Chapter – II

Review of

Related Literature
Review of Related Literature

2.1 Introduction

According to Best (1963), ".....a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what attacking have been promising and disappointing and what problems remain to be solved".

Research is very important for progress in every field of life. Its constant addition to vast store of knowledge makes possible progress in all areas of human endeavor. In every research work, it is necessary for the researcher to be familiar with the related literature because it helps in paying way for understanding potentialities of the problem in hand.

The study of related literature helps the researcher in getting information about the studies done in the field, protects against unnecessary duplication, guides in carrying out the investigation successfully and makes him familiar with the steps. The related literature can also helps the investigator to start from a point where others have left (Alaeddin, 1988).

The research trends relating to the higher education system in various countries reveals that institutions of higher education are in general engaged in the conduct of research in various disciplines and subjects to studies. However, the system itself becoming a subject of study is rather recent. The beginning was
made with analyzing the economic aspects of the working of the education system particularly higher education. This was followed by studies in quality, relevance, disparities in growth and development and unit cost of higher education, seeking to achieve efficiency in the system.

The early 1980's witnessed (a) development in science and technology (b) change in governance of nation states and (c) economic reforms throughout the world. The education system and in particular, the higher education system which significantly influences the science and technology development, reforms in governance and social economic policies became a matter of inquiry and analysis. In India, the early 1980s witnessed the need for improvement in the quality and relevance of higher education. As a key input in the quality, the improvement of the status of teachers and their contribution became a matter of enquiry. Two commissions on teachers in higher Education conducted research studies to analyse various aspects of the teaching profession like social and economic status, recruitment's, professional and career development, participation in decision making, redressal of grievances and professional values of teachers in higher education (Raza, M et al., 1983). Along with this, the issue of “brain-drain”, unemployment of graduates, relevance of curriculum, academic freedom, autonomy and accountability and regional developments in higher education were the subject of enquiry by doctoral scholars and by faculty members in the institutions of higher education.

In the area of equity, the participation of SC/ST and women students, development of higher education in various regions, and analysis of disparities have been the themes of studies. Academic freedom, autonomic and accountability, private management, state financing institutions of higher education, unit cost analysis, wastage and stagnation, students and teachers participation in politics, the working of apex and state level organizations have been the subject of study in the area of efficiency of the system. Innovations, changes and the role of institutions of higher education to cope with changes in technological developments have been other areas of research.

In fact, in the mid-eighties, when policy formulation was attempted, a critical
analysis of all the levels of education was carried out. In the area of higher education the issues of equity and quality have figured simultaneously. The issues of academic freedom, autonomy and accountability, resources and efficiency of the system became very crucial. In the area of efficiency, issue of accountability of teachers, planning and management of institutions became central. Research projects and research papers focused on these issues. A series of studies were conducted as an input for the formulation of the National Policy on Education, 1986 (NIEPA, 1986).

2.2 Studies Related to Higher Education

Many studies have been conducted in India and abroad related to this field. Thus, studies which could be made available have been given as under.

UNESCO (1986) made an "Inventory of educational research on higher education: Suggested agenda research strategies". These studies conducted by UNESCO, revealed that enquiry into the higher education is rather recent and was started about 20 years back in the U.S.A.

Vijaylakshmi (1988) made "An evaluation of logical application of mathematics of educational research with special reference to the doctoral level" and Amudharani, R. (1990) undertook a cooperative study of B.Sc. and M. Sc. Physics curriculum in affiliated and autonomous colleges. These are two studies related to curriculum and methodology of research. These studies tend to reveal the general weaknesses of the curriculum in affiliated colleges and lack of understanding in the use of tools of mathematics by the researchers. Though, there is a general feeling that the curriculum lacks relevance in the societal context, it seems that this aspect has not attracted the attention of researchers and research guides adequately.

Benal, B. I. (1988) undertook "A critical study of development of higher education in the state of Karnataka during sixth Five Year Plans (1950-1985) with special reference to Karnataka university". The major objectives of the study
were: to study the development of higher education in Karnataka university, to study qualitative development through institutional materials, to study the improvement of quality of teachers, to study the problems of examination and evaluation, to critically evaluate the nature and extent of development with respect to the trends in developed states in the country and to suggest steps for improvement of higher education. The major findings of the study were: there was considerable quantitative growth in the number of institutions namely the affiliated and constituent colleges and university post-graduate departments during the plan periods but the qualitative improvement at the affiliated colleges and also at the university was not very significant. Hardly any effort had been made for reorientation the in service training providing up to date knowledge to the teachers recruited at the affiliated colleges and at the university level. The authorities of the university had not made any consistent effort to evolve new techniques and devices for evaluating the students progress in examinations.

Deka, B. (1989) studied “Growth and development of higher education in Kamrup District since Independence and its impact on society”. The objectives of the study were: To trace the growth and development of higher education in Kamrup District since Independence. Some of the major findings were: The expansion of higher education in India has been phenomenal, professional and technical institution have increased slowly in Kamrup district due to the slow industrialization of the state. In the development of higher education under study, local authority and the government played a minimal role. In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, namely the problem of unemployment. The analysis revealed that the standard of the colleges were mainly due to two factors, viz. poor quality of students admitted and high student-teacher ratio.

Dash, J. P. (1990) studied “Development of higher education in Orissa (1936-85)”. The specific objectives of the study were: to analyse the different aspects of higher education in general, professional education in different branches and to make some recommendations for their improvement keeping in view national and rural reconstruction and to trace how far the vital aspects of education have
been properly implemented and experimented within the province of Orissa. The major findings of the study were: Higher education in the state originated in 1868 when the British government established the Ravenshaw college at Cuttack. By 1978, there were 138 colleges both government (38) and non-government (100) with 92,000 students on the rolls (75,000 boys and 17,000 girls) and 4,027 college teachers. From 1980 to 1982, the number of colleges increased to 223 with 1,12,386 students and 5,922 teachers. In 1983, there were 306 general Arts and Science colleges and 91 professional colleges under three universities, raising the number of colleges to 397 with post graduate and M. Phil facilities in 53 and 42 colleges, respectively. The lack of speedy progress was attributed to British domination, role of the princely states, property and absence of organized efforts during 1936-47. But from 1947, a steady progress has been taking place in higher education development.

Hua, T. P. (1991) in his study “What kind of research in higher education, in Vietnam?” stated that current research in higher education concentrates on problem-solving its application in the community or industries. There is a critical need for systematic research on all issues related to higher education itself with priority given to curriculum development and teacher training.

Altbach, Philip, G. A. (1991) investigated “Comparative Agenda for Research in Higher Education”. With regard to the general status of research in higher education in the world, Altabach remarked that there is a contradictory situation in research on higher education in which knowledge the condition of higher education varies widely around the globe. Beyond basic statistics about such aspects as numbers of institutions and students enrolments, there is little comparative research and analysis on a variety of important contemporary topics, compounded by the disequilibrium between industrialized nations and the third world.

Tripathi, R. S. (1992) studied “Development of higher education in Uttar Pradesh since Independence”. The main objectives of the study were: to study the facts and events which have influenced the development of higher education in Uttar Pradesh and to study the problems of higher education related to aims and
objectives, curriculum, methods of teaching, evaluation, discipline, physical facil­ities, administration of higher education, employment and higher education. The major findings of the study were: The aims of higher education are not relevant to the present day needs. The courses of study have lot of shortcomings. Normally, the only lecture based teaching methods are adopted. Teachers are not even aware of the full implications of methods like seminars, small-groups discussions, assignments, self-study method etc. The facilities were found inadequate and those that were available were not properly put to use. The administration of higher education has been gradually subjected to persistent government interference, which has eroded the academic quality in higher education.

**Gupta, S. P., Desh, B., Arti, G. (1998)** studied “Cost of higher education: A study of Jammu University in comparison to central universities and the recommenda­tions of the Punnaya Committee”. In this study purpose was to calculate the cost per student in the University of Jammu and to compare the same with various norms suggested in the Punnaya Committee Report. An attempt has also been made to identify the problems faced by the state university in implementing the recommendations of Punnaya Committee and to make suggestions about the measures to improve the financial inputs of higher education in the university of Jammu. Findings of the study were that in Jammu university the administrative expenditure as percent of total maintenance expenditure is much higher than the recommended norms while its academic expenditure is much below the norms. Again, the unit cost per student in the facilities of Humanities, Social Sciences and Commerce is much more than the norms suggested, which indicate under utilization of the capacity in the university of Jammu.

**Anil, K. (1998)** In his study entitled “Characteristics of Open University distance learners: some policy implications”, following objectives have been studied: These were to assess the background characteristics of the first degree level distance learners of Delhi and adjoining areas; and to draw some policy implication for distance education institutions on the basis of the findings. The analysis of the background characteristics showed that majority (67.7%) of the learners covered by this study were enrolled for the Bachelor’s degree programme in the year 1991.
About 70 percent learners were males of more than 25 years of age. The percentage of married and unmarried learners was almost equal. About 80 percent of the learners hailed from urban areas and belonged mostly to non SC/ST classes. Most of them had joined Arts stream.

**Gustafson, L. C. (1999)** studied “The teacher education department as a professional development tool for higher education”. In response to a recent call for improved college teaching, this study focused on factors that promote an in-house alliance between education department faculty and the university or college for the purpose of professional development. The final analysis revealed various benefits such as improved teaching methodology of faculties, improved education for students, appreciation for learner-centered teaching methodologies and enhanced institutional reputation.

**Samrit, Y. (1999)** studied “The governance structure of Thai higher education and the policy-making process in formulating the national development plans with respect to higher education policies”. The purpose of this study was to examine higher-education development in Thailand, with an emphasis on the relationships between the government agencies involved in governance system of Thai higher education at the national level and to analyzes the Thai governance system of higher education in the context of Thai bureaucratic structure and policy process.

**Pradhan, G. C. (2001)** studied “Factors affecting occupational aspirations of college youth”. The present investigation was conducted with the objective to study whether the factors such as economic status, parents educational qualifications, parents occupation, cost, gender and place of residence (local) affect the occupational aspirations of college youth. It was concluded that the factors which significantly affect the occupational aspirations of college youth are economic status, parent’s educational qualifications, parent’s occupation, caste and gender whereas the place of residence of a person (residing in rural or urban area) does not affect his/her level of occupational aspiration.

**Goel, D. R., Goel, C., Patel, S. (2001)** studied “Educational eligibility of Master of Education”. The objectives of the study were: to find out correlation between academic achievement of students at post-graduation level in the streams,
namely Science, Commerce, Arts and M. Ed. The findings of the study were: Educati
cational eligibility can be predicted precisely if the objectivity and credibility of
the evaluation is observed, ascertaining suitable educational curricular and cur-
ricular transactions. U. G. C. and NCTE need to project subject-wise/area-wise
national requirements. Grants for research and national eligibility for placements
should be guided by scientific and valid criteria. NET and SETs etc. are the
quality control indicators.

George, M. (2003) studied “Teachers attitude towards evaluation of teachers
by students”. The basic aim of this study was to understand the attitude of teachers
towards teacher’s evaluation by students. The findings of the study were that the
teachers were unwilling to accept such evaluation by students. They have the
opinion that it is too early to think about linking such evaluation procedures for
promotion.

Kumar, P. (2005) studied “Growth and Development of Higher Education in
Jammu and Kashmir state since independence”. The objectives of the study were:
To trace the growth and development of higher education in Jammu and Kashmir
state since independence. Some of the major findings were: The expansion of
Higher education in Jammu and Kashmir state has been phenomenal; Academic,
Professional and Technical institutions have increased in urban areas of jammu
and kashmir whereas in rural areas higher education was not practicable. Study
also revealed that there had been increase in student enrolment since indepen-
dence.

National Knowledge Commission Report 2006 pointed out that “The ex-
sting framework, rather than fostering accountability, constrains the supply of
good-quality institutions whilst excessively regulating the existing institutions in
the wrong places and is not conducive to innovation or creativity”. These find-
ings are backed up by another report which describes the Indian higher education
sector as: ‘Over regulated and under-governed’. At the same time, quantity ex-
pansion has also been grossly inadequate making the challenges daunting on dual
fronts of quantity and quality.
Sinha, S. (2007) Analysed the effects of diarchy on higher education, vocational and technical education during 1919-35. The major objectives of the study were to find out the administrative lacuna and financial crisis in the progress of higher education due to the introduction of diarchy and to link the effect of diarchy with the present system of concurrent responsibility in India. He concluded that the period 1919-35 was a phase of serious conflicts. The overpowering impact of scientific and technological education is overshadowing the classical values sustained by times and traditions. He also concluded that in India rights of educational institutions have been curtailed by privatizing education.

Afzal, S. M. and Ahmad, S. (2008) Studied the students enrolment in higher education and made a gender based comparison. They revealed the differences in enrolment of male and female students in higher education on the basis of various courses offered at university/college level. They also examined the trends of studying subjects by both men and women students. At the end, they suggested the measures such as reservation in higher education for the women. They argued that by doing so, women will find more opportunities of getting admissions in higher education. This way, huge gap of women’s enrolment in professional as well as traditional courses could be lowered.

Kuppusamy, S. (2009) has discussed the development of higher education during pre and post-independence era. He highlighted the introduction of modern higher education to Indian people with the establishment of first Hindu college at Calcutta in 1817. He mentioned the formation of 20 universities with about 500 affiliated colleges in India before independence. The higher education system has expanded exponentially after independence.

Gakhar, K. and Kaur, H. (2012) made a comparative study of Haryana and its neighboring states with regards to achievements and failures in the education sectors. The objective of the study was to compare the education system of Haryana with its neighboring states and to see the impacts of achievements in education sector on literacy rates. The major findings of the studies were that there is a dire need to upgrade qualitative education rather than emphasizing on quantitative aspect of education. Haryana has made commendable progress in
the establishment of colleges and institutes delivering graduate and postgraduate courses.

Panda, S. K. (2013) mentioned the importance of higher education in sustainable development of the society. He mentioned the challenges in achieving the sustainable development such as role of universities and colleges, spreading awareness within educational community, financial resources etc. In a nutshell, the education system should change in accordance with current manpower requirements. He pointed out that to successfully implement educational sustainable development, government and higher education institutions must plan ahead and develop strategies to address these challenges. Quality in research should be the main priority to improve the existing system and intellectual manpower.

Singh, J. D. (2013) Emphasized the importance of excellence in research for economic growth of a country. The role of higher educational institutes in developing research excellence was highlighted. He pointed out that some of the institutes in India, such as Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs) have been globally acclaimed for their standard of education but, due to lack of excellence in research none of these institutes is in list of top hundred world institutes of higher education. He discussed the leading problems before the higher education system. These include continuous up-gradation of curriculum to keep in pace with rapid growth in science and technology, globalization, need for adequate funding, interface between universities, industrial collaboration etc. Apart from the problems, possible suggestions such as industry and academia connections, higher incentives to researchers, regular monitoring and evaluation, resource mobilization, dedicated faculty etc. were also proposed to achieve excellence in research.

Thakur, A. K. (2013) discussed about obtaining excellence in higher education. He pointed out the strengths of India in terms of young population and termed India as the youngest country in the world with more than 60% population in the age group of 15-65 years. He emphasized about how the potential of this young population can be tapped by providing quality higher education and improving their skills. He pointed out the merits and demerits of higher educa-
tional system in India. He talked about certain crucial gaps in the policy framework of higher education and mentioned that the system presently suffers from archaic regulatory structures and bureaucratic controls on higher education. He mentioned that one of the major problems the current system is facing, is the shortage of quality faculty members. Nearly 40% of the faculty posts are either lying vacant or filled up with unqualified or ad-hoc faculty.

**Twelfth Five Year Plan (2012-17)** This report suggested that accountability indicators designed to ensure quantity were inhibiting the quality of graduates, particularly in relation to their creative and entrepreneurial skills. It also pointed out that higher education system in India can scale up in quality and reach only by creating competition with transparent regulation. Some of the proposed solutions include legitimizing distance education, fostering public-private partnership models, deregulating higher education and tweaking the skill and employment ecosystem.

An appraisal of the mentioned studies was very useful for the investigator to have a peep into hidden problems and obstacles in the path of change, development and administration of higher education systems in various countries of the world and in India.