



ABSTRACT



UGC Sponsored

NATIONAL SEMINAR

on

*“Management System in
Higher Education Institution”*

(19th & 20th March, 2014)



Organised by
Department of Education
Nabajyoti College, Kalgachia

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NATIONAL SEMINAR
ON
"Management System in Higher Education Institution"**

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DEPARTMENT OF EDUCATION
Nabajyoti College, Kalgachia.
19th & 20th March, 2014**

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NABAJYOTI COLLEGE : A BRIEF PROFILE

Years have passed since God desired to remove darkness to enlighten Kalgachia, the centre of greater West Barpeta and East Bongaigaon District, a remoter than the remotest area of Assam. He bestowed NABA (New) JYOTI (Light, Knowledge) upon Kalgachia. The idea of establishing a College at Kalgachia was first imbibed by Mr. Romez Uddin Ahmed M.A., a prominent educationist hailing from Hazipara (Howly) who celebrated a feast as a mark of Funeral Rituals (Kharach) in memory of his grand mother at Kalgachia wherein he disclosed his idea in a huge public gathering invited to the feast in 1966. Thus the people of Kalgachia particularly the dedicated social workers had the opportunity to dream 'a dream of a College, at Kalgachia'. And the worthy sons of the soil like Md. Mozammel Hussain M.A. L.L.B., Ex-Founder Secy & i/c. Principal, Late (Abdul Kader Babu, Abdul Kaddus Dewani, Iman Ali Mandal, Yasin Ali Mandal, Muzzaffar Ali Bhuyan, Kudrat Ullah Talukdar, Abdul Hamid Dewan, Alhaj Intaz Ali Choudhury, Alhaj Moslem Uddin Ahmed, Abdul Hamid Khan, Rajen Das, Alhaj Bahar Uddin Ahmed, Abdur Rezzaque, M.A., Basir Uddin Ahmed, Founder Principal, Nonee Gaonbura, Abdur Rashid Khan, Md. Toru Miah, Shahar Ali Akand, Mayez Uddin Ahmed, ShahabUddin Sarkar, Sk. Abdul Hashem, B.A. B.T.), Abdus Sattar Ahmed, Ex. Principal, Sk. Asahaque Ali, Ex. M.L.A., Mahendra Chandra Adhikary, Abdul Kader, Ex-Councilor and many other educative Social Workers, Well Wishers jointly took a decision to launch a Mission of Establishing a college here at Kalgachia with an objective to arrange and ensure higher education for their prosperity. The 'Mission' gave birth a college in the year 1971; while Marhum Aatur Rahman the then local MLA a scholar and a Minister of Assam

gave a meaningful name to it as 'NABAJYOTI COLLEGE, KALGACHIA.' The foundation stone of the college was laid down by **Marhum Fakar Uddin Ali Ahmed** the then Honourable PRESIDENT OF INDIA. Since its establishment the college Nabajyoti has been tirelessly spreading its 'JYOTI' (Knowledge in higher Education) among the students of different categories of the said area as well as other parts of Assam. The Performances of the college in imparting Higher Education, Extension Services it offered towards the society through NSS, NCC, BSG and Students Union, awareness to Health & Hygiene, Controlling of Pollution of Environment it created among the masses, Efficiencies of teachers in imparting Quality Education and Performance of the students in the Final Examinations conducted by the Assam Higher Secondary Education Council and Gauhati University etc. etc. all have been inspected, assessed and accredited 'Grade-B' to the college by the NAAC (National Assessment and Accreditation Council) in the year 2003. Starting with 35 students in 1971 the college is now having more than 1500 students and turning to be a bigger 'Workshop of Human Resource Development' in the state of Assam.

To day with the change of time, Advancement of Human Civilization, Science and Technology, Outlook of the nation, Mission of Quality Education of UGC, Aims and objectives of Higher Education, Nabajyoti College, Kalgachia has resolved to leave no stone unturned to impart quality education among its students of both Arts and Science Streams and to make them qualified and competent to cope with the challenges and also to conduct a healthy life in this modern Scientific world and also to make all worthy citizens of the Nation.

*Let's join Nabajyoti & Develop our resources
To achieve success and serve the Nation.*

Welcome Address
By
The Principal cum Chairman of the organizing Committee of
National Seminar
On
"Management System in Higher Education Institution"

Hon'ble chairperson, eminent resource persons, esteemed keynote addressee, learned participants and papers presenters, respected guests and my dear colleagues and students.

First of all, as the chairman of the National Seminar Organizing Committee, I, on behalf of the Nabajyoti College family, would like to take the opportunity to extend my sincere thanks and warm wishes to you all for having come over to this National Seminar on "Management System in Higher Education Institution". I feel great pleasure to have all of you here on this great occasion.

Nabajyoti College had its humble beginning in 1971 with the noble aim to fulfill the long cherished dream of the people of this agro-based society for Higher Education. The college has made impressive stride over the years to find its way to the present glory with untiring efforts and dedications of the noble hearts of that time. Now this college has fully grown in to a centre of excellence enriched with multi disciplinary approaches to higher study at both UG and PG levels under G.U. with expansion of support system and research activities.

Now let me welcome you back to the events of today again. As you all have already come to know that the Seminar is likely to address different issues and problems of the management system in higher education institutions including the conceptual frame work and its historic development as have been located under the sub themes of the topic. This is also expected to contribute a little bit

to the huge storage of human knowledge in this thrust area of management and administration system in educational institutions in general and in higher education institutions in particular.

Management system in higher education institutions is almost on the threshold of menacing grasp of the multi regulatory authorities, statutory bodies and bureaucratic as well as political influence. The autonomy of institutional administration has been held in captivity of regulatory complexities in each and every dimension of higher education institution resulting in massive quality degradation and wastage of human resources. The management problems in higher education institutions have been triggered by the advent of the LPG system over the past few years. The mushroom growth of private institutions in higher education sector, creation of new universities and the access of multi national companies in to the higher education market have burdened the regulatory agencies with heavy load of works and complexities

In view of the above circumstances, there is need to have an exclusive discussion and debate on different issues of management and administration system in higher education institutions and evolve an ideology of truly profesionalising and user focused managerial culture in institutes of higher education for sake of institutional utility in terms of customer benefit. It would indeed be a useful Endeavour if the seminar succeeds in chalking out the problems and lacunae in management mechanism and and adopting fruitful recommendations there of to combat the crisis.

I once again humbly express my gratitude to all of you for taking the troubles of having your presence here and sharing ideas, views and experiences to make the event grand success.

Thanking you

Dr. Shahjahan Ali Ahmed
Principal cum Chairman.

SPEECH OF CO-ORDINATOR

The word management consists of the process and techniques to manage 'men' and supportive parameters in broader perspective of educational dynamics. In other words management involves the process of manipulating things to facilitate proper functioning of the institutional support system. It is human act to organize the resources including man power readily available and make proper use of them with focus on institutional utility. The managerial component of any organization, may be a business estate or an educational institute consist of a superior hand to direct and control the activities of its subordinate allies. It encompasses the strategic policy making, planning, organizing, staffing, directing, coordinating and supervising activities.

Management in higher education institutions consists of policy making and design plan to achieve maximum utility in terms of production of human resources as ultimate goal. Unlike business management, higher education management system lays more emphasis on customer care and focuses attention more on institutional sophistication rather than on money and matters.

Held that the management and administration system in higher education world wide is at a cross road today for the unplanned growth of higher education institutions and the proliferation of regulatory mechanism operating at different levels. The controversy of governance and intuitional autonomy is about to jeopardize institutional decision making, the funding agencies and the statutorily constituted bodies like UGC, AICTE etc. often seem to stand opponent to each other in matters of decision making. Debates on issues of replacing the multiregulatory mechanism by a single National Body has not ended yet. The

private sectors have posed another management challenge before the planners and financiers. All these have almost paralyzed the management and administration system in higher education institutions.

But this state should not be allowed to continue. The academicians and the intellectuals need to hold discussion and initiate steps for removing these obstacles.

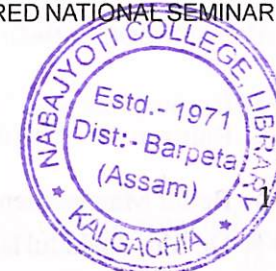
The seminar is likely to provide a platform for intellectuals for drawing some fruitful outcomes as regards the means and ways to push back the evil forces and step forward with vision of developing a perfect managerial ideology. This is also expected to chalk out the problems associated with the management techniques and devout to find out the righteous way to curb them for the institutional utility and customer benefit.

We feel proud of hosting the seminar and becoming a part of the noble findings of this seminar.

Thanking you

Abdul Kuddus
Co-ordinator.

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FINANCIALMANGMENT: HIGHER EDUCATION

Dr. Ram Sewak Singh

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ABSTRACT

Now a days Education has been the departing point of civilized society from non-civilized one. It is completely linked with the process of development as it is obvious from the fact that the developed nation has universalized education with 62% of their relevant age group having access to higher education, whereas, third world nations are still struggling for universalization of primary education, only 8% of the relevant age group having access to tertiary sector.

In some form or other, education has been the privilege of the Indian society right from the days of Harrappan Civilization during the colonial period modern system of layered and fractured system of education.

By higher education we mean college and university education along with research and developmental activities. We have one of the largest systems of higher education with 611 universities, 31324 colleges, 6, 99,464 teachers (Constituent & Affiliated Colleges) and near 8 million students in higher education.

In absolute terms, this is one of the largest systems of higher education found anywhere in the world. However, seen in relation to size and national need of the country, it leaves much to be desired. The country has just one university per four million of country's population and a college per 1, 00,000 people. As

only 40% of the college are assistance, there is just one government aided college per 2, 50,000 persons. Similarly the gross enrollment ration in higher education works out to be 9% of the population in the relevant age group has access to higher education. This is when countries like U.K., USA, Canada, Australia and Finland have an enrollment ratio of 52, 81, 88, 80 and 74 percent respectively.

The presumption that the benefits of subsidies in higher education accrue primarily to the recipients is unsustainable. Higher education produces the leader in every area of activity be the researchers, academics designers, builders, administrators and entrepreneurs. This talent be neither be borrowed or bought nor imported. Without section of the society, not to speak of the middle class, could not have afforded higher education, their socio-economic an status don't have access to subsidized higher education, their socio-economic and status mobility would be jeopardized which might have serious political repercussions. Before removal of subsidies we have to devise method to remover whatever block that exists- social, economic even academic. By diverting funds from higher education to primary education we may have literate but note learned citizen. The nation needs both. It is a common sense that when the rank of primary and secondary education swell there will be greater demand on higher education, and the greater need for higher investment in it. Moreover, higher education benefits the whole society and not just one segment, though those who have higher education inevitably reap some special benefits and enjoy privileges.

In brief we may conclude by saying that subsidized higher education is not only the need of hour but a perennial national need.



TEACHING IN UNDER GRADUATE CLASSES IN RURAL COLLEGES OF ASSAM- AN OVER VIEW.

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ABSTRACT

Teaching is an art, not just a job. Effective class room teaching make learning meaning full. Good management in class room teaching in under graduate class is a challenge. An effective planning is required for a successful completion of class room teaching. Direct class room lesson teachings, choosing appropriate text books, freedom in learning processes, are some important points where teachers can put importance for successful class room teaching. Through this paper some experiences with rural students in general and major course in rural colleges of Assam are reflected.

Key words: Teaching, learning, management, challenge, rural area.



CLASSROOM MANAGEMENT IN HIGHER EDUCATION

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ABSTRACT

Research on classroom management and organization generally emphasizes the actions and strategies that instructors use to solve the problem of order. Unlike many concepts within the domain of education, the individual generally is not the focus of such research. Rather, classroom management must be set in a group context. It is concerned establishment of a social system involving a group process. True, traditionalist and progressivists differ greatly on the definition and inclusiveness of the management process. The latter tend to make a much more holistic view of the managerial of the instructor and describe them only in combination with the learning process involving cognition or skill development. They discuss classroom management only in terms of interrelationship of management, curriculum content, and teaching methodology. However, all tend to occur that a minimal level of orderliness is essential for learning to occur. Doyle has suggested that when one fails to establish a program of action related to the ordering of the classroom or when program of action breaks down, attempts to restore order cannot succeed or are unlikely to do so. Dunkin and Biddle similarly indicate adequate management of the classroom environment forms the foundation and essential condition for learning and that if the instructor cannot solve problems in this sphere, the instruction and course itself can be tossed away.

From a sociological point of view, the classroom containing a conglomerate of individuals with different personalities, different interests, and often of organizations and group socialization processes. The typical classroom contains

individuals who are probably quite unknown to each other until they are grouped together without mutual consent. They are associated in a cooperative or competitive system forty-five of fifty-five minutes and then freed entirely of any responsibility to continue the group relationship and it becomes necessary for the instructor to develop some work system that will organize the students; in doing so he or she must impose rules and procedures that specify actions and behaviors for the achievement of routines and tasks. But, there is a cautionary note here. Evertson and Emmer have quite correctly suggested that while classroom management should be tailored to the instructor's goals, management procedures and behaviors are indirect rather than direct causes student learning.

While theoretical constructs related to classroom and management and organization are difficult to locate, the specifics with respect to application are almost nonexistent. True, there are research findings on the subject that focus on the elementary- and secondary school settings; however, information of an applicable nature relating to the management to the under graduate college classroom, where available, is often couched in very generalized terms with little that is definitive and that can be directly implemented by the college instructor who help. It is difficult to extrapolate suggestions or ideas for the elementary of secondary-school finding to the under graduate level. Therefore, I have been forced to relay upon and experiential of knowledge a acquired over a long period classroom teaching in order to present the reader with suggestions, ideas, and opinions of an applicable nature to classroom management and organization. Further, I have asked some twenty-five outstanding college teachers represented in the present work to place in writing some of there thoughts on the structure and organization of the classroom. All of the writers giving suggestions on classroom management either hold shares within their departments or have being named by the students at their institutions as professors of the year or have received similar distinguished awards.

An analysis of their comments, suggestions, and practices indicate that the job of classroom management organization can be divided into basic roles:

1. Manager
2. Communicator.
3. Overseer-Monitor.

The undergraduate college instructor must develop a high degree of skill and each of these areas in order to become to competent in classroom management and organization.



A STUDY ON QUALITY MANAGEMENT IN HIGHER EDUCATION

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ABSTRACT

Higher education can play a crucial role in the economic and cultural reconstruction and development of the nations. Managing quality in higher education has proved to be a challenging task. There is still no consensus on how best to measure and manage quality within higher education institutions. We feel that institutions like any other organization have their own challenges. Developing an effective way for managing competence can enable an institute to build stronger links between stakeholders while providing timely input into the decision making process. The educational institution of today we concerned with quality. If operational cannot be expressed in operational, measurable terms, it can remain an abstraction and can be relegated into the status of un-attainability.

Key words: quality, Management, higher education.



Need for Quality in Higher Education and Role of NAAC in Assessing the Quality in the Institutions of Higher Education in India:

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ABSTRACT

Education plays a significant role in the life of a nation. The character and quality of people greatly depend on the education that is imparted on them at different levels. Higher education has been a key factor for its ability to change and to induce change and progress in the society. And quality in higher education is that what enhance the quality of life, it empowers people with competitive skills and it also prepares them for all pursuits of life.

India has the distinction of having world's second largest education system after China. But one disconcerting consequence of this large expansion has been the decline in the quality of higher education. Quality in higher education depends on its all functions and activities; teaching and academic programmes, research, faculty, students, infrastructure, services to the community and academic environment.

The issue of quality assurance, its sustainability and development in the context of a globalised environment in higher education need to be suited carefully. Government policies should be focus on developmental activities than purely regulatory. The UGC in its efforts to build a quality higher education system in India launched several schemes and quality assurance programmes. NAAC is one of these and it was set up to address the deterioration in the quality of higher education. NAAC has been using several criteria for assessing quality in the institutions of higher education in India. Although NAAC has done a great job in generating quality consciousness among the higher education institutions, yet it has some shortcomings in the present system of assessment and accreditation. In this paper a humble attempt will be made to put forward these shortcomings and left to the academic circles to consider whether there is any room for improvement in the present system.



ROLE OF TEACHER IN MANAGEMENT OF HIGHER EDUCATION INSTITUTION

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ABSTRACT

Teachers play pivotal role in Management of Higher Education Institution (HEI) through teaching competency, personal values and responsibilities.

Best way of enhancing teaching competency is the sharing of knowledge with experts and stakeholders by attending or organizing seminar, workshop, conference etc, enjoying books, journals, libraries, advanced institutions, ICTs, sustaining & creating quality culture in teaching and learning, fostering global competencies among students, inculcating a value system in students, self evaluation through appraisal analysis & accountability, participation in curricular design and development, taking part in academic flexibility i.e. sharing in offering programs like UG, PG, BCA, PGDCA or many others related vocational or innovative courses or curriculum, updated with curricular matter, access of teaching learning evaluation and promoting governance, leadership and quality assurance of the learners & institution.

Responsibilities of teachers in generating new fields of research works, projects & planning for the institution, encouraging consultancy & sincerity in students, focus on social responsibilities, creating social organizations, involvement in the students progression and support and extending devotional cooperation with the management of the institution is also too essential for better management of HEI.

Teachers' participation in promoting quality of the students and that of the institution can be achieved by conducting regular feedback among stakeholders, maintaining sincerity, personality, devotion, responsibilities, work plan and lesson plan and understanding personal values through continuous learning.



INSTITUTIONAL MANAGEMENT : RESOURCES AND SUPPORT SYSTEM

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Helmina Khatun
Lecturer, Barpeta B.T. College

ABSTRACT

Management is universal in the modern industrial world. Management is a comprehensive term. It means much more than organization and administration. It links together different aspect of an activity so as to show one cohesive whole. Management is an important function for any organization.

Institutional management is the process of laying out plans and organizing available production resources to run a successful organization. In any management resources are necessary. So in institutional management mainly five types of resources are needed. i.e human resources , material resources financial management , classroom management and supervision . The main objective of institutional management is to help the students acquire maximum knowledge favorable attitudes and needed skill. For well management any kind of institutions support system is essential, Such as guidance and counseling career and occupational information etc.

This paper shows the importance of institutional management, its resources and support system – which may help the student as well as the teacher in their learning system.

Keywords – Management, organization, resource, institution, need.



EFFECTIVE MANAGEMENT OF THE CLASSROOM

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ABSTRACT

Classroom management has often been linked with disciplinary measures. The teacher makes all the decisions about what is to be expected in the classroom. The teacher is responsible for enforcing the rules to keep some students from disrupting the learning environment. This method of discipline works for many teachers because it is easy to implement and enforce. Every teacher has his own method of classroom management and needs to define what method is to be used before going into the classroom. Moreover, the policies and consequences should also be clearly stated in the syllabus. Managing classroom effectively is a highly individualized activity. However, the basic goals of classroom management for almost all teachers are to create the best learning environment possible and to develop student responsibility and self-regulation.

It is not possible to have a positive learning environment if student behavior goes unchecked and if students have not developed the sense of responsibility that goes along with being a college student. Students need to understand their responsibilities as learner and to develop the ability to regulate their own behavior in order to participate and fulfill their role in creating and maintaining a positive learning environment.

Gail Godwin said "good teaching is one-fourth preparation and Three-fourths Theater" and to a certain extent, that is true. It is also true that the teacher need to review their classroom management strategies periodically to ensure that they are still effective. The teacher faces many challenges in the classroom. One of the most important things is that the teacher can't solve every problem for every student. One of the keys to any healthy, positive classroom environment is the strong relationships that exist between the teacher and the students and between the students themselves. A well prepared teacher can also help in maintaining a congenial environment in a class-room, as students give much more attention in a class room to these teachers who come to a classroom well-prepared and well-equipped.

Key-Words: Management, Classroom, Teacher, Student



CLASSROOM MANAGEMENT TECHNIQUES IN HIGHER EDUCATION

Dr. Anowar Hussain
Kokila Part-I, Bongaigaon

ABSTRACT

Higher education Concerns mature student; so management of classroom in higher educational institution is a high level vital subject. A teacher should have more rational and skilful for management of classroom in higher education. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour from the negative student attitudes and discipline. The aims of classroom management are 1. develop caring, supportive relationships with and among students 2. organize and implement instruction in ways that optimize students' access to learning 3. use group management methods that encourage student engagement with academic tasks 4. promote the development of student social skills and self-regulation; and 5. use appropriate interventions to assist students who have behaviour problem.

Classroom management is closely linked to issues of motivation, discipline and respect. A large part of traditional classroom management involves behaviour modification, although many teachers see using behavioural approaches alone as overly simplistic. Teacher may apply the techniques of Interest in the Class techniques of avoid Personal Mannerisms, techniques of be Fair, techniques of be Humorous techniques of avoid Unnecessary Threats, techniques of Be Punctual, techniques of void , techniques of avoid over-familiarity, techniques of offer opportunities for responsibility, techniques of focusing Attention, techniques of avoid Humiliating, A techniques of alert, techniques of Positive Language, techniques of Confident, techniques of well-organized, techniques of affection etc. Present article shall be focused the above mentioned subject in details.

Key words- Management, Classroom, Technique, Teacher, Motivation, Discipline.



CHALLENGES TO THE SECTOR OF HIGHER EDUCATION IN INDIA: LOW STANDARD OF RESEARCH AND PROBLEM OF FUNDING

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ABSTRACT

It is a matter of serious concern that we are indifferent about the definition of excellency of the universities of our country. In addition to the problem of providing fund, the researcher and our highest policy makers are indifferent towards the fundamental researched which can maintain a standard across the globe. The unwanted interference of government from granting found to the appointment procedure is one of the serious drawback of our education system. The researches are unconcern regarding the innovation of researches which are urgently needed in the context of our country's socioeconomics background.

Whether in the universities or other research institution, the researchers just content on publishing the thesis or obtaining the Ph.D. degree. There is no reply how their research works contributed to the society. Most of the theses are lost in the heaps of books after their publication. So many researchers use the research work as the vehicle of attaining personal benefit and establishment. As a result, such researches become irrelevant at the grassroot level.

A few months ago, a report was published on the standard of research works conducted in the higher educational institutions across the globe. Unfortunately, not a single university in India could have its seat among the top-200 universities in the world. It definitely indicates the low standard of our universities. But, in ancient India, she had a place of fame and glamour in the field of higher education. The management system of the ancient universities in India was excellent. Special mention may be cited in this respect to the Nalanda University. The present paper discusses the challenges of our universities and educational institutions. ♦♦♦

QUALITY MANAGEMENT IN HIGHER EDUCATION: ISSUES AND CHALLENGES

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ABSTRACT

Until recently the higher education system in India had hardly been serious about improving the quality in educational and administrative components. If there was any thought of quality of any kind, it was only the examination results, that too, within the existing curricular frame work of the institution. But it is only in the last two decades the quality concern has evolved as a vital issue for the educational planner, teachers and the other stake holders. Despite the question has arisen lately, efforts have been made to accelerate the process of quality orientation of higher education. Till recently, India has developed a large net work of higher education system next to that of China and USA. But this large size of the system itself has posed numbers of problems and challenges. The huge enrollment in higher education, the bulk of employees and the vast infrastructure with multi disciplinary access often seem to invite financial hardship and management challenges. The multi regulatory system, privatization of higher education, controversy of governance and institutional autonomy, bureaucratic influence and interference etc. have also led to management crisis in higher education institutions.

Not addressing these alarming issues and allowing the current process to continue would leave a big stumbling block undone.

In view of the above circumstances, there is need to develop a managerial ideology and an approach to human resource management policy and practice. For this, educational institutions should take into account all encompassing methods for achieving the target of Total Quality Management in both academic and administrative parameters. ♦♦♦

MANAGEMENT SYSTEM IN HIGHER EDUCATION INSTITUTION. A CASE STUDY ON -CLASS ROOM MANAGEMENT PROBLEM OF COLLEGES IN ASSAM.

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ABSTRACT

Adequate infrastructure is the basic need to develop and to maintain a good academic atmosphere in a college. However, it is accepted by a large section of educational experts that most of the colleges of India in general and Assam in particular have not adequate infrastructural facilities. They have not well class room facilities. Some of the colleges have not adequate space for arrangement of classes as well as seating arrangement of teaching and non-teaching staff. Teachers are required to seat together in a small room called common room for their study. It was found that some of the colleges have the required infrastructure but due to the lack of proper maintenance and management, students as well as teachers have not been much benefited. There is enough scope for the development of infrastructure in these colleges, but lack of fund is a Common factor to all of them. Of course, it cannot be denied that mis-utilisation or non-utilization of State Government and UGC fund in proper heads is one of the prime reasons for lack of infrastructure development of these colleges.

Objectivity

The paper tries to analyze the problems of infrastructures in the degree colleges of Assam with references to Kamrup Metro district.

Methodology

In this paper we used the both primary and secondary method. The researcher has analyzed the infrastructural problems of class room of colleges on the basis of distributing structured questionnaires. Some information is also collected through direct interview with principals, teachers, non-teaching staff and students of the colleges.

Results

Regarding class room facilities it was found that in 75% of the colleges, teachers cannot take the Classes regularly due to the non-availability of class room in some elective subject.

Conclusion

In the present globalize era the colleges are required to develop its infrastructure up to a mark. The committee should organize the meeting at a regular interval to discuss the academic and infrastructural problems of the colleges.

Key word: Class room, Management, infrastructural, academic, UGC fund, regular interval



HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION INSTITUTION : A CRITICAL STUDY

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ABSTRACT

Human resource management in restricted sense implies the proper use of manpower in institutional setup to produce maximum utility in terms of customer benefit and institutional sophistication. It involves the technique to manage 'men' for having things done in more befitting way for ultimate cause to produce quality yields. Human resource itself consists of men's competencies, skills and abilities which fit the purpose of institutional utility.

In other words, men with power, merits or qualities may be called the human resource in itself, and management of human resources can be viewed as the process of deploying human in proper places with level based job assignment and manipulating mechanism for controlling their behaviors in concomitance with the norms set for the purpose. This process usually involves the act of gathering manpower, organizing and classifying them according to their abilities, planning and designing strategies, leading and directing their job assignment, coordinating and controlling their activities. Human resource management in higher educational institutions may be defined as a human action to facilitate useful education product by way of planning and designing policies for maximum use of manpower in teaching and support activities within the setup of educational institutions with ultimate cause to produce human resources.

Keywords: human resource management, institutional utility, manpower, higher institutions

BETTER MANAGEMENT COURSE OFFER ATTRACTIVE PLACEMENT

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ABSTRACT

Management Education like Master of Business Administration (MBA) is a hot subject for several meritorious graduates in any discipline for higher study. Today some private Institutions offer management courses. They assure in their advertisement 100% job guarantee and some Institutions take responsibility of job to their students after completion of the course. In spite of their assurance, it is seen that the students do not get placement. Even if some get a placement, that too, is not up to their satisfaction. So, through this paper I am trying to offset this, how one can do a better management course and how one can get an excellent placement.

Usually a graduate in any discipline with a minimum of 50% marks can join the stream of management studies. For entry into such management courses, one has to face a written test containing subjects such as data sufficiency and interpretation, reasoning quantitative aptitude, reading-comprehension and verbal-ability. Those who perform well in the written test is called for group discussion and interview. Admission to any management Institute involves these steps. The Institution from which you secure qualification has a profound significance in finding a placement. Premier centres like the Indian Institutes of Management (IIM) offer attractive placement opportunities.

Key words: Institution, Management, course and placement.

Management System in Higher Education focussing on Quality, Quantity and Equality through the policy of Financing.

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ABSTRACT

India was known for higher education from the ancient times. After the early period in higher education and the establishment of three universities like Nalanda, Takshashila and Vikramshila the Britishers took the initiative in 1857.

Now a days, higher education underwent into tremendous changes not only in India but also every corner of the universe. In recent times the problems of higher education in India is mainly about quality, quantity and equity. Undoubtedly, the consistent efforts are being made to need with the challenges by H.R.D., National Knowledge Commission, UGC, NAAC and many others. However, the need of restructuring of higher education is the need of hour. It has been found certain significant disparities in enrollment ratio between rural and urban areas, in respect of qualities, disparities between Haves and Have not. With such disparities the instruments like Education will blunt to make social, economic and cultural transformation for realization of the national goal. This paper deals with various aspects and realities about the present status of higher education in India as well as the role of financing of education in India to be assurance to quality, quantity and equity in higher education. So that the mission of higher education be fulfilled and socio-economic disparities be eliminated in the country.

Keywords: Quality, Quantity, Equity, Financing.

QUALITY EDUCATION AND CLASS ROOM MANAGEMENT A STUDY IN RURAL COLLEGES

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ABSTRACT

Quality education means the degree of excellent, depth of knowledge, skill and efficiency. Quality of higher education is the backbone of development, solidarity and identity. It creates human resources and enforces democracy. Good quality of higher education imparts knowledge in depth and understanding to ensure advancement of students in every walk of life. It broadens intellectual adventure, gives art of living and makes competent on contemporary social and other issues. To play efficient role in the society, students should have better quality of collegiate education. But it is a matter of concern that most of the rural colleges of Assam-under Gauhati University are not in a position to support and provide quality education.

Semester system has been adopted in undergraduate level with a view to enhance quality education and national spirit among students. Course-Curriculum and syllabi for the same have been revised accordingly and implemented w.e.f. 2011-12 academic session. But, how much semester system has been succeeded

or will success in developing such quality is a matter of question. At present it is seen that most of the students in rural colleges are not at all serious with semester education and continuous evaluation. From their educative behavior, it is assumed that it is the only responsibility of the teachers to keep and run semester system. Most of the students are found perfunctory attitude towards their learning. They are seen gathering hither and thither; use of mobile phone in an unhealthy manner and seen gossiping in the college field ignoring their fundamental duties. As a result, low quality performance has been noticed in various external and internal examinations. It is a matter of great concern in rural colleges. Here an attempt is being made to see the factors responsible for discontentment and frustration in teachers and their class teaching along with some suggestive measures for better classroom management and for better quality education. The study has been confined to rural colleges under Gauhati University of Assam. The paper has been prepared on primary and secondary sources.

Key words: Teaching, Learning, Education



“Management System in Higher Education Institution”

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ABSTRACT

The paper discusses the management system of both private and govt. run higher education institution in India. Higher education in India is regarded as the 3rd largest system in the world after China and USA. Right from the ancient age India has been occupied a great place in education and knowledge has been always regarded as the highest virtue in Indian society and India has an age old history of management system of higher education. In ancient times ashrams were run and managed by the Gurus and they were supported by voluntary gifts popularly known as Guru Dakshina. Later religious temples become the centre of education of both the religious and non religious subjects and were managed by the religious temples. The origin of the development of educational management as the field of study began in the United States in the early part of the 20th century. Management system is a dynamic and comprehensive efforts and process intended to achieve some specific objectives. The term educational

management deals with the policy implementation of education. Where educational philosophy sets the goal, psychology explains the principles; administrations execute and follow up the educational objectives and principles. Educational management should cover both subjective and objective importance of education.

India has a certain advantages in developing the overall management in higher education with its huge strength of establishment and human potentials. The country needs to have more dynamic and comprehensive policy initiative towards it.

[Key-Words : Higher Education Planning, Administration, Organisation, Quality, & Financing]



Higher Education and Management of Higher Education Institutions in India: Problems and Prospects

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ABSTRACT

Education today is considered as the backbone of a society as well as of a country. The progress of civilization and the advancement of a nation depend upon the productive human resources. Education is considered as the most formidable instrument to create the human resources of a country. Without proper education system, it is not possible for any society to last for more than a generation. The progress and development of any country depends upon the younger generation. They will constitute the human resources of a country. In future, they will be both the working force and the employing force. For such progress and development, mere primary and secondary education is not enough. Higher education is the proper instrument for such progress, growth and development. Higher education is always considered as a major contributing factor to the social, cultural and intellectual life of society as it improves the quality of human life and supports human development in all respects. Higher education is the apex of formal education. It includes greater specialization and knowledge which is very necessary for rapid socio-economic and industrial

development. Higher education is a powerful instrument for creating a knowledge and information-based society. The mission and vision of higher education is to educate, train, and undertake research activities to the society. The colleges and the universities of a country are considered to be the pulse of higher education.

Higher education system in the context of our country India has travelled a long journey since its independence. In the last six decades since independence, the higher education system in India has undergone rapid development and it has been transformed from an elite system to an egalitarian one. However, in spite of the rapid growth, the higher education system in India is facing a lot of challenges and problems. In this paper, an attempt has been made to explore the problems and prospects of higher education and management of higher education institutions in India.

Key Words: Higher Education, Higher Education Institutions, Management, Problems and Prospects



ISSUES AND CHALLENGES OF HIGHER EDUCATION IN INDIA

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ABSTRACT

Education plays an important role in the life of a nation. The character and quality of the people greatly depend on the education that is imparted to them at different levels. Higher education is an optional final stage of formal learning that is given after secondary education. Higher education is a crucial and decisive part to the development of any society. Higher education always try to promote welfare of individuals as to strengthen the nation. Higher education in India has a long history of its own and has a long tradition in learning. India's system of Higher education is one of the largest in the world. This paper try to study about the history of Indian higher education, and its various problems which are very common and also try to give some suggestions for the important of higher education in India. This paper is based on secondary data.



MANAGEMENT SYSTEM IN HIGHER EDUCATION

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ABSTRACT

The role of academic higher institutions along with its responsibility by which higher education runs towards result orienting nature is called management of higher education. At this institutional level a number of issues must be examined before managing the same are –

Primary Heads: Requirement of strategic planning, resource generation and allocation, budgeting, cost control and monitoring.

Infrastructure: Requirements of adequate class rooms, buildings, playground, hostel, library, auditorium etc.

Teacher-staff ratio: Requirement of adjusting ratio of teaching and non-teaching staff.

Educated employment: Requirement of need based and professionalized employee with training and vocational proficiency.

There are two sectors of people involving in management of higher education. They are faculty and students. As far as management of management of higher education at the level of faculty is concerned following issues are important –

1. Faculty selection, 2. Educational technology, 3. Training and 4. Faculty motivation.

On the other hand as far as management of higher education at the level of student is concerned following issues are important –

1. Students' selection, 2. Professional selection, 3. Students' involvement and 4. Evaluation of students' performances.

Higher academic institutions have within themselves the climate and around them the prestige which give them special power to solve the problem smoothly and thus management is done properly.



CLASSROOM MANAGEMENT IN HIGHER EDUCATION INSTITUTION: AN ANALYTICAL STUDY

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ABSTRACT

The present paper deals with the topic "Classroom Management in Higher Education Institution: An Analytical Study." This paper analyses the management system in higher education institution, particularly classroom management. This paper also highlights the strategies generally adopted for managing classroom difficulties, discusses how to create positive classroom environment, explains why classroom management is both challenging and necessary, and identifies some good approaches to communication for both students as well as teachers. Moreover it depicts some effective approaches that teachers can use to deal with problem behaviours.

Classroom management is a critical factor for faculty. An instructor's credibility depends on his or her ability to effectively manage a classroom. Effective classroom management is much more than just administering corrective measures when a student misbehaves; it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment. Establishing that climate for learning is one of the most challenging aspects of teaching, and one of the most difficult skills to master. Strategies that worked for years suddenly become ineffective in the face of some of the challenges today's students bring with them to the classroom.

This paper concludes by drawing special attention towards the drawbacks of the existing management system in higher education institution to pave the way of effective management system, eliminating the barrier of physical environment by implementation of the theories of modern educational psychology.

Keywords: management, environment, classroom, challenge, problem



INSTITUTIONAL PLANNING AND MANAGEMENT

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ABSTRACT

Institutional Planning deals with preparation of plan or programme of action at the institutional level. To enable the institution to accomplish their goals by mobilising, channelising and utilizing resources to the optimum level and in the desired direction.

Institutional Management is a part of Educational Management. Educational Management is at a Macro level-At the National and State levels. This is done by the Ministry of Human Resource Development at the Cabinet level and the Education Ministry at the state level. The processes of management are from top to down. Institutional Management is at the Micro-level - At the level of individual institutions. Institutional management involves the Principal, teaching and non-teaching staff. The origin of the educational management as a field of study may be traced back to the 1880's with the publication of the "practical Handbook of school Management by Teachers". An institutional plan is a programme of development and improvement prepared by an educational institution on the basis of its felt needs and the resources available or likely to be made available. Institutional Planning have some Steps- Identifying the needs of the institution, pooling together the resources available, preparing a plan of action, implementing the plan, Evaluating and taking corrective actions etc. Management is universal in the modern industrial world. Every individual organization requires the making decisions, the co-ordination of activities.

Keyword: Institutional, Management, programme, Macro level, Planning etc.



ROLE OF E-RESOURCES FOR EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO E-BOOKS AND E-JOURNALS

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ABSTRACT

Developments in information and communication technologies (ICT) have a profound impact on every sphere of academic activity. ICT and internet medium plays a vital role in accessing e-book and e-journal for the benefit of the higher education. The e-resources have wide scope in the research activities. It provides the teacher and the scholar with quality professional development through anytime and anywhere access concept. In the e-resource, the users have to identify the location, links, contribute links to assign, purchase or update the collection, create an active reading strategy etc. The Tools and techniques should be best taught to them for the best use of e-resource collection. This paper discusses the role of e-book and e-journal for teaching and learning.

Key words: e-books, e-journals, e-resources, ICT, Higher education



"MANAGEMENT OF HIGHER EDUCATIONAL INSTITUTION – A COMPARATIVE STUDY"

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ABSTRACT

For improving management system of higher educational institution has been conducted course Workshop, Conference and formal program for training managers. The institution offering evening course, short seminars, live-in programs full graduate curriculum or even programs tailored to the needs of individual companies. Some executive development centers even provide carrier development assistance with program designed to fit typical training and development needs of first line supervisors, middle manager and top executive.

These University program expose managers to theories, principles and new developments in management. In this regards there is usually a valuable interchange of experience among managers. Who in similar position face similar challenges.

In developed countries the case is not appropriate. In this complex nature of Educational institution of higher learning in development counties where this is too much academic freedom, accessing, preference of employs has always been a difficult task. This paper looks at how performance management assessment can be done in educational institution of higher learning.



MANAGEMENT OF HIGHER EDUCATION AND HIGHER EDUCATION INSTITUTIONS IN ANCIENT INDIA : A STUDY.

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Shahjahan Ali .
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ABSTRACT

Education is considered as a formidable and powerful instrument for the progress and development of human society as well as human civilization. Education, basically the Higher Education is considered as the most important tool for human resource development, as well as the progress & development of human society as a whole. In the framework of Higher Education, the management itself has gained great importance for quality education, human resource development since the Ancient period in the world. India is not an exception to this. In Ancient India, great emphasis was given in the establishment and management of Higher Education institutions for quality education and man power development. In Ancient India, some Higher Education institutions-such as Takshasila, Kasi, Nalanda, received great importance for high quality management and development.

In this paper, an attempt has been made to analyze the important aspects of the management of Higher Education and Higher Education institutions in Ancient India.

Key words: Higher Education, Management, Ancient India.



CLASSROOM MANAGEMENT IN HIGHER EDUCATION INSTITUTION : PROBLEMS AND PROSPECTS

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ABSTRACT

Classroom management is one of the most important duty and responsibility of a teacher. Success of teacher depends to a great extent on classroom management for effective teaching classroom management is a must. Without proper classroom management there can be no teaching learning in the true sense of the term. Therefore, besides mastering the techniques and skills of teaching a teacher must have adequate knowledge of classroom management.

To find out the means and ways for developing a positive attitude among the students and provide them with confidence to tackle more different task later. The paper highlights the following objectives.

To chalk out the indoor and out-door problems of the classroom Management.

To know how to monitor the students progress.

To develop strategies for utilizing human and material resources in classroom management.

In classroom management, there are two types of resources available human resources and material resources classroom management refers to the mobilization, manipulation, modification and utilization of the available resources of a classroom all this are skillfully organized by the teacher for optimum utilization of available human resources is know as classroom management.

The classroom is a arena for important interpersonal encounters and relationship that influences the educational pursuits. Classroom management that orients students toward passivity and compliance with rules and undermine student engagement in active learning higher order thinking and the social construction of knowledge. The new trend in classroom management places more emphasis on guiding students to become more proficient at self discipline and lesson externally controlling the students.

The Classroom management consists of four dimensions.

Physical dimensions or environment.

Social and cultural dimensions and

Ethical considerations and value dimensions.

Psychological dimension.

In the classroom management activities, a teacher has to consider these four dimensions. These dimensions provide the general formal of classroom management.



Management System in Higher Education Institution. A case Study on -INFRASTRUCTURAL PROBLEMS OF COLLEGES in Rural Kamrup District.

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ABSTRACT

College and universities are playing an important role for development of higher education in our society. The importance of higher education in the development of a country cannot be over-emphasized. Realizing this concept, various steps are taken by the government from time to time to develop the higher education in our country. Infrastructure plays a very important role in the teaching, learning, research, extensions and consultancy process of the colleges which are the basic components of higher education.

Objectivity

The broad objectives of the study are as follows:

- To analyze the problems of Libraries;
- To study the problems of classrooms;
- To focus the problems of hostels;
- To know the problems of staff quarter facilities;
- To make a detailed study of the problems of canteens, playgrounds and sports facilities.

Methodology

The study is analytical and descriptive in nature. Both primary and secondary data were used for the study. The primary data is collected through field survey. The secondary data required for the study were collected from books, prospectus of different colleges and reports of the Government and other agencies.

Results

Adequate infrastructure is the basic need to develop and maintain a good academic atmosphere in a college. However, most of the colleges in study district do not have adequate infrastructural facilities. They do not have well equipped library, laboratory and class room facilities.

Conclusion

The College Co-ordinate committee should organize the meeting at a regular interval to discuss the academic and infrastructural problems of the colleges. There should be proper plan and policy for procurement of equipments. The State Government may implement certain new policies, so that the colleges are not required to face any major problem in its overall management.

Key word: Policies, Management, infrastructural, academic, UGC fund, regular interval.



TOTAL QUALITY MANAGEMENT (TQM): IT'S IMPLEMENTATION IN HIGHER INSTITUTION

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ABSTRACT

It is well recognized that higher educational institution plays a crucial role in motivating manpower development and social cohesion. Various commission reports have recognized about the development of higher education institution. Government and many others constitutional agencies are also taking necessary measure for the development of institution. But only government can't bring change the quality of an organization unless the institution and faculty take proactive initiative. A challenge of foreign institution entering the Indian higher education is going to pose the treat of even survival of poor performing institutions.

In the present days most of the higher organizations all around the globe have valued the advantage of the total quality management. TQM implementing in many higher organization have achieved excellence and improve their quality of standard. Moreover TQM will help institution of higher education to maintain their competitiveness, eliminate inefficiencies in the organization and achieved high performance in all areas.

Most of the principle of TQM can be implemented in the area of education and training. This paper highlights the essence of TQM and explains how higher education institution can improve the quality by implementing TQM principles.

Keywords: Higher educational institution, Total quality management, manpower development, foreign institutions, TQM principles

MANAGEMENT SYSTEM OF HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Management is a dynamic process of well defined policy implementation and expectation of plans to achieve a goal. Higher education management claims the required policy formation and implementation to achieve the desired goals and social expectation of higher education for the nation. India has one of the largest management system in higher education in the world. India has its own place of pride in higher education since the ancient times. Nalanda and Taxshila was the age old reputed institutions of higher education where the aspirants of higher education used to come from different corners of the world. Earlier to Nalanda and Taxshila the education of India was also well managed by the ashrams and then the religious temples as the centres of higher education.

The then system of management in the education undergoes so many subsequent changes and modifications as per the call of time. Several measure and policies have been adopted in different times in modern era.

Higher education management entitled with the subject of objectives of higher education. Set the goals, policy to carry forward the effects to fulfill the objectives and meet the goals. But India's management in higher education has some draw backs also.

India has a huge potentials to formulate, Set and achieve the goals by initiating a appropriate management system.



TEACHING CHEMISTRY IN UNDER GRADUATE CLASSES IN RURAL COLLEGES OF ASSAM- AN OVER VIEW.

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ABSTRACT

Teaching is an art, not just a job. Effective class room teaching make learning meaning full. Good management in class room teaching in under graduate class is a challenge. Chemistry is a unique subject. Teaching chemistry is a big challenge in general and major course in rural colleges of Assam. A chemistry teacher is facing diverse situation with students coming from rural area in a college situated in rural environment. This paper reflects some of these experiences.

Key words: Teaching, learning, management, challenge, rural area



Management System in Higher Education Institution : Problems in the management of higher educational institutions under Dibrugrah University: Special reference to Lakhimpur district of Assam.

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ABSTRACT

Higher education is considered as the driving force for bring socio-economic development. The role of education in bringing development to our society or to the nation has long been recognized. In the 21st century higher education plays a vital role in building human resources of a nation. It is the quality of higher education which decides the quality of human resources to be produced in the country. In maintaining quality education management plays an important role in a higher education institution. It is the management which helps in smooth running and functioning of the institution that contribute to provide quality education. The most important feature of higher education is that education through colleges whether it may be provincialized or non-provincialized college. The present paper is an attempt to analyze and to highlight the problems faced by the non-provincialized colleges under Dibrugrah university of North Lakhimpur district of Assam. An attempt has been made to give the meaning of management according to management literature.

Key words: higher education, human resource, problems of higher education, Non-provincialized colleges, management.



QUALITY MANAGEMENT IN HIGHER EDUCATION

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ABSTRACT

Education with the main purpose of bringing out and grooming the personality of a student develops expertise, excellence and knowledge that lead to the overall development of any country. The scenario of higher education is witnessing profound and rapid fluctuations and it has become inevitable to respond to the threats arose in maintaining the quality in higher education. Quality in higher education is a multidimensional, multilevel and dynamic concept that relates to the contextual setting of an educational model. Problems associated with quality appeared in higher education during the last decade of the 20th century largely due to the effect of the massification of higher education. There is a requirement of proper framework with features like quality assurance, restructuring curriculum, faculty development, quality research, governance etc. of quality management to tackle the problem. Hence, implementing quality management in higher education is vital for the enhancement of standard culture in higher education.



TITLE: QUALITY MANAGEMENT IN HIGHER EDUCATION IN INDIA: A BRIEF STUDY

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ABSTRACT

The importance of education in the development of a nation cannot be underestimated. Higher education is a place where qualifications, habitus and values are passed on to new generations of students by a select and legitimate group of professors. It is a place where degrees are being bestowed onto those deemed capable of entering a market of defined professional positions or of creating their own positions in new or undermined markets. It is the Higher Education that develops knowledge, excellence and expertise that lead to the overall development of any country. So this has created a necessity for quality management in Higher Education in almost all countries of the world. The Indian Higher Education system is one of the largest such system in the world and the application of quality management in Higher Education is not a new phenomenon in India. University Grant Commission (UGC) was established in 1956 for the growth of Higher Education in India. UGC has established National Assessment

and Accreditation Council (NAAC) to ensure quality in Higher Education by the means of internal and external quality assessment and accreditation. Apart from UGC, there are some other bodies like AICTE, NCTE etcetc have been playing important role for the development of quality management in Indian Higher Education. But there is no uniform theory or philosophy to measure quality management in Higher Education in India. All the bodies have their own method and pattern to ensure quality. Therefore, the primary objective of this paper is to throw some light on the role of UGC and all other bodies in ensuring quality management in Higher Education in India.

Keywords: Higher education, Quality, Quality Management.



HIGHER EDUCATION SCENARIO OF INDIA

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ABSTRACT

Higher Education has recognized as a major contributing factor to the social, cultural and intellectual life of society. India have one of the largest educational system among developed countries of the world after China and U.S. with the reputation of having Universities like Nalanda and Taxla in the early times. There are 634 Universities and 33023 Colleges up to December 2011 in India. But Higher Education is critical to India's aspiration of emerging as a major player in the global knowledge economy. The overall state of Indian higher education is dismal and therefore poses a severe constraint on the supply of qualified manpower. Despite remarkable progress in reforms covering a number of sectors and sub-sectors of the economy, there is little informed debate on reforms in higher education. This present study tries to highlight the status of higher education institution of India. Higher Education in India suffers from several systematic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortage of skilled manpower in an increasing number of sectors.

Keywords:- Higher education, India, unemployment

उच्च शिक्षामे वित्तीय प्रबंधन : राष्ट्रीय सेवा योजना
(ति०माँ० भागलपुर विश्वविद्यालय, भागलपुर)

प्रो० शिवप्रसाद यादव

ड० कलना वैश्या
सहायी अध्यापिका
वि. एं ई. वि. महाविद्यालय, सबरमट्टा

ABSTRACT

মানৱ সমাজৰ ভাৱ-অনুভূতি চিন্তা আৰু ক্ৰিয়াৰ মূল চালিকা শক্তি হ'ল শিক্ষা। শিক্ষাই মানুহৰ মনোজগতৰ অজ্ঞানতা দূৰ কৰি জ্ঞানৰ নতুন পোহৰেৰে উদ্ভাসিত কৰি তোলে। ইয়াৰ জৰিয়তে মানুহে ভাল - বেয়া উচিত-অনুচিত ন্যায়-অন্যায়-আদি বিচাৰ-বিশ্লেষণ কৰিব পাৰে। শিক্ষা তথা জ্ঞানৰ পোহৰেৰে মানৱ মনত সংকীৰ্ণতা, অন্ধবিশ্বাস আৰু কু-সংস্কাৰ আদি নাইকীয়া কৰিব পৰা যায়। বিকাশশীল মানৱ মনত সুপ্ত হৈ থকা ইচ্ছা, আকাংক্ষা-আদিৰ জৰিয়তে সমাজৰ প্ৰগতিৰ পথ লাভ কৰিব পৰা যায়।

মক্তব আৰু মাদ্ৰাছাৰ শিক্ষা ব্যৱস্থাই মুছলমান সকলৰ শিক্ষাৰ স্বকীয় বৈশিষ্ট্য প্ৰতিফলিত কৰি তোলে। মুছলমান সকলৰ ল'ৰা-ছোৱালীয়ে প্ৰাথমিক শিক্ষা গ্ৰহণৰ উদ্দেশ্যে মক্তাবলৈ যোৱাটো এক ধৰ্মীয় কৰ্তব্য আৰু বাধ্যমূলক ক্ৰিয়া স্বৰূপে গণ্য কৰা হৈছিল। এনে শিক্ষাৰ প্ৰধান উদ্দেশ্য হ'ল ধৰ্মীয় প্ৰাৰ্থনাৰ নীতি-নিয়ম অনুশীলন কৰিবলৈ প্ৰাথমিক শিক্ষা প্ৰদান কৰা। সেইদৰে মক্তবৰ শিক্ষা সমাপ্ত কৰি ছত্ৰই বক্তৃতা প্ৰধান মাদ্ৰাছাৰ শিক্ষা গ্ৰহণৰ সুযোগ লাভ কৰিছিল। ছশ বছৰৰো অধিক কাল ভাৰতৰ শিক্ষা - সংস্কৃতিত প্ৰভাৱ পেলোৱা মধ্য যুগৰ মুছলমান শিক্ষা ব্যৱস্থাৰ একবস্তুনিষ্ঠ মূল্যায়নৰ প্ৰয়োজন। আমাৰ এই আলোচনা পত্ৰত মধ্যযুগৰ মুছলমান শিক্ষা ব্যৱস্থাৰ একবস্তুনিষ্ঠ শিক্ষা ব্যৱস্থা সম্পৰ্কে আলোকপাত কৰাৰ প্ৰয়াস কৰা হৈছে। আশা কৰা হৈছে এই ধৰণৰ অধ্যয়নে ন ন গৱেষক - গৱেষিকাক - নতুন পথৰ সন্ধান দিব।

राष्ट्रीय सेवा योजनाक शाब्दिक अर्थ होइत अछि राष्ट्रक उन्नयन करवाक प्रबंधन तथा एकर भावार्थ ई अछि जे स्वेच्छा सँ निःस्वार्थ भावें जन सेवा करवाक योजना। एकर परिकल्पना राष्ट्रपिता महात्मा गाँधी कएने छलाह। ओ एक सिद्धान्त देलनि जे उच्च शिक्षामे अध्ययनरत युवा पीढ़ी केँ सामाजिक कार्य सँ जोड़ि क' आकर भविष्य केँ सवारल जा सकैत अछि। दे"ाक दलित-उपेक्षित समुदायक मन-मस्तिष्कमे चेतना भरि क' राष्ट्रक मुख्यधारा मे आनल जा सकैत अछि। एही सद्भावना सँ ओतप्रोत भ'कए स्वतंत्रता प्राप्तिक प"चात 1950 ई० केँ राष्ट्रीय स्तरपर शिक्षा आयोगक गठन कएल गेल। कतिपय विद्वतजन एवं समाज-चिंतकलोकनि द्वारा विचार-विमर्श कएलोपरान्त 24 सितम्बर 1969 ई० केँ महात्मा गाँधीक जन्म दिव"ाक अवसरपर राष्ट्रीय सेवा योजना सम्पूर्ण भारतमे कार्यान्वित भेल जाहिमे 40,000 हजार छात्र-छात्रा योगदान देलनि जकर संख्या आइ 20,000 (बीस लाख) सँ अधिक भ' गेल अछि।

(लाख) सँ अधिक भ' गेल अछि।

१९६०ई० मे स्थापित तिलकामाँझी भागलपुर वि॰वि॰ महाविद्यालय, बिहार प्रान्तक प्रतिष्ठित एवं लोकप्रिय वि॰वि॰ महाविद्यालय अछि जकर अन्तर्गत २९ अंगीभूत महाविद्यालय एवं २० सम्बद्ध महाविद्यालय अवस्थित अछि। राष्ट्रीय सेवा योजना सभ अंगीभूत महाविद्यालय एवं ९ सम्बद्ध महाविद्यालय में संचालित भ' रहल रहल अछि जाहिमे १०० छात्र-छात्रा लोकनिक एक इकाई होइत अछि एकर सदस्य केँ स्वयंसेवक कहल जाइत अछि। राष्ट्रीय सेवा योजनामे सरकारी नियमानुसार दुइ प्रकारक कार्य करए पड़ैत अछि। पहिल, साधारण कार्यक्रम तथा दोसर, विशेष िविर। साधारण कार्यक्रमक अन्तर्गत स्वयंसेवक लोकनिकेँ २ वर्षमे २४० घंटा कार्य पड़ैत अछि तथा एक विशेष िविरमे भाग लेबए पड़ैत अछि जे सात दिनक िविर आयोजित होइत अछि। एहि कार्यक्रमक संचालन हेतु वि॰वि॰ महाविद्यालय द्वारा प्रतिवर्ष प्रत्येक

इकाई के विषय विवर आयोजन हेतु 45000 तथा साधारण कार्यक्रम हेतु 45000 कुल 90000/- अनुदान देल जाइत अछि। राष्‍ट्रिक प्रबंध भारत सरकार एवं राज्य सरकारक संयुक्त अदान सँ कएल जाइत अछि। निष्‍कषतः कहल जा सकैत अछि जे उच्च शिक्षाक क्षेत्र मे राष्‍ट्रीय सेवा योजना समाजोपयोगी कार्यक्रम अछि जे युवा पीढ़ीक व्यक्तित्व विकास, चारित्रिक निर्माण तथा समाज सुधारक पैघ आधार अछि। परच्य एकर संचालनमे वित्तीय प्रबंधन कमजोर स्थिति में परिलक्षित होइत अछि जकरा सुदृढ़ करबाक प्रयोजन अछि। एकर सुदृढ़ीकरण हेतु निम्नलिखित सुझाव प्रस्तुत अछि :-

1. गैर सरकारी संस्था सँ वित्तीय सहायता भेटक चाही।
2. आन्तरिक श्रोतक वित्तीय संसाधनमे वृद्धि करबाह चाही।

विभागाध्यक्ष, मैथिली विभाग
मारवाड़ी महाविद्यालय, भागलपुर

MANAGEMENT OF HIGHER EDUCATION AND WOMEN EMPOWERMENT

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Education is a lifelong process. Educated people are learned people. They can adopt the essential skills and technique which are very useful for day to day life. Therefore in order to make a country developed each and every member of that country should be educationally competent and efficient. Higher education is vital to make people empowered socially, economically, politically culturally. Thus higher education is a prerequisite for the acquisition of perfect knowledge, enhancement of skill, development of attitudes and values etc. As human beings, we need education because it provides us with knowledge and skills to lead a meaningful life. By acknowledging this fact, in India as well as Assam various educational systems and policies have been implemented from time to time to manage all sections of education. There is a changing trend in focusing or higher education from the colonial period to the present time. But after independence, India being a democratic country a good deal of attention and importance was given to all forms of education for promoting the welfare of the citizens of the country. Since that time, there has been a realization of an urgent need to make education accessible to all the citizens of the country. Keeping this importance and value of education in mind, the Government of India has made education a fundamental right which empowered all sections of the people in India. Though the constitution of India has granted equal rights to women but quality is yet to be

enjoyed by each and every women of our society. Higher education is a key resource for enabling women to empower themselves. Higher education enables them to make informed decisions about their lives and careers. A higher educated women enjoys greater social and financial mobility so, women's empowerment is one of the essential components that promote human development, a boarder measure of socio economic progress of a nation. Therefore higher educating and empowering one woman sets off a chain reaction that transforms the life of her family and the community she lives in.

This paper attempts to analyze how higher education played an important role to empower women in our society through the proper management.

The methodology of the paper is basically analytical method based on secondary sources such as Books, Journals, and Newspapers etc.

Keywords: Management, Higher education and women empowerment.

UGC SPONSORED NATIONAL SEMINAR ON "Management System in Higher Education Institution"

INVITATION

Sir / Madam,

The undersigned cordially invite you to attend the National seminar on **Management System in Higher Education Institution** to be held on 19th and 20th March, 2014 at Nabajyoti College, Kalgachia, District- Barpeta, Assam (India). Your participation along with original research paper will fulfill our mission and vision to adopt policies better and efficient management in higher education institution.

The organizing committee of the National Seminar on behalf of Nabajyoti College, Kalgachia solicits your kind cooperation and help to make the seminar a grand success.

With regards.

Dr. Shahjahan Ali Ahmed
Principal cum Chairman

Abdul Kuddus
Asstt. Prof.
Deptt. of Education
Co-ordinator

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Nabajyoti College is located at the Western part of Barpeta District of Assam on North bank of the river Brahmaputra. It is situated at a scenic rural Agro-based area of the District. It has been serving the area by imparting higher education in both arts and Science at the UG level under G.U. and also at P.G. level through IDOL & KKHSOU.

ROUTE TO NABAJYOTI COLLEGE:

The college is well connected with NH-31 and NF Railway. It is about 50 Kms South-East from Bongaigaon Rly. Junction, 17 Kms South from Sorbhog Railway Station and 30 Kms South-West from Barpeta Road Railway Station and 160 Kms (Via Guwahati-Jalukbari- Barpeta) North-West from Gopinath Bordoloi International Air Port.

ABOUT THE SEMINAR:

The Seminar is to focus on various aspects of efficient management system in Higher Education Institutions as well as different constraints and challenges. The large size of the universities and the multi-streamed affiliated colleges have posed management challenges to education planners and administrators.

In this purview, there is need to develop an understanding of how to manage and develop the maximum utility of Institution of Higher Education. For this, a threadbare discussion needs to be held on the managerial components of Higher Education Institutions. It should contain things like understanding the principle of managing the Institutions, their structure and the process mechanism, criteria of generating and managing resources along with institution support system and the process of self renewal. In addition, the institutional planning with reference to infrastructure, personnel and finance, key components of human resource and it's management strategies will be the matters of prime consideration.

The seminar will investigate various leconae in Management System and adopt policies to ensure better and efficient Management in Higher Education Institutions.

SUB THEMES:

- i) Institutional Management: Resources and support system.
- ii) Conceptual Frame work of Management.
- iii) Role of funding agencies in Institutional Management.
- iv) Total quality Control Management in Higher Education Institution.
- v) E-Management in Higher Education Institution.
- vi) Financial Management in Higher Education Institution.
- vii) Class room Management in Higher Education Institution.
- viii) Institutional Planning and Management.
- ix) Management system in Ancient / Madiavel / Modern period.
- x) Any other relevant issues.

CALL FOR PAPERS AND GUIDELINES FOR CONTRIBUTORS:

Research Scholars, academicians, farmers, social workers, NGO's, administrators etc are invited to submit their Abstracts & Full length papers of original research works in the form of soft and hard copies.

MANUSCRIPT PREPARATION:

Manuscript should be typed 1.5 spaces & normal margin in Times New Roman(12Pt) using Microsoft Office 2007 on one side of A4 paper for hard copies & the same should be submitted in soft copies also. The title should be brief & specific. Abstract should be limited to 200 words and should reflect the main points of the paper, results, conclusions and significance of the study. Mention maximum 5- keywords at the end of the Abstract. Enrich the Text with Introduction, Materials & Methods, Results & Analysis & conclusion with maximum 5000 words. Figures, Tables and Photographs should be well defined with short caption and serial numbers.

REFERENCES:

Should be numbered in superscript in the text and be listed at the bottom of the last page.

ACKNOWLEDGEMENT : As brief as possible.

Address of Author(s) : Mark the First author with * for communication.

REVIEW:

Abstract and full length papers will be reviewed by the panel of experts and the editorial board.

PUBLICATION OF ABSTRACT VOLUME:

An abstract volume will be published on the day of inauguration of the Seminar.

PUBLICATION OF SEMINAR PROCEEDINGS:

Selected research articles will be published in the form of a book having ISBN within three months from the commencement of the seminar.

DATES TO BE REMEMBERED:

- * Last date for submission of Abstract : 10th March, 2014
- * Last date for submission of Full paper : 19th March, 2014.
- * Commencement of Seminar : 19th & 20th March, 2014.
- * Registration : 19th March, 2014.
- * Request for accommodation : 17th March, 2014 or earlier.

REGISTRATION FEES:

- Participant : Rs 600/-
- Scholars : Rs 400/-

ACCOMMODATION: Accommodation (limited seats) will be provided (first come first serve) on request.

WEATHER: Weather is expected to be pleasant.

REGISTRATION FORM

Name Sex.....
 Designation
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 Title of the paper.....

Accommodation required : Yes / No (Rupees.....)
 I have enclosed Demand Draft of Rs..... only
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Place & date

Signature

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- S.K. Sarkar, Asso. Prof. in Zoology
- Ramzan Ali, HoD. Education.
- N. Saharia, Asstt. Prof. in Assamese
- Abdul Hoque, Bearer
- Baser Ali, Grade- IV

CAMPUS BEAUTIFICATION

Convener:

- A Khaleque, Asso. Prof. in Botany.

Members:

- AR Dewan, Asso. Prof. in Arabic.
- A. W. Sarkar, HoD, Philosophy.
- Alhaj Abul Hussain, Head Asstt.
- Nazirul Islam, Asstt. Prof. in Philosophy.
- All Cadets of NCC.
- All Members of Student's Union.
- All Members of Non-Teaching Staff.
- All Members of Library Staff.

AUDIT AND ACCOUNT

Chairman:

- Dr Shahjahan Ali Ahmed,
Principal, Nabajyoti College, Kalgachia.

Members:

- Abdul Kuddus, Co-ordinator.
- AK Talukdar, Accountant.

RAPPORTEUR

Convener:

- B.K. Samal, Asso. Prof. in English.
- Hanif Mustaque Ahmed, Asso. Prof. in Chemistry
- S.U. Khan, Asstt. Prof. in English
- I.H. Sikdar, Asso. Prof. in History
- A.K. Azad, Asstt. Prof. History

POWERPOINT MANAGEMENT

Convener:

- Samsul Haque, Asso. Prof. in Economics.
- Zaddikur Rahman, Computer Operator.

ACCOMODATION COMMITTEE

Convener:

- Dr. S. Ali, Asso. Prof. in History

Member:

- Dr. M. S. Sheikh, Asso. Prof. in Zoology
- A. Halim, Asstt. Prof. in Mathematics.
- Dr. F. Alom, Asstt. Prof. in Pol. Science
- N. Saharia, Asstt. Prof. in Assamese.

UGC SPONSORED NATIONAL SEMINAR ON MANAGEMENT SYSTEM IN HIGHER EDUCATION INSTITUTION

PROGRAMME

19TH MARCH, 2014 (WEDNESDAY)

- | | |
|------------------------|--|
| 8-30 am to 9-00 am | : Breakfast |
| 9-00 am to 9-45 am | : Registration. |
| 9-45 am to 10-45 am | : Inaugural Session |
| Chairperson | : Prof. K.K. Sarma, Former Pro-Vice Chancellor, NEHU. |
| Felicitation | : 30 Minutes. |
| Welcome Address | : Dr. S.A. Ahmed, Principal, Nabajyoti College, Kalgachia. |
| Speech of Co-ordinator | : Abdul Kuddus, Asstt. Prof. Deptt. of Education |
| Inaugural Speech | : Prof. K.G. Bhattacharyya, Former Director, ASC, G.U. |
| Vote of Thanks | : Prof. Nazmul Hoque, Associat Prof. Deptt. of English, Nabajyoti College. |
| 10-45 am. | : TECHNICAL SESSION-I |
| Chairperson | : Prof. K.G. Bhattacharyya, Former Director, ASC, G.U. |
| Keynote address | : Prof. K.K. Sarma, Former Pro-Vice Chancellor, NEHU. |
| 11-25 am. | : Paper presentation |
| 1-30 pm. | : Lunch Break |

2-00 pm. : **TECHNICAL SESSION-II**

Chairperson : Prof. K.K. Sarma, Former Pro-Vice Chancellor, NEHU.

Key Paper presentation : Mukunda Sarma, Principal, Bhawanipur Anchalik College, Bhawanipur.

2-20 pm. : Paper Presentation.

20TH MARCH, 2014 (THURSDAY)

8-30 a.m. : Break fast.

9-00 am. : **TECHNICAL SESSION-I**

Chairperson : Prof. K.G. Bhattacharyya, Former Director, ASC, G.U.

9-00 am. : Key Paper presentation : Prof. D. Sarma, Asso. Prof., IIBM, Guwahati.

9-30 am. : Paper Presentation.

1-30 pm : Lunch Break

2-00 pm. : Plenary Session

Chairperson : Prof. K.K. Sarma, Former Pro-Vice Chancellor, NEHU.

Panelist : Prof. K.G. Bhattacharyya, Former Director, ASC, G.U.

: Prof. D. Sarma, Asso. Prof., IIBM, Guwahati.

: Mukunda Sarma, Principal, Bhawanipur Anchalik College, Bhawanipur.

: M. M. Hussain, Former Principal In-charge, Nabajyoti College, Kalgachia.

: Dr. M.S. Sheikh, Associate Prof. Deptt. of Zoology, Nabajyoti College, Kalgachia.

: **VALEDICTORY SESSION**

: D. Hussain, Former DHE & Chairman, G.B. Nabajyoti College, Kalgachia.

2-40 pm

Chairperson.

