CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 Introduction:

The present chapter deals with the related studies conducted by different researchers in abroad, India and North East India. The investigator tried to acquire up-to-date information about what has been done in the particular area by reviewing the related literature.

At present a number of research works have been undertaken by different researchers on different aspects of higher education and most of the studies are concerned with Professional Attitude and Organizational Climate in the Degree Colleges under Gauhati University. Attitude towards teaching profession and job satisfaction of College Teachers, comparative study of State University and Central University in Human Resource Development etc. The most of the previous studies were concerned with the problems of financial management of higher education institutions, problems of student unrest, problems of wastage and stagnation of college students and vocational and educational aspirations and their impacts on achievement of the students. Some studies taken up particularly on problems of colleges in different aspects are highlighted in this chapter.

2.1 Studies Done Abroad:

Steven and Michael (1974) as quoted by Kalita, P. (2002) had considered the effects of some significant variables which influence on ‘Aspiration’. The results
indicated peer-modeling influence had the strongest effects on aspiration. They expressed that the impact of peer modeling behaviour on aspiration, was found to be significantly greater in rural than urban areas. It was also observed the significant influence of sex, race, and socio-economic status on aspiration for education.

**Baali (1976)** carried out a study among college girls in Iraq to find out the relationship between their educational aspirations and father’s education, socio-economic status and authority pattern in the family. It was found that the college girls whose fathers have had high educational attainments tended to be more desirous of education than the girls whose fathers have had low educational attainments.

**Pettersson, R. (1991)** as quoted by Mehta, R. carried out a study on the use of various media and different kinds of pictures used in the classroom activities by the Swedish teachers. The study showed that media utilization was low or extremely low in social sciences. Even the utilization of picture was also found to be low. Black-boards and textbooks were most common media form utilized in the classrooms.

**Fox (1992)** carried out a survey during 1986-87 on a national sample of social sciences faculty in USA to examine the influence of research and teaching interests, time commitments, orientation of faculty and their perceived environments on publication productivity. The study reveals, all these have strong investment in research but not in teaching.

**Noordenbos (1992)** examined the career tracks, publication rates and time management of 72 female and 40 male professors of Belgian University in the same working environment. The study revealed that males published not more than females. Again, it was found that females who worked in departments were offered fewer opportunities for publications and generally occupied lower positions.
Zubber – Skerrit, Ryan (1994) as quoted by V.D. Madan analyzed some of the most pertinent issues confronted by the European Universities are related to the psychological and organizational problems including staff development in the specific context of quality in post-graduate education.

Kerr (1994) as quoted by V.D. Madan studied about the growing gap between the resources and the educational aspirations of global competitiveness in the higher education system of America though it was considered to be the largest and claimed to be the best in the world.

Saeedi (1998) carried out a sociological study on education through television among 208 students and 50 teachers of Malayear University in Iran. The study revealed that the B. Sc. (Graduate) students showed favourable results towards the positive influence of ETV (Education Television). The experiment groups taught by T.V. have shown superior mean achievement score in Geology but not in Geography and English language. Thus, the degree of ETV’s impact in education depends on the nature of subject and its course context. Again, it was pointed out by the study that there has to be a mutual complementary role of T.V. and the other tools of instruction. In other words, T.V. as a teaching tool has to be integrated and balanced with other instruments of teaching (teacher) for augmenting education.

Assic-Lumumba (2000) while analyzing the crisis in higher education in Africa, due to economic cuts and inadequate state financing support, resulting in curtailment of women students, referred to an earlier study of Saint (1992). These revealed the impact of financial cutbacks on women’s enrolment in higher education in Africa. Further, these studies indicated that this gender gap in enrolment was mainly due to the changed investment priorities.
Brown (2004) in his book highlights the crucial issues of trust and accountability; innovation and change, professional development and academic excellence, and management and leadership. It suggests a higher education audit commission (for U.K.) as a remedy linked with accountability and improvement.

A Survey Report (2005) prepared by “Higher Education Research Institute” at the University of California (Los Angels) published in “The Times Higher Supplement, October-14, 2005 revealed that more than 40 percent of the U.S. Academics in Universities feel the need and relevance of some comprehensive and systematic quality assurance mechanism in Higher Education. This paper, therefore, envisages technology-based systematic transformation, quality-based systematic education and axiology-based systematic functioning which together constitute what may be termed as an ‘Omni-Systematic Approach’ for total quality assurance in higher education.

Tapper & Palfreyman (2005) done scholarly work on massification of higher education has brought into limelight the issues of access and equity in the context of quality assurance across a number of European countries of the world namely – Britain, French, Netherlands, Denmark, Finland, Norway, Sweden, Poland, Germany etc.

Khalil (2005) studied about the challenges facing tertiary education in Nigeria and summarized as follows: lack of political and financial commitment towards tertiary education, quality and relevance of programmes, faculty developing, sustainability, lack of financial and other incentives for retaining competent human resources, financial deficit and equity. The listed above could hinder education and dampen the spirit of learners even a genius in carrying out a quality research. It seems the problem facing tertiary institutions in the globe. (Quoted by A.T. Adedoyin)
A.T. Adedoyin quoted that Ocho (2006) also observed that most universities and polytechnics especially the federal and states (Nigeria) enroll for more than the available qualified lecturers, facilities such as classrooms, laboratories, reading materials and equipments in Nigeria.

Jacob (2006) studied about inequality between core and fringe population in the chance for enrolment of students from urban and rural areas of China. In this study, it was seen that more than 50% of the under-graduate students and 2/3 of the graduate students came from homes more than 500 km away from the University at which they studied. Still discrimination towards students from rural areas and towards ethnic minorities was strongly felt; language barriers and cultural differences are the stumbling blocks among these students. The researcher also mentioned that “It is very hard for the two groups to mix together. Students from rural regions and minority ethnic groups will continue to feel inferior while students from urban centres will continue to maintain a sense of superiority” (Jacob, 2006, p.165). In addition, the report states that the quality of teachers and institutions in rural areas is still inferior to that of the cities. This is one of the main problems of higher education in China.

2.2 Studies in India:

Mani Jacob (1987) carried out “A Study of Educational innovations in the affiliated colleges of India”. In this study it was noted that the success of the innovations was affected by the change-oriented skills, knowledge, values and attitudes of the personnel involvement in the change efforts. Effective human relations and personnel management also were found to be enhancing the productivity of the innovations.
Mathew, E.T. (1998) had undertaken “A Study on the Financing of College Education in the Private Sector in Kerela”. The findings are:

The object wise analysis of educational expenditure for selected colleges in the state of Kerela over a period of time shows that ‘salaries’ is the most important head. In view of predominance of expenditure on salary, very little flexibility is available for the colleges to introduce any innovative measures in higher education.

Panchmukhi (1989) has tried to develop some conceptual insights into the different sources of educational finances such as grants, fees and donations. He has identified some new and unconventional sources of educational finance specially at higher level and suggested a few measures for efficient utilization of available funds.

Gupta, S.K.(1990) studied about “Teaching learning process in Higher Education”. The major finding is that the objectives of teaching-learning experiences and evaluation are interlinked with each other.

Kurup and Thatte (1991), as quoted by Gupta, have made a study on Pricing Higher Education (A Case Study of Maharashtra). The study is based on primary data and dealing with institutions of general higher education. According to the authors, there is an undeniable resource crunch in the higher education sector and this has affected the quality as well as quantity of higher education.

Tripathi, R.S. (1992) carried out “A critical study of Development of Higher Education in Uttar Pradesh since Independence.” The study revealed that

a. The courses of higher education have a lot of irrelevance.

b. Normally, the only method of teaching that is used in the lecture method. Teachers are not even aware of the full implications of such methods as seminars, small group discussion, assignments, self-study method etc.
c. The system of evaluation was the worst feature of higher education.

d. Physical facilities were found in-adequate and those that were available were not properly put to use.

Sharma, M.M. (1992) critically analyzes the existing financial management practices of University Institutions. The study has analyzed the views of a cross-section of University Authorities, namely Vice-Chancellors, Finance Officers and Head of the Departments of different Universities on the issues pertaining of the method of providing finance, planning and budgeting of resources, accounting and auditing system etc. The study helps in understanding some of the achievements, successes and problems of financial management.

Heggade, O.D. (1992) in his study of “Economics of Education: A Study of Indian Experience” among other things, has examined the problems of financing education in general and higher education in particular. Some of the important findings of his study are: (a) even after four decades of planning, India could not achieve the goal of universalization of education owing to financial, structural and organizational constraints. (b) a highly confusing and complex pattern of internal financing of education has emerged since independence in India. On the other hand fees have retained extremely low in the case of general education whereas donations and capitation fees have become rampant in the Private English Medium Schools and Private Technical, Engineering and Medical Education institutions. Therefore, it is necessary to end this highly distressing situation by rationalizing the educational fee structures at all level and fixing a ceiling on educational donations and capitation fees payable by the parents of prospective students.
Ghanchi (1993) conducted an objective survey on the Indian Higher Education System. He found higher education is subjected to pulls and pressure of the five constraints namely philosophical, cultural, economic, operational and managerial and five strains especially systematic, demographic, developmental, political and ethical leading to deleterious consequences like immobilization, stagnation, routinization, etc. This pressure applies a relentless squeeze on the system that devitalizes the organism itself and at the same time gives it a false sense of survival. (Quoted by Bhagawati, A)

Bhattacharjee, V. (1993) investigated about “Financing Higher Education”: The study reveals that some universities do not even charges a fee for higher education, whereas among those who charges fee, the amount is quite nominal. Even after education has been shifted to the concurrent list as per the 42nd Amendment of the Constitution, both in respect of plan and non-plan expenditure the greater share of burden is borne by the State Government.

Rajamoni, N. (1993) carried out a study on “Effective teachers and their behaviour in higher education”. The study reveals that, good teacher in colleges and universities are those who not only help their students learn, but will optimize the learning resources and promote the development of abilities in their students for self-learning.

Gupta, S.S. (1994) studied various financial problems faced by Agra University. He has studied the maintenance grants provided to the 13 colleges affiliated to this University. He concluded that the funding scheme of the Govt. of Uttar Pradesh is extremely faulty as it does not contribute anything towards the betterment of academic facilities.
Singh (1997) made a presentation on “Challenges of Higher Education in India with Special Reference to the State of Punjab in Guru Nanak Dev University” where he said that higher education is suffering from overcrowding, financial squeeze, absence of quality, inadequate infrastructural facilities, brain drain etc. (mentioned by Bhagabati, A).

Dash, J. (1999) studied “Trends and Problems of higher education of Scheduled Tribes in Orissa”. The main objectives of the study were to analyze the development of education among Scheduled Tribes in a historical perspective; to find out the inequality in enrolment of different communities; to ascertain the socio-economic status of the ST college students; to study the problems faced by ST college students and to suggest guidelines for better spread of higher education among ST students.

The findings shown that due to low enrolment and higher rate of drop out, equality of opportunity in enrolment achieved by STs at subsequent stages of education was very low. Representation of STs in higher education- universities and technical and professional courses was the lowest. Majority of the respondents considered the special facilities useful and they were of the view that the status of ST has improved but they still continue to be backward. Nearly one fifth of the respondents did not have any clear-cut educational aspirations and nearly one sixth of the respondents did not have any clear occupational aspirations whereas one fifth of them hoped to join Govt. Services.

Gupta, A. (2002) carried out a study on “Management of Higher Education” mentioned that – over the past few years, higher education in India is confronted with grave financial problems. The major problem which the Universities are facing is inadequacy of finances available to Universities and Colleges. To confront the challenges faced by India today and tomorrow, the health and vitality of higher
education and research is crucial. It is therefore, imperative that deficiencies in financing universities and colleges, which impinge upon the effectiveness of higher education and research, should be identified and rectified.

**Anand, P. & Raj Kumari K. (2003)** undertaken a study on “De falling Higher Education: Q sorting Approach” to find out the causes of deterioration of education at higher level. The findings of the study are:

- The respondents accepted strongly that the percentage of students enrolled at higher level is very high. The problem tends to become unmanageable to maintain the quality of education at higher level. They all felt that personalized instruction could not be given to students at this level for which they are not capable to adjust in the world of work.

- Teachers, principals and administrators moderately approved the fact that non-formal ways of educating students and more theoretical base of education are also lowering the quality of education at higher level.

**Paul, Sumana (2003)** published an article on “Higher Education Scenario in the 21st century – Some vital consideration.” Here, the writer focused on some significant modification that are urgently required for reforming the system of higher education are: (i) Quality assurance in higher education, (ii) Restructuring curriculum, (iii) Faculty development in Higher Education, (iv) Planned growth of educational institutions and (v) Raising institutional revenues.

**Agarwal, S. and Masand, H. (2003)** studied about “Absenteeism among Post-Graduate Female Students – Causes and Remedies”. The study revealed that – Major causes of absenteeism of female students include – (a) un-usefulness of present system
of education, (b) dissatisfactory economic condition of students and (c) distant location of colleges from home.


The objectives of the study were:

- To examine the socio-cultural and economic characteristics of the selected respondents. (Selected teachers, chairpersons and students of the University departments and selected teachers, principals and students of colleges).

- To delineate the role perception and performance of the teachers both at the University and College levels and to relate these to some of their socio-cultural characteristics.

- To analyze the expectations of selected students as well as principals of Colleges and Chairpersons of the Departments in the University towards the role performance of the teachers.

- To study the nature of role conflicts of teachers and their views on crisis in higher education along with suggestions to make their role more effective.

The study reveals that:

Out of 132 university teachers 84.85% express that higher education is in crisis whereas the 15.15% do not think so.

Most of the college teachers have shown greater extent of agreement with ‘stress on liberal Arts rather than vocational courses’, than ‘inadequate participation of teachers in academic decision making bodies’. Even the ‘outdated course syllabi for various examinations has been placed higher than ‘financial constraints’.
In the case of University teachers, there is a greater agreement shown on “increasing politicization and bureaucratization of higher education; greater role commitment of teachers and inadequacy in academic system”.

Madan V.D. (2008) in the article “Quality Assurance in Higher Education – Exploring an Omni-systematic Approach with a Focus on Distance Learning” focused on some crucial problems of higher education related to quality assurance are as follows:

- The first basic problem relates to various unproductive educational programmes while are launched instead of strengthening work-based education and the vocational training programmes, particularly for the rural population and other needy and deprived section of the society.
- The second serious problem is that the colleges and universities are treating as centre for extension of knowledge and not developing as creators of knowledge and employment.
- The third crucial problem is with regard to the governance of universities and colleges. The institutional syndicates, management boards and the governing bodies are dominated by legislatures, moneyed people and other influential persons who have nothing to do with academic proficiency and professional competencies. Most of the dedicated teachers are demoralized due to unethical attitudes and bureaucratic rigidities.
- The fourth crucial problem concerns students’ enrolment and examination. Caste-based, cult-based, region-based and religion-based and not economic-based reservation for entry to the educational institutions at the cost of merit have
weakened the educational system in a country like India and deteriorated in both quality and efficiency.

- The fifth typical problem is that despite the burden of high salaries on the national exchequer, many teachers in colleges and universities do not do justice to the cause of academic and professional culture. At the same time, unrecognized and multinational institutions have proliferated. Surprisingly, teachers, who do not regularly teach their classes in their own colleges and universities, are very punctual in attending these unrecognized institutions for earning more money and hence are more serious about their private work.

- The sixth paradoxical problem is that despite a large number of trained professionals coming out from the specialized and technical institutes, only a few have the dexterity required in today rapidly advancing technological world. This leads to an apparent paradox.

- The seventh problem is that of the deterioration of value-system in respect to universities and educational institutions. Though in terms of numbers, the expansion has been phenomenal, yet there has been corresponding deterioration not only in the quality of education imparted but also in the moral conduct of the teachers, students and educational administrators.

These are the observations of the writer not the study-based outcome.

2.3. Studies on Educational Aspiration:

On the other hand, a series of studies regarding the educational and vocational aspiration has been made in recent years. It will be worthwhile to review these studies throwing light on the phenomenon of aspiration for education because the level of
aspiration of the students can play an important role in maintaining quality and standard of education in a particular institution. It is also seen that a very few work has been done till now on the subject of educational aspiration. However, some of the studies given below are partially related to the present study:

**Bisht, G.S. (1972)** made “A study of the level of Educational Aspiration in Relation to Socio-economic condition and Educational Attainment.”

The following were some of the findings of the study:

Size of the family, educational facilities and recreational facilities were found to be influencing educational aspirations;

Parental education and income were found to have significant influences on educational aspiration;

A positive relationship was found to exist between attainment and the level of educational aspiration.

Urban boys had higher educational aspiration than rural boys.

Boys studying in English medium schools had a higher educational aspiration than the boys studying in non-English medium schools.

**Bhargava, V.P. (1972)** undertaken “A Study of Level of Aspiration and Need for Achievement”.

The findings revealed that:- (i) there was no correlation between the Level of Aspiration and n-Ach scores; low correlation between Thematic Apperception Test (TAT) and Sentence Completion Test (SCT) scores; (ii) The hope of success (HOS) had highest value of positive goal discrepancy scores (GDS), the middle and lowest had negative GDS and fear of failure (FOF) group were similar in mean GDS having lower
magnitude on TAT, (iii) The Indian students were goal oriented, having realistic approach to attainment.

**Jain S.P. and Shah, J.M. (1974)** studied about “Socio-Cultural Background and Educational Aspirations”.

The study aimed to describe the pattern of educational aspirations of the people relating to socio-cultural variables such as religion, age, education, occupation and type of family.

The major findings of this study are:

- 40.7 percent Hindu respondents aspired for professional education followed by 27.1 percent for secondary education and 23.7 percent for college education. While 8.5 percent Muslims respondents aspired for professional education, 40.5 percent for secondary education and 24.8 percent aspired for collegiate education.

- Educational aspirations of the respondents who were in younger age group were relatively less than those of the older ones.

- Of the 192 illiterate respondents aspired 22.9 percent for primary education, 40.6 percent for secondary education, 19.8 percent for college education and only 7.3 percent for professional education.

- There was a significant difference in aspiration level of the respondents belonging to the joint family were higher than nuclear family.

**Kaur, D. (1990)** studied “Educational and Vocational Aspirations of students belonging to Different Socio-economic locales of Jammu Division”.

In this study, it was found that both educational and vocational aspirations are influenced by sex, socio-economic standard and locality. Urban students differed
significantly from their rural counterparts in their educational preferences and vocational aspirations. While rural students were found to aspire for high academic degree / a degree in arts, the urban students aspired for high professional degree / a degree in science.

**Nagar, Rashmi, (1991)** undertaken “A study of Vocational Aspiration of Educated Girls in Gorakhpur Division and Facilities, Available to them.”

In this study, it was found that – there is a consistent pattern of relationship between the intelligence level and the socio-economic status; as the educational level increases, the socio-economic status and intelligence profile shows an upward trend; location, too, exerts an influence; level of education does influence the vocational aspirations of urban and rural girls at the three educational levels – primary, secondary, higher.

**Jabee, Jahan Ara (1994)** made “A comparative study of perceptions and aspirations of women students of Colleges and Kashmir University”. In the study, (1) It was found that very little variations were noticeable in the perception and aspirations of the respondents hailing from graduate classes representing different faculties (2) There exist slight variations in the perceptions and aspirations of the respondents hailing from post-graduate classes; but the significant variations were not noticed as regards the chi-square value. (3) With regard to percentage wise analysis the variations were noticeable in the perception and aspirations of the respondents hailing from different parental educational background.

**Choudhury, V. (2007)** made “A Co-relational Study of Level of Aspiration and Academic Achievement of Secondary School Students” of Garhwal region in Uttarakhand. The objective of the study was – to find out whether there was correlation
between level of aspiration and academic-achievement among the urban and rural students. The finding of the study was that the level of aspiration is not a significant correlate of academic achievement.

2.4 Studies in North East India:

Dubey (1974) made a study on scheduled caste and scheduled tribe college students of Assam found that both SC and ST students had high educational and occupational aspirations. (Kalita, P. 2002)

Nath, B. (1980) carried out a study on “University Examination” An Analytical Study of the Conduct of Pre-Degree and Master Degree Examination of G.U.” This study laid importance on the prevailing system of examinations and their impact on the students.

Deka, B. (1988) studied on the “Growth and Development of Higher Education in Kamrup District since Independence and its impact on society.” This study focused on the historical development of higher education only.

Goswami, D. (1997) on “Protective Legislation and Equality of Educational Opportunity – A Study of the Problems of Higher Education among Women in Kamrup District” found out that – (i) Benefit of higher education to a great extent goes to women in urban areas. Particularly the benefit of professional and technical education goes to urban areas only. (ii) The benefit of higher education is grabbed by higher castes, (iii) The study also indicate that women’s higher education is restricted to families having higher occupational background of their parents. (iv) Marriage as one of the hindrances in women’s access to higher education is confirmed as the present study shows 98.3% of the sample is unmarried.
Choudhury, M. (2002) studied about “Job Satisfaction among the Teachers of Colleges under Gauhati University”. The main objectives of the study are:

- To determine the degree of job satisfaction among the college teachers.
- To find out the relationship between job satisfaction and work experiences of the teachers.
- To compare the job satisfaction of the teachers working in the colleges of urban and rural areas.

In this study the researcher found that:

- Among the sample teachers 24.45% have low, 50.47% have moderate and 24.81% have high job satisfaction.
- Among the male teachers 26.45% have low, 49.03% have moderate and 24.52% have high job satisfaction.
- Among the female teachers 21.74% have low, 53.04% have moderate and 25.22% have high job satisfaction.

Baishya, P. (2003) made “A study of the problems faced by Scheduled Caste and Scheduled Tribe women in pursuing Higher Education in the Hajo Circle of Kamrup district”. The study revealed that SC and ST girls are less in number in higher education due to many reasons such as illiteracy of parents; lack of guidance and counseling, lack of motivation etc.

Karmakar, A. (2007) carried out a study on “Organizational Commitment and Constructive Thinking As predictors of Administrative Effectiveness of College Principals in Assam”. The objectives of the study are:
To find out the causes of administrative effectiveness as perceived by Principals.

To find out the relationship of Principal’s Role commitment with Administrative effectiveness.

To examine Principal’s Administrative effectiveness in the light of constructive thinking.

The study reveals that:

- Effective Principals followed a mixed approach of leadership theory. They were relationship oriented.

- Effective Principals knew how to build positive and lasting relationships with trust, importance and increasing communications, sharing knowledge and skills among staff and society.

- Effective Principals spend considerable amount of time helping the empower train, inform and reward their staff.

- Committed Principals remain accountable to their work and keep others accountable too for their collective outcomes.

- Effective principals showed success in generating inter-personal relations with staff, students, parents and society by sharing their thoughts and building trust among them.

- Principal’s interpersonal relationship scores are not significantly related with negative thinking and superstitious thinking.

Mate, Meenakshi (2010) studied about “Inequality Access to Higher Education: A Study of Barak Valley in South Assam”. In this study caste-wise and gender-wise inequalities were focused.
Dihingia, B. (2011) made “A study of teachers’ Professional Attitude in Relation to the Organizational climate and Infrastructural Facilities in Degree Colleges affiliated to Gauhati University.” The study revealed that (a) Teachers’ attitude in teaching in urban colleges has shown more favorable than the teachers of semi-urban and rural colleges, (b) There was no significant difference between teachers of rural semi-urban and urban colleges in their professional attitude, (c) The organizational climate of the colleges affiliated to Gauhati University found different in respect to their locality.

Bhowmik, U.R. (2012) studied about “Problems of Education in Meghalaya: with special reference to West-Garo Hills”. The main objective of the study was to find out the problems of education in West Garo Hills as it is an under developed district, its need for education is great.

The study reveals that:

- A good number of students were lacking in leadership qualities, majority of the students had very few sources of income.
- Regarding academic problems, most of the students had tension due to fear of failure in the examination, they could not keep a proper study schedule and most of the students revealed that the library facility in school was insufficient.
- The students had language problem and did not have fluency in English.
- The teachers working in these schools do not get proper environment for their professional growth.
2.5 A Trend Analysis:

The above cited literature essentially attempted to focus on the problems of higher education from different angles, such as problems of inequalities, quality assurance, financial management, system of evaluation and problems of SC and ST people in pursuing higher education etc. Some of the studies attempted to examine the causes of deterioration of education at higher level in relation to absenteeism and wastage and stagnation of students at college level. From the above cited literature it is clear that lot of the studies are done to examine the finance related problems of the colleges and universities. Regarding the educational aspiration of the college students, in some studies, it is seen that most of the respondents did not have any clear-cut educational and vocational aspiration which generally affect the academic achievement of the respondents.

In international level, regarding crisis in higher education of different countries were made by Assic, Lumumba (2000), Khalil (2005), and Ocho (2006). About career, publication and time management of teachers was studied by Noordenbos (1992), utilization of media in classroom by Pettersson (1991). Beside these, influence of educational television (ETV) was studied by Saeedi (1998), inequalities in higher education by Jacob (2006) and Massification of higher education in European countries was studied by Tapper and Palfreyman (2005).

On the other hand, a book written by Brown (2004) highlighted the crucial issues of trust, accountability, innovation, professional development and academic excellence of higher education.
On educational aspirations a good number of studies were carried out in the international level. Some of the studies were made by Baali (1976), Sewell and Shaw (1967), Hurlock (1967), Steven and Michael (1974), Sears (1971) and Kerr (1994).


In Assam and North-East, regarding situation of women education and problems of pursuing higher education by SC and ST women, studied by Goswami, D. (1997) and Baishya, P. (2003). A study was made by Choudhury, M. (2003) on job satisfaction of college teachers of Assam. Regarding University examination a study was made by Nath, B. (1980) and development of higher education study was made by Deka, B. (1988). Another study was made on inequality in access to higher education by Mate, Meenakshi (2010). Regarding educational aspiration studies were made by Dubey (1974) and Kalita, P. (2004). On organizational climate and infrastructure facilities of
colleges is studied by Dihingia, B. (2012) and problem of education in Meghalaya is studied by Bhowmik, U.R. (2012). From the trend analysis it is seen that all the studies are applicative type not the fundamental or innovative type.

The trend analysis of the earlier studies does provide substantial help in formulating hypotheses of the present study. The analysis also help in making this research problem like an extension work done by the earlier researchers.
References:


Dihingia, B.(2011). A Study of Teachers’ Professional Attitude in Relation to the Organizational Climate and Infrastructural Facilities in the Degree Colleges Affiliated to Gauhati University. *Ph. D. (Edn), G.U.*


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