

Chapter – IV

Analysis
And
Interpretation

- 4.1 INTRODUCTION
- 4.2 ANALYSIS OF STUDENT'S QUESTIONNAIRE
- 4.3 ANALYSIS OF PARENT'S QUESTIONNAIRE
- 4.4 ANALYSIS OF TEACHERS' QUESTIONNAIRE
- 4.5 ANALYSIS OF PRINCIPAL'S QUESTIONNAIRE

4.1 INTRODUCTION :

After considering the theoretical review and review of literature, the present chapter deals with the processing of primary data collected from selected six colleges through questionnaires canvassed among students, parents, teachers and principals. An enquiry was conducted with pre-structured questionnaire having different segments including questions on various aspects related to study. The parameters of enquiry have already described in the first chapter. The stratified random sampling method is used to determine the size of the sample.

The data is collected through questionnaires, personal interviews, observation, informal discussion and other primary sources such as college magazines, prospectus etc. A separate questionnaire is prepared for student, parent, teacher and principal to know the facts of important aspects of the study. All the questionnaires are collected personally by the researcher. Besides formal enquiry through questionnaire, an informal discussion was also carried out to know the facts which could not be collected through questionnaire.

The collected data is mainly processed majorly with the help of suitable tables but some points from the data are analysed in descriptive way. The common mathematical techniques such as averages, ratios and percentage are used for analysis. Each table is followed by analysis and interpretation of the data contained in it. Analysis starts from the main stake holder of every education system i.e. 'Student'. Following is the analysis of questionnaires collected from students.

4.2 ANALYSIS OF STUDENT'S QUESTIONNAIRES :

The student's questionnaire is analysed in following five parts -

- 1 - Basic information
- 2 - Information related to college teaching
- 3 - Information related to private coaching classes
- 4 - Information related to college infrastructure
- 5 - General information & suggestions

4.2.1 Analysis of basic information

In this segment of basic information about name, standard and college of student is to be discussed. This information is necessary for the verification of sample size. After basic information, researcher asks for information related to occupation of the student's parents. The analysis of this aspect is presented bellow.

A. Occupation of parents :

For the analysis of occupation of parents, following four broad categories are considered – Service, Farmer, Trading and Others. 'Others' category covers all other miscellaneous earning sources such as labour work, commission agent etc.

Table No. 4.1

Occupation of parents

Category	Service	Farmer	Trading	Others	Total
Number	79	24	27	35	165
Percentage	48%	15%	16%	21%	100%

Source : ' Primary data '

From the above table, it is found that, majority parents belong to service category (i.e. 48%). On the other hand strength of farmer

parents is poor (i.e. 15%) as compared to other categories. ' Others ' category remains on second and trading remains on third position .

B. Merit of students :

Following table shows classification of percentage marks scored in the last examination passed by students. Analysis of this aspect is to be made on college-wise and course year wise basis.

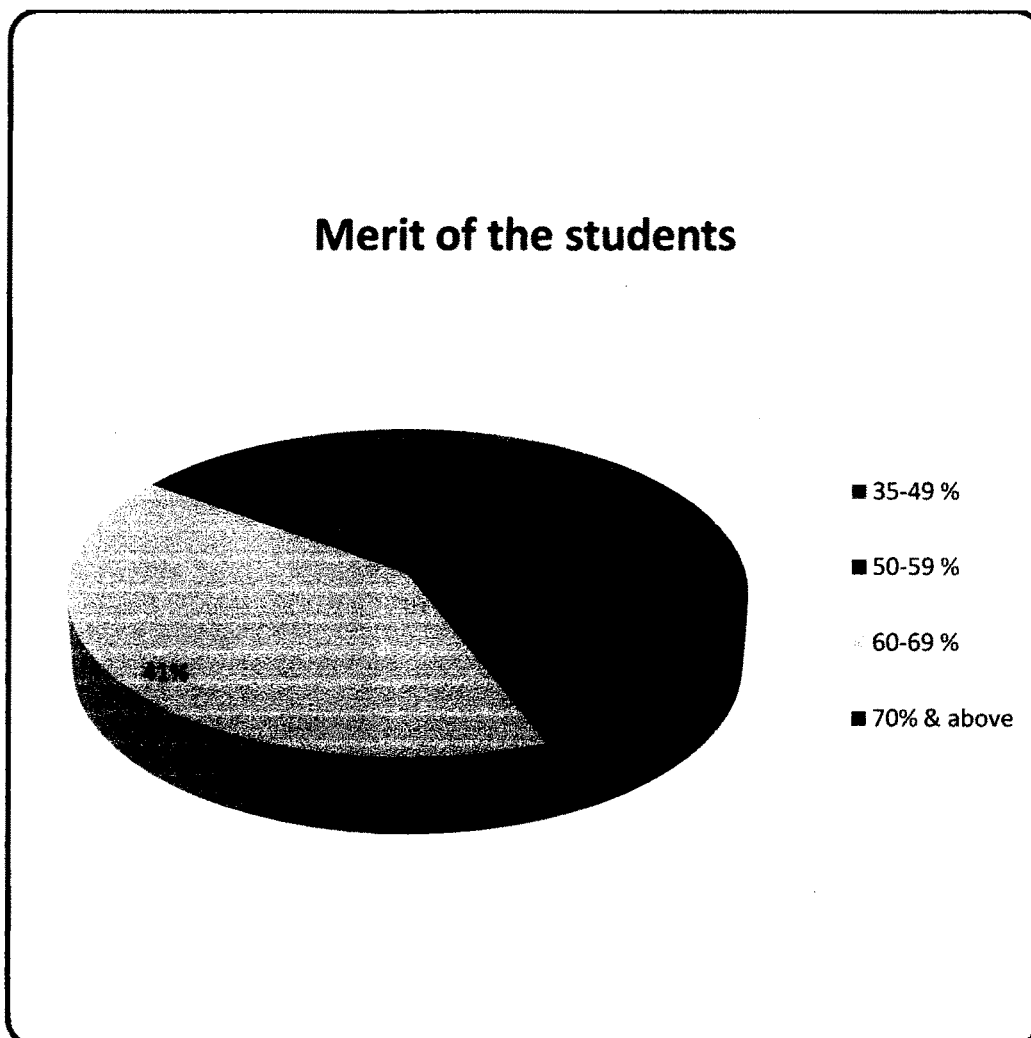
Table No. 4.2

College-wise and course- wise merit of the students

Sr.	Name of the college	Category	35-49%	50-59%	60-69%	70% & above	Total
1.	G.A.C.C.	B.Com - I	1	1	9	7	18
		B.Com - II	2	8	9	2	21
		B.Com - III	4	11	9	2	26
		Total - 1	7	20	27	11	65
2.	C.C.C.S.	B.Com - I	1	4	7	5	17
		B.Com - II	-	1	3	1	5
		B.Com - III	-	10	5	-	15
		Total - 2	1	15	15	6	37
3.	S.M.G.K.M.	B.Com - I	1	2	12	2	17
		B.Com - II	-	-	3	1	4
		B.Com - III	2	3	-	-	5
		Total - 3	3	5	15	3	26
4.	D.P.K.C.C.	B.Com - I	-	2	-	-	2
		B.Com - II	1	1	-	-	2
		B.Com - III	-	1	2	-	3
		Total - 4	1	4	2	0	7
5.	N.D.P.N.C.	B.Com - I	-	1	-	1	2
		B.Com - II	4	1	1	-	6
		B.Com - III	1	1	-	-	2
		Total - 5	5	3	1	1	10
6.	S.R.N.P.K.	B.Com - I	-	3	2	2	7
		B.Com - II	3	2	3	2	10
		B.Com - III	-	-	3	-	3
		Total - 6	3	5	8	4	20
7.	Aggregate Total Numbers	20	52	68	25	165	
8.	Aggregate Percentage	12%	32%	41%	15%	100%	

Source : ' Primary data '

The following pie diagram is prepared from the information in Table No. 4.2. It will give clear idea about merit of the students at glance –



In the above table college abbreviations are used for convenience. The percentage of last examination passed by students is classified on the basis of 'quantitative classification' and for this purpose 'marks' is used as a variable. The percentage marks of the students are classified in to four categories as - '35 – 49', '50 – 59', '60 – 69' and '70 & above'.

From the observation of table and diagram researcher concludes that, maximum students are in 60-69% category (i.e. 42%) and students with distinction in all colleges are not much considerable but students in 35-49% category are very few (i.e. 12%). In informal discussion it was found that, merits of student's are reducing in each forward examination but in all maximum students are getting first class. During the conversation with the students researcher observed that students are not curious about scoring in examination. They do not study throughout the year for the final examination. They think only one or two months preparation before the exam will give them good marks.

4.2.2 Analysis of information related to college teaching

Under this segment of questionnaire researcher is going to analyse various aspects related to college teaching. In higher education system, colleges are the main steps that help students to earn knowledge for their overall development. The students are future of the country and they should be given systematic treatment for their development. College teaching plays a major part in this development and hence information is collected related to college teaching. Students are the main pillars of education system and teachers are the foundation of them. There must be a perfect synchronization between them for a successful carrier of the student.

A. Presenty of students in college lectures :

The following analysis relates to prime object of the study, that is 'Absenteeism'. In this part students are asked about their attendance to college lectures. During the study researcher has observed that students view to 'college' aspects is very silent. The

following table shows college-wise and course-wise attendance of the students.

Table No. 4.3

College-wise and course-wise attendance of the students

Sr.	Name of the college	Category	Number of lectures attended per day					
			0	1	2	3	4	Total
1.	G.A.C.C.	B.Com - I	6	1	4	5	2	18
		B.Com - II	8	4	3	2	4	21
		B.Com - III	11	3	7	5	-	26
		Total - 1	25	8	14	12	6	65
2.	C.C.C.S.	B.Com - I	4	4	2	4	3	17
		B.Com - II	1	2	-	2	-	5
		B.Com - III	10	4	1	-	-	15
		Total - 2	15	10	3	6	3	37
3.	S.M.G.K.M.	B.Com - I	6	6	1	1	3	17
		B.Com - II	3	-	-	-	1	4
		B.Com - III	1	1	-	-	3	5
		Total - 3	10	7	1	1	9	26
4.	D.P.K.C.C.	B.Com - I	-	1	-	1	-	2
		B.Com - II	2	-	-	-	-	2
		B.Com - III	-	-	-	-	3	3
		Total - 4	2	1	-	1	3	7
5.	N.D.P.N.C.	B.Com - I	2	-	-	-	-	2
		B.Com - II	2	1	-	-	3	6
		B.Com - III	1	1	-	-	-	2
		Total - 5	5	2	-	-	3	10
6.	S.R.N.P.K.	B.Com - I	1	2	-	1	3	7
		B.Com - II	2	3	-	1	4	10
		B.Com - III	2	-	1	-	-	3
		Total - 6	5	5	1	2	7	20
7.	Aggregate Total Numbers		62	33	19	22	29	165
8.	Aggregate Percentage		38%	20%	12%	14%	16%	100%

Source : ' Primary data '

Researcher has presented the information given in the above table with the help of pie diagram to understand the subject matter at glance.

Presenty of the students



During the study it was found that, in all colleges four lectures per subject per week are arranged in time table. To study the attendance, lectures are arrange as – 0, 1, 2, 3 & 4 etc. The numbers of students attending these lectures are stated college-wise and the aggregate percentage is given at the bottom of every column.

From the pie diagram, it can be seen that, only 16% students are attending all college lectures. Among theses, more than 50% students are from girl's colleges. Here it is clear that girl's colleges have an advantage of regular attendance than other colleges. The G.A.C.C and N.D.P.N.C College shows an increasing trend of the students who are not attending any lectures. It means that in B.com-I , II and III the strength of students attending not any lecture is increasing. But on the other hand reaming colleges do not show any particular pattern. From the population 38% students are not attending a single lecture per day in all colleges. This is a very serious condition which clearly

indicates that each selected college is facing a problem of absenteeism i.e. in all colleges the problem of absenteeism is keen.

Only 20% students from population are attending one lecture, 12% are attending two lectures, 14% are attending three and 16% are attending three lectures per day. During the discussion with students' researcher found that they do not think that their absenteeism to college lecture is affecting their carrier seriously. They think that they will score in examination with the help of private classes. This conclusion states that maximum students are only exam oriented and there is lack of motivation among them for acquiring the knowledge of the subjects that they are learning. The just don't know the process of learning.

During the study it was observed that, among all the students, girls are slightly more serious about the education and college lecture attendance than boys. The following table shows classification of boys and girls attendance per lecture in college according to course.

Table No. 4.4

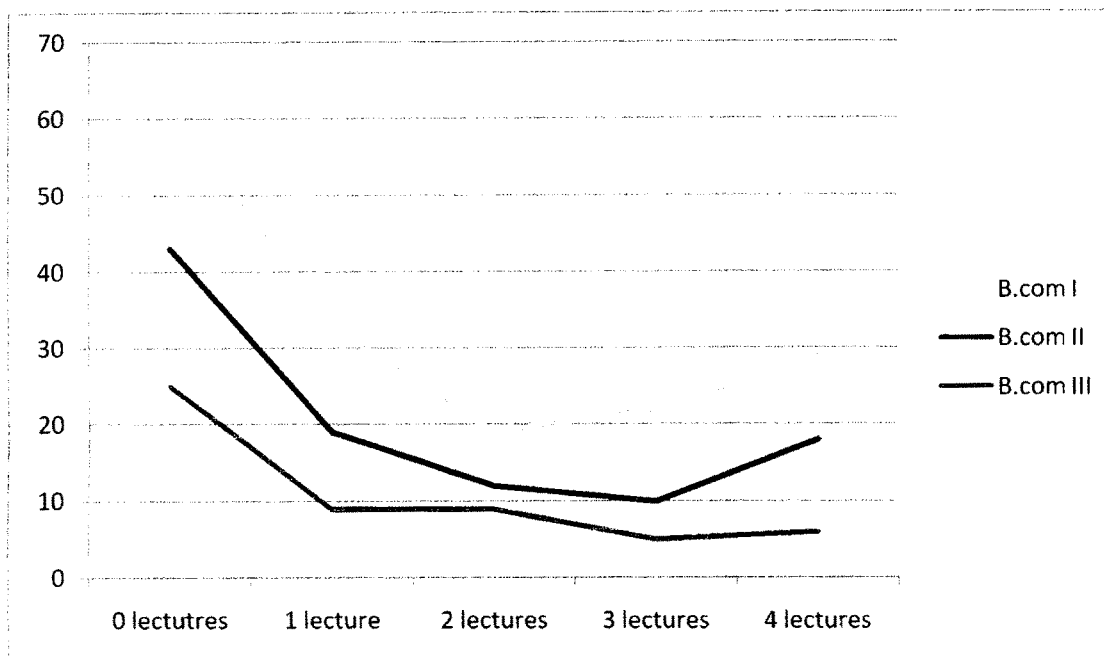
Classification of boys and girls attending college lectures

No.	B.com - I			B.com - II			B.com - III			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
0	4	15	19	5	13	18	12	13	25	21	41	62
1	3	11	14	4	6	10	4	5	9	11	22	33
2	3	4	7	1	2	3	3	6	9	7	12	19
3	6	6	12	1	4	5	1	4	5	8	14	22
4	-	11	11	4	8	12	3	3	6	7	22	29
Total	16	47	63	15	33	48	23	31	54	54	111	165

Foot note : ' No.' column shows number of lectures' attended per day

Source : ' Primary data '

To understand the relationship between all three years presently researcher has presented the information with the help of following line diagram :-



During the study it was found that, the selected population has majority of girls than boys. The above line diagram and table shows that, among the 165 students selected as sample, more than 65% students are girls. It also states that, among the 29 students (i.e. 16 % of total sample) attending all lectures per day, more 76% (i.e. 22 students) are girls. Here the conclusion is that girl's are enjoying the majority among the students who are attending all lectures.

Out of 62 students (i.e. 38 % of total sample) who are not attending a single lecture per day, 66% (i.e. 41students) are girls and 44% (i.e. 21 students) are boys here again the situation is just same as above. It means that all the girls are not serious about the education and attendance to college lectures but as compared to all the boys, it is clear that girls are more serious.

Here, the comparison of Table No. 4.3 & Table No. 4.4 gives following results –

1. In the population girls are more than boys.
2. Girls are more serious about education than boys.
- 3. The presenty in Girls College is more than other colleges.**
- 4. In every college the problem of absenteeism is keen.**

B. Teaching methodology in colleges :

The following table shows teaching methodology adopted by selected colleges from the population. Teaching methodology plays very significant role in education system. For the analysis, four categories are made as – Only lectures, Lectures and notes, Lectures through points only and Others etc. The last category covers all modern teaching techniques such as audio and video visuals, power-point presentation, Projector system etc.

Table No. 4.5

Teaching methodology in colleges

		Teaching methodology in percentage				
Sr.	Category	Only lecture	Lecture & Notes	Lecture through points	Modern teaching techniques	Total
1.	Number	29	121	15	N.A	165
2.	Percentage	18%	73%	9%	N.A	100%

Source : ' Primary data '

From the observation of above table, it is very clear that maximum teachers (i.e. 73%) are following the traditional method of 'Lecture & Notes' which is a time consuming process. In modern education various modern techniques such as Projector system, Power-point presentation, Audio & video visuals etc are used every where but colleges are still not using such techniques. It can be seen that no college is using any modern teaching technique for lectures.

Some teachers (i.e. 18%) are following only lectures method whereas 9% teachers are teaching through points. While filling up the questionnaire from students, researcher noticed that students are interested to learn through modern techniques. Students said that the teachers for theory subjects pass their lecture time in dictation of notes and they give very less stress on the explanation of

the subject matter so instead of attending such lectures student complete the notes by taking note book of the students who are present to such lectures.

C. Nature of teaching methodology in colleges :

For analysing the nature of teaching it is divided in three categories as – Exam oriented, Knowledge oriented and Both. The following table shows nature of college teaching according to these three aspects.

Table No. 4.6

Nature of College Teaching

		Nature of College Teaching in percentage			
Sr.	Category	Exam Oriented	Knowledge Oriented	Both	Total
1.	Number	101	52	12	165
2.	Percentage	61%	32%	7%	100%

Source : ‘ Primary data ’

The above table states that, maximum college teachers are teaching in exam oriented manner and very few teachers are teaching with both - exam and knowledge oriented approach. In teaching and learning process knowledge oriented teaching is very important because with the help of this knowledge the students are going to develop their carrier. Though scoring in examination is very important knowledge oriented approach can not be ignored.

It can be seen that 32% teachers are teaching with knowledge oriented approach. During the discussion it was found that, students want both the teaching approaches but only 7% teachers are teaching with both the approaches.

D. Completion of syllabus in college :

For every year of B.com course a detailed syllabus is given by the University. Students have to write the annual examination on the basis of this syllabus. It is ethical responsibility of teacher to complete the syllabus in sufficient time still final examination. When students were asked about the completion of syllabus in colleges only 48% students said that college teachers complete the syllabus in time. It means that majority teacher in colleges are unable to complete the syllabus in time.

E. Provision of Xerox notes :

When students were asked about Xerox notes provided by colleges 79 % students said that college teachers do not provide any Xerox notes. Xerox notes are commonly used for teaching. In subjects like 'Accountancy' more time is required to dictate the problem. The time of college lecture is of 45 to 50 minutes. Out of this about 20 minutes are needed for this dictation. Here this Xerox material is useful for reducing the time of lecture.

During the discussion with students researcher observed that, students are very curious about Xerox / printed notes special for theory subjects. They feel better to study with this material because they reduce the time of lecture and help to complete the syllabus in time. It will help to increase the discussion on topic.

F. Discussion with college teachers :

From the analysis of this aspect it was found that only 42% students said that they discuss their problems and doubts with college teachers. Here it can be concluded that there is a communication gap between students and college teachers. 58% students do not communicate with teachers about problems and doubts.

G. Regular tests or tutorials in colleges :

Among all the students 56% students said that college teachers do not take any regular test or tutorial. Tests or tutorials play a very vital role in reproduction of knowledge. It helps in revision of the past learnt topics. The tests and tutorials are also useful for understanding the mistakes in writing and time limit for examination. **They are also major source to motivate the students for there goals. But only 44% teachers take regular tests or tutorial in colleges.**

H. Information to parents about marks in tastes / tutorials :

When students were asked about the informing the parents about the marks of these tests or tutorial, 50% student said that they inform there parents about theses marks but remaining students do not inform the marks to the parents. Here researcher concludes that 50% students are not serious in informing the marks to parents which shows negligence of students.

I. Extra lectures for scholar or weak study students :

During the discussion on this aspect only 25% students said that college teachers take extra lectures for scholar or weak study students. **This means that 75% teachers are less considering scholar as well as weak study students.** With these extra lectures the knowledge among the students can be improved which in-turn lead to overall development of the student.

J. Personal attention to students present in lecture :

From the analysis it was observed that, only 33% students said that college teachers give personal attention to students present in lecture but 67% students said that the college teachers do not give any personal attention to the students present in lecture. Here also

researcher concludes that there is a lack of synergy between college teachers and students.

K. Home work and its checking at college :

Home work is very necessary for the practice of the students. When students were asked about the home work given during the college lectures, 27% student said that college teachers give home work. But out of them only 41% teachers check the given home work. Here it can be concluded that 73% teachers in colleges do not give home work and some teachers among the home work giving are serious about its checking.

L. Regular presenty taken at college lecture :

Regular presenty is the major source to find out the attendance of the students at college lectures. During the analysis it was noticed that, 51% teachers take regular presenty in college lecture. From this information it is clear that 51% college teachers have detailed information related to present and absent students in each lecture, which means that the college teachers are well aware about the problem of absenteeism. **It can be also noticed that still remaining 49% teachers do not take regular presenty in lectures.**

M. Students opinion about college teaching quality :

In the previous analysis, nature and methodology of college teaching are discussed after this, here students were asked to rank college teaching quality in four categories as given in the following table.

Table No. 4.7

Student's opinion about college teaching quality

Sr.	Category	Poor	Average	Good	Best	Total
1.	Number	22	88	51	4	165
2.	percentage	13%	53%	31%	3%	100%

Source : ' Primary data '

The above table reveals that maximum (53%) students have stated that college teaching is just 'Average' and 13% said it is poor. Here during the discussion researcher noticed that students expect high quality teaching from college teachers. The qualification of college teachers is generally very high but it can be concluded that they are unable to satisfy the student's requirement. The teaching should be in such a manner that will help to understand the subject matter to students present in class. **31% student's opinion is that, college teaching is at 'Good' and very few i.e. only 3% students are saying 'Best' to college teaching.**

N. Presenty in classroom according to students :

Absenteeism is the core concept of the study. To find out the actual facts students were asked to give an average percentage of presenty to college lectures. In the following table analysis of this point is described.

Table No. 4.8

Percentage of students present in college lecture

Sr.	Category	0-25 %	25-50 %	50-75 %	75% & above	Total
1.	Number	47	52	49	17	165
2.	percentage	28%	32%	30%	10%	100%

Source : ' Primary data '

Table No. 4.8 shows that 60% students are saying that, percentage of students attending the college lectures is between 0-50% and remaining 40 % are saying that the percentage is more that 50%. Only 10% students said that presenty is more than 75%.

During the discussion it was observed that, presenty of students to some teacher's lecture is very high. Though they have joined the private classes for the same subject they are attending college lectures

also. But it was also observed that, students are not attending some teacher's lectures even though they have not joined the private classes for the subject. From this observation it can be concluded that some teachers are doing their job honestly but some are ignoring their ethics.

4.2.3 Analysis of information related to private coaching classes

In this part researcher is going to analyse the information related to private coaching classes. Private coaching classes are playing an important role in modern education system. Researcher wants to clear the aspect of private teaching and for this purpose various questions related private classes are asked in this segment.

A. Percentage of students joined private classes :

The following table provides information related to percentage of students who have joined private classes for any subject.

Table No. 4.9

Percentage of students joined private classes

Sr.	Category	Joined	Not Joined	Total
1.	Number	152	13	165
2.	Percentage	92%	8%	100%

Source : ' Primary data '

From the information given in Table No. 4.9 it is very clear that, maximum students have joined the private classes. Students are provided guidance for every subject in colleges at very less fees and there are various other facilities to reduce this fees such as scholarship, E.B.C, O.B.C etc. but questions is, Why do the student

feel that they need of a private class ?. They also have to pay very heavy fees to theses private classes per subject.

B. Reasons of joining private classes :

In the above discussion it is explained that out of total samples, 152 students have joined the private classes. The main reasons of joining private classes by all these students are explained in the following table.

Table No. 4.10

Reasons of students joined private classes

Sr.	Category	A	B	C	D	Total
1.	Number	21	13	21	97	152
2.	Percentage	14%	8%	14%	64%	100%

Foot Note : A – Insufficient college teaching , B – Getting extra knowledge,
C – Scoring in examination, D – All of these.

Source : ‘ Primary data ’

This table indicates that majority students have selected all the reasons. It means students are accepting that college teaching is not sufficient to satisfy their knowledge oriented needs. 14% students have joined private classes only for scoring in examination. Here it can be concluded that students are exam oriented as well as knowledge oriented also. But percentage of only knowledge oriented is 8%.

C. Classification of subjects for which private classes are joined :

The discussion with students stressed that there are some common subjects for which many students have joined the private classes. The following table gives subject-wise classification related to students who have joined the classes.

Table No. 4.11

Subjects for which students have joined private classes

Course	Accountancy	Business Mathematics	Business Statistics	Business Communication	Others
B.com - I	54	34	N.A.	1	2
B.Com- II	48	N.A	36	2	1
B.Com - III	46	N.A	N.A	N.A	1
Total	148	34	36	3	4

Source : ' Primary data '

From the Table No. 4.11 it is noticed that, majority of students have joined the private classes for the subjects such as -Accountancy, Business Mathematics, Business Statistics etc but three students have also joined classes for Business Communication (English) and other theory subjects also. **It can be noticed that 'Accountancy' is the core subject of commerce faculty and out of 165 students 148 students have joined classes for this particular subject.**

D. Attendance to college lectures of subjects for which private classes are joined :

To find the subject-wise absenteeism to college lectures, students were asked that do they attend the college lectures for which private classes are joined. Researcher found the fact that 56% students said that they do not attend the college lectures for which private classes are joined. As discussed in the above point, majority of students have joined classes for 'Accountancy' subject. When the reasons for not attending the lectures were asked the most common reason was- 'method of teaching in college is different than that of private class and this difference lead to confusion among the subject'.

Here it can be concluded that majority of student join private classes for scoring subjects. They do not attend college lectures of these subjects for which private classes are joined.

E. Xerox / Printed notes at private classes :

91% students said that, private class teachers provide them Xerox / Printed notes. Student's opinion was that, in subject like 'Accountancy' these notes become very effective and convenient as they save the time in writing the problems and theory. It was observed such computerised notes make study interesting and student feel them very useful during the examination times also.

F. Personal attention given in private classes :

When students were asked about personal attention given by private class teacher, 95% students said that the private class teacher gives a personal attention to the student present in class but truly speaking it seems to be very difficult. During the discussion it was found that in maximum classes the strength of student is 100 students per batch. It seems difficult that a single person can personally give attention to every student in a batch of 100 students.

Here it is possible that the students in private class are given a feeling of they are attended personally but in practice it seems to very difficult. Researcher also found that in some classes students are controlled by the assistant teacher of main teacher but in such classes the strength of students are over 200.

G. Home work given and its checking in private classes :

The information stated about home work given in private classes says 93% private class teachers are giving home work and among them 95% teachers are very serious in checking these given home works. Here it can be concluded that the private class teachers are serious in giving and checking of the home work.

H. Completion of syllabus in private classes :

98% students said that private class teachers complete the syllabus in sufficient time till final examination. Students also said that private class teachers take a complete revision of each topic. It was also found that some classes not only take a prelim exam before final examination but proper assessment of these answer books are provided also. The students in merit are rewarded with various prizes and are specially guided for scoring in examination through extra lectures.

I. Presenty in private classes :

When students were asked about presenty in private classes they said that the average presenty in private classes is more than 90%. Private class teachers are very serious about regularity of student in class. The students are regularly warned about their presenty and they are discontinued if they do not come regularly after warnings. So finally it can be concluded that students are serious in attending the private class.

Here researcher compares the common aspects discussed in questionnaire about educational aspects in colleges and at private classes. The conclusions were –

a) In college, teachers are not completing the syllabus in time. They do not provide Xerox / Printed notes to students. Private class teachers not only complete the syllabus in time but they provide Xerox / Printed notes also.

b) There is a lack of personal attention to students in college lecture by teachers but in private classes as per student's opinion they are given personal attention.

c) Maximum college teachers don't give any home work and the teachers who are giving home work are not serious about checking

them but in private classes students are given home work and it is checked also.

d) Students are not serious about their attendance to college lectures but on the other hand they are very much serious to their attendance in private class.

4.2.4 Analysis of information related to College infrastructure

In this part researcher is going to discuss about information related to college infrastructure. Here under the concept of college infrastructure researcher is going to analyse information about the participation of students in activities, facilities and services provided by colleges.

A. Participation of students in co-curriculum activities conducted by colleges :

The following table reflects the information about participation of students in curriculum activities conducted by colleges.

Table No. 4.12

Participation of students in curriculum activities

Sr.	Category	Participating				Non Participating	Total
		Cultural Activities	N.S.S. / N.C.C	Sports	Total		
1.	Number	18	7	15	40	125	165
2.	Percentage	11%	4%	9%	24%	76%	100%

Source : ' Primary data '

From the table no. 4.14 researcher gets information that maximum students are not participating in extra curriculum activities conducted by college. Among the participating students trend is towards participating in cultural activity. Researcher divided the

cultural activities in the above three categories after careful study of all collected questionnaires.

In the table it can be seen that students participating in the activity like N.S.S / N.C.C are very few though these activities are very useful in their carrier. Colleges organise these extra curriculum activities for overall development of the student. But if the students do not participate in such activities the intention of organizing such activities is valueless.

B. Use of library facility given by college :

During the analysis regarding to this point it was found that 80 students are using this facility for text book only, 35 students are using it for reference books, only 38 students use this facility for preparation of notes and 18 students were not using this facility from the total samples collected from the population. Library is the main source of knowledge but it can be concluded that there is a lack of optimum utilisation of library facility from students.

C. Use of other facilities given by college

About using of other facilities enjoyed by students in college researcher finds that, out of total collected samples 40 students use Gymkhana facility 72 students use Computer lab & Internet facility, only 53 students are using Study room facility and 59 students enjoy canteen facility. Here researcher observes that maximum students are using Computer lab & Internet facility where as the strength of using Study room is also good.

D. Communication with college principal :

When students were answered about their conversation with college principal related to educational problems or other matters it was found that only 27% students have discussed their problems with principal but a majority student that is 73% have no chat with principal about the problems faced by them or on any other matter.

Here again researcher concludes that, there is communication gap between students and principals. In previous discussion it was also seen that in case of college teachers there is a communication gap.

E. Industrial tours & Job placement provided by college :

In this part students were asked about industrial tours and job placement facilities given by college. Researcher found that maximum that is 77% students said that college does not conduct any industrial tours. Industrial tours are very important for the students to develop their practical knowledge. In recent time the problem of ' Lack of industrial linkage ' was brought in front through a national level seminar in February 2008 at B.M.C.C of Pune. Colleges must arrange industrial tours for the development of the students.

On the other hand speaking about job placement from colleges the same results were obtained from analysis of student's questionnaire. Only 25% students said that colleges are providing job placement facilities. Here one can observe that even if colleges are providing job placement facility, the students are unknown about it.

F. Carrier planning and attitude about B.Com course :

During the informal discussion with students, researcher found that 66% students were silent about carrier planning. They think that B.Com is an easy course and they can score good marks with few weeks study before annual examination.

In short from the analysis of students' questionnaire it can be concluded that (based on majority) –

- 1. College teaching is insufficient according to students.**
- 2. Students do not attend college lectures regularly.**
- 3. Students have joined private classes mostly for scoring subjects**
- 4. Students are less interested in participating extra & co-curriculum activities conducted by college.**

4.3 ANALYSIS OF PARENT'S QUESTIONNAIRES :

Parents play a very important role in the education of a student. To observe the parents view and opinion related to various aspects of the study a separate questionnaire is prepared. For the analysis researcher has collected information from parents of students from the selected population. Here, mostly fathers of the students are selected but only in case of absence of father, mother is considered as parent. The parent's questionnaire is to be analysed in following five parts -

- 1 - Basic information
- 2 - Information related to college of the students
- 3 - Information related to private coaching classes
joined by student
- 4 - Information related to attendance in college by
student
- 5 - General information& suggestions

4.3.1 Analysis of basic information

The present section deals with the educational qualification, occupation of parent etc. The analysis of various points discussed in this section is as follows -

A. Educational qualification :

Educational qualification of parents affects the atmosphere at home. To study this aspect researcher has divided the educational qualification of parents in five categories as shown in the following table -

Table No. 4.13

Educational qualification of parents

Category	Illiterates	Up to 10th Standard	Up to 12th Standard	Graduate	Post Graduate	Total
Number	1	16	9	18	9	53
Percentage	2%	30%	17%	34%	17%	100%

Source : ' Primary data '

From the above table it is clear that 34% parents are graduate, but percentage of post graduate parents is very low and many parents are passed only 10th or 12th standard. On the other hand the percentage of illiterate parent is very low, which is a good indicator. It can be observed that most of the parents are literate and they know the importance of education in today's competitive world. They are able to guide & motivate the student for future development.

B. Occupation :

The analysis of occupation of parents is done through, four broad categories which are – Service, Agriculture, Trading and Others. 'Others' category covers other earning sources such as labour work, commission agent etc.

Table No. 4.14

Occupation of parents

Category	Service	Agriculture	Trading	Others	Total
Number	28	3	9	13	53
Percentage	48%	6%	17%	25%	100%

Source : ' Primary data '

From the above table, it is found that, majority parents belong to service category (i.e. 48%). In service category all government and non- government services are considered. On the other hand strength of farmer parents is poor (i.e. 6%) as compared to other categories. 'Trading' category covers wholesale, retail and all other business

activities and this category is on third stage followed by 'Others' category which is at fourth on position .

C. Time spent with students at home :

It is observed that parents are engaged in work for much time per day as compared to past days. To analyse this aspect, parents were asked about the time spent by them with students at home. The results are expressed in the following table –

Table No. 4.15

Time spent with students at home

Category	Hours spent at home			Total
	0-2	2-4	4 & above	
Number	5	14	34	53

Source : ' Primary data '

From the analysis of the table it can be noticed that the above discussed fact is not applicable to the selected population. It can be seen that majority of parents spent more than 4 hours at home with the students. During the discussion parents said that they discuss various matters related educational performance with students in such time. They also said that they keep control on regular study, completion of home works by student regularly.

During the study researcher observed though parents are saying that they regularly discuss educational matters with student in practice it seems to difficult that parents discuss all these matters for such long time.

4.3.2 Analysis of information related to college of the student

In this section parents were asked about information regarding to college education of the student. Through this information researcher has analysed various aspects such as parent's interaction

with college teachers, information related students appearance in college activities etc. The point wise analysis is as follows -

A. Parents meeting at college and its attendance :

'Parents meeting' organised by colleges is one of the major link through which parents can keep contact with college. These meeting are very important because parents can get a report related to attendance in college lectures; regularity in college, participation in extra & co-curriculum activities in college and overall progress of the students etc.

When parents were asked about the parents meeting conducted at college 42 parents (i.e. 79%) said that college do not conduct any parents meeting. 11 parents (i.e. 21%) said that colleges conduct the meeting but when they were asked about their attendance to these meeting only 5 parents of them have attended it. It means that out of 53 parents only 5 parents attend the parents meetings.

The parents who attend these meeting said that there was not any fruitful output from these meeting. They pointed out the following points –

a. Such meetings are conducted in small class-room and just overall instructions are given related to students.

b. There was a lack of information related to particular student. They found that presence of other parents was very low and even all teachers were not present to the meeting.

c. Teachers available were unable to state the progress and attendance of students. From this information it can be concluded that, majority of parents are not aware about the parents meeting.

d. The parents meetings conducted at the colleges lacks systematic procedure.

B. Personal contact with college teachers / principal :

Form the above discussion it is clear that majority of parents are not aware of parents meeting. Only 9% parents have attended the parents meeting and they are also not satisfied with it. To clear the aspect of contact between parents and college, researcher asked parents about their direct personal contact with college teachers or principal. It was found that on 14 parents (i.e. 26%) have personal contact with teachers or principal to discuss about the progress or educational performance of the student. But further discussion reveled that this contact was occasionally during the whole academic year.

C. Opinion about college teaching :

Under this segment parents were asked to state their opinion about college teaching quality. For the analysis the quality of teaching is divided in four categories as shown in the following table.

Table No. 4.16

Opinion about college teaching quality

Sr.	Category	Poor	Average	Good	Best	Total
1.	Number	6	31	16	-	53
2.	percentage	11%	59%	30%	-	100%

Source : ‘ Primary data ’

The Table No. 4.16 revels that, maximum (59%) parents have stated that college teaching is just ‘Average’ and 11% said that it is poor. Here during the discussion researcher noticed that parents expect high quality teaching from college teachers. **They suggested that the teaching must be in such a manner that will help to understand the subject matter to students present in class.** 30% parent’s opinion was at ‘Good’ and not a single parent thinks that college teaching is best. In short parents expect high teaching quality from college teachers.

D. Awareness of examinations and its marks :

Examinations are the mirrors of the educational progress of a student. To find out the awareness of parents related to this important aspect researcher analysed the data and found that 41 parents (i.e. 77%) parents are aware of the internal and final examinations appeared by the student. Out of them 78% parents are conscious about the marks obtained by students in it. They keep regular feed back of the marks obtained by the student and instruct them for next examination. This analysis is quite satisfactory and it can be concluded that parents are serious about the examinations and marks obtained by student in it.

During the discussion many parents said that, student are not much serious about interim examinations taken by college because the marks obtained in such examination are not considered for final result. The marks obtained in final examination are only considered for annual result and parents are not satisfied with it.

E. Participation of student in co-curriculum activities :

Colleges conduct various extra curriculum activities for the personality & overall development of the students as per the expectation of N.A.C.C. Parents must be aware of the participation of the students in such activities as they are necessary for personality development of the student. But during the study it was found that only 16 parents (i.e. 30%) were aware about the participation of students. **Here it can be concluded that majority parents (i.e. 70%) are silent about participation of student in curriculum activities by student.**

4.3.3 Analysis of information related private coaching classes

Under this segment of questionnaire researcher is going to analyse various aspects related to private coaching classes. As seen in the analysis of students questionnaire majority of students have joined the private classes. This segment will provide information related parents view to various aspects of private classes.

A. Private classes joined / not joined :

The information from parents about joining and not joining the private classes by student researcher has prepared the following table. This table gives information about number and percentage of students who have joined the private classes and who have not joined the private classes according to parent's information.

Table No. 4.17

Percentage of students joined private classes

Sr.	Category	Joined	Not Joined	Total
1.	Number	50	3	53
2.	Percentage	94%	6%	100

Source : ' Primary data

Analysis of the above table states that, majority of parents accept that, the students have joined private classes. The student's questionnaire also gave the similar result that majority students (i.e. 92%) have joined private classes. Here it can be concluded that parents are well aware of joining the private classes by the students and some where they support the students for it.

On the other hand during the discussion researcher found one more similarity between student's questionnaire and parent's questionnaire that many students have joined private classes for the scoring subjects such as Accountancy, Mathematics and Statistics.

Very few students have joined the classes for theory subjects such as Principles Marketing, Entrepreneurship Development and Business communication (English) etc. The student's questionnaire also interpreted the similar result.

B. Reasons of joining the private classes by student :

For comparing the reasons for joining the private classes given by students and opinion of parents about it researcher has taken the same question in this segment. Following table shows parents opinion about the reasons -

Table No. 4.18

Reasons of students joined private classes

Sr.	Category	A	B	C	D	Total
1.	Number	10	12	16	12	50
2.	Percentage	20%	24%	32%	24%	100%

Foot Note : A – Insufficient college teaching , B – Getting Extra knowledge,
C – Scoring in examination, D – All of these.

Source : ' Primary data '

From the analysis of above table it can be concluded that majority of parents think that students have joined the private classes to score in examination. Here it seems that 32% parents are exam oriented but 24% parents are knowledge oriented. But if the same information is compared with student's information it can be understood that only 14% students said that they joined private classes because of only insufficient college teaching but 20% parents said the same thing. It means that, more than students ; parents think that college teaching is insufficient for the student. 24% parent's opinion is all the above reasons are practically exists so they choose 'all of these' category.

C. Personal contact with the private class teachers :

In the previous discussion of point 2 from 4.3.2 it was clear that majority of parents don't have any personal contact with college teachers or principles to discuss about the progress or educational performance of the student. But in case of private class teachers the result was very different. 34 parents (i.e. 68%) said that they have personal contact with private class teachers to discuss the progress and educational performance of the students but still 42% parents are silent in contact with teachers. Here it can be concluded that parents are giving more stress to private class teachers than college teachers to know educational performance of the student.

D. Awareness of examinations at private classes & its marks :

When the parents were asked about their awareness to examinations conducted by private classes all the parents responded positively. They said that they are regularly keeping watch on marks obtained by students in examinations conducted by private classes. Parents informed that private classes conduct more examinations than colleges which help the students to score in final examination. During the discussion some parents said that private class teachers inform them about the weak performance of the student in examinations personally through telephone or by calling them in class personally.

4.3.4 Analysis of information related attendance of students to college lectures

This portion of analysis entails to awareness among the parents about the students attendance to college. The main purpose of this section was to get direct information from parents related to this aspect. Analysis of the data collected under this portion is as follows –

A. Attendance to college lectures by student :

From the analysis of information collected under this point researcher has found that 66% of parents said that the students are not attending the college lectures regularly. They said that students attend some lectures per day or per week. There is not any perfect regularity in attending the college lectures. **During the discussion it was observed that parents have no objection on irregular attendance of the student to college lectures.**

Some parents accepted that the students do not go to college every day. They said that the students occasionally go to college and attend some lectures of that day only. Researcher found that indirectly parents were supporting the students in bunking the college lectures. Out of remaining 44% parents who said that their students attend the college are also accepting that the students do not attend all the lectures as per time table but they attend some lectures per day regularly.

From the above discussion it can be concluded that parents are well aware of irregular attendance to college lectures by student and they are indirectly supporting by being silent on this matter.

B. Reasons for not attending the college lectures by student :

The following table provides information related to reasons of not attending the college lectures according to parents. The reasons for not attending the lectures are divided in to five categories as explained bellow –

Table No. 4.19

Reasons of students not attending college lectures

Sr.	Category	A	B	C	D	E	F	Total
1.	Number	5	N.A	5	8	17	15	50
2.	Percentage	10%	N.A	10%	16%	34%	30%	100%

Foot Note : A – Service , B – Agricultural Work, C – Business , D- Private classes joined, E- Insufficient college teaching , F – Irregularity in college lectures

Source : ' Primary data '

From the observation of above table it can be seen that percentage of students who are not attending the college lectures because of service or Business is very low according to parents. Majority of parents are saying that because of insufficient college teaching students are not attending the college lectures. 30% parents said that there is an irregularity in college lectures and it is the reason for which students are not attending the college lectures.

On the other hand 16% parents said that the students have joined the private classes and so they are not attending the college lectures. Here it can be concluded that majority of parents think that college teaching is irregular and insufficient for the students and so they are not serious about the attendance of students in college lectures. They are depending on private coaching classes for the study of the students.

C. Effects of not attending the college lectures by student :

When parents were asked about the effects of not attending the college lectures by students their opinion was very different. **43 parents (i.e. 81%) replied that the absence of student to college will not effect the future of student.** They said that students cover

their all study with the help of coaching from private classes for some subjects and they study the reaming subjects by referring the guide, books or notes & self study.

Most of the parents said that college teaching is insufficient and they do not complete the syllabus in time. Students have to complete the syllabus by self study before annual examination. They said that student depend on private classes mostly for scoring subjects because they get more practice and the syllabus is completed in sufficient time till final examination with certain testes. On the other hand in colleges lectures are irregular and the students don't get continuity in it.

In short in can be concluded that parents don't think that, absence of student to college lectures will affect his future. **Only 19% parents think that college lectures are important and not attending the college lecture will affect the future of the students.**

4.3.5 Analysis of general information related to student

The present segment deals with analysis of general information related to student collected from parents. The segment provides information related parent's opinion on home study, completion of home work by student, facilities available for study to students etc.

A. Home study /completion of home work by student :

To analyse the parent's interaction with students study at home is discussed under this segment. Parents were asked about the home study of student and their control on home work completion by students at home.

42 parents (i.e. 79%) said that they keep watch on home study and completion of home work by students at home. It was a very pleasant result that majority of parents are giving attention to students home study. The regular home study is very useful in

completion of educational goals and prosperous future of student. But still 21% parents are neglecting this aspect and it shows negligence of parents. **Here it can be noticed that majority of parents are educated and so they are serious about the home works & self study of student at home.**

B. Estimated time of home study by student :

From the above analysis it is clear that majority of parents are conscious about home study of student. Following table gives information related to estimated time of study by student at home.

Table No. 4.20

Estimated time of study by students at home

Sr.	Category	0-2 hr.	2-4 hr.	4 hr. & above	Total
1.	Number	17	28	8	53
2.	Percentage	32%	53%	15%	100

Source : ' Primary data

Analysis of the given table supplies a satisfactory result that majority of students are doing at least 2 to 4 hours study at home. 32% students study for maximum two hours at home. From the analysis it can be observed that parents have control on the home study of the students and majority of students are studying for 2 to 4 hours at home but only 15% student are more than 4 hours study. This is not a satisfactory result and this percentage must be increased.

C. Facilities to student for home study :

During the study it was observed that majority of parents said that students are doing the self study. To clear the aspect of self study parents were asked about the facilities given to student at home such as study room, books / guides, inverter etc. The following table shows the facilities allotted by parents for home study of student.

Table No. 4.21

Facilities provided for home study by parents

Sr.	Category	A	B	C	D
1.	Number	33	16	53	7
2.	Percentage	62%	30%	100%	13%

Foot Note : A – Study room , B – Electricity (Inverter),
C – Books /Guides, D – Others.

Source : ' Primary data '

Analysis of the above table clears that all parents provide books / guides for the self study of students. When parents were asked about the use of books than guide they said that students are using the books during the whole year but at the time of final examination they refer guides only. The analysis also states that more than 60% parents are providing a study room for the students which is very appreciable thing on the other hand it can be seen that 30% parents are providing inverter facility to student also. Other's category from the above table includes special coaching by parents at home or by other personal teachers, computer, internet facility etc. Only 13% parents provide such facilities for home study.

D. Carrier planning for student :

When parents were asked about the carrier planning of student 35 parents (i.e. 67%) said that they have carrier planning for the student. It was again satisfactory conclusion that parents are serious about the carrier planning of the student. It means that though parents are educated and are well aware of the current competitive world they are silent in carrier planning. **Only 23% parents are conscious in carrier planning of the student.**

During the study it was observed that many parents want that the student should follow their traditional business instead of

planning for other carrier. On the other hand parents of girl students were also silent about the planning for carrier of the student because they want to marry there daughter after graduation and so they can't take decision for future.

Here it can be noticed that majority of parents are not serious about carrier planning of the student but some parents are still following traditional thinking ignoring the need for modern thinking which is necessary to survive in today's competitive conditions.

In nutshell, from the analysis of parents' questionnaire based on majority it can be concluded that –

1. Parents are educated and they are ware of modern global world.
- 2. Parents are well aware of irregular attendance of the students.**
- 3. Parents are not serious about participation of students in extra and co-curriculum activities conducted by colleges.**
4. Parents are silent about carrier planning of the student.
5. Parents do not give response to college letters, phones or parents meetings and they are very silent in communication with college.

4.4 ANALYSIS OF TEACHER'S QUESTIONNAIRES :

Teachers are the indispensable part of the education system. They play a crucial role in teaching and learning process. With the help of knowledge and experience of the teachers students can get a perfect guidance to achieve their desired goals. Teachers must do their job impartially and ethically to develop a standardized education system. During the discussion with students and parents it was revealed that college teaching is not satisfactory. To consider the role and opinion of college teachers a separate questionnaire was canvassed for them. The teacher's questionnaire is to be analysed in following four parts -

- 1 - Basic information
- 2 - Information related to college teaching
- 3- Information related to students
- 4 - Additional information and suggestions

4.4.1 Analysis of basic information

The present section deals with the basic information such as educational qualification, nature of job (permanent / C.H.B. / Part time), Teaching experience, Subjects taught etc. The analysis of various points is discussed with the help of following points -

A. Educational qualification :

Educational qualifications of the teacher are very important as there are certain instructions for the appointment of teachers at college level by government and N.A.C.C. A teacher must be well qualified to teach the subject to students. He must have the complete knowledge of the subject that he is going to teach. To study this aspect

researcher has divided the educational qualification of teachers in four categories as shown in the following table –

Table No. 4.22

Educational qualification of teachers

Category	Post graduate	M.Phil	Ph.D	Net / Set	Total
Number	6	4	2	N.A	12
Percentage	50%	33%	17%	N.A	100%

Source : ‘ Primary data ’

From the analysis of above table it is clear that majority of teachers (i.e. 50%) are post graduate only. It can be observed that the teachers having Ph.D. qualification are very low. At graduate level the teachers with higher educational qualification (such as M.Phil / Ph.D. / N.E.T / S.E.T) are expected but in fact it can be seen that the percentage of post graduate teachers is high. There are some teachers (i.e. 33%) which have completed the M.Phil degree. Here it can be said that the selected colleges have a majority of post graduate teachers.

B. Nature of Job :

During the discussion it was observed that, because of government restrictions on appoint of the college teachers, colleges are using teachers on C.H.B basis. The C.H.B teachers generally work in more than one college. There scale is also very low as compared to permanent teachers. From the analysis it was found that out of 12 selected teachers 8 are working on C.H.B and only 4 are permanent. It means that 58% teachers are working on C.H.B and only 42% are permanent.

C. Experience at college teaching :

Experience of teaching helps in understanding the requirement of the students. Experience helps to develop the teaching skill of the

teacher. When researcher analysed the experience of the teachers the following facts were revealed.

Table No. 4.23

Experience of teachers

Category	0-5	5-10	10-15	15 & above	Total
Number	6	1	2	3	12
Percentage	50%	8%	17%	25%	100%

Source : ' Primary data '

From the above table it is found that, majority of teachers (i.e. 50 %) have teaching experience up to five years. There are 25% teachers with an experience of more than 15 years. These all teachers are working on permanent basis. Among these teachers 25% teachers have 5-15 years experience. During the informal discussion with these teachers researcher found that the numbers of permanent teachers are less than the teachers working on C.H.B. Teachers working on C.H.B basis are mostly post graduate only and they have less teaching experience. Teachers said that C.H.B teachers are mostly appointed for optional subjects such as Mathematics, Geography, Insurance etc. but researcher observed that in some colleges C.H.B. teachers were also appointed for compulsory subjects also.

4.4.2 Analysis of information related to teaching

Teaching is a personal skill so it differs from person to person. With the help of this section researcher has collected some facts about teaching methodology followed by college teachers. It is not necessary that a high qualified teacher have good teaching skill. Teaching must be in such a manner that it will be easily understandable to the students. The analysis of this section is done with the help of following points –

A. Number of lectures available as per Time-table :

During the discussion with teachers it was found that as per the governments rule; each subject has allotted four lectures per week. When researcher observed time-tables of all colleges selected from the population it was found that all the colleges are following the government rules. Some teachers said that each subject is allotted 180 lectures for the full year. Here it is clear that each subject is allotted only four lectures per week.

B. Sufficiency of these number of lectures' for syllabus :

When teachers were asked that, Are these number of lectures sufficient for completing the syllabus? The 92% teachers said that these lectures are sufficient for completing the syllabus on the other hand remaining 8% teachers said that these lectures are not sufficient. **Here it can be seen that majority of teachers accept that the number of lectures allotted per subject per week are sufficient for the completion of the syllabus in time, till final examination.**

C. Completion of syllabus in time, till final examination :

When teachers were asked about the completion of the syllabus, 92% teachers said that they complete the syllabus in sufficient time till final examination. Only 8% teachers said that they do not complete the syllabus in sufficient time till examination as the number of lectures allotted to each subjects are not sufficient to complete the syllabus. Especially teachers of scoring subjects such as Accountancy, Mathematics, and Statistics etc said that these subjects require practice and they are practical oriented subjects so these allotted lectures are not sufficient.

Some teachers said that because of holidays, college activities and personal leaves all these lectures are not practically executed. So they said that they are unable to complete the syllabus in time. On the

other hand some teachers said that they complete the syllabus by taking extra lectures also.

Here researcher noticed a contrast opinion about the completion of syllabus in sufficient time till final examination. During the analysis of student's questionnaire and parent's questionnaire it found that majority of peoples said that college teachers do not complete the syllabus. On the other hand majority of teachers are said that they complete the syllabus in sufficient time final examination but some teachers have accepted the fact that they do not complete the syllabus. Here it can be concluded that samples have provided misleading information.

D. Teaching methodology & its approach :

25% teachers said that they follow traditional teaching methodology. 9% teachers said that they follow modern teaching methodology. All remaining i.e. 66% teachers said that they follow both teaching methodology. When they were asked that; what type of modern techniques do you follow? They did not give any clear idea about modern teaching technique. The following table shows detailed analysis of this subject matter.

Table No. 4.24

Modern teaching techniques used by college teachers

Sr.	Category	Projector System	Group discussion	Audio & Video visuals	Field work	Total
1.	Number	N.A	9	2	1	12
2.	Percentage	N.A	75%	17%	8%	100%

Source : ' Primary data '

From the analysis of the table it can be noticed that majority of teachers (i.e. 75%) said that they conduct group discussion; 17% teachers said that they use audio and video visuals and 8% said that

conduct field work. It can be clearly seen that 'projector system' which is the most popular modern teaching technique now a day is not used by any college.

Here researcher found one more contrast between information revealed from student's questionnaire and teacher's questionnaire. Majority of students said that college teachers do not follow any modern teaching technique but on the other hand teachers said that they are using modern teaching techniques.

During the discussion of teaching approach as examination oriented or knowledge oriented, all the teachers said that their teaching covers both the approaches. Teachers said that more than 90% students are examination oriented. There are very few students which are knowledge oriented.

E. Discussion with principal about teaching aspect :

During the discussion with teachers' researcher found that majority teachers do not discuss teaching methodology with principal. There is lack of regular communication between teachers and principal in respect of discussion on teaching matters such as – teaching methodology, evaluation of teaching quality, completion of syllabus etc.

F. Provision of Xerox notes:

In modern teaching & learning process students are provided ready computerised notes either in printed form or as Xerox. These notes play an important role in saving the time from lectures in dictation of these notes. Only 8% teachers said that they provide such type of notes. They said that these notes give a valuable contribution to complete the syllabus in sufficient time till final examination.

G. Home work & its checking :

83% teachers said that they give regular home work to students and 17% teachers said that they do not give any home work to students. All the home work giving teachers said that they check the given home work regularly. Here researcher found the contrast in students' opinion and teachers' opinion. **During the analysis of student's questionnaire 73% students said that college teachers do not give any home work and it was also discovered that 41% teachers among the home work giving teachers check the given home work but here the picture is very different.** Here 83% teachers are giving home work and 100% are checking it.

In short under this section researcher found that according to teacher's point of view-

- a. The lectures allotted to them are sufficient for completion of syllabus.
- b. They complete their syllabus in sufficient time till final examination.**
- c. There is a lack of regular communication between teachers and principal in respect of discussion on teaching matters.
- d. They are following modern as well as traditional teaching methodology.**
- e. They do not provide any Xerox notes and they regularly give & check home work of the students.

4.4.3 Analysis of information related to students

After analysing the information related to teaching researcher is going to analyse the information related to students under this section. Students are the most important factor in teaching and learning process. This section will focus on teacher's opinion related to various aspects of students. Following are the broader heads with the help of which the section is to be analysed –

A. Number of students in each division :

Number of students learning in each division is an important point for the teaching and learning process. There are limitations for one teacher to control the number of students present to lectures. During the discussion 50% teachers said the number of students per division is between 50 to 100 and remaining 50% teachers said that the strength more than 100. The analysis of student's questionnaire also concluded that there are more than 100 students in each division. It means that there is contradiction between teachers' information and information from students; related to actual strength.

During the discussion with teachers researcher noticed that, teachers are unable to control such large students' strength. They said that it becomes very difficult to them to keep personal attention to each student and his presenty because of this strength. According to them if the strength of students per division is reduced, it will help them to do their job more efficiently.

B. Regular presenty of students during each lecture :

83% teachers said that they take regular presenty during the each lectures. The similar facts were discovered from the analysis of student's questionnaires but the percentage of was 51%. Majority of students accepted that college teachers take regular presenty. It can be noticed that 17% teachers are still there who do not take regular presenty which is an unsatisfactory result. **Here it can be noticed that teachers are well aware of presenty / absentee of the students because of regular presenty taken by them.**

C. Presenty of students during each lecture :

When teachers were asked about the estimated percentage of students present to each lecture, 1/3rd teachers said that the presenty is above 70% at the beginning of the year but it reduces rapidly during

the year and comes 20% at the end of the year so they were unable to give an overall average estimated presenty but reaming 2/3rd teachers stated that the presenty of the students is between 50 to 75%. Here it can be seen that teachers have given maximum presenty at 75%. It means that indirectly teachers are accepting that at least 25% students are not present to their lectures.

D. Problem of absenteeism and measures to control it :

The teachers in all six colleges accepted that their college is suffering from the problem of absenteeism of the students in college lectures. Teachers said that because of heavy strength per division, it becomes very difficult to them to keep perfect record of presenty of each student. They have to look after their syllabus and discussion of such topics takes away the valuable time of lecture so they are unable keep a systematic control on the absenteeism. They said that to control overall absenteeism they take following measures -

Table No. 4.25

Measures taken for controlling the absenteeism

Sr.	Category	Informing parents	Punishments	Oral warning	Counseling
1.	Number	9	2	7	4
2	percentage	75%	17%	58%	33%

Source : ' Primary data '

Majority of teachers (i.e. 75%) said that they inform the parents of the students by letter or phone. Teachers said that parents are silent about it and they do not give any response to such letter or phone. Some teachers (i.e. 17%) said that they punish the students by ordering them to leave the class or by restricting them for next few lectures etc. 58% teachers try to control this problem by warning orally to the students on the other hand some teachers (i.e. 33%) counsel

them by informing them about current competition and about their calibers & future prospects. Here researcher noticed that teachers are unable find effective solution to control this problem.

E. Personal attention and extra lectures for scholar or poor study students :

Teacher's main job is to teach the student till he understands the subject matter. Teachers must verify that, the students are getting their teaching or not. For this verification is done by giving personal attention to students present in the lectures. It means by asking questions, passing on comment & involving the students in subject matter etc. **83% teachers said that they give personal attention to each student present in their lecture.** Remaining 17% teachers said that, because of large number of students in each division it becomes impossible to give personal attention to students. They said that they give personal attention to some students who attend their lecture regularly and they contact to parents of such students also.

Here researcher noticed that again there was a contrast between opinion of students and opinion of teachers. **Majority of students said that college teachers do not give any personal attention but on the other hand majority of teachers said that they give personal attention to all students.** It can be noticed that some teachers have accepted the fact but they give attention to regular students.

When teachers were asked about extra lectures taken for scholar or poor study student, 58% teachers said that they conduct extra lectures for scholar as well as poor study students. On the other hand remaining 42% refused about conducting such extra lectures as they didn't get so much time from their regular lectures & extra or co-curriculum activities conducted by college.

Here once again researcher noticed a contrast that, majority students (i.e. 75%) said that college teachers do not take any extra lectures but on the other hand majority of teachers (i.e. 58%) said that they conduct extra lectures.

F. Regular tests/ tutorials/ examinations conducted & its result :

All the teachers said that they conduct regular tests / tutorials / examinations as and when necessary. They said that hardly 25% students attend these examinations as they are not compulsory. Marks obtained in such exams are not considered in final result. They said that only some studious students attend such examinations. They also said that they declare the results of such examination after certain period orally during the lectures. Teachers also said that in case of some very poor results they inform it to the parents of the student but parents are silent on it.

Here researcher found one more contrast that majority of students said that college teachers do not take regular tests/tutorials/ examinations but all the teachers said that they conduct such examinations regularly.

G. Motivation to students :

All the teachers said that they motivate the students for scoring the examination, participating in various extra co-curriculum activities, informing them about various competitive examinations and providing them general knowledge. Teachers said that now motivation of students is very necessary as majority students are not aware of future competition. They are not serious in acquiring knowledge, attending college lectures, attending internal examinations etc. They are following just final examination oriented approach and they must be motivated to change their attitude. Teachers said that students are taking this commerce field very lightly. They think few weeks study before final examination is sufficient. Finally they said this attitude is

damaging commerce field and this problem can be controlled by proper motivation.

H. Joining of private classes by students & its reasons :

All the teachers accepted that above 90% students have joined the private classes. Teachers also pointed out that majority of students have joined the private classes for scoring subjects in commerce faculty such as Accountancy, Mathematics and Statistics. Very few students have joined private classes for other subjects. Researcher noticed that the similar results were found during the students and parents questionnaires analysis. According to teachers following the reasons of joining the private classes by majority of students -

Table No. 4.26

Reasons of students have joined private classes

Sr.	Category	A	B	C	D	E
1.	Number	4	3	7	11	2
2.	Percentage	33%	25%	58%	92%	17%

Foot Note : A – Insufficient college teaching , B – Acquire extra knowledge, C – Scoring in examination, D – For getting ready notes, E - For Chit-chat & enjoy.

Source : ‘ Primary data ’

From the table it can be observed that majority of teachers said that students have joined the private classes to get ready notes. 58% teachers said that they join classes for scrring in examination and 33% teachers accepted that college teaching is insufficient. It is clear that some teacher think that the students have joined classes to acquire extra knowledge but very few teachers accepted that students join the private classes for chatting and enjoy.

Here it can be noticed that all the teachers are accepting that the students have joined the private classes. During the students and parents questionnaire analysis it was found that, insufficient college

teaching was the most popular reason for joining the private classes but only 33% teachers have accepted it.

4.4.4 Analysis of other general information

Researcher has concentrated on the information related to self appraisal of teachers such as - how does the teachers up to date their knowledge, what facilities they use in college, how do they inspect and improve there teaching quality etc. The point wise analysis of this information is as follows -

A. Improvement of knowledge :

All the teachers said that they all are always engaged in improving their knowledge. Reading of books was the main source with the help of which these teachers improve their knowledge. Beside it many teachers said that they are engaged in research work and it also helps them to improve the knowledge. Seminars, group discussions and meetings are also helpful to them in improving their knowledge.

B. Facilities used in college :

All the teachers said that they use all facilities provided by college such as library, cubic's, internet etc. Teachers said that with the help of library facility they get many reference books which they use for preparation of the notes. They use cubic's for reading these notes and preparing themselves for the lectures. With the help of internet facility they get instant information related any subject matter. Here researcher noticed that all teachers are serious in using these facilities provided to them.

C. Inspection & improvement in teaching quality :

Teachers accepted that one type of teaching methodology is not useful for all the students. They said that they change their teaching

techniques as per the requirement and grasping capacity of the students. Some experienced teachers said that, every year they face different type of students and with their teaching experience they control and fluctuate their teaching methodology.

D. Opinion about parents role :

During the analysis researcher noticed that all teachers revealed the similar opinion about the parents in different languages. Teachers think that parents sustain their responsibility only to a certain level. They are not 100% serious about the various matters related to education of the student. They are silent in responding college activities such as parents meeting, personal contacts with college teachers for knowing the educational performance of the student etc. They do not visit or respond to phone calls or letters send to them by college. They are not conscious about the attendance of the student to college lectures. **Teachers said that now a days the problem of absenteeism is growing rapidly and indirectly parents are also responsible for it.**

In short from the analysis of teachers' questionnaires it can be concluded that teachers are accepting that their college is suffering from problem of absenteeism, Students are not serious to college education and they are unable to find effective solution on it.

4.5 ANALYSIS OF PRICIPAL'S QUESTIONNAIRES :

Principal plays a vital role in every education system. To consider the principal's view and opinion, researcher has prepared a separate questionnaire for them. The information is collected from the five principals out of six selected colleges. The information collected from all these principles through questionnaire is analysed in five broader heads which are as follows -

- 1 - General information
- 2 - Information related to attendance of students
- 3 - Information related to college teaching
- 4 - Information related to interaction with students
- 5 - Other information & suggestions

4.5.1 Analysis of general information

The present section deals with the general information related to name, educational qualification of principal, divisions available in colleges, number of teachers etc are to be analysed. The analysis of these various points is explained through following points -

C. Educational qualification :

Principal is a responsible person and leader of education system of particular college. He is one of the higher authorities who have been powered to control and guide the education system of college. The teachers appointed on this position are generally highly qualified and experienced one. To analyse this aspect researcher has divided the educational qualification of principals in four categories as shown in the following table -

Table No. 4.27

Educational qualification of principals

Category	Only Post graduate	M.Phil	Ph.D	Net / Set	Total
Number	2	N.A	3	N.A	5
Percentage	40%	N.A	60%	N.A	100%

Source : ' Primary data '

From the above table it is clear that majority of principals (i.e. 60%) are having Ph.D. It means that in three colleges principals are qualified with highest degree in education system but in remaining two colleges principals are not Ph.D. It can be seen that in remaining colleges principals are post graduate. During the discussion researcher noticed that one of these post graduates principal was working an acting principal.

Researcher also noticed that all the principals are very experienced in the education field. It was also found that 40% principals are providing guidance to M.phil and Ph.D students and they are members of different committees at Shivaji University, Kolhapur. In short it can be concluded that majority of principals are highly qualified and experienced in the education field.

D. Permanent & C.H.B. teachers in college :

The analysis of number of teachers working on permanent basis and C.H.B reveled that in all selected colleges C.H.B teachers have majority on permanent teachers. Principals said that, because of U.G.C rules they are unable to appoint permanent teachers though they have vacancy. This is major reason which causes to majority of C.H.B teachers. They also said that C.H.B teachers are mostly post graduates. These teachers generally work in more than one college and there experience is of 2-3 years only.

E. Number of students in each division :

During the analysis of this aspect majority of principals said that there are more than 100 students in each division. These students are adjusted in grantable and non-grantable divisions. It was also noticed that in some colleges these strength was less than 75 students per division. Principals said that their teachers can handle such large number of students but during the analysis of teachers' questionnaire it was found that some teachers were unable to control and work efficiently because of the large students per division.

4.5.2 Analysis of information related attendance of students

Researcher is going to analyse information related to educational performance of the selected college under this segment. Principal is a very responsible position who is appointed to guide and improve the educational performance of the college. As per expectations of N.A.A.C they should be aware of the student's performance of their colleges to verify this aspect through various points given bellow.

A. Regular presenty at college lectures :

All the principals said that, every teacher of their college takes a regular presenty in each lecture as per expectations of N.A.C.C. Majority of teachers and students also gave the similar response. Here it can be noticed that principals are aware of the importance of regular presenty. This will help them to know the actual regular presenty of the students present to college lectures.

B. Problem of Absenteeism and measures to control it :

All the principals accepted that their college is suffering from the problem of absenteeism of the students to college lectures. Principals said that most students of modern generation are

examination oriented. They are not interested to take a part in any extra activity conducted by college to develop their personality. Principals said that the majority of parents are silent about student's performance at college. They said that to control the absenteeism take following measures are taken -

Table No. 4.28

Measures taken for controlling the absenteeism

Sr.	Category	Informing parents	Punishments	Oral warning	Parents meeting
1.	Number	5	2	4	5
2	percentage	100%	40%	80%	100%

Source : ' Primary data '

All the principals said that they inform the parents of the students by letter. They said that parents are silent about it and they do not give any response to such letter. 40% principals said that they punish the students by ordering them by restricting them for next few lectures, putting their names and role numbers on college notice board etc. 80% principals try to control this problem by warning orally to the students.

All the principals said that they conduct parents meeting to inform this problem and performance of the students to their parents but they said that hardly 10% parents attend these meeting. They said that the parents who are present to such meeting remain silent.

Here researcher noticed that all principals are accepting the problem of absenteeism. They are trying to control this problem but they are unable find drastic solution to this problem.

4.5.3 Analysis of information related to college teaching

Principal is a leader for the teachers teaching at college. It is their responsibility to guide and develop the educational performance of the colleges. As per U.G.C guide lines principals must have an experience of minimum 15 years in the education field. It is because this experience is necessary to guide and it helps them to do fulfill their responsibilities' efficiently. Researcher has analysed this information through following points –

A. Duration of each lecture and number :

All the principals said that each lecture of the college has duration of 50 minutes as prescribed by U.G.C. They said that each subject is allotted four lectures per week and time table of college is arranged in such a manner that in all it provides 120 lectures per year for each subjects as per university expectations. Principals said that these lectures are allotted as per U.G.C guidelines and sufficient to complete the prescribed syllabus by Shivaji University, Kolhapur. They also said that because of leaves and extra activities at colleges some lectures get dropped but these lectures are covered by taking extra lectures if necessary.

B. Evaluation of teaching performance of teachers & regular communication with teachers on teaching matters :

During the discussion all principals said that they evaluate the teaching performance of their teachers. They regularly discuss on teaching methodology followed by teachers and completion of the syllabus in time. Principals said that they follow all the guidelines of U.G.C related to performance appraisal of teachers. Here researcher found contrast opinion from teachers on the same matter. **Majority of teachers said that they do not discuss teaching matters with**

principals but here all the principals said that they have regular discussion on such matters.

C. Teaching methodology followed by college :

All the principals said that they follow traditional as well as modern teaching methodology. **Principals said that they use modern teaching techniques such as - projector system, Audio & video visuals, Group discussions, Seminars, Guest lectures, Study tours, and Field works etc.** They said they fulfill all N.A.C.C expectations in this respect.

Here researcher noticed that all students said that the colleges do not use any modern teaching technique in regular lectures. **Majority teachers also said that they use modern teaching techniques but they did not give any clear information about what techniques do they use regularly.** They just said that they conduct group discussion, field work etc but students replied negatively about it.

D. Verification of completion of syllabus by teachers :

All the principals said that they regularly inspect the progress of syllabus from each teacher and for each subject. They said that all the teachers complete the prescribed syllabus in sufficient time till final exams. They also said that some teachers complete the syllabus by conducting extra lectures when they feel it necessary.

Here researcher noticed similar opinion from teachers. 92% teachers said that they complete the syllabus in sufficient time till final examination but there was a contrast opinion from students. **Majority of the students said that college teachers do not complete the syllabus in time.**

E. Regular tests/ tutorials/ examinations conducted & its result :

All the principals said that they conduct terminal examination each year. They said that as the marks obtained in such exams are not considered in final result, **very few students attend these examinations.** These examinations are conducted to inspect the student's educational progress during the year but they are not compulsory.

They said that only some studious students attend such examinations. Principals said that the teachers declare the results of such examination after certain period orally during their lectures. They also said that in case of some very poor results they inform it to the parents of the student but parents are silent on it.

F. Facilities allotted to teachers :

All the principals said that they provide all necessary extra facilities required for the teachers. They said that in modern days teachers must keep their knowledge up-to-date. To complete this requirement they provide following facilities to the teachers as explained in the table.

Table No. 4.29

Modern teaching techniques used by college teachers

Sr.	Category	Library	Projector System	Audio & Video visuals	Internet
1.	Number	5	5	3	4
2.	Percentage	100%	100%	60%	80%

Source : ' Primary data '

From the analysis of the given table it is found that all the colleges provide library & projector system facility to teachers. During

the discussion with teachers' researcher found that, though all colleges have projector system they do not use it for lectures as it requires manpower to maintain it and it is very time consuming. It was also noticed that all the teachers use library facility regularly for reference & regular books.

Researcher noticed that though 60% principals said that they give Audio & video visual facility but in fact according teachers and researcher's observation this facility is not practically available. The similar response was found in case of internet facility. All the teachers said that though internet facility is available in college teachers are not provided such facility.

4.5.4 Analysis of information related to interaction with students

Students are the main stake holders of the education system. They are the most important factor of teaching and learning process. Principal's interaction is very important with students as they are their educational guide and friend. Principals must have synergy in communication with students. They have to understand there problems and guide them properly to develop their personality and their educational carrier. The analysis of this aspect as achieved through the points given bellow –

A. Communication with students :

Principals said that they keep healthy communication with all students. They regularly contact them after the lectures and during the college time. They have a regular conversation on various educational and personality development matters. They regularly communicate with them and guide them for their bright future. They conduct common lectures for giving them general knowledge and information related to global competitive world. They discuss on various problems of students and give proper solutions to them.

Here researcher found that majority of students said that they do not communicate their problems with principal but on the other hand principals' opinions are very different.

B. Solutions to problems & complaints of students :

All the principals said that as per University Act & expectations of N.A.C.C student's council is organised by college. They discuss and solve various matters related to students through students meeting and council. They said that all such matters are quickly solved by discussion between students, teachers & principal but students' participation to it is not satisfactory.

4.5.5 Analysis of information of other information

Under this segment of other information, researcher is going to analyse various other points such as – role of private classes, reasons for joining the private classes by students, participation of students in extra & co-curriculum activities conducted by colleges, extra facilities provided to students, study tours arranged by college, etc. With the educational knowledge all such facilities are very important for personality and overall development of the students. The analysis of these different points is as follows -

A. Role of private classes :

All the principals accepted that over 90% students of their colleges have joined private classes. Principals said that majority of students are now examination oriented. They get more practice in private classes than college lectures. All the principals accepted that private classes are one of the important stake holders of modern education system. They also play an important role in providing education to students.

B. Reasons of joining the private classes :

As explained above all the principals have accepted that above 90% students have joined the private classes. Principals also pointed out that majority of students have joined the private classes for scoring subjects in commerce faculty such as Accountancy, Mathematics and Statistics. Very few students have joined private classes for other subjects. Researcher noticed that the similar results were found during the analysis of student's, parent's and teacher's questionnaires. According to principals following the reasons of joining the private classes by majority of students -

Table No. 4.30

Reasons of students have joined private classes

Sr.	Category	A	B	C	D	E
1.	Number	2	1	4	5	2
2.	Percentage	40%	20%	80%	100%	40%

Foot Note : A – Insufficient college teaching , B – Acquire extra knowledge,
C – Scoring in examination, D – For getting ready notes,
E - For Chit-chat & enjoy.

Source : ' Primary data '

From the table it can be observed that majority of principals said that students have joined the private classes to get ready notes. 80% principals said that they join classes for scoring in examination and 40% principals accepted that college teaching is insufficient. It is clear that some principals (i.e. 20%) stated that the students have joined classes to acquire extra knowledge but few (i.e. 40%) principals said that students join the private classes for chatting and enjoy.

Here it can be noticed that all the principals are also accepting that the majority of students have joined the private classes. During the students and parents questionnaire analysis it was found that,

insufficient college teaching was the most popular reason for joining the private classes but only 40% principals have accepted it and the similar opinion was analysed through teachers questionnaire as 33% teachers accepted it.

C. Participation in Co-curriculum activities :

Researcher noticed that all colleges conduct co-curriculum activities which play a vital role in personality development of the student as per the expectations of N.A.C.C. All the principals said that college provides various activities to students but the majority of students are not interested to participate in such activities. They don't know the importance of such activities in personality development. They said that only 40% students participate in such activities and a proper motivation is necessary to bring awareness between them about the importance of participation in such activities.

D. Industrial tours & Job placement provided by college :

80% principals said that they arrange study tours to various industries, banks etc to provide practical knowledge to students. They said that practical knowledge is very important to motivate student and it aware them with significance of theoretical knowledge.

60% principals said that they provide job placements in various private business institutions, Companies and Banks etc. They said that they also provide earn & learn scheme for the students who are interested to do the jobs with educational carrier.

Here researcher noticed a contrast opinion from students and principals. 77% students said that the colleges do not conduct study tours and 75% students said that they don't have any job placement facility from colleges but principals are opinions are different.

In brief, from the analysis of principals' questionnaire it can be concluded that, **all the colleges are following guidelines of U.G.C & N.A.A.C. on papers but the practical implementation of it is not satisfactory. They are accepting that colleges are suffering from problem of absenteeism of students to college lectures. They are unable to find effective solutions to control this problem.**

In the present chapter researcher has analysed all the collected data. After the analysis and interpretation researcher has drawn certain conclusions. Researcher has suggested some useful suggestions on the basis of this study. All these conclusions and suggestions are to be discussed in next chapter.