

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

The present study is a survey type of study which is undertaken to study the higher education system in the Mayurbhanj district of Orissa state with respect to its growth, structure, management, finance and community participation. To achieve the objectives of the present study, data were collected with the help of literature survey, questionnaire, and interview. Data were analysed qualitatively mainly with the help of frequency, and percentage. Analysed data are presented in tables followed by description and discussion. Data are analysed in terms of tools used and attempt is made to present the major findings objective wise. Direct analysis is given for objective one and objective two under the caption 4.1. and 4.2 respectively related to the growth of higher education in the district and the structure of higher education in the district respectively. It is very difficult to segregate the data collected using different tools according to the requirement of objectives three, four and five. The data related to these objectives were analysed tool wise and in the last attempt was made to put the analysed findings in term of objectives specified.

4.1 GROWTH OF HIGHER EDUCATION IN MAYURBHANJ DISTRICT OF ORISSA

To achieve the objective one of the present study, data have been collected from different sources of literature about the growth of higher education in the district of Mayurbhanj. The higher education in the Mayurbhanj district started in the year 1948 when the first college in the district was established. Gradually the number of colleges in the district were increased with the establishment of more and more colleges. Details about the growth of higher education in term of increase in the number of colleges over years are given in the table 4.1.

Table 4.1: Year wise Establishment of Colleges in the Mayurbhanj District of Orissa.

Year of Establishment	Number of Colleges Established (Frequency)	Cumulative Frequency
In the Year 1948	1	1
In the Year 1960	2	3
In the Year 1963	1	4
In the Year 1964	2	6
In the Year 1970	1	7
During 1971-1980	8	15
During 1981-1990	19	34
During 1991-2000	41	75
During 2001-2006	2	77

Source: Directorate of Higher Education, Orissa (2006)

From the table 4.1, it was observed that the first college i.e. M.P.C. College was established in the year 1948 at Baripada. In 1960, two colleges Government Women's College and Government Sanskrit College were established in the same town Baripada increasing the total of three colleges. Rairangpur College was established in the year 1963. Two colleges i.e. Udala College at rural area of Udala and Karanjia College at Karanjia were started in the year 1964. D.D. College at Bahalda was started in the year 1970 increasing the total number of colleges to seven. It seems a very slow growth of colleges during this 27 years after independence. During the years between 1971 and 1980 another 8 new colleges were established in the district amounting to 15 colleges in the district. Most of the colleges established till 1980 were intermediate and degree colleges, most of them having co-education. The slow growth of college education during this time may be due to less government initiatives in the state in the field of higher education. During the year 1981 and 1990, another 19 new colleges were established in the district amounting to a total of 34 colleges according to the need of establishing few new +2 colleges. Many +2 colleges were established during these days as matriculation was separated from the secondary schools and the Government of Orissa followed the pattern of 10+2+3. During these days Government started taking initiatives to establish +2 colleges with the help of community participation. During the year 1991 to 2000 there was a

tremendous growth of colleges in the district, as a result 41 new +2 and +3 colleges were established during this period amounting to a total of 75 colleges in the district of Mayurbhanj. This was due to the requirement of people to establish new colleges and also due to the result of new notification of the Government of Orissa to establish new private colleges with the help of community participation. This was a period in which maximum colleges were established mostly in every blocks and Notified Area Councils. Government of Orissa was given grant-in-aid for most of the sanctioned posts in all the colleges established before 1991. Due to the financial crunch, the government of Orissa was not able to provide grant-in-aid to all the colleges established after 1991. Hence few colleges those have necessary requirements to be recognized and fulfilling norms of infrastructure and other criteria were given grant-in-aid and the number of those colleges were very less. A large number of colleges those were established after 1991 were struggling very hard to survive and fighting to get grant-in-aid till date, as a result only two new colleges were established after the year 2000. During 2001 and 2006 two new colleges established amounting to 77 colleges in the district of Mayurbhanj. List of all 77 colleges are given in appendix 5.

Out of these 77 colleges, four colleges were government colleges, 32 colleges were aided colleges getting grant in aid from the state government and rest 41 colleges were unaided colleges those are not getting any financial aid from the state government. 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 the +3 colleges. From these 77 colleges, arts, commerce and science streams were found in 18 colleges, only arts and science streams were found in 22 colleges and only arts stream was found with 34 colleges and only science stream was found with 2 colleges.

In terms of students population, the first college i.e. M.P.C. College had a students' strength of some odd 100 students in the year 1948 and the total enrolled strength of students in the colleges of Mayurbhanj district in the year 2001 were 27,042 including +2, +3 and P.G. with all the streams. This included 16,058, +2 students, 10,394, +3 students and PG students were 590. These total enrolled strength was always found less than the sanctioned strength by the government, for example the total sanctioned strength of students for +2 in the year 2001 was 19,018 and the actual students strength was 16,058 which is quite less than the sanctioned strength by

the department of higher education. There is very less increase in the students strength after the year 2001 as no new colleges were established except the creation of few odd streams in some of the colleges. The total strength of student in the year 2005 was 34,000 in all the streams including +2, +3 and PG classes. Hence there was a drastic growth of higher education in the Mayurbhanj district of Orissa after independence in terms of the number of colleges and number of students. The growth was also found quite significant during the year 1991 to 2000 due to the establishment of a good number of colleges during that time.

4.2 STRUCTURE OF HIGHER EDUCATION IN MAYURBHANJ DISTRICT OF ORISSA

Structure represents the process of logically grouping activities, delineating authority and responsibility, and establishing work relationship that will enable both the organization and the individuals to realize their mutual objectives. A good organization structure is essential for the smooth and effective functioning of any institution. An attempt has been made to study the structure of higher education in the Mayurbhanj District of Orissa. Apart from colleges, no concrete structure of higher education was observed in the districts of Orissa particularly in the Mayurbhanj district of Orissa, unlike the prominent structure of school education at the district level. Hence it was observed that the structure of higher education can not be studied without referring the structure of higher education at the state level. The present structure of higher education at the state level of Orissa is given in the form of the figure 4.1.

Figure 4.1: Structure of Higher Education in Orissa Including the Structure at the Mayurbhanj District.

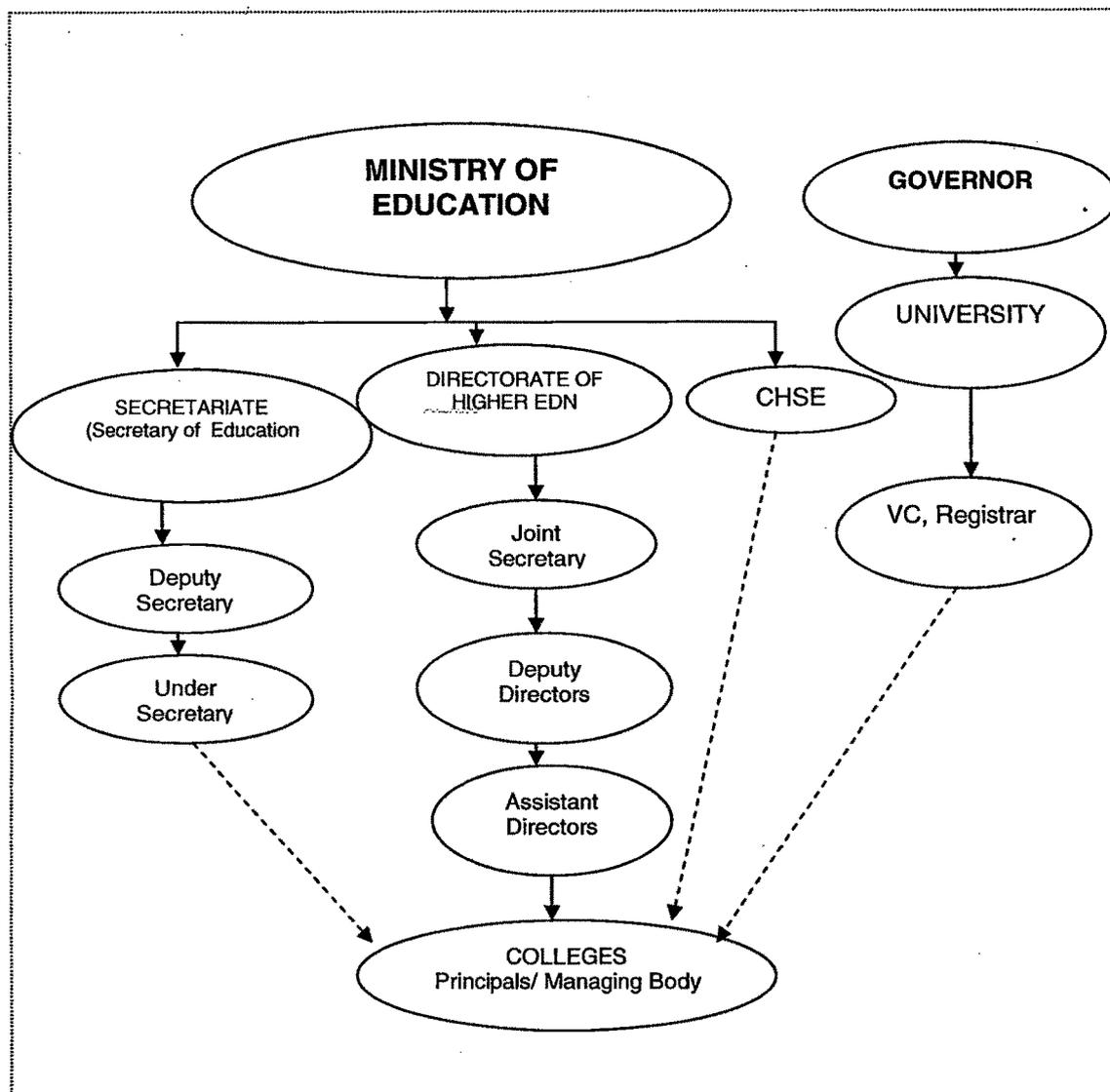


Figure 4.1 shows the structure of higher education in the state of Orissa. The non-dotted lines indicate direct control and the dotted lines indicate indirect control and relation. The figure depicts that Ministry of Education is the highest body responsible of the education in the state including the higher education headed by the Minister of Education. Secretariat is the planning and legislative body for the general education including higher education headed by secretary of education. Secretary of education is assisted by deputy secretaries and under secretaries. Deputy secretary and under secretary of higher education are in charge of higher education legislation.

Directorate of higher education is the implementation and executive body to implement the legislations related to higher education and to manage the higher education in the state headed by Director of higher education. Joint secretary is a statutory position to help the director of higher education and to have a mutual relation between secretariat and directorate in the matters of higher education. Deputy directors and assistant directors are there to help director of higher education. These are the subordinate positions in the directorate of higher education and manages and controls higher education in the state through colleges at district, sub-division and block levels. Colleges are the part of the structure of higher education at the district level managed by the principals of the colleges with the help of college managing body and teaching and non-teaching staff. Directorate of higher education has direct control on colleges on behalf of State Government and the secretariat of education has indirect control on the colleges in terms of legislation functions.

Apart from the secretariat of education and directorate of higher education there are statutory bodies like, state universities and Council of Higher Secondary Education (CHSE). Council of Higher Secondary Education is the academic and examination statutory body to prescribe syllabus and to conduct examination for higher secondary education (+2) and to provide certificate for the same, hence indirectly controls the +2 colleges or +2 segment of the general colleges. State universities are the statutory autonomous bodies to affiliate degree and above level of colleges, prescribing syllabus for different courses and conducting examinations and certification, hence having indirect control on colleges. In the Mayurbhanj district, Council of Higher Secondary Education act as the examination and affiliation body for +2 education. The affiliation and examination of graduate (+3) and higher level colleges of Mayurbhanj District comes under the jurisdiction of North Orissa University, Baripada, Orissa from the year 1999 when this university was established. This university comes in the district of Mayurbhanj in 1999.. Prior to 1999 the affiliation and examination of graduate (+3) and higher level colleges of Mayurbhanj District was under the jurisdiction of Utkal University, Bhubaneswar, Orissa. Hence the structure of higher education in the Mayurbhanj district starts and ends with the colleges and principals. So without referring the structure of higher education at the state level, there is no meaning to state the structure of higher education at the district level. In order to study other components of higher education in the district it is

essential to study the status of college education, about their management, principals and teachers. In the proceeding captions details analysis about the structure of college education is given as follows.

4.3 ANALYSIS OF DATA RELATED TO COLLEGES

In the present study higher education is delimited to college education including mainly, the levels like, +2, +3, and post graduation including only the streams like, arts, science and commerce which is provided in the colleges. Hence to study the status of higher education, it is essential to study the status of college education in the Mayurbhanj District of Orissa. For this purposes in the present study a questionnaire was developed by the researcher to study the status of college education in the Mayurbhanj District of Orissa. Analysis of the questionnaire was done qualitatively with the help of frequency and percentage. The analysed data is presented in the following tables and followed by description and discussion.

4.3.1 Establishment of Colleges

To study the establishment of colleges and the growth of higher education system in Mayurbhanj District of Orissa since independence, data were collected with the help of a questionnaire. Data were analysed using frequency and percentage. The analysis of data is presented in the table 4.2 as follow.

Table 4.2: Frequency wise, Percentage wise and year of Establishment wise Distribution of Colleges in Mayurbhanj District of Orissa.

Year of Establishment	Frequency	Percentage
Before 1950	01	6.25
During 1951-1965	01	6.25
1966 – 1980	03	18.75
1981 – 1995	10	62.50
After 1995	01	6.25
Total	16	100.00

From table 4.2, it was found that 6.25 percent of the colleges were established before the year 1950 and another 6.25 percent of the colleges were established during the years 1951 and 1965. 18.75 percent of the colleges in Mayurbhanj district were established during the years 1966 and 1980. A majority i.e. 62.50 percent of colleges in the Mayurbhanj District were established during the year 1981 and 1995. Another, 6.25 percent of colleges were found established after 1995.

From this analysis, it is clear that only 31.25 percent of colleges in Mayurbhanj district were established before 1981 and most of those colleges were found to be Government and Government aided colleges. From this figure again it was found that only two colleges i.e. 12.5 percent were established before 1966 and during this period of nearly two decades the growth of higher education was very slow. Establishment of another three colleges during the period 1966 and 1980 showed a slightly better growth of higher education during these 15 years of time. During the years 1981 and 1995 most of the colleges were established in the Mayurbhanj district. It showed a steady growth of college education and higher education during this period of time. Most of these colleges established during this period were found to be private colleges established through public initiatives. This may be due to the Government initiatives during this time to establish more colleges through private initiatives. This steady growth of higher education may be due to sufficient incentives by state Government of Orissa to establish more and more colleges through public partnership.

4.3.2 Type of Colleges in Terms of Management

Three different types of colleges in terms of types of management found in the Mayurbhanj district of Orissa. Those were found to be Government, private aided and private colleges. Details about those colleges is given in table 4.3.

Table 4.3: Frequency wise and Percentage wise Distribution of Different types of college in the Mayurbhanj District of Orissa in terms of types of Management.

Types of Colleges	Frequency	Percentage
Government	01	6.25
Private	06	37.50
Private aided	09	56.25
Total	16	100

From table 4.3, it was found that 6.25 percent colleges in Mayurbhanj district were found to be Government colleges, 37.50 percent colleges were found to be private colleges, and it was found that a large number of colleges i.e. 56.25 percent were found to be private aided colleges. These are the colleges established by the community but a large portion of expenditure including the salary of approved teaching and non-teaching posts are provided by the state Government.

From this analysis, it was found that a very small number of colleges i.e. 6.25 percent were Government colleges and a very large number of colleges were found to be private and grant-in-aids colleges those can be called as private aided colleges. These are the colleges establish by the community and the expenditure of these colleges are born by Government. Also a large proportionate of colleges were found to be private colleges with out getting any financial aid from Government. It shows a mixed picture of college finance some are provided by the Government and few are managed by local bodies or community.

4.3.3 Type of College in Terms of Level and Stream of Education

In terms of the levels of colleges, the colleges were found with different combination of the levels like, +2, +3 and Post Graduation. Similarly, in terms of the streams of colleges, the colleges were found with different combination of the streams like, arts, science and commerce. Details about the type of colleges in terms of streams and levels in the Mayurbhanj district of Orissa is given in table 4.4.

From table 4.4, it was found that 25 percent of colleges in the Mayurbhanj district were found with +2 Arts stream only, 12.50 percent colleges in the district were found with +2 Arts and Science stream. Another 12.50 percent colleges in the district were found with +2 Arts, Science and Commerce streams. 12.50 percent colleges in the district were found with +2 and +3 Arts stream only. 25 percent colleges in the district were found with +2 Arts, Science and Commerce along with +3 Arts and Science streams. 6.25 percent colleges in the district were found with +2 and +3 with Arts and Science streams. 6.25 percent colleges in the district were found with +3 Arts, Science and Commerce streams. 6.25 percent colleges in the district were found with +2, +3 and PG levels with Arts, Science and Commerce streams. Lastly 6.25 percent colleges in the district were found with +3 Arts, Science and Commerce streams along with PG Arts stream only.

Table 4.4: Frequency wise, Percentage wise Distribution of Colleges in Mayurbhanj District of Orissa in terms of Different types of Streams offered at Different Levels.

Streams and Levels of Institution	Frequency	Percentage
+2 Arts	4	25.00
+2 Arts, Science	2	12.50
+2 Arts, Science, Commerce	2	12.50
+2 and +3 (Arts, Science, Commerce)	2	12.50
+2 Arts, Science, Commerce, +3 Arts and Science	1	6.25
+2 Arts and +3 Arts	2	12.50
+2 (Arts and Science) and +3 (Arts and Science)	1	6.25
+2, +3 and P.G. (Arts, Science and Commerce)	1	6.25
+3 Arts, Science, Commerce	1	6.25
+3 Arts, Science, Commerce and P.G. Arts	1	6.25
Total	16	100.00

From this analysis, it can be said that 50 percent colleges in the Mayurbhanj district were found to be only +2 colleges, 37.5 percent colleges were having +2 and +3 level of education and the rest 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

4.3.4 Deposit Money for Establishment of Colleges

As per the government ordinance, every college management has to deposit certain amount of non-refundable money as the security deposit with the concern university to whom the college is going to be affiliated while establishing a college or expanding a college with higher level or adding a stream with the existing level. This deposit money varies from time to time. Details about the deposit money given to the government by different colleges for the establishment of colleges and opening of new stream are shown in table 4.5.

Table 4.5: Frequency wise and Percentage wise Distribution of Colleges in terms of the Amount of Deposited Money for the Establishment of Colleges.

Deposited Money in Rupees	Frequency	Percentage
20,000 to 50,000	2	12.50
Above 50,000 to 100,000	3	18.75
Above 100,000 to 200,000	9	56.25
Above 200,000	2	12.50
Total	16	100.00

From table 4.5, it was found that 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. The amount varies from college to college. 12.5 percent colleges were deposited the amount between Rs. 20,000 to Rs. 50,000. 18.75 percent of colleges were found deposited the amount between Rs.50,000 to Rs. 1 lakh. A large number of colleges i.e. 56.25 percent were found deposited the amount between Rs. 1 lakh to Rs. 2 lakh and another 12.5 percent colleges were found deposited more than 2 lakhs of rupees to the government to establish the college.

From this analysis, it can be concluded that deposit money was found to be must to establish a colleges and it showed the private initiative for establishing the colleges. From the analysis related to deposit of money for establishment of college and the year of establishment of different colleges, it could be concluded that the

amount of deposit money changed from time to time amounting different amount of deposit money for establishing colleges at different times.

4.3.5 Type of Students in the Colleges

Colleges cater the need of different types of students in the vicinity area of the colleges. The types of students served by the college were of various categories like, rural, tribal and mixed. Details about the type of student mainly served by the colleges are given in table 4.6.

Table 4.6: Frequency wise and Percentage wise Distribution of Colleges according to the Catering the Needs of different Students.

Types of Students	Frequency	Percentage
Rural	01	6.25
Tribal	05	31.25
Mixed	10	62.50
Total	16	100.00

From table 4.6, it was found that 6.25 percent of the colleges cater the need of mainly rural students as those colleges were found in rural areas. 31.25 percent of the colleges were found catering the need of mainly tribal students as these colleges were found mainly in tribal areas. A majority i.e. 62.50 percent of colleges were found catering the need of both rural and tribal students.

From the analysis of table 4.6, it can be said all the colleges in the Mayurbhanj district cater the need of rural or tribal students. As the district is a tribal populated district, a good large number of colleges were found catering the need of tribal and rural students in the Mayurbhanj District of Orissa.

4.3.6 Number of Schools in the Vicinity Area

Establishment of a college depends upon the availability of schools in the vicinity area of the college. The college may be crowded or not so crowded depends

upon the number of schools available in the vicinity area of the colleges. Details about the number of schools available in the vicinity area of different colleges is given in table 4.7.

Table 4.7: Frequency Wise and Percentage wise Distribution of the Colleges in Terms of Number of Schools Available in the Vicinity Area of the Colleges.

No. of School in Vicinity area	Frequency	Percentage
Up to 5	01	6.25
6 – 10	10	62.50
10 – 15	05	31.25
Total	16	100.00

From the table 4.7, it was found that there are up to 5 schools available in the vicinity area of 6.25 percent of colleges. Six to ten schools were found available in the vicinity area of a large number i.e. 62.50 percent of colleges and 10 to 15 schools were found available in the vicinity area of 31.25 percent of the colleges.

From this analysis it is clear that more number of colleges are found with the area with less number of schools i.e. 6 to 10 schools, for which there may be very less number of students in the colleges with limited streams.

4.3.7 Number of Colleges within a Radius of Five K.M.

Due to the government initiatives to establish colleges with community support without a mechanism to check the establishment of unwanted colleges, there was a mushrooming growth of colleges during eighties and nineties. Due to the competition among local leaders in establishing colleges, there is a chance of many colleges in nearby areas. Number of colleges, established within a radius of 5 K.M. distance of colleges is given in table 4.8.

Table 4.8 : Frequency Wise and Percentage wise Distribution of Colleges within a Radius of 5 K.M.

Number of College	Frequency	Percentage
NIL	10	62.50
One	04	25.00
Two	01	6.25
Three	01	6.25
Total	16	100.00

From the table 4.8, it was found that in case of 62.50 percent of colleges, there is no other college within a radius of 5 K.M. distance of the colleges. In case of 25 percent of colleges it was found that there is another college within the radius of 5 K.M. distance. In case of 6.25 percent colleges it was found that there are two colleges within a radius of 5 K.M. distance of the college. In case of another 6.25 percent cases, it was found that three other colleges are found within a radius of 5 K.M. distance of the colleges.

From the analysis of table 4.8, it can be concluded that, being a tribal district, the number of colleges available with limited area is quite high as it was found from the data that two to four colleges were found within a radius of five K.M. in case of 37.50 percent of cases which may be creating problems in terms of getting sufficient students for the colleges or getting approval from the government for grant-in-aid or to collect sufficient funds from the area to manage private colleges. .

4.3.8 Medium of Instruction

Medium of Instruction is one of the important factors in higher education. It can create a market scope for the students for further employment. Generally in higher education two to three mediums of instruction are followed like, vernacular medium, regional language as medium of instruction, Hindi as medium of instruction and English as medium of instruction. Details about the medium of instruction followed in different colleges of Mayurbhanj district of Orissa are given in table 4.9.

Table 4.9: Frequency wise, Percentage wise Distribution of Colleges According to the Medium of Instruction followed.

Medium of Instruction	Frequency	Percentage
Both English and Oriya	16	100

From table 4.9 it was found that 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.

From this analysis it can be said that being a tribal and rural district and a large number of students being from rural and tribal background, the regional language i.e. Oriya is considered as one of the medium of instruction. The tribal vernacular language may not be considered as the medium of instruction, because of a varied type of vernacular language is used by the tribal people and the scope will be limited to the district only. English is considered as the medium of instruction may be due to the fact that English was considered as the medium of instruction from very beginning of the higher education in Orissa and it used to be continued as medium of instruction in higher education. It also may be due to provide more exposure to students in the employment area. But it was also observed that now-a-days more students are adopting regional language as the medium of instruction mainly at +2 levels and colleges of rural and tribal area.

4.3.9 Infrastructure (Type of Building)

Infrastructure is one of the component of the higher education system. A good and proper infrastructure facilitates the teaching-learning process. It is very pertinent to know the type of infrastructure available with the colleges in the Mayurbhanj District particularly the type of buildings for running the colleges. Type of Buildings available with the colleges of Mayurbhanj district of Orissa is given in table 4.10.

Table 4.10: Frequency Wise, Percentage wise Distribution of Colleges in terms of type of Buildings.

Type of Buildings	Frequency	Percentage
Full phased	15	93.75
Not full phased	01	6.25
Total	16	100.00

It was observed that all the colleges in Mayurbhanj District of Orissa have permanent buildings may be due to the necessary criteria of Government to have permanent building for establishing new colleges.

From the table 4.10, it was found that In a large number of colleges i.e. in 93.75 percent cases the building was found to be full phased where as in one case it was not found to be full phased. Here full phased indicates that the buildings are complete in all respect to survive with all weathers, number and type recommended by the university and related bodies. It was also observed that most of the infrastructure in most of the colleges excluding the government colleges were developed with the help of local community. It was also found that the developed infrastructure was sufficient for classes in most of the colleges.

4.3.10 Sufficiency of Library

Library is considered as one of the major resources of teaching learning. It was also found that there is a library in all the colleges in the Mayurbhanj District. Also it may be a fact that library is an essential criteria to make the college recognized, hence every college is having a library. Attempt was made to study whether the existing library was sufficient for students. Details about the sufficiency of library in the colleges of the Mayurbhanj District of Orissa is given in table 4.11.

Table 4.11: Frequency Wise and Percentage wise Distribution of Colleges in Terms of Sufficiency of Library.

Sufficiency of library	Frequency	Percentage
Sufficient	03	18.75
Not sufficient	13	81.25
Total	16	100.00

From table 4.11, it was found that in 18.75 percent of colleges, libraries were found to be sufficient for students, where as, in 81.25 percent cases, the libraries were found not sufficient for students' use. Major problems related to the insufficiency of library were shortage of books and other teaching learning materials and insufficiency of proper reading space. The major cause for the insufficiency of college library was the severe shortage of funds in the colleges particularly in private colleges. It was found to be a pity state of affair in the existing private colleges.

4.3.11 Sufficiency of Laboratory

Like library, laboratory in case of science and arts stream is one of the very important component of college education. In the science stream, students need the laboratories for physics, chemistry and biology experiments. As there is the subject of Education in all most all the private colleges, they also need an education laboratory for the purpose of teaching aid, simulation and the use of gazettes. Attempt had been made to study the sufficiency of laboratory facilities in the colleges of Mayurbhanj district. Details about the sufficiency of laboratories available in the colleges are given in table 4.12.

Table 4.12: Frequency Wise and Percentage wise Distribution of College in Terms of Sufficiency of Laboratory.

Laboratory Facility	Frequency	Percentage
Sufficient	10	62.50
Not sufficient	06	37.50
Total	16	100.00

From table 4.12, it was found that in 62.50 percent of colleges, laboratory facilities were found to be sufficient, whereas, in 37.50 percent of colleges the laboratories facilities were found not sufficient. Major problems related to the insufficiency of laboratory were shortage of instruments, chemicals, aids and insufficiency of proper seating space. The major cause for the insufficiency of laboratory was the severe shortage of funds in the colleges particularly private colleges. It was also found to be a pity state of affair in the existing private colleges.

4.3.12 Sufficiency of Playground

Youth are the part of college education. Apart from the cognitive development, they also need the physical development in the form of game and sports. For this every college needs the facilities for the development of games and sports. Play ground is one of the minimum required facility needed for every college. Attempt had been made to study the sufficiency of play grounds in the colleges of Mayurbhanj District. Details about the sufficiency of available play ground in the colleges is given in table 4.13.

Table 4.13: Frequency Wise and Percentage wise Distribution of Colleges in Terms of Sufficiency of Play Ground.

Play ground facility	Frequency	Percentage
Sufficient	10	62.50
Not sufficient	06	37.50
Total	16	100.00

Play ground was found in all the colleges. From table 4.13, it was found that in case of 62.50 percent of colleges playground were found sufficient, where as, in 37.50 percent colleges play grounds were found not sufficient. Sufficiency of play ground refers to the availability facility in the play grounds like, foot ball field, basket ball court etc. and the sufficiency of the area for different sport activities.

From this analysis, it is clear that in a large number of colleges play ground was found to be sufficient. Major problems related to the insufficiency of play ground

were related to lack of facilities and the small area of the play ground. The major cause for the insufficiency of play ground in terms of lack of facilities was the shortage of funds in the colleges particularly in the private colleges.

4.3.13 Sufficiency of Play and Game Equipments

Apart from the play ground, play and game equipments play a major role in the physical development and fitness of the college students. An attempt was made to study the sufficiency of play and game equipments in the colleges of Mayurbhanj district. Details about the status of the sufficiency of play and game equipments in the colleges of Mayurbhanj District of Orissa is given in table 4.14.

Table 4.14: Frequency Wise and Percentage wise Distribution of Colleges in Terms of Sufficiency of Play and Game Equipments.

Play and game equipment	Frequency	Percentage
Sufficient	06	37.50
Not sufficient	10	62.50
Total	16	100.00

Table 4.14, depicted that in 37.50 percent of colleges play and game equipments were found to be sufficient, where as in 62.50 percent colleges the play and game equipments were found to be not sufficient.

Form this analysis it is clear that in large number of colleges play and game equipments are not found to be sufficient, may be due to the finance crunch mostly in private non-aided and aided colleges. As most of the private un-aided colleges do not have sufficient funds to provide minimum pay for the survival of teaching and non-teaching staff, how can they manage funds for the sufficiency of play and game equipments.

4.3.14 Student Strength

Actual students' strength in the colleges of Mayurbhanj differs from the sanctioned students strength of these colleges. The actual strength is always found to be lower than the sanctioned students strength. Strength of students differs from college to college in term of available stream and level of courses which is given in table 4.15.

Table 4.15: Frequency Wise and Percentage wise Distribution of Colleges in Terms of present Student Strength.

Type of college	Frequency	Percentage	Student Strength		
			Range	Total Strength	Average
Colleges with only +2	8	50.00	125-504	1854	232
Colleges with +2 and +3	6	37.50	239-1156	4491	749
Colleges with +2+3 and P.G.	2	12.50	1670-2164	3834	1917
Total	16	100.00	125-2164	10183	636.4

***Data Collected in the year 2005-06**

Table 4.15 depicted that in 50 percent of colleges with only +2 level classes have student strength ranging from 125 to 504 with total and average students strength of 1854 and 232 respectively. In 37.5 percent of colleges with +2 and +3 level classes have student strength ranging from 239 to 1156 with total and average student strength of 4491 and 749 respectively. In 12.5 percent of colleges with +2, +3 and P.G. level of Education have student strength ranging from 1670 to 2164 with total and average student strength of 3834 and 1917 respectively. Considering all the colleges, it was found that students strength varies from 125 to 2164 irrespective of the types of colleges with total and average students strength of 10183 and 636 respectively.

From this analysis it could be said that colleges with higher level of studies have more student strength in comparison to colleges with lower levels of studies. As

per the sanctioned strength of the +2 colleges, the total strength for two classes i.e. 1st year and 2nd year is supposed to be 256 and accordingly the students strength of colleges with +2 and +3 would double the strength. But the existing figure of the sample colleges showed that the actual strength is far less than the sanctioned strength. It may be due to large number of colleges with less number of students in the respective area.

4.3.15 Examination Centre

In the newly established colleges, students need to appear the examination in examination centres in the older colleges. Generally, a college can be recognized as an examination centre after three years of establishment by the Council of higher Secondary Education and the concerned university. But it is not the right of every college to be recognized as examination centre after three years of establishment, the council or university may cancel the recognition as an examination centre due to so many reasons like, mal-practice during examination, in-sufficient infrastructure, facilities during examination like, communication, sanitation etc. An attempt was made to study the status of colleges as examination centre. Details about the recognition of colleges in the Mayurbhanj District of Orissa as examination centre are given in table 4.16.

Table 4.16: Frequency Wise, and Percentage wise Distribution of Colleges in Terms of Provision of Examination Centre.

Type of Colleges	Number	Examination centre available	Percentage
+2 colleges	8	8	100
+3 colleges	6	6	100
P.G. College	2	2	100
Total	16	16	100

***Data Collected in the year 2005-06**

From table 4.16, it was found that irrespective of the level of courses in the colleges, all the colleges have the examination centre for the respective level of courses because of the fact that all the colleges have established before the year 2000

hence completing the minimum requirement of completion of three years. Apart from this it can be said that the Council of Higher Secondary Education and the University are satisfied with the available facilities needed for the examination and found the conduct of examination as proper. It is a good point that all the colleges in the Mayurbhanj district are recognized as the examination centre for +2 and +3 classes.

4.3.16 Achievement of Students (Pass Outs)

Achievement of students in terms of pass outs in the university and council examinations is a performance indicator of the higher education in a district. Achievement of students tells about the teaching learning atmosphere of the higher education system. It is also pertinent to mention here that annual examination system conducted by Council of Higher Secondary Education and the respective University for +2 and +3 respectively exists in all the colleges of Mayurbhanj district. Details about the achievement of students in terms of pass out percent in different levels of colleges is given in table 4.17.

Table 4.17: Variation of Percent and Average of Percentage wise Distribution of Students Pass Out in Different Colleges.

Types of college	Variation of percent of pass out	Average of percent of pass out
+2	27% - 96%	61%
+3	60% - 90%	74%
P.G.	68% - 98%	83%
Total	27% - 98%	72.66%

***Data Collected in the year 2005-06**

From table 4.17 it was depicted that the variation of percent of pass outs in +2 colleges were found to be in between 27 percent to 96 percent with an average 61 percent of pass outs. The variation of percent of pass outs in +3 colleges varies from 60 percent to 90 percent with an average of 74 percent of pass outs. The variation of pass outs in P.G. colleges varies from 68 percent to 98 percent with an average of 83 percent of pass outs. The total variation of pass outs in all the colleges varies from 27 percent to 98 percent with an average of 72.66 percent of pass outs.

From this analysis, it could be concluded that the rate of pass out was found to be more in the colleges with higher levels i.e. +3 of Education and the same was found to be less in the colleges with lower levels i.e. +2 of education. It was also so found that the crude variation is very high from 28 percent to 98 percent with a range of 70 percent which showed that there are mixed types of colleges exist in the district in terms of the teaching and learning processes or in terms of the types of students studying. But the overall picture shows that the achievement of students seems to be very good with an overall 73.66 percent of result in higher education considering the fact that the district is a tribal and backward district in Orissa. It is one of the indicators of good and quality higher education in the district of Mayurbhanj.

4.3.17 Sanctioned Teaching Posts

Government sanctions the teaching and non teaching posts in the colleges and provides financial assistance for only sanctioned posts. Following a specific formula, government with the help of statutory bodies decide the required number of teaching and non teaching posts for colleges. For example in a +2 college with a sanctioned students strength of 128 per class with full strength of 256 students in both the years where four optional courses are offered, the total required teaching posts are 12 including 2 teachers for each optional subject, 2 each for English and MIL. Colleges without fulfilling the required number of required 128 seats will have one teacher each for optional and compulsory subjects, a total of 6 teachers. This is the posts of teachers required to establish a college but the government sanctions the posts according to the norms and availability of funds as the sanctioned posts are subjected to get funds from the government. Though there was a norm that the colleges in the tribal area will get the grant after 5 years and in the plane area will get the grant after 7 years, the same norm is not followed due to the resource crunch with the state government. An attempt was made to collect the information about the sanctioned posts in different colleges of Mayurbhanj districts. Details about the sanctioned teaching posts in the colleges of different levels are given in table 4.18.

Table 4.18 : Variation Wise and Average Wise Distribution of Sanctioned Teaching Posts in Different Colleges of Mayurbhanj.

Sanctioned post	Total Number	Variation of Posts	Average
Only +2 college	8	Nil to 43	12
+2 and +3 college	6	18 to 47	29
+2, +3, P.G. college.	2	34 to 108	71
Total	16	Nil to 108	33

***Data Collected in the year 2005-06**

From table 4.18, it was found that in +2 colleges sanctioned posts varies from Nil to 43 with as average sanctioned teaching post of 12 per college. Even in four +2 colleges there is not a single sanctioned teaching post. In +3 colleges where +2 and +3 level is there, the sanctioned posts varies from 18 to 47 with as average of 29 sanctioned posts for teachers. In P.G. colleges sanctioned teaching post varies from 34 to 108 with an average of 71 teaching posts. Sanctioned teaching posts are more in the colleges those had been established before 1991 and having more streams like, arts, science and commerce.

From this analysis, it was found that colleges with higher levels of Education have more sanctioned posts in comparison to the colleges with lower levels of education like +2. Newly established colleges (those established after 1991) have very less or no sanctioned post. Though there are no sanctioned posts still teachers are working there without getting any salary for years together. It is a sorrow state of affair that teachers are not getting salary for 10 to 12 years . Teaching works in these colleges with out any sanctioned posts also continuing with good achievement of students.

4.3.18 Salary Structure of Teaching Staff

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 government. Teachers working in old sanctioned posts are getting the salary as per the UGC and state government salary structure and teachers working in the newly sanctioned posts in the so called left out

colleges are getting fixed block grants of Rs. 11139.00 per month. Teachers working in the non-sanctioned posts depends on the college management for survival. In these cases management, do provide some amount to those staff for survival. Details about the amount provided by the management body is given in the caption 4.3.19.

4.3.19 Salary Provided by the Management to Staff

A large amount of the higher education cost, particularly the salary of teaching and non-teaching staff is fully born by the state government. But the picture of college finance in the state of Orissa is quite different. Few colleges those established before 1990 were getting the full salary of the teaching and non teaching staff and a large amount of colleges are not getting full salary of staff from the state government. It depends upon the sanction of posts by the Department of higher education. In some cases when the college is not getting any financial aid from the state government, the management bears the cost and provide some amount of financial help to both teaching and non-teaching staff for their livelihood. In this regard the management body was asked the information about the amount it provides to the teaching and non-teaching staff for their survival.

It was found that in 12.5 percent of colleges, the managements do not bear the cost of any teaching and non-teaching staff as these are the government and private aided colleges with all the sanctioned posts of teaching and non-teaching staff. These are the case of colleges those were established before 1980. In case of 43.75 percent of colleges, it was found that the managements pay some amount of money to teaching staff and the total amount of money for these posts per month varies from one thousand to five thousand resulting vary less amount of money or salary for individual staff members. It was mainly found in the private and private aided colleges those are comparatively new colleges. In case of another 43.75 percent of colleges, it was found that the managements pay some more amount of money to teaching staff and the total amount per month for this purpose varies from five thousand to 27 thousand resulting some more amount of money for individual staff members. It was mainly found in the private and private aided colleges where in some of such colleges not a single post is sanctioned and in some colleges few posts are sanctioned for a portion of salary to receive.

Similarly, It was also found that in 12.5 percent of colleges, the managements do not bear the cost of any non-teaching staff as these are the government and private aided colleges with all the sanctioned posts of non-teaching staff. In case of 62.5 percent of colleges, it was found that the managements pay some amount of money to non teaching staff and the total amount per month for this purpose varies from one thousand to five thousand resulting vary less amount of money for individual non-teaching staff members. It was mainly found in the private and private aided colleges those are comparatively new colleges. In case of 25 percent of colleges, it was found that the managements pay some more amount of money to non-teaching staff and the total amount for this purpose per month varies from five thousand to 11 thousand resulting some more amount of money for individual non-teaching staff members. It was mainly found in the private and private aided colleges where in some of such colleges not a single post is sanctioned and in some colleges few posts are sanctioned.

From this analysis it can be said that the college management provide some minimum amount per month to teaching and non-teaching staff for their only survival for those non-granted posts of teaching and non-teaching staff. It was found very difficult for those teaching and non-teaching staff to manage with those less amount of money. For their survival, they do some other activities other than college activities. Details about these activities are given in the caption 4.3.20.

4.3.20 Livelihood of Teaching Staff

In 87.5 percent colleges it was found that either all posts of teaching staff or few posts of teaching staff were not sanctioned by the government. In these colleges the managing bodies of theses colleges provide some very less amount of money to teaching staff. It was found varying from Rs. 500 to Rs. 1000. In some of these colleges the staff were not getting any amount from the management. In those cases the management were asked to state the sources of livelihood of these teaching staff. This is not the situation in 12.5 percent of colleges where the teachers receive the salary from the state government. In 62.5 percent of colleges it was found that the teachers earn their livelihood by doing private tuitions to school and college students. In 12.5 percent of colleges it was found that the teachers earn their livelihood by doing

both private tuitions and small businesses. In 6.25 percent of colleges it was found that the teachers depend on their family to earn their livelihood. From this analysis one can imagine the life style of those teacher those are working with non-sanctioned posts. It is a very miserable state of affair for these teachers working years together and not getting salary either from the government or from the management. Something need to be done in this regard to streamline the higher education in the state. The next captions deals with the analysis of data related to college management or governing body.

4.4 ANALYSIS OF DATA RELATED TO COLLEGE GOVERNING BODY

College governing or managing body is one of the very important organ in the college education in the state. It is a statutory locally elected or selected body responsible for most of the activities in private managed colleges, responsible for some of the activities in private aided colleges and mostly responsible for non of the activities in government colleges. As a large number of colleges i.e. 93.75 percent are either private or private aided colleges, the role of management is very crucial. This body is also called as college management body. Details about the college management body are discussed in the following captions.

4.4.1 Members in the Governing Body

Required number of members in the college governing body (CGB) was found to be 15 in case of 93.75 percent of colleges, where as, 10 members were fond to be required to from the college government body in case of 6.25 percent of colleges. In all the private and private aided colleges, the required number of members to form the college Governing Body was found to be 15 and in government college the number was found to be 10.

Member in the existing college Governing Bodies were found to be 15 in 93.75 percent of colleges belonging to private and aided type, where as, members were found to be 10 in 6.25 percent of college governing body, particularly in Government colleges.

From this analysis, it can be concluded that in all colleges, the norm for required numbers of members in the college member body is fulfilled by most of the colleges.

4.4.2 Constituent of Members in the College Governing Body

Constitution of the governing body i.e. the representative of different community people in the college governing body are given as follow.

Two women members were found in 93.75 percent of college Governing Body particularly in all private aided and private colleges, where as, one women member was found in 6.25 percent of college governing body particularly in government colleges.

Two Schedule Tribe members were found in 93.75 percent of college governing bodies particularly in all private and private aided colleges, where as, no schedule tribe member were found in 6.25 percent of college governing bodies particularly in government colleges.

Four schedule cast members each were found in 93.75 percent of college governing bodies particularly in all private aided and private colleges, where as, no schedule cast member was found in 6.25 percent of college governing bodies particularly in government colleges.

Seven other backward caste (OBC) members each were found in 93.75 percent of college governing bodies particularly in all private aided and private colleges, where as, no members of other backward caste was found in 6.25 percent of college governing bodies particularly in government colleges.

One Grampanchayat member each was found as the representative in 93.75 percent of college governing bodies particularly in all private aided and private colleges, whereas, no member of Grampanchayat was found in 6.25 percent of college governing bodies particularly in government colleges.

One Block panchayat member each was found in 93.75 percent of college governing bodies particularly in all private aided and private colleges, where as, no member of block panchayat was found in 6.25 percent of college governing bodies particularly in government colleges.

In 93.75 percent of college governing bodies members were found from local area. It was found in all private aided and private colleges. In 6.25 percent of college governing bodies the members were not found from the local community. This was found mainly in government colleges where one of the member of college managing body was regional director of Higher Education department.

From this analysis, it can be said that 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 community including ST, SC, OBC and Women.

4.4.3 Functionaries of College Governing Body

College governing body comprises with president, secretary and other members. 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 district in charge of respective sub-division were found as the president of collage governing bodies in 50 percent of colleges mainly in private aided colleges. Local MLAs and sub-collectors of the respective sub-division were found as the ex-officio president of the college governing bodies of private and private aided colleges respectively. One ex-vice chancellor of the respective university was found as the president of one of the government college. Principals of the respective colleges were found as the secretary of the college managing committee in all the private, private aided and government colleges. Principal was found as the ex-officio secretary of the college governing body. The selection of all these functionaries to the college management body was found to be as per the ordinance of state government.

4.4.4 Term of Members in the College Governing Body

It refers to the time duration or tenure for the functionaries to be there in the college governing body. In all the college governing bodies no fixed term or tenure was found for any member of the college governing bodies. The ex-officio positions like, president and secretary were found to be changed according to the change with the person holding ex-officio position. Members from respective community from the local area use to take the post of members, where any member from the college governing body resigns. It was also found in most of the private and private aided colleges that some members are there in the college governing body for many years. It depends on the service nature of the persons as all the positions are voluntary positions. Interested and well known persons interested in social work generally found working for the college being the member of the college governing body

4.4.5 Salary of Managing Body Members

An attempt was made to know whether the members of management body get any salary or remuneration for their work. 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. It is one of the very positive aspects of community participation in the management of higher education in the tribal district of Mayurbhanj.

4.4.6 Selection of College Governing Body Members

In all the colleges including government, private and private added colleges the process of selection of members of governing body were found to be quite formal. Whose were active in the college welfare and dedicated for the purpose were selected in the general body meeting with the help of local community members. Ex-officio members changes from time to time in case of transfer of existing members or when they vacate the position hold by team. Sometimes the local peoples' representatives of political parties like, local MLAs and MPs works on voluntarily as the member of the college management body.

4.4.7 Representation of Teaching and Non-Teaching Staff in the College Governing Body

As per the government gazette related to the establishment and management of colleges, there is a need of proper representation of teaching and non-teaching staff in the college management body. The representation of teaching non-teaching staff was also found in the college governing body in all the private aided, private and government colleges. The active, senior and dedicated members of both teaching and non-teaching community were found to be represented in the college governing body.

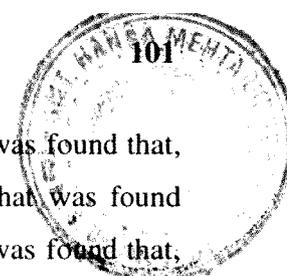
4.4.8 Meeting of College Governing Body

Meeting of college management body is essential to take decisions about different matters of the college. 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. It was also found with all the colleges that the principal, the ex-officio secretary of the college calls for the meeting consultation with other members of the management body.

4.4.9 Control of College Governing Body

College governing body is one of the major administrative and executive organ of the college system. It has several functions to do with respect to college governance. An attempt was made to know the extent of control of the college management body on different functions related to the college governance. Regarding control of college governing body on different aspects of college management, it was asked to managing body secretary to give the response in percentage of control on different aspects. Details about the extent of control of college governing body on different functions are given as follows.

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 6.25 percent of colleges it was found that, managing body has no control in financial aspects of college and that was found mainly with government 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, where the colleges do not get any fund from outside and management use to manage their own finance. In another 6.25 percent colleges it was found that the managing body have 20% to 30% control on college finance. This was found in the case of private aided colleges. Hence it showed a mixed picture related to the control of management body on the college financial aspects.

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 25 percent colleges it was found that, managing body has full control in administrative aspects of the colleges. It was found in government and private aided colleges. Hence it showed a mixed picture related to the control of management body on the college administration.

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 12.5 percent of colleges it was found that, managing bodies have some (20-30 percent) control in management aspects of the colleges. It was found in private and private aided colleges. Hence it showed a mixed picture related to the control of management body on the college management with more management bodies of private and private aided colleges having maximum control on college management.

In 18.75 percent of colleges it was found that, the management bodies have full control on the disciplinary aspects of the colleges. It was found with all types of 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 25 percent of colleges it was found that, managing bodies have some (20-30 percent) control in disciplinary aspects of the colleges. It was found in private and private aided colleges. In 6.25 percent colleges it was found that managing bodies have no control on disciplinary aspects of the colleges. It was found with private aided colleges. Hence it showed a mixed picture related to the control on disciplinary aspects of management bodies of colleges in the Mayurbhanj districts.

In 12.5 percent of colleges it was found that, the management bodies have full control on the community relation aspects of the colleges. It was found with private and private aided colleges. In 56.25 percent of colleges it was found that managing bodies have nearly 50 percent control in community relation aspects of college and that was found with all types of colleges. In 12.5 percent of colleges it was found that, managing bodies have some (20-30 percent) control in community relation aspects of the colleges. It is the case in private and private aided colleges. In 18.75 percent colleges it was found that managing bodies have no control on community relation aspects of the colleges. It was found with private and private aided colleges. Hence it showed a mixed picture related to the control on community relation aspects of management body and a large number of management body were found with 50 percent control on community relation aspects.

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. Hence it showed that in more colleges the management bodies have full control on academic aspect of the college.

In 68.75 percent of colleges it was found that, the management bodies have full control on the construction aspects of the colleges. It was found with private and private aided colleges. In 25 percent of colleges it was found that, managing bodies have some (20-30 percent) control in construction aspects of the colleges. It is the case in private and private aided colleges. In 6.25 percent colleges it was found that

managing bodies have no control on construction aspects of the colleges. It was found with private and private aided colleges. Hence it showed a mixed picture related to the control on construction aspects of management body and a large number of management body were found with full control on construction aspects.

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. In 6.25 percent of colleges it was found that managing bodies have no control on appointment aspects of colleges and that was found with government colleges. Hence it showed that most of the management of private and private aided colleges have full control on appointment of teaching and non-teaching staff.

From this analysis it can be concluded 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.

4.4.10 Amount Deposited for the Establishment of College

As per the gazette of Government of Orissa, every college needs to deposit a specific amount of money with the concern university or with the council of higher secondary education to start a new college or to start a new stream or to start a new class i.e. to increase the strength of an existing class. Details about the amount deposited by the colleges for the establishment of the colleges is given as follows.

The deposited amount for establishment of the college were found to be between Rs.25,000 to Rs.50,000 in case of 18.75 percent of colleges. It was found only in case of very old private aided colleges and private aided turned to government colleges because in 60s and 70s the deposit amount to establish colleges and different streams were very less. The deposited amount for establishment of the college was found to be between Rs.50,000 to Rs.1 lakh in case of 68.75 percent of colleges. It was found mainly again with +2 and +3 old colleges with limited streams like, Arts or Science or Commerce. These were the colleges found those were established during

70s and 80s. The deposited amount for establishment of college was found to be between Rs.1 lakh to Rs.2 lakh in case of 12.50 percent of colleges. It was mainly found with colleges with +2 and +3 with more streams like, Arts, Science and Commerce in private aided colleges those established after 80s.

From this analysis, it can be concluded that in all the government colleges the deposited amount for establishment of colleges was less amount, some of the private colleges the deposited amount for establishment of college was high amount and on the other side most of the private and private aided colleges the deposited amount for establishment of college were moderate.

4.4.11 Sources of Finance at the Time of Establishment of College

At the time of establishment of colleges it is very tuff time for the local community to fulfill all the necessary requirements to get the necessary clearance for the establishment. Apart from it, it needs a lot of money to pay the required deposit money to the council or to the university, to acquire land, and to make infrastructure. Particularly in the tribal and rural areas where the economic status of the people is low, it is very difficult to collect money from different sources. Details about the sources of finance to establish the college is given as follows.

In case of the government colleges, it was found that the college was established totally by the state government and the total expenditure was born by the state government. 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. In few cases i.e. in 12.5 percent cases they also collected funds from the local area funds of local MLAs and MPs. 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.

4.4.12 Sources of Regular Finance Collection and Expenditure for the Functioning of Colleges

Apart from the establishment of the college, it is a very difficult task to manage the college at least for five to seven years without getting any financial support from the government. The need of finance during this time is related to the salary of teaching and non-teaching staff, developmental work like, extension of infrastructure, day to day expenditures and the deposit money to expand classes and streams. Details about the sources of fund collection and expenditure are given as follows.

Related to the sources of regular finance for the functioning of colleges in the district of Mayurbhanj, it was found that the college management collect fund from different sources. 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 percent colleges, it was found that their major sources of income is from students' 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 amount of fund collected per annum varies from college to college depending upon the type of college, number of classes, strength of students, nature of local area, socio-economic status of local community members, influence of the local community members etc. 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 college was found varying from Rs. 40,000/- to Rs. 10,00,000/- depending upon the type of colleges. From enquiring it was found that most of the colleges try to save the surplus amount to pay the deposit amount to start new classes and streams. According to 87.5 percent of colleges, it was found that a major portion of expenditure say 40-50 percent of expenditure was related to the paying some sorts of salary to teaching and non-teaching staff working in un-sanctioned posts. Still the management pay a very less amount of salary to teaching and non-teaching staff varying from Rs. 500/- per month to Rs. 1000/- per month. Other sources of expenditure were, development of infrastructures like, building, repairing work, sanitation work, purchase of books and stationary etc.

Regarding the collection of fees from the students, it was found that in all the colleges either government or private, a nominal monthly tuition fee varying from Rs. 9/- to Rs. 13/- were charged from the students of +2 and +3 classes. In 6.5 percent of colleges it was found that Rs. 9/- was collected as monthly tuition fee for +2 students. In 37.5 percent of colleges it was found that Rs. 10/- was collected as monthly tuition fee for +2. students. In 50 percent of colleges it was found that Rs. 12/- was collected as monthly tuition fee for +3 students and Rs. 13/- was collected as monthly tuition fee for +3 students in case of 6.5 percent of colleges. This same monthly tuition fee is also applicable for both SC and ST students, but the ST and SC students get stipend from the government. This monthly tuition fees are exempted for girls. Apart from the monthly tuition fees, students also pay admission and development fees and

examination fees. All these monthly tuition fees, admission fees and examination fees etc. were decided by the Council of Higher Secondary Education and University with the consultancy of the Directorate of Higher Education, Government of Orissa. The admission and development fees for one year varies from course to course. The admission fees includes the development fees. The admission fees for +2 arts and commerce classes is fixed at Rs. 105/- irrespective of the type of college, for +2 science the admission fee is Rs.135/-. The admission fee for +3 arts and commerce classes is fixed at Rs. 170/- irrespective of the type of college, and for +3 science the admission fee is Rs.200/-. Likewise, the admission fee for M.A. and M.Com. classes is fixed at Rs. 300/- irrespective of the type of college, and for M.Sc. the admission fee is Rs.350/-. The above said admission fee is fixed by the government which is applicable to all the students. Some 43.75 percent of private and private aided colleges responded that they take more admission fee i.e. varies more than Rs. 200/- to Rs.500/- per students depending upon the location of the college, which is used for the development and management of the colleges. The examination fee starts from Rs. 545/- for +2 arts and commerce and the amount increases with the increase in the level of class. The examination fee also varies from year to year and decided by the Council of Higher Secondary Education and University consultation with the Directorate of Higher Education.

From this analysis it can be said that there is enough community participation in the development of higher education in the district. The college management use to collect amount to manage colleges from various sources and spent it very logically and economically. Regarding the fees structure, colleges follow strict norms prepared by the state government through different statutory bodies which reduces higher education expenditure of the students..

4.4.13 Donations from Teaching and Non-Teaching Staff

An attempt was made to know whether college management bodies take donations from teaching and non-teaching staff at the time of their appointment to meet the financial need of the colleges. It was found from all the colleges that, the managing body appoint all the teaching and non-teaching staff of the college. It was also found that they do not take any type of donations from neither teaching staff nor

non-teaching staff for recruiting them in the colleges. While inquiring from different sources, it was also found that some college managements take donations from the teaching and non-teaching staff at the time of their appointment for the development of the college without giving any receipt of the fund and it varies from few thousands to few lacs depending upon the type of posts like teaching or non-teaching, first post or second post etc. i.e. more money is given for the first post as the first post get sanction early. It is one of the darker side of higher education in the district in terms of the quality of higher education.

4.4.14 Financial Action for Next Five Years

An attempt was made to know the financial action planed by the management for the next five years. Regarding the financial action for the next five years, there was a mixed type of responses for all the types of colleges. The following responses were given by different colleges.

12.5 percent of the respondents said that they will open a government computer academy inside the college campus to increase the finance of the college. 43.75 percent of the respondents said that they want to built buildings like, classrooms, boys and girls common rooms, computer room and college play ground. This is related to the expenditure during last five years. This was the response of both private and private aided colleges where the infrastructure is quite sufficient for the college and the management want to expand this facilities. 18.75 percent of the respondents said that they will increase students strength and will increase the donation from students for admission. Some colleges said that they will increase the monthly tuition fees and other fees of the students to meet the financial requirements of the college. Some respondents said that they will try to their level best to approve their non-approved teaching and non-teaching posts for which the teaching and non-teaching staff will be benefited a lot reducing the burden of the management. Few respondents i.e. 12.5 percent said that they will try to minimize the college expenditure to meet the expense of non-aided positions. Most of the respondents said that they will take the measures to increase the financial position of the college mainly to meet the non-aided teaching and non-teaching positions.

From the said analysis of data it is sure that most of the colleges had made some feasible plan of action to meet the financial need of the colleges in the next five years.

4.4.15 Future Financial Management without Government Support

Further attempt was made to know the reaction of management for the future if they are not going to get the financial supports from the government. Following were the responses of the college management regarding future financial management if they will not be given any government support.

56.25 percent of the respondents said that they can not provide any type of payment to staff members and hence it would be very difficult on their parts to manage the colleges. 17.75 percent of the respondents said that they will manage the college if the government will not provide any financial support. They will manage it with the help of managing financial resources by taking donation from the students, increasing students' fees, donations from the public, collection from the market and other sources and they will not allow the college to die. 12.5 percent of the respondents said that taking more financial help from students is quite impossible as most of the students in the colleges are tribal SC and ST students and they are also very poor. It is also very difficult to retain the staff members for a long time without giving them any salary. Hence ultimately the colleges are going to be closed down which will be a great loss to the poor and tribal people of the Mayurbhanj district of Orissa. They also warned that in this type of situation, most of the private colleges will be closed down and only few government and private aided colleges will be there in the district.

From this analysis it is very clear that the management body of most of the colleges are quite concerned about the future of the college and also know the consequences. It is going to be a great set back in the process of community participation in the higher education sector and the state government needs to take few actions in this regard for the betterment of high education particularly in the tribal districts where the community participation is very powerful.

4.4.16 Functions of College Governing Body

Though there are mixed types of colleges in the Mayurbhanj District of Orissa including government, private and private aided colleges the functions of college governing body differs from college to college. As in the private colleges, the governing body has to take care of each and every activity, its functions increases in comparison to government and private aided colleges. The details of the functions of the governing body are given as follows under these headings.

4.4.16.1 Administrative and Management Functions

Though two different questions were asked about the administrative and management functioning of college management body, it was found from the responses that the respondents do not differentiate much between these two and whatever responses were given by the respondents are clubbed together as follow.

In 6.5 percent of colleges i.e. in the government colleges it was found that the government had no much administrative functions as it is totally look after by the Department of higher education and the principals enjoy few management functions and manage the college according to the guidelines of the state government and university. In some special occasions like, some celebrations and community relations, the principal share some management functions with the management body. In 50 percent of the cases mainly in private aided colleges, it was found that the management body had some sort of administrative and management functions related to the development of the college, quality concerns related to the colleges, appointment of temporary staff, creation of non-granted posts and working to regularize those posts etc. and the respondents felt that this management and administrative functions those are vested with the college management body is being functioned smoothly with the help of secretary, president and other staff members. In rest 43.75 percent of colleges those are totally private un-aided colleges it was found that the college management body had lots of administrative and management functions. Though they are not clear about their actual responsibility about the administrative and management functions, they said that except direct teaching, the management had to manage every thing for the college following the guidelines given

by the state government and either by council of higher education or by the university. Starting from the collection of funds, expansion of college building, problems of staff and students, managing livelihood for teaching and non-teaching staff to appointment of staff, managing with government machinery to get approval for each and every thing comes under the management and administrative functions of college management. It was also found that in all the cases, the college management along with the staff and community function all their management and administrative functions very well. It was also found that some times the management take some necessary disciplinary actions against staff and students. In case of all the colleges they said that the administrative and management functions of college management is satisfactory and the management is active in functioning their management and administrative functions.

4.4.16.2 Disciplinary Functions

In 18.75 percent of the colleges mainly government colleges and the very old private aided colleges, it was found that the college management body had very less disciplinary functions because most of the disciplinary functions are delegated to the college principal and the management body trust the principal in all his/her disciplinary functions. According to 81.25 percent of the colleges those are mainly private and private aided colleges, the management body have the disciplinary functions to take disciplinary action against in-disciplined students and staff whenever required.

4.4.16.3 Community Related Functions

College governing body represents the local community. Being the representative of the community it has some sorts of functions related to local community. According to 87.5 percent of the college governing bodies they have very good relationship with the local community. According to them some local community members are invited to governing body meetings frequently to take decisions related to the management of the colleges. Governing body organizes different festivals inside the college campus where the community members are invited to participate. According to 31.25 percent college governing body, they

organize different camps like, health awareness camps, consumer addressed camps in the college campus. It was found that the community relations are very satisfactory in the private and private aided colleges.

4.4.16.4 Academic Functions

In terms of academic functions of college managing body, according to all the respondents, managing body had very less functions with the college academics as it has many more functions to do and the academic function is the sole responsibility of the teaching staff with the leadership of the principal. According to 43.75 percent of the respondents, though academic function is not the direct responsibility of the managing body, it used to work for the academic excellence of the college. In this connection college governing body monitors the regularity of the staff members and suggests the staff members and principal in the case of low result in the college.

4.4.16.5 Function Related to Construction Work

In 12.5 percent of the colleges, it was found that the governing body have very less function in the activities related to the construction and repair activities, because these are government and very old private aided colleges where the government does construction and repair work through Public Works Departments (PWD) and local bodies like, Notified Area Councils (NAC) and Municipality. In private aided colleges the principal with the help of the governing body can pursue the government and the local bodies for construction and repair work. In 87.5 percent of the colleges, it was found that the governing body have very active functions in the activities related to the construction and repair activities, because these are private and private aided colleges, where the governing bodies have the responsibility to develop the infrastructure of the college and to maintain them. In these colleges it was found that the governing body approached different local bodies and functionaries, MLAs, MPs and the government machineries for financial support for the construction and maintenance activities and with those support do the construction and repair work with its direct supervision. It was found from 62.5 percent of the college management body that the functions related to the construction and repair work of the governing body was found to be satisfactory.

4.4.16.6 Functions Related to the Appointment of Staff

In case of 12.5 percent of the college governing body, they have no functions in the appointment and removal of the staff either teaching or non-teaching. It was found in case of government colleges and very old private aided colleges. The government through state Staff Selection Commission selects and appoint teaching staff and the principals with the approval of state government appoint non-teaching staffs following proper procedure of selection. In 50 percent of the colleges they said that they had the function to select and appoint both teaching and non-teaching staff when the college had not received any grant-in aid from the state government but after getting grant-in-aid from the government they had no power in the appointment of teaching and non-teaching staff. Like, government colleges, the state government through state Staff Selection Commission select and appoint teaching staff and the principals for these colleges with the approval of state government appoint non-teaching staffs following proper procedure of selection. In case of 37.5 percent of the colleges those are private non-aided colleges, they said that the governing body have the full function and authority to appoint and remove teaching and non-teaching staff. The governing body with the help of the principal appoint teaching and non-teaching staff following proper procedure of appointment. As the private colleges are not able to pay proper salary to the staff members regularly, there is a chance of indiscipline among staff members and negligence in work. In some extreme cases the management do remove or terminate the service of those staff members, but the existence of such cases are very rare.

4.4.16.7 Other Functions of Management body

In case of 12.5 percent of the respondents, it was found that governing body have very less other functions to do mainly in case of government colleges. In case of other 87.5 percent of the colleges it was found that the governing bodies do some of the following other functions for the development of the colleges. It was also found that the governing body of private colleges have more other functions in comparison to the governing bodies of the private aided colleges.

- Approach different people to raise funds for the management of the college. Approach local leaders like, MLAs and MPs to contribute more funds for the colleges from different sources.
- Approach and motivate parents and secondary pass out students to join college and to continue education.
- Frequently visiting to Directorate of higher education and Council of Higher Secondary Education to solve college related problems.
- Take initiatives to collect more funds from local market, buses and commercial vehicles etc. plying on the nearby roads for the management of the colleges.

Above-all the management bodies of the private colleges work very hard to collect more and more funds for the smooth functioning of the colleges and to take steps to make their college teaching and non-teaching posts approved by the state government so that the staff members would get regular salary from the government. The managing bodies of private aided colleges work for the overall development of the college and also to see that more and more teaching and non-teaching posts be approved by the state government so that the staff members would get regular and full salary from the government.

From the analysis of the functions of the college governing bodies, it can be said that in the government and private aided colleges the governing bodies have very less functions to perform, though they have sole objective and work for the betterment of the colleges. In the private colleges and partial grant-in-aid colleges it was found that the governing body is like the heart and sole of the college managing each and every functions of the colleges for the development of higher education in their areas. It is one of the clear example of the community participation and the dedication of the members of the college governing body for the development of the higher education in the district.

4.4.17 Contribution of the Local Community

Irrespective of the type of the colleges it was found that the contribution of the local community is quite more for the establishment (all the colleges) and

continuation (private and private aided colleges) of the colleges. These are some of the responses related to the contribution of local community for the development of 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.

According to some 37.5 percent of the respondents, even some of the local parents sacrifice the education of their children not sending their children to some good colleges and send their children to the near by newly established college to strengthen the students' capacity of the college for getting sanction easily..

According to 43.75 percent of the respondents, local community irrespective of their socio-economic status, caste and educational status helped for the establishment and continuation of the college to see that their local area is going to develop academically which will lead to their social development.

According to 25 percent of the respondents, though the college is situated in quite rural and tribal areas with poor and less educated people, their contribution in the establishment of the college is quite interesting and satisfactory.

So it can be said that the contribution of the local community irrespective of the type of college and the type of local area was quite encouraging and interesting for the development of higher education in the Mayurbhanj district of Orissa.

4.5 ANALYSIS OF DATA RELATED COLLEGE PRINCIPALS

The quality of higher education depends on the leaders in the educational institutions. Principals being the academic heads of the colleges can be consider as the educational leaders for the colleges. The qualification, experience, leadership style and other abilities of the principal can lead colleges in positive direction. In the present study an attempt has been made to relate the principal and his activities in the development of the higher education in the Mayurbhanj district of Orissa. Details about the principals are studied which are given as follow.

4.5.1 Qualification of Principals

The qualifications of principals are considered as vital factor for the academic development of the colleges. A more qualified principal may lead a college in positive direction. The qualifications of the principals of different colleges is given in the table 4.19.

Table 4.19: Frequency wise and Different Types of College wise Distribution of Principals in terms of their Qualifications.

Qualification	Frequency in Different type of Colleges				Percentage
	Private	Private aided	Government	Total	
Master degree	4	7	0	11	68.75
Master degree and M. Phil	2	0	0	02	12.50
Master degree and Ph.D.	0	2	1	03	18.75
Total	6	9	1	16	100.00

From table 4.19, it was found that in 68.75 percent of colleges, principals were found to be with master degree in a subject. In 12.5 percent of principals were found to be Master degree along with M.Phil. degree and 18.75 percent of principals were found to be with Master degree along with Ph.D. in their specific subjects.

From further analysis, it was found that those 18.75 percent of principals found with Master degree with Ph.D. degrees belonged to government colleges and private aided colleges. In the private colleges, principals with M.Phil. degree were also found. A large number of principals i.e. 68.75 percent those were found with master degree were found mainly in the private and private aided colleges.

From this analysis, it can be concluded that private and private aided colleges were not able to attract highly qualified principals may be due to unstructured and poor salary. Still most of the private colleges have the principals with required qualification, though the payment is not proper in those colleges. This may be one of the major factor of good achievement (result) i.e. 72 percent among the higher education students in the Mayurbhanj district given in table 4.17

4.5.2 Sex of Principals

Type of principal in the colleges of Mayurbhanj district in terms of their sex is given in the table no. 4.20, which can tell about the representation of male and female principals in the colleges of Mayurbhanj district of Orissa..

Table 4.20: Frequency wise and Percentage wise Distribution of Principals in terms of Their Sex in the Colleges of Mayurbhanj District.

Types of Sex	Frequency	Percentage
Male	14	87.75
Female	02	12.25
Total	16	100.00

From table 4.20, it was found that 87.75 percent of principal in colleges of Mayurbhanj district were found to be Male and 12.25 percent principal were found to be female.

From this analysis, it was found that in a majority of colleges, principals were found to be male and few principals were found to be female in the Mayurbhanj district. It showed a poor representation of females among principals in the colleges of Mayurbhanj district of Orissa.

4.5.3 Appointment of Principals

There is no uniformity in the appointment of principals in the Mayurbhanj district of Orissa because of different types of colleges. Government is responsible to appoint the principals of the grant-in-aid colleges and government colleges as government provides salary to those principals. In the private non-aided colleges government is not responsible for the appointment of the principals as government does not provide fund for them. Detailed information regarding the appointment of the principals i.e. who appoint principals are given in table no. 4.21.

Table 4.21: Frequency wise, Percentage wise and Type of College wise Distribution of Principals According to Their type of Appointment in Colleges of Mayurbhanj District.

Types of Appointment	Frequency				Percentage
	Private	Private aided	Government	Total	
By managing body	6	3	0	9	56.25
By promotion	0	6	1	7	43.75
Total	6	9	1	16	100.00

From table 4.21, it was found that 56.25 percent of college principals in Mayurbhanj district were 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.

From this analysis, it was found that a large number i.e. 56.25 percent of college principals were found to be appointed by management body mainly in private and private aided colleges and a good number of principal i.e. from private aided and government college were come to this position by promotion. Though most of the colleges were either private or private aided colleges, principals in those colleges were appointed by the management and the teachers promoted to the position of principals in those colleges. Again it can be derived that though the principals in most of the colleges were appointed by the governing body, they must be appointed following the proper norms and procedures, because most of them were found doing good job in terms of achievement of the students which can be seen from table 4. 17.

4.5.4 Year of Appointment

An attempt was made to know the experience of the principals working in the colleges of the Mayurbhanj district of Orissa. In this respect, their year of appointment was taken. Principals of all the colleges were found appointed after the year 1994 and hence the year of appointment of the principals is divided into two periods i.e. during the year 1995 – 2000 and after the year 2000. Details about the year of appointment of college principals in the Mayurbhanj district of Orissa are given in table 4.22.

Table 4.22: Frequency wise and Percentage wise Distribution of Principals According to Their Year of Appointment in the Colleges of Mayurbhanj District.

Year of Appointment	Frequency	Percentage
1995 - 2000	13	81.25
After 2000	03	18.75
Total	16	100.00

From the table 4.22, it was found that 81.25 percent principals of private and private aided colleges were appointment during the year 1995 to 2000, where as, it was found that in reset of the 18.75 percent colleges principals were appointed after the year 2000. Hence it can be concluded that a large number of principals were found with quite more years of experience ranging from five years to 10 years.

4.5.5 Salary of the Principals

We are clear about the salary of teaching and non-teaching staff in the colleges of Mayurbhanj district of Orissa which is given in the caption 4.3.18. To know whether the salary of the principals differs from the salary of other teaching staff, an attempt was made to collect data about the salary of principals in the colleges of Mayurbhanj district. Details about the salary structure of principals of different types of colleges are shown in table 4.23.

Table 4.23: Frequency wise, Percentage wise and Type of College wise Distribution of Principals in terms of Their Salary Structure.

Amount of salary in Rs.	Frequency				Percentage
	Private	Private aided	Government	Total	
Less than Rs.1200	6	0	0	6	37.50
Rs. 11,000 to Rs. 20,000	0	5	0	5	31.25
Above Rs. 20,000	0	4	1	5	31.25
Total	6	9	1	16	100.00

From table 4.23, it was found that principals' salary very drastically from college to college. 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 also the teaching post including the principal posts were not regularized i.e. not getting any financial aid from the government. This is the pity situation of higher education in the Mayurbhanj district of Orissa. 31.25 percent of the principals mainly from private aided colleges received the salary varying from Rs.11,000 to Rs.20,000, most of these colleges were getting some sorts of grant-in-aid from the government. In another 31.25 percent of colleges it was found that the principals were getting the salary more than Rs.20,000 mainly the principals working in very old private aided colleges and government colleges where they were getting the salary according to the UGC and the State government norms.

This analysis showed a pathetic figure related to the salary of mainly private unaided colleges in the Mayurbhanj District of Orissa. Here the question arises, how do these principals manage their livelihood and how would they be motivated and interested to work for the betterment of the colleges. In these colleges principals were found not different from any other teaching staff in terms of salary and they have to depend on the small amount of salary provided by the management body and may be doing other activities like, tuitions and small business to live their livelihood.

To study the relationship of principal with different beneficiaries in colleges of Mayurbhanj district of Orissa, data were collected with the help of questionnaire. These data were analysed using frequency and percentage. The analysis of data is presented in the form of relationship of principals with the governing body, local community, teaching staff, non-teaching staff, students and higher authorities as follows.

4.5.6 Relationship of Principal with Governing Body

A good relationship of the principal with the management or governing body will make the administrative atmosphere of a college good. An attempt was made to know the relationship of college principals with the college governing body. Details

about the type of relationship of the principal with the college management body are given in table 4.24.

Table 4.24: Frequency wise and Percentage wise Distribution of Principals According to the Type of their Relationship with Governing Body.

Type of Relation	Frequency	Percentage
Formal	05	31.25
Good	07	43.75
Co-operative	04	25.00
Total	16	100.00

From the table 4.24, it was found that 31.25 percent of college principals have formal (working or needed) relationship with governing body. In 43.75 percent of college principals' relationship with governing body were found to be good and 25 percent of college principals' relationship with governing body were found to be co-operative.

From this analysis it would be concluded that 68.75 percent of principals have good or co-operative relationship with the management body. It is one of the good point about the functioning of both management body and principals in the colleges of Mayurbhanj district of Orissa.

4.5.7 Relationship with Local Community

A good relationship of the principal with the local community makes the teaching- learning and administrative atmosphere of a college conducive. An attempt was made to know the relationship of college principals with the local community. Details about the type of relationship of the principal with the local community are given in table 4.25.

Table 4.25: Frequency Wise and Percentage wise Distribution of Principals According to the Type of Relationship the College Principal With Local Community.

Type of Relation	Frequency	Percentage
Formal	05	31.25
Good	07	43.75
Cordial	04	25.00
Total	16	100.00

From table 4.25, it was found that in case of 31.25 percent of college principals, they have formal (working or needed) relationship with local community. In case of 43.75 percent of college principals, their relationship with local community were found to be good and in case of 25 percent of college principals, their relationship with local community were found to be cordial.

From this analysis, it can be said that principals of a large number of colleges including private, private aided and government colleges do keep good relationship with local community, particularly in the case of private colleges a good relationship between principal, managing body and local community it sought for the existence and development of the college. It indicates a good example of community participation in the field of higher education in the Mayurbhanj district of Orissa.

4.5.8 Relationship with Teaching Staff

It is assumed that a good relationship of the principal with the teaching staff makes the teaching- learning atmosphere of a college conducive and making good result of the students. An attempt was made to know the relationship of college principals with their teaching staff. Details about the type of relationship of the principal with their teaching staff of different colleges of Mayurbhanj district are given in table 4.26.

Table 4.26: Frequency Wise and Percentage wise Distribution of Principals in terms of their Relationship with Their Teaching Staff.

Relationship	Frequency	Percentage
Friendly	04	25.00
Good	08	50.00
Cordial	04	25.00
Total	16	100.00

From table 4.26, it was found that all college principals have pleasant relationship with their teaching staff. It was found expressed using different words like, the relationship of 25 percent of college principals with teaching staff were found to be friendly, the relationship of 50 percent of college principals with teaching staff were found to be good and the relationship of another 25 percent of college principals with their teaching staff were found to be cordial.

From this analysis it can also be said that college principals have good and cordial relationship with teaching staff which may lead to proper academic development in the colleges. This is a good indicator of academic relationship in the colleges of Mayurbhanj district of Orissa resulting good result of students indicated in the table 4.17.

4.5.9 Relationship with Non-Teaching Staff

It is assumed that a good relationship of the principal with the non-teaching staff makes the day-to-day administrative atmosphere of a college conducive which helps in smooth running of the college. An attempt was made to know the relationship of college principals with their non-teaching staff. Details about the type of relationship of the principal with their non-teaching staff of different colleges of Mayurbhanj district are given in table 4.27.

Table 4.27: Frequency wise and Percentage wise Distribution of Principals in terms of their Relationship with their Non-Teaching Staff.

Type of Relation	Frequency	Percentage
Friendly	04	25.00
Good	07	43.75
Cordial	05	31.25
Total	16	100.00

From the table 4.27, it was found that all college principals have fine relationship with non-teaching staff which is expressed by them through different words like, the relationship of 25 percent of college principals with non teaching staff were found to be friendly, the relationship of 43.75 percent of college principals with non-teaching staff were found to be good and the relationship of 31.25 percent of college principals with their non- teaching staff were found to be cordial.

From the analysis of table 4.27, it can be observed that college principals irrespective of the type of colleges have very good relationship with non-teaching staff, which may lead to management and administrative functions of principals easier and smooth. It is also a good symbol of college management in the Mayurbhanj district of Orissa.

4.5.10 Relationship with Students

It is believed that a good relationship of the principal with the teaching staff and students makes the teaching- learning atmosphere of a college excellent, leading towards good result and development of college. An attempt was made to know the relationship of college principals with the students. Details about the type of relationship of the principal with the students of different colleges of Mayurbhanj district are given in table 4.28.

Table 4.28: Frequency wise and Percentage wise Distribution of Principals in terms of their Relationship with their Students.

Type of Relation	Frequency	Percentage
Formal	01	6.25
Good	12	75.00
Teacher student relation	03	18.75
Total	16	100.00

From table 4.28, it was found that a large number of college principals have proper relationship with students which is expressed in the words like, the relationship of 6.25 percent of college principals with students were found to be formal, the relationship of 75 percent of college principals with students were found to be good and the relationship of 18.75 percent of college principals with students were found to be like, teacher-student relationship.

From this analysis, it can be said that there is a good relationship between principals and students in the Mayurbhanj district, which may lead very conducive climate in the college premises.

4.5.11 Relationship with Higher Officers

Higher officials are very important in the field of higher education. It is believed that a good relationship of the principal with the higher officials makes the administrative work easier and make the work done leading the college towards development. Principals have many work to do with higher officials related with affiliation, sanction of posts, getting grant-in-aid, permission for examination centre and many more works. An attempt was made to know the relationship of college principals with the higher officials working with the Directorate of higher education, University and Council of higher secondary education etc. Details about the type of relationship of the principal with the higher officials are given in table 4.29.

Table 4.29: Frequency wise and Percentage wise Distribution of Principals in terms of their Relationship with their Higher Officers.

Type of Relation	Frequency	Percentage
Formal	07	43.75
Good	06	37.50
Very good	03	18.75
Total	16	100.00

From table 4.29, it was found that the relationship of 43.75 percent of college principals with their higher officers were found to be formal (working). The relationship of 37.50 percent of college principals with higher officers were found to be good, and the relationship of 18.75 percent of college principals with higher officers were found to be very good.

From this analysis, it can be said that a large number of principals have good relationship with higher officers working in the field of higher education. These may be the cases, where private college principals have many things to work out with the help of these higher officers. The same may not be the cases in case of government and private aided college principals making a formal relationship with higher officials working in the field of higher education.

4.5. 12 Qualities of Principal

The development and the pace of development of a college depends upon so many components. The quality of the principal is one of the most important components in this regard. The quality of principals of colleges in the present study was perceived by them in terms of their leadership style, disciplinary quality, teaching-learning quality. Details about these qualities of principals working in the colleges of Mayurbhanj district are given as follow.

A good principal can lead the institution to the maximum height following the good quality of leadership. In the present study nearly 87.5 percent of principal said that they follow the leadership style, which suits to college management, staff,

students and the community. The gist of the responses tells about their good leadership style though they have not mentioned any specific type of leadership style. These are few of their statements about their leadership style and management functions.

- I try to my level best to maintain good relationship with all the college stake holders.
- I study my staffs and students and accordingly act.
- As a teacher I learned how to behave with teachers, making my leadership style democratic.
- As I am involved in teachers' movements, I do work for the betterment of our staff leading them properly. It was the response of 31.25 percent of principals.
- I try to maintain balanced relationship between staff and students.
- In terms of management and administrative functioning of the principals, 75 percent principals stated that despite of huge financial problems, they try to manage their colleges very well to get good result of the student. These are some of the statements provided by the principal regarding their administrative quality.
- Up to date record keeping makes my management smooth.
- Being the head of the institution it is easy to manage other people.
- Solving more and more problems of teachers and student make my management more effective.
- Staff, student and management as satisfied with my management function.

In terms of disciplinary quality, it was found that most of the principals are able to maintain strict discipline within their colleges. These are some of the statements given by the principal related to their disciplinary functions.

- I follow proper norms to maintain discipline among students and the staff.
- Due to de-centralization of power, discipline is maintained by staff and students.
- Good relationship with staff and student is the key to my discipline.
- I believe in under standing my staff and students, which makes them to be disciplined.
- I am disciplined, so others try to follow me.

In terms of the role of principals in teaching learning process, it was found that the principals have a great role in the management of teaching learning functions in the colleges. Most of them said that they were the teachers first and then the principals, which make them concentrated in the management of teaching learning process. These are some of the statement given by the principals related to their function in the teaching learning process.

- I always motivate staff and students to be just in their teaching and learning respectively.
- Maintenance of planning and programme register help to manage teaching learning activities smoothly.
- Solving teachers' problems lead to improve teaching learning process.
- I follow the instruction prescribed by university and council of higher secondary board to manage teaching learning process.

From these analysis, it can be said that in terms of the perception of principals about their different qualities for the betterment of the colleges, they posses the required qualities which can lead the colleges towards development.

4.5.13 Contributions of Principals

An attempt was made to know the contribution of principals working in the colleges of Mayurbhanj district. In terms of the contribution of principals for the development of the colleges, it was found that the principal have contributed a lot for the development of the college. These are the few of their statements about their contribution for development of the colleges.

- Developed infrastructure like, library and other buildings during my tenure.
- New departments have been created during my tenure.
- Collected more funds for the development of the college.
- Increased student strength and better result during my tenure.
- More positions got grant-in-aid from the government.
- Mobilized local political party members and resources and receive more grant for the colleges.

From this analysis, it can be said that in most of the colleges the contribution of principals are quite huge in one or other activities for the development of the colleges in specific and the development of the higher education in general.

4.5.14 Problems Faced by Principals

An attempt was made to know the problems generally faced by the principals in the colleges of the Mayurbhanj district of Orissa. In terms of problems faced by the principals, it was found that in all most all the colleges, most of the problems faced by the principals are associated with the financial crunch. Some of the common problems faced by the principals are given as follows.

- A large number of teaching and non-teaching staff do not get salary from the government and the amount given to them by the management is quite less. It is not sufficient for their survival.
- Not able to extend infrastructures like, ladies common room, library, class rooms and play ground etc. due to lack of funds.
- Not able to provide required facilities to the students due to non-availability of funds.

From this analysis it was found that most of the principals do not consider other problems as their significant problems other than the financial problems. It can be seen the gravity of the financial problems in front of other problems which seemed to be quite faded. It is quite good to learn that in spite of all these financial problems, there is a constant growth in the management of higher education in the Mayurbhanj district of Orissa.

4.6 ANALYSIS OF DATA RELATED TO COLLEGE TEACHERS

Teachers are considered as the the main pillars of the teaching institutions. The quality of any teaching institution depends upon the teachers. To study the status of teachers in the higher education, the researcher selected 30 teachers from 16 different colleges of Mayurbhanj district and administrated a questionnaire to know details

about the position of teaching staff. Detailed information about teaching staff are given as follow.

4.6.1 Position of Teaching Staff

One of the necessary information about teaching staff is the positions hold by them like, lecturer, reader or professor in the colleges. Details about the positions in which the teachers were working in the colleges of Mayurbhanj district are given in table 4.30.

Table.4.30:Frequency wise, Percentage wise and Type of the College wise Distribution of Teaching Staff in terms of Different Teaching positions.

Qualification	Frequency				Percentage
	Private	Private aided	Government	Total	
Lecturer	11	15	01	27	90.00
Sr. Lecturer	0	02	0	02	6.67
Reader	0	01	0	01	3.33
Total	11	18	01	30	100.00

From table 4.30, it was found that in 90 percent of colleges teaching staff were found to be in the position of lecturer, 6.67 percent of the teaching staffs were found to be Sr. lecturer and 3.33 percent of the teaching staffs were found to be readers in the colleges of Mayurbhanj districts.

From this analysis, it can be said that a large numbers of teaching staff were found to be lecturer and those are found mainly in private and private aided colleges may be due to the late establishment of the colleges. Few senior lecturer and readers were found mainly in private aided colleges those are found to be quite old colleges.

4.6.2 Qualification of the Teaching Staff

Qualification is a vital aspect of teachers. It is believed that more qualified teachers comparatively contribute more in the educational set ups. Details about the qualifications of teaching staff are given in table 4.31.

Table 4.31: Frequency wise Percentage wise and Type of College wise Distribution of Teaching Staff in term of Their Qualifications.

Qualification of teaching staff	Frequency				Percentage
	Private	Private aided	Government	Total	
Master degree	11	14	0	25	83.33
Master degree and M.Phil.	0	4	0	04	13.33
Master degree and Ph.D.	0	0	01	01	3.34
Total	11	18	01	30	100.00

From table 4.31 it was found that 83.33 percent of teaching staff were found to be with only Maser degree. 13.33 percent of teaching staffs, were found to be master degree along with M.Phil. degree, and 3.34 percent of teaching staff were found to be with master degree along with Ph.D. degree. It was also observed that all the teaching staff in private colleges were found with Master degree and in some private and private aided colleges some teaching staff were found to be with more than master degree qualifications.

From this analysis, it can be said that teaching staff with qualification higher than that of master degree prefer to be more in private aided and government colleges. Even in the private colleges, none of the teaching staff were found with below the required qualifications needed for teachers in the higher education

4.6.3 Experience and Year of Appointment

An attempt was made to know the experience of the teachers working in the colleges of the Mayurbhanj district of Orissa. In this respect, their year of appointment was taken. The year of appointment of the teachers is divided into four periods i.e. before the year 1980, during the year 1981 – 1985, during the year 1986-

1990 and during the year 1991-1996. Details about the year of appointment and experiences of college teachers in the Mayurbhanj district of Orissa are given in table 4.32.

Table 4.32: Frequency wise and Percentage wise and Type of College wise Distribution of Teaching staff in terms of Their Year of Appointment and Experiences in Years.

Experience in year	Year of Appointment	Frequency				Percentage
		Private	Private aided	Government	Total	
More than 25	Before 1980	0	04	0	04	13.33
21 – 25	1981 – 1985	01	04	0	05	16.67
16 – 20	1986 – 1990	0	08	0	08	26.66
Less than 16	1991 – 1996	10	02	01	13	43.34
Total		11	18	01	30	100.00

From table 4.32, it was found that 13.33 percent of college teaching staffs in the Mayurbhanj district were found to be appointed before the year 1980 and they have experience of more than 25 years. 16.67 percent of the teaching staffs were found to be appointed during the years of 1981 to 1985 and they have experience of 21 to 25 years. 26.66 percent of the teaching staffs were found to be appointed during the years 1986 to 1990 and they have experiences of 16 to 20 years and 43.34 percent of the teaching staff were found to be appointed during the years 1991 to 1996 and they have experience of less than 16 years.

From this analysis, it can be said that a large number of teachers in the private – aided colleges were appointed during the year 1986 to 1990. Similarly a large number of teachers mainly more in private colleges and less in private aided colleges were appointed during 1991 to 1996. A good number of teacher mainly in private aided colleges were found appointed before the year 1986. So it can be said that most of the teachers working in the colleges of Mayurbhanj districts irrespective of their type of colleges were quite experienced having experiences of minimum 10 years and more which was found a good point in terms of teaching learning in the colleges that consequences to the good result among students of all levels in all the types of colleges.

4.6.4 Salary of Teaching Staff

We are clear about the salary of teaching and non-teaching staff in the colleges of Mayurbhanj district of Orissa which is given in the caption 4.3.18. To know whether the salary of the teaching staff differs from the salary of other staff, an attempt was made to collect data about the salary of teaching staffs in the colleges of Mayurbhanj district. Details about the salary structure of teaching staff of different types of colleges are shown in table 4.33.

Table 4.33: Frequency wise and Percentage wise and Type of Colleges wise Distribution of Teaching Staff in terms of Their Monthly Salary.

Monthly Salary in Rupees	Frequency				Percentage
	Private	Private aided	Government	Total	
Nil	02	0	0	02	6.66
450 – 1200	09	01	0	10	33.34
1100 – 15000	0	11	0	11	36.66
15000 and above	0	06	01	07	23.34
Total	11	18	01	30	100.00

From the table 4.33, it was found that in 6.66 percent of colleges teaching staff were found not getting salary, where as, in 33.34 percent of the teaching staffs were found getting mere monthly salary between Rs.450 to Rs. 1200. 33.66 percent of the teaching staffs were found getting the salary between Rs.11,000 to Rs.15000 and 23.34 percent the teaching staffs were found to be getting the monthly salary of Rs.15000 and more.

Few private colleges are there where teaching staffs do not get any financial assistance from government. Even in some private aided colleges also the teaching staffs do not get salary and some staffs get some portion of the salary. In the cases where teaching staffs do not get any salary, the managements provide some money varies from Rs.450 to Rs.1200 for their survival, which was found to be a very sad picture of the teaching community working in the Mayurbhanj district of Orissa. The same is also discussed in the caption 4.3.18.

4.6.5 Mode of Appointment

There is no uniformity in the appointment of teaching staffs in the Mayurbhanj district of Orissa because of different types of colleges. Government is responsible to appoint the teaching staffs of the grant-in-aid colleges and government colleges as government provides salary to those teaching staffs. In the private non-aided colleges government is not responsible for the appointment of the teaching staffs as government does not provide fund for them. Detailed information regarding the appointment of the teaching staffs i.e. who appoint teaching staffs are given in table no. 4.34.

Table 4.34: Frequency wise and Percentage wise Distribution of Teaching Staff in terms of Their Mode of Appointment.

Mode of Appointment	Frequency	Percentage
By college Governing body	28	93.34
By other bodies	02	6.66
Total	30	100.00

From table 4.34, it was found that in 93.34 percent of colleges teaching staff were found to be appointed by the college governing body, where as, 6.66 percent of the teaching staffs were appointed by other bodies like, Directorate of public instruction (D.P.I) and state service commission.

From this analysis, it can be said that majority of college teachers were found to be appointed by college governing body mainly in private and private aided colleges. This may be due to the non-recognized posts in the private and private aided colleges, government or university had no machinery to appoint teaching staff in private and private aided colleges. Further due to this type of appointment by managing body, there may be chances of malpractice (taking donation etc.) or selection of poor quality teachers.

4.6.6 Relationship with Principal

The relationship of teachers with different functionaries and beneficiaries of the college is an important factor to study the teaching – learning climate in the colleges. A conducive and mutual relationship of teachers with functionaries and beneficiaries can create a good climate in the colleges leading to proper academic quality and the development of the colleges. The relationship of teachers with different functionaries and beneficiaries are described with the help of the following tables. Relationship of teaching staffs with principal is given in table 4.35.

Table 4.35: Frequency wise and Percentage wise Distribution of Teachers in terms of their Relationship with Principals.

Mode of Relation	Frequency	Percentage
Good	12	40.00
Cordial	10	33.34
Cordial and co-operative	08	26.66
Total	30	100.00

From the table 4.35, it was found that in case of 40 percent of college teaching staff, they have good relation with the principals. In 33.34 percent of cases, the teaching staffs were found to have cordial relationship with principals and in 26.66 percent of cases the teaching staffs were found having cordial and co-operative relationship with principals.

From this analysis, it can be said that in all the colleges, teaching staff have proper relationship with principals which is the symbol of good academic climate in the colleges in the Mayurbhanj district of Orissa.

4.6.7 Relationship with Management Body

Like principals, a good relationship of the teaching staff with the management or governing body will make the teaching and administrative atmosphere of a college good. An attempt was made to know the relationship of college teachers with the

college governing body. Details about the type of relationship of the teachers with the college management body are given in table 4.36.

Table 4.36: Frequency wise and Percentage wise Distribution of Teaching Staffs in terms of the Type of Relationship with College Governing Body.

Relationship	Frequency	Percentage
No relation	01	3.33
Formal	03	10.00
Good	12	40.00
Co-operative and Supportive	14	46.67
Total	30	100.00

From table 4.36, it was found that in case of 3.33 percent of college teaching staffs, no relation was found with college management body, in 10 percent cases the teaching staffs' relationship with management body were found to be formal (working). In case of 40 percent of teaching staffs their relationship with governing body were found to be good, where as, in 46.67 percent cases it was found to be co-operative and cordial.

From this analysis, it can be said that majority of colleges teaching staffs have good relationship with their governing body, which is a good sign of college management, particularly in case of private and private aided colleges where finance is a major problem for the existence of the colleges.

4.6.8 Relationship with Colleagues

It is assumed that a good relationship among teaching staff makes the teaching- learning atmosphere of a college conducive and making good result of the students. An attempt was made to know the relationship among teaching staffs. Details about the type of relationship of teaching staffs among themselves of different colleges of Mayurbhanj district are given in table 4.37.

Table 4.37: Frequency wise and Percentage wise Distribution of Teaching Staff in terms of their Relationship with Other Colleagues.

Types of Relationship	Frequency	Percentage
Good	13	43.33
Cordial and Friendship	09	30.00
Co-operative and helpful	08	26.67
Total	30	100.00

From the table 4.37, it was found that in case of 43.33 percent of teaching staffs their relationship with colleagues were found to be good. In case of 30 percent of teaching staffs their relationship with colleagues were found to be cordial and friendship. In 26.67 percent of teaching staffs their relationship with colleague were found to be co-operative and helpful.

From this analysis, it can be said that most of the teaching staff have good and cordial relationship with their colleagues, which is a good symptom for the development of the colleagues, particularly in case of private colleges.

4.6.9 Relationship with Non-Teaching Staff

The relationship of college teaching staff with non-teaching staff in the Mayurbhanj district of Orissa is given in table 4.38 as follows.

Table 4.38: Frequency wise and Percentage wise Distribution of College Teachers in terms of their Relationship with Non-Teaching Staff.

Relationship	Frequency	Percentage
Good	16	53.33
Cordial	07	23.34
Satisfactory	07	23.33
Total	30	100.00

From the table 4.38, it was found that in majority i.e. 53.33 percent of college teaching staffs, their relationship with non-teaching were found to be good. In 23.34

percent college teaching staffs, their relationship with non-teaching staffs were found to be co-ordinal and in 23.33 percent teaching staffs, their relationship with non-teaching staff was found to be satisfactory.

From this analysis of table 4.38, it could be said that like the relationship with colleagues, the college teaching staff have proper relationship with their non-teaching staffs which is a again a good point for effective functioning of any college.

4.6.10 Relationship with Students

Relationship of teaching staff with the students is one of the important dimension of college governance. A good relationship between teachers and students may create a good academic climate in the college resulting in good academic results. Relationship of teaching staff with students in the colleges of Mayurbhanj district of Orissa is given in table 4.39 as follow.

Table 4.39: Frequency wise and Percentage wise Distribution of Teaching Staff in terms of their Type of Relationship with Students.

Type of Relation	Frequency	Percentage
Formal	09	30.00
Good	11	33.66
Cordial	10	33.34
Total	30	100.00

Table 4.39 depicted that in 30 percent of colleges the relationship of teaching staffs with students were found to be formal. In 33.66 percent of cases the relationship of teaching staffs with students were found to be good. And in case of rest 33.34 percent of college teaching staffs, their relationship with student were found to be cordial.

From this analysis, it can be said that majority of teaching staff have good and cordial relationship with students, which is need to be increased to go beyond the only formal relationship.

4.6.11 Relationship with Community Members

A good relationship of the teaching staffs with the local community makes the teaching- learning atmosphere of a college conducive. An attempt was made to know the relationship of teaching staffs with the local community. Details about the type of relationship of the teaching staff with the local community are given in table 4.40.

Table 4.40: Frequency wise and Percentage wise Distribution of College Teaching Staff in terms of their Relationship with Community Members.

Type of relation	Frequency	Percentage
No relation	02	6.67
Formal	02	6.67
Good	17	56.66
Co-operative and supportive	09	30.00
Total	30	100.00

From table 4.40, it was found that in 6.67 percent of cases, no relationship of teaching staff was found with community members. It was found mainly in government colleges. In 6.67 percent of cases, relationship of teaching staff with community members was found to be formal in case of private aided colleges. In 56.66 percent of cases the relationship of teaching staff with community member were found to be good. It was found mainly in private and private aided colleges. And in rest 30 percent of cases the relationship of teaching staff with community members were found to be co-operative and supportive. It was found mainly in private colleges

From this analysis, it is clear that a majority teaching staff have good relationship with community member which is a good symbol for the management of private and private aided colleges.

4.6.12 Teaching Quality of Teachers

Teachers' teaching quality is a major component in the teaching learning process of higher education. The perception of teaching staff about the quality of their teaching was sought which is given in table 4.41.

Table 4.41: Frequency wise and Percentage wise Distribution of Teaching Staff in terms of their Perception about their Teaching Quality.

Teaching Quality	Frequency	Percentage
Good	11	36.67
Student oriented	11	36.67
Quite satisfactory	08	26.66
Total	30	100.00

From table 4.41, it was found that in case of 36.67 percent of teaching staff, they perceive their teaching quality as good and in case of another 36.67 percent cases they perceive it as student oriented. In 26.66 percent of cases their perception about their teaching quality was found to be quite satisfactory.

From this analysis it can be said that teachers perceive their teaching quality as good and student oriented. It indicates their attitude towards teaching and student centeredness.

4.7 MAJOR FINDINGS OF THE STUDY

One 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.

4.8 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 the analysis and interpretation of data of the present study, it came to know that the district is not so backward in terms of the spread of higher education in the district. From the analysis 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 rôle 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. The next chapter deals with the summary and conclusion of the present study.