REVIEW OF LITERATURE

In this chapter is dealt with a capsule account of Puducherry Union Territory, the prevalence of different kinds of higher education institutions, the varieties of courses being offered and the population variables involved in this study under relevant headings.

LOCATION OF PUDUCHERRY UNION TERRITORY

Puducherry, which is the capital of Union Territory of Puducherry is located about 180 kms south of Chennai city. Puducherry looks like any other Indian town. This charming Indian town was the settlement of French colony in the early 18th century. French culture was found manifested in Puducherry town, besides the French enclaves of Karaikal, Mahe and Yanam. This land constituted the Union Territory of Pondicherry, which is currently known as Union Territory of Puducherry. This territory covers an area of 480 sq.kms. The territory was ruled by the French Government till it was transferred to the Union of India in 1954. Though de facto merger was in 1954, de jure transfer took place in 1962. Puducherry covers an area of 293 sq. Kms, while that of Karaikal, 160 sq.kms.
Puducherry and Karaikal are enclaved in the districts of Cuddalore and Villupuram, and Nagapattinam in the State of Tamil Nadu respectively. Yanam is a small part in the east Godavari district of Andhra Pradesh. It is about 840 kms north – east of Puducherry near Kakinada and has the huge Godavari river running along its entire length. Its area is 17 sq.kms. Mahe is an enclave in Kannur district of Kerala State. It is 60 kms north of Kozhikode, and is about 653 kms west of Puducherry. Its area is 9 sq.kms. Thus the Union Territory of Puducherry includes Puducherry, Karaikal, Yanam and Mahe.

**FINANCING OF HIGHER EDUCATION INSTITUTION**

The higher education institutions in the Union Territory of Puducherry had been funded by the French Government till the then higher education institutions came under the purview of Union of India. The Union Territory of Puducherry had been maintaining the higher education institutions by availing various kinds of Grants from the Union of India, besides from its own financial resources.

Later, besides the existence of higher education institutions directly owned by the Territory Government, a kind of higher education institutions which were established by Registered Societies came into existence. But these higher education institutions too were financed by the Territory Government as well as Union Government. Of course, the
socities which were maintaining the higher education institutions had been mobilizing resources in its own ways like collection of fees from students and donation from philanthropists, besides availing the grants from the Territory as well as Union Government.

Thus at this stage, there had been two kinds of institutions, viz. Government higher education institutions and Society higher education institutions. Along with the passage of time, a third kind of higher education institutions got into the field, in the name of Private higher education institutions which were established and managed by the Private Bodies / Trusts from its own resources. These private higher education institutions are neither financed by Territory Government nor by Union Government as regards the major forms of expenditure like building construction, laboratory establishment, library establishment, faculty salary, administrative staff salary and contingency staff salary.

If there is any funding to these private higher education institutions from the Territory/ Union Government it could have been in the form of sanctioning of grants for minor / major research projects, which are already prevalent in Government and Society higher education institutions. The first such private college established in Puducherry town in 1986 was Pope John Paul College of Education.
This self-financing system in the establishment and management of higher education institutions got spread across the entire parlance of higher education in Puducherry Union Territory. This way a number of private colleges got established in engineering, medicine, technological, nursing, hotel management, dental science, education, and arts and science sectors.

**KINDS OF COURSES IN HIGHER EDUCATION INSTITUTIONS**

The different kinds of courses being offered at various levels in different kinds of colleges managed by Government, Society and Private Bodies are presented under appropriate headings.

**ARTS AND SCIENCE COLLEGES**

The courses being offered at undergraduate (UG), postgraduate (PG) and M.Phil. levels are listed under appropriate headings.

**UG Courses**

1. Tamil
2. Functional Tamil
3. English Literature
4. Functional English
5. English for Career
6. French
7. Malayalam
8. Hindi
9. Philosophy
10. Psychology
11. Sociology
12. Social Work
13. History
14. Economics
15. Commerce
16. Corporate Secretariship
17. Office Management
18. Co-operative Management
19. Foreign Trade
20. Business Administration
21. Computer Application
22. Computer Science
23. Information Technology
24. Visual Communication
25. Mathematics
26. Statistics
27. Electronics
28. Physics
29. Chemistry
30. Botany
31. Zoology
32. Micro-biology
33. Applied Micro-biology
34. Bio-chemistry
35. Bio-technology
36. Bio-informatics
37. Nutrition and Dietetics
38. Catering Science and Hotel Management

**PG Courses**

1. Tamil
2. English Literature
3. French
4. Hindi
5. History
6. Economics
7. Public Administration
8. Social Work
9. Commerce
10. Corporate Secretariship
11. Mathematics
12. Computer Science
13. Physics
14. Chemistry
15. Botany
16. Zoology
17. Home Science

**M.Phil. Courses**

1. Tamil
2. English
3. French
4. History
5. Economics
6. Commerce
7. Mathematics
8. Physics
9. Chemistry
10. Botany
11. Zoology
12. Home Science

**FINE ARTS COLLEGE**

**UG Courses**

1. Performing Arts - Dance
2. Performing Arts – Music
3. Visual Arts
COLLEGES OF EDUCATION

UG Courses

1. Teaching of Tamil
2. Teaching of Special Tamil
3. Teaching of English
4. Teaching of Special English
5. Teaching of Mathematics
6. Teaching of Computer Science
7. Teaching of Physical Science
8. Teaching of Biological Science
9. Teaching of History
10. Teaching of Economics
11. Teaching of Commerce
12. Teaching of Social Studies

PG Courses

Master of Education

LAW COLLEGE

UG Course

1. L.L.B (3 Year)

2. L.L.B. (5 Year)

PG Course

1. L.L.M
ENGINEERING COLLEGES

UG Courses

1. Civil Engineering
2. Mechanical Engineering
3. Chemical Engineering
4. Electrical and Electronics Engineering
5. Electronics and Communication Engineering
6. Electronics and Instrumentation Engineering
7. Computer Science Engineering
8. Information Technology
9. Instrumentation and Control Engineering
10. Bio-Medical Engineering

PG. Courses

1. Civil Engineering
2. Mechanical Engineering (Energy Technology)
3. Mechanical Engineering (Product Design and Manufacturing)
4. Electrical and Electronics Engineering
5. Electronics and Communication Engineering
6. Electronics and Communication Engineering (Wireless Communication)
7. Computer Science Engineering (Distributed Computing System)
8. Computer Science Engineering (Information Security)
9. Environmental Engineering
10. Physics (Material Science & Technology)
11. Business Administration
12. Computer Application

AGRICULTURE COLLEGE

UG Course

Agriculture

PG Courses

Agronomy

Horticulture

Agriculture Economics

Plant Science

Endomology

Soil Science

VETERINARY COLLEGE

UG Course

Veterinary Science and Animal Husbandry.

PG Course

Veterinary Science.
MEDICAL COLLEGES

UG Course

M.B.B.S

PG Courses

1) MD
2) MS

PARAMEDICAL COLLEGES

UG Courses

1) Dental Science
2) Nursing
3) Physiotherapy
4) Pharmacy
5) Medical Laboratory Technology

PG Courses

1) Dental Science
2) Nursing
3) Physiotherapy
4) Pharmacy
POPULATION VARIABLES OF THE STUDY

A very brief account of the nineteen population variables involved in this investigation is presented herewith.

SEX

It is a well known fact that male students were larger in number as well as excelling academically during 1960’s and 70’s. But the realization of importance of education for female got initiated and accelerated during 1980’s onwards. It was unimaginable for a female to be a student of Engineering in earlier days, while the current scenario is quite fascinating. Thus sex has become a potential variable in academic parlance.

MARITAL STATUS

The position of a learner in terms of marital status assumes significance in the contemporary society. Inspite of the marriage acts prohibiting minors getting married, the practice of minor marriage is common in Indian society. The incidence of separation / divorce also has got enhanced due to the impact of western culture. Due to the consciousness of the importance of education in standing on one’s own legs on the part of the parents as well as widows, entry of widows as students in higher education institutions has become a normal phenomenon. Gone are the days of preferring educated but unemployed
brides in the contemporary family life scenario, rather even wives are facilitated to enroll in higher education institutions by husbands as well as family members. In this context, all the students in higher education institutions need not necessarily be singles. Thus marital status is a variable included in this study.

**YEAR OF STUDY**

The duration of any UG or PG Programme is varied in nature, except in the case of one year UG Programme, Bachelor of Education. The inclusion of Year of Study as a variable in this investigation is to compare the strengths of last year and first year students, with a view to find out the change in enrolment in higher education programmes.

**COLLEGE MANAGEMENT TYPE**

In early 20th century, there were only a very very few colleges that too run by the Union Territary Government.

Later colleges were established by Registered Societies and these colleges were awarded grants on the fulfillment of the rules and regulations of the Union Territory Government. Though they are getting a major chunk of the expenditure met with by the Union Territory Government grants, they are popularly known as Society Colleges. In 1986, a College of Education was established in Puducherry town
meeting the expenditures of all kind from its own pocket. This was followed by the establishment of a number of arts and science colleges, engineering colleges, medical colleges, paramedical colleges and colleges of Education by Private Bodies without getting grant from the Union Territory Government. These colleges, irrespective of the nature of programmes being offered by them, are popularly known as Private Colleges. The unique distinction between Society Colleges and Private Colleges is the receipt of grant from the Territory Government by the former while not by the latter.

**COLLEGE KIND**

The colleges in the Union Territory of Puducherry were mostly of mixed in nature. It means that the students were male as well as female in the same institutions. The establishment of colleges exclusively for male or female students was a later development. As on date, there are colleges meant for male only, female only and for male as well as female. The colleges exclusively meant for male or female students are known as Unisex Colleges, while those of for male as well as female are called Mixed Colleges.
COLLEGE LOCALITY

As regards the Union Territory of Puducherry, it includes the enclaves of Karaikal, Yanam and Mahe, besides Puducherry itself. All these four Geographical localities have either Towns or Villages, but not Cities. Hence urban refers to town and rural refers to village in this study.

STUDY RESIDENCE

The students in higher education institutions could be either Dayscholars or Hostellers. It is vivid that the academic climate of residential houses and hostels are varying in nature. In other words, there exits a vast difference between houses and hostels from the stand point of students’ learning. Hence the Study Residence is a variable involved in this investigation.

CITIZENSHIP

It is a well known fact that Puducherry is a mini world in terms of possession of the people from a large number of foreign countries. The foreigners may be around 1/6 th of the population in Puducherry town, while the remaining are Indian citizens. Hence Citizenship is considered as a variable of the present study.
NATIVE STATE

This variable is very important in this study since there are students in higher education institutions in the Union Territory of Puducherry from very many other Indian States like Tamil Nadu, Kerala, Andra Pradesh, Orissa, Gujarat, Manipur, Tripura, Megalaya and Arunachal Pradesh.

NATIVE PLACE

This variable refers to the birth place of the students. In this context, urban refers to city as well as town, while rural refers to villages, since the students in higher education institutions in the Union Territory of Puducherry are not necessarily from the Territory only.

MOTHER TONGUE

Since the students in higher education institutions are from various States, their Mother Tongues could be like Hindi, Malayalam, Telugu, Oriya, Gujarathi and Manipuri, though Tamil is the predominant one. Hence the inclusion of Mother Tongue as a variable with two sub Categories viz. Tamil and Others.

RELIGION

Needless to state that the students in higher education institutions in the Union Territory of Puducherry belong to the three significant religions in India, Viz. Hinduism, Christianity and Islam. The socio-
cultural ethos of these religions are differing in nature that which may have consequential impact on their selection of institutions and courses. Hence Religion is a variable involved in this study.

COMMUNITY

It is a sad truism that the Varanashra Dharma prevalent in the ancient Indian Society, based on the scientific division of labour, got degenerated into hundreds of Castes and thousands of Sub – castes. They are classified into lesser number of Communities in different States in various ways. In the Union Territory of Puducherry, various Castes and Sub – castes are found classified into Forward Community, Backward Community, Most Backward Community, Scheduled Caste and Scheduled Tribe Community. The classification of the Castes as Backward or Most Backward is so flexible that even a Backward community student can easily get the Certificate of Most Backward Community. Hence though there are four strata of Communities theoretically, only two strata are valid in the name of SC/ST and other Communities empirically. Hence Community is involved as a variable in this study.
**MOTHER’S EDUCATIONAL STATUS**

It is a sad truism that every Indian of the age group 6 to 14 should have been provided with the Compulsory Primary Education by 1960 itself. Yet, it continues to be an imaginative Phenomenon. Hence the heterogeneity noticed among mothers in terms of educational status is of paramount importance. Their educational status is categorised under three levels, viz. Illiterate, Upto XII Std, and Diploma or Degree and above.

**FATHER’S EDUCATIONAL STATUS**

This variable is also treated on the line of the Mother’s Educational Status.

**MOTHER’S OCCUPATION**

Mothers were purely housewives and domestic operational heads in the earlier Indian Society. Later they became Self – employed or Coolies at the instances of sudden demise of their life partners. In the last quarter of 20th century, since female too started getting educated, they could become Employees. In-toto, the current mothers may be of Housewives only or Employed / Self – employed / Coolies, besides being a House Wife. It is expected that Mother’s Occupation could be associated with their ward’s education.
FATHER’S OCCUPATION

Fathers were considered as the heads of families in each domain of a family. They were considered as the bread winners of families. Hence they might have been Self-employed in the form of involving in parental occupation or working as Coolies. Later as and when males got educated, they became Employees. Hence the occupation of the father of a higher education student could be an Employee or Self-employed or Coolie.

FAMILY INCOME

This refers to the income for a family through various sources like earnings by father, mother, wards and in-laws, besides the earnings through ancestral properties. The interesting point in this regard is that one family may not feel that their income is adequate, even after a very high income for the family, while even lower family income may be felt adequate by another family. The point to be kept in mind in this context is that the real income does not matter, but the satisfaction of the family regarding the income as adequate or inadequate matters a lot.

PERUNTHALAIVAR KAMARAJAR FINANCIAL ASSISTANCE

This phenomenon is a phenomenon of the last decade. This scheme in the name of Perunthalaivar Kamarajar Financial Assistance is meant for the entrants into professional courses like medicine, paramedicine and
engineering in private colleges under the Centralized Admission Committee System. The importance of this scheme can be understood on the ground that though the students are meritorious, all could not be admitted in Government or Society colleges which are getting grants from the Territory Government. To compensate the huge expenditure to be incurred by a meritorious student in the self-finance private college, the financial assistance under the said scheme is provided. In other words, the Territory Government, instead of financing for all the students in private colleges, is financing the meritorious students in self-financing private colleges. Thus this scheme is a meaningful endeavour towards social justice in the fulfillment of equality of educational opportunity. It is expected that this scheme could play a vital role in students’ educational choices and preferences. Hence this is considered as a variable in this study. But this scheme was found kept in abeyance during the academic year 2009-2010 by the Territory Government. Hence this variable could not be treated in this study and became a limitation of the present study.

The above reported literature enabled the investigator to comprehend the nature and structure of higher education institutions in the Union Territory of Puducherry and the possible personal, familial, social and institutional variables associated with the higher education
system in general and self-financing system in particular. It paved ways for the enlightenment of the present investigator in terms of formulating the Objectives and Hypotheses, and fixation of Techniques and Tools for data collection and data analysis. To be precise, it enabled the investigator to design the study scientifically and execute it meticulously.

The details of Methodology of the present investigation are furnished in the ensuing chapter.