help to overcome the communicative disability due to geographical isolation of the north eastern region.

**(v) States/North Eastern Council (NEC)/Development of North Eastern Region (DoNER)**

1. Principals of all affiliated colleges in North East need to be trained in educational administration by NIEPA-or by state Administrative Colleges, to provide professional and scientific direction to the leadership
2. State/NEC should chalk out programmes to prevent the exodus of talented students seeking higher education to outside the states as well as to attract talented students from other part of the country to the state.
3. A consortia of accredited institutions of North East may be developed under the joint supervision of NAAC/NEC to foster the sustenance of post accreditation quality enhancement activities.
4. NEC through its Human Resource Development division is keen to develop collegiate education. It needs to develop better interface with the colleges and work for their development in association with the DoNER/State Govt./ NEC, UGC and NAAC.
5. More than 60% of the colleges do not have regular Principals. A regular Principal does not cost much to the state exchequer since most of the eligible teachers have reached the highest level of pay scales. Hence permanent Principals may be appointed as early as possible to give proper leadership.
6. A Principal may hold the office in a particular college at least for a period of 5 years.

7. About 40% of teaching posts are vacant. If the rationale is financial difficulties, a well-defined method of tenure based teachers recruitment need to be developed to compensate this situation. Necessary amendments may be made in Act/Statute to get qualified right candidates from other parts of country.
8. Agencies such as NAAC, UGC and NEC need to prepare jointly a complete “Academic Map of North East” for reviewing and restructuring of academic programmes for the empowerment of the students of the region.
9. Apex agencies need to treat the NER as priority region and focus in a region specific manner for integrating this region into the main stream.
10. Statutory bodies need to reorient their norms and programmes as per contemporary requirements of Universities and colleges.
11. The density of central Universities is higher in northeast region, and the academic benefit should be spread to remaining Universities and colleges.



## VI. Annexures

### Annexure - I

#### Criterion-wise Scores of Accredited Colleges : Assam University

Sl. No.	Name of the Institution	Criterion I Curricular Aspects	Criterion II Teaching, Learning and Evaluation	Criterion III Research, Consultancy and Extension	Criterion IV Infrastruc- ture and Learning Resources	Criterion V Student Support and Progression	Criterion VI Organisation and Manage- ment	Criterion VII Healthy Practices	Overall Score
1.	Karimganj College Karimganj	80	75	85	65	70	85	85	76
2.	Nabin Chandra College Dist. Karimganj, P.O. Badarpur	75	75	70	60	65	65	70	70
3.	Rabindrasadan Girl's College, Karimganj	71	76	70	64	71	68	71	71.6
4.	Radhamadhab College Dist, Cachar, Silchar	60	65	55	60	68	65	60	63.05
5.	RAM Krishna Nagar College R.K. nagar, Karimganj	73	75	69	74	70	72	69	73.05

## Annexure - II

### Criterion-wise Scores of Accredited Colleges : Dibrugarh University

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	Amuguri College Dist. sivasagar, Amuguri	75	72	60	75	70	68	70	71.35
2.	Bahona College Jorhat, Assam	70	70	80	75	80	70	75	71.75
3.	Bihpuria College Dist. Lakhimpur, Bihpuria	68	65	59	70	68	75	69	67.45
4.	D.H.S.K. Commerce College Dibrugarh	70	70	75	60	65	70	70	68.25
5.	Debraj Roy College, Golaghat	75	85	80	80	80	75	80	81
6.	Demow College, Sivasagar	65	69	65	67	66	75	65	68
7.	Dergaon Kamal Dowerah College, P.O. Dergaon	74	75	70	82	75	81	83	77.1
8.	Devicharan Barua Girls College, Jorhat	75	75	60	75	75	70	70	73.25
9.	Dibrugarh H.S. Kanoi College, Jorhat	83	81	80	82	82	83	75	81
10.	Digboi College, Digboi	68	70	60	65	65	75	50	78.6
11.	Digboi Mahila Mahavidyalaya, Digboi	68	70	60	65	65	75	50	66.55
12.	Furkating College P.O. Furkating, Assam	70	70	55	60	65	60	65	65.75

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
13.	Golaghat Commerce College Golaghat, Assam	75	70	60	85	85	75	80	75.25
14.	Hemo Prova Borbara Girl's College, Golaghat, Assam	60	80	75	75	65	70	75	74
15.	J.D.S.G. College, P.O. Bokakhat, Assam	70	74	60	70	70	60	75	70.6
16.	Jagannath Barooah College Jorhat Assam	75	78	80	78	80	80	79	78.3
17.	Janji Hemanth Sarmah College	70	70	63	65	65	70	70	68.4
18.	Jorhat College ( Amalgamated) Mahathma Gandhi Road, Jorhat	80	80	60	60	70	50	40	68
19.	Jorhat kendriya Mahavidyalaya Kenduguri, Jorhat	80	85	60	60	70	50	40	70
20.	Joya Gogoi College P.O. Khumtai, Dist. Golaghat	75	76	65	60	68	70	63	70.25
21.	Kakojan College P.O. & T.O. Kakojan, Jorhat	75	76	65	60	68	70	63	70.25
22.	Kamargaon College, Kamargaon, Assam	55	75	60	70	63	65	67	68.5
23.	Lakhimpur Commerce College North lakhimpur, Lakhimpur	75	80	60	76	75	76	70	76
24.	Lakhimpur Girl's College P.O.Khelmati, North Lakhimpur	85	75	80	80	75	76	70	76
25.	Lakhimpur Kendriya Mahavidyalaya, Dist. Lakhimpur, P.O. Charaimoria	70	70	60	60	70	70	70	68
26.	Mahadev College Narayanapur, Dist. Lakhimpur	70	67	60	74	68	75	68	69

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
27.	Margherita College Margherita, Assam	70	71	80	65	60	75	80	70.65
28.	Namrup College Dibrugarh District, Assam	68	70	65	67	68	75	65	68.9
29.	Nandanath Saikia College Jorhat Distrcit, Assam	60	70	60	75	60	70	60	67.25
30.	North Lakhimpur College	75	81	62	80	75	80	75	78
31.	S.M.D. College, Dist. Sivasagar, Charing	67	65	58	64	66	75	69	66.2
32.	Saruoathar College Dist. Golaghat, P.O. Sarupthat	70	75	60	66	70	70	70	70.9
33.	Science College Jorhat, Assam	55	62	60	55	60	55	55	58.55
34.	Sibsagar College, Joysagar	82	68	79	86	74	69	71	77.65
35.	Sibsagar Girl's College Dist. Sivsagar, Assam	75	75	65	75	80	80	70	75
36.	Sonari College Dist. Sivsagar, Sonari	60	70	40	70	60	80	65	67
37.	Swahid Peoli Phukan College Dist. Sivsagar, Namti	75	70	58	75	78	68	65	70.75
38.	The Gargon College Dist. Sivasagar, P.O. Simaluguri	60	75	40	75	70	70	75	70.75
39.	The Sibsagar Commerce College Sivsagar, Assam	75	70	65	70	75	75	70	71.25
40.	Tinsukia College Tinsukia Assam	75	80	60	78	75	75	70	76.2
41.	Women's College Tinsukia, Assam	75	80	60	78	75	75	70	76.2

### Annexure - III

#### Criterion-wise Scores of Accredited Colleges : Gauhati University

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	B.H. College Barpet, Assam	70	80	70	85	80	84	82	80
2.	Balaji College Barpeta, Assam	78	82	73	83	83	75	82	80.7
3.	Bijni College Dist. Bongaigaon, Bijni	70	70	50	60	55	60	60	64
4.	Bikali College Dhupadhara, Goalpara	70	80	60	60	50	50	70	68
5.	Birjhora Mahavidyalaya Bongaigaon	70	80	60	67	70	60	70	72.05
6.	Biswanath College P.O. Chariali, Sonitpur	80	70	60	70	65	80	70	78
7.	Bongaigaon College Bongaigaon	75	80	60	80	80	75	80	78
8.	Chaiduar College Dist. Sonitpur, Gohpur	60	75	80	60	65	60	65	68
9.	Cotton College Guwahati, Assam	80	83	90	90	90	90	90	86.2
10.	Dakshin Kamrup College P.O. Mirza, Kamrup	78	84	84	85	75	85	75	81.85
11.	Darrong College Tezpur, Assam	78	84	84	85	75	85	75	81.85

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
12.	Dispur College Ganeshguri, Dispur, Guwahati	70	80	70	60	65	70	70	72
13.	Dudhnoi College Goalapara, Assam	75	75	65	75	75	70	70	73.5
14.	Goreswar College Dist. Kamrup, Goreswar	65	70	55	75	65	65	65	68
15.	Gossagaon College Dist. Kokrajhar, Gossagaon	60	68	55	60	55	58	58	62.05
16.	Handique Girls' College Guwahati, Assam	75	80	80	77	75	78	77	78.05
17.	Jagiroad College Dist. Morigaon, P.O. Jagiroad	72	70	66	80	65	70	67	71
18.	Janata College Dist. Kokrajhar, P.O. Serfanguri	70	75	60	50	50	60	55	64
19.	Kokrajhar College Kokrajhar	75	75	56	75	70	60	65	71.05
20.	Lalit Chandra Bharali College Guwahati, Assam	72	73	70	68	70	75	70	71.6
21.	Madhab Choudhury College Barpeta, Assam	65	75	70	70	65	80	70	72
22.	Mahendra Narayan Chodhury Balika Mahavidyalaya, Nalbari	70	85	75	80	90	85	85	82.75
23.	Mangaldai College Dist. Darrang, Mangaldai	60	70	70	70	60	60	60	66
24.	Morigaon College P.O. Moriaon	70	70	64	78	67	70	65	70.1
25.	Nabajyoti College Kalgachia, Assam	75	72	60	72	75	65	70	71.1

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
26.	Nalbari College Nalbari, Assam	85	76	65	70	78	77	76	75.75
27.	Nalbari Commerce College Dist. nalbari, P.O. Chowkbazar	60	65	55	65	60	65	60	63
28.	North Gauhati College P.O. College Nagar, Guwahati	75	75	70	75	60	72	80	73.45
29.	Pandu College Guwahati, Assam	75	77	80	72	74	75	74	75.4
30.	Paschim Guwahati Mahavidyalaya, P.O., Dharapur, Guwahati	65	65	60	70	65	65	80	67
31.	Pragjyotish College Guwahati, Assam	75	70	75	75	75	75	75	73
32.	Pub-Kamrup College	70	70	65	75	75	75	75	72
33.	Sonapur College P.O. Sonapur, Kamrup	60	70	60	60	60	65	70	65.5
34.	Tezpur College Dist. Sonitpur, Tezpur	60	65	62	65	65	65	60	63.85
35.	Tihu College, Tihu Assam	85	76	65	70	76	75	75	75.25
36.	Tyagbir Hem Baruah College P.O. Jamguri Hat, Sonitpur	60	75	60	60	60	70	60	67
37.	Udalguri College Udalguri, Darrang	70	65	65	70	65	70	80	68

### Annexure - IV

#### Criterion-wise Scores of Accredited Colleges : Mizoram University, Mizoram

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	Aizwal West College Dawrpui Vengthar, Aizwal	60	65	60	55	60	65	65	62.25
2.	Govt. Aizwal College Sikulpuikawn, Aizwal	80	80	75	75	75	80	70	77.5
3.	Govt. Chaphai College Chaphai	70	78	65	75	70	70	70	73.7

### Annexure - V

#### Criterion-wise Scores of Accredited Colleges : Nagaland University, Nagaland

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	Patkai Christian College Seithekiema, Chumukedima	75	80	80	90	80	80	80	81



## Annexure - VI

### Criterion-wise Scores of Accredited Colleges : North Eastern Hill University, Meghalaya

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	Shillong Collge Shillong, Meghalaya	72	76	65	73	68	70	70	72.6
2.	St. Antony's College Shillong, Meghalaya	78	80	70	80	70	65	75	76.3
3.	St. Edmund's College Shillong, Meghalaya	85	90	75	85	90	90	85	87.5

## Annexure - VII

### Criterion-wise Scores of Accredited Colleges : Tripura University, Tripura

Sl. No.	Name of the Institution	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Overall Score
1.	Belonia College Belonia	72	74	66	68	72	60	75	71
2.	Maharaja Bir Bikram College P.O. Agarthla College, Agarthala	74	76	70	75	70	60	70	72.55
3.	Ramakrishna Mahavidyalaya Kailashahar	68	70	62	68	79	60	65	67.6
4.	Women's College B.K. Road, Agarthala	67	68	70	78	70	68	72	70.1

**Annexure – VIII: Name and Criterion-wise Score of the recently  
accredited institutions of North East  
(as on 4<sup>th</sup> November, 2004)**

**Assam**

Sl.No	Institution	City	Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V	Criteria VI	Criteria VII	Overall Score	Overall grade
1.	Abhayapuri College	P.O. Abhayapuri	65	72	65	70	70	70	70	70.05	B
2.	Anandaram Dhekial Phookan College	Nagaon	70	80	55	65	70	60	60	70.5	B
3.	B. B. K. College	Nagaon	73	65	62	68	65	75	74	68	C++
4.	B. H. B. College	Sarupeta P.O.	80	70	85	80	70	70	80	74.25	B
5.	B. P. Chaliha College	Nagarbera P.O.	75	70	40	60	65	60	60	65	C++
6.	Barnagar College	Sorbhog	70	80	50	70	70	70	70	73	B
7.	Bhawanipur Anchalik College	Bhawanipur	60	70	55	75	60	75	55	67	C++
8.	Bhulanath College	Dhubri	80	70	60	80	70	70	70	72	B
9.	Bilasi Para College	Bilasi Para P.O.	65	70	60	80	55	70	80	71	B
10.	Cachar College	Silchar	78	75	76	76	78	74	76	75.8	B+
11.	Chandra Kamal Bezbaruah Commerce College	Jorhat	70	75	60	73	75	75	72	73.15	B
12.	Chhaygaon College	Chhaygaon P.O.	70	75	60	70	60	70	75	71	B
13.	Chilarai College	Golakganj	75	75	70	70	75	70	70	73	B
14.	Dakha Devi Rastwasia College	Chabua	64	73	73	71	76	70	75	72	B
15.	Dakshin Kamrup Girls' College	Mirza	70	70	60	70	70	60	65	68	C++
16.	Dhakuakhana College	Dhakuakhana	70	67	55	70	72	68	69	67.95	C++

Sl.No	Institution	City	Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V	Criteria VI	Criteria VII	Overall Score	Overall grade
17.	Dhemaji College	Dhemaji	80	68	50	70	75	75	80	71.2	B
18.	Dhemaji Commerce College	Aradhaj P.O.	70	65	50	70	72	70	70	67.2	C++
19.	Dhing College	Dhing	40	70	70	70	50	80	60	65	C++
20.	Dibru College	Boitragimoth P.O.	69	80	72	76	75	81	75	77	B+
21.	Dimoria College	Khetri	80	80	60	70	75	75	75	76	B+
22.	Dr. Birtinchi Kumar Barooah College	P.O. Purnanigudam	60	75	60	70	60	65	60	68	C++
23.	Goalpara College	Goalpara	70	80	75	80	70	65	70	75.25	B+
24.	Gogamukh College	Gogamukh P.O.	70	65	50	70	72	72	75	67.9	C++
25.	Guwahati College	Guwahati	80	84	90	76	70	75	70	79	B+
26.	H. C. D. G. College	Nitalpukhuri	73	62	25	52	62	52	55	58.05	C
27.	Hojai College	Hojai	75	70	80	72	70	60	75	70.8	B
28.	Janata College	Kabaganj	70	63	60	68	68	61	62	63.3	C+
29.	Kaliabor College	Kuwaritol P.O.	65	80	80	90	80	80	80	80	B++
30.	Khagarajam College	Chotahaibor P.O.	60	65	50	50	50	60	50	58	C
31.	Kharupetia College	P.O. Kharupetia	55	65	60	70	60	64	60	63.4	C+
32.	L. T. K. College	North Lakhimpur	65	70	40	55	50	80	75	65.25	C++
33.	Lala Rural College	Lala P.O.	85	65	55	65	55	70	65	66	C++
34.	Lokanayak Orneo Kumar Das College	Dhekstajuli	80	75	80	80	75	65	80	76	B+
35.	Lumding College	Lumding	85	78	78	76	76	78	76	78	B+
36.	M. C. Das College	Sonai	75	70	70	60	75	70	75	70	B
37.	Madhya Kamrup College	Subha	67	61	60	70	65	75	74	66	C++
38.	Manohari Devi Kanol Girls' College	Dibrugarh	65	86	84	80	81	85	83	82	B++

Sl.No	Institution	City	Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V	Criteria VI	Criteria VII	Overall Score	Overall grade
39	Mariani College	Mariani	64	65	55	60	60	65	65	63.15	C+
40	Moran College	Moranhat	75	73	55	80	72	70	74	73.05	B
41	Nagaon G. N. D. G. Commerce College	Nagaon	80	62.5	50	50	60	60	60	61	C+
42	Neltru College	Pailapool P.O.	65	70	65	65	65	65	65	67	C++
43	North Bank College	P.O. Ghilamara	60	68	55	60	60	62	61	63.25	C+
44	North Kamrup College	Baghmara	60	65	70	60	62	61	65	63.3	C+
45	Nowboicha College	North Lakhimpur	78	70	50	55	67	75	65	67.25	C++
46	Nowgong College	Nagaon	75	82	60	75	70	70	70	75.55	B+
47	Nowgong Girls' College	Nagaon	80	80	80	50	70	70	60	71.5	B
48	Paniagaon Omprakash Dinesdia College	Paniagaon	65	65	30	50	40	80	70	60.5	C+
49	Pramathesh Barua College	Gauripur P.O.	75	71	61	71	70	67	67	70	B
50	Purthimari College	Soneswar P.O.	81	70	64	64	65	70	66	69	C++
51	Radha Govinda Baruah College	Cuwahati	80	70	80	60	70	72	70	70.2	B
52	Raha College	Raha	60	70	60	70	60	65	60	66	C++
53	Rangapara College	Rangapara P.O.	80	80	80	80	70	80	70	78	B+
54	Rangia College	Rangia	89	82	80	74	81	79	82	81	B++
55	Rupsahi College	Rupahi	60	65	50	55	55	60	60	60.25	C+
56	Sankaradeva Mahavidyalaya	Lakhimpur	70	75	72	67	70	68	74	72.25	B
57	Sipajhar College	Sipajhar	60	70	55	70	65	67	64	67.35	C++
58	Srikishan Sarda College	Hailakandi P.O.	90	75	85	75	70	80	85	78	B+
59	Tangla College	Tangla	75	74	70	65	70	75	70	71.85	B
60	Teok - C. K. B. College	Teok	65	70	55	65	65	70	70	67.5	C++

Sl.No	Institution	City	Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V	Criteria VI	Criteria VII	Overall Score	Overall grade
61.	The Nazira College	Nazira	72	65	40	58	64	62	60	62.5	C+
62.	Women's College	Sitchar	65	70	60	60	65	70	60	66	C++

### Meghalaya

1.	St. Mary's College	Shillong	82	90	75	88	85	87	88	87.15	A
2.	Union Christian College,	P.O. UCC, Barapani,RI-Bhol	70	72	50	70	80	80	80	72.8	B

## Annexure - IX

### Institutions Accredited by NAAC

(as on November 04, 2004)

#### North-Eastern Region

##### Arunachal Pradesh

##### University

- |   |   |
|---|---|
| 1. Arunachal University, Rono Hills, Itanagar | B |
|---|---|

##### Assam

##### Universities

- |                                    |           |
|------------------------------------|-----------|
| 1. Dibrugarh University, Dibrugarh | B         |
| 2. Gauhati University, Guwahati    | Four star |

##### Colleges

- |   |          |
|---|----------|
| 1. Science College, Jorhat  | One star |
| 2. B. H. College, P.O. Howly, Barpeta                             | B++      |
| 3. Bahona College, P.O. Bahona, Jorhat                            | B        |
| 4. Bajali College, Pathsala, Barpeta                              | B++      |
| 5. Cotton College, Guwahati                                       | A        |
| 6. Darrang College, Tezpur  | B++      |
| 7. Debraj Roy College, Golaghat                                   | B++      |
| 8. Demow College, Demow P.O., Sivasagar                           | C++      |
| 9. Dergaon Kamal Dowerah College, Golaghat District, P.O. Dergaon | B+       |
| 10. Devicharan Barua Girls College, Jorhat                        | B        |
| 11. Dibrugarh H. S. Kanoi College, Dibrugarh                      | B++      |
| 12. Digboi Mahila Mahavidyalaya, Digboi                           | C++      |
| 13. Dudhnoi College, Dudhnoi P.O., Goalpara                       | B        |
| 14. Furkating College, Golaghat District, P.O. Furkating          | C++      |
| 15. Handique Girls' College, Guwahati                             | B+       |
| 16. Hemo Prova Borbora Girls' College, Golaghat                   | B        |
| 17. J.D.S.G. College, Golaghat District, P.O. Bokakhat            | B        |
| 18. Jagannath Barooah College, Borpatra Ali, Jorhat               | B+       |
| 19. Jhanji Hemnath Sarmah College, Sivasagar District, Jhanji     | C++      |
| 20. Kamargaon College, Golaghat District, Kamargaon               | C++      |
| 21. Lalit Chandra Bharali College, Maligaon, Guwahati             | B        |
| 22. Madhab Choudhury College, Barpeta                             | B        |
| 23. Margherita College, Tinsukia District, Margherita             | B        |
| 24. Nabajyoti College, Barpeta District, Kalgachia                | B        |
| 25. Nalbari College, Nalbari                                      | B+       |
| 26. Namrup College, Parbatpur P.O., Dibrugarh District            | C++      |

27. Nandanath Saikia College, P.O. Titabar, Jorhat District	C+
28. Pandu College, Guwahati	B+
29. Pragjyotish College, Guwahati	B
30. Sibsagar Girls College, P.O. Sivasagar, Sivasagar	B+
31. The Golaghat Commerce College, Jyoti Nagar, Golaghat	B+
32. The Sibsagar Commerce College, P.O. Sivasagar, Sivasagar	B
33. Tihu College, Tihu	B+
34. Tinsukia College, Tinsukia	B
35. Women's College, P.O. Tinsukia, Tinsukia	B+
36. Birjhora Mahavidyalaya, , Bongaigaon	B
37. Bongaigaon College, , Bongaigaon	B+
38. D. H. S. K. Commerce College, , Dibrugarh	C++
39. Dakshin Kamrup College, P.O. Mirza, Kamrup	B+
40. Digboi College, , Digboi	B+
41. Gossaigaon College, Dist. Kokrajhar, Gossaigaon	C+
42. Kakojan College, P.O. & T.O. Kakojan, Jorhat	B
43. Kokrajhar College, , Kokrajhar	B
44. Mangaldai College, Dist. Darrang, Mangaldai	C++
45. Radhamadhab College, Dist. Cachar, Silchar	C+
46. Sonapur College, P.O. Sonapur, Kamrup	C++
47. Tezpur College, Dist. Sonitpur, Tezpur	C+
48. Amguri College, Amguri	B
49. Bihpuria College, Bihpuria	C++
50. Bijni College, Bijni	C+
51. Bikali College, Goalpara	C++
52. Biswanath College, Sonitpur	B
53. Chaiduar College, Gohpur	C++
54. Dispur College, Guwahati	B
55. Goreswar College, Goreswar	C++
56. Jagiroad College, P. O. Jagiroad	B
57. Janata College, P.O. Serfanguri	C+
58. Jorhat College (Amalgamated), Jorhat	C++
59. Jorhat Kendriya Mahavidyalaya, Jorhat	B
60. Joya Gogoi College, Khumtai	C+
61. Karimganj College, Karimganj	B+
62. Lakhimpur Commerce College, Lakhimpur	B+
63. Lakhimpur Girls' College, North Lakhimpur	B+
64. Lakhimpur Kendriya Mahavidyalaya, P.O. Charaimoria	C++
65. Madhabdev College, Dikrong	C++
66. Mahendra Narayan Choudhury Balika Mahavidyalaya, Nalbari	B++

67	Morigaon College, P.O. Morigaon	B
68	Nabin Chandra College, P.O. Badarpur	B
69	Nalbari Commerce College, P.O. Chowkbazar	C+
70	North Gauhati College, Guwahati	B
71	North Lakhimpur College, P.O. Khelmati	B+
72	Paschim Guwahati Mahavidyalaya, Guwahati	C++
73	Pub-Kamrup College, P.O. Baihata Chariali	B
74	Rabindrasadan Girl's College, Karimganj	B
75	Ram Krishna Nagar College, Karimganj	B
76	S. M. D. College, Charing	C++
77	Sarupathar College, P.O. Sarupathar	B
78	Sibsagar College, Joysagar	B+
79	Sonari College, Sonari	C++
80	Swahid Peoli Phukan College, Namti	B
81	The Gargaon College, P.O. Simaluguri	B
82	Tyagbir Hem Baruah College, Sonitpur	C++
83	Udalguri College, Darrang	C++
84.	Goalpara College, Goalpara	B+
85.	Abhayapuri College, P.O. Abhayapuri	B
86.	B. H. B. College, Sarupeta P.O.	B
87.	Barnagar College, Sorbhog	B
88.	Nowgong College, Nagaon	B+
89.	Chilarai College, Golakganj	B
90.	Anandaram Dhekial Phookan College, Nagaon	B
91.	Pramathesh Barua College, Gauripur P.O.	B
92.	Chandra Kamal Bezbaruah Commerce College, Jorhat	B
93.	Mariani College, Mariani	C+
94.	Srikishan Sarda College, Hailakandi P.O.	B+
95.	Lala Rural College, Lala P.O.	C++
96.	Rangia College, Rangia	B++
97.	Puthimari College, Soneswar P.O.	C++
98.	Rangapara College, Rangapara P.O.	B+
99.	Lokanayak Omeo Kumar Das College, Dhekiajuli	B+
100.	B. B. K. College, Nagaon	C++
101.	Madhya Kamrup College, Subha	C++
102.	Nagaon G. N. D. G. Commerce College, Nagaon	C+
103.	Nowgong Girls' College, Nagaon	B
104.	Nehru College, Pailapool P.O.	C++
105.	Panigaon Omprakash Dinodia College, Panigaon	C+
106.	Lumding College, Lumding	B+



107. Dimoria College, Khetri	B+
108. B. P. Chaliha College, Nagarbera P.O.	C++
109. Dhemaji Commerce College, Aradhhal P.O.	C++
110. Gogamukh College, Gogamukh P.O.	C++
111. Dhemaji College, Dhemaji	B
112. Dr. Birinchi Kumar Barooah College, P.O. Puranigudam	C++
113. Raha College, Raha	C++
114. Rupahi College, Rupahi	C+
115. Dhing College, Dhing	C++
116. Kaliabor College, Kuwaritol P.O.	B++
117. Khagarijan College, Chotahaibar P.O.	C
118. L. T. K. College, North Lakhimpur	C++
119. Women's College, Silchar	C++
120. Chhaygaon College, Chhaygaon P.O.	B
121. Dakshin Kamrup Girls' College, Mirza	C++
122. Teok - C. K. B. College, Teok	C++
123. Hojai College, Hojai	B
124. Moran College, Moranhat	B
125. H. C. D. G. College, Nitaipukhuri	C
126. The Nazira College, Nazira	C+
127. Cachar College, Silchar	B+
128. Janata College, Kabuganj	C+
129. Guwahati College, Guwahati	B+
130. Radha Govinda Baruah College, Guwahati	B
131. Nowboicha College, North Lakhimpur	C++
132. Sankaradeva Mahavidyalaya, Lakhimpur	B
133. North Kamrup College, Baghmara	C+
134. Bhawanipur Anchalik College, Bhawanipur	C++
135. Manohari Devi Kanoi Girls' College, Dibrugarh	B++
136. Dibru College, Boiragimoth P.O.	B+
137. Dakha Devi Rasiwasia College, Chabua	B
138. Bilasi Para College, Bilasi Para P.O.	B
139. Bholanath College, Dhubri	B
140. M. C. Das College, Sonai	B
141. Sipajhar College, Sipajhar	C++
142. Tangla College, Tangla	B
143. Kharupetia College, P.O. Kharupetia	C+
144. Dhakuakhana College, Dhakuakhana	C++
145. North Bank College, P.O. Ghilamara	C+

**Manipur****University**

- |  |   |
|--|---|
| 1. Manipur University, Canchipur, Imphal | B |
|--|---|

**Meghalaya****University**

- |  |           |
|--|-----------|
| 1. North Eastern Hill University, Shillong | Four star |
|--|-----------|

**Colleges**

- |  |           |
|--|-----------|
| 1. St. Anthony's College, Shillong             | Five star |
| 2. Shillong College, Shillong                  | B         |
| 3. St. Edmund's College, Laitumkhrah, Shillong | A         |
| 4. St. Mary's College, Shillong                | A         |
| 5. Union Christian College, Ri-Bhoi            | B         |

**Mizoram****Colleges**

- |  |    |
|--|----|
| 1. Aizawl West College, Dawrpui Vengthar, Aizawl | C+ |
| 2. Govt. Aizawl College, Sikulpuikawn, Aizawl    | B+ |
| 3. Govt. Champhai College, , Champhai            | B  |

**Nagaland****Universities**

- |  |     |
|--|-----|
| 1. Nagaland University, Lumami, Kohima | C++ |
|--|-----|

**Colleges**

- |   |     |
|---|-----|
| 1 Patkai Christian College, Chumukedima | B++ |
|---|-----|

**Tripura****University**

- |   |    |
|---|----|
| 1. Tripura University, Suryamaninagar, Tripura (West) | C+ |
|---|----|

**Colleges**

- |   |    |
|---|----|
| 1 Belonia College, Belonia              | B  |
| 2 Maharaja Bir Bikram College, Agartala | B  |
| 3 Ramkrishna Mahavidyalaya, Kailashahar | C+ |
| 4 Women's College, Agarthala            | B  |

## Annexure X ABBREVIATION

A&A	-	Assessment and Accreditation
ACEE	-	Adult Continuing and Extension Education
ASC	-	Academic Staff College
AVRC	-	Audio Video Research Council
COSIST	-	Committee for Strengthening Infrastructure in Science and Technology
CSIR	-	Council for Scientific and Industrial Research
CUPGC	-	Calcutta University Post Graduate Centre
DoNER	-	Development of North Eastern Region
DRS	-	Departmental Research Support
DSA	-	Department of Special Assistance
DST	-	Department of Science and Technology
FASc	-	Fellow of Academy of Sciences
FIST	-	Funds for Infrastructure in Science and Technology
FNA	-	Fellow of National Academy
GATE	-	Graduate Aptitude Test in Engineering
GDP	-	Gross Domestic Product
GSCACH	-	Gender Sensitization Committee Against Sexual Harassment
ICAR	-	Indian Council for Agricultural Research
ICHR	-	Indian Council for Historical Research
ICRS	-	Intelligence, Character Recognizing System
IIT	-	Indian Institute of Technology
INFLIBNET	-	Information Library Network
IQAC	-	Internal Quality Assurance Cell
JNU	-	Jawaharlal Nehru University
JRF	-	Junior Research Fellowship
LAN	-	Local Area Network
LCD	-	Liquid Crystal Display

MOU	- Memorandum Of Understanding
NAAC	- National Assessment and Accreditation Council
NEC	- North Eastern Council
NEHU	- North Eastern Hill University
NEIGRIHMS	- North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences
NEQACELL	- North Eastern Quality Assurance Cell
NERIST	- North Eastern Regional Institute of Science and Technology
NERO	- North Eastern Regional Office
NET	- National Eligibility Test
NIEPA	- National Institute of Educational Planning and Administration
NIT	- National Institute of Technology
NLCPR	- Non-Lapsable Central Pool of Resources
OHP	- Over Head Projector
PWD	- Public Works Department
SAP	- Special Assistance Programme
SASARD	- School of Agricultural Sciences and Rural Development
SLET	- State Level Eligibility Test
SSR	- Self Study Report
TIFAC	- Technology, Information, Forecasting and Assessment Council
TPSC	- Tripura Public Service Commission
UGC	- University Grants Commission
UNDP	- United Nations Development Programme
VSAT	- Very Small Aperture Terminal

## Errata

Page 5 -

Table 2 under column Assam District, add two more districts :

Baksa, Chirang.

Page 21 - read as

- |     |  |      |
|-----|--|------|
| 8.  | Madhab Choudhury College, Barpeta and<br>Handique Girl's College, Guwahati | 1939 |
| 12. | Kanoi College  | 1945 |
| 13. | Karimganj College  | 1946 |

Page 109 - read as

- |     |   |     |
|-----|---|-----|
| 27. | Nandanath Saikia College, P.O. Titabar, Jorhat District | C++ |
| 38. | D.H.S.K. Commerce College, Dibrugarh                    | B   |
| 44. | Mangaldoi College, Dist. Darrang, Mangaldoi             | C++ |



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