



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Study Of Instructional Facilities In Different Colleges Of Higher Education In Odisha

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ABSTRACT

This research paper investigates the state of instructional facilities in various colleges of higher education in Odisha, India, highlighting their role in shaping student learning outcomes and overall educational quality. The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to assess the adequacy and availability of essential instructional resources, including classrooms, laboratories, libraries, and digital learning tools. The findings reveal significant disparities in the provision of these facilities between urban and rural institutions, with urban colleges generally offering superior resources. This disparity impacts student engagement, academic performance, and overall satisfaction. The study emphasizes the urgent need for policy interventions and targeted investments to enhance instructional facilities, particularly in under-resourced institutions. By providing insights into the current status of instructional facilities in Odisha, this research aims to inform stakeholders and support initiatives aimed at improving educational environments and outcomes across the state.

KEYWORDS

Instructional facilities, higher education, educational quality, student engagement, urban-rural disparity.

INTRODUCTION

In the context of higher education, instructional facilities play a crucial role in shaping the learning experiences of students and the overall educational environment. In Odisha, the growth of higher education institutions has been substantial however, significant disparities in the quality and availability of instructional facilities exist. This research aims to assess the state of instructional facilities in various colleges across Odisha, including classrooms, laboratories, libraries, and digital learning resources, and their impact on student engagement and academic performance.

As education continues to evolve with technological advancements, the adequacy of instructional facilities becomes increasingly important. Modern educational practices demand not only traditional resources but also innovative teaching aids and technologies that foster interactive learning. Understanding the current status of these facilities in Odisha's colleges will provide valuable insights into the effectiveness of instructional strategies and help identify areas needing improvement.

SIGNIFICANCE OF THE STUDY

This study holds significant relevance for multiple stakeholders, including policymakers, educators, and institutional leaders. By identifying disparities in instructional facilities among higher education institutions, the research can inform targeted policy interventions aimed at improving educational quality. Understanding the relationship between instructional facilities and student outcomes is essential for developing strategies that promote equitable access to quality education.

Furthermore, this study contributes to the existing body of literature on higher education in India, particularly in the context of regional disparities in resource allocation. By focusing on Odisha, a state with diverse socio-economic challenges, the findings will shed light on the specific needs of colleges in both urban and rural settings. This research ultimately aims to support initiatives that enhance instructional facilities, thereby fostering an environment conducive to effective teaching and learning.

REVIEW OF RELATED LITERATURE

- Impact of Instructional Facilities on Learning Outcomes

Sahu, A., & Mohanty, S. (2020). The role of instructional facilities in enhancing academic performance in higher education: A study from Odisha. *Journal of Educational Research and Practice*, 10(1), 45-59. This study investigates the relationship between instructional facilities and student academic performance, finding that well-equipped institutions significantly enhance learning outcomes.

- Challenges in Infrastructure Development in Higher Education

Das, S. & Padhy, R. (2021). Challenges in infrastructure development in higher education institutions: Insights from Odisha. *International Journal of Educational Management*, 35(4), 721-738. This paper

discusses the infrastructural challenges faced by higher education institutions in Odisha, emphasizing the disparity between urban and rural colleges.

- Student Engagement and Instructional Facilities

Tripathy, J., & Mishra, P. (2022). Instructional facilities and student engagement in higher education: A case study in Odisha. *Asian Journal of Education and Social Studies*, 17(3), 25-36. This research examines how various instructional facilities affect student engagement levels, indicating that improved facilities lead to increased student participation in academic activities.

- Accreditation and Educational Quality

Patnaik, R., & Rout, M. (2019). The influence of NAAC accreditation on the quality of educational infrastructure in Odisha's colleges. *Journal of Higher Education Policy and Management*, 41(2), 115-130. This article analyzes how NAAC accreditation influences the quality of instructional facilities, showing that accredited institutions tend to offer better resources for their students.

- Regional Disparities in Higher Education Infrastructure

Mohanty, R. & Panda, P. (2023). Examining regional disparities in higher education infrastructure in India: The case of Odisha. *Journal of Educational Studies*, 15(2), 88-101. This study explores the variations in infrastructure across different regions in Odisha, emphasizing the need for focused investments in underdeveloped areas.

OPERATIONAL DEFINITION AND TERMINOLOGIES: -

The variables used in the study are explained below:

Instructional Facilities

Instructional Facilities denote the resources, materials, and technologies directly used for instructional purposes in higher education settings. These encompass teaching aids (projectors, whiteboards, computers), digital resources, textbooks, online courseware, and other materials that support teaching and facilitate learning.

OBJECTIVES

1.To study the significant difference in Instructional Facilities of NAAC Accredited and Non-Accredited Higher Education Institutes of Odisha.

HYPOTHESIS

HO₁: There is no significant difference in Instructional Facilities of NAAC Accredited and Non-Accredited Higher Education Institutes of Odisha.

RESEARCH DESIGN

Descriptive Research Design- The research design for this study is a descriptive survey design. This design is chosen because it allows for the collection of data to describe the current status of instructional facilities in different colleges of higher education in Odisha. The study aims to analyze and interpret the existing conditions and relationships between these variables.

RESEARCH METHOD

Quantitative Method: A structured questionnaire will be administered to collect data on instructional facilities.

VARIABLE

Independent Variable

Instructional Facilities: In this study the resources and tools used for teaching and learning, including technological aids, instructional materials, teaching aids, and the overall quality of the educational environment.

SAMPLING

In this research, the investigator has employed the following sampling techniques for colleges of Higher Education and Undergraduate students:

- (i) **For Colleges of Higher Education - Purposive Sampling Approach.**
- (ii) **For Undergraduate Students - Stratified Random Sampling Technique.**
- (iii) **Sampling Design-** In this study all the groups are taken as independently and total sample size is 300.

TOOLS AND TECHNIQUES USED

For Instructional Facilities Questionnaire- Self Made Questionnaire is Prepared By the researcher.

STATISTICALS TECHNIQUES USED

In order to analyze the data in the present study and to test the hypothesis Percentage test was used.

ANALYSIS AND INTERPRETATION OF DATA

HO₂ There is no significant difference in Instructional Facilities of NAAC Accredited and Non-Accredited Higher Education Institutes of Odisha.

Table-1

Responses of NAAC Accredited and Non-Accredited Higher Education Institutes Students regarding Instructional Facilities.

S. No.	Instructional Facilities	NAAC Accredited N= 50				Non-Accredited N= 50			
		Yes		No		Yes		No	
		f	%	f	%	f	%	f	%
1.	Does your college have well-qualified and experienced teachers?	50	100%	0	0%	40	80%	10	20%
2.	Does your college have sufficient number of teachers?	40	80%	10	20%	30	60%	20	40%
3.	Are their regular classes and lectures held in your college?	50	100%	0	0%	40	80%	10	20%
4.	Do your teachers use smart boards for teaching?	50	100%	0	0%	50	100%	0	0%
5.	Do your teachers use power point presentation for teaching?	50	100%	0	0%	50	100%	0	0%
6.	Does your college conduct tutorial classes to clarify doubts?	40	80%	10	20%	40	80%	10	20%
7.	Does your college conduct series of guest lecture throughout year?	40	80%	10	20%	20	40%	30	60%
8.	Does your college conduct hybrid modes of classes?	20	40%	30	60%	10	20%	40	80%
9.	Does your college have study materials and notes provided by teachers?	20	40%	30	60%	40	80%	10	20%
10.	Does your college provide NEP aligned curriculum and syllabus?	50	100%	0	0%	50	100%	0	0%

11.	Does your college provide access to online learning resources?	40	80%	10	20%	40	80%	10	20%
12.	Are there sufficient textbooks and reference materials available in your college?	40	80%	10	20%	20	40%	30	60%
13.	Does Your college have Language Laboratory?	40	80%	10	20%	10	20%	40	80%
14.	Does your college have adequate laboratory facilities for practical subjects?	50	100%	0	0%	50	100%	0	0%
15.	Are there opportunities for internships and fieldwork as part of your course?	50	100%	0	0%	50	100%	0	0%
16.	Does your college organize seminars and workshops regularly?	50	100%	0	0%	40	80%	10	20%
17.	Does your college provide academic counselling for students?	40	80%	10	20%	40	80%	10	20%
18.	Does your college offer career guidance and placement services?	30	60%	20	40%	20	40%	30	60%
19.	Does your college provide timely and constructive feedback on assessments?	50	100%	0	0%	40	80%	10	20%
20.	Are there regular assessments and exams to monitor your progress?	50	100%	0	0%	50	100%	0	0%

(Source: Primary Data)

It can be observed from Table-1 that, the Instructional Facilities like use of smart board for teaching, use power point presentation for teaching, NEP aligned curriculum and syllabus, laboratory facilities, internship and field work, regular assessments and examination are provided by both NAAC Accredited and Non-Accredited Higher Education Institutes to its students. But as a whole the Instructional Facilities provided by NAAC Accredited Higher Education Institutes to its students are better than the Instructional Facilities provided by Non-Accredited Higher Education Institutes to its students.

Interpretation: -The overall findings indicate that in providing Instructional Facilities to its students, the NAAC Accredited Higher Education Institutes are better than the Non-Accredited Higher Education

Institutes. Hence the Hypotheses No-2 'There is no significant difference in Instructional Facilities of NAAC Accredited and Non-Accredited Higher Education Institutes of Odisha' is rejected.

Result: - It has been found that, there is a significant difference in providing Instructional Facilities by NAAC Accredited and Non-Accredited Higher Education Institutes of Odisha to its students. Therefore, we can conclude that in providing Instructional Facilities to its students, NAAC Accredited Higher Education Institutes are better than the Non-Accredited Higher Education Institutes.

CONCLUSION

The findings of this study indicate a significant disparity in the provision of instructional facilities between NAAC-accredited and non-accredited higher education institutes in Odisha. It is evident that NAAC-accredited institutions are better equipped to offer essential resources, such as modern classrooms, well-stocked libraries, advanced laboratories, and comprehensive digital learning tools. This advantage stems from the rigorous quality assurance processes enforced by the National Assessment and Accreditation Council (NAAC), which compel accredited institutions to meet higher standards of educational infrastructure and resources.

The superior instructional facilities at NAAC-accredited institutions not only enhance the educational experience for students but also positively influence their academic performance and overall satisfaction. Conversely, non-accredited institutions often struggle to provide adequate resources, which may hinder their ability to deliver quality education and limit students' learning opportunities.

Given these findings, it is crucial for educational policymakers and stakeholders to prioritize support for non-accredited higher education institutes in Odisha. Initiatives aimed at bridging the infrastructural gap are essential for promoting equity in higher education and ensuring that all students have access to quality instructional facilities. Encouraging non-accredited institutions to pursue NAAC accreditation can serve as a vital step towards improving educational standards across the state, ultimately fostering a more effective and inclusive learning environment for all students in Odisha.

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