The review of literature is an important component in the research process. Related studies pertaining to the academic profile of the college students and their personal problems that are done systematically are analyzed and documented. The studies, which were reviewed, have been classified into different related titles under the following major heads.

A. Reviews related to Study involvement and Study habits.
B. Reviews related to Class Room Culture.
C. Reviews related to Purpose of higher education.
D. Reviews related to Adjustments
E. Reviews related to Students’ personal problems.
F. Reviews related to Teachers perception on students.

REVIEWS RELATED TO STUDY INVOLVEMENT AND STUDY HABITS

Mithra (1972), “The Relationship between the study habit and the academic achievements” In this paper the author studied the relationship between the study habits and the academic achievements. All these studies show the important role the study habits play in education and psychology. His findings have suggested that (i) study habits are positively related to academic achievement but are not dependent on scholastic aptitude. (ii) Though study habits are not related to the general personality adjustment as well as home, health, social and emotional adjustments, (iii) Study habits have a positive relationship with background factors like, position in the family, father’s occupation, hobbies, future educational and vocational plans of the students and an inverse relationship with factors, such as age, membership of organization, outside school and sharing household duties. On the other hand, study habits are not related to students interest or participation in games and sports, interest in reading, music, membership in school societies sources of reservation, doing some jobs along with studies.
Akinboye, J. S. (1974) Bakare, (1975), Levine (1976), Wagner & Kusmierz, (1982); “Study habit modification, study attitude change and academic performance.” In those papers the authors have indicated that there is a positive relationship between their study variables. However, because achievement motivation can remain latent in an individual and when it is not aroused, an experimental design in which achievement motivation was stimulated in the participants. Positive, significant relationships between study habits and academic performance have also been found.

Shanmuga Sundaram (1981) “Factors related to Academic Achievement among undergraduate students.” In this paper the author did the investigation to identify and assess the factors that influence the academic achievement of undergraduate students. The factors were self-concept, manifest, anxiety, study habits, intelligence, achievement motivation, sex and the nature of institutional environment. The investigator used different types of scales for the above factors and a scale on study habits, constructed and standardized by the investigator himself. The sample consisted of 620 students – 330 high achievers and 290 low achievers. They were from 20 colleges in the jurisdiction of the Madras University. Out of the many important conclusions reached by the investigator, the most important conclusion is high achievers had better study habits, higher intelligence and higher achievements, higher motivation than low achievers.

Sharma Permalatha (1981) “Study of factors related to Academic under achievement of Girls of secondary schools located in Rural Areas of Haryana.” The author conducted an investigation on the factor related to academic high achievement and under achievement of rural girls coming from the secondary schools of Haryana. Freeman’s Study Habit Inventory was used. A sample of 1225 students was taken. One of the important findings is that the under achievers do not pay much attention to the planning of study work.

Sing (1984) “A Survey of study habits of high, middle and low achievers Adolescents in Relation to their sex, intelligence and socio-economic status.” The author studied the differences in the study habits of adolescent boys and girls and to find out the differences of study habits of adolescent boys and girls at three levels of academic
achievement – high, middle and low. A Sample of 800 adolescent boys and 800 adolescent girls studying in class IX was selected from schools of rural and urban areas from five districts in Himachal Pradesh. One of tools used was used study habit inventory by Patel. The investigator found that the study habits of boys and girls differed significantly at different levels of achievement.

Adesanoye and Aboderin (1985) “Writing needs and writing practices of Nigerian secondary school students: A survey on the Aspects of the written English of Nigerian undergraduates” In this survey the authors reported that students who left secondary school and then gained admission into the tertiary levels of education in Nigeria continued to perform poorly and below average, especially because of their poor English language background.

Ritakapoor (1987) “Study of factors responsible for high and low achievement at the high school level.” The author studied the factor related to high and low academic achievement at Junior High school level. A sample of 1396 students was taken from Junior high schools of Lucknow. The results observed that among both the boys and girls the high achievers tended to show a high level of intelligence as compared to the average and low achievers. Than among boys and girls the high achievers had better study habits as compared to the average and the low achievers.

Tiwari (1987) “Study habits and scholastic performance, at three levels of Education.” The author did an investigation on the Study habits which differed from one level of education to another and the Study habits are related to scholastic performances. The random sample was formed of 1050 students of classes X, XII and second year degree courses from urban and rural institutions. The test for study habits and attitudes by Joshy and Pandey was the main tool used. The author found that the class X students had the highest mean study habit scores significantly different from the students of the other two levels, Students of science scored the highest in all the six measures of study habits inventory, Girls had better study habits than boys, Study habit scores were positively and significantly correlated with annual examination marks, Cluster analysis revealed that while attitude to study habits was an important component, the amount of time for study became a significant factor.
Deb, Madhu and Crewal, Hirdai Pal (1990) "The relationship between study habits and academic achievement of undergraduate home science final year students." The author conducted the study with the randomly selected 90 final year (1985-86) students of home science college of Punjab Agriculture University. The major findings are (i) Home environment of the students and planning of schedule was significantly related to their academic achievements, (ii) suggestions and comments were related to academic achievement, (iii) The relationship between concentration for examination and academic achievement was significant, (iv) significant relationship was found, (v) students study habits and interests also influenced their academic achievement and (vi) college environment was related to study habits.

Sen Barat Kalpana (1992) "The personality make-up intelligence and study habit of high and low achievers in Calcutta." The author in her study explored the extent of relationship of study habit pattern, intelligence and several personality factors with the scholastic achievement at the secondary stage of education. The sample for the study consists of 186 high achievers and 227 low achievers including boys and girls classified on the basis of performance in the Madhyanic Pariksha conducted by the West Bengal Board of Secondary Examination. Her major findings are that there was an overall significant difference between the two achievement groups in study habits and Study habit-achievement, and intelligence-achievement was positively correlated.

Joseph O Jegede, Ruth T Jegede, Christianah A Ugodulunwa, (1997). "An experimental analysis of the effects of achievement motivation and study habits on Nigerian secondary school students" the authors made an attempt on investigating on the English language performance. Two hypotheses were tested. Each of the treatment groups would perform significantly better in English than the control group and that the students treated for the combination of improved study habits and higher achievement motivation would perform better in English than any of the other groups (study habit, achievement motivation, and control). The sample consisted of 160 students in 10th grade, selected from 4 schools in Nigeria. Students' entry and exit achievement motivation, study habits, and English language performance were examined. Analyses of covariance were used to test for the significance of the results, and both hypotheses were supported.
Anilkumar, (1998) "Academic Self-concept, Study habits, Attitude towards Distance Education and Academic Performance of Distance Learners." In this study the author found that a moderate positive correlation (r = 0.4714) between academic self-concept and academic performance. However, the coefficients and correlation between academic performance with study habits and attitude towards distance education were 0.27 and 0.24 respectively, which characterized low positive relationship. Further, it was found that academic self-concept appeared to be an important predictor of academic performance of distance learners. The results of the study offered various suggestions to improve the performance of Open University distance. Learners at first degree level in India.

De Monteith and de Wet, (2000) "A Study on Personality and Other Characteristics of the Underachieving Gifted Pupil." The authors compared achieving to underachieving gifted and average ability students in the Republic of South Africa. Since underachieving gifted pupils differed in terms of their study habit and attitude variables except study time, underachieving students may have utilized less efficient study methods.

Gill Daljit and Kahion (2000) "Study Habits of College going Girls". The authors investigated on the study habits of college going girls. They also compared the study habits of medical, commerce and arts students. The sample size of the study was 90 girls. It analyzed the study habits of the students belonging to the 3 groups are almost the same. However the students of medical and commerce group devoted more time, consulted textbooks, prepared notes for difficult topics, revised by writing important points and memorized through logical reasoning. A large number of medical students took tuition from college teachers in the beginning of session for 2 to 3 hours daily for thorough understanding of subject matter and also for the preparation of examination.

Peterson, J. S., (2000) "A Follow up Study of One Group of Achievers and Underachievers Four Years after High School Graduation" The author reviewed and showed that African American students did better in college when they adopted the study-group strategies of their Asian-American classmates. These studies indicate that Distance Learning and traditional classrooms improve student study habits when they offer the following characteristics: (1) clear expectations, (2) encourage regular study, (3) promote
collaboration, (4) instill meta-cognitive skills (including study methods) as well as course content.

**Cox, Frances Wynee (2001)** “The relationship of study skills and mathematics anxiety to success in mathematics among community college students.” The author had the objective of this study as to develop and incorporate a mathematics study skills programme into intermediate algebra class taught in a community college and determine if this program improved the success, reduced the mathematics anxiety level, and improved the mathematics study orientation of the students. It is quasi-experimental study, with 88 intermediate students and the sample. The mathematics anxiety rating scale (MARS) and the survey of study habits and attitudes (SSHA) were used as the tools in this study. The results showed that the students who received the study skills program were more successful than those students who did not receive the study skills program. There was a relationship between mathematics anxiety rating scale (MARS), survey of study habits and attitudes (SSHA) the scores. An increase in the students overall study orientation was significant; however the study habits, which was a part of the study orientation, improved only slightly and did not have a significant change.

**Mohanasundaram and Soosairaj (2001)** “Effectiveness of Video assisted instruction with reference to study habits and achievement of students in Mathematics.” The authors had the objectives of the study to develop and validate a video programme; (i) to find out the differences in achievement in Mathematics between the students learning through video assisted instruction and through conventional method; (ii) to find out the correlation between the achievement and study habits in Mathematics of the students. Pre-test and post-test experimental group design was adopted in the study. The results indicate that there exists a significant positive relationship between the two groups.

**Kenneth Williams, David Goldstein, Joel Goldstein (2002)** “Improving the study habits of minority students through Web-based courses, Tec Trends” The authors in this research highlighted some caveats necessary to optimize the Distance Learning experience. Since the new Distance learning populations have larger external responsibilities (e.g., full-time employment, families), they are at greater risk of under-achieving than traditional
classroom students are. Even more than traditional student populations, non-traditional students taking Distance Learning require frequent assignment deadlines, which promote and enforce sound study habits and time management skills. Self-directed Distance Learning students aggressively utilized external resources, which remain an important portion of the university experience. Also, faculty must better realize how students use course materials and perceive the utility of asynchronous distance learning courseware.

Lisa Elliot, Susan Foster, and Michael Stinson (2002) “Student study habits using notes from a speech-to-text support service, Exceptional Children” In this study thirty-six mainstreamed high school and college students who are deaf and hard of hearing received notes from a speech-to-text support service called C-Print TM. The students, 26 classroom teachers and 10 teachers of the deaf were interviewed about their perceptions of how students use their notes to study. The study supports the idea that both students and teachers could benefit from further instruction on note usage and study skills. This study was intended to assess the initial experiences of users of the speech-to-text system and to learn what we need to do to enhance these experiences. A possible way that teachers could enhance experiences might be to simply ask the students if the notes are clear; another way might be for the teacher to spend additional time coaching the student. For the student, making good use of these notes may mean making a commitment to read the notes regularly (not just before a test), or receiving some coaching on ways to more actively review the notes. Although this study focused on the use of note taker notes by students who are deaf, the issues addressed are not exclusive to students who are deaf and hard of hearing. Any student who uses a note taker as an instructional accommodation faces similar issues in learning how to effectively use their notes. Some students have clearly mastered these strategies; others can learn from them.

Shanty M. Jacob (2005) “A Study on the Academic Profile of Post Graduate Arts and Science at Kundavainachiyar College, Thanjavur. The study aims at to find the level of the students’ level of study habits and study involvement. The researcher used the standard questionnaire to find out the academic profile of PG students. The major findings of the study indicated that there is a significant association between the study habits and study involvement on the basis of various dimensions, where as there is no significant
difference between the respondents with regard to study habits, study involvement and purpose of higher education. Majority of the students perceive to have high level of study involvement and study habits. The research made suggestions for the study that to appoint counselors and social workers, to conduct PTA meetings once in a month in the colleges, to conduct skill and aptitude test before the admission of the students.

Florence Shalini and Lincy John (2006) “Study Habits, Personal Problems and Adjustment of P.G. Students in Shrimad Andavar Arts and Science College, Tiruchirappalli”. In this paper the authors found out that the students have the high level of study habits with no difference between male and female and no difference between arts and science students, they have personal problems. The authors make use of B.V.Petels’s study habit inventory, Nig and Nag pal’s personal problem inventory. They suggest the need for student’s counsellor to help students for solving their problems. In addition, they advocate frequent parent teachers meeting and conduct of surveys in colleges.

REVIEWS RELATED TO CLASS ROOM CULTURE

Travers, R.M (1973) “Education: Second Hand Book of Research on Teaching: A Project of the American Educational Research Association”. The author conducted a study on, that one variable which might be affecting students interest is the Learning Environment of the Science Class-room. It seems likely that a student’s perception of his classroom environment would affect his opinion of the course. The loss of interest appears more pronounced in the Physical Sciences than the Biological Sciences. Perhaps this differential loss is related to a difference in this manner in which students perceive the environment of their Biological and Physical Science courses.

Fraser (1978) & Fisher (1994) “Assessing and researching the classroom environment,” In those studies the author used Anderson’s Learning Environment Inventory in order to predict students’ perceptions on Physics Learning, Enjoyments of Physics and Attitudes to Sciences. It was found that the students’ perception of their classroom learning environment had significant association with the levels of favorableness of their attitudes.
Reddy (1981) “Inter-relationship between Organization Climate of Secondary Schools, Socio-Economics Status of Students, Students' Perception of Rewarding Behaviour and Their Academic Achievement.” The author selected 1080 teachers and 1607 students from 103 schools of Telengana in Andhra Pradesh. He found variety in organizational climate profiles of schools and academic achievement was found to be significantly associated with the types of organizational climate of schools. He also found out that there was a positive correlation between socio-economic status and academic achievement.

Gorham and Christopher (1990) “Higher education facing the challenges of the information age.” The authors found that “immediate” teachers used humor more often in the classroom, and Wanzer and Frymier (1999) found that humor is a means for enhancing immediacy. Students reported learning more from teachers they perceived as having high humor orientations.

Martinwenham (1991) “Education as Interaction.” The author in this conceptual paper has been discussing on the teaching-learning process in education. By developing a concept of effective teaching and a corresponding model of the teaching-learning process, it is argued that unless the needs of pupils are to be disregarded, teachers must become co-learners and responsibility for quality of education must be shared. Education is seen as an interactive process in which teachers and pupils participate co-operatively. It is shown that this concept, already implicit in much educational thought and practice, can contribute to more flexible and rational policy-making.

Killen’s (1994) ‘Internationalization of HE in Asia Pacific countries’, European Association for International Education” The author’s work suggested that instructors’ perceptions of students failure in succeeding in university work was primarily due to irregular attendance at lectures, poor literacy skills, too much reliance on direction from lecturers, lack of self discipline, insufficient effort, lack of academic ability, failure to realize that the depth of understanding required at university is different from that required at school, lack of maturity and the lowering of entrance requirements. Whereas, students perceived their failure in university studies was caused by lecturers who are out of touchy with students’ needs, too many demands on students’ time, boring presentations by
lecturers, assignments for which expectations are not clear, inappropriate assessment procedures, heavy course workload and lecturers with unrealistically high expectations of students. Similar findings were also evident in a study by Booth (1997) when he investigated experiences and expectations of students in transition from high school to university studies.

Kerry J. Kennedy (1995) "Teaching and Learning in the University: New Directions for Australian Higher Education." The author in this paper outlines recent changes to higher education in Australia and assesses the implications of those changes for teaching and learning in universities. Three main changes have been identified: The meta-policy context that has transformed a binary system of higher education into a unified national system of universities. This has given rise to the concept of the comprehensive university accompanied by an economic rationalist approach to the funding of higher education. Issues identified are the relativities to be accorded to teaching and research in the new universities and the push for more efficient modes of teaching. Institutional changes that influence the traditional character of universities. These changes include the politicization of Vice-Chancellors whose peak body is now recognized by the government as the single voice of the university sector, the changing student composition of universities as a result of government policies relating to overseas students and students who have been traditionally under presented in universities and the introduction of academic staff appraisal. An assessment is made of this broad range of changes on teaching and learning. Changing conceptions of teaching are discussed with a particular emphasis on the work and its implications for teaching in the university.

Laurence Parker and Stafford Hood (1995) "Minority students vs. majority faculty and administrators in teacher education: Perspectives on the clash of cultures." The authors reviewing this paper strongly suggest that the views of minority students must be included in any meaningful assessment of teacher preparation programs' efforts to address racial diversity. The project was initiated during the 1990–91 academic year by interviewing minority juniors and seniors (total of 24), selected faculty, and administrators (deans, associate deans, department chairs) at two colleges of education as well as extensive document reviews. Intermittent follow-up interviews and document reviews continued through the 1993–94 academic year. These minority students did not feel that
their teacher preparation programs had adequately prepared them to teach in racially
diverse settings. Faculty and administrators agreed with the contention of the students but
also pointed.

**Smeal (1996).** Final Report on "Benchmarking Project." In this report on the
Benchmarking the author stated a humbling process. It is neither radical nor very
complicated, but it is a time-consuming, labour-intensive process. It is not just a simple
matter of visiting a few institutions, chatting to a few colleagues and transplanting some of
their practices back to one's own institution. Cultures may vary and what works in some
institutions, and in some countries, may not necessarily be what is wanted or needed in the
home institution. It is a matter of evaluating the appropriateness of the different processes
for one's own situation. Although in higher education, we normally look to similar
organizations as their own for practices to borrow, successful benchmarking, in fact, means
looking outside one's own field as well. With all the rapid changes in technology, they
would be well advised to look towards some of the major corporations to find out how they
are training and re-educating their employees and to see if there are any ideas and/or
processes that they could borrow and alter to suit their own situation.

**Robertson, M and Trahn, I (1997)** "Benchmarking academic libraries: An
Australian case study." The authors had a good reputation for sharing information with
other units similar to own informally through study tours, professional meetings,
conferences and in the course of our daily work. Benchmarking, however, differs from
other academic study visits and informal networking as the emphasis is on the team. The
value then 'that benchmarking adds lies in its emphasis on the sharing of performance data
and the structured process'. In fact, 'benchmarking takes informal networking skills and
turns them into a science. How? Benchmarking adds process structure, quantitative
muscle, research rigor, and implementation focuses.

**McDaniel and Graham (1999)** "Student Retention in an Historically Black
Institution." The authors presented a paper at the Annual Meeting of the American
Educational Research Association, developed a statistical model to predict college students
vulnerable to leaving early. Compared to withdrawing students, returning students were
significantly more likely to report better academic habits and goals, to have higher ACT scores and higher high school grades and class rank, and to attend college full-time.

**Medley (1999)** “The Potential of Listservs for Continuing Professional Education.” In his paper the author argues that listservs can support professional education. Medley argues that listservs (electronic forums for asynchronous comments) are especially valuable in the context of international programs, which can stimulate new ideas and global concerns. These recommendations are noteworthy in that asynchronous distance learning technologies (e.g., e-mail, discussion boards, downloadable “slides,” and Artificial Intelligence methods) can implement many of these recommendations at comparatively low cost.

**Sidika Gizir and Hasan Simsek (2005)** “Communication in an academic context.” The purpose of this qualitative case study by the author is to investigate the most common communication problems from the views of faculty members at the Middle East Technical University in Ankara, Turkey. The sample of this study consists of 50 faculty members including professors, associate professors, assistant professors, and instructors from five largest departments representing five colleges at the Middle East Technical University. The data were gathered by utilizing interview method, including 19 interview questions which were developed by the researchers. The data collected through interviews were content-analyzed including the process of identifying, coding, and categorizing the primary patterns of data. The results of this study provide evidence that faculty members perceive a number of significant communication problem areas regarding work-related communication and overall departmental communication. Furthermore, although there are some similarities among the faculty members in identifying communication problems as well as the ways of solving these communication problems, some significant differences are also observed among the departments. In addition, analysis of the data revealed that there are some similarities and differences between hard science and soft science departments in defining communication problems and possible ways of solving these communication-related problems.
Ratna V. Vyas., Chirag V. Vyas., and Achariya (2006) “Studied On Attributes Which Industries Expert but Institutions Don’t Teach” The authors studied on attributes which Industries Expert but Institutions Don’t Teach brings out the facts that industrial exposure is very less in our Higher education. To them, higher education is neither quite relevant nor effective to meet the challenges of 21st Century. Classroom communication is not sufficient. They teach only theories which are different from reality. They made a study of quarterly assessment of trainees in Gujarat and found that eleven factors are important to be noted by the trainees. They are 1) Punctuality, 2) Discipline; 3) Job Knowledge, Output Quantity and Quality, 5) Self Motivation/Initiative, 6) Team Work, 7) Communication Skills (Oral), 8) Communication Skills (Written), 9) Self-Learning, 10) Creativity / Creative Problem Solving, and 11) Resourcefulness. These were the expectations of the industries from the students. Thus, the students in higher education should also be trained in industry-oriented activities.

Maryann P. Feldman and Pierre Desrochers (2006) “Truth for Its Own Sake: Academic Culture and Technology Transfer at Johns Hopkins University,” American research universities have long been a source of technical advance for industry, yet few have written on the history of University-Industry Relationships. In this essay the authors examines the evolution of practices and policies at Johns Hopkins University, which was established in 1876 as the first research university in the United States. Although an academic vision shaped its founding culture, the interests of technology transfer increasingly shaped that culture. This essay considers the tensions between academic research and commercial orientation and the process of changing university orientation and culture.

Singaravel (2006) “Quality and Value Curriculum in Higher Education.” The paper discusses the world curriculum ethics, value and moral belief. A healthy society is an outcome of positive values such as justice, bliss, happiness, dignity and beauty, which are based on interaction with others. But computer driven information system pushed back the value system and thus, there is a general decline in quality of life and total absence of moral creativity. It has a severe consequence, which produces materialists and selfish pseudo-intellectuals. The paper does not fail to point out the indiscipline not only with students but also with teaching communities.
Keiichi Yoshimoto, Yuki Inenaga, and Hiroshi Yamada (2007) “Pedagogy and Andragogy in Higher Education — A Comparison between Germany, the UK and Japan,” This article, the authors analyze the kinds of pedagogical approaches in universities that are provided for young and mature students and produce relevant outcomes for them in Germany, the UK and Japan. Andragogy is a concept of pedagogical approaches for adult learners in lifelong learning, but it should be empirically examined now in higher education in relation to assessment of the outcomes of education. In this article, with the help of the CHEERS graduate survey data, different learning experiences, institutional pedagogical orientation and provisions of universities are classified and examined in the pedagogy mode for young students and the andragogy mode for mature students. Freedom of choice, independent learning, practical emphasis and libraries are elements of the andragogy mode for the mature students and class attendance, contacts with fellow students and teachers and teaching quality are elements of the pedagogy mode for the young students. In Germany, both the pedagogical mode for the young and the andragogy mode for mature students are more developed than in the UK and Japan. Then, policy and theoretical implications are discussed.

REVIEWS RELATED PURPOSE OF HIGHER EDUCATION

Sathiaraj (1984) “The student’s perception of the purposes of higher education” In this research paper the author aims to identify perception and pattern of the student on higher education and to find their differences. Random Sampling, 60 male and 60 female students in Madurai city colleges have been selected for the present study. It is evident from the study, that the students give importance to the individual purpose of higher education and there is a significant difference between male and female in the perception of some purposes.

Philip G Altbach (2000) “The crisis in multinational higher education Change” In this paper the author discusses the problems and challenges of multinational education and distance learning. He argues that while there are positive aspects to both forms of instruction, neither can take the place of traditional universities. While the trends discussed here are real enough, they aren’t the whole story. There are many truly collaborative academic arrangements aimed at fostering international research, teaching, and student
learning. As examples, we can cite the collaborative degree program in management between the 28 American Jesuit universities and Peking University and the longstanding collaboration between the Johns Hopkins University and Nanjing University. Such examples reinforce the point that these new trends are not evil. The new enterprises indeed have a role in contemporary higher education. They will not take the place of traditional universities, but there are things that they can do well. But everyone who cares about the future of higher education and the broader public interest, worldwide, needs to step back and see the problems here, not just the promises.

GurinE.L. Dey, S. Hurtado and G. (2001). The author and her associates at the University of Michigan conducted three linked studies, all of which show the benefits of diversity in educational settings. One of the studies analyzed the data from a massive national survey of 11,383 students (including 10,465 white students) from 184 different colleges and universities who completed questionnaires in 1985 (the year they matriculated) and 1989 (the year they graduated). The results showed that the more students had contact with other students from different ethnic groups.

Ikuko Ogawa and Miyuki Okada (2005) “Looking to the future: a new career education programme.” In their conceptual paper suggest a new programme of general family and consumer science for all high school students that can contribute to career education was proposed. The programme had three sessions: 'single life', 'family life' and 'retired life' from the typical three main life stages. Students were challenged to think about their future with regard to real life issues such as housing, location, budgeting time and finances, and family issues. Students were able to consider their future life concretely and specifically from various viewpoints after taking part in this programme. Students also found value in home economics education in developing life skills and knowledge, in considering their actual life and in considering their future life.

David Arnirtha Rajan and Ganana Soundari (2006) “The Challenges And Strategies of higher education in the context of GATS.” The authors discuss in this paper that the problems study the challenges and identify the strategies of higher education. The newly reformed education, as a part of liberalization process put forth with new challenges and new crisis. They treat education as a 'good' either 'public'. They point out, the
affiliating colleges function as tutorial institutions and the mode of education is based on the western education system. The distance education system is developed to tap money or resources from innocent people. These kinds of education exploit the poor. The university fails to give much attention on the total quality education. Due to large cut on resource allocation to higher education lecturers are appointed in the retirement or new vacancy. They are paid low but are forced to work more. Many autonomous institutions suffer financial problem due to delayed sanctioning of autonomous funds. Higher education is elite bias education. The cost of professional courses is very high. The middle and poor class could not afford it. Under globalization of higher education, education market has emerged owing to commercialization. The stumbling block for the development of higher education is the poor allocation of fund for payment of salary and infrastructure. In addition, the openings of foreign universities tempt the top cream to opt their educational programmes. This leads to appropriation of Indian money and competition among students. Thus, there is a need for controlling foreign institutions and to frame new set of rules and regulations.

Rengaraju, Selvamuthu and Kumarswarny (2006) “Globalization And Liberalization: Impact On Higher Education And The Challenges Before The Government Colleges.” In this presented paper the authors brings out an urgent need to bring out a fundamental change in the philosophy of higher education quoting the words of Noble Laureate Amarthya Sen. They highlight the state of crisis in university education, and point out the entry and successful operation of foreign universities, due to deterioration of Indian universities in maintaining the quality. Nine challenges before government colleges were enumerated and explained. These challenges centered on course content, board of studies, college atmosphere, competency of teachers, infrastructure, and modification in affiliation system, competence of principals, non-elitism and minimizing self finance institutions.

Shyamale (2006) “Globalization: A Threat To Higher Education Of Women.” In this paper the author analyzes the conditions of higher education ill connection with globalization and privatization. It presents an empirical study of students of Women’s College in Tiruchirappalli. It brings out the impact of globalization in higher education, particularly on students and state that the girls are the worst sufferers. Due to high cost of
higher education girls lose the access to higher education. A survey made on the social economic background of the girl students in the entire college, reveals that the fact that majority of them are the first generation learners and have come from a lower strata. Pointing out both the positive and negative impacts of globalization the paper calls for the continuous government support for the students from weaker section/ economically disadvantaged students.

Xiang Xianming (2006) "Academic Management and Administration System Reform in Higher Education Institutions" In this paper the author suggests Reforms in colleges and universities should promote the humanistic character of higher education—rather than simply serve for pure economic production—but also observe the sacred mission of transmitting and creating culture and knowledge, with these two possessing momentous differences. These then demand rationality in academic management to guard against declination toward dehumanization or bureaucracy. Thus, the relationship between academic power and administrative power must be harmonized, and a reasonable equilibrium must be guaranteed. An academic management idea of power in learning is particularly emphasized to overcome the false polarity of managerism, straightforwardly reducing complicated academic operations to a kind of economic prosecution, hence truly promoting the function of a higher education system.

REVIEWS RELATED TO ADJUSTMENTS OF COLLEGE STUDENTS.

Kathleen Wells (1980) "Gender-role identity and psychological adjustment in adolescence." In this study the author study the relationship between gender-role identity (traditional, androgynous, cross-gender, and undifferentiated) and psychological adjustment among adolescents was examined. Hypotheses were derived from theories of gender-role identity development. One hundred and three high school students completed a measure of gender-role identity (the Bem Sex-Role Inventory) and four measures of adjustment (three Offer Self-Image scales and the Rosenberg Self-Esteem Scale). Findings indicate that traditional, androgynous, and cross-gender identities are each associated with some aspect of superior adjustment. Undifferentiated adolescents are poorly adjusted. When the independent contribution of masculinity, femininity, and gender-role identity to adjustment was assessed, masculinity and femininity had greater predictive power than
gender-role identity. The relationship of findings to gender-role identity development is discussed.

Walter R. Allen (1988) “Black students in U.S higher education: Toward improved access, adjustment, and achievement,” In this paper the author seeks to broaden our knowledge and understanding of black student experiences in U.S higher education over the past 20 years. Toward this end, the researcher analyzed black student enrollment/earned degree trends in the state of Michigan during the 1965–80 period; examine the institutional experiences of black students who enrolled as freshmen at the University of Michigan between 1975 and 1983; and assess the correlates of access, adjustment, and achievement of 700 black college students who attended six predominantly white public institutions in 1981. The analyses out across four different levels of U.S. higher education (national, state, institutional, and individual) and shed considerable light not only on black student experiences but also those of other minority and white students as well. Based on the result of the multidimensional analyses, the researcher set forth an agenda for action to improve the status of blacks in higher education.

Regina Conti (2000) “College Goals: Do Self-Determined and Carefully Considered Goals Predict Intrinsic Motivation, Academic Performance, and Adjustment during the First Semester?” The author investigated whether choosing autonomous goals for pursuing a college education and reflecting on those goals promotes intrinsic motivation toward coursework, higher grades and improved adjustment to college over time. Incoming first-year college students responded to the College Goals Questionnaire before starting classes and to the Student Adaptation to College Questionnaire and the Work Preference Inventory during their first semester. Results indicated that the degree to which students who reflected on their goals had high levels of both intrinsic and extrinsic motivation. The autonomy of students’ goals predicted grade point average, high intrinsic motivation, low extrinsic motivation, and improvement in social and emotional adjustment over time. These findings contribute to the literature on personal goals by establishing the importance of having well-thought-through and autonomous goals during the transition to college.
Paul Grayson (2003) "The consequences of early adjustment to university." The author in this study comments on Universities establish various first year programs designed to assist students in the transition from high school. American research focusing specifically on first year adjustment, and general models of educational outcomes, suggest that early adjustment results in positive outcomes such as relatively high grades and credit completion. An examination of students entering in New York University Toronto, Canada in 1995 shows, however, that early adjustment may have only a very slight impact on first year grades and completed credits and no implications for five year outcomes. Findings such as these may indicate that students who do not make an early adjustment to university in Canada may not necessarily be disadvantaged. The difference between these findings, research on American campuses, and the assumptions of American models of student outcomes, may result from general differences in the post-secondary experience in the two nations.

Sarah R. Baker (2004) "Intrinsic, extrinsic, and a motivational orientations: Their role in university adjustment, stress, well-being, and subsequent academic performance" The author aims two-fold; first, to examine the relationship between motivational orientations and adjustment to university, stress, and well-being in a sample of students during their second year of university and second, to assess the predictive value of motivational orientations in determining subsequent academic performance. Controlling for gender and age, motivated behaviors led to worse psychosocial adjustment to university, higher levels of perceived stress, and greater psychological distress while studying. In contrast, intrinsically motivated behaviors (to know) were associated with lower levels of stress. In relation to academic performance, neither extrinsic or intrinsic motivation, nor motivations were related to subsequent academic achievement. Both gender and entry qualifications were significant predictors of performance; women and those individuals with greater academic aptitude prior to entering university had higher marks.

Mardy T. Eimers and Gary R. Pike (2004) "Minority and Non-minority Adjustment to College: Differences or Similarities?, Research in Higher Education." The authors using a model of retention, this study focused on minority and non-minority students' adjustment to college. Data were collected via mailed questionnaire from 799 freshmen at a residential, public research university in the Midwest. Path analysis was used
to test the model. Results indicated that perceived quality had significant effects on intent to persist for minorities but not for non-minorities, and academic achievement had significant effects on intent to persist for non-minorities but not for minorities. Similarities between the two groups, however, clearly overshadowed differences. For instance, perceived racial discrimination exerted equivalent effects (although weak) on intent to persist for minorities and non-minorities.

Margaret Jamieson and Leonard L. Stewin (2004) "Exploring immigrant students' adjustment to learning in their new cultural setting." The authors investigated the adjustment of non-English speaking immigrant students to learning was explored by comparing the learning characteristics of immigrant students with those of a matched group of Canadian students. Eleven immigrant students and eleven Canadian students from three grade, in three schools in a large Western Canadian urban school system were assessed on academic achievement, attitude to school, English proficiency, academic self-concept, and quality of teacher-student interaction. Data on attitudes of teachers toward immigrant students and on attitudes of parents of immigrant students towards the mother culture and learning in a second culture were also collected. Results indicated that immigrant students did not differ significantly from Canadian students on any of these variables. Findings were supported by other Canadian studies on immigrant students and the research on second language learning. The adjustment of immigrant students to learning appeared to be dependent upon three factors: length on time in the second culture, the proportion of immigrant students within a classroom, and the cultural harmony in both home and school settings.

Linda E. Brody and Camilla Persson Benbow (2005) "Social and emotional adjustment of adolescents extremely talented in verbal or mathematical reasoning." In this study the authors investigated on the Perceptions of self-esteem, locus of control, popularity, depression (or unhappiness), and discipline problems as indices of social and emotional adjustment among highly verbally or mathematically talented adolescents. Compared to a group of students who are much less gifted, the highly gifted students perceive themselves as less popular, but no differences were found in self-esteem, depression, or the incidence of discipline problems. The gifted students reported greater internal locus of control. Comparisons between the highly mathematically talented students
and the highly verbally talented students suggested that the students in the latter group perceive themselves as less popular. Within both the gifted and comparison groups, there were also slight indications that higher verbal ability may be related to some social and emotional problems.

Paul Heppner and Wayne P. Anderson (2005) "The relationship between problem-solving self-appraisal and psychological adjustment. Cognitive Therapy and Research" The authors examined whether college students' self-appraisal of their problem-solving effectiveness (i.e., perceived confidence, personal control, approach-avoidance) is related to their psychological adjustment, as measured by the Minnesota Multiphase Personality Inventory (MMPI). Subjects (N = 671) were initially given the Problem Solving Inventory (PSI; Heppner & Petersen, 1982), with 40 subjects who scored in the top 16% and 40 in the lower 16% of the PSI scores selected for additional participation; 67 (81% of the random sample) subsequently completed the study by responding to the MMPI. The data were analyzed on a scale-by-scale basis, as well as through profile analyses by two psychologists skilled in the interpretation of MMPI profiles. Results revealed that self-appraised ineffective (as opposed to effective) problem-solvers scored more negatively on a general index of psychological adjustment (the sum of all the clinical scales), differed on all of the hypothesized validity and clinical scales and differed on all of the hypothesized additional scales. In addition, the profile analyses by the two psychologists suggested that the self-appraised ineffective problem-solvers were less well adjusted psychologically than the self-appraised effective problem-solvers, thus supporting the findings from the scale-by-scale analyses. Whereas behavioral adjustment has been previously linked to the ability to cope with problematic situations, perhaps an equally important variable is the person's appraisal of his/her coping ability.

Sadath, Anvar (2005) "A Study on the Adjustment and Personal Problems of post graduate students". The researcher conducted a study with the objectives of study the various adjustment natures of post graduate students, to study the various personal problems of students as well provide suggestion to increase their adjustment and reduce the personal problems. The study was descriptive cum diagnostic in nature. The researcher collected data from 63 respondents from the said college. The major findings indicated that the majority of the respondents have better adjustments especially in home, emotions,
educational, and social aspects. Further the study also highlighted that the majority of them having low level of personal problems.

Nina S. Mounts, David P. Valentiner, Katherine L Anderson and Michelle K. Boswell (2006) "Shyness, Sociability, and Parental Support for the College Transition: Relation to Adolescents' Adjustment." The author tested a path model in an ethnically diverse sample of 350 college students in which shyness, sociability, and parental support for the college transition were related to loneliness and friendship quality. Furthermore, friendship quality and loneliness were related to depression and anxiety. High levels of shyness, low levels of sociability, and low levels of parental support were related to high levels of loneliness. High levels of parental support for the college transition were related to more positive friendship quality. Multiple regression analyses suggested that loneliness, but not friendship quality, were related to adolescents' anxiety and depression. In addition, the interaction between shyness and sociability was significantly related to anxiety for African-American adolescents such that adolescents who reported low levels of sociability in combination with high levels of shyness reported the highest levels of anxiety. There was also a significant interaction between sociability and parental support for African-American adolescents such that high levels of sociability in combination with low levels of parental support for the college transition were related to high levels of anxiety. For White adolescents, only loneliness was related to anxiety.

Gabriel and Umesh Samuel (2006) "The Adjustment And Personal Problems Of College Students." In their descriptive study, the authors have used the Personal Problems scale developed by M.N.Wig and Nagpal. The authors have also used the Adjustment scale developed by D.N. Srivastava and Govind Tiwari (1972). They too found that the female students have more social problems than male students. The rural students have more educational and emotional problems than the urban students. They framed that both the male and female students do possess a high level of adjustments in all the five dimensions of adjustment namely; home, educational, emotional, and social. Further the study also highlighted that the majority of them having low level of personal problems.
Allison Kanter Agliata and Kimberly Renk (2007) “College Students' Adjustment: The Role of Parent–College Student Expectation Discrepancies and Communication Reciprocity,” in their study the author aims to study the Parents’ influence on college students’ adjustment. As college students often set goals based on their perceptions of their parents’ expectations, discrepancies between college students’ and their parents’ expectations may be related to their adjustment. The purpose of this study was to examine parent–college student expectation discrepancies and communication reciprocity as predictors of college students’ adjustment in a diverse sample of 69 male and 105 female freshmen and sophomores from a large southeastern university. A sub sample of their mothers and fathers also participated in this study. Correlation results revealed that college students report experiencing lower levels of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. Regression results also indicated that expectation discrepancies and college students’ perceptions of communication reciprocity are important predictors of college students’ self-worth and adjustment. Such findings suggested that teaching assertive communication skills to college students and their parents may serve as a means of promoting positive outcomes for college students.

Desir Baolian Qin (2007) “Doing Well vs. Feeling Well: Understanding Family Dynamics and the Psychological Adjustment of Chinese Immigrant Adolescents” This paper compares the family dynamics of two groups of adolescents from Chinese immigrant families: non-distressed adolescents (n = 20) who have high levels of academic achievement and high levels of psychological well-being; and distressed adolescents (n = 18) who have high levels of academic achievement but low levels of psychological well-being. Findings suggest that the two groups of families differed in parenting approaches after migration, parent–child communication, parental expectations, and parent–child relations. Implications for Asian American adolescent and youth development are discussed.

Sylvia Hurtado, June C. Han, Victor B. Saenz, Lorelle L. Espinosa, Nolan L. Cabrera and Oscar S. Cerna, (2007) “Predicting transition and adjustment to college: biomedical and behavioral science aspirants’ and minority students’ first year of college University of California.” in this study the authors, make a comparison with
White, Asian students and non-science minority students, They examined successful management of the academic environment and sense of belonging during the first college year. They too find concerns about college financing, negotiating family support and responsibility, and campus racial dynamics (perceived and behavioral) affect student adjustment and sense of integration in the first year.

REVIEWS RELATED PROBLEMES OF HIGHER EDUCATION

Carl Christian and VonWeizsacker (1971) "Problems In The Planning Of Higher Education," The authors describe that problems in the planning of higher education with the growing demand for places in German universities, the present system of allowing entrance to everyone who holds the Abitur has become unsatisfactory. This paper looks at ways of controlling the size of the higher education system and allocating resources from the viewpoint of economic theory.

Boudon (1974) "Education, Opportunity and Social equality" The author concludes that it is the 'secondary effects' of social class, based on an evaluation of the projected future costs and benefits of education, that patterns choices. The conclusion which he reaches, based on his interpretation of RAT, is that working-class people have lower levels of educational attainment than middle-class people because working-class families perceive the risk and opportunity costs of post compulsory and higher education to be too high relative to their resources. They need greater assurance of success if they are to take the educational risk. Ongoing educational choices are rational responses to the opportunities and constraints operating for the different classes.

Puri. K. (1984) “A Study of Relation of Locus of Control, Environmental Facilities, Drive and Academic Achievement of secondary School Students,” The author studied the relation of locus of control, environmental facilities, and drive on academic achievement of secondary school students. The following are the findings: The contribution of other factors like income, special environment, intelligence etc. to academic achievement was about 2%. The contribution of parent-child relationship to academic achievement was about 17% social backgrounds about 7% and educational environment about 4%. The home variables such as educational environment, income social
environment, parent-child relationship showed a high significant difference between high low achievers. The main effects Locus of control and environmental facility interaction was significant for general Academic achievement and not significant for Academic achievement in English.

Marjoribanks, and Jegede, (1987) “Occupational status, family environment and adolescents’ aspirations: The Laosa model” In this study the authors determine the causes of African students’ poor academic performance. Many of those studies have concentrated on the cognitive and environmental factors that affect academic performance and on the effects of study habits and achievement motivation on Nigerian students’ English language performance. Achievement motivation propels a person to desire success and to make a commensurate effort to achieve the same. Therefore, English can be learned and perfected if students are properly motivated.

Martin Trow (1987) Academic Standards and Mass Higher Education”. In This article the author considers the role of academic standards in the wider context of the problem faced by modern societies of how to reconcile the survival and provision of elite higher education with the emergence of mass education. From the advantage of an outside perspective it examines the division between higher and further education and reflects on the implications of that separation and on the costs and consequences of the academic standards that characterizes the British system of elite higher education. It considers the prospects for the emergence from further education of a truly mass system of institutions marked by lower per capita costs and lower standards standing alongside and linked with a system of higher education marked by very high academic standards. The article concludes that what is still lacking is a general recognition that all degree-granting higher education is only a part, albeit a central part, of a broad system of post-secondary and continuing education, marked by a diversity of standard, mission and cost, which has as its mission the advanced education of a whole society and not just its leadership.

Duncan (1989) “Marketing of Higher Education: Problems and Issues in Theory and Practice.” The author of this paper offer a positive challenge to the current state-of-the-art and status of marketing theory and practice in higher education. As such, it stands in an academic tradition which attempts to stimulate thinking and raise awareness about a range
of ‘issues in practice’ which have to be addressed, if our ideas are to progress beyond, what can at best be categorized as, ‘naive marketing’ in education. Environmental facilities and Drive interaction was not significant for both general Academic Achievement and Academic Achievement in English.

**Bruce Williams (1994) “Higher Education and Unemployment”** In this paper the author notes that the Graduates from HEIs play key roles in process and product innovations which generate growth in output per worker and incomes. Some innovations increase and some reduce the demand for labour over time, and population growth apart, the net effect has been labour saving - life hours of work have fallen considerably. An important part of that reduction has been later entry to the labour force. While HEIs and their students respond to the manpower needs of employers, a more important response is that of employers to the great social change.

**Clorinda D Camatta and Craig T Nagoshi (1995) “Stress, Depression, Irrational Beliefs, and Alcohol Use Problems in a College Student Sample Alcoholics.”** The authors in this study on One-hundred thirty-five alcohol-using college students completed a questionnaire on their levels of alcohol use, moderate-to-severe problems with alcohol use, the Eysenck 1.7 measure of impulsiveness and venturesome ness, the Zung depression scale, the “Hassles and Uplifts” scale of life stresses, and a scale of proneness to irrational beliefs. Impulsivity and venturesome ness were significantly correlated with quantity-frequency of alcohol use, but not with the occurrence of alcohol use problems; whereas depression, stress, and irrational beliefs were significantly correlated with alcohol problems, but not with alcohol use. Multiple regression analyses indicated that the effect of stress on alcohol problems was mediated by depression, whereas the effect of depression, in turn, was mediated by irrational beliefs.

**Lindsay Paterson (1997) “Trends in Higher Education Participation in Scotland.”** The author in this paper on Scottish higher education has expanded and diversified in the last two decades. Most notably, compared to the early 1980s, participation in the mid-1990s has risen disproportionately among people aged over 21, people from socially disadvantaged backgrounds, women, and (probably) minority ethnic groups. Students are more likely to move away from their home region on entering undergraduate courses,
although they are not much more likely than before to leave Scotland altogether. Although participation from Scotland generally has raised more rapidly than participation from elsewhere in the UK generally, at some Scottish institutions the proportion of undergraduates coming from outside Scotland is growing. The system as a whole is not becoming markedly more part-time, although there has been a rise in the very small proportion of people who are studying for first degrees part-time. The share of higher education taking place in further education colleges has grown sharply. The expansion has been driven partly by general social change (including the intergenerational effects of previous educational expansion), partly by special entrance schemes to encourage students from social backgrounds that have not in the past been strongly associated with entering higher education, and partly by government policy. These pressures will continue, and will probably be reinforced by the imminent reform of post-16 assessment and curriculum in Scotland, producing for the educational stage immediately preceding higher education for most students a unified framework embracing both academic and vocational courses.

**Suniya S. Luthar and Gretta Cushing (1997)** “Substance use and personal adjustment among disadvantaged teenagers: A six-month prospective study.” The author in this prospective study on Using a 2-wave longitudinal design with a 6-month interval, associations were examined between substance use and emotional/behavioral adjustment among 138 inner-city ninth-grade students. Substance use was operationalized in terms of self-reported severity of problems associated with use of alcohol, marijuana, and other drugs. Adjustment was measured based on various sources including ratings by the self, by peers, and by teachers, as well as school records. Cross-sectional data indicated that drug use showed associations in expected directions with all indices of adjustment with the exception of peer-rated sociability. Longitudinal analyses indicated that high levels of drug use early in the year were related to subsequent increases in behavioral and emotional maladjustment. Early maladjustment, across different domains, conversely, was minimally associated with escalations in drug use. Results are discussed in terms of mechanisms potentially underlying prospective associations, as well as implications for interventions.

**James V Koch, James L Fisher. (1998)** “Higher education and total quality management Total Quality Management.” In this paper the authors advocate the use of total quality management (TQM) in higher education issue strong promises that it will
unite campuses, increase employee satisfaction and improve nearly any process that it touches. Unfortunately, the empirical evidence in favor of TQM in universities is mostly anecdotal and surprisingly sparse. The evidence that does exist relates primarily to administrative tasks such as bill collection, check writing, financial aid and registration. But, the truly significant problems facing higher education today relate to the nature of the curriculum, uses of faculty time, how to restrain cost increases, distance learning and the use of technology, cooperative relationships with business, and governance and leadership arrangements. TQM has precious little to say about these things and even erects subtle roadblocks to change in these areas because of its strong emphasis upon meetings, consensus and process over product. Further, it turns out to be a costly approach to decision-making because it is so time-intensive. Thus, while TQM appears to have been quite helpful to some business forms, it is only marginally useful in the rapidly changing, indeed revolutionary, environment that universities inhabit today.

Kathleen Lynch, and Claire O’Riordan (1998) “Inequality in higher education: A study of class barriers,” In this paper the authors conducted the study among four groups of people who have direct experience of how social-class position affects students’ access to, and participation in, higher education. Intensive interviews were undertaken with 122 people deliberately chosen from a range of counties, schools and higher educational institutions in Ireland. Interviews were undertaken with 40 low-income working-class second level students, 40 others at third level, 10 community workers who were both activists and parents in working-class communities, 1 G teachers and school principals including four from fee-paying schools, and 16 second-level students from fee-paying secondary schools The aim of the study was to examine the barriers experienced by low-income working-class students in accessing and succeeding in higher education. The study also set out to identify strategies for change as seen from the perspectives of the different groups, and to examine the ways in which more privileged students were able to maintain their educational advantage... Working within a broadly structuraize framework, the study identified three principal barriers facing working-class students: economic, social and cultural, and educational. Our findings are in general concurrence, therefore, with those of Gambetta. However, their research suggests that while economic barriers are of prime importance, cultural and educational barriers are also of great significance. The three sets
of barriers were also found to be highly interactive. The research challenges the view of both resistance and rational action theorists as to the value of structuralist analysis. It argues for a dynamic view of structures as sets of institutions and social relations which are visible, accountable and open to transformation. It is suggested that the dynamic role of the state, and its collective and individual actors, in creating and maintaining inequality, needs to be more systematically addressed, especially in strongly (State) centralized education systems. Through the clarification of how the State and other education mediators create inequalities, it is possible to identify both the actors and the contexts where resistance is possible.

Mr. Chandrasekhar (1998) “A Study and Achievement in Physics of Standard 12th Students as related to certain selected variables in Pudukottai revenue district” In this paper the author followed experimental method with 400 respondents who were students of 12th standard in 20 different schools. The students sample consists of rural and urban, boys and girls studying in different Tamil and English medium. A student whose parents are educated or illiterate, it has been found out that achievement in physics of standard 12th students of Pudukkottai District is in average level. And the attitudes towards the study of physics learning environmental science interest have been in a favorable position.

Richard Pring (1999) “Universities and Teacher Education.” The author in this paper mentions momentous changes in the organization and funding of initial teacher training which threaten the traditional role of universities. However, the critics of these changes fail to see that the changes reflect radical developments in higher education more generally as a result of widening participation, greater accountability and more diverse missions. This makes it necessary for each higher education institution to ask what its distinctive contribution could be to the various partnerships – in the case of educational studies, to the partnership with schools.

Harold Silver (1999) “Managing to Innovate in Higher Education” In This paper the author reviews and discusses the nature of innovation in higher education teaching and learning. It traces a gradual shift from innovation generated predominantly at the local level to a form of innovation largely directed by the higher education institutions. It argues that the study of innovation demands that questions are asked about the nature and
ownership of the innovation, its policy context and whose interests the innovation serves. High environmental facility factor was positively related with general Academic Achievement.

Andrew Marks. (2000) "Lifelong learning and the 'breadwinner ideology Addressing the problems of lack of participation by adult, working-class males in higher education on Merseyside Educational Studies." In this paper the author discusses the cultural and economic positions of working-class men in the specific context of Merseyside England, their attitudes towards education and the effects on their levels of participation in higher education. This paper considers the cultural and economic positions of working-class men in the specific context of Merseyside, their attitudes towards education (taking into account, amongst other things their assumed 'breadwinner' role and its pertinence within the prevalent regional context of 'living off one's wits') and the effects on their levels of participation in higher education. Drawing upon recent research into mature students in British universities, the paper suggests that universities themselves need to change if they are to offer an image and environment that will appeal to the adult working class, and in particular the adult working-class male (who on paper have the most to benefit from lifelong learning) and, significantly, the universities must reassess their 'community' role, and begin to think of themselves in terms of their 'local' remit.

Patricia Weeks. (2000) "Benchmarking in higher education: An Australian case study Innovations in Education and Training International". In this paper the author mentions that in 1995 the Teaching and Learning Development Unit (TALDU) formerly known as the Academic Staff Development Unit (ASDU) at the Queensland University of Technology (QUT) embarked on a benchmarking project to compare the ways in which university teachers are prepared for their teaching role. In particular, they benchmarked graduate certificate in Education (Higher Education) with some examples of best practice of similar programmes in Australia, the USA and the UK. developed benchmarking partnerships with the University of New South Wales, (Sydney) and the University of Texas at Austin and they used the UK Staff and Educational Development Association (SEDA) accreditation scheme to inform their practice. This paper outlines the process they used and the findings of the project. The improvements they have made to the Graduate
Certificate in Education (Higher Education) in light of the benchmarking process and the Staff and Educational Development Association (SEDA) requirements for accreditation.

Segrin, J Flora (2000) "Poor social skills are a vulnerability factor in the development of psychosocial problems." This 2-wave panel study of the author sought to test a social skills deficit vulnerability model of psychosocial problems. According to this model, poor social skills are thought to make people vulnerable to psychosocial problems pursuant to the experience of stressful life events. This model was tested in a sample of 118 students who were moving at least 200 miles away from their home town and making the transition to their first semester of college. At the end of their high school career, participants completed measures of social skills and the following psychosocial problems: depression, loneliness, and social anxiety. Toward the end of their first semester of college, they again completed measures of the psychosocial problems and a measure of stressful life events. Results indicated that lower social skills scores at T1 were predictive of a worsening of psychosocial problems over the course of the study. Furthermore, social skills interacted with stressful life events to predict changes in depression and loneliness. In each case, those with lower social skills at T1 appeared more vulnerable to the development of psychosocial problems by T2 than those with better social skills at T1.

Das, DJ S Mpofu, M Y Hasan, T S Stewart (2002) "Student perceptions of tutor skills in problem-based learning tutorials." The authors analyzed and revealed that tutors as a group were rated as having average to outstanding tutor skills in 10 items of the evaluation form. Students and faculty perceptions were different for the tutor skills of guiding students for information management. The students expected more support from tutors, whereas the tutors tried to emphasize self-learning in the PBL curriculum. Lower scores to the tutors in the 'problem' bringing socio-cultural and religious issues for discussion showed that a gap in socio-cultural/religious understanding between students and tutors might influence tutor skills. Differences in tutor evaluation by male and female students indicate necessity of adopting different strategies by tutors in a different socio-cultural background. The results of the study have direct implications for faculty development.
Brian J. Alters and Craig E. Nelson (2002) “Perspective: Teaching Evolution in Higher Education”, in this paper the authors commend on the past decade, the academic community has increased considerably its activity concerning the teaching and learning of evolution. Despite such beneficial activity, the state of public understanding of evolution is considered woefully lacking by most researchers and educators. This lack of understanding affects evolution/science literacy, research, and academia in general. Not only does the general public lack an understanding of evolution but so do a considerable proportion of college graduates. However, it is not just evolutionary concepts that students do not retain. In general, college students retain little of what they supposedly have learned. Worse yet, it is not just students who have avoided science and math who fail to retain fundamental science concepts. Students who have had extensive secondary-level and college courses in science have similar deficits. We examine these issues and explore what distinguishes effective pedagogy from ineffective pedagogy in higher education in general and evolution education in particular. The fundamental problem of students’ prior conceptions is considered and why prior conceptions often underpin students’ misunderstanding of the evolutionary concepts being taught. These conceptions can often be discovered and addressed. We also attend to concerns about coverage of course content and the influence of religious beliefs, and provide helpful strategies to improve college-level teaching of evolution.

Don Revill (2002) The reviewer on “Digital developments in higher education: Theory and practice - a review New Library World”, the author comments on the philosophical issues, lesson learned, the costs and quality considerations, in information and communications technology-mediated learning discussed in these essays. Particular attention is given to the opportunities digitization now presents to course designers in offering students choice in sequencing learning materials, the importance of objectives and the problems still presented by collaborative efforts.

Kerry Wimshurst, Elena Marchetti and Troy Allard. (2004) “Attitudes of criminal justice students to Australian indigenous people: does higher education influence student perceptions?” Over the past 10-15 years Australian universities have established degrees for those who wish to work in the criminal justice system in areas such as policing, corrections, and crime prevention. This paper the authors explore the sensitivity of
undergraduates to issues of race and diversity. It investigates the beliefs that criminal justice students bring with them to university, their readiness for content that focuses on Aboriginality, and whether their views change in ways over time. The study finds that policing majors are more negative than other criminal justice students and that, in any case, there tends to be little change in attitudes over time for students as a whole. To explain these findings, the paper then looks at the teaching of indigenous issues in Australian criminal justice programs based on a survey of program conveners. The consensus is that pedagogy/curriculum in the area lacks thoroughness and rigors when confronting the complexities of the problem.

Douglas Blackmur (2004) “Issues in Higher Education- Quality Assurance”. This article the author examines a range of policy issues which concern the quality assurance of higher education by regulatory bodies. There is a widespread consensus that the benefits of at least some forms of external quality assurance of higher education exceed the costs. This is probably a matter of faith more than the outcome of a considered analysis, but public policy in several countries has accepted it nevertheless. There are important questions regarding the manner in which such quality assurance should be conducted. Issues to do with self-regulation, the use of independent ratings agencies, the role of the courts, the establishment of a government agency, and the public funding of private quality assurance bodies all deserve consideration. Process matters become important once structural issues have been decided. These include quality assurance principles, internationalization and national jurisdiction; the role of a quality assurance system in qualifications’ design and development; what precisely is to be ‘quality assured’ in higher education; the standards to be used in quality assurance; linkages between quality assurance and public funding of higher education; compliance costs; and the utility of a National Qualifications Framework (NQF). This article places considerable emphasis on a discussion of the deficiencies of the NQF approach. It argues that the emphasis placed on the development of an NQF in several systems of educational quality assurance is misplaced: an NQF cannot embrace the complexity of contemporary qualifications systems. Claims to the effect that an NQF is a valuable addition to the sources of information available to national and international labour markets must be treated with skepticism. There are logical and practical issues to be
considered in this regard. An NQF is arguably likely to mislead labour markets seriously under existing circumstances.

**Gary A Berg (2005) “Reform Higher Education with Capitalism? Change”.** Many for-profits not only strive to balance money-making with student interests and academic quality, but their success at meeting the needs of underserved students offers lessons on how to be cost-effective without abandoning a commitment to social good. Here, Berg, the author sparks a re-evaluation of for-profit universities and examines the lessons they might have to offer traditional institutions on how to be more cost-effective without abandoning a commitment to social good and to student learning. He argues that the for-profit solution to the access problem is accomplished through an organizational model that concentrates on meeting the needs of ethnic minority, and adult and first-generation college students.

**John T. E. Richardson (2005) “Cultural specificity of approaches to studying in higher education: A literature survey”.** The author comments on the Students in higher education exhibit different approaches to learning, but there is evidence that these vary systematically from one culture to another. The broad distinction between an orientation towards comprehending the meaning of learning materials and an orientation towards merely reproducing those materials seems to be a universal feature of all systems of higher education. The former is both consistent and coherent, apparently reflecting the relatively high degree of agreement that exists across different cultures with regard to the goals and purposes of higher education. The latter reflects students’ attempts to cope with academic practices that are inappropriate to those goals and purposes; it is more fragmented and more likely to be constructed in a way that is distinctive to each particular cultural context.

**Annadurai and Vicent (2006) “Privatization Of Teacher Education In India”.** The authors justify the process and given suggestions for NCTE. The reasons for privatization of education are purely economical in which spending money on education is an investment. They point out that there is no return from the educational institutions of public sector. If it is privatized, the return will be more. The investment in the private sector reduces the financial burden of the government. It also improves the economy of the nation both directly and indirectly. It is also good for some politicians to act as an agent for granting recognition and approval. Privatization increases the work efficiency of the
teachers and hence the quality is improving. Thus privatization was justified and some inevitable drawbacks of privatization of education are also mentioned.

Colette Van Laar and Jim Sidanius (2006) "Social Status and the Academic Achievement Gap: A Social Dominance Perspective", In this paper the authors sketch several mechanisms by which low social status is transformed into low academic performance. Using the perspective of social dominance theory, we review three processes by which this transformation takes place. These processes include: (a) the effects of lower economic, cultural, and social capital; (b) the effects of personal and institutional discrimination; and (c) reactions to low social status by members of low status groups. It is argued that members of low status groups engage in various protective mechanisms in response to their low social status. Although these mechanisms have the benefit of protecting self-esteem, this benefit is purchased at a potential cost. This cost includes reduced motivation to succeed which results in lower academic achievement and subsequent reinforcement of the status hierarchy. We argue that future research needs to place substantially more effort into precisely understanding the numerous, and often subtle, mediating mechanisms transforming low social status into low academic achievement.

Devanesan (2006) "Higher Education in India - the digital divide versus the social divide" The author discusses the newly emerging stratification system in India. While universal primary education remains a distance dream, the higher education focuses on electronics and computer-based education, which provides more salary than any other education. In other words, following the divides of feudal, capital societies the modern society has globalization of “market forces driven by the combined forces of information, computer and electronics digital divide. The community based traditionally skilled local, rural indigenous knowledge is left backward. He quotes human Development Report (HRD 2001) in analyzing three levels of education primary; secondary and in tertiary: The OECD countries achieved 107% in secondary and 64% in tertiary level followed by poor countries as 17% and 2% respectively He raises the question of knowledge is power for whom? To him, knowledge is not a power for poor. The benefits of science and technology cannot reach the poor and the marginalized, unless they are prepared to take advantage of the developments in science and technology. He also points out the widening gap between the SC, ST and general population even though the literacy rate has increased. Thus, he
again raises the question, at what level is education for the masses. To him education divides lead to employment divide; knowledge is exclusively monopolized by the elite. He asserts that marginalized students who reach secondary school education and end up in Art and humanities or vocational streams. The technology transfer should help the poor rather than eluding them and lead to further marginalization. Thus he concludes the process of liberalization and privatization has not given ample chance for the poor to get in to education which their right. “Such an access to knowledge, technology and skills would empower the masses to challenge the basics of marginalization and enable them to make the transition from marginalization to knowledge society”.

Ganesan (2006) “A link between education and employment opportunity.” In this study the author discusses on Tracing from employment advertisements, he inheres that, there are 124 conditions which are highly important for getting an employment. Our present higher education system is incapable of training students. Thus, he points out the missing link between the employers and the education providers. This needs a constant monitoring of both the employers and the students.

Hilaria Soundari (2006) “Social and Community dimension in Higher Education.” In this study the author discusses the objectives, principles, and challenges of higher education. It points out a highly skewed relationship between the East and the West in global market. Though, there is a dramatic rise of a new Indian middle class, the students of poor class are yet to take off, or restricted to take off. While she traces out the aims of education as liberation, harmonizing force and transmission of heritage to the new generations, she does not fail to point out that education has become commercialized like any other enterprise and the process of privatization is taking place rapidly. Thus education itself has become an international business. However, its commitment to solve the social problems should be emphasized for eliminating poverty, environmental degradation and diseases. In addition, she also brings out more problems connected to gender disparity, native medium of education and dropouts in higher education, uncertain economic phenomenon, the sacred value of teaching, transnational education, On-line education, Distance education and collaborative education. To sum up, this paper views education as the central point and addresses the new challenges and commitment of the society.
Jawaharlal Nehru (2006) “Problems of Higher Education.” The author presents in his paper on very strong views as the main problems of higher education by quoting Kothari commission. His paper poses a different dimension of the five major constraints of higher education. In turn, he offers solution for unsuitable curriculum, specialization in education, lack of guidance and counseling, low standard of teaching, English as medium of instruction, and the defective system of examination. The author offers some suggestions for student indiscipline and unrest. These views could be explored in further research.

Leslie Paliath (2006) “The Impacts Of GATS On Higher Education in India.” The author makes a profound thanking on the impacts of GATS on higher education in India. He explains the various predicaments of higher education and globalization - positive and negative impacts. He poses various questions and simultaneously answers appropriately. The response by UGC, response by Indian government, weighing of benefits, apprehension and control were suggested by another who is a principal of a college in Kerala. He regretted that the best talented Indians, being employed in advanced countries and made the higher education insignificant. Thus, he wanted effective measures to prevent his brain drain. One of the welcoming suggestions made by him is making attractive educational package in India by the academic apex bodies and create a brand in the foreign market. Very clearly he identified the target area where export of higher education could be made.

Prabhaharan and S. Devanathan (2006) “Subject Interest Of Higher Secondary Students And Its Impact On Higher Education.” The authors explored the subject interest of higher secondary students and its impact on higher education. They found that rural students prefer humanities, while urban students prefer commerce. Middle income group students prefer humanities, whereas the high income group students prefer engineering. Boys prefer engineering first followed by humanity, whereas girls prefer Commerce first followed by medicine. A comparison of school structures brings out the finding that students of government school prefer commerce, whereas students of aided school prefer humanities. Students of self finance school prefer science, engineering and medicine. This reflects the social inequality in education.
Prabhaharan and S. Devanathan (2006) "Subject Interest of Higher Secondary Students and Its Impact on Higher Education", the authors studied the students, who attend professional courses examination in the Calicut region, was made by. They present a series of findings that, both parents and students are very conscious about professional courses. Most of the available marketed literature is confirmed to professional streams. Thus, the paper brings out the opportunities and challenges beyond the professional streams.

Saraswathi (2006) "Present Education Sans Creativity." In this paper the author insists on integration of knowledge, character and creativity. She is against piling up of heaps of books on the child. She questions on voluminous and exam oriented syllabus and the materialistic orientation. Rather she wants education to be creative, humane, character building and harmonious for social development.

Stephen A. Small, Geetika Tiwari and Mary Huser (2006) "The Cultural Education of Academic Evaluators: Lessons from a University- Hmong Community Partnership." In this article the authors explores some of the lessons a university-based evaluation team learned while attempting to hire, retain, and work with staff members from a local Hmong community. These staff members were hired to assist a federally-funded community collaborative with implementing and evaluating a family strengthening program for Hmong families with adolescents. Over the course of two years, a succession of individuals were hired and resigned from a key staff position. These resignations occurred at critical points in the project, undermining a critical component of the program’s evaluation. Through interviews, observations, self-reflection, and feedback from colleagues and reviewers, a better understanding of the reasons for these difficulties began to emerge. The challenges examined in this article help to illustrate some of the complexities faced by academics when conducting a community-based project with an underserved racial ethnic population. The article concludes by discussing some of the lessons learned and what they might suggest for others doing similar types of work.

Sylaja Kumari and A.S.Prasanth (2006) "Students Perception about Globalization and Privatization of Higher Education." In this study the author has brought out provoking conclusions. They demonstrate how the goal of education, as perceived by Jawaharlal Nehru could not be achieved. They rightly quote the Indian constitution, "the
destiny of the nation lies in her classrooms and therefore education is mandatory for every citizen”. According to them, our education system, suffers from serious problems namely privatization, commercialization and globalization. The universities are coming industries, the workers are teachers and students are the consumers. Both the buyers and sellers are competing with each other in world market. Globalization has created inequality and frustration among the mass (common people) that could not compete with the elites. The impact of globalization, privatization and commercialization of higher education on the teachers and students seems to be undemocratic, unethical and inhuman. Thus, the vision of Nehru with regard to education has lost its relevance today. A study was conducted among 110 students selected from aided and the self-financing colleges. The students were against privatization of education because it affects the democratic values of students and teachers. The Self – Finance college respondent had the feeling that their fees structures were very high. They are of the opinion that modern education has developed commercial culture, denied poor people, destroyed the code of ethics, and changed the life principles and social harmony. The education of middle class and lower class people would be affected due to privatization and Globalization.

Thomas and Sudhir (2006) in the paper on “The Status of Rural Higher Education in Knowledge Society,” The authors explore the drawbacks in rural Higher education, with reference to Information and Communication Technology (ICT). To them, the society today is knowledge society, in which, there is no equity, affordability and accessibility for the rural student community They have identified the barriers as, lack of infrastructure, technological backwardness, handicaps in teaching, learning curriculum, research and extension, financial constraints, inaccessibility to job-market, and forced urban migration. Accordingly, the social impacts are identified as technological hierarchy, marginalization and inequality in terms of digital divide.

Xavier (2006) presented a paper on, “Curriculum Development On Deltiology, Issues In Higher Education.” In this paper the author suggests ways to Implement Teaching and Research’ It is a very innovative, reformative, liberal, and radical approach in higher education with special focus on dalits. The education of dalits and the problems based by them in educational institutions are explained in this paper such as, lack of safe educational environment, no opportunity to study the science and technical subjects and
upper caste prejudices. On the other hand it pointed out the appreciable cultural traits like hard working, hospitality, fighting spirit etc. It also brings out the role-played by Dalit women in music, song and stories. Further, it points out the denial of educational opportunities to Dalit in privatization of education. Thus, there is a necessity for introducing ‘Dalitology’ in higher education as a curriculum and perspective for doing research. The paper raises number of questions in understanding Dalits through education and research.

Xavier Mahimairaj (2006) “Globalization And Academic Excellence. Issues In Higher Education.” In his paper the author comments on Globalization and academic excellence points out the major constraints in our higher education system. They are, organizational rigidity, structure of organization, unreceptive to innovation, fail to encourage re-designing, lack of recognition and lack of commitment and leadership. The deterioration of the quality of higher education is the result of Massification of higher education with the resource constraints. He puts forth many suggestions to bring out Indian Higher education in the global map. They are like revamping educational programmes, attracting international students, industry interaction, net working of all colleges and universities in India, provision of equitable teacher student ratio, by way of filling vacancies, creation of e-resource, exporting e-based education, and prioritizing value education.

Von Dras, R. R. Schmitt and D. Marx (2007) “Associations between aspects of spiritual well-being, alcohol use, and related social-cognitions in female college students.” In this research the authors explore the relationships between aspects of spiritual well-being, alcohol use and related social-cognitions in college women. The sample included 151 female college students ranging in age from 18 to 25 years. Participants read a behavioral vignette depicting alcohol use by a student and completed a survey that included measures of alcohol use, counterfactual attributions and beliefs about drinking, as well as religious and existential aspects of spiritual well-being. Results suggested religious- and existential well-being to be inversely associated with indices of alcohol use and the likelihood of attending a social event where alcohol is present. Further, religious well-being was found to be negatively associated with beliefs concerning the social-effects of alcohol, while existential well-being was observed to be a significant predictor of a
composite set of attributions related to alcohol prevention. Importantly, these data suggest religious and existential aspects of spiritual well-being as moderators of behavior as well as causal attributions and beliefs that represent a cognitive mechanism of alcohol prevention in college women. Use of counterfactual exercises as an educational technique, and potential barriers of religious and existential oriented prevention programs are briefly discussed.

**Pawan Agarwal (2007)** "Higher Education in India: Growth, Concerns and Change Agenda" In this paper the author mention the Higher education in India has grown large since the country's independence in 1947. Starting from a small base, the pace of growth was initially rapid. Initially, the pace of growth was rapid. Enrolments grew by 13 to 14 per cent per annum during the 1950s and 1960s. Over the past few decades, the growth rate has declined noticeably. Since then it has remained stable between 4 and 5 per cent. The nature of growth over the past two decades is, however, strikingly different from the growth in the previous period. This article maps the growth pattern of higher education in India with particular focus on enrolment growth and change in funding patterns. On analysis of the trends, it identifies the concerns and builds a case for change in Indian higher education so that the country's virtuous cycle of economic growth fuelled mainly by its large pool of qualified manpower is sustained.

**Sang Min Lee, Jason Kushner and Seong Ho Cho (2007)** "Effects of Parent's Gender, Child's Gender, and Parental Involvement on the Academic Achievement of Adolescents in Single Parent Families." The authors used a national database (Educational Longitudinal Study) to investigate the effects of parent's gender, child's gender, and parental involvement in school on the academic achievement of adolescents in single-parent families. The results indicated that parent gender and child gender interact with parent involvement to affect adolescents' academic achievement differentially. Specifically, daughters who lived with highly involved single-fathers performed better academically than the other groups did. These findings suggest that researchers who study single-parents' involvement in their adolescents' academic achievement need to pay more attention to gender-specific effects.
REVEWS ON TEACHERS PERCEPTION

Marvin Sontag (1968) "Attitudes toward Education and Perception of Teacher Behaviors." In this study the author has experimented Eighty teachers of known educational attitudes were exposed to a teacher behaviors Q sort. Half the subjects sorted the behaviors according to their importance for elementary school teachers, and half for high school teachers. Four person's factors emerged from each analysis. The elementary school factors were: Concern for Students, Structure and Subject Matter, Stimulating Teaching, and Self-Control in Teaching. The high school factors were: Concern for Students, Structure and Subject Matter General Subject Matter Presentation, and Norm Rules. The "Concern for Students" factors from the two analysis were substantially correlated (r = .77). The "Structure and Subject Matter" factors were also substantially correlated (r + .70). The former factors reflected progressive tenets of teaching while the latter reflected traditional tenets of teaching.

Souster Darrell K (1982) "Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement." In this study the authors explored the interaction between teacher style and student achievement. A secondary aim of the study was to develop an instrument to rate teacher knowledge and understanding of instructional theory and practice as they affect student achievement. The Student Perception of Teacher Style scale was administered to 504 sixth-grade students. Dependent variables were achievement test results as measured by the Canadian Test of Basic Skills. Students were classified by their perceptions of their teachers' instructional styles and by socioeconomic status. Teachers of the students in the sample were also rated with the Teacher Style Checklist scale, and they also completed an instrument constructed for the current study, the Souster Teacher Opinion of Research in Education scale. An analysis of variance revealed that students taught by teachers using an indirect instructional style did significantly better on the language, reading, and mathematics subtests. With further analysis of variance procedures, it was also determined that low socioeconomic groups did significantly better on the language subtest when their teachers used indirect instructional styles. Teachers who used a combination of direct and indirect teaching styles had higher group mean scores than either the direct or indirect styles. This report presents a review of
the literature on teaching style and student achievement, information on the construction of the scale, procedure and design of the study, findings, conclusions, discussion and implications of the study.

Concha Delgado-Gaitan, (1986) “Teacher Attitudes on Diversity Affecting Student Socio-Academic Responses: an Ethnographic View.” In this study the authors suggest an alternative theoretical perspective underlies this ethnographic study on high school students' schooling practices. Teacher attitudes in the classroom were identified and described by the students and parents as qualitatively affecting the students' academic performance. Students devise long term strategies to deal with the emotional impact of teachers' disapproving attitudes. Teacher perceptions toward social and ethnic diversity govern teacher/student interaction and the overall classroom curriculum. Family and peer groups are a fundamental part of the socialization process of the students' learning environment and their socio-academic responses to teachers' perception of them. The findings show implications in teacher education as well as community support organizations and parent training programs.

Kenneth Leithwood and Doris Jantzi (1990) “Explaining variation in teachers' perceptions of principals' leadership: a replication” In this research the authors study on “What factors influence teachers to attribute leadership qualities to some principals and not others?” In particular, what accounts for attributions of transformational school leadership? Guided by an information processing perspective to explain teachers’ attributions, answers to these questions were explored through data provided by an achieved sample of 1,253 elementary and secondary teachers from a single large school system. Replicating the framework and design of an earlier study by the same authors, this, as well as the previous study, found that teachers’ leadership attributions were largely explained by alterable rather than unalterable variables.

Umesh Samuel Jebaseelan (1995) “Study on the profile of women college teachers in Tiruchirappalli”. The author in his explorative study selected six colleges with 324 respondents. It revealed that Women College teachers are more or less equally distributed in the different categories of personality namely introversion, extroversion and neuroticism. Majority of them are experiencing moderate to high degree of adjustment.
problems in different areas like health, self, emotion, and home social and overall adjustments. Majority of them are experiencing moderate to high degree of insecurity feelings, small proportion of women teachers reported high degree of life satisfaction and job satisfaction.

Rosa Hernández Sheets, (1996) "Urban classroom conflict: Student-teacher perception: Ethnic integrity, solidarity, and resistance." This study the author compared student-teacher perception of discipline; inquired if it were interpersonal, procedural, or substantive; and examined how ethnicity, achievement, gender, and position influenced practice. Gay's (1981) theory about interethnic group interactions, combined with perceptual disparity and cultural discontinuity, provided the conceptual framework. Data sources were interviews, classroom observations, and school records. Students (N=16), African American, Chicano, European American, and Filipino, and teachers (N=9) from an urban high school participated. The data analysis revealed that interpersonal conflicts were more consequential for students of color. Evidence of disparate perceptions among ethnically diverse students and teachers surfaced. The attitudes, beliefs, and values of students and teachers differed and were associated with Ethnicity, gender, and level of academic achievement.

Nava Maslovaty (2002) "Organizational learning: teachers' perceptions of the "ideal student trait system". In this study the author relates to a setting which approaches organizational learning. The professional ideal student trait system and the personal value system, as perceived by prospective and practicing teachers, are presented as constructs of the belief system. Conclusions are drawn from a comparative analysis of seven samples. Although the constructs of the personal value system and the ideal high school student trait system were similar, their content priorities were different, focusing professionally on academic traits and personally on interpersonal values. The structure of the ideal high school student multivariate system confirmed Schwartz’s bipolar continue value model: conservation versus openness to change and self-transcendence versus self-enhancement. Two techniques for organizational learning are presented for promoting, theorizing, and evaluating teachers’ perceptions of the ideal student trait system.
Sheets (2006) “A study on the attitudes of science and mathematics student teachers towards English.” In this qualitative study the author aims to describe the attitudes of science and mathematics student teachers towards English, which is one medium of instruction together with Filipino, in the Philippines where a bilingual policy is being implemented. Through interviews conducted with sixteen student teachers from two leading teacher training institutions in the Philippines, the findings yield that student teachers have difficulty in adhering to the bilingual policy of education. Through the analysis of the interview transcriptions, the findings show that the majority of the student teachers prefer the alternate use of both Filipino and English inside their classrooms, which defy the actual designation of media of instruction. As science and mathematics teachers, English should be the only medium in their classrooms. Most argue that concepts and topics taught are not comprehensible to students when taught in English. Student teachers, though agreeing that English is necessary in teaching their subjects, suggest that Filipino be used as a support language in the science and mathematics classes. These results have great implications in the present implementation of the bilingual policy as science and mathematics teachers have determined through their shared experiences that the use of English only in their classrooms has not been effective and productive in the long term.

Jon Scott Turner, (2006) “The Relationship Between Secondary School Teacher Perception Of Student Motivation And The Effects Of Teacher Professional Development On Student Motivation.” In this study, the researcher administered the Teacher Perception of Motivation Scale (TPMS), developed by the researcher, to 200 high school teachers in a Midwestern state. The TPMS investigate four specific subscales of teacher's perceptions of student motivation, these subscales included: teacher perception of a student's role and other influences in student motivation, teacher perceptions of their own actions in their classrooms that motivate students, teacher perceptions of their professional development and preparation toward motivating students, and teacher perceptions of their own efficacy in motivating students. In addition, additional questions were investigated that measured high school teacher's perception of the magnitude of the challenge of student motivation in their classrooms and their desire and need for additional professional development relating to student motivation. A quantitative research design was used. The findings of the study suggest that there is a correlation between teacher's perceptions of student motivation and
Manisah Mohd Ali, Ramlee Mustapha and Zalizan Mohd Jelas (2006) "An Empirical Study On Teachers' Perceptions Towards Inclusive Education In Malaysia." The hallmark of inclusive education is the teachers' willingness to accept students with special needs. Their attitudes and knowledge about inclusive education are important as these are indicators of such willingness. The purpose of this study was to examine teachers' attitudes and their perceived knowledge towards inclusive education in Malaysia. The respondents (n=235) were the mainstream and special education teachers in the public primary and secondary schools. They were given a set of questionnaire which sought their responses regarding their attitudes and knowledge towards inclusive education. The data were analyzed using descriptive statistics such as frequency and percentages. The main finding shows that, in general, teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs students. The findings also show that collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline on the implementation of inclusive education. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who directly and indirectly involved in implementing inclusive education....

Mabokang Mapesela and Driekie Hr Haye (2006) "The effect of change and transformation on academic staff and job satisfaction: A case of a South African University." In this case study the author mentions that no institution of higher education in the world can make valid claims that it is immune to the effects of change and transformation. An array of trends such as the mystification of higher education, widened access, response to new demands of technology, globalization, internationalization, increased accountability, the use of new modes of delivery and materials, as well as dwindling higher education resources, are placing enormous pressure on staff (Green and
Hayward, Transforming Higher Education. Phoenix: Oryx Press, 1997). Not only are traditional academic roles changing, but – in certain instances – working conditions have become unfavorable and unsupportive of staff’s efforts to pursue the mission of higher education. The article presents the outcome of a case study that was undertaken in a historically White Afrikaans university to investigate the implications of change and transformation on academic staff. Although the case study was conducted within a localized boundary of space and time of one institution, the authors are of the opinion that enough evidence exists that, given the dominating ruling culture of the apartheid’s regime, to which no university in South Africa was immune, it is most likely that other institutions will relate with the findings of the research. The study was emancipators in that it sought to inform the university management about how transformation was affecting academics and their job satisfaction and to establish which strategies the University had in place or hoped to put in place to make the environment favorable for change. Academics were also involved in making recommendations on how the areas of dissatisfaction could best be addressed.

Olalekan Arikewuyo M. (2007) “Teachers Perception Of Principals Leadership Capacities In Nigeria.” In this study the author examined teachers’ perception of the leadership competencies of their principals. Two hundred secondary school teachers from Oyo State, Nigeria, participated in the study. The principals Leadership Capacities Questionnaire developed by Luo (2004) was used to collect data, which was analyzed by suing simple percentage technique. Findings showed that the teachers perceived their principals as either having little capacity, moderate capacity or excellent capacity. No principal is considered as having no capacity. The principals were considered to be having little capacity in the area of technology and information system and ability to apply appropriate models and principles of organizational development and management. The principals were considered to be having excellent capacity in the area of vision for the school, communicating this vision to staff, students and parents and have the ability to use effective strategies to implement this vision in order to promote positive school culture. The study therefore recommended that principals of secondary schools should be given adequate training in information and communication technology and modern management techniques. Finally, the study recommended that would-be-principals must be formally
trained at the National Institute for Educational Planning and Administration (NIEPA – before they assume duties as school principals.

The review of literature of the present has amply demonstrated the diverse understandings of the academic profile of the college students namely socio economic, study involvement, study habits, the class room culture, and purpose of higher education, adjustments and personal problems. Some of the studies besides empirically describing socio economic and selected psychological characteristics of the college students, also analysis the relationship and differences between the selected dependent and independent variables of the respondents. Some of the reviews portray the personal problems faced by the college students, which seem to be universal in nature. These problems besides several psychological ailments associated with the process of their growth and development, also it includes others, such as financial crisis, lack of care, generation barriers, dependency, status loss, isolation, loneliness, pessimism, and various problems of adjustment. These were some of the issues highlighted in the review. It was seen that most of the studies focused just on one or two of these dimensions and comprehensive multidimensional studies are very few particularly in the Indian context. While the importance of understanding the academic profile of the college students in their higher education is steadily gaining prominence. There is a still a lot to be done in this regard. This study by the researcher is a small effort in this direction.