



**A STUDY ON THE STATUS AND PROBLEMS OF WOMEN
IN HIGHER EDUCATION IN NAGALAND**

**THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

BY

MENUOKHRIENO CHALE

Ph.D. REGN. NO. Ph.D./EDU/00098 w.e.f. 16/8/2017

**DEPARTMENT OF EDUCATION
SCHOOL OF HUMANITIES AND EDUCATION**

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Ph.D. Regn. No. Ph.D./EDU/00098 w.e.f. 16/8/2017

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Submitted

**In partial fulfillment of the requirements for the Degree of Doctor of
Philosophy in Education of Nagaland University**



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NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

(A Central University established by an Act of Parliament No.35 of 1989)

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SUPERVISOR'S CERTIFICATE

This is to certify that **Menuokhrieno Chale** bearing **Regn. No. Ph.D./EDU/00098 w.e.f. 16/8/2017**, Ph.D. scholar of the Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland has worked under my supervision. Her study entitled, **“A Study on the Status and Problems of Women in Higher Education in Nagaland”** is her genuine work. The data collected by her is original. It is also certified that the work has not been submitted for any degree either in part or full to this university or any other institutions. The thesis is ready and fit for submission and may be placed before the examiners for consideration of award of the Degree of Doctor of Philosophy (Ph.D.) in Education in this University.

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DECLARATION BY THE CANDIDATE

I, **Menuokhrieno Chale**, research scholar bearing **Regn. No. Ph.D./EDU/00098 w.e.f. 16/8/2017**, do hereby declare that this thesis entitled, “**A Study on the Status and Problems of Women in Higher Education in Nagaland**” is my own original work carried out under the supervision of **Dr. Neizo-ü Mero**, Assistant Professor, Department of Education, Nagaland University (A Central University). The work embodied in this thesis has not previously formed the basis for the award of any degree in any other university or institute.

This thesis is being submitted to Nagaland University for the award of the Degree of Doctor of Philosophy (Ph.D.) in Education.

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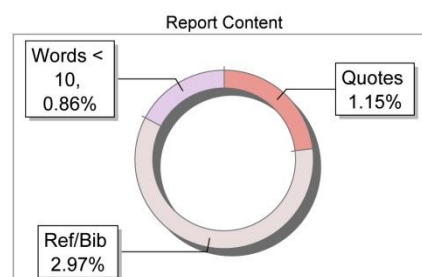
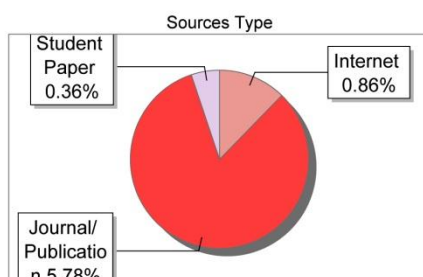
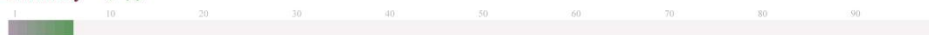
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CHAPTER – I

INTRODUCTION

1.0. INTRODUCTION

“Knowledge is power. Information is liberating. Education is the premise of progress in every society, in every family”, Kofi Annan. Education is a vital instrument in bringing about transformation and development in the vast changing society. Man is by nature a social animal and it is through education that the human animal is transformed into a rational being. It shapes and molds the behavior of the individual into a desirable manner and enables him to adjust with its surroundings. It acts as a torch of knowledge, illuminating the darkness and enabling us to see beyond, thereby, liberating us from the world of ignorance. Education helps to acquire the individual with essential skills and information that are required for developing a nation. It instills in the individual the essential skills and abilities that are required to live a productive life (Siddiqui, Mujibul hasan, 2019). An individual imbibed with sophisticated knowledge can transform the society and bring forth a progressive nation. A country / nations’ progress and development are determined by the quality of education provided. Therefore, it becomes essential that the right kind of education is provided to the people.

“Education is the most powerful tool which you can use to change the world”, Nelson Mandela. It is a key instrument for bringing about transformation and strengthens the nation in every aspect and acts as the backbone of a nation. Therefore, education acts as a vital instrument that brings about social, cultural, political and economic change. It not only brings about behavioral and character transformation but also transforms the nation to a developing and progressive one. Thus, the quality of education provided in the institution determines the strength of a nation.

1.1. HIGHER EDUCATION

Higher education pertains to all form of learning after secondary education, which is provided by higher level learning institutions like Colleges and Universities or other equivalent institutions which provide formal learning, training or short-term courses and research activities either through regular classes or by correspondence using information technology. The primary goal of higher education is to disseminate comprehensive and specialized knowledge and skills, thereby producing expertise and specialist in different walks of life. It provides people with the essential competencies required for the sustenance and growth of the nation. Additionally, higher education aims to inculcate in

the individual the right kind of values, and leadership, thereby, promoting social justice and equality (Gupta, 2003) which is vital for the advancement of the nation. It also contributes to the society with proficient human resources specialized in different fields like arts, agriculture, science and technology, medicine and other professional areas which are essential for national progress and development.

Education, which acts as a pre-requisite for progress also serves as a vital instrument "in unlocking the doors of development and modernization, and this is particularly true in respect of Higher Education" (Powar, Panda, 1995, p.3). It is the highest level of the educational pyramid and plays a vital role in advancement of the 'human civilization' and development of the nation. It equips the individual with essential knowledge and skills, thus, producing efficient and competent human resources who can contribute significantly towards national development. As stated by the National Policy on Education 1986, "Higher Education provides people with an opportunity to reflect on the crucial social, economic, cultural, moral, and spiritual issues facing humanity. It contributes to national development through the dissemination of specialized knowledge and skills. It is, therefore, a crucial factor for survival" (Gupta, 2003, p.73). The vast changing society demands for skilled and competent human resources and these needs can be met only through higher education. As the world changes, it has become imperative that we arm ourselves with advanced information and competencies so as to upgrade the socio-economic standard of our nation thereby alleviating poverty.

With the world constantly evolving and the needs and demands of our society shifting, there is a need for efficient and skilled human resources such as teachers, doctors, scientist, technicians, engineers, administrators, politicians which not only play a pivotal role in uplifting our society but also in generating national income, ultimately contribution to national development. And all of this can be achieved through higher education as it helps in the development of the individual and the nation as a whole. It equips the individual with sophisticated knowledge and skills, enabling them to think critically and reflectively. It aims at inculcating values of democracy, equality, liberty, fraternity and social cohesion in the individual, eventually producing responsible and right-thinking citizens who can significantly contribute towards the growth of the nation. The quality of human resources produced is directly linked to the quality of instruction provided in the educational institutions. Higher education, which stands at the apex of the educational pyramid, is responsible for producing significant and required competencies for carrying out different human activities such as administration, business, industry, health, agriculture, and communication all of which significantly contribute to the advancement of

the nation. Stressing on the significance of higher education, the World Bank (1994) states, “Higher education is of paramount importance for economic and social development. Institution for higher education has the main responsibility for equipping individuals with the advanced knowledge and skills required for positioning of responsibilities in government, business and the profession”. Moreover, UNESCO (1995) has also stated, “State and society must perceive Higher Education, not as a burden on federal budget but as a long- term domestic investment, in order to increase economic competitiveness, cultural development and social cohesion”. Both the World Bank (1994) and UNESCO (1995) points out the significant role of higher education towards fostering economic, social and cultural development along with social cohesion.

1.1.1. OBJECTIVES OF HIGHER EDUCATION

Higher education is an important aspect of the modern society. As youths are considered as nation builders and the future of the country is dependent upon them, therefore, there is a need for growth of education particularly at this level of education. A key objective of higher education is promoting individual welfare and national development. It aims to provide knowledge in the individual, inculcating high standards of conduct and behavior and promote critical and reflective thinking. Pandit Jawaharlal Nehru, the first Prime Minister of India, in his special convocation at Allahabad University expressed, “A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the onward march of the human race towards even higher objectives. If the universities discharge their duty adequately, then it is well with the nation and its people.” (Gupta, (1993, p. 21).

The objectives of higher education, as enumerated by the Education Commission of 1964-66 are given as follows:

1. To seek out and foster new knowledge and to fearlessly and strenuously engage in the quest for truth and to elucidate traditional knowledge in the context of new knowledge and discoveries,
2. To provide good leadership in all areas of life, to recognize young talented individuals and to help them unlock their full potential by fostering physical fitness, enhancing their mental capabilities and nurturing positive attitudes, interests and moral and intellectual development,
3. To provide society with men and women of competencies who are trained in arts, medicine, agriculture, science and technology and various other professions, who are proficient individuals, instilled with a sense of social purpose,

4. To seek to promote equality and foster social and cultural diversity through dissemination of education and
5. To foster in the teachers and students and through them in a society generally, the attitudes and values needed for developing the 'good life' in individuals and society. (Deka, B. 2014, p.4-5)

The National Education Policy 2020 has replaced the 34 years old National Policy on Education 1986, and it focuses on Access, Equity, Quality, Affordability and Accountability, directing towards transforming India into a vibrant knowledge society. The policy aims towards a more holistic, flexible and multidisciplinary approach in education which is in tune with the needs of the 21st century, while also aiming to bring about distinctive abilities in the students. The objectives of higher education as laid down by the NEP 2020 are as follows:

1. To provide comprehensive and multidisciplinary education to the students that encourages learning across different fields and integrates knowledge from diverse disciplines.
2. To foster creative thinking and critical thinking abilities in the students, while also focusing on inculcating problem-solving abilities so as to enable them in making logical decisions and promote innovation.
3. To equip students with essential living skills like communication, collaboration teamwork, and resilience.
4. To instill in the individual strong moral principles and values, focusing on fostering qualities such as empathy, respect for others, cleanliness, courtesy, a democratic spirit, a sense of service, respect for public property, scientific mindset, liberty, responsibility, pluralism, equality, and justice.
5. To develop research driven mindset among students, encouraging them to take part in research efforts that are crucial for the growth and development of education.
6. To facilitate education, making it more equitable and attainable to students from all backgrounds, particularly those from disadvantaged groups with a special emphasis on SEDGs.
7. To provide students with flexible learning options, allowing them to choose their pathways based on their field of interest.
8. Mainstreaming vocational education by integrating it into the educational system and providing requisite vocational skills and practical knowledge to the students so as to prepare them for the workforce.

9. To facilitate internalization of education through institutional collaborations and academic exchange program, while also granting access to other top-ranking Universities for opening campus in the country (Ministry of Education, 2020).

Thus, the objectives mentioned in view of the above commission and policy emphasizes the need for promoting core human and constitutional values, cultivate interest and potentials, while also fostering creative thinking abilities, aiming towards the overall development of the individual. Further it also advocates for making education equitable and accessible for all, highlighting the need for policy makers and educational planners to formulate policies which will foster the holistic development of the individual, enabling them to become responsible and contributing members of the society.

1.1.2. ROLE OF HIGHER EDUCATION

For any nation to prosper and stay at par with other developing nations, it is crucial for its citizens to be well equipped with sophisticated knowledge and equipment. In that regard, the role of higher education becomes significant for a progressive and developing nation. Higher education is essential not only for disseminating knowledge and information to the individual but also for inculcating in the individual the essential values which helps reform conduct, behavior and develops personality, enabling them to become men and women of integrity. Through the years, higher education has played a pivotal role in equipping the individual and making them expertise in different fields, further contributing to nation's development, however, there are still more that needs to be done. A nation's advancement and development heavily rely on the quality of the people that is produced and higher education institutions today should aim towards educating men and women who will promote the nation's progress to the highest attainable level. The changing landscape of our society demand for more educated, intellectual, responsible citizens and leaders who can contribute towards the welfare of the nation and strengthen its economy, thereby, leading to the upward mobility of the nation. Universities are the centers of higher learning. 'The prosperity of the country is linked with the University. A vicious university is like a contaminated fountain which is bound to imperil the health of those who drinks from it. The fate of a nation is shaped and molded in the University'. Higher educational institutions play vital role in achieving the targeted goal. Colleges and universities are the principal centers of higher learning (Deka, B. 2000, p.2) from where progressive, intellectual and responsible leaders can be brought about. Today, the world is evolving and directing towards modernization, therefore, there is a need for better sophisticated human

resources, people who are trained and skilled in different fields to meet with the advancement of the world.

1.2. HIGHER EDUCATION IN INDIA

Indian Higher Education comprises of all higher learning institution including colleges and universities, where awarding of degrees is done by the universities. It covers all post- secondary education including both general and professional course and it comprises of three levels, namely- the Bachelor's degree (under graduate), Master's degree (Post graduate) and the Doctoral program. The entry into higher education starts at the age of 18 years (Agarwal, P. 2009).

Indian Higher Education System is currently the third largest in the world, only next to China and the United States (World Bank, 2007). The University Grants Commission is the main governing body for higher education. It was established in 1956 by the Department of Higher Education, Ministry of Education, Government of India, and it enforces the standards and maintains the quality of higher education, advises the government and facilitates coordination between the Centre and the State. Since Independence, Indian higher education has witness tremendous growth in terms of institutions and enrollment of students. The support from the University Grants Commission (UGC, GoI), in designing programmes and implementation of numerous schemes through academic, administration and finance, has contributed immensely in the advancement and expansion of higher education in India. As per AISHE 2021-22 report, Indian Higher Education has a total of 1168 Universities, with 662 Government managed Institutions (Central Government: 239, State Government: 423), 10 Government-Aided Deemed Universities and 662 Private managed Institutions. Out of 1168 Universities in the country, there are 17 Universities exclusively for Women which show an improvement as against 11 in the year 2014-15. As per this report, there are also a total of 45,473 colleges registered under AISHE affiliated to 314 Universities. With the expansion of educational institutions, there has been a corresponding rise in the enrollment of students in higher education across various levels in India which is detailed in the table below.

Table No. 1.1*Gender- wise Distribution of student in Higher Education in India*

Course	Male	Female	Total
Ph.D.	113932	98636	212568
M.Phil.	3393	6127	9520
Post Graduate	2325040	2892713	5217753
Under Graduate	17854294	16284939	34139233
PG Diploma	130028	104755	234783
Diploma	1860546	1055899	2916445
Certificate	40558	36742	77300
Integrated.	248598	211981	460579
Total	22576389	20691792	43268181

Source: All India Survey on Higher Education AISHE 2021-22, p. T-43.

The data in the above table illustrates that the highest number of students enrolled is at the undergraduate level throughout India. Besides, the overall enrollment in higher education has risen to approximately 4.33 crores in the 2021-2022 academic years from 3.85 crores in 2019-2020. Currently, there are 4.33 crores students in higher education, with 2.26 crores (52.18%) being male and 2.07 crores (47.82%) being female.

1.3. WOMEN IN HIGHER EDUCATION IN INDIA

Higher education is an indispensable resource for women empowerment. It fosters higher thinking order among women, enabling them to examine complex situation, think critically, and develop sound logical reasoning. Such advancement and developments are crucial for women both for their personal growth as well as societal progress (S.Maria, J.A.M., et al., 2022). For any nation to thrive and reach its full potential, it is crucial to prioritize women's higher education as it fosters not only their personal well- being but also promotes societal advancement towards a progressive nation. Women accounts for almost half of the total population, and denying them education would impede the progress and advancement of a nation. Access to higher education helps women to equip themselves with requisite knowledge, empowering them to be self- sufficient and become contributing members of the society. It also facilitates in breaking the cycle of poverty and boosting national income, making it crucial to make their education a top priority. The World Bank noted that educating women is not merely an act of charity but a sound economy and if developing nations strive to eliminate poverty, they must prioritize women education,

further asserting that no society can prosper without educating and empowering their women (N.B. Oza, K.M. Joshi, 2001). Educated and empowered women are most likely to invest in the education, health and hygiene of their families, eventually leaving a long-lasting impact in the society. Additionally, they can also help in empowering other women, elevating various social evils, poverty, inequality, ultimately, narrowing down social disparities and inequities which affects national progress.

Women higher education is a vital asset for progress and its significance cannot be overstated. It is a cornerstone for empowering women, allowing them to seize the opportunities and challenge the traditional roles. Education provides women with the requisite knowledge and information which are indispensable for personal development as well as social and economic advancement and upward mobility of a nation. It facilitates in enhancing the health, hygiene and dietary conditions for women and also improves the literacy rate in the family. Educated women can better manage herself, her children, and her family more effectively. As an American survey record, "the more educated the mother, the easier it will be for her children to win higher education. Conversely, if left in ignorance, women will hamper the progress that needs to be made in hygiene, dietary habits, childcare, health, and so on" (Gupta, N.L., 2000, P.11). Women accounts for approximately half of the total population and their participation and contribution is pivotal for the socio- economic and cultural development, therefore, denying them educational opportunities would have a detrimental effect on a country's economy. For any nation to thrive vigorously, the condition of women must be improved and be treated at par with men. Contemplating on the words by Swami Vivekananda, "It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing" (Oza, 2020, p.54). This powerful quote highlights the need to prioritize the education of women and bring about improvement in their condition as well which is vital for development.

1.3.1. PRESENT STATUS OF WOMEN IN HIGHER EDUCATION IN INDIA

For a nation to advance, women's higher education is indispensable as it empowers women to significantly contribute to reducing poverty, inequality thereby, bridging the gender gaps, fostering a more equitable socio-economic landscape among various social groups. Women, through the years have made substantial progress in higher education with their involvement and participation being particularly noteworthy. Since India's independence, the importance of women's education had been emphasized by numerous commissions and the growth of educational institutions across the country has expanded

access for women from all backgrounds. In the recent past, India has witnessed a remarkable progress in the participation of women in higher education which is illustrated in the table below, providing a clearer view of their participation.

Table No. 1.2

Enrollment of women students and number of women teachers in higher education in India during the last 5 years (2017-18 to 2020-21-22)

Year	Enrollment of Women Students				Number of Women Teachers			
	Male (000's)	Women (000's)	Total (000's)	% of women enrollment to total enrollment	Male (000's)	Women (000's)	Total (000's)	% of women teachers to total no. of teachers
2017-18	19205	17438	36642	47.59	745	540	1285	42.01
2018-19	19210	18190	37399	48.64	819	597	1416	42.15
2019-20	19644	18893	38536	49.03	864	639	1503	42.5
2020-21	21238	20143	41381	48.68	886	665	1551	42.87
2021-22	22576	20692	43268	47.82	904	694	1598	43.45

Source: All India Survey on Higher Education 2021-22 (AISHE), pp. T-43, T-51.

The above table illustrates that female participation in higher education both in terms of student's enrollment and the number of teachers is found to be lesser than the male counterparts. The lower enrollment of women students and fewer women teachers indicate gender disparity in the higher education sector. The underlying issues contributing to gender disparity often include societal norms, cultural barriers, economic barriers, inequality in access to education, etc., which significantly hinder women participation in higher education, thereby obstructing women's progress in particular and the nation at large. There is a need to address these underlying issues so as to remove various barriers that hinders the progress of women education, while also focusing on promoting gender equality, and improving access to education for every section of society. Addressing these issues will significantly lead to increase participation of women in higher education.

As remarked by Michelle Obama, "No country can ever truly flourish if it stifles the potential of its women and deprives itself of the contribution of half of its citizens." Women education is very important as they are the central principle upon whom the whole family depends upon. Today, there is a need for more educated, learned and intellectual women who are empowered in every sphere. The first few years or the impressionable

years of infancy are crucial for the growth and development of any child requiring utmost care. This underscores the need for fostering women education as they are often considered the initial educator of a child. As noted by the Kothari Commission (1964-66), 'Women education is of great importance than that of men and plays a crucial role for overall development of human resources, enhancing social wellbeing and moulding characters of children during the most impressionable years of infancy'. Similarly, National Policy on Education (1986) emphasized that prioritizing women education is essential not only for achieving social justice but for accelerating social transformation. Both the National Policy on Education (1986) and Kothari Commission (1964-66) recognized that empowering women through education is crucial for driving socio-economic development and for cultivating a just and equitable society.

In this study, the investigator felt it necessary to highlight the various commissions and committees on women education, and the detail of which is given in the subsequent paragraphs.

1.3.2. COMMISSIONS AND COMMITTEES ON WOMEN EDUCATION

Recognizing the necessity for promoting the education of women, the Indian government had set up various education commissions and committees across various states for providing suggestions and recommendations for advancing the education of women. Under various commissions, committees and policies, few recommendations were made for women in higher education which are as follows.

1.3.2.1. University Education Commission 1948-49

The University Education Commission 1948-49, chaired by Sarvapalli Radha Krishnan was the first commission set up by the Government of India after independence, on November 4, 1948. This commission stressed on the importance of providing women in colleges with the same basic amenities and respect that men receive, further advocating for an expansion of educational opportunities for women rather than reduction. It also stated that women should receive quality education just like that of men. Additionally, the commission pointed out that while the education of both men and women has common elements, their educational experiences should not be entirely the same, as it is in the case of the norm today (Gupta, N.L., 2000).

1.3.2.2. National Committee on Women's Education, (1958-1959)

The National Committee on Women's Education was established by the Government of India on May 19, 1958 under the chairpersonship of Shrimathi Durgabai Deshmukhi. This committee made various recommendations in relation to women education. It emphasized that the education of women should be viewed as an important and unique issue, urging efforts for bridging the educational gap between men and women. Besides, it also called for setting up a National Council specifically dedicated to the education of women and girls. Additionally, it also encouraged the state government to set up a State Council focusing on the same goal. Each state was assigned with the task of creating a comprehensive development plan for the education of women and girls in their respective areas. The commission also suggested that scholarships and other benefits should be offered to encourage and motivate more girls to pursue courses in fields like Commerce, Engineering, Agriculture and Medicine at the University level (Gupta, N.L., 2000).

1.3.2.3. Hansa Mehta Committee Report, 1962

The Hansa Mehta Committee Report 1962, led by Smt. Hansa Mehta was established by the National Council for Women Education, aiming to address the difference in curriculum for boys and girls throughout all levels of education. Highlighting the importance of subjects like music, drawing, painting and fine arts, the committee suggested that educational institutions should provide proper facilities for teaching focusing on these areas, as they align with girls' interest. Furthermore, it encouraged more girls to pursue science and mathematics. It also proposed on incorporating handworks into girls' education and not solely focusing on physical education. Lastly, the committee stressed on the need for appointing women teachers in universities to foster a more inclusive educational institution (Ravi, S.S., 2005).

1.3.2.4. Kothari Commission, 1964-66

The Kothari Commission, also known as the Education Commission was set up in 1964 under the leadership of Dr. D. S. Kothari. It focused on enhancing the education of women, highlighting the need to prioritize their education in the educational administration so as to bridge the gap between male and female. To achieve this, the commission recommended for developing special schemes focused on prioritizing funding, while also suggesting the establishment of dedicated bodies both at the central and state levels to

oversee the education of girls and women. Furthermore, it also recommended for a separate college for women to be set up at the undergraduate level if demanded by the local. Lastly, it advocated for scholarships and financial support for women in colleges and universities (Gupta, N.L., 2000).

1.3.2.5. National Policy on Education (1986)

The National Policy on Education (1986), stressing on the need for focusing on women's education, highlights the importance of 'Education for Equality' in Part IV devoting two paragraphs to 'Education for Women's Equality'. It stressed on the necessity for removing disparities to provide more equitable educational opportunities, particularly for individual who had historically been denied equality. The policy also emphasized that education should be used as an agent of change in improving the status of women. In order to achieve this goal, the policy outlines several measures, which include redesigning curricula and textbooks, training and orienting teachers and improving decision- making in administration. Further, this policy places a major emphasis on women's participation in vocational, technical and professional education at different levels, while also pursuing vigorously on the policy of non- discrimination to eliminate sex- stereotyping in vocational and professional courses and non-traditional occupations (Agrawal, S.P., Aggarwal, J.C., 1992).

1.3.2.6. National Policy for the Empowerment of Women (2001)

The Government of India introduced the National Policy for the Empowerment of Women in 2001, focusing on advancing, developing and empowering women, while also working for abolishing various kinds of prejudices against them. It stressed on encouraging inclusive growth, particularly highlighting the social empowerment of women. Its key objective was to create an environment where women can achieve their full potential and enjoy equal opportunities for participation and decision making. In order to achieve this, the policy outlines specific actions to combat discrimination, ensuring universal education and eradicate illiteracy. It also aims to create gender sensitive education system, increase enrollment and retention rates for girls while also improving the educational quality to support lifelong learning. Furthermore, it emphasized on developing vocational and technical skills among women and aims to close the gender gap in higher education (Pati, J.C. et al., 2008).

1.3.2.7. National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 is the latest education policy that has replaced the 34 years old NPE 1986. This policy was formulated with an aim to ensure equal access to educational opportunity for all, while also aiming at fostering a more inclusive and equitable educational environment. It highlights the crucial role of women education in achieving the national development goals and emphasizes the need for elimination of gender biases that still persist in the educational setting. The policy also encourages flexible learning pathways, vocational training and the integration of technology in education, aimed at addressing the specific needs of female students from diverse socio- economic background. A key focus of NEP 2020 is its commitment to improve the access of girls' education, particularly in rural and disadvantaged communities. Additionally, NEP 2020 highlights the importance of digital literacy and promotes technological usage for bridging the gap of educational access. Further, the ultimate goal is to promote skill development and vocational training, so that individuals can actively participate and contribute to the workforce (Sardar, S., Paria, M., 2024).

1.3.3. CONSTITUTIONAL PROVISIONS FOR WOMEN IN INDIA

The Indian constitution gives utmost importance to equality of opportunities to both men and women and has made various provisions to all its citizens irrespective of their caste, creed, religion, race, sex and ethnicity. It not only grants women with equality but safeguards their constitutional rights and empowers the state to implement measures for protecting women against any form of discrimination. It contains several provisions aimed at ensuring equality, empowering women and promoting the welfare of women. Some of the provisions granted to women by the Indian constitution are:

Article 14 ensures equality before law and equal protection of law for all.

Article 15 prohibits discrimination against any of its citizen on the grounds of religion, race, caste, sex, and place of birth or any of them.

Article 15(3) empowers the state to make any special provision for women and children.

Article 16 ensures equal opportunity for all its citizens in matters relating to employment or appointment in any office under the State.

Article 39(a) directs the state to frame policies towards securing men and women the right to have adequate means of livelihood.

Article 39(d) directs the state to ensure equal pay for equal work

Article 42 directs the state to ensure just and humane condition of work and maternity relief.

Article 51A(e) urge upon every citizen to promote harmony and renounce practices derogatory to the dignity of women (Agrawal, S.P., Aggarwal, J.C. 1992, pp. 24-26).

The present study focuses on the status and problems of women in Higher Education in Nagaland. However, the investigator felt it necessary to give a brief profile of the study area.

1.4. OVERVIEW OF NAGALAND

Nagaland emerged as the 16th State of Indian Union on 1st December 1963. Before its statehood, Nagaland was part of the Naga Hills district of Assam and North East Frontier Agency (NEFA). The state is bounded by Arunachal on the North east, Assam on the North West and Manipur on the South. It also shares an international boundary with Myanmar on the East. Nagaland is one of the Seven Sisters of the North- East India and is often referred to as the Switzerland of the East (Directorate of Economics and Statistics, Government of Nagaland, 2017). The state consists of 16 administrative districts namely- Chümoukedima, Dimapur, Kohima, Kiphire, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tseminyü, Tuensang, Wokha, and Zünheboto, (Government of Nagaland, Department of Information Technology & Communication, 2025).

1.4.1. GEOGRAPHY

Nagaland lies in the hilly and mountainous region of the north eastern part of the country. Spread over a vast area of 16,579 sq.km, it is located between 25°6´ and 27°4´ latitude North of Equator and 93°20´ and 95°15´ East between the longitudinal lines. The altitude varies from 194 meters to 3,048 meters above the sea level (Directorate of Economics and Statistics, Government of Nagaland, 2017).

1.4.2. PEOPLE

Nagas who are the original inhabitants of Nagaland are believed to have come from the Mongoloid race and their way of life is closely related on the Mongoloid feature. Besides, the inhabitants of the state are mainly dependent on agriculture for their livelihood (Directorate of Economics and Statistics, Government of Nagaland, 2017). Comparing to the other parts of the world, Nagas have a distinctive characteristic due to its richness in

culture. Every tribe has a unique cultural tradition of its own which has been passed down from their ancestors. There are 17 major tribes of Nagaland which include: Angami, Ao, Chakhesang, Chang, Khamniungan, Kuki, Konyak, Kachari, Lotha, Phom, Puchury, Rengma, Sumi, Sangtam, Tikhir, Yimchungru, and Zeliang (Government of Nagaland, Department Information Technology & Communication, 2025).

1.4.3. POPULATION

As per the 2011 census report, Nagaland has a population of 1,978,502 with an approximation of 19.90 Lakh, out of which 1,024,649 are male and 9,53,853 females. The population of Nagaland forms 0.16% of India total population in the year 2021.

Table No. 1.3

Gender- Wise Population in Nagaland

Sl. No.	District	Total	Male	Female
	Nagaland	19,78,502	10,24,649	9,53,853
1.	Kohima	2,67,988	1,38,966	1,29,022
2.	Dimapur	3,78,811	1,97,394	1,81,417
3.	Phek	1,63,418	83,743	79,675
4.	Mokokchung	1,94,622	1,01,092	93,530
5.	Wokha	1,66,343	84,505	81,838
6.	Zunheboto	1,40,757	71,217	69,540
7.	Tuensang	1,96,596	1,01,933	94,663
8.	Mon	2,50,260	1,31,753	1,18,507
9.	Peren	95,219	49,714	45,505
10.	Kiphire	74,004	37,830	36,174
11.	Longleng	50,484	26,502	23,982

Source: *Nagaland Statistical Handbook (2024), Directorate of Economics and Statistics.*

Note. The data regarding the number of districts and population presented in the above table is based on the 2011 census report which was the most recent data available during the present study period.

1.4.4. LITERACY RATE

The literacy rate in Nagaland as per the 2011 census went through an upward trend with a percentage of 79.55% as against 2001 census where the literacy rate was at 66.59%. Besides, the literacy rate of male is found to be 82.75% while female literacy rate is at 76.11%. The table below illustrates the district and gender-wise literate population and literacy rate.

Table No. 1.4*District and Gender-Wise Literate Population and Literacy Rate*

Sl. No.	State/District	Literate Population			Literacy Rate %		
		Person	Male	Female	Person	Male	Female
	Nagaland	13,42,434	7,23,957	6,18,477	79.55	82.75	76.11
1.	Kohima	1,97,489	1,07,038	90,451	85.23	88.69	81.48
2.	Dimapur	2,78,037	1,50,142	1,27,895	84.79	87.54	81.77
3.	Phek	1,05,893	57,926	47,967	78.05	83.66	72.21
4.	Mokokchung	1,59,494	83,479	76,015	91.62	92.18	91.01
5.	Wokha	1,28,202	67,385	60,823	87.69	90.81	84.48
6.	Zunheboto	1,02,881	53,504	49,377	85.26	87.85	82.62
7.	Tuensang	1,17,511	63,653	53,858	73.08	76.31	69.59
8.	Mon	1,19,626	67,432	52,194	56.99	60.94	52.58
9.	Peren	62,204	34,584	27,620	77.95	82.84	72.58
10.	Kiphire	41,232	22,675	18,557	69.54	74.88	63.97
11.	Longleng	29,859	16,139	13,720	72.17	74.48	69.63

Source: *Nagaland Statistical Handbook (2024), Directorate of Economics and Statistics.*

1.5. BEGINNING OF FORMAL EDUCATION IN NAGALAND

Prior to the coming of American Baptist missionaries in Nagaland, there was no existence of formal education. The only form of education available during that time was informal and has been imparted through the traditional institution called the “Morung”, a dormitory for young boys and girls. Morungs were considered as important traditional social institutions where young girls and boys were imparted non-formal education on folklore, folk song, music, dancing, warfare, morality etc. Young girls and boys were taught orally by the elders on various spheres of life (Shukla, R.P. and Zetsuvi, B. 2006).

However, the advent of the Christian missionaries, led by Dr E.W.Clark marked the beginning of the modern education in Nagaland. The first formal school in Nagaland was opened in Ao region in Molungyimsen, Mokokchung district in 1878 by Dr. E.W. Clark and his wife (Aier, Y. 2000). The main objective behind was to proclaim the gospel to the people of the village. The people were instructed on how to read and write and were also taught about the Christian ethics. Consequently, the school became an agent for spreading Christianity and the missionaries took the right advantage in propagating the gospel across the state. The coming of the American missionaries had caused a significant transformation in the life of the people. Gradually, with the spread of Christianity, more churches were

built and the value of education was felt, consequently leading to the opening of more schools in different tribal areas (Singh, C, 2012). Presently, according to the Department of School Education (2023-24) report, there are a total of 2717 schools in Nagaland.

1.6. HIGHER EDUCATION IN NAGALAND

Beginning of Higher Education in Nagaland can be traced back to the 8th of September, 1959 when the first ever college- Fazl Ali College was established at Mokokchung by Sir Syed Fazl Ali, the then Governor of Nagaland. The college started as a private Arts college with 43 students and 3 teachers, attached to a government school known as Mayangnokcha Government School. After the State formation, the Government took over the college in 1963 with retrospective effect on 1st march, 1962 and shifted to its present campus at Chuchuyimpang Village under Mokokchung District. This was followed by the establishment of Kohima Science College in 15th January, 1961. The college was granted Academic Autonomy in 2014 and is the only Government Autonomous PG College. Later, in 1966, Dimapur Government College was established as a private institution and taken over by the government in 1991. This was then followed by the establishment of Kohima College, Kohima on 9th August, 1967 as a private institution. The Government of Nagaland took over Kohima College with effect from 1st February, 2006. (Department of Higher Education, Government of Nagaland, 2017). Later, many more private institutions were established with more enrollments of students. However, it is important to note that of all the colleges in the state, there is only one Women College catering solely to women education and the rest of the colleges are co-ed. institutions.

With the aim to facilitate the process of development through dissemination and expansion of knowledge, the Department of Higher and Technical Education was established on 1st May, 1983. Before that, it was part of the former Department of education, constituting different branch of education. However, on 1st December 2004, the Department of Technical Education separated from Higher Education, later to be merged back in 2009, although they still operate separately at the Directorate level. The Department of Higher Education is assigned with the task of developing general policies of Higher Education in the State and coordinates with the Ministry of Human Resource Development, Department of Higher Education. Their mission is to improve accessibility while also ensuring equity and excellence throughout the state. It also seeks to create and broaden more access to opportunities, thereby developing skills and promoting quality of higher education for better governance (Department of Higher Education, Government of Nagaland, 2024).

In order to cater to the needs and demands of the people concerning higher education, Nagaland University, the 13th Central University of India was established by an Act of Parliament and approved by the President of India on 20th October, 1989 under NAGALAND UNIVERSITY ACT 1989 (No. 35 of 1989). The University came into being on September 6, 1994. Prior to this, Kohima and Medziphema campuses were under the North Eastern Hill University (NEHU). But with the establishment of Nagaland University, the two former campuses and all the colleges of Nagaland that were affiliated to NEHU came under the purview of Nagaland University. Presently, the university has its headquarters at Lumami, Zunheboto with two permanent campuses at Kohima (Meriema) and Medziphema, encompassing 6 schools and 43 departments along with 5 centres across its various campus (Nagaland University, 2019).

Prior to Statehood, there were only two colleges in Nagaland catering to the need of the people in respect to higher education. However, after attaining statehood, higher education in Nagaland has made a significant improvement in relation to educational institutions, but still much effort is required to improve the standards of higher education in Nagaland and ensure that everyone has access to quality education. As the demand for high quality education continues to grow in the state, numerous higher educational institutions have been established to meet the needs and demands of the local population. The table below presents the total higher educational institutions in Nagaland.

Table No. 1.5

Number of Higher Educational Institutions in Nagaland (2023-24)

Sl. No.	Institute	No.
1.	Central University	1
2.	Private University	4
3.	Institute of National Importance	1
Total		6
Sl. No.	Affiliated Colleges ¹	No.
1.	Government	20
2.	Private	57
Total		77

Sources:

¹ The number of affiliated colleges here includes all the other professional colleges/ institutes such as medical institutes, college of music and fine arts and college of nursing which were not included in the study.

- i. *Annual Administrative Report (2023-24), Department of Higher Education, Government of Nagaland.*
- ii. *College Development Council (CDC), Nagaland University: Status of Affiliation of Colleges (as on December 2023)*

The above table indicates that there are a total of 5 universities in Nagaland, including 1 Central University and 4 Private Universities, along with 1 Institute of National importance. Besides, there are a total of 77 colleges in the state comprising of 20 Government institutions and 57 Private institutions.

1.7. WOMEN HIGHER EDUCATION IN NAGALAND

The inception of higher education in Nagaland was a significant milestone for women education in the state. The expanded avenues for higher education significantly contributed to more women participating in higher education. Additionally, the establishment of more colleges and universities opened new doors and opportunities for women to seek higher education, allowing them to acquire degrees in diverse fields. Over time, the increase in the number of higher educational institutions led people to gradually become aware of the need and importance of women's education, paving the way for women to pursue higher education in the state. Besides, various government schemes and financial aid through scholarship have facilitated the participation of more women in higher education sector, eventually resulting in increased enrollment and higher educational achievement.

Women higher education is instrumental and of considerable importance as it helps not only in empowering the individual but also in the socio- economic development of the nation. Today, women in Nagaland have made significant stride not only in terms of academic achievement but also in attaining higher status across various domain of the society. Women representation in various fields such as education, health, business, politics, etc., is a clear indication of their progression in education and a reflection of paradigm shift in people's attitude in the state towards women's education. As a result, their participation across various sectors has significantly boosted the state's economy.

1.8. NEED AND SIGNIFICANCE OF THE STUDY

Pandit Jawaharlal Nehru quoted, "If you educate a man, you educate an individual, but if you educate a woman, you educate a whole family. Women empowered means mother India empowered". This powerful quotation underscores the potential of women's education not only on individual, but also on families, community and the nation at large. An educated woman becomes a catalyst for social change, nurturing responsible citizens

and contributing meaningfully to national development. In this context, women's education, particularly at the higher level holds immense significance. Higher education stands at the apex of the educational hierarchy, producing skilled professionals such as teachers, doctors, engineers, scientists, administrators and researchers. Therefore, the active participation of women in higher education is vital for the national progress. Historically, women were considered the weaker sex and formed part of the oppressed groups in a predominantly patriarchal society. Though exceptions existed, male dominance prevailed and educational opportunities were limited for women. Today, women are making remarkable strides across all sectors and in many institutions, female enrollment even surpassed that of the males. However, challenges still persist in higher education. Women often face challenges and problems that hinder their academic journey. These challenges can lead to mental stress, academic underperformance or even discontinuation of education, while in some cases, it may lead to women stepping away from their teaching career. Women constitute half of India's population and their development is directly linked to the country's growth. Educating women empowers them, which in turn helps in reducing poverty, improve public health, boost economic development and enhances the overall quality of life. However, achieving these benefits requires equitable access to higher education. M.M. Ansari (1994) pointed out that disparity in educational attainments between the sexes might persist if adequate facilities for retaining female students in the university system are not provided. Besides, parental income constrain might work against female education subsequently resulting in lower female participation in bringing about social progress and economic development, emphasizing the need for targeted intervention.

According to the All India Survey on Higher Education (AISHE) report 2021-22, the number of female students and teachers outnumbered the male counterpart in higher education in Nagaland. This trend reflects the growing recognition of the importance of women's education and their increasing participation in higher education sector. However, despite this progress, women are confronted with a number of challenges in their educational pursuit. Addressing these issues is essential for creating an environment where women can thrive both academically and professionally. The study aims to examine the availability of various provisions and facilities in higher educational institutions in Nagaland. It aims to assess whether these resources effectively cater to the needs of women students and teachers. Furthermore, the study seeks to explore the current status of women in higher education in Nagaland University and its affiliated colleges, focusing on identifying infrastructural, financial, administrative and academic barriers, along with other issues encountered by them in higher education. By shedding light on these problems, the

present study seeks to provide valuable insights for policy makers, educational planners, administrators and other stakeholders, thereby, contributing to the creation of a more inclusive, equitable and progressive educational environment for women in higher education.

1.9. STATEMENT OF THE PROBLEM

Higher education stands at the apex of the entire education pyramid where numerous trained human resources like teachers, doctors, lawyers, and engineers are being produced. Women, being part of higher education encounter numerous challenges, which act as a hindrance in their academic journey. Therefore, it is essential to find out the factors confronting women in their academic pursuit. Thus, the problem selected is titled as “**A Study on the Status and Problems of Women in Higher Education in Nagaland**”.

1.10. OBJECTIVES OF THE STUDY

The study comprises of the following objectives:

1. To study the status of women students in higher education with regard to (i) Number of Institutions, (ii) Student's enrollment (Stream wise), (iii) Educational Achievements.
2. To study the status of women teachers in higher education with regard to (i) Number of women teachers, (ii) Positions held.
3. To find out the problems of women students and women teachers of general colleges with regard to (i)Infrastructure, (ii) Finance, (iii) Administration, (iv) Academic.
4. To find out the problems of women students and women teachers of professional colleges with regard to (i)Infrastructure, (ii) Finance, (iii) Administration, (iv) Academic.
5. To find out the problems of women students and women teachers of Nagaland University with regard to, (i)Infrastructure, (ii) Finance, (iii) Administration, (iv) Academic.
6. To assess the various problems of women students and women teachers in higher education
7. To assess the attitude of women students and women teachers towards higher education.
8. To suggest remedial measures for the improvement of women in higher education.

1.11. RESEARCH QUESTIONS

1. What is the status of women students and women teachers in higher education?
2. What are the problems faced by the women students and women teachers of general colleges?
3. What are the problems faced by the women students and women teachers of professional colleges?
4. What are the problems faced by the women students and women teachers of Nagaland University?
5. What are the various problems of women students and women teachers of higher education?
6. What is the attitude of women students and women teachers towards higher education?
7. What can be done to improve women's higher education in Nagaland?

1.12. OPERATIONAL DEFINITION OF THE TERMS USED

1. **Higher education:** Higher education includes all learning institution after secondary education, comprising the undergraduate, the post graduate and the doctoral program. It will include all the women students and women teachers of Nagaland University and its affiliated colleges.
2. **Status:** The word Status in the present study denotes the number of higher Education Institutions, number of students enrolled, and academic performance of students. It will also denote the number of teachers and position held by women teachers in higher education.
3. **Problem:** Problem in the present study refers to the various constrain and difficulties faced by women students and women teachers in higher education.
4. **Attitude:** Attitude is a predisposition or tendency to respond positively or negatively towards an object, person, ideas or events (Mangal, S.K., 2019). In the study, the term attitude connotes the expression of feelings, opinions and thoughts of women students and women teachers towards higher education.

1.13. DELIMITATION OF THE STUDY

The present study is delimited to the Women Students and Women Teachers of Nagaland University and its affiliated colleges. Additionally, the study is delimited to 10 districts of Nagaland. Besides, General colleges here include all the colleges offering

courses in arts, science and commerce, while Professional college in this study includes colleges offering courses in B. Ed/ M.Ed., LLB, MSW, BCA.

1.14. METHODOLOGY OF THE STUDY

The methodology of the study is presented in Chapter 3. In this chapter, the researcher has elaborated on the methods and procedures followed in collecting data. This chapter includes the methods of study, population of the study, sample and sampling technique, the tools used, and the statistical techniques employed.

1.15. ANALYSIS AND INTERPRETATION OF THE STUDY

The data collected for the present study were analyzed both quantitatively and qualitatively. The responses from the questionnaire were quantitatively analyzed and interpreted with percentages, and the findings were arranged in tabular form to provide meaningful insights for the study, which were then presented in section wise. Additionally, a thematic analysis approach was employed to analyze the data gathered through interview. The information gathered from the interview were thoroughly analyzed and presented according to themes. The detailed and complete analysis and interpretation of data is presented in Chapter 4.

1.16. MAJOR FINDINGS, DISCUSSIONS, SUGGESTION & EDUCATIONAL IMPLICATION AND CONCLUSION

In the final Chapter 5, the major findings of the study are presented. Based on the analysis and interpretation of data from the respondents, major findings were drawn and discussions were made based on the research questions, after which, the suggestion, educational implication and final conclusion of the study is presented.

CHAPTER- 2

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

For any research, it is important that a thorough review on the related literature is done before the actual work of the study is conducted. Reviewing the related literature will help the researcher to have knowledge of the studies conducted in the past and which in turn will help the researcher to avoid unintentional replication of the previous studies. Literature review is a key component in any research as it facilitates the researcher to have a clear understanding of the research methodologies of the previous studies which can help the researcher in adopting the appropriate methodologies required for the study. It also provides the researcher an insight on what tools, method and procedure will prove useful for the study. The information obtained through reviewing the related materials will enable the researcher to design one's own study (Mohan, R, 2003).

Literature review is the basic foundation for any research and it involves a systematic analysis of the accumulated outcome of the previous researches/ studies related to one's field of interest. Review of related literature helps the researcher in acquainting himself with the knowledge and information required to carry out the research work. It is important for any researcher to have a clear knowledge on the background of the study to be undertaken. A careful review on the related literature will enable the researcher to acquaint oneself with the knowledge related to the study and also help in delimiting the research problem and defining the concepts of the study undertaken (Mohan, R, 2003).

In the present chapter, the researcher has done a thorough review on the literature related to the study. A number of related theses, journals, and articles have been reviewed in order to have a clear understanding of the research problem. In the following section, the investigator has classified the review of related literature into three sections namely:

1. Studies done abroad
2. Studies done in India
3. Studies done in North East India

2.1. STUDIES DONE ABROAD

2.1.1. Studies on the Status

Ahadi et al. (2017) studied on the Condition of Women Education Post 9/11 event in Kabul City, Afghanistan with the aim to examine the status of female education since

2002. The findings from the study revealed that the total enrolment of students in higher education has increased from 31,203 in 2002 to 101,000 in 2012, however, the enrollment of female students was found to be much lower than that of the male students through the years provided. Additionally, the study revealed that the female enrolment between 2002 and 2012 increased from 4200 to 19200 students (nearly five-fold), but the percentage of female students remained the same (19%). Despite the increase in enrolments, the rate of growth for female students in higher education nationwide has not improved in the last ten years due to constraints in some parts of the country, and fewer female graduates from secondary schools.

Asmamaw (2017) carried out a study on Women Participation in Higher Education Management in Ethiopia. The study aimed to assess the status of women in higher education management. The findings from the study revealed the underrepresentation of women in management roles comparing to their male counterparts. The study revealed that almost all the top positions were held by men like President (100%), Vice President (98.5%), Registrar (96.1%), Dean of Faculties (88.2%), Finance heads (74.2%), and Chief Librarians (74.7%). Additionally, the males were found to have surpassed the females in positions like professors (98.9%) and Associate Professors (96.4%). Notable it was found that women were somewhat better presented in the position of Assistant Lecturers (48.9%) and Lecturer (31.1%). The study also showed that most of the university gender officers were women, clearly indicating the ongoing gender-based stereotype tied to their job roles. Overall, the public universities surveyed highlight a higher percentage of women serving as gender office directors (65.7%) and Heads of Departments (43.7%). Further, it was found that majority (75%) of women headed departments in language studies, humanities, and social sciences. However, only few percent (25%) of women headed departments in science and engineering fields, highlighting disparity in women's representation in these area as compared to the humanities and social sciences.

In 2017, **Oppong et al.** carried out a study on The Place of Women in Higher Education Management: A Ghanaian Perspective with the aim to examine the percentage of women holding decision- making roles in both academic and administrative settings. The study revealed that women were underrepresented in leadership roles, particularly in higher administrative positions at the University of Education, Winneba (UEW). The study revealed that women made up only 21% of the senior academic staff, 25% of senior administrative staff, 18% of heads of academic departments and a mere 8% of Deans of Faculties. Moreover, it was found that high ranking positions such as Vice Chancellor, Pro-Vice Chancellor and Registrar were held by men, indicating that the involvement of

women in management was quite limited, primarily confined to intermediate management roles, with no presence in top-level positions. Thus, their participation in decision making process remains quite low.

Frances (2018) undertook a study on the Status of Women in American Higher Education, indicating an increase in women participation in higher education. The findings regarding the enrollment showed that women attending colleges were several hundred thousand more than men, while also earning more bachelor's, master's and doctorate degree than women, indicating a higher participation of women in higher education. Further, the study also revealed that there was an increase in female faculty members, with women nearly equaling the male faculty teachers by 2016.

Pinkovetskaia (2022) in its study titled Estimation of the share of Women in the number of Students of Higher Educational Institutions: Data by regions of Russia aimed to examine the percentage of women students enrolled in higher education across 80 regions in Russia from 2017 to 2020. The findings from the study indicated a remarkable trend towards feminization in higher education, with female students outnumbering their male counterpart. The number of women students in this given period was found to be ranged in between 52% and 55%. Furthermore, it was found that in majority (68%) of the regions, the number of female students exceeded the male students.

Alshdiefat, et al. (2025) conducted a study focusing on Women in Leadership within Higher Education, specifically looking at the critical barriers faced in Jordanian Universities with the aim to provide a comprehensive review of the situation in these institutions. The result indicated that women's participation in leadership roles remains quite low. Notably, there were only a handful of women serving as University Presidents (equivalent to roles like Vice-Chancellor, Principal)- across 30 higher education institutions in Jordan, making up just 6.7%. Additionally, it was found that only 8% of women held positions within the Presidency, bringing the total to 8.8%, while 13.9% of women were part of the Dean's Council.

2.1.2. Studies on the Problems

Pittas (2001) carried out a study on Faculty Perceptions of Barriers to their Professional Performance at Private Comprehensive Colleges and Universities. This research aimed to find out the problems encountered by full-time faculty members at the private comprehensive colleges and universities. The findings from the study showed that the primary obstacle to effective teaching was the challenge of working with students who poses a wide range of abilities but were often unmotivated and unprepared for the class.

Further, it was found that excessive workloads and lack of adequate financial, technical and human resources were identified as significant barrier in their professional roles.

Asif, et al. (2011) undertook a study on The Impact of Sexual harassment on Female Student's Educational Experience in Higher Education in Quetta City with the aim to investigate the effect of sexual harassment on the female students' educational experiences and to know the extent of harassment in higher educational institutions. The findings revealed that sexual harassment was prevalent in various forms with perpetrators including classmates, administrators, security personnel, teachers and students from other departments. Additionally, it was found that both minority and majority ethnic groups of females were victims of sexual harassment, even though the frequency was slightly higher among minority female groups in higher educational institution. Besides, it was noted that unmarried women face more harassment as compared to the married ones. Furthermore, it was found that sexual harassment has considerable effects on the education and academic performance of female students.

Doygun & Gulec (2012) in their study titled The Problems Faced by University Students and Proposals for Solutions aimed to explore the various problems that university students encounter. From the study, many students reported of having an unhealthy nutrition hygiene regime. The students also expressed the need for getting counseling help. Further 68.51% of the students involved in study were concerned about unemployment and their future prospects.

In **2012, Ezebilo** undertook a study on Challenges in Postgraduate Studies: Assessments by Doctoral Students in a Swedish University with the objective to investigate the difficulties faced by doctoral students and their coping mechanism overtime. The study revealed that the students encountered a number of problems during their doctoral studies which adversely affected their professional careers, such as longer time of completion and poor-quality thesis due to poor supervisor- student relationship. Moreover, it was found that international students generally faced barriers related to accessing information, navigating the Swedish societal system and cultural differences. As for the Swedish student, it was found that they primarily dealt with issues stemming from inadequate guidance and little or no mentoring from their supervisor.

Zamir (2013) carried out a study on the Difficulties Faced by Females in Continuing Higher Education. This research aimed to explore the various challenges faced by women while pursuing higher education. From the study, it was found that female faced a number of difficulties in their educational pursuit. Some of the issues highlighted include educational level of their parents, financial challenges, social class, traditional customs,

false caste system and misinterpretations of religious beliefs. Other issues include societal attitudes towards co-education- especially concerning females, environment of higher educational institutions, long distance of educational institutions, preference of boys' education over girls' education, difficulty in studying due to the household responsibilities, lack of female teachers in single- sex educational institutions and early marriage demands.

Farid, et al. (2014) studied on the Socio-Economic Problems Faced by Rural Women in Getting Higher Education (A Case Study of District Karak) with the aim to explore the socio- economic challenges encountered by rural women in their pursuit towards higher education and to examine the gender discrimination in rural areas regarding their access to higher education. From the study, 62.5% of female students expressed that the existence of patriarchal system hindered their access to higher education, while 57.5% female students reported experiencing discrimination in accessing higher education as compared to male. Additionally, 37.5% students revealed that cultural factor posed an obstacle in their pursuit of higher education. Moreover, 45% felt that their rural environment limited their educational opportunities, citing that if they lived in urban areas, they would have more freedom to choose their career paths. Besides, 37.5% of respondents cited personal security concerns as a barrier to higher education, and 42.5% mentioned financial difficulties as a significant issue. Furthermore, 50% agreed that early marriage was a hindrance to their educational pursuit, while 45% noted that the traditional nature of Pakistan society often restricted their access to higher education.

Tiruneh & Petros (2014) in their study titled Factors Assessing Female Students' Academic Performance at Higher Education: The Case of Bahir Dar University, Ethiopia, aimed to find out the key factors influencing the academic performance of female students at Bahir Dar University. The result showed that women students encounter a wide range of university, socio- cultural and socio- economic related challenges that impact their academic success. Regarding university related challenges, it was found that several issues including university climate, academic and administrative policies, student- teacher relationships, peer pressure, participation in various clubs, choices of department and lack of female role models were some factors that significantly affected their performance. Regarding socio- cultural factors, issues such as self- esteem of female students and their family background were found to be impacting the academic outcomes. Regarding the socio- economic factors, it was found that issues such as the presence of night clubs and tourists centres near the campus, parental economic status, limited job opportunities and the living arrangement of female students off campus were found to be adversely affecting their academic performance.

Kiral (2015) conducted a study on the Challenges faced by Prospective Teachers in University and Solution Proposal with the aim to find out the challenges faced by prospective teachers in universities regarding the administration, instruction, physical facilities, education and training economics, development, socio- cultural factors and democracy. The result showed that physical facilities were the most common challenges, while the least concern was of democracy. Besides, the common issues included inadequacy of classroom facilities, difficult subjects in senior years, students unable to participate in activities, negligence of instructors on students and lack of freedom of speech in classrooms.

Kapasa, et al. (2015) conducted a research titled Problems faced by Students and Lecturers on Teaching and Learning of Approximation in Primary Colleges on the Copperbelt Province. This research aimed to identify the obstacles to effective teaching and learning of approximation in primary colleges of education. The findings highlight several issues which include exhibition of poor attitudes of students towards learning, and inadequate teaching learning environment due to lack of proper infrastructure and essential facilities. Additionally, it was found that lecturers often encounter challenges due to large classroom sizes, making it difficult to practice approximation, while also noting the shortage of qualified mathematics lecturers. Furthermore, it was found that the curriculum was overloaded, requiring students to learn too much in a short period of time.

Irum, et al. (2015) undertook a study on Problems Faced by Women in Higher Educational Institutions in Sindh, Pakistan aiming to highlight the challenges women encounter in higher education institutions within Sindh, Pakistan. The research indicated that women in these institutions often experience discrimination, harassment, and discouragement by their male counterparts. Besides, the dominance of male in the society was found as a significant barrier in women's access to higher education.

Behlol and Najeebullah (2016) carried out a study on the Problems of Married Women at Higher Education in Pakistan: Academic, Social and Cultural Context. The study aimed to explore the social, cultural, financial and academic challenges faced by married women at higher education in Pakistan. The findings highlighted several social, religious, economic, and educational factors that prevent certain families from allowing women in general and married women in particular to pursue higher education. The findings revealed that most of the conservative families believe that higher education environment could lead to moral degradation, grant excessive freedom, and delay their daughters' marriages. Additionally, it was found that economic constraints were a significant barrier to women's education, and most of the conservative families often prioritize spending on male education. Moreover,

the lack of educational institutions in the city poses great barrier for married women as they were not allowed to go out for higher education due to household responsibilities. Further, it was found that they face problem with time management due to domestic work and academic responsibilities, ultimately leading to stress which negatively impacts their academic performance and their roles at home.

Lin (2016) studied on the Barriers and Challenges of Female Adult Students Enrolled in Higher Education: A Literature Review. The study aims to find out the obstacles faced by female students in US colleges and Universities. The finding from the study highlights the various barriers faced by women in higher education including juggling multiple roles, lower self-confidence, and a lack of family and social support which often led to increase in their stress and anxiety level comparing to male peer.

Madara and Cherotich (2016) explored on the Challenges Faced by Female Students in Engineering Education aiming to identify the challenges faced by undergraduate's female students while pursuing engineering at the School of Engineering (SOE) at Moi University (MU). The findings revealed that female students significantly faced gender-related challenges, including harassment from both teachers and classmates during their studies at SOE. Additionally, 6% of the respondents revealed that they were being treated differently by their fellow male-counterparts, who mostly consider them as weaker objects, when it comes to engineering. Besides, 12% of respondents said that the lectures treated them differently either positively or negatively. Moreover, 4% of students reported that the technicians in the laboratories treat female differently during practical lesson. Additionally, 16% of the female students revealed that they were not treated respectfully by the males in class, citing that sometimes they experienced "sexual pressure" from their male classmates. Further, 14.29% of the respondents felt that female and male were not treated equally either positively or negatively by their lectures.

Naeem and Dahar (2016) in their study titled Investigation of Problems Faced by Female Students at Higher Education Level aimed to explore the challenges encountered by female students in higher education, explore gender discrimination in girl's education and to analyze the issues encountered by them in higher education. The study revealed that female students in higher education experience physical challenges stemming from issues such as inadequate classroom facilities- particularly for research students, as well as limited computer labs facilities and printing facilities. Besides, it was found that student's involvement in political activities often hindered their learning. Another significant issue identified was the lack of residential facilities and transportation facilities. The study also

found that the student face financial difficulties due to poverty and lack of financial resources. The lack of separate educational institutions for women significantly poses great challenges in co-educational setting, particularly for Muslim women students. Furthermore, due to the joint family system and social structures coupled with the lack of education for boys in middle-class families, it was found that the people were not in support of girls' higher education, with concerns that educated wives might dominate their husbands and neglect their family responsibilities.

The study by **Okwelle and Alalibo (2017)** titled *Challenges Confronting Female Undergraduate Students in the Study of Engineering in Nigerian Universities* focuses on exploring the difficulties encountered by female students in engineering programs. The study found that the challenges of female students at River State University were mainly focused on financial issues, inadequate learning environment and facilities, delay in ICT services and issues related to management. The study further revealed that some female students do experience discouragements from their parents and/ or lectures.

Engida (2018) conducted a study on the *Obstacles of Women Academicians: The Case of Ethiopian Higher Education Institutes*. The research highlighted several challenges faced by women academician in Ethiopian Higher education. Regarding educational problems, it was reported that lack of effective teaching pedagogy poses a significant challenge. Besides, many new academicians entering universities struggle to connect theory with practical. They also encounter problems in maintaining discipline and managing groups as well as difficulties in creating inclusive learning opportunities for all students. Additionally, it was found that the professional status of Ethiopian instructors was relatively quite low comparing to their counterparts in western countries. Regarding social issues, the study revealed that women academicians face negative perception of teaching from family and friends, and a lack of respect from students. Regardless of their status, personal characteristics and type of employment, women often face sexual harassment at workplaces, educational institutions, and even at home. Some common forms of harassment include unwanted comments, jokes, gestures, and looks. Furthermore, balancing work and family responsibilities was found to be a major challenge for female instructors as they had to carry the dual burden of academic responsibilities and household chores, receiving little to no support from their spouses.

Bhasme and Oswal (2019) explored the *Challenges Faced by Married Female Students in Higher Education*. This research aimed to examine the challenges faced by women in higher education. The findings revealed that the problems faced by married women varied widely. A common problem identified was the difficulty in concentrating on academic

work due to domestic responsibilities. Besides, the dual expectation placed on women can be quite demanding, suggesting that they should be relieved of some household responsibilities. Additionally, married women were unable to attend the workshops or any such kind of training programs which were held out of town, due to their responsibilities. In-laws typically supported the idea of women pursuing higher education but insisted that it should not interfere with household responsibilities. Further, women were expected to participate in all family rituals and ceremonies, which further impacted their academic performance.

Engida (2019) carried out a study focusing on the challenges that female students face in achieving academic success at Debre Markos University. The aim was to delve into the various obstacles these students encounter. The results showed that female students deal with a wide range of issues which included institutional hurdles like insufficient support, problems with academic advisors, lack of orientation, inadequate facilities, instructors who may not have effective teaching skills, overcrowded classrooms, significant life changes, and even sexual harassment. In relation to personal issues, it was reported that they struggle with poor socialization, lack of interest, low self-confidence, stress, ineffective study habits, financial difficulties, gender-related issues, insufficient follow-up, language barriers, and a lack of commitment. The study further concluded that female students were indeed confronted with numerous institutional and personal challenges.

In 2019, **Shuvra, et al.** undertook a study on Different Challenges and Vulnerabilities of Married Female Students in Higher Education. The study aimed to explore the socio-cultural, financial and educational issues faced by married female students in higher education. The findings indicated that 33% of respondents were engaged in household activities, and 22% required permission from their husbands to continue their studies. Other challenges included child-rearing (15%), time management (13%), and struggles with coursework and assignments (19%). Social barriers were also significant, with 28% of participants citing social beliefs and 22% mentioning societal views as obstacles. Additionally, 53% of married women reported being financially dependent on their husbands, and about 32% experienced violence from friends, teachers, and others. The study also highlighted issues such as inadequate sanitation (18%) and poor maintenance of the buildings (29%).

Ullah, et al. (2019) conducted a study titled Female Continue to Face Challenges in Acquiring Higher Education in Pakistan. The objective of the study was to identify the academic challenges faced by female students and to identify the cultural barriers to their admission in higher education. From the study, 38.7% of respondents reported that girls

encounter gender-related challenges in co-educational settings. Additionally, 48% agreed that the conservative attitudes of family members and the community significantly limit girls' access to education, while 46% believed that economic inequality adversely affects female education. Furthermore, 48% of respondents identified cultural beliefs and practices as major obstacles to the low enrollment of female students and 54% pointed to a lack of awareness as a key reason why both parents and children fail to recognize the importance of education. Moreover, 44% agreed that rigid socio-cultural norms associated with girls pose significant barriers to their educational access, and 48.7% attributed the low literacy rate among females to the patriarchal structure of society.

Bajwa (2022) conducted a study on the Hurdles Faced by Female Students at University. The study aimed to explore how financial challenges decrease the enrollment of female students at the university level in SBA. The findings revealed that financial hurdles such as financial dependence, poverty, high tuition cost, parental preference for sons over daughters due to financial constraints, parent's concerns about arranging dowries for daughters rather than their education, and lack of available scholarships causes significant barriers to female students in their studies. In relation to academic hurdles various factors including inadequate transportation, distraction from sports and games, lack of confidence among female students, reluctance of student alongside male students, teachers' behavior and co- educational setting were found to pose significant barrier in their studies.

Mazhar, et al. (2022) studied on the Problems Faced by Ph.D Scholars during Research Thesis: A Case Study of Institute of Education and Research. The study aimed to explore the challenges faced by PhD Scholars at the Institute of Education and Research. The result showed that Ph.D Scholars encounter several challenges including academic, administrative, social and financial issues. It was found that PhD Scholar faced problem such as insufficient time given to them by their supervisors due to their own academic workload, coupled with the existence of communication gap between the supervisor and their students. Besides, it was found that some supervisors lack research competencies and was unable to guide the research scholars effectively. Another issue identified was the lack of adequate accommodation for scholars in university hostels. Additionally, it was found that the administration did not organize enough seminars to enhance the research skills and aptitude of the scholars. The research scholars also often face problem in giving sufficient time to their research work due to other projects coupled with household responsibilities. Further, it was found that financial difficulty was one of the primary concerns for these scholars.

In their study, **Khan et al. (2024)** examined the Challenges faced by female students in accessing higher education in District Hangu. The goal was to explore the socio-cultural and economic challenges encountered by women while trying to further their education in Hangu, Pakistan. The study points out that social and cultural barrier, such as security issues and the risk of sexual harassment were significant roadblocks for girls aiming for higher education. Moreover, the distance to educational institutions adds another layer of difficulty for female students. The research also highlights other challenges including family norms, lack of support, and the prevalence of early marriages. These early marriages, often rooted in traditional family expectations created considerable obstacles for young women. In many cases, education is considered as secondary to preparing for marriage and motherhood, which results in limited family support for girls pursuing higher education. The study's finding revealed that insufficient institutional and governmental support severely limits educational opportunities for females, including inadequate facilities and financial aid. The lack of educational institutions was a major barrier that prevents female students from advancing in their studies.

Ghondol & Muthana (2025) conducted a study focusing on the perception and experiences of female academics regarding the barriers they face in securing and maintaining leadership roles in higher education. Their goal was to delve into the main challenges that hinder these women in Yemeni higher education institutions. The results highlighted a complicated mix of socio-cultural norms, institutional practices, family expectations, and personal factors that together obstruct female academics from achieving and sustaining leadership positions. Key obstacles include socio-cultural issues like traditional gender roles, societal stereotypes, and patriarchal norms, as well as the struggle to juggle professional and family responsibilities. Additionally, there were concerns about work ethics, lack of collaboration among colleagues, and the unseen barrier of the glass ceiling. The study also uncovered reasons that demotivate female academics from continuing in leadership roles like lack of motivation, the perception of leadership as a stressful endeavor, and spousal disapproval of interactions with male colleagues.

2.2. STUDIES DONE IN INDIA

2.2.1. Studies done on the Status

Ghar (2016) carried out a study on the Status of Indian Women in Higher Education aiming to assess female participation in regard to the distribution of institutions and enrollment. The findings from the study revealed that the percentage of women's

enrolment in India was 44.29% in 2011-12, which increased to 45.91% in 2015-16. However, it was found to be lower than the male enrollment. In that same year, states with women's enrollment below the national average were Andhra Pradesh, Bihar, Delhi, Gujarat, Haryana, Madhya Pradesh, Orissa, Rajasthan, Tripura and West Bengal.

Dey (2021) studied on the Current Status of Female Enrollment in Higher Education in India and West Bengal. The research aims to compare the enrollment rates at various levels of higher education between the two regions. The study showed that the enrolment of female in India has increased from 44.58% to 48.63%, while in West Bengal, it has risen from 42.81% to 49.42% between 2011-12 and 2018-19 academic year, clearly indicating that the growth rate of female enrollment in West Bengal has surpassed the national average. However, it was also evident that the female enrollment was found to be lower than the male enrollment in the given data.

Gul (2023) in his study, Socio- Psychological and Educational Problems of Women Students: Study in Higher Educational Institutions of South Kashmir aimed to explore the enrollment status of women students in higher educational institutions in South Kashmir. The findings revealed that the women enrollment in higher educational institutions and its growth rate was not very encouraging as more girls were opting arts stream over science and commerce. It was observed that the majority of women students were enrolled in the Arts stream, followed by the Medical stream, and the lowest enrollment of women students were found to be in Commerce stream followed by Non-Medical and other courses (BCA, BBA, BJMC, BAH, MCMP, BIT, and BHSc). Moreover, the enrollment of women students in the Arts stream has increased from 49% in 2010 to 54% in 2021, whereas enrollment in the Commerce stream declined from 29% in 2010 to 22% in 2021 over the past 12 years. In the Medical stream, the enrollment of women students had decreased by 19%, from 68% in 2010 to 49% in 2021. Furthermore, it was also observed that the female enrollment in other courses decreased by 16% from 43% in 2012 to 27% in 2021.

Awani & Singh (2024) in their study, Unveiling Disparities in Higher Education: With Special reference to Jaipur, Rajasthan aimed at examining the level of gender inequality in enrollment in higher educational institutions throughout India. The study revealed that over a span of five years from 2016-17 to 2020-21, male enrollment in India consistently exceeded the female enrollment with slight fluctuation in percentages. In the academic years 2016-17, the male enrollment made up to 53.15% of the total enrollment with female accounted for 46.84%. This pattern continued until 2019-2020, where male enrollment slightly outnumbered their female counterpart at 50.97% compared to 49.02% respectively. Likewise, in Rajasthan, the gender distribution followed the same pattern, with male

students consistently representing a larger share of total enrollment than the female students throughout the years studied (2016-17 to 2020-21).

In **2024**, **Singh** carried out a study on Understanding the Present Scenario of Women in Higher Education of Purba & Paschim Medinipur District. The objective of the study was to highlight the enrollment of women in higher education in relation to the overall enrolment in Purba and Paschim Medinipur. The study revealed that the total enrollment of students in various courses at the college level as per the Vidyasagar University report for 2021-2022 was 45,454 with 25,316 women students, constituting 55.69% of the total enrolment. At the university level, it was found that out of the total 3,932 students, 2,244 were women, constituting 57.07% of the total enrolment indicating that women student outnumbered their male counterpart both at the UG and PG level. However, with regard to the enrollment of students at the Ph.D. courses, it was found that out of 160 students enrolled, 64 were women, constituting 40% of the total enrolment.

2.2.2. Studies done on the Problems

Mahmud (2001) studied on Muslim Women Education in some villages of West Bengal (India) and Bangladesh: A Comparative study of their Educational Status, Problems, and Prospects. The result from the study revealed that the main obstacle to Muslim women's education was their minority status and the economic struggles of Muslims in West Bengal. Other contributing factors include lack of infrastructure, fears regarding safety, and the influence of prominent male and religious leaders, which were responsible for educational backwardness of rural Muslim in both West Bengal and Bangladesh. Additionally, the study found that Muslims in West Bengal were economically poor and educationally backward in comparison with the Hindus while the scenario was totally reverse in Bangladesh.

Kallolika (2002) conducted a study on Educational problems among the Schedule Caste Post Graduate Students: A Case Study of Karnataka University. The research highlights that till date, the girl's education among the schedule caste has not received any importance. It was found that majority of the students discontinued their education after graduation due to poverty, while others discontinued their education due to lack of proper guidance especially those who hailed from illiterate families. The study also correlates between income level of the family and types of problem faced. It was found that the lower the income level, higher was the economic problem faced during the admission process. Furthermore, it was found that majority of the Schedule Caste students belonging to poor

family condition suffered from inferiority complex and most respondents were dissatisfied with amount of scholarships they receive.

Selvamurugan (2009) studied on Job-Satisfaction Morale and Motivation of College Teachers in Tiruchitappali District. The findings from the study revealed that 40.9% of the teachers were receiving UGC pay scale salary, while it was not so for 59.1% of the teachers. Additionally, it was found that majority (84.5%) of the teachers were satisfied with their job, however, a few proportions of teachers had expressed their dissatisfaction in their job.

Kathiyayini (2010) carried out a study on Social and Educational Problems of Rural First-Generation College Girls in Madurai District. The study found that the first-generation college girls faced problems related to familial and physical environment. It also revealed that there exists a significant difference between the problems faced by rural and urban college girls, as the parents of rural girls tend to be more orthodox and often restricted their girl child in their social behavior. Women students whose parents were farmers, laborers and had low monthly incomes experience more difficulties. Additionally, the study also identified a connection between the social and educational difficulties faced by rural first-generation college girls taking into account the place where they live, their subject of study, their locality, castes, parents' occupation as well as their family income.

Shinde (2011) conducted a study on Women in Secondary and Higher Education: A Comparative Study in Gulbarga District. The study found that many of the respondents studying in higher education had more than one kind of problem. It was found that 59% faced financial problem, 19% had transportation problem, while 31.5% reported facing problems related to gender inequality in the families and society. Furthermore, it was found that 14% of respondents felt deprived in educational aspects, 26.5% in social aspects, 22% in economic aspects and 34% in political aspects.

Kumar (2013) undertook a Study of Disparities in Growth and Development of Higher Education in Himachal Pradesh with the objective to find out the main problem of students and teachers of higher education in Himachal Pradesh with regard to planning/administration, infrastructural facilities, examinations, courses of study, co-curricular activities, student's issues, teachers issues and budget. The findings from the study revealed the following: i) A significant 68.3% students and 67% of teachers felt that higher education would improve the living standard for people living in Himachal Pradesh while 31.17% disagreed. ii) 78% of the students and 73.5% teachers believed that everyone in Himachal Pradesh should have access to higher education, although 22% of students and 26.5% teachers disagree. iii) About 64% of the students and 65% teachers agreed that

higher education in India helps tackle the challenges of 21st century, with only 3% disagreeing. iv) The study found that 63% of the students and 89% teachers were dissatisfied with the educational and research facilities at Himachal Pradesh University. v) Additionally, 61 % of the students and 85% teachers expressed dissatisfaction with the library facilities of their colleges/university. vi) Furthermore, 53% of the students and 82% teachers felt that the quantity and quality of text-books, journals and reference books available in university/colleges libraries was not satisfactory. vii) 88% of the students and 4% teachers indicated the lack of health care centers inside the college campus. viii) A concerning 78% of the students and 13% teachers expressed dissatisfaction with the water supply. ix) Additionally, 79.3% of the students and 89% teachers reported dissatisfaction with the sanitation facilities. x) 79.3% of the students and 81% teachers mentioned the lack of hostel accommodations at the college/ university. xi) Another 82% of the students and 85% of teachers reported the inadequacy of hostel facilities xii) About 86.3% of the students felt that syllabus of higher education should be updated from time to time. xiii) 51% of the students revealed that they do not have good relation with the teachers in the higher education institution. xiv) A significant 74% of the students expressed dissatisfaction with the methods of teaching adopted by the teacher. xv) The study also revealed that 51% of the teachers were dissatisfied with their job. xviii) Lastly, it was found that 66% of teachers encountered difficulty due to overcrowded classes.

Saroja (2013) studied on Occupational problems of women teachers in colleges of Tamil Nadu. The study's finding indicated that with regard to personal problem, the highly perceived reasons were poor teaching aptitude, lack of skills in operating computers and internet, poor interpersonal relationships and mode of transportation. In relation to family challenges, the highly perceived reasons were lack of family support, difficulties in preparing lessons at home, the responsibility of caring for elder family members and the overall management of the family. Additionally, the study revealed that teachers faced problem in relation to economic, organizational and psychological challenges such as inadequate salaries, high rental cost, unsatisfactory provident fund facilities, inadequate infrastructural facilities, unsatisfactory medical reimbursement, job insecurity, lack of sufficient books in the library, significant amount of tension and stress in workplace and less opportunities for promotion and professional development.

Basavaraj (2014) conducted a study on Women in Higher Education: A Comparative Sociological Study of Gulbarga University and Karnataka State Women's University, Bijapur. The research objectives were: 1) To look into the social and educational challenges faced by women students. 3) To find out the status of women studying in higher

education. 4) To explore the reasons due to which the women were deprived from equality. 5) To explore the different factors related to the family and society of the students as it enables the gender inequality in higher education.

From the study, it was found that 51.4% of the respondents were financially supported by their parents, 17.2% by their brothers or sisters and 31.4% were financially supported by scholarships and fellowships to complete their higher education. Additionally, 28.8% have expressed that they were neglected in educational aspects, 46.6% were neglected in socio-economic aspects, 50.8% were neglected in political aspects including decision making and 25.0% were neglected in religious aspects and cultural issues. The study also showed that 28.2% experienced gender discrimination by their teachers, 57.6% by the male students, 41.0% by their family members and 50.0% revealed facing gender discrimination in society. Besides, 45.6% revealed that boy's education was preferred over girls' education in the family. Additionally, 33.4% stated that higher education has become more commercial and money oriented, while 23.0% have felt that higher education has become more knowledge oriented, and 63.8% had expressed that aims of higher education for women was to get good employment, income and wealth. The study has also identified several barriers which adversely affect their achievement in their future career prospects such as social restriction (42.6%), poverty (27.8%), religion or caste (20.8%) and gender (19.4%). Further, 18.6% of the respondents reported facing gender bias by faculty members and 17% faced gender bias by the students.

Montr (2015) conducted a study on the Problems of SC and ST Educated Youth in Higher Education: A Case Study of Kandhamal District, Orissa. The research objective was to explore the challenges of SC and ST students in pursuing higher education and to comprehend the problems affecting them. The findings from the study revealed that 51% of SC and 54% of ST students faced financial difficulty, stating that the amount they receive from home was not sufficient for them. Additionally, 41% of SC and 35% of ST students revealed that they were dissatisfied with the scholarship amount they received, stating that it was not sufficient for their study. Besides, 58% of SC and 51% of ST students indicated the existence of caste discrimination, while 2% of SC and 8% of ST students revealed that they face family restrictions with regard to higher studies. It was also found that 9% of SC and 20% of ST face problem in understanding the lessons due to the medium of instruction being English. Furthermore, 51% of SC and 33% of ST students expressed dissatisfaction with the hostel facilities, while 37% of SC and 33% of ST students expressed dissatisfaction with the college curriculum.

In **2016**, **Bhatti** carried out a study on the Problems faced by women students of the Maharaja Sayajirao University of Baroda, Vadodara. The objectives of the study were (i) To study the academic problems of the women students of Maharaja Sayajirao University of Baroda, Vadodara. (ii) To study the kinds of problems women students brought to the notice of the authorities and the types of measures taken to address them. The research findings revealed the factors which act as a hindrance to women in higher education. The major factors include societal beliefs and customs, religious ideologies, attitude of discrimination between boys and girls, financial difficulties and the view that educated women would deny household responsibilities. It was also found that few women faced problems related to canteen, ladies' room, toilet, computer labs and reading room but did not bring it to the notice of the authorities. Furthermore, it was found that they faced problems with regard to curriculum as it did not match with the Indian women needs nor with the demand of the job market. Other problems included lack of enough new edition books in the library, inadequate drinking water facilities, problem with women hostel and interference from outsiders.

Barbhuyan (2017) in his study titled, Problems and Prospects of Muslim Women in Higher Education aims to find out the problems faced by Muslim women in pursuing higher education in relation to social, economic, cultural, educational and religious aspects. The study brings to light some of the issues which acts as hindrance for Muslim women in pursuing higher education. It was found that Muslim women face problems due to various social taboos, early marriages, prejudice, and traditional beliefs, lack of awareness and less importance given to their education. Cultural restrictions, customs, and fears of losing their Islamic identity also play a role, along with concerns about allowing their daughters to pursue education away from home. Besides, parental income, poverty, and economic crises were some of the issues which act as an obstacle in their educational pursuits. Further, it was found that Muslim women faced problem due to shortage of colleges, lack of conducive educational environment, and inadequate infrastructural facilities.

Katti (2017) studied on the Problems and Challenges of Women in Higher Education: A Sociological Analysis with the objective to explore the problems, difficulties and challenges faced by women student. From the study, 40.7% of the women students revealed that they rarely receive support to pursue higher education. Additionally, 29.8% revealed that they face harassment from the society in pursuing higher education. Further, 45.1% of the women students reported facing problem relating to teaching which could probably be due to language barrier or teaching methods used by the teachers

Midha (2018) undertook a study on the Growth and Development of Teacher Education in Punjab in Post Reform Period (1991- 2016) aiming to explore the various issues related to secondary education from the perspective of both the educator and pupil teachers. The findings indicated that 100% of the teacher educators faced significant challenges after the introduction of the two year B.Ed. program due to lack of study material (50.84%), inaccuracy of the curriculum planned for Two year B.Ed. program (25%), unavailability of schools for internship (13.33%) and excessive workload (10.83%). Further, all the teachers reported facing difficulties with the prescribed curriculum for the Two-Year B.Ed. Program citing issues such as lack of properly defined curriculum (35%), lack of books (27.5%), it was not framed as per the objective of teacher education (24.17%) and the subjects introduced were new for teachers (13.33%). Notably, a substantial majority 81.67% felt that curriculum was designed to meet the demands of the two-year B.Ed. Program.

With regard to the pupil teacher, 77.5% indicated the inadequacy of computer and internet facilities. Besides, 72.5% of respondents expressed concern about the lack of books in the library, shortage of e-books and e-journals and lack of access to computer e-journals. They also mentioned the insufficient internet facilities in the libraries and the overall scarcity of digital resources. Furthermore, all the respondents reported facing difficulties with the curriculum for the two-year B.Ed. program citing issues like unavailability of study materials (57.5%), poorly defined curriculum (18.33%), curriculum does not align with the objectives of teacher education (13.33%) and the introduction of new subjects were unfamiliar to the teachers (10.84%).

In (2020), **Shafi** carried out a study on the Problems faced by girl students and their redressal mechanism in higher educational institutions of Kashmir with the objective to study the various problems faced by female students in higher educational institutions. The study found that female students in the university faced a number of stereotypes, which revolve around traditional notions of female as vulnerable and weak. Besides, it was noticed that these students often face challenges during commuting. It was also found that married women face serious problem in balancing between family responsibility and academic demands, particularly during pregnancies, which often lead to difficulties in submitting assignments and appearing exams.

Perveen (2021) studied on The Status of Women in Higher Education in Jharkhand: An Analytical Study, with the objective to find out the main problem faced by women employed in higher education. From the study, 30% of women reported the lack of support from their mother-in-law's who usually possess negative attitude towards their jobs, while

8% of women reported the negative attitudes of their husbands towards their wives' jobs. Additionally, 60% of women reported problem with balancing between family responsibilities and institutional assignments, 7% women reported discrimination in promotion and incentives packages and a few percent of women reported to have encountered some or more problems while working with male staffs and so preferred working with female members only. Moreover, one woman reported facing mental harassment at workplace when raising issue to the authority against sexual assault by their colleagues. Furthermore, the study found that almost all women faced difficulties in balancing between their professional work and their domestic responsibilities, while a few percent of women were found to be unhappy with the head of the institution due to denial of sufficient maternity leave when they actually needed.

Sasmita (2022) studied on the Institutional Problems Faced by Santal Tribe College Girl Students, aiming to explore the Institutional problems faced by college girls from Santal tribe. From the study, it was found that socio- economic issue was one of the major problems of the Tribal community. It was found that they were unable to fulfill their basic need and due to their poor economic condition, they were unable to send their girl to college as they were primarily dependent on agriculture and lacks proper source of income. Additionally, illiteracy of parent was found to be a major obstacle as many parents of the tribal girls were uneducated and educationally backward. It was also found that many of the parents do not encourage their child to pursue higher education and fail to support them in academic field. Besides, early marriage was another major issue, as a married woman often gets occupied with the household responsibilities. It was also found that the parents of tribal girls have traditional mentality regarding girls' education, as they believe that there is no need to educate a girl. Further, it was found that although the government provides a number of schemes to scheduled tribe community, but they were found to be unaware about these schemes.

Gul (2023) carried out a study on Socio- Psychological and Educational Problems of Women Students: A Study in Higher Educational Institutions of South Kashmir. The study aimed to identify the social, psychological and educational problems faced by women students in higher educational institutions of South Kashmir. The findings regarding social problems revealed that most of the parents were extremely conservative and opposed girls' education. Additionally, it was found that parents often do not permit their daughters to take any risks in life, as they consider early marriage a secure settlement for adult girls, while providing more facilities and opportunities to men. Besides, the overall women students felt that patriarchal practices in South Kashmiri families were a major impediment

to their advancement in higher education. With regard to psychological problems, the study revealed that women students in higher education confront a high degree of psychological and emotional problem due to the heavy syllabus and rigid curricular and pedagogical practices. As for educational challenges, it was further reported that the frequent interruption of the internet facility and lack of proper transportation facilities had been major issues which make them academically handicapped.

2.3. STUDIES DONE IN NORTH EAST INDIA

2.3.1. Studies on the Status

Chhetri (2009) carried out a study on Women's Education in Rural and Urban Sikkim: A Comparative study of their Educational Status, Problems and Prospects with particular reference to West Sikkim. The study aims to explore the state of women education with particular relation to literacy and educational status of the female population. The findings revealed that at higher education level, such as, undergraduate and post graduate, female enrollment was far behind the male enrollment in both the rural and urban areas. In rural areas, among the students pursuing higher studies, the percentage of girls (42.86%) was lower than the boys (57.14%). In urban areas, the percentage of girls stands at 46.15% compared to 53.85% for boys.

Das (2013) conducted a study on Enrollment and achievement of Schedules Castes in Higher Education in Assam. The findings showed that the percentage of SC students enrolled in higher education in Assam was 9.21% out of which, 60.15% were male and 39.85% were female. Additionally, the highest enrollment of SC students was found in arts stream which was then followed by science and commerce. The study also found that the academic achievement of scheduled castes male in Arts, science and commerce stream were higher than the scheduled castes female.

In **2015**, **Devi** conducted a study on Gender Discrimination in Educational Practices: A Study of Higher Education Institutions of North-East India with the aim to find out the status of women employees in comparison to men employees and to assess the status of female students relative to male students in higher education institutions. The study revealed that both in professional and non- professional higher education institutions, top positions such as Vice Chancellor, Director, Pro Vice- Chancellor, Controller of Examination, Finance Officer and Deputy Registrar were held by men. Moreover, positions like Registrar, Medical Officer, Assistant Registrar, Section Officer, Position of Clerks, Dean of Schools, Head of Department, Professor, Associate Professor and

Assistant Professor were mostly held by men, indicating an inferior status of women in these settings. With regard to the enrollment status of students, the result indicated that out of 1079 students enrolled in higher education institutions, 693 (64.22%) were boys and 386 (35.77%) were girls. Among these 79.22% boys and 78.49% girls had completed their course successfully. Similarly, in non -professional higher education institution, it was found that out of 869 students, 504 (57.99%) were boys and 365 (42%) were girls with 285 (56.54%) boys and 284 (67.94%) girls completing their course.

Das (2018) studied on the Problems and Prospects of Higher Education of Scheduled Caste and Scheduled Tribe Students in Bodoland Territorial Area District of Assam with the objective to examine the enrollment and dropout rates of SC and ST students in B.T.A.D. The findings from the study revealed that during the academic session 2010-11 to 2016-17, the total enrollment of students in higher education had seen remarkable growth with male enrollment higher than the female enrollment in BTAD of Assam through all the given years. Regarding the academic achievements, it was found that from the academic session 2010-11 to 2016-17, the total percentage of academic achievements had increased with the percentage of male students slightly higher than the female student in higher education. Additionally, the percentage of enrolment of SC and ST students through the given academic session from 2010- 2017 had increased gradually with the enrollment of ST student higher than the SC students in the colleges of BTAD areas. Regarding the academic achievements of students, the findings indicated that the performance of ST students was better than the SC students through all the session 2010-11 to 2016-17.

In **2019**, **Changmai** studied on the Status of Women in Higher Education in Assam with special reference to Dibrugarh University with the objective to examine the trend in female enrollment in higher education. The result from the study showed that during the academic year 2017- 18, the enrollment of female students exceeded that of the male students, while in the case of teachers, male teachers had significantly outnumbered the female counterparts.

Chetry in (2020), studied on Women's Access to Higher Education: A Study on the Headquarters of R.H.A.C. The study aimed to find out the participation of women in higher education and to compare gender- based enrollment rates. The study's findings indicated that the participation of female in higher education was found to be slightly lower than their male counterparts. Although the rate of access for women was increasing, it was found to be somewhat lower as compared to men.

Duarah and Balari (2020) conducted a study on Higher Education and Women Involvement in Assam: An Analytical Study. The study aimed to assess the status of

women's participation in higher education and to analyze the gross enrollment Ratio (GER). The findings showed that enrollment of women in programs such as M.Phil., post graduate, undergraduate and certificate course was found to be higher than the male counterpart. However, in fields like Ph.D., PG Diploma, Diploma and integrated programs, female enrollment was found to be lower than the male enrollment. Overall, the enrollment of female was found to be significantly higher than that of the male enrollment. Further, the Gross Enrollment of males was found to be slightly higher than the female, with 17.4 and 17.2 respectively.

In **2021**, **Saha** carried out a study on the Nature and Trends of Female Participation in Higher Education in Assam: A case study of Guwahati University. The study aimed to examine the trend and patterns of women participation in various faculties of Guwahati University. The results showed that in selected Arts and Humanities departments, female enrollment surpassed that of male students, with many literature departments having over 80 percent female representation, except for Arabic, which had only 40 percent female students. Conversely, in some science, technology, and management departments such as Physics, Chemistry, Computer Science, Electronics, Instruments, Mathematics, M.Sc. IT, and MBA, male students were in the majority, making up more than 65% of the total enrollment, while female students represented less than 35%.

Dutta (2022) studied on the Participation of Women of Scheduled Castes and Scheduled Tribes in Higher Education. The research aims to find out if there exist any gender disparity in enrollment pattern in higher education with reference to the women of Scheduled Caste and Schedule Tribes. The findings showed that the female enrollment rate at the Post Graduate level was found to be higher than that of the males, while at the undergraduate level, female enrollment rate was found to be lower than the male counterpart. Besides, the enrollment for SC and ST females in both Teaching Departments and Centres for Studies was found to be higher than the males within the groups and the female enrollment rates were found to be higher than male in all socio- economic categories. The study also indicated the existence of gender disparity in PG studies, but in a reverse manner, with females outnumbering males in all social categories of students at Dibrugarh University's Teaching Departments and Centres for Studies.

In another study, **Yaying (2023)** explore on the Status of Government Degree Colleges Under State Government and Government Model Degree Colleges Under RUSA of Arunachal Pradesh: A Comparative Study with the objective to investigate and compare the enrolment of students of Government Degree Colleges and Government Model Degree Colleges of Arunachal Pradesh from 2018-19 to 2021-22. From the study, the enrolment of

male student was found to be slightly higher than the enrolment of female students in all the three colleges during the mentioned four academic sessions both in Government Degree Colleges and Government Model Degree Colleges of Arunachal Pradesh.

2.3.2. Studies on the problems

Chinneilhing (2003) studied on the Education of Women Students in Manipur: An Appraisal with the aim to study the problems associated with education of women at secondary and college level. The findings from the study revealed the following: i) A significant majority reported the lack of sufficient textbook and separate reading rooms. ii) Most of the colleges indicated the lack of adequate laboratories equipment and space in the laboratory room. iii) About 66.46% reported the lack of proper sanitation for girl students. iv) Additionally, 79.3% indicated the lack of provision for hostel facilities for girls which creates difficulties for girls hailing from hill and rural areas. v) There was general dissatisfaction with the existing curriculum. (vi) 64.22% of college girls opine that their teachers were neither punctual nor regular in taking classes. (vii) About 53.01% revealed that they struggle to find time for studying due to the heavy burden of domestic responsibilities. (viii) 53.27% stated that their studies were affected by family problems due to poor economic condition of parents.

In a study conducted by **Bhutia (2005)** on Higher Education in the State of Sikkim, the teachers reported that their workload was heavy and they experienced professional stagnation. The teachers also expressed dissatisfaction with their job further reporting problems with the recruitment of teachers. Besides, the lack of proper equipment, inadequate quarters for teachers, no medical reimbursement, and lack of books, computer and internet facilities in the libraries and shortage of teaching aids were some of the issues reported by the teachers. Regarding student, the findings showed that the students were not provided enough option to choose subjects, face challenges due to lack of sufficient furniture, and inadequate books for studying. In case of government colleges, the classrooms were found to be overcrowded.

Mate (2009) undertook a Study of Higher Education in Manipur with the objective to find out the challenges encountered by teachers and students of general and professional higher education in the state. From the study, the teachers expressed dissatisfaction with their salary as it was insufficient to meet their needs and were not paid on time. Additionally, it was noted that promotion for teachers in private colleges was almost non-existent. Furthermore, few teachers from general colleges were found to be working in multiple institutions. Regarding the students, the findings showed that 40.77% and 55.02% students

of general and professional colleges were dissatisfied with the college administration, citing issues like inadequate departmental facilities, delay in work processing, irregularity of classes, poor infrastructure and poor maintenance. Moreover, it was found that 20.02% student of general colleges and 17.33% of professional colleges expressed dissatisfaction with the teaching- learning activities citing that it was not useful to them, attributing to teachers' incompetency and their tendency to dictating notes without further elaboration. The study also indicated that the students were not able to fully utilize the library due to limited hours. Further, the students reported facing several difficulties stemming from issues like lack of drinking water facility in the college, lack of computers, late arrival of teachers for classes, insufficient time for practice teaching, demanding nature of law practice, communication problem with the patients during internship, and poor teaching style.

In **2009**, **Chhetri** conducted a study on Women's Education in Rural and Urban Sikkim: A Comparative study of their Educational Status, Problems and Prospects with particular reference to West Sikkim. One of the research objectives was to explore the major constraints affecting women's education. From the study, 47.54% of rural women and 23.53% urban women revealed that lack of awareness and consciousness among parent pose a significant barrier for girls which often prevents them from pursuing higher education

Baglari (2012) studied on Higher Education of Women in Bodoland Territorial Area District (BTAD) of Assam. The research findings showed that both the college and university women students were dissatisfied with the time table arrangement. Besides, the teaching method was described as monotonous, leading to a dull and boring classroom environment. Additionally, the students reported dissatisfaction with the library facilities, computer facilities, drinking water facilities and also due to lack of hostel facilities. The students also reported facing financial issue due to high structure of fees which affected their studies. Further, majority of the students revealed that their class attendances were affected due to transportation problem.

Mero (2012) carried out a study on the Progress and Problems of Higher Education in Nagaland. The research aims to investigate the problems of: (a) teacher and (b) students, of general and professional higher education in Nagaland. Regarding the problems of general and professional college teachers, the research indicated that; i) a significant majority of the teachers were not provided with housing facility, ii) few teachers faced problem with students stating that they were rowdy, do not learn their lessons well and do not attend class, iii) a few percent of teachers faced problem with regard to promotion, iv) few

teachers reported that they face financial problem indicating that their salary was less, v) a few percent of teachers from general and professional colleges were not satisfied with their job, and vi) the teachers also reported facing many problems with regard to library facilities such as lack of up- dated books, proper reading materials and no reading rooms. In relation to the problems faced by students of general colleges and professional colleges, it was found that: i) majority of the general college students were not satisfied with the facilities provided, ii) majority of the student felt that scholarship amount was not adequate, while also indicating that they face problem in acquiring scholarship, iii) the student of general colleges faced various problem related to classroom such as overcrowded classroom, lack of proper benches and tables, iv) majority of the students revealed that they faced various problems related to library facilities such as insufficient books, lack of latest edition books and reading room. With regard to the problems faced by teachers of Nagaland University (general and professional), it was found that; i) few teachers were not satisfied with the leave facilities, ii) they faced problems with the methods of teaching due to lack of audio- visual aids and inadequate power supply, iii) few percent of teachers faced problem in relation to research activities such as lack of time due to heavy work, excess work, insufficient infrastructure for research activities, scholars were not serious and excess work. Other problems faced by them include lack of proper infrastructural facilities, sanitary problems and no proper canteen facility. In relation to the problems faced by students of Nagaland University (both general and professional), it was found that; i) few students reported facing problem related to classroom such as classrooms were not well lighted, disturbances of classes from outside noise and no audio- visual aids were used for teaching, ii) majority of the students felt that the amount of scholarship were inadequate, while also indicating that they face problem in acquiring scholarship, iii) few students also revealed that they face financial problem, iv) majority of the students revealed that they face problems related to library facilities such as shortage of books, poor maintenance of library books, less number of books, and course related books were not available, v) few students also revealed that they problems faced with the teaching methods such as monotonous and boring lecture, no proper explanation, and lack of efficiency and sincerity of teachers. With regard to the challenges encountered by the scholars, the findings indicated that; i) scholars were not provided with separate room in the department, ii) they reported facing difficulty with the laboratory facilities due to irregular power supply, lack of proper laboratory equipment, and laboratory room was not spacious, iii) a substantial majority of scholars reported facing challenges with the library due to shortage of books, no proper reading room, inconvenient library timing and limited journal and

reference materials, iv) the scholars reported facing financial problems such as delay in payment of scholarship and insufficient scholarship amount and v) they also reported facing problem while pursuing their study such as lack of facilities for research, laboratory facilities and lack of expertise in the study area.

Bora (2013) conducted a Study of Higher Education in Upper Assam. The study showed that the students encountered several challenges which includes shortage of computer, dearth of various curricular activities, separate library buildings, inadequate transport facilities, lack of proper drinking water facility in campus, limited number of hostels for students and lack of revised books. Furthermore, the teachers in higher education also reported facing difficulties stemming from issues like poor infrastructural facility, lack of proper student- teacher ratio, shortage of proper drinking water facility, and dearth to residential quarters.

Chanu (2013) in its study titled A study of Women's Higher Education in the Valley Areas of Manipur revealed that 44.4% of colleges have inadequate sanitation, while a significant majority reported facing problems with electrical issues and lack of internet facilities in the library. Additionally, the study showed that only 25% of the colleges provides girls hostel, and half of the women student reported facing financial problem during the course of their study.

Das (2013) studied on the Enrollment and Achievement of Schedules Castes in Higher Education in Assam. The research aims to investigate the problems faced by Scheduled Castes in higher education of Assam. The findings from the study revealed that 79.04% of SC students reported facing social related problems such as low priorities (74.33%), lack of co- operation from classmates (54.44%), adjustment problem in their society and institution (58.38%) and problem of well accommodative transportation to colleges and universities of Assam (61.22%). Besides, 59.32% SC students reported experiencing intolerable attitude from other castes students. In relation to academics, 70.92% of SC students reported facing academic challenges, with 55.73% of SC students facing challenges with the medium of instruction and 67.88% of SC students reported of not getting proper guidance and counseling. Additionally, 71.81% of scheduled castes students reported facing institutional challenges, where 67.29% of SC students reported facing problem due to insufficient library facilities and 41.07% of SC students experienced challenges due to lack of teacher in their institution. Regarding economic challenges, 68.90% of SC students reported facing economic problems, while 42% of SC students encounter challenges in paying tuition fees. Regarding home related challenges, 69.03% of the SC students revealed facing challenges due to household work, 61.40% students

reported the lack of conducive learning environment at home and 35% SC students revealed that parents do not provide proper facilities to their children in their educational pursuit.

Barua (2014) undertook a study titled A Study of Academic, Social and Emotional Problems of College Freshers in their Transition from School to College with the objective to examine the academic, social and emotional challenges experienced by college fresher. The research findings in relation to academic problems showed that 35.75% of the students faced academic related problems like method of teaching (60%), medium of instruction (54%), tough competition (50%), adjustment with large classroom (46%), stream selection (35%) and improving study habit (33%). Regarding social problems, 35.25% students revealed experiencing social adjustment problem such as developing new peer group (55%), spending free time in college (53%), adjustment with new social role (42.5%), problem with communication (40%), and adjustment with member of opposite sex (35%). Further, 45.75% of students reported facing emotional adjustment problem including problem of fear (44%), peer pressure (42%), isolation (38%), anxiety (32%), and stress (27%).

In **2014**, **Devi** studied on Vocational Education Courses in The General Degree Colleges under Gauhati University- An Evaluative Study. It aimed to find out the difficulties faced by students and teachers of vocational education courses in the general degree colleges under Gauhati University. The findings indicated that both boys' and girls' students faced difficulties with the library and laboratory facilities. Additionally, a quarter of them reported facing difficulties in continuing the courses. The main difficulties experienced by them included lack of adequate infrastructure, shortage of competent faculty, lack of modern equipment, irregularity of classes and lack of sufficient reading material. Besides, a few per cent of teachers reported experiencing difficulties mostly because of inadequate equipment and laboratory facilities. Other difficulties encountered by some teachers included poor enrolment of students and lack of consciousness among students and guardians.

Devi, in **2015** explored on Gender Discrimination in Educational Practices: A Study of Higher Education Institutions of North-East India. The study aimed to explore gender issues in educational practices within these institutions. From the study, it was found that 20.16% of the students in professional higher institutions experienced gender- related issues, while 10.63% revealed that educational practices favored men and 9.98% felt they favored women. With regard to non- professional higher institutions, 15.87% of the

students found gender related issues, while 6.55% noted that educational practices favored men and 9.32% felt that women were favoured.

Haokip (2015) has studied on the Status of Higher Education in the Hill Areas of Manipur: A Critical Study. The study aims: i) To study the present condition of higher education in hill areas with reference to management related aspect, academic activities, financial difficulties, physical infrastructure. ii) To identify the problems of students and teachers of higher education in the Hill Areas.

Through the study, it was found that financial constraints of the student's family were a major concern in their academic career of the students. The study showed that there was lack of academic renovation in research form which could improve the quality of teacher across the hill areas of Manipur. The research also highlighted several challenges encountered by teachers including lack of internet facility, lack of facility for preparing teaching aids, lack of updated materials in the libraries, lack of chemicals and equipment in the laboratories, low salary for private college teachers, irregularity of students in government colleges, lack of incentives for fostering healthy competition among teachers and lack of quarters for staff. Furthermore, the study revealed that the students were predominantly aimless regarding their future after completing their course. Additionally, the students reported facing several challenges which included poor study materials in the library, lack of hostel facilities, lack of laboratory materials, irregularity of power supply, irregularity of some teachers, high tuition fees in private colleges, lack of recreational facilities and lack of outdoor and indoor game facilities.

Majaw (2015) carried out a study on the Progress and Problems of Higher Education in Meghalaya: A Case Study of North Eastern Hill University and its Affiliated Colleges. Some of the objectives of the study are: 1) To study the challenges of higher education with reference to the following. a) Infrastructure (b) administration and management (c) Finance. 2) To find out the academic problems of higher education in Meghalaya. a) Curriculum (b) methods of teaching (c) Examination (d) Co- curricular activities (e) Library facilities (f) Guidance and Counseling facilities. 3) To find out the challenges faced by the college and university teachers relating to professional growth.

The research findings revealed that both the students and teachers at the University and undergraduate level faced problems with regard to infrastructure, administration and management, finance, curriculum, methods of teaching, examination and professional growth. The challenges reported by the teachers through the study are: (i) Lack of necessary facilities in classroom and laboratories. (ii) Buildings were not well maintained. (iii) Faculty rooms were congested. (iv) Insufficient number of faculty members. v)

Inadequate transport facilities. (vi) Dissatisfaction with the functioning of the administration. (vii) Delay in payment of salary and arrears. (viii) Delay in declaration of results. (ix) Lack of subscription to journals, periodicals. (x) Slow process for promotion. (xi) Lack of sufficient ICT facilities in teaching learning process. (xii) Lack of time for research work and publication. The study also shed light on the several challenges face by students, including: (i) Poor maintenance of building (ii) Lack of proper waste disposal system. (iii) Inadequate transport facilities. (iv) Lack of proper reading rooms in the library, outdated books, and limited number of books. (v) Poor maintenance of hostels and lack of hygienic food and proper sanitation. (vi) Unattended grievances by the authorities. (vii) Delay in declaration of results and issuance of mark sheet. (viii) Dissatisfaction with institutional administration. (ix) Dissatisfied with the existing course of study, with courses not completed on time. (x) Face difficulty in understanding the topic.

Dutta in **2016** explored on the Job Satisfaction and Psychosocial Problems of Women Teachers Working in Colleges of Assam aiming to assess the job satisfaction and psychosocial problems of women teachers working in colleges. The study indicated that 32% women college teachers were dissatisfied in different factors of job satisfaction, while on psychosocial factors, 33% of Women College teachers were dissatisfied with their job. It was found that 35% of women teachers were dissatisfied on job concrete factors like unsatisfactory working condition, unhealthy environment of college and lack of proper facilities of recreation in their college. Additionally, on job-abstract factors, 36% of women college teachers were dissatisfied due to lack of co-operation from the colleagues and worker, principal's attitude regarding their authorities, and undemocratic functioning in the college environment. Besides these problems, they reported issues with malpractices like corruption, favoritism etc. at their workplace, which often leads them to higher degrees of dissatisfaction. Regarding economic factors, 35% of women teachers expressed dissatisfaction with their job as majority of the dissatisfied teachers were working against as non-sanctioned or non-provincialized posts, where they were not given full salary, other benefits as par with their government counterparts and only receive some lump-sum remuneration from college authority- which was not sufficient. The findings also revealed that on psychosocial factors, 33% women college teachers were dissatisfied due to inadequate provision of different training such as orientation program, training and workshop, refreshers courses, and seminar to develop or improve the competency and efficiency of their work. Furthermore, the study found that on job community/ national economy as well as standard of life factors 15% of college women teachers were

dissatisfied due to low standard of life style, no scope for freedom, decision making and initiative role in college environment.

Jyoti (2016) conducted a study on Teacher Education Programmes in Himachal Pradesh: An Evaluative Study with the aim to identify the various problems faced by the students and teachers of these institutions. Regarding teacher's problem a substantial majority of the teachers (93.33 per cent) were not receiving salary as per UGC norms even after fulfilling all eligibility criteria. While more than half of them (53.33 per cent) reported the lack of transparency with the management of institutions, 60 per cent of them revealed that their colleges usually don't keep staff on a long-term basis, changing them yearly. Additionally, it was found that some colleges employ candidates without required qualification at low salaries to avoid paying a mandatory salary to fully qualified staff. A significant majority of teachers (83.33 per cent) reported the lack of job security and job satisfaction. Besides, 76.66 per cent teachers reported that they were not deputed by the authorities for professional development programmes. The study also highlights several problems faced by students. About 11.5 per cent of students felt that the fee structure for the course was high, while also noting that they have to bear expenses like spending money on transport, stationary, books, models, charts and assignments. The study also showed that 26.25 per cent of students struggle with medium of instruction, further suggesting the medium of instruction to be Hindi. Additionally, 16.25 per cent pupil teachers expressed their struggle in having to take rental rooms on high charges due to lack of hostel facilities. Moreover, 17.25 per cent pupil teacher reported facing problem during practice teaching, while also suggesting that model lesson plans should be made available in library.

Singh (2016) studied on the Growth of Higher Education in Manipur (1980 to 2001). The findings revealed that some colleges lack science streams, which pose challenges for students due to distance of these institutions. Both students and teachers encounter various issues stemming from bandhs, strikes, and other disruptions. Additionally, the research highlights that several colleges lack essential facilities, such as playgrounds and proper toilet amenities for student, teachers, and staff. Furthermore, some colleges do not provide access to drinking water, forcing teachers and students to consume unsafe water, which pose health risks. The lack of adequate facilities contributes to the underachievement of educational goals.

Bharali (2017) studied on the Professional Development and Competency of Women Teachers in Higher Education in Nagaon District with the objective to examine the constraints faced by women teachers in their professional development in higher education. The findings from the study revealed that most constraints faced by the respondents were

family constraint (41%), which was followed by institutional constraints (37%) and personal constraints (22%). With regard to institution constraints, the issues included lack of available opportunities for Ph.D. and M. Phil (83.3%), lack of information technology at college (80.03%), lack of provision for leave (23.8%), lack of co-operation of colleagues (12.6%) and lack of opportunities provided by college authority (8.8%). Regarding family constraints, the issues revealed by the respondents includes children's responsibilities (76.6%), household responsibilities (67.4%), responsibilities of in-laws (49.4%), staying away from family (27.2%) and financial problem (9.2%). The study also highlights personal constraints faced by the respondents in their professional development which includes lack of time (87.9%), lack of computer accuracy (28.0%), lack of self-confidence and self-esteem (2.1%) and lack of ethic, attitude and values (2.1%).

In another study, **Singh (2017)** studied on the Problems faced by Women Teachers of Government Colleges within Imphal Urban Areas, Manipur. The present research aims to find out the social, economic, personal, academic, administrative and infrastructural problem faced by women teachers. The study found that 31.70% of the teachers encounter problems. The highest level of problem was found at 64.80% on the infrastructural facilities. The study also found that government colleges face problems due to poor infrastructural facilities in relation to classrooms, common room, teaching- learning materials, sports equipment, and library facilities.

Das (2018) explored on the Problems and Prospects of Higher Education of Scheduled Caste and Scheduled Tribe Students in Bodoland Territorial Area District of Assam. The objectives of the study were: (i) To study the problems faced by SC and ST students of higher education in B.T.A.D. (ii) To study the attitudes of SC and ST students towards higher education in B.T.A.D. The study revealed that: i) Regarding academics, majority of the students have problem with the college timing, seating arrangement, hostel accommodation and delay in receiving scholarships. ii) With regard to classroom, a significant majority of the students expressed their struggle in understanding the lessons taught by the teachers. iii) Additionally, a few percentages of students indicated that their parents face difficulty to bear the necessary expenses for their study and often fail to pay college subscription fees in due time. iv) The study further revealed that 35.25% of SC and 37.25% of ST students exhibited high level of attitude with respect to higher education while 64.75% SC and 62.75% ST students demonstrated moderate level of attitude towards higher education.

Mar (2018) studied on Professional Ethics and Development of Teachers in Higher Education in Nagaland. The research aims to study the problems faced by teachers in their

career advancement. The study revealed that most of the colleges have inadequate infrastructural facilities, viz, sufficient classrooms, auditorium, laboratories, libraries, college canteen, proper work space for teachers, hostels, staff quarters etc.

Sherpa (2020) explored on the Development and Challenges of women in Higher education in Darjeeling Hills. The main objective of the study was to examine the problems and challenges faced by women students and teachers in higher education. From the study, 62.45% women students reported facing educational challenges with the management of timetable in the college. Additionally, 9.70% women student faced sanitation problem due to unhygienic toilets and lack of water in the toilets. The study also showed that the colleges lacked photocopying facilities, forcing students to seek external services at higher costs. Furthermore, 20.45% women students revealed that they faced educational challenges with regard to infrastructural problem such as lack of reference book in the library, and no internet facility. The study also found that 38.29% women students encounter economic challenges related to transportation and 67.44% revealed that the scholarship amount they receive was very less and was insufficient to meet their educational expenses.

With regard to the challenges faced by teachers, 20.67% of women teacher reported facing educational challenges related to teaching due to improper curriculum pattern. Besides, 72% of women teachers revealed that they faced challenges with regard to infrastructure in colleges due to lack of books in the library, lack of internet facilities, administrative issues, insufficient faculty in the department and overcrowded classrooms. Additionally, 27.54% of women teachers encountered administrative challenges, and 49.07% indicated the lack of separate staffroom for female teachers. Economic challenges were prevalent as well, with 63.33% of women teachers reporting financial difficulties, and 39.33% stating that their salaries were low. Furthermore, it was found that 64.29% of women teachers faced economic challenges in purchasing books and their salaries were not sufficient to meet their expenses, noting that they do not receive any financial assistance from the college.

Nonglait (2021) undertook a study on the Problems and Challenges of Rural Students in Higher Education in Meghalaya. The present study investigates the problems and challenges faced by rural students in the discipline of arts, science and commerce. The research findings indicated that their economic status was a major problem as most students comes from low-income family. It was found that because of the economic constrain of their family, the rural student often chooses to enroll themselves in those colleges that were less expensive and were of lower quality, even though they get selected

for admission into some of the best colleges. The study also found that the rural students face difficulties with the teaching method as the teacher usually use lecture method, making the classroom environment dull and uninteresting. Additionally, the study revealed that the rural student face problem with regard to classroom such as small and overcrowded classroom, lack of necessary facilities and noises from outside which contribute to unfavorable learning environment. Moreover, it was found that the rural student face challenges with library facilities due to limited number of books. Furthermore, it was found that the rural student from science stream encounter challenges related to laboratory, as the equipment were outdated and lacks essential chemical for conducting experimentations.

Dutta (2022) in his study titled, Participation of women of scheduled castes and scheduled tribes in higher education aims to study the challenges encountered by the women of Scheduled caste and scheduled tribes in higher education. From the study, majority of the female student encountered problems such as financial difficulties during their study periods, lack of proper information regarding scholarship to deserving SC and ST female students, distance of the college from home, lack of pure drinking water facility and lack of proper hygienic toilet facilities.

Hau (2022) undertook a Critical Study of Problems of Colleges Affiliated to Nagaland University with the goal to examine the major problems of teachers and students of general and professional colleges. The findings revealed that general college teachers face problem due to issues including lack of opportunity for professional development (50%), lack of team work among teaching and non- teaching staff (50%), lack of resources for conducting various curricular and co- curricular activities (50%). Additionally, the study indicated several problems faced by professional college teacher such as lack of infrastructural facilities (63.33%), irrelevance of existing course in the present context (61.66%), dissatisfaction with the examination and evaluation system (53.33%), and inefficient administration system (50%). The study also indicated various problem faced by students which includes irregular disbursement of scholarship (73.83%), insufficient infrastructural facilities (70%), irregularity of teachers (62%), poor standards of examination and evaluation system (57.83%), and ineffective teaching methods used by the teachers (55.33%). The study further revealed the difficulties encountered by professional college students which include inadequate infrastructural facilities (75%), inefficient administration system (57.25%), incompetence and lack of professional qualification of teachers (55%), poor standards of examination and evaluation system (52.75%) and lack of adequate technical staff (52.5%).

Yaying (2023) conducted a study on Status of Government Degree Colleges Under State Government and Government Model Degree Colleges Under RUSA of Arunachal Pradesh: A Comparative Study with the following objective: (i) To investigate and compare the infrastructures facilities available in Government Degree Colleges and Government Model Degree Colleges of Arunachal Pradesh, and (iii) To investigate and compare the challenges encountered by the teachers and students of Government Degree Colleges and Government Model Degree Colleges of Arunachal Pradesh. With regard to the availability of infrastructure in Government Degree Colleges and Government Model Degree Colleges of Arunachal Pradesh the findings revealed that 25% teachers and 25% students reported not having adequate area of land in the colleges, while 75% teachers and 46% students indicated the lack of sufficient numbers of classrooms, and 59% teachers and 46% students responded that they do not have sufficient furniture. Besides, 59% teachers and 57% students responded that they do not have canteen facility, while 67% teachers and 88% students reported not having computer lab and internet facilities, 22% teachers and 14% students indicated the lack of transportation facilities and 43% teachers and 28% students responded that they do not have proper power supply facility. Moreover, 44% teachers and 73% students responded not having auditorium, while 79% teacher 49% students indicated the lack of sufficient numbers of teaching staffs and 63% teachers and 53% students responded that they do not have laboratory facility. Also, 48% teachers and 51% students reported not having library facility. 20% teachers and 13% students indicated the lack of separate toilet for female and male teachers. 78% students responded that their colleges do not have adequate numbers of books in the college library. Further, 71% teachers reported not having separate teachers' common room for male and female teachers, 54% students responded the lack of students' common room in their colleges, and 92% students responded for not having separate room in their hostel. Regarding the problem of Government Degree College and Government Model Degree College teachers of Arunachal Pradesh, it was found that 88% teachers were satisfied with their profession, 90% teachers responded for getting salary in time and 77% teachers were satisfied with their present salary. Besides, 41% teachers reveled being overloaded with social and other responsibility, 92% teachers indicated the lack of proper medical facility in the college campus, 18% teachers expressed dissatisfaction with the present syllabus, 88% teachers revealed facing problem related to lack of instructional materials in the colleges, and 62 % were dissatisfied with the present college building. Additionally, 76% teacher responded that they have a problem in the management of library, 64% reported financial problem in the maintenance of colleges, 81% teachers reported lack of opportunity for professional

development course and 10% reported having problem with college administration. With regard to student's problem, 24% students reported that their colleges do not have transportation facility, 44% students responded not having sufficient furniture in classroom, 33% of colleges do not have playground and play materials and 72% responded not having hostel facility. Besides, all the students reported facing problem due to lack of medical facility in the colleges. Additionally, 90% students expressed dissatisfaction with the existing building in colleges, 62% reported facing problem in understanding the topic taught by the teachers in classes and 38% revealed having problem with the college administration.

2.4. OVERVIEW OF THE REVIEW

2.4.1. Overview of the review on the Status of Women in Higher Education

The landscape of women in higher education has undergone a transformative change through the years with increasing participation of women in terms of students, educators and leadership roles. Various studies exploring the status of women in higher education revealed intriguing and contrasting findings on gender distribution in higher education. Research conducted by **Chhetri, C.B. (2009)**, **Devi, Y.R. (2015)**, **Frances, F. (2018)**, **Changmai, J. (2019)**, **Duarah, S. and Balari, P. (2020)**, and **Pinkovetskaia, I. (2022)** indicated that female students outnumbered their male counterpart in enrollment in higher education. Conversely, other studies including **Das, S.C. (2013)**, **Ghara, T.K. (2016)**, **Ahadi, A.A. (2017)**, **Das, C.C. (2018)**, **Chetry, R. (2020)** and **Dey, M. (2021)** suggested that male enrollment surpasses that of females. In addition to the contrasting gender enrollment pattern, several studies conducted by **Das, S.C. (2013)** and **Das, C.C. (2018)** also points out that male students exhibited better academic achievement compared to female students.

Moreover, studies by **Asmamaw, A.T. (2017)** and **Changmai, J. (2019)** found a higher number of male teachers compared to female teachers in academic institutions, reflecting a broader trend of gender imbalance in the teaching workforce, with male teachers dominating the teaching position. Similarly, studies by **Devi, Y.R. (2015)**, **Asmamaw, A.T. (2017)**, and **Oppong, A.A.A. (2017)** highlighted the underrepresentation of women in administrative and top-level positions in academic institutions. The findings suggested that males were more likely to occupy prestigious roles such as Chancellor, Pro-Vice Chancellor, Registrars, Finance Heads, Chief Librarians, Heads of Departments, and Deans of Faculties.

2.4.2. Overview of Review on Problems Faced in Higher Education

Infrastructural challenges

The quality of infrastructure in educational institution plays a vital role in shaping the overall academic experience of both the students and the teachers. A well- equipped infrastructure and conducive learning environment fosters in making the teaching learning effective, contribute to health, safety and well- being of the students and staff, thereby, enhancing the overall institutional effectiveness. However, numerous studies across various regions have highlighted several infrastructural inadequacies which impede educational development. Research conducted by **Mahmud, M.S.H. (2001), Chinneilhing, E. (2003), Singh, K.H.K. (2006), Mero, N. (2012), Bora, S. (2013), Kumar, P. (2013), Kasapa, Japhet, et al. (2015), Majaw, E.B. (2015), Naeem, T., Dahar, M.A. (2016), Barbhuyan, N.I. (2017), Engida, G.J. (2019), Sherpa, K. (2020), Nonglait, F.L. (2021), and Dutta, P. (2022), Hau, E. (2022)** have highlighted several infrastructural problems faced in higher educational institutions which include lack of basic amenities, inadequate playground, insufficient access to safe drinking water, poor maintenance of building, poor sanitations, inadequate toilet facility, unfavorable learning environment, lack of computer labs and printing services.

Similarly, **Chinneilhing, E. (2003), Bhuttia, Y. (2005), Baglari, J. (2012), Mero, N. (2012), Saroja, R.T. (2013), Devi, S. (2014), Haokip, T. (2015), Majaw, E.B. (2015), Bhatti, A.G. (2016), Sherpa, K. (2020), and Nonglait, F.L. (2021)** pointed out the inadequacies of library facilities including lack of sufficient and updated books, inadequate reading rooms, limited access to computer resource and internet. Additionally, **Majaw, E.B. (2015), Mar, T. (2018)** and **Sherpa, K. (2020)** pointed out the lack of separate staff rooms for female teachers and inadequate work space for teachers. Another issue pointed out was the inadequacy of classroom facilities. **Mero, N. (2012), Kumar, P. (2013), Kiral, L. (2015), Majaw, E.B. (2015), Naeem, T., Dahar, M.A. (2016), Mar, T. (2018), Engida, G.J. (2019)** and **Nonglait, F.L. (2021)** in their studies noted that overcrowded classroom, inadequate classroom facilities and disruption from external noises negatively affect the learning environment. Additionally, laboratory related issues were identified in the works of **Chinneilhing, E. (2003), Mero, N. (2012), Devi, S. (2014), Haokip, T. (2015), Majaw, E.B. (2015), and Nonglait, F.L. (2021)**, who cited that lack of adequate laboratory equipment, limited space, shortage of essential chemicals and tools often poses a hindrance in effectively conducting practical experiments.

Transportation was another significant issue pointed out by **Shinde, R.V. (2011), Baglari, J. (2012), Bora, S. (2013), Saroja, R.T. (2013), Naeem, T., Dahar, M.A. (2016), Bajwa, F. (2022), Majaw, E.B. (2015), and Gul, A. (2023)**. Issues stemming from lack adequate transports services negatively impacted attendance and performance of students, particularly for girls hailing from rural areas. Studies by **Bhutia, Y. (2005), Mero, N. (2012), Bora, S. (2013), Haokip, T. (2015), and Mar, T. (2018)** pointed out the lack and shortage of residential quarters for teachers. Similarly, **Chinneilhing, E. (2003), Bora, S. (2013), Kumar, P. (2013), Haokip, T. (2015), Majaw, E.B. (2015), Bhatti, A.G. (2016), Naeem, T., Dahar, M.A. (2016), Mar, T. (2018), and Mazhar, S., et al. (2022)** highlighted the challenges posed by inadequate hostel facilities which included limited hostel seats, poor maintenance of hostels, unhygienic food and inadequate sanitation. Additionally, the lack of women's hostel was identified as a significant issue, with many colleges failing to provide adequate residential accommodations for female students.

Financial challenges

Financial stability is crucial for ensuring access and continuity of education for both the students and teachers. Limited financial resources can often hinder the performance and achievements of teachers and students and impact the effectiveness of educational institutions. Financial constraints have significantly remained a serious concern to quality education. Several studies conducted have highlighted the financial difficulties encountered by students and teachers in higher education. **Mate, J. (2009), Mero, N. (2012), Saroja, R.T. (2013), Kudachi, S.A. (2014), Haokip, T. (2015), Majaw, E.B. (2015), and Sherpa, K. (2020)** pointed out the financial challenges faced by teachers including low salaries, delay payments, high rental cost and inadequate incentive packages which impact their well- being and motivation.

Similarly, **Mahmud, M.S.H. (2001), Kallolikar, S.B. (2002), Chinneilhing, E. (2003), Kathiyayini, S.V. (2010), Mero, N. (2012), Zamir, S. (2013), Farid, T. et al. (2014), Tiruneh, W.A., and Petros, P. (2014), Haokip, T. (2015), Montr, B.C. (2015), Behlol, M.G.I., and Najeebullah, I. (2016), Naeem, T., Dahar, M.A. (2016), , Barbhuyan, N.I. (2017), Okwelle , P.C. and Alalibo, T.J. (2017), Noglait, F.L. (2021), and Bajwa, F. (2022),** in their studies pointed out that economic problem stemming from issues like low- income families/ poor economic condition often hinder their ability to pursue and complete their education, particularly girls who were often force to discontinue their education. Besides, the lack of financial support from family coupled with poverty

and economic crisis were found to be negatively impacting students' academic achievements. Due to financial limitations, many students were compelled to enroll in lower quality education despite being accepted into better institutions. Moreover, many female students face financial challenges due to high cost of fee, lack of scholarship and insufficient resources, which disrupt their studies and limit their educational opportunities. Research conducted by **Kallollikar, S.B. (2002)**, **Mero, N. (2012)**, **Montr, B.C. (2015)**, **Sherpa, K. (2020)** and **Hau, E. (2022)**, pointed out that the scholarships provided to students were minimal, with many students expressing dissatisfaction over the scholarship amount as it was not sufficient to cover their educational and living expenses, while also stating that scholarships were not disbursed on time.

Administrative challenges

Transparency and effective administration are crucial for the smooth functioning of educational institution. A sound administration would result in better educational outcomes, on the contrary, weak and ineffective administrative system negatively impact students and teachers' performance, hindering the educational outcome. Several studies have highlighted the inadequacies of administration in higher educational institution. **Mate, J. (2009)**, **Kiral, L. (2015)**, **Majaw, E.B. (2015)**, **Sherpa, K. (2020)**, **Hau, E. (2022)**, and **Mazhar, S., et al. (2022)** pointed out the dissatisfaction of teachers and students with the administration stemming from issues such as insufficient departmental facilities, procedural delay, and irregular class schedules, shortage of teachers in the department, and unaddressed grievances by the authorities. Additionally, **Mate, J. (2009)**, **Saroja, R.T. (2013)**, **Kudachi, S.A. (2014)**, **Majaw, E.B. (2015)** and **Perveen, S. (2021)** in their studies reported discrimination in promotion, lack of promotional opportunities for teachers in career advancement and professional growth, particularly in private colleges, citing it as slow, lacking transparency and often influenced by favoritism which negatively affect their motivation and job satisfaction.

Academic challenges

Academic practices are crucial in influencing the learning experiences and outcome of the students. However, several studies have highlighted the academic inadequacies particularly with regard to the teaching methods, curriculum design and examination and evaluation in higher education. **Mate, J. (2009)**, **Baglari, J. (2012)**, **Mero, N. (2012)**, **Kumar, P. (2013)**, **Majaw, E.B. (2015)**, **Das, C.C. (2018)**, **Nonglait, F.L. (2021)**, and

Hau, E. (2022) have pointed out student's dissatisfaction with the teaching methods due to lack of teachers' competency, while also heavily relying on dictating notes without elaboration. Besides, monotonous teaching method was also cited as a contributing factor to dull and uninteresting classroom environment, making it difficult for students to grasp the subject matter and engage effectively in classroom activities.

Similarly, studies conducted by **Chinneilhing, E. (2003)**, **Majaw, E.B. (2015)**, **Montr, B. C. (2015)**, **Bhatti, A.G. (2016)**, and **Hau, E. (2022)** reported student's dissatisfaction with the curriculum content noting that the curriculum was outdated and not completed at stipulated time, while also citing that the curriculum lacks relevance with the needs of Indian women or the job market. **Majaw, E.B. (2015)** and **Hau, E. (2022)** also reported students and teachers' dissatisfaction with the examination system due to delays in result declarations and the issuance of mark sheets.

Socio- cultural issues

Socio cultural factors such as traditions, values and societal norms play a significantly role in influencing overall achievements of women particularly in areas like education, career and decision making. In many rural and conservative family setting, traditional beliefs often pose significant barrier in women's access to higher education. Research by **Mahmud, M.S.H. (2001)**, **Kathiyayini, S.V. (2010)**, **Farid, T. et al., (2014)**, **Tiruneh, W.A. and Petros, P. (2014)**, **Barbhuyan, N.I. (2017)**, **Shuvra, M.B. et al., (2019)**, **Bajwa, F. (2022)**, and **Gul, A. (2023)**, highlighted similar issues regarding cultural and social constraints faced by women. Several issues including social taboo, traditional beliefs, cultural norms, early marriages, patriarchal practices, fears regarding safety concerns, and influence by prominent male and religious leaders remains significant barrier that restricts women's access to higher education and limits their opportunity. Additionally, girls from rural region often face stricter family restrictions with limited freedom to choose their career paths. Besides these factors, the feeling of low self-esteem family background further affects women's academic performance.

Familial issues

Family dynamics, domestic responsibilities and parental influence are crucial factors that contribute to women's access and participation in higher education. In many conservative family settings, household dynamics, domestic responsibilities and parental

influence poses significant barrier to women's participation and achievement in higher education. Family related challenges were identified in the works of **Kathiyayini, S.V. (2010), Shinde, R.V. (2011), Zamir, S. (2013), Basavaraj, H. (2014), Behlol, M.G.I., and Najeebullah, I. (2016), Bhasme, A., Oswal, K. (2019), Shuvra, M.B., et al. (2019), Sasmita., H. (2022), Chinneilhing, E. (2023), and Gul, A. (2023)** that limited their educational opportunities. Issues including family dynamics, parental opposition and conservative parental attitude coupled with the notion that educating girls was unnecessary create significant barrier to women's education. Additionally, domestic responsibilities pose great hurdles, particularly for married women who struggle to manage academic responsibilities alongside domestic duties, child-rearing, and time management issues, leading to stress and poor academic performance. Besides, the expectation particularly from in-laws to prioritize domestic responsibilities over education also pose great challenges.

Emotional and psychological challenges

Mental wellbeing is a crucial component for success in various aspects of life, be it personal, academic or professional. However, various studies identified emotional and psychological stress encountered by women in higher education. **Shinde, R.V. (2011), Saroja, R.T. (2013), and Gul, A. (2023)** in their studies reported that women in higher education confronts with emotional and psychological stress stemming from societal expectation and leadership stereotyping. Additionally, the lack of family support, gender discrimination coupled with difficulties in balancing household duties and academic responsibilities often lead to psychological stress. Moreover, pressure to meet the academic demands together with rigid curriculum further affects academic pursuit and personal well-being of women in academia.

Gender related issues

Gender discrimination and harassment are ongoing and pervasive issues affecting every section of society from educational institutions to workplace and homes. Numerous studies have highlighted several gender-related issues that affect the academic pursuit of women in higher education. Research by **Chhetri, C.B. (2009), Asif, M. et al. (2011), Das, S.C. (2013), Saroja, T. (2013), Zamir, S. (2013), Basavaraj, H. (2014), Devi, Y.R. (2015), Irum, S. et al. (2015), Madara, D. S., Cherotich, S., (2016), Naeem, T., Dahar, M.A. (2016), Katti, S. (2017), Das, C.C. (2018) and Engida, G.J. (2019)** identified gender related issues including gender inequality/discrimination, socio-economic neglect,

societal attitudes, sexual harassment, and limited opportunities for leadership roles that causes significant barrier in their academic pursuit. Women were confronted with excessive discrimination both in educational institution and within their families. Besides, the lack of awareness among parents often prevents girls from continuing their education or restricts their access to education. Additionally, another issue reported was that of caste-based discrimination against the marginalized group, such as those of Schedule Caste (SC) students, further compounding these challenges.

2.5. IMPLICATIONS OF THE REVIEW

Through the years, several studies had been carried out that specifically address to the status and the challenges encountered by students and teachers in higher education. For the present study, a total of 81 (eighty-one) related literature was reviewed, consisting of 29 (twenty-nine) studies from abroad, another 21 (twenty-one) from India, and 31 (thirty-one) from North east India, all focusing on the status and challenges encountered within higher educational institutions. Out of the 81 studies reviewed, only 7 studies were cross-sectional studies that included both status and problems while the remaining 74 studies solely focused on either the status or the problems. The reviewed studies were broadly classified into two categories with 21 studies exploring the status of women in higher education and 67 studies concentrating on the challenges faced by them. Out of the reviewed studies on the challenges, 38 studies specifically address to the problems encountered by women, while the remaining 29 included both male and female perspectives. Findings from these studies provide a comprehensive view of women's participation and the various challenges they face in higher education. The research conducted on the status of women in higher education revealed a mixed result regarding the gender distribution in terms of enrollment of students and the number of teachers in higher education. While some studies indicated a significant rise in the number of women academicians (both teachers and students), other studies pointed out a concerning underrepresentation of women in higher education sector. Furthermore, the literature also sheds light on the various challenges faced by both students and teachers in this field including institutional- (infrastructure, finance, administration, academic), socio- cultural, family influence, emotional and psychological struggle, harassment, and gender- related issues.

The literature also highlights a growing trend in research focused on the status and challenges faced by women in higher education. The review of the existing literature has provided an extensive and valuable insight into the current scenario of higher education

across the globe and has contributed significantly into understanding the research objectives, methodologies and findings. The insight gained from the above literature on the status and challenges encountered by the academicians in higher education globally underscore the need to explore the current scenario of women academician in higher education in Nagaland. Additionally, the literature review has served as a crucial tool for identifying research gaps, thereby, broadening the scope for future research in this field.

2.6. RESEARCH GAP

The extensive literature on the status and problems of women in higher education highlights the various challenges encountered by women academician worldwide. While there are studies that have been conducted internationally and in different parts of India, there lays a significant research gap regarding the status of women and the challenges they encounter in higher education in Nagaland. One of the significant gaps is that most of the studies conducted were mostly concentrated on major cities of India, and few northeastern states, while lacking a focus on the unique educational experiences of women in Nagaland. Another significant gap is the lack of cross- sectional studies as most of the studies either focus on the status or the difficulties faced by them. The gap in literature underscores the need to undertake research specifically addressing the status and challenges faced by women in higher education in Nagaland. Addressing this gap is crucial for informing policy reforms and improving gender equity in the higher education system in the state.

CHAPTER- 3

METHODOLOGY OF THE STUDY

3.0. INTRODUCTION

Research is a careful and thorough enquiry in pursuit of new information. It is a 'planned activity which involves the application of scientific method, directed towards the discovery and development of an organized body of knowledge, whereby obtaining answers to meaningful questions about a phenomenon or an event through the application of scientific approach' (Koul, L. 2019). Research is a scientific and systematic process of collecting, analyzing and interpretation of information on a specific topic or area of one's interest or on some field of knowledge directing towards establishment of facts and principles and finding solutions to problems. Research, as described by the Advance Learner's Dictionary of Current English is, "A careful investigation or inquiry especially through search for new facts in any branch of knowledge."

'Research methodology is a way to systematically solve the research problem' (C.R. Kothari, 2004). It is a science of studying how a research is to be carried out. Research methodology is one of the most important components in a research work as it is through the research methodology, that a researcher acquaints himself with 'the steps that are generally adopted in his research problem along with the logic behind them' (C.R. Kothari, 2004). Therefore, it is very important that a researcher has knowledge not only about the methods and techniques but also about the methodology of research.

The present chapter provides a detailed explanation of the research design, the target population, sample and sampling technique employed for data collection, tools used for the study, construction of tools, the steps involved in the collection of data and statistical technique employed for data analysis, the detail of which is given in the subsequent paragraphs.

3.1. METHODS OF THE STUDY

For the present study, the researcher considering the nature of the study has adopted the descriptive survey method keeping in mind the objective of the research problem. This method has been used with an aim to 'obtain pertinent and precise information concerning that status of phenomena and draw conclusions from the facts discovered' (Koul, L. 2019).

3.2. POPULATION OF THE STUDY

The population of the study consists of all Women Teachers and Women Students of General and Professional Colleges affiliated to Nagaland University and Women Teachers, Women Scholars and Women Students of Nagaland University. The table below shows the population of women teachers and women students with regard to the type of institution, number of institutions, number of teachers and number of students.

Table 3.1

Population of the Study

Types of Institution	No. of Institutions	No. of Teachers	No. of Students
General Colleges	55	955	16616
Professional Colleges	14	79	860
Nagaland University	1	78	1692
Total	70	1112	19,168

Source:

- i) *Enrollment of students in the affiliated colleges (2021-22), Directorate of Higher Education, Government of Nagaland.*
- ii) *Enrollment of students in Nagaland University (2021-22), Academic and Conference Section, Nagaland University, Lumami Campus.*
- iii) *Number of Teaching faculty in colleges (2021-22), Statistical section, Directorate of Higher Education, Government of Nagaland.*
- iv) *Number of Teaching faculty in Nagaland University (2021-22), Statistical Department, Nagaland University, Lumam Campus.*

The above table shows that the total population of the study comprises of 1112 women teachers and 19,168 women students from general colleges, professional colleges and Nagaland University.

3.3 SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

Sampling is the process of selecting a representative unit or sample from a sampling frame. For the present study, the researcher has employed purposive sampling for selection of professional colleges/institutions so as to ensure representation of all professional courses (B.Ed., BCA, LLB, and MSW). Random sampling was used to select general colleges and also the teachers, scholars and students of general colleges, professional colleges and Nagaland University. Further, in order to supplement the data gathered through questionnaires from teachers and students of higher education, purposive sampling technique was also adopted to collect data through interview from the officials of Directorate of Higher Education and Nagaland University.

For the present study, 30 (thirty) colleges comprising of 20 general colleges and 10 professional colleges affiliated to Nagaland University along with Nagaland University were selected for the study. The following table presents the detail about the sample institutions, teachers and students;

Table 3.2

Sample of the Study

Types of Institution	No. of Institutions	No. of Teachers	No. of Students
General colleges	20	215	600
Professional Colleges	10	39	198
Nagaland University	1	46	400
Total	31	300	1198

The above table outlines the sample for the present study covering general colleges, professional colleges and Nagaland University. A total of 1198 women students have been selected as sample out of which, 600 were from general college, 198 from professional college, 350 students and 50 scholars from Nagaland University. Besides, 300 women teachers were selected comprising of 215 women teachers from general college, 39 from professional college and 46 women teachers from Nagaland University. Furthermore, a total of 4 officials of higher education were selected as sample for the study.

3.4. TOOLS USED FOR THE STUDY

Tools in research are used to gather information and evidences. With the goal to obtain relevant information for the present study, the researcher has developed self-constructed questionnaire, attitude scale and interview schedule with the aim to study the problems faced by women students, women scholars and women teachers of general and professional colleges and Nagaland University. The following were the tools used for collecting data for the present study.

3.4.1. Questionnaire A total of 7 (seven) sets of questionnaires was developed by the researcher keeping in view the objectives of the study which is given below:

- i) Questionnaire for women students of General Colleges
- ii) Questionnaire for women students of Professional Colleges
- iii) Questionnaire for women teachers of General Colleges
- iv) Questionnaire for women teachers of Professional Colleges
- v) Questionnaire for women students of Nagaland University

- vi) Questionnaire for women scholars of Nagaland University
- vii) Questionnaire for women teachers of Nagaland University

3.4.2. Attitude Scale: A five-point Likert Attitude Scale was constructed to find out the attitude of women towards higher education.

3.4.3. Interview Schedule: Semi- structured Interview schedule was prepared by the researcher for interviewing the officials of higher education, the list of which is given in the following:

- i) Interview Schedule for the Vice- Chancellor of Nagaland University
- ii) Interview Schedule for the Finance Officer of Nagaland University
- iii) Interview Schedule for the Director of College Development Council and Controller of Examination
- iv) Interview Schedule for the Director of Higher Education, Directorate of Higher Education, Government of Nagaland

3.5. CONSTRUCTION OF QUESTIONNAIRE, ATTITUDE SCALE AND SEMI-STRUCTURE INTERVIEW SCHEDULE

3.5.1. Construction of Questionnaire and Attitude Scale

Prior to the construction of the questionnaire, a number of related literatures had been reviewed which were related to the attitude and opinion of women with respect to higher education and the problems faced by women students and women teachers in higher education. After reviewing the literature, the researcher had identified various dimensions/ area to identify the problems faced by women students and women teachers in higher education following which, the researcher had formulated the question items based on the objective of the study, comprising of both open- ended and close- ended questions. Additionally, in order to find out the attitude of women towards higher education, the investigator has formulated some statements based on Likert 5-point Scale. After drafting the first questionnaire, the researcher discussed it with the supervisor and accordingly the necessary suggestions were incorporated. In this manner, some items were added and some modified after which, it was sent to four experts in the field of higher education, three from university and one from college to gather their critical comments and suggestions. The feedback and suggestions received from the experts were studied following which necessary changes and modifications were made and the tool was made ready for pilot study.

3.5.2. Pilot Study

The investigator in order to ascertain the validity and reliability of the tool carried out a pilot study on two colleges (1 general college and 1 professional college) and Nagaland University, Meriema campus in the month of November 2020. This study included 15 teachers and 50 students in order to find out the respondents' level of understanding the question items in the questionnaire and to examine the level of responses from the respondents. After the completion of pilot study, the responses received from the respondents were thoroughly analyzed and accordingly, necessary changes were made by omitting the questions items that were repetitive and not particularly relevant to the topic. A total of 8 question were omitted, 3 from students and 3 from scholars' questionnaire and 2 from teachers' questionnaire. Additionally, some questions were reframed to ensure they were clear and understandable for the respondents. Once the necessary changes and modification were made, the final draft of the questionnaire was prepared and was made ready for final data collection.

3.5.3. Construction of Semi- Structure Interview Schedule

The semi- structure interview schedule was prepared by the researcher to find out the opinions of higher education officials relating to this sector, keeping in view the objectives of the study. The items in the interview schedule were formulated with the aim to supplement the data gathered through questionnaire from the teachers and students of higher education. The items were reviewed and discussed with the supervisor following which, necessary changes and modifications were made and the tool was made ready for data collection.

3.6. DATA COLLECTION

For the present study, the investigator has collected data from two sources namely: Primary and Secondary source.

i. Primary Sources

The primary data was collected using the questionnaire, attitude scale and semi- structured interview schedule.

ii. Secondary Sources

The secondary data were collected from various offices through various government official records, annual reports, college records, books, journals, articles, internet sources, thesis both published and unpublished.

3.7. PROCEDURE FOR DATA COLLECTION

3.7.1. Mode of data collection through Questionnaire

For collection of data through questionnaire, the investigator sought permission from the respective head of the institutions. Data was collected from 30 colleges out of which, 20 were general colleges and 10 were professional colleges and Nagaland University in the month of August 2021 to April 2022. The questionnaire was administered to the selected sample of women teachers and women students of general and professional colleges. At the University level, the researcher has visited all the campuses and administered the questionnaire to the women teachers, women scholars and women students of Nagaland University.

3.7.2. Mode of data collection through Interview Schedule

Personal interviews were also conducted using the Semi- Structure Interview Schedule to gather information from the Vice Chancellor, Finance Officer, CDC Director and Controller of Examination of Nagaland University and the Director of Higher Education, Directorate of Higher Education, Government of Nagaland.

3.8. STATISTICAL TECHNIQUE

After collecting the data from the respondents, the researcher organized the raw data, further classifying them into different categories for analysis and interpretation. The raw data collected through questionnaire were tabulated in excel sheet and were further converted into percentages. The investigator therefore, had employed simple percentage as statistical technique for analysis and interpretation of data.

3.9. ANALYSIS AND INTERPRETATION

The data collected for the present study were analyzed both quantitatively and qualitatively. The responses from the questionnaire were quantitatively analyzed and interpreted with percentages, and the findings were arranged in tabular form to provide meaningful insights for the study, which were then presented in section wise. Additionally, a thematic analysis approach was employed to analyze the data gathered through interview. The information gathered from the interview were thoroughly analyzed and presented according to themes.

CHAPTER- 4

ANALYSIS AND INTERPRETATION OF DATA

4.0. INTRODUCTION

This chapter deals with the analysis and interpretation of data. The current study aims to explore the status and problems faced by women in higher education in Nagaland. In relation to the status of women teachers and women students, data were obtained from various government reports, record books, and college records. Besides, the data on the problems of women teachers and students were collected through questionnaire, which were studied under four dimensions namely: infrastructure, finance, administration and academics. For this purpose, a self- constructed questionnaire was employed. Additionally, a five-point Likert Attitude Scale was constructed to find out the attitude of women towards higher education. The data were collected from both general and professional colleges affiliated to Nagaland University as well as from all the six schools under Nagaland University. Further, semi- structured interview schedule was used to obtain data from the higher education officials regarding their opinions on this sector.

While the data collected through questionnaire and attitude scale were analyzed and interpreted using the percentage method and arranged in tabular form, the data gathered through interview schedule are presented in a thematic manner. In addition, some graphical representations such as column and pie diagram are also used so as to give meaningful information to the study.

SECTION WISE ANALYSIS AND INTERPRETATION OF DATA

The data gathered from various Government reports, questionnaire, attitude scale and interview schedule has been analyzed, and the result of this analysis are discussed under eight sections. They are presented as follows:

Section- I: Analysis and interpretation of data on the status of women in higher education in Nagaland

Section- II: Analysis and interpretation of data collected from women teachers of general and professional colleges

Section- III: Analysis and interpretation of data collected from women students of general and professional colleges

Section- IV: Analysis and interpretation of data collected from women teachers of Nagaland University

Section V: Analysis and interpretation of data collected from women scholars of Nagaland University

Section VI: Analysis and interpretation of data collected from women students of Nagaland University

Section- VII: Analysis and interpretation of data on the attitude of women teachers and women students towards higher education.

Section- VIII: Analysis and interpretation of data gathered through interview schedule from the officials of higher education

SECTION- I

4.1. ANALYSIS AND INTERPRETATION OF DATA ON THE STATUS OF WOMEN IN HIGHER EDUCATION

This section provides the analysis and interpretation of data regarding the status of women in higher education in Nagaland. The data on the status of women in Higher Education was gathered from various government reports, record books and college records. The researcher, in order to give a lucid picture of the status of women in higher education has classified the data into two broad categories: (i) Status of Women Students in Higher Education and (ii) Status of Women Teachers in Higher Education.

4.1.1. STATUS OF WOMEN STUDENTS IN HIGHER EDUCATION

This section provides the analysis and interpretation of data regarding the status of women students in higher education in Nagaland. The researcher has included the data of both the male and female students and will analyze and compare the status of women students with that of the male student.

The data on the status of women were analyzed and discussed under three main headings:

- 1. Number of Higher Education Institutions in Nagaland**
- 2. Students' Enrollment in Higher Education**
- 3. Educational Achievement of the Students**

4.1.1.1. Number of Higher Education Institutions in Nagaland

Higher education in Nagaland has witnessed a significant stride in terms of educational institutions and its development was quite remarkable. The first ever college in the state was Fazl Ali College which was established on 8th Sept, 1959. Prior to this, no institution of higher learning existed in the state, so people had to go to other state to

pursue higher education. Few years later, Kohima Science College, Jotsoma was established on 15th January, 1961, at Kohima district. It is interesting to note that prior to State's attainment of its Independence, there were only 2 colleges catering to the need of the people in the state. After attaining its independence, there has been gradual increase in the number of higher educational institutions, however, a substantial growth came about after 1980. The increasing recognition on the need for higher education coupled with the demand for quality higher education by the people in the state has resulted in the establishment of many more colleges/ institutes. By 2022, there were a total of 69 colleges/ institutes in the state affiliated to Nagaland University. Presently (2024), S.D. Jain Girl's college is the only women college catering specifically to women education and all other colleges/ institutes are co- ed. institutions catering to the need of the people in the state. The analysis and interpretation of data on the number of higher education institution is done under 2 categories.

- i. General Colleges in Nagaland
- ii. Professional Colleges in Nagaland

4.1.1.1.1. General Colleges in Nagaland

General higher education in Nagaland started with the establishment of Fazl Ali College in 1959 at Mokokchung district with 42 students and 3 teachers. This college initially started as an Arts college, but later included Science stream. Previously, most of the general colleges in the state were more focused on offering courses like Arts, science and Commerce, providing education up to undergraduate level only. However, in recent years, few colleges have expanded their educational courses providing both Post Graduate (PG) and Doctoral (PhD) levels education, alongside offering professional courses like BBA, BCA, and B. Music. The increasing demand for higher education in the state necessitated the setting up of more colleges and by 2022, there are a total of 55 general colleges which are affiliated to Nagaland University. The following table shows the list of general colleges along with the districts, year of establishment, type of management and courses offered.

Table No. 4.1*List of General Colleges affiliated to Nagaland University*

Sl. No.	District	Name of the College	Year of Est.	Type of Management	Course offered
1	Kohima	Kohima Science College	1961	Govt.	A & Sc.
2		Kohima College	1967	Govt.	A & C
3		Baptist College	1982	Pvt.	A & C
4		St. Joseph's College	1985	Pvt.	A, Sc., C, & BBA
5		College of Arts and Technology	1991	Pvt.	A
6		Alder College	1992	Pvt.	A
7		Mount Olive College	1992	Pvt.	A and C
8		Japfü Christian College	1996	Pvt.	A
9		Oriental College	1996	Pvt.	A & C.
10		Modern College	1998	Pvt.	A & B. Voc.
11		Capital College of Higher Education	2004	Pvt.	A & Sc.
12		Sazolie College	2005	Pvt.	A & BBA
13		Model Christian College	2007	Pvt.	A & Sc.
14		Kros College	2010	Pvt.	A
15		Don Bosco College	2015	Pvt.	A, Sc. & C
16	Dimapur	Dimapur Govt. College	1966	Govt.	A & C
17		Salesian College of Higher Education	1982	Pvt.	A
18		Public College of Commerce	1985	Pvt.	A & C
19		Patkai Christian College	1974	Pvt.	A, Sc., C, BCA/ MCA, & B. Music
20		Eastern Christian College	1991	Pvt.	A & C
21		Pranabananda Women's College ²	1991	Pvt.	A & C
22		Salt Christian College	1991	Pvt.	A
23		City College of Arts and Commerce	1992	Pvt.	A & C
24		S.D. Jain Girls' College	1993	Pvt.	A & C

² **Pranabananda Women's College** which previously caters only to women education has been converted to co- ed. institution (2024) and is now known as Pranab College, catering to both male and female education.

25		Immanuel College	1994	Pvt.	A & Sc.
26		Sakus Mission College	1994	Pvt.	A
27		Tetso College	1994	Pvt.	A, C, BCA, BSW, BBA & B. Music
28		St. Johns College	2006	Pvt.	A & Sc.
29		Unity College	2007	Pvt.	A, Sc., & C
30		J.N. Aier College	2011	Pvt.	A
31		Mount Mary College	2011	Pvt.	A, Sc., & C
32		C- Edge College	2012	Pvt.	A & BBA
33		Yemhi Memorial College	2013	Pvt.	A
34		Cornerstone College	2014	Pvt.	A
35		M.G.M. College	2017	Pvt.	A & C
36		Livingstone Foundation International College	2021	Pvt.	A
37		Norman Putsure College	2021	Pvt.	A
38	Mokokchung	Fazl Ali college	1959	Govt.	A & Sc.
39		People's College	1984	Pvt.	A
40		Tuli College	1996	Pvt.	A
41		Jubilee Memorial College	2015	Pvt.	A
42	Mon	Wangkhao Govt. College	1983	Govt.	A
43		Mon Vale College	2021	Pvt.	A
44	Tuesang	Sao Chang College	1973	Govt.	A & Sc.
45		Loyem Memorial college	1993	Pvt.	A
46	Wokha	Mount Tiyi College	1974	Govt.	A
47		Bailey Baptist College	1996	Pvt.	A
48	Peren	Peren Govt. college	1987	Govt.	A
49		St. Xavier College	2005	Pvt.	A
50	Phek	Phek Govt. college	1981	Govt.	A & Sc.
51		Pfütsero Govt. college	1982	Pvt.	A
52	Kiphire	Yingli College	1992	Govt.	A
53	Longleng	Zisaji Presidency College	1997	Govt.	A
54	Zunheboto	Zunheboto Govt. College	1980	Govt.	A
55	Shamator	Shamator College	2016	Pvt.	A

Note. A= Arts. C= Commerce. Sc. =Science.

Source:

- i. *Annual Administrative Report (2021-22), Department of Higher Education, Government of Nagaland.*
- ii. *College Development Council (CDC), Nagaland University: Status of Affiliation of Colleges (as on December 2022)*

Note. After the data collection period, three more colleges (two government and one private) were established offering arts, science and B. Music, and the list of colleges includes the following:

- a. New Model College, Mangkolemba (Govt. college offering Arts)
- b. New Model College, Wakching (Govt. college offering Science)
- c. Platinum College, Nihokhu (Private college offering Arts and B. Music)

The above table shows the list of general colleges affiliated to Nagaland University, including both government and private institutions. Out of the total 55 general colleges, 13 (thirteen) are government colleges and 42 (forty-two) are private colleges. Notably, there were only 2 (two) women colleges in the state (during the data collection period), out of the total general colleges catering solely to women education, however, Pranabananda Women's College which previously caters only to women education has been converted to co- ed. institution by 2024 and is now known as Pranab College, catering to both male and female education. So, presently (2024), there is only 1 (one) women college and all the other 54 (fifty- four) colleges are co- ed institutions in the state. Additionally, it is seen that most of the colleges offers only Arts, while some college offers a combination of Arts, Science and Commerce or Arts and Commerce or Arts and Science. Besides, it is also seen that only a few colleges offer professional courses like Bachelor of Business Administration (BBA), BCA, and B. Music. Looking at the courses offered in general colleges, it is worth noting that more emphasis has been given on Arts, while other courses like science, commerce and professional courses received less emphasis with fewer colleges offering those courses. The unequal representation of courses offered in general colleges underscore the need for continuing efforts to prioritize science, commerce and other professional courses.

The data in the above table also shows that majority of the colleges in the state are mostly concentrated in the 2 districts of Nagaland with 22 colleges in Dimapur and 15 in Kohima district. Additionally, it is also evident that there are 4 in Mokokchung and 3 in Mon districts. Notably, it is seen that district like Tuensang, Wokha, Peren and Phek have 2 colleges each and other districts like Shamator, Zunheboto, Longleng and Kiphire have only 1 college each. The representation of the number of general college in the above table shows an imbalance/ unproportional distribution of colleges across the state, emphasizing the need for the establishment of more colleges in other districts and not just on the 2 districts so to have a more well-balanced higher education system in the state.

4.1.1.1.2. Professional Colleges³ in Nagaland

Professional higher education in Nagaland started much later than the general higher education. Though a late starter, the establishment of State College of Teacher Education, (which was previously known as Nagaland College of Teacher Education) in 1975 marked the beginning for Professional higher education in Nagaland (Mero, N. 2012). Over the years, the increasing demand for professional education by the people of the state necessitated for the establishment of more professional colleges/ institutes to cater to the needs and demands of the people and the job market. Unlike general higher education which was much higher in terms of educational institutions, the growth of professional education in the state was quite slow. However, since 2000, its growth was quiet notable. By 2022, there are a total of 14 professional colleges/ institutes in the state, the list of which is presented along with the districts, year of establishment, type of management and the courses offered.

Table No. 4.2

List of Professional Colleges/ Institutes affiliated to Nagaland University

Sl. No.	District	Name of College	Year of Est.	Management	Course offered
1	Kohima	Kohima Law College	1978	Pvt.	LLB
2.		Modern Institute of Teacher Education	2009	Pvt.	B.Ed.
3.		National Institute of Electronics and Information Technology	2006	Govt.	BCA
4.		Ura College of Teacher Education	2014	Pvt.	B.Ed.
5.		State College of Teacher Education	1975	Govt.	B.Ed.
6.		Sazolie College of Teacher Education	2005	Pvt.	B.Ed.
7.	Dimapur	Bosco College of Teacher Education	2003	Pvt.	B.Ed.
8.		City Law College	1994	Pvt.	LLB

³ The number of **Professional Colleges** in the present study includes only those colleges offering Law, Teacher Education, Computer Application and Social work.

9.		Salt Christian College of Teacher Education	1995	Pvt.	B.Ed.
10		Mount Mary College of Teacher Education	2011	Pvt.	B.Ed.
11		North East institute of Social Sciences & Research	2014	Pvt.	MSW
12.		Unity College of Teacher Education	2012	Pvt.	B.Ed.
13.	Mokokchung	Mokokchung College of Teacher Education	2012	Govt.	B.Ed.
14.		Mokochung Law College	1981	Pvt.	LLB

Source:

- i. *Annual Administrative Report (2021-22), Department of Higher Education, Government of Nagaland.*
- ii. *College Development Council (CDC), Nagaland University: Status of Affiliation of Colleges (as on December 2022).*

The table above illustrates the list of professional colleges/ institutes affiliated to Nagaland University. Out of the 14 professional colleges/ institutes, 3 (three) are government colleges/ institutions and the other 11 (eleven) are privately run colleges/ institutions. Additionally, it is observed that there is no separate professional women institution, indicating that all the professional colleges/ institutes in the state are co- ed. institutions. Notably, it is evident that 9 (nine) colleges/ institutes offer teacher education, while 3 colleges offer legal education, 1 institute offers education in social work and 1 institute offers education in computer application. It is observed from the given table that the distribution of courses offered in these professional colleges/ institutes are quite imbalance, highlighting the need for establishment of more colleges/ institutes in areas such as social work, computer application, and management education. Additionally, the increasing changing demand for skilled professional in diverse fields to meet requirements of the job market underscores the need for establishing more professional institutions in the state.

The data from the above table also indicates that the distribution of professional colleges/ institutes across the state. It is worth noting that all these colleges/ institutions are concentrated in the three districts of Nagaland with 6 colleges/ institutes in Kohima, 6 in Dimapur, and 2 in Mokokchung district, while no colleges/ institutes were found in other

districts of the state. This unequal/ unproportional distribution of professional colleges/ institutes across the state emphasize the need for establishing more professional colleges/ institutes in other parts of the state to provide more opportunities for the people across the state to pursue professional higher education in the state.

4.1.1.2. Students' Enrollment in Higher Education in Nagaland

With the mushrooming of higher educational institutions in Nagaland, student's enrollment in higher education has been steadily increasing over the years. The analysis and interpretation of data with regard to students' enrollment is presented under 3 categories:

- 1) Students' Enrollment in General Colleges
- 2) Students' Enrollment in Professional Colleges
- 3) Students' Enrollment in Nagaland University

4.1.1.2.1. Students' Enrollment in General Colleges

The enrollment of students in the affiliated colleges has increased over the past 5 years beginning from 2019 through 2023. In all the given years, it is evident that the enrollment of women students in the general colleges is higher than that of the male students which is clearly depicted in the following table.

Table No. 4.3

Enrollment of students stream wise and gender wise in general colleges from 2019 to 2023

Stream	2019-20			2020- 21			2021-22			2022-23			2023- 24		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Arts	10575	13236	23811	10546	13124	23670	11111	13379	24490	10997	13990	24987	11651	14278	25929
Science	2288	2665	4953	1685	2374	4059	1598	1874	3472	1479	1778	3257	1166	1340	2506
Commerce	1032	818	1850	1162	680	1842	1516	1140	2656	1289	1022	2311	1072	805	1877
*Others	124	68	192	212	178	390	371	223	594	424	200	624	440	440	880
Total	14019	16787	30806	13605	16356	29961	14596	16616	31212	14189	16990	31179	14329	16863	31192

Source:

- (i) Students Enrollment data, (2020, 2021, 2022, 2023, 2024), Directorate of Higher Education. Government of Nagaland.
- (ii) College record.

Note. *Others here refers to various professional courses such as BBA, BCA, BSW and Mass Communication being offered in general colleges.

The table presented above shows the total number of students categorized by stream and gender in general colleges from the academic year 2019-20 to 2023-24. It is clear from the data that the arts stream has the highest enrollment, followed by science and commerce. Notably, when it comes to the arts and science stream, female students outnumbered their male counterparts, while in the commerce stream, male students surpassed the female students

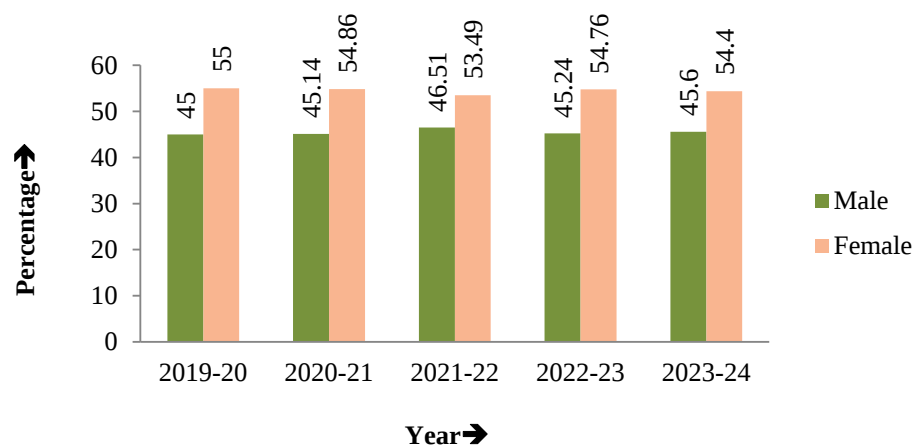
In addition to the traditional courses like arts, science and commerce, some general colleges are also offering professional programs such as BBA, BCA, BSW, and Mass Communication. The data indicates that in these professional courses, male students have consistently outnumbered female students across all the given years, except for the academic year 2023-24, where the number of female students equaled that of the male students. Overall, it is evident that the enrollment of female is found to be higher than the male enrollment in the years presented.

Examining the above table, the data suggest a growing trend in student's enrollment, particularly in arts stream, which could possibly be due to a growing interest in humanities or due to the limited options or institution offering other streams such as science, commerce and other professional courses. Another reason could possibly be due to lack of guidance in choosing career paths or lack of awareness about various other courses and the job opportunities associated with each stream.

The following figure shows a graphical representation of male and female students in general colleges.

Figure 1

Percentage of female students as compared to male students in general colleges



The above table illustrates that the percentage of female students in general colleges is notably higher than that of the male students in all the years provided. This clearly reflects a positive attitude of women students towards higher education.

4.1.1.2.2. Students' enrollment in Professional College

Unlike the general colleges, student's enrollment in professional colleges/ institutes was quite steady due to the limited number of institutions. The number of professional colleges/ institutes has gradually increased, and with that, the student's enrollment has also raised over the years. The following table shows the enrollment of female students comparing to male students in professional colleges/ institutes in the last 5 years starting from 2019 through 2023.

Table No. 4.4

Enrollment of students stream wise and gender wise in professional colleges from 2019 to 2023

Stream	2019-20			2020- 21			2021-22			2022-23			2023- 24		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
BCA	94	11	105	110	14	124	102	23	125	215	17	232	210	15	225
MSW	37	63	100	36	68	104	29	71	100	53	97	150	29	71	100
LLB	98	56	154	128	86	214	128	102	230	128	102	230	147	117	264
B.Ed.	313	685	998	511	1066	1577	285	664	949	272	713	985	368	816	1184
Total	542	815	1357	785	1234	2019	544	860	1404	668	929	1597	696	880	1576

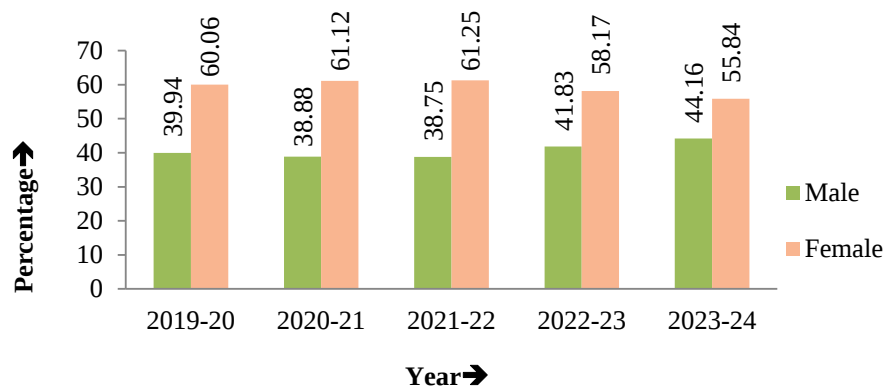
Source:

- (i) Students Enrollment data, (2020, 2021, 2022, 2023, 2024), Directorate of Higher Education. Government of Nagaland.
- (ii) College Record

The data presented in the above table shows that the enrollment of female students in professional colleges is consistently higher than the male students in all the given year (2019-20 to 2023-24). Although, the data highlight some differences in the enrollment in courses like BCA and LLB, where male enrollment was higher than that of the female enrollment. However, the overall enrollment shows female enrollment to be higher than that of male. This is clearly shown in the following figure.

Figure 2

Percentage of female students as compared to male students in Professional colleges



The figure above shows that the overall percentage of female students in professional college is significantly higher than that of the male students, clearly indicating that women are increasingly positive about pursuing higher education.

4.1.1.2.3. Student's enrollment at Nagaland University

The rise in the number of departments over the years has resulted in the increase in student's enrollment at Nagaland University. It is evident from the data below that in all the years presented, the female enrollment is significantly greater than that of the male students. The analysis and interpretation of data on student's enrollment at Nagaland University is inclusive of both the Undergraduate and Post Graduate degree which is presented in the following table.

Table No. 4.5

Enrollment of Female students as compared to Male students at Nagaland University

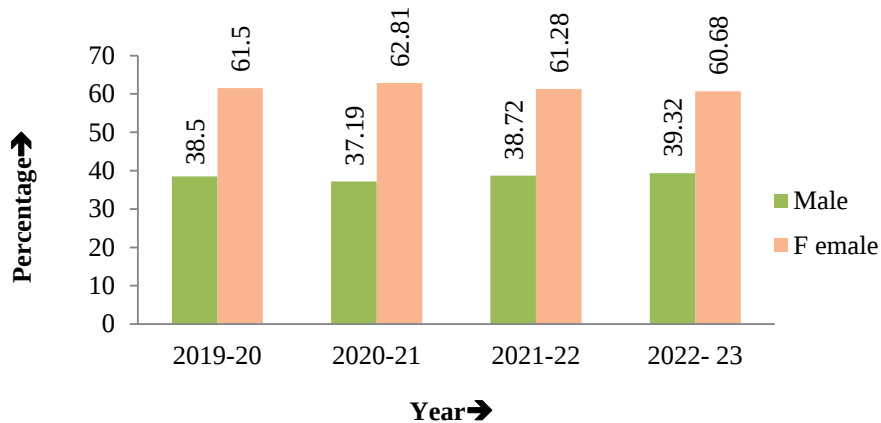
Year	Total	Male	Percentage	Female	Percentage
2019-20	2787	1073	38.50	1714	61.50
2020-21	2826	1051	37.19	1775	62.81
2021-22	2761	1069	38.72	1692	61.28
2022-23	2696	1060	39.32	1636	60.68

Source: Enrollment of students (2020,2021, 2022, 2023), Academic and Conference Section, Nagaland University, Lumami Campus.

The table above indicates the enrollment of students at Nagaland University. It is evident that in each year presented, the number of women students enrolled is significantly higher than that of male students, which is clearly presented in the following figure.

Figure 3

Percentage of female students as compared to male students enrolled at Nagaland University



It is evident from the given figure that in all the given years, the percentage of female students at Nagaland University is found to be much greater than that of the male students, indicating a strong inclination among women towards higher education.

The enrollment data from general colleges, professional colleges, and Nagaland University reveals a notable trend indicating that female students have consistently outnumbered their male counterpart over the years. This trend indicates a growing interest among women in pursuing higher education degrees and advancing their careers through education. This shift in the enrollment patterns could possibly be attributed to several key factors such as increased availability of scholarships, financial aid, and support system, or it may also be attributed to parent's attitude and preference of sending their male children outside the state for studies, while daughters remain within the state.

4.1.1.3. Educational Achievement of Students

The increasing enrollment of female students in higher education portrays a positive shift towards women education. Alongside their progress in other fields, women have made remarkable progress in higher education sector. In the present study, the investigator will be highlighting the data of the students obtaining gold medalist in general courses like Arts, science and Commerce and professional courses like Law, Teacher Education, Social Work, Agriculture and Engineering. It is observed that female students have outperformed the male students, obtaining higher gold medals in both general and professional courses across the given years (2019- 2023). In the present study, the

investigator has highlighted only the number of gold medalist obtained by the students in higher education and the presented data is inclusive of both the undergraduate and post graduate levels. The analysis and interpretation of data on the educational achievement of female students is done in comparison with the male students and is presented under 2 categories:

1. Student's Achievement in General Courses
2. Student's Achievement in Professional Courses

4.1.1.3.1. Student's Achievement in General Courses

The table below shows the number of gold medalist obtained by female students in comparison to male students in general courses under Nagaland University from the year 2019 to 2023.

Table No. 4.6

Number of Female Gold Medalist as compared to Male in General courses from 2019 to 2023

Year	Total	Male	Percentage	Female	Percentage
2019	30	5	16.67	25	83.33
2020	27	4	14.81	23	85.19
2021	30	6	20	24	80
2022	28	3	10.71	25	89.29
2023	26	5	19.23	21	80.77

Source:

- i) 5th NU Convocation Toppers (Gold Medal) List (2019 and 2020 exams)
- ii) 5th NU Convocation Toppers (Gold Medal) List (2021 exam)
- iii) 6th NU Convocation Toppers (Gold Medal) List (2022 exam)
- iv) 6th NU Convocation Toppers (Gold Medal) List (2023 exam)

Note. The data in the above table is inclusive of both the Undergraduate (UG) and Post Graduate (PG) courses under Nagaland University.

From the above table, it is evident that in all the given years (2019-2023), the majority of the gold medalists were female students, indicating the growing academic success of female students over the years. It suggests that women are outperforming their male counterparts, securing a larger proportion of toppers in various disciplines.

4.1.1.3.2. Student's Achievement in Professional Courses

In the following table, the number of gold medalist obtained by female students in comparison to male students in professional courses is presented from the year 2019 to 2023.

Table No. 4.7

Number of Female Gold Medalist as compared to Male in Professional courses from 2019 to 2023

Year	Total	Male	Percentage	Female	Percentage
2019	16	2	12.5	14	87.5
2020	6	1	16.67	5	83.33
2021	9	3	33.33	6	66.67
2022	24	6	25	18	75
2023	15	3	20	12	80

Source:

1. 5th NU Convocation Toppers (Gold Medal) List (2019 and 2020 exams)
2. 5th NU Convocation Toppers (Gold Medal) List (2021 exam)
3. 6th NU Convocation Toppers (Gold Medal) List (2022 exam)
4. 6th NU Convocation Toppers (Gold Medal) List (2023 exam)

Note. The data in the above table is inclusive of both the Undergraduate (UG) and Post Graduate (PG) courses under Nagaland University.

The above table indicates that from 2019- 2023, female students have demonstrated better performance than their male counterparts by securing more gold medals in professional courses, showcasing a higher level of academic achievement. This trend showcases a positive shift in educational outcomes, where women are increasingly excelling in academic settings.

The above data showed that both in general and professional courses, the number of female gold medalists are greater than the male counterpart. This suggests that female students are more driven and motivated to achieve academic success. This could possibly be due to better support systems for women in the institutions; greater motivation as a result of modern education that have led women to be more career driven and economically independent; and also the shifting of societal attitudes towards women education, which could have led to higher academic achievement of women. This consistent performance highlights the growing improvement of women in higher education, showcasing the continued efforts in promoting gender equality in academic setting.

4.1.2. STATUS OF WOMEN TEACHERS IN HIGHER EDUCATION

This section outlines the analysis and interpretation of data related to the status of women teachers in higher education in Nagaland. The researcher, in order to give a lucid picture of the status of women teachers in higher education have included data of both male and female teachers and will analyze and compare the status of women teachers with that of the male teachers which are analyzed and discussed under two main categories:

1. Number of Women Teachers in Higher Education
2. Positions held by Women Teachers in Higher Education

4.1.2.1. Number of Women Teachers in Higher Education

The rise in the number of educational institutions and student's enrollment has necessitated for the recruitment of more teachers in higher education. The analysis and interpretation of data regarding the number of women teachers in higher education is divided into three sections. The first two sections will comprise of the data for the affiliated colleges and the third section will present data on Nagaland University.

4.1.2.1.1. Number of Women Teachers in General Colleges

Table No. 4.8

Number of Teachers in General Colleges from the academic year 2019-20 to 2022-23

Year	Total	Male	Percentage	Female	Percentage
2019-20	1485	615	41.41	870	58.59
2020-21	1554	628	40.41	926	59.59
2021-22	1588	633	39.86	955	60.14
2022-23	1685	641	38.04	1044	61.96

Source: *Number of Teaching faculty in colleges (2020, 2021, 2022, 2023), Statistical section, Directorate of Higher Education. Government of Nagaland.*

The table above illustrates the total number and percentage of male and female teachers in general colleges from the academic year 2019-20 to 2022-23, where it is found that the proportion of female teachers has consistently surpassed that of male throughout the given years, showcasing a notable increase of women teachers over time. Conversely, the number of male teachers has not shown a significant increase during this period. This data highlights a growing trend of female representation in teaching positions, suggesting that women are increasingly entering and securing positions in the teaching profession.

4 1.2.1.2. Number of Women Teachers in Professional Colleges

Table No. 4.9

Number of Teachers in Professional Colleges from 2019-20 to 2022- 23

Year	Total	Male	Percentage	Female	Percentage
2019-20	172	75	43.60	97	56.40
2020-21	164	82	50.00	82	50.00
2021-22	162	83	51.23	79	48.77
2022-23	166	80	48.19	86	51.81

Source: *Number of Teaching faculty in colleges (2020, 2021, 2022, 2023), Statistical section, Directorate of Higher Education. Government of Nagaland.*

In the table illustrated above, it is found that the percentage of female teachers has consistently surpassed that of male teachers, except for the year 2021-22, which shows a reversal in this trend, where male teachers outnumbered female teachers. Notably, it is also observed that the number of female teachers has declined over the years, while there has been an increase in the number of male teachers, with the exception of a decline in the years 2022-23. Overall, the pattern demonstrates a growing trend of women participation, indicating a strong and consistent presence of female in the teaching profession.

This trend highlights the significant participation of women in higher education and reflects a growing positive attitude among women towards their educational and professional pursuits. The steady dominance of female teachers over the years indicates that women are increasingly occupying the teaching position in academic settings, contributing in shaping of higher education. However, the gradual decline in the number of female teachers over the years suggests a changing landscape that may be influenced by a variety of factors including workplace challenges, family challenges, academic demands and socio- cultural barriers that impede women from pursuing or continuing these roles.

Overall, the number of female teachers in the affiliated colleges was found to be higher than the male counterpart. This significant stride in the number of female teachers could probably be due to various factors such as improved access to education for women, greater societal support for women in the workforce, and positive shift towards greater gender equality in education. This shift reflects positive progress in female representation in the teaching profession.

4.1.2.1.3. Number of Women Teachers under Nagaland University

Table No. 4.10

Number of Teachers under Nagaland University from 2019-20 to 2023-24

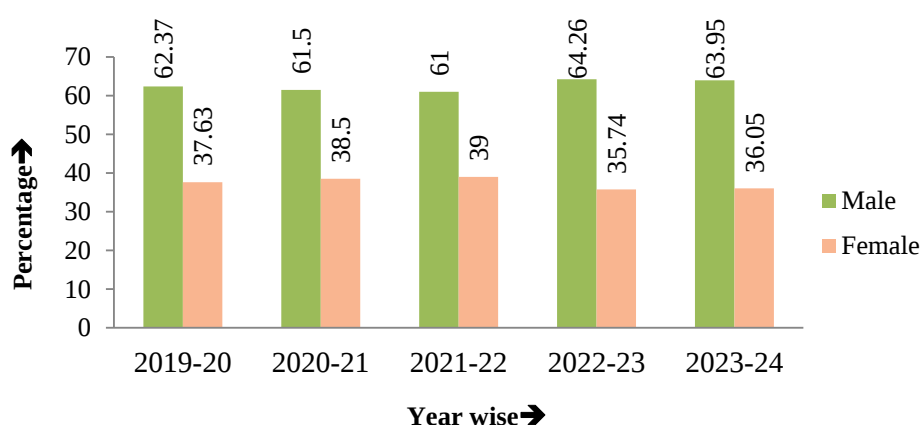
Year	Total	Male	Percentage	Female	Percentage
2019-20	194	121	62.37	73	37.63
2020-21	187	115	61.5	72	38.5
2021-22	200	122	61	78	39
2022-23	235	151	64.26	84	35.74
2023-24	233	149	63.95	84	36.05

Source: Number of Teaching faculty in Nagaland University (2020, 21, 22, 23, 24), Statistical Department, Nagaland University, Lumami.

The above table is further elaborated with the help of a graphical representation which is shown in the following figure.

Figure 4

Percentage of female teachers as compared to male teachers under Nagaland University



The figure clearly shows that throughout the years presented (2019-2020 to 2023-2024), the percentage of female teachers has consistently been lower than that of their male counterparts at Nagaland University. Moreover, it is also found that there was little increase in the number of female teachers during this period.

This trend suggests that while female participation in academia is growing, male teachers continue to dominate the teaching position at Nagaland University, indicating a persistent gender disparity in the faculty composition, with male teachers consistently outnumbering female teachers. This lack of significant progress in female recruitment could probably be due to reason(s) that research being the core of university system requires lot of continuous research work, and women who often hold the dual responsibility of both the household and professional work faces a lot of challenges in balancing between family and research work which may pose hindrance to take on these roles.

4.1.2.2. Status of Women with regard to the Position Held by Women Teachers

The analysis and interpretation of data regarding the position held by women teachers in higher education will be divided in three sections. The first two sections comprise of data for the colleges and the third section will be for Nagaland University.

4.1.2.2.1. Position held by Women Teachers of General Colleges

Over the years, the number of general colleges has substantially increased, and by 2023, there are a total of 58 general colleges affiliated to Nagaland University. The table below outlines the number of female teachers who hold the positions of Principal and Vice Principal as compared to male teachers in general colleges.

Table No. 4.11

Positions held by Female Teachers compared to Male in General Colleges

Gender	Principal		Vice Principal	
	Frequency	Percentage	Frequency	Percentage
Male	38	65.52	22	56.41
Female	20	34.48	17	43.59
Total	58	100	38	100

Source:

- i. Number of College Principals, College Development Council (CDC), (2023-24)
- ii. College website profile

Note. With regard to the position held by teachers in colleges as Principal and Vice-Principals, it was found that some colleges/ institutes have only Principal or Director as head with no Vice-Principal.

The data regarding the position of Principal shows that 65.52% are male and 34.48% are female. Similarly, with regard to the Positions of Vice- Principals, 56.41% are male and 43.59% are female. The findings reveal that male teachers outnumber female teachers in the positions of Principal and Vice Principal in general colleges, suggesting that male teachers are more prevalent in these leadership roles. This could imply that male teachers are performing better in securing higher administrative positions.

4.1.2.2.2. Position held by Women Teachers of Professional Colleges

The growth of professional educational institutions was gradual. In recent years, the total number of colleges has increased and by 2023, there are a total of 14 colleges/ institutes affiliated to Nagaland University. The following table shows the number of

teachers holding the position of Principal and Vice Principal in professional colleges/ institutes.

Table No. 4.12

Positions held by Female Teachers as compared to Male in Professional Colleges

Gender	Principal		Vice Principal	
	Frequency	Percentage	Frequency	Percentage
Male	10	71.43	5	62.5
Female	4	28.57	3	37.5
Total	14	100	8	100

Source:

- i. College Development Council (CDC), (2023-24)
- ii. College website profile

Note. With regard to the position held by teachers in colleges as Principal and Vice-Principals, it was found that some colleges/ institutes have only Principal or Director as head with no Vice-Principal.

The data regarding the position of Principals shows that 71.43% are male and 28.57% are female. Likewise, with regard to the position of Vice- principal, 62.5% are male and 37.5% are female. The data presented in the above table illustrates the underrepresentation of female in leadership positions, suggesting that male teachers are doing better in securing higher administrative positions.

4.1.2.2.3. Position held by Women Teachers of Nagaland University

Through the years, the number of departments under Nagaland University has increased and by 2024, there are a total of 6 schools and 43 departments. The following table presents the number of women teachers in comparison to male teachers who holds the positions of Head of Department (HoD) and Dean of Schools under Nagaland University

Table No. 4.13

Positions held by Female Teachers as compared to Male under Nagaland University

Gender	Head of Departments		Dean of Schools	
	Frequency	Percentage	Frequency	Percentage
Male	27	65.85	5	83.33
Female	14	34.15	1	16.67
Total	41	100	6	100

Source: Nagaland University, Annual report 2023-24.

Note. With regard to the position held by teachers under Nagaland University as HoD, it was found that some faculty teachers take charge of more than one department.

The data regarding the Head of Department (HoD) positions shows that 65.85% are male and 34.15% are female. Additionally, with regard to the position of Dean of Schools, 88.33% are male and 16.67% are female. This suggests that male teachers occupy a greater proportion of the Head of Department (HoD) and Dean of School positions compared to female teachers, implying that male teachers are more represented in these leadership roles. The higher percentage of male teachers in these positions may indicate that male teachers are excelling or being favored more in terms of career progression within these administrative roles.

The findings reveal that male teachers outnumber female teachers in the positions of Principal, Vice Principal both in general and professional colleges and the HoD and Dean of Schools under Nagaland University, indicating that male teachers are more prevalent in these leadership roles. This underrepresentation of women in administrative positions both at the college and university levels could be attributed to several factors that may have contributed to this disparity, including societal and institutional biases, as well as the historical underrepresentation of women in leadership roles. Additionally, it may also reflect the challenges women face in balancing family and professional responsibilities, which could impact their ability to take on higher positions. This imbalance in the academic setting suggests that there are differences in opportunities for career advancement, which may limit women's progression into leadership roles. It emphasizes the need for continued efforts to promote gender equality and ensure that equal opportunities are provided for women to advance in educational leadership.

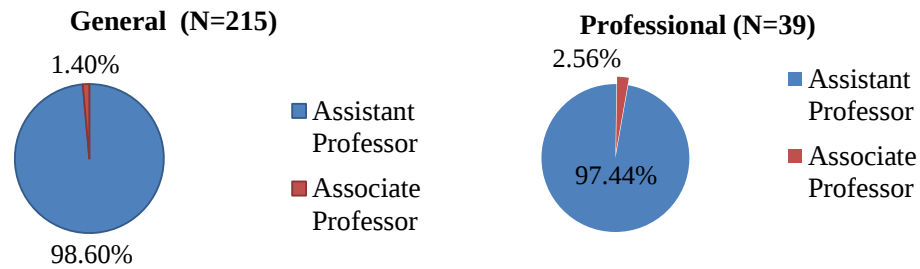
SECTION- II

4.2. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN TEACHERS OF GENERAL AND PROFESSIONAL COLLEGES

The analysis and interpretation of data collected from women teachers in both general and professional colleges is done based on the responses of 215 female teachers from general colleges (comprising of arts, science and commerce) and 39 female teachers from professional colleges (comprising of teachers from B.Ed., LLB, MSW and BCA) respectively.

4.2.1. General information of the College Teachers

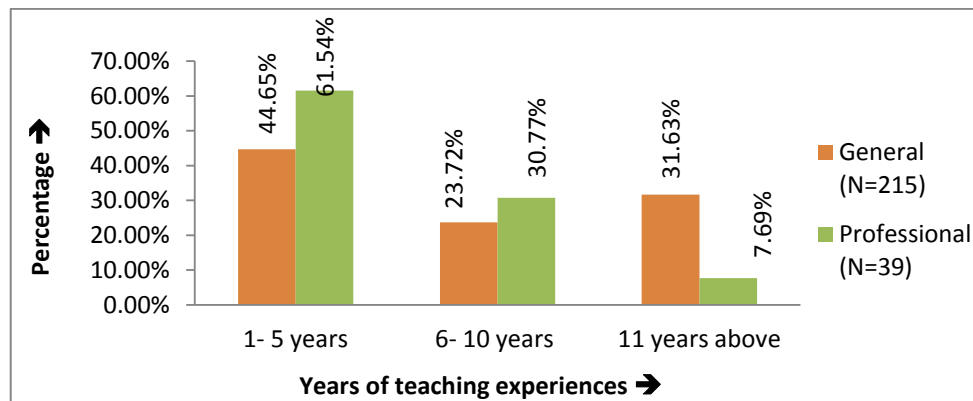
4.2.1.1. Designation

Figure 5*Designation of the College Teachers*

The above figure shows the designation held by the teachers in both general and professional colleges. In general colleges, 98.6% of the respondents are Assistant Professors while 1.4% holds the post of Associate Professors.

Similarly, in professional colleges, 97.44% of the respondents are Assistant Professors, with 2.56% serving as Associate Professor.

4.2.1.2. Teaching Experience of College Teachers

Figure 6*Teaching Experience of the College Teachers*

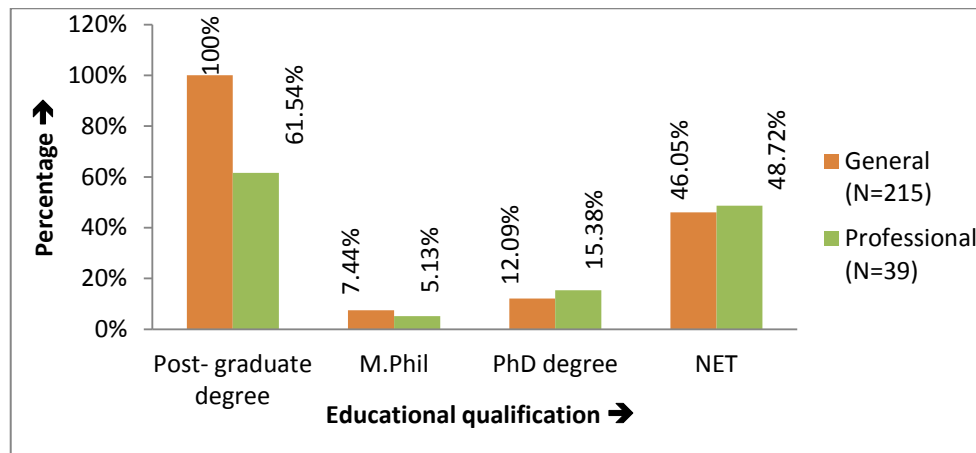
The above figure illustrates that in general colleges, majority of the teachers (44.65%) have 1-5 years of teaching experience. Additionally, 23.72% have 6-10 years of teaching experience while 31.63% have teaching experience of more than 11 years.

Likewise, in professional colleges, majority of the teachers (61.54%) have 1-5 years of teaching experience, while 30.77% having 6-10 years of teaching experience and 7.69% with more than 11 years of teaching experience.

4.2.1.3. Educational Qualification of College Teachers

Figure 7

Educational Qualification of the College Teachers



The above table illustrates the educational qualification of the respondent teachers. Regarding general education, it is seen from the above figure that in general colleges, all the teachers (100%) hold a post graduate degree. Additionally, 7.44% have an M. Phil degree, 12.09% have a PhD degree while 0.93% are pursuing PhD program, 46.05% of them have qualified for the UGC NET and 0.47 have PDF. Additionally, in relation to their professional degree, it is found that 8.84% have B.Ed. degree, 1.4% has Diploma in Computer Application, 0.47% has M.Ed. and 0.47% has degree in PGDCA.

Similarly, in professional colleges, with regard to general education, it is found that 61.54% of the teachers have a post graduate degree, 5.13% holds an M. Phil degree, 15.38% have a Ph. D degree while 5.13% are pursuing PhD program and 48.72% of these teachers have qualified for the UGC NET. Additionally, with regard to their professional qualification, it is found that 46.15% have B.Ed. degree, 46.15% have M.Ed. degree, 20.15% have Masters' degree in Law, 5.13% have Masters' degree in Social Work, 5.3% have Master' degree in Technology, 2.56% have Masters' degree in Computer Application, 2.56% have Diploma in Computer Application, 2.56% have degree in CTE and 2.56% have degree in PGDCA.

4.2.2. INFRASTRUCTURE

4.2.2.1. Physical Facilities of the Institution

Table No. 4.14.

Teacher's satisfaction with the infrastructural facilities

Institution	Responses	Frequency	Percentage
General College	Yes	139	64.65
	No	71	33.02
	No Response	5	2.33
	Total	215	100
Professional College	Yes	24	61.54
	No	15	38.46
	Total	39	100

Question was asked to the women teachers about their satisfaction with the infrastructural facilities at their institution. The gathered data reveals that a significant number of the teachers (64.65%) in general colleges are satisfied with the infrastructural facilities provided, however, it is not so for 33.02% of the teachers due to the following reasons:

- Lack of basic amenities and proper infrastructural facilities (6.71%)
- Lack of separate and adequate toilet facilities (4.66%)
- Insufficient and inadequate classroom facilities (3.73%)
- Lack of space (1.4%)
- Inadequate library facilities (1.4%)
- Small and congested staffroom without separate cabins for teachers (0.47%)
- Lack of teacher's quarters (0.47%)

Similarly, in professional colleges, it is also found that majority of the teachers (61.54%) are satisfied with the infrastructural facilities, however, 38.46% expressed their dissatisfaction due to reasons such as:

- Lack of adequate and proper facilities (7.68%)
- Insufficient books in the library (7.69%)
- Inadequate and insufficient toilet facilities (5.12%)
- Lack of rest room for women teachers (2.56%)

Table No. 4.15*Availability of infrastructural facilities in the institution*

Facilities	Response	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Separate ladies' common room	Yes	73	33.95	14	35.9
	No	137	63.72	22	56.41
	No response	5	2.33	3	7.69
	Total	215	100	39	100
Seminar/Conference Hall	Yes	173	80.47	31	79.49
	No	36	16.74	6	15.38
	No response	6	2.79	2	5.13
	Total	215	100	39	100
Auditorium Hall	Yes	188	87.44	32	82.05
	No	27	12.56	2	5.13
	No Response	0	0.00	5	12.82
	Total	215	100	39	100
Safe drinking water	Yes	192	89.3	31	79.48
	No	15	6.98	4	10.26
	No response	8	3.72	4	10.26
	Total	215	100	39	100
Canteen	Yes	176	81.86	23	58.97
	No	34	15.81	12	30.77
	No response	5	2.33	4	10.26
	Total	215	100	39	100

Question was asked to the women teachers regarding the availability of various infrastructural facilities in their institution. Majority of the teachers (80.47%) from general colleges reported that their colleges have seminar/ conference hall, auditorium Hall (87.44%), safe drinking water facility (89.3%) and Canteen (81.86%). However, a notable number of teachers (63.72%) indicated the lack of separate ladies' common room. Additionally, some other available facilities as mentioned by the teacher includes: Sanitary Pad Vending Machine (1.86%), gym (1.39%), medical room (1.39%), Health Care Kiosk (0.93%), swimming pool (0.93%), museum (0.93%), futsal court (0.47%), UGC resource centre (0.47%), NAAC room (0.47%), child care centre (0.47%) and resource outlet centre (0.47%).

Likewise, in professional colleges, majority of the teachers (79.49%) have revealed that their college have seminar/ conference hall, auditorium hall (82.05%), safe drinking water facility (79.48%) and canteen facility (58.97%). However, majority of the teachers (56.41%) indicated the lack of separate ladies' common room. Additionally, some other available facilities mentioned by the teachers include ramp access (2.56%), life access

(2.56%), CCTV surveillance (2.56%), and an AV room equipped with an overhead projector (2.56%).

4.2.2.2. Library

Tables No. 4.16

Availability and Teacher's satisfaction related to library facilities

Institution	Responses	Availability of library in the institution		Teacher's satisfaction with the library facility	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	215	100	132	61.40
	No	0	0.00	78	36.28
	No Response	0	0.00	5	2.32
	Total	215	100	215	100
Professional College	Yes	39	100	22	56.41
	No	0	0.00	17	43.59
	Total	39	100	39	100

Question was asked to the women teacher regarding the availability of library facility in the institution. According to the data collected, all the teacher (100%) of general colleges noted that their institution has a library and 61.40% expressed satisfaction with the library, however, 36.28% indicated that they were not satisfied.

Likewise, in professional colleges, all the women teachers (100%) stated that their institution has a library, with 56.41% expressing their satisfaction with the library, while 43.59% were dissatisfied.

Table No. 4.17

Problem of teachers related to library facilities

Institution	Responses	Frequency	Percentage
General College	Yes	83	38.61
	No	128	59.53
	No Response	4	1.86
	Total	215	100
Professional College	Yes	18	46.15
	No	19	48.72
	No response	2	5.13
	Total	39	100

Question was posed to women teachers if they face any problem with regard to the library facilities. The data indicated that majority of the teachers (59.53%) in general

colleges do not face problem, however, 38.61% reported facing problems related to library facilities such as:

- Poor cataloging of books (14.41%)
- Lack of latest edition books (35.81%)
- Lack of photo copying machine (19.17%)
- Lack of proper reading rooms (16.74%)
- Insufficient tables and chairs (11.16%)
- Lack of internet connection (19.53%)
- Poor maintenance of library (6.51%)
- Lack of computer facilities for the teachers (25.12%)
- Inconvenient library timing (5.58%)
- Lack of sufficient books in the library (8.43%)
- Irregularity of librarian (1.2%)

Similarly, in professional colleges, 48.72% of the teachers reveal that they do not face any problem with regard to library facilities, however, 46.15% reported that they face problem and the problems indicated by them are:

- Poor cataloging of books (7.69%)
- Lack of latest edition books (46.15%)
- Lack of photo copying machine (23.08%)
- Poor maintenance of library (17.95%)
- Lack of proper reading rooms (23.08%)
- Insufficient tables and chairs (12.82%)
- Lack of computer facilities for teachers (25.64%)
- Lack of internet connection (7.69%)
- Inconvenient library timing (7.69%)

4.2.2.3. Teachers' Staff room

Table No. 4.18.

Capacity of staff room to accommodate all the teachers

Institution	Responses	Frequency	Percentage
General College	Yes	153	71.16
	No	55	25.58
	No Response	7	3.26
	Total	215	100

Professional	Yes	26	66.67
College	No	11	28.20
	No response	2	5.13
Total		39	100

A question was asked to the women teachers as to whether the teachers' staff room was big enough to accommodate all the teachers. From the gathered data, 71.16% of general college teachers reveal that the teachers' staff room is big enough to accommodate all the teachers, however, 25.58% indicates that it is not so.

Likewise, in professional colleges, 66.67% of the women teachers reveal that the teacher's staff room is big enough, whereas, 28.20% indicates that it is not big enough to accommodate all the teachers.

Table No. 4.19

Availability of facilities in teachers' staff room

Items	Response	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Locker for each teacher	Yes	128	59.53	13	33.33
	No	79	36.74	24	61.54
	No response	8	3.72	2	5.13
	Total	215	100	39	100
Computer facilities for teacher	Yes	94	43.72	11	28.21
	No	109	50.7	26	66.67
	No response	12	5.58	2	5.12
	Total	215	100	39	100
Internet connection	Yes	132	61.4	23	58.97
	No	72	33.49	11	28.21
	No response	11	5.11	5	12.82
	Total	215	100	39	100
Daily newspapers	Yes	87	40.47	10	25.64
	No	114	53.02	24	61.54
	No response	14	6.51	5	12.82
	Total	215	100	39	100
Magazines/ journals	Yes	95	44.19	13	33.33
	No	112	52.09	22	56.41
	No response	8	3.72	4	10.26
	Total	215	100	39	100
Separate ladies' toilet	Yes	113	52.56	21	53.85
	No	95	44.19	14	35.89
	No response	7	3.25	4	10.26
	Total	215	100	39	100

Question was asked to the women regarding the availability of facilities in the teachers' staff room. A significant majority of teachers (59.53%) from general colleges

reported that their college have locker for each teacher, internet connection (61.4%), magazines/ journal (52.09%) and separate ladies' toilet (52.56%). However, a notable number of teachers indicate that lack of computer facilities for teachers (50.7%) and daily newspapers (53.02%).

Similarly, in professional colleges, majority of the teachers (58.97%) indicates that their college has internet connectivity and separate ladies' toilet (53.85%). On the other hand, a significant number of teachers indicate the lack of locker for each teacher (61.54%), computer facilities for teacher (66.67%), daily newspaper (61.54%) and magazines/ journals (56.41%).

Table No. 4.20

Teacher's satisfaction with the staff room

Institution	Responses	Frequency	Percentage
General College	Yes	125	58.14
	No	80	37.21
	No Response	10	4.65
	Total	215	100
Professional College	Yes	19	48.72
	No	14	35.9
	No response	6	15.38
	Total	39	100

Question was asked to the women teachers as to whether they were satisfied with the staff room provided to them in the institution. The data reveal that 58.14% of general college teachers are satisfied with the staff room provided to them, however, 37.21% of the teachers expressed their dissatisfaction due to the following reasons:

- Lack of space (7.45%)
- Poor sanitation and lack of separate ladies' toilet facilities (5.12%)
- Lack of proper facilities (3.72%)
- Lack of computer and internet facilities (2.79%)
- Lack of separate locker/ cabin for teachers (2.33%)

Likewise, in professional colleges, the data shows that 48.72% of the teachers are satisfied with the facilities of the staffroom, while 35.9% of the teachers are not satisfied due to lack of the above-mentioned facilities.

4.2.2.4. Classroom

Table No. 4.21

Teacher's satisfaction with the classroom facilities

Institution	Responses	Frequency	Percentage
General College	Yes	143	66.51
	No	72	33.49
	Total	215	100
Professional College	Yes	25	64.10
	No	14	35.90
	Total	39	100

Women teachers were asked about their satisfaction with the classroom facilities of the institution. The data collected reveals that majority of the general college teachers (66.51%) are satisfied with the classroom facilities, however, it is not so for 33.49% of the teachers.

Similarly, in professional colleges, the data indicates that 64.10% of the teachers are satisfied with the classroom facilities, whereas 35.90% of the teachers expressed their dissatisfaction.

Table No. 4.22

Problem faced by women teachers with regard to classroom

Institution	Responses	Frequency	Percentage
General College	Yes	98	45.58
	No	113	52.56
	No Response	4	1.86
	Total	215	100
Professional College	Yes	19	48.72
	No	20	51.28
	Total	39	100

Question was posed to the women teachers if they face any problem related to classroom facilities. The data shows that 52.56% of the general college teachers do not face any problems, however, 45.58% of the teachers reported facing problems with the classroom facilities which includes:

- Lack of proper classroom (18.60%)
- Small and congested classroom (17.21%)
- Inadequate teaching materials (17.67%)

- Lack of ICT resources in the classroom (28.84%)
- Disruption from outside noises (25.12%)
- Poor maintenance of classrooms (8.8%)

Likewise, in professional colleges, 51.28% of the teacher indicated that they do not face problem, while, 48.72% reported facing problem with classroom facilities such as:

- Lack of proper classroom (15.38%)
- Small and congested classroom (33.33%)
- Lack of adequate teaching materials (28.21%)
- Lack of ICT facilities in the classroom (35.90%)
- Disruptions from outside noises (20.51%)

4.2.2.5. Laboratory (*For Science and professional college teacher*)

Table No. 4.23

Availability of laboratory and sufficient apparatus in the laboratory

Institution	Responses	Availability of laboratory		Sufficiency of apparatus in the laboratory	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	12	100	4	33.37
	No	0	0.00	8	66.67
	Total	215	100	12	100
Professional College	Yes	22	56.41	8	42.11
	No	17	43.59	11	57.89
	Total	39	100	19	100

Note. The data in the right column indicates the information gathered from teachers of science stream and professional colleges that revealed that their institution have a laboratory.

A question was asked to the women teachers of science stream from general colleges and professional colleges regarding the availability of laboratory and whether the laboratory has sufficient apparatus. All the science teacher (100%) confirmed that their institution does have a laboratory. Besides, 33.33% of the teachers indicated that there is sufficient apparatus, while majority of the teachers (66.67) reported the shortage of apparatus in the laboratory.

Similarly, in professional colleges, majority of the teacher (56.41%) stated that their institution has a laboratory, whereas, 43.59% reveal that the institution does not have a laboratory. Moreover, 42.11% reveal that there is sufficient apparatus for experimentation, however, 57.89% of the teachers indicates the lack of sufficient apparatus in the laboratory.

Table No. 4.24*Problem faced by women teachers with regard to laboratory facilities*

Institution	Responses	Frequency	Percentage
General College	Yes	8	66.67
	No	4	33.33
	Total	12	100
Professional College	Yes	5	22.72
	No	16	72.73
	No Response	1	4.55
	Total	22	100

Note. The data in the above table is based on the responses gathered from those respondents who have mentioned that their institution have a laboratory.

Question was asked to the women teachers of science stream and professional colleges if they face any problem with regard to the laboratory facilities. From the gathered data, 33.33% of the general college teachers stated that they do not face problem, however, majority of the teachers (66.67%) reveal that they face problem. with the laboratory facilities which includes:

- Lack of sufficient apparatus/ equipment (50%)
- Lack of computer and internet connectivity (25%)
- Lack of proper laboratory room (8.33%)

Likewise, in professional colleges, 72.73% of the teachers reveal that they do not face problem however, 22.72% reveal that they face problem with 4.55% stating there is only one science lab and the other laboratories are not yet in place.

4.2.2.6. Quarter facilities

Table No. 4.25*Provision for teacher's quarter and utilization by teachers*

Institution	Responses	Provision for teacher's quarters		Teachers availing quarter facilities	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	92	42.79	20	21.74
	No	115	53.49	62	67.39
	No Response	8	3.72	10	10.87
	Total	215	100	92	100
Professional College	Yes	18	46.15	4	22.22
	No	20	51.28	13	72.22
	No Response	1	2.57	1	5.56
	Total	39	100	18	100

Note. The data in the right column is based on the response of those teachers who have mention that their institution provides for quarter facilities.

Question was posed to the women teachers regarding the availability of quarter facilities and whether the teachers avail these facilities. From the study, 42.79% of the general college teachers stated that their institution provides for quarter facilities and 21.74% of the teachers avail these facilities.

Similarly, in professional colleges, 46.15% of the teachers indicated that their institution provides for quarter facilities and 22.22% of the teacher avail the quarter facilities provided by the institution.

Table No. 4.26.

Problem faced by teachers related to quarter facilities

Institution	Responses	Frequency	Percentage
General College	Yes	7	35
	No	13	65
	Total	20	100
Professional College	Yes	2	50
	No	2	50
	Total	4	100

Note. The data is based on responses of the women teachers availing quarter facilities.

Women teachers were asked as to whether they face any problem with regard to quarters provided to them by the institution. The gathered data shows that 65% of the teachers (availing quarter) do not face problems. However, 35% of the teachers reported facing problem with the quarter facilities provided to them such as:

- Poor maintenance of quarters (20%)
- Lack of proper infrastructure (15%)
- Inadequate water supply (10%)
- Inadequate power supply (5%)
- Less and limited quarter for accommodation (5%)

Likewise, in professional colleges, the data shows that 50% of the teacher (availing quarter) do not face problem, however, 50% revealed that they face problem with the quarter facilities provided to them which includes:

- Poor maintenance of quarters (25%)
- Inadequate water supply (50%)
- Inadequate power supply (25%)
- Less and limited quarters (25%)

4.2.3. FINANCE

Table No. 4.27

Teachers receiving salary on time

Institution	Responses	Frequency	Percentage
General College	Yes	181	84.19
	No	30	13.95
	No Response	4	1.86
	Total	215	100
Professional College	Yes	39	100
	No	0	0.00
	Total	39	100

Question was asked to the women teachers on whether they receive their salary on time. The gathered data shows that 84.19% of the general college teachers receive their salary on time, however, 13.95% reported that they do not receive on time.

Similarly, in professional colleges, it is found that all the women teachers (100%) receive their salary on time.

Table No. 4.28

Teachers paid according to their workload

Institution	Responses	Frequency	Percentage
General College	Yes	127	59.07
	No	80	37.21
	No Response	8	3.72
	Total	215	100
Professional College	Yes	27	69.23
	No	10	25.64
	No Response	2	5.13
	Total	39	100

Question was posed to the women teachers if they felt that they were paid according to their workload. From the gathered data, majority of the general college teachers (59.07%) felt that they are paid according to their workload, however, it is not so for 37.21% of the teachers.

Similarly, in professional colleges, 69.23% of the teachers felt that they are paid according to their workload, however, 25.64% of the teachers do not feel that way.

Table No. 4.29*Type of pay scale*

Institution	Item	Frequency	Percentage
General College	U.G.C scale	115	53.49
Professional College	U.G.C scale	23	58.97

Women teachers were asked as to what type of pay scale they were given. From the gathered data, 53.49% of the general college teachers responded that they are paid as per the U.G.C. pay scale. However, 10.7% of the teacher reveals that they are paid on fixed pay basis while 4.2% reported that they are paid based on the management board of the college.

Likewise, in professional colleges, 58.97% of the teacher indicates that they are paid as per the U.G.C. pay scale.

Table No. 4.30*Teacher's satisfaction with their salary*

Institution	Responses	Frequency	Percentage
General College	Yes	120	55.81
	No	87	40.47
	No Response	8	3.72
	Total	215	100
Professional College	Yes	25	64.1
	No	11	28.21
	No response	3	7.69
	Total	39	100

Question was asked to the women teachers as to whether they were satisfied with their salary. The above table indicates that 55.81% of the general college teachers are satisfied with their salary, however, it is not so for 40.47% of the teacher.

Similarly, in professional colleges, it is found that 64.1% of the teachers are satisfied with their salary, however, 28.21% of the teachers expresses their dissatisfaction with the salary.

It is observed from the gathered data that some teachers were not satisfied with their salary and this was found to be common among private college teachers and contractual teachers and the reason for their dissatisfaction could probably be due to the reason that their salary is fixed or lower as compared to the teachers from government colleges.

Table No. 4.31*Provision for yearly increment in salary*

Institution	Responses	Frequency	Percentage
General	Yes	142	66.05
College	No	63	29.30
	No Response	10	4.65
	Total	215	100
Professional	Yes	27	69.23
College	No	9	23.08
	No response	3	7.69
	Total	39	100

Question was asked to the women teachers on whether there were provisions for yearly increments in their salary. From the gathered data, 66.05% of the teachers from general colleges reveal that there are yearly increments, while 29.30% indicates the lack of such provision.

Likewise, in professional colleges, 69.23% of the teacher indicates that there are provisions for yearly increments while 23.08% reveal that there are no such provisions.

Table No. 4.32*Benefits and allowances for women teachers*

Benefits	Response	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Medical allowance	Yes	80	37.21	11	28.21
	No	131	60.93	28	71.79
	No response	4	1.86	0	00
	Total	215	100	39	100
Special allowance	Yes	28	13.02	7	17.95
	No	182	84.65	32	82.05
	No response	5	2.33	0	00
	Total	215	100	39	100
Travel allowance	Yes	31	14.42	6	15.38
	No	180	83.72	31	79.49
	No response	4	1.86	2	5.13
	Total	215	100	39	100

Women teachers were asked as to whether they receive the above mention benefits/ allowance besides their salary. Majority of the teachers from general colleges reported that they do not get medical allowance (60.93%), special allowance (84.65%) and travel allowance (83.72%).

Likewise, in professional colleges, majority of the teachers (71.79%) stated that they do not get medical allowance, special allowance (82.05%) and travel allowance (79.49%).

It can be observed from the gathered data that some teachers were not provided with the benefits and allowances, and the reason could probably be related to the type of management in which they are teaching (private/ government) or status of their appointment (either regular or contract). Teachers who do not receive such benefits could either be from private institutions or contract teachers as these benefits are usually reserved for permanent government employees.

Table No. 4.33

Engagement in part- time work besides teaching

Institution	Responses	Frequency	Percentage
General College	Yes	15	6.98
	No	200	93.02
	Total	215	100
Professional College	Yes	7	17.95
	No	32	82.05
	Total	39	100

Question was asked to the women teachers if they work part- time apart from teaching to support their family. The gathered data shows that 6.98% teachers of general colleges work part- time to support their family, however, 93.02% indicates that they do not.

Similarly, in professional colleges, it is found that 17.95% of the teachers work part- time to support their family, while 82.05% do not work part- time.

Table No. 4.34

Problems faced by teachers with regard to finance

Institution	Responses	Frequency	Percentage
General College	Yes	60	27.91
	No	153	71.16
	No Response	2	0.93
	Total	215	100
Professional College	Yes	10	25.64
	No	29	74.36
	Total	39	100

Question was asked to the women teachers as to whether they face any problem with regard to finance. The responses indicate that 71.16% of the general college teachers do not face financial problem, however, 27.91% of the teacher reveals that they do face problem with regard to finance such as:

- Low paid salary (3.72%)

- Delay in payment of salary (0.93%)
- Increase in market price (4.19%)
- Insufficient salary to run a family and to meet the expenses (9.32%).

Similarly, in professional colleges, majority of the teachers (74.36%) reveal that they do not face financial problem, however, 25.64% of the teachers reported facing problem with regard to finance with 7.69% stating that their salary was not sufficient to meet daily expenses.

4.2.4. ADMINISTRATION

Table No. 4.35

Teacher's satisfaction with the administration of institution

Institution	Responses	Frequency	Percentage
General College	Yes	156	72.56
	No	49	22.79
	No Response	10	4.65
	Total	215	100
Professional College	Yes	30	76.92
	No	9	23.08
	Total	39	100

Question was posed to the women teachers on whether they were satisfied with the administration of the institution. The responses from the gathered data indicates that majority of the general college teachers (72.56%) are satisfied with the administration of the institution, however, it is not so for 22.79% of the teachers.

Likewise, in professional colleges, it is found that majority of the teachers (76.92%) are satisfied with the administration of the institution, however, this is not so for 23.08% of the teachers.

Table No. 4.36

Availability of sufficient staff to carry out the administrative work

Institution	Responses	Frequency	Percentage
General College	Yes	158	73.49
	No	51	23.72
	No Response	6	2.79
	Total	215	100
Professional College	Yes	30	76.92
	No	9	23.08
	Total	39	100

Question was asked to the women teachers as to whether there was enough administrative staff to carry out the administrative work. From general colleges, majority

of the teacher (73.49%) stated that there are enough administrative staff for carrying out the administrative work, however, 23.72% indicates the lack of administrative staff.

Similarly, in professional colleges, 76.92% of the teacher reveals that there are enough administrative staff, however, 23.08% reported the lack of administrative staff for carrying out the administrative work.

Table No. 4.37

Availability of women cell and Effective functioning of women cell

Institution	Responses	Availability of women cell		Effective functioning of women cell	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	144	66.98	92	63.89
	No	50	23.26	23	15.97
	No Response	21	9.76	29	20.14
	Total	215	100	144	100
Professional College	Yes	19	48.72	9	47.37
	No	18	46.15	4	21.05
	No Response	2	5.13	6	31.58
	Total	39	100	19	100

Note. The data in the right column is based on the responses of those teachers who have mentioned that their institution have a women cell.

Question was asked to the women teachers if their institutions had a women cell and whether these cells are functioning effectively for women's welfare. From the gathered data, 66.98% of the general college teacher reveals that their institutions have women cell, however, 23.26% indicates the lack of a women cell. Besides, 63.89% of the teachers reported that these women cells are functioning effectively for women's welfare, however, 15.97% indicates that it is not so.

Likewise, in professional colleges, 48.72% of the teachers reveal that their institutions have women cell, however, 46.15% indicates the lack of women cell. Additionally, 47.37% of the teachers reveal that the women cells are functioning effectively for women's welfare, however, 21.05% reported that it is not so.

Table No. 4.38*Method of recruitment for teachers*

Teaching Methods	General		Professional	
	Frequency	Percentage	Frequency	Percentage
Written Test	8	3.27	3	7.69
Interview	148	68.84	29	74.36
Lecture Demonstration	37	17.21	6	15.38
NPSC	74	34.42	7	17.95

The above table indicates the various type of methods used in the recruitment of teachers in the institutions. From the gathered responses, 3.27% of the general college teacher indicates that written test is conducted, 68.84% reveal that interview method is used, while 17.21% reveal that lecture demonstration method is used and 34.42% of the teacher indicates that teachers are recruited through NPSC exams.

Likewise, in professional colleges, 7.69% of the women teacher indicates that written test is conducted and 74.36% reveal that interview method is used. Besides, 15.38% of the teacher reveals that lecture demonstration method is used, while 17.95% indicates that teachers are recruited through NPSC exams.

It is observed from the gathered data that there is variation in the recruitment process. The institutions that recruit teachers through NPSC are government colleges, while the recruitment methods used for private colleges and contractual teachers are mainly through written test, interview and lecture demonstration.

Table No. 4.39*Teacher's satisfaction with the recruitment system*

Institution	Responses	Frequency	Percentage
General College	Yes	176	81.86
	No	34	15.81
	No Response	5	2.33
	Total	215	100
Professional College	Yes	36	92.31
	No	3	7.69
	Total	39	100

Question was asked to the women teachers if they were satisfied with the recruitment system. The data gathered indicates that majority of the teachers of general colleges (81.86%) are satisfied with the recruitment system, however, it is not so for 15.81% of the teacher.

Similarly, in professional colleges, it is found that most all the teachers (92.31%) are satisfied with the recruitment system however, this is not so for 7.69% of the teachers.

Table No. 4.40

Engagement in administrative work besides teaching

Institution	Responses	Frequency	Percentage
General College	Yes	62	28.84
	No	153	71.16
	Total	215	100
Professional College	Yes	11	28.21
	No	28	71.79
	Total	39	100

Women teachers were asked on whether they take up any administrative work besides teaching. From the gathered responses, majority of the teachers of general colleges (71.16%) reveal that they do not take up administrative work, while 28.84% of the teacher reported that they undertake administrative work such as Head of Department (1.4%), member in Internal Assessment Quality Cell (2.33%), student's related work (0.47%), college controller of examination (0.93%), member in different committees 8.84%, Convener 0.47%.

Likewise, in professional colleges, 71.79% of the teachers indicate that they do not take up administrative work, while 28.21% reveal that they do take up administrative work such as processing of files to Directorate of Technical education (2.56%), admission related work (2.56%), Internal Assessment Quality Cell (2.56%) and work related to their own department (2.56%).

Table No. 4.41

Provision for leave facilities

Institution	Responses	Frequency	Percentage
General College	Yes	215	100
	No	0	0.00
	Total	215	100
Professional College	Yes	39	100
	No	0	0.00
	Total	39	100

Question was asked to the women teachers on whether the institution provides for leave facilities. From the gathered data, all the teachers of general colleges (100%) reveal

that there are provisions for leave facilities to women teachers and the type of leave facilities provided are earned leave (33.95%), casual leave (92.09%), commuted leave (14.88%), medical leave (61.39%) and maternity leave (82.32%).

Likewise, in professional colleges, all the teachers (100%) reveal that there are provisions for leave facilities to women teachers and the type of leave facilities provided to them are earned leave (41.03%), casual leave (79.49%), commuted leave (15.38%), medical leave (76.92%) and maternity leave facility (76.92%). In addition, other leave facilities provided to the teachers includes study leave (2.7%), special leave (2.7%) and duty leave (2.7%).

Table No. 4.42

Teacher's satisfaction with the leave facilities

Institution	Responses	Frequency	Percentage
General College	Yes	187	86.98
	No	22	10.23
	No Response	6	2.79
	Total	215	100
Professional College	Yes	38	97.44
	No	1	2.56
	Total	39	100

Question was posed to the women teachers if they were satisfied with the leave facility provided to them by the institution. The responses gathered reveals that majority of the general college teachers (86.98%) are satisfied with the leave facilities provided to them, however, it is not so for 10.23% of the teachers.

Similarly, in professional colleges, it is found that almost all the women teachers (97.44%) are satisfied with the leave facilities provided to them, however, this is not so for 2.56% of the teachers.

It is observed from the gathered data that some teachers were not satisfied with leave facilities provided to them by the institution. The teachers who were dissatisfied with these facilities could either be from private colleges or contractual teachers and the reason for their dissatisfaction could be probably because contractual teachers and those in private institutions are not provided with all the leave facilities as permanent teachers in government colleges/ institutions.

Table No. 4.43*Experience ill- treatment from the administrative staff*

Institution	Responses	Frequency	Percentage
General College	Yes	3	1.4
	No	212	98.60
	Total	215	100
Professional College	Yes	0	0.00
	No	39	100
	Total	39	100

Question was asked to the women teachers if they face any ill- treatment from the administrative staff. The data shows that 1.4% of general college teachers experience ill-treatment from the administrative staff, whereas, 98.60% reveal that they do not face such problem.

Similarly, in professional colleges, all the women teachers (100%) reveal that they do not face any ill- treatment from the administrative staff.

Table No. 4.44*Opportunity for promotion*

Institution	Responses	Frequency	Percentage
General College	Yes	108	50.23
	No	87	40.47
	No Response	20	9.30
	Total	215	100
Professional College	Yes	18	46.15
	No	18	46.15
	No response	3	7.70
	Total	39	100

Question was asked to the women teachers as to whether the institution provides them with opportunity for promotion. From the gathered responses, 50.23% teacher of general colleges reveal that the institution does provide them opportunity for promotion, however, it is not so for 40.47% of the teachers.

Similarly, in professional colleges, 46.15% of the teacher reveals that the institution provides them with opportunities for promotion, however, this is not so for 46.15% of the teachers.

Table No. 4.45*Problems faced by teachers with regard to promotion*

Institution	Responses	Frequency	Percentage
General College	Yes	24	11.16
	No	176	81.86
	No Response	15	6.98
	Total	215	100
Professional College	Yes	6	15.38
	No	28	71.80
	No response	5	12.82
	Total	39	100

Women teachers were asked on whether they face any problem with regard to promotion. The data reveal that 81.86% of the general college teachers do not face problem, however, 11.16% of the teachers reported facing problem with regard to promotion such as:

- Lack of equal opportunities (1.86%)
- Existence of favoritism (4.65%)
- Placement/ promotion not done at the stipulated time (0.93%)
- Existence of tribalism (0.46%)

Similarly, in professional colleges, 71.80% indicates that they do not face problem, however, 15.38% reveals that they do face problem related to promotion and the problems that they have highlighted are as follows:

- Lack of equal opportunities (10.26%)
- Existence of favoritism (2.56%)
- Delay tactics taken by the government with regard to promotion (2.56%)

Table No. 4.46*Problems faced by teacher in relation to the administration of institution*

Institution	Responses	Frequency	Percentage
General College	Yes	14	6.51
	No	194	90.23
	No Response	7	3.26
	Total	215	100
Professional College	Yes	3	7.69
	No	33	84.62
	No response	3	7.69
	Total	39	100

Question was asked to the women teachers if they face any problem with regard to the administration of the institution. From the above table, it is found 6.51% of the teachers

of general colleges face problem with the administration of the institution, however, majority of the teachers (90.23%) reveal that they do not face such problem.

Likewise, in professional colleges, 7.69% of the teachers reveal that they do face problem with the administration of the institution while majority of the teachers (84.62%) indicates that they do not face problem with the administration.

4.2.5. ACADEMIC

4.2.5.1. Teaching Methods

Table No. 4.47

Teaching methods adopted by teachers

Item	General		Professional	
	Frequency	Percentage	Frequency	Percentage
Lecture method	212	98.6	34	87.18
Project method	131	60.93	20	51.28
Demonstration method	96	44.65	16	41.03
Discussion	189	87.91	36	92.31
Dictating notes	99	46.05	8	20.51

Question was posed to the women teachers on what teaching method they adopt in the classroom. From the above table, it is found that 98.6% of general college teacher uses lecture method, 60.93% uses project method, 44.65% uses demonstration method, 87.91% uses discussion method and 46.05% indicates that notes are dictated.

Likewise, in professional colleges, 87.18% of the teacher uses lecture method, 51.28% uses project method, 41.03% uses demonstration method, 92.31% uses discussion method and 20.51% uses dictation method and 74.36% uses group activity method.

Table No. 4.48

Teacher's opinion on the workload

Item	General		Professional	
	Frequency	Percentage	Frequency	Percentage
Heavy	19	8.84	7	17.95
Moderate	186	86.51	30	76.92
Light	10	4.65	2	5.13
Total	215	100	39	100

Question was asked to the women teachers as to how they find their workload. From the gathered responses, 8.84% teachers of general colleges reveal that their workload

is heavy, while majority of the teacher (86.51%) reported that it is moderate and 4.65% indicates that their workload is light.

Similarly, in professional colleges, 17.95% of the women teacher indicates that their workload is heavy, while majority of the teacher (76.92%) reveal that it is moderate and 5.13% reveal that their workload is light.

Table No. 4.49

Teacher's satisfaction with their profession

Institution	Responses	Frequency	Percentage
General College	Yes	208	96.74
	No	4	1.86
	No Response	3	1.4
	Total	215	100
Professional College	Yes	39	100
	No	0	0.00
	Total	39	100

Women teachers were asked on whether they were satisfied with their profession. The above table shows that majority of the teachers of general colleges (96.74%) are satisfied with their profession, however, it is not so for 1.86% of the teacher due to reasons like they get less time in family related matters (0.46%).

Similarly, in professional colleges, all the teachers (100%) reveal that they are satisfied with their profession.

4.2.5.2. Curriculum

Table No. 4.50

Completion of syllabus within the stipulated time

Institution	Responses	Frequency	Percentage
General College	Yes	209	97.2
	No	6	2.8
	Total	215	100
Professional College	Yes	39	100
	No	0	0.00
	Total	39	100

Question was posed to the women teachers as to whether they were able to complete the syllabus within the stipulated time. The above table shows almost all the

teachers (97.21%) of general colleges except for 2.8% of the teachers are able to complete the syllabus within the stipulated time.

Likewise, in professional colleges, it is found that all the teachers (100%) are able to complete the syllabus within the stipulated time.

Table No. 4.51

Teacher's satisfaction with the existing curriculum

Institution	Responses	Frequency	Percentage
General College	Yes	144	66.98
	No	67	31.16
	No Response	4	1.86
	Total	215	100
Professional College	Yes	28	71.79
	No	11	28.21
	Total	39	100

Question was asked to the women teachers if they were satisfied with the existing curriculum. From the above table, it is found that majority of the general college teachers (66.98%) are satisfied with the existing curriculum, however, it is not so for 31.16% of the teacher due to reasons like:

- The course is too vast (10.7%)
- It is outdated (20.93%)
- It is too theoretical (16.28%)
- It does not cater to the needs of the students (16.28%)
- It does not cater to the needs of the society (13.95%)
- It does not cater to national needs (6.98%)
- Lack of practical implementation (0.47%)
- It is too vague (0.47%)
- Lack of uniformity in the distribution of topics per unit (0.47%)

Likewise, in professional colleges, it is found majority of the teachers (71.79%) are satisfied with the existing curriculum, however, it is not so for 28.21% due to the following reasons:

- The course is too vast (7.69%)
- It is outdated (10.26%)
- It is too theoretical (12.82%)
- It does not cater to the needs of the students (5.13%)

- It does not cater to the needs of the society (5.13%)
- It does not cater to national needs (5.13%)
- It lacks consistency in content across the course (2.56%)

Table No. 4.52

Teachers' opinion on the need for revision of existing curriculum

Institution	Responses	Frequency	Percentage
General College	Yes	166	77.21
	No	37	17.21
	No Response	12	5.58
	Total	215	100
Professional College	Yes	31	79.49
	No	6	15.38
	No Response	2	5.13
	Total	39	100

Question was asked to the women teachers as to whether they felt that the existing curriculum needs to be revised. From the gathered data, majority of the teacher of general colleges (77.21%) felt that the curriculum needs to be revised, however, it is not so for 17.21% of the teachers.

Likewise, in professional colleges, majority of the teachers (79.49%) felt that the curriculum needs to be revised, however this is not so for 15.38% of the teachers.

4.2.5.3. Course of Study (For Professional Colleges)

Table No. 53

Problems faced by teachers in arranging schools for practice teaching (For B.Ed. Teachers)

Responses	Frequency	Percentage
Yes	19	76
No	6	24
Total	25	100

Question was asked to women teachers of B. Ed colleges if they face any problem in arranging schools for practice teaching. The data shows that 24% of the B.Ed. teachers do not face any problem, however, 76% of the teachers reveal that they face problem in arranging schools for internship such as to lack of co- operation from the school authority as it distracts their already structured routine (32%).

Table No. 4.54

Problems faced by teachers in supervising the students during internship (For B.Ed. and MSW Teachers)

Response	Frequency	Percentage
Yes	6	22.22
No	21	77.78
Total	27	100

A question was posed to the women teachers of professional colleges on whether they face any problem in supervising the students during internship. The gathered data shows that majority of the teachers (77.78%) do not face problem, however, 22.22% reveal that they face problem in supervising the students during internship such as:

- Face problem with transportation as they had to go from one school to another every other day (7.41%)
- Face problem due to distance in case of internship in rural areas (3.70%)
- Collide with other classes (3.70%)

Table No. 4.55

Inclusion of Moot court in syllabus and organization of Moot court competition (For teachers of Law colleges)

Question Statement	Response	Frequency	Percentage
Moot court included in the syllabus for LLB course	Yes	8	100
	No	0	0.00
	Total	8	100
Organizes moot court competition	Yes	7	87.50
	No	1	12.5
	Total	8	100

Question was asked to the women teachers of Law College as to whether moot court was included in the syllabus. From the gathered data, all the women teachers (100%) revealed that moot court is included in the syllabus for LLB course.

On being asked whether their institution organizes moot court competition, 87.50% of the teacher indicates that their institution organizes moot court competition, however, 12.5% reported that their institution do not organize such activities.

4.2.5.4. Examination and Evaluation

Table No. 4.56

Teacher's satisfaction with the examination and evaluation system

Institution	Responses	Frequency	Percentage
General College	Yes	189	87.91
	No	22	10.23
	No Response	4	1.86
	Total	215	100
Professional College	Yes	33	84.62
	No	6	15.38
	Total	39	100

Women teachers were asked if they were satisfied with the examination and evaluation system. The data shows that majority of the general college teachers (87.91%) are satisfied with the examination and evaluation system, however, it is not so for 10.23% of the teachers due to the following reasons:

- Lack practicality and not relevant to real life (1.4%)
- Too much emphasis is given on quantity rather than quality (1.4%)
- Lacks uniformity in content and internal assessment (0.93%)
- It does not justify student's performance accurately (0.47%)
- Very limited time frame for teaching and evaluation (0.47%)
- Rigid and monotonous examination and evaluation system (0.47%)

Similarly, in professional colleges, it is found that majority of the teachers (84.62%) are satisfied with the examination and evaluation system, however, it is not so for 15.38% of the teachers due to reason such as the following:

- Too much emphasis is given on written exam score rather than practical aspects (2.56%)
- Evaluation is too theoretical (2.56%)
- Distribution of internal and external is not fair (2.56%)

4.2.5.5. Co- Curricular Activities

Table No. 4.57

Organization of co- curricular activities

Institution	Responses	Frequency	Percentage
General College	Yes	215	100
	No	0	0.00
	Total	215	100
Professional College	Yes	39	100
	No	0	0.00
	Total	39	100

Question was asked to the women teachers on whether their institution organizes co- curricular activities. From the gathered responses, all the women teachers of general colleges (100%) reveal that their institution organizes co- curricular activities.

Similarly, in professional colleges, all the women teachers (100%) indicates that their institution organizes co- curricular activities.

Table No. 4.58

Teachers' engagement in organizing co- curricular activities

Institution	Responses	Frequency	Percentage
General College	Yes	183	85.12
	No	32	14.88
	Total	215	100
Professional College	Yes	34	87.18
	No	5	12.82
	Total	39	100

A question was asked to the women teachers on whether they take up any responsibility in organizing co- curricular activities. The above table shows that 85.12% teachers of general colleges take up responsibility in organizing co- curricular activities while 14.88% reveal that they do not take up such responsibilities. Some of the co- curricular activities in which the teachers take up responsibility includes literary and cultural program (16.74%), sports (12.1%), convener in different clubs (6.98%), inter- departmental activity (3.26%), NCC/ NSS (3.26%), seminar (3.26%), research committee (2.32%), career guidance and counseling (2.32%), IQAC (1.86%), campus management (1.4%), women development cell (0.93%), symposium (0.47%) and mock parliament (0.47%).

Likewise, in professional colleges, majority of the teacher (87.18%) indicates that they take up responsibility in organizing co- curricular activities, while 12.82% stated that they do not take up such responsibilities. Some of the co- curricular activities in which the teachers take up responsibility include sports (20.51%), literary and cultural program (17.9%), orientation (10.27%), in charge in different clubs (7.69%), workshop (5.12%) and guidance and counseling cell (2.56%), study tour (2.56%), rural camp (2.56%), training and skill (2.56%).

4.2.5.6. Faculty Development Program

Table No. 4.59

Opportunity for attending faculty development program

Institution	Responses	Frequency	Percentage
General College	Yes	161	74.88
	No	44	20.47
	No Response	10	4.65
	Total	215	100
Professional College	Yes	27	69.23
	No	9	23.08
	No response	3	7.69
	Total	39	100

Question was asked to the women teachers as to whether the institution provides them with opportunity for attending faculty development program. From the data, majority of the general college teachers (74.88%) indicates that the institution provides them opportunity to attend faculty development program, however, 20.47% teacher stated that they are not provided with such opportunities.

Likewise, in professional colleges, 69.23% of the women teacher reveals that the institution provides them with opportunity for attending faculty development program, however, 23.08% indicates the lack of such opportunities.

From the gathered data, it is observed that some teachers were not provided with the opportunity for attending faculty development program and these teachers could either be from private colleges or contractual teachers. The reason for denial of such opportunities could probably be due to lack of staff or due to heavy workload.

Table No. 4.60*Teachers attended faculty development program*

Program	Responses	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Orientation Program (OP)	Yes	106	49.30	18	46.15
	No	102	47.44	19	48.72
	No response	7	3.26	2	5.13
	Total	215	100	39	100
Refresher Course (RC)	Yes	79	36.74	14	35.90
	No	132	61.40	23	58.97
	No response	4	1.86	2	5.13
	Total	215	100	39	100
Faculty development programme (FDP)	Yes	100	46.51	22	56.41
	No	108	50.23	14	35.9
	No response	7	3.26	3	7.69
	Total	215	100	39	100
Short term course (STC)	Yes	42	19.53	11	28.20
	No	164	76.28	24	61.54
	No response	9	4.19	4	10.26
	Total	215	100	39	100

Women teachers were asked on whether they have attended any of the faculty development programs. The gathered data shows that 49.30% of the general college teachers have attended orientation program, 36.74% have attended refresher course, 46.51% have attended faculty development program and 19.53% have attended short term course.

Similarly, in professional colleges, 46.15% of the teachers have attended orientation program, 35.90% have attended refresher course, 56.41% have attended faculty development program and 28.20% have attended short term course.

4.2.6. OTHER PROBLEMS

Table No. 4.61*Availability of medical facilities*

Institution	Responses	Frequency	Percentage
General College	Yes	88	40.93
	No	112	52.09
	No Response	15	6.98
	Total	215	100

Professional	Yes	12	30.77
College	No	26	66.67
	No response	1	2.56
Total		39	100

Question was asked to the women teachers if the institution provides for medical facilities. From the above table, 40.93% of general college teacher indicates that medical facilities are provided, however, 52.09% reported that lack of such facilities.

Similarly, in professional colleges, 30.77% of the teachers reveal that medical facilities are provided, however, 66.67% indicates the lack of such provisions.

Table No. 4.62

Having good relation with colleagues

Institution	Responses	Frequency	Percentage
General College	Yes	199	92.56
	No	16	7.44
	Total	215	100
Professional College	Yes	37	94.87
	No	2	5.13
	Total	39	100

Women teachers were asked if they have a good relation with their colleagues. The gathered data reveals that majority of the teachers of general colleges (92.56%) have a good relationship with their colleagues, however, it is not so for 7.44% of the teachers.

Similarly, in professional colleges, majority of the teacher (94.87%) indicates that they have a good relationship with their colleagues, however, this is not so for 5.13% of the teachers.

Table No. 4.63

Experience harassment at workplace

Institution	Responses	Frequency	Percentage
General College	Yes	5	2.33
	No	210	97.67
	Total	215	100
Professional College	Yes	2	5.13
	No	37	94.87
	Total	39	100

A question was posed to the women teachers as to whether they face any harassment at workplace. From the gathered data, it is found that 2.33% of the general

college teachers face harassment at workplace, however, 97.67% of the teachers reveal that they do not face such problem.

Similarly, in professional colleges, 5.13% of the teachers reveal that they do experience harassment at workplace, however, 94.87% indicates that they do not encounter such problem.

Table No. 4.64

Teacher's opinion on not being given equal opportunity for promotion as compared to their male counterpart

Institution	Responses	Frequency	Percentage
General College	Yes	47	21.86
	No	168	78.14
	Total	215	100
Professional College	Yes	2	5.13
	No	37	94.87
	Total	39	100

Women teachers were asked on whether they feel that they were not given equal opportunity as compared to their male counterpart. From the gathered responses, 21.86% teachers of general colleges feel that they are not given equal opportunity as compared to their male counterpart, however, it is not so for majority of the teachers (78.14%)

Likewise, in professional colleges, 5.13% of the women teacher feels that they are not given equal opportunity as compared to their male counterpart, however, it is not so for 94.87% of the teachers.

4.2.6.1. Other problems faced by women teachers of general and professional colleges

A. Data Analysis on other problems faced by women teachers of general colleges

The following are the various other problems revealed by women teachers of general colleges:

- 4.56% of teachers felt that maternity leave was quite limited, while 0.93% mentioned that contract teachers didn't have any official maternity leave at all.
- 2.79% of teachers pointed out that there was no crèche (daycare center) available for working mothers at their institution.
- 1.39% of teachers struggled due to a lack of family support.
- 0.93% of teachers had trouble attending classes during their menstrual cycle because of severe pain.

- 1.86% of teachers faced difficulties in juggling work and family responsibilities.
- 0.94% of teachers reported the lack of sanitary pads and waste bins for disposal of pads.
- 0.47% of teachers mentioned that some private colleges do not offer paid leave, which can be an issue during childbirth or illness.
- 0.47% of teachers shared that when both partners are working, women often face professional setbacks because they take on majority of the household duties.
- 0.47% of the teacher revealed that there is lack of innovative outlook for research.
- 0.47% revealed that unmarried women are deprived of recruitment.
- 0.47% of the teachers revealed that gender stereo typing still exist in the society.
- 0.46% of the teacher indicates the lack of pre-school, especially in remote areas where women teachers are posted.
- 1.39% of the teacher face problem due to family obligations.
- 0.47% revealed that they face discrimination of married and unmarried women while assigning work/ assignment.

B. Data analysis on the other problems faced by women teachers of professional colleges

The following are the various problems revealed by women teachers of professional colleges:

- 10.25% of the women teacher finds it difficult to balance between family life and professional life due to heavy work load.
- 5.13% of the teachers revealed that due to lack of crèche (day care center) in the institution, working mother faces problem with regard to time management.
- 5.13% of the teachers revealed that long hour of work for married women faculty is challenging.

SECTION- III

4.3. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN STUDENTS OF GENERAL AND PROFESSIONAL COLLEGES

The analysis and interpretation of data collected from general and professional college students are presented in subsequent paragraphs. Analysis will be done based on

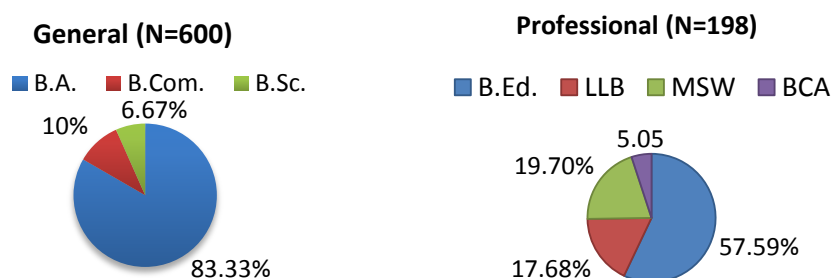
the responses gathered from 600 female students of general colleges and 198 female students from professional colleges respectively.

4.3.1. General Information of the college students

4.3.1.1. Course of Study

Figure 8

Women students pursuing different courses



The above figure shows the number of respondents from general and professional college. In general colleges, 88.33% were pursuing Bachelor of Arts (BA), 10% were pursuing Bachelor of Commerce (B. Com) and 6.67% were pursuing Bachelor of Science (B.Sc.).

While in professional colleges, 57.59% were pursuing Bachelor of Education (B.Ed.), 17.68% were pursuing Bachelor of Legislative Law (LLB), 19.70% were pursuing Master of Social Work (MSW) and 5.05% were pursuing Bachelor of Computer Application (BCA).

4.3.2. INFRASTRUCTURE

4.3.2.1. Physical Facilities of the Institution

Table No. 4.65

Students' satisfaction with the infrastructural facilities

Institution	Responses	Frequency	Percentage
General College	Yes	470	78.33
	No	122	20.33
	No Response	8	1.34
	Total	600	100
Professional College	Yes	112	56.57
	No	82	41.41
	No response	4	2.02
	Total	198	100

A question was asked to the women students as to whether they were satisfied with the infrastructural facilities of the institution. The gathered data shows that majority of the general college students (78.33%) are satisfied with the infrastructural facilities, however, it is not so for 20.33% of the students due to reasons such as:

- Poor infrastructural facilities (5.05%)
- Insufficient and improper toilet facilities (3.84%)
- Poor sanitation and shortage of water in the toilet (3.7%)

Similarly, in professional colleges, it is found that majority of the students (56.57%) are satisfied with the infrastructural facilities, however, it is not so for 41.41% of the students due to the following reasons:

- Lack of proper infrastructural facilities (15.66%)
- Insufficient and improper toilet facilities (4.54%)
- Poor sanitation and shortage of water in the toilets (3.53%)
- Insufficient and congested classroom (5.55%)
- Small and congested college premise (5.55%)
- Poor maintenance of college building (2.52%)

Table No. 4.66

Availability of infrastructural facilities in the institutions

Facilities	Response	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Playground	Yes	406	67.67	28	14.14
	No	180	30	165	83.33
	No response	14	2.33	5	2.53
	Total	600	100	198	100
Basketball court	Yes	310	51.67	18	9.09
	No	275	45.83	175	88.38
	No response	15	2.50	5	2.53
	Total	600	100	198	100
Volleyball court	Yes	300	50	18	9.09
	No	283	47.17	174	87.88
	No response	17	2.33	6	3.03
	Total	600	100	198	100
Badminton court	Yes	299	49.83	17	8.58
	No	287	47.83	176	88.89
	No response	14	4.50	5	2.53
	Total	600	100	198	100
Table tennis court	Yes	273	45.50	29	14.65
	No	317	52.83	166	83.84
	No response	10	1.67	3	1.51
	Total	600	100	198	100

Auditorium hall	Yes	509	84.83	152	76.77
	No	79	13.17	41	20.70
	No response	12	2	5	2.53
	Total	600	100	198	100
Separate ladies' common room	Yes	367	61.17	78	39.39
	No	225	37.5	113	57.07
	No response	8	1.33	7	3.54
	Total	600	100	198	100
Safe drinking water	Yes	501	83.5	135	68.18
	No	91	15.17	59	29.80
	No response	8	1.33	4	2.02
	Total	600	100	198	100
Canteen	Yes	525	87.5	103	52.02
	No	71	11.83	90	45.45
	No response	4	0.67	5	2.53
	Total	600	100	198	100

Question was posed to the women students regarding the availability of the infrastructural facilities. From the above table, majority of the general college students (67.67%) reveal that their institution has a playground, basketball court (51.67%), volley ball court (50%), auditorium hall (84.83%), separate ladies' common room (61.17%), safe drinking water facility (83.5%) and canteen (87.5%).

Similarly, in professional colleges, majority of the students (76.77%) indicates that their college has an auditorium hall, safe drinking water facility (68.18%) and canteen facility (52.02%). However, majority of the students reveal that their institution does not have playground (83.33%), basketball court (88.38%), volleyball court (87.88%), badminton court (88.89%) table tennis court (83.84%) and separate ladies' common room (57.07%).

4.3.2.2. Classroom

Table No. 4.67

Students' satisfaction with the classroom facilities

Institution	Responses	Frequency	Percentage
General College	Yes	498	83
	No	90	15
	No Response	12	2
	Total	600	100
Professional College	Yes	142	71.72
	No	53	26.77
	No response	3	1.51
	Total	198	100

Women students were asked if they were satisfied with the classroom facilities of the institution. The responses gathered from the general colleges shows that majority of the students (83%) are satisfied with the classroom facilities, however, it is not so for 15% of the students.

Similarly, in professional colleges, it is found that majority of the women students (71.72%) are satisfied with the classroom facilities, however, this was not so for 26.77% of the students.

Table No. 4.68

Availability of facilities in the classroom

Infrastructure	Responses	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Proper classroom	Yes	550	91.67	154	77.78
	No	44	7.33	39	19.70
	No response	6	1	5	2.52
	Total	600	100	198	100
Projector	Yes	430	71.67	114	57.58
	No	162	27	78	39.39
	No response	8	1.33	6	3.03
	Total	600	100	198	100
Lecture Stand	Yes	497	82.83	150	75.76
	No	94	15.67	46	23.23
	No Response	9	1.50	2	1.01
	Total	600	100	198	100
Smart Board	Yes	323	53.83	24	12.12
	No	269	44.83	168	84.85
	No response	8	1.33	6	3.03
	Total	600	100	198	100
Blackboard/ white board	Yes	589	98.17	198	100
	No	4	0.67	0	0.00
	No response	7	1.16	0	0.00
	Total	600	100	198	100
Chalk/ marker/ duster	Yes	583	97.17	198	100
	No	9	1.50	0	0.00
	No response	8	1.33	0	0.00
	Total	600	100	198	100

Question was asked to the women students on whether the institutions have the following facilities in the classroom. Majority of the general college students (91.67%) stated that their college has proper classroom, projector (71.67%), lecture stand (82.83%), smart board (53.83%), black/white board (98.17%) and chalk/ marker/ duster (97.17%).

Likewise, in professional colleges, majority of the students reported that their college has proper classroom (77.78%), projector (57.58%), lecture stand (75.76%),

black/white board (100%) and chalk/marker/duster (100%). However, majority of the students (84.85%) stated that they do not have smart board in the classroom.

Table No. 4.69

Problems faced by students related to classroom facilities

Institution	Responses	Frequency	Percentage
General College	Yes	181	30.17
	No	410	68.33
	No Response	9	1.50
	Total	600	100
Professional College	Yes	96	48.48
	No	100	50.51
	No Response	2	1.01
	Total	198	100

Question was posed to the women students on whether they face any problem with regard to classroom facilities. The responses gathered from general colleges show that majority of the students (68.33%) do not face problem, however, 30.17% of the students reveal that they do face problems with regard to classroom facilities such as:

- Small and congested classroom (10%)
- Insufficient desk and benches (5.67%)
- Lack of ICT facilities in the classroom (9.17%)
- Lack of adequate learning environment (4.17%)
- Lack of proper lighting and ventilation (4.5%)
- Disturbances of classes from the outside noises (11%)
- Insufficient and malfunctioning of fan (0.5%)
- Inadequate power supply (0.5%)

Similarly, in professional colleges, 50.51% of the students indicate that they do not face problem, however, 48.48% of the student reported facing problem with regard to classroom facilities which include:

- Small and congested classroom (23.23%)
- Lack of sufficient desk and benches (7.07%)
- Lack of ICT facilities in the classroom (17.17%)
- Lack of adequate learning environment (11.62%)
- Lack of proper lighting and ventilation (9.09%)
- Disturbances of classes from outside noises (30.30%)
- Malfunctioning of the available projector (0.46%)

4.3.2.3. Library

Table No. 4.70

Availability of library in the institution

Institution	Responses	Frequency	Percentage
General College	Yes	600	100
	No	0	0.00
	Total	600	100
Professional College	Yes	198	100
	No	0	0.00
	Total	198	100

A question was asked to the women students on whether their institution has a library. From the gathered data, 100% of the students of general colleges reveal that their institution has its own library.

Likewise, in professional colleges, all the women students (100%) stated that their institution has its own library.

Table No. 4.71

Availability of facilities in the library

Items	Response	General		Professional	
		Frequency	Percentage	Frequency	Percentage
Photo copying machine	Yes	377	62.83	88	44.44
	No	202	33.67	107	54.04
	No response	21	3.5	3	1.52
	Total	600	100	198	100
Computer facilities for students	Yes	395	65.83	72	36.36
	No	187	31.17	121	61.11
	No response	18	3	5	2.53
	Total	600	100	198	100
Internet broadband connection	Yes	271	45.17	55	27.78
	No	300	50	136	68.69
	No response	29	4.83	7	3.54
	Total	600	100	198	100
Proper Reading rooms	Yes	525	87.5	173	87.37
	No	58	9.67	18	9.09
	No response	17	2.83	7	3.53
	Total	600	100	198	100

Proper tables and chairs	Yes	584	97.33	188	94.94
	No	3	0.5	5	2.53
	No response	13	2.17	5	2.53
	Total	600	100	198	100
Adequate books/ journals	Yes	495	82.5	181	91.41
	No	86	14.33	14	7.07
	No response	19	3.17	3	1.52
	Total	600	100	198	100
e- resource	Yes	303	50.50	48	24.24
	No	279	46.5	144	72.73
	No response	18	3	6	3.83
	Total	600	100	198	100
Issuing of books facilities	Yes	441	73.50	87	43.94
	No	143	23.83	107	54.04
	No response	16	2.67	4	2.02
	Total	600	100	198	100

Question was asked to the women students on whether their institution has the above mention facilities in the library. Majority of the general college students (62.83%) have mentioned the availability of have photo copying machine, computer facilities for students (65.83%), proper reading rooms (87.5%), proper tables and chairs (97.33%), adequate books/ journals (82.5%), e- resource (50.50%), issuing of books facilities (73.50%) in the library. However, half of the students (50%) stated that they do not have internet broadband connection.

Similarly, in professional colleges, majority of the students have mentioned the availability of proper reading rooms (87.37%), proper tables and chairs (94.94%) and adequate books/ journals (91.41%). However, majority of the students (54.04%) have stated that they do not have photo copying machine, computer facilities for students (61.11%), internet broadband connection (68.69%), e-resource (72.73%) and issuing of books facilities (54.04%) in the library.

Table No. 4.72

Students' satisfaction with the library

Institution	Responses	Frequency	Percentage
General College	Yes	413	68.83
	No	181	30.17
	No Response	6	1
	Total	600	100

Processional college	Yes	110	55.56
	No	87	43.94
	No Response	1	0.50
	Total	198	100

A question was posed to the women students as to whether they were satisfied with the library facilities provided by the institution. The data reveals that majority of the students of general college (68.83%) are satisfied with library facilities provided by the institution, however, it is not so for 30.17% of students.

Similarly, in professional colleges, it is found that majority of the women students (55.56%) are satisfied with the library facilities, however, this is not so for 43.94% of the students.

Table No. 4.73

Problems faced by students with regard to library facilities

Institution	Responses	Frequency	Percentage
General College	Yes	225	37.50
	No	368	61.33
	No Response	7	1.17
	Total	600	100
Professional College	Yes	108	54.55
	No	88	44.44
	No response	2	1.01
	Total	198	100

Women students were asked on whether they face any problem with regard to the library facilities of the institution. The responses gathered from general colleges shows that majority of the students (61.33%) do not face problem, however, 37.50% of the students reveal that they do face problem with the library facilities such as the following:

- Lack of latest edition books (29.33%)
- Poor cataloging of books (8.5%)
- Lack of proper tables and chairs (4.67%)
- Inconvenient library timing 7.67%)
- Poor maintenance of library (4%)
- Lack of proper and competent staff (3.67%)
- Lack of books related to the prescribed syllabus with very less information in the library (28.17%)

Similarly, in professional colleges, 44.44% of the student indicates that they do not face problem, however, 54.44% of the students reported facing problem with the library facilities of the institution which included:

- Lack of latest edition books (25.5%)
- Poor cataloging of books (13.13%)
- Lack of sufficient and proper tables and chairs (15.15%)
- Inconvenient library timing (14.65%)
- Poor maintenance of library (14.14%)
- Lack of proper and competent library staff (12.63%)
- Lack of books related to prescribed syllabus (29.8%)
- Small and congested library room (5.05%)
- Lack of computer facilities with poor internet connectivity (1.5%)
- Limited library card (1.01%)

4.3.2.4. Laboratory

Table No. 4.74

Availability of laboratory

Institution	Responses	Frequency	Percentage
General College	Yes	40	100
	No	0	0.00
	Total	40	100
Professional College	Yes	68	34.34
	No	126	63.64
	No response	4	2.02
	Total	198	100

Note. The data of general college indicates the information gathered from the science stream.

A question was asked to the women students from science stream and professional colleges if their institution has a laboratory. All the students from science stream (100%) reveal that their institutions have a laboratory and the types of laboratory mention by the students are.

- ICT/Computer laboratory (28.83%)
- Science laboratory (27.5%)
- Language laboratory (7.67%)

- Psychological laboratory (5.83%)
- Mathematics laboratory (1.67%)

Similarly, in professional colleges, 63.64% of the students indicate the lack of laboratory, while 34.34% of the students reveal that their institution has a laboratory and the types of laboratories that they have mentioned are.

- ICT/Computer laboratory (26.77%)
- Psychological laboratory (2.02%)
- Science laboratory (6.57%)

Table No. 4.75

Status on the availability of adequate laboratory equipment and apparatus (For Science Stream) (N=40)

Item	Frequency	Percentage
Laboratory equipment	16	40
Apparatus	14	35

Note. The data in the above table indicates the information gathered from the students of science stream.

Question was asked to the women students pursuing science stream on whether the laboratories were well furnished with laboratory equipment and apparatus. From the gathered data, 40% of the students stated that there is well-furnished laboratory equipment and 35% stated that there is well-furnished apparatus in the laboratory.

Table No. 4.76

Student's problem with regard to laboratory facilities

Institution	Responses	Frequency	Percentage
General College	Yes	9	22.5
	No	31	77.5
	Total	40	100
Professional College	Yes	24	35.29
	No	44	64.71
	Total	68	100

Note. The data is based on the response of science students and professional college students who have revealed that their colleges have a laboratory

Women students were asked on whether they face any problem with regard to laboratory facilities. The gathered data reveal that 77.5% of the general college students do

not face problem, however, 22.5% of the students reported facing problem with regard to laboratory facilities such as:

- Insufficient tables and chairs (7.5%)
- Lack of internet connectivity (7.5%)
- Irregularity of power supply (10%)
- Small and congested laboratory room (5%)
- Poor maintenance of laboratory room (2.5%)
- Lack of computer facilities for the students (7.5%)
- Lack of sufficient apparatus and equipment for experimentation (12.5%)

Similarly, in professional colleges, 64.71% of the students reveal that they do not face problem, however, 35.29% of the students stated that they do face problem with regard to laboratory facilities such as the following:

- Small and congested laboratory room (5.88%)
- Do not get access to it (1.47%)

4.3.2.5. Transportation

Table No. 4.77

Provision for transport facilities and utilization by students

Institution	Responses	Provision for transport facilities		Students availing transport facilities	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	460	76.67	248	53.91
	No	133	22.17	200	43.48
	No Response	7	1.16	12	2.61
	Total	600	100	460	100
Professional College	Yes	65	32.83	17	26.15
	No	127	64.14	47	72.31
	No response	6	3.03	1	1.54
	Total	198	100	65	100

Note. The data in the right column is based on the responses of those students who have revealed that their institution provides for transport facilities.

A question was posed to the women students if their institution provides for transport facilities and whether they avail these facilities. From the gathered data, majority of the general college students (76.67%) reveal that their institution provides for transport

facilities, however, 22.17% indicated the lack of transport facilities. Besides, 53.91% indicates that they avail the transport facilities provided by the institution.

Similarly, in professional colleges, 32.83% of the students indicate that their institution provides for transport facilities, however, 64.14% reveal that their institutions do not provide for transport facility. Besides, 26.15% of the students reveal that they avail the transport facilities provided by the institution.

Table No. 4.78

Problems faced by students related to transportation

Institution	Responses	Frequency	Percentage
General College	Yes	298	49.67
	No	290	48.33
	No Response	12	2
	Total	600	100
Professional College	Yes	51	25.76
	No	139	70.20
	No response	8	4.04
	Total	198	100

Women students were asked if they face any problem with regard to the transportation. The responses gathered from the general college student shows that 49.67% of the students do not face problem, however, 48.33% of the students reveal that they face problem with regard to transportation and the problems that they have highlighted are as follows:

- Inconvenient bus timing (9.83%)
- Buses are not properly maintained (9.83%)
- Overcrowded due to limited buses (36.5%)
- High bus fare (7%)
- Shortage of bus driver (0.83%)
- Buses were available till halfway (0.17%)
- Hostellers doesn't get the chance to avail the bus services (1.1%)
- Lack of transport facilities (4.78%)

Similarly, in professional colleges, it is found that 70.20 % do not face problem, however, 25.76% of the students reveal that they face problem with regard to transportation such as the following:

- Inconvenient bus timing (1.52%)
- Buses are not properly maintained (2.02%)
- Overcrowded due to limited bus (5.05%)

- High bus fare (1.52%)
- Lack of transport facility (5.56%)

4.3.2.6. Hostel facilities

Table No. 4.79

Provision for hostel facilities and utilization by students

Institution	Responses	Provision for hostel facilities		Students availing hostel facilities	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	349	58.17	165	47.28
	No	236	39.33	170	48.71
	No Response	15	2.5	14	4.01
	Total	600	100	349	100
Professional College	Yes	71	35.86	12	16.9
	No	127	64.14	53	74.65
	No response	0	00	6	8.45
	Total	198	100	71	100

Note. The data in the right column is based on the responses of those women students who have reveal that their institution provides for hostel facilities.

Question was posed to the women students as to whether the institution provides hostel facilities for women students and whether they avail these facilities. From the gathered data, majority of the general college students (58.17%) reveal that the institutions provide hostel facilities for women students and 47.28% of the students reveal that they avail the hostel facilities provided by the institution.

Likewise, in professional colleges, 35.86% of the students indicate that the institution provides hostel facilities for women students and 16.9% of the students avail the hostel facilities provided by the institution.

Table No. 4.80

Students' satisfaction with the hostel facilities

Institution	Responses	Frequency	Percentage
General College	Yes	89	53.94
	No	67	40.61
	No Response	9	5.45
	Total	165	100
Professional College	Yes	3	25
	No	9	75
	Total	12	100

Note. The data in the above table is based on the responses of those women students availing hostel facilities.

Question was asked to the women students if they were satisfied with the hostel facilities provided to them by the institution. The gathered response shows that majority of the general college students (53.94%) are satisfied with the hostel facilities provided by the institution, however, it is not so for 40.61% of the students and the reasons for their dissatisfaction are as follows:

- Poor quality of food (13.35%)
- Rooms are too congested (12.12%)
- Poor administration of the hostel (7.88%)
- Inadequate power supply (22.42%)
- Lack of proper sanitation (10.9%)
- Inadequate water supply (27.88%)
- Lack of safe drinking water (26.06%)
- Poor maintenance of hostel building (15.76%)
- Lack of proper tables, chairs, beds and almirah (7.27%)
- Limited number of hostel seat (5.07%)

Similarly, in professional colleges, 25% of the students are satisfied with the hostel facilities provided by the institution, however, majority of the students (75%) are not satisfied and the reasons for their dissatisfaction are as follows:

- Poor quality of food (75%)
- Rooms are too congested (16.67%)
- Poor administration of hostel (41.67%)
- Inadequate power supply (25%)
- Lack of proper sanitation (50%)
- Inadequate water supply (58.33%)
- Lack of safe drinking water (41.67%)
- Poor maintenance of the hostel buildings (66.67%)
- Lack of proper tables, chairs, bed and almirah (33.33%)

4.3.3. FINANCE

Table No. 4.81

Sources of financing education

Institution	Items	Frequency	Percentage
General College	Parents	568	94.67
	Relative	13	2.17
	Self- financing	19	3.16
	Total	600	100
Professional College	Parents	168	84.85
	Relative	2	1.01
	Self- financing	28	14.14
	Total	198	100

Question was asked to the women students on who finances their education. From the gathered data, majority of the students of general colleges (94.67%) revealed that their parents finance their education, while 2.17% is financed by their relative and 3.16% of the students finance their own education.

Similarly in professional colleges, majority of the students (84.85%) stated that their parents finance their education, while 1.01% is financed by their relatives and 14.14% of the students finance their own education.

Table No. 4.82

Student's satisfaction with the fee structure

Institution	Responses	Frequency	Percentage
General College	Yes	517	86.17
	No	72	12
	No Response	11	1.83
	Total	600	100
Professional College	Yes	103	52.02
	No	93	46.97
	No response	2	1.01
	Total	198	100

A question was asked to the women students on whether they were satisfied with the fee structure of the institution. The gathered data shows that majority of the general college students (86.17%) are satisfied with the fee structure of the institution, however, it is not so for 12% of the students due to the following reasons:

- Fees are too high making it difficult for their parents to pay (5.33%)
- Lack of transparency (0.5%)
- Inconvenient and miscellaneous charges (0.33%)
- There are no proper classes but regular fees (0.33%)

Similarly in professional colleges, it is found that majority of students (52.02%) are satisfied with the fee structure of the institution, however, it is not so for 46.97% and the reason that they have mention for their dissatisfaction are as follows:

- Fees are too high and expensive (19.44%)
- Abrupt/ unnecessary increases in fees (1.39%)

Table No. 4.83

Students' engagement in part- time to meet educational needs

Institution	Responses	Frequency	Percentage
General College	Yes	78	13
	No	522	87
	Total	600	100
Professional College	Yes	32	16.16
	No	166	83.84
	Total	198	100

Question was asked to the women students as to whether they work part time to meet their educational needs. The gathered data shows that 13% of the students of general colleges work part- time to meet their educational needs, however, 87% of the students do not work part- time.

Likewise, in professional colleges, 16.16% of the students stated that they work part- time to meet their educational needs, however, this is not so for 83.84% of the students.

Table No. 4.84

Student's awareness on scholarship scheme for women students

Institution	Responses	Frequency	Percentage
General College	Yes	29	4.83
	No	566	94.34
	No Response	5	0.83
	Total	600	100
Professional College	Yes	10	5.05
	No	188	94.95
	Total	198	100

Women students were asked on whether they were aware of any scholarship schemes for women students. The responses gathered from the general colleges shows that

majority of the students (94.34%) are not aware of any scholarship schemes for women students, while only 4.83% are aware of the scholarship scheme such as Post Graduate Indira Gandhi Scholarship for single girl child.

Similarly, in professional colleges, it is found that majority of the students (94.95%) are not aware of any scholarship schemes for women students, while only 5.05% of the students are aware of the scholarship schemes such as fair and lovely careers foundation scholarship.

Table No. 4.85

Students receiving scholarship and sufficiency of scholarship to meet educational needs

Institution	Responses	Students receiving scholarship		Scholarship sufficient to meet educational needs	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	501	83.50	63	12.58
	No	88	14.67	429	85.63
	No Response	11	1.83	9	1.79
	Total	600	100	501	100
Professional College	Yes	103	52.02	7	6.80
	No	95	47.98	94	91.26
	No Response	0	00	2	1.94
	Total	198	100	103	100

Note. The data in the right column is based on the responses of those respondents who have revealed that they receive scholarship.

A question was asked to the women students if they were receiving any scholarship and whether their scholarship was sufficient to meet their educational need. The data shows that majority of the general college students (83.50%) are receiving scholarship, however, 14.67 are not receiving scholarship. Besides, 12.58% of the students (receiving scholarship) reveal that their scholarship was sufficient to meet their educational needs, however, 85.63% reveal that their scholarship is not sufficient to meet their educational needs.

Likewise, in professional colleges, it is found 52.02% of the students are receiving scholarship, however, 47.98 reveal that they are not receiving scholarship. Additionally, 6.80% of the students (receiving scholarship) reveal that their scholarship is sufficient to meet their educational needs, however, 91.26% indicates that their scholarship is not sufficient to meet their educational needs.

Table No. 4.86*Problem faced by students in availing scholarship*

Institution	Responses	Frequency	Percentage
General College	Yes	72	12
	No	428	71.33
	No Response	100	16.67
	Total	600	100
Professional College	Yes	41	20.71
	No	133	67.17
	No response	24	12.12
	Total	198	100

Women students were asked on whether they face problem in availing the scholarship. The data reveals that majority of the students of general colleges (71.33%) do not face problem, however, 12% indicates that they face problem while availing scholarship such as the following:

- Apply for scholarship but never receive (1.5%)
- Requires too many paper works (0.17%)
- Limited days to apply the scholarship (0.17%)

Likewise, in professional colleges, it is found that majority of the student (67.17%) do not face problem in availing scholarship, however, 20.71% stated that they face problem and the problems that they have indicated are the following:

- Apply but never receive (1.5%)
- Not eligible to avail scholarship for taking a gap from studies (0.51%)
- Lack of proper information (0.51%)
- Lot of procedure to be followed (1.02%)

Table No. 4.87*Encounter financial problem in accessing higher education*

Institution	Responses	Frequency	Percentage
General College	Yes	282	47
	No	308	51.33
	No Response	10	1.67
	Total	600	100
Professional College	Yes	105	53.03
	No	90	45.45
	No response	3	1.52
	Total	198	100

Women students were asked on whether they face any financial problem in accessing higher education. The responses gathered from general colleges shows that

51.33% of the students do not face problem, however, 47% of the student reported facing financial problem in accessing higher education and the problems that they have highlighted are the following:

- Difficulty in paying tuition fee (10.51%)
- Economic constrain of the family (34%)
- Delay in disbursement of scholarship (7.5%)
- Face problem due to unemployed parents (0.17%)

Similarly, in professional colleges, it is found that 45.45% of the students do not face problem, however, 53.03% of the students reveal that they face problem in accessing higher education such as:

- Difficulty in paying tuition fee (22.73%)
- Economic constrain of the family (41.92%)
- Delay in disbursement of scholarship (5.05%)

4.3.4. ADMINISTRATION

Table No. 4.88

Student's satisfaction with the administration of the institution

Institution	Responses	Frequency	Percentage
General College	Yes	507	84.50
	No	82	13.67
	No Response	11	1.83
	Total	600	100
Professional College	Yes	134	67.68
	No	61	30.81
	No response	3	1.51
	Total	198	100

Question was asked to the women students on whether they were satisfied with the administration of the institution. The above table shows that majority of the general college students (84.50%) are satisfied with the administration of the institution, however, it is not so for 13.67% of the students.

Likewise, in professional colleges, it is found that majority of the students (67.68%) are satisfied with the administration of the institution, however, this is not so for 30.81% of the students.

Table No. 4.89*Availability of women cell and effective functioning of these cells*

Institution	Responses	Availability of women cell		Effective functioning of women cell	
		Frequency	Percentage	Frequency	Percentage
General College	Yes	247	41.17	175	70.85
	No	291	48.50	72	29.15
	No Response	62	10.33	0	00
	Total	600	100	247	100
Professional College	Yes	25	12.63	18	72
	No	166	83.84	7	28
	No response	7	3.53	0	00
	Total	198	100	25	100

Note. The data in the right column is based on the response of those students who have mentioned that their institution have a women cell.

Question was asked to the women students if their institution has a women cell and whether these cells are functioning effectively for women's welfare. From the gathered data, 41.17% of the students of general colleges indicate that their institutions have a women cell, however, 48.50% indicates the lack of women cell. Besides, 70.85% of the students reveal that the women cells are functioning effectively for women's welfare, however, 29.15% reveal that it is not so.

Likewise, in professional colleges, 12.63% of the student stated that their institutions have a women cell, however, majority of the students (83.84%) reported the lack of women cell. Besides, 72% of the students indicate that the women cells are functioning effectively for women's welfare, while 28% indicates that it is not so.

Table No. 4.90*Experience ill- treatment from the administrative staff*

Institution	Responses	Frequency	Percentage
General College	Yes	15	2.50
	No	585	97.50
	Total	600	100
Professional College	Yes	1	0.51
	No	197	99.49
	Total	198	100

A question was asked to the women students on whether they face any ill-treatment from the administrative staff. The data reveals that 2.50% of the general college

students experience ill- treatment from the administrative staff, however, it is not so for 97.50% of the respondent.

Likewise, in professional colleges, 0.51% of the students reveal that they experience ill- treatment form the administrative staff, however, 99.49% reveal that they do not face such problem.

Table No. 4.91

Students' problem relating to administration of institution

Institution	Responses	Frequency	Percentage
General College	Yes	72	12
	No	520	86.67
	No Response	8	1.33
	Total	600	100
Professional College	Yes	47	23.74
	No	150	75.76
	No response	1	0.50
	Total	198	100

Question was asked on whether the women students face any problem with regard to administration of the institution. The gathered data shows that 86.67% of the students of general colleges do not face problem with the administration of the institution, however, 12% of the students reveal that they face the following problems:

- Slow administrative system (5.33%)
- Irregularity of administrative staff (3.5%)
- Students' grievances not attended on time (7.83%)
- Administrative staffs are not friendly and approachable (3.5%)

Similarly, in professional colleges, 75.76% of the students stated that they do not face problem with the administration of the institution, however, it is not so for 23.74% of the students and the problems that they have highlighted are as follows:

- Slow administrative system (13.64%)
- Irregularity of administrative staffs (4.04%)
- Students' grievances are not attended on time (13.64%)
- Administrative staffs are not friendly and approachable (2.53%)
- Circulating information at the very last hour (2.02%)
- Limited number of staff (0.5%)

4.3.5. ACADEMIC

4.3.5.1. Teaching methods

Table No. 4.92

Teaching methods adopted by the teacher

Methods of teaching	General		Professional	
	Frequency	Percentage	Frequency	Percentage
Lecture method	563	93.83	184	92.93
Demonstration method	72	12	57	28.79
Dictating notes	279	46.5	57	28.79
Project method	79	29.83	99	50

Question was posed to the women students on what teaching methods the teachers adopt in the classroom. From the gathered data, 93.83% of the student of general colleges revealed that the teacher uses lecture method, 12% uses demonstration method, 46.5% uses dictation method and 29.83% uses project method.

Similarly, in professional colleges, 92.93% of the student reveals that the teacher uses lecture method, 28.79% uses demonstration method, 28.79% uses dictation method and 50% uses project method in the classroom. In addition, other teaching methods used in the classroom includes group activity method (67.17%), constructivist method (3.53%), ICT method (1.01%), brain storming method (0.5%) and teach back session method (0.5%).

Table No. 4.93

Student's satisfaction with the teaching methods

Institution	Responses	Frequency	Percentage
General College	Yes	543	90.50
	No	49	8.17
	No Response	8	1.33
	Total	600	100
Professional College	Yes	170	85.86
	No	24	12.12
	No response	4	2.02
	Total	198	100

Question was asked to the women students on whether they were satisfied with the teaching methods adopted by the teacher. The gathered responses shows that majority of

the student of general colleges (90.50%) are satisfied with the teaching methods followed by the teacher, however, it is not so for 8.17% of the students.

Likewise, in professional colleges, it is found that majority of the students (85.86%) are satisfied with the teaching methods adopted by the teacher, however, this is not so for 12.12% of the students.

Table No. 4.94

Students' problem related to teachers' lecture

Institution	Responses	Frequency	Percentage
General College	Yes	83	13.83
	No	502	83.67
	No Response	15	2.50
	Total	600	100
Professional College	Yes	36	18.18
	No	159	80.30
	No response	3	1.52
	Total	198	100

Question was asked to the women students if they face any problem regarding teacher's lecture in the classroom. The data reveals that in general colleges, majority of the students (83.67%) do to face any problem, however, 13.83% of the students reveal that they face problem with regard to teachers lecture in the classroom such as:

- Dull and monotonous lecture of teachers (2.33%)
- Difficulty in understanding what is being taught (9%)
- Students' needs and doubts are not attended (1.67%)
- Giving lecture and dictating notes at the same time becomes a problem (0.14%)

Further, 0.17% stated that more attention needs to be placed on taking care on the mental health of the students.

Likewise, in professional colleges, 80.30% of the student reveals that they do not face problem with teachers' lecture in the classroom, however 18.18% reveal that they face problem and the problems that they have mentioned are as follows:

- Dull and monotonous lecture of teachers (7.58%)
- Difficulty in understanding what is being taught (12.12%)
- Students' needs and doubts are not attended on time (1.52%)
- Teachers' voice is not audible due to crowded classroom and makes it difficult to concentrate (1.52%)

- Too much of dictating notes (0.51%)
- Lacks constructivist approach (0.5%)

4.3.5.2. Course of Study (For Professional Colleges)

Table No. 4.95

Students going for internship and receives proper guidance from supervisor

Responses	Students going for internship		Receives proper guidance from supervisor	
	Frequency	Percentage	Frequency	Percentage
Yes	108	54.55	81	75
No	90	45.45	13	12.04
No Response	0	00	14	12.96
Total	198	100	108	100

Note. The data in the right column is based on the responses of those students going for internship.

A question was asked to the women students of professional colleges on whether they go for internship. The data shows that 54.55% of the students go for internship, while 45.45% responded that they do not go for internship.

On being asked if they receive proper guidance and instruction from the supervisor during internship, 12.04% of the students reveal that they do not receive proper guidance and instruction from their supervisor, however, it is not so for 75% of the students.

Table No. 4.96

Student's problem relating to internship

Responses	Frequency	Percentage
Yes	9	8.33
No	92	85.19
No Response	7	6.48
Total	108	100

Note. Data is based on the responses of those students going for internship.

Question was asked to the women students going for internship as to whether they face any problem during internship. From the gathered data, majority of the student

(85.19%) indicates that they do not face problem, however, 8.33% reveal that they face problems during internship such as the following:

- Lack of co- operation from the institution (5.56%)
- Insufficient time (0.92%)
- Poor supervision (0.92%)
- Difficulty in coping up at the beginning of internship (0.92%)

Table No. 4.97

Inclusion of Moot court in the syllabus and organization and participation in moot court competition (For Law students)

Items	Responses	Frequency	Percentage
Moot court included in the syllabus	Yes	35	100
	No	0	0.00
	Total	35	100
Institution organizes Moot court competition	Yes	24	68.57
	No	11	31.43
	Total	35	100
Participated in moot court competition	Yes	15	42.86
	No	20	57.14
	Total	35	100

Note. The data is based on the responses gathered from the students of Law colleges.

A question was asked to the women students taking up LLB course on whether moot court was included in the syllabus. From the gathered data, all the students (100%) stated that moot court is included in the syllabus.

Besides, the students were asked on whether their institution organizes moot court competition. Majority of the student (68.57%) reveal that their institution organizes moot court competition, however, 31.43% indicates that moot court competitions are not organized in the institution.

Further, question was asked on whether they have participated in any of the moot court competition. The data shows that 42.86% of the students have participated in the moot court competition, however, 57.14% reveal that they have not participated.

4.3.5.3. Curriculum

Table No. 4.98

Student's satisfaction with the present curriculum

Institution	Responses	Frequency	Percentage
General College	Yes	505	84.17
	No	86	14.33
	No Response	9	1.5
	Total	600	100
Professional College	Yes	126	63.64
	No	70	35.35
	No response	2	1.01
	Total	198	100

Women students were asked if they were satisfied with the present curriculum. The responses indicate that majority of the general college students (84.17%) are satisfied with the present curriculum, however, it is not so for 14.33% of the students due to the following reasons:

- Course is too vast (4%)
- It is outdated (1.5%)
- It is too theoretical (2%)
- It does not cater to the needs of the students (3.5%)
- It is not relevant to societal needs (0.67%)
- It does not cater to national needs (1.33%)
- It does not prepare students on future career (3.17%)

Similarly, in professional colleges, it is found that majority of the students (63.64%) are satisfied with the present curriculum, however, it is not so for 35.35% of the students and the reason for the dissatisfaction are the following:

- Course is too vast (23.74%)
- It is outdated (8.08%)
- It is too theoretical (14.14%)
- It does not cater to the needs of the students (4.5%)
- It is not relevant to societal needs (1.01%)
- It does not cater to national needs (1.01%)
- It does not prepare students on future career (2.02%)
- It is time consuming especially EPC-2 in B.Ed. course (0.5%)

- Nai Talim is not implemented properly (0.5%)

Table No. 4.99*Students' opinion on the need for revision of existing curriculum*

Institution	Responses	Frequency	Percentage
General College	Yes	365	60.83
	No	219	36.50
	No Response	16	2.67
	Total	600	100
Professional College	Yes	130	65.66
	No	59	29.80
	No response	9	4.54
	Total	198	100

Women students were asked on whether they feel that the curriculum needs to be revised. The data shows that 60.83% of the students of general colleges do feel that the curriculum needs to be revised, however, it is not so for 36.50% of the student.

Likewise, in professional colleges, 65.66% of the students felt that the curriculum needs to be revised, however, this is not so for 29.80% of the student.

4.3.5.4. Examination and Evaluation

Table No. 4.100*Student's satisfaction with the examination and evaluation system*

Institution	Responses	Frequency	Percentage
General College	Yes	508	84.67
	No	83	13.83
	No Response	9	1.50
	Total	600	100
Professional College	Yes	145	73.23
	No	50	25.25
	No response	3	1.52
	Total	198	100

Question was posed to the women students if they were satisfied with the present examination and evaluation system. The gathered responses reveal that in general colleges, majority of the students (84.67%) are satisfied with the present examination and evaluation system, however, it is not so for 13.83% of the students and the reasons for their dissatisfaction are the following:

- Defective examination system (2.33%)
- Examinations are not conducted properly (1.83%)
- Results are not declared on time (4.83%)
- Not satisfied with the marking system (7.88%)
- Exams are purely based on memory power testing rather than knowledge testing (0.67%)

Similarly, in professional colleges, it is found that majority of the women students (73.23%) are satisfied with the present examination and evaluation system, however, it is not so for 25.25% of the students due to the following reasons:

- Defect in the examination system (6.06%)
- Examinations are not properly conducted (3.03%)
- Results are not declared on time (9.09%)
- Not satisfied with the marking system (15.15%)
- Delay in semester exam (0.5%)
- Evaluation is not constructivist in approach (0.5%)
- Question set for the exam are based more on theory and less with practical (0.5%)

4.3.5.5. Co- curricular

Table No. 4.101

Organization of co- curricular activities in the institution

Institution	Responses	Frequency	Percentage
General College	Yes	600	100
	No	0	0.00
	Total	600	100
Professional College	Yes	198	100
	No	0	0.00
	Total	198	100

Question was asked to the women students on whether the institution organizes co-curricular activities. From the gathered data, all the students of general colleges (100%) stated that their institution organizes co-curricular activities and the types of co- curricular activities organized are football (63.5%), basketball (48.83%), volleyball (67.5%), cricket (15%), badminton (58.17%), table tennis (46.83%), literary programme (68.83%), cultural programme (77.33%) and seminar (79.33%).

Likewise, in professional colleges, 100% of the students stated that their institution organizes co-curricular activities and the various types of co-curricular activities organized in the institution includes football 28.79%), basketball (19.19%), volleyball (23.74%), cricket (1.01%), badminton (23.74%), table tennis (24.24%), literary programme (43.43%), cultural programme (58.59%) and seminar (76.71%).

Table No. 4.102

Student's participation in co-curricular activities

Institution	Responses	Frequency	Percentage
General College	Yes	278	46.33
	No	303	50.50
	No Response	19	3.17
	Total	600	100
Professional College	Yes	128	64.65
	No	65	32.83
	No response	5	2.52
	Total	198	100

Women students were asked on whether they participate in any of the co-curricular activities. The gathered responses shows that 46.33% students of general colleges participate in the co-curricular activities organized in the institution and the activities in which they participate are literary and cultural program (24.37%), seminars and workshop (3.23%), volley ball (10.39%), football (6.45%), basketball (3.94%), badminton (2.87%), table tennis (2.15%), race (1.79%), long jump (0.36%), high jump (0.36%), shot put (0.36%), tug of war (0.36%), carom (0.36%). However, 50.50% of the students reveal that they do not participate in the co-curricular activities due to the following reasons:

- Not interested to participate (29.5%)
- Activities are boring (2.67%)
- Feel shy to participate (8.33%)
- Do not get chance to participate (3.5%)
- Poor health condition (1.01%)

Similarly, in professional colleges, it is found that majority of the students (64.65%) participate in the co-curricular activities organized in the institution and the activities in which they participate are literary and cultural program (21.56%), seminar (14.56%), volleyball (5.56%), badminton (2.78%), football (2.08%), table tennis (2.08%

and basketball (0.69%). However, 32.83% of the students reveal that they do not participate in the co-curricular activities organized in the institution due to reasons such as:

- Not interested to participate (15.15%)
- Activities are boring (1.52%)
- Do not get chance to participate (5.56%)
- Feel shy to participate (5.56%)

4.3.6. OTHER PROBLEMS

Table No. 4.103

Provision of medical facilities

Institutions	Responses	Frequency	Percentage
General College	Yes	336	56
	No	247	41.17
	No Response	17	2.83
	Total	600	100
Professional College	Yes	38	19.19
	No	158	79.80
	No response	2	1.01
	Total	198	100

Question was asked to the women students as to whether the institution provides for medical facilities. From the gathered data, 56% of the students of general colleges stated that the institution provides for medical facilities, however, 41.17% indicated the lack of such provision.

Likewise, in professional college, 19.19% reveals that the institution provides for medical facilities, while 79.80% reveal that such provisions are not provided.

Table No. 4.104

Having good relation with teachers

Institution	Responses	Frequency	Percentage
General College	Yes	543	90.50
	No	57	9.50
	Total	600	100
Professional College	Yes	182	91.92
	No	16	8.08
	Total	198	100

Question was asked to the women students if they have a good relation with their teacher. From the gathered responses, majority of the students of general colleges

(90.50%) reveal that they have a good relation with their teacher, however, it is not so for 9.50% of the students.

Similarly, in professional colleges, it is found that majority of the students (91.92%) have a good relation with their teacher, however, it is not so for 8.08% of the students.

Table No. 4.105

Experience discrimination from teacher due to gender

Institution	Responses	Frequency	Percentage
General College	Yes	6	1
	No	594	99
	Total	600	100
Professional College	Yes	2	1.01
	No	196	98.99
	Total	198	100

A question was posed to the women students on whether they face any discrimination from their teacher due to their gender. The data shows that 1% of the students of general colleges face discrimination from their teacher due to gender, however, majority of the students (99%) indicates that they do not face such problem.

Likewise, in professional colleges, 1.01% of the students reveal that they face discrimination from their teacher due to gender, however it is not so for 98.99% of the students.

Table No. 4.106

Experience bias from others relating to education as women

Institution	Responses	No. of response	Percentage
General College	Yes	30	5
	No	570	95
	Total	600	100
Professional College	Yes	12	6.06
	No	186	93.94
	Total	198	100

Question was asked on whether they face any biases from others with regard to their education as women. The gathered responses show that 5% of the students of general colleges face biases from others with regard to their education as women, while majority of the students (95%) indicates that they do not face such problem.

Similarly, in professional colleges, 6.06% of the students reveal that they face biases from others with regard to their education as women, however, it is not so for 93.94% of the students.

Table No. 4.107

Parents give less importance to their education as compared to their brothers

Institution	Responses	Frequency	Percentage
General College	Yes	29	4.83
	No	571	95.17
	Total	600	100
Professional College	Yes	6	3.03
	No	192	96.97
	Total	198	100

Women students were asked as to whether they felt that their parents gave less importance to their education as compared to their brothers. The data shows that 4.83% of the general college students do feel that their parents gave less importance to their education as compared to their brothers, while it is not so for 95.17% of the students.

Likewise, in professional colleges, 3.03% of the students feel that their parents gave less importance to their education as compared to their brothers, however it is not so for 96.97% of the students.

4.3.6.1. Other problems faced by women students of general and professional colleges

A. Data Analysis on other problems faced by women students of general colleges

The following are the various problems revealed by women students of general colleges:

- 1.33% of the students reveal that they struggle due to lack of encouragement and motivation when it comes to pursuing higher education.
- 1.5% students of general college reported experiencing discrimination against women, who are often viewed as inferior.
- 0.17% of the students feel unsafe while approaching male teachers.
- 0.17% of students reported that they don't feel secure going out of their homes for higher education.
- 1% of the female students deals with mental health issues like anxiety, depression and stress.
- 0.17% of the students pointed out the lack of proper facilities for women's hygiene.

- 0.67% of the women students experience discrimination based on race and caste.
- 0.33% reported that eve teasing and harassment were still prevalent.
- 0.33% students cited the lack of proper guidance and counseling programs.
- 0.5% of the students face challenges due to illiterate parents.
- 0.67% of students reported the lack of proper learning environment at home.
- 0.5% mention the unavailability of sanitary pads, while 0.6% pointed out the lack of waste bins for disposing pads.
- 0.33% experience pressure due to issues surrounding marriage.
- 0.17% of students experience ill- treatment from the society.
- 0.67% reveals that some parents do not allow their daughter to pursue higher education.
- 0.17% reveals that women are more constrain and have limit access to opportunity.
- 0.33% indicates the lack of inclusive and quality education.
- 0.33% of the students revealed that they were given less opportunity.

B. Data analysis on the other problems faced by women students of professional colleges

The following are the various problems revealed by women students of professional colleges:

- 2.02% of students experienced issues due to the pressure surrounding marriage.
- 1.52% of respondents indicated that societal norms and discrimination lead to the belief that women don't require higher education since they will eventually get married.
- 2.02% of students struggle because of lack of family support.
- 1.5% students of professional colleges cited that married women struggle to find balance between household responsibility and academic work due to family pressure and obligation to take care of their family, leaving them with fewer opportunities.
- 2.52% pointed out that gender stereotyping is a significant issue.
- 2.02% noted that household chores are often seen as women's responsibilities, leaving them with little time to study.
- 2.02% of students expressed that the importance of girls' education was overlooked and lack opportunity for women.

- 0.5% shared that pursuing higher education after marriage is tough due to biases from in-laws and relatives regarding their work.
- 0.5% highlighted the authorities' ignorance in addressing women's health issues.
- 0.5% of students experience mental and physical harassment.
- 1.01% of respondents noted a lack of awareness and proper career guidance for pursuing higher education.
- 0.5% revealed that women are generally not allowed to go outside of the state for studies.
- 0.5% revealed that backward thinking of parents causes problem.

4.4. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN TEACHERS OF NAGALAND UNIVERSITY

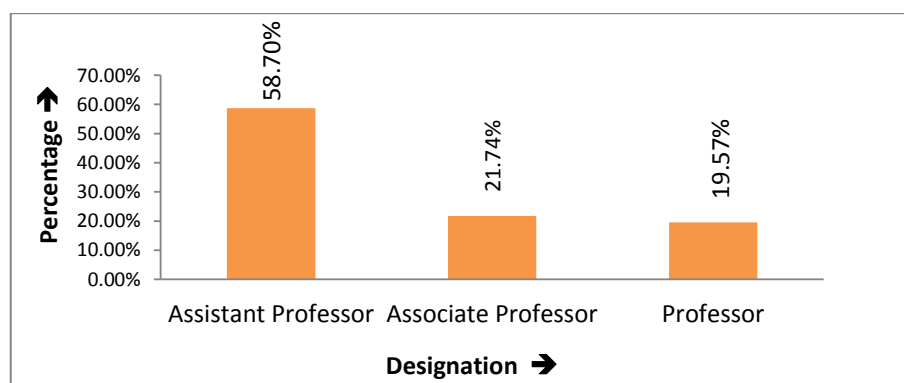
The analysis and interpretation of data gathered from women teachers of Nagaland University is presented in subsequent paragraphs. Analysis will be based on the responses gathered from 46 female teachers from Nagaland University.

4.4.1. General information of the University Teachers

4.4.1.1. Designation of University Teachers

Figure 9

Designation of the University Teachers

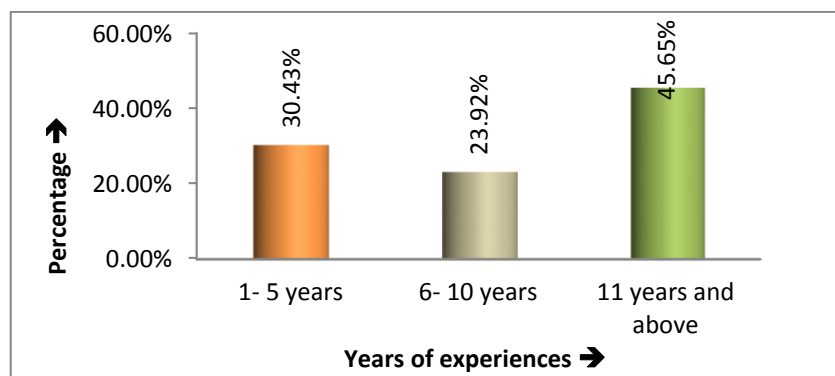


The above figure shows the designation held by the female teachers of Nagaland University. The gathered data shows that 58.7% of the teachers are Assistant Professors, 21.74% are Associate Professors and 19.57% of the teachers are Professors.

4.4.1.2. Teaching Experience of University Teachers

Figure 10

Teaching Experience of University Teachers

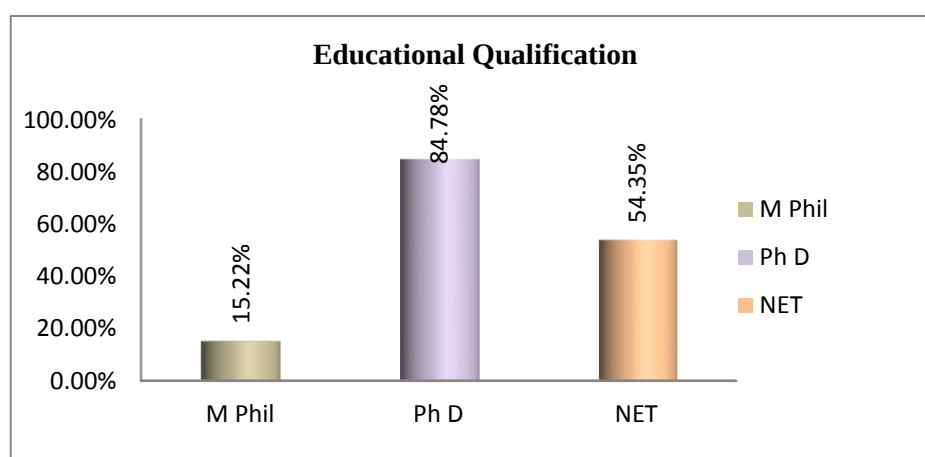


The above figure shows the teaching experience of respondent teachers of Nagaland University. The data shows that 30.43% of the teachers have 1-5 years of teaching experience, 23.92% have 6-10 years of teaching experience and 45.65% have teaching experience of more than 11 years.

4.4.1.3. Educational Qualification of University Teachers

Figure 11

Educational qualification of University Teachers



Regarding the educational qualification, 15.22% of the teachers have M Phil degree, 84.78% of the teachers have PhD degree, 54.35% of the teachers have cleared NET and 15.22% of the teachers are pursuing PhD.

4.4.2. INFRASTRUCTURE

4.4.2.1. Physical Facilities of the University

Table No. 4. 108

Teachers' satisfaction with the infrastructural facilities

Response	Frequency	Percentage
Yes	16	34.78
No	30	65.62
Total	46	100

Question was asked to the women teachers of Nagaland University on whether they were satisfied with the infrastructural facilities of the institution. The data shows that 34.78% of the teachers are satisfied with the infrastructural facilities of institution, however, it is not so for 65.62% of the teacher and the reasons for their dissatisfaction are the following:

- Lack of adequate and proper infrastructural facilities (28.25%)
- Lack of space in conference hall, lecture hall, faculty room, ICT lab and auditorium hall (6.52%)
- Lack of auditorium hall and conference hall (8.69%)
- Lack of proper guest house (6.52%)
- Inadequate canteen facilities (6.52%)
- Lack of basic amenities like internet and Wi-fi connection (4.35%)
- Lack of space for laboratory research work with irregular water and power supply (2.17%)
- Lack of proper basic facilities for a scientific campus (2.17%)
- Poor transportation (2.17%)
- Poor workmanship of existing ones (2.17%)
- The quality of infrastructure is not at par with other central universities (2.17%)
- Insufficient toilets and waste bins (2.17%)
- Lack of security in the building, hence, preventing from longer period of stay in the department (2.17%)

Table No. 109*Availability of infrastructural facilities of the institution*

Facilities	Response	Frequency	Percentage
Ladies' common room	Yes	34	73.91
	No	12	26.09
	Total	46	100
Seminar/ conference hall	Yes	29	63.04
	No	17	36.96
	Total	46	100
Auditorium hall	Yes	21	45.65
	No	25	54.35
	Total	46	100
Safe drinking water	Yes	41	89.13
	No	5	10.87
	Total	46	100
Canteen	Yes	43	93.48
	No	3	6.52
	Total	46	100
Guest house	Yes	46	100
	No	0	00
	Total	46	100

Question was asked to the women teachers regarding the availability of the infrastructural facilities. Majority of the teachers have mentioned the availability of ladies' common room (73.91%), seminar conference hall (63.04%), safe drinking water facility (89.13%), canteen (93.48%) and guest house (100%). However, majority of the teacher have stated that they do not have auditorium hall (54.35%). In addition, other infrastructural facilities mention by the teacher includes indoor and outdoor stadiums (4.35%), health centre (2.17%), multipurpose building (2.17%), and ICT Lab (2.17%).

4.4.2.2. Library facilities

Table No. 4.110*Teachers' satisfaction with the library facilities*

Response	Frequency	Percentage
Yes	31	67.39
No	15	32.61
Total	46	100

A question was posed to the women teachers of Nagaland University on whether they were satisfied with the library facilities of the institution. The gathered data reveals

that majority of the teachers (67.39%) are satisfied with the library facilities of the institution, however, it is not so for 32.61% of the teachers.

Table No. 4.111

Problems faced by teachers relating to library facilities

Response	Frequency	Percentage
Yes	20	43.48
No	26	56.52
Total	46	100

Question was asked to the women teachers of Nagaland University if they face any problem with regard to the library facilities. The responses shows that 56.52% of the teacher do not face problem, however, 43.48% of the teacher revealed that they face problem with the library facilities and the problems that they have mentioned are as follows:

- Poor cataloging of books (17.39%)
- Lack of latest edition books (23.91%)
- Lack of photo copying machine (15.22%)
- Poor maintenance of library (4.35%)
- Lack of books related to prescribed curriculum (10.87%)
- Poor internet facility and e- journals cannot be accessed (4.35%)
- Lack of journals (2.17%)
- All books are not displayed citing lack of space (2.17%)
- Difficulty to check using computers as most of the time, it is not working (2.71%)
- Library timing is very limited (2.17%)
- Library does not function on time and is not easily accessible (2.17%)
- The indented books are not procured on time despite of submitting it regularly (2.17%)

Further, 2.17% of the teachers stated that the library needs to be digitalized and 2.17% suggested that the funds from the library may be converted into support towards research publications, which is also a part and parcel of library activities.

4.4.2.3. Teachers' room

Table No. 4.112

Availability of single room and well- equipped furniture

Question statement	Response	Frequency	Percentage
Availability of single room for teachers	Yes	40	86.96
	No	6	13.04
	Total	46	100
Availability of proper table, chair and locker for teachers	Yes	41	89.13
	No	5	10.87
	Total	46	100
Teachers' rooms well equipped and properly maintained	Yes	35	76.09
	No	11	23.91
	Total	46	100

Question was asked to the women teachers as to whether they were provided with single room. From the gathered data, majority of the women teachers (86.96%) stated that they are provided with single, however, this is not so for 13.04% of the teachers.

On being asked if they were provided with proper table, chair and lockers, majority of the teacher (89.13%) reveals that they are provided with proper table, chair and locker, however, 10.87% indicates that it was not so for them

Further, question was asked on whether the teachers' rooms were well equipped and properly maintained. Majority of the teacher (76.09%) stated that the teachers' rooms are well equipped and properly maintained, however, 23.91% indicates that it is not well maintained.

4.4.2.4. Classroom facilities

Table No. 4.113

Proper maintenance of classroom

Response	Frequency	Percentage
Yes	41	89.13
No	5	10.87
Total	46	100

Question was asked to the women teachers of Nagaland University on whether the classrooms were properly maintained. From the gathered data, majority of the teacher

(89.13%) reveal that the classrooms are properly maintained, however, 10.87% indicates the lack of proper classroom.

Table No. 114

Teacher's satisfaction with the classroom facilities

Response	Frequency	Percentage
Yes	39	84.78
No	7	15.22
Total	46	100

Question was asked to the women teachers as to whether they were satisfied with the classroom facilities of the institution. The above table shows that majority of the teachers (84.78%) are satisfied with the classroom facilities of the institution, however, it is not so for 15.22% of the teachers.

Table No. 4.115

Problems faced by teachers related to classroom facilities

Response	Frequency	Percentage
Yes	17	36.96
No	29	63.04
Total	46	100

Question was asked to the women teachers if they face any problem with regard to classroom facilities. The gathered response shows that majority of the teachers (63.04%) do not face problem, however, 36.96% of the teacher reveals that they face the following problems with the classroom facilities.

- Lack of ICT facilities in the classroom (8.7%)
- Lack of proper teaching materials (8.7%)
- Disturbances of classes from outside noises (13.04%)
- Lack of classroom when there is a choice based/optional paper (2.17%)
- Irregularity of power supply (4.35%)
- Wi-fi not satisfactory (2.17%)

4.4.2.5. Laboratory facilities

Table No. 4.116

Availability of laboratory

Response	Frequency	Percentage
Yes	23	50
No	18	39.13
No Response	5	10.87
Total	46	100

Question was asked to the women teachers as to whether their department has a laboratory. From the gathered responses, 50% of the teacher indicates that their department has a laboratory, while the remaining 39.13% indicates the lack of laboratory as their departments do not require laboratory facilities.

Table No. 4.117

Availability of sufficient apparatus/ equipment for experimentation

Response	Frequency	Percentage
Yes	7	30.43
No	16	69.57
Total	23	100

Note. Data is based on the responses of those teachers who have reveal that their department has a laboratory

On being asked if the laboratory has sufficient apparatus/ equipment for experimentation, 30.43% of the teachers reveal that there is sufficient apparatus/ equipment, however, majority of the teachers (69.57%) indicates the lack of sufficient apparatus/ equipment for experimentation in the laboratory.

Table No. 4.118

Teachers' problem with regard to laboratory facilities

Response	Frequency	Percentage
Yes	15	65.22
No	8	34.78
Total	23	100

Note. Data is based on the responses of those teachers who responded that their department has a laboratory

Question was asked to the women teachers on whether they face any problem with regard to laboratory facilities. The gathered responses shows that 34.78% of the teachers

do not face problem, however, 65.22% reveal that they face problem with regard to laboratory facilities and the problems that they have mentioned are the following:

- Shortage of water supply (21.74%)
- Irregular power supply and lack of power back up (13.04%)
- Lack of proper and practical equipment and maps (13.04%)
- Lack of lab assistant and technician (18.69%)
- Funds are not adequately available for setting up well equipped laboratory and buy laboratory equipment (8.69%)
- Lack of physical space (4.35%)
- There are no means for maintaining the existing facilities (4.35%)
- Lack of psychological laboratory in the department (4.35%)
- Inadequate room for department laboratory (4.35%)
- Poor maintenance of laboratory (4.35%)

4.4.2.6. Quarter Facilities

Table No. 4.119

Provision for quarter facilities and utilization by teachers

Response	Provision for quarter facilities		Teachers availing quarter facilities	
	Frequency	Percentage	Frequency	Percentage
Yes	46	100	12	26.09
No	0	00	29	63.04
No Response	0	0.00	5	10.87
Total	46	100	46	100

Question was asked to the women teachers as to whether the institution provides for quarter facilities for women teachers and if they avail these facilities. From the above table, all the teachers (100%) stated that the university provides quarter facilities for women teachers and 26.09% of the teachers availed the quarter facilities provided by the university.

Besides, 6.52% of the teachers reveal that there are not sufficient quarters for teachers and all do not get opportunity to avail the quarter facilities.

Table No. 4.120*Problems faced by teachers related to quarter facilities*

Response	Frequency	Percentage
Yes	6	50
No	6	50
Total	12	100

Note. The data is based on the responses of those teachers availing quarter facilities.

Women teachers were asked on whether they face any problem with regard to the quarter facilities provided to them. The gathered data shows that 50% of the teachers do not face problem, however, 50% of the teachers stated that they do face problem and the problems that they have highlighted are as follows:

- Poor maintenance of quarters (50%)
- Inadequate water supply (16.67%)
- Inadequate power supply (25%)
- Lack of proper infrastructure (33.33%)
- The existing quarters are poorly constructed (8.33%)
- Constant power failure and poor internet facility (8.33%)
- Basic furniture is not provided (8.33%)

Additionally, 2.17% teachers of Nagaland University pointed out the issue of insufficient quarters, further suggesting the need for providing more quarters.

4.4.3. FINANCE

Table No. 4.121*Teachers receiving salary on time*

Response	Frequency	Percentage
Yes	40	86.96
No	6	13.04
Total	46	100

A question was asked to the women teachers as to whether they receive their salary on time. From the gathered data 86.96% of the teachers stated that they receive their salary on time, however, this is not so for 13.04% of the teachers.

It is observed from the gathered data that a few percent of teachers do not receive their salary on time. These teachers could either be contractual teachers or guest faculty teachers and the reason for delay in disbursement of salary could probably be due to the complex administrative and financial procedure or financial constraints such as limited funding or delay in receiving grants.

Table No. 4. 122

Teachers' satisfaction with the salary

Response	Frequency	Percentage
Yes	40	86.96
No	4	8.70
No Response	2	4.34
Total	46	100

Question was asked to the women teachers if they were satisfied with their salary. The gathered responses shows that majority of the teachers (86.96%) are satisfied with their salary with their salary, however, it is not so for 8.70% of the teachers.

The gathered data reveals that a few percent of teachers are not satisfied with their salary and this was found to be common among contractual and guest faculty teachers and the reason for their dissatisfaction could probably be that their salary is fixed and lower as compared to the salary of other regular university teachers.

Table No. 4.123

Provision for increments in salary

Response	Frequency	Percentage
Yes	39	84.78
No	5	10.87
No response	2	4.35
Total	46	100

Question was posed to the women teachers as to whether there were provisions for yearly increments in their salary. Majority of the teacher (84.78%) indicates that there are yearly increments in their salary, however, 10.87% reveals that there are no such provisions for them and 4.35% of the teachers did not respond.

It is observed that some teachers do not have provisions for yearly increment in salary and those who do not receive such provisions could either be contractual teachers or guest faculty teachers. The reason for the lack of such provisions could probably be due to the contractual nature of their employment which is usually not designed for regular pay raises.

Table No. 4.124*Receives benefits/ allowances apart from salary*

Benefits	Response	Frequency	Percentage
Medical allowance	Yes	25	54.35
	No	6	13.04
	No response	15	32.61
	Total	46	100
Special allowance	Yes	19	41.30
	No	4	8.7
	No response	23	50
	Total	46	100
Travelling allowance	Yes	34	73.92
	No	1	2.17
	No response	11	23.91
	Total	46	100

Question was asked to the women teachers of Nagaland University on whether they receive the above mention benefits and allowances apart from their salary. From the gathered data, majority of the teacher (54.35%) stated that they receive medical allowance, special allowances (41.30%) and travelling allowance (73.92%). In addition, 4.35% of the teacher reveals that there are children (fee) allowances for two children and 2.17% of the teacher reveals that medical advances and reimbursement can be avail. Besides, 2.17% reveal that the university gives these allowances but never apply.

The gathered data reveals that a few percent of teachers do not receive allowances and benefits which could probably be due to the temporary and contractual nature of employment which the university usually provides to their regular and full-time employee.

Table No. 4.125*Financial difficulties with the functioning of department*

Response	Frequency	Percentage
Yes	12	26.09
No	32	69.57
No response	2	4.34
Total	46	100

A question was posed to the women teachers of Nagaland University if they face any financial problem with regard to the functioning of the department. The gathered

responses show that majority of the teacher (69.57%) do not face problem, however, 26.09% of the teachers stated that they face financial problem with regard to the functioning of the department such as:

- Insufficient funds for teaching and purchase of laboratory requirements such as chemicals and equipment (2.17%)
- Budget allocation for maintenance and up gradation of the department is not sufficient (2.17%)
- Lack of fund to run the department activities (2.17%)
- For any activity, the in-charge has to spent it from their pockets and get it reimbursed (2.17%)
- The imprest money allocated to department is not sufficient for basic stationery items (2.17%)
- Lack of infrastructure according to input (2.17%)
- Problem with maintenance (2.17%)
- The imprest money can be exchanged since the facilities provided are inadequate, particularly for maintenance (2.17%)

Table No. 4.126

Problems faced by teachers related to finance

Response	Frequency	Percentage
Yes	8	17.39
No	35	76.09
No response	3	6.52
Total	46	100

Women teachers were asked if they face any problem with regard to finance. From the above table, it is found that 17.39% of the teachers face problem with regard to finance, however, it was not so for 76.09% of the teachers.

4.4.4. ADMINISTRATION

Table No. 4.127

Teacher's satisfaction with the administration of the institution

Response	Frequency	Percentage
Yes	29	63.04
No	13	28.26
No response	4	8.70
Total	46	100

Question was asked to the women teachers as to whether they were satisfied with the administration of the university. The above table shows that majority of the teachers (63.04%) are satisfied with the administration of the university, however, it is not so for 28.26% of the teachers and 8.70% did not respond.

Table No. 4.128

Availability of sufficient staff to carry out administrative work of the department

Response	Frequency	Percentage
Yes	28	60.87
No	15	32.61
No response	3	6.52
Total	46	100

Question was asked to the women teachers as to whether there was enough administrative staff to carry out the administrative work of the department. Majority of the teacher (60.87%) reveal that there is enough administrative staff to carry out the administrative work, however, 32.61% of the teacher indicates the lack of administrative staff in the department.

Table No. 4.129

Engagement in administrative work besides teaching

Response	Frequency	Percentage
Yes	24	52.17
No	22	47.83
Total	46	100

Women teachers were asked if they take up any administrative work apart from teaching. From the gathered responses, it is found that 47.83% of the teachers do not take up administrative work, while 52.17%% indicates that they take up administrative work apart from teaching such as head of department (13.04%), dean student welfare (2.17%), legal cell in charge (2.17%), compiling data and filling out survey forms (2.17%) and clerical work (2.17%).

Besides, 2.17% of the teacher reveals that due to lack of ministerial staff in the department, all the administrative works are executed by the set administration and 2.17% reveal that committees are set up for all sorts of responsibilities and the teachers are made a part of those committees and end up doing lot more than teaching and research.

Table No. 4.130*Availability of women cell and effective functioning of women cell*

Response	Availability of women cell		Effective functioning of women cell	
	Frequency	Percentage	Frequency	Percentage
Yes	24	52.17	6	25
No	16	34.78	6	25
No response	6	13.05	12	50
Total	46	100	24	100

Note. The data in the right column is based on the responses of those who have revealed that their institution has a women cell.

Question was asked to the women teachers on whether the institution has a women cell and whether these cells are functioning effectively for women's welfare. From the gathered data, 52.17% of the teachers reveal that the university has a women cell. Additionally, 25% of the teachers reveal that the women cells are functioning effectively for women's welfare and 4.17% reveal that they are activated only during occasions.

Table No. 4.131*Methods used for the recruitment of teachers*

Item	Frequency	Percentage
Written	1	2.17
Interview	43	93.48
Lecture demonstration	11	23.91

Question was asked to the women teachers on what methods were used for the recruitment of teachers. The methods used for the recruitment of teachers as mention by the teacher are written test (2.17%), interview (93.48%) and lecture demonstration (23.91%). In addition, 2.17% of the teacher reveals that the teachers are recruited as per the UGC recruitment system.

Table No. 4.132*Teacher's satisfaction with the recruitment system*

Response	Frequency	Percentage
Yes	42	91.30
No	2	4.35
No Response	2	4.35
Total	46	100

A question was asked on whether the teachers were satisfied with the recruitment system. The data shows that almost all the teachers (91.30%) are satisfied with the recruitment system, however, it is not so for 4.35% of the teachers.

Table No. 4.133*Provision for leave facility*

Response	Frequency	Percentage
Yes	43	93.48
No	1	2.17
No Response	2	4.35
Total	46	100

Question was asked to the women teachers if the institution provides for leave facility. From the gathered responses, 2.17% teacher indicates the lack of leave facility, however, majority of the teacher (95.65%) stated that the university provides for leave facility and the type of leave facilities mentioned by the teacher are earned leave (86.96%), casual leave (86.96%), commuted leave (78.26%), medical leave (82.61%), maternity leave (86.96%), child care leave (17.39%), special leave (4.35%) and sabbatical leave (2.17%).

It is observed that a few percent of teacher were not provided with leave facilities and the reason for the lack of such provisions could probably be due to their temporary and contractual nature of appointments.

Table No. 4.134*Teacher's satisfaction with the leave facilities*

Response	Frequency	Percentage
Yes	44	95.65
No	0	0.00
No Response	2	4.35
Total	46	100

Women teachers were asked as to whether they were satisfied with the leave facilities provided to them by the institution. The data shows that 95.65% of the teachers are satisfied with the leave facilities provided to them and 4.35% of the teachers did not respond.

Table No. 4.135*Experience ill- treatment from administrative staff*

Response	Frequency	Percentage
Yes	1	2.17
No	43	93.48
No Response	2	4.35
Total	46	100

Question was asked to the women teachers on whether they face any ill- treatment from the administrative staff. From the gathered responses, it is found 2.17% of the teacher

face ill- treatment from the administrative staff, however, it is not so for 93.48% of the teachers and 4.35% did not respond.

Table No. 4.136

Teacher's problems with regard to promotion

Response	Frequency	Percentage
Yes	4	8.7
No	39	84.78
No response	3	6.52
Total	46	100

Question was posed to the women teacher if they face any problem with regard to their promotion. The data reveals that majority of the teacher (84.78%) do not face problem with regard to promotion, however, 8.7% stated that they face problem and the problems that they have mentioned are as follows:

- The process is very slow and therefore promotion usually comes years after the due period (2.17%)
- Since women have to shoulder the primary responsibility for home and children, it affects the academic output negatively (2.17%)
- Lack of uniformity among discipline (2.17%)

Table No. 4.137

Problems faced by teachers related to the administration of institution

Response	Frequency	Percentage
Yes	8	17.39
No	35	76.09
No response	3	6.52
Total	46	100

A question was posed to the women teachers as to whether they face any problem with regard to the administration of institution. The gathered responses show that majority of the teachers (76.09%) do not face problem, however, 17.39% stated that they face problem with the administration of the institution such as the following:

- Lack of efficient staff in the department (2.17%)
- Procedural delay in file processing (4.35%)
- Lack of uniformity among discipline (2.17%)

4.4.5. Academic

4.4.5.1. Teaching Methods

Table No. 4.138

Teaching methods adopted by teacher

Teaching Methods	Frequency	Percentage
Lecture method	45	97.83
Demonstration method	29	63.04
Discussion	36	78.26
Dictating notes	5	10.87

Question was asked to the women teachers as to what teaching methods they adopt in the classroom. The data shows that 97.83% of the teacher uses lecture method, 63.04% uses demonstration method, 78.26% uses discussion method and 10.87% uses dictation method. In addition, 10.87% reveals that they use ICT method, 6.52% uses seminar and presentation method, 2.17% uses group work activity, 4.35% uses practical, 2.17% uses assignments, 2.17% uses fieldwork as methods of teaching and technology integration along with discussion cum demonstration (2.17%).

Table No. 4.139

Teacher's opinion on the workload

Item	Frequency	Percentage
Heavy	5	10.87
Moderate	39	84.78
Light	2	4.35
Total	46	100

Women teachers of Nagaland University were asked on how they find the workload. From the gathered responses, 10.87% of the teachers indicate that the workload is heavy, 84.78% indicates that it is moderate and 4.35% reveal that the workload is light.

Table No. 4.140

Teacher's satisfaction on the teaching profession

Response	Frequency	Percentage
Yes	46	100
No	0	00
Total	46	100

Question was asked to the women teachers on whether they were satisfied with their profession. The data shows that all the women teachers (100%) are satisfied with their profession.

4.4.5.2. Curriculum

Table No. 4.141

Completion of syllabus within the stipulated time

Response	Frequency	Percentage
Yes	46	100
No	0	0.00
Total	46	100

A question was asked to the women teachers if they were able to complete the syllabus within the stipulated time. From the data, it is found that all the women teachers (100%) are able to complete the syllabus within the stipulated time.

Table No. 4.142

Teachers' satisfaction with the existing curriculum

Response	Frequency	Percentage
Yes	37	80.43
No	7	15.22
No response	2	4.35
Total	46	100

Question was asked on whether the teachers were satisfied with the existing curriculum. The gathered data indicates that majority of the teachers (80.43%) are satisfied with the existing curriculum, however, it is not so for 15.22% of the women teacher due to reason like:

- Important topics are not included in the syllabus for some courses (4.35%)
- Lacks uniformity in the syllabus contents as some paper have more topics and vice-versa (2.17%)
- Need updating as per current needs (2.17%)

Table No. 4.143

Teachers' opinion on the need for revision of existing curriculum

Response	Frequency	Percentage
Yes	24	52.17
No	18	39.13
No response	4	8.7
Total	46	100

Question was asked to the women teachers if they felt that the present curriculum needs to be revised. From the gathered responses, majority of the teacher (52.17%) felt that the present curriculum needs to be revised/ modified, however, it is not so for 39.13% of the teachers.

Table No. 4.144*Implementation of the Choice Base Credit System (CBCS) beneficial for the students*

Response	Frequency	Percentage
Yes	37	80.43
No	1	2.17
No response	8	17.40
Total	46	100

Question was asked to the women teachers of Nagaland University on whether they feel that the implementation of the CBCS is beneficial for the students. Majority of the teachers (80.43%) felt that the implementation of the CBCS is beneficial for the students, however, it is not so for 2.17% of the teachers.

Table No. 4.145*Problems faced by teachers related to CBCS*

Response	Frequency	Percentage
Yes	14	30.43
No	24	52.17
No response	8	17.40
Total	46	100

Question was asked to the women teachers if they face any problem with regard to the CBCS that had been introduced. The data shows that majority of the teachers (52.17%) do not face problem, however, 30.43% of the teacher indicates that they face problem with regard to CBCS and the problems that they have mentioned are the following:

- Less awareness among the faculty member about CBCS (15.22%)
- Lack of awareness about CBCS among the students (23.91%)
- Increase in workload (10.87%)
- It is not fully implemented (6.52%)
- The major problem is the widespread nature of the academic departments (2.17%)
- Problem for students to get materials (2.17%)
- Need more teachers (2.17%)

4.4.5.3. Examination and Evaluation

Table No. 4.146

Teacher's satisfaction with the CBCS examination and evaluation system

Response	Frequency	Percentage
Yes	32	69.57
No	3	6.52
No Response	11	23.91
Total	46	100

Question was asked to the women teachers as to whether they were satisfied with the CBCS examination and evaluation system. From the gathered responses, it is found that majority of the teachers (69.57%) are satisfied with the CBCS examination and evaluation system, however, it is not so for 6.25% of the teachers due to reasons like:

- The students are unable to master in one's subject under CBCS as the system gives emphasis on multidisciplinary approach (2.17%)
- For departments with less faculty member, there was problem of effectively delivering content by exercising creative pedagogy (2.17%)

4.4.5.4. Faculty Development Programme

Table No. 4.147

Activities organized by the department

Activities	Response	Frequency	Percentage
Workshop	Yes	36	78.26
	No	5	10.87
	No response	5	10.87
	Total	46	100
Seminars	Yes	36	78.26
	No	2	4.35
	No response	8	17.39
	Total	46	100
Faculty Development Programme	Yes	15	32.61
	No	14	30.43
	No response	17	36.96
	Total	46	100

Question was asked to the women teachers on whether the department organizes the above mention activities. From the gathered data, 78.26% of the teachers stated that

their department organizes workshop, seminar (78.26%) and Faculty Development Programme (32.61%).

Table No. 4.148

Opportunity for attending faculty development program

Response	Frequency	Percentage
Yes	41	89.13
No	2	4.35
No response	3	6.52
Total	46	100

Question was asked to the women teachers if they were provided opportunity for attending faculty development programme. From the gathered data, majority of the teachers (89.13%) reveal that they are provided opportunity for attending faculty development programme, however, this is not so for 4.35% of the teachers.

Table No. 4.149

Attended faculty development programme

Programmes	Response	Frequency	Percentage
Orientation Programme (OP)	Yes	39	84.78
	No	0	0.00
	No Response	7	15.22
	Total	46	100
Refresher course (RC)	Yes	36	78.26
	No	2	4.35
	No response	8	17.39
	Total	46	100
Faculty development programme (FDP)	Yes	29	63.04
	No	4	8.7
	No response	13	28.26
	Total	46	100
Short term courses (STC)	Yes	25	54.35
	No	6	13.04
	No response	15	32.61
	Total	46	100
Capacity Building Programme (CBP)	Yes	25	54.35
	No	5	10.87
	No response	16	34.78
	Total	46	100

Question was posed to the women teachers as to whether they have attended any of the faculty development programme. The gathered responses shows that 84.78% of the teachers have attended orientation programme, refresher course (78.26%), faculty

development programme (63.04%), short term courses (54.35%), and capacity building programme (54.35%).

Table No. 4.150

Involvement in academic work

Items	Frequency	Percentage
Article for journals	44	95.65
Chapters in books	34	73.91
Research project	29	63.04

Women teachers were asked on whether they have worked in any of the following. The data shows that 95.65% of the teachers have worked in article for journal, 73.91% have worked for chapters in books and 63.04% have worked in research project and 2.17% have worked in IPB.

4.4.5.5. Research Supervision

Table No. 4.151

Number of scholars under supervision

Number of Scholars	Frequency	Percentage
Below 5 Scholars	17	36.96
5 Scholars and above	7	15.22

Question was asked to the women teachers of Nagaland University on how many scholars were under their supervision. From the gathered data, it is found that 36.96% of the teachers have less than 5 scholars while 15.22% have more than 5 scholars under their supervision.

Table No. 4.152

Teachers' problems with regard to research supervision

Response	Frequency	Percentage
Yes	8	17.39
No	31	67.39
No response	7	15.22
Total	46	100

Women teachers were asked as to whether they face any problem with regard to research supervision. The data shows that majority of the teacher (67.39%) do not face

problem, however, 17.39% of the teacher reported facing problem with regard to research supervision such as:

- Irregularity of scholar's attendance (4.35%)
- Unavailability of research facilities like laboratory, internet, poor subscription to research journal, lack of support for publication and lack of facility for advance research (2.17%)
- Time constrains in balancing workplace, research supervision and domestic responsibility (2.17%)
- Lack of space for scholars to sit and work (2.17%)
- Guiding scholars without background in dissertation (2.17%)
- Lack of knowledge on research methodology (2.17%)
- Complacency on the part of the scholars (2.17%)
- Scholars do not stick to deadline of their work and academic writing is also a problem (2.17%)

4.4.6. OTHER PROBLEMS

Table No. 4.153

Provision for Medical facilities

Response	Frequency	Percentage
Yes	40	86.96
No	4	8.7
No Response	2	4.34
Total	46	100

Question was asked to the women teachers on whether the institution provides for medical facilities. From the gathered data, majority of the teachers (86.96%) stated that the university provides for medical facilities, however, 8.7% indicates the lack of such provisions.

Table No. 4.154

Having good relation with colleagues

Response	Frequency	Percentage
Yes	44	95.65
No	2	4.35
Total	46	100

A question was asked to the women teacher on whether they have a good relationship with their colleagues. From the gathered responses, majority of the teachers (95.65%) reveal that they have a good relation with their colleagues, however, it is not so for 4.35% of the teachers.

Table No. 4.155*Experience harassment at workplace*

Response	Frequency	Percentage
Yes	0	0.00
No	46	100
Total	46	100

Question was asked to the women teachers if they face any harassment at workplace. All the women teacher (100%) indicates that they do not face any harassment at workplace.

This could be probably because of the Gender Equality/ Anti- Sexual Harassment Cell that had been set up by the University for safeguarding the students, teachers and non- teaching staff, thereby, creating an environment free from violence, harassment, discrimination and exploitation.

Table No. 4.156

Teacher's opinion on not being given equal opportunity as compared to their male counterpart

Response	Frequency	Percentage
Yes	5	10.87
No	41	89.13
Total	46	100

Women teachers were asked on whether they feel that they were not given equal opportunity as compared to their male counterpart. From the gathered data, 10,87% of the women teacher felt that they are not given equal opportunity as compared to their male counterpart, however, this is not so for 89.13% of the teachers.

4.4.6.1. Other problems faced by women teachers of Nagaland University

The following are some of the other problems revealed by women teachers of Nagaland University;

- 19.56% of the teachers reported the lack of crèche facilities for working mothers to care for their babies.
- 8.69% of female teachers struggle to find balance between home and work lives effectively.
- 2.17% of teachers face challenges because they have to take on active roles in administration.

- 2.17% of teachers pointed out that women often have to work twice as hard as their male counterparts to achieve the same results.
- 2.17% of teachers expressed the need for more housing quarters.
- 2.17% of teachers highlighted the necessity for sanitary napkin facilities.
- 2.17% of teachers stated that toilet facilities should be designed differently for female faculty.
- 2.17% of teachers reported issues with having proper support to maintain hygiene during their menstrual days.
- 2.17% of teachers believe that when it comes to competition, both men and women's performances are scrutinized equally.
- 2.17% of teachers pointed out the importance of recognizing that female teachers juggle significantly more responsibilities than their male counterparts, yet have fewer opportunities available to them.

4.5. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN SCHOLARS OF NAGALAND UNIVERSITY

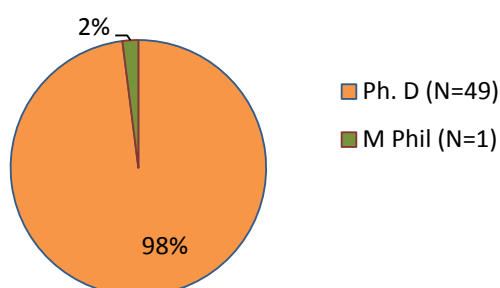
The analysis and interpretation of data collected from women scholars of Nagaland University are presented in subsequent paragraphs. Analysis will be based on the responses gathered from 50 female scholars from Nagaland University.

4.5.1. General information of the university scholars

4.5.1.1. Course of study

Figure 12

Course of study undertaken by the University Scholars



The above figure shows the number of scholars undertaking various courses in Nagaland University. The gathered data shows that 98% of the scholars are pursuing PhD and 2% are pursuing M.Phil.

4.5.2. INFRASTRUCTURE

4.5.2.1. Physical Facilities of the University

Table No. 4.157

Scholars' satisfaction with the infrastructural facilities

Response	Frequency	Percentage
Yes	13	26
No	37	74
Total	50	100

Question was asked to the women scholars of Nagaland University on whether they were satisfied with the infrastructural facilities of the institution. The data gathered from the respondents reveal that 26% of the women scholars are satisfied with the infrastructural facilities of the university, however, it is not so for 74% of the scholars and the reasons that they have mentioned for their dissatisfaction are the following:

- Lack of proper and adequate infrastructural facilities (14%)
- Lack of proper and separate room for scholars (10%)
- Poor sanitation and toilet facilities (8%)
- Shortage of water supply (12%)
- Poor laboratory facilities and equipment for research and analysis (20%)
- Less resources in the library (4%)
- Offices located far from department and classroom (2%)
- Frequent power cut (2%)
- Lack of irrigation facilities for research fields (2%)

Table No. 4.158

Availability of infrastructural facilities in the institution

Facilities	Responses	Frequency	Percentage
Playground	Yes	37	74
	No	13	26
	Total	50	100
Basketball court	Yes	38	76
	No	12	24
	Total	50	100
Badminton Court	Yes	24	48
	No	26	52
	Total	50	100

Volleyball court	Yes	31	62
	No	19	38
	Total	50	100
Table tennis	Yes	9	18
	No	41	82
	Total	50	100
Auditorium hall	Yes	33	66
	No	17	34
	Total	50	100
Separate ladies' common room	Yes	20	40
	No	30	60
	Total	50	100
Seminar hall	Yes	36	72
	No	14	28
	Total	50	100
Canteen	Yes	50	100
	No	0	0.00
	Total	50	100

Question was asked to the women scholars regarding the availability of the infrastructural facilities. From the gathered data, majority of the scholars (74%) mention that the institution has a playground, basketball court (76%), volleyball court (62%), auditorium hall (66%), seminar hall (72%), and all the women scholar (100%) stated that their institution has a canteen. However, majority of the scholars indicated the lack of badminton court (52%), table tennis (82%) and separate ladies' common room (60%).

4.5.2.2. Classroom

Table No. 4.159

Scholars' satisfaction with the classroom facilities

Response	Frequency	Percentage
Yes	26	52
No	24	48
Total	50	100

Question was asked to the women scholars on whether they were satisfied with the classroom facilities of the university. The data shows that majority of the scholars (52%) are satisfied with the classroom facilities, however, it is not so for 48% of the scholars.

Table No. 4.160*Problems faced by scholars related to classroom facilities*

Response	Frequency	Percentage
Yes	28	56
No	21	42
No response	1	2
Total	50	100

Question was posed to the women scholars if they face any problem with regard to classroom facilities. The gathered data shows that 42% of the scholars do not face problem, however, majority of the scholar (56%) stated that they face problem with regard to classroom facilities and the problems that they have highlighted are the following:

- Lack of separate classroom for scholars (28%)
- Small and congested classroom (32%)
- Lack of ICT facilities in the classroom (34%)
- Classes are disturbed due to outside noises (2%)
- There is a need for more classrooms for scholars (2%)

4.5.2.3. Library**Table no. 4.161***Scholars' satisfaction with the library facilities*

Response	Frequency	Percentage
Yes	17	34
No	33	66
Total	50	100

Women scholars were asked on whether they were satisfied with the library facilities of the institution. The gathered data reveals that 34% of the scholars are satisfied with the library facilities of the university, however, it is not so for 66% of the women scholars.

Table No. 4.162*Problems faced by scholars related to library facilities*

Response	Frequency	Percentage
Yes	40	80
No	9	18
No response	1	2
Total	50	100

Question was asked to the women scholars if they face any problem with regard to the library facilities of the university. The gathered responses shows that 18% of the

scholars do not face problem, however, 80% of the scholars reveal that they face the following problems with regard to the library facilities:

- Poor cataloging of books (14%)
- Lack of latest edition books (50%)
- Lack of proper reading rooms (22%)
- Lack of photocopying machine (36%)
- Lack of internet/ Wi-Fi connection (60%)
- Inconvenient library timing (32%)
- Journal and survey books available in the library are outdated (38%)
- Poor maintenance of library (12%)
- Lack of computer facilities for students (54%)
- Lack of sufficient materials related to research topics (60%)
- Lack of latest and related theses in the library and department (4%)
- Scholars and students cannot avail the photo copying facility whenever it is required (2%)
- Library staff lacks proper library manners which disturb reading in the library (2%)

4.5.2.4. Laboratory

Table No. 4.163

Availability of laboratory in the department

Response	Frequency	Percentage
Yes	38	76
No	12	24
Total	50	100

Question was asked to the women scholars on whether their department has a laboratory. From the gathered data, 76% of the scholar reveals that their department has a laboratory and the type of laboratory that they have mentioned are science laboratory (74%), psychological laboratory (2%) and ICT/ Computer laboratory (4%). However, 24% of the scholars indicate the lack of laboratory as their departments do not require a laboratory.

Table No. 4.164*Problems faced by scholars related to laboratory*

Response	Frequency	Percentage
Yes	36	94.74
No	2	5.26
Total	38	100

Note. Data is based on the responses of those women scholars that have mention that their department has a laboratory

Question was asked to the women scholars if they face any problem with regard to laboratory facilities. The data shows that 5.26% of the scholars do not face any problem, however, majority of the scholars (94.74%) reveal that they face problems with regard to laboratory facilities such as the following:

- Insufficient tables and chairs (34.21%)
- Lack of internet connection (65.79%)
- Irregularity of power supply (52.63%)
- Small and congested laboratory room (55.26%)
- Poor maintenance of laboratory room (39.47%)
- Lack of computer facilities for students (50%)
- Lack of sufficient apparatus/ equipment for experimentation (73.68%)
- Irregular and insufficient water supply (7.89%)
- Lack of alcohol and chemicals for experimentation 2.36%)
- Equipment is not well calibrated (2.36%)

4.5.2.5. Transportation

Table No. 4.165*Provision for transport facilities*

Responses	Frequency	Percentage
Yes	43	86
No	7	14
Total	50	100

A question was asked to the women scholars if the institution provides for transport facilities. From the gathered data, 86% of the scholars reveal that the university provides

for transport facilities, however, 14% reveal that the university do not provide for transport facilities.

Table No. 4.166

Scholars' satisfaction with the transport facilities

Responses	Frequency	Percentage
Yes	16	32
No	28	56
No Response	6	12
Total	50	100

Question was asked on whether the scholars were satisfied with the transport facilities provided by the university. The responses gathered from the respondents reveal that 32% of the scholars are satisfied with the transport facilities, however, it is not so for 56% of the scholars.

Table No. 4.167

Problems faced by scholars related to transportation

Responses	Frequency	Percentage
Yes	29	58
No	18	36
No Response	3	6
Total	50	100

Question was asked to the women scholars on whether they face any problem with regard to transportation. The data reveals that 36% of the scholars do not face problem, however, majority of the scholar (58%) stated that they face problem with regard to transportation such as the following:

- Inconvenient bus timing (30%)
- Buses are not properly maintained (10%)
- Overcrowded due to limited bus (44%)
- High bus fare (20%)
- The timing of bus was inconvenient for scholars as most of the time, the scholars are compelled to stop their ongoing laboratory works due to the specific bus timing (4%)
- Face challenges due to insufficient local transportation (8%)

4.5.2.6. Hostel facilities

Table No. 4.168

Provision for hostel facilities and utilization by scholars

Responses	Provision for hostel facilities		Scholars availing hostel facilities	
	Frequency	Percentage	Frequency	Percentage
Yes	50	100	32	64
No	0	0.00	15	30
No Response	0	0.00	3	6
Total	50	100	50	100

Question was asked to the women scholars if the institution provides hostel facility for women scholars and whether they avail the hostel facilities provided by the institution. All the women scholar (100%) stated that the institution provides hostel facility for women scholars and 64% of the scholars avail the hostel facilities, however, 30% do not avail the facilities and 6% did not respond.

Table No. 4.169

Problems faced by scholars related to hostel facilities

Responses	Frequency	Percentage
Yes	30	93.75
No	2	6.25
Total	32	100

Note. Data is based on the responses of those women scholars availing hostel facilities.

A question was posed to the women scholars as to whether they face any problem with regard to the hostel facilities provided by the institution. The data gathered from the respondents reveal that 6.25% of the scholars do not face problem, however, majority of the scholars (93.75%) reveal that they face the following problems:

- Small and congested (28.13%)
- Limited number of seats (50%)
- Poor quality of food (25%)
- Lack of safe drinking water facility (81.25%)
- Inadequate water supply (93.75%)
- Inadequate power supply (56.25%)
- Poor maintenance of hostel buildings (65.63%)
- Lack of proper table, chair, bed, almirah (40.63%)

- Lack of sufficient single rooms for scholars (9.13%)
- Lack of provision for family hostel (6%)

Additionally, 6% of the scholars mentioned that women living in the hostel weren't given adequate protection against intruders, mainly because the hostel wasn't properly fence, further noting that there had been a few troubling incidents involving intruders bothering female residents.

4.5.3 FINANCE

Table No. 4.170

Source of financing education

Item	Frequency	Percentage
Parents	25	50
Relatives	0	0.00
Self- financing	25	50
Total	50	100

Question was asked to the women scholars on who finances their education. From the gathered data 50% of the scholars stated that their parents finance their education, while 50% of the scholar finances their own education as they are receiving scholarship.

Table No. 4.171

Scholar's satisfaction with the fee structure

Response	Frequency	Percentage
Yes	44	88
No	6	12
Total	50	100

Women scholars were asked if they were satisfied with the fee structure. The data gathered from the respondents reveal that majority of the scholars (88%) are satisfied with the fee structure, however, it is not so for 12% of the scholars.

Table No. 4.172

Scholars receiving scholarship

Response	Frequency	Percentage
Yes	40	80
No	6	12
No response	4	8
Total	50	100

Question was asked to the women scholars on whether they were receiving any scholarship. From the gathered responses, it is found that 12% of the scholars do not

receive scholarship, while 80% of the scholars stated that they receive scholarship and the type of scholarships they are receiving are the following:

- UGC NET JRF (10%)
- Non-NET Fellowship (32%)
- ICSSR Fellowship (2%)
- National Fellowship for Higher Education of ST Students (36%)
- NFOBC (2%)
- ASAN fellowship (2%)

Table No. 4.173

Sufficiency of scholarship to meet educational needs

Response	Frequency	Percentage
Yes	31	77.50
No	9	22.50
Total	40	100

Note. Data is based on the responses of those students receiving scholarship.

On being asked if the scholarship was sufficient to meet their educational needs, majority of the scholars (77.50%) stated that their scholarship is sufficient to meet their educational needs, however, 22.50% reveal that it is not sufficient for them and 12% did not respond.

Table No. 4.174

Scholars' problem in availing scholarship

Response	Frequency	Percentage
Yes	17	34
No	24	48
No Response	9	18
Total	50	100

A question was posed to the women scholars on whether they face any problem in availing scholarship. The gathered data shows that 48% of the scholars do not face problem, however, 34% of the scholars reveal that they face problem in availing scholarship and the problems that they have mention are the following:

- Delay and irregular disbursement of fellowship (22.5%)
- Procedural delay due to university headquarter being located in different districts (10%)
- Processing of application is time consuming (7.5%)

- Lack of proper guidance and information on the process and procedures in availing the fellowship (5%)

Table No. 4.175*Encounter financial problem in accessing higher education*

Response	Frequency	Percentage
Yes	19	38
No	26	52
No response	5	10
Total	50	100

Question was posed to the women scholars on whether they face any financial problem in accessing higher education. The data gathered from the respondent shows that majority of the scholars (52%) do not face problem, however, 39% of the scholars reported facing financial problem in accessing higher education such as:

- Face difficulty in paying tuition fees (6%)
- Economic constrain of the family (24%)
- Expensive photo copying materials (20%)

4.5.4. ADMINISTRATION

Table No. 4.176*Scholars' satisfaction with the administration*

Response	Frequency	Percentage
Yes	24	48
No	24	48
No response	2	4
Total	50	100

A question was asked to the women scholars as to whether they were satisfied with the administration of the institution. The data shows that 48% of the scholars are satisfied with the administration of the institution, however, it is not so for 48% of the scholars.

Table No. 4.177*Problem faced by scholars related to the administration of institution*

Response	Frequency	Percentage
Yes	27	54
No	23	46
Total	50	100

Women scholars were asked as to whether they face any problem with the administration of the institution. The data gathered from the respondent shows that 46% of

the scholars do not face problem, however, majority of the scholars (54%) reveal that they face problem with regard to the administration of the institution such as the following:

- The administrative system is slow (36%)
- The administrative staffs are irregular (24%)
- Students' grievances are not attended on time (42%)
- The administrative staffs are not friendly and approachable (12%)
- Since the administrative headquarter is located in different districts, it creates inconveniences many at times (2%)

Table No. 4.178

Experience ill- treatment from the administrative staff

Response	Frequency	Percentage
Yes	1	2
No	49	98
Total	50	100

Question was asked to the women scholars if they face any ill- treatment from the administrative staff. From the gathered data, almost all the scholars (98%) reveal that they do not face any ill- treatment, however, 2% reveal that they do face some sort of ill-treatment.

Table No. 4.179

Availability of women cell and effective functioning of women cell

Response	Availability of women cell		Effective functioning of women cell	
	Frequency	Percentage	Frequency	Percentage
Yes	11	22	5	45.45
No	30	60	6	54.55
No response	9	18	0	00
Total	50	100	11	100

Note. The data in the right column is based on the responses of those scholars who have mentioned that their institution have a women cell.

A question was posed to the women scholars on whether the institution has a women cell. From the gathered data, 22% of the scholars reveal that the institution has a women cell, however, 60% indicates the lack of it. Besides, 45.45% of the scholars reveal that the women cells are functioning effectively for the welfare of the women, however, 54.55% indicate that it is not.

4.5.5. ACADEMIC

Table No. 4.180

Scholar's satisfaction with the curriculum designed for coursework

Response	Frequency	Percentage
Yes	42	84
No	7	14
No response	1	2
Total	50	100

Women scholars were asked as to whether they were satisfied with the curriculum designed for coursework. The data shows that majority of the women scholars (84%) are satisfied with the curriculum designed for the coursework, however, it is not so for 14% of the scholars due to reasons such as the following:

- It does not help in research field (6%)
- It does not cater to the needs of the scholars (6%)
- More of in-depth study, exposure and experience learning is required (2%)

Table No. 4.181

Activities organized by the department

Activities	Response	Frequency	Percentage
Workshop	Yes	35	70
	No	15	30
	Total	50	100
Seminar	Yes	41	82
	No	9	18
	Total	50	100
Research methodology for research scholars	Yes	29	58
	No	21	42
	Total	50	100

Question was asked to the women scholars if the department organizes the above mention activities. Majority of the scholars (70%) mentioned that their department organizes workshop, seminar (82%) and research methodology for research scholars (58%). In addition, 2% of the scholars reveal that symposium are organized, 2% reveal that there are career counseling and 6% reveal that the department sometimes collaborates with

national level agencies like (ASER) to conduct survey where scholars and students get involved directly.

Table No. 4.182

Opportunity to participate in the academic activities

Response	Frequency	Percentage
Yes	34	68
No	13	26
No response	3	6
Total	50	100

Question was asked to the women scholars as to whether they were given the opportunity to participate in the above mention activities that were organized. From the gathered data, majority of the scholars (68%) reveal that they do get opportunities to participate in such activities, however, it is not so for 26% of the scholars and 6% did not respond.

Table No. 4.183

Problems faced in research as women scholar

Response	Frequency	Percentage
Yes	16	32
No	32	64
No response	2	4
Total	50	100

On being asked if they face any problem in research as a women scholar, majority of the scholars (64%) reveal that they do not face problem, however, 32% of the respondents reveal that they face problem in research as women such as the following:

- Insufficient materials for literature review (16%)
- Required data are not provided from offices (14%)
- Lack of co- operation from institutions where they go to collect data (10%)
- Lack of field staff/ labour in the collection of agro meteorological data (2%)
- Problems with heavy duty field work, as it requires additional assistance for routine field trip and difficulty in getting transportation and requires assistance for routine field trips (2%)

4.5.6. OTHER PROBLEMS

Table No. 4.184

Provision for medical facilities

Response	Frequency	Percentage
Yes	47	94
No	2	4
No response	1	2
Total	50	100

Question was asked to the women scholars on whether the institution provides for medical facilities. Majority of the scholars (94%) stated that the institution provides for medical facilities, while 4% indicates the lack of such provision.

Table No. 4.185

Having good relation with supervisor

Response	Frequency	Percentage
Yes	46	92
No	1	2
No response	3	6
Total	50	100

Women scholars were asked on whether they have a good relation with their supervisor. The data shows that almost all the women scholars (92%) except for 2% of the scholars stated that they have a good relation with their supervisor.

4.5.6.1. Other problems faced by women scholars of Nagaland University

Following are some of the other problems revealed by women scholars of Nagaland University.

- 2% of the scholars pointed out the absence of family hostel provisions.
- 2% of the scholars indicated that there is a shortage of labor for research work
- 2% of the scholars expressed concerns about the lack of proper career guidance and support.
- 2% of the scholars highlighted the unavailability of rental housing on campus.
- 2% of the scholars mentioned that there is no crèche or daycare center available for parent scholars.

- 4% of the scholars reported the lack of stationery and photocopying shops on campus.

4.6. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN STUDENTS OF NAGALAND UNIVERSITY

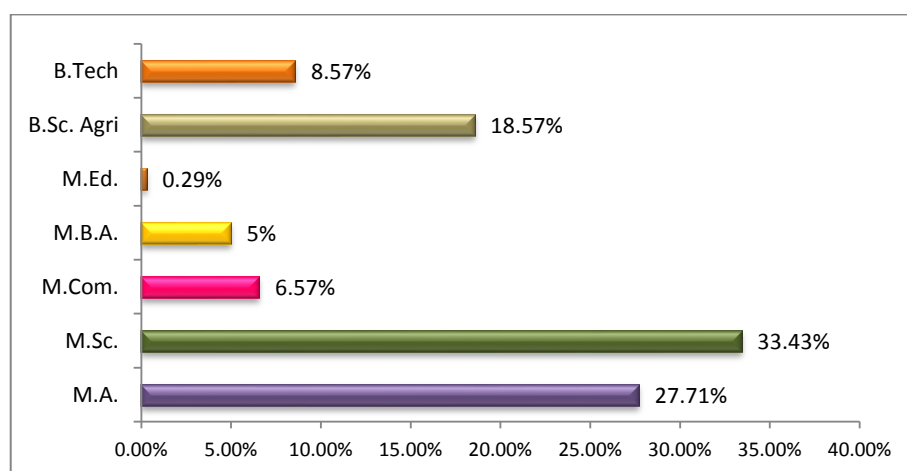
The analysis and interpretation of data collected from women students is inclusive of both the undergraduate and post graduate and is presented in subsequent paragraphs. Analysis will be based on the responses gathered from 350 women students of Nagaland University.

4.6.1 General information of the University Students

4.6.1.1. Course of study

Figure 13

Course of study undertaken by the University Students



The above figure shows the number of students undertaking various courses in Nagaland University. The gathered data shows that 27.71% of the students are pursuing Master of Arts (M.A.), 33.43% are pursuing Master of Science (M.Sc.), 6.57% are pursuing Master of Commerce (M.Com.), 5% are pursuing Master of Business Administration (M.B.A.), and 0.29% are pursuing Master of Education (M.Ed.). Besides, 18.57% of the respondents are pursuing Bachelor of Science in Agri (B.Sc. Agri) and 8.57% are pursuing Bachelor of Technology (B.Tech.)

4.6.2. INFRASTRUCTURE

4.6.2.1. Physical facilities of the University

Table No. 4.186

Student's satisfaction with the infrastructural facilities

Response	Frequency	Percentage
Yes	143	40.86
No	202	57.71
No response	5	1.43
Total	350	100

Question was asked to the women students of Nagaland University on whether they were satisfied with the infrastructural facilities of the institution. The gathered data shows that 40.86% of the students are satisfied with the infrastructural facilities, however, it is not so for 57.71% and the reasons for their dissatisfaction are the following:

- Lack of proper infrastructural facilities (18.86%)
- Poor maintenance of academic building (5.71%)
- Lack of adequate and proper laboratory equipment (2.57%)
- Shortage of water in the toilet (2.86%)
- Poor sanitation and inadequate toilet facility (2.29%)
- Lack of proper and permanent campus (2.29%)
- Inadequate power supply (1.14%)

Table No. 4.187

Availability of infrastructural facilities of the institution

Facilities	Response	Frequency	Percentage
Playground	Yes	242	69.14
	No	108	30.86
	Total	350	100
Basketball court	Yes	213	60.86
	No	137	39.14
	Total	350	100
Volleyball court	Yes	186	53.14
	No	164	46.86
	Total	350	100
Badminton court	Yes	166	47.43
	No	179	51.14
	No response	5	1.43

	Total	350	100
Table tennis court	Yes	166	47.43
	No	184	52.54
	Total	350	100
Auditorium hall	Yes	194	55.43
	No	156	44.57
	Total	350	100
Separate ladies' common room	Yes	164	46.86
	No	186	53.14
	Total	350	100
Safe drinking water	Yes	204	58.29
	No	146	41.71
	Total	350	100
Canteen	Yes	269	76.86
	No	81	23.14
	Total	350	100

Question was asked to the women students regarding the availability of infrastructural facilities. From the gathered data, majority of the students mentioned that they have playground (69.14%), basketball court (60.86%), volleyball court (53.14%), auditorium hall (55.43%), safe drinking water facility (58.29%) and canteen (76.86%). However, majority of the students have mentioned that they do not have badminton court (51.14%), table tennis court (52.54%), and separate ladies' common room (53.14%).

4.6.2.2. Classroom

Table No. 4.188

Student's satisfaction with the classroom facilities

Response	Frequency	Percentage
Yes	224	64
No	121	34.57
No response	5	1.43
Total	350	100

Question was asked to the women students if they were satisfied with the classroom facilities of the institution. The gathered response reveals that majority of the students (64%) are satisfied with the classroom facilities; however, it is not so for 34.57 % of the students.

Table No. 4.189*Availability of classroom facilities*

Infrastructure	Response	Frequency	Percentage
Proper classroom	Yes	297	84.86
	No	47	13.43
	No response	6	1.71
	Total	350	100
Projector	Yes	270	77.14
	No	79	22.57
	No response	1	0.29
	Total	350	100
Lecture stand	Yes	286	81.72
	No	60	17.14
	No response	4	1.14
	Total	350	100
Smart board	Yes	140	40
	No	207	59.14
	No response	3	0.86
	Total	350	100
Black/board/ white board	Yes	347	99.14
	No	3	0.86
	Total	350	100
Chalk/ marker/ duster	Yes	346	98.86
	No	4	1.14
	Total	350	100

Question was asked to the women students regarding the availability of the classroom facilities. From the gathered responses, majority of the students (84.86%) have mentioned that they have proper classroom, projector (77.14%), lecture stand (81.72%), and almost all the students indicated that they have blackboard/ whiteboard (99.14%) and chalk/marker/duster (98.86%). However, majority of the students (59.14%) have mentioned that they do not have smart board.

Table No. 4.190*Problems faced by students related to classroom facilities*

Response	Frequency	Percentage
Yes	170	48.57
No	177	50.57
No response	3	0.86
Total	350	100

Question was asked to the women students if they face any problem with regard to classroom facilities. The data shows that 50.57% of the students do not face problem, however, 48.57% of the students reveal that they face problem such as the following:

- The size of the classrooms is small (24.29%)
- The desk and benches are not sufficient (12.29%)
- Lack of ICT facilities in the classroom (22.57%)
- Inadequate learning environment (9.14%)
- Classrooms are not properly lighted and ventilated (16.29%)
- Classes are disturbed from outside noises (18.86%)
- Improper functioning of fan (2%)
- Lack of proper sanitation (0.57%)
- Lack of proper facilities for media students (0.29%)

4.6.2.3. Library

Table No. 4.191

Availability of library facilities

Facilities	Response	Frequency	Percentage
Photo copying machine	Yes	172	49.14
	No	164	46.86
	No response	14	4
	Total	350	100
Proper reading rooms	Yes	291	83.14
	No	49	14
	No response	10	2.86
	Total	350	100
Computer facilities for students	Yes	180	51.43
	No	161	46
	No response	9	2.57
	Total	350	100
Internet broadband connection	Yes	105	30
	No	227	64.86
	No response	18	5.14
	Total	350	100
Wi-fi connection	Yes	166	47.42
	No	169	48.29
	No response	15	4.29
	Total	350	100
Proper tables and chairs	Yes	333	95.14
	No	11	3.14
	No response	6	1.71
	Total	350	100
Adequate books/ journals/ magazines	Yes	327	93.42
	No	15	4.29
	No response	8	2.29
	Total	350	100

Issuing of books facilities	Yes	290	82.86
	No	43	12.29
	No Response	17	4.85
	Total	350	100
e- resource	Yes	178	50.86
	No	159	45.43
	No response	13	3.71
	Total	350	100

Question was asked to the women students regarding the availability of library facilities. From the gathered data, majority of the students mentioned that they have photocopying machine (49.14%), proper reading rooms (83.14%), compute facilities for students (51.43%), proper tables and chairs (95.14%), adequate books/ journals/ magazines (93.42%), issuing of book facilities (82.86%) and e- resource (50.86%). However, majority of the students mentioned that they do not have internet broadband connection (64.86%) and Wi-fi connection (48.29%).

Table No. 4.192

Student's satisfaction with the library facilities

Response	Frequency	Percentage
Yes	178	50.86
No	168	48
No response	4	1.14
Total	350	100

A question was posed to the women students as to whether they were satisfied with the library facilities of the university. The data reveals that 50.86% of the students are satisfied with the library facilities of the university, however, it is not so for 48% of the students.

Table No. 4.193

Problems faced by students related to library facilities

Responses	Frequency	Percentage
Yes	195	55.72
No	150	42.86
No response	5	1.42
Total	350	100

Women students were asked on whether they face any problem with regard to library facilities. The data reveals that 42.86% of the students do not face problem, however, majority of the students (55.72%) reveal that they face problems with regard to library facilities such as the following:

- Lack of latest edition books (37.14%)
- The available journals are outdated (18%)
- Poor cataloging of books (12.86%)
- Lack of proper tables and chairs (16.86%)
- The library is not properly maintained (14.86%)
- Inconvenient library timing (14.86%)
- Lack of books related to prescribed syllabus (36.57%)
- Lack of proper and competent library staff (8.29%)
- The library is too far from the department (2.28%)
- Lack of computer and internet connectivity (0.86%)
- Books are very limited (0.57%)
- The library opens late and closes early (0.57%)
- The library should be computerized instead of the manual system (0.57%)

4.6.2.4. Laboratory

Table No. 4.194

Availability of laboratory

Response	Frequency	Percentage
Yes	267	76.29
No	83	23.71
Total	350	100

Question was asked to the women students regarding the availability of laboratory in their department. From the gathered data, 23.71% of the students indicate the lack of laboratory as their departments do not require a laboratory, while majority of the students (76.29%) stated that their department has a laboratory and the type of laboratory that they have mentioned are ICT/computer laboratory (24.86%), Science laboratory (50%), psychological laboratory (10.86%) and language laboratory (0.29%).

Table No. 4.195

Problems faced by students related to laboratory facility

Response	Frequency	Percentage
Yes	156	58.43
No	102	38.20
No response	9	3.37
Total	267	100

Note. Data is based on the responses of those students who have mention that their department has a laboratory.

Question was asked to the women students if they face any problem with regard to laboratory facilities. The data gathered from the respondents reveal that 38.20% of the students do not face problem, however, 58.43% of the respondents stated that they face problem with regard to laboratory facilities such as the following:

- The laboratory room is small and congested (42.32%)
- Irregularity of power supply (28.46%)
- Lack of sufficient table and chairs in the laboratory (33.33%)
- The laboratory room is not properly maintained (29.21%)
- Lack of computer and internet connection (31.83%)
- Lack of sufficient apparatus and equipment for experimentation (42.69%)
- Lack of proper laboratory facilities (1.49%)
- Irregularity of water supply and lack of safe drinking water facility (0.74%)

4.6.2.5. Transportation

Table No. 4.196

Provision for transport facilities and utilization by students

Response	Provision for transport facilities		Students availing quarter facilities	
	Frequency	Percentage	Frequency	Percentage
Yes	309	88.29	204	66.02
No	36	10.29	93	30.09
No response	5	1.42	12	3.89
Total	350	100	309	100

Note. The data in the right column is based on the response of those students who have reveal that the institution provides for transport facilities.

A question was posed to the women students if the institution provides for transport facilities and whether they avail the transport facilities. Majority of the students (88.29%) revealed that the university provides for transport facilities, and 66.02% of the students reveal that they avail these facilities.

Table No. 4.197

Problem faced by students related to transportation

Responses	Frequency	Percentage
Yes	185	52.86
No	151	43.14
No response	14	4
Total	350	100

Question was asked to women students on whether they face any problem with regard to transportation. The data reveals that 43.14% of the students do not face problem,

however, majority of the students (52.86%) reveal that they face problem with regard to transportation such as:

- Inconvenient bus timing (18%)
- Buses are not properly maintained (7.42%)
- Overcrowded due to limited buses (40.28%)
- The bus fare is high (4.86%)
- Poor transportation facilities (1.43%)
- Hostile attitude of the bus drivers (0.57%)

4.6.2.6. Hostel

Table No. 4.198

Provision for hostel facilities and utilization by students

Responses	Provision for hostel facilities		Students availing hostel facilities	
	Frequency	Percentage	Frequency	Percentage
Yes	350	100	310	88.57
No	0	0.00	40	11.43
Total	350	100	350	100

A question was asked to the women students on whether the institution provides hostel facility for women students and whether they avail the hostel facilities provided by the institution. All the women students (100%) stated that the institution provides hostel facilities for women students and 88.57% avail these facilities.

Table no. 4.199

Students' satisfaction with the hostel facilities

Responses	Frequency	Percentage
Yes	93	30
No	217	70
Total	310	100

Note. Data is based on the responses of those students availing hostel facilities.

Question was asked on whether they were satisfied with the hostel facilities provided by the university. The data shows that 30% of the students are satisfied with the hostel facilities, however, this is not so for majority of the students (70%).

Table No. 4.200*Problems faced by students related to hostel facilities*

Responses	Frequency	Percentage
Yes	271	87.42
No	39	12.58
Total	310	100

Note. Data is based on the responses of those students availing hostel facilities.

On being asked if they face any problem with regard to the hostel facilities, 12.58% of the students indicate that they do not face problem, however, majority of the students (87.42%) revealed that they face problem with regard to the hostel facilities such as the following:

- The quality of food is poor (24.91%)
- The rooms are too congested (25.27%)
- Poor administration of hostel (22.06%)
- Inadequate power supply (48.4%)
- Lack of proper sanitation (40.21%)
- Inadequate water supply (71.53%)
- Lack of safe drinking water facility (64.41%)
- Poor maintenance of hostel buildings (42.7%)
- Lack of proper tables, chairs, bed and almirah (25.98%)
- Poor hostel facilities (3.54%)

4.6.3. FINANCE

Table No. 4.201*Source of financing education*

Item	Frequency	Percentage
Parents	342	97.72
Relatives	4	1.14
Self- finance	4	1.14
Total	350	100

Question was asked to the women students on who finances their education. The

data reveals that 97.72% of the students' education is financed by their parents, 1.14% is financed by their relatives and 1.14% students finance their own education.

Table No. 4.202

Students' satisfaction with the fee structure

Response	Frequency	Percentage
Yes	331	94.57
No	15	4.29
No response	4	1.14
Total	350	100

Question was asked to the women students if they were satisfied with the fee structure of the institution. The responses indicate that majority of the students (94.57%) are satisfied with the fee structure, however, it was not so for 4.29% of the students due to the following reasons:

- Fees are too expensive (1.43%)
- There is no refund system in case of extra payment (0.57%)
- Transportation fee should be given only by those who want to go for outing in case of hostellers (0.57%)

Table No. 4.203

Engagement in part- time work to meet educational needs

Response	Frequency	Percentage
Yes	10	2.86
No	340	97.14
Total	350	100

Question was asked to the women students on whether they work part- time to meet their educational needs. The data shows that 2.86% of the students work part- time to meet their educational needs, while it is not so for 97.14% of the students.

Table No. 4.204

Students' awareness on the Scholarship schemes for women students

Response	Frequency	Percentage
Yes	14	4
No	336	96
Total	350	100

A question was asked to the women students if they were aware of any scholarship schemes for women students. The response indicates that majority of the students (96%) are not aware of the scholarship schemes for women students. Only 4% of the respondents

stated that they are aware and the type of scholarships that they have mentioned are National scholarship portal (0.57%), ASAN (0.57%), ICAR (0.28%), NTS (0.28%), ICSSR sponsored Single Girl Child (0.28%), Umbrella Scholarship (0.28%) and Indira Gandhi Scholarship for Single Girl child (0.28%).

Table No. 4.205

Students receiving scholarship and sufficiency of scholarship to meet education needs

Response	Students receiving scholarship		Sufficiency of scholarship to meet educational needs	
	Frequency	Percentage	Frequency	Percentage
Yes	286	81.72	64	22.38
No	53	15.14	218	76.22
No response	11	3.14	4	1.4
Total	350	100	286	100

Note. The data in the right column is based on the responses of those students who are receiving scholarship.

Women students were asked if they are receiving any scholarship and whether the scholarship was sufficient to meet their educational needs. The gathered responses show that majority of the students (81.72%) are receiving scholarship, while 15.14% indicates that they do not receive scholarship. Besides, 76.22% of the students (receiving scholarship) reveal that their scholarship is not sufficient to meet their educational needs.

Table No. 4.206

Problem faced by students in availing scholarship

Response	Frequency	Percentage
Yes	35	10
No	301	86
No response	14	4
Total	350	100

On being asked if they face any problem in availing scholarship, majority of the students (86%) indicates that they do not face problem, however, 10% of the students reveal that they face problem in availing scholarship such as the following:

- Time constrains and lack of proper information (0.29%)
- Lengthy and exhaustive paper work (0.29%)
- Delay in issue of hostel form (0.57%)
- Apply for scholarship but never receive (0.29%)

Table No. 4.207*Financial problem in accessing higher education*

Response	Frequency	Percentage
Yes	132	37.71
No	215	61.43
No response	3	0.86
Total	350	100

A question was asked to women students on whether they face any problem in accessing higher education. The data indicates that majority of the students (61.43%) do not face problem, however, 37.71% of the student reported facing financial problem in accessing higher education such as:

- Difficulty in paying tuition fees (10.86%)
- Economic constrain of the family (26%)
- Delay in disbursement of scholarship (15.71%)

4.6.4. ADMINISTRATION

Table No. 4.208*Students' satisfaction with the administration of the institution*

Response	Frequency	Percentage
Yes	189	54
No	158	45.14
No response	3	0.86
Total	350	100

A question was posed to the women students as to whether they were satisfied with the administration of the institution. The data reveals that 54% of the students are satisfied with the administration of the institution, however, it is not so for 45.14% of the students.

Table No. 4.209*Problem faced by students related to administration of institution*

Response	Frequency	Percentage
Yes	166	47.42
No	178	50.86
No response	6	1.72
Total	350	100

On being asked if they face any problem with regard to the administration of the institution, 50.86% of the students indicate that they do not face problem, however, 47.42% reveal that they face problem and the problems that they have mentioned are as follows:

- The administrative system is slow (34.86%)
- The administrative staffs are irregular (17.14%)
- Students' grievances are not attended on time (35.14%)
- Administrative staffs are not friendly and approachable (12.29%)
- Lack of permanent staff (0.29%)
- Delay in information (0.29%)

Table No. 4.210*Experience ill- treatment from the administrative staff*

Responses	Frequency	Percentage
Yes	9	2.57
No	141	97.43
Total	350	100

Women students were asked on whether they face any ill- treatment from the administrative staff. The gathered data shows that 2.57% of the students face ill- treatment from the administrative staff, while it is not so for 97.43% of the students.

Table No. 4.211*Availability of women cell and effective functioning of women cell*

Responses	Availability of women cell		effective functioning of women cell	
	Frequency	Percentage	Frequency	Percentage
Yes	112	32	82	73.22
No	199	56.86	23	20.53
No response	39	11.14	7	6.25
Total	350	100	112	100

Note. Data in the right column is based on the responses gathered from those students who have revealed that their institution have a women cell.

Question was asked to women students if the institution has a women cell. From the gathered data, 32% of the students stated that there is a women cell, however, 56.86% indicates the lack of a women cell.

On being asked if the women cells are functioning effectively for women's welfare, 73.22% reveal that these women cells are functioning effectively for women's welfare, however, 20.53% reveal that it is not so.

4.6.5. ACADEMIC

4.6.5.1. Teaching methods

Table No. 4.212

Teaching methods adopted by teacher

Item	Frequency	Percentage
Lecture method	339	96.86
Demonstration method	84	24
Dictating notes	126	36
Project method	176	50.29

Question was asked to the women students on what teaching method the teachers adopt in the classroom. From the gathered responses, 96.86% of the students responded that the teacher uses lecture method, 24% uses demonstration method, 36% uses dictation method and 50.29% uses project method.

Table No. 4.213

Students' satisfaction with teaching methods used by the teacher

Response	Frequency	Percentage
Yes	261	74.57
No	86	24.57
No response	3	0.86
Total	350	100

Women students were asked as to whether they were satisfied with the teaching methods used by the teacher. The data indicates that majority of the women students (74.57%) are satisfied with the teaching methods used by the teacher, however, it is not so for 24.57% of the students.

Table No. 4.214

Problems faced by students related to teacher's lecture

Response	Frequency	Percentage
Yes	90	25.71
No	256	73.14
No response	4	1.14
Total	350	100

Question was asked to the women students if they face any problem with regard to teachers' lecture. The responses shows that 73.14% of the students do not face problem, however, 25.71% of the students reveal that they face problem with regard to teachers' lecture such as the following:

- Dull and monotonous lecture (12.86%)

- Difficult to understand what is taught (16%)
- Students' needs and doubts are not attended (1.43%)
- Some teachers don't give proper explanation (0.57%)

4.6.5.2. Curriculum

Table No. 4.215

Students' satisfaction with the present curriculum

Response	Frequency	Percentage
Yes	245	70
No	99	28.29
No response	6	1.71
Total	350	100

Women students were asked on whether they were satisfied with the present curriculum. The gathered data shows that majority of the women students (70%) are satisfied with the present curriculum, however, it is not so for 28.29% of the women and the reasons for their dissatisfaction are the following:

- The course is too vast (11.14%)
- It is outdated (6.57%)
- It is too theoretical (15.7%)
- It is not relevant to societal needs (3.71%)
- It does not cater to national need (0.57%)
- It does not cater to the needs of the students (2.57%)
- It does not prepare students for future career (6.29%)

Table No. 4.216

Implementation of Choice Based Credit System (CBCS) beneficial for the students

Response	Frequency	Percentage
Yes	265	75.72
No	23	6.57
No response	62	17.71
Total	350	100

A question was asked to women students of Nagaland University on whether they feel that the implementation of the Choice Base Credit System (CBCS) is beneficial for the students. From the gathered data, 75.72% of the students felt that the implementation of CBCS is beneficial for the students, however, it is not so for 6.57% of the students.

Table No. 4.217*Problems faced by students related to the CBCS*

Response	Frequency	Percentage
Yes	69	19.71
No	270	77.15
No response	11	3.14
Total	350	100

Question was asked to women students of Nagaland University if they face any problem with the CBCS that was introduced in the institution. The data reveals that majority of the students (77.15%) do not face problem, however, 19.71% of the students reveal that they face problem and the problems that they have indicated are the following:

- Lack of awareness about CBCS (15.14%)
- The numbers of open courses are limited (7.43%)

4.6.5.3. Course of Study (For M.Ed. & MBA)

Table No. 4.218

Students going for internship, guidance received from supervisor and problems faced by them (M.Ed. and M.B.A. students)

Item Statement	Responses	Frequency	Percentage
Students going for internship	Yes	18	100
	No	0	0.00
	Total	18	100
Receive proper guidance from supervisor	Yes	17	94.44
	No	1	5.56
	Total	18	100
Students' problem with regard to internship	Yes	4	22.22
	No	14	77.78
	Total	18	100

Note. The data is based on the responses gathered from the M.Ed. and MBA students.

Question was asked to women students of M.Ed. and M.B.A on whether they go for internship. All the women students (100%) stated that they go for internship.

On being asked if they receive proper guidance/ instruction from supervisor during internship, majority of the women students (94.44%) reveal that they receive proper guidance from their supervisor, however this is not the case for 5.56% of the students.

Further, question was asked to the women students if they face any problem during internship. The data reveal that 77.78% of the students do not face problem, however, 22.22% reveal that they face problem during internship such as:

- They face problem with transportation and lodging if it is outside the state (16.67%)
- Face problem in catching up with the sales person (5.5%)
- Face difficulty in finding institution for internship (5.55%)
- Face problem due to time constrain (5.55%)

4.6.5.4. Examination and Evaluation

Table No. 4.219

Students' satisfaction with the present CBCS examination and evaluation system

Response	Frequency	Percentage
Yes	306	87.43
No	15	4.29
No response	29	8.28
Total	350	100

Women students were asked on whether they were satisfied with the present CBCS examination and evaluation system. The response indicates that majority of the women students (87.43%) are satisfied with the CBCS examination and evaluation, however, it is not so for 4.29% due to reasons such as:

- Re- evaluation of paper is not allowed (0.86%)
- Time provided for exam is not enough (0.29%)

4.6.5.5. Co- curricular activities

Table No. 4.220

Organization of co- curricular activities

Response	Frequency	Percentage
Yes	350	100
No	0	0.00
Total	350	100

Question was asked to the women students if the institution organizes co- curricular activities. From the gathered data, all the women students (100%) responded that the institution organizes co- curricular activities and the types of activities organize in the

institution as indicated by the students are football (65.14%), basketball (66%), volleyball (64.86%), cricket (33.43%), badminton (60%) and table tennis (62.29%), literary program (60.57%), cultural program (66%) and seminar (68.57%).

Table No. 4.221

Student's participation in co- curricular activities

Response	Frequency	Percentage
Yes	142	40.57
No	197	56.29
No response	11	3.14
Total	350	100

Women students were asked on whether they participate in any of the co-curricular activities that are organized. The gathered responses show that 40.57% of the student participates in the co- curricular activities organized in the institution and the activities in which they participate are literary and cultural program (20.42%), seminar (12.68%), badminton (7.75%), volley ball (6.34%), basketball (4.93%), table tennis (4.23%), football (3.52%), chess (1.41%), running/ relay race (1.41%) and tuck of war (0.7%).

However, 56.29% of the students reveal that they do not participate in the co-curricular activities due to the following reasons:

- Not interested in participating (43.43%)
- Activities are boring (2.29%)
- Feel shy to participate (8%)
- Do not get chance to participate (2.29%)
- Poor health condition (0.57%)

Table No. 4.222

Opportunity for study tour/ excursion

Response	Frequency	Percentage
Yes	123	35.14
No	171	48.86
No response	56	16
Total	350	100

Question was asked to the women students if the institution provides opportunity for study tour/ excursion. From the gathered responses, 35.14% of the students stated that the institution provides opportunity for study tour/ excursion. However, 48.86% reveal that they are not provided opportunity for study tour/ excursion.

4.6.6. OTHER PROBLEMS

Table No. 4.223

Provision for medical facilities

Response	Frequency	Percentage
Yes	266	76
No	64	18.29
No response	20	5.71
Total	350	100

Question was asked to the women students if the institution provides for medical facilities. Majority of the students (76%) reveal that the institution provides for medical facilities, however, 18.29% indicated that such provisions are not provided.

Table No. 4.224

Having good relation with teacher

Response	Frequency	Percentage
Yes	311	88.86
No	39	11.14
Total	350	100

On being asked if they have a good relation with their teacher, majority of the students (88.86%) reveal that they have good relation with their teacher, however, it is not so for 11.14% of the students.

Table No. 4.225

Experience discrimination from teacher due of gender

Responses	Frequency	Percentage
Yes	9	2.57
No	341	97.43
Total	350	100

Women student were asked on whether they face any discrimination from their teacher due to gender. Majority of the student (97.43%) indicates that they do not face discrimination, however, 2.57% reveal that they face discrimination from the teacher due to their gender.

Table No. 4.226*Experience bias from others with regard to education due to gender*

Response	Frequency	Percentage
Yes	21	6
No	329	94
Total	350	100

Question was asked to the women students as to whether they face any biases from others with regard to education due to gender. Majority of the students (94%) reveal that they do not face such problem, however, 6% of the students reveal that they faced biases with regard to their education due to gender.

Table No. 4.227*Parents give less importance to their education as compared to their brothers*

Response	Frequency	Percentage
Yes	4	1.14
No	346	98.86
Total	350	100

Women students were asked if they feel that their parents give less importance to their education as compared to their brothers. From the data gathered, 1.14% of the students feel that their parents give less importance to their education as compared to their brothers, however, this is not so for 98.86 % of the students.

4.6.6.1. Other problems faced by women students of Nagaland University

Following are some of the other problems revealed by women students of Nagaland University:

- 0.57% of the students reported the lack of support and opportunities available to them.
- 0.57% students mention that women are often kept indoors, engaged in household chores, despite receiving quality education.
- 0.57% students reported their struggle in finishing their assignments due to heavy workload at home.
- 0.57% students reveal that they were looked down upon by men.
- 0.86% reported the shortage of nearby shops within the campus.
- 0.29% of the students indicate bad road condition leading to university.

- 0.29% of students reveal that women are underestimated of their leadership qualities.
- 0.29% revealed that students face problem due to mental health issues.
- 0.29% indicates poor facilities in the girl's rest room.
- 0.29% indicates lack of safety for women.

SECTION- VII

4.7. ANALYSIS AND INTERPRETATION OF DATA ON THE ATTITUDE OF WOMEN TEACHERS AND WOMEN STUDENTS TOWARDS HIGHER EDUCATION

The responses gathered from 300 women teachers and 1198 women students of general colleges, professional colleges and Nagaland University has been analyzed together and presented accordingly.

Table No. 4.228

Higher education will help in getting ahead in life

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	141	47	711	59.35
Agree	143	47.67	416	34.72
Uncertain	12	4	53	4.42
Disagree	1	0.33	9	0.75
Strongly disagree	0	0.00	2	0.17
No Response	3	1	7	0.58
Total	300	100	1198	100

The above table represents the level of responses of women teachers and women students with regard to the statement that higher education will help in getting ahead in life. The data shows that 47% of the women teachers strongly agree with the statement that higher education will help in getting ahead in life and 47.67% agree with the statement. However, 4% of the teachers are uncertain and 0.33% disagrees with the statement.

Similarly, it is found that 59.35% of the students strongly agree that higher education will help in getting ahead in life and 34.72% agree with the statement. However, 4.42% of the students are uncertain about it, 0.75% disagrees and 0.17% strongly disagrees with the above statement.

Thus, it can be concluded that majority of the teachers (94.67%) and students (94.08%) agreed that higher education will help in getting ahead in life. However, 0.33% of the teachers and 0.92% of the students disagree with the statement.

Table No. 4.229

Higher education provides better career opportunities

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	133	44.33	646	53.92
Agree	144	48	459	38.32
Uncertain	21	7	79	6.60
Disagree	2	0.67	7	0.58
Strongly disagree	0	0.00	1	0.08
No Response	0	0.00	6	0.5
Total	300	100	1198	100

The above table indicates that level of responses of women teachers and women students with regard to the statement that higher education will help in providing better career opportunities. It indicates that 44.33% of the women teachers strongly agree that higher education will help in providing better career opportunities and 48% agrees with the statement. However, 7% of the teachers are uncertain about it and 0.67% disagreed with the statement.

Likewise, it is found that 53.92% of the students strongly agree that higher education will help in providing better career opportunities and 38.32% agree with the statement. However, 6.59% of the students were uncertain about it, while 0.58% disagrees and 0.08% strongly disagrees to the statement.

Hence, it can be concluded that majority of the teachers (92.33%) and students (92.24%) agreed that higher education will help in providing better career opportunities. However, a few percent of teachers (0.67%) and students (0.66%) disagreed with the statement.

Table No. 4.230*Higher education helps in building up self-confidence/ self-esteem*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	147	49	693	57.85
Agree	139	46.34	435	36.31
Uncertain	12	4	47	3.92
Disagree	1	0.33	12	1
Strongly disagree	0	0.00	3	0.25
No Response	1	0.33	8	0.67
Total	300	100	1198	100

The above table shows the level of responses of women teachers and women students with respect to the statement that higher education will help in building up self-confidence/ self-esteem. The gathered data reveals that 49% of the women teachers strongly agree with the statement that higher education will help in building up self-confidence/ self-esteem and 46.34% agrees with the statement. However, 4% are uncertain about it and 0.33% disagrees to the statement.

Similarly, 57.85% of the women students strongly agree that higher education will help in building up self-confidence/ self-esteem and 36.31% agrees with the statement. However, it is found that 3.92% of the students are uncertain about it, 1% disagrees and 0.25% strongly disagrees to the statement.

Therefore, it can be concluded that majority of the teachers (95.34%) and students (94.16%) agreed that higher education will help in building up self-confidence/ self-esteem. However, a few teachers (0.33%) and students (1.25%) disagreed with the statement.

Table No. 4.231*Higher education helps in women empowerment*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	149	49.67	669	55.85
Agree	132	44	458	38.23
Uncertain	11	3.66	50	4.17
Disagree	5	1.67	8	0.67
Strongly disagree	0	0.00	6	0.5
No Response	3	1	7	0.58
Total	300	100	1198	100

The above table reveals the level of responses of women teachers and women students in relation to the statement that higher education will help in the empowerment of

women. The gathered response indicates that 49.67% of the women teachers strongly agree that higher education helps in women empowerment and 44% agree with the statement. However, 3.66% of the teachers are uncertain about it and 1.67% disagrees to the statement.

Likewise, 55.85% of the students strongly agree with the statement that higher education will help in the empowerment of women and 38.23% agrees with the statement. However, it is found that 4.17% of the students are uncertain about it, while 0.67% disagrees and 0.5% strongly disagrees to the statement.

Thus, it can be concluded that majority of the teachers (93.67%) and students (94.08%) agreed that higher education will help in the empowerment of women. However, a few teachers (1.67%) and students (1.17%) disagreed with the statement.

Table No. 4.232

Higher education brings about social, political, economic and legal empowerment

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	128	42.66	566	47.25
Agree	146	48.67	533	44.50
Uncertain	23	7.67	87	7.26
Disagree	1	0.33	4	0.33
Strongly disagree	0	0.00	1	0.08
No Response	2	0.67	7	0.58
Total	300	100	1198	100

The above table depicts the level of responses of women teachers and women students in relation to the statement that higher education brings about social, political, economic and legal empowerment. The gathered data shows that 42.66% of the women teachers strongly agree that higher education brings about social, political, economic and legal empowerment and 48.67% agrees with the statement. However, 7.67% of the teachers are uncertain about it and 0.33% disagrees to the statement.

Similarly, it is found that 47.25% of the students strongly agree that higher education brings about social, political, economic and legal empowerment and 44.50% agrees with the statement. However, 7.26% of the students are uncertain about it, 0.33% disagrees and 0.08% strongly disagrees to the statement.

Therefore, it can be concluded that most of the teachers (91.33%) and students (91.75%) agreed that higher education brings about social, political, economic and legal

empowerment. However, 0.33% of the teachers and 0.41% of the students disagreed with the statement.

Table No. 4.233

Higher education is the key for development of any nation

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	133	44.34	593	49.50
Agree	144	48	490	40.90
Uncertain	19	6.33	94	7.84
Disagree	1	0.33	14	1.17
Strongly disagree	0	0.00	2	0.17
No Response	3	1	5	0.42
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students regarding the statement that higher education is the key for development of any nation. The gathered response indicates that 44.34% of the women teachers strongly agree that higher education is the key for development of any nation and 48% agrees with the statement. However, 6.33% of the teachers are uncertain about it and 0.33% disagrees to the statement.

Likewise, 49.50% of the students strongly agree that higher education is the key for development of any nation and 40.90% agrees with the statement. However, it is found that 7.84% of the students are uncertain about it, 1.17% disagrees and 0.17% strongly disagrees to the statement.

Hence, it can be concluded that majority of the teachers (92.34%) and students (90.4%) agreed that higher education is the key for development of any nation. However, 0.33% of the teachers and 1.34% of the students disagreed with the statement.

Table No. 4.234

Higher education will help in dealing with different challenges in life

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	95	31.67	443	36.98
Agree	157	52.33	582	48.58
Uncertain	36	12	140	11.69
Disagree	8	2.67	23	1.92
Strongly disagree	0	0.00	1	0.08
No Response	4	1.33	9	0.75
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students with respect to the statement that higher education will help in dealing with different challenges in life. It indicates that 31.67% of the women teachers strongly agree that higher education will help in dealing with different challenges in life and 52.33% agrees with the statement. However, 12% of the teachers are uncertain about it and 2.67% disagrees to the statement.

Similarly, 36.98% of the students strongly agree that higher education will help in dealing with different challenges in life and 48.58% agrees with the statement. However, it is found that 11.69% of the students are uncertain about it, 1.92% disagrees and 0.08% strongly disagrees to the statement.

Thus, it can be concluded that most of the teachers (84%) and students (85.56%) agreed that higher education will help in dealing with different challenges in life. However, a few teachers (2.67%) and students (2%) disagreed with the statement.

Table No. 4.235

Higher education creates responsible citizens in the society

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	102	34	453	37.81
Agree	165	55	595	49.67
Uncertain	26	8.67	120	10.02
Disagree	5	1.67	21	1.75
Strongly disagree	1	0.33	3	0.25
No Response	1	0.33	6	0.50
Total	300	100	1198	100

The above table represents the level of responses of women teachers and women students with regard to the statement that higher education creates responsible citizens in the society. The gathered data shows that 34% of the teachers strongly agree that higher education creates responsible citizens in the society and 55% agrees with the statement. However, 8.67% of the teachers are uncertain about it, 1.67% disagrees and 0.33% strongly disagrees to the statement.

Likewise, 37.81% of the students strongly agree that higher education creates responsible citizens in the society and 49.67% agrees with the statement. However, it is found that 10.02% of the students are uncertain about it, 1.75% disagrees and 0.25% strongly disagrees to the statement.

Therefore, it can be concluded that most of the teachers (89%) and students (87.48%) agree that higher education creates responsible citizens in the society. However, a few teachers (2%) and students (2%) disagreed with the statement.

Table No. 4.236

Higher education has become more money oriented rather than knowledge oriented

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	44	14.67	328	27.38
Agree	76	25.33	478	39.90
Uncertain	113	37.67	273	22.79
Disagree	60	20	92	7.68
Strongly disagree	4	1.33	17	1.42
No Response	3	1	10	0.83
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students relating to the statement that higher education has become more money oriented rather than knowledge oriented. It indicates that 14.67% of the teacher strongly agrees that higher education has become more money oriented rather than knowledge oriented and 25.33% agrees with the statement. However, 37.67% of the teachers are uncertain about it, 20% disagrees and 1.33% strongly disagrees to the statement.

Similarly, 27.38% of the students strongly agree that higher education has become more money oriented rather than knowledge oriented and 39.90% agrees with the statement. However, it is found that 22.79% of the students are uncertain about it, 7.69% disagrees and 1.42% strongly disagrees to the statement.

Hence, it can be concluded that 40% of the teachers and 67.28% of the students agreed that higher education has become more money oriented rather than knowledge oriented. However, 21.33% of the teachers and 9.1% of the students disagreed with the statement.

Table No. 4.237

Higher education is not important for all

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	8	2.67	45	3.76
Agree	51	17	220	18.36
Uncertain	42	14	203	16.94
Disagree	140	46.66	398	33.22
Strongly disagree	56	18.67	323	26.97
No Response	3	1	9	0.75
Total	300	100	1198	100

The above table reveals the level of responses of women teachers and women students with regard to the statement that higher education is not important for all. The gathered data shows that 18.67% of the teachers strongly disagree that higher education is not important for all and 46.66% disagrees with the statement. However, it is found that 14% of the teachers are uncertain about the statement, 17% agrees and 2.67% strongly agree with the statement.

Likewise, 26.97% of the students strongly disagree that higher education is not important for all and 33.22% disagrees with the statement. However, 16.94% of the students are uncertain about the statement, 18.36% agrees and 3.76% agrees with the statement.

Thus, it can be concluded that most of the teachers (65.33%) and students (60.19%) disagreed that higher education is not important for all. However, 19.67% of the teachers and 22.12% of the students agree with the statement.

Table No. 4.238

Higher education helps in preserving our culture

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	40	13.33	224	18.70
Agree	161	53.67	551	45.99
Uncertain	74	24.66	313	26.13
Disagree	23	7.67	79	6.59
Strongly disagree	0	0.00	22	1.84
No Response	2	0.67	9	0.75
Total	300	100	1198	100

The above table represents the level of responses of women teachers and women students with respect to the statement that higher education helps in preserving our culture. The data shows that 13.33% of the teachers strongly agree that higher education helps in preserving our culture and 53.67% agrees with the statement. However, 24.66% of the teachers are uncertain about it and 7.67% disagrees with the statement.

Similarly, 18.70% of the students strongly agree that higher education helps in preserving our culture and 45.99% agrees with the statement. However, it is found that 26.13% of the students are uncertain about it, 6.59% disagrees and 1.84% strongly disagrees to the statement.

Therefore, it can be concluded that most of the teachers (67%) and students (64.69%) agreed that higher education helps in preserving our culture. However, 7.67% of the teachers and 8.43% of the students disagreed with the statement.

Table No. 4.239*It is not necessary to provide scholarship to students in higher education*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	6	2	31	2.59
Agree	8	2.67	22	1.84
Uncertain	20	6.67	40	3.34
Disagree	168	56	347	28.96
Strongly disagree	97	32.33	748	62.44
No Response	1	0.33	10	0.83
Total	300	100	1198	100

The above table shows the level of responses of women teachers and women students with regard to the statement that it is not necessary to provide scholarship to students in higher education. The gathered data shows that 32.33% of the teachers strongly disagree that it is not necessary to provide scholarship to students in higher education and 56% disagrees to the statement. However, it is found that 6.67% of the teachers are uncertain about, 2.67% agrees and 2% of the teacher strongly agrees with the statement.

Likewise, 62.44% of the students strongly disagrees that it is not necessary to provide scholarship to students in higher education and 28.96% disagrees to the statement. However, it is found that 3.34% of the students are uncertain about it, 1.84% agrees and 2.59% strongly agrees with the statement.

Therefore, it can be concluded that most of the teachers (88.33%) and students (91.4%) disagreed that it is not necessary to provide scholarship to students in higher education. However, 4.67% of the teachers and 4.43% of the students agreed with the statement.

Table No. 4.240*Students from disadvantage group should not opt for higher education*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	1	0.33	11	0.92
Agree	6	2	34	2.84
Uncertain	3	1	68	5.67
Disagree	125	41.67	371	30.97
Strongly disagree	163	54.33	706	58.93
No Response	2	0.67	8	0.67
Total	300	100	1198	100

The above table depicts the level of responses of women teachers and women students in relation to the statement that students from disadvantage group should not opt for higher education. The gathered responses show that 54.33% of the teachers strongly disagree that students from disadvantage group should not opt for higher education and 41.67% disagrees to the statement. However, 1% of the teachers are uncertain about it and 2% agrees and 0.33% strongly agrees with the statement.

Similarly, 58.93% of the students strongly disagree to the statement that students from disadvantage group should not opt for higher education and 30.97% disagrees to the statement. However, 5.67% of the students are uncertain about it, 2.84% agrees and 0.92% of the students agree with the statement.

Hence, it can be concluded that majority of the teachers (96%) and students (89.9%) disagreed that students from disadvantage group should not opt for higher education. However, a few teachers (2.67%) and students (3.76%) agreed with the statement.

Table No. 4.241

Higher education should be made compulsory for all

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	37	12.33	270	22.54
Agree	77	25.67	313	26.13
Uncertain	87	29	263	21.96
Disagree	81	27	243	20.28
Strongly disagree	15	5	102	8.51
No Response	3	1	7	0.58
Total	300	100	1198	100

The above table shows the level of responses of women teachers and women students with regard to the statement that higher education should be made compulsory for all. The data shows that 12.33% of the teachers strongly agree that higher education should be made compulsory for all and 25.67% agrees with the statement. However, 29% of the teachers are uncertain about it, 27% disagrees and 5% strongly disagrees to the statement.

Similarly, 22.54% of the students strongly agree that higher education should be made compulsory for all and 26.13% agrees with the statement. However, 21.96% of the students are uncertain about it, 20.28% disagrees and 8.51% strongly disagrees to the statement.

Thus, it can be concluded that 38% of the teachers and 48.67% of the students agreed that higher education should be made compulsory for all. However, 32% of the teachers and 28.79% of the students disagreed with the statement.

Table No. 4.242

Higher education helps in removing superstitious belief from the society

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	59	19.67	228	19.03
Agree	137	45.67	541	45.16
Uncertain	71	23.66	298	24.88
Disagree	25	8.33	100	8.35
Strongly disagree	5	1.67	21	1.75
No Response	3	1	10	0.83
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students with respect to the statement that higher education helps in removing superstitious belief from the society. The gathered data indicates that 19.67% of the teachers strongly agree that higher education helps in removing superstitious belief from the society and 45.67% agrees with the statement. However, it is found that 23.66% of the teachers are uncertain about it, 8.33% disagrees and 1.67% strongly disagrees to the statement.

Likewise, 19.03% of the students strongly agree to the statement that higher education helps in removing superstitious belief from the society and 45.16% agrees with the statement. However, it is found that 24.88% of the students are uncertain about it, 8.35% disagrees and 1.75% of the students strongly disagree to the statement.

Hence, it can be concluded that majority of the teachers (65.34%) and students (64.19%) agreed that higher education helps in removing superstitious belief from the society. However, 10% of the teachers and 10.1% of the students disagreed with the statement.

Table No. 4.243*Higher education helps in eliminating poverty*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	35	11.67	172	14.36
Agree	122	40.67	465	38.81
Uncertain	95	31.66	382	31.88
Disagree	36	12	149	12.44
Strongly disagree	7	2.33	19	1.59
No Response	5	1.67	11	0.92
Total	300	100	1198	100

The above table reveals the level of responses of women teachers and women students in relation to the statement that higher education helps in eliminating poverty. The responses reveal that 11.67% of the teachers strongly agree that higher education helps in eliminating poverty and 40.67% agrees with the statement. However, 31.66% of the teachers are uncertain about it, 12% disagrees and 2.33% of the teacher strongly disagrees to the statement.

Similarly, 14.36% of the students strongly agree that higher education helps in eliminating poverty and 38.81% agrees with the statement. However, 31.88% of the students are uncertain about it, 12.44% disagrees and 1.59% strongly disagrees to the statement.

Thus, it can be concluded that majority of the teachers (52.34%) and students (53.17%) agreed that higher education helps in eliminating poverty. However, 14.33% of the teachers and 14.03% of the students disagreed with the statement.

Table No. 4.244*Higher education improves our standards of living*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	50	16.67	301	25.13
Agree	180	60	653	54.50
Uncertain	58	19.34	178	14.86
Disagree	7	2.33	53	4.42
Strongly disagree	1	0.33	5	0.42
No Response	4	1.33	8	0.67
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students with respect to the statement that higher education improves our standards of living. It indicates that 16.67% of the teachers strongly agree that higher education improves our standards of living and 60% agrees with the statement. However, 19.34% of the teachers are uncertain about it, 2.33% disagrees and 0.33% of the teacher strongly disagrees to the statement.

Likewise, 25.13% of the students strongly agree that higher education improves our standards of living and 54.50% agrees with the statement. However, it is found that 14.86% of the students are uncertain about it, 4.42% disagrees and 0.42% strongly disagrees to the statement.

Therefore, it can be concluded that majority of the teachers (76.67%) and students (79.63%) agreed that higher education improves our standards of living. However, 2.66% of the teachers and 4.84% of the students disagreed with the statement.

Table No. 4.245

Higher education helps in the development of different aspects of an individual

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	87	29	388	32.39
Agree	194	64.67	728	60.77
Uncertain	15	5	66	5.51
Disagree	2	0.67	8	0.67
Strongly disagree	1	0.33	1	0.08
No Response	1	0.33	7	0.58
Total	300	100	1198	100

The above table shows the level of responses of women teachers and women students relating to the statement that higher education helps in the development of different aspects of an individual. The gathered data shows that 29% of the teachers strongly agree that higher education helps in the development of different aspects of an individual and 64.67% agrees with the statement. However, 5% of the teachers are uncertain about it, 0.67% disagrees and 0.33% strongly disagrees to the statement.

Similarly, 32.39% of the students strongly agree that higher education helps in the development of different aspects of an individual and 60.77% agrees with the statement. However, it is found that 5.51% of the students are uncertain about it, 0.67% disagrees and 0.08% strongly disagrees to the statement.

Therefore, it can be concluded that majority of the teachers (93.67%) and students (93.16%) agreed that higher education helps in the development of different aspects of an individual. However, a few percent of teachers (1%) and students (0.75%) disagreed with the statement.

Table No. 4.246

Higher education can help women in providing quality education to their children

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	130	43.33	618	51.59
Agree	157	52.34	533	44.49
Uncertain	9	3	33	2.76
Disagree	2	0.67	7	0.58
Strongly disagree	1	0.33	3	0.25
No Response	1	0.33	4	0.33
Total	300	100 %	1198	100 %

The above table indicates the level of responses of women teachers and women students with respect to the statement that higher education can help women in providing quality education to their children. The gathered responses indicate that 45.33% of the women teachers strongly agree that higher education can help women in providing quality education to their children and 52.34% agrees with the statement. However, 3% of the teachers are uncertain about the statement, 0.67% disagrees and 0.33% of the teachers strongly disagree to the statement.

Likewise, 51.59% of the students strongly agree that higher education can help women in providing quality education to their children and 44.49% agrees with the statement. However, it is found that 2.76% of the students are uncertain about it, 0.58% disagrees and 0.25% strongly disagrees to the statement.

Hence, it can be concluded that majority of the teachers (95.67%) and students (96.08%) agreed with the statement that higher education can help women in providing quality education to their children. However, 1% of the teacher and 0.83% of the students disagreed to the statement.

Table No. 4.247*Higher education can help an individual to become more self- reliant*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	109	36.33	486	40.57
Agree	168	56	648	54.09
Uncertain	18	6	45	3.75
Disagree	2	0.67	9	0.75
Strongly disagree	1	0.33	2	0.17
No Response	2	0.67	8	0.67
Total	300	100	1198	100

The above table represents the level of responses of women teachers and women students with regard to the statement that higher education can help an individual to become more self- reliant. The data indicates that 36.33% of the teachers strongly agree that higher education can help an individual to become more self- reliant and 56% agrees with the statement. However, 6% of the teachers are uncertain about the statement and 0.67% disagrees and 0.33% strongly disagrees to the statement.

Likewise, 40.57% of the students strongly agree that higher education can help an individual to become more self- reliant and 54.09% agrees with the statement. However, 3.75% of the students are uncertain about the statement, 0.75% disagrees and 0.17% strongly disagrees to the statement.

Therefore, it can be concluded that majority of the teachers (92.33%) and students (94.66%) agreed that higher education can help an individual to become more self- reliant. However, 1% of the teachers and 0.92% of the students disagreed with the statement.

Table No. 4.248*Higher education will help in bringing about positive change in the system of government*

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	87	29	428	35.73
Agree	162	54	571	47.66
Uncertain	47	15.67	181	15.11
Disagree	3	1	8	0.67
Strongly disagree	0	0.00	1	0.08
No Response	1	0.33	9	0.75
Total	300	100	1198	100

The above table indicates the level of responses of women teachers and women students with regard to the statement that higher education will help in bringing about positive change in the system of government. The data indicates that 29% of the women teachers strongly agree that higher education will help in bringing about positive change in the system of government and 54% agrees with the statement. However, 15.67% of the teachers are uncertain about it and 1% disagrees to the statement.

Similarly, 35.73% of the students strongly agree that higher education will help in bringing about positive change in the system of government and 47.66% agrees with the statement. However, it is found that 15.11% of the students are uncertain about the statement, 0.67% disagrees and 0.08% strongly disagrees to the statement.

Thus, it can be concluded that majority of the teachers (83%) and students (83.39%) agreed with the statement that higher education will help in bringing about positive change in the system of government. However, 1% of the teachers and 0.75% of students disagreed with the statement.

Table No. 4.249

Higher education is equally important for women as it is for men

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	200	66.67	921	76.88
Agree	95	31.67	266	22.20
Uncertain	2	0.66	7	0.58
Disagree	0	0.00	0	0.00
Strongly disagree	0	0.00	0	0.00
No Response	3	1	4	0.34
Total	300	100	1198	100

The above table reveals the level of responses of women teachers and women students with respect to the statement that higher education is equally important for women as it is for men. The gathered responses reveal that 66.67% of the teachers strongly agree that higher education is equally important for women as it is for men and 31.67% agrees with the statement. However, 0.66% of the teachers are uncertain about the statement.

Similarly, 76.88% of the students strongly agree that higher education is equally important for women as it is for men and 22.20% agrees to the statement. However, it is found that 0.58% of the students are uncertain about the statement, 0.08% disagrees and 0.08% strongly disagrees to the statement.

Therefore, it can be concluded that majority of the teachers (98.34%) and students (99.08%) agreed that higher education is equally important for women as it is for men. However, 0.67% of the teachers and 0.58% of the students are uncertain about the statement.

Table No. 4.250

Higher education helps in dealing intelligently with the changing needs of the society

Level of agreement	Women Teachers		Women Students	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	128	42.66	434	36.23
Agree	144	48	661	55.18
Uncertain	21	7	87	7.26
Disagree	3	1	4	0.33
Strongly disagree	2	0.67	2	0.17
No Response	2	0.67	10	0.83
Total	300	100	1198	100

The above table represents the level of responses of women teachers and women students in relation to the statement that higher education helps in dealing intelligently with the changing needs of the society. The gathered data indicates that 42.66% of the teachers strongly agree that higher education helps in dealing intelligently with the changing needs of the society and 48% agrees with the statement. However, it is found that 7% of the teachers are uncertain about the statement, 1% disagrees and 0.67% strongly disagrees to the statement.

Similarly, 36.23% of the students strongly agree that higher education helps in dealing intelligently with the changing needs of the society and 55.18% agrees with the statement. However, it is found that 7.26% of the students are uncertain about the statement, 0.33% disagrees and 0.17% strongly disagrees to the statement.

Hence, it can be concluded that majority of the teachers (90.66%) and students (91.41%) agreed that higher education helps in dealing intelligently with the changing needs of the society. However, 1.67% of the teachers and 0.5% of the students disagreed with the statement.

SECTION- VIII

4.8. ANALYSIS AND INTERPRETATION OF DATA GATHERED THROUGH INTERVIEW SCHEDULE FROM THE OFFICIALS OF HIGHER EDUCATION

In this section, the investigator has presented the responses gathered through interview from the Vice- Chancellor, Finance Officer, Director of College Development Council (CDC) & Controller of Examination, Nagaland University and the Director of Higher Education, Directorate of Higher Education, Government of Nagaland which is presented as follows;

4.8.1. Higher Education System in Nagaland

1. With regard to the higher education system in Nagaland, some officials expressed their satisfaction with the education system, while some have expressed their dissatisfaction stating that like many other regions, the higher education system in Nagaland has its strength and challenges. The strength could be seen in the growth in the number of institutions, government initiatives taken up and cultural integration in the state. Some of the challenges could be infrastructure, access and affordability and employment opportunities. The officials also pointed out that there are many colleges in arts and commerce stream, but very few in science and professional courses, further adding that there is a need to give more emphasis on basic sciences, technology, multi- disciplinary subjects, vocational and skill development courses, rather than traditional courses in social sciences and humanities and focus on research and development.
2. The gathered data also indicated that the officials of higher education express the need for change in the present higher education system stating that there are several areas where changes and improvement could benefit the higher education system in Nagaland. The official further pointed out some potential changes and improvement such as Infrastructural development, Quality of education, Access and affordability, Skill development and employment abilities, Research and innovation, Policy reforms, Digital and online education, Community and cultural integration.

4.8.2. Enrollment

1. The gathered data indicated that the officials of higher education were satisfied with the present enrollment, stating that there are positive trends in student's enrollment in Nagaland University and its affiliated colleges, while adding that enrollment in some colleges could be improved. The officials further stated that addressing the challenges of accessibility, quality and support could lead to more robust higher education system, benefitting students and the broader community.
2. From the gathered data, the officials of higher education expressed that the rise in the enrollment of female in higher education is a positive development that can lead to numerous societal benefits, while also stressing on the need to address the pressing challenges and ensure that both male and female students have the support and opportunities they needed to succeed. Additionally, the officials pointed out that the difference between male and female enrollment in the colleges is not much, however, in the university (PG programme), the difference is large, adding that this could be due to males seeking employment rather than pursuing further studies. Besides, the official also added that the reason for high enrollment of female in higher education could probably be due to increase female population, further stating that the male students are not serious in their studies, lacks interest in studies and are lazy to study hard. The officials, further added that fostering an inclusive and supportive educational environment could maximize the potential of all students and contribute to a more equitable and prosperous society.

4.8.3. Infrastructural facilities

1. With regard to the infrastructural facilities of Nagaland University, the officials expressed their dissatisfaction stating that the infrastructural facilities at Nagaland University, like many institutions, have both strengths and areas that needs improvement. While there have been efforts to enhance infrastructure, there are still challenges that need to be addressed to ensure that the university can provide a high-quality educational experience. The officials also pointed out that State of the art infrastructure were lacking. So far, focus was mainly on buildings and campus development but there were no buildings which could be considered world class or comparable to advanced foreign universities, further adding that state of art research laboratories, conference halls and guest houses are required.

2. The gathered data also indicated that the officials of higher education were not satisfied with the infrastructural facilities of the colleges affiliated to Nagaland University, pointing out that while infrastructure in some colleges were very good, however, in some colleges, infrastructure like classrooms, library, campus area etc. needed improvement, further, adding that infrastructure, manpower and qualified teachers were required in some colleges. The officials further stated that infrastructures in government colleges need to be improved to accommodate students up to 3000 as per GER, further adding that more infrastructure were required to introduce multi- disciplinary educational systems as per NEP 2020 and to install ICT and other facilities.

4.8.4. Funding of higher education

1. With regard to the funding of higher education in Nagaland, the officials revealed that Nagaland University is funded by the Central Government and internal resources, further adding that the University Grants Commission (UGC) funds for salary and non-salary as well as capital assets, while ICAR grants for SASARD campus and NEC grants for some infrastructural development. The officials also revealed that the government colleges were funded by the State Government and internal resources, further adding that every year, the department of higher education provide Grant in Aid (GIA) to the private colleges to promote higher education institutions in Nagaland amounting to 1 lakh to 2 lakh.
2. The gathered data also revealed that the allocation of fund was not sufficient to meet the requirement for carrying out different departmental and developmental activities, further adding that grants for research and innovation activities were not sufficient.
3. The data also indicated that there were no scholarships, specifically for women given under Nagaland University.

4.8.5. Financial challenges and management of fund

1. The gathered data revealed that there were challenges in the management of funds, as professional bankers/ brokers were not available to help the investment of employee's GPF and University campus funds to earn better return on investments. The officials further revealed that utilized money from UGC grants, ICAR, NEC

and other sponsored projects were pulled back by PMFS/ TSA system by 31 March (midnight) itself.

2. The gathered data indicated that there was financial problem with regard to the management and functioning of the university as the budgeted and the actual expenditure could not happen during the financial year due to extension or late execution of works/ projects etc., further adding that bills (huge chunks) were submitted at fag end of financial year. It is also revealed that the UGC grants and other grants were sanctioned late and additionally grants were usually given during the fag end (last part) of the financial year.
4. The data also revealed that there were financial challenges that the university face as the grants for setting up capital assets (earlier plan grants) were curtailed and the universities are to apply for loan from the Higher Education Financing Agency (HEFA). Besides, interest obligation on HEFA loan is escrowed/ pledged to internal revenue generation of the university.

4.8.6. Administration

1. With regard to the administration, the officials expressed their satisfaction on the administration of the university and the colleges.
3. In regard to recruitment, the data indicated that recruitment of teachers at Nagaland University typically follows a structured process that ensures transparency, meritocracy and adherence to the guidelines set by the University Grants Commission and other regulatory bodies.
4. The gathered data revealed that, Nagaland University, like many educational institutions in India provides a range of leave facilities to its women employees in accordance with National Labor Leaves, university regulations and UGC guidelines such as: i) Maternity leave, ii) Child care leave, iii) Casual leave, iv). Earned leave, v). Medical leave, vi) Special leave, vii). Study leave, viii) Leave for family planning etc.
5. The data revealed that the university has set up harassment cell in all the 3 campuses, whereby, the harassment cell at Nagaland University often referred to as the Internal Complaint Committee (ICC) or women cells, plays a crucial role in addressing and preventing harassment within the university community, and the steps or process involved: i) Complain Redressal: Receiving complaints, confidentiality and ii) Investigation and Inquiry: Conducting investigation, evidence.

6. The gathered data reveal that women cell is set up in all the three campuses of the university, while also stating that the women cell at Nagaland University serves several important functions aimed at promoting gender equality, addressing issues related to women and providing support and empowerment to women students.
7. The data also indicated that the university has crèche/ day care center facility set up in all the 3 campuses.
8. Further, the gathered data reveal that the work environment of the university is gender friendly, while also stating that more women friendly policies need to be implemented in the university and colleges.

4.8.7. Academic

1. With regard to the various academic activities, some officials expressed their satisfaction with the academic activities of the university and its affiliated colleges, while some expressed their dissatisfaction stating that some colleges are trying to impart holistic education by introducing value added and skill enhancement courses which is a good step in the right direction. However, more efforts were required to fulfill the objectives of NEP 2020.
2. With regard to curriculum, the officials expressed that the curriculum is gender friendly and feel that the curriculum will cater to the needs of the students and the society in general. The officials further added that there were several emerging issues and topics that could enhance the curriculum in higher education to better prepare students for contemporary challenges and opportunities such as: i) Digital literacy and cyber security, ii) AI and Machine Learning, iii) Mental Health and wellbeing, iv) Climate change and environment sustainability, v) Entrepreneurship and innovation, vi). Ethics and social responsibility, and vii) Diversity, equity and inclusion.
3. From the gathered data, the officials stated that the implementation of the Choice Based Credit System (CBCS) is beneficial for the students, further pointing out that the implementation of CBCS in universities, including Nagaland University offers several benefits to students as it is designed to provide flexibility and promote a more student-centered approach to education.
4. The gathered data further revealed that the officials were satisfied with the present examination and evaluation system.

4.8.8. Challenges of higher educational institutions

1. With regard to the challenges of higher educational institutions, the officials revealed that government colleges were well funded with good infrastructure and manpower. However, there were funding problem in private colleges and the teachers were also paid less salary, further adding that the State government should explore providing Grants in Aid (GIA) to private colleges.
2. The officials also pointed out that Nagaland University, like many institutions of higher education, faces a range of challenges that impacts its ability to provide quality education and support to its students and faculties, also adding that aging infrastructure and lack of modern amenities and limited budget are some of the main challenges besides dependence of grants and curriculum relevance and enrollment numbers etc.

4.8.9. Challenges faced in executing role

1. The data indicated that the officials face challenges in executing their roles, stating that work culture and dedication of the staff was not up to the expectation, adding that internal revenue generation of the university was very poor but cannot improve due to its conducive environment.
2. The gathered data also revealed that remoteness and lack of transport and communication hampers all development initiatives and funds were spent for temporary or non- revenue earning initiatives.
3. The data further revealed that they were faced with logistical constraints since colleges were spread across the state of Nagaland, hence, communication and transportation problem exist.

4.8.10. Women in higher education

1. With regard to women higher education, the officials expressed their opinion stating that women higher education is a crucial factor in achieving gender equality and fostering socio- economic development resulting in empowerment and independence, societal benefits, reduction of gender gaps and economic growth.
2. The officials also cited that women are assets in the higher education sector and are doing extremely well in higher education in Nagaland, stating that women student's enrollment in the institutions always exceeded the male students and even in the productive sector also women students always outshine the male students. The

officials, further added that the enrollment of women in Post graduates and PhD courses has increased drastically during the present century, whereby, female enrollment is more than 50% in all the courses under the university.

4.8.11. Challenges of women in higher education

1. With regard to the challenges of women, the officials expressed that women in higher education face a range of issues and challenges, such as lack of proper infrastructures like hostels, quarters and other amenities for girl students and lack of good institutions to cater girl students, etc. which could impact their academic experiences and career outcomes. The officials further stated that addressing these issues is crucial for promoting gender equality and ensuring that women have equal opportunities to succeed in their educational and professional pursuits.

CHAPTER- 5

MAJOR FINDINGS, DISCUSSIONS, SUGGESTIONS AND EDUCATIONAL IMPLICATION AND CONCLUSION

5.0 INTRODUCTION

In this final chapter, the investigator has made an attempt to present the major findings of the study as per the objectives of the study. This was followed by discussion on the findings based on the research questions after which the suggestion and educational implication and the final conclusion are presented.

5.1. MAJOR FINDINGS OF THE STUDY

Keeping in view the objectives of the study, the findings will be presented as per the objectives of the study in the subsequent paragraphs.

OBJECTIVE 1: FINDINGS RELATING TO THE STATUS OF WOMEN STUDENTS IN HIGHER EDUCATION IN NAGALAND

This section presents the major findings on the status of women students in Higher education in Nagaland with regard to the Number of Institutions, Student's Enrolment (Stream wise) and Educational Achievement of Students.

The following were the findings on the status of women students in higher education in Nagaland:

1. The study found that there was a total of 69 colleges/ institutes in the state comprising of 55 general colleges and 14 professional college/ institutes affiliated to Nagaland University. Of these 69 affiliated colleges/ institutes, only 1 college was dedicated specifically to women's education, while the remaining 68 were co-ed institutions.
2. The findings indicated that in **general colleges**, the female enrollment was found to be higher than the male enrollment from the academic year 2019-20 through 2023-24. It was also found that the arts stream has the highest enrollment, followed by science and commerce. Interestingly, female students outnumber their male counterparts in both the arts and science streams, while in commerce, male students took the lead across all years presented. Furthermore, when it comes to professional courses offered in general colleges, it was found that male students had consistently

outnumbered female students in every year, except for 2023-24, when the numbers were equal. Overall, it was found that female enrollment had been higher than male enrollment in all the given years. This trend indicated a growing enthusiasm among women for pursuing higher education.

3. From the study, it was found that the enrollment of female students in **professional colleges** had consistently outnumbered the male students from the academic year 2019-20 through 2023-24. Although, the data highlights some differences in the enrollment in courses like BCA and LLB, where male enrollment was higher than that of the female enrollment. However, the overall enrollment shows female enrollment to be higher than that of male. This trend suggests that women are increasingly positive about pursuing higher education.
4. The study showed that in each of the years provided (2019-20 to 2022-23), female students enrolled at **Nagaland University** had consistently outnumbered the male students, indicating a strong inclination among women towards higher education.
5. With regard to the educational achievements of students, the study revealed that in all the given years (2019 to 2023), majority of the **gold medalists** for various courses in UG and PG were female students, indicating that females were consistently outperforming their male counterparts in terms of academic achievement. This trend highlights the growing academic success of female students over the years.

OBJECTIVE 2: FINDINGS RELATING TO THE STATUS OF WOMEN TEACHERS IN HIGHER EDUCATION IN NAGALAND

This section presents the major findings on the status of women teachers in Higher education in Nagaland with regard to the Number of Teachers and positions held by them.

The following were the findings on the status of women teachers in higher education in Nagaland:

1. The study found that in each of the years provided (2019-20 to 2022-23), female teachers in **general colleges** had consistently exceeded the male teacher with a notable increase over time. This data also highlighted a growing trend of female representation in teaching positions, indicating that women were increasingly entering and securing positions in the teaching profession.
2. The study also found that the number of female teachers in **professional colleges** had consistently been higher than that of the male teachers in all the years

presented, except for the academic year 2021-22, where male teachers exceeded female teachers in number. Notably, it was also observed that the number of female teachers had declined over the years, while there had been an increase in the number of male teachers, with the exception of a decline in the academic year 2022-23. This trend highlights the significant participation of women in higher education and reflects a growing positive attitude among women towards their educational and professional pursuits.

3. The study showed that in all the given five consecutive years (2019-20 to 2023-24), the number of male teachers recruited under **Nagaland University** had consistently exceeded that of the female teachers, surpassing them each year. It was also found that there was little increase in the number of female teachers during this period. This trend suggests that while female participation in academia is growing, male teachers continue to dominate the teaching position at Nagaland University, indicating a persistent gender disparity in the faculty position, with male teachers consistently outnumbering female teachers.
4. Regarding the position of Principals held by teachers in **general colleges**, the study found that 65.52% were male and 34.48% were female. Similarly, with regard to the Positions of Vice- Principals, it was also found that 56.41% were male and 43.59% were female.

On a similar note, the result regarding the position of Principals held by teachers in **professional colleges** revealed that 71.43% were male and 28.57% were female. Likewise, with regard to the position of Vice- principal, it was found that 62.5% were male and 37.5% were female.

5. The findings regarding the position of Head of Department (HOD) held by teachers at **Nagaland University** showed that 65.85% were male and 34.15% were female. Additionally, with regard to the position of Dean of Schools, 88.33% were male and 16.67% were female. This suggests that male teachers occupy a greater proportion of the HoD and Dean positions compared to female teachers, implying that male teachers were more represented in these leadership roles.

OBJECTIVE 3: FINDINGS RELATING TO PROBLEMS FACED BY WOMEN TEACHERS AND WOMEN STUDENTS OF GENERAL COLLEGES

This section presents the major findings on the problems faced by women teachers and women students of general college in relation to infrastructure, finance, administration and academic which are presented as follows:

A) Findings on problems relating to Infrastructure

The following were the various infrastructural problems faced by the women teachers and women students of general colleges:

1. **Physical facilities:** With regard to the availability of various infrastructural facilities, majority of the teachers of general colleges (80.47%) mentioned that their college had a seminar/ conference hall, auditorium Hall (87.44%), safe drinking water facility (89.3%) and canteen (81.86%).

Similarly, majority of the students (67.67%) mentioned that their college had a playground, basketball court (51.67%), volley ball court (50%), badminton court (49.83%), auditorium hall (84.83%), separate ladies' common room (61.17%), safe drinking water facility (83.5%) and canteen (87.5%).

2. The study also however showed that 33.02% of the teachers of general colleges were not satisfied with the infrastructural facilities due to reasons such as:

- Lack of basic amenities and proper infrastructural facilities (6.71%)
- Insufficient and inadequate classroom facilities (3.73%)
- Lack of separate and adequate toilet facilities for women (4.66%)

Similarly, it was found that 20.33% of the students were not satisfied with the infrastructural facilities due to reasons like:

- Poor infrastructural facilities (5.05%)
- Insufficient and improper toilet facilities (3.84%)
- Poor sanitation and shortage of water in the toilet (3.7%)
- Insufficient and congested classroom (1.17%)
- Poor maintenance of college building (1.17%)

3. **Library facilities:** With regard to library facilities 100% of the teachers and students of general colleges revealed that their college had its own library. However, it was found that 36.28% of the teachers and 30.17% of the students were not satisfied with the library facilities.

4. The study also showed that 38.61% of the teachers faced problem with regard to library facilities such as:

- Poor cataloguing of books (14.41%)
- Lack of latest edition books (35.81%)
- Lack of photo copying machine (19.17%)
- Lack of proper reading rooms (16.74%)
- Insufficient tables and chairs (11.16%)
- Lack of internet connection (19.53%)
- Lack of computer facilities for the teachers (25.12%)
- Lack of sufficient books in the library (8.43%)

Similarly, it was found that 37.50% of the students faced problems with regard to library facilities such as:

- Lack of latest edition books (29.33%)
- Poor cataloguing of books (8.5%)
- Lack of proper tables and chairs (4.67%)
- Inconvenient library timing 7.67%)
- Lack of books related to the prescribed syllabus with very less information in the library (28.17%)

5. **Teacher's staff room:** Majority of the teachers (59.53%) had mentioned that their college had a locker of each teacher, internet connection (61.40%), magazines/ journal (52.09%) and separate ladies' toilet (52.56%) in teacher's staff room. However, 37.21% of the teachers were not satisfied with the facilities provided due to reasons like:

- Lack of space (7.45%)
- Poor sanitation and lack of separate ladies' toilet facilities (5.12%)
- Lack of proper facilities (3.72%)
- Lack of separate locker/ cabin for teachers (2.33%)

6. **Classroom facilities:** The study showed that 45.58% of teachers faced problems with regard to classroom facilities such as the following:

- Lack of proper classroom (18.60%)
- Small and congested classroom (17.21%)
- Lack of adequate teaching materials (17.67%)
- Lack of ICT facilities in the classroom (28.84%)
- Disruption of classes from outside noises (25.12%)

- Poor maintenance of classrooms (8.8%)

Similarly, 30.17% of the students revealed that they faced problems with regard to classroom such as:

- Small and congested classroom (10%)
- Insufficient desk and benches (5.67%)
- Lack of ICT facilities in the classroom (9.17%)
- Lack of adequate learning environment (4.17%)
- Lack of proper lighting and ventilation (4.5%)
- Disturbances of classes from the outside noises (11%)

7. **Laboratory:** With regard to laboratory facilities, 100% of the teachers and students from science stream revealed that their college had a laboratory. However, majority of the teachers (66.67%) revealed that there was lack of sufficient apparatus for experimentation in the laboratory. Besides, 40% of the students revealed that there were well equipped laboratory equipment and 35% revealed that there was well equipped apparatus in the laboratory.

8. The study further revealed that 66.67% of the science teachers faced problems with regard to laboratory facilities such as:

- Lack of sufficient apparatus/ equipment (50%)
- Lack of computer and internet connectivity (25%)
- Lack of proper laboratory room (8.33%)

Similarly, 22.5% of the science students revealed that they faced problems related to laboratory facilities such as:

- Insufficient tables and chairs (7.5%)
- Lack of internet connectivity (7.5%)
- Irregularity of power supply (10%)
- Small and congested laboratory room (5%)
- Poor maintenance of laboratory room (2.5%)
- Lack of computer facilities for the students (7.5%)
- Lack of sufficient apparatus and equipment for experimentation (12.5%)

9. **Transportation:** Regarding transport facilities, majority of the students of general colleges (76.67%) revealed that their institution provided for transport facilities and 53.91% availed the transport facilities provided by the college. The study also showed that 48.33% of the students faced problem with regard to transportation such as:

- Inconvenient bus timing (9.83%)
- Buses were not properly maintained (9.83%)
- Overcrowded due to limited buses (36.5%)
- High bus fare (7%)
- Lack of transport facilities (4.78%)

10. **Quarter facilities:** In relation to quarter facilities, 42.79% of the teachers of general colleges revealed that the college provided quarter facilities for women teacher. The study further revealed that 35% of the teachers (availing quarters) faced problems with regard to quarter facilities such as:

- Poor maintenance of quarters (20%)
- Lack of proper infrastructure (15%)
- Inadequate water supply (10%)
- Inadequate power supply (5%)

11. **Hostel facilities:** With regard to hostel facilities, majority of the students (58.17%) revealed that their college provides hostel facilities for women student. The study further showed that 40.61% of the students (availing hostel) were not satisfied with the hostel facilities due to reasons like:

- Poor quality of food (13.35%)
- Rooms were too congested (12.12%)
- Poor administration of the hostel (7.88%)
- Inadequate power supply (22.42%)
- Lack of proper sanitation (10.9%)
- Inadequate water supply (27.88%)
- Lack of safe drinking water (26.06%)
- Poor maintenance of hostel building (15.76%)
- Lack of proper tables, chairs, beds and almirah (7.27%)
- Limited number of hostel seat (5.07%)

B) Findings on problems relating to Finance

The following were the various problems faced by women teachers and women students of general colleges with regard to finance:

1. Findings from the teachers of general colleges showed that 84.19% of the teachers received their salary on time, however, 37.21% felt that they were not paid

according to their workload. Additionally, 40.47% of the teachers revealed that they were not satisfied with their salary.

2. With regard to benefits and allowance, majority of the teachers (60.93%) indicated that they do not receive of medical allowance, special allowance (84.65%) and travel allowance (83.72%).
3. The study further showed that 27.91% of the teachers faced problems with regard to finance due to reasons like:
 - Low paid salary (3.72%)
 - Increase in market price (4.19%)
 - Insufficient salary to run the family and to meet the expenses (9.32%).
4. The study found that 6.98% of the teacher engaged in part- time job besides teaching to support their family.

Similarly, it was found that 13% of the students work part- time to meet their educational needs.

5. Findings from the students revealed that majority of the students (86.17%) were satisfied with the fee structure of the institution, however, it was not so for 12% of the students due to reasons like high fee structure, lack of transparency and inconvenient and miscellaneous charges.
6. Majority of the students (93.34%) revealed that they were not aware of any scholarship schemes for women students.
7. From the study, 85.63% of students (receiving scholarship) revealed that their scholarship was not sufficient to meet their educational needs. The study also showed that 12% of the students faced problem in availing scholarship such as applied for scholarship but never received, requires too many paper works, and limited days to apply for the scholarship.
8. The study further revealed that 47% of the students faced financial problem in accessing higher education due to reasons such as:
 - Difficulty in paying tuition fee (10.51%)
 - Economic constrain of the family (34%)
 - Delay in disbursement of scholarship (7.5%)

C) Findings on problems relating to Administration

The following were the various problems faced by women teachers and women students of general colleges with regard to administration:

1. The study showed that majority of the teachers (72.56%) and students (84.5%) were satisfied with the administration of their college, however, it was not so for 22.79% of the teachers and 13.67% of the students.
2. Majority of the teacher (73.49%) stated that there was enough administrative staff for carrying out the administrative work, however, 23.72% indicated the lack of administrative staff.
3. With regard to the teacher's recruitment, the study showed that majority of the teachers (81.86%) were satisfied with the recruitment system, however, it was not so for 15.81% of the teacher.
4. All the teachers of general colleges (100%) revealed that there was provision for leave facilities. Besides, it was found that majority of the teachers (86.98%) were satisfied with the leave facilities provided to them, however, this was not so for 10.23% of the teachers
5. Majority of the teachers (98.60%) and students (97.50%) revealed that they did not faced any ill treatment from the administrative staff, however, 1.4% of the teachers and 2.5% of the students reported that they faced ill – treatment.
6. With regard to promotion, 50.23% of the teacher revealed that the institution provide opportunity for promotion, however, it was not so for 40.47% of the teachers. Besides, 11.16% of the teachers revealed that they faced problem with regard to their promotion such as:
 - Lack of equal opportunities (1.86%)
 - Existence of favoritism (4.65%)
7. Majority of the teachers (66.98%) and 41.17% of the students revealed that their college had a women cell, however, however, 23.26% of teachers and 48.5% of students indicates the lack of a women cell.
8. Majority of the teacher (90.23%) revealed that they did not faced problem with regard to the administration of the institution, however, 6.51% revealed that they faced problem.

Likewise, majority of the students (86.67%) revealed that they did not faced problem with the administration of the institution, however, 12% revealed that they faced problems such as:

- Slow administrative system (5.33%)
- Irregularity of administrative staff (3.5%)
- Students' grievances not attended on time (7.83%)
- Administrative staffs were not friendly and approachable (3.5%)

D) Findings on problems relating to Academic

The following were the various problems faced by women teachers and women students of general colleges with regard to academic.

1. **Teaching methods:** With regard to the type of teaching methods used in the classroom, the study showed that 98.6% of the teacher used lecture method, 60.93% used project method, 44.65% used demonstration method, 87.91% used discussion method and 46.05% indicated that notes were dictated.

Likewise, 93.83% of the students indicated that the teachers used lecture method, 12% used demonstration method, 46.5% used dictation method and 29.83% used project method.

2. Majority of the student (90.5%) revealed that they were satisfied with the teaching methods followed by the teacher, however, this was not so for 8.17% of the students. Besides, 13.83% of the students revealed that they faced problem with teachers lecture in the classroom such as:

- Dull and monotonous lecture of teachers (2.33%)
- Difficulty in understanding what is being taught (9%)

3. With regard to workload, the study showed that 8.84% of the teachers found the workload to be heavy, while 86.51% revealed that it was moderate and 4.65% of the teachers indicated that their workload was light.
4. Majority of the teachers (96.74%) revealed that they were satisfied with their profession, however, it was not so for 1.86% of the teachers, stating that they get less time in family related matter.
5. **Curriculum:** The study showed that 31.16% of the teachers were not satisfied with the present curriculum due to reasons like:

- Course was too vast (10.7%)
- It was outdated (20.93%)
- It was too theoretical (16.28%)
- It did not cater to the needs of the students (13.95%)
- It did not cater to the needs of the society (6.98%)
- It did not cater to national needs (22.39%)

Similarly, it was found that 14.33% of the students were not satisfied with the present curriculum due to the following reasons:

- Course was too vast (4%)

- It was outdated (1.5%)
- It was too theoretical (2%)
- It did not cater to the needs of the students (3.5%)
- It did not prepare students on future career (3.17%)

6. **Examination and evaluation:** The study showed that 10.23% of the teachers were not satisfied with the examination and evaluation system due to reasons like:

- It lacks practicality and not relevant to real life (1.4%)
- Too much emphasis was given on quantity rather than quality (1.4%)

Similarly, it was found that 13.83% of the students were not satisfied with the examination and evaluation due to reasons like:

- Defective examination system (2.33%)
- Results were not declared on time (4.83%)
- Not satisfied with the marking system (7.88%)

7. **Co- curricular activities:** All the teachers of general colleges (100%) revealed that their college organize co- curricular activities and 85.12% of the teachers take up responsibility in organizing co- curricular activities such as literary and cultural program (16.74%), sports (12.1%), convener in different clubs (6.98%), inter-departmental activity (3.26%), NCC/ NSS (3.26%), seminar (3.26%), research committee (2.32%), career guidance and counseling (2.32%), and women development cell (0.93%).

Likewise, 100% of the students revealed that their college organized co-curricular activities and the type of activities organized were football (63.5%), basketball (48.83%), volleyball (67.5%), cricket (15%), badminton (58.17%), table tennis (46.83%), literary program (68.83%), cultural program (77.33%) and seminar (79.33%). However, majority of the students (50.5%) revealed that they did not participate in the co- curricular activities due to reasons like:

- Not interested to participate (29.5%)
- Activities were boring (2.67%)
- Felt shy to participate (8.33%)
- Did not get chance to participate (3.5%)

8. **Faculty development program:** Majority of the teachers (74.88%) revealed that the institution provides them opportunity for attending faculty development program, however, this was not so for 20.47% of the teachers. Besides, 49.30% of the teachers stated that they had attended orientation program, refresher course (36.74%), faculty development program (46.51%) and short-term course (19.53%).

OBJECTIVE 4: FINDINGS RELATING TO PROBLEMS FACED BY WOMEN TEACHERS AND WOMEN STUDENTS OF PROFESSIONAL COLLEGES

This section presents the major finding on the problems faced by women teachers and women students of professional college and is further categorized into four sections such as infrastructure, finance, administration and academic which is presented as follows:

A. Findings on problems relating to Infrastructure

The following were the various problems faced by women teachers and women students of professional colleges with regard to infrastructure.

1. **Physical facilities:** With regard to availability of various infrastructural facilities, majority of the teachers of professional college (79.49%) mention that their college had a seminar/ conference hall, auditorium hall (82.05%), safe drinking water facility (79.48%), canteen (58.97%).

Similarly, majority (76.77%) of the student mentioned that their college had an auditorium hall, safe drinking water facility (68.18%) and canteen facility (52.02%).

2. The study further showed that 38.46% of the teachers were not satisfied with the infrastructural facilities due to reasons like:
 - Lack of adequate and proper facilities (7.68%)
 - Inadequate and insufficient toilet facilities (5.12%)
 - Insufficient books in the library (7.69%)
3. Similarly, it was found that 41.41% of the students were not satisfied with the infrastructural facilities due to reasons like:
 - Lack of proper infrastructural facilities (15.66%)
 - Insufficient and improper toilet facilities (4.5%)
 - Poor sanitation and shortage of water in the toilets (3.53%)
 - Small and congested college premise (5.55%)
4. **Library facilities:** All the teachers and students of professional colleges (100%) revealed that their college has its own library. However, it was found that 43.59% of the teachers and 43.94% of the students were not satisfied with the library facilities.
5. The study also revealed that 46.15% of the teacher faced problems with regard to library facilities such as:

- Poor cataloguing of books (7.69%)
- Lack of latest edition books (46.15%)
- Lack of photo copying machine (23.08%)
- Poor maintenance of library (17.95%)
- Lack of proper reading rooms (23.08%)
- Insufficient tables and chairs (12.82%)
- Lack of computer facilities for teachers (25.64%)
- Lack of internet connection (7.69%)
- Inconvenient library timing (7.69%)

Likewise, 54.44% of the students revealed that they faced problems with regard to library facilities such as:

- Lack of latest edition book (25.5%)
- Poor cataloguing of books (13.13%)
- Lack of sufficient and proper tables and chairs (15.15%)
- Inconvenient library timing (14.65%)
- Poor maintenance of library (14.14%)
- Lack of proper and competent library staff (12.63%)
- Lack of books related to prescribed syllabus (29.8%)
- Small and congested library room (5.05%)

6. **Teachers' staff room:** Majority of the women teachers of professional colleges (58.97%) indicates that their college has internet connectivity and separate ladies' toilet (53.85%). However, it was found that 35.9% of the teachers were not satisfied with the staffroom facilities provided by the college due to lack of the adequate facilities.

7. **Classroom:** The study showed that 48.72% of the teacher faced problems with regard to classroom facilities such as:

- Lack of proper classroom (15.38%)
- Small and congested classroom (33.33%)
- Lack of adequate teaching materials (28.21%)
- Lack of ICT facilities in the classroom (35.90%)
- Disruptions from outside noises (20.51%)

Likewise, 48.48% of the students revealed that they faced problems with classroom facilities such as:

- Small and congested classroom (23.23%)

- Lack of sufficient desk and benches (7.07%)
- Lack of ICT facilities in the classroom (17.17%)
- Lack of adequate learning environment (11.62%)
- Lack of proper lighting and ventilation (9.09%)
- Disturbances of classes from outside noises (30.03%)

8. **Laboratory facilities:** Majority of the teachers of professional colleges (57.89%) revealed that there was lack of sufficient apparatus for experimentation in the laboratory. Besides, 22.72% revealed that they faced problem with regard to laboratory facilities with 4.55% stating that there was only one science lab and the other laboratories were not yet in place.

In the case of students, 35.29% of students revealed that they faced problem with regard to laboratory facilities such as small as congested laboratory room (5.88%).

9. **Transport facilities:** With regard to transport facilities, 32.83% of the students revealed that their college provides for transport facilities. The study also showed that 20.17% of the students faced problems with regard to transportation such as:

- Buses were not properly maintained (2.02%)
- Overcrowded due to limited bus (5.05%)
- Lack of transport facility (5.56%)

10. **Quarter facilities:** Regarding quarter facilities, 46.15% of the women teachers of professional colleges revealed that their college provides quarter facilities for women teachers. The study also showed that 50% of the teachers (availing quarter facilities) faced problems with regard to quarter facilities such as:

- Poor maintenance of quarters (25%)
- Inadequate water supply (50%)
- Inadequate power supply (25%)
- Less and limited quarters (25%)

11. **Hostel facilities:** In relation to hostel facilities, 35.86% of the students revealed that their college provided hostel facilities. The study also revealed that 75% of the students (availing hostel facilities) were not satisfied with the hostel facilities due to reasons like:

- Poor quality of food (75%)
- Rooms were too congested (16.67%)
- Poor administration of hostel (41.67%)

- Inadequate power supply (25%)
- Lack of proper sanitation (50%)
- Inadequate water supply (58.33%)
- Lack of safe drinking water (41.67%)
- Poor maintenance of the hostel buildings (66.67%)
- Lack of proper tables, chairs, bed and almirah (33.33%)

B) Findings on problems relating to Finance

The following were the various problems faced by women teachers and women students of professional colleges with regard to finance:

1. All the teachers of professional colleges (100%) revealed that they received their salary on time. However, 25.64% of the teachers felt that they were not paid according to their workload.
2. Majority of the professional college teachers (64.10%) revealed that they were satisfied with their salary, however, it was not so for 28.21% of the teachers.
3. With regard to benefits and allowance, majority of the teachers (71.79%) revealed that they do not get medical allowance, special allowance (82.05%) and travel allowance (79.49%).
4. The study further revealed that 25.64% of the teachers faced problems with regard to finance due to reasons like their salary were not sufficient to meet daily expenses (7.69%).
5. The study further showed that 17.95% of the teachers work part- time to support their family.

In the case of students, 16.16% revealed that they work part- time to meet their educational needs, however, this was not so for 83.84% of the students.

6. The study showed that 46.97% of the students were not satisfied with the fee structure of their college due to reason like:
 - High and expensive fee (19.44%)
 - Abrupt/ unnecessary increases in fees (1.39%)
7. Majority of the students (94.95%) revealed that they were not aware of any scholarship schemes for women students.
8. From the study, 91.26% of the students (receiving scholarship) revealed that their scholarship was not sufficient to meet their educational needs. Besides, 20.71% of the students reported facing problems while availing scholarship such as:

- Applied but did not received (1.5%)
 - Lot of procedure to be followed (1.02%)
9. The study showed that 53.03% of the professional college students faced problem in accessing higher education such as:
- Difficulty in paying tuition fee (22.73%)
 - Economic constrain of the family (41.92%)
 - Delay in disbursement of scholarship (5.05%)

C) Findings on problems relation to Administration

The following were the various problems faced by women teachers and women students of professional colleges with regard to administration.

1. Majority of the teachers (76.92%) and students (67.68%) revealed that they were satisfied with the administration of the institution, however, it was not so for 23.08% of the teachers and 30.81% of the students.
2. 76.92% of the teacher revealed that there were enough administrative staff to carry out administrative work, however, 23.08% indicated the lack of administrative staff.
3. 48.72% of the teachers and 12.63% of the student revealed that their college had a women cell, however, 46.15% of teachers and 83.84% of student indicates the lack of women cell.
4. With regard to recruitment, it was found that majority of the teachers (92.31%) were satisfied with the recruitment system however, it was not so for 7.69% of the teachers.
5. All the teachers of professional colleges (100%) and 99.49% of the students revealed that they did not faced ill- treatment from the administrative staff,
6. With regard to promotion, 46.15% of the teacher revealed that the institution provided them opportunities for promotion, however, this was not so for 46.15% of the teachers. Additionally, 15.38% of the teachers revealed that they faced problems with regard to promotion such as:
 - Lack of equal opportunities (15.38%)
 - Existence of favoritism (5.12%)
 - Delayed tactics taken by the government with regard to promotion (2.56%).
7. The study further revealed that 7.69% of the teachers faced problem with the administration of the institution.

Similarly, 23.74% of the students revealed that they faced problems with regard to administration such as:

- Slow administrative system (13.64%)
- Irregularity of administrative staffs (4.04%)
- Students' grievances were not attended on time (13.64%)
- Administrative staffs were not friendly and approachable (2.53%)

D) Findings on problems relating to Academic

The following were the various problems faced by women teachers and women students of professional colleges with regard to academic:

1. **Methods of teaching:** With regard to teaching methods, the study showed that 87.18% of the teacher used lecture method, 51.28% used project method, 41.03% used demonstration method, 92.31% used discussion method, 20.51% used dictation method and 74.36% used group activity method.

Similarly, 92.93% of the students revealed that the teacher used lecture method, 28.79% used demonstration method, 28.79% used dictation method and 50% used project method in the classroom. In addition, other teaching methods used in the classroom include group activity method (67.17%), constructivist method (3.53%), ICT method (1.01).

2. Majority of the students (85.86%) revealed that they were satisfied with the teaching methods adopted by the teacher, however, this was not so for 12.12% of the students. Besides, 18.18% of the students stated that they faced problem with teachers' lecture in the classroom such as:
 - Dull and monotonous lecture of teachers (7.58%)
 - Difficulty in understanding what is being taught (12.12%)
 - Students' needs and doubts are not attended on time (1.52%)
 - Teachers' voice was not audible due to crowded classroom and makes it difficult to concentrate (1.52%)
3. With regard to workload, it was found that 17.95% of the teachers' workload was heavy, 76.92% revealed that it was moderate and 5.13% of the teachers' indicated that their workload was light.
4. It was found out that (100%) of the professional college teachers were satisfied with their profession.

5. **Curriculum:** The study showed that 28.21% of the of teachers were not satisfied with the existing curriculum due to reasons like:

- The course was too vast (7.69%)
- It was outdated (10.26%)
- It was too theoretical (12.82%)
- It does not cater to the needs of the students (5.13%)
- It does not cater to the needs of the society (5.13%)
- It does not cater to national needs (5.13%)
- It lacks consistency in content across the course (2.56%)

Similarly, 35.35% of the students revealed that they were not satisfied with the existing curriculum due to reasons like:

- Course was too vast (23.74%)
- It was outdated (8.08%)
- It was too theoretical (14.14%)
- It did not cater to the needs of the students (4.5%)
- It did not prepare students on future career (2.02%)

6. The study showed that 76% of the B.Ed. teachers faced problems in arranging schools for practice teaching due to lack of co-operation from the school authority as it distracts their already structured routine (32%).

7. **Internship:** The study showed that 22.22% of the women teachers of professional colleges faced problems in supervising the students during internship such as:

- Face problem with transportation as they had to go from one school to another every other day (7.41%)
- Face problem due to distance in case of internship in rural areas (3.70%)
- Collide with other classes (3.70%).

In the case of students, 54.55% of the students revealed that they go for internship. However, 12.04% revealed that they did not receive proper guidance from supervisor. Besides, 8.33% of the students revealed that they faced problems with regard to internship such as lack of co-operation from the institution (5.56%)

8. **Moot court:** All the teacher and students of law colleges (100%) revealed that moot court was included in the syllabus and 87.50% of the teachers and 69.45% of the students revealed that that their institution organized moot court competitions. Besides, 42.86% of the students revealed that they had participated in moot court competition.

9. **Examination and evaluation:** The study showed that 15.38% of the professional college teachers were not satisfied with the examination and evaluation due to reasons like:

- Too much emphasis was given on written exam score rather than practical aspects (2.56%)
- Evaluation was too theoretical (2.56%)
- Distribution of internal and external marks was not fair (2.56%)

In the case of students, it was found that 25.25% of the students were not satisfied with the examination and evaluation system due to the reasons like:

- Defect in the examination system (6.06%)
- Examinations were not properly conducted (3.03%)
- Results were not declared on time (9.09%)
- Not satisfied with the marking system (15.15%)

10. **Co- curricular activities:** All the teachers of professional colleges (100%) revealed that their college organized co- curricular activities and 87.18% take up responsibility in organizing co- curricular activities such as sports (20.51%), literary and cultural program (15.38%), orientation (10.27%), in charge in different clubs (7.69%), workshop (5.12%) rural camp (2.56%), training and skill (2.56%)

Similarly, 100% of the students revealed that the college organized co- curricular activities. However, 32.83% of the students revealed that they did not participate in the co- curricular activities due to reasons like:

- Not interested to participate (15.15%)
- Activities were boring (1.52%)
- Did not get chance to participate (5.56%)
- Felt shy to participate (5.56%)

11. **Faculty development program:** Majority of the professional college teachers (69.23%) revealed that the institution provided them opportunity for attending faculty development program, however, this was not so for 23.08% of the teachers. Besides, 46.15% of the teachers revealed that they had attended orientation program, refresher course (35.90%), faculty development program (56.41%) and short-term course (28.21%).

OBJECTIVE 5: FINDINGS RELATING TO PROBLEMS FACED BY WOMEN TEACHERS, WOMEN SCHOLARS AND WOMEN STUDENTS OF NAGALAND UNIVERSITY

This section presents the major findings on the problems faced by women teachers, women scholars and women students of Nagaland University and is further categorized into four sections such as infrastructure, finance, administration and academic which is presented as follows;

A) Findings on problems relating to Infrastructure

The following were the various problems faced by women teachers, women scholars and women students of Nagaland University with regard to infrastructure.

1. **Physical facilities:** With regard to availability of infrastructural facilities, majority of the teachers of Nagaland University (73.91%) stated that their institution had a ladies' common room, seminar conference hall (63.04%), safe drinking water facility (89.13%), canteen (93.48%) and guest house (100%). In addition, other infrastructural facilities mention by the teacher includes indoor and outdoor stadiums (4.35%), health centre (2.17%), and multipurpose building (2.17%), ICT Lab (2.17%).

Similarly, majority of the scholars (74%) mentioned that their institution had a playground, basketball court (76%), volleyball court (62%), auditorium hall (66%), seminar hall (72%), and all the women scholar (100%) stated that they had canteen.

Likewise, majority of the students mentioned that their institution had a playground (69.15%), basketball court (60.86%), volleyball court (53.14%), auditorium hall (55.43%), safe drinking water facility (58.29%) and canteen (76.86%).

2. The study further showed that majority of the teachers (65.62%) were not satisfied with the infrastructural facilities of the university due to reasons like:
 - Lack of adequate and proper infrastructural facilities (28.25%)
 - Lack of space in conference hall, lecture hall, faculty room, ICT lab and auditorium hall (6.52%)
 - Lack of auditorium hall and conference hall (8.69%)
 - Lack of proper guest house (6.52%)
 - Inadequate canteen facilities (6.52%)

- Lack of basic amenities like internet and Wi-fi connection (4.35%)
- Lack of proper basic facilities for a scientific campus (2.17%)
- Insufficient toilets and waste bins (2.17%)
- Lack of security in the building, hence, preventing from longer period of stay in the department. (2.17%)

Similarly, majority of the scholars (74%) were not satisfied with the infrastructural facilities of the university due to reasons such as:

- Lack of adequate and proper facilities (18%)
- Lack of proper and separate room for scholars (10%)
- Poor sanitation and poor toilet facilities (8%)
- Lack of Wi-fi- connectivity (6%)
- Shortage of water supply (12%)
- Poor laboratory facilities and equipment for research and analysis (20%)

In the case of students, 55.71% revealed that they were not satisfied with the infrastructural facilities of the university due to the following reasons:

- Lack of proper infrastructural facilities (18.86%)
- Poor maintenance of academic building (5.71%)
- Poor sanitation and inadequate toilet facility (3.72%)
- Lack of adequate and proper laboratory equipment (2.57%)
- Shortage of water on the toilet (2.86%)

3. **Library facilities:** The study showed that majority of the teachers (67.39%), 34% of the scholars and 50.86% of the students were satisfied with the library facilities of the institution, however, it was not so for 32.61% of the teachers, 66% of the women scholars and 46.86% of the students.
4. The study further showed that 43.48% of the teachers faced problem with the library facilities of the university such as:
 - Poor cataloguing of books (17.39%)
 - Lack of latest edition books (23.91%)
 - Lack of photo copying machine (15.22%)
 - Poor maintenance of library (4.35%)
 - Lack of books related to prescribed curriculum (10.87%)
 - Poor internet facility and e- journals cannot be accessed (4.35%)
 - The indented books were not procured on time despite of submitting it regularly (2.17%)

Likewise, majority of the scholars (80%) revealed that they faced problems with library facilities of the university which includes:

- Poor cataloguing of books (14%)
- Lack of latest edition books (50%)
- Lack of proper reading rooms (22%)
- Lack of photocopying machine (36%)
- Lack of internet/ Wi-fi connection (60%)
- Inconvenient library timing (32%)
- The journal and survey books available in the library were outdated (38%)
- Poor maintenance of library (12%)
- Lack of computer facilities for students (54%)
- Lack of sufficient materials related to research topics (60%)
- Lack of latest and related theses in the library and department (4%)

In the case of students, 55.72% revealed that they faced problems with regard to library facilities such as:

- Lack of latest edition books (37.14%)
- The available journals were outdated (18%)
- Poor cataloguing of books (12.86%)
- Lack of proper tables and chairs (16.86%)
- The library was not properly maintained (14.86%)
- Inconvenient library timing (14.86%)
- Lack of books related to prescribed syllabus (36.57%)
- Lack of proper and competent library staff (8.29%)

5. **Teacher's room:** Majority of the university teachers (86.96%) revealed that they were provided with a single room facility. However, 13.04% of the teachers revealed that they were not provided with single room facilities. Besides, 10.87% revealed that there was lack of proper table, chairs and lockers for teachers and 23.91% revealed that teacher's rooms were not well equipped and properly maintained.

6. **Classroom facilities:** The study showed that 36.96% of the teachers faced problems with the classroom facilities such as:

- Lack of ICT facilities in the classroom (8.7%)
- Lack of proper teaching materials (8.7%)
- Disturbances of classes from outside noises (13.04%)

- Lack of classroom when there was a choice based/optional paper (2.17%)
- Irregularity of power supply (4.35%)

Similarly, 56% of the scholars revealed that they faced problems with regard to classroom facilities which are as follows:

- Lack of separate classroom for scholars (28%)
- Small and congested classroom (32%)
- Lack of ICT facilities in the classroom (34%)
- Classes were disturbed due to outside noises (2%)

In the case of students, 48.57% revealed that they faced problems with regard to classroom facilities such as:

- The size of the classrooms was small (24.29%)
- The desk and benches were not sufficient (12.29%)
- Lack of ICT facilities in the classroom (22.57%)
- Inadequate learning environment (9.14%)
- Classrooms were not properly lighted and ventilated (16.29%)
- Classes were disturbed from outside noises (18.86%)

7. **Laboratory facilities:** With regard to laboratory facilities, 50% of the teacher, 76% of the scholar and 76.29% of the students revealed that their departments had a laboratory. However, majority of the teacher (69.57%) revealed that there was lack of sufficient apparatus/ equipment for experimentation in the laboratory.

8. The study further revealed that 65.22% of the teachers faced problems with regard to laboratory facilities such as:

- Shortage of water supply (21.74%)
- Irregular power supply and lack of power back up (13.04%)
- Lack of proper and practical equipment and maps (13.04%)
- Lack of lab assistant and technician (8.69%)
- Funds were not adequately available for setting up well equipped laboratory and buy laboratory equipment (8.69%)
- Lack of physical space (4.35%)
- There were no means for maintaining the existing facilities (4.35%)
- Lack of psychological laboratory in the department (4.35%)
- Inadequate room for department laboratory (4.35%)
- Basic internet connectivity and software updates (4.35%)
- Poor maintenance of laboratory (4.35%)

Similarly, majority of the scholars (94.74%) revealed that they faced problems with the laboratory facilities such as:

- Insufficient tables and chairs (34.21%)
- Lack of internet connection (65.79%)
- Irregularity of power supply (52.63%)
- Small and congested laboratory room (55.26%)
- Poor maintenance of laboratory room (39.47%)
- Lack of computer facilities for students (50%)
- Lack of sufficient apparatus/ equipment for experimentation (73.68%)
- Irregular and insufficient water supply (7.89%)

In the case of students, 58.43% revealed that they faced problems with regard to laboratory facilities such as:

- The laboratory room was small and congested (42.32%)
- Irregularity of power supply (28.46%)
- Lack of sufficient table and chairs in the laboratory (33.33%)
- The laboratory room was not properly maintained (29.21%)
- Lack of computer and internet connection (31.83%)
- Lack of sufficient apparatus and equipment for experimentation (42.69%)

9. **Transport facilities:** With regard to transport facilities, 86% of the scholars and 82.29% of the students revealed that the university provided transport facilities.

10. The study further revealed that 58% of the scholars faced problem with regard to transportation such as:

- Inconvenient bus timing (30%)
- Buses were not properly maintained (10%)
- Overcrowded due to limited bus (44%)
- High bus fare (20%)
- The timing of bus was inconvenient for scholars as most of the time, the scholars were compelled to stop their on-going laboratory works due to the specific bus timing (4%)
- Face problem due to insufficient local transportation (8%)

Similarly, 52.86% of the students revealed that they faced problems with transportation which included:

- Inconvenient bus timing (18%)
- Buses were not properly maintained (7.42%)

- Overcrowded due to limited bus (40.28%)
- The bus fares were high (4.86%)

11. **Quarter facilities:** All the teachers (100%) revealed that the university provided quarter facilities for women teachers. The study also showed that 50% of the teachers (availing quarter) faced problems with the quarter facilities such as:

- Poor maintenance of quarters (50%)
- Inadequate water supply (16.67%)
- Inadequate power supply (25%)
- Lack of proper infrastructure (33.33%)
- The existing quarters were poorly constructed (8.33%)
- Constant power failure and poor internet facility (8.33%)
- Basic furniture was not provided (8.33%)

Additionally, 2.17% teachers of Nagaland University pointed out the issue of insufficient quarters, further suggesting the need for providing more quarters.

12. **Hostel facilities:** All the scholars (100%) and students (100%) revealed that the university provided hostel facilities for women students.

13. The study also showed that majority of the scholars (93.75%) (availing hostel) faced problems with regard to hostel facilities such as:

- Small and congested (28.13%)
- Limited number of seats (50%)
- Poor quality of food (25%)
- Lack of safe drinking water facility (81.25%)
- Inadequate water supply (93.75%)
- Inadequate power supply (56.25%)
- Poor maintenance of hostel buildings (65.63%)
- Lack of proper table, chair, bed, almirah (40.63%)
- Lack of provision for family hostel (6%)
- Lack of sufficient single rooms for scholars (9.13%)

Similarly, majority of the students (87.42%) revealed that they faced problems with regard to hostel facilities such as:

- The quality of food was poor (24.91%)
- The rooms were too congested (25.27%)
- Poor administration of hostel (22.06%)

- Inadequate power supply (48.4%)
- Lack of proper sanitation (40.21%)
- Inadequate water supply (71.53%)
- Lack of safe drinking water facility (64.41%)
- Poor maintenance of hostel buildings (42.7%)
- Lack of proper tables, chairs, bed and almirah (25.98%)

B) Findings on problems relating to Finance

The following were the various problems faced by women teachers, women scholars and women students of Nagaland University with regard to finance.

1. Findings from the teachers showed that 86.96% were satisfied with their salary, however, it was not so for 8.7% of the teachers.
2. The study also showed that 26.09% of the teachers faced financial problems with the functioning of the department such as:
 - Insufficient funds for teaching and purchase of laboratory requirements such as chemicals and equipment (2.17%)
 - Budget allocation for maintenance and up gradation of the department was not sufficient (2.17%)
 - Lack of fund to run the department activities (2.17%)
 - For any activity, the in-charge has to spent it from their pockets and get it reimbursed (2.17%)
 - The imprest money allocated to department was not sufficient for basic stationery items (2.17%)
3. It was also found out that 17.39% of the teachers faced problems with regard to finance, however, this was not so for 73.33% of the teachers.
4. The study revealed that majority of the scholars (88%) and students (94.57%) were satisfied with the fee structure of the university, however, this was not so for 12% of the scholars and 4.29% of the students.
5. The study also showed that majority of the scholars (80%) and students (81.72%) received scholarship. However, 22.5% of the scholars and 76.22% of the student (receiving scholarship) revealed that their scholarship was not sufficient to meet their educational needs.
6. The study further revealed that 34% of the scholars faced problems while availing scholarship such as:

- Delayed and irregular disbursement of fellowship (22.5%)
- Procedural delay due to university headquarter being located in different districts (10%)
- Processing of application was time consuming (7.5%)
- Lack of proper guidance and information on the process and procedures in availing the fellowship (5%)

Similarly, 10% of the students revealed that they faced problem in availing scholarship such as time constrain and lack of proper information, lengthy and exhaustive paper work, and delay in issue of hostel form.

7. It was also found that majority of the students (96%) were not aware of the scholarship schemes for women students.
8. The study showed that 38% of the scholars faced problems in accessing higher education and the problems were:
 - Faced difficulty in paying tuition fees (6%)
 - Economic constrain of the family (24%)
 - Expensive photo copying materials (20%)

Similarly, 37.71% of the students revealed that they faced problems in accessing higher education such as:

- Difficulty in paying tuition fees (10.86%)
- Economic constrain of the family (26%)
- Delay in disbursement of scholarship (15.71%)

C) Findings on problems relating to Administration

The following were the various problems faced by women teachers, women scholars and women students of Nagaland University with regard to academic.

1. Majority of the teachers (63.04%), 48% of the scholars and 54% of the students revealed that they were satisfied with the administration of the university, however, it was not so for 28.26% of the teachers, 48% of the scholars and 45.14% of the students.
2. Majority of the teacher (60.87%) revealed that there was enough administrative staff to carry out the administrative work, however, 32.61% of the teacher indicated the lack of administrative staff in the department.

3. Majority of the teachers (93.48%), scholars (98%) and students (97.43%) revealed that they did not face any ill- treatment from the administrative staff. However, this was not so for 2.17% of the teachers, 2% of the scholars and 2.57% of the students.
4. The study indicated that majority the teachers (91.3%) were satisfied with the recruitment system, however, this was not so for 4.35% of the teachers.
5. The study showed that 8.70% of the teachers faced problem with regard to promotion such as:
 - The process was very slow and therefore promotion usually come years after the due period (2.17%)
 - Since women had to shoulder the primary responsibility for home and children, it affects the academic output negatively (2.17%)
 - Lack of uniformity among discipline (2.17%)
6. The study further revealed that 17.39% of the teachers faced problem with the administration of the university such as:
 - Lack of efficient staff in the department (2.17%)
 - Procedural delay in file processing (4.35%)
 - Lack of uniformity among discipline (2.17%)

Similarly, majority of the scholars (54%) revealed that they faced problems with regard to administration such as:

- The administrative system was slow (36%)
- The administrative staffs were irregular (24%)
- Students' grievances were not attended on time (42%)
- The administrative staffs were not friendly and approachable (12%)

In the case of students, 47.42% revealed that they faced problems with regard to the administration of the university such as:

- The administrative system is slow (34.86%)
- The administrative staffs were irregular (17.14%)
- Students' grievances were not attended on time (35.14%)
- Administrative staffs were not friendly and approachable (12.29%)

D) Findings on problems relating to Academic

The following were the various problems faced by women teachers, women scholars and women students of Nagaland University with regard to Academic.

1. **Methods of teaching:** With regard to teaching methods, the study showed that 97.83% of the teacher used lecture method, 63.04% used demonstration method,

78.26% used discussion method and 10% used dictation method. In addition, 10.87% revealed that they use ICT method, 6.52% used seminar and presentation method, 2.17% used group work activity, 4.35% used practical, 2.17% used assignments, 2.17% used fieldwork as methods of teaching and technology integration along with discussion cum demonstration (2.17%).

Similarly, 96.86% of the students revealed that the teacher used lecture method, 24% used demonstration method, 36% used dictation method and 50.29% used project method in the class.

2. Majority of the students (74.57%) revealed that they were satisfied with the teaching methods adopted by the teacher, however, it was not so for 24.57% of the students. Besides, 25.71% of the students revealed that they faced problems with teachers' lecture in the classroom such as:
 - Dull and monotonous lecture (12.86%)
 - Difficulty in understanding what was being taught (16%)
 - Students' needs and doubts were not attended (1.43%)
3. With regard to workload, it was found that 10.87% of the university teachers' workload was heavy, 84.78% was moderate and 4.35% of the teachers' workload was light.
4. The data showed that all the women teachers (100%) were satisfied with their profession.
5. **Curriculum:** The study showed that 15.22% of the teachers were not satisfied with the present curriculum due to reasons such as:
 - Important topics were not included in the syllabus for some courses (4.35%)
 - Lacked uniformity in the syllabus contents as some paper had more topics and vice-versa. (2.17%)
 - Need updating as per current needs (2.17%)

Similarly, 14% of the scholars were not satisfied with the curriculum designed for course work due to reasons like

- It did not help in research field (6%)
- It did not cater to the needs of the scholars (6%)
- More of in-depth study, exposure and experience learning was required (2%)

Likewise, 28.29% of the students revealed that they were not satisfied with the present curriculum due to the following reasons:

- The course was too vast (11.14%)

- It was outdated (6.57%)
 - It was too theoretical (15.7%)
 - It was not relevant to societal needs (3.71%)
 - It did not prepare students for future career (6.29%)
6. Majority of the teachers (80.43%) and students (75.72%) felt that the implementation of the CBCS would be beneficial for the students, however, this was not so for 2.17% of the teachers and 6.57% of the students.
7. The study also showed that 30.43% of the teachers faced problem with regard to CBCS that was introduced such as:
- Less awareness among the faculty member about CBCS (15.22%)
 - Lack of awareness about CBCS among the students (23.91%)
 - Increase in workload (10.87%)
 - It was not fully implemented (6.52%)
 - The major problem was the widespread nature of the academic departments (2.17%)
 - Problem for students to get materials (2.17%)

Likewise, 19.71% of the students revealed that they faced problems with regard to the CBCS that was introduced which are as follows:

- Lack of awareness about CBCS (15.14%)
 - The numbers of open courses were limited (7.43%)
8. With regard to **internship**, 100% of the students (M.Ed. and M.B.A students) revealed that they go for internship. However, 22.22% of the students revealed that they faced problems during internship such as:
- Faced problem with transportation and lodging if it was outside the state (16.67%)
 - Faced problem in catching up with the sales person (5.5%)
 - Faced difficulty in finding institution for internship (5.55%)
 - Faced problem due to time constrain (5.55%)
9. **Examination and evaluation:** The study showed that 6.52% of the university teachers were not satisfied with the CBCS examination and evaluation system due to reasons such as:
- The students were unable to master in one's subject under CBCS as the system gives emphasis on multidisciplinary approach (2.17%)
 - For departments with less faculty member, there was problem of effectively delivering content by exercising creative pedagogy (2.17%)

Likewise, 4.29% of the students revealed that they were not satisfied with the CBCS examination and evaluation system due to reasons such as re- evaluation of paper was not allowed and time provided for exam was not enough.

10. **Faculty development program:** Majority of the teachers (89.13%) revealed that they were provided opportunity for attending faculty development program and 84.78% of the teachers revealed that they had attended orientation program, refresher course (78.26%), faculty development program (63.04%), short term courses (54.35%), and capacity building program (54.35%).
11. With regard to **research supervision**, it was found that 17.39% of the university teachers faced problem such as:
 - Irregularity of scholars' attendance (4.35%)
 - Unavailability of research facilities like laboratory, internet, poor subscription to research journal, lack of support for publication and lack of facility for advance research (2.17%)
 - Time constrains in balancing workplace, research supervision and domestic responsibility (2.17%)
 - Lack of space for scholars to sit and work (2.17%)
 - Guiding scholars without background in dissertation (2.17%)
 - Lack of knowledge on research methodology (2.17%)
 - Complacency on the part of the scholars (2.17%)
 - Scholars do not stick to deadline of their work and academic writing was also a problem (2.17%)
12. The study showed that 32% of the women scholars faced problems with regard to research such as:
 - Insufficient materials for literature review (16%)
 - Required data were not provided from offices (14%)
 - Lack of co-operation from institutions where they go to collect data (10%)
 - Lack of field staff/ labour in the collection of agro meteorological data (2%)
 - Problems with heavy duty field work, as it requires additional assistance for routine field trip and difficulty in getting transportation and requires assistance for routine field trips (2%)
13. **Co- curricular activities:** All the students (100%) revealed that co- curricular activities were organized in the university. However, 56.29% of the students revealed that they do not participate in the co- curricular activities due to reasons like:

- Not interested in participating (43.43%)
- Activities were boring (2.29%)
- Felt shy to participate (8%)
- Did not get chance to participate (2.29%)

14. 34% of the students further revealed that they were provided opportunity for study tour/ excursion, however, it was not so for 46.86% of the students.

OBJECTIVE 6: FINDINGS RELATING TO VARIOUS PROBLEMS FACED BY WOMEN TEACHERS AND WOMEN STUDENTS IN HIGHER EDUCATION

This section presents the findings on various problems faced by women teachers, women scholars and women students in higher education and is further divided into two categories:

A. Various problems faced by Women Teachers in higher education

1. Regarding **medical facilities**, 52.09% of the teachers from general colleges, 66.67% from professional colleges and 8.7% teachers from Nagaland University revealed that their institution does not provide for medical facilities.
2. The study also revealed that 7.44% teachers of general colleges, 5.13% of professional colleges and 4.35% teachers of Nagaland University reported that they do not have a good relationship with their colleagues.
3. The study indicated that 2.33% of the teachers of general colleges and 5.13% of professional colleges faced sexual harassment at workplace.
4. Another 21.86% teachers of general colleges and 5.13% of professional colleges and 10.87% teachers of Nagaland University felt that they were not given equal opportunity as compared to their male counterpart.

In addition, some of the other problem faced by women teachers in higher education includes the following:

- 4.56% of general college teachers reported that maternity leave was quite limited with 0.93% indicating the lack of official maternity leave for contract teachers.
- 2.79% of teachers of general colleges, 5.13% of Professional colleges and 19.56% teachers of Nagaland University pointed out the lack of **Crèche** (day-care centre) a for working mothers at their institution.

- 3.72% teachers of general colleges, 10.25% of professional colleges and 8.69% of Nagaland University struggled to find balance between their family and professional lives. Additionally, 5.13% teachers of professional colleges pointed out that long working hours pose significant challenge, particularly for married women teachers. The study also showed that 1.39% of women teachers in general colleges faced problems due to a lack of family support.
- 0.94% teachers of general college teachers and 2.17% of Nagaland University reported the lack of sanitary napkins facilities and proper waste bin for disposal of pads, highlighting the need for provision of such facilities. The study further revealed that a few percent (0.93%) teachers of professional colleges struggle with taking classes during their menstrual days due to severe pain, while 2.17% teachers of Nagaland University reported issues of not having proper support to maintain hygiene during their menstrual days.
- 2.17% teachers of Nagaland University reported facing challenges due to the active administrative roles.
- 2.17% teachers of Nagaland University pointed out that woman often had to work twice as hard as their male counterparts to achieve the same results.
- 2.17% Nagaland University teachers cited that when it comes to competition, both men and women's performances were scrutinized equally.

B. Various problems faced by Women Students in higher education

1. From the study, 41.17% of students from general college, 79.89% from professional college, 4% scholars and 18.29% students from Nagaland University revealed that their institution does not provide for **medical facilities**.
2. The study revealed that 9.5% students of general college, 8.08% of professional college, 2% scholars and 11.14% students of Nagaland University reported of not having good relation with their teachers.
3. The findings revealed that 1% students of general college, 1.01% of professional college and 2.57% students of Nagaland University faced discrimination from teachers due to their gender.

4. 5% students from general college, 6.06% from professional college and 6% from Nagaland University reported facing bias from others with regard to their education.
5. Additionally, 7.17% of the general college students, 3.53% of professional college students and 1.14% students of Nagaland University felt that their parents gave less importance to their education as compared to their brothers.

Further, some of the other problem faced by women students in higher education includes the following:

- 1.33% student of general colleges, 2.02% of professional colleges and 0.57% of Nagaland University struggle due to lack of support and motivation when it comes to pursuing higher education.
- 1.5% of general college students and 0.57% students of Nagaland University reported experiencing discrimination against women, who were often viewed as inferior.
- 0.33% students from general colleges, 1.01% from professional colleges and 2% scholars from Nagaland University indicating the lack of awareness and proper career guidance for pursuing higher education.
- 1% of general college students and 0.29% students of Nagaland University reported experiencing mental health issues such as stress, anxiety and depression.
- 2.02% of professional college students and 0.57% students of Nagaland University reported that they struggle to complete their assignments due to heavy household chores.
- 2% students of professional colleges cited that married women struggle to find balance between household responsibility and academic work due to family pressure and obligation to take care of their family, leaving them with fewer opportunities.
- 2.52% of professional college students pointed out about the prevailing gender- stereotyping as a significant issue
- 1.52% of professional college students cited that societal norms and discrimination lead to the belief that women didn't require higher education since they will eventually get married.
- 2% scholars from Nagaland University mentioned that there was no **Crèche** (day-care centre) available for parent scholars.

OBJECTIVE 7: FINDINGS RELATING TO THE ATTITUDE OF WOMEN STUDENTS AND WOMEN TEACHERS TOWARDS HIGHER EDUCATION

This section presents the findings on the attitude of women teachers and women students towards higher education.

1. In the present study, majority of the teachers (94.67%) and students (94.08%) agreed that higher education will help in getting ahead in life. However, 0.33% of the teachers and 0.92% of the students disagree with the statement.
2. Majority of the teachers (92.33%) and students (92.24%) agreed that higher education will help in providing better career opportunities. However, a few percent of teachers (0.67%) and students (0.66%) disagreed with the statement.
3. The study showed that 95.34% of the teacher and (94.16%) of the student agreed with the statement that higher education will help in building up self-confidence/self-esteem. However, 0.33% of the teachers and 1.25% of the students disagreed with the statement.
4. It was found that majority of the teachers (93.67%) and students (94.08%) agreed that higher education will help in the empowerment of women. However, 1.67% of teachers and 1.17% students disagreed with the statement.
5. The study revealed that 91.33% of the teachers and 91.75% of the students agreed with the statement that higher education brings about social, political, economic and legal empowerment. However, 0.33% of the teachers and 0.41% of the students disagreed with the statement.
6. Majority of the teachers (92.34%) and students (90.4%) agreed that higher education is the key for development of any nation. However, 0.33% of the teachers and 1.34% of the students disagreed with the statement.
7. 84% of the teachers and 85.56% of the students agreed that higher education will help in dealing with different challenges in life. However, a few teachers (2.67%) and students (2%) disagreed with the statement.
8. Most of the teachers (89%) and students (87.48%) agreed that higher education creates responsible citizens in the society. However, a few percent of teachers (2%) and students (2%) disagreed with the statement.
9. The study showed that that 40% of the teachers and 67.28% of the students agreed that higher education has become more money oriented rather than knowledge oriented. On the contrary, 21.33% of the teachers and 9.1% of the students disagreed with the statement.

10. It was found that 65.33% of the teachers and 60.19% of the students disagreed with the statement that higher education is not important for all. Conversely, 19.67% of the teachers and 22.12% of the students agree with the statement.
11. From the study, 67% of the teachers and 64.69% of the students agreed that higher education helps in preserving our culture. However, 7.67% of the teachers and 8.43% of the students disagreed with the statement.
12. Majority of the teachers (88.33%) and students (91.4%) disagreed that it is not necessary to provide scholarship to students in higher education. However, 4.67% of the teachers and 4.43% of the students agreed with the statement.
13. 96% of the teachers and 89.9% of the students disagreed that students from disadvantaged group should not opt for higher education. However, a few percent of teachers (2.67%) and students (3.76%) agreed with the statement.
14. From the findings, 38% of the teachers and 48.67% of the students agreed that higher education should be made compulsory for all. However, 32% of the teachers and 28.79% of the students disagreed with the statement.
15. It was found that 65.34% of the teachers and 64.19% of the students agreed with the statement that higher education helps in removing superstitious belief from the society. However, 10% of the teachers and 10.1% of the students disagreed with the statement.
16. 52.34% of the teacher and 53.17% of the student agreed that higher education helps in eliminating poverty. However, 14.33% of the teachers and 14.03% of the students disagreed with the statement.
17. Majority of the teachers (76.67%) and students (79.63%) agreed that higher education improves our standards of living. However, 2.66% of the teachers and 4.84% of the students disagreed with the statement.
18. Most of the teachers (93.67%) and students (93.16%) agreed that higher education helps in the development of different aspects of an individual. However, a few percent of teachers (1%) and students (0.75%) disagreed with the statement.
19. It was found that majority of the teachers (95.67%) and students (96.08%) agreed with the statement that higher education can help women in providing quality education to their children. However, 1% of the teachers and 0.83% of the students disagreed to the statement.
20. Majority of the teachers (92.33%) and students (94.66%) agreed that higher education can help an individual to become more self- reliant. However, 1% of the teachers and 0.92% of the students disagreed with the statement.

21. The study revealed that 83% of the teachers and 83.39% of the students agreed with the statement that higher education will help in bringing about positive change in the system of government. However, 1% of the teachers and 0.75% students disagreed with the statement.
22. From the study, almost all the teachers (98.34%) and students (99.08%) agreed that higher education is equally important for women as it is for men. However, 0.67% of the teachers and 0.58% of the students were uncertain about the statement.
23. Majority of the teachers (90.66%) and students (91.41%) agreed that higher education helps in dealing intelligently with the changing needs of the society. However, 1.67% of the teachers and 0.5% of the students disagreed with the statement.

5.2. DISCUSSION ON THE FINDINGS BASED ON RESEARCH QUESTIONS

5.2.1. Research question 1: What is the Status of Women Students and Women Teachers in Higher Education in Nagaland?

a) Discussion on the status of women students in higher education

The study revealed that the total number of female students enrolled in **general colleges, professional colleges and Nagaland University** had consistently outnumbered the male students in all the given years, aligning with the studies done by **Chhetri, C.B. (2009), Devi, Y.R. (2015), Frances, F. (2018), Changmai, J. (2019), Duarah, S. and Balari, P. (2020), and Pinkovetskaia, I. (2022)** which yield similar results. This trend suggests a growing interest among women in pursuing higher education degrees and advancing their careers through education. The increase in enrolment number could possibly be attributed to parents preferring to send male children outside the state for studies, while daughters remain within the state. Additionally, this shift in the enrollment patterns could also be attributed to several key factors such as increased availability of scholarships, financial aid, and support systems aimed at women, making education more accessible. Moreover, the growing recognition on the importance of education both for personal and professional growth coupled with the changing societal attitudes towards gender equality had encouraged more women to pursue higher education and advance their career. This collective effort aimed at women education has fostered a more supportive environment, allowing women to thrive in higher education.

It was found from the study that the highest enrolment of women student was in arts stream, followed by science and commerce. This finding aligns with the study

conducted by **Gul, A. (2003)** which also found that majority of women students were enrolled in the Arts stream, while the Commerce stream had the fewest enrollments. **Das, S.C. (2013)** also reported that the highest enrolment of SC students was in arts stream followed by science and commerce. This finding suggests a growing trend in student's enrollment, particularly in arts stream, which could possibly be due to a growing interest in humanities or due to the limited options/ institution offering other streams such as science, commerce as well as other professional courses. Another reason could possibly be due to lack of guidance in choosing career paths or lack of awareness about various other courses and the job opportunities associated with each stream. This demands for in- depth analysis on the enrolment pattern across various streams- arts, science, commerce and professional courses. Analyzing this pattern could help in identifying the underlying factor which influences the student's choices such as availability of resources, access to career guidance, societal attitude or job opportunities. Additionally, it could also contribute in identifying potential reasons for imbalance in the enrolment pattern, such as underrepresentation in commerce, STEM and other professional and vocational courses, which is vital for the scientific, technological and economic development. Comprehending this pattern is pivotal for providing required resources and designing an effective curriculum. This will ensure that all streams were equally represented, catering to both student's need and the broader national goals.

With regard to the **academic achievements** of students, it was found that female student had demonstrated better performance compared to their male counterpart, securing more gold medals in higher education in all the given years. This suggests that women students were more driven and motivated to achieve academic success. This could possibly be due to better support systems for women in the institutions; greater motivation as a result of modern education that have led women to be more career driven and economically independent; and also, the shifting of societal attitudes towards women education, which could have led to higher academic achievement of women. This consistent performance highlights the increasing progression of women in higher education sector and the need for continuing efforts to promote gender equality in academic setting. However, this result contradicts with the findings of **Das, S.C. (2013)** and **Das, C.C. (2018)**, both of which reported that the male students performed better yielding higher achievement as compared to their female counterpart in higher education.

b) Discussion on the Status of women teachers in higher education

The findings from the study showed that the number of female teachers in **general colleges** exceed the male teachers. Additionally, the findings regarding the **professional colleges** also indicated that female teachers outnumbered the male teacher except for the academic year 2021-22, where male teachers exceeded female teachers in number. Overall, the trend suggests that the number of female teachers in the affiliated colleges was found to be higher than the male counterpart. This significant stride in the number of female teachers could possibly be attributed to various factors including improved access to education for women, greater societal support in the workforce for women, and positive shift towards greater gender equality in education. This shift reflects positive progress in gender representation in the teaching profession. However, this result contradicts with the findings of **Asmamaw, A. T. (2017)** and **Changmai, J. (2019)**, which found that the number of male teachers were significantly higher than the female teachers.

The current study also pointed out that the number of female teachers at **Nagaland University** has consistently been much lower than their male counterpart, aligning with the results of **Asmamaw, A. T. (2017)** and **Changmai, J. (2019)**. This suggests that while female participation in academia is growing, male teachers continue to dominate the teaching staff at Nagaland University, indicating a persistent gender disparity in the faculty composition, with male teachers consistently outnumbering female teachers. This lack of significant progress in female recruitment could probably be due to reason(s) that research being the core of university system requires lot of continuous research work, and women who often hold the dual responsibility of both the household and professional work faces a lot of challenges in balancing between family and research work which may pose hindrance to take on these roles.

The result regarding the **administrative position** held by teachers in higher educational institutions was not so promising. It was found that most of the positions such as Principal, Vice- Principal, HoD and Dean of Schools were occupied by men, indicating that male teachers were more prevalent in these leadership roles. This finding aligns with the studies conducted by **Devi, Y.R. (2015)**, **Asmamaw, A.T. (2017)**, and **Oppong, A. A. (2017)** who have also indicated lower women representation in administrative and top-level positions in academic institutions, suggesting that males were more likely to occupy prestigious roles such as Chancellor, Pro-Vice Chancellor, Registrars, Finance Heads, Chief Librarians, Heads of Departments, and Deans of Faculties. This lower women

representation in administrative positions both at the college and university levels could be attributed to a number of factors that could have led to this disparity, including societal expectations and institutional biases, as well as the historical underrepresentation of women in leadership roles. Additionally, it may also reflect the challenges women faced in balancing family and professional responsibilities, which could impact their ability to take on higher positions. This imbalance in the academic setting suggests that there were differences in opportunities for career advancement, which may limit women's progression into leadership roles. This points out the need for further research into the structural, social, and institutional barriers that limit female teachers' participation and advancement in the academic setting. Addressing these barriers through policy changes and gender equality initiatives could help to reduce the disparity among genders and foster a more balanced and inclusive academic environment, stressing on the need for continued efforts for promoting equality among gender and providing women with equal opportunity to advance in educational leadership.

5.2.2. Research question 2: What are the problems faced by the Women Students and Women Teachers of General Colleges?

a) Infrastructure

The finding from the study revealed that 33.02% women teachers and 20.33% of women students of general colleges were dissatisfied with the **infrastructural facilities** provided by the institution stemming from issues including lack of basic amenities, inadequate infrastructural facilities, inadequate classroom facilities, lack of separate and proper toilet facilities, poor sanitation and shortage of water in toilets, poor maintenance of college building and canteen facilities. These findings were supported by **Mahmud, M.S.H. (2001), Chinneilhing, E. (2003), Singh, K.H.K. (2006), Mero, N. (2012), Bora, S. (2013), Kasapa, Japhet, et al. (2015), Majaw, E.B. (2015), Naeem, T., Dahar, M.A. (2016), Barbhuyan, N.I. (2017), Sherpa, K. (2020), Nonglait, F.L. (2021), Dutta, P. (2022) and Hau, E. (2022)** which had yielded similar findings, emphasizing the negative impact of poor infrastructure on teaching and learning outcomes. The infrastructural quality in educational institutions is instrumental in influencing the overall academic experience of women teachers and women students. A well-equipped infrastructure and conducive learning environment fosters in making the teaching learning effective, contribute to health, safety and well-being of women, thereby, enhancing their overall institutional effectiveness. Therefore, addressing these issues and challenges is essential to

ensure a suitable and supportive learning environment for women teacher and women students.

From the study, 38.61% of women teachers and 37.50% of women students reported facing issues related to **library facilities** such as lack of updated books, insufficient books, inadequate reading rooms, lack of computer and internet facilities, and poor maintenance of library. This result corroborates with the findings of **Chinneilhing, E. (2003)**, **Bhutia, Y. (2005)**, **Baglari, J. (2012)**, **Mero, N. (2012)**, **Saroja, R.T. (2013)**, **Haokip, T. (2015)**, **Majaw, E.B. (2015)**, **Bhatti, A.G. (2016)**, **Sherpa, K. (2020)**, and **Nonglait, F.L. (2021)** which pointed out the inadequacies of library facilities including lack of sufficient and updated books, inadequate reading rooms, limited access to computer resource and internet. These consistent findings across the studies underscore the need to upgrade the library facilities. Improving these library facilities will broaden the scope of learning for women teachers and women students, providing them with a wide range of resources such as updated books, journals, digital database and comfortable study space, ultimately resulting in better learning outcomes.

The findings revealed the dissatisfaction of women teachers with the **staff room** citing issue like lack of locker for teachers, separate ladies' toilet, computer and internet access limited space, inadequate sanitation and insufficient amenities. This finding aligns with the study conducted by **Majaw (2015)**, **Mar, T. (2018)** and **Sherpa, K. (2020)** which reported lack of separate staff room for female teachers and lack of adequate workplace for teachers. Poor staff room facilities will not only create discomfort /uncomfortable working environment for women teachers, but can also lead to stress, fatigue, and hinder the ability to work collaboratively and efficiently, which could result in job dissatisfaction. These consistent findings across different studies underline the need for providing better staffroom facilities. Providing a well-equipped and comfortable working space can enhance the performance of women teachers and improve the overall educational output.

The study showed that 45.58% of women teachers and 30.17% women students of general colleges encountered challenges related to **classroom facilities** stemming from issues like small and overcrowded classroom, inadequate classroom space, unsatisfactory learning environment, insufficient teaching materials, lack of ICT resources, and disruption of class from outside noise. These findings were supported by **Mero, N. (2012)**, **Kiral, L. (2015)**, **Majaw, E.B. (2015)**, **Naeem, T., Dahar, M.A. (2016)**, **Mar, T. (2018)**, and **Nonglait, F.L. (2021)** who identified similar result such as overcrowded classroom, inadequate classroom facilities and disruption from external noises which negatively affect the learning environment. The repeated occurrence of these issues across various studies

suggests the need for addressing these issues. Improving the classroom infrastructure is essential for creating a more conducive learning environment for women teachers and women students, as it can significantly contribute to the effectiveness of teaching and learning process, further resulting in better academic outcome.

From the study, 66.67% of women teachers and 22.5% of women students reported issues related to **laboratory facilities** such as inadequate and insufficient equipment and apparatus for experimentation, limited laboratory space, poor maintenance of laboratory and lack of computer and internet access. Similar issues were identified in the works of **Chinneilhing, E. (2003)**, **Mero, N. (2012)**, **Haokip, T. (2015)**, **Majaw, E.B. (2015)**, and **Nonglait, F.L. (2021)**, who cited that lack of adequate laboratory equipment, limited space, shortage of essential chemicals and tools often poses a hindrance in effectively conducting practical experiments. Poor laboratory infrastructure can significantly affect the effectiveness of teaching and learning process. Science and technical education usually required hands- on experimentation and the lack of adequate equipment and apparatus will not only result in surfaced- level understanding of topics, but also hinder the curiosity and critical thinking ability of women students, reduced their academic performance, leading to lose of interest in science education. Additionally, it may hinder the women teachers from effectively delivering information to the student. These consistent findings across multiple studies on the inadequacies of laboratory infrastructure underline the need for up grading the laboratory infrastructure. Investing in these facilities will bring about a significant improvement and advancement in science education for women.

In the current study, 49.67% of women students experience issues related to **transportation** which corroborates with the findings of **Shinde, R.V. (2011)**, **Baglari, J. (2012)**, **Bora, S. (2013)**, **Saroja, R.T. (2013)**, **Naeem, T., Dahar, M.A. (2016)**, and **Gul, A. (2023)** which found that both teachers and students struggles due to insufficient transport facility. Additionally, it was reported that lack of adequate transports services negatively impacted attendance and academic performance of students, particularly for girls hailing from rural region. These recurrences on the inadequacies of transport facilities from several studies underscore the need for providing adequate transport facilities, particularly women for whom, safety, distance and reliability of transport services becomes a concern. Addressing these issues will not only enhance the access and retention of women in higher education but will also contribute significantly to their overall academic performance.

From the study, 35% of women teachers reported issues related to **quarter facilities** such as poor maintenance of quarters, limited quarters. Similar results were identified in the studies conducted by **Bhutia, Y. (2005), Mero, N. (2012), Bora, S. (2013), Haokip, T. (2015), and Mar, T. (2018)** which pointed out the lack and shortage of residential quarters for teachers. The lack of provision for such facilities may pose great hindrance for women teachers and influence their performance, retention and job satisfaction. The findings from several studies emphasize the need for institutions to provide well- maintained, safe and affordable quarters and housing for women teacher so as to ensure their welfare, enhance their educational experience, and improve the overall quality of education.

The study found that 40.61% of the women students were dissatisfied with the **hostel facilities**, citing issues like poor hostel management, poor maintenance of hostel buildings, low quality of food, inadequate sanitation, and limited number of seats available. These findings align with the studies conducted by **Chinneilhing, E. (2003), Mero, N. (2012), Bora, S. (2013), Haokip, T. (2015), Majaw, E.B. (2015), Naeem, T., Dahar, M.A. (2016), and Mar, T. (2018)** which highlighted the challenges posed by inadequate hostel facilities including limited hostel seats, poor maintenance of hostels, unhygienic food and inadequate sanitation. Additionally, the lack of women's hostel was identified as a significant issue, especially for girls hailing from rural regions and with many colleges failing to provide adequate residential accommodations for female students. The inadequacies of hostel facilities directly pose a great challenge for students, particularly women in their educational access, retention and academic performance. Lack of provision for adequate hostel facilities such as poor sanitation, poor environment may affect the health of the women students which may negatively impact their overall academic performance. Addressing this issue is crucial to ensure the provision and maintenance of adequate hostel facilities that supports the welfare of women students and their academic success.

b) Finance

Teachers' dissatisfaction with their salaries directly poses a critical issue in the quality of education. The study indicated that 40.47% women teachers of general colleges were dissatisfied with their **salary** with 37.21% reporting of not being paid as per their workload. Additionally, 27.91% revealed financial difficulties stemming from issues like low salary, high cost of living and insufficient income to support families. This result

aligns with the findings of **Mate, J. (2009), Saroja, R.T. (2013), Kudachi, S.A. (2014), Haokip, T. (2015), Majaw, E.B. (2015), and Sherpa, K. (2020)** which also pointed out the financial challenges faced by teachers including low salaries, delay in payments, high rental cost and inadequate incentive packages which impact their well-being and motivation. Financial constraints not only affect the personal well-being of women teachers, but also influences their morale, job performance and overall quality of education. Therefore, there is a need to address these issues and improve the financial condition of women teachers by providing adequate salary and timely payment so as to ensure better academic experience, which can lead to better performance and result in greater educational output.

Lack of financial stability often hinders the educational access and academic performances and achievements of the students. Results from the study showed that 47% of the women students encounter **financial challenges** in accessing higher education including difficulties in paying tuition fees, financial constraints of family and delayed in disbursement of scholarship. Similar findings were also found in the works of **Mahmud, M.S.H. (2001), Chinneilhing, E. (2003), Kathiyayini, S.V. (2010), Zamir, S. (2013), Farid, T. et al. (2014), Haokip, T. (2015), Montr, B.C. (2015), Behlol, M.G.I., and Najeebullah, I. (2016), Naeem, T., Dahar, M.A. (2016), , Barbhuyan, N.I. (2017), and Noglait, F.L. (2021)** which pointed out that economic problem stemming from issues like low-income families/ poor economic condition often hinder their ability to pursue and complete their education, particularly girls who were often forced to discontinue their education. Besides, lack of financial support from family coupled with poverty and economic crisis were found to be negatively impacting the educational performance of the students. It was also found that due to financial limitations, many students were compelled to enroll in lower quality education despite being accepted into better institutions. Additionally, many female students faced financial challenges due to high cost of fee, lack of scholarship and insufficient resources, which disrupt their studies and limit their educational opportunities. These similar findings on financial barriers across multiple studies highlight the need to address these issues and increase financial aid, scholarship and support system for women students in order to reduce financial barriers and make education affordable and accessible for them.

c) Administration

The present study revealed that 22.79% of women teachers and 13.67% of women students were dissatisfied with the college **administration** with 6.51% teachers and 12%

students reporting issue related to administration such as slow administration, irregularity of administrative staff and unattended grievances, echoing the findings of **Mate, J. (2009)**, **Majaw, E.B. (2015)**, **Sherpa, K. (2020)** and **Hau, E. (2022)** which pointed out similar dissatisfaction of teachers and students with the administration stemming from issues such as procedural delay and unaddressed grievances by the authorities. Dissatisfaction with the administration is a significant issue that affects both women teachers and women students. Poor administration of institution will not only hinder the effectiveness of teaching learning process but also influence their retention in the institution, hindering the educational outcome. These collective studies point out the need for substantial improvement in the administration of institution. Maintaining a transparent and effective administration is essential so as to ensure a more conducive learning environment that supports the well-being of both women teachers and women students and enhance their overall educational experience.

From the study, 11.16% of women teachers of general colleges reported issues related to **promotion**, citing issues such as lack of equal opportunities and the existence of favouritism. This observation is in consistent with the study conducted by **Mate, J. (2009)**, **Mero, N. (2012)**, **Saroja, R.T. (2013)**, **Kudachi, S.A. (2014)**, and **Majaw, E.B. (2015)** which pointed out the lack of promotional opportunities for teachers in career advancement and professional growth, particularly in private college, citing it as slow, lacking transparency and often influenced by favouritism which negatively affect their motivation and job satisfaction. These consistent findings across various studies points out the need for establishing an effective policy particularly in relation to promotional opportunities-one that is based on transparency and meritorious. Establishing such fair policies will provide women with the opportunity for career advancement and professional growth.

d) Academic

From the study, 8.17% of women students of general colleges expressed their dissatisfaction with the **teaching methods** adopted by the teacher with 13.83% students reporting challenges with teachers' lectures in the classroom such as dull and monotonous lecture, faced difficulty in understanding what is being taught and students' needs and doubts were not attended. This result echoed the findings of **Mate, J. (2009)**, **Baglari, J. (2012)**, **Mero, N. (2012)**, **Majaw, E.B. (2015)**, **Das, C.C. (2018)**, and **Nonglait, F.L. (2021)** who had also pointed out student's dissatisfaction with the teaching methods due to lack of teachers' competency, while also heavily relying on dictating notes without elaboration. Besides, monotonous teaching method was also cited as a contributing factor

to dull and uninteresting classroom environment, making it difficult for students to grasp the subject matter and engage effectively in classroom activities. These collective findings underline the need for pedagogical reform in teaching methods including teacher training and effective use of technologies so as to make teaching- learning more engaging and more effective, which will result in better educational outcome for women students.

The study revealed that 31.16% of women teachers and 14.33% of women students were dissatisfied with the existing **curriculum** stemming from issues including outdated curriculum that fails to cater to students and societal needs as well as the inadequacies of the curriculum to prepare students for future career. Similar findings were reflected in the study conducted by **Chinneilhing, E. (2003)**, **Majaw, E.B. (2015)**, **Montr, B. C. (2015)**, and **Hau, E. (2022)** which also reported student's dissatisfaction with the curriculum content noting that the curriculum was outdated, while also citing that the curriculum lacks relevance with the Indian women needs or the demand of the market. Dissatisfaction with the curriculum highlights a crucial issue in the current education system. The repeated occurrence of these issues across various studies emphasizes the need for reforming curriculum- one that reflects the need of the women students, respond to societal changes and prepare them to meet the demand of the job market. Designing a well- structured and inclusive curriculum will not only promotes creativity and critical thinking ability of women students, but also prepare them for better future prospects.

From the study, 10.23% women teachers and 13.83% women students of general colleges expressed dissatisfaction with the present **examination and evaluation** stemming from issues including defective examination system, delay in declaration of result, not relevant to relevant life situation, lacks uniformity in content and internal assessment, too rigid and monotonous and too much emphasis laid on quantity rather than quality. Similar findings were echoed in the studies of **Majaw, E.B. (2015)** and **Hau, E. (2022)** which reported students and teacher's dissatisfaction with the examination system due poor standards of examination and evaluation system, delay in result declarations and the issuance of mark sheets. Defect in the examination and evaluation system not only fails to assess and evaluate the performance accurately but also hinder the educational development of women students. This recurrence of issues across several studies emphasizes the need for reformation in the examination and evaluation system so as to ensure a more flexible, inclusive and integrated approach that aims at the holistic development and fosters critical thinking ability of women students, resulting in better educational outcome.

5.2.3. Research question 3: What are the problems faced by the Women Students and Women Teachers of Professional Colleges?

a) Infrastructure

The study showed that 38.46% women teachers and 41.41% women students of professional colleges were dissatisfied with the **infrastructural facilities** of the institution stemming from issues like lack of proper and adequate infrastructural facilities, poor maintenance of college building, inadequate and insufficient toilet facilities, and poor sanitation. These findings were supported by **Mahmud, M.S.H. (2001), Chinneilhing, E. (2003), Singh, K.H.K. (2006), Mero, N. (2012), Bora, S. (2013), Kasapa, Japhet, et al. (2015), Majaw, E.B. (2015), Naeem, T., Dahar, M.A. (2016), Barbhuyan, N.I. (2017), Sherpa, K. (2020), Nonglait, F.L. (2021), Dutta, P. (2022) and Hau, E. (2022)** which had yielded similar findings, emphasizing the negative impact of poor infrastructure on teaching and learning outcomes. The infrastructural quality in educational institution is instrumental in influencing the overall academic experience of women teachers and women students. A well- equipped infrastructure and conducive learning environment fosters in making the teaching learning effective, contribute to health, safety and well-being of women, thereby, enhancing their overall institutional effectiveness. Therefore, addressing these issues and challenges is essential to ensure a suitable and supportive learning environment for women teachers and women students.

From the study, 46.15% of women teachers and 54.44% of women students reported issues related to **library facilities** which include poor cataloguing of books, lack of updated books, inadequate reading room, insufficient tables and chairs, poor maintenance of library, and lack of computer and internet access. This result corroborates with the findings of **Chinneilhing, E. (2003), Bhutia, Y. (2005), Baglari, J. (2012), Mero, N. (2012), Saroja, R.T. (2013), Haokip, T. (2015), Majaw, E.B. (2015), Sherpa, K. (2020), and Nonglait, F.L. (2021)** which pointed out the inadequacies of library facilities including lack of sufficient and updated books, inadequate reading rooms, limited access to computer resource and internet. The reoccurrence of similar findings across the studies underscores the need to upgrade the library facilities. Improving these library facilities will broaden the scope of learning for women teachers and women students, providing them with a wide range of resources such as updated books, journals, digital database and comfortable study space, which will result in better learning outcomes.

The findings showed that 35.9% women teachers of professional colleges were dissatisfied with the **staff room**, citing issues like limited space, poor sanitation, lack of

separate ladies' toilets, lack a of locker/ cabin for teachers, lack of computer and internet access. This finding aligns with the study conducted by **Majaw, E.B. (2015)**, **Mar, T. (2018)** and **Sherpa, K. (2020)** which reported lack of separate staff room for female teachers and lack of adequate workplace for teachers. These consistent findings across different studies underline the need for providing better staffroom facilities for women teachers. Poor staff room facilities will not only create discomfort /uncomfortable working environment for women teachers, but can also lead to stress, fatigue, and hinder the ability to work collaboratively and efficiently, which could result in job dissatisfaction. These consistent findings across different studies underline the need for providing better staffroom facilities. Providing a well-equipped and comfortable working space can enhance the performance of women teachers and improve the overall educational output.

It is found from the study that 48.72% women teachers and 48.48% of women students encountered challenges related to **classroom facilities**. These issues include small and overcrowded classroom, insufficient teaching materials, lack of ICT resources, inadequate learning environment, and disruption of class from outside noises. These findings were supported by **Mero, N. (2012)**, **Kiral, L. (2015)**, **Majaw, E.B. (2015)**, **Naeem, T., Dahar, M.A. (2016)**, **Mar, T. (2018)**, and **Nonglait, F.L. (2021)** who identified similar result such as overcrowded classroom, inadequate classroom facilities and disruption from external noises which negatively affect the learning environment. Poor and ineffective classroom facilities could impede the effectiveness of teaching and learning and could result in poor educational outcome. Therefore, improving the classroom facilities is essential for fostering a conducive learning environment for women teachers and women students as it can significantly contribute towards the effectiveness of teaching and learning and this could result in yielding better educational goals.

The current study found that 20.17% of women students of professional colleges experience issues related to **transportation** which corroborates with the findings of **Shinde, R.V. (2011)**, **Baglari, J. (2012)**, **Bora, S. (2013)**, **Saroja, R.T. (2013)**, **Naeem, T., Dahar, M.A. (2016)**, and **Gul, A. (2023)** which found that both teachers and students struggles due to insufficient transport facility. Additionally, it was reported that lack of adequate transports services negatively impacted attendance and academic performance of students, particularly for girls hailing from rural region. These recurrences on the inadequacies of transport facilities from several studies underscore the need for providing adequate transport facilities, particularly women for whom, safety, distance and reliability of transport services becomes a concern. Addressing these issues is essential as it will help

not only in enhancing the access and retention of women in higher education but can also contribute significantly to their overall academic performance.

From the study, 50% of women teachers of professional colleges reported issues related to **quarter facilities** such as poor maintenance of quarters and limited number of quarters. Similar results were identified in the studies conducted by **Bhutia, Y. (2005)**, **Mero, N. (2012)**, **Bora, S. (2013)**, **Haokip, T. (2015)**, and **Mar, T. (2018)** which pointed out the lack and shortage of residential quarters for teachers. The lack of provision for such facilities may pose great hindrance for women teachers and influence their performance, retention and job satisfaction. The findings from several studies emphasize the need for institutions to provide well- maintained, safe and affordable quarters and housing for women teacher so as to ensure their welfare, enhance their educational experience, and improve the overall quality of education.

The study found that 75% of women students were dissatisfied with the **hostel facilities**, citing issues like poor hostel management, poor hostel buildings maintenance, low food quality, inadequate sanitation, and limited number of seats available. These findings align with the studies conducted by **Chinneilhing, E. (2003)**, **Mero, N. (2012)**, **Bora, S. (2013)**, **Haokip, T. (2015)**, **Majaw, E.B. (2015)**, **Naeem, T., Dahar, M.A. (2016)**, and **Mar, T. (2018)** which highlighted the challenges posed by inadequate hostel facilities including limited hostel seats, poor hostel maintenance, unhygienic food and inadequate sanitation. Additionally, the lack of women's hostel was identified as a significant issue, especially for girls hailing from rural regions and with many colleges failing to provide adequate residential accommodations for female students. The inadequacies of hostel facilities directly pose a great challenge for students, particularly women in their educational access, retention and academic performance. Lack of provision for adequate hostel facilities such as poor sanitation and poor environment may affect the health of women students which may negatively impact their overall academic performance. Addressing this issue is crucial to ensure the provision and maintenance of adequate hostel facilities that supports the welfare of women students and their academic success.

b) Finance

The study indicated that 28.21% women teachers of professional colleges were not satisfied with their **salary**, with 25.64% reporting of not being paid as per their workload. Additionally, 25.64% reported facing financial difficulties stemming from issues like insufficient salary to meet daily expenses. These findings were in consistent with the

findings of **Mate, J. (2009), Saroja, R.T. (2013), Kudachi, S.A. (2014), Haokip, T. (2015), Majaw, E.B. (2015), and Sherpa, K. (2020)** which also pointed out the financial challenges faced by teachers including low salaries, delay payments, high rental cost and inadequate incentive packages which impact their well-being and motivation. Financial constraints not only affect the personal well-being of women teachers, but also influences their morale, job performance and overall quality of education. This calls for a need to address these issues and improve the financial condition of women teachers so as to ensure a better academic experience, which can lead to better performance and result in greater educational output.

The study also showed that 53.03% of women students encounter **financial challenges** in accessing higher education including difficulties in paying tuition fees, financial constraints of family and delayed in disbursement of scholarship. Similar results were found in the works of **Mahmud, M.S.H. (2001), Chinneilhing, E. (2003), Kathiyayini, S.V. (2010), Chanu, K.M. (2013), Zamir, S. (2013), Farid, T. et al. (2014), Haokip, T. (2015), Montr, B.C. (2015), Behlol, M.G.I., and Najeebullah, I. (2016), Naeem, T., Dahar, M.A. (2016), Barbhuyan, N.I. (2017), and Noglait, F.L. (2021)** which pointed out that economic problem stemming from issues like low-income families/ poor economic condition often hinder their ability to pursue and complete their education, particularly girls who were often forced to discontinue their education. Besides, the lack of financial support from family coupled with poverty and economic crisis were found to be negatively impacting students' educational performance. It was also found that due to financial limitations, many students were compelled to enroll in lower quality education despite being accepted into better institutions. Additionally, many female students faced financial challenges due to high cost of fee, lack of scholarship and insufficient resources, which disrupt their studies and limit their educational opportunities. These similar findings on financial barriers across multiple studies highlight the need to address these issues and increase financial aid, scholarship and support system for women students in order to reduce financial barriers and make education affordable and accessible for them

c) Administration

The study found that 23.08% of women teachers and 30.81% women students of professional colleges were dissatisfied with the college **administration**, with 7.69% teachers and 23.74% students reporting issues relation to administration such as slow administrative system, irregularity of administrative staff and unattended grievances of

students, echoing the findings of **Mate, J. (2009)**, **Majaw, E.B. (2015)**, **Sherpa, K. (2020)** and **Hau, E. (2022)** which pointed out similar dissatisfaction of teachers and students with the administration stemming from issues such as procedural delay and unaddressed grievances by the authorities. Dissatisfaction with the administration is a significant issue that affects both women teachers and women students. Poor administration of institution will not only hinder the effectiveness of teaching learning process but also influence their retention in the institution, hindering the educational outcome. These collective studies point out the need for substantial improvement in the administration of institution. Maintaining a transparent and effective administration is essential so as to ensure a more conducive learning environment that supports the well-being of both women teachers and women students, and enhance their overall educational experience.

From the study, 15.38% women teachers of professional colleges reported issues related to **promotion**, citing issues such as lack of equal opportunities, the existence of favouritism and delay tactics taken by the government with regard to promotion. This observation is in consistent with the study conducted by **Mate, J. (2009)**, **Mero, N. (2012)**, **Saroja, R.T. (2013)**, **Kudachi, S.A. (2014)**, and **Majaw, E.B. (2015)** which pointed out the lack of promotional opportunities for teachers in career advancement and professional growth, particularly in private college, citing it as slow, lacking transparency and often influenced by favoritism which negatively affect their motivation and job satisfaction. These consistent findings across various studies points out the need for establishing an effective policies and measures particularly in relation to promotional opportunities- one that is based on transparency and meritorious. Establishing such fair policies will provide women with the opportunity for career advancement and professional growth.

d) Academic

From the study, 12.12% of women students expressed dissatisfaction with the **teaching methods** adopted by the teacher with 18.15% students reporting challenges with teachers' lectures in the classroom such as dull and monotonous lecture, faced difficulty in understanding what is being taught and teachers' voice not audible due to crowded classroom which makes it difficult to concentrate. This result echoed the findings of **Mate, J. (2009)**, **Baglari, J. (2012)**, **Mero, N. (2012)**, **Majaw, E.B. (2015)**, **Das, C.C. (2018)**, and **Nonglait, F.L. (2021)** which also pointed out student's dissatisfaction with the teaching methods due to lack of teachers' competency, while also heavily relying on dictating notes without elaboration. Besides, monotonous teaching method was also cited as a contributing factor to dull and uninteresting classroom environment, making it

difficult for students to grasp the subject matter and engage effectively in classroom activities. These collective findings underline the need for pedagogical reform in teaching methods including teacher training and effective use of technologies so as to make teaching- learning more engaging and more effective, which will result in better educational outcome for women students.

The study found that 28.21% of women teachers and 35.35% of women students were dissatisfied with the existing **curriculum** stemming from issues including outdated curriculum that fails to cater to students and societal needs as well as the inadequacies of the curriculum to prepare students for future career. This result corroborates with the study carried out by **Chinneilhing, E. (2003)**, **Majaw, E.B. (2015)**, **Montr, B. C. (2015)**, and **Hau, E. (2022)** which reported student's dissatisfaction with the curriculum content noting that the curriculum was outdated, while also citing that the curriculum lacks relevance with Indian women needs or the demand of the market. Dissatisfaction with the curriculum highlights a major concern in the current education system. The repeated occurrence of these issues across various studies emphasizes the need for reforming curriculum- one that reflects the need of the women students, respond to societal changes and prepare them to meet the demand of the job market. Designing a well- structured and inclusive curriculum will not only promotes creativity and critical thinking ability of women students, but also prepare them for better future prospects.

From the study, 15.38% of women teachers and 25.25% women students of professional colleges expressed dissatisfaction with the present **examination and evaluation** stemming from issues including defective examination system, delay in declaration of result, and too much emphasis given on written exam rather than practical aspects. Similar findings were echoed in the studies of **Majaw, E.B. (2015)** and **Hau, E. (2022)** which reported students and teacher's dissatisfaction with the examination system due poor standards of examination and evaluation system, delay in result declarations and the issuance of mark sheets. Defect in the examination and evaluation system not only fails to assess and evaluate the students' performance accurately but also hinder their educational development. This recurrence of issues across several studies emphasizes the need for reformation in the examination and evaluation system so as to ensure a more flexible, inclusive and integrated approach that aims at the holistic development and fosters critical thinking ability of women students, resulting in better educational outcome.

5.2.4. Research question 4: What are the problems faced by the Women Students, Women Scholars and Women Teachers of Nagaland University?

a) Infrastructure

From the study, majority of the women teachers (65.62%), women scholars (74%) and women students (55.71%) expressed dissatisfaction with the **infrastructural facilities** of the institution. This dissatisfaction stemmed from issues like lack of adequate and proper infrastructural facilities, poor maintenance of buildings, insufficient and inadequate toilet facilities, and lack of security which often prevents from longer period of stay in the department. This finding was support by **Mero, N. (2012), Kumar, P. (2013), Devi, S. (2014), Majaw, E.B. (2015), and Engida, G.J. (2019)** who have also identified the inadequacies of the infrastructure in the university, where the teachers and students reported facing problems due to lack of proper infrastructural facilities, poor maintenance of the buildings, shortage of water and electricity in the university department. The quality of infrastructure in educational institution is instrumental in shaping the overall academic experience of women teachers and women students. A well- equipped infrastructure and conducive learning environment fosters in making the teaching learning effective, contribute to health, safety and well- being of women, thereby, enhancing the overall institutional effectiveness. Therefore, addressing these issues and challenges is essential as to ensure a suitable and supportive learning environment for women teacher and women students.

The findings showed that 43.48% of women teachers, 80% of women scholars and 55.72% women students of Nagaland University were dissatisfied with the **library facilities** with 43.48% teachers, 80% scholars and 55.72% students reporting issues related to library facilities such as lack of updated books, insufficient books, inadequate reading rooms, lack of computer and internet facilities, poor maintenance of library and inconvenient library timing. This corroborates with the findings of **Baglari, J. (2012), Mero, N. (2012), Kumar, P. (2013), Devi, S. (2014), Majaw, E.B. (2015), and Bhatti, A.G. (2016)** which pointed out the dissatisfaction and challenges encountered by university teachers and students in relation to library facilities which includes lack of sufficient and updated books, lack of journal and reference books, inadequate reading rooms, limited access to computer resource and internet and lack of books related to the prescribed course. These consistent findings across the studies underscore the need to upgrade the library facilities. Improving these library facilities will broaden the scope of learning for women teachers and women students, providing them with a wide range of

resources such as updated books, journals, digital database and comfortable study space, which will result in better learning outcomes.

With regard to **teacher's room**, 13.33% of women teachers reported lack of single room facility, with 10.87% indicating the lack of proper table, chairs and lockers for teachers and 23.91% revealed the lack of well- equipped and properly maintained teachers' room. This finding aligns with the study conducted by **Majaw (2015)** which reported the insufficient and congested faculty rooms for teachers. Inadequate faculty rooms for teachers not only create discomfort /uncomfortable working environment, leading to stress and fatigue, but also hinder the ability to work collaboratively and efficiently, resulting in job dissatisfaction. These consistent findings across different studies underline the need for providing better staffroom facilities. Providing a well-equipped and comfortable working space can enhance the performance of women teachers and improve the overall educational output.

The study showed that 36.96% of women teachers, 56% women scholars and 48.57% of women students of Nagaland University encountered challenges related to **classroom facilities** stemming from issues like in small and overcrowded classroom, inadequate classroom space, insufficient teaching materials, lack of ICT resources, disruption of class from outside noise, lack of classroom when there is a choice based/optional paper, lack of separate classrooms for scholars, and classrooms were not properly lighted and ventilated. These findings were supported by **Mero, N. (2012), Kumar, P. (2013), Kiral, L. (2015), Majaw, E.B. (2015)** and **Engida, G.J. (2019)** which found that university teachers, scholars and students faced classroom related challenges such as overcrowded classrooms, disturbances of classes from outside noises, lack of sufficient ICT for teaching learning process, lack of separate rooms for scholars, rooms were not properly lighted, and lack of necessary classroom facilities. Poor and ineffective classroom facilities could impede the effectiveness of teaching and learning and could result in poor educational outcome. Therefore, improving the classroom facilities is essential for fostering a conducive learning environment for women teachers and women students as it can significantly contribute towards the effectiveness of teaching and learning and this could result in yielding better educational goals.

The findings revealed that 65.22% of women teachers, 94.74% women scholars and 58.43% women students of Nagaland University encounter challenges related to **laboratory facilities** such as shortage of water supply, irregular power supply and lack of power backup, lack of proper equipment and maps, lack of lab assistance and technician,

inadequate department laboratory room, poor maintenance of laboratory, insufficient tables and chair, lack of computer and internet connection, lack of sufficient apparatus/equipment for experimentation, lack of alcohol and chemicals for experimentation. These findings were supported by **Mero, N. (2012), Devi, S. (2014) and Majaw, E.B. (2015)** which found that the university students faced laboratory related challenges due to lack of adequate laboratory equipment and congested laboratory rooms. Poor laboratory infrastructure can significantly affect the effectiveness of teaching and learning process. Science and technical education usually required hands- on experimentation and the lack of adequate equipment and apparatus will not only result in surfaced- level understanding of topics, but also hinder the curiosity and critical thinking ability of women students, reduced their academic performance, leading to lose of interest in science education. Additionally, it may hinder the women teachers from effectively delivering information to the student. These consistent findings across multiple studies on the inadequacies of laboratory infrastructure underline the need for up grading the laboratory infrastructure. Investing in these facilities will bring about a significant improvement and advancement in science education for women.

The current study found that 58% of women scholars and 52.86% of women students experience issues with **transportation facilities** which corroborates with the findings of **Baglari, J. (2012), Majaw, E.B. (2015), and Bajwa, F. (2022)** which also found that the university students faced academic hurdles due to inadequate transportation, further citing that their class attendances were affected due to transportation problem. These recurrences on the inadequacies of transport facilities from several studies underscore the need for providing adequate transport facilities, particularly women for whom, safety, distance and reliability of transport services becomes a concern. Addressing these issues is essential as it will help not only in enhancing the access and retention of women in higher education but can also contribute significantly to their overall academic performance.

From the study, 50% women teachers of Nagaland University reported issues related to **quarter facilities** provided such as poor maintenance of quarters, limited quarters. Similar results were identified in the studies conducted by **Mero, N. (2012), Bora, S. (2013), Haokip, T. (2015), and Mar, T. (2018)** which pointed out the shortage of residential quarters for teachers. The lack of provision for such facilities may influence the performance of women teachers, their retention and job satisfaction. The findings from

several studies emphasize the need for institutions to provide well- maintained, safe and affordable quarters and housing for women teacher so as to ensure their welfare, enhance their educational experience, and improve the overall quality of education.

The study found that 93.75% of women scholars and 87.42% of women students availing hostel were dissatisfied with the **hostel facilities**, citing issues like poor hostel management, poor hostel buildings maintenance, low food quality, inadequate sanitation, and limited number of seats available. These findings align with the studies conducted by **Kumar, P. (2013), Majaw, E.B. (2015) and Bhatti, A.G. (2016)) and Mazhar, S., et al. (2022)** which also identifies similar challenges encountered by university students in relation to hostel facilities such as poor maintenance of hostels, lack of hygienic food and proper sanitation and lack of adequate accommodation in university hostel. The inadequacies of hostel facilities directly pose a great challenge for students, particularly women in their educational access, retention and academic performance. Lack of provision for adequate hostel facilities such as poor sanitation and poor environment may affect the health of the women students which may negatively impact their overall academic performance. Addressing this issue is crucial to ensure the provision and maintenance of adequate hostel facilities that supports the welfare of women students and their academic success.

b) Finance

From the study, 8.7% women teachers of Nagaland University expressed dissatisfaction with their **salary**, with 17.39% reporting financial difficulties. This finding aligns with the study of **Majaw, E.B. (2015)** which also pointed out the financial challenges faced by university teachers including delay in payment of salary and arrears. Financial constraints not only affect the personal well- being of women teachers, but also influences their morale, job performance and overall quality of education. Therefore, there is a need to address these issues and improve the financial condition of women teachers so as to ensure a better academic experience, which can lead to better performance and result in greater educational output.

Lack of financial stability often hinders students' educational access and academic achievements. The result also indicated that around 38% of women scholars 37.71% of women students encounter **financial challenges** in accessing higher education including difficulties in paying tuition fees, family constraints of family and delayed in disbursement of scholarship. This result aligns with the works of **Kallollikar, S.B. (2002), Tiruneh,**

W.A., and Petros, P. (2014), Okwelle, P.C. and Alalibo, T.J. (2017), Engida, G.J. (2019) and Bajwa, F. (2022), which found that university students face financial obstacles such as poverty, high tuition cost, and lack of available scholarships that causes significant barriers in their studies and negatively impacting the academic performance. Besides, a significant number of students often discontinued their education after graduation due to poverty. These similar findings on financial barriers across multiple studies highlight the need to address these issues and increase financial aid, scholarship and support system for women students in order to reduce financial barriers and make education affordable and accessible for them.

c) Administration

The findings showed that 28.26% women teachers, 48% women scholars and 45.14% women students of Nagaland University were dissatisfied with the university **administration** with 17.39% teachers, 54% scholars and 47.42% students reporting issue related to administration such as slow administration, irregularity of administrative staff, unattended grievances of student, lack of efficient staff in the department, procedural delay in file processing, lack of uniformity among discipline echoing the findings of **Kiral, L. (2015), Majaw, E.B. (2015) and Mazhar, S., et al. (2022)** which pointed the dissatisfaction and administrative problems faced by university teachers and students. Dissatisfaction with the administration is a significant issue that affects both women teachers and women students. Poor administration of institution will not only hinder the effectiveness of teaching learning process but also influence their retention in the institution, hindering the educational outcome. These collective studies point out the need for substantial improvement in the administration of institution. Maintaining a transparent and effective administration is essential so as to ensure a more conducive learning environment that supports the well-being of both women teachers and women students and enhance their overall educational experience.

From the study, 8.7% of women teachers reported facing problem with their **promotion**, citing issues such as the process was very slow and therefore promotion usually comes years after the due period. This finding corroborates with the study conducted by **Majaw, E.B. (2015)** which also found that the university teachers faced problems with promotion due to procedural delay. These consistent findings across various studies points out the need for establishing an effective policies and measures particularly in relation to promotional opportunities- one that is based on transparency and meritorious.

Establishing such fair policies will provide women with the opportunity for career advancement and professional growth

d) Academic

The study indicated that 24.57% of women students were dissatisfied with the **teaching methods** adopted by the teacher with 25.71% students reporting challenges with teachers' lectures in the classroom such as dull and monotonous lecture, faced difficulty in understanding what is being taught and students' needs and doubts were not attended. This result echoed the findings of **Baglari, J. (2012)**, **Mero, N. (2012)**, **Kumar, P. (2013)** and **Majaw, E.B. (2015)** which pointed out university students' dissatisfaction and the problems faced with the teaching methods such as monotonous lecture which often leads to boring classroom environment, difficulty in understanding the topic, no proper explanation and lack of efficiency and sincerity of the teachers. These collective findings underline the need for pedagogical reform in teaching methods including teacher training and effective use of technologies so as to make teaching- learning more engaging and more effective, which will result in better educational outcome for women students.

The study revealed that 15.22% of women teachers and 28.29% women students of Nagaland University were dissatisfied with the existing **curriculum** stemming from issues including out-dated curriculum that fails to cater to students and societal needs as well as the inadequacies of the curriculum to prepare students for future career. This finding aligns with the results of **Majaw, E.B. (2015)** and **Bhatti, A.G. (2016)** which also reported dissatisfaction of the university students with the curriculum citing that the curriculum lacks relevance with Indian women needs or the market demand, further citing that various course need to be updated from time to time. Dissatisfaction with the curriculum highlights a crucial issue in the current education system. The repeated occurrence of these issues across various studies emphasizes the need for reforming curriculum- one that reflects the need of the women students, respond to societal changes and prepare them to meet the demand of the job market. Designing a well- structured and inclusive curriculum will not only promotes creativity and critical thinking ability of women students, but also prepare them for better future prospects

5.2.5. Research question 5: What are the various problems faced by the Women Students and Women Teachers in higher education in Nagaland

a) Discussion on various problems of Women Teachers

The study showed that 1.39% women teachers of general colleges faced problems due to a lack of family support. This result corroborated with the findings of **Saroja, T. (2013)**, where it was found that women teachers encounter challenges due to lack of family support. When it comes to career, family plays a significant role in the professional advancement, particularly for women. The lack of family support is a significant factor that often hinders women in their professional growth and creates an unequal work- life balance. This issue pointed out the need for target intervention so as to ensure a more supportive atmosphere for women teachers, both at home and at workplace.

The study found that 3.72% women teachers of general colleges, 10.25% of professional colleges and 8.69% of Nagaland University struggle to find balance between their family and professional life. This finding aligns with the study carried out by **Saroja, T. (2013)** and **Zamir, S. (2013)** which found that women faced challenges in managing household responsibilities and work life, further citing domestic responsibilities as a challenge for women pursuing higher education. This consistent finding across multiple studies emphasizes the need for policy intervention and support system to address the challenges women teachers faced in both personal and professional lives.

The study indicated that 2.33% of the women teachers of general colleges and 5.13% of professional colleges faced sexual harassment at workplace. This finding is consistent with the research by **Irum, S. et al. (2015)**, **Naeem, T., Dahar, M.A. (2016)** and **Engida, G.J. (2019)**, which reported harassment in co-educational settings, citing that harassment from male peer was a significant challenge for women in higher education. Additionally, it was reported that women, regardless of their status, personal characteristics, type of employment, experience harassment at workplace, educational institutions and even at home. Harassment is an on-going and pervasive issue affecting every section of society from educational institutions to workplace and homes and needs to be checked. The recurrence of harassment issue across multiple studies underscores the need for stronger institutional policies for women to prevent harassment. Implementing anti- harassment policies and awareness programs could create a safer and more supportive environment for women teachers to thrive academically and professionally.

b) Discussion on Various problems of Women Student

The result showed that 1.33% women student of general colleges, 2.02% of professional colleges and 0.57% of Nagaland University struggle due to lack of support and motivation when it comes to pursuing higher education. These findings corroborate with the findings of **Kathiyayini, S.V. (2010), Okwelle, P.C. and Alalibo, T.J. (2017), and Gul, A. (2023)** which found that female student often faced discouragement from their family and teachers. Additionally, it was reported that many parents held extremely conservative views, opposing girls' education. Families are a crucial factor that influences the access and participation of women in higher education. Lack of support from family can negatively impact the educational attainment of women students. Therefore, there is a need for target intervention so as to ensure a supportive environment for the women students.

From the study, 0.33% of the women students from general colleges revealed that eve-teasing and harassment still exist. Additionally, 0.5% of professional college women students reported experiencing mental and physical harassment. This finding corroborates with the research of **Asif, M. et al. (2011), Irum, S. et al. (2015), Madara, D. S., Cherotich, S., (2016), Naeem, T., Dahar, M.A. (2016)** which reported sexual harassment as a pervasive issue impacting female students' academic experience. It was also reported that female students experience harassment both from peers and teachers, further citing that harassment from male are a major hurdle for women pursuing higher education. Harassment is an on-going and pervasive issue which affects every section of society and needs to be checked. The recurrence of harassment issue across multiple studies underscores the need for stronger institutional policies to prevent harassment. Implementing anti-harassment policies and awareness programs could create a safer and more favorable atmosphere for women students to thrive academically.

Another 1.5% women students of general colleges, 1.52% of professional colleges and 0.57% of Nagaland University students reported experiencing discrimination against women, who were often viewed as inferior. This result aligns with the findings of **Basavaraj, H. (2014), Irum, and S. et al. (2015)**, which also revealed that women experience neglect in various areas such as educational, socio-economic, religious, and cultural contexts compared to their male counterparts, citing that discrimination from male peers was a significant concern for women in higher education institutions. Gender discrimination is a critical issue which is prevalent in every society and needs to be checked. The recurrence of these findings across various studies stresses on the need for

targeted intervention and for educational institutions to address these gender- based discrimination by implementing policies and fostering a more inclusive environment that promotes equality, ensuring safety for women students and treating them with respect and dignity.

The findings from the study revealed that 1% of general college women students and 0.29% women students of Nagaland University experience mental health issues such as stress, anxiety and depression, echoing the findings of **Shinde, R.V. (2011), Saroja, R.T. (2013), and Gul, A. (2023)** which reported that women in higher education confronts with emotional and psychological stress stemming from societal expectation and leadership stereotyping. Additionally, the lack of family support, gender discrimination coupled with difficulties in balancing household duties and academic responsibilities often lead to psychological stress. These findings highlight the need to prioritize mental and psychological well-being of women. Mental wellbeing is a crucial component for success in various aspects of life. Therefore, there is a need for intervention to address these issues and provide accessible mental health support so as to help women students cope with mental stress and provide a healthier and more supportive academic environment.

From the study, 7.17% women students of general colleges, 3.53% of professional colleges and 1.14% of Nagaland University felt that their parents gave less importance to their education as compared to their brothers. This results were echoed in the findings of **Zamir, S. (2013), Basavaraj, H. (2014), Farid, T. et al. (2014), and Behlol, M.G.I., and Najeebullah, I. (2016)** which revealed that boy's education was preferred over girls' education in the family, citing that female experience discrimination in higher education as compared to males as they were prioritized over females in educational opportunities, while also indicating that many conservative families allocate funds primarily for the education of males. Women are an essential asset of the society and are instrumental in driving the nation's progress. The consistent finding across several studies on prioritizing male education over female stresses the need to sensitize people about the importance of women's education and to prioritize their education as well.

5.2.6. Discussion of findings based on research question 6: What is the attitude of women students and women teachers towards higher education?

The study showed that 40% of the women teachers and 67.28% of the women students agreed with the statement that higher education has become more money oriented rather than knowledge oriented. This finding corroborates with the results of **Basavaraj,**

H. (2014), where 33.4% of students also stated that higher education has become more commercial and money oriented. These collective findings emphasize on the need to check in the existing education system. Currently, the rising cost of higher education has become an issue of major concern, particularly for student from financially weak background. The substantial increase in tuition fees, especially in private institutions has led to the perception that education is becoming more commercialized, making it less accessible for students from lower socio- economic status, resulting in significant waste of potential. Therefore, there is a need to address these issues and provide various financial aids, scholarships and support system to ensure that education is accessible to everyone, irrespective of where they come from.

From the study, 92.33% of women teachers and 92.24% of women students agreed that higher education will help in providing better career opportunities. This align with previous research conducted by **Basavaraj, H. (2014)**, where 63.8% of the students had expressed that aims of higher education were to get good employment. This consistent finding across several studies indicates a positive attitude towards higher education, underscoring the significance of higher education in securing good job in the society. This makes it crucial for providing education that is not only theory based but is relevant to real and practical life situations- one that fosters their potential and prepares them for future career.

Majority of the women teachers (76.67%) and women students (79.63%) agreed that higher education improves our standards of living. This result echoed the findings of **Kumar, P. (2013)**, where 68.3% students and 67% of teachers agreed that higher education would raise the standard of living. This recurrence of these finding across studies indicated that students and teachers are positive towards higher education. This emphasized the need to provide quality education that helps an individual to equip themselves with required skills and knowledge, making them employable so as to improve their life, while also contributing to national development.

5.3. SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

1. The quality of infrastructure in educational institution is vital for shaping the overall academic experience of both the teachers and students. A well- equipped infrastructure and conducive learning environment fosters in making the teaching learning effective, contribute to health, safety and well- being of the teacher and students, thereby, enhancing the overall institutional effectiveness. Therefore, there

is a need to focus on enhancing the infrastructural facilities of higher education institutions. This will help create a more conducive learning environment and ensures that both women teacher and women students have access to the resources that foster academic and personal growth.

2. The library is a fundamental element that significantly contributes to the overall educational process. A well- equipped library will broaden the scope of learning for women teachers and women students, helping them to engage in in-depth and independent learning, contributing to their intellectual growth, creativity and critical thinking ability. Therefore, it is important to invest in the library infrastructure and upgrade the facilities. This will help provide a diverse range of resources such as updated books, journals, digital database and comfortable study space. Improving the library facilities will not only enhance the learning experiences of the women teachers and women students but also result in better educational outcomes.
3. A good classroom environment fosters the effectiveness of teaching and learning, conversely, the lack of a conducive environment hinders the progress of students and teachers. Therefore, it is essential for institutions to invest in upgrading the classroom facilities, providing modern technologies such as smart boards and projectors, making seating arrangements more adaptable so as to create a better learning environment. Improving the classroom facilities will help women teachers and women students to utilize the latest tech, making teaching learning more engaging and enjoyable, ultimately boosting their academic performance and develop their creative thinking abilities.
4. Science and technical education usually required hands- on experimentation and the lack of adequate equipment and apparatus will significantly hinder the effectiveness of teaching and learning, resulting in poor educational outcome. Hence, there is a need to upgrade the laboratory facilities with the latest equipment, ensuring that safety measures are properly implemented. A well- equipped lab will enable women students to engage in hands- on learning, allowing them to apply their theoretical knowledge in real- life scenarios, enabling them to develop problem solving skills, critical thinking ability and equip them for the challenges they faced in their chosen career. Investing in laboratory infrastructure will not only bring about a significant improvement and advancement in science education for women but also in generating the national income as the progress and development of nation is very much dependent on science and technology.

5. Transportation is an important element and can significantly affect the academic success of women. Therefore, there is a need for providing adequate transport facilities, particularly women for whom, safety, distance and reliability of transport services becomes a concern. Providing them adequate transport facilities will not only enhance the access and retention of women teachers and women students in higher education but will also significantly contribute to their academic success.
6. A safe and congenial environment is essential for women to thrive academically. Poor living environment not only hampers their academic and professional but affects their overall well- being. Hence, institutions need to focus on providing women with a safe and comfortable hostels and quarter facilities. Providing a well maintained and secure living environment with essential amenities is vital for promoting the academic success, personal growth and overall well- being of both the teachers and students, ultimately contributing to their holistic development. Additionally, for the safety of women teachers and women students, proper rule should be made whereby, outsiders without permission be barred or prohibited from entering women hostel or quarter premises. Implementing such rules helps to create a safe and conducive environment for women free from harassment and other related stress. Improving infrastructural facilities and fostering a safe living environment provided women a sense of security, free from stress and anxiety and makes it easier for them to focus in their work.
7. Financial constraint not only affects the personal well- being of women teachers, but also influences their morale, job performance, their retention and overall quality of education. Therefore, it is essential for educational institutions to provide salary that aligns with the UGC scale, along with timely payments and appropriate allowances. Providing adequate amount of salary and timely payment is crucial in alleviating the financial burden of women teachers, and can significantly contribute to the effectiveness of teaching, yielding better educational outcome, while also ensuring their retention and continuity in educational institutions.
8. Scholarships play a crucial role in students' academic journey. Lack of financial stability often hinders the educational access and academic performance/ achievements of students. Thus, timely distribution of scholarships is essential for supporting educational pursuits of women students and fostering their academic success. Various government ministries and departments that are responsible for allocating scholarship funds must ensure that these funds are disbursed promptly. Additionally, various scholarship schemes and other financial aids should be

introduced for women especially for those from weaker sections or disadvantage backgrounds to make education more accessible to the underprivileged. Scholarships alleviate the financial burden. Providing scholarships and financial aid will help women students to pursue/ advance their academic carrier without any financial burden.

9. A strong administration is the backbone of a successful educational institution. A sound administration would result in better educational outcomes, conversely, weak and ineffective administrative system negatively impact the academic performance of both the teachers and students, hindering the educational outcome. Hence, institution should ensure on establishing a robust administration within the educational institutions. Maintaining a transparent and effective administration will foster a more conducive learning environment that supports the well-being of both women teachers and women students and can result in better educational output.
10. Leave facility is an important aspect in any workplace or educational institution. The lack of provision for such facilities may hinder the well-being of women teachers and negatively impact their educational experience. Therefore, educational institutions should ensure the provision of adequate leave facility, aligning with the **Labor Laws**⁴. Providing such facilities will ensures that women teachers have access to the leave facilities to address their health needs, thereby, enhancing their overall educational experience
11. Equality in promotional opportunity in any workplace is vital for career advancement and professional growth. On that note, it becomes crucial for educational institutions to ensure that both male and female are provided with equal promotional opportunities based on their abilities and merit. Maintaining transparency and equity in promotion is essential to ensure that everyone, regardless of gender have equal access for professional advancement opportunities, cultivating a fair and effective educational environment. Implementing fair practices that recognize and reward talents based on merit will not only foster a better working environment for women teachers but will also foster their career advancement and professional growth.

⁴ **Labor Laws:** The Labor Laws governs the Leave Management System which ensures fair treatment and protection to the employees. These laws specify the procedure and the entitlement for different types of leaves, outlining the employee rights in terms of leave accrual, leave usage and leave balance. Besides, protecting the well- being and rights of employees, labor laws that govern the leave management system also promote peaceful work environment.

12. Curriculum is a crucial factor and significantly contributes to achieving the educational goals. A well-structured curriculum will not only help the students in obtaining knowledge and skills but also help in contributing significantly to achieve the national goals. Developing an inclusive curriculum ensures that every student, irrespective, of their background, needs and abilities feels supported and appreciated, fostering a more enriching learning environment. Hence, educational planners and policy makers need to focus on designing curriculum that are not only inclusive but also reflects the need of the women students, while also making sure that the curriculum designed meets the need of the job market- one that not only enhances the skills, knowledge and creative thinking abilities of women students but also prepares them to be employable and ready for future career.
13. Examination and evaluation are crucial for assessing and examining the performance of the students. Defect in the examination and evaluation system not only fails to assess and evaluate the students' performance accurately but also hinder their educational development. Therefore, there is a need for reformation in the examination and evaluation system that promotes deeper understanding, critical thinking and problem-solving abilities rather than focusing on rote learning and assigning grades, and which also promotes the principle of transparency and fairness in assessment and timely declaration of results. On this note, educational administrators, planners and policy makers need to focus on reforming the examination and evaluation system so as to ensure a more inclusive, flexible and integrated approach aimed at fostering critical thinking ability of women students, ensuring their holistic development and resulting in better educational outcome.
14. Professional growth in educational institution is essential not only for the effectiveness of teaching and learning but also for job satisfaction of teachers. Hence, it becomes crucial for educational institutions to provide opportunity for women teachers to attend faculty development programme (FDP). These programs not only help them to improve and enhance their skills and knowledge but also lead to better student learning outcome. Providing such opportunities for women teachers will not only enhance the effectiveness of teaching and learning but also foster professional advancement, job satisfaction among them.
15. Co- curricular activities play a vital role in fostering creativity and unfolding the hidden abilities of the students as well as in developing their personality. This makes it crucial for institutions to organize several outdoor and extra-curricular activities such as sports, cultural and talent show, group work, field trips, etc.

Engaging student in different co- curricular activities will help students to develop skills, uncover their potentials, explore and understand other cultures, learn the art of team work and gain exposure to different learning environment, contributing to the holistic development of the students.

16. Harassment and Gender discrimination are an on-going and pervasive issue that is prevalent in every social structure and institution, affecting every section of the society from home to workplace and educational institutions. Therefore, there is a pressing need for educational institutions to address these issues and implement anti- harassment and gender discrimination policies to ensure a safer, secure and congenial environment within the educational institutions. Creating an environment which is free from biases, discrimination and harassment will not only help women to reach their fullest potential but also help them to excel academically, allowing them to engage and contribute positively to the society. Additionally, the institutions also need to organize seminars and workshops on gender sensitization and Prevention of Sexual Harassment Workshop (**POSH**)⁵ for the administrative personnel, staff and students so as to create awareness about gender inequality, discrimination and harassments. By organizing such seminars and workshop, they will be informed about the ways and procedures required to promote gender equality, challenge discriminatory practices and become familiar with the legal framework for addressing sexual harassment. This will contribute to creating a more inclusive, safer and respectful environment for women teachers and women students.
17. Women involvement in higher education is crucial for a nations' progress and their education cannot be undermined. So, there is a need to sensitize the people about the importance of girls' education and create awareness through various seminars, workshop or campaign. Creating such awareness will not only help to combat the traditional thought of prioritizing boy's education over girls but it will also help in shifting the societal views on the importance of educating women and overcome the barriers that prevent girls from pursuing higher education. Additionally, various incentives and financial support should be provided to families from economically weaker section of the society so as to help them to prioritize sending their girls to schools and college.

⁵ (**POSH**):The Prevention of Sexual Harassment (POSH) Act which came into effect in 2013 was created to protect individuals from sexual harassment and ensure a safe and secure environment. This law was established to safeguard women against harassment at workplace and offers a way to address any complaints that may arise.

18. Women are an invaluable resource of our society and their contribution is of significant importance. It is therefore important to ensure that they are provided with the required facilities so as to help them balance their work life. Working mother with new born often faced a great deal of challenges in taking care of the child and balancing their work. Hence, educational institutions need to focus on setting up **Day Care Centre / Crèche** for women teachers and scholars. Setting up such centre will help in removing barriers for women in participating in higher education and continue their education and career without having to compromise their responsibilities. This will help them to balance the role of a nurturing mother and their academic work life.
19. Mental and psychological wellbeing are a crucial component for success in various aspects of life, be it personal, academic or professional. Poor mental health can lead to substandard academic and professional life, potentially resulting in academic failure or underachievement. Hence, educational institutions need to focus on providing counseling services for women teachers and women students dealing with academic/ work pressure, personal, emotional or psychological stress so as to cope with these challenges. Providing such services will help them to maintain a good mental health and enable them to excel in their academic and professional life. Additionally, institutions should organize seminars and workshop on mental health from time to time to sensitize about the various mental health issues and educate them about the coping mechanism to promote the overall well- being of women teachers and women students within the institution.
20. The working atmosphere significantly affects faculty retention and shapes the overall experience in the workplace. A poor, unsafe and unsupportive working environment can have various negative impacts, resulting in job dissatisfaction and poor outcome. It is therefore essential for educational institutions to implement women- friendly policies such as flexible work arrangement, childcare and caregiving support, mentorship and leadership program for women, equal pay and fair hiring practices, workplace culture and harassment policies and well- being initiatives -that empower women, promote gender equality and fosters an inclusive working environment. Implementing such policies will not only help women teachers find a better balance between their work and family life, but also enable them to be productive and help them in their career advancement.
21. The safety and welfare of women is a pressing concern and needs to be prioritized. Creating a safe, inclusive and supportive environment is crucial for women to

thrive in their academic and professional life. For this, **Women Cell** need to be set up in every educational institution and the existing ones should be strengthened. Establishing and strengthening women cells will not only promote gender equality but also empowers women teachers and women students, fostering a safer, inclusive and supportive environment for them.

22. Career guidance is crucial as it helps students to make informed choices and decisions for their future career. Hence, it is vital for educational institutions to set up career guidance cells to help students identify the available opportunities and accordingly choose their career paths. Providing such services will help women students to choose and navigate their career paths that align with their interest and potential.
23. Physical well-being is an important component for academic success and professional growth. Poor health not only hinders the academic performance of the students and faculty but also negatively impacts their overall educational experience. Thus, educational institutions need to focus on establishing women health centres and provide medical facilities for women to meet their specific needs. Additionally, these centres should also focus on the menstrual hygiene of women by providing accessible sanitary pads or installing sanitary pad vending machines. Providing such facilities help women teachers and women students to manage their cycle without any disruption to their academic or work life, fostering a healthy environment that promotes both their mental and physical well-being.
24. Women form a key part of the society and their contribution cannot be overlooked. Their participation in administrative and leadership roles, particularly in higher education is of significant importance as it promotes gender equality, empowers women, and brings about an attitudinal shift on gender stereotyping. Today, women need to be encouraged and provided with opportunities to take on leadership roles in various governing bodies and decision-making bodies. Placing them in such positions will not only help in breaking the gender barriers and increase women representation but also promote equity in decision making and policy formulation. Besides, they can also become role models for many young girls, inspiring and encouraging them to become one that is of significant importance, and contribute to societal and national development.
25. The representation of women particularly in STEM and professional courses are quite low and this unequal distribution and under representation of women in these courses is an issue of concern. Therefore, there is a pressing need to increase the

participation of women in such fields. Women need to be encouraged and provided with equal opportunity to pursue different professional courses that have traditionally been dominated by men. Providing such opportunity will not only help to bridge the gender gap but also promote gender equality and lead to better innovations and outcomes. Additionally, providing scholarship and financial aid for women, particularly from marginalized and disadvantaged group can help alleviate the financial burden, ensuring that women from all background have equal opportunity to succeed academically, which in turn can increase women participation and reduce the gender gap. Further, organizing seminars and workshop and educating people on the importance and career prospects associated with professional courses and STEM can help in shifting the societal perception and encourage more women to choose these fields which can result in better professional success of women.

26. Vocational training and skill development program are vital for generating national income. It is therefore important for educational institutions to focus on providing courses on vocational and skill development. Offering such courses will provide women with a wide range of career opportunities, helping them to become skillful in their chosen career path and enable them to become economically independent, thereby, reducing gender disparity in the job market and empowering them take to charge of their future and be productive member of the society.
27. Educational institutions need to also focus on providing disabled friendly infrastructural facilities such as ramp, elevators, accessible restrooms so as to make it accessible for students and staff with disabilities. Providing such facilities and environment fosters inclusivity, allowing students and staff with disability to engage fully in their academic and professional journey, ensuring that everyone has an equal opportunity to succeed.
28. Research is crucial as it brings about changes, innovations and development. Therefore, effort should be made to develop research driven mind-set among teachers and students, encouraging them to take part in research activities that are crucial for the growth of education and development.

5.4. CONCLUSION.

The present study was very comprehensive as it set out to examine the status of women students and women teachers in higher education. It aimed to explore the various challenges that women encounter in general colleges, professional colleges and Nagaland University. The researcher carefully investigates the status of women and the issues encountered by them, presenting the findings in a clear and organized manner. Further, the findings of the study were discussed keeping in mind the objective of the study.

From what the study shows, it is clear that the higher education system in Nagaland is progressing both in terms of institutions, teaching faculty and students' enrollment. It was observed that prior to statehood, there were only 2 colleges, however, the number increased gradually since independence and at present, there are a total of 69 colleges comprising of 55 general colleges and 14 professional colleges in the state. Additionally, it was found out that out of the 69 colleges, there was only one women college and the rest were co- ed institutions. Regarding the status of women students, it was found out that female students surpassed the male students both in enrollment and academic achievements. Similarly, with regard to the status of women teachers, it was found that women teachers of general and professional colleges outnumbered their male counterpart in faculty composition, however, in the case of Nagaland University, the trend was reverse. Further, regarding the position held by teachers, it was found that male teacher outnumbered the female counterpart in leadership roles

One major concern found from the study was the lack of adequate infrastructure. In spite of the progress in the number of educational institutions, there lies a critical concern with the infrastructural facilities of the institution. It was found from the study that both the teachers and students faced infrastructural related challenges including classroom facilities, library facilities, laboratory facilities, staffroom facilities, transportation facilities, quarter facilities and hostel facilities. Lack of proper and adequate infrastructural facilities often hinders the progression of success and negatively impacts the experiences of the students and the teachers, ultimately resulting in poor educational outcome. Therefore, there is a pressing need to improve the infrastructure of the institution.

Financial barriers are a critical concern which not only affects the students and teachers but also the institutions as well. It was found out from the study both the students and teachers encounter financial constraints and these challenges not only undermine the effectiveness of teaching and learning but also significantly impacts the performance and achievements of both teachers and student, ultimately resulting in poor educational

outcome. These issues call for targeted intervention for improving the financial condition of teachers and increase financial aid, scholarship and support system for students so as to ensure a better academic experience and better educational outcome.

The inadequacy of the administration system is one of the concerns highlighted in the study by the students and teachers. A lack of adequate and effective administration not only hinder the teaching learning experiences but also influence the retention of students and teachers, hindering their overall academic experience of students and also result in poor institutional outcome. Therefore, there is a need to establish a robust administration within the educational institutions to foster a more conducive learning environment that supports the well-being of both the teachers and students, ultimately enhancing their overall educational experience.

Another issue of concern identified from the study was that of the academics. It was found out from the study that a few per cent of students and teachers point out issues related to curriculum, teaching method, examination and evaluation. These issues pointed out the need for reformation in curriculum design, methods of teaching and examination and evaluation practices. Therefore, it is crucial to create a more inclusive, flexible and integrated approach that nurtures holistic development of students, and enhances the overall academic experience of the students and teachers.

Additionally, the study also identified several other issues confronting women in higher education including discrimination, harassment, lack of support, mental health related issues and difficulty in balancing work life and household responsibility. These challenges not only impede the academic and career advancement of women students and teachers but also impact their overall well-being. This present issue calls for targeted intervention for educational planners and policy framers to develop policies and strategies so as to ensure a more inclusive, flexible, supportive and congenial teaching and learning environment for both teacher and students.

Overall, the study points out that woman in higher education is progressing with more women representing in the enrollment and teaching position, except in the administrative role which indicated a reversal. Despite the challenges encountered in their pursuance of higher education, more women are thriving academically indicating a strong determination and inclination towards higher education. Women are an indispensable part of the society and their involvement and contribution are vital for the nation's overall progress. It is therefore, crucial to acknowledge the significance of women education and create opportunities for them which will not only help in their personal growth but also in the progress and advancement of the nation as well. Additionally, it is both important and

necessary to encourage more women to pursue other professional, technical and vocational courses and not only opt for arts stream as it was found from the study that the enrollment of students in arts stream is massive compared to the other courses. Encouraging them to participate in other fields such as administration, healthcare, business and entrepreneurship, law, politics, STEM and other related areas will not only bridge the gender gap in other male dominated courses but also promote gender equality and lead to better innovations and outcomes. In order to achieve this, there is a need for policy makers and educational planners to plan and strategies policies which will not only help women to access in these fields but also provide them with various opportunities and support systems so as to ensure their retention and completion of courses, enabling them to be productive member of the society and the nation at large. Furthermore, the state government should take up initiatives to help women explore various career paths, providing greater opportunities for women empowerment.

5.5. RECOMMENDATION FOR FURTHER RESEARCH

1. A study on the socio- cultural and economic problem of women in higher education in Nagaland.
2. A study on the psychological and emotional problems of women in higher education in Nagaland.
3. A comparative study of rural and urban women in higher education can be undertaken.

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[Appendix-I]

QUESTIONNAIRE FOR WOMEN TEACHERS OF GENERAL COLLEGES**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Dr./ Ms./ Mrs.) :
2. Designation :
3. Name of the Institution :
4. Years of teaching experience :
5. Educational Qualification:

M.A	M.Sc.	M.Com.	M. Phil.	Ph. D	NET	Diploma course

Any other qualification (Please specify) _____

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state reason(s) for your dissatisfaction _____
2. Does your institution have the following facilities?

Sl. No.	Facilities	Yes	No
a.	Separate ladies common room		
b.	Seminar/ conference hall		
c.	Auditorium hall		
d.	Safe drinking water		
e.	Canteen		

Any other (Please specify) _____ **Library**

3. Does your institution have its own library? Yes/ No
If yes, are you satisfied with the library facilities of your institution? Yes/ No
 4. Do you face any problem with regard to library facilities? Yes/ No
If yes, what are the problems? Please tick (✓)
- a) Poor cataloging of books ()
 - b) Lack of latest edition books ()
 - c) Lack of photo copying machine ()
 - d) Lack of proper reading rooms ()
 - e) Insufficient tables and chairs ()
 - f) Lack of internet connection ()
 - g) Library is not properly maintained ()
 - h) Inconvenient library timing ()
 - i) Lack of computer facilities for teachers ()
 - j) Any other (Please specify) _____

Teachers' Staff Room

5. Is the teachers' common room big enough to accommodate all the teachers? Yes/ No
6. Are the following facilities available in teachers' common room? Yes/ No

Sl. No.	Item	Yes	No
a.	Locker for each teacher		
b.	Computer facilities for teachers		
c.	Internet connection		
d.	Daily newspapers		
e.	Magazines/ Journals		
f.	Separate ladies' toilet		

Any other (Please specify) _____

7. Are you satisfied with the facilities of the teachers' common room? Yes/ No
If no, kindly state your reason(s) _____ **Classroom**
8. Are you satisfied with the classroom facilities in your institution? Yes/ No
9. Do you face any problem with regard to classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Lack of proper classroom ()
- b) Small and congested classroom ()
- c) Lack of adequate teaching materials ()
- d) Lack of ICT facilities in the classroom ()
- e) Disturbance of classes from outside noises ()
- f) Any other (Please specify) _____

Laboratory (For Science Stream)

10. Does your institution have a laboratory? Yes/ No
If yes, are there sufficient apparatus to carry out experimentation in the laboratory? Yes/ No
11. Do you face any problem with regard to laboratory facilities? Yes/ No
If yes, kindly state the problems _____

Quarter facilities

12. Does your institution provide quarters for teachers? Yes/ No
If yes, are you availing the quarters provided by your institution? Yes/ No
13. Do you face any problem with regard to quarter facilities provided by the institution? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Poor maintenance of quarters ()
- b) Lack of proper infrastructure ()
- c) Inadequate water supply ()
- d) Inadequate water supply ()
- e) Any other (please specify) _____

B. FINANCE

14. Do you get your salary on time? Yes/ No
15. Do you feel that you are paid according to your workload? Yes/ No
16. What type of pay scale are you given? Please tick (✓)
a) U.G.C. scale () b) Any other (Please specify) _____
17. Are you satisfied with your salary? Yes/ No
18. Are there yearly increments in your salary? Yes/ No

19. Do you get the following benefits/ allowance apart from your salary?

Sl. No.	Benefits	Yes	No
a.	Medical allowance		
b.	Special allowance		
c.	Travel allowance		

Any other (Please specify) _____

20. Are you engaged in other work apart from teaching to support your family?

Yes/ No

21. Do you face any problem with regard to finance?

Yes/ No

If yes, kindly state the problems _____

C. ADMINISTRATION

22. Are you satisfied with the functioning of administrative system of your institution?

Yes/ No

23. Is there enough number of administrative staff to carry out the administrative work?

Yes/ No

24. Does your institution have a women cell?

Yes/ No

If yes, is it functioning effectively for the welfare of the women? Yes/ No

25. What method is used for the recruitment of teachers in your institution?

a) Written test () b) Interview ()

c) lecture demonstration () d) NPSC ()

e) Any other (Please specify) _____

26. Are you satisfied with the recruitment system of your institution?

Yes/ No

27. Are you required to take up any administrative work apart from teaching?

Yes/ No

If yes, kindly mention the type of work _____

28. Does your institution provide for leave facilities?

Yes/ No

If yes, what are the different kinds of leave facilities for women teachers? Please tick (✓)

a) Earned leave () b). Casual leave ()

c) Commuted leave () d) Medical leave ()

e) Maternity leave ()

f) Any other (Please specify) _____

29. Are you satisfied with the leave facility provided by your institution?

Yes/ No

If no, kindly state reason for your dissatisfaction _____

30. Do you face any ill- treatment from the administrative staff?

Yes/ No

31. Does your institution provide opportunity for promotion?

Yes/ No

32. Do you face any problem with regard to your promotion?

Yes/ No

If yes, what are the problems? Please tick (✓)

a) Lack of equal opportunity ()

b) existence of favoritism ()

c) Any other (Please specify) _____

33. Do you face any problem with regard to the administration of your institution?

Yes/ No

If yes, kindly state the problems _____

D. ACADEMIC

Teaching Methods

34. How do you find the teaching workload? Please tick (✓)

a) Heavy () b) Moderate () c) Light ()

35. What type of teaching methods do you employ in the classroom?

- a) Lecture method () b) Project method ()
 c) Demonstration method () d) Discussion ()
 e) Dictating notes ()
 f) Any other (Please specify) _____

36. Are you satisfied with your teaching profession? Yes/ No
 If no, kindly state reason(s) for your dissatisfaction _____

Curriculum

37. Are you able to complete the syllabus within the stipulated time? Yes/ No

38. Are you satisfied with the existing curriculum? Yes/ No

If no, what are the reasons? Please tick (✓)

- a) It is too vast ()
 b) It is out dated ()
 c) It is too theoretical ()
 d) It does not cater to national needs ()
 e) It does not cater to the needs of the students ()
 f) It does not cater to the needs of the society ()
 g) Any other (Please specify) _____

39. Do you feel that the present curriculum needs to be revised/ modified? Yes/No

Examination and Evaluation

40. Are you satisfied with the examination and evaluation system? Yes/ No

If no, kindly state reason(s) for your dissatisfaction _____

Co- Curricular Activities

41. Does your institution organize co- curricular activities? Yes/ No

42. Do you take responsibility in any of the co- curricular activities organize by your institution? Yes/ No

i) If yes, kindly mention the activities? _____

Faculty Development Programme

43. Does your institution provide opportunity to teachers for attending faculty development programme? Yes/ No

44. Have you attended any of the faculty development programme?

Sl. No.	Programme	Yes	No
a.	Orientation programme (OP)		
b.	Refresher course (RC)		
c.	Faculty development programme (FDP)		
d.	Short term course (STC)		

Any other (Please specify) _____

E. OTHER GENERAL PROBLEMS OF WOMEN TEACHERS

45. Does your institution provide for medical facilities? Yes/ No

46. Do you have good relation with your colleagues? Yes/ No

47. Do you face any harassment at your workplace? Yes/ No

48. As a women teacher, do you feel that you are not given equal opportunity as compared to your male counterpart? Yes/ No

49. What are the other problems faced by women teachers of colleges in Nagaland that have not been mentioned above?

- a. _____
 b. _____
 c. _____

50. Kindly suggest measures to improve the status of women in Higher Education.

- a. _____
- b. _____
- c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
51.	Higher education will help in getting ahead in life.					
52.	Higher education provides better career opportunities.					
53.	Higher education helps in building up self-confidence/ self-esteem.					
54.	Higher education helps in women empowerment.					
55.	Higher education brings about social, political, economic and legal empowerment.					
56.	Higher education is the key for development of any nation.					
57.	Higher education will help in dealing with different challenges in life.					
58.	Higher education creates responsible citizens in the society.					
59.	Higher education has become more money oriented rather than knowledge oriented.					
60.	Higher education is not important for all.					
61.	Higher education helps in preserving our culture.					
62.	It is not necessary to provide scholarship to students in higher education.					
63.	Students from disadvantage group should not opt for higher education.					
64.	Higher education should be made compulsory for all.					
65.	Higher education helps in removing superstitious belief from the society.					
66.	Higher education helps in eliminating poverty.					
67.	Higher education improves our standards of living.					
68.	Higher education helps in the development of different aspects of an individual.					
69.	Higher education can help women in providing quality education to their children.					
70.	Higher education can help an individual to become more self- reliant.					
71.	Higher education will help in bringing about positive change in the system of government.					
72.	Higher education is equally important for women as it is for men.					
73.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix-II]

QUESTIONNAIRE FOR WOMEN STUDENTS OF GENERAL COLLEGES**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Ms./Mrs.) :
2. Name of the Institution :
3. Present course of study :

Arts	Science	Commerce

A. INFRASTRUCTURE**Physical Facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state the reason(s) for your dissatisfaction _____
2. Do your institution/ college have the following facilities?

Sl. No.	Facilities	Yes	No
a.	Playground		
b.	Basketball court		
c.	Volley ball court		
d.	Badminton court		
e.	Table tennis court		
f.	Auditorium hall		
g.	Separate ladies' common room		
h.	Safe drinking water		
i.	Canteen		

Any other (Please specify) _____

Classroom

3. Are you satisfied with the classroom facilities in your institution? Yes/ No
4. Does your institution have the following facilities in the classroom?

Sl. No.	Infrastructure	Yes	No
a.	Proper Class room		
b.	Projector		
c.	Lecture stand		
d.	Smart Board		
e.	Black boards/ white boards		
f.	Chalk/ marker/ duster		

Any other (Please specify) _____

5. Do you face any problem with regard to your classroom? Yes/ No
If yes, what are the problems? Please tick (✓)
- a) Classrooms are too congested ()
- b) Insufficient desk and benches ()

- c) Lack of ICT facilities in the classroom ()
- d) Inadequate learning environment ()
- e) Classrooms are not properly lighted and ventilated ()
- f) Classes are disturbed due to the noises from outside ()
- g) Any other (Please specify) _____

Library

6. Does your institution have its own library? Yes/ No
7. Does the library have the following facilities?

Sl. No.	Item	Yes	No
a.	Photo copying machine		
b.	Computer facilities for students		
c.	Internet broadband connection		
d.	Reading rooms		
e.	Tables and chairs		
f.	Facility for issuing book		
g.	Books/ journals/ magazines		
h.	e- resource		

Any other (Please specify) _____

8. Are you satisfied with the library facilities in your institution? Yes/ No
9. Do you face any problem with regard to library facilities? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Lack of latest edition books ()
- b) Poor cataloging of books ()
- c) Lack of proper tables and chairs ()
- d) Inconvenient library timing ()
- e) Library is not properly maintained ()
- f) Lack of proper and competent library staff ()
- g) Lack of books related to the prescribed syllabus ()
- h) Any other (please specify) _____

Laboratory

10. Does your institution have a laboratory? Yes/ No

If yes, what are the types of laboratories available in your institution?

- a) ICT/ Computer laboratory () b) Science laboratory ()
- c) Language laboratory () d) Psychological laboratory ()
- e) Any other (Please specify) _____

11. Is your laboratory well-furnished with the following? Please tick (✓) (Q. 11&12 For Science Stream)

- a) Laboratory equipment () b) Apparatus ()
- c) Any other (Please specify) _____

12. Do you face any problem with regard to laboratory facilities? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Insufficient chairs and tables ()
- b) Lack of internet connection ()
- c) Irregularity of power supply ()
- d) Laboratory room is small and congested ()
- e) Laboratory room is not properly maintained ()
- f) Lack of computer facilities for the students ()
- g) Insufficient apparatus/ equipment for experimentation ()

h) Any other (Please specify) _____

Transportation

13. Does your institution/ college provide for transport facilities? Yes/ No
 If yes, do you avail the transport facilities provided by your institution? Yes/ No
14. Do you face any problem with regard to transportation? Yes/ No
 If yes, what are the problems? Please tick (✓)
- a) Inconvenient bus timing ()
 b) Buses are not properly maintained ()
 c) Over crowded due to limited bus ()
 d) High bus fare ()
 e) Any other (Please specify) _____

Hostel

15. Does your institution provide hostel facility for women students? Yes/ No
 If yes, do you avail the hostel facilities provided by your institution? Yes/ No
16. Are you satisfied with the hostel facilities of your institution? (hostellers) Yes/ No
 If no, what are the reasons? Please tick (✓)
- a) Poor quality of food ()
 b) Rooms are too congested ()
 c) Poor administration of hostel ()
 d) Inadequate power supply ()
 e) Lack of proper sanitation ()
 f) Inadequate water supply ()
 g) Lack of safe drinking water ()
 h) Poor maintenance of hostel building ()
 i) Lack of proper tables, chairs, bed, almirah ()
 j) Any other (please specify) _____

B. FINANCE

17. Who is financing your education?
 a) Parents () b) Relatives ()
 c) Self- financing ()
 d) Any other (Please specify) _____
18. Are you satisfied with the fee structure of your institution/ college? Yes/ No
 If no, kindly state the reason(s) _____
19. Do you work part- time to meet your educational needs? Yes/ No
20. Are you aware of any scholarship schemes for women students? Yes/ No
 If yes, kindly mention the name of the scholarship _____
21. Are you receiving any scholarship? Yes/ No
 If yes, is it sufficient for your educational expenses? Yes/ No
22. Do you face any problem in availing your scholarship? Yes/ No
 If yes, kindly state the problems _____
23. Do you face any financial problem in accessing higher education? Yes/ No
 If yes, what are the problems? Please tick (✓)
- a) Difficulty in paying tuition fees ()
 b) Economic constrain of the family ()
 c) Delayed in scholarship ()
 d) Any other (Please specify) _____
24. Do you feel that economic constrain of your family hampers your education? Yes/ No

C. ADMINISTRATION

25. Are you satisfied with the present administration of your institution? Yes/ No
26. Does your institution have a women cell? Yes/ No
If yes, is it functioning effectively for the welfare of the women? Yes/ No
27. As a women student, do you face any ill-treatment from the administrative staff? Yes/ No
28. Do you face problem with regard to the administration of the institution? Yes/No
If yes, what are the problems? Please tick (✓)
- a) Administrative system is slow ()
- b. Irregularity of the administrative staff ()
- c) Students' grievances are not attended on time ()
- d) Administrative staff is not friendly and approachable ()
- e) Any other (Please specify) _____

D. ACADEMIC**Teaching methods**

29. What types of teaching methods are used in the classroom?
- a) Lecture method () b) Demonstration method ()
- c) Dictating notes () d) Project method ()
- e) Any other, please specify _____
30. Are you satisfied with the teaching method followed by your teacher? Yes/No
31. Do you face any problem with teachers' lecture in the classroom? Yes/ No
If yes, what are the problems? Please tick (✓)
- a) It is dull and monotonous ()
- b) It is difficult to understand what is taught ()
- c) Students needs/doubts are not attended ()
- d) Any other (Please specify) _____

Curriculum

32. Are you satisfied with the present curriculum? Yes/ No
If no, what are the reasons? Please tick (✓)
- a) It is too vast () b) It is outdated ()
- c) It is too theoretical ()
- d) It does not cater to the needs of the students ()
- e) It is not relevant to societal needs ()
- f) It does not cater to national needs ()
- g) It does not prepare students on future career ()
- h) Any other (Please specify) _____

33. Do you feel that the existing curriculum needs to be revised? Yes/No

Examination and Evaluation

34. Are you satisfied with the present examination and evaluation system? Yes/ No
If no, what are the reasons? Please tick (✓)
- a) Defect in examination system ()
- b) Examinations are not properly conducted ()
- c) Results are not declared on time ()
- d) Not satisfied with the marking system ()
- e) Any other (Please specify) _____

Co- curricular

35. Does your institution organize co- curricular activities for students? Yes/ No
If yes, what are the activities? Please tick (✓)
- a. Football () b. Basketball ()

- c. Volley ball () d. Cricket ()
 e. Badminton () f. Table tennis ()
 g. Literary programme () h. Seminar ()
 i. Cultural programme ()
 j. Any other (Please specify) _____

36. Do you participate in any of the co- curricular activities? Yes/ No

i) If no, what are the reasons? Please tick (✓)

- a. Not interested () b. Activities are boring ()
 c. Feel shy to participate ()
 d. Don't get chance to participate ()
 e. Any other (Please specify) _____

ii) If yes, in which co- curricular activities do you participate?

(Please Specify) _____

E. SOME OTHER PROBLEMS OF WOMEN STUDENTS

37. Does your college/ institution provide medical facilities? Yes/ No

38. Do you have good relation with your teachers? Yes/ No

39. Do you face any discrimination from your teachers because of your gender? Yes/No

40. As a women student, do you face any biases from others with regard to your education?

Yes/ No

41. Do you feel that your parents give less importance to your education as compared to your brothers? Yes/ No

42. What are the other problems faced by women students in higher education that have not been mentioned above?

- a. _____
 b. _____
 c. _____

43. Kindly suggest measures to improve the status of women in higher education.

- a. _____
 b. _____
 c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
44.	Higher education will help in getting ahead in life.					
45.	Higher education provides better career opportunities.					
46.	Higher education helps in building up self-confidence/ self-esteem.					
47.	Higher education helps in women empowerment.					
48.	Higher education brings about social, political, economic and legal empowerment.					
49.	Higher education is the key for development of any nation.					
50.	Higher education will help in dealing with different challenges in life.					

51.	Higher education creates responsible citizens in the society.					
52.	Higher education has become more money oriented rather than knowledge oriented.					
53.	Higher education is not important for all.					
54.	Higher education helps in preserving our culture.					
55.	It is not necessary to provide scholarship to students in higher education.					
56.	Students from disadvantage group should not opt for higher education.					
57.	Higher education should be made compulsory for all.					
58.	Higher education helps in removing superstitious belief from the society.					
59.	Higher education helps in eliminating poverty.					
60.	Higher education improves our standards of living.					
61.	Higher education helps in the development of different aspects of an individual.					
62.	Higher education can help women in providing quality education to their children.					
63.	Higher education can help an individual to become more self- reliant.					
64.	Higher education will help in bringing about positive change in the system of government.					
65.	Higher education is equally important for women as it is for men.					
66.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix-III]

QUESTIONNAIRE FOR WOMEN TEACHERS OF PROFESSIONAL COLLEGES**INSTRUCTION**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Dr./Ms./ Mrs.) :
2. Designation :
3. Name of the institution :
4. Years of teaching experience :
5. Educational Qualification :

M.A./M. Com/M.Sc.	B.Ed./ M.Ed.	M.B. A	LLM	MSW	MCA	M. Phil	Ph.D.	NET

Any other qualification (Please specify) _____

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state reason(s) for your dissatisfaction _____
2. Does your institution have the following facilities?

Sl. No.	Facilities	Yes	No
a.	Separate ladies' common room		
b.	Seminar/ conference hall		
c.	Auditorium hall		
d.	Safe drinking water		
e.	Canteen		

Any other (Please specify) _____

Library

3. Does your institution have its own library? Yes/ No
If yes, are you satisfied with the library facilities of your institution? Yes/ No
4. Do you face any problem with regard to library facilities? Yes/ No
If yes, what are the problems? Please tick (✓)

- a) Poor cataloging of books ()
- b) Lack of latest edition books ()
- c) Lack of photo copying machine ()
- d) Library is not properly maintained ()
- e) Lack of proper reading rooms ()
- f) Insufficient tables and chairs ()
- g) Lack of internet connection ()
- h) Inconvenient library timing ()
- i) Lack of computer facilities for teachers ()

j) Any other (Please specify) _____

Teachers' Common Room

5. Is the teacher's common room big enough to accommodate all the teachers? Yes/ No

6. Are the following facilities available in the teacher's common room?

Sl. No.	Facilities	Yes	No
a.	Locker for each teacher		
b.	Computer facilities for teachers		
c.	Internet connection		
d.	Daily news papers		
e.	Magazines/ Journals		
f.	Separate ladies' toilet		

Any other (Please specify) _____

7. Are you satisfied with the facilities of the teachers' common room? Yes/No

If no, kindly state your reason(s) _____

Classroom

8. Are you satisfied with the classroom facilities of your institution? Yes/ No

9. Do you face any problem with regard to classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

a) Lack of proper classroom ()

b) Small and congested classrooms ()

c) Lack of adequate teaching materials ()

d) Lack of ICT facilities in the classroom ()

e) Disturbances of classes from outside noise ()

f) Any other (Please specify) _____

Laboratory

10. Does your institution have a laboratory? Yes/ No

If yes, are there sufficient apparatus to carry out experimentation in the laboratory?

Yes/ No

11. Do you face any problem with regard to laboratory facilities? Yes/ No

If yes, kindly state the problems _____

Quarter Facilities

12. Does your institution provide quarter for teachers? Yes/ No

If yes, are you availing the quarters provided by your institution? Yes/ No

13. Do you face any problem with regard to quarter facilities? Yes/ No

If yes, what are the problems? Please tick (✓)

a) Poor maintenance of quarters ()

b) Inadequate water supply ()

c) Lack of proper infrastructure ()

d) Inadequate power supply ()

e) Any other (Please specify) _____

B. FINANCE

14. Do you get your salary on time? Yes/ No

15. Do you feel that you are paid according to your workload? Yes/ No

16. What type of pay scale are you given?

a) UGC scale () b) Any other (Please specify) _____

17. Are you satisfied with your salary? Yes/ No

18. Are there yearly increments in your salary? Yes/ No

19. Do you get the following benefits/ allowances apart from your salary? Please tick (✓)

Sl. No.	Benefits	Yes	No
a.	Medical allowance		
b.	Special allowance		
c.	Travel allowance		

Any other (Please specify) _____

20. Are you engaged in other work apart from teaching to support your family? Yes/ No

21. Do you face any problem with regard to finance? Yes/ No

If yes, kindly state the problems _____

C. ADMINISTRATION

22. Are you satisfied with the administrative system of your institution? Yes/ No

23. Is there enough number of administrative staff to carry out the administrative work?
Yes/ No

24. Does your institution have a women cell? Yes/ No

If yes, is it functioning effectively for the welfare of the women? Yes/ No

25. What method is used for the recruitment of teachers in your institution?

a) Written test () b) Interview ()

c) lecture demonstration () d) NPSC ()

e) Any other (Please specify) _____

26. Are you satisfied with the recruitment system of your institution? Yes/ No

27. Are you required to take up any administrative work apart from teaching? Yes/ No

If yes, kindly mention the type of work _____

28. Does your institution provide for leave facility? Yes/ No

If yes, what are the different types of leave facilities for women teachers?

a) Earned leave () b) Casual leave ()

c) Commuted leave () d) Medical leave ()

e) Maternity leave ()

f) Any other (Please specify) _____

29. Are you satisfied with the leave facility provided by your institution? Yes/ No

If no, kindly state your reason _____

30. Do you face any ill- treatment from the administrative staff? Yes/ No

31. Does your institution provide opportunity for promotion? Yes/ No

32. Do you face any problem with regard to your promotion? Yes/ No

If yes, what are the problems? Please tick (✓)

a) Lack of equal opportunity ()

b) Existence of favoritism ()

c) Any other (Please specify) _____

33. Do you face any problem with regard to the administration of your institution?

Yes/ No

If yes, kindly state the problems _____

D. ACADEMIC

Teaching Methods

34. How do you find the teaching workload? Please tick (✓)

a) Heavy () b) Moderate () c) Light ()

35. What type of teaching method do you employ in classroom? Please tick (✓)

a) Lecture method () b) Project method ()

- c) Demonstration method () d) Discussion ()
 e) Dictating notes () f) Group activity ()
 g) Any other (Please specify) _____

36. Are you satisfied with your teaching profession? Yes/ No
 If no, kindly state reason(s) for your dissatisfaction _____

Course of Study

37. Do you face any problem in arranging schools for practice teaching? (**For B.Ed. Teachers**) Yes/ No

38. Do you face any problem in supervising the students during internship? Yes/ No
 If yes, kindly state the problems _____

39. Does the prescribed syllabus include moot court for the LLB course? (**For LLB Teachers**) Yes/ No

Does your institution organize moot court competition? (**For LLB Teachers**) Yes/ No

Curriculum

40. Are you able to complete the syllabus within the stipulated time? Yes/ No

41. Are you satisfied with the existing curriculum? Yes/ No

If no, what are the reasons? Please tick (✓)

- a) It is too vast ()
 b) It is out dated ()
 c) It is too theoretical ()
 d) It does not cater to national need ()
 e) It does not cater to the needs of the students ()
 f) It does not cater to the needs of the society ()

g) Any other (Please specify) _____

42. Do you feel that the existing curriculum is meeting the needs of the students? Yes/ No

43. Do you feel that the curriculum needs to be revised/ modified? Yes/ No

44. Examination and Evaluation

45. Are you satisfied with the examination and evaluation system? Yes/ No

If no, kindly state reason(s) your dissatisfaction _____

Co- curricular Activities

46. Does your institution organize any co- curricular activities? Yes/ No

47. Do you take responsibility in any of the co- curricular activities organize by your institution? Yes/No

i) If yes, kindly mention the activities? _____

Faculty Development Programme

48. Does your institution organize any State or National Seminars? Yes/ No

49. Does your institution provide opportunity to teachers for attending faculty development programme? Yes/ No

50. Have you attended any of the faculty development programme?

Sl. No.	Programme	Yes	No
a.	Orientation Orogramme (OP)		
b.	Refresher Course (RC)		
c.	Faculty development Programme (FDP)		
d.	Short term course (STC)		

Any other (Please specify) _____

E. OTHER PROBLEMS OF WOMEN TEACHERS

51. Does your institution provide medical facilities? Yes/ No
52. Do you have good relation with your colleagues? Yes/ No
53. Do you face any harassment at your workplace? Yes/ No
54. As a women teacher, do you feel that you are not given equal opportunity as compared to your male counterpart? Yes/ No
55. What are the main problems faced by women teachers of professional colleges in Nagaland that have not been mentioned above?
- a. _____
- b. _____
- c. _____
56. Kindly suggest measures to improve the status of women in higher education.
- a. _____
- b. _____
- c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
57.	Higher education will help in getting ahead in life.					
58.	Higher education provides better career opportunities.					
59.	Higher education helps in building up self-confidence/ self-esteem.					
60.	Higher education helps in women empowerment.					
61.	Higher education brings about social, political, economic and legal empowerment.					
62.	Higher education is the key for development of any nation.					
63.	Higher education will help in dealing with different challenges in life.					
64.	Higher education creates responsible citizens in the society.					
65.	Higher education has become more money oriented rather than knowledge oriented.					
66.	Higher education is not important for all.					
67.	Higher education helps in preserving our culture.					
68.	It is not necessary to provide scholarship to students in higher education.					
69.	Students from disadvantage group should not opt for higher education.					
70.	Higher education should be made compulsory for all.					
71.	Higher education helps in removing superstitious belief from the society.					
72.	Higher education helps in eliminating poverty.					
73.	Higher education improves our standards of living.					

74.	Higher education helps in the development of different aspects of an individual.					
75.	Higher education can help women in providing quality education to their children.					
76.	Higher education can help an individual to become more self- reliant.					
77.	Higher education will help in bringing about positive change in the system of government.					
78.	Higher education is equally important for women as it is for men.					
79.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix-IV]

QUESTIONNAIRE FOR WOMEN STUDENTS OF PROFESSIONAL COLLEGES**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Ms./ Mrs.) :
2. Name of the institution :
3. Present course of study :

B. Ed.	M. Ed.	L.L.B.	M.S. W	BCA

Any other (please specify) _____

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state reason(s) for your dissatisfaction _____
2. Does your institution have the following facilities?

Sl. No.	Facilities	Yes	No
a.	Playground		
b.	Basketball court		
c.	Volley ball court		
d.	Badminton court		
e.	Table tennis court		
f.	Auditorium hall		
g.	Separate ladies' room		
h.	Safe drinking water		
i.	Canteen		

Any other (Please specify) _____

Classroom

3. Are you satisfied with the classroom facilities provided by your institution? Yes/ No
4. Does your institution have the following facilities in the classroom?

Sl. No.	Infrastructure	Yes	No
a.	Proper classroom		
b.	Projector		
c.	Lecture stand		
d.	Smart board		
e.	Black board/ white board		
f.	Chalk/ Marker/ Duster		

Any other (Please specify) _____

5. Do you face any problem with regard to classroom? Yes/ No
If yes, what are the problems? Please tick (✓)
- a) Classrooms are too congested ()
- b) Insufficient desk and benches ()

- c) Lack of ICT facilities in the classroom ()
 d) Inadequate learning environment ()
 e) Classrooms are not properly lighted and ventilated ()
 f) Classes are disturbed due to the noises from outside ()
 g) Any other (Please specify) _____

Library

6. Does your institution have its own library? Yes/ No
 7. Does the library have the following facilities?

Sl. No.	Item	Yes	No
a.	Photo copying machine		
b.	Computer facilities for students		
c.	Internet broadband connection		
d.	Proper reading rooms		
e.	Proper tables and chairs		
f.	Adequate books/ Journals		
g.	e- resource		
h.	Issuing of book facilities		

Any other (Please specify) _____

8. Are you satisfied with the library facilities of your institution? Yes/ No
 9. Do you face any problem with the library facilities in your institution? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Lack of latest edition books ()
 b) Poor cataloging of books ()
 c) Lack of proper tables and chairs ()
 d) Inconvenient library timing ()
 e) Library is not properly maintained ()
 f) Lack of proper and competent library staff ()
 g) Lack of books related to the prescribed syllabus ()
 h) Any other (please specify) _____

Laboratory

10. Does your institution have a laboratory? Yes/ No
 If yes, what are the types of laboratories available in your institution?

- a) ICT/ Computer laboratory ()
 b) Language laboratory ()
 c) Psychological laboratory ()
 d) Any other (Please specify) _____

11. Do you face any problem with regard to laboratory facilities? Yes/ No
 If yes, kindly mention the problems _____

Transportation

12. Does your institution provide for transport facilities? Yes/ No
 If yes, do you avail the transport facilities provided by your institution? Yes/ No
 13. Do you face any problem with regard to transport facilities? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Inconvenient bus timing ()
 b) Buses are not properly maintained ()
 c) Over crowded due to limited bus ()
 d) High bus fare ()
 e) Any other (Please specify) _____

Hostel

14. Does your institution provide hostel facility for women students? Yes/ No
 If yes, do you avail the hostel facilities provided by your institution? Yes/ No
15. Are you satisfied with the hostel facilities of your institution? (hostellers) Yes/ No
 If no, what are the reasons? Please tick (✓)
- | | |
|--|----------|
| a) Poor quality of food | () |
| b) Rooms are too congested | () |
| c) Poor administration of hostel | () |
| d) Inadequate power supply | () |
| e) Lack of proper sanitation | () |
| f) Inadequate water supply | () |
| g) Lack of safe drinking water | () |
| h) Poor maintenance of hostel building | () |
| i) Lack of proper tables, chairs, bed, almirah | () |
| j) Any other (please specify) _____ | |

B. FINANCE

16. Who is financing your education?
 a) Parents () b) Relatives ()
 c) Self- financing ()
 d) Any other (Please specify) _____
17. Are you satisfied with the fee structure of your institution? Yes/ No
 If no, kindly state reason(s) for your dissatisfaction _____

18. Do you work part- time to meet your educational needs? Yes/ No
19. Are you aware of any scholarship scheme for women students? Yes/ No
 If yes, kindly mention the name of the scholarship _____

20. Are you receiving any scholarship? Yes/ No
 If yes, is it sufficient to meet your educational expenses? Yes/ No
21. Do you face any problem in availing your scholarship? Yes/ No
 If yes, kindly state the problems _____

22. Do you face any financial problem in accessing higher education? Yes/ No
 If yes, what are the problems? Please tick (✓)
 a) Difficulty in paying tuition fees ()
 b) Economic constrain of the family ()
 c) Any other (Please specify) _____
23. Do you feel that economic constrain of your family hamper your education? Yes/ No

C. ADMINISTRATION

24. Are you satisfied with the administrative system of your institution? Yes/ No
25. As a women student, do you face any ill- treatment from the administrative staff? Yes/ No
26. Does your institution have a women cell? Yes/ No
 If yes, is it functioning effectively for the welfare of the women? Yes/ No
27. Do you face any problem with regard to the administration of your institution? Yes/ No
 If yes, what are the problems? Please tick (✓)
 a) Administrative system is slow ()

- b) Irregularity of the administrative staff ()
 c) Students' grievances are not attended on time ()
 d) Administrative staff is not friendly and approachable ()
 e) Any other (Please specify) _____

D. ACADEMIC

Teaching methods

28. What type of teaching method is used by your teacher in the classroom?
 a) Lecture method () b) Demonstration method ()
 c) Dictating notes () d) Project method ()
 e) Group Activity ()
 f) Any other, please specify _____
29. Are you satisfied with the teaching method followed by your teacher? Yes/ No
30. Do you face any problem with regard to your teachers' lecture in the classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) It is dull and monotonous ()
 b) It is difficult to understand what is taught ()
 c) Students needs/doubts are not attended ()
 e) Administrative staff are not friendly and approachable ()
 d) Any other (Please specify) _____

Course of study

31. Do you go for internship? Yes/ No
 If yes, do you get proper guidance/ instruction from your supervisor? Yes/ No
32. Do you face any problem with regard to internship? Yes/ No
 If yes, kindly state the problems _____
33. Does the prescribed syllabus include moot court for the LLB course? (32-34 For LLB Students) Yes/ No
34. Does your institution organize moot court competition? Yes/ No
35. Have you participated in any of the moot court competition? Yes/ No
 If yes, kindly specify _____

Curriculum

36. Are you satisfied with the present curriculum? Yes/ No
 If no, what are the reasons? Please tick (✓)
 a) It is too vast () b) It is outdated ()
 c. It is too theoretical ()
 d) It does not cater to the needs of the students ()
 e) It is not relevant to societal needs ()
 f) It does not cater to national needs ()
 g) It does not prepare student on future career ()
 h) Any other (Please specify) _____
37. Do you feel that the present curriculum needs to be revised? Yes/ No

Examination and Evaluation

38. Are you satisfied with the present examination and evaluation system? Yes/ No
 If no, what are the reasons? Please tick (✓)
 a) Defect in examination system ()
 b) Examinations are not properly conducted ()
 c) Not satisfied with the marking system ()
 d) Results are not declared on time ()

e) Any other (Please specify) _____

Co- curricular activities

39. Does your institution organize co- curricular activities for students? Yes/ No

If yes, what are the activities? Please tick (✓)

- a) Football () b) Basketball ()
 c) Volley ball () d) Cricket ()
 e) Badminton () f) Table tennis ()
 g) Literary programme () h) Seminar ()
 i) Cultural programme ()

j) Any other (Please specify) _____

40. Do you participate in any of the co- curricular activities? Yes/ No

i) If no, what are the reasons? Please tick (✓)

- a) Not interested () b) Activities are boring ()
 c) Feel shy to participate ()
 d) Don't get chance to participate ()

e) Any other (Please specify) _____

ii) If yes, which co- curricular activities do you participate?

(Please Specify) _____

E. SOME OTHER PROBLEMS OF WOMEN STUDENTS

41. Does your institution provide medical facilities? Yes/ No

42. Do you have a good relation with your teacher? Yes/ No

43. Do you face any discrimination from your teachers because of your gender? Yes/ No

44. As a women student, do you face any biases from others with regard to your education?

Yes/ No

45. Do you feel that your parents give less importance to your education as compared to your brothers? Yes/ No

46. What are the other problems faced by women students pursuing professional course in higher education that have not been mentioned above?

- a. _____
 b. _____
 c. _____

47. Kindly suggest measures to improve the status of women in higher education.

- a. _____
 b. _____
 c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
48	Higher education will help in getting ahead in life.					
49	Higher education provides better career opportunities.					
50	Higher education helps in building up self-confidence/ self-esteem.					
51	Higher education helps in women empowerment.					

52	Higher education brings about social, political, economic and legal empowerment.					
53	Higher education is the key for development of any nation.					
54	Higher education will help in dealing with different challenges in life.					
55	Higher education creates responsible citizens in the society.					
56	Higher education has become more money oriented rather than knowledge oriented.					
57	Higher education is not important for all.					
58	Higher education helps in preserving our culture.					
59	It is not necessary to provide scholarship to students in higher education.					
60	Students from disadvantage group should not opt for higher education.					
61	Higher education should be made compulsory for all.					
62	Higher education helps in removing superstitious belief from the society.					
63	Higher education helps in eliminating poverty.					
64	Higher education improves our standards of living.					
65	Higher education helps in the development of different aspects of an individual.					
66	Higher education can help women in providing quality education to their children.					
67	Higher education can help an individual to become more self- reliant.					
68	Higher education will help in bringing about positive change in the system of government.					
69	Higher education is equally important for women as it is for men.					
70	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix- V]

QUESTIONNAIRE FOR WOMEN TEACHERS OF NAGALAND UNIVERSITY**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Ms./ Mrs./ Dr/ Prof.) :
2. Designation :
3. Name of the Department :
4. Years of teaching experience :
5. University Campus in which you are serving :
 - a. Kohima campus () b. Lumami campus ()
 - c. Medziphema campus () d. Dimapur campus ()
6. Educational Qualification :

M.A./M.Com./M.Sc.	M.B. A	M.Ed.	M. Phil	Ph. D	NET	Diploma course

Any other (Please specify) _____

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructure facilities of your institution? Yes/ No
If no, kindly state the reason(s) for your dissatisfaction _____
2. Does your institution have the following facilities?

Sl. No.	Facilities	Yes	No
a.	Ladies common room		
b.	Seminar/ conference hall		
c.	Auditorium hall		
d.	Safe drinking water		
e.	Canteen		
f.	Guest house		

Any other (Please specify) _____

Library

3. Are you satisfied with the library facilities of your institution? Yes/ No
4. Do you face any problem with regard to library facilities? Yes/ No
If yes, what are the problems? Please tick (✓)
 - a) Poor cataloging of books ()
 - b) Lack of latest edition books ()
 - c) Lack of photo copying machine ()
 - d) Library is not properly maintained ()
 - e) Lack of books related to prescribed curriculum ()
 - f) Any other (Please specify) _____

Teachers' room

5. Are you provided with single room facility? Yes/ No
6. Are there proper table, chair and locker for the teachers? Yes/ No
7. Are the teachers' rooms well equipped and properly maintained? Yes/ No

Classroom

8. Are the classrooms properly maintained? Yes/ No
9. Are you satisfied with the classroom facilities provided by your institution? Yes/ No
10. Do you face any problem with regard to classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Lack of ICT facilities in the classroom ()
- b) Lack of proper teaching materials ()
- c) Disturbance of classes from outside noises ()
- d) Any other (Please specify) _____

Laboratory

11. Does your department have a laboratory? Yes/ No
- If yes, are there sufficient apparatus/ equipment for experimentation? Yes/ No
12. Do you face any problem with regard to laboratory? Yes/ No
- If yes, kindly state the problem _____

Quarter Facilities

13. Does your institution provide quarters for teachers? Yes/ No
- If yes, do you avail the quarter provided by your institution? Yes/ No
14. Do you face any problem with regard to quarter facilities? Yes/ No
- If yes, what are the problems? Please tick (✓)
- a) Poor maintenance of quarters ()
- b) Inadequate water supply ()
- c) Inadequate power supply ()
- d) Lack of proper infrastructure ()
- e) Any other (Please specify) _____

B. FINANCE

15. Do you get your salary on time? Yes/ No
16. Are you satisfied with your salary? Yes/ No
17. Are there yearly increments in your salary? Yes/ No
18. Do you get the following benefits/ allowances apart from your salary?

Sl. No.	Benefits	Yes	No
a.	Medical allowance		
b.	Special allowance		
c.	Travelling allowance		

Any other (Please specify) _____

19. Do you face any financial problem with regard to the functioning of your department? Yes/ No
- If yes, kindly state the problem _____
20. Do you face any problem with regard to finance? Yes/ No
- If yes, kindly state the problems _____

C. ADMINISTRATION

21. Are you satisfied with the administrative function of your institution? Yes/No

22. Is there enough administrative staff to carry out the administrative work of your department? Yes/ No
23. Are you required to take up any administrative work apart from teaching? Yes/ No
- If yes, kindly mention the type of work _____
24. Does your institution have a women cell? Yes/ No
- If yes, is it functioning effectively for the welfare of the students? Yes/ No
25. What method is used for the recruitment of teachers in your institution?
- a. Written test () b. Interview ()
- c. Lecture Demonstration ()
- d) Any other (Please specify) _____
26. Are you satisfied with the recruitment system of your institution? Yes/ No
27. Does your institution provide for leave facilities? Yes/ No
- If yes, what are the different kinds of leave facilities for women teachers? Please tick (✓)
- a) Earned leave () b) Casual leave ()
- c) Commuted leave () d) Medical leave ()
- e) Maternity leave ()
- f) Any other (Please specify) _____
28. Are you satisfied with the leave facilities provided in your institution? Yes/ No
- If no, kindly state reason(s) for your dissatisfaction _____
29. Do you face any ill- treatment from the administrative staff? Yes/ No
30. Do you face any problem with regard to your promotion? Yes/ No
- If yes, what are the problems? Please tick (✓)
- a) Lack of equal opportunity ()
- b) Existence of favoritism ()
- c) Any other (Please specify) _____
31. Do you face any problem with regard to the administration of your institution? Yes/ No
- If yes, kindly state the problems _____

D. ACADEMIC

Teaching Methods

32. What type of teaching method do you employ in the classroom? Please tick (✓)
- a) Lecture method () b) Demonstration method ()
- c) Discussion () d. Dictating notes ()
- e) Any other (Please specify) _____
33. How do you find the teaching workload? Please tick (✓)
- a) Heavy () b) Moderate () c) Light ()
34. Are you satisfied with your profession? Yes/ No
- If no, kindly mention reason(s) for your dissatisfaction _____

Curriculum

35. Are you able to complete the syllabus within the stipulated time? Yes/ No
36. Are you satisfied with the existing curriculum? Yes/ No
- If no, kindly state reason for your dissatisfaction _____
37. Do you feel that the present curriculum needs to be revised/ modified? Yes/ No
38. Do you feel that the implementation of the Choice Base Credit System (CBCS) in your institution is beneficial for the students? Yes/ No
39. Do you face any problem with regard to the CBCS that is introduced in your institution? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Poor awareness about CBCS among the faculty member ()
 b) Lack of awareness about CBCS among the students ()
 c) Increase in workload ()
 d) Any other (Please specify) _____

Examination and Evaluation

40. Are you satisfied with the CBCS examination and evaluation system? Yes/ No
 If no, kindly state reason for your dissatisfaction _____

Faculty Development Programme

41. Does your department organize any of the following activities?

Sl. No.	Activities	Yes	No
a.	Workshop		
b.	Seminars		
c.	Faculty Development Programme		

Any Another (Please specify) _____

42. Does your department provide opportunity to attend faculty development programme? Yes/ No

43. Have you attended any of the following faculty development programme?

Sl. No.	Programmes	Yes	No
a.	Orientation programme (OP)		
b.	Refresher courses (RC)		
c.	Faculty development programme (FDP)		
d.	Short term courses (STC)		
e.	Capacity Building Programme (CBP)		

Any other (Please specify) _____

44. Have you carried out work on any of the following?

- a) Article for Journals () b) Chapters in Books ()
 c) Research Project ()
 d) Any other (Please specify) _____

Research Supervision

45. How many scholars are under your supervision?

- a) Ph.D _____ B) M. Phil _____

46. Do you face any problem with regard to research supervision? Yes/ No
 If yes, kindly state the problems _____

E. OTHER GENERAL PROBLEMS OF WOMEN TEACHERS

47. Does your institution provide for medical facilities? Yes/ No
 48. Do you have a good relation with your colleagues? Yes/ No
 49. Do you face any harassment at your workplace? Yes/ No
 50. As a women teacher, do you feel that you are not given equal opportunity as compared to your male counterpart? Yes/ No
 51. What are the main problems faced by women teacher of Nagaland University that have not been mentioned above?
 a. _____
 b. _____
 c. _____

52. Kindly suggest measures to improve the status of women in higher education in Nagaland.

- a. _____
 b. _____
 c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
53.	Higher education will help in getting ahead in life.					
54.	Higher education provides better career opportunities.					
55.	Higher education helps in building up self-confidence/ self-esteem.					
56.	Higher education helps in women empowerment.					
57.	Higher education brings about social, political, economic and legal empowerment.					
58.	Higher education is the key for development of any nation.					
59.	Higher education will help in dealing with different challenges in life.					
60.	Higher education creates responsible citizens in the society.					
61.	Higher education has become more money oriented rather than knowledge oriented.					
62.	Higher education is not important for all.					
63.	Higher education helps in preserving our culture.					
64.	It is not necessary to provide scholarship to students in higher education.					
65.	Students from disadvantage group should not opt for higher education.					
66.	Higher education should be made compulsory for all.					
67.	Higher education helps in removing superstitious belief from the society.					
68.	Higher education helps in eliminating poverty.					
69.	Higher education improves our standards of living.					
70.	Higher education helps in the development of different aspects of an individual.					
71.	Higher education can help women in providing quality education to their children.					
72.	Higher education can help an individual to become more self-reliant.					
73.	Higher education will help in bringing about positive change in the system of government.					
74.	Higher education is equally important for women as it is for men.					
75.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix-VI]

QUESTIONNAIRE FOR WOMEN SCHOLARS OF NAGALAND UNIVERSITY**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Ms./ Mrs.) :
2. Name of the department :
3. Present course of the programme : M. Phil/ Ph. D
4. University Campus in which you are pursuing your study:
 - a. Kohima campus () c. Medziphema Campus ()
 - b. Lumami Campus () d. Dimapur Campus ()

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state the reason(s) for your dissatisfaction _____
2. Does your institution have the following facilities?

Sl. No	Facilities	Yes	No
a.	Playground		
b.	Basketball court		
c.	Badminton court		
d.	Volley court		
e.	Table tennis court		
f.	Auditorium hall		
g.	Separate ladies' common room		
h.	Seminar Hall		
i.	Canteen		

Any other (Please specify) _____

Classroom

3. Are you satisfied with the classroom facilities in your institution? Yes/ No
4. Do you face any problem with regard to your classroom? Yes/ No
If yes, what are the problems? Please tick (✓)
 - a) No separate classroom for the scholars ()
 - b) Classroom is small and congested ()
 - c) Lack of ICT facilities in the classroom ()
 - d) Any other (Please specify) _____

Library

5. Are you satisfied with the library facilities of your institution? Yes/ No
6. Do you face any problem with regard to library facilities? Yes/ No
If yes, what are the problems? Please tick (✓)
 - a) Poor cataloging of books ()
 - b) Lack of latest edition books ()

- c) lack of proper reading ()
- d) lack of photo copying machine ()
- e) Lack of internet/ wifi-connection ()
- f) Inconvenient library timing ()
- g) Outdated journals and survey books ()
- h) Library is not properly maintained ()
- i) Lack of computer facilities for the students ()
- j) Insufficient materials related to the research topic ()
- k) Any other (Please specify) _____

Laboratory

7. Does your department have a laboratory? Yes/ No

If yes, what are the types of laboratories available in your institution?

- a) Science laboratory () b) Psychological laboratory ()
- c) ICT/ Computer laboratory ()
- d) Any other (Please specify) _____

8. Do you face any problem with regard to the laboratory? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Insufficient chairs and tables ()
- b) Lack of internet connection ()
- c) Irregularity of power supply ()
- d) Laboratory room is small and congested ()
- e) Laboratory room is not properly maintained ()
- f) Lack of computer facilities for the students ()
- g) Insufficient apparatus/ equipment for experimentation ()
- h) Any other (Please specify) _____

Transportation

9. Does your institution provide for transport facility? Yes/ No

If yes, are you satisfied with the transport facilities provided by your institution?

Yes/ No

10. Do you face any problem with regard to transport facilities provided by your institution?

Yes/No

If yes, what are the problems? Please tick (✓)

- a) Inconvenient bus timing ()
- b) Buses are not properly maintained ()
- c) Over crowded due to limited bus ()
- d) High bus fare ()
- e) Any other (Please specify) _____

Hostel facilities

11. Does your institution provide hostel facilities for women students? Yes/ No

If yes, do you avail hostel facilities?

Yes/ No

12. Do you face any problem with regard to the hostel facilities provided by your institution?

Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Rooms are small and congested ()
- b) Limited number of seats ()
- c) Poor quality of food ()
- d) Lack of safe drinking water ()
- e) Inadequate water supply ()
- f) Inadequate power supply ()

- g) Poor maintenance of hostel building ()
 h) Lack of proper table, chair, bed, almirah ()
 i) Any other (Please specify) _____

B. FINANCE

13. Who is financing your education?
 a) Parents () b) Relatives ()
 c) Self- financing () d) Any other (Please specify) _____
14. Are you satisfied with the fee structure of your institution? Yes/ No
15. Are you receiving any scholarship? Yes/ No
 If yes, kindly tick (✓) from the following:
 a) UGC- NET JRF ()
 b) UGC Non-NET Fellowship ()
 c) ICSSR Fellowship ()
 d) National Fellowship for Higher Education of ST Students ()
 e) Maulana Azad National Fellowship for minority Students ()
 f) Any other (Please specify) _____
16. Is your scholarship sufficient to meet your educational needs? Yes/ No
17. Do you face any problem in availing your scholarships? Yes/ No
 If yes, what are the reasons? (Please specify) _____
18. Do you face any financial problem in accessing higher education? Yes/No
 If yes, what are the problems? Please tick (✓)
 a. Difficulty in paying tuition fees ()
 b. Economic constrain of the family ()
 c. Expensive photocopying materials ()
 d. Any other (Please specify) _____

C. ADMINISTRATION

19. Are you satisfied with the administration of your institution? Yes/ No
20. As women, do you face any ill- treatment from the administrative staff? Yes/ No
21. Does your institution have a women cell? Yes/ No
 If yes, is it functioning effectively for the welfare of the students? Yes/ No
22. Do you face any problem with the administration of your institution? Yes/ No
 If yes, what are the problems? Please tick (✓)
 a) Administrative system is slow ()
 b) Irregularity of the administrative staff ()
 c) Students' grievances are not attended on time ()
 d. Administrative Staff are not friendly and approachable()
 e) Any other (Please specify) _____

D. ACADEMIC

23. Are you satisfied with curriculum designed for coursework by your department? Yes/ No
 If no, what are the reasons? Please tick (✓)
 a) It does not help in the research field ()
 b) It does not cater to the needs of the scholars ()
 c) Any other (Please specify) _____
24. Does your institution / department organize any of the activities?

Sl. No	Activities	Yes	No
a.	Workshop		
A b.	Seminar		
n c.	Research Methodology for research scholars		

Any other (Please specify) _____

25. Do you get opportunity to participate in any of the above mention activities? Yes/ No

26. As a women scholar, do you face any problem in relation to research? Yes/ No

If yes, what are the problems? Please tick (✓)

a) Insufficient materials for literature review ()

b) Required data not provided from offices ()

c) Lack of support from family, spouse ()

d) Lack of cooperation from institutions. ()

e) Any other (Please specify) _____

E. SOME OTHER PROBLEMS OF WOMEN SCHOLARS

27. Does your institution provide for medical facilities? Yes/ No

28. Do you have a good relation with your supervisor? Yes/ No

29. What are the other problems faced by women scholars of Nagaland University that have not been mentioned above?

a. _____

b. _____

c. _____

30. Kindly suggest measures to improve the status of women in higher education in Nagaland.

a. _____

b. _____

c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
31.	Higher education will help in getting ahead in life.					
32.	Higher education provides better career opportunities.					
33.	Higher education helps in building up self-confidence/ self-esteem.					
34.	Higher education helps in women empowerment.					
35.	Higher education brings about social, political, economic and legal empowerment.					
36.	Higher education is the key for development of any nation.					
37.	Higher education will help in dealing with different challenges in life.					
38.	Higher education creates responsible citizens in the society.					
39.	Higher education has become more money oriented rather than knowledge oriented.					
40.	Higher education is not important for all.					
41.	Higher education helps in preserving our culture.					
42.	It is not necessary to provide scholarship to students in higher education.					
43.	Students from disadvantage group should not opt for higher education.					
44.	Higher education should be made compulsory for all.					
45.	Higher education helps in removing superstitious belief from the society.					

46.	Higher education helps in eliminating poverty.					
47.	Higher education improves our standards of living.					
48.	Higher education helps in the development of different aspects of an individual.					
49.	Higher education can help women in providing quality education to their children.					
50.	Higher education can help an individual to become more self- reliant.					
51.	Higher education will help in bringing about positive change in the system of government.					
52.	Higher education is equally important for women as it is for men.					
53.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix- VII]

QUESTIONNAIRE FOR WOMEN STUDENTS OF NAGALAND UNIVERSITY**INSTRUCTION:**

The purpose of this questionnaire is to study the Problems faced by Women Teachers in Higher Education. You are kindly requested to give your honest response to the sets of question given below. You can tick more than one option wherever applicable. The information provided will be used for research purpose only and your identity will be strictly kept confidential.

GENERAL INFORMATION

1. Name (Ms./ Mrs.) _____ :

2. Present course of study :

M.A.	M.Com	M. Sc.	M. Ed.	M.B.A.	M. Sc. (Agri.)	B. Tech	B. Sc. (Agri.)

Any other (Please specify) _____

3. Name of the Department _____ :

4. University Campus in which you are pursuing your study:

- a. Kohima campus () c. Medziphema Campus ()
b. Lumami Campus () d. Dimapur Campus ()

A. INFRASTRUCTURE**Physical facilities**

1. Are you satisfied with the infrastructural facilities of your institution? Yes/ No
If no, kindly state the reason(s) for your dissatisfaction _____
2. Are the following facilities available in your institution?

Sl. No	Facilities	Yes	No
a.	Playground		
b.	Basketball court		
c.	Volley ball court		
d.	Badminton court		
e.	Table tennis court		
f.	Auditorium hall		
g.	Separate ladies' common room		
h.	Safe drinking water		
i.	Canteen		

Any other (Please specify) _____

Classroom

3. Are you satisfied with the classroom facilities provided by your institution? Yes/ No
4. Does your institution have the following facilities in your classroom?

Sl. No.	Infrastructure	Yes	No
a.	Proper classroom		
b.	Projector		
c.	Lecture stand		
d.	Smart board		
e.	Black board/ white board		
f.	Chalk/Marker/ Duster		

Any other (Please specify) _____

5. Do you face any problem with regard to your classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Size of the classrooms are small ()
 b) Insufficient desk and benches ()
 c) Lack of ICT facilities in the classroom ()
 d) Inadequate learning environment ()
 e) Classrooms are not properly lighted and ventilated ()
 f) Classes are disturbed due to noises from outside ()
 g) Any other (Please specify) _____

Library

6. Does your institution provide for the following library facilities?

Sl. No.	Item	Yes	No
a.	Photo copying machine		
b.	Reading rooms		
c.	Computer facilities for students		
d.	Internet broadband connection		
e.	Wi-Fi connection		
f.	Tables and chairs		
g.	Books/ journals/ magazines		
h.	Issuing of book facilities		
i.	e- resource		

Any other (Please specify) _____

7. Are you satisfied with the library facilities in your institution? Yes/ No

8. Do you face any problem with regard to the library facilities? Yes/ No

If yes, what are the problems? (✓)

- a) Lack of latest edition books ()
 b) Outdated journals ()
 c) Poor cataloging of books ()
 d) Lack of proper tables and chairs ()
 e) Library is not properly maintained ()
 f) Inconvenient library timing ()
 g) Lack of books related to the prescribed syllabus ()
 h) Lack of proper and competent library staff ()
 i) Any other (Please specify) _____

Laboratory

9. Does your institution have a laboratory? Yes/ No

If yes, what are the types of laboratories available in your institution?

- a) ICT/ Computer laboratory ()
 b) Science laboratory ()
 c) Psychological laboratory ()
 d) Any other (Please specify) _____

10. Do you face any problem with regard to laboratory facilities? Yes/ No

If yes, what are the problems that you face with regard to laboratory facilities? Kindly tick (✓)

- a) Laboratory room is small and congested ()
 b) Irregularity of power supply ()
 c) Insufficient tables and chairs ()
 d) Laboratory room is not properly maintained ()

- e) Lack of computer and internet connection ()
 f) Insufficient apparatus / equipment for experimentation ()
 g) Any other (Please specify) _____

Transportation

11. Does the university provide for transport facilities? Yes/ No
 If yes, do you avail the transport facilities? Yes/No
 12. Do you face any problem with transport facilities provided by the university? Yes/ No
 If yes, what are the problems? Please tick (✓)
 a) Inconvenient bus timing ()
 b) Buses are not properly maintained ()
 c) Over- crowded due to limited buses ()
 d) High bus fare ()
 e) Any other (Please specify) _____

Hostel

13. Does your institution provide hostel facility for women students? Yes/ No
 If yes, do you avail the hostel facilities provided by your institution? Yes/ No
 14. Are you satisfied with the hostel facilities of your institution? Yes/ No
 15. Do you face any problem with regard to hostel facilities? Yes/ No
 If yes, what are the problems? Please tick (✓)
 a) Poor quality of food ()
 b) Rooms are too congested ()
 c) Poor administration of hostel ()
 d) Inadequate power supply ()
 e) Lack of proper sanitation ()
 f) Inadequate water supply ()
 g) Lack of safe drinking water ()
 h) Poor maintenance of hostel building ()
 i) Lack of proper tables, chairs, bed, almirah ()
 j) Any other (please specify) _____

B. FINANCE

16. Who is financing your education?
 a) Parents () b) Self finance ()
 c) Relatives ()
 d) Any other (Please specify) _____
 17. Are you satisfied with the fee structure of your institution? Yes/ No
 If no, kindly state reason(s) _____
 18. Do you work part- time to meet your educational needs? Yes/ No
 19. Are you aware of any scholarship scheme for women students pursuing Post Graduate course? Yes/ No
 If yes, kindly state the name of the scholarship _____
 20. Are you aware of any scholarship scheme for women? Yes/ No
 21. Are you receiving any scholarship? Yes/ No
 If yes, is it sufficient to meet your educational expenses? Yes/ No
 22. Do you face any problem in availing your scholarship? Yes/ No
 If yes, kindly state the reason(s) _____
 23. Do you face any financial problem in accessing higher education? Yes/No
 If yes, what are the problems? Please tick (✓)
 a) Difficulty in paying tuition fees ()

- b) Economic constrain of the family ()
- c) Delayed in scholarship ()
- d) Any other (Please specify) _____

24. Do you feel that economic constrain of your family hamper your education?

Yes/ No

C. ADMINISTRATION

25. Are you satisfied with the administrative system of your institution? Yes/ No

26. As a women student, do you face any ill- treatment from the administrative staff?

Yes/ No

27. Does your institution have a women cell? Yes/ No

If yes, is it functioning effectively for the welfare of the students? Yes/ No

28. Do you face any problem with regard to the administration of your institution? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) Administrative system is slow ()
- b) Irregularity of the administrative staff ()
- c) Student's grievances are not attended on time ()
- d) Administrative staff are not friendly and approachable ()
- e) Any other (Please specify) _____

D. ACADEMIC

Teaching methods

29. What types of teaching method are used in the classroom?

- a) Lecture method () b) Demonstration method ()
- c) Dictating notes () d) Project method ()
- e) Group Activity ()
- f) Any other, please specify _____

30. Are you satisfied with the teaching method followed by your teacher? Yes/ No

31. Do you face any problem with regard to teachers' lecture in your classroom? Yes/ No

If yes, what are the problems? Please tick (✓)

- a) It is dull and monotonous ()
- b) It is difficult to understand what is taught ()
- c) Students needs/doubts are not attended ()
- d) Any other (Please specify) _____

Curriculum

32. Are you satisfied with the present curriculum? Yes/ No

If no, what are your reasons? Please tick (✓)

- a) It is too vast () b) It is outdated ()
- c) It is too theoretical ()
- d) It is not relevant to societal needs ()
- e) It does not cater to national needs ()
- f) It does not cater to the needs of the students ()
- g) It does not prepare for future career ()
- h) Any other (Please specify) _____

33. Do you feel that the implementation of Choice Based Credit System (CBCS) is beneficial for the students? Yes/ No

34. Do you face any problem with regard to the CBCS that is introduced in your institution?

Yes/ No

If yes, what are the problems?

- a) Lack of awareness about CBCS ()
 b) Limited number of open courses ()
 c) Any other (Please specify) _____

Course of Study (For M.Ed. & MBA)

35. Do you feel that the present course will help you become efficient in your teaching? (**For M.Ed. Students**) Yes/ No
 36. Do you go for internship? Yes/ No
 If yes, do you get proper guidance/ instruction from your supervisor? Yes/ No
 37. Do you face any problem with regard to internship? Yes/ No
 If yes, kindly state the problems _____

Examination and Evaluation

38. Are you satisfied with the present CBCS examination and evaluation system? Yes/ No
 If no, kindly state your reason(s) _____

Co- curricular activities

39. Does your institution organize co- curricular activities for students? Yes/ No
 If yes, what are the activities? Please tick (✓)
 a) Football () b) Basketball ()
 c) Volley ball () d) Cricket ()
 e) Badminton () f) Table tennis ()
 g) Literary programme () h) Seminar ()
 i) Cultural programme ()
 j) Any other (Please specify) _____
40. Do you participate in any of the co- curricular activities? Yes/ No
 i) If no, what are the reasons? Please tick (✓)
 a) Not interested () b) activities are boring ()
 c) Feel shy to participate ()
 d) Don't get chance to participate ()
 e) Any other (Please specify) _____
 ii) If yes, in which co- curricular activities do you participate?
 Kindly specify _____
41. Are you given opportunity for study tour/ excursion? Yes/ No

E. SOME OTHER PROBLEMS OF WOMEN STUDENTS

42. Does your institution provide for medical facilities? Yes/ No
 43. Do you have good relation with your teacher? Yes/ No
 44. Do you face any discrimination from your teacher because of your gender? Yes/ No
 45. As a women student, do you face any biases from others with regard to your education? Yes/ No
 46. Do you feel that your parents give less importance to your education as compared to your brothers? Yes/ No
 47. What are the other problems faced by women students of Nagaland University that have not been mentioned above?
 a. _____
 b. _____
 c. _____
48. Kindly suggest measures to improve the status of women in higher education in Nagaland
 a. _____
 b. _____
 c. _____

F. ATTITUDE OF WOMEN TOWARDS HIGHER EDUCATION

Sl. No.	STATEMENT	LEVEL OF AGREEMENT				
		SA	A	UN	D	SD
49.	Higher education will help in getting ahead in life.					
50.	Higher education provides better career opportunities.					
51.	Higher education helps in building up self-confidence/ self-esteem.					
52.	Higher education helps in women empowerment.					
53.	Higher education brings about social, political, economic and legal empowerment.					
54.	Higher education is the key for development of any nation.					
55.	Higher education will help in dealing with different challenges in life.					
56.	Higher education creates responsible citizens in the society.					
57.	Higher education has become more money oriented rather than knowledge oriented.					
58.	Higher education is not important for all.					
59.	Higher education helps in preserving our culture.					
60.	It is not necessary to provide scholarship to students in higher education.					
61.	Students from disadvantage group should not opt for higher education.					
62.	Higher education should be made compulsory for all.					
63.	Higher education helps in removing superstitious belief from the society.					
64.	Higher education helps in eliminating poverty.					
65.	Higher education improves our standards of living.					
66.	Higher education helps in the development of different aspects of an individual.					
67.	Higher education can help women in providing quality education to their children.					
68.	Higher education can help an individual to become more self-reliant.					
69.	Higher education will help in bringing about positive change in the system of government.					
70.	Higher education is equally important for women as it is for men.					
71.	Higher education helps in dealing intelligently with the changing needs of the society.					

[Appendix-VIII]**LIST OF PUBLICATIONS AND PAPER PRESENTATION****List of Publications**

1. Chale, M., Mero, N. (2025). Status of Women in Higher Education in Nagaland. *Samyukta: A Journal of Gender and Culture*, 10(2).
2. Mero, N., Chale, M. (2025). Scholarships in Higher Education: Status and Problems in Nagaland. *Pursuance: A Peer- reviewed Annual Multidisciplinary Journal*, 2. Alder College.
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