

RESEARCH ACTIVITY OF COLLEGE TEACHERS: A CASE STUDY OF MIZORAM

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Abstract: The basis for intervention and discovery is research. The tremendous progress made in the field of science, technology, information and communication is the result of high quality research conducted in the past. The developed countries are leading the research sector and the developing nations need to follow the path of research work shown by the advance nations. In this work we will try to investigate, analyze and make a study of the research activities of college teachers in Mizoram with special reference to research publication which may enable them to be more active in research work in the near future. It is observed that there are few teachers who had perform outstanding research in journal publications, major research project and successfully guiding doctoral students by way of joint supervisor. On the other hand, around three fourth of college teachers did not publish any research paper during the study period. Looking at the present scenario, it is felt that college teachers are expected to participate more in research activities; which will enhance the scientific output of the teachers, improve the quality of teaching thereby revamping the overall educational system of Mizoram.

Keywords: College Teachers, Research Activity, Research Publication.

I. INTRODUCTION

It may be mentioned that in the research activities of the college teachers publications, project and paper presentation in a seminar or workshop or conference are its main constituent. As of now, college teachers of Mizoram are not given permission by Mizoram University to be designated as full supervisor in research guidance, they can only act as joint supervisor. So the research activities of the college teachers cannot be up to the mark. Moreover due to huge involvement of finance in research activities unless project is sanctioned, it is difficult for college teachers to undertake research work. Due to all this constraint research activities of the college teacher are limited to publications and presentations of paper in a seminar only in most of the cases. This is the reason why publications have been concentrated in this study.

II. DATA AND METHODOLOGY

Data has been collected from Self Study Report and Annual Quality Assurance Report and website of various colleges. The data was formulated and analyzed to show the clear picture of research publications in respect of subjects, levels and institutions. Microsoft excel is used and Descriptive Statistics is applied for analyzing the data. Survey was done on teachers from different colleges through questionnaire to learn their perspective on research publications.

III. OBJECTIVES

1. To investigate the status and perspective of college teachers of Mizoram in research publications.
2. To propose measures for improvement of college teachers of Mizoram in research publications.

IV. ANALYSIS OF DATA

The data collected from various sources are formulated and analysed as follows:

Table 1 : Subject-Wise Publications

Name of college	No. of pub.	No. of teachers	Pub. per teacher	No. of teachers without pub.	% of teachers without pub.
Biochemistry	15	4	3.75	1	25
Botany	12	22	0.55	19	86.36
Chemistry	23	19	1.21	15	78.95
Computer Science	2	16	0.13	15	93.75
Electronics	29	3	9.67	0	0
Geology	7	8	0.88	4	50
Home Science	0	12	0	12	100
Mathematics	4	16	0.25	14	87.5
Physics	52	15	3.47	9	60
Zoology	17	19	0.89	14	73.68
English	75	84	0.89	64	76.19
Economics	45	65	0.69	51	78.46
Education	60	64	0.94	49	76.56
Geography	6	36	0.17	32	88.89
Hindi	6	7	0.86	5	71.43
History	111	70	1.59	49	70
Mizo	73	74	0.99	56	75.68
Philosophy	0	4	0	4	100
Political Science	62	70	0.89	54	77.14
Psychoogy	2	8	0.25	6	75
Public Administration	18	25	0.72	16	64
Sociology	2	10	0.2	8	80
Commerce	13	22	0.59	19	86.36
All subjects	634	673	0.94	516	76.67

Table 1 shows figures and percentage of publications in different subjects. The table indicates that the performances of various subjects are not up to the mark and some subjects have not generated any publications. Electronics subject which is the highest in publication per teacher is only 9.67 followed by Biochemistry and Physics. There are other subjects like Home Science and Philosophy which do not have publication at all.

The other important factor is that the percentages of teachers involved in research publications in different subjects. All the teachers of Electronic subjects had research publications which is the highest followed by Biochemistry with 75% of teachers having publications and Geology with 50%. On the other hand all the teachers of Home Science and Philosophy did not have research publications during the assessment period.

Table 2 : Level-Wise Publications

Level	No. of Pub.	No. of teachers	Pub. Per teacher	No. of teachers without Pub.	% of teachers without Pub.
Asst. Prof.	336	325	1.03	238	73.23
Asso. Prof	235	341	0.69	278	81.52
Prof.	63	7	9	0	0
Total	634	673	0.94	516	76.67

According to Table 2, Professors has the highest number of publication per teacher which is 9 followed by Assistant Professor which is 1.03 and lastly with the lowest number of publication per teacher is Associate Professor with 0.69.

All the Professors were having research publications whereas 26.77% of Assistant Professors and 18.48% of Associate Professors were involved in research publications during the assessment period.

Table 3 : Institution-Wise Publications

Name of college	No. of pub.	No. of teachers	Pub. per teacher	No. of teachers without pub.	% of teachers without pub.
Aizawl	41	54	0.76	44	81.48
Aizawl North	21	35	0.6	26	74.29
Aizawl West	20	36	0.56	26	72.22
Champhai	49	56	0.88	47	83.93
Hnahthial	16	26	0.62	19	73.08
Hrangbana	77	73	1.05	55	75.34
J.Buana	39	31	1.26	22	70.97
J.Thankima	64	29	2.21	17	58.62
Kamalanagar	74	33	2.24	18	54.55
Khawzawl	2	22	0.09	21	95.45
Lunglei	14	59	0.24	52	88.14
Mamit	10	24	0.42	18	75
Saitual	1	28	0.04	27	96.43
Serchhip	54	50	1.08	37	74

T Romana	59	37	1.59	23	62.16
Zawlnuam	11	18	0.61	16	88.89
Zirtiri	82	62	1.32	48	77.42
Total	634	673	0.94	516	76.67

Table 3 shows the total number of publications in different colleges. Govt. Kamalanagar College has performed best in publication per teacher with 2.24 followed by Govt. J. Thankima College at 2.21 and Govt. T. Romana College at 1.54. At the same time Govt. Saitual College has the least number of publications per teacher which is 0.04 followed by Govt. Khawzawl College and Lunglei Govt. College respectively.

The highest percentage of teachers involved in research publication is Govt. Kalanagar College at 45.45 again followed by Govt. J. Thankima and Govt. T. Romana at 41.38 and 37.84 respectively. On the other hand, the lowest percentage goes to Govt. Saitual College at 3.57 followed by Govt. Khawzawl College and Govt. Zawlnuam College.

Table 4 : Number-Wise Publications

Name of college	No. of teachers with pub. (10 +)	No. of teachers with pub. (5-9)	No. of teachers with pub. (1-4)	No. of teachers without pub.
Aizawl	1	2	7	44
Aizawl North	0	1	8	26
Aizawl West	0	1	9	26
Champhai	1	3	5	47
Hnahthial	0	0	7	19
Hrangbana	2	6	10	55
J.Buana	2	2	5	22
J.Thankima	0	2	10	17
Kamalanagar	3	2	10	18
Khawzawl	0	0	1	21
Lunglei	0	1	6	52
Mamit	0	0	6	18
Saitual	0	0	1	27
Serchhip	0	4	9	37
T Romana	2	1	11	23
Zawlnuam	0	1	1	16
Zirtiri	4	3	7	48
Total	15	29	113	516

Table 4 indicates that 157 teachers were involved in research publications during the assessment period whereas 516 teachers were not involved. Here, 157 teachers were again categorized into three groups depending on number of publications they generated during the period. 15 teachers were performing excellently by having 10 or more publications whereas 29 teachers also had done very well with having 5-9

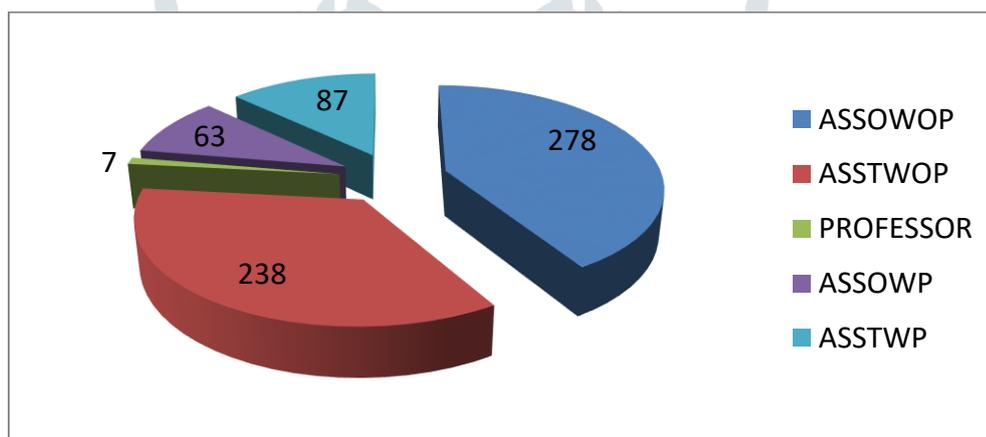
publications. There are 113 teachers who have 1-4 publications during the period as well, but this figure is also encouraging as writing research paper is very difficult for college teachers.

The study was conducted at seventeen (17) numbers of institutions which in total have six hundred and seventy three (673) teachers. It was found out that the total number of publications is six hundred and thirty four (634). However the publications made in all these colleges is not encouraging. There were only 157 numbers of teachers who have publication work which is 23.33%. Whereas the total numbers of teachers who did not have publication stands at 516 numbers which is 76.67%. The figure indicates that these seventeen institutions upon which studies were conducted show a very negative trend in Publication work. So, number wise the figure is 0.94 publications per teacher. There needs to be lots of improvement in the Publication work.

V. PERSPECTIVE OF COLLEGE TEACHERS

College teachers are categorized into five groups namely Professor, Associate Professor without Publication (ASSOWOP), Assistant Professor without Publication (ASSTWOP), Associate Professor with Publication (ASSOWP) and Assistant Professor with Publication (ASSTWP). There are 60 teachers responding questionnaire which was prepared to study the perspective of college teachers on research publications.

Figure 1 – Classification of Teachers based no Research Publication



1. Do you think it is necessary for a college teacher to have research publication?
2. If you were to decide what will be your decision whether to make it mandatory to have research publication for college teachers for the next promotion even if UGC is silent on this matter.
3. What do you think is the reasons why college teachers under state government of Mizoram are not interested in research activity?

Questionnaire number	1			2			3		
	Yes	No	Others	Yes	No	Others	3A	3B	Others
PROF	2	0	0	1	1	0	0	1	1
ASSOWOP	9	10	3	3	15	4	12	6	4
ASSTWOP	7	11	2	5	15	0	5	4	11

ASSOWP	3	2	3	3	3	2	2	4	2
ASSTWP	3	4	1	2	3	3	1	5	2
TOTAL	24	27	9	14	37	9	20	20	20

Here 3A – Not hardworking, not sincere and laziness.

3B – Not interested, do not give due importance, lack of consciousness.

4. What do you think should be your suggestions to make improvement on this matter?

There are only few teachers having suggestions for improvement and the suggestions are as follows:

- Strengthening of State Higher Education system in grants, funding, leave and other benefits for good researcher in teaching community.
- Ph.D. should be made mandatory for promotion.
- Professional faculty development program or training.
- Strengthening of IQAC.
- To equip library with better facilities.
- More hard work, determination and dedication.
- Teachers should be made aware of its advantages.
- Mentoring and guidance needs to be given to some college teachers who do not know how to write research work.
- Research awareness program need to be organized in each and every higher educational institution once a year.
- Let there be incentives for outstanding researchers.

5. Do you encourage/support that your colleagues should be doing Ph.D.?

All the teachers answered this question as YES.

6. Do you still welcome it (No. 4) since their absence will increase your workload?

22 teachers say Yes, while 9 teachers say No and 8 teachers suggest for other things.

For the next questions about relation between teaching and research,

- Do you think good research activities of a college teacher will increase the teaching efficiency of a teacher?
- Do you feel that students are more influenced by the Ph.d teachers compared to PG teachers?
- Do you think your colleague with a good research activity record delivers a better teaching?

Questionnaire number	7			8			9		
	Yes	No	Others	Yes	No	Others	Yes	No	Others
PROF	2	0	0	1	0	1	2	0	0
ASSOWOP	6	9	7	2	9	11	3	5	14
ASSTWOP	7	10	3	2	7	11	7	6	7
ASSOWP	4	3	1	4	1	3	3	2	3
ASSTWP	5	2	1	3	2	3	2	1	5
TOTAL	24	24	12	12	19	29	17	14	29

10. Do you think your research activity has helped you in improving your teaching quality? (Only for teacher involve in research activity).

11. Do you think research articles and books published by college teachers are utilized by the society?

12. Do you think the standard of academic research topic in Mizoram is compatible with others?

<i>Questionnaire number</i>	<i>10</i>			<i>11</i>			<i>12</i>		
	Yes	No	Others	Yes	No	Others	Yes	No	Others
PROF	2	0	0	0	0	2	1	0	1
ASSOWOP	6	9	7	6	4	12	12	4	6
ASSTWOP	7	10	3	9	5	6	11	3	6
ASSOWP	4	3	1	2	4	2	6	1	1
ASSTWP	5	2	1	3	4	1	4	1	3
TOTAL	24	24	12	20	17	23	34	9	17

13. Which is more important, quality or quantity in research paper provided it is accepted by UGC?

14. Research activity is very difficult for senior PG teachers in colleges. What is your suggestion for this?

a) It is important to give more priority to our profession other than social and religious activities.

b) To give the senior faculty a chance for Ph.d in regular / part time mode.

c) Choice of topic and the standard depending upon their level is important.

d) If research activity is affecting pay, research activity of a teacher will be more.

15. UGC regulations 2018 insist Ph.d for Associate Professor in colleges with effect from July 2021. Do you support this or not with brief justification?

<i>Questionnaire number</i>	<i>13</i>			<i>15</i>		
	Ql	Qn	Others	Yes	No	Others
PROF	2	0	0	1	0	1
ASSOWOP	15	1	6	11	6	5
ASSTWOP	16	1	3	4	15	1
ASSOWP	6	0	2	6	1	1
ASSTWP	5	1	2	3	3	2
TOTAL	44	3	13	25	25	10

VI. CONCLUSION

The three components for the improvement of quality of higher education are teaching, research and service which has to go hand in hand. Thus we need to focus on research activities in a much bigger way. There are many vacant teaching posts in different colleges which have not been filled up due to various reasons. This also hampers the study environment of higher education in general and research work in particular. If

adequate numbers of college teachers are posted in all the colleges this would improve the much needed research activity in almost all the colleges. Presently there are many teachers in different colleges who did not undergo research activities. Earlier, research work were not made mandatory by University Grants Commission (UGC) but now UGC have made it compulsory to undergo training in various research topics. This has created awareness amongst the college teachers and there is growing understanding among the teachers to encourage and give support to their colleagues to do research work and avail study leave to pursue Ph.D. There is no more jealousy among the faculty members even if their workload is going to increase to enable their co-teachers to take up their work on Research Publications. Most of the senior teachers did not have much experience or undergo research activity earlier. This was due to the fact that research work was not required for their promotion. Contrary to this the younger generations amongst college teachers are more interested and keen to take up research activity as they have realized its importance. If this trend continues in a positive manner there will be a lot of improvement in the research activity amongst the teachers. The study found that the main reasons for very few Research Publication among college teachers is that its importance is not realized to the maximum, there is no determination and will to do research work amongst college teachers. Teachers who have not done research work now slowly realized its importance. This would give them the much needed confidence and also would enhance their output as a teacher which will directly benefit the students and hence the society.

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