

APPENDIX 6

List of Colleges in the Mayurbhanj District of Orissa

Sr. No.	Name of the College	Status
1.	M.P.C. Automomus College, Baripada	Govt. College
2.	M.P.C. Junior College, Banipada	-do-
3.	Govt. womens college, Banipada	-do-
4.	Banipada Govt. Sanskrit College, Banipada	-do-
5.	Karanjia College, Karnajia NAC	Aided College
6.	Rairangpur College, Rairangpur NAC	- do -
7.	Udala College, Udala NAC	- do -
8.	U.N. College, Nalagaja, Rasagobindapur	- do -
9.	P.S. College, Barasahs, Barasahs	- do -
10.	Betanati College, Betanati	- do -
11.	Chitrada College, Morada	- do -
12.	Seemanta Mohav. Jharpokharia, Saraskana	- do -
13.	Mahila Mohav, Rairangpur NAC	- do -
14.	Baripada College, Baripada, Baripada, Mplty.	- do -
15.	Ancharika Mohv. Gadia, Morada	- do -
16.	A.P. College, Raruan, Raruan	- do -
17.	P.S. College, Dharmapura, Suliapada	- do -
18.	Saraswata Mohav. Kuamara, Khunta-II	- do -
19.	D.L. College, Bahalada, Bahalada	- do -
20.	Jashipur College, Jashipur	- do -
21.	Kaptipada College, Nuasahi, Kaptipada	- do -
22.	Panchapir (W) College, Karanjia NAC	- do -
23.	M.G. College, Baisinga, Betnoti	- do -
24.	S.M. College, Manida, Rasgobindapur	- do -
25.	Maa Kichakeswari College, Khiching, Sukruli	- do -
26.	U.B. Mohav. Chakasuliapada, Sukruli	- do -
27.	G.M.S. College, Kostha, Suliapda	- do -
28.	U.B. Mohav. Chakasuliapada, Suliapda	- do -
29.	L.K. College, Bangiriposi, Bangiriposi	- do -

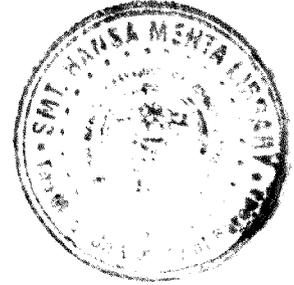
Sr. No.	Name of the College	Status
30.	Sri Maa Mahila Mohav. Baripada, Baripada Mplty.	- do -
31.	Badampahar College, Kusumi	- do -
32.	Anchalika Mohav. Purunabaripada, Khunta-II	- do -
33.	B.B. College, Baiganbadia, Kuliana	- do -
34.	Sukruli College, Sakruli, Sukruli	- do -
35.	Banabhumi College, Rangamatia, Shyamkhunta	- do -
36.	Fulmati Hembram Mohav. Padiabeda, Thakurmunda	- do -
37.	Kaptipada College, Kaptipada	Un-aided College
38.	I.G.M. Mohav. Udala, Betnoti	- do -
39.	Anla Mohav. Anla, Betnoti	- do -
40.	Meghasan College, Nudadiha, Kaptipada	- do -
41.	Sri J.N. Mohav. Balijoda, Barasahi	- do -
42.	B.K.B.N. College, Manitri, Barasahi	- do -
43.	Khunta College, Khunta, Khunta-I	- do -
44.	Luipa Mohav. Radho, Udala	- do -
45.	Haraprava Mohav. Kalabodia, Bangirposi	- do -
46.	Benodini Mohila Mohav. Bangirposi, Bangirposi	- do -
47.	Shree Ram Ch. Bhanja Coll. Ragdha, Baripada	- do -
48.	K.C. Pur College, K.C. Pur, Baripada	- do -
49.	G.S. Mohav. Khadiasole, Bisoi	- do -
50.	Kalinga College, Manada, Bisoi	- do -
51.	R.N. College, Barbil, Jashipur	- do -
52.	R.N. College, Kadadiha, Karanjia	- do -
53.	Dhanaghera College, Khunta-I	- do -
54.	Panchapalli College, Sainkul, Khunta-II	- do -
55.	Babajateswar Mohav. Nuagarh. Moroda	- do -
56.	Gorumahinsani Iron College Rairangpur	- do -
57.	B.P. College, Ghangarbeda, Raruan	- do -
58.	B.P. College, Singda, Sukruli	- do -
59.	Bhanjabhumi College, Dukura, Khunta-I	- do -
60.	Radha Gobinda Achalika Mohav. Amrada	- do -
61.	Rohidas Soren Mohav. Kundabai	- do -

Sr. No.	Name of the College	Status
62.	R.K. Higher Sec. School, Luhasula, Bejetala	- do -
63.	Khanta Adarsa Mohav. Khanta	- do -
64.	Saheed Birsa Munda Coll. Jamada, Jamada	- do -
65.	Pandeet R.N. Murmu College Sarat, Kaptipada	- do -
66.	Deo College, Biunria, Karanjia	- do -
67.	C.P. College, Bhanjakia, Raruan	- do -
68.	B.B. Anchalika Mohav., Rasgobindapur	- do -
69.	C.P. Mohav. Kendua, Shyam Khunta	- do -
70.	Saratpal Mahavidyalaya. Palvihar, Saraskana	- do -
71.	KCDK College, Bijetala, Bijetala	- do -
72.	J.B. College, Batabadara, Kusumi	- do -
73.	Maa Duarsuni College, Kuabuda, Kualiana	- do -
74.	Salandi +2 Mohav. Mahuldiha, Thakurmunda	- do -
75.	Jhansirani (W) College, Podaastia, Shyamkhunta	- do -
76.	Anchalika +2 Sc. College, Bankisole, Baripada	- do -
77.	Mahula Bani Sc. College,	- do -

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**A STUDY OF HIGHER EDUCATION SYSTEM IN
MAYURBHANJ DISTRICT OF ORISSA WITH RESPECT TO
THE GROWTH, STRUCTURE, MANAGEMENT, FINANCE
AND COMMUNITY PARTICIPATION**



*An Abstract of the Thesis Submitted to
The Maharaja Sayajirao University of Baroda
for the Degree of*

**DOCTOR OF PHILOSOPHY
IN
EDUCATION**

**Guide
DR. ASHUTOSH BISWAL**

**Investigator
ASWINI KUMAR MOHAPATRA**

**CENTRE OF ADVANCED STUDY IN EDUCATION
DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA, GUJARAT**

JUNE, 2007

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AN ABSTRACT

INTRODUCTION

Higher education in India comprises the college and university education, which consists of the general education, professional education and technical education streams. The courses of higher education generally includes under graduate, post graduate, M.Phil., doctoral and post doctoral programmes. In some states, +2 level includes in the higher education, where as, in some other states, it is considered as a part of school education i.e. higher secondary or senior secondary education. Higher education is the apostle in hierarchical educational system of the country, which is characterized, with continuous problem of over crowding, unskilled manpower, poor infrastructural facilities, insufficient instructional materials, declining standards of quality and inadequate financial support from the apex bodies. Higher education had gone through a sea change in terms of its qualitative as well as quantitative expansion. In term of quantitative expansion it stands third in the globe. In terms of qualitative expansion it is very difficult to comment on the Indian higher education system but many committees and commissions reports emphasized on the deterioration of the quality of higher education system and suggested for revamping the system in almost all the dimensions. To enhance the quality of higher education system, there is a need of studying and analyzing the total system from different components.

Realizing the importance of higher education and Universities Prof. V.C. Kulandai Swamy, former Vice Chancellor of three universities said, “ a university is the nursery for the creative talent to sprout; it is the farm that provides fertile soil and favourable climate for one’s talent to find the fullest manifestation; it is the environment where leadership develops; it is the place where expeditions into the unknown are initiated and encouraged; it is also the place where inventions and innovations germinate and blossom. No developing nation can allow its university soil become arid without endangering the future of its youth and therefore its own future.” Hence higher education or the university education is very important for any country for its development. A good university system can bring drastic change in any country. There is a need of continuous studies on the higher education to bring betterment in

the system from time to time. The present study is an attempt in this direction. In the present study the researcher tried to study the system of higher education system in terms of its structure, management, finance and community participation in a tribal area of Orissa.

GROWTH AND DEVELOPMENT OF HIGHER EDUCATION IN INDIA

The system of higher education in India in terms of the number of universities, number of affiliated colleges, students' enrollment, faculty strength, resources allocated etc. has been expanding and diversifying almost exponentially since independence and today it is one of the largest educational system in the world.

India has a long history of its past universities and has a brilliant tradition of learning and culture. The ancient universities in India had attracted scholars from various countries and were the leading centre of learning in the contemporary world. The establishment of university was Takshashila (West Punjab), which attained great fame as a university in the seventh century B.C. During the Buddhist period, a good number of universities flourished in different parts of the country, such as Purushpur (Peshwar), Vikramashila and Anadtapuri (Bengal), Nalanda (Bihar), Kanchi (Madras) and Vallabhi (Shaurashtra). But the history of modern educational system and universities in India can be tracked from the Wood's Dispatch of 185 when three universities had been established in 1857 in the pattern of London University in the presidency towns at Calcutta, Bombay and Madras.

There was a rapid growth of colleges during this time. Besides government colleges, numerous private institutions also sprang up. The recommendation of Calcutta University Commission (1917-19) brought drastic positive change in the higher education scenario of the country.

During this time Mahatma Gandhi started Non-cooperation movement and the National Educational Movement started after Nagpur Congress resolution in 1920 emphasizing on the establishment of national schools and colleges. During the course of less than four months, the National Muslim University of Aligarh, the Gujarat Vidyapith, the Bihar Vidyapith, the Kashi Vidyapith, Quami Vidyapith at Lahore and

a large number national schools were established paving the way for Indianization of Indian higher education. During 1950-51, we had a total of 27 universities including Institutes of National importance. Total number of colleges were 695 excluding junior colleges with enrolment of 3,62,323 students including 43,000 women and a teaching staff strength of 18,700.

After independence the first action of great significance was taken by the Government of India, in the field of higher education was the appointment of the University Education Commission (1948-49) also known as Radhakrishnan Commission. The process of the growth and development of Indian higher education continued significantly on the line of the recommendation of University Education Commission with minor changes and modifications from time to time till the year 1964.

The Kothari Commission Report (1964) also brought some changes in the scenario of Indian higher education. The major recommendations of the commission related to higher education were, creation of professional education, nomenclature of courses of higher education, standardization of higher secondary education, and professional education and status of teachers.

National Policy on Education (1986) and the Programme of Action to NPE (1986) brought a national system of education reorganizing education at different stages including higher education. The policy brought technical and management education together. Gnanam Committee Report (1990) added features of scientific and decentralization management in the Indian Universities. This report brought effective and efficient management structure and practice to the university and higher education. Revised National Policy on Education (1992), and UGC Committee on Funding of Higher Education (1992-93) brought planning and organization of resources for the development of higher education.

The number of universities which were 33 in 1956-57, rose to 156 in 1986-87, 190 in 1990 and today we have about 332 universities including 18 central universities, 216 state universities and 98 deemed to be universities (UGC, 2005). There are more than 9000 affiliated colleges with an enrollment of nearly 80 lakhs of

students. Now more and more private universities are coming up and foreign universities are bringing their campus to India. The projected figure of universities, general education colleges and enrollment in general education colleges at 2011 A.D. is expected to be 344, 12695 and 8526000 respectively. India has now the third largest higher education network in the world. Enrollment in Indian higher education accounts for about 43 percent of the total enrollment in the developing countries. Every eighth student enrolled in higher education on the globe is an Indian. The growth and development of higher education since independence is remarkable but not substantial. Hence there is a need to study the growth and development of higher education in different parts of India.

HIGHER EDUCATION AND NATIONAL DEVELOPMENT

There is no doubt that higher education is one of the most essential tools for any modern nation to achieve social, economic and political objectives for meaningful national development. The intrinsic intellectual dynamism, resourcefulness, and the moral strength of a nation are reflected in the quality of higher education, which provides political, intellectual, scientific and professional leadership. Scientific and technological basis of modern world, more than anything else, had made higher education as never before the more important element in the life progress of a nation. Economic and social development, welfare and security are closely dependent on the extent and quality of higher education. It is the quality and the nature of persons coming out of our colleges and universities that will depend success of our efforts in national reconstruction and social transformation.

“If India is to confront the confusion of our time, she must turn for guidance, not to those who are lost in mere exigencies of passing hour, but to her men of letter and men of science, to her poets and artists, to her discoverers and inventors. These intellectual pioneers of civilization are to be found and train in the universities, which are the sanctuaries of the inner life of the nation”. This statement of Dr. Radha Krishnan in the University Commission Report (1949) is universal and more valid even today. 21st century society is a knowledge-based society. In this age of knowledge, it is the intellectual capital i.e. trained manpower rather than financial and physical capital, which will give the society strength and prosperity. When knowledge

and educated people become important strategic resources for development, the society has to become more dependent upon those institutions namely, our universities, colleges and higher education institutions that are responsible for creating these critical resources. In this respect the National Policy on Education (1986) stated that higher education contributes to national development through dissemination of specialized knowledge and skills. It is therefore, a crucial factor for survival.

PROBLEMS AND ISSUES IN HIGHER EDUCATION

The ill-planned development of higher institutions without adequate academic and physical facilities has deteriorated the quality of higher education. In this connection the Education Commission (1964-66) remarked, there is a general feeling in India that the situation in higher education is unsatisfactory and alarming in some ways that the average standard have been falling and that rapid expansion has resulted in lowering quality. It is a general feeling that if the quality of education at the higher level is not improved, the administrative, scientific, technical and intellectual standards will be seriously handicapped.

The last part of the twentieth century witnessed tremendous changes in all aspects of life-political, economical, social, educational and cultural. Science and technology developed with a rapid pace, political and trade barriers between countries got gradually broken down with globalization as a fast developing scenario in all areas. 21st century is further going to bring in a lot of challenges. The role to be played by the higher education in meeting these challenges cannot be undermined. The higher education system has to be self sufficient to meet those challenges. Highlighting these components of change Dr. S. Radhakrishnan the great philosopher and teacher, in the University Education Commission report (1948-49) said, "He indeed must be blind who does not see that mighty as are the political changes, for deeper are the fundamental questions which will be decided by what happens in the universities". Though the effectiveness of the total higher education system is however, primarily dependent on the availability of adequate finances to meet the requisite costs of the provision for development of higher education and research other components like, structure, management, professionalism among teachers, community involvement and participation etc. do matter for the improvement of higher education hence for

national development. While the quantitative growth of our higher education system may look to be relatively large it is still insufficient to meet the growing demand of the population and the varied needs of the national development. Our higher education system has lots of problems and issues, which act negatively in its quantitative as well as qualitative improvement. Those problems are related to the structure, relationship between centre-states and UGC financial support, professional preparation, lack of freedom and autonomy and many more. There is need to handle these problems of higher education in meaningful and efficient manner.

HIGHER EDUCATION STRUCTURE

Harold Stieglitz regards the structure of the organization as “the process of logically grouping activities, delineating authority responsibility, and establishing work relationship that will enable both the organization and the individuals to realize their mutual objectives”. All good organization structure is essential for the smooth and effective functioning of any institution, universities and colleges have tended to be negligent in this important phase of management. It appears that university and college structures have grown more through expediency rather than design, and although it tends to lead to inefficiency, as many institution have been slow to improve the condition. To reduce frustration and to conserves time and energy with the increasing pressures on administration of universities and colleges, more attention should be given to organizational structure in order to improve efficiency. The organizational functioning of higher education, thus, needs the formal structure through which work is defined, sub-divided, and coordinated. More specifically, organizational structure at higher education as a key to the functioning of management involves the following steps.

1. Determining the activities of the enterprise keeping in view its objectives.
2. Classification of such activities into convenient groups for the purpose of division.
3. Assignment of these groups of activities to individuals.
4. Delegation of authority and fixing of responsibility for carrying out such assigned duties and
5. Co-ordination of these activities and authority relations through out the organization.

MANAGEMENT OF HIGHER EDUCATION

An effective management rests upon a sound structure. In the absence of a sound structure and due to the vastness of our higher education system, it needs unique objectives, ordinance, rules and regulations, proper support and coordination from union Government, state Governments and UGC; well trained administrative support system, participation from the local bodies and the community. It needs local specific and system friendly decentralized management system for effective management of Higher Education system. In this context Prof. S. Venkateswaran, president of AIU at the 75th AIU annual meeting said, "India is a vast country with diverse culture, attitude and needs. It will not be possible to find to propagate a universal model to meet all the challenges. Each university may have to develop depending upon the expertise it has and the local conditions, its own innovative strategy and methodologies to meet these challenges. This cannot be done if the universities do not have freedom and autonomy". Due to the vastness of our higher education system, it is also prone to many problems which is even highlight by UGC. The existence of a large number of affiliated colleges in a university has become a dray on the process of modernization and improvement of standards of Higher Education. In the present context of quality deterioration of higher education, it is pertinent to study the management structure and practice of higher education in details.

HIGHER EDUCATION FINANCE

There has been a phenomenal growth in higher education during a couple of decades. This growth has been uneven, haphazard and unplanned without allocation of commensurate resources. The facilities provided in the universities and colleges vary widely. There are many colleges which do not have adequate number of adequately qualified teachers, infrastructure in terms of library, laboratory, play ground, hostel etc. Though there has been a significant rise in government funds flowing to the higher education system, it has not however been in tune with rapid expansion and inflationary trends.

There are three major deficiencies in the higher education finance, which need to be highlighted. First, there is inadequacy of finances available to universities and colleges. Second, there are stress and strain in centre state budgetary relations, which have come to affect the financing of universities and colleges due to mainly disproportionate distribution of fiscal powers and responsibilities in respect of development projects. The role of the centre in funding higher education is, however declining which is apparent from the fact that the contribution of the centre and the states were roughly in the ratio of 23:77 respectively in 1882-83 as against the ratio of 39:61 in 1972-73. Thus, there has been considerable decline in the contribution of centre for the development of higher education. Third, the priorities within opportunities. Too little attention has been paid to the nurturing of excellence in higher education and promotion of research, which are crucial for raising productivity in every sphere of human activities and increasing the tempo of national development. Higher education finance is one of the major drawbacks in the quality improvement of higher education. Whether privatization is the answer it?, finding linkages between privatization and commercialization of higher education challenging the concepts of equality in a socialistic democratic country. There is a need of very strong research base for finding the ways to come out of the maze of higher education finance.

HIGHER EDUCATION AND COMMUNITY PARTICIPATION

To cope with the demand for higher education in the coming years and in view of the limited financial resources of the country, it was suggested that community and private participation should be encouraged, by removing the rigid hurdles to open new institutions.

The effectiveness of any higher education system depends upon the sound growth, well designed and perceived structure, effective and efficient management, adequate finance, rationalized and optimum community participation. A holistic view of the higher education system can detect problems and drawbacks in it. The proposed study is an attempt in this direction to study the system of higher education and to suggest for the improvement of the system. For the purpose of present study the higher education in Orissa in general and the same in the district of Mayurbhanj specially is taken for the research. Before arriving at the rationale of the study, it is

worth studying the growth and development of higher education in the state of Orissa in general and the district of Mayurbhanj in particular.

HIGHER EDUCATION IN MAYURBHANJ DISTRICT OF ORISSA

Orissa occupies a special position in the tribal map of India. In the state, the Scheduled Tribes constituted 22.21%. The rural and urban population of the state was 85.03% and 14.97% respectively. The literacy rate of the state is 64.0%. The SC and ST literacy in the state are 36.8% and 22.3% respectively. There are 62 different types of tribes in the State. Mayurbhanj is one of the most tribally dominated districts, lying at the Northern border of Orissa. This district was formed in 1949 out of the ex-state of Mayurbhanj. The percentage of Scheduled Tribes in the district is nearly 58.56%, which is, nearly 15.42% of the tribal population of Orissa states. The district is extremely important from anthropological point of view. It is inhabited by almost all the important tribes found in the eastern region of India though it is a fact that only a few of them have a concentrated settlement here e.g. the Sandals, Hos, Bhunyas, Bhumijas, Bathuris and Gonds etc. The basic tribal population of the district is therefore formed by these six principal tribes.

Being a tribal and backward district of Orissa, the progress of higher education in Mayurbhanj district has not done distinctly. Though there is seen quantitative expansion in both rural as well as urban areas, the quality of teachers, teaching learning process and the students is not up to the standard. First college in the district was started in 1948, Gradually another three colleges were established in the sub-divisional head quarters. There was rapid expansion of higher education during 1972 and 1995 due to Orissa Education Act (1969) and Orissa Education Rules (1991) by State Government to establish colleges with the help of community cooperation. There are 75 colleges in the district affiliated to North Orissa University, out of which 40 are +2 colleges, 32 are +3 colleges and 3 are post graduate colleges. Out of all these colleges three are Government Colleges, which are directly under the finance and control of State Government, and other colleges are private colleges. All these private colleges are managed by locally structured management bodies. In most of the private colleges, the total infrastructure including the land is managed by the local bodies. From +3 colleges, 20 colleges had established before 1992 and 11 colleges established

after 1991. From +2 colleges 17 colleges had established before 1992 and 22 colleges established after 1991, 37 colleges those established before 1992 are getting grant-in-aid (varies with 33%, 66.5% to 100%), where as other private colleges are not getting any grant from Government and use to manage colleges from funds from different sources collected by the local community and management. In many cases, the management is dictated and controlled by a few influential people. There is a great influence of political people in the college administration and management. It affects colleges more negatively than positive impacts. It affects both on academic and administration and the victims are students and staff (both teaching and non-teaching). Over all these components affects in the quality of higher education in the district, which is the focus of present study.

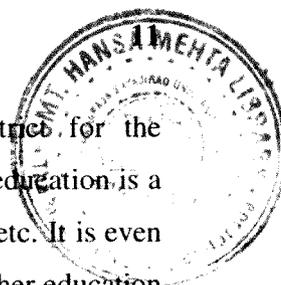
REVIEW OF RELATED LITERATURE

Few studies were done in the area of higher education in general and the higher education in Orissa in particularly. From the review of related studies, it was found that, most of them were related to the development and progress of higher education in different areas during specific times. From these studies it was found that there is significant expansion of higher education in different states after independence particularly during seventies and eighties. There is a little mention about the qualitative improvement of higher education. Few studies were found related to private management of higher education, private financing and administrative problems of affiliated colleges. No study was reported on structure, management, and public participation in the higher education. The present study is an attempt in this regard to study the system of higher education in the tribal district of Mayurbhanj in the state of Orissa.

RATIONALE OF THE STUDY

Though there is a significant quantitative expansion of higher education in India after independence, the qualitative improvement is not up to the standard. It is also highlighted by different committees and commissions and suggested to qualitative improvement of the total system for the national development. Now, lots of

emphasis is being given at different levels, centre, state and district for the development of elementary education and secondary education. Higher education is a neglected area of education in terms of development, finance allocation etc. It is even worse in the tribal belts in comparison to plain areas. The scenario of higher education in Orissa is very poor in term of quality improvement in general and particularly the situation is even worse in tribal and backward districts. It can be said that the system of higher education in tribal districts is quite different from the same in the plain area. For the present study, the researcher is interested to study the system of higher education in tribal belt and to find out the problems in the process. Though most of the tribal districts of Orissa are very similar in nature, researcher has tried to study the status of higher education in the tribal district of Mayurbhanj in Orissa. Mayurbhanj, being a backward district in Orissa, the present study is an attempt to study the comprehensive system of higher education in the district. Structure, being the skeleton of higher education system, it is taken for study to see the official and non-official structural components of higher education in the district of Mayurbhanj. Major problem with the higher education in Orissa is financial crunch for the State Government to bear the cost, for which government took initiatives for private and community participation to support and manage higher education system. Attempt was made to study the ratio of finance between public and private funds, sources of finance and its utilization, the extent of community participation in different functions of higher education managed by different bodies in Mayurbhanj District of Orissa. Though most of the institutions of higher education in the state are being managed by management trusts under the control of state government, there is a great disparities among the management and administration of private managed institutions. Attempt was made to study the structure of management, involvement of people in direct and indirect management of higher education. Most of the review of related literature were on the development of higher education in Orissa and in other states of India during specific periods of time and not a single study was found relating to the comprehensive system study of higher education in any state. To study the comprehensive system of higher education in terms of growth, finance, structure, management and community participation, an attempt was made by the researcher in the form of the present study with the support of this rational. The statement of the problem and objectives of the present study are presented as follow.



STATEMENT OF PROBLEM

A Study of Higher Education System in Mayurbhanj District of Orissa with respect to the Growth, Structure, Management, Finance and Community Participation.

OBJECTIVES OF THE STUDY

The present study has the following objectives.

1. To studied the growth of higher education system in the Mayurbhanj district of Orissa since independence with respect to number of institutions, type of institutions, number of students, and number of courses offered.
2. To study the structure of higher education system in the Mayurbhanj district of Orissa with reference to the structure at state, university and institution level.
3. To study the status of higher education system in the Mayurbhanj district of Orissa in terms of functionaries like, management body, principal and teaching staff.
4. To study the management of higher education system in the Mayurbhanj district of Orissa.
5. To study the finance of higher education system in the Mayurbhanj district of Orissa with respect to different types of institutions.
6. To study the community participation in higher education system in the Mayurbhanj district of Orissa at different levels.

OPERATIONAL DEFINITION OF THE TERMS

Higher Education System: For the purpose of the present study, higher education system includes +2 education, +3 education and postgraduate education and research in the general streams of arts, science and commerce excluding technical and professional education.

Growth of Higher Education: Here growth of higher education system refers to the increase in the number of institutions, type of institutions, number of students, number of teachers and number of courses offered.

Structure of Higher Education: It refers to the structure including departmentation, decentralization, delegation at Directorate of Higher Education, University, Council of higher Secondary Education and management body levels.

Management of Higher Education: It refers to the management at state, university and institution level including management by management committee and principal office.

Finance of Higher Education: It refers to the annual collection of funds from different sources, and its utilization for different purposes at private colleges. It also includes the finance structure at Government College.

Community Participation in Higher Education: For the present study community participation refers to the cooperation and participation of local community in the establishment and management of institutions.

DELIMITATION OF THE STUDY

Following delimitations were considered while carrying out the present study.

- The present study is delimited to general education colleges only including +2 colleges and excluding professional and technical colleges.
- The system of higher education is delimited to the growth, structure, management, finance and community participation only.

RESEARCH METHODOLOGY

The present study is a survey type of study. Research methodology meant for qualitative and survey research is followed here. The details of the population, sample, tools for data collection, procedure of data collection and the procedure of data analysis is given as follow.

Population

All the general colleges excluding the technical and professional institutions and colleges were considered as the population for the present study. All the government colleges, affiliated colleges with only +2, affiliated colleges with both +2 as well as +3 and Post Graduate colleges were included in the population of the present study. The total number of colleges included in the population were 77. The population comprised of 4 PG colleges (three government colleges and one private aided college), 32 graduate (+3) colleges and 41 numbers of +2 colleges. All the +3 and +2 colleges are private colleges. From +3 colleges 20 colleges had established before 1992 and 12 colleges established after 1991. From +2 colleges 17 colleges had established before 1992 and 24 colleges established after 1991. All Principals, staff both teaching and non-teaching, management bodies were included in the population.

Sample

Stratified random sampling method was followed to take the sample for the proposed study to achieve objectives 2,3,4, 5 and 6. The sample for the present study was consisted of 16 colleges out of which two colleges were PG colleges (one government and one private college), six colleges were +3 colleges (4 from those colleges established before 1991 and 2 from the colleges those established after 1991) and eight colleges were +2 colleges. From these eight +2 colleges, four +2 colleges were selected randomly from the colleges those established before 1991 and another four +2 colleges were selected randomly from the colleges those established after 1991.

Tools of Data Collection

Literature survey was done to collect data related to objective 1 and objective 2. To achieve objective 3,4,5, and 6, four tools were developed by the researcher, one for the college, one for the governing body, one for the principals and one for the teachers. To collect the data of the present study in the stated required form, the investigator prepared and used the following tools.

- (i) Information Schedule for the college
- (ii) Questionnaire for Principals
- (iii) Questionnaire for Teaching Staff
- (iv) Questionnaire for Management Body.

Procedure of Data Collection

In the year 2005 during December the researcher took the permission from the principals, teaching staffs, management members (secretary of the management body) to administer the questionnaire for the purpose of data collection of the present study. The researchers went to all these 16 colleges personally and given the information schedule and the questionnaires to 16 principals, 16 secretaries of the college management bodies and to 32 teachers 2 each from these 16 colleges selected in the sample and gave them a time of 15 days to send the filled information schedule and the questionnaires. After one month of time the researcher could get only 4 filled information schedule and questionnaires from the principals and six questionnaires from the teaching staff. The researcher contacted the principals, secretary of the management body and the teaching staff many times over phone and requested them to return the questionnaires. In the process the could collected another 2 questionnaire from the principals, two questionnaire from the secretary of the management body and three questionnaires from the teaching staff. Then the researcher decided to have personal visit to those colleges to get the filled questionnaire and information schedule back. With three visits to all the colleges the could collect all the questionnaires from all the principals and secretary of the management bodies and from 30 teaching staff. For the secretary of the managing body the researcher took the interview and filled the questionnaires from them. Principals and secretary of the managing body were very reluctant to give some information related to finance and the management of the college. The could collect the data for the present study in a period of nearly six months. The data related to objective 1 and 2 were collected from the literature survey from the libraries of Utkal University, Bhubaneswar; Revenshaw College, Cuttack, H.M. Library, the M.S. University of Baroda and M.P.C. College Baripada, Orissa. The period of data collection was 2005-06.

Analysis of Data

The use of qualitative techniques were done to analyze the data for the present study. For objective 1 and 2, content analysis of the literature was done to analyze the data and later the data were synthesized to achieve the objectives. For objectives 3,4,5,and 6, data were analysed with the help of frequency and percentage.

MAJOR FINDINGS OF THE STUDY

On the basis of the detailed analysis and interpretation of data, the following major findings are drawn which are stated objective wise as follow.

1. Growth of Higher Education in Mayurbhanj District

Higher education in the Mayurbhanj district started in the year 1948 when the first college i.e. M.P.C. College was established and till 2006 there were total of 77 colleges in the district. Out of them 4 colleges were government colleges, 32 colleges were aided colleges and rest 41 colleges were unaided colleges. 35 colleges were +3 colleges along with +2 streams and rest 42 colleges were only +2 colleges. The post graduate stream is there in 2 of +3 colleges. In terms of students strength, it was found grown from some odd 100 students in the year 1948 to 27, 042 in 2001. Hence there was a drastic growth of higher education in the Mayurbhanj district of Orissa after independence. The growth of higher education was found significant during the year 1991 and 2000 as nearly 41 new colleges were established during this decade.

2. Structure of Higher Education in Mayurbhanj District

A four tier structure was found in the state related to the higher education comprising of secretariat of education, directorate of higher education, council of higher secondary education working under Government of Orissa and autonomous bodies like, universities. The control of all these four bodies were found on the higher education. The structural component existed at district level was found to be the college and the management body. The management body and the college were found

quite powerful structural components of higher education in the case of private colleges and private aided colleges respectively considering the developmental aspect of higher education in the district. All the colleges in the district are affiliated by the North Orissa University, Baripada.

3. Management of Higher Education in the Mayurbhanj District

The management of higher education in the Mayurbhanj districts would be clear by discussing in the functions of management body, principals and the teaching staff along with the general features of the higher education

6.25 percent, 37.50 percent and 56.25 percent colleges in the district were found to be government college, private colleges, and private aided colleges serving rural and tribal students. 50 percent colleges were found to be only +2 colleges, 37.5 percent colleges were having +2 and +3 level of education and other 12.5 percent colleges were having +3 level and/ or PG level of education. Arts stream was found in all the colleges, where as, science and commerce stream were found in few colleges.

In all the colleges in Mayurbhanj District of Orissa, the medium of instruction was found to be both English as well as regional language i.e. Oriya.

The existing students' strength in the colleges showed that the actual strength is far less than the sanctioned strength.

Irrespective of the level of courses in the colleges, all the colleges have the examination centre for the respective level of courses.

The average of pass outs in +2 colleges, +3 colleges and PG colleges were found to be 61 percent, 74 percent and 83 percent respectively with a total average pass out of 72.66 percent.

(a) Governing Body

Governing body or managing body was found as the very important component in the management of higher education in the Mayurbhanj district. A proper representation of local people including women, ST, SC, SEBC, Teaching staff and non-teaching staff were found in the college governing body. Local MLAs were found as the president of college governing body in 43.75 percent colleges mainly in private colleges and sub-collectors of the respective district in charge of sub-division were found as the president of college governing bodies in 50 percent of colleges mainly in private aided colleges. Principals of the respective colleges were found as the secretary of the college managing committee in all the private, private aided and government colleges.

Once in two months was the frequency of the meeting of the governing body which was found in all private, private aided and government colleges.

In 62.5 percent of colleges it was found that, the management have some percent of control (50 percent) on administrative aspects of the college. It was found mainly with private and private aided colleges. In 12.5 percent of colleges it was found that, managing body has 20-30 percent control in administrative aspects of college and that was found mainly with private and private-aided colleges.

In 50 percent of colleges it was found that, the management bodies have full control on the management aspects of the colleges. It was found mainly with private and private aided colleges. In 37.5 percent of colleges it was found that managing bodies have nearly 50 percent control in management aspects of college and that was found mainly with all types of colleges.

In 18.75 percent of colleges it was found that, the management bodies have full control on the disciplinary aspects of the colleges. In 50 percent of colleges it was found that managing bodies have nearly 50 percent control in disciplinary aspects of college and that was found mainly with private and private aided colleges.

In 68.75 percent of colleges it was found that, the management bodies have full control on the academic aspects of the colleges. It was found with all types of colleges. In 31.25 percent of colleges it was found that managing bodies have nearly 20-30 percent control in academic aspects of the colleges and that was found with private and private aided colleges.

In 93.75 percent of colleges it was found that, the management bodies have full control on the appointment of staff aspects of the colleges. It was found mainly with private and private aided colleges.

It can be concluded in terms of the control of management body that the management body of private and private managed colleges have more control on different aspects of college management mainly, finance, administrative, management, academics, appointment of staff and community relations.

It was also found that the management body do not take any type of donations from neither teaching staff nor non-teaching staff for recruiting them in the colleges.

(b) Principals

56.25 percent of college principals in Mayurbhanj district were found appointed by the management body, where as, it was found that 43.75 percent of college principals in Mayurbhanj district were promoted to the position of principals.

A large percentage of principals have good relationship with governing body, local community, teaching staff, non-teaching staff, students, and higher officers working in the higher educations.

Nearly 87.5 percent of principal said that they follow the leadership style, which suits to college management, staff, students and the community.

According to a large number of principals they have contributed a lot for the developed infrastructure, creation of new departments, collection of more funds for

the development of the college, to increase students' strength and betterment of result during their tenure.

Most of the principals do not consider other problems as significant other than the financial problems.

(c) Teaching Staff

It was found that in 93.34 percent of colleges teaching staff were found to be appointed by the college governing bodies.

The relationship of most of the teaching staff with different functionaries like, principals, management body, other colleagues, non-teaching staff, community members and students were found to be good and cordial.

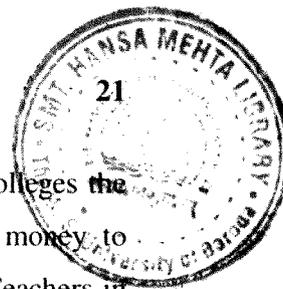
The perception of teaching staff about the quality of their teaching was found good and student oriented.

The management of higher education in the district of Mayurbhanj was found to be proper making a cordial relationship between all the components of the structure and working cooperatively and in a harmonious manner to bring significant development and growth in the system.

4. Finance of Higher Education in the District of Mayurbhanj

All colleges have given certain amount of money as non-refundable deposit to the university to establish their colleges and to be recognized by the university varying from Rs. 20,000 to more than Rs. 2,00,000.

Sanctioned teaching posts are more in the colleges those had been established before 1991 and having more streams like, arts, science and commerce. Teaching staff working on sanctioned post do get full or partial salary from government, where as, teaching staff working on non sanctioned post either in new colleges or old colleges do not get any salary from the government. Teachers working in the non-sanctioned



posts depends on the college management for their survival and in these colleges the managing bodies of these colleges provide some very less amount of money to teaching staff. It was found varying from Rs. 500 to Rs. 1000 per month. Teachers in those colleges manage their lives from private tuition and small businesses. In 37.5 percent of the colleges principals salary were found to be less than Rs.1200. It was found mainly in private colleges where all the teaching post including the principal posts were not regularized. Rest of the principals mainly from private aided colleges received the salary according to the UGC and the state government norms.

In fifty percent of colleges it was found that, the management have partial (nearly 50 percent) control on financial aspects of the college. It was found mainly with private and private aided colleges. In another 6.25 percent colleges it was found that, managing body has full control in financial aspect of the colleges. It may be the case in case of fully private college, In another 6.25 percent colleges it was found that the managing body have 20% to 30% control on college finance.

In case of 93.75 percent of colleges, it was found that the colleges were established by the local people, and the major amount of finance for the establishment of the college were collected from the donations. The major donations were collected from local people, collection from weekly and daily market, collection from passenger and goods vehicles plying on the nearby road, collection of building materials from the near by community, donation of labour by the local skilled and unskilled people. At the time of establishment, the amount collected by the local people were varying from Rs. 50,000/- to Rs. 10,00,000/- depending upon the type of college and the type of local area near by the colleges. It was also found that the amount of money spent for the establishment of college during the initial 3 to 4 years were varying from Rs.2,00,000/- to Rs. 9,00,000/- depending upon the size of college. The major sources of expenditure during the establishment of college were deposit amount, building, furniture, books, equipments, etc. This is one of the fine and excellent example of public or community participation for the development of higher education in the district.

Related to the sources of regular finance for the functioning of colleges, in case of 12.5 percent of colleges it was found that they receive total funds from state

government and University Grants Commission for the regular financial transaction of the college. These are the cases of government and very old private aided colleges. This amount varies from Rs. 3,50,000 to Rs. 10,00,000 per annum depending upon the type of colleges. Apart from the government colleges, other private and private aided colleges generate funds through different means to support the financial expenses of the colleges. In case of 31.25 percent colleges, it was found that they receive or collect the local funds available for local Members of Parliament (M.P.) and Members of Legislative Assembly (M.L.A). This amount varies from Rs. 1,00,000 to Rs. 3,00,000 per annum depending upon the type of colleges. In case of 18.75 percent of colleges, it was found that they receive some sorts of amount from different local funds, may be from village panchayat and block panchayat. This amount varies from Rs. 50,000 to Rs. 1,00,000 per annum depending upon the type of local bodies and colleges. In case of 50.00 percent colleges, it was found that their major sources of income is from fees and fines collected from students. This amount varies from Rs. 1,00,000 to Rs. 2,50,000 per annum depending upon the type and strength of colleges.

The total collected amount per annum varies from Rs. 50,000 to Rs.12,00,000 in different colleges. With regard to the expenditure of the colleges, it was found from most of the colleges that they manage their expenditure according to the collected funds with some saving of money for the future. The annual expenditure of the colleges was found varying from Rs. 40,000/- to Rs. 10,00,000/- depending upon the type of colleges.

Most of the colleges had made some feasible plan of action to meet the financial need of the colleges in the next five years.

In term of the finance of higher education in the district of Mayurbhanj, the financial burden of the higher education was found shared by the government and the local bodies. Though it is a fine example of the management of higher education in a tribal and rural district, there is a need of some logistic steps by the state government to improve the quality of higher education in the district.

5. Community Participation in the Higher Education in the District of Mayurbhanj

In all private and private aided colleges, the procedure of forming college managing body was found same, following a specific formula including the representation of all local communities including ST, SC, OBC, women and the representatives of teaching and non-teaching community. It showed the community representation in the functioning of the college.

In all the colleges it was found that none of the managing body members take any amount neither as remuneration nor as salary. All the managing body members in all the colleges do serve the managing body as voluntary service to their local community and the college.

According to 56.25 percent of the respondents, the local community contributed every thing like, money, land, material and human labour for the establishment of the college, without their help the college would not be there. In most of the colleges they have adequate infrastructure, mainly contributed by the local community. All the private non-aided colleges are managed and run by the community members without getting any grant from the state government. In some cases the local communities are running the college since 10-15 years with good results in the area of poor tribal and rural people. It is one of the fine example of community participation in the field of higher education.

5.17 SUGGESTION FOR THE IMPROVEMENT OF HIGHER EDUCATION

On the basis of researchers experience during the process of research, interaction with University teachers, principals and management body members and based on the findings of the present study, researcher would like to give few the following suggestions which may be useful for the improvement of higher education in the Mayurbhanj District of Orissa.

- Growth and development of higher education was observed in every corner of the Mayurbhanj district of Orissa. Being a tribal district, it was observed that the

people of each and every community is concern for the development of higher education in their respective areas. But the development of higher education was found quite unplanned and unsystematic. It was observed that higher is the responsibility of the local people and government has no role in it. Here there is need of support from Government of Orissa to support helping hand to streamline and plan the development of higher education in the district.

- Though there is mushrooming growth of higher education i.e. colleges in the district, it was found that the growth i.e. the opening of colleges are as per the guidelines given by the state government. Hence the Government is responsible for this growth of higher education (number of colleges). Hence it can be suggested on the basis of the findings of the present study that government need to make rules, guidelines and ordinances with the long term and broad vision for a long run development of the state. Otherwise the state government need to support the system which is based on the basis of the Government guidelines.
- In spite of adverse conditions, it was found that the community participation is very high for the development of higher education in the district. There is need for the government to join hand with the community and to motivate them for the better development of higher education in the district.
- In terms of the quality of higher education it was found not very bad as per the result is concerned, but the further quality control devises could be used by the apex bodies for the further improvement of quality of higher education.
- The growth of general education was found quite good in the rural and tribal areas of the district. Many students were found unemployed after completion of higher education in the state. There is a need of adding professional education and technical education in the rural setting according to the need of the rural people which can help to develop the economic and social status of the district. Different diversified streams need to be added in the science colleges like, micro biology, bio-technology, information and communication technology etc. which can provide more perspective for getting employment and jobs.
- In terms of the structure of higher education, no specific structure was found at district level to manage the higher education. A district level structure was felt

needed may be headed by a District Council of Higher Education to represent the higher education at district level and to control the quality of higher education at district level.

- In terms of the finance of higher education, it was found very pity and deplorable in case of non-aided private colleges in the district which is 41 in number. There is a need of helping hand from state Government and UGC for the survival of higher education in those colleges. Even the government need to plan a logical and phased mechanism to provide some sorts of financial help to the teaching and non-teaching staff of those colleges.
- Though privatization is the new mantra of the present day, it not possible to go for privatization in the districts like Mayurbhanj where the average socio economic status of the people is very low. There is need for public financing education including higher education in the districts like Mayurbhanj where the dominance of scheduled tribe is there. It is the moral responsibility of the state government to shoulder the responsibility of higher education the district to respect the community participation for creating a gigantic structure of higher education in the district.

SUGGESTION FOR FURTHER RESEARCH

Research studies in general open new avenues for further research in concerned area. The present study is not an exception. The following are the suggestions for further research on the basis of the experience gained by the researcher working in this area.

1. Research could be conducted for in-depth understanding and exploring the nature of community participation in the Higher Education in the district.
2. Research could be conducted especially focusing on the higher education need of the people of the tribal area for their substantial development.
3. Research could be conducted to in in-depth level to understand the problems of people of the tribal area relating it to the higher education in the area, whether the spread of higher education created more problems or vice versa.
4. Research could be conducted in historical nature on the contribution of local people in the development of higher education since time.

5. The present study could be replicated taking more sample using other tools like in-depth interview.

CONCLUSION

Though Mayurbhanj district of Orissa is one of the largest district in terms of geographical area, it is one of the backward and poor district of Orissa with mainly tribal and rural population. From this study, it came to know that the district is not so backward in terms of the spread of higher education in the district. It was found that there is an average of three colleges in each and every block. Due to government initiatives and the participation of the local community the district have the status of highest number of colleges in the district. Though most of the colleges are in the rural and tribal areas of the district, more and more number of rural and tribal people are access to higher education in the district. This is one of the significant development of the district in terms of the development of higher education in the district. Though there was no specific structure of higher education was found at the district level, the management of the structural components like, the management body, principal, teaching staff and the community were found efficiently discharging their role in the management of higher education in the district. The community participation in the development of higher education was found to be very significant and the structure of higher education in the district is on the community participation starting from the establishment of all most all the colleges in the district to the development of all the colleges and bearing the financial burden of the state government in case of more than 50 percent colleges mainly, in the management of private non-aided colleges. Now the state government need to share some of the responsibility of the local community to meet the financial burden of the poor community and to motivate teaching and non-teaching staff of the colleges. It can be possible through a phased manner and structural financial planning of the state government to provide the financial support in a phased manner for the improvement and the quality development of higher education in the district and in the state.