CHAPTER V

CONCLUSION

5.01 Introduction

In this chapter, the researcher attempts to give a panoramic view of the entire thesis. Chapter I presents the introduction. Women have been invisible during the pre-independent period in India. Whereas in the post-independent period, Indian women have realized that equal rights with men could be possible through education.

Higher education being a source of empowerment attracts major population of women. To meet the demand, the government had permitted private managements to start colleges. The Christian missionaries, besides their religious functions felt the need to contribute to the development of rural women. Hence, by the motivation of Rev.Fr.Louis Savenian Dupuis, the Franciscan Sisters of the Immaculate Heart of Mary started Idhaya college of Arts and Science for women on 24th, July, 2004 in an undeveloped village called Pudupalayam near Thiruvannamalai. The primary aim of the college is to provide quality education to the poorest of the poor women in this area. The college attempts to develop academic excellence, soft skill, overall personality, creative thinking, aptitude and character building based on spiritual and moral values. ‘Born to Win’ is the motto of the college which reflects the target planned to be achieved, that is to make women in this area self reliant and face the realities of life confidently. There is a global competition in the employment market. Hence the institution is expected to produce suitable human resources, which could fulfill the requirement of the employer. The word ‘Quality’ in education is a recent global concept. In India NBA, NAAC and UGC monitor the quality of education and provide necessary funds for the development of higher
Naturally, special emphasis is laid on maintaining quality in education in all the educational institutions.

The education provided to the poor rural women students should be quality oriented. The researcher felt the need to make a study on quality assurance. Hence the topic for research is framed, thus: **Availability, Accessibility and Assurance of Quality Education in Idhaya College for Women**

In chapter II, a consolidated review of related literature is attempted. The researcher has grouped the reviews under three headings namely, studies on availability, accessibility and quality assurance. **Stewart, Robert Grishan (1996)** in his study on “Key Process Benchmark for Continues Improvement in Higher Education” highlights nine key points to be implemented to achieve quality in education. He lays special emphasis on resource acquisition and development. Availability of resources is one of the major criteria to assess quality. **Gupta, S.K (1990)** in his study on “Teaching Learning Process in Higher Education, Indian Educational Review” underlines the need for the availability of teaching resources and infrastructure facilities to optimize teaching. **M.R.Kurup (2006)** views that one of the most important areas for the managements is to concentrate on developing infrastructure facilities, which includes wide range of students support services. **Srinivas,G.(2004)** in his study on SWOT analysis of Assessment and Accreditation Process , evolves quality indicators in education which includes criteria for admission, student aid, students result, research, number of working days, library and infrastructure. To sum up, the availability of infrastructure facilities which includes wide range of services forms an important dimension for quality assurance.
Availability of resources and infrastructure should be complemented with accessibility. The major problems with regard to accessibility are i) facilities available but not permitted to be used for some reasons and ii) resources available but the faculty and students do not use them. In both the cases, the quality of education gets deteriorated. Curits, Stephen M, Gay, Judith, Griffin, Mary, et al (1997) in their study on “Leadership Institute: Developing leaders and maintaining Access “ conclude that success in community college of Philadelphia’s during the first forty years could not be sustained as accessibility to affordable education was not possible. The study explains that the facilities and resources were not accessible to the stakeholders. Gupta S.K (1990) in his study points out that the teaching learning resources should be made accessible to the students and faculty. He groups library, laboratory, radio, TV and films under teaching learning resources, He also emphasizes that for effective maintenance of quality, accessibility to these resources is necessary. Surya Rao,U.and Surethiran,N (2004) in their study point out that print and non print instructional resource should be accessible to the faculty for effective teaching. They focus on the accessibility to instructional resources which would be helpful to the faculty to strengthen their class room teaching.

Mishra,Sanjay (2006) in his study on “Quality Assurance in Higher Education, an Introduction” mentioned that inputs in educational system-physical and human resources enhance the quality of education. Thus the authors and researchers have emphasized that accessibility to the resources is another major criteria to ensure quality in education.

The authors and researcher scholars find the term “Quality in Education” difficult to define. Till 1991, quality movement embraced shift in meaning from ‘excellence’ to ‘fitness for innovation and continuous improvement purpose’. Mclagan Particia, (1991) finds the key aspect of
quality. She opines that continuous improvement is an indicator of quality assurance. **Miller, Richard.I (1996)** in his study on the Quality Movement in Higher Education in the U.S suggests that colleges and universities could be traditional model instead of Deming’s 14 points, the Malcolm Bolridge National Quality Award, ISO 9000 series. **Koupsov.o, Tatur.y, (2001)** studied quality assurance in Russian higher educational institutions identify six criteria which form the quality assurance system. It includes admission, course program, teaching staff research, teaching learning process and other various mechanisms of quality assessment.

Thus the writers and researchers have conducted many studies in each country and attempted to formulate suitable criteria for the assessment of quality in education. The researcher, having gone through the studies relating to the topic finds that the rural colleges have evaded adequate research focus. Hence she has chosen the topic for her study. Chapter III deals with research methodology.

**5.02 Need for the study**

Women have been considered an inferior social status. They face not only gender discrimination of various degrees and types at different levels, but also suffer the most from sexual harassment. All these factors coupled with the low female literacy rate, lack of self image and self confidence. Education of women can instill faith in them and prepare them to face challenges in life. At present, there is an increasing awareness at all levels on the need to empower women in order to raise their status. It is strongly believed that providing education to women will bring about the desired changes. Since Idhaya college for women is located in a remote village, a study of the quality education offered is necessary to find out the impact of establishing the institutions and to take further steps.
5.03 Significance of the Study

Idhaya College for Women has completed eight years in rendering educational service to the women in this area. Considering the poor financial status of the people and the helpless women students, it is necessary to provide quality education to them. In all these eight years the institution has concentrated on the different dimensions of quality. Hence a study of the availability of infrastructure, study material, teaching aids etc. and the accessibility of these facilities is undertaken, so that the quality could be established. In the present context the study is significant because quality assessment serves as a guideline to take remedial measure and to plan further steps to improve quality of education in future.

5.04 The study is undertaken with the following objectives:

1. To find out the views of the Students, Faculty and Administrative staff on (i) Curriculum, (ii) Teaching, Learning and Evaluation, (iii) Research, Consultancy and Extension, (iv) Infrastructure and learning Resources, (v) Student Support and Progression, (vi) Governance and Leadership and (vii) Innovative practices.

2. To identify whether there is any uniformity in the views of the Students, Faculty and Administrative staff on (i) Curriculum, (ii) Teaching, Learning and Evaluation, (iii) Infrastructure & Learning Resources and (iv) Student support & progression.

3. To find out whether there is any significant difference in the views of Students, Faculty and Administrative staff on (i) Curriculum, (ii) Teaching, Learning of Evaluation, (iii) Infrastructure & Learning Resources and (iv) Student support & progression.
4. To identify whether there is any significant difference between Students and Faculty on (i) Curriculum (ii) Teaching, Learning and Evaluation, (iii) Student Support & Progression.

5. To find out whether there is any significant difference in the views of Students and Administrative staff on (i) Teaching, Learning and Evaluation and (ii) Student Support and Progression.

6. To find out whether there is any significant difference between the views of Faculty and Administrative staff on (i) Teaching, Learning and Evaluation, (ii) Research, Consultancy and Extension and (iii) Governance & Leadership.

5.05 Further the researcher has formed the following hypotheses:

1. There is significant difference in the views of the Students, Faculty and Administrative staff on (i) Curriculum (ii) Teaching, Learning and Evaluation (iii) Infrastructure and Learning Resources and (iv) Student Support and Progression.

2. There is significant difference in the views of Students, Faculty on (i) Curriculum, (ii) Teaching, Learning and Evaluation and (iii) Student Support and Progression.

3. There is significant difference in the views of Students and Administrative staff on (i) Teaching, Learning and Evaluation and (ii) Student Support and Progression.

4. There is significant difference in the views of Faculty and Administrative staff on (i) Teaching, Learning and Evaluation, (ii) Research, Consultancy and Extension and (iii) Governance and Leadership.
In order to realize the objectives and test the hypotheses the researcher adopts case study method. The case study is very helpful to develop insight into the basic aspects. After careful re-reading of the criteria of quality specified by Indian monitoring agencies such as NAAC, NBA, UGC, AICTE and other agencies in foreign countries like USA, UK and Russia, the seven dimensions of quality namely, Curriculum, Teaching, Learning and Evaluation, Research & Consultancy, Infrastructure & learning Resources, Student support & progression, Governance & leadership and Innovative practices are identified. In addition, the key units of each dimension are also listed. Based on the dimensions and key units, the research tool is developed. The tool contains statement for which the respondents will give YES/NO response. The validity and reliability of the research tool are ensured. The tool is administered to three categories of subjects-the students, faculty members and administrative staff. Data is collected from 350 students 50 faculty members and 10 Administrative staff.

The frequency of YES/NO responses are calculated and the percentage of frequency is tabulated. To facilitate a comparative study the frequency of the responses and the percentage of frequency given by i) students faculty and administrative staff ii) students and faculty iii) faculty and administrative staff and iv) student and administrative staff are tabulated. Also, chi-square value is computed and presented.

In chapter IV present the scheme of data analysis. The researcher adopts three phase data analysis. In the first phase, the frequency of the views of all the three categories of the subjects and the percentage of frequency of response are tabulated. In the second phase, a comparative study of their views is attempted and in the final phase chi-square value is calculated to find out whether there is significant difference in the views of
students, faculty and administrative staff. The findings are consolidated and presented in this chapter.

5.06 Findings

5.06.1 Availability

1. The institution makes the objective of the curriculum clear to the students. In addition, the students are clear about the vision and mission of the college.

2. The under privileged students are given priority in admission and the socially backward and economically weaker students are given scholarship / fees concession.

3. Special classes and remedial classes are conducted for the weak and slow learners. Besides, the students are trained in soft skill.

4. The students participate in extra-curricular activities viz. NSS, RRC, YRC and SHG.

5. Adequate classrooms, laboratories, furniture, internet, software, photocopier, canteen, toilet and rest room facilities are available in the college.

6. The facilities such as transport, generator power backup and clean drinking water are available adequately in the college.

7. Special consideration is given to the physically challenged students, sports personnel, rural students and students from weaker section of society in admission.

8. Students support facilities such as healthcare and water facility are available in the campus.
9. Adequate number of computers, OHP/LCD, PA system, Microphones is available to the staff and students.

10. Facilities such as telephone, bus, health care, generator and clean drinking water facilities are available in the hostel.

11. Adequate funds are available to equip and maintain the laboratories. Sufficient funds are available for the payment of monthly salary to the teaching & non–teaching staff.

12. Adequate funds are allotted by the management towards internet facility, additional buildings facility, prizes and purchase of books, Journal and magazines.

13. Records relating to the budget allocation, office correspondence, students and staff profile, community services and collaborative programs are maintained in the college office.

14. Adequate supporting staff is available.

15. The teachers conduct special classes and remedial classes for the slow learners.

16. Additional faculty is appointed for extra coaching to students. Adequate faculty members are appointed for effective teaching.

5.06.2 Implications of the Findings - Availability

The management makes vision, mission and motto of the college clear to the students, faculty and administrative staff. This step motivates all the three groups to work towards achieving the goal. The availability of adequate infrastructure facilities and human resource indicate that these facilities would help in improving the quality of teaching and learning. Availability of technology based teaching aids in the college campus implies
that the institution attempts to keep pace with the changing times in fulfilling the expectation of the academic community and the stakeholders. The college, being located in an undeveloped area pays due attention to the slow learners the physically challenged, rural students, economically poor students and the socially backward class. The institution is also helpful to the village community. It implies the concern of the students, faculty and administrative staff for the poor and the down trodden people. In budgeting, the management’s careful planning is reflected in the findings. Availability of human resource for teaching and other works accelerate the progress of curricular, co-curricular and extracurricular activities.

The findings also imply that the institution has to focus on recruiting fully qualified faculty and publication of research articles in journals and magazines. The faculty should concentrate on doing research.

5.06.3 Accessibility

1. The institution provides teaching learning resources viz. Computers, LCD, OHP and Internet for use in the class room.
2. The facilities such as library, transport, laboratories and equipment are accessible to the students.
3. The college gives freedom to the students to choose the course of study.
4. The students adopt the nearby villages and participate in the literacy camps.
5. The students take part in the community development programmes and they are helpful to the neighboring villagers.
6. The teachers use modern technology and utilize teaching and learning resources.
5.06.4 Implications of the Findings - Accessibility

Quality of teaching and learning could be ensured only if the available resources and manpower are accessible to students and faculty. The findings reveal that the teaching learning resources are used by the students and faculty in the classroom. Further, transport, hostel and internet facilities are accessible to the students and faculty. The management, the faculty and the administrative staff help the students in utilizing the resources. The students approach the poor and villagers to develop and strengthen their relationship with them. This implies that the students update themselves with the problems of the people so that they can uplift them in future. In the present situation motivating the students to help the rural people would pay rich dividend in future.

5.06.5 Quality Assurance

1. The answer script is valued and the feedback on performance details is informed to the parents/guardians.

2. The faculty takes special efforts to improve student’s communication skill. The students are given training to attend interviews and participate in group discussions.

3. The teachers use interactive method in classroom teaching.

4. The alumni meet every year in the institution.

5. The alumni guide their juniors on employment and training and the former suggest their ideas for the development of the institution.

6. Guest lectures, seminars and competitions are arranged to encourage the students.

7. The use of modern technology makes teaching very effective.
8. Parents are kept well informed regularly about the academic performance of their daughters.

9. Special efforts are taken by the faculty to improve the slow learners.

10. The faculty members are appointed based on merit and adequate number of faculty is available.

11. The student’s feedback forms on the quality of teaching are obtained from the students.

12. University examination results are discussed in the faculty meeting to take follow up action to improve the academic performance of the students.

13. Participatory administrative system is adopted in the academic and students matters.

14. The faculty members are encouraged to do research and improve educational qualification and attend seminars and workshops.

15. The grievances of the students on the method of valuation are informed to the faculty.

16. The administrative staffs join with faculty in decision making on various issues. This indicates the co-ordinate efforts of the faculty and administrative staff in decision making.

17. The scholarship money received from the Government is disbursed entirely to the students.

18. The students who complete the course in this institution get placed. The students prefer to be placed in software industries.
19. The under privileged students are given special consideration. Besides, concession in fees, scholarship is provided to backward and economically weaker section of the society.

20. The academic calendar is prepared at the beginning of the academic year.

21. The faculty guides the students in extra-curricular activities. The students adopt nearby villages to improve the rural poor. The students are encouraged to participate in sports and games.

22. The college attempts to solve the grievances of the village community. The officials are contacted to help the rural poor. The college helps the physically challenged people in the villages.

5.06.6 Implications of the Findings – Quality Assurance

With regard to teaching, the faculty use modern technology in the classroom and they adopt interactive method of teaching. In other words, the teachers follow student centered teaching which implies the quality of teaching and learning. Periodical tests are conducted and the outcome of the test results is communicated to parents. It implied that the institution fulfils the expectation of the stakeholders. Parents-institution contact implies that the management attempts to streamline the activities of the students achievement-oriented. The conduct of workshops and guest lectures imply the step towards research. Alumni meet, grievance redressal, counseling, participatory administration, placement efforts and recruitment based on merit imply the institution’s efforts to maintain quality in education.

5.07 Summary of the Findings

The management explains the vision, mission and motto of the institution to the students, faculty and administrative staff and they are clear.
about it. The objective of the curriculum is reflected in teaching so as to fulfill them. Adequate funds are allotted in the budget for the procurement of instruments, software, books and journals. Further, for maintaining the labs, computers and vehicles, money is allotted. Classrooms, laboratories, furniture, internet, photocopier and canteen facilities are available in the college campus. Modern teaching aids are also available. Availability of these facilities reflects the quality of education.

The rural poor, physically challenged, weaker section of the students and sports personnel are given priority in admission. They are given fee concession and scholarship. This is helpful to the students who belong to the above categories to pursue their studies. The student service support in the form of scholarships to the weaker section is essential.

Special classes and remedial classes are conducted for slow learners. The feedback from the tests and examinations are communicated to the parents. Sufficient funds are allotted for all the developmental activities. The students are encouraged to participate in co-curricular and extracurricular activities. The village community is paid due attention by the institution and the students. Documentation of the activities and office proceedings and the record maintenance are done systematically by the administrative staff. Sufficient number of faculty members and supporting staff are available. Thus the availability of infrastructure facilities and human resources ensures the quality of education provided in the institution. The learning resources such as computers, internet and LCD/OHP are accessible to the faculty and students. Accessibility to the resources indicates the quality assurance.

Evaluation of answer scripts and the remedial teaching strengthens teaching and learning. The findings reveal that the outcome of the tests and examinations are communicated to the parents. The feedback of the students
on the questions used for testing are obtained and communicated to the teachers. Grievances of the students with regard to evaluation are clarified with the faculty. Special preference is given to the socially weaker section, sports personnel and the physically handicapped and rural poor students. With regard to research, the management encourages the faculty to do research and attend seminars and workshops.

Training is given to students in soft skills, Communication skills which help them to find placement. Participatory administrative system and collective decision making are adopted in the institution. Developmental activities are undertaken in the nearby villages and steps are taken by the institution and students to solve the grievances of the village community. The institution’s involvement in community development indicates quality assurance in the college.

5.08 Recommendations

The study reveals the areas in which adequate focus should be given to ensure quality in Idhaya College for women. The recommendations are given below:

- The faculty should prepare teaching aids such as slides, charts for effective teaching.
- Fully qualified faculty may be appointed.
- Facilities such as photocopier and canteen should be improved.
- Peer learning can be encouraged.
- The slow learners should be helped and encouraged to perform better in their academic subjects.
- Scholarship and financial assistance may be given to the poor students in time.
5.09 Suggestions for further Research

After conducting a research study in Idhaya College for Women, Pudupalayam, the researcher views that the following research studies would be fruitful:

- A Study of the Parents’ feedback on the Quality Assurance in Idhaya College.
- The Impact of Co-curricular Activities on Women Students’ Personality in Idhaya College.
- A Correlative Study of the Faculty Members Qualification and its Impact on the Quality of Teaching in Idhaya College.