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# **Academic performances by the faculty members of Mother Teresa Women's University and its affiliated colleges: an evaluative study**

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## **ABSTRACT**

The present study was undertaken to assess academic performances of faculty members of Mother Teresa Women's University and its Affiliated Colleges. Simple random sampling method has been applied in order to assess the faculty members' perception about the academic performances. Questionnaire was a data collection tool. A total of 290 questionnaires were distributed among users and 254 duly filled in questionnaires were received, thus resulting into a response rate of 87.59 per cent. Out of 12 institutions, 5 are government, 5 are self-financing and 2 are aided educational institutions. While there are 92 (36.2%) respondents from self-financing colleges, 88 (34.6%) respondents are from Government University and government colleges. 74 (29.1%) respondents are hailed from just two self-financing colleges. The study discloses that a majority of the respondents belong to more than 45 years (33.1%) age group followed by 41-45 years age group constituting 19.3% (49) of the respondents and 36-40 years age group constituting 16.9% (43) of the respondents. The sample comprises of only female respondents. The study found that 163 (64.2%) respondents are assistant professors and 81 (31.9%) respondents are associate professors while just 10 (3.9%) respondents are professors. Thus, majority of the respondents of this study are Assistant Professors. A majority of 65 (25.6%) respondents possess 6-10 years of experience followed by 63 (24.8%) respondents with 1-5 years of experience and 50 (19.7%) respondents with more than 20 years of experience. Most of the respondents are M.Phil holders constituting 52% (132) of the sample. 91 (35.8%) respondents are doctorates while 12.2% (31) of the respondents are just post graduates.

**Keywords:** Faculty members, Information Literacy, Information resources and Research attitude

## **INTRODUCTION**

Information has become so important for decision making in today's world. In the present world Air, Water, Food, Shelter is the four basic needs of human beings and now information is added as the fifth need. The technology world depends upon the information for social, economic, scientific, technological and industrial development. Information literacy can play a vital role in educating the users of libraries on various information and documentary resources, where to start searching for information, what, where and how to access them and compare retrieved information and how to communicate their information. Information literacy is importance particularly in this age because it allows us to cope by giving us the skills to know when we need information and where to locate it effectively and efficiently. It includes the technological skills needed to use the modern library as a gateway to information. It enables us to analyze and evaluate the information we find, thus giving us confidence in using that information to make a decision or create a product (ACRL, 2000).

The attitude towards teaching and research are multifaceted and faculty members believe that teaching and research are mutually supportive and represent the basic mission of the universities; the reward system influences teaching staff's participation in research, while both teaching and research offer satisfaction (Olugbenga, 2003).

Assessing the research attitude besides academic achievements among faculty members was likely to predict indicators for successful teachers and researchers for improving the quality of higher education. House (1995) conducted a longitudinal study and found that attitude had a powerful influences on student's academic achievement. However, Mickelson (1990) stated that academic achievement depended on a number of variables.

According to Sridevi (2010), research attitude did not significantly differ with respect to gender, marital status and the subject streams. It is proved by Mishra and Chincholikar (2014) that aptitude along with anxiety is a significant predictor of achievement but attitude is not a significant predictor of achievement.

## **OBJECTIVES OF THE STUDY**

1. To know the age and working sector of the respondents
2. To know the designation, experience and educational qualification of the respondents
3. To compare the college-wise Vs. age-wise of the respondents
4. To compare the college-wise Vs. designation-wise of the respondents
5. To analyse the Ph.Ds and M.Phils Guided by the Respondents
6. To know the completed and ongoing projects of the respondents and
7. To evaluate the publications of the respondents

## **NEED FOR THE STUDY**

Due to the advancement in the information and communication technology and its applications, there is a vast development and transformation in the structure and functions of the libraries. In this respect, there is an “organizational change” as the printed documents are converted into digital information sources and print based services such as circulation services in the libraries transformed as electronic information delivery service. Hence, along with the change in structure, functions and infrastructure in the libraries, the library and information professionals must change. In this context, these professionals must develop the skills necessary particularly for accessing e-resources in rural based universities and their affiliated colleges from time to time, as these skills are changing continuously. For this purpose, there is a need to know about the academic performances of the faculty members of Mother Teresa Women’s University, Dindigul District, Tamilnadu, its constituent colleges and affiliated colleges.

## **METHODOLOGY**

The sample was drawn from Mother Teresa Women’s University and its constituent and Affiliated Colleges. Since the faculty members’ number that is, user’s population size is high, so the simple random sampling method has been applied in order to evaluate academic performances of the faculty members. The researcher visited the MTWU and 11 of its affiliated colleges. Questionnaires were distributed among the faculty members. A total of 290 questionnaires were distributed among users and 254 duly filled in questionnaires were received, thus resulting into a response rate of 87.59 per cent. The faculty members’ viz., Assistant Professors, Associate Professors and Professors from MTWU and its affiliated colleges form the sampling frame. The collected data was tabulated using MS Excel and it was analyzed through the statistical tools, such as average and simple percentages.

## DATA ANALYSIS AND INTERPRETATION

Data Analysis is one of the most important steps in any kind of research. The data collected by the researcher with the help of a well-structured questionnaire from the faculty members of Mother Teresa Women's University and its affiliated colleges were fed into SPSS Ver.19.

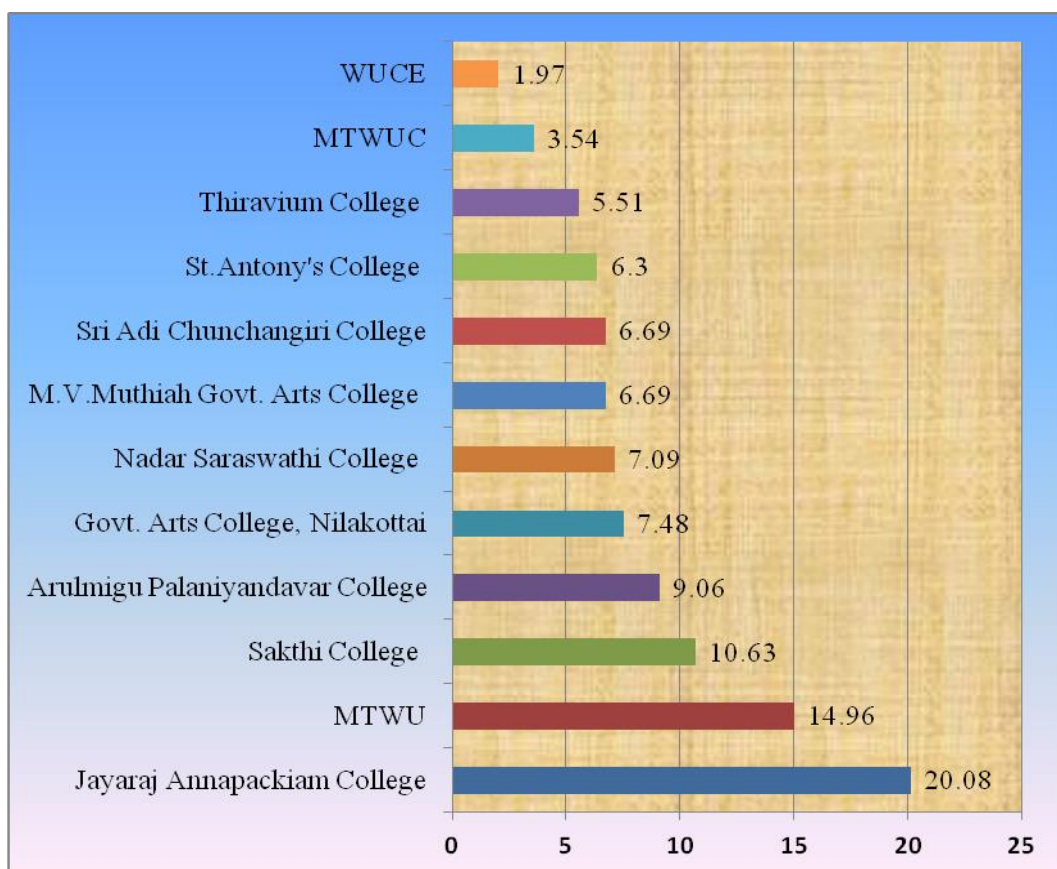
### Institution-wise Distribution of the Respondents

Table 1 - Institution-wise Distribution of Respondents

Name of the Institution	Respondents		Cum. Total	Cumulative Percent
	Frequency	Percent		
Jayaraj Annapackiam College for Women	51	20.08	51	20.08
Mother Teresa Women's University (MTWU)	38	14.96	89	35.04
Sakthi College of Arts and Science for Women	27	10.63	116	45.67
Arulmigu Palaniyandavar Arts College for Women	23	9.06	139	54.72
Govt. Arts College, Nilakottai	19	7.48	158	62.20
Nadar Saraswathi College of Arts & Science	18	7.09	176	69.29
M.V.Muthiah Govt. Arts College for Women	17	6.69	193	75.98
Sri Adi Chunchangiri Women's College	17	6.69	210	82.68
St.Antony's College of Arts and Science for Women	16	6.30	226	88.98
Thiravium College of Arts and Science for Women	14	5.51	240	94.49
Mother Teresa Women's University College (MTWUC)	9	3.54	249	98.03
Women's University College of Education (WUCE)	5	1.97	254	100.00
Total	254	100.0		

Table 1 and Fig. 1 show the institution-wise distribution of respondents. 254 respondents are drawn from 12 institutions. Only 38 (14.96%) respondents are from Mother

Teresa Women’s University and the rest are from its affiliated colleges and constituent colleges. 54.72% (139) of the respondents are from just 4 colleges and the rest (115) are from 7 other colleges. A majority of 51 (20.08%) respondents are from Jayaraj Annapackiam College followed by Mother Teresa Women’s University (MTWU) with 38 (14.96%) respondents and Sakthi College with 27 (10.63%) respondents. Two government affiliated colleges – MVM College and Govt. Arts College, Nilakottai – have contributed 36 respondents for the study. One B.Ed college – WUCE- has just 5 respondents participating in this survey. There are five colleges which have 14-19 respondents each in the study. Two colleges have less than 10 respondents – MTWUC with 9 and WUCE with 5 respondents.



**Figure 1: Institution-wise Distribution of Respondents**

## Department-wise Distribution of Respondents

Table 2 - Department-wise Distribution of Respondents

Department	Frequency	Cum. Total	Percent	Cumulative %
Mathematics	37	37	14.57	14.57
English	32	69	12.60	27.17
Commerce	31	100	12.20	39.37
Computer Science	25	125	9.84	49.21
Physics	20	145	7.87	57.09
Chemistry	17	162	6.69	63.78
Economics	13	175	5.12	68.90
History	10	185	3.94	72.83
Business Administration	8	193	3.15	75.98
Zoology	7	200	2.76	78.74
Management	7	207	2.76	81.50
IT	7	214	2.76	84.25
Biotechnology	6	220	2.36	86.61
Education	5	225	1.97	88.58
Library	4	229	1.57	90.16
Bio-chemistry	4	233	1.57	91.73
Home science	4	237	1.57	93.31
Botany	3	240	1.18	94.49
Sociology	3	243	1.18	95.67
Historical & Tourism Mgt.	3	246	1.18	96.85
Microbiology	2	248	0.79	97.64
Nutrition	2	250	0.79	98.43
Physical Education	1	251	0.39	98.82
Corporation	1	252	0.39	99.21
Environmental Science	1	253	0.39	99.61
Visual Communication	1	254	0.39	100.00
Total	254		100.0	

Table 2 reveals the department-wise distribution of the respondents. 26 different departments have sponsored 254 respondents. A majority of 37 (14.57%) respondents are from the Dept. of Mathematics followed by English Department with 32 (12.60%)

respondents and Commerce Department with 31 (12.20%) respondents. Computer Science (25, 9.84%) and Physics (20, 7.87%) departments have more than 20 respondents while three departments viz., Chemistry (17), Economics (13) and History (10) have 10-17 respondents. Seven respondents belong to Zoology, Management and IT departments while 4 respondents belong to Library, Bio-chemistry and Home science departments. Four departments namely Physical Education, Corporation, Environmental Science and Visual Communication have just 1 respondent each in this study. Four departments namely Maths, English, Commerce and Computer Science have altogether 125 (49.21%) respondents, almost 50% of total respondents.

### Working Sector-wise Distribution of Respondents

Table 3 - Working Sector-wise Distribution of Respondents

Status of Institution	Number of Institutions	Frequency	Percent	Cumulative Percent
Govt	05	88	34.6	34.6
Aided	02	74	29.1	63.8
Self-finance	05	92	36.2	100.0
Total	12	254	100.0	

Table 3 and Fig. 2 disclose the working sector-wise distribution of the respondents. Out of 12 institutions, 5 are government, 5 are self-financing and 2 are aided educational institutions. While there are 92 (36.2%) respondents from self-financing colleges, 88 (34.6%) respondents are from Government University and government colleges. 74 (29.1%) respondents are hailed from just two self-financing colleges.

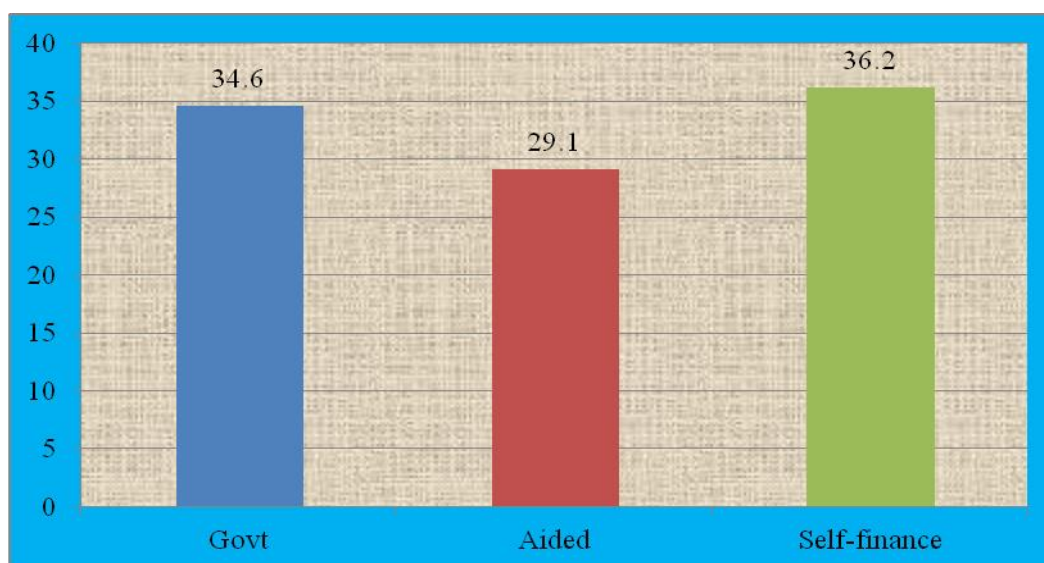


Figure 2: Working Sector-wise Distribution of the Respondents



## Age -wise Distribution of Respondents

Table 4 - Age -wise Distribution of Respondents

Age	Frequency	Percent	Cumulative Percent
25-30 Years	39	15.4	15.4
31-35 Years	39	15.4	30.7
36-40 Years	43	16.9	47.6
41-45 Years	49	19.3	66.9
> 45 Years	84	33.1	100.0
Total	254	100.0	

Table 4 and Fig. 3 show the age -wise distribution of the respondents. A majority of the respondents belong to more than 45 years (33.1%) age group followed by 41-45 years age group constituting 19.3% (49) of the respondents and 36-40 years age group constituting 16.9% (43) of the respondents. 30.8% (78) of the sample are young belonging to either 25-30 or 31-35 years age group.

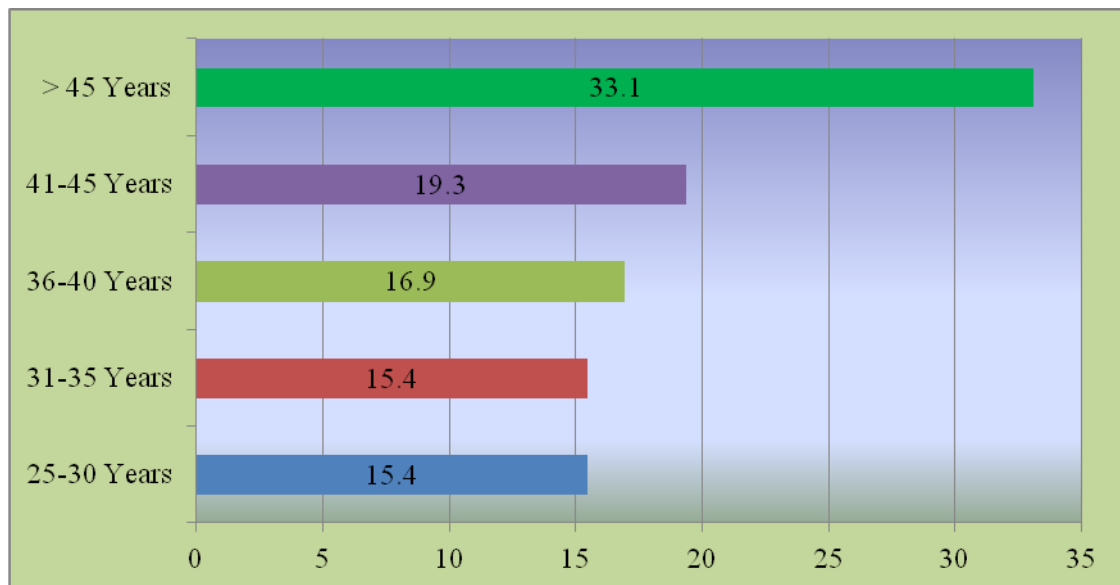


Figure 3: Age Group-wise Distribution of Respondents

## Designation, Experience and Educational Qualification of the Respondents

Table 5 - Designation, Experience and Educational Qualification-wise Distribution of Respondents

<b>Designation</b>	Frequency	Percent	Cumulative Percent
Assistant Professor	163	64.2	64.2
Associate Professor	81	31.9	96.1
Professor	10	3.9	100.0
Total	254	100.0	

<b>Experience</b>	Frequency	Percent	Cumulative Percent
01-05 Years	63	24.8	24.8
06-10 Years	65	25.6	50.4
11-15 Years	48	18.9	69.3
16-20 Years	28	11.0	80.3
>20 Years	50	19.7	100.0
Total	254	100.0	

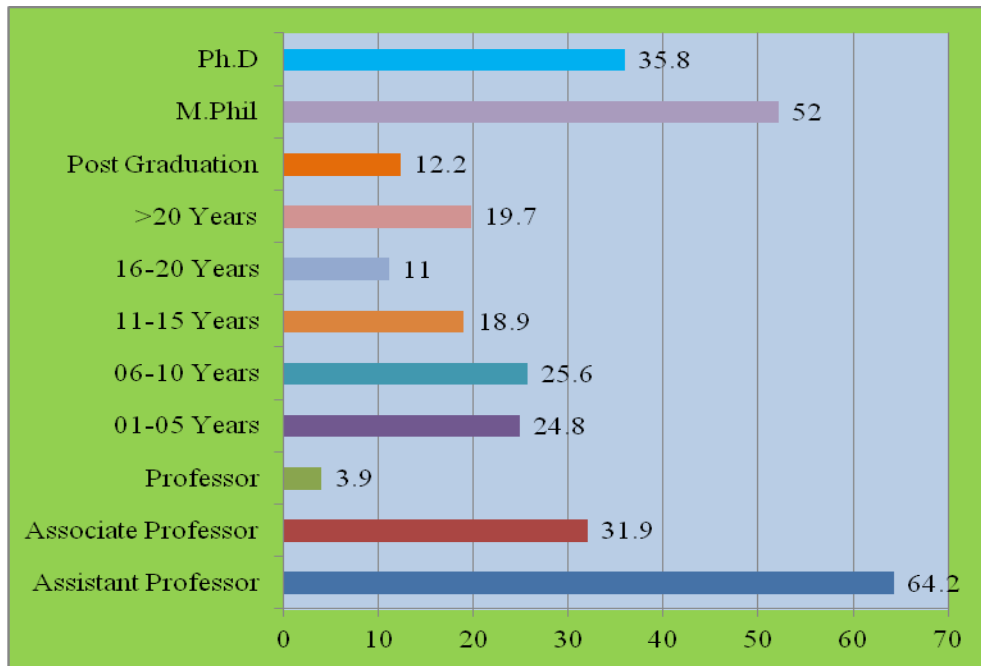
<b>Educational Qualification</b>	Frequency	Percent	Cumulative Percent
Post Graduation	31	12.2	12.2
M.Phil	132	52.0	64.2
Ph.D	91	35.8	100.0
Total	254	100.0	

Table 5 and Fig. 4 show the designation, experience and educational qualification of the respondents.

**Designation:** 163 (64.2%) respondents are assistant professors and 81 (31.9%) respondents are associate professors while just 10 (3.9%) respondents are professors. Thus, majority of the respondents of this study are Assistant Professors.

**Experience:** About 50% of the respondents have one decade of experience and the remaining half have 10<sup>+</sup> years of experience. A majority of 65 (25.6%) respondents possess 6-10 years of experience followed by 63 (24.8%) respondents with 1-5 years of experience and 50 (19.7%) respondents with more than 20 years of experience. While 48 (18.9%) respondents have 11-15 years of experience, 11 % (28) of the respondents possess 16-20 years of experience.

**Educational Qualification:** Most of the respondents are M.Phil holders constituting 52% (132) of the sample. 91 (35.8%) respondents are doctorates while 12.2% (31) of the respondents are just post graduates.



**Figure 4: Designation, Experience and Educational Qualification of the respondents**

**College-wise Vs. Age-wise Distribution of the Respondents**

Table 6 - College-wise Vs. Age-wise Distribution of the Respondents

College name	Age			Total
	25-35	36-45	> 45	
Mother Teresa Women’s University	02	14	22	38
M.V.M Govt. Arts College	02	10	05	17
Sakthi College	20	06	01	27
St.Antony's College	09	05	02	16
Arulmigu Palaniyandavar College	14	04	05	23
GA College, Nilakottai	05	11	03	19
Jayaraj Annapackiam College	09	06	36	51
Nadar Saraswathi College	03	12	03	18
Sri Adi Chunchangiri College	05	09	03	17
Thiravium College	05	08	01	14
MTWU College	03	04	02	09
WUCE	01	03	01	05
Total	78	92	84	254

Table 6 discloses that a maximum of 20 respondents of Sakthi College and 14 respondents of Arulmigu Palaniyandavar College belong to 25-35 years age group. As far as the respondents who belong to 36-45 years age group is concerned, 14 are from Mother Teresa Women's University, 12 are from Nadar Saraswathi College, 11 are from Govt. Arts College, Nilakottai and 10 are from M V Muthiah Govt. Arts College for Women. When we talk about the respondents belonging to more than 45 years age category, a majority of 36 respondents are from Jayaraj Annapackiam College followed by Mother Teresa Women's University with 22 respondents. While Sakthi College has maximum number of respondents from 25-35 years group, MTW University has maximum respondents from 36-45 years age group and Jayaraj Annapackiam College has maximum number of respondents from more than 45 years age group.

### **College-wise Vs. Designation-wise Distribution of the Respondents**

Table 7 - College-wise Vs. Designation-wise Distribution of the Respondents

College name	Designation		Total
	Assistant Professor	Associate Professor & Professor	
Mother Teresa Women's	19	19	38
M.V.M Govt. Arts College	10	07	17
Sakthi College	26	01	27
St.Antony's College	12	04	16
Arulmigu Palaniyandavar College	16	07	23
GA College, Nilakottai	17	02	19
Jayaraj Annapackiam	16	35	51
Nadar Saraswathi College	13	05	18
Sri Adi Chunchangiri College	11	06	17
Thiravium College	13	01	14
MTWU College	06	03	09
WUCE	04	01	05
Total	163	91	254

Table 7 shows the college-wise Vs. designation-wise distribution of the respondents. Except MTWU College and WU college of Education, other 10 institutions have more than 10 Assistant Professors. A maximum of 26 Assistant Professors are from Sakthi College followed by 19 respondents from MTW University and 16 each from Arulmigu

Palaniyandavar College and Jayaraj Annapackiam. The least number of 4 Assistant Professors are from WU college of Education. With regard to Associate Professors and Professors, maximum number are from Jayaraj Annapackiam College (35) followed by MTW University (19). There are seven Associate Professors and professors from MVM College and Arulmigu Palaniyandavar College.

### Ph.Ds and M.Phils Guided by the Respondents

Table 8 - Ph.Ds and M.Phils Guided by the Respondents

Ph.Ds Guided	Frequency	Percent	Cumulative Percent
01-05 Ph.D Degrees	17	6.7	6.7
06-10 Ph.D Degrees	2	.8	7.5
11-15 Ph.D Degrees	1	.4	7.9
No Ph.D Degree	234	92.1	100.00
Total	254	100.0	
M.Phils Guided	Frequency	Percent	Cumulative Percent
01-05 M.Phil Degrees	58	22.8	22.8
06-10 M.Phil Degrees	18	7.1	29.9
11-15 M.Phil Degrees	10	3.9	33.8
16-20 M.Phil Degrees	2	.8	34.6
21-25 M.Phil Degrees	2	.8	35.4
>25 M.Phil Degrees	6	2.4	37.8
No M.Phil Degree	158	62.2	100.00
Total	254	100.0	

Table 8 shows the number of M.Phil and Ph.D degrees guided by the respondents.

**Ph.Ds Guided:** It is surprising to note that 234 respondents (92.1%) have not guided any Ph.D degree in their professional career. One respondent has guided 11-15 Ph.Ds deserving all appreciation. There are two respondents who have guided 6-10 Ph.Ds while 17 (6.7%) respondents have guided 1-5 Ph.Ds.

**M.Phils Guided:** Comparatively the respondents have guided more M.Phil degrees. But still 158 respondents have not guided any M.Phil degree till date. A majority of 58 (22.8%) respondents have guided 1-5 M.Phil degrees while two respondents (.8%) each have guided

16-20 and 21-25 M.Phil degrees. While 18 (7.1%) respondents have guided 6-10 M.Phil degrees, 10 respondents have guided 11-15 M.Phil degrees.

### Completed and Ongoing Projects of the Respondents

Table 9 - Completed and Ongoing Projects of the Respondents

No. of Projects completed	Frequency	Percent	Cumulative Percent
One Project	09	3.5	3.5
Two Projects	03	1.2	4.7
Three Projects	02	0.8	5.5
Four Projects	01	0.4	5.9
No Project	239	94.1	100.00
Total	254	100.0	
No. of Projects Ongoing	Frequency	Percent	Cumulative Percent
One Project	13	5.1	5.1
Two Projects	04	1.6	6.7
Three Projects	02	0.8	7.5
No Project	235	92.5	100.00
Total	254	100.0	

Table 9 brings to light on the number of completed and ongoing projects of the respondents under study.

**Completed Projects:** It is not a good sign to note that 239 (94.1%) respondents have not completed any project availed from funding bodies. There is only one respondent who has completed 4 projects. While 2 respondents have completed 3 projects each, 3 respondents have completed 2 projects each. There are 9 respondents who have completed 1 project each.

**Ongoing Projects:** Each of 13 (5.1%) respondents has one ongoing project. While 4 respondents have 2 ongoing projects as on the date, 2 respondents have 3 ongoing projects. A majority of 235 (92.5%) respondents don't have any ongoing project as on now.

## Publications of the Respondents

Table 10 - Publications of the Respondents

No. of Publications	Frequency	Percent	Cumulative Percent
01-05 Publications	114	44.9	44.9
06-25 Publications	87	34.3	79.2
26-50 Publications	20	7.9	87.1
51-75 Publications	03	1.2	88.3
76-100 Publications	06	2.4	90.7
No Publication	24	9.4	100.00
Total	254	100.0	

Table 10 and Fig. 5 reveal the publication productivity of the respondents. A majority of 114 (44.9%) respondents have publications ranging from 1-5. While 87 (34.3%) respondents have 6-25 publications to their credit, 20 (7.9%) respondents have 26-50 publications. It is interesting to note that 3 respondents have 51-75 publications and 6 respondents have 76-100 publications. Just 24 (9.4%) respondents have no publications at all.

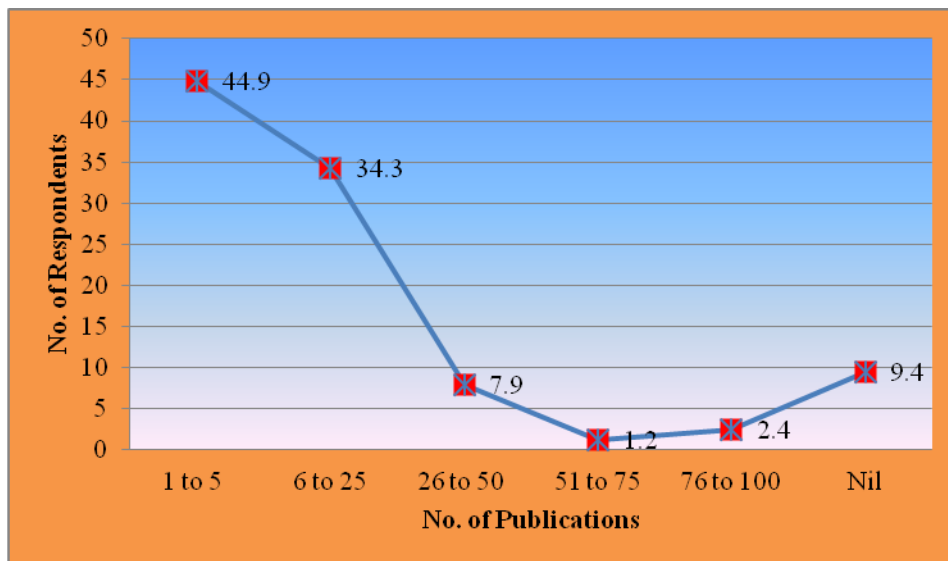


Figure 5: Research Publications of the Respondents

## Academic Events: Conferences, Seminars attended by the Respondents

Table 11 - Conferences and Seminars attended by the Respondents

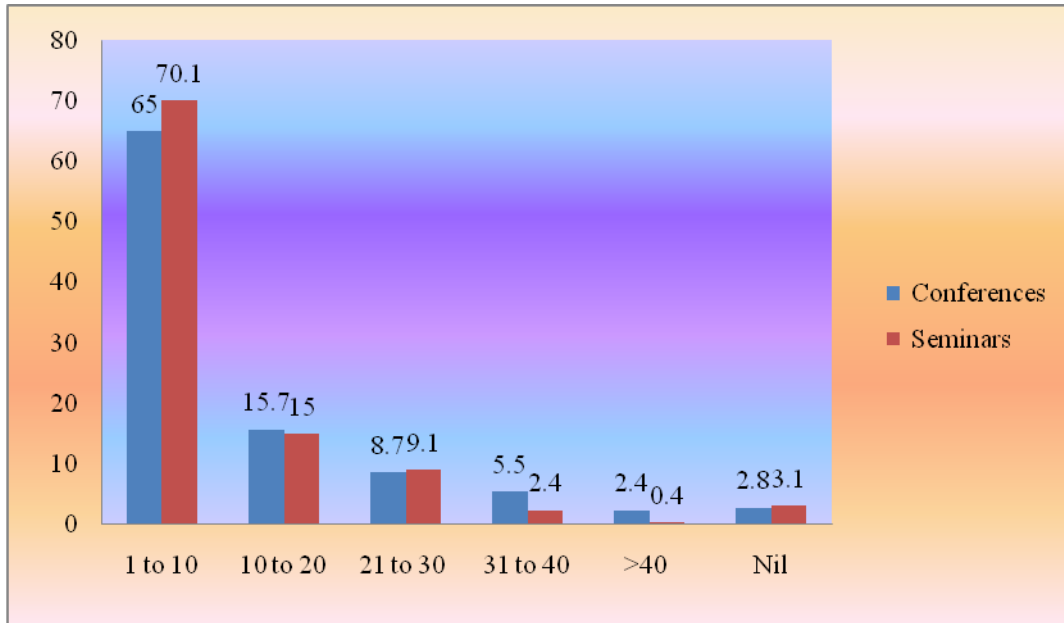
Conferences	Frequency	Percent	Cumulative Percent
01-10 Conferences	165	65.0	65.0
11-20 Conferences	40	15.7	80.7
21-30 Conferences	22	8.7	89.4
31-40 Conferences	14	5.5	94.9
>40 Conferences	06	2.4	97.3
No Conference	07	2.8	100.00
Total	254	100.0	
Seminars	Frequency	Percent	Cumulative Percent
01-10 Seminars	178	70.1	70.1
11-20 Seminars	38	15.0	85.1
21-30 Seminars	23	9.1	94.2
31-40 Seminars	06	2.4	96.6
>40 Seminars	01	0.4	97
No Seminar	08	3.1	100.00
Total	254	100.0	

Table 11 shows the number of conferences and seminars attended by the respondents.

**Conferences:** Except 7 respondents, all others have attended conferences. A majority of 165 (65%) respondents have attended 1-10 conferences followed by 40 (15.7%) respondents who have attended 11-20 conferences and 22 (8.7%) respondents who have attended 21-30 conferences. While 14 respondents have attended 31-40 conferences, 6 respondents have attended more than 40 conferences.

**Seminars:** It is happy to note that 246 respondents have attended seminars to enrich their knowledge in the fields of their interest. A majority of 178 (70.1%) respondents have attended 1-10 seminars. 15% (38) of the respondents have attended 11-20 seminars while 9.1% (23) of the respondents have attended 21-30 seminars. Six respondents have attended 31-20 seminars and there is just one respondent who has attended more than 40 seminars.





**Figure 6: Conferences and Seminars attended by the Respondents**

**Academic Events: Workshops and Symposia attended by the Respondents**

Table 12 - Workshops and Symposia attended by the Respondents

Workshops	Frequency	Percent	Cumulative Percent
01-10 Workshops	212	83.5	83.5
11-20 Workshops	06	2.4	85.9
21-30 Workshops	01	0.4	86.3
No Workshop	35	13.8	100.00
Total	254	100.0	

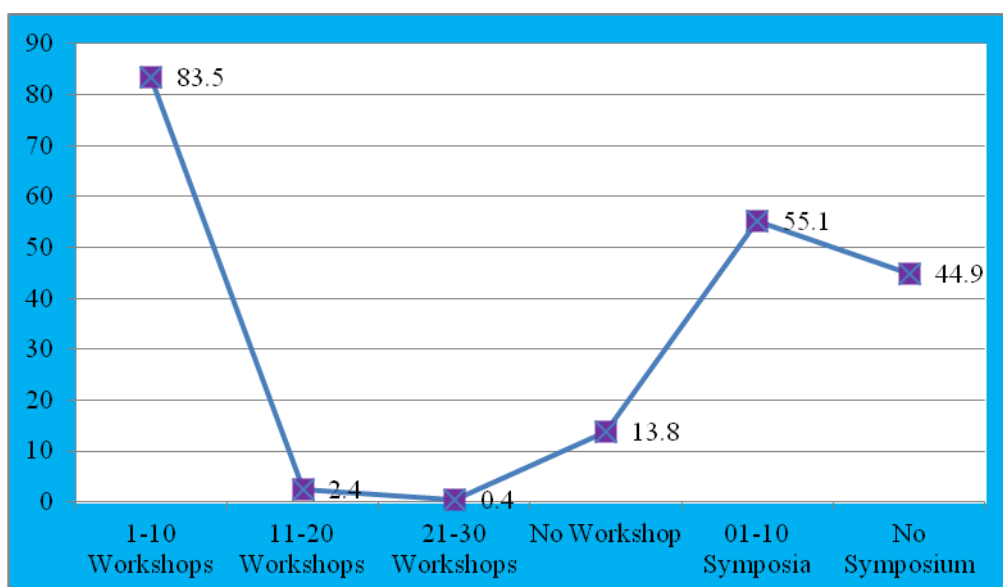
  

Symposia	Frequency	Percent	Cumulative Percent
01-10 Symposia	140	55.1	55.1
No Symposium	114	44.9	100.00
Total	254	100.0	

Table 12 and Fig. 6 reveal the information about number of workshops and symposia attended by the respondents.

**Workshops:** A maximum of 212 (83.5%) respondents have attended 1-10 workshops while 6 (2.4%) respondents have attended 11-20 workshops. One respondent who has attended 21-30 workshops needs all appreciation. 35 (13.8%) respondents have not attended any workshop till date.

**Symposia:** 55.1% (140) of the respondents have attended 1-10 symposia and 44.9% (114) of them have not attended any symposium.



**Figure 7: Workshops and Symposia attended by the Respondents**

### **In-service and Refresher courses attended by the Respondents**

Table 13 - In-service and Refresher courses attended by the Respondents

<b>In Service Training</b>	Frequency	Percent	Cumulative Percent
One IST Programme	71	28.0	28.0
Two IST Programmes	20	7.9	35.9
Three IST Programmes	8	3.1	39.0
Four IST Programmes	2	.8	39.8
Five IST Programmes	4	1.6	41.4
Six IST Programmes	2	.8	42.2
No IST Programme	147	57.9	100.0
<b>Total</b>	<b>254</b>	<b>100.0</b>	
<b>UGC refresher</b>	Frequency	Percent	Cumulative Percent
One UGC Refresher Course	37	14.6	14.6
Two UGC Refresher Courses	22	8.7	23.3
Three UGC Refresher Courses	1	.4	23.7
No Refresher Course	194	76.4	100.00
<b>Total</b>	<b>254</b>	<b>100.0</b>	

Table 13 shows the number of in-service training programmes and UGC refresher courses attended by the respondents.

**In-service Training Programmes:** A majority of 147 (57.9%) respondents have not attended any in-service training programme till date in their career. 71 (28%) respondents have

attended just one in-service programme while 20 (7.9%) respondents have attended 2 such programmes. 8 respondents have attended 3 in-service courses and 4 respondents have attended 5 in-service courses. 2 respondents have attended 4 / 6 in-service courses in their career.

**UGC Refresher Courses:** A maximum of 194 (76.4%) respondents have not attended any UGC refresher course till now. While 37 (14.6%) respondents have attended just one UGC refresher course, 22 (8.7%) respondents have attended 2 such courses. Only one respondent has attended 3 UGC refresher courses.

## **DISCUSSION AND SUGGESTIONS**

The study showed that majority of the respondents belong to more than 45 years (33.1%) age group followed by 41-45 years age group constituting 19.3% (49) of the respondents and 36-40 years age group constituting 16.9% (43) of the respondents. A majority of 65 (25.6%) respondents possess 6-10 years of experience followed by 63 (24.8%) respondents with 1-5 years of experience and 50 (19.7%) respondents with more than 20 years of experience. Most of the respondents are M.Phil holders constituting 52% (132) of the sample. 91 (35.8%) respondents are doctorates while 12.2% (31) of the respondents are just post graduates. It is found in the study that 234 respondents (92.1%) have not guided any Ph.D degree in their professional career. One respondent has guided 11-15 Ph.Ds deserving all appreciation. There are two respondents who have guided 6-10 Ph.Ds while 17 (6.7%) respondents have guided 1-5 Ph.Ds. 158 respondents have not guided any M.Phil degree till date. A majority of 58 (22.8%) respondents have guided 1-5 M.Phil degrees while two respondents (.8%) each have guided 16-20 and 21-25 M.Phil degrees. It is inferred from the study that 239 (94.1%) respondents have not completed any project availed from funding bodies. There is only one respondent who has completed 4 projects. While 2 respondents have completed 3 projects each, 3 respondents have completed 2 projects each.

The study found that majority of 114 (44.9%) respondents has publications ranging from 1-5. While 87 (34.3%) respondents have 6-25 publications to their credit, 20 (7.9%) respondents have 26-50 publications. It is interesting to note that 3 respondents have 51-75 publications and 6 respondents have 76-100 publications. It is learnt from the study that except 7 respondents, all others have attended conferences. A majority of 165 (65%) respondents have attended 1-10 conferences followed by 40 (15.7%) respondents who have attended 11-20 conferences and 22 (8.7%) respondents who have attended 21-30 conferences.

246 respondents have attended seminars to enrich their knowledge in the fields of their interest. A majority of 178 (70.1%) respondents have attended 1-10 seminars. 15% (38) of the respondents have attended 11-20 seminars while 9.1% (23) of the respondents have attended 21-30 seminars. It is revealed in the study that a maximum of 212 (83.5%) respondents have attended 1-10 workshops while 6 (2.4%) respondents have attended 11-20 workshops. One respondent who has attended 21-20 workshops needs all appreciation. The study also showed that 71 (28%) respondents have attended just one in-service programme while 20 (7.9%) respondents have attended 2 such programmes. 8 respondents has attended 3 in-service courses and 4 respondents have attended 5 in-service courses. Based on the findings of this study, the following suggestions are made:

- 1) The Assistant Professors working in the colleges should be given 'guide ship' by the university concerned. The college should provide research facilities in the subject concerned. These will motivate the faculty members to start guiding Ph.Ds.
- 2) The Arts and Science colleges may start M.Phil programmes in various subjects so as to facilitate the faculty members to get the opportunity of guiding M.Phil Scholars.
- 3) A minimum number of projects per subject may be decided by the state government and its statutory bodies / organisations / institutions involved in promoting research.
- 4) A college or a cluster of colleges may publish journals in the select subjects. The faculty members may be encouraged to publish their articles / academic contributions in those in-house journals.
- 5) The faculty members should be given sufficient opportunities to take part in state / national / international conferences and seminars in their subjects concerned.
- 6) The state govt or the university may conduct appropriate and current issues based workshops and symposia for the benefit of the faculty members.
- 7) A statistics of eligible faculty members who have not attended the in-service or orientation programme of refresher courses may be taken up, compiled and sent to UGC or authorities concerned to plan for such programmes in the days to come.

## CONCLUSION

This is a good experience for the researcher to know the academic performances of the faculty members of Mother Teresa University, its constituent colleges and its affiliated colleges. This study is special as all the respondents are female faculty members. The study insists that the faculty members should come forward to get complete Ph.D and get guidance so that they will be able to guide many more Ph.D and M.Phil degrees. They should get interest in carrying out research and publish their research output in the form of articles or conference papers. They should strive to get minor or major projects from both Central and State government bodies. Some kind of incentives should be introduced for the faculty members who complete minor or major projects, who complete guiding an M.Phil/ PhD etc.

The university or college authorities should see that the institution has a very strong and supporting environment in terms of management support and motivation, information resources, ICT infrastructure and services, to enable the individual faculty members to better them in areas of their weakness. Even the faculty members should have a strong feeling that unless or otherwise, they become information literate, they may not be able to face the challenges thrown by the Information technology penetrated global information system of the day. The State Govt. may initiate special research projects earmarked for the faculty members of state universities and their affiliated colleges apart from the research fund being sponsored by central bodies like UGC, ICSSR, ICHR, and DST etc.

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