



গুৰু সেৱা কৰি শিষ্যই গুৰুৰ পৰা বিদ্যা লাভ কৰিব পাৰে।  
গুৰুৰ আশীৰ্বাদ আৰু স্নেহ নাপালে যে 'ভুকুতি' আৰু 'মুকুতি'  
লাভ কৰিব নোৱাৰি বুলি মহাপুৰুষ মাধৱদেৱেও গুৰু ভটিমাত  
কৈছে এনেদৰে-

‘বিনে গৰু চৰণে/ ভকতি, বকতি, মুকুতি, কবছ নোহয়।’

(৮) মহাপুৰুষ শ্ৰীমন্ত শঙ্কৰদেৱে কীৰ্তনঘোষাৰ  
‘শ্ৰীকৃষ্ণৰ বৈকুণ্ঠ প্ৰয়াগ’ খণ্ডত উদ্ধৱৰ প্ৰতি শ্ৰীকৃষ্ণই দিয়া  
উপদেশাৱলীত বৈষ্ণৱ তত্ত্ব বা বৈষ্ণৱী জ্ঞান প্ৰসংগত কৈছিল  
যে -

“দাস্তিক শঠত নকহিবা ইটো তত্ত্ব।

সদা উপদেশ দিবা বৈষ্ণৱ জনত।।

স্ত্ৰী শূদ্ৰে কৰৈ যদি আমাতে ভকতি।

তাহাত কহিবা ইটো জ্ঞান মহামতি।।”

দেৱী পুৰাণতো একে সুৰেৰেই কোৱা হৈছে যে যদি  
কোনোবাই প্ৰচুৰ ভূমি আৰু পৰ্বত প্ৰমাণ ধন-সোণো দান কৰে,  
অথচ যদি তেওঁ অন্যান্য প্ৰশ্ন কৰে, তেনেহ'লে তেনে লোকক  
কোনো কাৰণতেই বিদ্যাদান বা উপদেশ দিব নালাগে।

(৯) গ্ৰন্থদান, গ্ৰন্থ লেখন সামগ্ৰী, গ্ৰন্থ প্ৰস্তুতকাৰী  
দ্রব্যদান আৰু গ্ৰন্থ অধ্যয়নৰ সুবিধা দান- এইবোৰেই হ'ল  
বিদ্যাদানৰ উপায়।

(১০) বিলুপ্তপ্ৰায় গ্ৰন্থ লেখকৰ কষ্টৰ ফলত পুনৰুদ্ধাৰ  
হয় বাবে লেখক সকলোৰে পূজ্য।

(১১) সম্ভৱতঃ ‘জম্বু দ্বীপ’ৰ সংহতিৰ লক্ষ্য আগত ৰাখি  
খ্ৰীষ্টীয় পঞ্চম শতিকাতে ৰচিত দেৱী পুৰাণে কৈছে যে, জগতৰ  
মংগলজনক গ্ৰন্থসমূহ নাগৰী অথাৎ দেৱনাগৰী আখৰেৰে  
লিখিব লাগে।, কিন্তু সাৱধান হ'ব লাগে যাতে এনে ৰচনাৰাজিৰ  
আখৰবোৰ স্পষ্ট হয় আৰু ভাষা অতি সহজ-সৰল হয়। (স্মৰ্তব্যঃ  
ড° বাণীকান্ত কাকতিয়েও একে মতকেই পোষণ কৰে।  
সৰ্বভাৰতীয় লিপিৰ প্ৰশ্নত) তদুপৰি পিতা, মাতা, স্ত্ৰীজন,  
কুমাৰীগণ, দেৱ-দেৱীগণ- এই পাঁচ পক্ষৰ বন্দনাৰে গ্ৰন্থ আৰম্ভ  
কৰি শান্তিৰ শ্লোকেৰে শেষ কৰিব লাগে।

(১২) ‘অপাত্ৰত দান মহাপাপৰ সমান’ আৰু সেয়েহে  
বিদ্যা বৰ্ধনকাৰী আৰু সংৰক্ষণকাৰী গ্ৰন্থ সংগ্ৰহত উৎসাহী  
কোনো শিক্ষকে- যিয়ে শাস্ত্ৰ অধ্যয়নৰদ্বাৰাই জীৱিকা চলায়  
তেনে লোককহে গ্ৰন্থ দান কৰা উচিত।

(১৩) এনে বিদ্যাদান আৰু গ্ৰন্থদানৰ প্ৰতি যাতে  
জনসাধাৰণ আগ্ৰহী হয়, তাৰ বাবে কৰ্মফলত বিশ্বাসী দেৱী  
পুৰাণৰ লেখকে এই অধ্যায়ত কৈছে যে - কোনো শঠতা আৰু  
স্বার্থ নৰখাকে কোনো লোকে প্ৰভূত ধন দান কৰি যি ফল  
লাভ কৰে, গ্ৰন্থ (বিদ্যা) দানৰদ্বাৰাই বিদ্বান লোকে তেনে ফল  
লাভ কৰে। এনে মহৎ দান কৰিবলৈ সধৱা-বিধৱা, উচ্চ-নীচ  
সকলোৰে সমানে অধিকাৰ আছে।

(১৪) ‘আগে চাউল কঠ, পিচে হৰি কথা’ সেইবাবে  
অধ্যয়নশীল ছাত্ৰ-ছাত্ৰীক বিদ্যাদানৰ বাবে গ্ৰন্থ, গ্ৰন্থ ৰখা সামগ্ৰী  
আদি দান কৰাৰ আগেয়ে তেওঁলোকক সদায় বস্ত্ৰ, তেল, ছত্ৰ,  
জল, দ্বীপ আৰু খাদ্য প্ৰদান কৰিব লাগে। কাৰণ এইবোৰ হ'ল  
তেওঁলোকৰ নিত্য প্ৰয়োজনীয় বস্তু।

(১৫) কোনো লেখনী (কলম, তুলিকা আদি) চিয়াহী  
লেখনী প্ৰস্তুত কৰা সুতীক্ষ্ণ চুৰী, গ্ৰন্থৰ পৰিমাণে উত্তম ৰখা  
আধাৰ (আলমাৰি জাতীয়) দান কৰি বুদ্ধিমান ব্যক্তিয়ে গ্ৰন্থদানৰ  
ফল লাভ কৰে। যদি কেৱল লেখিবৰ বাবে কাগজ, গ্ৰন্থ ৰাখিবলৈ  
আধাৰ আদি কোনো শাস্ত্ৰানুশীল ব্যক্তিক দান কৰা হয়,  
তেনেহ'লে ৰাজ্যদান ফল লাভ কৰিব পাৰি।

(১৬) দেৱী পুৰাণৰ ‘বিদ্যাদানৰ সুফল’ নামৰ  
অধ্যায়টোত আৰু কোৱা হৈছে যে যি দেশত এইদৰে অৰ্থাৎ  
ওপৰত কৈ অহাৰ দৰে অহৰহ বিদ্যাদান কৰা হয়, সেই দানৰ  
প্ৰভাৱত তাৰ গৰাকী অৰ্থাৎ ভূস্বামীয়েও (আজিকালিৰ মন্ত্ৰী,  
এম. এল. এ.) স্বৰ্গলাভ কৰাৰ যোগ্যতা লাভ কৰে।

৩.১ বিদ্যায়তনিক ডিগ্ৰী এটাৰ বাবে প্ৰসংগক্ৰমে পুৰাণ  
সাহিত্যৰ জ্ঞান বিদ্যাৰ বিশাল সাগৰত এৰাটোৰ মেলিবৰ  
সৌভাগ্য এই লেখকৰ হৈছিল। এনে জ্ঞান সমুদ্ৰৰ তলি অনেক  
মণি-মুকুতাৰে পূৰ্ণ। আমি তাৰে দুটা-এটা বুটলি আনি বিদ্যাৰ  
প্ৰতি ধাউতি থকাসকলৰ হাতত তুলি দিবলৈ যত্ন কৰিছোঁ, কিন্তু  
দেখা গ'ল ধনৰত্নৰ এনে বিশাল ভাণ্ডাৰৰপৰা আমাৰ দৰে  
মুৰখমতিয়ে প্ৰকৃততে একোৱেই উদ্ধাৰিব পৰা নাই, কিন্তু  
মহাশয়সকলৰ দৃষ্টি এনে অধ্যয়নৰ প্ৰতি আকৰ্ষণ কৰিব পাৰিলেই  
আমাৰ শ্ৰম সাৰ্থক হ'ব বুলি ভাবিব পৰা যায়। আমাৰ অসমৰ্থতাৰ  
বাবে ভাগৱত পুৰাণৰ ভাষাৰে সেয়েহে ক্ষমা মাগিছোঁ-

‘সমস্ত বসক কোনে জানিবাক পাৰে।

পক্ষীসেৱে উৰয় যেন পখা অনুসাৰে।’

(বিঃদ্ৰঃ লেখকৰ অনুমতি সাপেক্ষে পুনৰুদ্ৰিত)



# Quality Determinants in Higher Education in India with the Special Reference to NE India

Dr. Nil Ratan Roy<sup>®</sup>  
Assistant Professor, Department of Education,  
Assam University, Silchar.

## Introduction:

“If all were well with our educational institutions, all would be well with the nation. Educational institution is intimately linked with the society at large. They are the temples of knowledge; they are the agents of change and transformation. Therefore the general condition of educational institution is a matter of great concern to the nation.”- Jawahar Lal Nehru.

Education in India can be attained in different tiers, the basic one being Primary education followed by the other tiers that include Secondary, Higher Secondary, Undergraduate, Post Graduate, Doctorate, and Research. In order to ensure growth of education in India, the government set up University Grants Commission in the year 1956. Since its inception, it has been instrumental in promoting higher education in India. In addition to UGC, the other educational governing bodies in the country include – Central Board of Secondary Education, Council of Indian School Certificate Examination, All India Council for Technical Education, Directorate of Technical Education, National Open School, and State Education departments.

Quality of higher education is a matter of discussion at many forums, by many commissions and committees, at many seminars and conferences and has those many perspectives. Quality is required to be practiced at the institutes. It is to be created and delivered at the institutes. With the downturn in the

world economy and considerable pressures on the Indian organizations, the focus is on reduction cost, improving productivity and customer satisfaction. As India deregulates its economy and integrates with the world system, it needs tremendous efforts for education, training and application at all level of the society. The process of LPG (Liberation, Privatization and Globalization) has brought at radical transformation in all sectors of the economy. All economic activities have been exposed to domestic as well as global competition. In this context, the educational organizations have started the process of restructuring, reengineering, strategizing and resource planning for maintaining the qualitative service to society. Because, of this 21<sup>st</sup> century is known as the ‘Century of Quality’.

Higher education was introduced very late, i.e. in the beginning of the twentieth century in North East India. The present North Eastern region of the country comprises the eight states. After Indian independence, i.e. in 1947 there were 17 colleges in north eastern region and it was raise up to 190 in 1978-79. There were 261 colleges in 1983-84 in north eastern region. During 1999-2000 the number of colleges was more than double of the previous years, i.e. 546. At present, the number of college is more than 600 and the number of universities is more than 12. It appears that so far the quantity is concerned, it is sufficient in tune with the total population of the north eastern states.



However, the organization and management of higher education in north east region is very dismal. The inequitable distribution of the colleges and universities and their management and organization does not help to create quality manpower in the region. It is difficult to compete with the global situation and sharing of higher education in global perspectives with the non equipped man power in the region. There are lot of research studies have been carried out, but hardly any research have been carried out to find out the answer of the following issues- Whether the quantitative expansion in higher at the cost of national finance is bringing any qualitative improvement in the region? Whether the practicing same curriculum or same course of the study in all the institutes have been bringing the desired result or helping for achieving the goal of higher education in the region? What are the determinants of bringing quality higher education in the north east region?

#### Literature Review:

Higher education in North East India is a late comer. It had a rapid growth in post independence era. So, there is a dearth of related research, specially, with regard to North East region of the country. But, in spite of such a condition, an effort has been made to avail some research reports relating to the present study. The following research studies, reports and papers have been studies.

Goswami, D.H. (1980) conducted a study on University Administration in North East India. The main objective of the research was to study the development of higher education and important aspects of university administration in NE region.

R, D.S. (1991) conducted one study on 'development of higher education in Meghalaya'. The thrust of the study is to review the progress with the help of historical documents and examine the development in the contemporary period.

Kumar, B.B (1994) highlighted the causes of slow growth of higher education in pre-independence period. He pointed out the growth and development after independence.

Barpujari, S.K (1994) in his article "Growth and development of higher education in North East India" discussed the gradual development of higher education in north east India and the role played by the missionaries and private agencies in the development of education in the hills and plains of north east India.

Bhattacharjee, J.B (1994) in his article "A Lacuna in the university system in north east India" stressed upon the need of establishment of a non-traditional university in north east India of this type university, so that it can cater to the requirements and aspirations of the people of the north east, which is a resource-rich but land locked backward region.

Shishak Tuisem, A. (1994) in his article "Curriculum and academic Standards in Higher Education in North East India" attempted to initiate some ideas of the comprehensive nature and scope of curriculum, which is essential for the economic, social, political, cultural and religious development of the people of the region.

Biswas, N.B. (1994) "Higher Education in Arunachal Pradesh-An Analytical Study" pointed out that higher education system has important role in the development of traditional society like Arunachal Pradesh.

Rao, V.V. (1994) "Qualitative Progress of higher education in North East India-Some Observations" analyzed that there was rapid progress of higher education in north east India quantitative term but qualitatively progress not satisfactory. He opined that certain institutional arrangements are necessary to approve the quality of higher education. He stressed upon the improvement in the quality of the teachers.

Patton Anthony, (1992) conducted a study on "Financing of higher Education in North East region-A study in Grant in Aid". An attempt was made to study the growth and development of higher education and non plan and plan expenditure of UGC and the pattern of grants in aid by the UGC to universities and the pattern of expenditure and per people expenditure in general.



Saha Subhas Chandra (2002) stressed upon the efficient functioning of the institutions operating in north east India and to identify their objective. Majority of the students of north east miss the exposure of modern educational opportunities at the primary and secondary levels. So these weaknesses should be identified and rectified.

Dutta, P.C. (1988) studied about the "Development of Higher Education" in Assam during the first of the 20<sup>th</sup> century.

Deka, B (1989) conducted one study in Kamrup district about the growth and development of higher education since independence and its impact on society.

Sarma, P.C. pointed out that prevalent system of education has little relevance as the major thrust is on the syllabi and examination and rarely on quality of life. In spite of the mass support for education the colleges of Assam in general is deplorable and are faced with multifarious problems and failed to obtain the desired objectives due to lack of commitment and attitude.

Bhattacharjee, D (1991) highlighted the dark scenario of planning in the higher education in the state of Assam.

Sarma, U.C. (1991) urged for the need for redesigning of courses, introduction of modern technology of courses, introduction of modern technology and vocationalization of courses to reduce the substantial number of students from collegiate education.

Barthakur, H.N ((1991) conducted a study on "The administration of general colleges in Assam". He pointed out some broad views of college problems and their solution.

Saikia, S (1992) studied on "growth of higher education in Assam and its impact on the socio-economic life of the Assamese people reveal that there was an enormous expansion of collegiate education in Assam.

Baroowa, D.C (1999) stated that the extensive expansion of education in India without any social relevance created many anomalies and irrelevance in

the system of education. Unplanned growth of colleges in Assam along with coverage of large number of teachers has led to a corresponding increase in state expenditure on higher education, which has created resource crunch for the higher education institutions.

Roy, N (2003) opined that a grim picture is noticed in higher education, particularly college level education in the state. The retaining of the plus two stage along with the degree courses in the college of Assam created a number of problems in the teaching and learning process at the under graduate level.

Some studies tend to reveal the general weakness of the curricular in affiliated colleges; some examined the relationship of the higher education system with the rest of the society. Some studies dealing with finance, management, resource generation, etc. but a few studies dealt with alternative structures of governance, planning at the state and regional levels, institutional management, changed role institutions in the light of liberalization and opening of economy in the world market. It would be worthwhile to mention here is that, hardly any study has been conducted specially on NE region so far higher education concerned, which is directly deals with the matter of quality concern.

### **Major Quality Determinants in Higher Education System:**

Parasuram, Zethaml and Berry - a group of researchers in marketing proposed the dimensions of quality as reliability, responsiveness, competence, access, credibility, communication, security, understanding the customer, empathy and tangibles. Another model considers reliability, assurance, tangibles, empathy and responsiveness (RATER) as quality parameters. The key service parameters reliability, assurance, tangibles, empathy and responsiveness of the education system can lead to quality of higher education. Quality variables or determinants considered for the purpose of study are RATER in general. Brief description on these parameters is given (table - 1) below:



## Table – 1: RATER for Determining Quality

**Variables**  
**Description**  
**Reliability**  
In the RATER quality model 'R' stands for reliability; it is the ability to perform the promised service dependably and accurately. A good reliable education system is key factor for total quality.

**Assurance**  
'A' stands for assurance in service quality, this parameter if related with the declaration and guarantee with which the employees and the organization can use their knowledge and accuracy to convey trust and confidence among the customers.

**Tangibles**  
In the RATER quality model 'T' stands for tangibles. Customer evaluates the quality of services on the basis of tangible features such as physical facilities, equipments, personnel, communication materials etc. attached with the services.

**Empathy**  
Empathy is another quality parameter of the RATER model; it is the ability of the service provider to provide individual caring attention to its customer. Empathy has long been an intrinsic part of the education system.

**Responsiv-eness**  
The last parameter of the RATER model of service quality is responsiveness. It is the willingness of the service provider to provide prompt service.

The quality of higher education though depends on the above mentioned quality dimensions; however, the quality of higher education may be measured from some other quality dimensions and aspects.

However, the NAAC has identified the following seven criteria to serve as the basis for its assessment of the quality of the higher education institutions in India-

- (a) Curricular Aspects
- (b) Teaching, Learning and Evaluation
- (c) Research, Consultancy and Extension
- (d) Infrastructure and Learning Resources
- (e) Student Support and Progression

- (f) Organization and Management
- (g) Healthy Practices.

The quality of a higher education will be judged on the basis of above mentioned criteria developed by NAAC. The main objective of any higher education is to provide excellent knowledge to the students and conduct research in various areas,

As it has already been mentioned that higher education in north east came very late; and remarkable growth and expansion is observed in post independence of the region. So far the geographical condition and socio-economic condition of the region is not up to mark in comparison to the other states of the country. Though NAAC has developed some criteria to be considered for the measurement of quality in higher education all over the country, but those may not be taken into consideration in toto especially in north eastern states. The following factors or determinants may be mentioned especially for north eastern state's higher education. Those determinants of quality of higher education may be enumerated in the ways- **Infrastructural facility of the institution, Updated curriculum, Modern teaching methodology, Diversified researches, Transference administration, Students progression, Students participation, Establishing collaboration with various organizations, Resource mobilization, Reformed examination and assessment system, Students feedback, Employability of the outcomes, Resource generation, Professing knowledge, Use updated ICT in teaching-learning process, Accessibility in higher education etc.**

### Conclusion:

It is misconception that the quality education is expensive and exclusive prerogative of the privileged. On the contrary, it is hard work, commitment and dedication on the part of all concerned in an organization that brings quality. Quality has to be built into the system slowly and steadily. Quality assurance mechanisms require an integrated approach of all the facets of institutional activities. Quality is a term used by customers to describe their general satisfaction with



a service or product and it is a continuous process. Quality education is continuous journey not only to make people educated. It is the philosophy which will guide an educational institute to make good human being who can help building and retaining high value system of our society. But, there is no universal consensus on how best to manage quality within Higher Education. Despite of all efforts put by the academic institutions for ensuring quality education, many fundamental questions remain unanswered. Whether the quantitative expansion in higher at the cost of national finance is bringing any qualitative improvement in the region? Whether the practicing same curriculum or same course of the study in all the institutes have been bringing the desired result or helping for achieving the goal of higher education in the region? What are the factors responsible for bringing quality higher education in the north east region? Whether we will follow the same criteria for NE region, which are followed by other states during the assessment of quality in the higher education?

### Bibliography:

- Gurav, A.M. & Goral, S.D. (2010), Management of Quality in Higher Education, University News, AIU, Vol. 48, No. 18, New Delhi.
- M. R. Kolhatkar, (1999), "Pre-requisites for Internationalization of Higher Education." Paper presented at the Policy Perspective Seminar on Internationalization of Higher Education, National Institute of Educational Planning and Administration, New Delhi. November.
- Naidu, K.R & Ahmed, S,(2011), Quality Concern in Higher Education, University News, AIU, Vol.49, No.50, New Delhi.
- Patil, J. (2006), Quality Assurance in Indian Higher Education, in World Education News and Reviews, Volume 19, Issue 1.
- Rao, N. & Sugandhi, N.S. (2010), RATER model for Quality Management in Higher Education, University News, AIU, Vol.48, No.02, New Delhi.
- Singh, S. (2009), Quality Crisis in Higher Education in India, University News, AIU, Vol.47, No.07, New Delhi.
- Vanlalchhawna, (2006), Higher Education in North East India, Mittal Publication, New Delhi.





# QUALITY MANAGEMENT IN HIGHER EDUCATION: PERSPECTIVES ON QUALITY ASSURANCE SYSTEM

**Dr. Malina Devi Rabha**

Principal, Bikali College

**Dr. M. Gopal Singha**

Associate Prof. , Bikali College

## **Introduction:**

Education, particularly the higher education is a continuous process of attaining new knowledge to sustain life through temporal and spatial dimensions. Education in general and higher education in particular, is considered as one of the most vital factors of the development of a dynamic transnational economy (Johnstone and Teffera, 2004). Higher educational institutions represent meaningful symbol of intellectual, economical, cultural and social life of the community in general. These institutions are the object of great public and private investment and therefore have great expectation thrust upon them (Kerr, 1983).

## **Statement of the issue:**

The present day world is now increasingly knowledge oriented. In order to meet the constant demand of qualified and skilled workers, there is need to expand higher education. In the wake of globalization, higher education in particular has rapidly been expanded. This rapid expansion of higher education has resulted into the creation of more and more diverse ranges of higher education providers. There are a wide mode of organizations including public and private institutions, distance education, virtual educational institutions world over.

The quantitative growth of higher educational institutions has led to an increasing trend of academic

fraud which may be termed as 'bogus institutions', 'diploma mills' etc., which have fake credentials. This situation is alarming in global and national contexts. In order to cope with the problem, there is emerging need for setting up of quality assurance mechanism so as to bring forth trustworthy institutions which can ensure quality higher education. Such quality assurance mechanism is supposed to ensure continuous quality control and gradual improvement in standard of the institutions.

## **Aspects of quality assurance:**

Quality assurance in present day higher education has almost become a mandatory to improve in competitive global educational scenario. Quality in professional or business parlance is an utmost important aspect so as to create a distinct brand of the institution. It is therefore, necessary to know the inherent meaning of quality. It is the customer's personal perception of perfection. Elton (1992) asserts that accountability, audit and assessment are the parameters of quality and that they are concerned with the control of quality and the people who control quality. MacDonald and Piggot (1990) defines quality 'As delighting the customer by continuous meeting and improvement upon agreed requirements.' According to British Standard Institution (1991) quality is 'the totality of features and characteristics



of a product or service that bears on its ability to satisfy stated or implied needs.' Quality culture can be brought about by fulfilling a number of factors which are highly essential for a higher educational institution.

They are outlined as follows:

- (i) Recognition of need of for quality assurance system;
- (ii) Sustaining healthy academic environment;
- (iii) Clarity of academic and community commitments;
- (iv) Emphasis on students core values;
- (v) Top-down and bottom –up management practices;
- (vi) Transparent management system;
- (vii) Inspiring leadership;
- (viii) Encouragement for innovative ideas;
- (ix) Continuous process for academic audit and
- (x) Constant efforts for improving overall environment.

#### **Hierarchy of Quality management:**

Quality Management can be divided into four hierarchy. They are – i) Total Quality Management; ii) Quality Assurance System; iii) Quality Control and iv) Inspection.

#### **Quality Assurance System:**

Quality management in higher education needs quality assurance mechanism and accreditation of institutions. No quality achievement can be brought about without quality assurance system.

During the last decade and more about half of the countries of the world have so far undertaken quality assurance mechanism. In higher education, External Quality Assurance (EQA) has become a world wide mechanism of quality sustenance. It is the action of an external quality assurance agency, which assesses the functioning of institution or its programme, as to ascertain whether the institution or the programme concerned has been able to meet the expected standards. Internal Quality Assurance (IQA) on the other refers to the quality mechanisms which are operational in an institution or in a programme and also to self evaluate whther such mechanisms

can be able to fulfill the desired standard being set in the institution or programme. Both the EQA and IQA are complementary to each other.

#### **Structure and Function of IQA:**

Internal Quality Assurance mechanism has certain structure and functions, such as- i) to undertake self-study processes; ii) to support teaching –learning processes and iii) to support structure of programme reviews.

#### **Objectives of Quality Assurance System:**

Quality assurance has two broad objectives: such as i) Accountability; and ii) Improvement.

Accountability is related to the processes involve in assessing whether the required standard are ther e in the institution or programme. Improvement on the other, is the quality improvement processes to help identifying such as the strengths and weaknesses of the institution as well as the academic facilities available.

#### **Role of IQA in quality sustenance of higher educational institutions:**

Internal Quality Assurance mechanism plays a catalytic role in fostering quality culture in higher educational institutions IQA plays as an instrumental role for self- study of the institution with the guiding principals:

- i) Creating institutional mission and vision;
- ii) Setting of goals
- iii) Emergence of leaderships;
- iv) Involvement of academic community in institutional development;
- v) Setting up of internal co-ordination mechanism etc.

This helps in establishing a number of academic and infrastructural development committees.

Quality assurance can be brought about by the process of self-evaluation or self-study and external quality monitoring.

#### **Quality Assessment Tools:**

There are certain tools through which quality may be ensured. They are i) Analytic tools and ii) Facilitation tools.





### **International status of Quality Assurance:**

Quality assurance has been evolved as a mechanism throughout the globe. Different countries have developed quality assurance mechanisms or models for their higher education based on their structure of education. As there are different systems of quality assurance and accreditation, there is also emerging need for regional and international co-operation. This has led to the establishment of international network of quality assurance agencies. The International Network of Quality Assurance Agencies in Higher Education was established in 1991.

### **Quality Assurance and Accreditation in U.S.A:**

In the United States, quality assurance in higher education is practiced through the process of accreditation. Such accreditation practice is exclusively handled by private and specific organizations especially established for the purpose. The external quality monitoring system is the method of quality assurance in USA. The United States founded the Commission on Accreditation (COA) for the first time in 1949. This was followed by the creation of Council on Post Secondary Accreditation (COPA) in 1974 as a joint co-ordination of COA and the Federation of Regional Accreditation Commission of Higher Education (FRACHE). Yet again the creation of Council for Higher Education Accreditation (CHEA) as an agency to carry out the recognition function.

In US the period of accreditation status under CHEA is valid upto 10 years. But in case of accrediting organization like United States Department of Education (USDE) the review takes place every five years like that of National Assessment and Accreditation Council (NAAC) in India.

There are five important parameters of accreditation process in USA. They are as follows:

i) Preparation of Self-Study Report by an institution base on the criterion set by accrediting body is mandatory.

ii) Peer review is done by a group of peers on the self-study report.

iii) Visit to the institution by the peer team to validate the self-study report.

iv) The accreditation agency on the basis of their peer team decision either confers accreditation grade point or rejects accreditation.

v) Institutions and programme need to be reviewed within the stipulated time for re-accreditation.

### **United Kingdom:**

The establishment of quality assurance agency for higher education in 1997 in U.K. as a centralized independent body funded by universities and colleges had heralded the quality assurance mechanism in United Kingdom. The QAA is supposed to provide quality assurance, standards and quality within the higher education as to safeguard and enhance quality.

It is stated in the white paper of the U.K. Government (UKDES, 2003) that "the QAA has performed an important role in assuring academic quality and standards in higher education. Through its assessment of teaching in subject reviews, it has been instrumental in defining standards for teaching and enabling poor provision to be identified and eliminated."

In U.K., the quality assurance is of two phases, such as i) institutional audit and ii) subject review. The cycle of quality assurance status is of six years. The process involves a detailed and comprehensive study of the internal quality assurance systems of the institution, report review by the peer and institutional visit for audit. The evaluation and accreditation status are expressed by the team as 'broad confidence', 'limited confidence' or 'no confidence'.

### **Australia:**

The quality assurance system in Australia has a distinctive characteristics. The universities and higher educational institutions in

Australia are self-accrediting bodies. The different processes like formal, cyclical reviews by external assessors, evaluation of programmes and organizational units. It may be mentioned that the Australian Universities Quality Assurance Agency was



established in 2000 by the Ministerial Council on Education, Training and Youth Affairs (MCETYA).

The quality assurance process in Australia follows a system of periodic audits of quality assurance relating to universities, State and Territory higher educational institutions and accrediting bodies. In the process of audit, the concerned university or institution is to take action on the audit report. As the quality assurance or the audit report is the basis of funding by the Commonwealth or relevant state or territory governments, failure to address the recommendation could lead to reduction of fund.

### **European Association for Quality Assurance in Higher Education (ENQA)**

The European Union through its Bologna Declaration in 2010 established the European Education Area by the European Ministers of education Committee. The Declaration gave emphasis on quality assurance of higher educational institutions in European Union. Such system envisages a common criteria for mobility of students, teachers and credit transfer throughout the European Union.

### **Asia-Pacific Quality Network (APQN) :**

The Asia –pacific Quality Network(APQN) is a network of quality assurance agencies in the Asia –Pacific region established in Hongkong in 2003. The objectives of such network are i) to promote quality assurance mechanism for quality higher education in the Asia-Pacific region and ii) to facilitate research into the practice of quality management in higher education and its effectiveness in improving the quality of higher education in Asia-Pacific region.

### **International comparison in Quality Assurance**

The method of accreditation in USA is similar to a certain extent accept a few differences with that of assessment and accreditation practices prevalent in India under the National Assessment and Accreditation Council(NAAC). In USA accreditation in an institution or programme is either given or denied. There is no grading/ ranking or score system. The accreditation system is also two tier in US wherein for institution or subject specific/ professional accreditation besides regional, national and specialized

bodies it is required to get regular recognition from USDE or CHEA.

The method of quality assurance system in United Kingdom is similar to India in conceptual framework whereas, the reporting and criterion details have differences.

The comparison of Australian quality assurance process with other countries like USA, UK and India reveals glaring differences in the system approach. In Australia quality audit is done by AUQA which is a central body and also by the state and territorial accreditation bodies. The AUQA undertakes the internal quality assurance process of the audited institution. No grading system is followed but the audit review includes 'commendable practices' and 'Areas of improvement', etc.

### **Indian Quality Assurance System Context:**

In India, the burgeoning higher educational institutions with substandard credentials have weakened the higher education. In order to prevent the situation the 'National Policy on Education' was framed in 1986 so as to ensure excellence in educational standard. This was followed by setting up of an National Assessment and Accreditation Council (NAAC) in September, 1994 an autonomous institution of the University Grants Commission. This has heralded to initiate the mechanism of quality culture amongst the higher educational institutions in the country.

The quality assurance mechanism under the NAAC involves a four-phase process for assessment and accreditation of universities/ institutions or programme/ department. They are as follow:

- i) Nationally designed criteria for assessment;
- ii) Self-study of the institution;
- iii) Peer team visit;
- iv) Final decision by Executive committee of

NAAC at Bangalore, Karnataka.

While undertaking assessment and accreditation process of an institution, it is expected that the self-study report analyzing all the criteria is supposed to highlight the functioning of the institution. The Self-Study to be prepared is divided into two



parts- I) institutional data and II) evaluative report. The institutional data consisting of a) profile of the institution, b) criterion- wise inputs and c) profile of the department and the evaluative report which consists of a) executive summary and b) criterion-wise evaluative report. The Self-Study report is the most important part of the assessment process wherein the institution can highlight the practices to identify its own strengths and weaknesses.

**References:**

- BSI 1991: Quality Vocabulary Part 2:  
Quality Concepts and Related Definitions  
London:BSI.
- Elton, L., 1992:Quality Enhancement and  
Academic  
Professionalism, 1(2), pp. 3-5.

ENQA 2005: Standards and Guidelines for Quality Assurance in European Higher Education Area. Helnsinki: The Association.

Jhonstone,B., and Teferra, D. 2004 : Introduction. Journal of Higher Education in Africa. Vol.2(2). Pp. 1-5

Kerr, C 1983: The uses of university, Cambridge MA, 3<sup>rd</sup> Ed., Harvard University Press

Soudararaj, Francis 2004: Education, Sustainable Development and Educational management in Quality Higher Education and Development, NAAC Decennial

Lectures(1994-2004),pp. 19-40

UKDES, 2003: The future of higher education, Norwich: HM261SO.

---

We live in an age of science an we can not be called upon to accept incredible dogmas or exclusive relations. It is again an age of humanism. Religion which are insensitive to human ills and socila crimes do not appeal to the modern man. Religions which make for division, discord and disintegration and do not foster unity, understanding and coherence, play in to the hands of the opponents of religion.

- S. Radhakrishnan



## AT COLLEGE LEVEL : SOME ISSUES PROMOTING RESEARCH CULTURE

**Dr. B.B. Panda**

**Principal**

**B.P. Chaliha College, Nagarbera, Kamrup**

Research is a systematic searching for information – a process of inquiry. Research is search and search again. It is a way of creating new knowledge, verifying the existing knowledge and exploring new dimensions of knowledge, what others have looked before; but you have to see something that they have not. In recent years teaching has been the main activity in the higher educational institutions, research and extension have taken a backseat. The alarming increase in numbers of educational institutions underline this fact but promotion of research has not correspondingly increased with the numbers of educational institutions. Teachers are just transmitters of information and knowledge but not the creators.

In the last fifty years the volume of scientific and other research in India has gone up with the impressive growth of higher education. But focus on research in the academic culture of India has been inadequate. A critical analysis reveals that India is lagging behind in publication of research papers in journal having high impact factor in comparison to other countries of the world. The current report highlights that India spends only 0.9% of our GDP on research and development. There are now approximately 650 universities and more than 30 thousands of colleges imparting tertiary education, but it is quite insignificant when compared to developed nations. In spite of this the research output is less than 2% of the global research effort. In this scenario, college teachers have to teach basic knowledge and

to improve the quality of higher education. The latest effort of U.G.C to make M.Phil and Ph.D as a requirement of teaching job has prompted sudden explosion of interest in research among the college teachers and prospective teachers.

While it has resulted in a massive increase in the number of Ph.d degrees awarded every year and number of scholars, it has also deteriorated the standard of Ph.d research as a number of unscrupulous universities has been earning lakhs of rupees by awarding Ph.d degrees to the so called “pseudo researchers” who have to buy a Ph.d degree for maintaining their carrier. I feel higher education authorities in india should do something to challenge this latest threat.

In India scholastic writings by teachers and researchers are never encouraged, It is neither taught in the classroom nor seen as an efforts are made in this area to improve the quality of education. Ph.d research is serious individual activity with less societal benefit. I feel this attitude should be changed at the earliest. Ph,d research should not be the end of the road for many (as it is today) but it should be the beginning of research. Scholars who are awarded Ph.d should concentrate on post doctoral research work, research project and publications subsequently.

The role of research in education has become transparent in its usefulness. People have now realized that the time is ripe to pursue research activities as an important elements towards achieving quality, life-long



publish by paying a fixed amount as many research paper as one wants.

**CREATING RESEARCH CULTURE AT COLLEGE LEVEL :**

Creating research culture at college level is a mammoth task. There are many brilliant teachers at college level who do not conduct research due to various reasons. So it is the duty of the department of higher education, U.G.C and other organizations to encourage the teachers towards research. The role of Academic staff college is significant in this context. Over the years it has played a vital role in developing quality higher education and research orientation among the college and university teachers. Now University Grant Commission also set a guideline that a university has to earmark 20% of its resource for promoting research. The establishment of Internal Quality Assurance Cell (IQAC) in college will go a long way in developing research culture among the college faculty. Because constant motivation and sound training programmers would offer a creative environment for engaging college teachers in research. Teachers should be encouraged and various facilities should be provided to them for taking up research. So, a conducive atmosphere for research is the first step for creating research culture.

**STEPS FOR CREATING RESEARCH CULTURE :**

- (i) Teachers should be encouraged by the college authority and senior colleagues for taking up research work.
- (ii) Proper infrastructural facilities should be provided to the college teachers for conducting research, for that well furnished and automated library, computer centre with broadband connectivity should be there.
- (iii) Timely study leave and leave for research work should be provided to college teachers.
- (iv) Proper information regarding facilities for research work, scholarship etc. should be provided by the college authority.
- (v) There should be research committee in all the colleges. This committee should facilitate and provide all support for research work to the college teachers.

learning, excellence and world class standard of education. The practice of research thinking and orientation, research based decision making among teachers will increase the standard and quality of education. So, the emphasis on research activities should be given utmost priority and implemented at all levels of education in India. As the standard of higher education depends on the quality and effort of college and university teachers. So, research and teaching should be given equal importance and they should go hand in hand.

**FACTORS AFFECTING THE RESEARCH ACTIVITIES AT COLLEGE LEVEL :**

- (i) College teachers are occupied with the teaching of basic knowledge of their discipline to undergraduates students. They find less time and opportunity to discuss higher level knowledge.
- (ii) The infrastructural facilities at college level like well furnished library, computer centre etc. are limited.
- (iii) College teachers get less scope to meet senior professors and researchers to interact with them.
- (iv) Lack of proper information and lack of encouragement by the head of the institution, senior colleagues are a hindering factor.
- (v) Average Indian teacher has a poor reading habit. Reading makes a man perfect. It not only broadens the mental horizon but also triggers thinking.
- (vi) Getting leave for research work, study leave etc. are not easily available to college teachers.
- (vii) Apathy, inertia and a negative attitude of a section of college teachers towards research.
- (viii) Lack of adequate training at Master degree level in Research methodology.
- (ix) Time scale promotion system also discourage research activity.
- (x) Lack of ability of college teachers to use educational technology affected the professional development and the process of educational modernization.
- (xi) Proliferation of fake, sub-standard journals with ISSN number has done more harms as one can



vi) Regular training / workshops etc. should be held in colleges and cluster of colleges on research methodology. Teachers should be trained how to prepare synopsis, choose appropriate research methodology and write research reports / thesis. They also be trained how to write good research papers and publish them in standard research journals.

vii) Teachers should be sensitized about intellectual property right, copy right act, citation index etc, because lack of awareness of the above may lead to plagiarism.

viii) Colleges themselves or cluster of colleges should publish research journals to provide a forum for college teachers for research related activities.

ix) There should be awards for good research and proper recognition should be given to scholars. In this context advance increment to college teachers in the U.G.C scale of pay is note worthy.

x) University professors and recognized research supervisors should extend their co-operation and motivate the college teachers for research work.

xi) Teachers organization should not always negotiate promotion of college teachers without research instead they should encourage them for research work.

Research is a collective activity. It can grow if the atmosphere in colleges are motivating and stimulating. Therefore, the role of professors, heads, and other senior teachers along with support system is quite important. This is mainly due to the growing awareness that educational institution must focus on research if they want to be at the top. So, the misconception about research work should be removed from the mind of the teachers and they should be encouraged to take up research work. Because we teachers are knowledge worker in a learning and knowledge society. Simple M.A/M.Sc degree work will not help us to go ahead in a highly competitive and knowledge oriented society. In order to attain the desired quality and generate new knowledge, We must indulge research in our day to day activities.



It is not enough to talk of political unity. We must have something deeper than that we must have emotional unity which thus away with provincial barriers with castle barriers or communal or religious barriers. Only then can you talk about a really unified India.

- Jawaharlal Nehru



# বিশ্বায়নৰ ধামখুমীয়াত আমাৰ শিক্ষা ব্যৱস্থা

ড° অনন্যা বৰুৱা  
উপাধ্যক্ষা,  
বিকালী মহাবিদ্যালয়, ধূপধৰা

বিশ্বায়ন বুলিলে স্পষ্ট ভাষাত ইয়াৰ ব্যাখ্যা দিয়া সহজ নহয়। বিশ্বায়ন মূলতঃ বিশ্ব অর্থনীতি সম্বন্ধীয় এক নতুন বিশ্ব সূত্র। গোটেই বিশ্বতে বিশ্বায়নৰ মাধ্যমত এক নতুন বিশ্ব অর্থ ব্যৱস্থা প্ৰৱৰ্তনৰ প্ৰয়াস চলিছে। বিশ্বায়নক মূলতঃ অর্থনীতিৰ গণ্ডীত আলোচনা কৰা হয় যদিও দৰাচলতে ৰাজনীতি, সমাজনীতি, সংস্কৃতি আদি বিষয়ৰ লগতো এনে ধাৰণা সম্পৰ্কযুক্ত। সাম্প্ৰতিক কালত আমাৰ দৈনন্দিন জীৱন প্ৰক্ৰিয়াত গোলোকীকৰণ বা বিশ্বায়ন শব্দটো গভীৰভাবে যুক্ত হৈ পৰিছে। প্ৰাচীন কালৰ পৰা ভাৰতীয় সংস্কৃতিৰ মূল বৈশিষ্ট্য হিচাপে পৰিগণিত ধাৰণাটো হৈছে 'বসুধৈৱ কুতুৰ্বকম্', অৰ্থাৎ গোটেই বসুন্ধৰা আমাৰ কুটুম্ব।

ভাৰতীয় সংস্কৃতিৰ মাজত লুকাই থকা বিশ্বজনীন ভাৱ-চিন্তাক আধুনিক বিশ্বই অৰ্থনৈতিক পৰিকাঠামোৰ দৃষ্টিৰে নতুন ভাৱে উপলব্ধি কৰাৰ প্ৰচেষ্টা চলাইছে। এনে প্ৰচেষ্টাৰ ফলস্বৰূপেই বিশ্ব অর্থনীতিৰ নতুন বিশ্বসূত্র বিশ্বায়নৰ ধাৰণা বিকাশপ্ৰাপ্ত হৈ উঠিছে। বিশ্বায়ন হৈছে সমগ্ৰ বিশ্বৰ মাজত অৰ্থনৈতিক সম্পৰ্ক একপ্ৰকাৰ শিথিল ব্যৱস্থাৰ মাজেৰে পৰিচালনা কৰাৰ এক প্ৰণালীবদ্ধ প্ৰক্ৰিয়া।

বিশ্বায়নৰ মূল জয় গান হ'ল উদাৰীকৰণ আৰু ব্যক্তিগতকৰণ। বিশ্বায়ন শব্দটোৰ ইংৰাজী প্ৰতিশব্দ 'Globalization' শব্দটো 'Globalize' শব্দৰ পৰা আহিছে। যাৰ অর্থ হ'ল আন্তঃৰাষ্ট্ৰীয় পৰ্যায়ত সামাজিক আৰু অৰ্থনৈতিক আদান-প্ৰদান, যোগাযোগ স্থাপনৰ যোগেদি বিশ্ব ভাড়া ভাৰৰ ভেটি সুদৃঢ় কৰা। ১৯৩০ চনত 'Towards New Education' লেখনিত 'Globalization' শব্দৰ প্ৰয়োগ পোৱা যায়।

বিশ্বায়নৰ বৈশিষ্ট্যবোৰ হ'ল-

- ১। পণ্য আৰু পুঁজিৰ মুক্ত বজাৰ।
- ২। বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যাৰ ন-ন আৱিষ্কাৰ।
- ৩। উন্নত যোগাযোগ ব্যৱস্থা।
- ৪। জনপ্ৰৱৰ্তনৰ প্ৰৱাহৰ গতি।
- ৫। জ্ঞানৰ বিস্তাৰণ আৰু বিস্তাৰ।

৬। বিশ্ব ভাড়া বোধ।

৭। NGO অব কৰ্মৰাজি।

৮। গোলকীয় গাঁও।

বিশ্বায়নে অৰ্থনৈতিক, প্ৰযুক্তিবিদ্যা, সামাজিক, শৈক্ষিক আদি দিশক সামৰি লয়। বিশ্বায়নে সমগ্ৰ বিশ্বৰ সামাজিক, সাংস্কৃতিক, পৰিবেশৰ উন্নতি আদিৰে সমগ্ৰ বিশ্ববাসীৰ মাজত পাৰস্পৰিক বুজাপৰাৰ ভিত্তিত বিশ্ব ভাড়া বোধৰ সৃষ্টি কৰাৰ ওপৰত গুৰুত্ব দিছে। ইয়াৰ বাবে মানৱ অধিকাৰ, নাৰী সৰ্বলীকৰণ, লিংগ বৈষম্য হ্ৰাসকৰণ, গণতান্ত্ৰিক শাসন ব্যৱস্থা, বাকস্বাধীনতা, নাৰী স্বাধীনতা, সম্পদৰ সমবিতৰণ আদিৰ গুৰুত্ব অসীম। বিশ্বায়নে সমগ্ৰ বিশ্বতে সামাজিক বিকাশৰ বাবে শিক্ষাৰ মহত্ব স্বীকাৰ কৰিছে।

এতিয়া প্ৰশ্নটো হৈছে যে বিশ্বায়নে আমাৰ শৈক্ষিক জগতখনত নিজৰ প্ৰাধান্যতা বিস্তাৰ কৰিবলৈ সক্ষম হৈছে নে নাই। পৰিৱৰ্তিত সমাজ ব্যৱস্থাত বিকাশৰ প্ৰতিটো দিশকে মানৱ কল্যাণৰ বাবে ব্যৱহাৰ কৰিবৰ বাবে প্ৰয়োজন হয় উপযুক্ত শিক্ষাৰ। বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যা, যোগাযোগ আৰু প্ৰচাৰ মাধ্যম সূচলতা, মূলধন আৰু বিনিয়োগ ব্যৱস্থাৰ সংস্কাৰ সাধন, অৰ্থনৈতিক ক্ষেত্ৰত প্ৰহণ কৰা উদাৰীকৰণৰ নীতি আদিৰ উচিত মূল্যায়ন সম্ভৱ যেতিয়া জনসাধাৰণৰ মাজত প্ৰকৃত শিক্ষাৰ প্ৰয়োগ হয়।

বিশ্বায়নৰ নীতি গৃহীত হয় ১৯৯৪ চনত GATS (General Agreement of Trade in Services) চুক্তিৰ জৰিয়তে। গ্যাটছৰ দ্বাৰা স্বীকৃত আন্তৰ্জাতিক বাণিজ্য সম্বন্ধীয় পৰিসেৱামূলক খণ্ডই প্ৰতিখন দেশৰ ৰাজহুৱা শিক্ষা সেৱাক অন্তৰ্ভুক্ত কৰিছে। ইয়াৰ ভিতৰত উচ্চ শিক্ষাও অন্তৰ্ভুক্ত কৰিছে। উচ্চ শিক্ষাৰ বাণিজ্যিকীকৰণৰ ক্ষেত্ৰত বিশেষকৈ শিক্ষা সেৱাৰ আমদানি-ৰপ্তানিৰ ক্ষেত্ৰত প্ৰভাৱ পেলাইছে। বিশ্ব বাণিজ্য সংস্থাৰ অন্তৰ্ভুক্ত সদস্য দেশসমূহে অইন সদস্য দেশলৈ ছাত্ৰ আৰু শিক্ষক প্ৰেৰণ কৰিব পাৰিব। তেনেদৰে সদস্য ৰাষ্ট্ৰৰ মাজত ইন্টাৰনেট, প্ৰিণ্ট মিডিয়া আদি ইলেক্ট্ৰনিক মাধ্যমত শিক্ষা সেৱাৰ



বপ্তানি কবিৰ পাৰিৰ আৰু সদস্য দেশত শিক্ষা সেৱা যোগান বা বপ্তানিৰ বাবে বাণিজ্যিক কেন্দ্ৰ স্থাপন কবিৰ পাৰিৰ। বিশ্বায়নে শিক্ষাৰ ক্ষেত্ৰলৈ প্ৰতিযোগিতামূলক ব্যক্তিগত কৰণৰ ধাৰণাটো আমন্ত্ৰণ কৰিছে। অৱশ্যে বিশ্বায়নৰ জৰিয়তে আন্তৰ্জাতিক মনোভাৱক প্ৰাধান্যতা প্ৰদান কৰা হ'লেও দেশীয় পৰম্পৰা আৰু কলা সংস্কৃতিৰ ভিত্তিত জাতীয় জীৱনৰ স্বাৰ্থক শিক্ষানীতিৰে ৰক্ষণা বেক্ষণ দিব পাৰিব লাগিব।

বিশ্বায়নৰ ফলত শিক্ষা ক্ষেত্ৰলৈ অহা প্ৰত্যাহ্বানবোৰ সফলতাৰে সন্মুখীন হ'বলৈ ছাত্ৰ-ছাত্ৰীসকলৰ মাজত আত্মবিশ্বাস গঢ়ি তুলিব পৰাকৈ পাঠ্যক্ৰম প্ৰস্তুত কৰা উচিত। শিক্ষাৰ লক্ষ্য আৰু উদ্দেশ্য, পাঠ্যক্ৰম, শিক্ষক প্ৰশিক্ষণ আদিও সময়ৰ লগত খাপ খুৱাব পৰাকৈ নতুনকৈ মূল্যায়ন কৰাৰ প্ৰয়োজন আহি পৰিছে। ব্যক্তিগত আৰু সামূহিক প্ৰয়োজন লগতে নতুন মূল্যবোধৰ লগত ছাত্ৰ শিক্ষকৰ সমায়োজন কৰিব পৰাকৈ কেইটামান দিশত গুৰুত্ব দিব লাগিব। সেইকেইটা হ'ল- জানিবলৈ শিক্ষা, কাম কৰিবলৈ শিক্ষা, ভাতৃত্বভাৱৰ শিক্ষা আৰু বিকশিত হ'বলৈ শিক্ষা (Learning to know, learning to do, learning to live together and learning to be.) প্ৰশিক্ষণপ্ৰাপ্ত শিক্ষাৰ জৰিয়তে পৰিৱৰ্তিত শিক্ষা ব্যৱস্থাত ছাত্ৰ-ছাত্ৰীসকলক উপযুক্ত শিক্ষা প্ৰদান কৰিব লাগে। বিশ্বায়নৰ যুগত জ্ঞানৰ বিস্ফোৰণ, যোগাযোগ আৰু প্ৰচাৰ মাধ্যমৰ উন্নতি, বিজ্ঞান আৰু প্ৰযুক্তি বিদ্যাৰ দ্বাৰা আৱিষ্কৃত প্ৰয়োজনীয় ন-ন জ্ঞানৰ বিষয়ে শিক্ষকক জ্ঞাত কৰাৰ উদ্দেশ্যে শিক্ষক প্ৰশিক্ষণৰ পাঠ্যক্ৰমত কম্পিউটাৰৰ ব্যৱহাৰিক জ্ঞান, মনোবিজ্ঞান, সমাজবিজ্ঞান, অৰ্থনীতি বিজ্ঞান, ৰাজনীতি বিজ্ঞান আৰু পৰিসংখ্যা বিজ্ঞান আদি অন্তৰ্ভুক্ত কৰা প্ৰয়োজন। বিশ্বায়নৰ যুগত কেনেদৰে শিক্ষাদান আৰু শিক্ষা গ্ৰহণকাৰ্য সফল কৰিব পাৰি সেই সম্বন্ধে জানিবৰ বাবে অভিৰোচনৰ কৌশলসমূহ পাঠ্যক্ৰমত অন্তৰ্ভুক্ত কৰিব লাগে।

শিক্ষা ক্ষেত্ৰত বিশ্বায়নৰ প্ৰভাৱ অসীম। যেনে- E-learnin, Flexible learning, Distance learning, Online Examination, E-library, E-Journal ইত্যাদি। বিশ্বায়নৰ ফলত শিক্ষকতা বৃত্তিটো ব্যাপক প্ৰত্যাহ্বানৰ সন্মুখীন হৈছে। জীৱনজোৰা শিক্ষাদান বৃত্তিটো এতিয়া বহুৰেকীয়া চুক্তি বা পাৰদৰ্শিতাভিত্তিক বৃত্তিলৈ ৰূপান্তৰিত হৈছে। শিক্ষাৰ্থীৰ মতামত আৰু Feed back report ৰ ওপৰতো শিক্ষকসকলৰ চাকৰিৰ স্থায়িত্ব নিৰ্ভৰ কৰিবলৈ আৰম্ভ কৰিছে।

বিশ্বায়নৰ সুফলস্বৰূপে বৰ্তমানৰ শিক্ষা ব্যৱস্থাত উন্নত

প্ৰযুক্তি বিদ্যাৰ আন্তঃগাঁথনিৰ প্ৰয়োজন ভিত্তিক সংস্কাৰ, পাঠ্যক্ৰমৰ সংস্কাৰ, পৰীক্ষা আৰু মূল্যায়ন পদ্ধতিৰ সংস্কাৰ, গৱেষণামূলক কাৰ্যত অগ্ৰাধিকাৰ আদিয়ে ছাত্ৰ-ছাত্ৰীসকলক আন্তঃৰাষ্ট্ৰীয় পৰ্যায়ত নিজৰ পাৰদৰ্শিতা দেখুৱাত কিছু সহায় কৰিছে। অৱশ্যে গ্ৰামাঞ্চলৰ শিক্ষাৰ্থীসকলে এনেবোৰ সুবিধাৰ পৰা এতিয়াও বঞ্চিত হৈ আছে।

বিশ্বায়নে শিক্ষাৰ ক্ষেত্ৰলৈ প্ৰতিযোগিতামূলক ধাৰণাটো আনিছে যদিও কাৰ্যক্ষেত্ৰত ইয়াৰ সুফলসমূহ প্ৰয়োগ কৰাত বাধাৰ সন্মুখীন হোৱা দেখা গৈছে। বৰ্তমানৰ প্ৰচলিত শিক্ষা ব্যৱস্থাত বিশেষকৈ উচ্চশিক্ষাৰ ক্ষেত্ৰত পাঠ্যক্ৰমৰ সংস্কাৰ, পৰীক্ষা আৰু মূল্যায়নৰ পদ্ধতিৰ কু-প্ৰভাৱে নৱজন্মক বিপদত পেলোৱা হৈছে। শিক্ষাৰ বাণিজ্যিকীকৰণৰ ফলত সম অধিকাৰ আৰু সম সুবিধাৰ ধাৰণা বহু পৰিমাণে প্ৰত্যাহ্বানৰ জন্মখীন হৈছে। এখন কল্যাণকামী ৰাষ্ট্ৰত জনসাধাৰণক জাতীয় আদৰ্শ ৰক্ষা কৰাত নৈতিক সুৰক্ষা প্ৰদান কৰা আৰু বিশ্ব ভাতৃত্ববোধক সন্মান জনাব পৰা গুণসমূহৰ অধিকাৰী হোৱাত অনুপ্ৰেৰণা যোগাব লাগে। বিশ্বায়নৰ জৰিয়তে আন্তৰ্জাতিক মনোভাৱক প্ৰাধান্যতা প্ৰদান কৰিলেও দেশীয় পৰম্পৰা আৰু কলা সংস্কৃতিৰ ভিত্তিত জাতীয় জীৱনৰ স্বাৰ্থক শিক্ষা নীতিৰে ৰক্ষণাবেক্ষণ দিয়া উচিত। বিশ্বায়নৰ সুফলস্বৰূপে শিক্ষাৰ উৎপাদনশীলতাৰ প্ৰতি গুৰুত্ব দিয়া হৈছে যদিও কাৰ্যত ই-সম্ভৱ হৈ উঠা নাই। বিশ্বায়নে জাতীয় সভ্যতা-সংস্কৃতি, বিশ্বাস, পৰম্পৰা, আদৰ্শ আদিত পাশ্চাত্য প্ৰভাৱ, মূল্যবোধ, ৰুচিবোধ, আচাৰ-ব্যৱহাৰত গুৰুত্ব দিয়াৰ ভয়াবহতাই ভৱিষ্যত প্ৰজন্মক ক্ষতিগ্ৰস্ত কৰিছে। সমাজৰ প্ৰতিজন ব্যক্তিৰ সহায়-সহযোগ অবিহনে বিশ্বায়নৰ ধামখুমীয়াই আমাৰ সমাজৰ সকলো দিশতেই ক্ষতিগ্ৰস্ত কৰি তুলিব। বাণিজ্যিকীকৰণৰ ওপৰত অধিক গুৰুত্ব আৰোপ কৰাৰ ফলত ভাৰতীয় অৰ্থনীতিৰ এক কৃত্ৰিম বিকাশহে সংঘটিত হৈছে। নিবনুৱা সমস্যা, ধনী-দুখীয়াৰ মাজত অসমতা বৃদ্ধি, বৈষম্যপূৰ্ণ বিতৰণ ব্যৱস্থা, গাঁও আৰু নগৰৰ বৈষম্যপূৰ্ণ উন্নয়নৰ ব্যৱস্থা আদিয়ে ভাৰতৰ সামূহিক বিকাশ প্ৰক্ৰিয়া বিশ্বায়নৰ পূৰ্বৰ দৰেই আজিও বাধাগ্ৰস্ত হৈয়ে আছে। বিশ্বায়নৰ সুফল নিৰ্ভৰ কৰিব জনসাধাৰণৰ সচেতনতাৰ ওপৰত।

সহায়ক পুথি : Emerging Issues and Education A text book on Education written by I.Saikia, U.Kalita, Dr. R. Devi, Dr. D. Dutta. (প্ৰথম প্ৰকাশ ২০১২)





# PROBLEMS AND PROSPECTS OF HIGHER EDUCATION IN RURAL AREAS OF ASSAM

**Rumita Phukon**  
Associate Professor, Dept. of Education  
JN College, Boko

*"A University stands for humanism, for tolerance, for reason, for adventure  
of ideas and for search of truth"*

**-Pandit Jawaharlal Nehru**

## INTRODUCTION

Higher education means education after high school. It is also called post secondary education, or third level education is an optional final stage of formal learning that occurs after secondary education. Higher education is the backbone of the modern society. It has the power to transform human beings into human resources. Along with primary and secondary education higher education is also an instrument to build future generation. In India majority of the higher educational institutions are urban centric. Even most of the higher educational institutions in rural India lack quality. As a result of that rural population are deprived. Under certain circumstances it is seen that gross enrolment ratio is very poor in these rural areas.

## DEVELOPMENT OF HIGHER EDUCATION IN ASSAM:

India has a long history of higher learning. Nalanda, Vikramsila and Taxila were the most famous centre of higher learning in India during ancient period. The modern system of higher education started in the middle of the 19<sup>th</sup> century. As per the recommendation of Wood's Despatch of 1854, the first three universities were established in Calcutta, Bombay and Madras in 1857. It is after the independence in 1947, that a rapid expansion took place in the field of education. Setting up of Education commission in 1948 under Dr. S. Radhakrisnan, establishment of

University Grants Commission( UGC) in 1953, introduction of National Policy on Education in 1968 and 1986, setting up of National Commission on teachers Education 1984, Challenges of education – A Policy Perspective in 1985 etc. are some of the major efforts in this direction. In the post Independence period the major concern of Government of India and of the states was to give attention to education as a factor, vital to national progress and security

The Modern age of Educational History in Assam began with the annexation of Assam with the British Empire in accordance with the treaty of "Yandabu" in 1826. Assam lagged behind in respect of higher education till 1900 A.D. In 1858, the Guahati School was affiliated to the entrance standard under Calcutta University and three years later i.e. in 1861 two candidates from this school successfully passed the entrance examination. In 1864, the Inspector of Schools Mr. Murray submitted a proposal to the Government of Bengal to rise up the standard of the Gauhati School to teach up to F. A. course of the Calcutta University. The Government of Bengal recommended the proposal and within a few months sanction was received from the government of India. In July 1865, it was ordered that the Gauhati School may be raised to a Collegiate School to train up the natives of the province for offices of responsibility and



trust. Accordingly in May 1866 the collegiate School was opened at the Gauhati School with affiliation to the first examination in Arts in 1874. Assam was separated from Bengal with the constitution of a Chief Commissioner's province. A separate Director of Public Instruction was created for Assam. The first chief commissioner of Assam was Colonel Keatings. But unfortunately the collegiate section of the Gauhati School was abolished by Col. Keatings in 1876 due to several reasons. The reasons were —

- The University results were so disappointing that the number of successful candidate was absolutely nil during 1872-74.
- The cost of educating a pupil at the collegiate school, Gauhati was much higher.
- The enrolment at the collegiate section was proportionately very poor.

The post of Director of Public Instruction (DPI) has been created way back in 1874. Officiating from Shillong, the then capital of undivided Assam, DPIs office created to all aspects of education viz. Elementary, Secondary, Higher, Adult, Technical etc. of the entire state that included the present day Meghalaya, Mizoram and Nagaland. It remained in Shillong, even after all these states shot off their independent existence as states till 1973 when the capital of Assam finally shifted to Guwahati. The present post of Director of Higher education (DHE) was created in 1989 when a number of Directors branches off the seventies and eighties of the last century, such as Director of Technical education, Director of Elementary education, Director of Adult education, Director of Secondary education Director of SCERT etc.

Educationists who have served as Director of Higher education so far are 1) Dr. Sailaja Nanda Bharali, 2) Dr. Ramesh Ch. Das, 3) Sri Harekrishna Gayan, 4) Rudreswar Sonowal, 5) Prof. Taburam Taid, 6) Dr. G. N. Talukdar, 7) Sri Dilip Choudhury, 8) Sri A. C. Pegu, 9) Dr. G. N. Talukdar, 10) Dr. Hiri Kr. Sahu, 11) Sri Delwer Hussain, 12) Sri Dhan Dev Mahanta, 13) Dr. Binaya Kr. Nath, 14) Sri Phanindra Jidang

The first higher educational institution i.e Cotton College was established on 27<sup>th</sup> May, 1901. which was later converted to a State University in the year 2011. Before the establishment of Cotton College, till the middle of the 19<sup>th</sup> century Assam did not enjoy any higher education facilities. But since independence in the last 67 years, higher educational institutions i.e Universities, colleges, IIT, NIT, IIE and other professional institutions expanded enormously. In spite of the phenomenal growth of higher education in Assam, it is very disheartening to observe that the standard of higher education is declining and which is affecting the quality of education in the state. Presently, Assam is having 15 universities out of which 8 are State level Universities, 1 Open University, 2 Central University, 3 Private University and 1 Agricultural University and 323 provincialized colleges rendering their service in the field of higher education of the state.

#### *PROBLEMS OF HIGHER EDUCATION IN RURAL AREAS OF ASSAM*

The colleges of Assam have been facing lot of problems. These problems can be classified as—

- External problems
- Internal problems

The external problems generally arise from the rules and regulations imposed by the governments as well as University Grants Commission (UGC), political interference specially in the appointment of governing body members and others, cooperation from the general public etc. On the other hand internal problems are generally arise due to shortage of manpower inadequate facilities of infrastructure, lack of power of authority etc. Following are the major problems of higher education in rural areas of Assam

#### *• In sufficient number of institution*

In comparison to the number of higher educational institution present in urban areas i.e., cities or towns, there are very few institutions in rural areas of India. Technical higher educational institutions are very rarely established in the rural areas.

#### *• Access*

The Gross Enrolment Rate (GER), measures, the access level by taking the ratio of persons in all age



groups enrolled in various programs to total population in age group of 18 to 23. The access to higher education for all eligible in the country is a major issue before the policy makers. It is seen that the gross enrolment in rural Assam is very poor. It is a major problem of higher education in Assam.

#### • *Equity*

On one hand GER stands low for the overall population, while on the other there are large variations among the various categories of population based on urban or rural habitation and rich and poor. Due to regional disparity in economic development and uneven distribution of institutions of higher education, the higher education is not equally available to the different sections of the society.

#### • *Limitation of Quality*

The higher educational institutions suffer from large quality variation in so much so that a NASSCOM- Report-2005 has said that not more than 15per cent of graduates of general education and 25-30per cent of Technical Education are fit for employment. First, the quality norms of which are not comparable with international standards can't be maintained by the higher educational institute of rural areas. Secondly, the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these institutions in ensuring the desired quality standards.

#### • *Cost of Education*

It is seen that normal higher education expenses cannot be afforded by some of the families coming under lower middle class which is the reason of lower enrolment of rural areas.

#### • *Teacher-student Ratio is very high*

Student teacher ratio is one of the major problems of higher education of rural areas in Assam. UGC has recommended an ideal ratio of 1:30 for the general undergraduate courses. Unfortunately, because of lesser no of educational institutes in rural areas of Assam more and more students are bound to enroll and the teacher-students ratio does vary to the standard so far as quality education is concerned.

#### • *Problems of private College*

The private colleges of Assam, sometimes are not able to maintain the minimum standard of quality education. Many of the colleges because of shortage of funds are not able to hire well deserving and quality teachers which at times create a problem for the students of rural areas of Assam. Apart from it some institutions do not have proper infrastructure like quality laboratory. But on the other side of the coin we actually could see there are some private colleges which have strived to enhance their standards and some of them rank better than many Government run colleges today which are not accessible for all.

#### • *Misuse of Grants*

It has been seen that UGC provides financial assistance to the universities and colleges for various developmental activities. But the same fund is hardly seen to be properly utilized in the rural areas of Assam. In rural areas where the local bodies are not so strong, the guardian of the students are not so conscious about the development or the proper use of financial assistance, administrative bodies takes the advantage of misuse of grants.

#### • *Lacks Research Activities*

It has been seen that not more than 20% of all students enrolled in a doctoral research program complete their work and almost 80% drop out in rural areas of Assam. Lack of motivation amongst university faculty to conduct and supervise research also stems from unavailability of good research students and a lack of professional incentive for research. However, to increase research output, the UGC began giving scholarships to students enrolled for a PhD in central universities, but ignores State universities. For this reason faculty member of rural colleges are suffered mostly for research activities.

#### • *Poor input*

One of the major challenges facing by the higher educational institutes in rural areas is the standard of input; i.e. students, especially in general education. So far as higher education is concerned with quality education with quality output, the biggest



challenge for these institutes where minimum cut off mark is not applicable at the time of admission.

• **High dropout rate**

In rural areas of India the school dropout rate is more than normal. As a result of this very few students taste the sweetness of higher education. Even during college life also because of family burden, poor infrastructural facilities, lack of monetary support, apathy towards education etc. we can see high percentage of drop out among rural students.

• **Less use of ICT**

ICT can affect the delivery of education and enable wider access to the same. In addition, it increases flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. But in most of the rural colleges of Assam use of ICT is hardly seen while teaching. There are lots of colleges in rural areas of Assam where electricity problem is a common phenomenon. In those institutions we can expect only the traditional method of teaching.

• **Inadequate physical infrastructure**

Quality education is possible when facilities, resources and technologies are upgraded. The higher educational institution of rural areas are bound to grade in the lower side since quality of input is also very low, higher ratio of teacher-students, poor communication etc. and due to this grants are also given on the lower side which hinders improvement in physical infrastructure.

• **Faculty problem**

Quality of teaching depends upon quality of teachers. Availability of adequate and qualified faculty is a prerequisite of quality education. Quality teachers always prefer better colleges in the sense better input, standard teacher-student ratio, better communication, better physical facilities, better research facilities etc. and due to which the rural institutes has to suffer.

• **Terrorism**

Terrorism is another important problem affecting higher education in rural areas of Assam.

Terrorism or terror attacks takes place at a large scale in the rural areas and for people to come out from such places for education leaving their family behind becomes problematic.

• **Bandh culture**

Frequent strikes and bandhs are affecting students the most as they are unable to attend classes regularly. This issue of impact of bandh on education should be discussed and students should be spared from such activities.

**REMEDIES**

**a) Equal importance in Rural Areas**

To assess the availability of various policies programs and facilities in higher education, there is an urgent need to access and find out from the students their awareness and utilization of facilities, as also to cross check the availability of the facilities in institutions where they are enrolled.

**b) Enhance Quality of Education**

Due care must be taken for developing skills of teachers for enhancing teaching-learning transaction, creating conducive academic environment, improving the learning infrastructure, putting technology enabled learning into practice wherever possible.

**c) Establishment of research centers**

Establishment of research centers of excellence in various areas of local relevance must be pursued and these should be affiliated with the existing Universities and institutions of national importance. UGC should focus more on research based support to the Universities and college. UGC should furthermore help in developing networking and electronic connectivity, besides helping institutions in optimally utilizing them.

**d) Checking drop-out ratio**

Higher education system should take interest in their feeder area or supply chain to improve quality and drop out as a priority need of the community and duty of higher education system and for their own growth i.e., higher education system.

**e) Establishing Career Counseling Cells**

Special career counseling cells must be set



by the government so that students can also enroll themselves in other technical and professional courses apart from other general courses. Besides, the students can select subject according to their needs and capacity.

#### **f) Adequate fund**

To build a high quality education system, adequate funding must be made available by the Central and State governments to improve quality, at the same time, making higher education affordable to all specially for the families of rural areas where income level of the people is low and thus increasing access.

#### **g) Checking proper utilization of grants**

The grant provided by Central, State govt. as well as other bodies to the educational institutes is how effectively utilized is a matter of doubt. The regulatory bodies should ensure proper use of funds on the basis of priority.

#### **h) More investment required**

Facilitators are required to rethink and restructure policy matters specific to the need of the resign and thereby boost the spread of higher education, which not only promotes Industry specific curriculum for studies but also is capable of caring forward location specific need based Research and Development and extension activities.

#### **i) Provision for extracurricular activities**

Principal should take initiative in time to promote curricular and co curricular activities like NSS, NCC, Scout and Guide, games and sports etc in the college.

#### **j) Initiative to reduce terrorism and bandh culture**

Government should take different initiatives to solve this problem of terrorism and bandh culture in the rural areas of Assam. Impact of terrorism and bandh on educational institutions should be discussed and students should be spared from such activities.

#### **CONCLUSION:**

The higher educational institute of rural areas are lacking behind in different aspects as compared

to the institutes of urban areas which leads to lower grading by NAAC. The percentage of colleges with libraries, computer centers, health centers, sport facilities, hostels, guest houses, teacher's housing, canteens, common rooms, welfare schemes, gymnasiums, auditoriums, and seminar rooms are much higher in case of high quality colleges as compared with the low quality rural colleges. Similarly, high quality colleges are better placed with regard to academic indicators, which include higher student-teacher ratios, number of permanent teachers or teachers with PhD degrees, books per student, books and journals per college, and students per computers etc. Thus, if low quality colleges are to be brought at parity with high quality ones; a substantial improvement in the physical and academic infrastructure is necessary in the higher educational institutions located in remote areas.

The institutions of higher education located in socio-economically backward areas and remote, rural areas are lacking in the implementation of important government policies and programs. The student's enrolment also in these colleges is from backward and poor families. In the rural colleges there are no any rules and regulations for admission in the higher educational institutions. All the students who have passed the qualifying examination can enroll his name in the college in rural areas. College authorities are bound to admit all the students, because the objectives of these rural colleges are to provide education to these economically weaker sections of the society. Lastly the state government, the UGC, the Governing Body, teacher, principal and students should play a positive role to solve their problems and thereby promote the good academic atmosphere. With proper cooperation and coordination of these different bodies will definitely help to solve the problems for development of the colleges in near future to a large extend.



# বেদ-উপনিষদৰ পৰা একবিংশ শতিকালৈ শিক্ষাৰ এক চমু ইতিহাস

ড° জবা ঠাকুৰীয়া( প্রাক্তন ছাত্ৰী)  
সহকাৰী অধ্যাপিকা  
বঙাইগাওঁ মহাবিদ্যালয়

## প্ৰস্তাৱনা :

ভাৰতীয় সংস্কৃতিৰ মূলাধাৰ হ'ল বেদ আৰু উপনিষদসমূহ। সেইবাবে এই সাহিত্যসমূহক ভাৰতীয় ধৰ্মবিশ্বাস আৰু দাৰ্শনিক ধ্যান-ধাৰণাৰ অতি প্ৰাচীন ভেঁটি হিচাবে ধৰা হয়। সেয়েহে ধৰ্মগ্ৰন্থসমূহ অধ্যয়নৰ অসাধাৰণ মূল্য আৰু প্ৰয়োজনীয়তা আছে। বৈদিক যুগতে সংস্কৃতিৰ পৰিপূৰ্ণ ৰূপৰ উৎস সূৰ্য্যদেৱতাৰ পৰাই প্ৰকাশ হয়। অৰুণোদয়ৰ লগতে সূৰ্য্যৰ হিৰণ কিৰণে যেতিয়া প্ৰকৃতিৰ বুকু ছাটি ধৰে, তেতিয়া নানান ৰঙৰ বাবে বৰণীয়া দৃশ্যপট পৃথিৱীৰ বুকুত উদয় হয়। প্ৰকৃতিয়ে নানান ৰূপত নানা মনোলোভা দৃশ্যৰে সাজি কাচি নিজৰ ঐশ্বৰ্য্য সজাৰ সমূহ আমাৰ আগত উদঙাই ধৰে। ইয়াতেই জন্ম পায় ষড়ঋতু আৰু বিধে বিধে প্ৰাকৃতিক ঐশ্বৰ্য্যৰ সজাৰ সমূহ। মানৱ অন্তৰত ইয়াৰে প্ৰতিফলন ঘটি সৃষ্টি হয় চৌষষ্ঠি কলাৰ। এই সকলোবোৰ কলাৰ একত্ৰিত সমাবেশে সৃষ্টি কৰে মহান সংস্কৃতি। এই প্ৰতিক্ৰিয়া প্ৰথমে উপলব্ধি কৰিছিল আৰ্য্য ঋষি মুনি সকলে বৈদিক যুগতে। তেওঁলোকে প্ৰকৃতিৰ এই গুপ্ত ৰহস্যৰ সন্ধান ভেদ কৰি পাইছিল “সত্যম্ শিৱম্ সুন্দৰম্” ৰ অপূৰ্ব কলামূৰ্ত্তি আৰু ইয়েই ৰূপান্তৰ পৰিগ্ৰহ কৰি পৰিপূৰ্ণ ৰূপ পাইছিল “একমেৱদ্বিতীয়ম সচ্চিদানন্দ পৰমানন্দমাধৱম”। এই আৰ্য্য ঋষি মুনিসকলে কিন্তু প্ৰকৃতিৰ মূল উপাদানবোৰক দেৱতাকপেহে পূজা কৰিছিল, স্বয়ং সম্পূৰ্ণ ভগৱান ৰূপে নহয়। সেইবোৰৰ ক্ৰিয়া আৰু প্ৰক্ৰিয়াৰ গুপ্ত ৰহস্য ভেদ কৰি ঋক-মন্ত্ৰৰ জৰিয়তে আৰু “সাম”ৰ সুৰৰ মাধ্যমেৰে বিভিন্ন সাংস্কৃতিক ভাষাত গুৰু শিষ্য পৰম্পৰা সূত্ৰে অৱগত কৰাইছিল প্ৰকৃতিৰ গুপ্ত ৰহস্যবোৰৰ সন্ধান “গুৰুকুল শিক্ষা ব্যৱস্থা” ৰ জৰিয়তে।

প্ৰায় ১৫০০ খৃঃপূঃ ৰ পৰা ৬০০ খৃষ্টাব্দলৈ বৈদিক যুগৰ সময়ছোৱাত বেছি ভাগ শিক্ষাই বেদক ভিত্তি কৰি গঢ়ি

উঠিছিল। হিন্দু ধৰ্ম সম্বন্ধীয় তত্ত্ববোৰ পুৰোহিত (ব্ৰাহ্মণ) শ্ৰেণীৰ মানুহে আওৰাই গৈছিল আৰু কিছুমানে সেইবোৰ শ্ৰৱণ কৰিছিল। সেইবাবে বেদক প্ৰথম অৱস্থাত “শ্ৰুতি” বোলা হৈছিল। বৈদিক শিক্ষা ব্যৱস্থাত প্ৰথমতে কোনো ধৰাবন্ধা নিয়ম নাছিল আৰু তেতিয়া সকলোৰে বাবে শিক্ষাৰ পথ প্ৰশস্ত আছিল। কিন্তু পিছলৈ বিশেষকৈ গুৰুকুল শিক্ষা ব্যৱস্থাত জাত পাত বৃত্তি আদিক লৈ বহুত বৈষম্যৰ সৃষ্টি হয়। সমাজৰ নিম্ন জাতিৰ মানুহক গুৰুকুল শিক্ষা ব্যৱস্থাৰ পৰা বঞ্চিত কৰা হয়।

## গুৰুকুল শিক্ষা ব্যৱস্থা :

উপনিষদত গুৰুকুল শিক্ষা ব্যৱস্থাৰ এক অনুসন্ধান মূলক শিক্ষণ পদ্ধতিৰ সূচনা হয়। য'ত শিক্ষক (গুৰু) আৰু ছাত্ৰ(শিষ্য) হ'ল সহযাত্ৰী। প্ৰশ্ন আৰু যুক্তিৰ সহায়ত সত্যৰ অনুসন্ধান, শাস্ত্ৰৰ বিভিন্ন জ্ঞান আৰু অস্ত্ৰ (ধনু) বিদ্যাৰ অনুশীলন গুৰুকুল শিক্ষা ব্যৱস্থাৰ প্ৰথম সোপান। “উপনিষদ” শব্দটি এনেদৰে ব্যাখ্যা কৰা যায় - উপ-ওচৰত, নি-তল, যদ-বহা অৰ্থাৎ গুৰুৰ ওচৰত তলত (তলমূৰ) বহি শিক্ষা গ্ৰহণ। প্ৰধানকৈ গুৰুৰ ঘৰ বা আশ্ৰমত হিন্দু পৰম্পৰা অনুযায়ী আবাসিক শিক্ষণ পদ্ধতিৰ বিদ্যালয়সমূহ গঢ়ি উঠিছিল। শিক্ষাৰ্থীসকলে এই শিক্ষা গ্ৰহণৰ বিনিময়ত কোনো ধন খৰচ কৰিব নালাগিছিল। গুৰুৰ ঘৰত সকলো কাম বন কৰি নিৰ্দিষ্ট সময়ত গুৰুৰ ওচৰত শিক্ষা গ্ৰহণ কৰিব লাগে। গুৰুৱে যি কামৰ দায়িত্ব অৰ্পণ কৰে সকলো কাম নিয়াৰিকৈ শিক্ষাৰ্থীয়ে কৰিবলৈ বাধ্য। ইয়াৰ অন্যথা হ'লে শিষ্যসকলৰ বিৰুদ্ধে শাস্তিমূলক ব্যৱস্থা লোৱা হয়। শিক্ষা সাং কৰি গুৰু গৃহৰ পৰা ওভতাৰ সময়ত গুৰুৰ প্ৰতি কৃতজ্ঞ হৈ শিষ্যই “গুৰুদক্ষিণা” দিয়ে। গুৰুদক্ষিণাত কোনো ধৰা বন্ধা নিয়ম নাই। শিষ্যসকলৰ ঘৰুৱা অৱস্থা অনুযায়ী এই দক্ষিণা আগবঢ়োৱা হয়। গুৰুকুল শিক্ষা ব্যৱস্থাত গুৰুৱে বিভিন্ন বিষয়ৰ