

**Social Background of Students and Quality of Higher Education:  
A Study of Colleges at Kakatpur Headquarter, Odisha**

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Under the supervision of  
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### **CERTIFICATE**

This is to certify that the M.Phil. dissertation titled “**Social Background of Students and Quality of Higher Education: A Study of Colleges at Kakatpur Headquarter, Odisha**” submitted by Rojalini Behera is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other University.

The dissertation submitted to **Babasaheb Bhimrao Ambedkar University, Lucknow**, satisfies all the requirement as stipulated in the Master of Philosophy (M.Phil.) Regulations-2015 and it is fit for submission and evaluation for the award of the degree of Master of Philosophy of the University.

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## **DECLARATION**

I, Rojalini Behera, declare that the work embodied in the Dissertation entitled “**Social Background of Students and Quality of Higher Education: A Study of Colleges at Kakatpur Headquarter, Odisha**” has been carried out by me, under the supervision of Professor K. Choudhary, Department of Sociology, Babasaheb Bhimrao Ambedkar University, Lucknow.

The work included in this dissertation has not been submitted for any other degree and unless otherwise stated, is all original. I have duly acknowledged all the sources used by me in the preparation of this dissertation.

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## **List of Abbreviations**

UNESCO:	United Nation Education and Social Cooperation
UGC:	University Grant Commission
NAAC:	National Assessment and Accreditation Council
AICTE:	All India Council for Technical Education
MCI:	Medical Council of India
ICAR:	Indian Council for Agriculture Research
NCTE:	National Council for Teacher Education
UN:	United Nation
OBC:	Other Backward Caste
SC:	Scheduled Caste
ST:	Scheduled Tribe
WSSD:	World Summit on Sustainable Development
R&D:	Research and Development
P.P.P:	Public Private Partnership
I CT:	Information Communication Technology
N S W:	NetranandaSahooWomens
N S:	NetranandaSahoo
N P E:	National Policy on Education
S D P:	Staff Development Programmes
B.A.:	Bachelor of Arts
B.Com.:	Bachelor of Commerce
B.Sc.:	Bachelor of Science
ASHA:	Accredited Social Health Activists
G.P.:	Gram Panchayat
SHB:	Statistical Hand Book
MT:	Mega Tonne
V.A.S:	Veterinary Assistant Surgeon
N.C.C:	National Cadet Corps
N.S.S:	National Service Scheme
IGNOU:	Indira Gandhi National Open University
SAMS:	Students Administrative Management System.

# Chapter-1

## Introduction

In this introductory chapter I have discussed briefly about the quality of higher education, higher education in Odisha, review of relevant literature, objectives and hypotheses of the study, its methodology and chapterisation.

UNESCO states that “Education is a human right for all human beings throughout life and that access must be matched by quality and sustained instruction to communicate a combination of knowledge and skill”. According to International Dictionary of Education, “Education is the total process of developing human ability and behaviour”. It is a social process in which one achieves social competence and individual growth, carried in a selected, controlled setting which can be institutionalized as a school or college” (cited in Montry 2014).

Education is viewed as the gateway to all round development of human beings and society. Elementary and secondary education fulfils the need of common man, but higher education takes humankind ahead in the competitive world, raises critical issues and facilitates critical knowledge about society, creates innovative ideas and helps in growth of nations.

According to Ronald Barnett there are four predominant concepts of higher education: (1) Higher Education as the production of qualified human resources. Higher Education is seen as a process in which the students are counted as “Products” absorbed in the labor market. Thus Higher Education becomes input to the growth and development of business and industry. (2) Higher Education as training for a research career: In this view, Higher Education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Here Quality is more about research publications and transmission of the academic rigor to do quality research. (3) Higher Education as the efficient management of teaching provision: Many strongly hold that teaching is the core of Educational Institutions. The tasks of Higher Education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching facilitating a higher completion rate among the students. (4) Higher Education as a matter of extending life chances: here higher education is viewed as an opportunity to

participate in the development process of the individual through a flexible continuing Education mode (See Montry 2014:1-2).

But it should also have welfare motive as it helps in improving quality of individual and group life in a decisive manner. In the present globalised and liberalized world, we need to improve productivity and adopt an innovative spirit. This requires a well trained work force, high level of productivity, optimal application of existing technology and innovation as a means to improve competitiveness and growth.

It is observed that India's higher education system is the third largest in the world. But the emphasis has largely been on quantitative expansion of the university system. Educational policies and implementations of policies are sometimes responsible for poor quality of Higher Education. In the competitive world quality of Higher Education needs to be improved. Quality of Higher Education raises the strength of a nation. Indian Universities and Colleges are not able to provide Quality Education to the students. They lag far behind the developed countries on different parameters of quality of higher education. Indian universities function under the overall guidance, supervision and regulation by the University Grant Commission (UGC), and when it comes to Quality assessment of Universities and Colleges is done by National Assessment and Accreditation Council (NAAC), an autonomous body established by the University Grants Commission of India to assess and accredit institutions of higher education in the country. Engineering Education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE). Medical Education is monitored and accredited by the Medical Council of India (MCI). Similarly, Agricultural Education and research is monitored by the Indian Council for Agriculture Research (ICAR). National Council for Teacher Education (NCTE) controls all the teacher training institutions in the country.

Further, it is held that one of the challenges of Indian higher education, is access of higher education to all. According to the Indian Constitution everyone is equal before law. According to United Nations (UN) International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, states that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". However, those goals are not fulfilled yet because of regional imbalances, many socio-cultural disparities and economic disadvantages, though the government has introduced

equity in policy level for inclusion of students from the disadvantaged and under privileged sections.

## **Quality Indicators of Higher Education**

There are various dimensions of quality in Higher Education, if an educational institution produces high quality human resources, it can be said that their quality of education is high. The indicators of quality in higher education includes Student-Teacher Ratio, availability of reading materials and teaching aids, Teachers, Books, Journals, other documents in Libraries, Infrastructure, Curriculum, access to Information Technology as well Quality Research, employability etc. Where quality is better in institutions excellence would come automatically. The notion of quality is closer to the concept of efficiency, performance and productivity. Ensuring quality in Higher Education is amongst the foremost challenge being faced in India today. Some of the important Indicators of quality in Higher Education are discussed below:

**Curriculum:** The better inputs can produce better outputs. Quality of curriculum improves student's excellence. For quality up-gradation, the curriculum should be made multidisciplinary and interdisciplinary for its relevance in the present society. Still many universities and colleges have traditional curriculum.

**Infrastructure:** According to the UGC, infrastructure indicators include Library, Computer Centre, Class Room, Health Centre, Sport Facilities, Hostel, Guest House, Teacher's Housing, Canteen, Common Rooms, Gymnasium, Auditorium and Seminar Hall. But still Indian Universities lag behind these basic infrastructures facilities.

**Academic indicators:** This includes Student-Teacher Ratio, number of permanent teachers or teachers with PhD degrees, books per student, students per computers, etc. But these are crises issues in many universities. Due to poor basic facilities and quality of teaching, student excellence is adversely affected.

**Industry Linkages:** Close linkages of higher education institutions with industries world facilitate better quality education and national development. But in India, there are insufficient levels of meaningful industry participation in aspects like curriculum development, research and faculty exchange programmes. Placement services in many universities are very limited resulting in a lack of co-ordination between employment seeking graduates and prospective employers who require suitably qualified candidates.

Management and Governance: The regulatory environment governing higher education in India has been debated quite a lot. In particular, the envisioned role of the private sector needs to be clearly defined, especially in wake of the need for more financial resources in higher education. It is noted that the higher education system suffers from an over-centralized structure and hence, needs proper decentralisation and guaranteeing meaningful autonomy to educational institutions.

Regulatory environment: It is observed that regulatory environment governing higher education in India is characterized by uncertainty and conflicts between multiple regulatory authorities. The role of the private sector in Higher Education is considered essential, particularly in the context of a lack of adequate financial resources for higher education. However, the Working Group on Higher Education in the 12th Five-Year Plan (2012-17), noted that regarding there is also lack of clarity on funding pattern, incentives, and regulatory oversight”.

According to NAAC, as of June 2010, “not even 25 percent of the total Higher Education institutions in the country were accredited. Among those accredited, only 30% of the Universities and 45% of the colleges were found to be of quality to be ranked at 'A' level.”

## **Growth of Higher Education in Odisha**

“No single Higher Educational Institution in the state of Odisha before 1868. The Higher Education had been started in Odisha in the year 1868, when the British government established the Ravenshaw College at Cuttack (it has become University since 2006), Department of Law was attached to Ravenshaw College in 1881. In between 1868 and 1936, five colleges were established including a training college in 1923. Basically from 1936 to 1947 the progress was noticed in the field of general education and law, with establish only 13 colleges. From 1947 to 1985, Odisha made rapid growth in the higher education. The establishment of Sambalpur University, the Berhampur University in 1967, the Odisha University of Agriculture and technology in 1962 and Sadasiva Sanskrit Viswavidyalaya in 1981. During that time, three Medical Colleges, Engineering College, Research Institutes in Physics and Life Sciences, and an Art College, Teacher-Training Colleges and Law Colleges were established. In 1966, there were 76 colleges. In 1979, there were 138 colleges- both government 38 and non-government 100 with 92000 students from those 75000 boys and 17000 girls and 4027 college teachers. From 1980 to

1982, the number of colleges increased to 223, with 1, 12,386 students and 5,922 teachers. In 1983, there were 306 general colleges and 91 professional colleges under the 3 university, increase the number of colleges to 397, with postgraduate in 53 colleges and M.Phil facilities in 42 colleges. In 1985, the Junior College level classes were bifurcated and the Intermediate Level Two-Year programme becomes affiliated to the council of Higher Secondary Education. The number of colleges after up graduation to degree classes was 405 in 1985 in Odisha (Dash, 1990, in Mate, 2013).”The administration of Higher Education was being done by the Directorate of education and the Department of Education, government of Odisha. The Universities were autonomous and were partly financed by the state government. The privately arise institutions were controlled by a different division in the directorate. The state institute of education was established to promote teacher education and the council of higher secondary education to look after +2 studies. The state of Odisha had been separated from got separate from the state of Bihar in 1936, the condition of state in chaos during 1947. The domination of British was barrier to the progress. The Princely States contributed in poverty, absence of organized efforts, seen in between 1936-47. In 1986 elevated the Parala Junior College to a Degree College and the Maharaja Library therein has attained the highest watermark as a dependable institution for research.

Post-Independence India the Higher Education in Odisha include Degree and Post-Graduation Education, and Higher Secondary and +2 Vocational Educations, and no Central University in the State, 14 State Universities, 2 Deemed Universities and 3 Private Universities. Total 20 Universities are existing in the state of Odisha, when the report of task force in Odisha, (the Department of Higher Education) recommended that each district must be having 1 University. The Odisha has 30 districts, so expansion and establish of new university should be increase. In 2015, there were 97 government colleges, 787 aided colleges, 643 Block Grant Colleges, 571 Non-Governmental (unaided) colleges 287 Self-financing colleges, 14 other colleges and 43 aided Sanskrit colleges in the state.

At the time of independence, there was only one university in the state which has increased to 20 including 3 new Private Universities. As well, the Centurion University of technology Management Parala Khemundi, Sri Sri University Cuttack. Government has agreed in principle to establish the Xavier University of Management and Amrita Viswaya Vidyapitha University and Odisha state Open University. Besides there are 12 more proposals for establishment of

University in Private sector, which are under consideration of state Government University in Private Sector, which are under consideration of State Government. The Accreditation Council NAAC has been recognized about 14% of colleges in Odisha.

**Table 1.1: Number of Colleges and University in Odisha**

<b>Institution</b>	<b>Type</b>	<b>Numbers</b>
Universities	Central university	1
	State university	14
	Deemed university	2
	Private university	3
	Total	20
Colleges	Govt. colleges	97
	Aided colleges	787
	Block grant colleges	643
	Non govt.(unaided colleges)	571
	Self financing colleges	287
	Other colleges	14
	Aided Sanskrit colleges	43
	Total	2,442

Source: For Colleges: Odisha Economic Survey, 2015-16 and for University: University Grant Commission (UGC), 2016.

The initiation of State Government is not only for Quantitative Expansion but also for Qualitative Improvement in Education. According to the Report of Task Force on Higher Education (2009), (source-department of higher education, govt. of Odisha) all degree colleges should adopt semester system and choice based credit programmers for the enhance quality of education and all vacant posts will be filled with permanent staff. Selected autonomous colleges may be made into branch campuses of university. Skills of teachers for enhancing teaching learning transaction, creating conducive academic environment, improving the learning, infrastructure, reforming examination system, need based revision of curriculum.

According to UGC 2009, the Odisha state higher education system is an average in rank. The key indicator of higher education is access, expansion, equity, inclusion, and lastly very important and essential indicator is quality. Quality is most important indicator of human development as well as socio-economic development of a region or nation. The first indicator for development of higher education, it is access, for achieve quality education. Access should be in all community

and the entire region. In a country people will live in a decisive manner, when people fulfil their basic need. A common man fulfils their basic need when he/she aware about outside environment. For aware about outside of environment a human being will get proper education. So higher education facilitate to all the human being to think critically and aware about society and themselves. It is possible when access of education facilitate to all.

**Table 1.2: Total Social Groups degree College Admission in Odisha (in %)**

Year	Gen/OBC	SC	ST	Total
2011-12	98.51	0.81	0.68	100
2012-13	91.43	4.57	4.01	100
2013-14	92.07	4.23	3.69	100
2014-15	92.10	4.29	3.61	100
2015-16	87.21	7.05	5.74	100

Source: Calculated from Directorate of Higher Education, Govt. of Odisha, Bhubaneswar.

Table 1.2 shows the access of social groups in Degree College Education from 2011 to 2016. In the year 2015-16 the total number of admission were 1,94,483. Out of this the percentage of GEN/OBC Category students got admission were 87.21 percent, but the percentage of SC and ST were very low that is 7 percent for SC and 6 percent for ST category respectively.

**Table 1.3 Percentage of College Admission in Odisha in their respective social groups**

	GEN/OBC			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	90.26	9.74	100	59.08	40.92	100	57.82	42.18	100
2012-13	45.20	54.80	100	56.58	43.42	100	56.55	43.45	100
2013-14	46.59	53.41	100	58.10	41.90	100	55.89	44.11	100
2014-15	46.68	53.32	100	55.43	44.57	100	54.26	45.74	100
2015-16	47.21	52.79	100	54.06	45.94	100	52.73	47.27	100

Source: Directorate of, Higher Education, Govt. of Odisha, Bhubaneswar, (collected in August, 2016)

As per gender distribution of general/OBC is concerned, in year 2015-16 Girls (53 %) admission was greater than boys (47%). But in case SC/ST the gender distribution in admission is opposite. The boys' admission in SC category in same year is 54% and ST category is 52%. Whereas, for girls it is 46% for SC and 47% for ST (Table 1.3).

Both the table 1.2 & 1.3 shows that SC/ST students got less admission than General/OBC students, because of their economic disadvantages, socially unprivileged, regional disparity in case of ST and gender disparity. So for development of unprivileged category, access of education can be achieved by erasing the disparity. Government should give emphasis on policy to maintain equity. Government should give priority to expand of universities and colleges to accept more enrolment and inclusion. In India, although equity can be achieved in public educational institution but implementation of policy is haphazard. In the educational sector many internal politics and corporate education institutions increased, which is directly excluding poor and unprivileged groups. To achieve quality of education government should promise access, expansion, equity, and inclusion. The inclusion is not only for students but also for teachers.

## **Review of Literature**

There exists a rich body of literature on Higher Education in general. Most of the studies on Higher Education have focused on quality and equity part of Higher Education. The literature on Higher Education has proliferated over the last few decades and with it a range of debates concerning the nature and directions of the Higher Education. However, studies on Education in general and Higher Education in particular have paid relatively less attention. In this section on literature review, I have sought to review the existing academic literature on Higher Education in India with particular attention to the Block of Kakatpur in the state of Odisha. Review of relevant literature is an indispensable part of any research study. It helps in understanding the area of research, identify the issues and conduct study in adapt to systematic and scientific way. So a brief review of relevant literature on the theme of this study is given

Kothari Commission (1964) held that expansion of higher education was badly needed and expansion will have to continue. But an overemphasis on this aspect leads to the neglect of the still more important aspect of quality. The commission also points out that it has become more important to concentrate on a few crucial programmes such as improvement of the quality of teachers which means that a quality teacher produces a quality student. It pointed out that in order to raise the quality all around and in all institutions, in the shortest time possible, it is essential to raise more resources which will help to develop centres of excellence and quality institutions. The commission also suggested that, among other things there is an urgent need to examine continually the relationship between cost and quality and to develop programmes which would

obtain the highest possible quality for a given level of input. The commission also stated that the destiny of India is being shaped in the classrooms. This is no mere rhetoric. In a world where science and technology is basis education, that determines the level of prosperity, welfare and security of the people of the world. On the quality and number of persons coming out of schools and colleges would depend our success in the great enterprise of national reconstruction. The commission observed that the quality of education depends upon: a) Quality of content and techniques of education, b) The quality of teachers, c) The quality of infrastructure and, d) The quality of students.

According to commission, the quality of education would depend on the content of education, and it should fulfil the standards of excellence. The pattern of courses, their curricula and syllabi should be well designed. The syllabi should lead the student to frontiers of knowledge in all fields. The commission also emphasises the fact that a quality teacher would produce a quality student. The teacher should not depend upon the classroom lecture method. He/she should make use of the latest technology and electronic media. Modern methods of teaching should be used. The commission further states that the student himself should become quality conscious. This is possible when he strives hard to gain new scholarship and exercise new pursuit of knowledge. The student should avoid superficial studies, irrelevant activities and undisciplined behaviour. In conclusion, the commission observes that lack of facilities will have an adverse effect on the quality of education.

R. P Bhatnagar (1994) held that there has been a quantitative growth of research in the field of Indian education. But there seems to be a negative co-relation between quantitative growth of educational research in India and its quality. He points out that “the support of the social order for quality improvement of research is also missing. Our social order has become limitlessly corrupt and lacks national purpose and social consciousness. In this situation it is impossible for the country to use educational research as an instrument of social or national development.”

M.S. Jeremiah (1998) notes that Indian universities get finance from state and central government also gets income through tuition fee, examination fees, and donation from student in private institutions. But university expenditure is very high towards salaries of teaching and non-teaching staff or the expenses incurred on libraries, laboratory equipments, furniture, and miscellaneous expenses on electricity, water charges, telephone, postage and payments of hostels dispensaries, sports, offices expenses and allied administrative expenses. There is a big difference between the availability of funds

and expenditure incurred in the educational institutions. Here he mentioned, “The problem of poor quality of education is chiefly associated with lack of finances in the higher educational institution. Higher education in India is apparently caught in the vicious circle to poverty of resources. Because the resources are poor the quality of higher education cannot be improved and because of its poor quality it faces resource crunch. Thus one can say that the finances have a direct effect on the quality of education”. So he suggests that government of India should be promoting private public partnership education and taking more tuition fees from those who are belonging to elite class.

Mukesh Chahal (2015) mentions the basic problems faced by higher education system in India. These include: (a) Low level of teaching quality, like lack of faculty, poor quality teaching, traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching. (b) Financing of higher education- Expenditure on education in common and on higher education in particular by the government is one of the parameters to judge the quality in education. (c) Indian university is more concentrated on theories rather than practical knowledge; there are largely traditional methods of teaching; most Professors still stick to those older methods of teaching like board and marker. They don't like to make use of audio-visual aids in teaching. Also they are not up to date with the information available and what global industry demands. (d) Privatization: Private providers, in the interest of maximizing profit, have every incentive to ‘minimize costs’ by compromising on the quality of education provided in their institutions. (e) Inadequate facilities and infrastructure- In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

J. S. Verma (2004) holds that for quality education there is needed effective governance which requires proper policies and their faithful implementation and government that is corruption-free, transparent and accountable. In his address to the “World Summit on Sustainable Development” (WSSD), 2002, he said that the changes of higher education system in India towards quality, “the most creative agents of change may well be partnerships—among governments, private businesses, non-profit organizations, scholars, and concerned citizens. Together, we will have to find our way toward a greater sense of mutual responsibility.” He also mentioned, on the human rights perspective, every individuals has right to dignity is in article 21 provided by constitution of India. In the proper manner one can gain dignity through achieved status. The guarantee of a life

with achieved knowledge or skill only through higher studies in that discipline. For getting proper knowledge or skill it should be needed enhances quality of higher education.

Francis Soundararaj (2004) opines that the development of global education may be seen as challenges in India but when it is success, it can make the outcome so fruitful. It would be doing balance between knowledge and utility. He also adds, quality is about context and need-specific. Rural institutions may require a set of skills which may not be indispensable for urban institutions. Similarly teaching may be considered more important in an undergraduate college and research may take precedence over teaching in a university. Quality in higher education is a holistic concept in respect of: (a) Quality assurance while maintaining values of self-assessment and self-governance in higher education, (b) the curricular structure will reflect the goals, (c) effective curricular tools to create the sustaining base of learner personalities in terms of their ethical, national (cultural) and global outlook which has a direct bearing on the careers the core subjects prepare them for.

National Policy on Education, NPE (1986) basically focuses on science and technology. The concept of policy has comparable quality as well as promise equity for all students, irrespective of caste, creed, location or sex. The policy looks both research and advanced study like global education and culture, moral value for connection with education and life. NPE provided support and steps for high quality of research in the universities, with proper forms of autonomous management. NPE support radical reconstruction of libraries all over the country. The availability of books at low prices is indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing. NPE suggests some steps for science and technology for cost-effectiveness and to promote excellence- (i) Improve library and computer facilities. (ii) Teachers will have multiple roles to perform: teaching, research, development of learning resource material, extension, and managing the institution. (iii) Staff Development Programmes (SDP) will be integrated at the State, and coordinated at Regional and National levels. (iv) The curricula of technical and management programmes will be targeted on, current as well as the projected needs of industry or user systems. Active interaction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy and other areas of mutual interest. (v) Excellence in

performance of institutions and individuals will be recognised and rewarded. The emergence of substandard and institutions will be checked. A climate conducive to excellence and innovation will be promoted with full involvement of the faculty. (vi) Selected institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability. (7) Networking systems will have to be established between technical education and industry, R&D organisations, programmes of rural and community development, and with other sectors of education with complementary characteristics.

According to Neeru Rathee & Chetna Jathol (2013), “The expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation).” Quality in higher education means the educational process is such that it ensures students achieve their goals and thereby satisfies the needs of the society and help in national development. They are mentioned that higher education has an important role in deciding the quality of human resources in a country. It provides people already in employment with skills to negotiate rapidly evolving career requirements.

Ritu Tripathi Chakravarty (2013) holds that Indian higher education institutions are highly hierarchical. It is seen that emphasis is more central university, IITs, IIMs which are in high ranks, and then state universities and followed by college education. College education records a pathetic condition. Many colleges have lack of basic requirements like Infrastructural facilities, electric power supply, and computerization. The efficiency of fund utilization is very poor due to internal rigidities. That’s why the salary and compensation for teaching staff is poor and therefore, colleges are unable to attract and retain qualified and trained teachers. Always higher education institution is heavily subsidized by the government up to 90per cent of the operating costs are paid for by the state. Unfortunately state is unable to pay sufficient resources due to poverty. She recommended that Indian education system gaining outside finances to met their expenditure.

Sudhanshu Neema (2012) suggests that public private partnership is the suitable way to getting quality education. But socio political structure of India would not allow for commercialization of education. The public-private partnerships in higher and technical education would bring benefits of saving resources and time, improve efficiency of the system, improve performance and

promote autonomy which will ensure high quality in higher education. He also identified four possible models of public-private partnerships to be made applicable in the higher education sector. These are: (i) Basic Infrastructure Model: it is decided by government and location of institution and would be provided by the private sector those who have philanthropic interests they can provide service. (ii) Outsourcing Model: borrow money from the market and proceed with setting up and operating the educational institution and then the government would pay on a per student basis. (iii) Hybrid Model: this model may involve innovation in curriculum design and teaching methods. (iv) Reverse Outsourcing Model: Under this model, the government would invest in infrastructure while the private sector would run the operation and management. Profit making should be unlawful for the government sector. But for private sector it may be considered. If they were operating independently, one can sale books, provide uniforms, provide canteen services, provide library, provide laundry services for students and can still make profit. In these processes finance condition may be improved. But main problem with public private partnerships is the fact the Comptroller and Auditor General of India is not allowed to inspect the accounts.

SohanVir Singh Chaudhary (2014) says quality in education at all the levels is being encouraged in the country because of the academic, social, political and economic advantages. The quality of education is not one time affair. It is a continuous process involving sustained efforts. Thus quality in education comprises quality of teachers, quality of learners, quality of courses, quality of planning and management, quality of infrastructure/resources and quality of teaching and evolution methods. There are main parameters of quality education: efficiency, equality, relevance and sustainability (Barrett, Lowe & Nikel (2005) in Chaudhary, 2014). He says any education system is an off shoot of the socio-economic needs of the people. He says quality of knowledge production will increases when students keep in interest t heir own way of motivation for learning and problem solving. Self-motivational strategies depend on various factors, such as their experience, maturity, need- achievement, usefulness of curriculum. The institutional policy is the most important for increases the quality of education. He also says the leadership has to create a culture of quality in education whereby teachers and students would perform optimally. Innovation in all the processes of designing, transacting, evaluating teaching and learning can ensure quality in education. The innovative teacher can make the teaching learning process more

joyful so that students can learn optimum without much stress. The applications of ICTs can increase access of students to quality education resources.

According to P.Ramalingam (2010), if we want improvement of the quality of education, a teacher should achieve the effective teaching that can be performed by several methods such as interactive lecture, demonstration, and discussions. So teacher training program like refresher courses are necessary for understanding and developing various skills in teaching and applying in higher education. Effective teaching is also matter of interrelations among teachers, pupils, administrative personnel, colleagues and the community influenced by inherent talent and as well as previous professional training. In an institution teachers must understand the process of teaching and learning so that ensure the quality of education in a country. Effective teaching skills are intertwined with various aspects that are dress cord for teachers, punctuality, teachers must be creative thinkers, teachers are problems solvers and trouble shooters, not problem makers, gender equality with students, create learning environment, and use ICT.

Shudhanshu Bhushan, (2009) talks about, promoting quality education through competition. He mentions three perspectives on competition to promote quality: (a) student consumerism based on free choice and user charge. There is students centered approach means that university system should be able to provide greater choice of curricula and courses to the students. (b) State funding to promote research and payment to scholars and scientists. Scholarly research takes place when researchers and assured of job security and a cooperative spirit and academic collegiality are developed. Quality research from a long term perspective is the key to quality in a knowledge economy. (c) State subsidizes education, and universities need to attract scholars of repute by offering attractive packages. Therefore India can stop brain drain and need to develop world Class University where reputed scholars from India and abroad can work together and generate knowledge. He also says for promotion of quality education, India should promote foreign universities in the partnership with public/private and ICT systems.

V T Patil (2010) observes that ICT learning settings encourage students to take responsibility for their own learning and effective interaction of students with content. Economic and social development in any country depends on good education of the citizens of a nation. Therefore it is necessary to find ways to make education of good quality, accessible and affordable to all, using the latest technology available. "It can restructure organizations, promote collaboration, increase

democratic participation of citizens, and improve the transparency and responsiveness of governmental agencies. it also improves the quality of education by facilitating learning by doing real time conversation, delayed time conversation, directed instruction, self learning, problem solving, information seeking and analysis, and critical thinking as well as the ability of communicate collaborate and learn.” The ICT based education can be expected to provide greater reliability, validity and efficiency of data collection and greater ease of analysis, evaluation and interpretation at any educational level. Through ICT those students were not able to participate in educational activities are now finding opportunities to do so.

Faruqui and Qureshi (1994) observe that Indian students are facing lot of problems due to their social background and geographical condition; those who are first generation learners face more problems. Higher education facilities have now come to be provided in remote areas also and there has been a significant increase in the number of first generation learners. But proliferation of universities and colleges has been haphazard and without thoughtful planning with the result that many of the universities and colleges lack essential infrastructure facilities. They suggest some measures for remedying the problems that have arisen owing to random growth of universities and colleges.

Jinusha Panigrahi (2015) holds that due to financial scarcity the interested students from the underprivileged social classes are deprived of accessing higher education. Basically they fail to access due to privatization and rising fee structure in institutions. Generally in terms of low parental income considered the barrier of accessing of Higher education. Now Higher education institutions are missing value and critical voice of the society. Among the university raise competition for prestige maximization (Bok, 2003 in panigrahi), among students for status called as status competition (marginson, 2004 in panigrahi). Under this competition the major objective of equity with an equitable distribution of resources is not fulfilled. In the job market professional courses is much higher than general courses, but many students is not able to pay for completion of courses and institution of their choice and excel in the job market. He also pointed, the students from rural areas, they need hostel accommodation, mess facilities, transport facilities for traveling regularly. But generally from low income families cannot afford it. So in the above review, it is found that Kothari commission (1964) looked at expansion of institution and development of student’s excellence through quality teachers. R.P Bhatnagar suggests that through proper planning and policy, Indian higher education system could achieve a balance of quality improvement and quantitative expansion. M.S. Jeremiah opines that Indian higher education

system suffers from lack of quality education because of finance crises. He recommends that education system can overcome crises through the public private partnership (PPP) and charging higher tuition fees from students coming from elite class. Mukesh Chahal mentioned basic problem of higher education system, like poor quality of teaching, lack of finances, outdated curriculum, and poor infrastructure. J.S Verma, holds that through proper implementation of educational policy, we can improve quality of education. Francis Soundararaj holds that global education can improve the quality of India's higher education. National Policy on Education has focused on improving the quality of infrastructure and academic indicator of excellence. Neeru Rathee & Chetna Jathol mentioned that quality of education is essential for national development. Ritu Tripathi Chakravarty opines that good infrastructure and finances are essential for quality education. Sudhanshu Neema suggests that public private partnership is the suitable tool for improving quality of higher education in India. Sohan Vir Singh Chaudhary has said that quality of teachers, students, and education content are important for development for quality education. P.Ramalingam emphasises on improving quality of teacher's. V.T. Patil holds that ICT is very essential and important factor to upgrade quality of higher education in current time. Faruqui and Qureshi mentioned that student and infrastructure of institution are the core elements of quality of education.

There are several studies pertaining to quality of Higher Education from the perspective of external agencies and researchers. But the proposed study focuses on examining the Quality of Education focusing on the views of students' teachers.

### **Objectives of the Study**

1. To examine the socio-economic background of college students at Kakatpur block headquarter in Odisha;
2. To know the quality of college education at Kakatpur in Odisha;
3. To make a comparative analysis of quality of education at the colleges located at Kakatpur in Odisha and
4. To find out the views of college students and teachers for enhancing quality of college education.

## **Hypotheses of the study**

1. The majority of college students come from the socially economically advantaged sections of society;
2. The quality of college education is overall average at Kakatpur block headquarter in Odisha;
3. The quality of higher education varies across colleges located at Kakatpur block headquarter in Odisha; and
4. Certain measures are required to enhance the quality of college education.

## **Methodology**

The research design of the study is descriptive. The strategy of research is mixed methods approach which combines both quantitative and qualitative methods. The study uses both secondary and primary sources of data. The secondary data include relevant books, journal articles and government reports. As for primary sources, data has been collected from the field.

The tools of data collection include questionnaire, interview guide and group discussion. Interview guide was used for collecting data from teachers and college management regarding quality of education. Questionnaire was used to obtain data from students about their socio-economic background and quality of education. Camera has been used in the field to capture the photos of infrastructure facilities and the voices of respondents.

**Universe of the study:** Considering the resource constraints and time availability, the colleges located at Kakatpur Block headquarters in Orissa are taken as the Universe of the study. Kakatpur Block is part of Puri district is the state of Odisha. It is a rural area. It is one of the tourist places in Odisha. Kakatpur is famous in Odisha for the River Prachi and Goddess Mangala.

Kakatpur Block headquarters has three colleges. These are: 1) Mangala Mahavidyalaya, which is a partially Government-aided co-education college and has graduation programs in arts, sciences, commerce streams, 2) Netrananda Shao Women's College, which is a block grant college for women only and has graduation programme in only arts, and 3) Sarala Residential Colleges, which is a private college and has only +2 sciences programmes. In the year 2016-17 Sarala Residential Colleges has introduced +3 B.Sc programme, hence there are only first year students.

The present study proposed to cover only graduation final (third) year students of the colleges at Kakatpur. But at Kakatpur only two colleges have students of all three years of graduation course. So, the study included Mangala Mahavidyalaya and Netrananda Shaoo Women's (NSW) College only. Mangala Mahavidyalaya has co-education (both for girls and boys) but Netrananda Shaoo Women's College is only for girls. The sample of study include graduation level third year students in the streams of arts in NSW College, and arts, science, and commerce streams from the Mangala Mahavidyalaya.

**Map-1: Location of Kakatpur in District Puri, Odisha**



Source: Google map.com

The study examines quality of education in terms of major quality indicators: (a) infrastructure facilities like building, classroom, library, labs and sports facilities, (b) student-teacher ratio, (c) curriculum, (d) use of information and communication technology used in teaching, (e) examination results, and (f) quality of teachers. For knowing about the quality of education, the views of students and teachers are obtained.

**Sample of the study:** For this study I have taken two colleges, Mangala College and Netrananda Sahoo Women's (NSW) College at Kakatpur. Total students to whom questionnaire was distributed= 250 (Mangala college=170 and N.S.Womens college=80) and Returned-209 only. Out of 209, 157 returned from Mangala co-ed college (all streams e.g. arts, science and commerce) and 52 returned from N.S. Women's college (has only arts stream). I have taken a sample of total 209 students out of that 53 are male and 156 are female. I provided 30 interview guide to the teachers in both colleges (Mangala College=23 and N.S.Womens College=7), but

only 15 were returned, Out of 15, 11 returned from Mangala college and 4 returned from NSW college. 15 teachers and few management staff are also included for collecting data from both colleges.

In Mangala College, I have taken a sample of total 157 students, out of that 91 students are from B.A., 46 from B.Sc. and 20 students from B.Com. All are third year students. When in B.A. courses 843 students are enrolled, 424 in B.Sc, and 391 are enrolled in B.Com courses in Mangala College. So the sample of B.A. students is 11%, in B.Sc. 11% and for B.Com. 5% of the students. For the present study the sample size chose according to students attendances of their classes. In case of teachers sample I have taken 11 teachers, which include one college principal and 10 lecturers.

In case of NSW College the sample consists of 52 students; all are B.A students, 16 students from 3<sup>rd</sup> year and 36 students from 2<sup>nd</sup> year students. Here i had to take also 2<sup>nd</sup> year students because in that college B.A third year class was not held regularly. Here also I was choosing students according to their attendance. B.A. final year 149 numbers of students are enrolled, and the sample proportion is 11% and in second year 154 number of students are enrolled but 23% is sample size. The total 17% of students sample is collected from NSW College. Whereas total 4 teachers are taken from NSW College comprising one principal and three lecturers.

**Tools of Data Collection:** The study tool of data collection includes questionnaire, check list and interview guide. The researcher gathered students and divided into three groups for group discussion. The group discussion with students was conducted on quality of their college education and their suggestion about improving it using a check list. The questionnaire for the students of colleges was designed to get information about: a) socio-economic background of students, b) status of quality education in their course, and c) suggestion for improving quality of education in college.

The questionnaires comprised three sections. Section 'A' included questions regarding students gender, religion, caste, family in urban rural, educational status of father and mother, main occupation of father and mother, family type, family income , class, type of house, family and personal assets. Section 'B' of the questionnaire included covered questions pertaining quality of teacher, teaching, syllabus, lab and library facilities, internet and Wi-Fi in colleges, class room and colleges building and extracurricular facilities. Section 'C' is included questions regarding

their suggestion about improving quality of education in their college. The questionnaire's multiple choice responses were close ended in but open ended in section 'C'.

Questionnaire for teachers included questions on their: a) educational qualification, publication and seminar publication, b) status of quality of education in their college, and c) suggestion for improving quality. It comprised three sections. Section 'A' included questions on teacher's designation, highest qualification, nature of job, teaching experience, published book or research paper, presented paper and teaching lord. Section 'B' included questions on their opinion about quality of education in their college. Section 'C' comprised questions regarding their suggestions for improving quality of education in their college. The questionnaire's multiple type responses were close ended in sections 'A' and 'B', but open ended is section 'C'.

The interview guide prepared for the college administration, about type of college management, number of teachers, nature of appointment, courses and students problems of quality of education in college and kind of support it needed for improving the quality of graduation courses.

The data for the study was collected during June to August 2016 from both colleges at Kakatpur. It was monsoon time heave rain and hence the communication was affected which created problem in data collection. In spite of that the proper data collection was completed properly.

**Chapterisation:** The study is divided into five chapters. In the introductory chapter 1 have discussed briefly the quality of higher education, higher education in Odisha, review of literature, objectives, and hypotheses of the study and methodology. Chapter 2 gives an analysis of the socio-economic profile of Kakatpur block and of the college students who formed part of the sample of study. Quality of education in the two colleges located at Kakatpur is discussed in chapter 3. Chapter 4 includes suggestions for improving the quality of education at those colleges. Finally chapter 5 briefs discuss the conclusion of the study about socio-economic background of students and quality of education at their colleges.

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## **Chapter-2**

# **Socio-Economic Profile of Kakatpur Block and Students**

Socio-economic background of people is very important for knowing their societal status. Indian society is divided into various caste, class, religions etc. Socio-economic status of people differs from one group to other. Some are privileged and others are unprivileged. The hierarchical social order also reflects in education as a social institution.

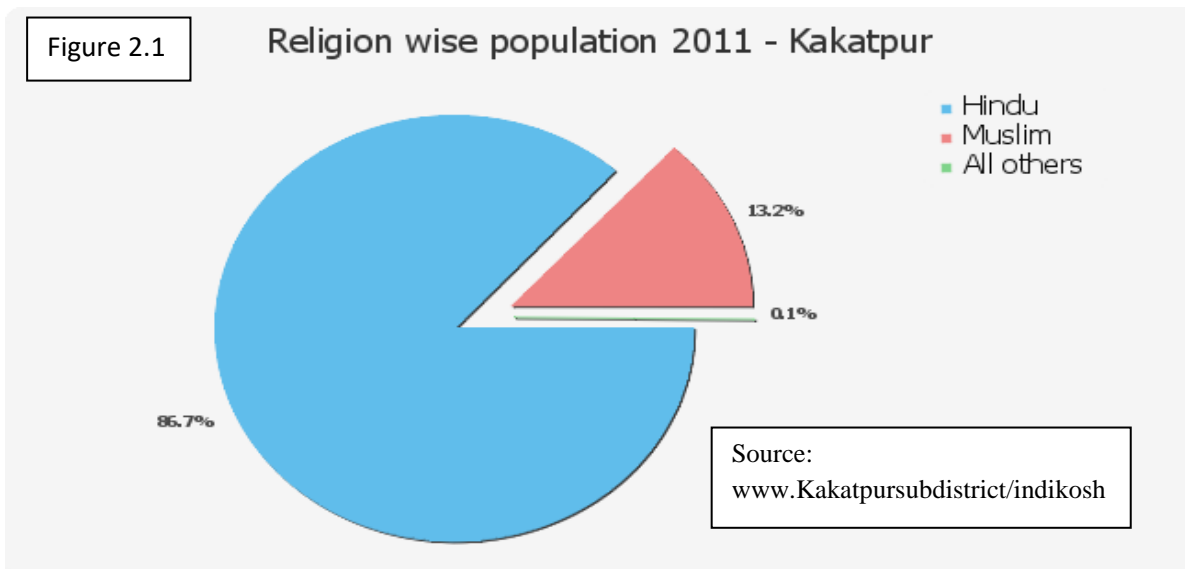
The chapter is divided into two sections. Section one provides socio-economic profile of Kakatpur block, which covers aspects like demography, economy, education, health, transport and communication. Section two describes the socio-economic background of students at Kakatpur colleges.

### **I. Socio-Economic Profile of Kakatpur Block**

Kakatpur is situated in a District called Puri, a rural part of Odisha. It is one among the 11 blocks of Puri district. Its geographical situation is 20° 1' 0" north, 86° 12' 0" east (source-Google map). The location of Kakatpur Block is eastward of within Puri district. It is bounded by the Balikuda and Naugan Block of Jagatsingpur district, from north side. Niali Block from North-West side, Gop Block from West, Konark Block from South-West, and Astarang Block from east of within Puri district. The Bay of Bengal is touching from South. The distance of Kakatpur is 70 kilometres from Bhubaneswar state head quarter and 57 kilometres from District head quarter.

The total geographical area of this block is 168.43 sq. kilometres and total 107406 populations (Census 2011). Out of this, 54751 are males and 52655 females. On the other hand out of the total population, 51% is male and 49% is female. Among them 78.4% of the total population are coming from general caste and 21.47% are from schedule caste and schedule tribes are (0.13%) negligible. This block has 10830 children in the age bracket of 0-6 years. Among them 5696 are boys and 5134 are girls (Census 2011). Children under 6 years population of Kakatpur is 10% of total population, among them 53% are boys and 47% are girls (<http://indikosh.com>).

Hindus contribute 87% of the total population and are the largest religious community in the Kakatpur followed by Muslims which contribute 13% of the total population. Female Sex ratio per 1000 male in Hindus are 963 in Muslims are 976.



Population of the Block especially have negative growth. The decreased of population in this Block is 36% in last 10 years. In 2001 census total Population here were about 1.6 lakh. Female and Male population growth rate of the Block is negative which is 36.2% female and 35.7% Male. The Other Caste population have decreased by 33.6%, Schedule Caste 43.8% and Schedule Tribe Population have decreased by 7.2%. The Child Population have decreased by 48.8% in the Block since last census (see [indikosh.com](http://indikosh.com)).

As of 2011 census, there are 965 Females per 1000 Male in the Block Sex ratio in General Caste is 957, in Schedule Caste is 994 and in Schedule Tribe is 919. There are 900 girls under 6 years of age per 1000 boys of the same age in the. Block overall sex ratio have decreased by 7 Females per 1000 Male during the years from 2001 to 2011. Child Sex Ratio here has decreased by 32 girls per 1000 boys during the same time (see [indikosh.com](http://indikosh.com)).

The Density of population of the Block is 455 per square. Kilometers as per 2001 census. It have 114 villages (including 11 un-inhabited villages) covering 14 number of G.P (see statistical hand book, 2011, Puri). It has 22441 numbers of households and an average 4 persons live in every family as per 2011 census.

The total numbers of working people in Kakatpur Block are 39093 whereas 68313 are unemployed. Out of 39093 employed people 9580 persons are completely dependent on farming. During the year 2010-11 the net area have sown with 10151 hectares against 16344 hectares of the Block. The consumption of fertilizers is about 1,161 thousand Metric Tons (MT) with a breakage of 0.592 MT thousand nitrogenous, 0.306 thousand MT phosphates and 0.263 thousand MT potassium and the consumption of fertilizers per hectares is about 70 KG (see statistical hand book, 2011, Puri, p-28).

Kakatpur Block has 15 numbers of primary agricultural credit co-operative societies with 23714 number of membership. In this Block Rs. 713.07 lakhs are working capital, and Rs. 670.31 Lakhs are advance loans. Out of this loan Rs. 20.14 lakhs are registered overdue whereas Rs. 670.31 lakhs are outstanding (see statistical hand book, 2011, Puri, p-30).

In year 2010-11, the total number of Irrigated Land was 8465 hectares during Kharif season. Out of that, 6036 hectares were under major Irrigation Projects, 1908 in minor Irrigation Project and 521 under other sources of Irrigation. Where as in Rabi season the total number of Irrigated Land was 1963 hectares. Out of that 1554 hectares were in minor Irrigation Project, 409 hectares in other sources of irrigation (see statistical hand book, 2011, Puri, p-26).

The total production of fish in Kakatpur is 618.15 Metric Tons (MT). Out of that 595.15 MT were from fresh water and 23.00MT in Brackish water (see statistical hand book, 2011, Puri,p-34).

In Kakatpur, there is only one dispensary, 15 livestock aid Centres, 13 Artificial Insemination Centres. In these Veterinary Institutions there were one V.A.S and one additional V.A.S, and 6 livestock inspectors in the year 2011(see statistical hand book, 2011, Puri, p-37).

In Kakatpur Block have one sub Post Office, and 7 Branch Post Offices. There are 903 fixed Land Line Telecommunication Services in Kakatpur and 105 PCOs, and 119 Broad Band connections (see statistical hand book, 2011, Puri, p-38).

Kakatpur is one of the tourist spots of the Puri district. The situation of Goddess Maa Mangala Temple of Kakatpur is in 60 kilometres away from the State Headquarters, and 57 Kilometres from district headquarters(see statistical hand book, 2011, Puri, p-57). Devi Mangala is playing very important role for Odisha's Jaggarnath Culture. The Important of Mangala temple for

Jaggarnath culture has been felt during the procurement of lod for the car festival and in *Nabakalebar*<sup>1</sup> in Jaggarnath culture of Puri. In this process the head of the priest (*Bada Panda*) of the Jaggarnath Temple comes to Mangala temple before one month for divine guidance.

The medical facilities were provided by the different agencies like Allopathic, Homeopathic and Ayurvedic. We can find one Allopathic community Health Centre, 4 Primary Health Centre, 18 sub Centres, 5 doctors, 6 staff nurses, 111 *Accredited Social Health Activists* (ASHA) worker and the 12 hospital Beds. In Homeopathic health facilities, we can find one dispensary, and only one doctor. Whereas there are three Ayurveda dispensaries and the number of available doctors are three (see statistical hand book, 2011, Puri, p-71).

### **Educational Scenario**

Table 2.1 provides brief educational details about the Kakatpur block. As per 2011 census data in table is the Kakatpur Block, there were 180 Primary and Upper Primary Schools, in these schools total 783 teachers, out of that 431 were Male and 352 were Female Teachers. The numbers of teachers are four per schools. As middle schools are concerned there are 52 schools in 2011 where the total teachers are 129. Out of that 61 teachers are Male and 68 are Female. The average of teachers is 2 per schools. As secondary schools are concerned the number of schools are 23 and 166 teachers are available, out of these teachers 138 were Male and 28 are Female Teachers. The average number of teachers per secondary schools is Seven.

The College Education in this Block is only limited to General Education. The total numbers of colleges are three in this Block<sup>2</sup> where the total number of teachers are 88 and out of these 63 were male, and 25 were female teachers. So the average numbers of teachers are 29 per college. In Kakatpur Block, there were total number of students enrolled in Primary and Upper Primary schools are 16068. Out of that 8305 are boys, and 7763 are girls. As the social groups are concerned, numbers of Scheduled Caste (SC) students are 3938 and Scheduled Tribe (ST) students are 12 out of total numbers of students. The total numbers of SC/ST students is 3950 in Primary and Upper Primary School.

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<sup>1</sup>In Jagarnath Culture, Nabakalebar is a festival, always celebrated when two *Ashadha* months comes in a year.

<sup>2</sup>Now a new college have established in this block that have found during my field work which is not included in statistical hand book.

**Table 2.1: Number of schools/colleges, teachers and category-wise enrolled students and student teacher ratio in Kakatpur Block**

School/colleges		Primary & Upper Primary School	Middle school	Secondary school	Colleges (Gen. Education)
Number of Schools/ Colleges		180	52	23	3
Teachers	Male	431	61	138	63
	Female	352	68	28	25
	Total	783	129	166	88
Teachers per School/Colleges		4	2	7	29
Student-Teacher Ratio		21	39	30	24
Number of students	Boys	8305	2190	2498	958
	Girls	7763	2786	2469	1120
	Total	16068	4976	4967	2078
	S.C	3938	912	1075	202
	S.T	12	3	1	3
	Total SC/ST	3950	915	1076	205

Source: District Statistical Hand Book, 2011, Puri (pages 59-66).

The Student-Teacher Ratios are 21 in Primary and Upper Primary Schools. Whereas, the total numbers of students enrolled in middle schools are 4976, out of that 2190 were Boys and 2786 were Girls Students. As social groups students are concerned, the number SC students and ST students are 912 and 3 respectively. The total numbers of SC/ST students are 915 in Middle School. The enrolment students and teacher ratio in middle schools are 39. In Secondary Schools the total numbers of students are 4967 and out of this 2498 are Boys, and 2469 are Girls. As Secondary School is concerned, the total numbers of SC/ST students are 1076, out of this SCs are 1075 and whereas the ST student is only one. The student- teacher ratio is registered 30 in Secondary Schools. The total numbers of students in colleges are 2078. Out of total college students the boys are less enrolled than girls which are 958 and 1120 respectively. As social groups are concerned, the total numbers of enrolment of SC/ST students are 205, out of SCs are 202 and ST students are 3. In colleges the students- teacher ratio are 24.

Students are more enrolled in Primary and Upper Primary school then Middle School, then secondary school, and then college. When one third dropout rate is in Primary school to Middle School in the total number of students, but in SC/ST students one fourth were dropout rate. In the Secondary School to College education the dropout rate is half of the students.

The Literacy Rate in Kakatpur Block is 75% among the total number of (107406) populations. Out of this the Male Literacy rate is 81% whereas as Female Literacy Rate is 69%. The dark part of illiteracy rate of Kakatpur block is 25%. Out of this total illiteracy, Male illiteracy rate is 18% and the females the illiteracy rate is 30 % ( <http://www.wikivillage.in>).

## **Colleges at Kakatpur**

There are two colleges at Kakatpur which is Block Headquarters of Kakatpur block that have taken for present study. These colleges include: 1) Mangala College and 2) Netrananda Sahoo Womens College.

**Mangala College** was established on 14<sup>th</sup> September 1978 at Kakatpur, Puri on the banks of the holy River Prachi. The college has been named after Goddess Mangala, the presiding deity of the locality and the heartthrob of devotees, tourists and spiritual seekers from across the country. This Co-Educational Institution imparts higher education in Arts, Science, commerce and Vocational Streams both at +2 and +3 level. The College offers honours teaching facilities in 13 subjects, self-financing programs in computer science and other U.G.C. sponsored Diploma and Certificate courses. Presently both +2 and +3 is run by a single administration. The College comes under 12 B and 2(f) of the U.G.C. norms and have opened IGNOU Study Center on its premises to impart Graduate and Post-Graduate programs in different subjects. The College have a library with reading rooms, computer Labs, SAMS Lab and a sprawling campus with playground, ladies hostel, boys' hostel, canteen, garden and drinking water facilities (<http://hindshiksha.com>).

**Netrananda Sahoo Womens College** was established in the year 1986 as Netrananda Sahoo(Junior) Women's College, by the Govt. in the Dept. of Higher Education and Affiliated to CHSE, Odisha. It is a disciplined college in rural area which has been functioning to achieve meticulously its goal. The college has streams like Arts 256 and Science 64 students' strength. In 1993 this college was affiliated to Utkal University Bhubaneswar, for the introducing Graduation Program in the arts stream (<http://college.eodisha.com>). Now this college is running different administration for intermediate and Graduation Courses. The name of college as Netrananda Sahoo (Junior) Women's College for Intermediate and as Netrananda Sahoo Women's Degree College for Graduation. Now NSW Degree College is affiliated with Rama Devi Women's Digital University, Bhubaneswar. It is separated from Intermediate in the year 2007 but it is

implemented on the dated 13.Aug.2015 according to college Principal **Sarojini Parida**. Now in Odisha every Woman’s Degree College comes under Rama Devi women’s Digital University. Now 3<sup>rd</sup> year students have given exam under the affiliation of Utkal University, because these students enrolled in Utkal University before separation of college. This college have 5 honors’ Department like Political Sciences, Education, Sanskrit, History, and Odiya.

## II. Socio-Economic Profile of Students at Kakatpur Colleges

Jinusha Panigrahi, observes that “due to financial scarcity the interested students from the underprivileged social classes are deprived of accessing higher education.” In fact Socio-Economic Background of students plays a very important role in pursuing higher education. So keeping in this view Socio-Economic Background of students of both colleges at Kakatpur is examined here. For this study, sample taken from Mangala College is total 157 students and from NSW College total 52 students (see Table 2.2). The total student respondents are 209. The ratio of students 75.1% from Mangala College and 24.9% from NSW College. In Mangala College taken respondents from all three streams i.e. B.A 58% students, B.Sc 29% students and 13% students from Commerce Department, out of total 157 students. In NSW College which have only arts stream students were 52 takes. Table 2 shows that in the total sample large majority of students (68.4%) belong to B.A. course, followed by 22% to B.Sc. course and a small number (9.6%) to B.Com. course. Further it is also clear that three fourth (75.1%) total students are from Mangala College.

**Table 2.2: The details of colleges’ wise student’s respondent with streams**

Name of Colleges	Course-wise students			
	B.A	B.Sc	B.Com	Total
Mangala College	91 (58)	46 (29)	20 (13)	157(75.1)
NSW College	52 (100)	-	-	52 (24.9)
<b>Total</b>	<b>143 (68.4)</b>	<b>46 (22.0)</b>	<b>20 (9.6)</b>	<b>209 (100.0)</b>

**Note:** Figures in parentheses indicate row percentages.

In Table 2.3 the total male students have 25.4% and 74.6% have female students, from the total 209 respondents. From Mangala College 157 have total respondents, out of those male students

33.7% and female students that are 66.3%. In the second NSW college total students respondents were 100%, all are female students.

**Table 2.3: Gender-wise distribution of students in both colleges**

<b>Gender</b>	<b>Mangala College</b>	<b>NSW College</b>	<b>Total</b>
Male	53 (33.7)	-	53 (25.4)
Female	104 (66.3)	52 (100)	156 (74.6)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Table 2.4 the total respondents' age group is 17 to 22 years. These age groups are divided by in two category. First one is 17-19 years and Second one is 20-22 years category of age groups. From the 17-19 years age groups Male respondents are (26.9%) and Female respondents are (56.7%) from both colleges. Total Male Respondents are from the 17-19 years age groups (49.3%). From the second age group 20-22 years the Male Respondents are 73.1% and the Female Respondents are 43.3% out of 50.7% of total Respondents. The total Male students are 52, out of that 26.9% from 17-19 years age group and 73.1% from 20-22 years age groups. The total numbers of Female students are 157; out of that 56.7% from 17-19 years age group and 43.3% are from 20-22 years age group. Total 209 respondents are including both Male and Female students, out of that 49.3 % are 17-19 years age group both male and female, and 50.7% are 20-22 years age group both male and female students.

**Table 2.4: Gender and Age- wise Distribution of Students**

<b>Age(year)</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
17-19	14 (26.9)	89 (56.7)	103 (49.3)
20-22	38 (73.1)	68 (43.3)	106 (50.7)
<b>Total</b>	<b>52 (100.0)</b>	<b>157(100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

Table 2.5 indicates that over wellbeing majority of students are Hindu in both colleges (95.7% Hindu is Mangala college and 98.1% Hindu is N.S.Women's college). Only 3% of total students are Muslim and just 1% Christian.

**Table 2.5: Religion-wise distribution of students in both colleges**

<b>Name of colleges</b>	<b>Hindu</b>	<b>Muslim</b>	<b>Christian</b>	<b>Total</b>
Mangala College	150 (95.7)	5 (3.1)	2 (1.2)	157 (100.0)
NS Women's College	51 (98.1)	1 (1.9)	-	52 (100.0)
<b>Total</b>	<b>201 (96.0)</b>	<b>6 (3.0)</b>	<b>2 (1.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate row percentages.

Table 2.6 have described caste category of respondents in both colleges. In Mangala College and as well as NSW college, majority of students are coming from OBC category of caste (55.4% in Mangala College and 53.8% in NSW College). Then second large category of students is coming from General category (31.2% in Mangala college and 34.6% in NSW College). Followed by SC (12.7%) in Mangala college and (13.5%) in NSW college, ST (0.6%) in Mangala college and there is no ST student in NSW College. The total highest proportion of categories is 55.0% OBC, 32.1% is General, 12.9% is SC and 0.5% is from ST in both colleges.

**Table 2.6: Caste Category-wise Distribution of Students in both Colleges**

<b>category</b>	<b>Mangala College</b>	<b>NSW College</b>	<b>Total</b>
General	49 (31.2)	18 (34.6)	67 (32.1)
OBC	87 (55.4)	28 (53.8)	115 (55.0)
SC	20 (12.7)	7 (13.5)	27 (12.9)
ST	1 (0.6)	0	1 (0.5)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Table 2.7 both colleges are rural colleges, which are established for full fill the rural value. So over wellbeing majority of students come from rural area. In Mangala College, only 3.1% students come from urban area out of total 157 students and in the same time and no single student from urban area in NSW College out of total 52 students.

**Table 2.7: Rural-Urban Distribution of Students**

<b>College</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
Mangala College	152 (96.9)	5 (3.1)	157 (100.0)
NSW College	52 (100.0)	-	52 (100.0)
<b>Total</b>	<b>204 (97.6)</b>	<b>5 (2.4)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate row percentage.

**Table 2.8: District wise Distribution of Students in both Colleges**

<b>District</b>	<b>Mangala college</b>	<b>NSW College</b>	<b>Total</b>
Puri dist.	145 (92.4)	51 (98.0)	196 (93.8)
Other districts	12 (7.6)	1(2.0)	13 (6.2)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

Table 2.8 shows that over wellbeing majority of students (93.8%) in both colleges in their domicile district from Puri (Kakatpur area situated in Puri district). Out that In Mangala College have 92.4% and NSW College have 98.0% of Puri districts and only 6.2% students from other district of Odisha. Out of that 7.6% from Mangala college and 2.0% of students have from NSW College.

**Table 2.9: Distribution of Students as per Father's Education**

<b>Father's Qualification</b>	<b>Mangala College</b>	<b>NSW College</b>	<b>Total</b>
Uneducated	14 (8.9)	2 (3.8)	16 (7.7)
Primary	38 (24.2)	20 (38.5)	58 (27.8)
Secondary	61 (38.9)	15 (28.8)	76 (36.4)
Intermediate	18 (11.5)	6 (11.5)	24 (11.5)
Graduation	23 (14.6)	7 (13.5)	30 (14.4)
Post-graduation	3 (1.9)	2 (3.8)	5 (2.4)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Table 2.9 give information about student's father education. Table shows that highest proportion of students father have secondary education (38.9%) in case of Mangala College followed by those having primary education (24.2%), graduation (14.6%), intermediate (11.5%),

uneducated (8.9%) and lowest proportion of students father have post graduation (1.9%). In case of NSW college highest proportion of student's father have primary education (38.5%), followed by those having secondary (28.8%), graduation (13.5%), intermediate (11.5%) and lowest proportion of students' fathers having post graduation and uneducated (3.8%). From the both colleges highest proportion of students fathers having secondary education (36.4%) followed by primary education (27.8%), having graduation (14.4%), intermediate (11.5%), uneducated (7.7%) and lowest proportion of students fathers having post graduation degree (2.4%).

**Table 2.10: Distribution of students as per mother's education**

<b>Mother's education</b>	<b>Mangala college</b>	<b>NSW College</b>	<b>Total</b>
Uneducated	16 (10.2)	10 (19.2)	26 (12.4)
Primary	51 (32.5)	18 (34.6)	69 (33.0)
Secondary	65 (41.4)	21 (40.4)	86 (41.1)
Intermediate	9 (5.7)	0 (0.0)	9 (4.3)
Graduation	16 (10.2)	3 (5.8)	19 (9.1)
<b>Total</b>	<b>157 (100)</b>	<b>52 (100)</b>	<b>209 (100)</b>

Note: Figures in parentheses indicate column percentage.

Table 2.10 indicate that highest proportion of student's mothers have secondary education (41.1%) in the both colleges. It is also highest in Mangala College (41.4%) and NSW College (40.4%). Followed by mothers having primary education (33.0%) in both colleges (32.5% in Mangala college, and 34.6% in NSW College), uneducated 12.4% in both colleges (10.2% in Mangala college and 19.2% in NSW College). Mothers having graduation degree (10.2%) in Mangala College, then in NSW College it is lowest proportion of mothers' education (5.8%). In both colleges 9.1% of mothers have graduation education. In the both colleges lowest proportion of intermediate education of mothers have (4.3%) and with Mangala college (5.7%).

Table 2.11 reflects that in Mangala College large majority of student's fathers' occupation are agriculture (47.8%). Followed by doing business (28%), doing service/job (15.3%), and depending others occupation like; Rajmistri (doing building construction work), fishing, and few fathers are priest also (5.1%).lowest proportion of fathers are depending on labour work (3.8%), In case of NSW College highest proportion of students fathers are also doing agriculture(40.4%),followed by doing business(32.4%), doing service/job(13.5%), are doing

labour work(7.7%), and lowest proportion of fathers (5.8%) are depending upon others work like their ascribed occupation. In the both colleges highest proportion of fathers are depending upon agriculture (45.9%), followed by Business (29.2%), Service/job (14.8%), and others are (5.3%), and lowest proportion of fathers are depending upon labour work (4.8%).

**Table 2.11: Distribution of Students as per Father's Main Occupation**

<b>Father's main Occupation</b>	<b>Mangala college</b>	<b>NSW College</b>	<b>Total</b>
Agriculture	75 (47.8)	21 (40.4)	96 (45.9)
Business	44 (28.0)	17 (32.7)	61 (29.2)
Service/job	24 (15.3)	7 (13.5)	31 (14.8)
Labour	6 (3.8)	4 (7.7)	10 (4.8)
Others	8 (5.1)	3 (5.8)	11 (5.3)
<b>Total</b>	<b>157 (100)</b>	<b>52 (100)</b>	<b>209 (100)</b>

Note: Figures in parentheses indicate column percentage.

According to the table 2.12, mother of all students is case of NSW College are house wife and the figure is 92.4% is case of Mangala College. Followed by very few mothers' main occupation is service/job (5.1%), agriculture and house wife (1.3%), and lowest proportion of mothers is doing both agriculture and business with house wife (.6%). In the both colleges highest proportion of students mothers main occupation is house wife (94.3%), followed by very negligible service/job (3.8%), agriculture and house wife (1.0%), and lowest proportion of mothers main occupation is agriculture, business and house wife (0.5%).

**Table 2.12: Distribution of students as per basic of mother's main occupation**

<b>Mother's Occupation</b>	<b>Mangala college</b>	<b>NSW college</b>	<b>Total</b>
Agriculture	1 (0.6)	-	1 (0.5)
Service/job	8 (5.1)	-	8 (3.8)
House wife	145 (92.4)	52 (100)	197 (94.3)
Agriculture and House wife	2 (1.3)	-	2 (1.0)
Business and House wife	1 (0.6)	-	1 (0.5)
<b>Total</b>	<b>157 (100)</b>	<b>52 (100)</b>	<b>209 (100)</b>

Note: Figures in parentheses indicate column percentage.

Table 2.13 indicates that in Mangala College over half of (54.1%) students are coming from nuclear family, and little less than half (45.9%) students are coming from joint family. In NSW College two third (69.2%) students are coming from nuclear family, and 16 one third (30.8%) students are coming from joint family. In both colleges total over half (57.9%) students are coming from nuclear and little less than half (42.1%) are coming from joint family.

**Table 2.13: Distribution of Students as per Type of Family**

Type of family	Mangala College	NSW College	Total
Nuclear	85 (54.1)	36 (69.2)	121 (57.9)
Joint	72 (45.9)	16 (30.8)	88 (42.1)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: figures in parentheses indicate column percentage.

As per the table 2.14 Highest Proportions of Students are living 3 to 5 members of family (63.7%) in Mangala College, followed by 5 to 10 members of family (15.9%), more than 10 members of family (14.6%) , lowest proportion of students family less than 3 (5.7%). In case of NSW college highest proportions of students are living 3 to 5 members of family (78.8%) followed by more than 10 members of family (17.3%), and lowest proportion of students are coming from 5 to 10 members of family (3.8%). In the both colleges highest proportion of students are coming from 3 to 5 members (67.5%), followed by more than 10 members of family (15.3%), 5 to 10 members (12.9%) and the last and lowest proportion of students are coming from less than 3 numbers of family members (4.3%).

**Table 2.14: Distribution of students as per total number of Family members**

Total number of family members	Mangala College	NSW College	Total
Less than 3	9 (5.7)	0	9 (4.3)
3 to 5 members	100 (63.7)	41 (78.8)	141 (67.5)
5 to 10	25 (15.9)	2 (3.8)	27 (12.9)
More than 10	23 (14.6)	9 (17.3)	32 (15.3)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

According to Table 2.15 Highest Proportion and little less than half of (45.2%) students' family annual income are 25,000 to 50,000 in Mangala College followed by students are coming from 10,000 to 25,000 annual incomes (19.7%), students family annual income are 10,000, and 50,000 to 1,00,000(15.9%), students family income are 1,00,000-5,00,000 (2.5%), and lowest proportion of students is coming from above Rs5,00,000(0.6%).

**Table 2.15: Distribution of Students as per Family Annual Income from all Sources**

Family annual income(Rs.)	Mangala college	NSW College	Total
10,000	25 (15.9)	22 (42.3)	47 (22.5)
10,000 to 25, 000	31 (19.7)	3 (5.8)	34 (16.3)
25,000 to 50,000	71 (45.2)	22 (42.3)	93 (44.5)
50,000 to 1,00,000	25 (15.9)	5 (9.6)	30 (14.4)
1,00,000-5,00,000	4 (2.5)	0	4 (1.9)
Above rs5,00,000	1 (0.6)	0	1 (0.5)
<b>Total</b>	<b>157 (100)</b>	<b>52 (100)</b>	<b>209 (100)</b>

Note: Figures in parentheses indicate column percentages.

In case of NSW college annual family income (from all sources) of over 40 % of students is in the range of Rs 25000 to 50000 and the same proportion is also is the rage of below Rs 10000. In the range of Rs 50,000 to 1, 00,000 is (9.6%) and lowest proportion of students are coming from 10,000 to 25, 000 family annual income from the all source. In both colleges highest proportion of students are coming from in the range of Rs 25,000 to 50,000(44.5%), followed by students are coming from in the range of 10,000 annual family income(22.5%) , students are from in the range of 10,000 to 25,000(16.3%), students from 50,000 to 1, 00,000 family income(14.4%), students family income in the range of 1, 00,000-5, 00,000(1.9%) and lowest proportion of students are coming from in the range of Above rs5, 00,000 from all sources of family income (.5%).

According to the Table 2.16 in Mangala College highest proportion of students (44.6%) are residing in pucca house, followed by students are residing in both pucca and kachcha house (33.8%), lowest proportion of students (21.7%) are residing in kachcha house. In case of NSW College highest proportion of students (55.8%) are residing pucca house, followed by students are residing in both pucca and kachcha house (32.7%), and lowest proportion of students (11.5%)

in kachcha house. The both colleges highest proportion of students are residing in pucca house (47.4%), followed by students are in both pucca and kachcha (33.5%) and lowest proportion of students are residing in kachcha house (19.1%).

**Table 2.16: Distribution of Students as per House Type**

Type of house	Mangala College	NSW College	Total
Pucca house	70 (44.6)	29 (55.8)	99 (47.4)
Kachcha house	34 (21.7)	6 (11.5)	40 (19.1)
But Pucca& kachcha	53 (33.8)	17 (32.7)	70 (33.5)
<b>Total</b>	<b>157 (100.0)</b>	<b>52(100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Table 2.17: Distribution of Students as per Assets**

Family assets	Mangala College	NSW College	Total Items
Four wheeler	12 (7.6)	5 (9.6)	17 (8.1)
Two wheeler	88 (56.1)	24 (46.2)	112 (53.6)
Bicycle	153 (97.5)	50 (96.2)	203 (97.1)
T.V.	131 (83.4)	47 (90.4)	178 (85.2)
Fridge	51 (32.5)	12 (23.1)	63 (30.1)
A.C.	10 (6.4)	1 (1.9)	11 (5.3)
Cooler	16 (10.2)	-	16 (7.7)
<b>Total students</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In the Table 2.17 indicate that majority of family of students have bicycle (97.5%), T.V (83.4%) and two wheeler (56.1%) in Mangala college. Than students have fridge in their family (32.5%), but only small number of family have cooler (10.2%), four wheeler (7.6%) and lowest proportion of students have A.C (6.4%). In case of NSW College over wellbeing majority of students have bicycle (96.2%), and T.V (90.4%). Little less than half students have two wheeler (46.2%), followed by fridge (23.1%), four wheeler (9.6%) and lowest proportion of students have A.C in their family (1.9%). The both colleges over wellbeing majority of students have bicycle (97.1%), and T.V (85.2%). Majority of students have two wheeler (53.6%), followed by fridge (30.1%).

Very negligible students have family assets like four wheeler (8.1%), cooler (7.7%) and A.C (5.3%).

According to the Table 2.18 overwhelming majority of students have cycle (92.3%) and very few students have two wheeler, and two wheeler, cycle and laptop (3.8%) in NSW College. In case of Mangala College highest proportion of students have said that they have cycle for their personal used (70.1%), followed by very negligible students have said they have two wheeler (7.6%), two wheeler and cycle (7.0%), laptop and cycle (5.1%), students also said no vehicle and Two wheeler, cycle and laptop (3.2%), students have Four wheeler, two wheeler, cycle and laptop with their personal use (2.5%), and lowest proportion of students have said that they have Laptop &personal computer and Cycle &smart phone (0.6%). In both colleges highest proportion of students have cycle(75.6%), followed by very negligible students have two wheeler (6.7%), two wheeler and cycle (5.3%), students have Laptop and cycle (3.8%), Two wheeler, cycle and laptop (3.3%), no vehicle (2.4%), students have Four wheeler, two wheeler, cycle and laptop for their personal use (1.9%) and lowest proportion of students have both Laptop &personal computer and Cycle &smart phone (.5%).

**Table 2.18: Distribution of Students as per Personal Use Items**

<b>Personal use items</b>	<b>Mangala College</b>	<b>NSW College</b>	<b>Total</b>
Two wheeler	12 (7.6)	2 (3.8)	14 (6.7)
Cycle	110 (70.1)	48 (92.3)	158 (75.6)
No vehicle	5 (3.2)	-	5 (2.4)
Laptop & personal computer	1 (0.6)	-	1 (0.5)
Two wheeler & cycle	11 (7.0)	-	11 (5.3)
Cycle & smart phone	1 (0.6)	-	1 (0.5)
Laptop and cycle	8 (5.1)	-	8 (3.8)
Two wheeler, cycle and laptop	5 (3.2)	2 (3.8)	7 (3.3)
Four wheeler, two wheeler, cycle and laptop	4 (2.5)	-	4 (1.9)
Total students	157 (100.0)	52(100.0)	209 (100.0)

Note: Figures in parentheses indicate column percentage.

As per the Table 2.19 highest proportion of students have said that the cost of their personal mobile is in range of 1000-3000 (37.6%) followed by students have no responses (36.9%), in the range of 3000-5000 (12.7%), in the range of 5000-7000 (5.1%), mobile cost under 5000 to 7000(3.8%), mobile cost under 7000 to 9000(2.5%) and lowest proportion of students have said their cost of mobile is in the range of 12000 to 14000 (1.3%). In case of NSW College highest proportion of students have no response (61.5%), followed by students have mobile for their personal used in the range of 1000 to 3000(25.0%), students have mobile in the range of 3000 to 5000 (11.5%), and lowest proportion of students have mobile in the range of (1.9%). In both colleges highest proportion of students have no response (43.1%), followed by students have mobile for their personal used in the range of 1000 to 3000 (34.4%), students have mobile in the cost under 3000 to 5000 (12.4%), students have in the range of mobile 5000 to 7000 (3.8%), students have in the range of mobile 7000 to 9000 (2.9%), in the range of mobile 9000 to 12000 (2.4%), and lowest proportion of students have mobile in the range of 12000 to 14000(1.0%).

**Table 2.19: Distribution of Students as per cost of Personal Mobile**

<b>Cost of Mobile(Rs)</b>	<b>Mangala College</b>	<b>NSW College</b>	<b>Total</b>
1000-3000	59 (37.6)	13 (25)	72 (34.4)
3000-5000	20 (12.7)	6 (11.5)	26 (12.4)
5000-7000	8 (5.1)	0	8 (3.8)
7000-9000	6 (3.8)	0	6 (2.9)
9000-12000	4 (2.5)	1 (1.9)	5 (2.4)
12000-14000	2 (1.3)	0	2 (1.0)
No responses	58 (36.9)	32 (61.5)	90 (43.1)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

Table 2.20 reflect that in Mangala College over wellbeing majority of (80.2%) students have internet connection in their mobile, little less proportion of (71.2%) students have not internet connection in their mobile. In case of NSW College very few 19.9% students have internet connection in their mobile, 28.8% students have not internet connection in their mobile. In the

both colleges same proportion of students has internet connection and the same proportion have not.

**Table 2.20: Distribution of students as per Internet Connection in Computer/Mobile**

Name of College	Internet connection in computer/mobile	
	Yes	No
Mangala College	65 (80.2)	89 (71.2)
NSW College	16 (19.8)	36 (28.8)
Total	81 (100.0)	125 (100.0)

Note: Figures in parentheses indicate column percentage.

Table 2.21 shows that, in Mangala College majority of students personal monthly expenditure are in the range of 100 to 1000 (67.5%), followed by students monthly expenditure are in the range of 1000 to 2000 (15.9%), no response (9.6%), students monthly expenditure are in the range of 2000 to 3000 (5.1%), and very negligible students monthly expenditure are 3000 to 6000 (1.9%). In case of NSW College overwhelming students monthly expenditure is in the range of 100 to 1000 (84.6%), followed by student's expenditure are in the range of 1000 to 2000 (9.6%), and very negligible students expenditure are in the range of 2000 to 3000, and in the range of 3000 to 6000, and also student is not give any answer for their personal monthly expenditure (1.9%). In both colleges highest proportion of students personal monthly expenditure are in the range of 100 to 1000 (71.8%), followed by in the range of 1000 to 2000 (14.4%), no response (7.7%), in the range of 2000 to 3000 (4.3%), and lowest proportion of students personal monthly expenditure in the range of 3000 to 6000 (1.9%).

**Table 2.21: Details of personal monthly expenditure by students**

Money (Rs)	Mangala College	NSW College	Total
100-1000	106 (67.5)	44 (84.6)	150 (71.8)
1000-2000	25 (15.9)	5 (9.6)	30 (14.4)
2000-3000	8 (5.1)	1 (1.9)	9 (4.3)
3000-6000	3 (1.9)	1 (1.9)	4 (1.9)
No response	15 (9.6)	1 (1.9)	16 (7.7)
Total	157 (100.0)	52 (100.0)	209 (100.0)

Note: Figures in parentheses indicate column percentage

For the present study, Mangala College and NSW College are the sample of knowing about Kakatpur colleges' education. As per above data we considered Mangala College is better than NSW College. When these colleges are established they had different vision and mission. As NS Women College is concerned, it is private college with profit motive attitude. Whereas, Mangala College had established with no-loss no-profit basis. NS Women College was established after 8 years of Mangala College. Since Mangala College is older than NSW College and having no-loss no-profit motive, it is functioning smooth and less problem than NSW College. That is why Mangala College have more streams than NSW College. The public opinion also established similar type of conclusion about these two colleges. As per the field data the fathers' education and mothers' education status of students admitted in Mangala College is better than NS Women College. Similarly the occupation of parents of Students admitted in Mangala College is better than NSW College. That is happening due to inferior opinions of parents about NSW College. Those parents economically well up and educated they are preferred to put their children Mangala College. Those who are economically backward, these parents are admitting their children in NSW College for shake of mere certificate and continuing their children in doing domestic work. The data collected from field on part of 'literacy data' the male literacy is 81% in Kakatpur Block. But, as per data collected from field, the fathers' education of Students' is above 90% in both colleges. That mean the college profile is better than block profile in this respect. Generally in India the boys' are more educated than girls' but in case of Kakatpur block colleges girl students' are two times more educated than boy students.

According to the data, the Student's mother is 88% educated in both colleges, but 94% of mothers are house wife. Few mothers' have formal of source income and Father's occupation is the main source of family income. Now due to impact of urbanisation 50% students coming from villages are from nuclear families. It is calculated that, 83% of students' family income are rupees 25,000 to 50,000. So overwhelmingly students are coming from middle class family background.

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## Chapter-3

# Quality of College Education at Kakatpur

This chapter discusses the quality of education in the two selected colleges, i.e. Mangala College and N.S.Womens College at Kakatpur. It includes views of students and teachers about quality of education in their respective colleges. The analysis presented here covers major quality indicators of education. It is divided into sections and every section discusses both students and teachers views about quality status of education: I) Quality of syllabus, II) Extracurricular activities, III) Infrastructure facilities: including building, class room facilities, laboratory facilities, library facilities with book and journal, and ICT facilities, and IV) Teaching and teacher quality: teaching regularity (about attendance of students, quality of material used by students), quality of teachers (including quality of teaching), nature of appointment, teacher's publications, paper presentation, teachers highest qualification and student-teacher ratio.

### I. Quality of Syllabus

The quality education depends very much upon curriculum. Curriculum needs to be up-dated according to the demand of society and industry. When syllabus is of high quality, the quality of human resources provided will also be of high quality. Here, the opinion of students and teachers about syllabus in their respective colleges is analyzed below.

**Views of students:** The information collected by using questionnaire regarding views of students on quality of their syllabus is given in Table 3.1. In the case of Mangala College 28.7% students opined that their syllabus is excellent 43.9% students said syllabus is very good, and 24.2% students said syllabus is good. 97% of students said their syllabus is excellent/ very good / good. Only few 3% students said syllabus is average or unsatisfactory.

In case of N.S.Womens College 40.4% students' opined syllabus is excellent, for 38.5% students' syllabus is very good, and for 21.2% students' syllabus is good. No students opined that their syllabus is average or unsatisfactory. Total of the students in both colleges, 31.6% students opined that their syllabus is excellent, 42.6% students said that syllabus is very good, and 23.4%

students said that syllabus is good. Only 1.5% students said that syllabus is average, or unsatisfactory. So according to over wellbeing majority of students' their syllabus is excellent/very good/ good.

**Table 3.1: Quality of their syllabus in colleges**

Quality of syllabus	Students views		
	Mangala College (n=157)	N.S.Womens College (n=52)	Total (n=209)
Excellent	45 (28.7)	21 (40.4)	66 (31.6)
Very good	69 (43.9)	20 (38.5)	89 (42.6)
Good	38 (24.2)	11 (21.2)	49 (23.4)
Average	2 (1.3)	0 (0.0)	2 (1.0)
Unsatisfactory	1 (0.6)	0 (0.0)	1 (0.5)
Do not know	2 (1.3)	0 (0.0)	2 (1.0)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

**Views of Teachers:** A view of teachers regarding quality of syllabus is their respective college in given in table 3.2. In Mangala College highest proportion of teachers said that their syllabus is very good (64%), followed by teachers said good (18%), and lowed proportion of teachers opined that syllabus is excellent and highly unsatisfactory. In case of N.S.Womens College 50% of teachers opined syllabus in their college is very good, and next 50% said well. In total of both colleges, 93% of teachers opined that syllabus is very good/good/excellent for these rural colleges.

**Table 3.2: Quality of syllabus: opinion of teachers**

Overall quality of syllabus	Views of teachers		
	Mangala College	N.S.Womens College	Total
Excellent	1 (9.1)	-	1 (6.7)
Very good	7 (63.6)	2 (50.0)	9 (60.0)
Good	2 (18.2)	2 (50.0)	4 (26.7)
Average	-	-	-
Unsatisfactory	-	-	-
Highly unsatisfactory	1 (9.1)	-	1 (6.7)
<b>Total</b>	<b>11 (100.0)</b>	<b>4 (100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

Job oriented nature of course: In the ICT age, those who has banking and finance, digital marketing, business analytics, technology, and vocational courses with information technology and software skills, they have got more jobs opportunities now-a-days. In Mangala College has Arts, Science, and Commerce departments. In Mangala College, 50% of teachers said that graduations courses are job oriented at their college. N.S.Womens College has only arts stream. In that college, teachers opined that, courses were highly unsatisfying due to lack of job oriented courses at their college.

## II Extracurricular Activities

Extracurricular activities are also one of the inputs for developing quality of education. According to M.K. Gandhi, education is "all round development of human being including physically, mentally, and spiritually". The details of opinion of students and teachers about extracurricular activities in their respective college in analyzed below.

**Views of Students:** As per Table 3.3, in case of Mangala College highest proportion of students opined that in their college extracurricular facilities is good (43.3%), followed by students said very good (40.8%), students said excellent (8.9%), and lowest proportion of students said their syllabus is average (7%). So, in total for over 93% of students extracurricular facilities are good/very good/excellent in the Mangala College.

In that college annual function is held in the every year. Events include singing, dancing, and sports like cricket, football, and running. NSS (National Service Scheme) is also active in this college. In N.S.Womens College, no any extracurricular activity is held for the students. In this college students are deprived from their all-round development.

**Table3.3: Students views about extracurricular facilities in their college**

Extracurricular activities	Students views		Total
	Mangala College (n=157)	N.S.Womens College (n=52)	
Excellent	14 (8.9)	-	14 (6.7)
Very good	64 (40.8)	-	64 (30.6)
Good	68 (43.3)	-	68 (32.5)
Average	11 (7.0)	-	11 (5.3)
No facilities	-	52 (100)	52 (24.9)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

## Extracurricular Facilities

Photo-1: NCC in Mangala College



Photo-2: NSS in Mangala College



**Views by teachers:** Table 3.4 shows opinion of teachers about the quality of extracurricular facilities in their respective colleges. In Mangala College 45.5% of teachers said that extracurricular facilities are very good in their college, and 54.5% of teachers said good. Further According to N.S.Womens College teachers, they were no provision of any extracurricular facilities for students in their college, hence unsatisfactory.

**Table 3.4: Quality of extracurricular facilities - Views of teachers**

Quality of extracurricular facilities	Views of teachers		
	Mangala College (n=11)	N.S.W College (n=4)	Total
Very good	5 (45.5)	-	5 (33.3)
Good	6 (54.5)	-	6 (40.0)
Average	-	-	-
Unsatisfactory	-	4 (100)	4 (26.7)
<b>Total</b>	<b>11 (100.0)</b>	<b>4 (100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

### **III. Quality of Infrastructure**

Education is dependent upon various things to develop quality. In the various things, the very basic thing is infrastructure. Infrastructure in the educational institution means the basic structure of an organization, its stock of fixed capital equipment, like good building, classrooms, furniture, laboratories, libraries, an uninterrupted power supply, telecommunications, good road systems, an efficient water supply, sanitation etc. Good infrastructures are raise quality and create a spirit and right environment for learning. Poor performance in the field of education can be attributed to poor infrastructure.

A large number of institutions in both urban and rural areas in India suffer for want of facilities and lack of even the basic amenities such as decent class rooms with good desks and chairs, laboratories with latest equipment and libraries with latest publications. In some of institutions the facilities are woefully poor. If the infrastructure is not corrected the quality will suffer.

#### **Quality of buildings**

Here includes opinion of students and teachers about college building are their respective college in analyzed below.

**Views of Students:** In the Table3.5 has described about the college building in both colleges. Mangala College highest proportion of students said that their college building is very good (48.4%), followed by students said good (23.6%), and excellent (14.6%). Than very negligible students said college building is in average condition (8.3%), students said college building is in bad (3.2%) and lowest proportion of students said college building is unsatisfactory condition (1.9%). Over all 86% of students have said their college building is good. In case of N.S.Womens College9.6% students have said that college building is excellent, 17.3% students have said that college building is very good, 9.6% students have said that college building is good, and 40.4% students have said college building is in average condition, 21.2% students have said college building is under unsatisfactory and 1.9% student have said that her college is in bad condition.

**Table 3.5: Students opinion about quality of college building**

Quality of college building	Number of students opinion		
	Mangala College (n=157)	N.S.Womens College (n=52)	Total
Excellent	23 (14.6)	5 (9.6)	28 (13.4)
Very good	76 (48.4)	9 (17.3)	85 (40.7)
Good	37 (23.6)	5 (9.6)	42 (20.1)
Average	13 (8.3)	21 (40.4)	34 (16.3)
Unsatisfactory	3 (1.9)	11 (21.2)	14 (6.7)
Bad	5 (3.2)	1 (1.9)	6 (2.9)
Total	157 (100.0)	52 (100.0)	209 (100.0)

Note: Figures in parentheses indicate column percentages.

In the both colleges highest proportion of students have said that the college building is very good (40.7%), followed by students have said that the college building is good (20.1%), students have said that the college building is under average condition (16.3%), students have said college building is excellent (13.4%), students have said that the college building is unsatisfactory (6.7%), and lowest proportion of students have said that the college building is in bad condition(2.9%).

**Views by teachers:** Table 3.6 provides details of teachers' opinion about quality of college building in both colleges views by teachers. In Mangala College highest proportion of teachers

have said that quality rate of college building is good (45.5%), followed by teachers have said that their college building condition is very good (36.4%) and lowest proportion of teachers said that their quality of college building is excellent (18.2%). In case of N.S.Womens College 25% teacher was saying that college building is excellent, 50% teachers have said their college building is very good, and 25% teacher was saying that their college building is good. According to 20% teachers' opinions in Kakatpur college building is excellent, 40% of teachers have said college building is very good, and 40% of teachers have said college building is good figure by both colleges.

Table 3.6 shows the Quality of classroom facilities. The opinion of students and Teachers about quality of classroom facilities are discussed below

**Table 3.6: Quality of college building in both colleges - Views by teachers**

Quality of college building	Views of teachers		
	Mangala College (N=11)	N.S.Womens College (N=4)	Total
Excellent	2 (18.2)	1 (25.0)	3 (20.0)
Very good	4 (36.4)	2 (50.0)	6 (40.0)
Good	5 (45.5)	1 (25.0)	6 (40.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

**Views of students:** Table 3.7 gives details of opinion of students about quality of class room facilities in their both colleges. In Mangala college highest proportion of students have said their class room facilities is very good (39.5%), followed by students have said their class room facilities is in good condition (31.2%), students have said their class room facilities is in average condition (9.6%), students have said their class room facilities is excellent (8.9%), students have said their class room facilities is in bad condition (5.7%) and lowest proportion of students said that their class room facilities is unsatisfactory. In case of N.S.Womens College highest proportion of students have said their class rooms facilities is under average condition (40.4%), followed by students have said that their class room facilities is very good (25.0%), students have said that their class rooms facilities is unsatisfactory (19.2%), students have said their class rooms

facilities is good (13.5%) and lowest proportion of students said that class room facilities is bad (1.9%).

**Table 3.7: Quality of class room facilities in college - Views of students**

Quality of class room facilities	Students opinion		
	Mangala College (n=157)	N.S. Womens College (n=52)	Total
Excellent	14 (8.9)	0 (0.0)	14 (6.7)
Very good	62 (39.5)	7 (13.5)	69 (33.0)
Good	49 (31.2)	13 (25.0)	62 (29.7)
Average	15 (9.6)	21 (40.4)	36 (17.2)
Unsatisfactory	8 (5.1)	10 (19.2)	18 (8.6)
Bad	9 (5.7)	1 (1.9)	10 (4.8)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In the both colleges highest proportion of students have said that the class room facilities is very good (33.0%), followed by students said that the class room facilities is good (29.7%), students said that it is under average condition (17.2%), students said the class room facilities is in unsatisfactory (8.6%), students said that the class room facilities is excellent(6.7%), and lowest proportion of students said that their class room facilities is bad condition(4.8%).

**Views of teachers:** In the Table 3.8 analyzed the quality of class room facilities in both colleges at Kakatpur views by teachers. In Mangala College overwhelming teachers said that class room facilities is good (72.7%),and very negligible 9.1% teacher said that class room facilities is excellent, very good, and in average condition. In N.S.Womens College all teachers said that class room facilities are in average condition.

**Table 3.8: Quality of class room facilities in colleges -Views by teachers**

Quality of class room facilities	Views of teachers		
	Mangala College (N=11)	N.S.Womens College (N=4)	Total
Excellent	1 (9.1)	-	1 (6.7)
Very good	1 (9.1)	-	1 (6.7)
Good	8 (72.7)	-	8 (53.3)
Average	1 (9.1)	4 (100.0)	5 (33.3)
<b>Total</b>	<b>11 (100.0)</b>	<b>4 (100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

## Infrastructure of Colleges

Photos: Mangala College



Photos-1: Ladies hostel



Photos-2: College canteen



Photos-3: College building



Photos-4: Ground floor official and  
First floor class room

## Infrastructure of Colleges

Photos: NS Women's College

Photos-1: College entrance



Photos-2: College building



Class room



Corridor of class rooms

## Laboratory Facilities

As per Table 3.9 in Mangala college highest proportion of students said that in their college laboratory facilities is very good (34.4%), followed by students said laboratory facilities is no need for their courses (32.5%), students have said that laboratory facilities good (18.5%), students have said that laboratory facilities is excellent (10.2%), students have said facilities is in average condition (2.5%), and lowest proportion of students said that in their college laboratory facilities is unsatisfactory condition(1.9%).

In case of N.S.Womens College highest proportion of students have said that there is no need of laboratory facilities for their courses (69.2%), followed by students said that laboratory facilities is in average condition (9.6%), students have said in their college laboratory facilities is excellent, very good, and good (5.8%). Very negligible and lowest proportion of students said that in their college laboratory facilities is unsatisfactory condition (3.8%).

**Table 3.9: College laboratory facilities- Views by students**

Lab facilities	students opinion		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
Excellent	16 (10.2)	3 (5.8)	19 (9.1)
Very good	54 (34.4)	3 (5.8)	57 (27.3)
Good	29 (18.5)	3 (5.8)	32 (15.3)
Average	4 (2.5)	5 (9.6)	9 (4.3)
Unsatisfactory	3 (1.9)	2 (3.8)	5 (2.4)
No need my course	51 (32.5)	36 (69.2)	87 (41.6)
Total	157 (100.0)	52 (100.0)	209 (100.0)

Note: Figures in parentheses indicate column percentages.

In both colleges highest proportion of students have said that the laboratory facilities is no need for their courses (41.6%), followed by students have said that the laboratory facilities is very good (27.3%), students have said that the laboratory facilities is good (15.3%), students have said that the laboratory facilities is excellent (9.1%), very negligible students have said that the

laboratory facilities is in average condition (4.3%), and lowest proportion of students said that the laboratory facilities is unsatisfactory condition (2.4%).

### Library facilities

A library is called the back-bone of an educational institution. Table 3.10 reflect that highest proportion of students said that library facilities is very good (47.8%) in Mangala college, followed by students have said their college library facilities is good (29.9%), students have said their college library facilities is excellent (17.8%), very negligible students have said their college library facilities is in average condition (2.5%), and lowest proportion of students have said their college library facilities is unsatisfactory condition (1.9%). In case of N.S.Womens College highest proportion of students have said that library facilities of their college is good (36.5%), followed by library facilities is average (28.8%), students have said that library facilities is very good (23.1%), very negligible students have said that library facilities of their college is excellent (7.7%), and lowest proportion of students have said that library facilities is unsatisfactory and same proportion of students have said that their college has no library(1.9%).

**Table 3.10: College library facilities- Views by students**

Library facilities	Students opinion		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
Excellent	28 (17.8)	4 (7.7)	32 (15.3)
Very good	75 (47.8)	12 (23.1)	87 (41.6)
Good	47 (29.9)	19 (36.5)	66 (31.6)
Average	4 (2.5)	15 (28.8)	19 (9.1)
Unsatisfactory	3 (1.9)	1 (1.9)	4 (1.9)
No library	-	1 (1.9)	1 (.5)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate percentage.

In both colleges highest proportion of students have said that there library facilities is very good (41.6%), followed by students have said that there library facilities is good (31.6%), students have said that there library facilities is excellent (15.3%), students have said that there library facilities is in average (9.1%), very negligible students have said that there library facilities is unsatisfactory (1.9%).

### Books in Library

Table 3.11 has described about books in college library in both colleges views by students. In Mangala college highest proportion of students have said that book available in their library is very good (37.6%), followed by students said books available in their library is good (31.2%), students have said that book in library is excellent (26.1%), book in library is average (4.5%) and lowest proportion of students have said (.6%) book in library is unsatisfactory. In case of N.S.Womens College highest proportion of students have said that books in library is average (50.0%), followed by book in library is good (26.9%), books in library is very good (19.2%) and lowest proportion of students have said that books available in their library is excellent (3.8%).

**Table 3.11: Book in college library-Views by students**

Book in library	Views of students		
	Mangala College(N=157)	N.S.Womens College (N=52)	Total
Excellent	41 (26.1)	2 (3.8)	43 (20.6)
Very good	59 (37.6)	10 (19.2)	69 (33.0)
Good	49 (31.2)	14 (26.9)	63 (30.1)
Average	7 (4.5)	26 (50.0)	33 (15.8)
Unsatisfactory	1 (0.6)	-	1 (0.5)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In both colleges 20.6% of students have said that book in library is excellent, 33.0% of students have said that book in library is very good,30.1% of students have said that book in library is good,15.8% of students have said that book in library is average, and very few 0.5% of students have said that book in library is unsatisfactory.

### Journal in college Library

According to Table 3.12 highest proportion of students have said that journals available in their college is very good (37.6%), followed by students have said that there have no journal in their library (22.3%), journals available is good (19.7%), journals available is excellent (12.7%), journals available is in average condition (5.7%) and lowest proportion of students have said that in there library journals available is unsatisfactory (1.9%) in Mangala college. According to students opinions in Mangala college arts streams has printed journals but sciences department has not journal. In N.S.Womens College all students have said that there has no journal in library.

**Table 3.12: Journals in college library - Views by students**

Journals in library	Views of students		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
Excellent	20 (12.7)	-	20 (9.6)
Very good	59 (37.6)	-	59 (28.2)
Good	31 (19.7)	-	31 (14.8)
Average	9 (5.7)	-	9 (4.3)
Unsatisfactory	3 (1.9)	-	3 (1.4)
No journals	35 (22.3)	52 (100.0)	87 (41.6)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

### ICT facilities

In Mangala College There is no internet facility for graduation students. In their library there has no any single computer used by students. In that college only computer sciences department has few computer for their demonstration classes. And Students Admission Management System (SAMS) has two systems for propose of students' admission and maintain the record of the

admission. In that college internet facilities only available for the administrative propose in SAMS only. There has not on line journals and Wi Fi connection.

In N.S.Womens College there is no separate library room. In that college, there is no computer and no internet facilities.

#### IV) Teaching regularity

Here the opinion of students and teachers about student’s attendance in classes are given for both the colleges.

##### Students' attendance in class

**Views by Students:** Table 3.13 gives details about the frequency of classes attended by students. In Mangala college large majority (77.7%) of students have said that they are attending all classes, followed by students have said that they are attending most of classes (16.6%), and lowest proportion of students have said that they are attending some classes (5.7%).

**Table 3.13: Frequency of classes attended by students**

Class attended by students	Number of students		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
All	122 (77.7)	38 (73.1)	160 (76.6)
Most	26 (16.6)	6 (11.5)	32 (15.3)
Some	9 (5.7)	8 (15.4)	17 (8.1)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In N.S.Womens College large majority (73.1%) of students have said that they are attending all classes, followed by students have said that they are attending some classes(15.4%), and lowest proportion of students have said that they are attending most classes (11.5%). In the both colleges large majority (76.6%) of students have said that they are attending all classes, followed by

students have said that they are attending most classes (15.3%), and lowest proportion (15.4%) of students have said that they are attending some classes.

**Views by Teachers:** Table 3.14 indicate that in Mangala College highest proportion of teachers said that overall attendance of students is very good (36.4%), followed by attendance of students is good (27.3%), and lowest proportion of students said that overall attendance of students is excellent and average (18.2%). In case of N.S.Womens College half proportion of teachers have said that overall attendance of student is very good (50.0%), and one fourth teachers have said that overall attendance of student is excellent and good (25%).

**Table 3.14: Overall attendance of students - Views by teachers**

Overall attendance of students	Views of teachers		
	Mangala College (N=11)	N.S.Womens College (N=4)	Total
Excellent	2 (18.2)	1 (25.0)	3 (20.0)
Very good	4 (36.4)	2 (50.0)	6 (40.0)
Good	3 (27.3)	1 (25.0)	4 (26.7)
Average	2 (18.2)	-	2 (13.3)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In both colleges highest proportion of teachers have said that overall attendance of student is very good (40.0%), followed by teachers have said that overall attendance of student is good (26.7%), teachers have said that attendance of students is excellent (20.0%), and lowest proportion of teachers have said that overall attendance of students is average (13.3%). The views of students and teachers related to materials used in graduation examinations are discussed below.

**Views by students:** Table 3.15 has analyzed that material used by graduation students in their examination. In Mangala College over half proportion of students (51.6%) have said that they are using books prescribed by syllabus for their graduation examination, followed by students have said that they are using class note for their examination(27.4%), students have said that they are using key note books, guide books those material easily available in market (11.5%), students have said that they are using books those prescribed by syllabus, class notes, and market note

type books (8.3%) and lowest proportion of students have said that they are taking help from other in their examination (1.3%). In case of N.S.Womens College 40.4% of students have said that they are using books prescribed by syllabus, 30.8% of students have said that they are using class note, and lowest proportion 28.8% of students have said that they are using market note type books for their examination.

**Table 3.15: Students' views about material used by them for their examination**

Material used for examination	Students view		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
Books prescribed by syllabus	81 (51.6)	21 (40.4)	102 (48.8)
Class note	43 (27.4)	16 (30.8)	59 (28.2)
Note type books from market	18 (11.5)	15 (28.8)	33 (15.8)
Took help from other	2 (1.3)	0 (0.0)	2 (1.0)
Book, class note and market note type books	13 (8.3)	0 (0.0)	13 (6.2)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In the total sample of students highest proportion of (48.8%) students have said that they are using books prescribed by syllabus for their graduation examination, followed by students have said that they are using class note for their examination (28.2%), students have said that they are using note type books those available in market (15.8%), students have said that they are using books prescribed by books, class note, and note type books for their graduation examination (6.2%) and lowest proportion of students have said that they are taking help from other in examination (1.0%).

**Views by Teachers:** According to the Table 3.16 in Mangala college large majority (72.7%) of teachers have said that students are using books prescribed by syllabus for their graduation examination, followed by teacher have said that students are using all of sources like books prescribed by syllabus, class note, note type books from available in market for their graduation examination (18.2%) and very few teachers (9.1%) have said that students are using note type

books for their examination. In N.S.Womens College all teachers are saying that students are using class note for their graduation examination.

**Table 3.16: Quality of books/materials used by graduation Students- Views by teachers**

Type of materials used	Views of teachers		
	Mangala College (N=11)	N.S.Womens College (N=4)	Total
Books prescribed by syllabus	8 (72.7)	-	8 (53.3)
Class note	-	4 (100.0)	4 (26.7)
Note type books from market	1 (9.1)	-	1 (6.7)
Books prescribed by syllabus, class note, note type books from market	2 (18.2)	-	2 (13.3)
<b>Total</b>	<b>11(100.0)</b>	<b>4 (100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

In the total sample of the students over half proportion of teachers (53.3%) have said that students are using books prescribed by syllabus for their graduation examination, followed by teachers have said that students are using class note for their examination (26.7%), teachers have said (13.3%) that students are using all sources material like books prescribed by syllabus, class notes, and note type books from available in market and very few (6.7%) teacher said that students are using note type books in their examination.

### **Regularity of classes held by Teachers**

Table 3.17 gives details about the views of students on the regularity of classes held by teachers. In Mangala College 77.1% students opined that teachers are holding all the classes, 18.5% students said teachers are holding ‘most of classes’, and 4.5% students said teachers are holding ‘some’ classes. In N.S.Womens College according to 78.8% students, the teachers are holding all the classes, 7.7% students said that teacher are holding ‘most’ the classes, and 13.5% students said that the teacher are holding ‘some’ classes.

**Table 3.17: The regularity of classes held by teachers- Views by students**

Regularity of class	Students opinion		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
All	121 (77.1)	41 (78.8)	162 (77.5)
Most	29 (18.5)	4 (7.7)	33 (15.8)
Some	7 (4.5)	7 (13.5)	14 (6.7)
No class	-	-	-
Total	157 (100.0)	52 (100.0)	209 (100.0)

Note: Figures in parentheses indicate column percentages.

In both colleges large majority (77.5%) of students have said that all classes are happening, followed by students have said that most classes are happening in there colleges (15.8%) and very few (6.7%) students have said that some classes are happening held by teacher in their colleges.

### **Quality of Teachers**

The present study also includes opinion of students and teachers about quality of teachers in their respective college in analyzed below.

**Views of students:** The Table 3.18 revels that in Mangala College over half proportion (53.5%) of students views, teachers are excellent in that college, followed by students have said that teachers are very good(33.1%), students said that teachers quality is good in that college (8.3%), and very few (5.1%) students said that teachers are average in their quality. In case of N.S.Womens College highest proportion (51.9%) of students have said that their teachers are excellent, followed by students have said that their teachers are very good (34.6%), students have said that their teachers are good (11.5%), and lowest proportion (1.9%) of student said that teachers are average quality in their college. In the both colleges 53.1% of students have said that their teachers are excellent, 33.5% of students have said that their teachers are very good,9.1% of students have said that their teachers are good, and 4.3% of students have said that their teachers are average quality.

**Table 3.18: Quality of teachers - Views by students**

Quality of teacher	Students view		
	Mangala College (N=157)	N.S.Womens College (N=52)	Total
Excellent	84 (53.5)	27 (51.9)	111 (53.1)
Very good	52 (33.1)	18 (34.6)	70 (33.5)
Good	13 (8.3)	6 (11.5)	19 (9.1)
Average	8 (5.1)	1 (1.9)	9 (4.3)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Views of teachers:** According to the Table 3.19 in Mangala College large majority (72.7%) of teachers said that overall quality of teachers who teach graduation course is very good, followed by views by teachers (18.2%) quality of teachers is excellent and very few (9.1%) teachers said that overall quality of teachers is good. In case of N.S.Womens College large majority (75.0%) of teachers said that overall quality of teachers is very good and one fourth proportion of teachers said that overall quality of teachers is average. In total sample of teachers highest proportion (73.3%) of teachers said that quality of teacher is very good, followed by teachers have said that the quality of teachers is excellent (13.3%), and lowest proportion of teachers said that quality of teachers is good and also average (6.7%).

**Table 3.19: Overall quality of teachers who teach graduation course views by teachers**

Overall quality of teachers	Views of teachers		
	Mangala College (N=11)	N.S.Womens College (N=4)	Total
Excellent	2 (18.2)	-	2 (13.3)
Very good	8 (72.7)	3 (75.0)	11 (73.3)
Good	1 (9.1)	-	1 (6.7)
Average	-	1 (25.0)	1 (6.7)
<b>Total</b>	<b>11 (100.0)</b>	<b>4 (100.0)</b>	<b>15 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

## Quality of Teaching

The present study also includes opinion of students and teachers about quality of teaching in their respective college in analyzed below.

**Views of students:** Table 3.20 reflect that in Mangala College highest proportion students views about (45.2%) quality of teaching by teachers is excellent, followed by views of students (38.2%) quality of teaching by teachers is very good, views of students (14.0%) quality of teaching by teachers is good, and lowest proportion of views of students, (2.5%) quality of teaching by teachers is average. In case of N.S.Womens College half proportion (50.0%) of students said that quality teaching by teachers is excellent, followed by students have said (34.6%) that quality of teaching by teachers is very good, students have said that quality of teaching by teachers is good (11.5%), and lowest proportion (1.9%) of students said that quality of teaching by teachers is average and unsatisfactory also.

In the both colleges highest proportion (46.4%) of students have said that quality of teaching by teachers is excellent in their college, followed by students have said that quality of teaching by teachers is very good (37.3%), students have said that quality of teaching by teachers is good (13.4%), students have said that quality of teaching by teachers is average (2.4%), and lowest proportion (.5%) of students said that quality of teaching by teachers is unsatisfactory.

**Table 3.20: Quality of teaching by teachers- Views by students**

Quality of teaching	Students views		Total
	Mangala College (N=157)	N.S.Womens College (N=52)	
Excellent	71 (45.2)	26 (50.0)	97 (46.4)
Very good	60 (38.2)	18 (34.6)	78 (37.3)
Good	22 (14.0)	6 (11.5)	28 (13.4)
Average	4 (2.5)	1 (1.9)	5 (2.4)
Unsatisfactory	-	1 (1.9)	1 (0.5)
<b>Total</b>	<b>157 (100.0)</b>	<b>52 (100.0)</b>	<b>209 (100.0)</b>

Note: Figures in parentheses indicate column percentages.

Mangala College is affiliated with Utkal University, Bhubaneswar. In group discussion Students have said that there is no term paper and no presentations. Teachers are not encouraged to use modern technology for their studies. In class room there was no use of projector by teachers. Only department of computer science students said that practical demonstration classes are held for using computer through different applications according to their syllabus. During the group discussion with students in both colleges, it was found there was no presentation type activity in their class room; also there was no field work based activities. Every subject was taught in conventional mode.

Netrananda shao Womens College is currently affiliated with both Utkal University and Rama Devi Women's Digital University. In that college students are not able to saying that what is the topic introduce in there syllabus and what the courses available in their study. The college is in poor condition now a day. In 2015 that college was separated from intermediate section. In group discussion many students said they come to the college hardly 5 to 10 days in an academic year, because classes are not held for 3<sup>rd</sup> year students. I observed during my field work that principal was coming for administrative work and only four students were coming and principal taking their history class. Out of total over 100 students and 4 departments only one department i.e. history with four students used to have classes in that college.

**Views of teachers:** As per the Table 3.21 over half proportion (54.5%) of teachers opined that overall quality of teaching is very good In Mangala College, followed by quality of teaching of graduation teacher is excellent (27.3%), lowest proportion of teachers viewed that overall quality of graduation teachers is good (18.2%). In case of N.S.Womens College one third proportions of teachers viewed that (75.0%) quality of teaching of graduation teacher is very good, and one fourth proportion (25.0%) of teachers viewed that quality of teaching by graduation teacher is good. In the both colleges 20.0% teachers have said that the quality of teaching of graduation teacher is excellent and good, 60.0% teachers have said that the quality of teaching of graduation teacher is very good.

**Table 3.21: Overall quality of teaching- Views by teachers**

Overall quality of teaching	Views of teachers		
	Mangala College	N.S.Womens College	Total
Excellent	3 (27.3)	-	3 (20.0)
Very good	6 (54.5)	3 (75.0)	9 (60.0)
Good	2 (18.2)	1 (25.0)	3 (20.0)
Total	11(100.0)	4 (100.0)	15 (100.0)

Note: Figures in parentheses indicate column percentages.

**Natures of teachers' appointment in both colleges**

Table 3.22 show in Mangala College: In B.A course 19 teachers are permanent and 4 teachers are appointment as management teacher. In B.sc course 3 teachers are permanent, 5 teachers are block grant teachers and 5 teachers are management teachers. And in B.com course 1 teacher is permanent, and 1 teacher is block grant teachers. In N.S.Womens College 5 teachers are appointment as block grant and 2 teachers are management teachers. In the both colleges mostly teachers are appointment like as permanent teachers.

**Table 3.22: Course-wise number of Teachers as per nature of appointment in regular graduation courses in both colleges**

Nature of appointment	Numbers of teachers				
	Mangala College			N.S.Womens College	Total
	B.A	B.sc	B.com	B.A	
Permanent	19	3	1	-	23
Block grant	-	5	1	5	11
Management	4	5	-	2	11
<b>Total</b>	<b>23</b>	<b>13</b>	<b>2</b>	<b>7</b>	<b>45</b>

**Teacher's qualification, teaching experience, publications, etc:**

The Table 3.23 has described about the highest qualification of teachers in both colleges. In Mangala College 50% of teachers qualification is M.A. According to survey in the entire college only two teachers are having Ph.D degree and these teachers are also coming under the sample

collection. In the same N.S.Womens College have 75% of teachers with only in M.A qualification.

**Table 3.23: The highest qualification by teachers in both colleges**

Name of college	Highest qualification of teachers					Total
	M.A	M.Phil	Ph.D	MCA	M.com, MBA, M.Phil	
Mangala Mahavidyalaya	5	2	2	1	1	11
N.S.Womens College	3	1	0	0	0	4
<b>Total</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>15</b>

Tables 3.24 indicate that in Mangala college teachers have 5 to 35 years of teaching experiences. 4 teachers are have 5 to 10 years of teaching experiences, 2 teachers have 10 to 25 year of teaching experiences and 5 teachers have 25 to 35 years of teaching experiences. In N.S.Womens College teachers have 5 to 25 years of teaching experiences. 1 teacher has 5 to 10 years of teaching experiences and 3 teachers are having 10 to 25 of teaching experiences.

**Table 3.24: Total Years of teaching experience by teachers in both colleges**

Total year of teaching experiences	Mangala College	N.S.Womens College	Total
5-10	4 (36.4)	1 (25.0)	5 (33.3)
10-25	2 (18.2)	3 (75.0)	5 (33.3)
25-35	5 (45.5)	-	5 (33.3)
Total	11 (100.0)	4 (100.0)	15 (100.0)

Note: Figures in parentheses indicate percentage.

In the Table 3.25 has indicated that in total 5 numbers of books published by teachers in Mangala College and the total number of N.S.Womens College publication is one. While in Mangala College co-author book is 3 and co-edited book is 2, that time only 1 sole author book is published by in the N.S.Womens College. The publication of books in Mangala College is high compare with N.S.Womens College. Publication is also one of indicators the quality of teachers. In between both colleges, in Mangala college number of books published by teachers is high then N.S.Womens College.

**Table 3.25: Number of books published by teachers in both colleges**

<b>No. of books published by teachers</b>				
<b>Colleges</b>	<b>As sole author</b>	<b>Co-author</b>	<b>Co-edited book</b>	<b>Total</b>
Mangala College publication	0	3	2	5
N.S.Womens College publication	1	0	0	1
Total nos. of books	1	3	2	6

The Table 3.26 shows that total numbers of research paper published by teachers in Mangala College. In that college total 113 research paper published by teachers. Out of that the sole author publication is 110; it is published by only 3 teachers. One teacher is published 2 research paper, 24 research paper published by second teacher and 84 research paper published by third teacher. Co-author publication is 3; it is published by only 2 teachers. One is published only one co-author research paper publication and another teacher is published two co-author publication. When in N.S.Womens College has not any research paper publication.

**Table 3.26: Number of research papers published by teachers in Mangala College**

	<b>No. of paper published by teachers</b>	
	<b>As sole author</b>	<b>Co-author</b>
<b>No. of Teacher</b>		
<b>1</b>	2	1
<b>1</b>	24	2
<b>1</b>	84	-
Total	110	3

In the Table 3.27 shows about total number of paper presented by teachers at seminar and conferences in both colleges. In Mangala College 9 teachers are paper presented at seminar and the total 112 number of paper presented. When in N.S.Womens College only 1 teacher presented 4 papers at seminar. In the table show the competition between teachers in Mangala College. But this competition is not seen in the N.S.Womens College performance.

**Table 3.27: Details of papers presented by teachers at seminar/conferences**

Sr no.	No. of teachers	Paper Presented per by each	Total number of paper presented	No. of teachers	Total number of papers presented
1	2	1	2	1	4
2	3	2	6	-	-
3	1	3	3	-	-
4	1	10	10	-	-
5	1	43	43	-	-
6	1	48	48	-	-
<b>Total</b>	<b>9</b>	<b>-</b>	<b>112</b>	<b>1</b>	<b>4</b>

**Table 3.28: Student-teacher ratio in both colleges**

Name of college	Stream	Student	Teacher	Ratio
Mangala College	B.A.	843	23	36
	B.Sc.	424	13	32
	B.Com.	391	2	195.5
N.S.Womens College	B.A.	427	7	61

According to Table 3.28 in Mangala college student- teacher ratio is 36 in B.A course, 32 is in B.sc course and 195 in B.com course. In this college B.com department is going under low density of ratio. Low density of Student teacher ratio is the cause of low quality of education. In N.S.Womens College student-teacher ratio is 61 in their B.A course. So here quality of education is also affected by student teacher ratio. In Mangala College students- teacher ratio is high in B.sc then B.A course. It means among the three streams B.sc and B.A streams student teacher ratio is okay. But B.com stream student teacher ratio is in pathetic condition. One of the B.com stream teacher was saying that college management are not interested to appointment more teachers for the B.com courses. The state government also not interested to appointment the commerce teachers in their college. In the commerce department only two teachers are available for the intermediate and B.A courses in this college.

### **Concluding observation**

Mangala College and N.S.Womens College both are opposite to each other in a particular geographical area. Mangala College is located in Prachi Vihar, Kakatpur main market but N.S.Womens College located at 1 K.m distance from Kakatpur main market. In every quality indicator Mangala college is always higher than N.S.Womens College i.e. infrastructure facilities, quality of teaching, teachers' qualification, teachers publication and library facilities etc.

**College building:** In my observation, I have seen that Mangala college building is better than NS women's College. Every department of Mangala College has own rooms. Sciences and others practical subject has separate practical hall or laboratory. In this college separate class rooms are assigned for intermediate and graduation students. 80% of students and 100% of teachers have said their class room is good/ very good and excellent. The official section building is also divided, according to their activities. For the official staffs, examination section, and Students Administrative Management System (SAMS) for that separate room or hall has in this college. There is one seminar hall, many times state level seminar organised in this college. The College is having separate girl's common room, boys' common room, and staff common rooms. Besides, this college has canteen, boy's hostel, and girl's hostel.

In case of N.S.Womens College all over 36% of students have said their college building is good. In my observation, the actual condition of college building is very pathetic condition. This college has 5 departments, but there has not similar number of class rooms. Till the August 2015, both intermediate and graduation classes were running in same rooms in different time period. After the separation now the college has only four rooms assigned to degree courses, out of that three rooms is used for class and a small room is used for the propose of principal chamber, as well as staff common room. Both intermediate college and graduation college were in a under single campus. The college is not fulfilling the common requirement of students, teachers, and office staff. The college area is very small, and the building is like a personal building. There has not girl's common room, no hostel for students, and has not separate staff common room.

**Class Room Facilities:** In Mangala College Over wellbeing 80% of students and over 70% of teachers opined that their class room facilities are good/very good/ excellent. That college has sufficient class rooms. But many class rooms have not connection with electric power supply, these class rooms have not proper renovated, and the building walls are not plastered since 2006. After even one decade these 2<sup>nd</sup> floor buildings are not complete. It does not have windows and

doors. For the summer season students and teachers in class room don't have problems as Kakatpur is situated in coastal area. But in the winter and rainy season it is difficult to manage classes in this building due to rainwater entering into the class room in rainy season and bitter cold in winter season. Even this has affected the health of the students.

The management is indifferent about these class room problems by showing the financial crunch. But in the other side college is making a building for propose of class rooms. Here College administration wants more class rooms for students but these are in haphazard ways. They said that after building this new class room other building will be repaired. But the furniture like desks and chairs for students, official staff, and teachers are quite satisfactory in this college.

In the case of N.S.Womens College, 36% of students opined their class room facilities are good/very good. But as per my observation the actual situation is very bad. Their class rooms are not renovated properly. No single windows or doors are fixed. Even there is no electricity in this class rooms. In the summer season students as well as teachers are suffering due to high humidity. There has not sufficient furniture for students and other official requirements. In this college administrative work, examination work, and management work is going in a single table.

#### **Communication, sanitation and other facilities:**

The communication facilities are very good in comparison to NS Womens' college. Mangala College has a big campus. Roads are very good within the college campus. College campus to market road is very good. The sanitation of college is very good, there students, and teachers are active about maintain sanitation in the college campus. There has ladies toilet and boy's toilet for the students, teachers and other staff. I found that in the college campus has only two drinking water supplies for students. One is near of library, and another is in college canteen.

N.S.Womens College has no good communication facilities. From main road to college there is no *pacca* road. This college have one tube well for entire building that is used by both degree and intermediate departments. The quality of water has more iron content, which is not good for health. College has not supply water from outside campus, has no ladies toilet and staff toilet. Graduation staffs are using intermediate college toilet. It does not have canteen facilities also.

**Laboratory facilities:** In Mangala College over 60% of students said that laboratory facilities are good/very good/ excellent. In that college all sciences departments have their own laboratory. In

Arts streams practical subject department like education and psychology has their own laboratory. The equipments in laboratory is good. Whereas, in N.S.Womens College have five departments like education, psychology, history, political science, and Sanskrit. In these departments only two departments are practical subjects that are education and psychology. But in education department has not any single teacher and psychology teacher came to college only one day in a month. This college does not separate laboratory rooms.

**Library facilities:** The Mangala College over 90% of students said that library facilities are very good/ good/ excellent. In that college has two rooms for purpose of library, one is purpose of stock room and another is reading room. In that library books and hard copy journal are available. Every departmental book is available according to the college syllabus structure. In that library two employees are there, one is in purpose of distribute books to the students and arrange the book in library, and other is maintaining discipline in the reading room. In case of N.S.Womens College 66% of students said their library facilities good/very good/ excellent. But in that college library is combining with intermediate college library. A small room used for the purpose of library in that college. That room is used for two purposes, one is staff common room and other is library stock room. There are not reading room facilities. There are no sufficient books for students in N.S.Womens College. Books are not arranged properly in this library and there are no Journal and internet facilities.

**Regularity of Classes:** In Mangala college over 70% of students and teachers said that the regularity of classes is very good/good/ excellent. In this college every department students are attending class regularly accepted the commerce department class. Commerce classes is not happening because shortest of teacher. In the commerce department only two teachers are available. These teachers are taken class both intermediate and graduation courses. So these teachers are not sufficient for taking all the three years graduation classes. Sometimes teachers are also engaging with private tuition for profit motive, which has affect regular class in collage. In N.S.Womens College, classes are irregular. There have no sufficient class rooms for graduation students. In that college, there is no teacher for compulsory subjects and for education department. Besides, other four departments are having one teacher each. They are not regular also.

## Chapter-4

# Suggestions for Enhancing Quality of College Education

This chapter discuss the opinions offered by students, teachers and management of the two colleges located at Kakatpur (e.g. Mangala College and N.S. Womens College) for enhancing the quality of education in their respective colleges. The analysis presented here covers suggestions regarding major quality indicators of education: Curriculum: that is syllabus and extracurricular facilities; Infrastructure: college building, class room facilities, library and laboratory facilities, and internet or ICT facilities; Teaching: quality of teachers, quality of teaching, and attendance of students in class; Industry linkages: job placement facilities, and making graduation course job oriented, and Other suggestions.

### **Suggestions regarding Syllabus**

Here the suggestions of students, teachers and management of the two colleges for improving the syllabus are discussed.

**Views by students:** Table 4.1 shows that in the total sample highest proportion (49.8%) of students have said that they have no idea about for improving the syllabus, followed by 19.6% of students have said that syllabus should have update, 12.4% of students have said that for them syllabus is so difficult; it should be make it easy. 12.9% of students have said that their syllabus is very good they do not want to give any suggestion for improving syllabus. And other very negligible 2.4% of students have said that syllabus should have changed in every five years for up gradation, 1.9% of students have said add more chapter in syllabus related to their courses and lowest proportion 1.0% of students have said add singing and dancing courses in their syllabus.

In the case of Mangala College majority of students (59.9%) have said that they have no idea for improving quality of syllabus, followed by 19.7% of students have said that their syllabus is theoretical and also very traditional, so they want update syllabus, 10.8% of students have said that the syllabus is good they have no suggestion for it. And very negligible 9.5% of students have said that syllabus should have changed in every five year, make the syllabus easy, add

singing and dancing course in their syllabus and few students also saying that add more chapter in their syllabus related to in their course.

**Table 4.1: Suggestion for improving syllabus- View by students**

Suggestion for improving syllabus	Name of college		Total
	Mangala college	N.S.Womens College	
Update syllabus	31(19.7)	10(19.2)	41(19.6)
Syllabus should have changed in every five year	4(2.5)	1(1.9)	5(2.4)
No idea for improving syllabus	94(59.9)	10(19.2)	104(49.8)
Make it easy	8(5.1)	18(34.6)	26(12.4)
Add singing and dancing course	2(1.3)	0(0.0)	2(1.0)
Add more chapter related to course	1(0.6)	3(5.8)	4(1.9)
"No suggestion everything is good"	17(10.8)	10(19.2)	27(12.9)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In the case of N.S.Womens College the highest proportion of students (34.6%) has said that make syllabus very easy. And followed by 19.7% of students have said that syllabus should have update, the same proportion of students have said that no idea for improving syllabus and the same proportion students also said that no suggestion for syllabus it is good. The very negligible 5.8% of students have said that add more chapter in syllabus related to their course and lowest proportion of students (1.9%) have said that syllabus should have changed in every five year.

According to total sample of the students, majority of students said that they have no idea that what type of suggestion they will give for improving syllabus and syllabus should be make easy.

**Views of Teachers:** In Table 4.2 has described about the suggestion for quality of syllabus views by teachers. In the total sample of teachers, the highest proportion (20%) of teachers have said that syllabus is good they have no suggestion and the same proportion of teachers are giving suggestion that syllabus should choice based credit system syllabus. 13.3% of teachers have said that syllabus should community need based and the same proportion of teachers have said that introduce such like of syllabus that is helps to character building of students. Lowest proportion (6.7%) of teachers have said that syllabus should English medium instruction; the same

proportion of teachers have said that in syllabus should add spirituality courses, the same proportion of teachers have said that prepare syllabus accordance with U.G.C (University Grant Commission), the same proportion of computer science teacher is saying that java language should be introduced in computer science courses and the same proportion of teacher is saying that add new topic in the syllabus.

**Table 4.2: Teachers’ suggestion regarding improvement of graduation level syllabus**

Suggestion for quality of graduation level syllabus	Name of college		Total
	Mangala college	N.S.Womens College	
English medium instruction	1(9.1)	0(0.0)	1(6.7)
Community need based curriculum	1(9.1)	1(25.0)	2(13.3)
Syllabus for character building	1(9.1)	1(25.0)	2(13.3)
Add spirituality	1(9.1)	0(0.0)	1(6.7)
Choice based credit system syllabus	2(18.2)	1(25.0)	3(20.0)
Prepare syllabus accordance with U.G.C	1(9.1)	0(0.0)	1(6.7)
Java language should be introduced in computer science	1(9.1)	0(0.0)	1(6.7)
Add new topic	1(9.1)	0(0.0)	1(6.7)
No suggestion, it is good	2(18.2)	1(25.0)	3(20.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In the case of Mangala College highest proportion (18.2%) of teachers have said that choice based credit system syllabus should need and the same proportion of teachers were also saying that their syllabus is good they have no suggestion for it. The very negligible 9.1% of teachers have said that syllabus should have in English medium instruction. The same proportion of teacher was saying community need based curriculum, syllabus should have character building of students, add spirituality in their courses, prepare syllabus accordance with U.G.C, Java language should be introduced in computer science course and add new topic in their syllabus.

In N.S.Womens College 25% of teacher is saying that community need based curriculum, the same proportion views is syllabus for character building, the same proportion suggestion is

choice based credit system syllabus and the same proportion of teacher is saying that they have no suggestion syllabus is good.

**Views of Management:** In the case of Mangala college management have said in their college syllabus is good and for the more improvement they want support needed from Utkal University for improving the quality of syllabus. The second one N.S.Womens College management was saying that the college is divided from the intermediate college. It is in the initial stage and college is in ongoing development process, so college management is silent in the suggestion and support part of questionnaire.

Regarding improvement of graduation level syllabus, most of teachers suggest that should have introduce choice based credit system syllabus and most of teachers have no suggestion because they are thing their syllabus is good.

### **Suggestion regarding Extracurricular Facilities**

Here, the suggestion given by students and teachers for improving extracurricular facilities in their respective college are discussed.

**Students' views:** In Table 4.3 has described about the suggestion for extracurricular facilities views by students. In the total sample of students, the highest proportion 23% of students have said that they have no proper facilities for extracurricular activities, they want proper facilities but that percents of students were not give any particular suggestion for that. Followed by 20.1% of students have said that in their college there have no proper arrangements for extracurricular facilities, so they were give suggestion for arrange in proper ways and the same 20.1% of students want appointment a teachers for extracurricular facilities, teach to students in proper way and send students for state level competition. Then very negligible 4.3% of students have given that teachers should have encourage to students for such an activities, 3.8% of students have said that for extracurricular facilities should encourage for N.C.C (National Cadet Corps) and N.S.S (National Service Scheme), 3.3% of students are saying that add dance and singing course in their syllabus, 5.7% of students have said that in their annual function add music instruments, 8.6% of students have said that in their college everything is good in extracurricular facilities they have no suggestion for that and lastly 9.1% of students are giving suggestion for extracurricular facilities management should provide fund for that. Lowest proportion 1.9% of student's opinion is that they have no idea for extracurricular facilities.

**Table 4.3: Students suggestions regarding extracurricular facilities**

Suggestion regarding extracurricular facilities	Name of college		Total
	Mangala college	N.S.Womens College	
No idea	0(0.0)	4(7.7)	4(1.9)
Arrange in proper way	42(26.8)	0(0.0)	42(20.1)
Teachers should have encourage students	6(3.8)	3(5.8)	9(4.3)
More facilities for N.C.C. And N.S.S.	8(5.1)	0(0.0)	8(3.8)
No proper facilities we want	8(5.1)	40(76.9)	48(23.0)
Add dance and singing in syllabus	7(4.5)	0(0.0)	7(3.3)
Appointment teachers and teach in proper way and send state level competition	41(26.1)	1(1.9)	42(20.1)
Add music instruments	12(7.6)	0(0.0)	12(5.7)
"No suggestion everything is good"	18(11.5)	0(0.0)	18(8.6)
Management should provide fund for that	15(9.6)	4(7.7)	19(9.1)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Mangala College highest proportion 26.8% of students have said that in their college annual function is happening but students have said, that is not happening in proper ways, so it should arrange in proper way. And followed by 26.1% of students have said that in their college appointment a teachers for extracurricular facilities and teach to students in proper way like competitor of state level. 11.5% of students have said that in their college everything is good they have no suggestion. Then very negligible 9.6% of students have said that management should provide fund for that, 7.6% of students have said that add music instruments in their annual function, 4.5% of students have said that add dance and singing course in their syllabus, 5.1% of students is saying that in their college there have no facilities, they want but not give any suggestion. The same 5.1% of students have said saying that college should provide N.C.C and N.S.S facilities and lowest proportion 3.8% of students have said that teachers should have encouraged to students for extracurricular facilities

In N.S.Womens College, The large majority (76.9%) of students have said that in their college has no any extracurricular facilities, so these students wants these types of facilities but they have

not give any suggestion about that. Then very negligible 7.7% of students have said that they have no idea about suggestion for extracurricular facilities, 5.8% of students have said that teachers should have encourage to students for that, 1.9% of students have said that appointment teachers and teach in proper ways like the level of state competition and 7.7% of students have said that for enhancing these facilities management should provide fund for that.

In Mangala College most of students suggestion is, extracurricular facilities should have arrange in proper ways and appointment teachers for proper teaching like state level competition and N.S. Womens College's majority of suggestion is, they have no facilities in their college they want facilities.

**Views of Teachers:** In Table 4.4 indicate about the suggestion for extracurricular activities views by teachers. In the total sample, highest proportion (33.3%) of teachers have said that game instrument should be provide to the students and followed by 20% of teachers have said that faculty members should give more time to students for preparation in extracurricular activities. 26.7% of teachers have said that for their college need land. These views are totally by N.S.Womens College teachers. That college has not sufficient land for class room building, so who is thing about the extracurricular activities. In that college basic need is land.13.3% of teachers have said that NCC should start at their college in proper ways. In N.S.Womens College there has no any such type of activities. In Mangala College NCC is in starting ways. The very negligible and lowest proportion 6.7% of teachers has said that required awareness for students through teachers. Teachers have to motivate the students for their annual function and other activities.

In the case of Mangala college little less than half (45.5%) of teachers have said that game instrument should be provide to the students in their annual function, and then 27.3% of teachers have said that faculty members should give more time to students for preparation in any extracurricular activities.18.2% of teachers have said that NCC should start at their college in proper ways and very negligible 9.1% of teachers have said that required awareness for students through teachers.

In N.S.Womens College all teachers have said that for the college it is very essential to provide land. This college have not sufficient land. This college building is like a personal building. State government, local administration and local public should be support to recover that scarcity.

**Table 4.4: Teachers suggestion regarding extracurricular activities**

Suggestion regarding extracurricular activities	Name of college		Total
	Mangala college	N.S.Womens College	
Provide land	0(0.0)	4(100)	4(26.7)
Required awareness for students through teachers	1(9.1)	0(0.0)	1(6.7)
NCC should start at college in proper ways	2(18.2)	0(0.0)	2(13.3)
Game instrument should be provided to the students	5(45.5)	0(0.0)	5(33.3)
Faculty members should give more time to students for preparation	3(27.3)	0(0.0)	3(20.0)
Total	11(100.0)	4(100.0)	15(100.0)

Note: Figures in parentheses indicate column percentage.

### College building

For the college building only Mangala college management is giving the suggestion. According to the management, Government and local administration have to give support for better building in the college.

### Class room facilities

Here, suggestion for improving class room facilities discussed about the views of students, teachers and management in below.

**Views of students’:** Table 4.5 reflects that suggestion for improving class room facilities. In the total sample, highest proportion 22.5% of students have said that built new classroom for department wise, followed by 12.9% of students have said that in their college electricity connection is much needed for their class room, 12.4% of students have said that they have no idea to giving suggestion for improving the class room facilities.12% of students have said that they want class room renovation. The very negligible 10.5% of students have said that need ICT related thing like power point presentation and projector, 7.7% of students have said that in their class room they need fan facilities. Many students relate quality of teaching to sanitation process, and their opinions is class room should maintain in neat and clean because clean environment is one of variable to making interesting to classes. So 5.3% of students have said that keep class

room clean. 4.3% of students have said that in their class room keep more desk and benches and 9.6% of students have said that they have no suggestion for improving their class room facilities; in their class room everything is good. Lowest proportion 2.9% of students have said that enhancing motive the students for their study in class room should keep philosophers picture.

**Table 4.5: Students suggestion for improving class room facilities**

Suggestion for improving class room facilities	Name of college		Total
	Mangala college	N.S.Womens College	
Need class room renovation	24(15.3)	1(1.9)	25(12.0)
Need power point presentation and projector	20(12.7)	2(3.8)	22(10.5)
No idea	19(12.1)	7(13.5)	26(12.4)
Connection of electricity	26(16.6)	1(1.9)	27(12.9)
Hanging fan	16(10.2)	0(0.0)	16(7.7)
Keep classroom clean	9(5.7)	2(3.8)	11(5.3)
Built new classroom for department wise	14(8.9)	33(63.5)	47(22.5)
Keep philosophers picture in class room	5(3.2)	1(1.9)	6(2.9)
Add more desk and bench	4(2.5)	5(9.6)	9(4.3)
"No suggestion everything is good"	20(12.7)	0(0.0)	20(9.6)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Mangala College highest proportion 16.6% for the students have said that they want electricity connection in their class room, followed by 15.3% of students have said that need class room renovation.12.7% of students have said that they want power point presentation and projector, the same 12.7% of students have said that they have no suggestion everything is good. 12.1% of students have said that they have no idea about how to identify the problems and giving suggestion about that. 10.2% of students have said that in the summer season students are facing lot of problems due to high tempter, so they want fan connection in their class rooms. Then the very negligible5.7% of students have said that the class room should keep neat and clean, 8.9% of students have said that built new class rooms for department wise, 3.2% of students have said that keep philosophers picture in the class room, and the lowest proportion 2.5% of students have said that add more desk and bench in the class room.

In the case of N.S.Womens College there have no sufficient class rooms, so majority (63.5%) of students were giving suggestions to that built new classroom for department wise. 13.5% of students have said that they have no idea about how to give suggestions for the improving class room facilities. Then the very negligible 1.9% of student have said need class room renovation, the same 1.9% of students have said that need electricity connection in their class room and the same proportion of students have said that keep philosophers picture in their class room. 3.8% of students have said that need power point presentation and projector, and the same proportion of students have said that keep class room clean and 9.6% of students have said that add more desk and bench in their class rooms.

**Views of teachers:** According to the table 4.6 in total sample, highest proportion 26.7% of teachers have said that their class room building should be well prepare and the same proportion of teachers have said that require land for class room, followed by 20% of teachers is giving suggestion that in class room should have electricity connection. Lowest proportion (13.3%) of teachers have said suggestion about college should provide projector in class room and the same proportion of teachers is giving suggestion that provide audio, visual teaching aids.

In Mangala College regarding the class room facilities teacher of Mangala College suggested that to improve the quality of education. 36.4% of teachers have said that class room building should be well prepare, 27.3% of teachers have said that for class room they want electricity connection, 18.2% of teachers have said that for improving the quality of class room facilities should have provided projector and the same percents of teachers have said that for quality class room should have provided audio, video and teaching aids.

**Table 4.6: Teachers Suggestion regarding improving class room facilities**

Suggestion for improving class room facilities	Name of college		Total
	Mangala college	N.S.Womens College	
Provided projector	2(18.2)	0(0.0)	2(13.3)
Provided audio video teaching aids	2(18.2)	0(0.0)	2(13.3)
Well prepare building	4(36.4)	0(0.0)	4(26.7)
Electricity connection	3(27.3)	0(0.0)	3(20.0)
Require land for class room	0(0.0)	4(100)	4(26.7)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In N.S.Womens College the main problem is there has no land for establish a new campus or built a new building for class room. It is very essential that require land for this college. According to all the teachers, they were suggesting require land for better quality of class room facilities.

**Views of management:** Total sample, management has said their suggestion that improving the quality of class room facilities; they want support from the state government. Management was saying that built a building for class room or providing modern technical teaching aids or other require thing, for that require fund. This fund should provided by the state government.

### Library facilities

Suggestion for improving library facilities it includes journals, books, setting arrangement and proper regularity maintenance, views by students, teachers and management.

**Table 4.7: Students suggestions for improving library facilities**

Suggestions for improving library facilities	Name of college		Total
	Mangala college	N.S.Womens College	
Increase number of books	44(28.0)	39(75.0)	83(39.7)
Library staff should come daily	2(1.3)	0(0.0)	2(1.0)
Magazine and journal should keep in library	2(1.3)	0(0.0)	2(1.0)
No idea	75(47.8)	10(19.2)	85(40.7)
Built or extend new library	15(9.6)	1(1.9)	16(7.7)
Develop subject wise section in library	1(0.6)	0(0.0)	1(0.5)
Increase book by different author	2(1.3)	0(0.0)	2(1.0)
Add more benches and desk for setting	3(1.9)	2(3.8)	5(2.4)
"No suggestion everything is good"	13(8.3)	0(0.0)	13(6.2)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Views of students:** As per the table 4.7 the total sample, highest proportion (40.7%) of students have said that they have no idea about what should they give suggestion for improving library facilities. Followed by 39.7% of students have said that for improving quality of library facilities

should have increase number of books in the library. Then very negligible 1% of students have said that for the improving library facilities the library staff should come daily, the same percents of students have said that magazine and journal should keep in library, the same students is giving suggestion that in library increase book by different author. 7.7% of students have said that build or extend a new library, 2.4% of students have said that in reading room add more desk and benches for setting arrangement and 6.2% of students have said that in their college the library facilities very good they have no suggestion for that and lowest proportion (.5%) of students have said that develop subject wise section in library.

In the case of Mangala College highest proportion (47.8%) of students have said that they have no idea for giving suggestion for improving library facilities and 28% of students have said that increase number of books in their library. Then very negligible 1.3% of students were giving suggestion library staff should come daily for improving library facilities, the same proportion of students have said that magazine and journal should keep in library, 9.6% of students have said that built or extend new library, 1.3% of students have said that in library increase book by different author, 1.9% of students is giving suggestion that add more benches and desk for setting arrange, 8.3% of students have said that in their library everything is good, they have no suggestion and lowest proportion (.6 %) of students have said that develop subject wise section in library.

In N.S.Womens College, Regarding improving library facilities in that college the large majority (75%) of students have said that increase number of books in their library, 19.2% of students have said that they have no idea for how to suggesting for improving library facilities. The very negligible 1.9% of students has said that built or extend new library in their college and 3.8% of students have said that add more benches and desk for setting.

**Views of teachers':** Table 4.8 reveals that the suggestion for improving library facilities. In the case of Mangala college highest proportion (36.4%) of teachers have said that provided large number of reference books in library, 18.2% of teachers have said that there must be computer in library, the same percents of teachers have said that provided good journal and magazine in library and the same percents of teachers have said that built a big reading room. The lowest proportion (9.1%) of teachers has said that in their library everything is good they have no suggestion for that.

In N.S.Womens College all the teachers have said that in their library everything is good they have no suggestion for that. When that college have not separate library in that time teachers are saying everything is good.

**Table 4.8: Teachers’ suggestion for improving library facilities**

Suggestion for improving library facilities	Name of college		Total
	Mangala college	N.S.Womens College	
No suggestion everything good	1(9.1)	4(100)	5(33.3)
There must be computer library	2(18.2)	0(0.0)	2(13.3)
Provided large number of reference books	4(36.4)	0(0.0)	4(26.7)
Provided good journal and magazine	2(18.2)	0(0.0)	2(13.3)
Built a big reading room	2(18.2)	0(0.0)	2(13.3)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Views of management:** According to Mangala college management improving for library facilities, college management needed support from local administration. N.S.Womens College do not give any suggestion about the improving library facilities because college management was saying that college is in ongoing progressive process, that’s why cannot give any suggestion.

Regarding library facilities in N.S.Womens College large majority (75.0%) of students are giving suggestion about increase book in their library, in that time teachers are silent about the library facilities. In the case of Mangala college over half proportion of students are silent about the suggestion regarding library facilities, but views of teachers is quite satisfactory.

### **Laboratory facilities**

Below in discussed the views of students, teachers and management regarding their suggestions for laboratory facilities.

**Views of students’:** Table 4.9 indicate that the suggestion for improving the laboratory facilities. In the total sample, majority 51.2% of students have said that in their courses on need of laboratory facilities. On the students respondent almost students are from arts background and some students are from practical subjects like natural science and few arts students have practical subject. Due to this reason majority of students no need to laboratory facilities. 28.2% of students

have said that they have no idea for how to give suggestion for the laboratory facilities in their college. Very negligible 6.7% of students have said that in their college everything is well for laboratory facilities, they don't have any suggestion for that.

In the case of Mangala college highest proportion (57.3%) of students have said that they have no suggestion for improving laboratory facilities, because they have no need to used laboratory in their courses. 15.9% of students have said that also they have no suggestion because they have no idea about what suggestion they should give. 14% of students have said that keep sufficient instruments in their laboratory. Then very negligible 1.3% of students have said that demonstration classes should have active in their laboratory for the students, 1.9% of students have said that students should maintain discipline in the laboratory and the last suggestion 8.3% of students have said that they have no suggestion for improving laboratory facilities because there have everything is good for laboratory facilities, lowest proportion 0.6% of students was saying that laboratory facilities should have separation between intermediate and graduation courses, the same proportions of students is saying that appointment a well knowledge technician for the laboratory.

**Table 4.9: Students suggestion for improving laboratory facilities**

Suggestion for improving laboratory Facilities	Name of college		Total
	Mangala college	N.S.Womens College	
No idea	25(15.9)	34(65.4)	59(28.2)
Keep sufficient instrument	22(14.0)	0(0.0)	22(10.5)
Demonstration class should have active	2(1.3)	0(0.0)	2(1.0)
Separation between +2 and +3	1(0.6)	0(0.0)	1(0.5)
Suggestion to students make discipline to laboratory	3(1.9)	0(0.0)	3(1.4)
Appointment a well knowledge technician for laboratory	1(0.6)	0(0.0)	1(0.5)
"No suggestion everything is good"	13(8.3)	1(1.9)	14(6.7)
No need in our course	90(57.3)	17(32.7)	107(51.2)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In N.S.Womens College majority (65.4%) of students have said that they have no idea about the how to give suggestion for the laboratory facilities, 32.7% of students have said that laboratory facilities has no need in their course and very negligible 1.9% of students have said that they have no suggestion laboratory facilities because there has everything is good.

In these college two practical subjects: education and psychology is there. In that college psychology department has one teacher and education department has no any single teacher. But students are not aware about such haphazard teaching process. Aware about the other quality of facilities students should have well knowing about their problems. For the knowing about the problem students should have take interest in that ways. Teachers can enhance the students' interest.

**Table 4.10: Teachers suggestion for improving laboratory facilities**

Suggestion for improving laboratory facilities	Name of college	
	Mangala college	N.S.Womens College
No suggestion everything is good	1(9.1)	There have no suggestion
Should be provided more equipment	3(27.3)	
Separation +2 and +3	2(18.2)	
More system required for computer science department	2(18.2)	
Provided more chemical in laboratory	3(27.3)	
<b>Total</b>	<b>11(100.0)</b>	

Note: Figures in parentheses indicate column percentage.

**Views of teachers':** Table 4.10 reflects about the suggestion for improving laboratory facilities views by teachers. N.S.Womens College teachers are not giving any suggestion about the improving laboratory facilities in their college. When in that college two practical subjects are there. Only Mangala college teachers are giving suggestion for improving the laboratory facilities. Highest proportion (27.3%) of teachers have said that in laboratory should be provided more equipment but which sources should be provided that is not mention, the same proportion of teachers were giving suggestion provided more chemical in laboratory. 18.2% of teachers have said that improving the laboratory facilities should have separate intermediate and graduation laboratory, the same proportion of teachers have said that for the improving computer science

laboratory facilities, required more system for computer science department. The last very negligible and lowest proportion (9.1%) of teachers have said that in their college everything have is in sufficient manner in laboratory that's why they have no suggestion for that.

**Views of management:** Always management opinion is quality improvement can possible through finance. So for the improvement of laboratory facilities, management can wise to getting financial support from the state government. Through finance management can perches more laboratory equipment.

### **Internet or ICT facilities**

Here is discussed the suggestion given by students, teachers and management about internet/ICT facilities in their respective colleges.

**Views of students':** Table 4.11 reflects that in the total sample, highest proportion (46.4%) of students have said that they have no idea about how to give their suggestion for improving the internet facilities, followed by 37.3% of students have said that provide computer with internet through the college.13.4% of students have said that they want internet facilities for improving the ICT system and lowest proportion (2.9%) of students have said that in their college everything is good they do not have any suggestion for that.

In the case of Mangala college highest proportion (54.1%) of students have said that they have no idea about gave suggestion for improving ICT facilities, followed by 24.8% of students have said that keep computer with internet in their colleges or library, 17.2% of students have said that they want internet facilities in their college and lowest proportion (3.8%) students have said that they have no suggestion, in their college about ICT system everything is good.

**Table 4.11: Students suggestion, for Providing/improving internet facilities to students**

<b>Suggestion</b>	<b>Name of college</b>		<b>Total</b>
	<b>Mangala college</b>	<b>N.S.Womens College</b>	
No idea	85(54.1)	12(23.1)	97(46.4)
Provide computer with internet	39(24.8)	39(75.0)	78(37.3)
Want internet facilities	27(17.2)	1(1.9)	28(13.4)
"No suggestion everything is good"	6(3.8)	0(0.0)	6(2.9)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In the case of N.S.Womens College large majority of students (75.0%) have said that provide computer with internet, followed by 23.1% of students have said that they have no idea about the suggestion for providing/improving the internet facilities and lowest proportion (1.9%) of students have said that want internet facilities but they don't know what the suggestion they will give.

**Views of teachers':** Table 4.12 indicates that suggestion for providing/improving ICT facilities views by teachers. In the total sample, 46.7% of teachers have said built new room for cyber system, followed by in Mangala college highest proportion those have said minimum one number of system with internet facilities should be provide in every practical lab (45.5%), lowest proportion of teachers (27.3%) have said built new room for cyber system and more computers provide for library with internet facilities. In the case of N.S.Womens College all teachers are saying that built new room for cyber system.

**Table 4.12: Teachers suggestion for Providing/improving ICT facilities**

Suggestions	Name of college		Total
	Mangala college	N.S.Womens College	
Built new room for cyber system	3(27.3)	4(100)	7(46.7)
Minimum one no. of system with net facilities should be provide in every lab	5(45.5)	0(0.0)	5(33.3)
More computers provided for library with internet facilities	3(27.3)	0(0.0)	3(20.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Views of management:** The Mangala college management views about improving the ICT facilities; they want support from local administration. In the case of N.S.Womens College, this college is silent about suggestion for improving quality ICT facilities in their college.

### Quality of Teachers

**Views by students:** Table 4.13 provides details of student's suggestion for improving quality of teachers. In the both college highest proportion of students have said that for suggesting about improving quality of teachers, they have no idea how to suggest, followed by 31.6% of students have said that in their college everything is good they have no suggestion for it, 12.4% of

students have said that teachers themselves increase their quality, 11.5% of students have said that for the improving quality of teachers, teacher training courses like reference courses should be attend and lowest proportion of teachers (2.9%) have gave their suggestion that check them self their monthly progress report.

In the case of Mangala college also highest proportion of students have said they have no idea about the how to suggest improving quality of teachers, followed by 27.4% of students have said in their college quality of teachers is very good, so they don't want to give any suggestion, 12.1% of students have said for the improving quality of teachers, they should attend teacher training program.7.0% of students have said that teachers should themselves increase their quality and lowest proportion of students have said that check themselves their monthly progress report.

In the case of N.S.Womens College highest proportion of students have said that in their college quality of teachers is very good, they do not want to give any suggestion for that(44.2%), followed by 28.8% of students have said that teachers themselves increase their quality, 9.6% of students have said that teachers should attend teacher training program and check themselves their monthly progress report, and lowest proportion of students have said that for the improving quality of teachers they have no idea how to give their suggestion.

**Table 4.13: Students suggestion for improving quality of teachers in their course**

Students suggestion	Name of college		Total
	Mangala College	N.S.Womens College	
Teacher training program	19(12.1)	5(9.6)	24(11.5)
No idea	83(52.9)	4(7.7)	87(41.6)
Themselves increase their quality	11(7.0)	15(28.8)	26(12.4)
Check them self monthly progress report	1(0.6)	5(9.6)	6(2.9)
No suggestion everything is good	43(27.4)	23(44.2)	66(31.6)
<b>Total</b>	<b>157(100.0)</b>	<b>52 (100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate percentage.

**Views of teachers:** Table 4.14 indicates that suggestion for improving the quality of graduation level teachers views by teachers. In the case of N.S.Womens College all teachers are suggesting teacher training program should have very essential for improving the quality of graduation level

teachers. And in the case of Mangala college highest proportion (18.2%) of teachers have suggested that teacher training program is very essential for improving quality of graduation teachers, promotion of teachers with increment salary and regular examination for teachers as par with students. Lowest proportion (9.1%) of teachers have suggested that progress the access of library facilitates, academic discussion with other teachers and teachers have not suggestion in their college everyone is excellent.

**Table 4.14: Teachers suggestion for improving the quality of graduation level**

Teachers suggestion	Name of college		Total
	Mangala college	N.S.Womens College	
Teachers training programmes like referees course	2(18.2)	4(100)	6(40.0)
Promotion and increment salary	2(18.2)	0(0.0)	2(13.3)
Regular examination for teachers at par with students	2(18.2)	0(0.0)	2(13.3)
Regular preparation of lesson plan	2(18.2)	0(0.0)	2(13.3)
Progress the access of library facilities	1(9.1)	0(0.0)	1(6.7)
Academic discussion with other teachers	1(9.1)	0(0.0)	1(6.7)
No suggestion every one excellent	1(9.1)	0(0.0)	1(6.7)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

**Views of management:** For the improving quality of teachers Mangala college management said that they want support from state government. N.S.Womens College is silent about the suggestion for improving the quality of teachers.

### Quality of Teaching

**Views of Students':** Table 4.15 reflect that improving quality of teaching, views by students. In the total sample, highest proportion (43.1%) of students have said that they have no idea for what type of suggestion they will give and 19.6% of students have said that they have no suggestion in their college everything is good. Then very negligible 9.1% of students have said that improving the teaching: teacher should teach regular with on time, 8.6% of students have said that students centric teaching, 3.8% of students have said that for the improving teaching teachers should have

clear cut and vast knowledge, 2.9% of students have said that improving teaching appointment more teacher, 2.4% of students have said that improving teaching should used ICT like projector and teacher should teach clear and make it simple, 1.9% of students have said that teacher should follow more book for according to students courses, 1.4% of students have said that give sufficient salary to teachers and same proportion of students also said build sufficient classroom, 1.0% of students have said facilitate teaching aids and the last or lowest proportion of students have said that teacher should do not refer any note copy and should maintain classroom discipline by the students.

**Table 4.15: Students suggestion for improving quality of teaching**

Students suggestion	Name of college		Total
	Mangala college	N.S.Womens College	
Appointment more teachers	6(3.8)	0(0.0)	6(2.9)
Student centric teaching	6(3.8)	12(23.1)	18(8.6)
No idea	86(54.8)	4(7.7)	90(43.1)
Use ICT	3(1.9)	2(3.8)	5(2.4)
Give sufficient salary to teachers	2(1.3)	1(1.9)	3(1.4)
Facilitate sufficient teaching aids	1(0.6)	1(1.9)	2(1.0)
Teachers should have clear cut and vast knowledge	5(3.2)	3(5.8)	8(3.8)
Built sufficient classroom	2(1.3)	1(1.9)	3(1.4)
Teachers should follow more book for our course	4(2.5)	0(0.0)	4(1.9)
Teach clear and make it simple	5(3.2)	0(0.0)	5(2.4)
Teach regular with on time	4(2.5)	15(28.8)	19(9.1)
Do not refer any note copy	1(0.6)	0(0.0)	1(0.5)
Class room discipline	1(0.6)	0(0.0)	1(0.5)
Teachers should friendly behaviour with student	0(0.0)	3(5.8)	3(1.4)
No suggestion everything is good	31(19.7)	10(19.2)	41(19.6)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In the case of Mangala college highest proportion (54.8%) of students have said that they have no idea for the improving quality of teaching, what shall suggest by them, followed by students have said in their college everything is good they have no suggestion (19.7%), appointment more teachers and students centric teaching (3.8%), teachers should have clear cut and vast knowledge, and teach clear and make it simple (3.2%), teachers should follow more book for students courses and teacher regular with on time (2.5%), used ICT like projector (1.9%), give sufficient salary to teachers and built sufficient class room (1.3%) and lowest proportion of students have said facilitate teaching aids, do not refer any note book and class room discipline (0.6%).

In the case of N.S.Womens College highest proportion (28.8%) of students have said that for improving quality of teaching: teachers should teach regular with on time, followed by of students have said should apply student centric teaching (23.1%), no suggestion everything is good (19.2%), no idea (7.7%), teachers should have clear cut and vast knowledge, and teachers should friendly behaviour with students (5.8%), use ICT (3.8%), and lowest proportion students have said given sufficient salary to teachers, facilitate sufficient teaching aids, and built sufficient class room (1.9%).

**Table 4.16: Teachers suggestion for improving teaching by teachers**

Teachers suggestion	Name of college		Total
	Mangala college	N.S.Womens College	
Introduces multidisciplinary and interdisciplinary syllabus	1(9.1)	4(100.0)	5(33.3)
Use ICT	1(9.1)	0(0.0)	1(6.7)
Attend national and international seminar	2(18.2)	0(0.0)	2(13.3)
Regular and value oriented teaching	2(18.2)	0(0.0)	2(13.3)
Feedback take from students	1(9.1)	0(0.0)	1(6.7)
Select good text book for teaching	2(18.2)	0(0.0)	2(13.3)
More interaction with teacher and students	1(9.1)	0(0.0)	1(6.7)
Fully prepare for teaching	1(9.1)	0(0.0)	1(6.7)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

**View of Teachers’:** Table 4.16 indicates that improving the quality of teaching: views by teachers. In the case of N.S.Womens College all teachers have said that introduces multidisciplinary and interdisciplinary syllabus. In the case of Mangala College 18.2% of teachers have said that for the improving quality of teaching teachers should attend national and international seminar, regular with value oriented teaching and selects good text book for teaching. 9.1% of teachers have said introduces multidisciplinary and interdisciplinary syllabus, use ICT in class room, feedback take from students, more interaction with teacher and students and fully prepare for teaching.

**Views of management:** For the improving quality of teaching by teachers, Mangala college management said that they want support from state government.

### **Teachers views on improving attendance of students in classes**

Table 4.17 indicate that, in N.S.Womens College all teachers have suggested that, should have need more interaction with students and teachers for the improving attendance of students in class. But in the case of Mangala college highest proportion (36.4%) of students have said that guidance meeting should be need, followed by more interaction with students and teachers (27.3%), give 10% marks for students attendance (18.2%) and lowest proportion of students have said that banning use of mobile phone inside the campus and teaching make interesting the use of modern technology (9.1%).

**Table 4.17: Teachers suggestion for improving attendance of students in classes**

Teachers suggestion	Name of college		Total
	Mangala college	N.S.Womens College	
Banning use of mobile phone inside the campus	1(9.1)	0(0.0)	1(6.7)
Give 10% mark for student attendance	2(18.2)	0(0.0)	2(13.3)
More interaction with students and teachers	3(27.3)	4(100)	7(46.7)
Guidance meeting should be need	4(36.4)	0(0.0)	4(26.7)
Teaching make interesting the use of modern technology	1(9.1)	0(0.0)	1(6.7)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

## Improving job placement facilities

**Students' views:** Table 4.18 shows that in the total sample, students have not given the satisfactory suggestion about job placements facilities in their courses. In total sample, Little less than half students have said they want job placement facilities but not given any suggestion (45.5%), followed by students have no idea (34.4%), library or some management post should give to students (19.6%): but is not job placement facilities in their courses, and the very negligible students have said that no suggestion in their college job placement facilities is good.

In the case of Mangala College little less than half students have said that they have no idea (45.2%), followed by students' wants job placement facilities but not give any suggestion (33.1%), library or some management post should give to students (21.0%), and very negligible students have said no suggestion in their college job placement facilities is good.

In N.S.Womens College, Highest proportion of students have said that they want job placement facilities (82.7%), followed by library or some management post should give to students (15.4%) and lowest proportion of students have said no idea (1.9%).

**Table 4.18: Students suggestion for providing/ improving job placement facilities in Courses**

Providing/ improving job placement facilities	name of college		Total
	Mangala college	N.S.Womens College	
No idea	71(45.2)	1(1.9)	72(34.4)
Want	52(33.1)	43(82.7)	95(45.5)
Library or some management post should give to students	33(21.0)	8(15.4)	41(19.6)
"No suggestion everything is good"	1(0.6)	0(0.0)	1(0.5)
Total	157(100.0)	52(100.0)	209(100.0)

Note: Figures in parentheses indicate column percentage.

**Views of teachers':** Table 19 provides details of teachers' opinions regarding placement facilities. In the total sample of both colleges, highest proportion of teachers have said that job oriented courses should be taken (40.0%), followed by course counseling program (33.3%) and lowest proportion of students have said that opening of job placement cell (26.7%) In the case of Mangala college suggestion for job placement facilities teachers have said, opening of job

placement cell and course counselling (36.4%), and job oriented courses should be taken (27.3%). In the case of N.S.Womens College for the job placement facilities teachers have said job oriented courses should be taken (75.0%) and course counselling program (25.0%).

**Table 4.19: Teachers suggestion for Job placement facilities**

Teachers suggestion	Name of college		Total
	Mangala college	N.S.Womens College	
Opening of job placement cell	4(36.4)	0(0.0)	4(26.7)
Course counselling program	4(36.4)	1(25.0)	5(33.3)
Job oriented courses should be taken	3(27.3)	3(75.0)	6(40.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate percentage.

### **Making graduation course job-oriented**

Table 4.20 indicate that making graduation course job oriented in N.S.Womens College all teachers have said that add multidisciplinary and interdisciplinary courses. In case of Mangala college highest proportion of students have said that introduce vocational courses for +3 level (36.4%), followed by introduce job oriented courses (27.3%) and lowest proportion of students have said that add multidisciplinary and interdisciplinary courses and B.Ed courses should be introduces (18.2%).

**Table 4.20: Teachers suggestions for making graduation course job oriented**

Teachers suggestions	Name of college		Total
	Mangala college	N.S.Womens College	
Introduce vocational courses for +3 level	4(36.4)	0(0.0)	4(26.7)
Add multidisciplinary and interdisciplinary courses	2(18.2)	4(100.0)	6(40.0)
B.Ed courses should be introduces	2(18.2)	0(0.0)	2(13.3)
Introduce job oriented courses	3(27.3)	0(0.0)	3(20.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

## Others suggestions

Table 4.21 give details of other suggestions by students for improving quality of their colleges. In the case of Mangala college highest proportion of students have said that stop the election in their college (26.8%), followed by need cycle stand (15.3%), built auditorium (12.7%), remove the dress cord (9.6%), students also said in their college everything is good they have no suggestion (7.6%), need boys common room (7.0%), teachers behaviours should well manner (5.7%), students behaviours should well manner (5.1%), garden facilities (4.5%), built canteen (1.9%), repair college road and built girls common room (1.3%), and lowest proportion built hostel and ladies toilet (1.3%).

**Table 4.21: Other suggestions by students**

Any other suggestion	Name of college		Total
	Mangala College	N.S.Womens College	
Build canteen	3(1.9)	9(17.3)	12(5.7)
Garden facilities	7(4.5)	1(1.9)	8(3.8)
Build hostel	1(0.6)	9(17.3)	10(4.8)
Need cycle stand	24(15.3)	4(7.7)	28(13.4)
Repair college road	2(1.3)	1(1.9)	3(1.4)
Teachers behaviours should well manner	9(5.7)	0(0.0)	9(4.3)
Stop the election	42(26.8)	0(0.0)	42(20.1)
Girl's common room	2(1.3)	7(13.5)	9(4.3)
Ladies toilet	1(0.6)	9(17.3)	10(4.8)
"No suggestion everything is good"	12(7.6)	2(3.8)	14(6.7)
Remove dress cord system	15(9.6)	7(13.5)	22(10.5)
Boys common room	11(7.0)	0(0.0)	11(5.3)
Student behaviour should well manner	8(5.1)	0(0.0)	8(3.8)
Build auditorium	20(12.7)	3(5.8)	23(11.0)
<b>Total</b>	<b>157(100.0)</b>	<b>52(100.0)</b>	<b>209(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In case of N.S.Womens College highest proportion of students have said that built canteen, built hostel and built ladies toilet (17.3%), followed by built girls common room and remove dress

cord system (13.5%), built cycle stand (7.7%), built auditorium (5.8%), students also have said that they have no suggestion everything is good (3.8%), and lowest proportion of students have said that repair college road and garden facilities (1.9%).

Table 4.22 provides details of other suggestions by teachers' for improving quality status of their colleges. In the total sample, highest proportion of students have said that facilitate regular progress test (40.0%), followed by toilet for ladies staff (26.7%), provide yoga class (20.0%), and lowest proportion students have said proper knowledge of election to students (13.3%).

**Table 4.22: Other suggestions by to teachers**

Other suggestions	Name of college		Total
	Mangala college	N.S.Womens College	
Proper knowledge of election to students	2(18.2)	0(0.0)	2(13.3)
Provide yoga class	2(18.2)	1(25.0)	3(20.0)
Toilet for ladies staff	2(18.2)	2(50.0)	4(26.7)
Facilitate regular progress test	5(45.5)	1(25.0)	6(40.0)
<b>Total</b>	<b>11(100.0)</b>	<b>4(100.0)</b>	<b>15(100.0)</b>

Note: Figures in parentheses indicate column percentage.

In Mangala college, 45.5% of students have said that facilitate regular progress test and 18.2% of students have said that proper knowledge of election to students; provide yoga class and toilet for ladies staff.

In case of N.S.Womens College 50.0% of students have said that toilet for ladies staff and 25.0% of students have said that provide yoga class and facilitate regular progress test.

### **Concluding observations**

Regarding the suggestion for improving quality of syllabus, students and teachers have not any common opinions about it. Around 50% of students suggested about their requirement like remove the extra thing from the syllabus and make it easy, in that times for teachers (20%) should be introduce choice based credit system syllabus.

I have found the common statements regarding the improving extracurricular facilities from both students and teachers, that motivation should come from the teachers by creating awareness among the students, as well as more facilities to N.C.C at college.

Regarding to the improving the class room facilities both students and teachers suggested, about the ICT facilities like installation of projector, increasing of school building for class room purposes and providing electricity in class rooms etc. Mostly 22% of students said that build new class rooms for department wise and 26% of teachers said that good school building is very need for improving class room facilities.

According to students teachers views of improving the library facilities, in the case of Mangala College over 80% of students and teachers are saying in their college library facilities is good they have no suggestion for that. Both teachers and students are urged to have journal and magazine in college liberty. Students are demanding to build a new library where as teachers are interested to have a big reading room.

Regarding to improve laboratory facilities both students and teachers, they suggested to separate of intermediate and graduation laboratory. About 27% of teachers interested to have more equipment in laboratory. Whereas, majority of students (51.2%) said that laboratory facilities are no needed in their courses in Mangala College. In case of N.S.Womens College teachers don't have any suggestion.

Regarding the suggestion for improving quality of ICT facilities in the both colleges, required more computers with internet facilities was the common views point of both students and teachers. Highest proportion of students (46%) said that they don't have idea for giving suggestions about ICT and few teachers said that they want a new building for cyber system.

Regarding the improving quality of teachers, both students and teachers have common opined that, wants teacher training program is very essential for quality improvement of teachers. Most of students (41.6%) said they have no idea for improving quality of teachers and most of teachers (40%) said teacher training program is very essential.

Regarding the improvement of quality of teaching, both students and teachers are saying a common view that is use of ICT for good teaching.

The other suggestions given by students and teachers are the common opinion about the college election. About 20% students want to stop the election, whereas, 13% teachers opined that student should have proper knowledge for election. Through my durability observation (Due to domicile of that area) during election especially in Mangala college many disturbances had been

occurred. Students are divided into various political affiliations. Students and teachers interaction have come under respect less manner, for that reason classes also affected, many students had suffered a lot of problems and also nearest locality had affected. It demonstrated valid reasons to stop the election.

The Twelfth Plan has highlighted expansion, equity and excellence as the major concerns in higher education. Further, it may be stated that for the expansion of any educational institution, there is needed sufficient financial assistance, government support, proper implementation of policy, administration and local governance support, and also teachers. Further it may be noted that in Kakatpur, both Mangala College and N.S.Womens College need expansion in their respective manner.

Mangala College is an integrated college of regular intermediate and graduation programmes and P.G. level distances education courses. In intermediate level have arts, sciences, commerce stream and also vocational courses. In graduation level have arts, sciences and commerce stream only. In the distances P.G. level have some social sciences and literature subjects affiliated with Utkal University, Bhubaneswar. In this college mostly teachers are teaching both intermediate and graduation level courses. Every department or every stream has sufficient teachers expected in commerce department. In this department have only two teachers for both intermediate and graduation level courses. Here the basic requirement is the appointment of teachers in commerce department.

The expansion of in between commerce department is very essential towards building, appointment of more teachers, and keeping more numbers of books in library for the students and teachers. According to NAAC this college is consider as B Grade College (20th Meeting of the Standing Committee '16th December 2016'). But commerce department has not sufficient class rooms, not sufficient teachers and not sufficient books in college library. But this college is giving admission to commerce students as almost equal with other streams. Due to lack of insufficient teachers the commerce classes are not regular. While commerce teachers are giving tuition to students, those who are taking admission in this college. Here students are taking admission and keeping contact with teacher for getting more marks in examinations. And teachers are also commercialised motive. Teachers are giving tuition to students and getting money. College management totally ignore about the commerce stream. College management

and state government should be appointment more teachers in that streams, built more class room for this stream, keep more books in library and for the more class college should facilities to the requirement. In this stream expansion is the first priorities.

In Mangala College the expansion issues related with only one department, but in N.S.Womens College the expansion issues related with total college's education system. In N.S.Womens College only graduation B.A. stream is there. There has not sufficient building for class rooms, not sufficient teachers, not sufficient furniture, not other stream, and no library. If looking towards equity and quality, first should looked about expansion. College management should active about the expansion of all the facilities. This situation is not happing due to lack of finance support of state government but it is happing lack of motivation. Actually this college management is not wish to develop their college education system. That college expansion can possible when college management between teachers correlation will better. So college management and teachers have to motive themselves and think positive about their college.

# Chapter V

## Conclusion

The present study “**Social Background of Students and Quality of higher Education: A Study of Colleges at Kakatpur headquarter, Odisha**” is an attempt to understand and analyze the existing situation of socio-economic background of students and quality of the college education at Kakatpur in Odisha.

On the basis of findings of the study, the concluding observations of the study are as follows

1) First hypothesis of the study was that: “**The majority of college students come from the socially and economically advantaged sections**”.

The hypothesis relates to the case of Mangala College and NS Women's College at Kakatpur. In this connection it is found that proportion of S C students in the both colleges were only about 13%, whereas their proportion in the Kakatpur block is about 22%. The rest of the students in the two colleges are from OBC and General categories. Hence, in the total sample of the students, proportion of OBC and General category of students is higher than their proportion in the total population of Kakatpur block. So, the hypothesis is found to be valid with reference to caste composition of studies.

In regard to the religious groups, in Mangala College, students coming from Hindu religion are 96%, Muslim are 3% and Christian are 1% (see Table 2.5). Whereas in Kakatpur block, Hindus are 86.7%, Muslims are 13.2% and others are 0.1%. So Hindu students are more in Mangala College than their proportion in the population of Kakatpur block. In case of N.S.Womens College, Hindu students are 98%, Muslim are 1.9% and other religion is nil. So even in terms of religious composition, the hypothesis is found valid.

In connection of father education, it is found that in Mangala College and N.S.Womens College together over 60% of students fathers' education is under secondary level. In total sample of students, over 70% students' mothers have education. So here hypothesis is not found valid as majority of parents do not have higher education. In total sample of the students fathers' main occupation is little less than 45%., who are doing agriculture and over 40% of fathers doing

business and service/job. In Mangala College and NSW College together 47.4% of students family are staying in pucca house, and the rest in mixed kachacha house. In both colleges taken together over 50% of students have two wheeler, over 90% of students have bicycle and over 80% of students family have T.V.

In view of the above, it may be stated that first hypothesis is valid in case of some socio-economic indicators (such as caste) but not so in case of some other indicators (like house type).

2) The second hypothesis of the study was: **“The quality of higher education is overall average at Kakatpur in Odisha with respect to the major indicators of quality of higher education”**.

In this connection it was found that in the opinion of overwhelming majority of students and teachers the quality of their syllabus is very good/excellent/good. In Mangala College, students and teachers have said that quality of extracurricular facilities is good/very good/ excellent. But in case of NSW College students and teachers have said that they have no facilities in their college so they want extracurricular facilities.

In Mangala College, majority of students and teachers say that quality of their college building is very good/good/excellent. In case of NSW College, majority of students opined that quality of college building is under average, and teachers’ opinion is very good/ good/ average. On observation it was also found that NSW College had very small building.

In Mangala College majority of students said that quality of their class room facilities is good/very good/ excellent and in case of NSW College majority of students said that it is average/good/ unsatisfactory. In Mangala College large majority of teachers said class room facilities is good, and it is under average opined about NSW College teachers. Observation above it was seen that NSW College has very poor class room facilities.

In Mangala College, majority of students said that quality of their library facilities is very good/good/excellent and in NSW college students opined that good/ average/ very good. On observation it was seen that NSW College has very poor quality of library facilities.

About quality of teaching and teachers, the total sample large majority of the students opined that it is excellent/very good/ good. However, it may be added here that in terms of objective quality

indicators namely teacher-student ratio the quality of education is in fact below average. Classes are not mostly held and there were not teacher in one department in NSW College.

Hence, it emerges from the above that in the opinion of large majority of students and teachers quality of education in their respective colleges is very good/good/excellent in case of most indicators of quality of education. But considering objective quality indicators like teacher-student ratio and even building, library facility, ICT facilities, classes held and teaching, particularly in case of NSW College, the quality of education is below average/poor. So, there is a gap between subjective views of students and teachers and objective indicators of quality of education. Thus, the hypothesis that quality of education in average is not found valid when viewed from the perspective of students and teachers as large majority of them rate the quality of education in their respective college as very good/good/excellent. In terms of objective indicators also the quality of education cannot be considered average, particularly in case of N S Women's College. It may be considered broadly average for Mangala College but below average for NS Women's College.

3) The third hypothesis is that: **“The quality of higher education varies across colleges located at Kakatpur”**.

In this regard it is found that in teams of views of teachers and students, the quality of education is largely different in both colleges. Mangala College possesses good extracurricular facilities, good college building, good class room facilities, good laboratory facilities, library facilities but the other college has poor quality of such facilities. Mangala College has adequate teachers, few teachers publications but the other college does not have adequate numbers of teachers and lacks in teachers quality as well. So the quality of education varies in the two colleges at Kakatpur and, thus, the hypothesis is valid.

4) The fourth and last hypothesis is that: **“Certain measures are required to enhance quality of higher education at Kakatpur”**.

In this connection it is found that several suggestions have been given by students and teachers pertaining to improving the quality of infrastructure facilities, library facilities and quality of teachers and teaching in their colleges at Kakatpur block headquarter.

Regarding the suggestion for improving quality of syllabus, majority of students said make syllabus easy, Teachers said that college should introduce choice based credit system in syllabus. For improving extracurricular facilities, students and teachers said motivation, awareness, and more facilities are needed. Other suggestions include projector, good building and electricity connection in un-electrified positions. Regarding library facilities the suggestions include provision of more books journals, and more sitting arrangement for students. Regarding improving quality of teachers, need of teacher training course was suggested by both students and teachers.

On the basis of observation of the researcher and interactions at the colleges, it may be suggested that both colleges need to appoint more teachers and develop their college infrastructure facilities, more so in NS Women's College.

# **Appendix-I**

## **Questionnaire for College Students**

Dear respondent,

I am research scholar pursuing M.Phil. course in sociology at the Babasaheb Bhimrao Ambedkar University, lucknow. I am conducting my M.Phil. Research on the theme “Social Background of Students and Quality of Higher Education: A Study of Colleges at Kakatpur Headquarter, Odisha”. I will be extremely grateful if you kindly extend your cooperation by filling this questionnaire.

The information provided by you in this questionnaire will be used only for my research work and individual information will not be published or shared with others.

Thanking you!

**Ms. Rojalini Behera**

(M.Phil. student,  
Department of Sociology,  
Babasaheb Bhimrao Ambedkar (central) University,  
Lucknow)

## Questionnaire for College Students

**Request:** Tick mark (✓) your answer of each question in the given box.

---

### Socio-economic Background:

1. Name of College where you study (mention):  
.....
2. Which course are you pursuing (tick-mark your answer in the box):  
a) B.A.                       b) B.Sc.                       c) B.Com.
3. What are the subjects you study in your graduation course?(mention):  
.....
4. Your gender (tick mark):  
a) Male                       b) Female                       c) Others.....
5. Your age (in years): .....
6. Your religion:  
a) Hindu     b) Muslim                       c) Christian     d) Others.....
7. Your caste (mentioned): .....
8. Category of your caste:  
a) SC                       b) ST                       c) OBC                       d) General                       e) Others
9. Whether you belong to: a) Rural area                       b) Urban area
10. To which district do you belong?  
a) Puri district                       b) Other district of Odisha                       c) Other state
11. Educational status of your father:  
a) Uneducated                       b) Primary                       c) Secondary (up to 10<sup>th</sup>)   
d) Intermediate (+2)                       e) Graduate                       f) Post-graduate   
e) Any other (mention): .....

12. Educational status of your mother (tick mark):

- a) Uneducated                       b) Primary                       c) Secondary (up to 10<sup>th</sup>)   
d) Intermediate (+2)                       e) Graduate                       f) Post-graduate   
e) Any other (mention): .....

13. What is your father's main occupation?

- a) Agriculture                       b) Business                       c) Service/job   
d) Labour                       e) others (mention): .....

14. What is your mother's main occupation?

- a) Agriculture                       b) Business                       c) Service/job   
d) Labour                       e) house wife                       f) Others (mention): .....

15. Type of family you belong to: a) Nuclear                       b) Joint

16. What is the total number of members in your family:

- a) Less than 3                       b) 3 to 5 members                       c) 5 to 10   
d) More than 10

17. What is the main source of your family income?

- a) Agriculture                       b) Labour                       c) Business   
d) Service/job                       e) Others (mention).....

18. Total family annual income from all sources:

- a) up to Rs 10,000                       b)Rs 10,000-25,000   
c) Rs 25,000-50,000                       d) Rs 50,000-1, 00,000   
e) Rs1, 00,000-5, 00,000                       f) above Rs 5, 00,000

19. In your opinion, to which social class you/your family belongs to:

- a) Lower class                       b) Middle class   
c) Upper middle class                       d) Upper class





28.8 Internet facility available for you in college:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) No internet

28.9 Wi-Fi connectivity in your college:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) No Wi-Fi

28.10 Quality of your class room facilities:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Bad

28.11 Job/placement facilities in your college for your course:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) No placement facility

28.12 Extracurricular facilities in your college:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) No facilities

28.13 Your College Building

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Bad

29. What has been **your overall experience in this college** till now?

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Bad

30. What types of **Materials you mostly used** for your graduation examinations –

- a) Books prescribed in syllabus       b) Class notes   
c) Note type books from market       d) Took help from others in Exam hall   
e) Other means (write) .....

31. Write below the name of Books you studied and their Authors in your graduation course –

.....  
.....  
.....  
.....  
.....  
.....

32. What are **your Suggestions for improving the quality of education for your course** taught is your college relating to the following (write below):

a) For **improving quality of Teachers** -

.....  
.....  
.....

b) For **improving Teaching** by teachers -

.....  
.....  
.....

c) For improving quality of **Syllabus of your course** -

.....  
.....

d) For **improving Library facilities** -

.....  
.....

e) For improving **Laboratory facilities** -

.....  
.....

f) For providing/improving **Internet facilities** for student in your college -

.....  
.....

g) For improving **class room facilities** -

.....  
.....

h) For providing/improving **job placement facilities** -

.....  
.....

i) Suggestion regarding **extracurricular facilities** -

.....  
.....

j) **Any other suggestion** you consider important -

.....  
.....

## Appendix-II

### Check-list for Group Discussion with students

#### I. Questions on Status of quality of education:

1. **Name of course** (B.A./B.Sc/B.Com.) of the students participating in the discussion: .....

2. What is the **overall quality of Teachers** who teach **your course**?

.....  
.....  
.....

3. What is the nature of **regularity of Classes Held** (taken by teachers) in your course?

.....  
.....  
.....

4. What is the nature of **regularity of Classes Attended by students** of your class?

.....  
.....  
.....

5. What is the **status of use of ICT aids** (computer, OHP, etc) **in teaching** in your course?

.....  
.....  
.....

6. What is your opinion about the **quality of Syllabus** of your course?

.....  
.....  
.....

7. What is your opinion about the available **Library facilities** (building, books, journals, furniture, etc) to the students of your class in your college?

.....  
.....  
.....

8. What is the **status of Laboratory facilities** available to students of your class?:

.....  
.....  
.....

9. What is the **status of Internet facilities** provided in your college to the students in your course?

.....  
.....  
.....

10. What is the **status of Class room facilities** available to students in your course?

.....  
.....  
.....

11. What is the **status of Extracurricular facilities** (sports, etc) available to the students of your class in the college?

.....  
.....  
.....

12. What are the **types of Materials** (like books, class notes, notes from market, etc) you mainly used for your graduation examinations

.....  
.....

**II. Your Suggestions for improvement**

**13. What are your suggestions for improving the quality of education in your college, particularly in your course relating to the following:**

A) For improving the quality of your Teachers and Teaching in class -

.....  
.....  
.....  
.....

B) For improving Syllabus of your course -

.....  
.....  
.....  
.....

C) For improving Library facilities for students -

.....  
.....  
.....  
.....

D) For improving Laboratory facilities -

.....  
.....  
.....  
.....

E) For improving Class room facilities -

.....  
.....  
.....

F) For improving facilities for Extracurricular activities -

.....  
.....  
.....  
.....

G) For making your course Job oriented -

.....  
.....  
.....  
.....

H) For providing/improving job Placement facilities for students -

.....  
.....  
.....  
.....

I) Regarding **type Appropriate books** (in terms of language of book, its contents, etc.) needed for your graduation study –

.....  
.....  
.....

J) Other important suggestions, if any -

.....  
.....  
.....  
.....

**14.** Number of students participating in the discussion (approximant) -

.....

## **Appendix-III**

### **Questionnaire for College Teachers**

Respected Sir/Madam,

I am a student of M.Phil. Course at the Babasaheb Bhimrao Ambedkar (central) University, Lucknow. I am currently collecting data for my M.Phil. Dissertation on the theme - **Social Background of Students and Quality of Higher Education: A Study of Colleges at Kakatpur Headquarter, Odisha.**

I humbly request you to kindly fill in the enclosed questionnaire. The information provided by you will be used only for my research work and individual information will not be published or shared with others.

Thanking you!

Yours sincerely,

**Ms. Rojalini Behera**

(M.Phil. student, Department of Sociology  
Babasaheb Bhimrao Ambedkar (Central) University,  
Lucknow)

## Questionnaire for College Teachers

1. Name of the College where you teach:  
.....
2. Teaching Post currently held by you (designation): .....
3. Highest Qualification obtained by you: .....
4. Mention the Nature of your job (Permanent/Temporary/Contract/ Guest faculty): .....
5. Total period of your Teaching Experience: a) Years.....; Months .....
6. What Course do you teach (B.A./B.Sc./B.Com.): .....
7. Category of caste you belong to (tick mark):  
a) SC       b)ST       c)OBC       d)General       e) Others
8. Number of Books published by you?  
a) As sole author: .....      b) Co-authored:.....  
b) Edited book (sole): .....      d) Co-edited book: .....
9. Total number of Research Papers published by you?  
a) As sole author: .....      b) Co-authored: .....
10. Total number of Paper Presented by you at seminars/conferences: .....
11. How many Classes generally you take?  
a) Per day total classes: .....      b) Per week total classes: .....

### **12. Please Rate the Quality of the following in your college –**

- a. Nature of overall attendance of students (out of the total students enrolled) in the class (tick mark in the box, please):  
a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Highly unsatisfactory
- 12.2 Rate the overall quality of Teachers who teach graduation course at your college?  
a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Highly unsatisfactory

12.3 Rate the overall quality of Teaching of graduation course at your college:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Highly unsatisfactory

12.4 Rate the overall quality of syllabus of graduation course in your college:

- a) Excellent       b) Very good       c) Good   
d) Average       e) Unsatisfactory       f) Highly unsatisfactory

12.5 Rate the overall quality of laboratory facilities available to B.Sc. students in your college:

- a) Excellent       b) Very good       c) Good       d) Average   
e) Unsatisfactory       f) Highly unsatisfactory       g) Do not know

12.6 Rate the overall quality of library facilities (building, furniture) available for graduation students in your college:

- a) Excellent       b) Very good       c) Good       d) Average   
e) Unsatisfactory       f) Highly unsatisfactory       g) No library

12.7 Rate the overall quality of books available for graduation students in your college library:

- a) Excellent       b) Very good       c) Good       d) Average   
e) Unsatisfactory       f) Highly unsatisfactory       g) No books

12.8 Rate the overall quality of journals available for graduation students in your college library:

- a) Excellent       b) Very good       c) Good       d) Average   
e) Unsatisfactory       f) Highly unsatisfactory       g) No journals

12.9 Rate the overall quality of Internet facility available for graduation students in your college:

- a) Excellent       b) Very good       c) Good       d) Average   
e) Unsatisfactory       f) Highly unsatisfactory       g) No Internet

- 12.10 Rate the overall quality of Wi-Fi connectivity in your college:  
 a) Excellent       b) Very good       c) Good       d) Average   
 e) Unsatisfactory       f) Highly unsatisfactory       g) No Wi-Fi
- 12.11 Rate the quality of class room facilities available for graduation students in your college:  
 a) Excellent       b) Very good       c) Good   
 d) Average       e) Unsatisfactory       f) Bad
- 12.12 Rate the job placement facilities available for graduation pass students at your college:  
 a) Excellent       b) Very good       c) Good       d) Average   
 e) Unsatisfactory       f) Highly unsatisfactory       g) No placement facility
- 12.13 Rate the extracurricular facilities (sports, etc) available for graduation students in your college:  
 a) Excellent       b) Very good       c) Good   
 d) Average       e) Unsatisfactory       f) Highly unsatisfactory
- 12.14 Rate the quality of College Building for graduation students in your college:  
 a) Excellent       b) Very good       c) Good       d) Average   
 e) Unsatisfactory       f) Highly unsatisfactory       g) Bad
- 12.15 Rate the quality of books/materials mostly used/studied by graduation students of your college for examination:  
 a) Books prescribed in syllabus       b) Class notes   
 c) Note type books from market       d) Take help from others in Exam hall   
 e) Cheating in Exam hall       f) Other means (write) .....
- 12.16 Rate the job-oriented nature (job prospects) of the graduation course taught at your college:  
 a) Excellent       b) Very good       c) Good   
 d) Average       e) Unsatisfactory       f) Highly unsatisfactory
- 12.17 What has been your overall experience in this college:

- a) Excellent
- b) Very good
- c) Good
- d) Average
- e) Unsatisfactory
- f) Highly unsatisfactory
- g) Bad

13. Write the **names** of books, **their language, authors, and publisher** which you generally use for teaching graduation students:

.....

.....

.....

.....

.....

.....

14. What are your **Suggestions for improving the quality of education** in your college, particularly at the graduation level relating to the following –

a) Suggestions for improving the quality of graduation level teachers in your college:

.....

.....

.....

b) Suggestions for improving teaching by teachers at graduation level in your college:

.....

.....

.....

c) Suggestions for improving the quality of graduation level syllabus:

.....

.....

.....

d) Suggestions for improving library facilities:

.....

.....

.....

e) Suggestions for improving laboratory facilities:

.....

.....  
.....  
f) Suggestions for providing/improving ICT facilities (e.g. computer lab, Internet, online journals, etc) for students:

.....  
.....  
.....

g) Suggestions for improving class room facilities:

.....  
.....  
.....

h) For improving facilities for extracurricular activities:

.....  
.....  
.....

i) For improving/ providing job placement facilities in your college:

.....  
.....

j) For making graduation course job-oriented:

.....  
.....  
.....

k) For improving attendance of students in class:

.....  
.....  
.....

l) Any other suggestion you consider important:

.....  
.....

15. Mention your name (optional):

.....

## Appendix-IV

### Information from College Management/Administration

1. Name of the College: .....
2. Name of the university to which the college is affiliated:  
.....
3. Nature of college management (Govt. college/fully govt. aided college/  
partially govt. aided/ private college): .....
4. Total **number of Students currently enrolled in regular Graduation courses** in the college -
  - a) BA: (1<sup>st</sup> year): ..... (2nd year): ..... (3<sup>rd</sup> year): .....
  - b) B.Sc. (1<sup>st</sup> year): ..... (2nd year): ..... (3<sup>rd</sup> year): .....
  - c) B.Com (1<sup>st</sup> year):..... (2nd year): ..... (3<sup>rd</sup> year):.....
5. Total **number of Teachers** who teach graduation level regular courses -
  - a) Total teachers teaching B.A. courses: .....
  - b) Total teachers teaching B.Sc. courses: .....
  - c) Total teachers teaching B.Com. courses: .....
6. Number of **teachers as per nature of appointment**, who teach **regular B.A. course** -
  - a) Permanent: ..... c) On contract: .....
  - b) Temporary: ..... d) Other type, if any (mention):.....
7. Number of **teachers as per nature of appointment**, who teach **regular B.Sc. course-**
  - a) Permanent: ..... c) On contract: .....
  - b) Temporary: ..... d) Other type, if any (mention):.....
8. Number of **teachers as per nature of appointment**, who teach **regular B.Com. course-**
  - c) Permanent: ..... c) On contract: .....
  - d) Temporary: ..... d) Others, if any (mention):.....

9. Total **number of Students currently enrolled in Self-finance graduation courses** in the college -

a) BA: (1<sup>st</sup> year): ..... (2nd year): ..... (3<sup>rd</sup> year): .....

b) B.Sc. (1<sup>st</sup> year): ..... (2nd year): ..... (3<sup>rd</sup> year): .....

c) B.Com (1<sup>st</sup> year):..... (2nd year): ..... (3<sup>rd</sup> year):.....

10. Total **number of Teachers** who teach graduation level Self-finance courses-

a) Total teachers teaching self-finance BA course: .....

b) Total teachers teaching self-finance B.Sc. course: .....

c) Total teachers teaching self-finance B.Com. course: .....

11. Number of **teachers as per nature of appointment**, who teach graduation level **Self-finance** courses -

.....  
.....

12. **What are the Problems your college faces regarding quality of education** in graduation level courses -

a) Regarding quality of teachers:

.....  
.....

b) Regarding teachers taking classes:

.....  
.....

c) Regarding quality of students enrolled:

.....  
.....

d) Regarding syllabus (updatation) of graduation courses:

.....  
.....

e) In providing library facilities (building, books, journals, furniture, etc):

.....  
.....

- f) In providing laboratory facilities:  
.....  
.....
- g) In providing ICT facilities (Computer lab, Internet, Wi-fi access, etc):  
.....  
.....
- h) In providing class-room facilities:  
.....  
.....
- i) In providing extracurricular facilities (sports, etc):  
.....  
.....
- j) In providing sufficient college buildings:  
.....  
.....
- k) Problems faced in making graduation courses job-oriented:  
.....  
.....
- l) In providing job placement facilities to students:  
.....  
.....
- m) Any other problems which you consider important:  
.....  
.....

**13. What kind of support is needed for improving the quality of Graduation Courses in your college and from which agency** (for example – UGC, State Govt., Local administration, Business/Industrial houses, Teachers, Students, Parents of students, NGOs, Common people, others) –

- a) Type of support needed for improving the quality of teachers of your college:  
.....  
.....  
(Support from which agency):.....

- b) Type of support needed for improving quality of teaching in class room:  
 .....  
 .....  
 (Support from which agency): .....
- c) Type of support needed for improving graduation- level syllabus:  
 .....  
 .....  
 (Support from which agency): .....
- d) Type of support needed for providing ICT facilities (e.g. Computer lab, Internet connection, etc):  
 .....  
 .....  
 (Support from which agency): .....
- e) Type of support needed for improving library facilities:  
 .....  
 .....  
 (Support from which agency): .....
- f) Type of support needed for improving college building:  
 .....  
 .....  
 (Support from which agency): .....
- g) Type of support needed for improving laboratory facilities:  
 .....  
 .....  
 (Support from which agency): .....
- h) Type of support needed for improving class room facilities:  
 .....  
 .....  
 (Support from which agency): .....
- i) Type of support needed for improving extracurricular activities:  
 .....  
 .....  
 (Support from which agency): .....

j) Type of support needed for improving/providing job-placement facilities to students:

.....  
 .....

(Support from which agency): .....

k) Type of support needed for making graduation courses job-oriented:

.....  
 .....

(Support from which agency): .....

l) Any other support needed for your college which you consider important:

.....  
 (Support from which agency): .....

14. Please provide the details about Graduation courses relating to **Year-wise** and **Course-wise Total Enrolment** in **3<sup>rd</sup> year**, **Total students appearing at final examination**, and **total students passing out** graduation courses in **last 5 to 10 Years** (use additional sheet of paper, if needed):

<b>Year</b>	<b>Courses</b>	<b>Total students enrolled in 3<sup>rd</sup> year</b>	<b>Total students who took 3<sup>rd</sup> year Exam</b>	<b>Total students passes out graduation</b>	<b>Total students who failed in graduation</b>
2015	B.A.				
	B.Sc.				
	B.Com.				
2014	B.A.				
	B.Sc.				
	B.Com.				
2013	B.A.				
	B.Sc.				
	B.Com.				
2012	B.A.				
	B.Sc.				
	B.Com.				
2011	B.A.				
	B.Sc.				
	B.Com.				

15. Mention the Sources from which the above data/information was obtained  
(whether official staff (post), published college report, college website, etc)

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Date of data collection -

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