Chapter-II

REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of related literature is one of the most important components of a research work. Research itself is the accumulation of knowledge in a scientific and systematic manner. In order to make it adequate, the investigator needs to study the problem elaborately to form an in-depth knowledge about the problem. For this purpose articles, journals, newspapers, books, dissertations, theses etc. ought to be reviewed by the investigator.

Review of literature is of utmost importance so as to be acquainted with what has already been done in the field, what methods have been employed, what are the findings and suggestions and what remains to be solved. Review of literature also helps to make the study systematic and fruitful. It provides the background and context for the researchers. The researcher should, therefore, try to identify and familiarize himself/herself with the studies done before in the related field so as to avoid unnecessary duplication. Furthermore, the literature review should establish the needs for the research work.

The present research work is so designed as to study the higher education which may be considered as an important factor for the overall progress and development of a nation. In order to make the study systematic and effective, the researcher has reviewed the related literatures in the field. For the sake of convenience the present chapter, devoted to the review of literature, is divided into three parts–

2.0.1 Studies done Abroad
2.0.2 Studies conducted in India
2.0.3 Studies conducted in North-East
2.0.1 Studies done Abroad

Mehr (1976)\(^1\) conducted a study on higher education and a socio-economic study of Tehran University students. The data were collected from 900 randomly selected Tehran University students through questionnaire, interviews and observations. The study revealed that the lecture was the main method of teaching used in the university. Moreover, there was shortage of latest books in the University and as a result of it, teachers were unable to guide the students on latest knowledge and views at the international level. The number of students enrolled in Tehran University was also very high. Apart from this, there was no good team work among the professors of the University. The sports and recreational facilities provided to the university students were not adequate for them.

Saleh (1986)\(^2\) conducted a study on the development of higher education in Saudi Arabia. The study traces the development of higher education in the Kingdom of Saudi Arabia from its inception to the present day. It was found that modern university education in Saudi Arabia began with a single institution with 21 students and 9 staff members in 1957. But in the year 1982 higher education had grown up to 7 institutions with 63,563 students and with a teaching staff of 6,906.

Banya and Elu (2001)\(^3\) carried out a study on the World Bank and Financing Higher Education in Sub-Saharan Africa and concluded that policy vicissitudes have adversely affected higher educational institutions. In their study, they recommended that each state plays a unique role in the formation and implementation of financial policy in higher education system.

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Chandrasiri (2003)\(^4\) studied the financing of university education in Sri Lanka which have adopted the pro-market policy reforms over the last 22 years. The results of the study revealed that the universities faced an acute shortage of funds and the existing financial systems and procedures were control oriented rather than promoting efficiency and enhancing quality. The study concluded that the universities need to be market oriented in terms of management, delivery of services and revenue generation in order to cope up with the present world of globalisation.

Teferra and Altbach (2004)\(^5\) in the article ‘African higher education: Challenges for the 21\(^{st}\) century’ explained that African higher education, at the beginning of the new millennium, faces unprecedented challenges. Africa’s higher education was considered as a key force for modernization and development. Africa's academic institutions faced obstacles in providing education, research, and service needed. It was also found that African universities currently function in very difficult circumstances in terms of the social, economic and political contexts.

Bornmann, Mittag and Danie (2006)\(^6\) conducted a study on evaluation procedure in Germany and found that multi-stage evaluation procedures were the main quality assurance instrument for evaluation of teaching and learning in higher educational institutions in Germany.

Ojogwu and Alutu (2009)\(^7\) studied the state of the learning environment of university students in Nigeria. An interview schedule was developed to collect data from the Principal Officers of the university, the library, academic planning division and the Vice-chancellors office. Similar interview schedule was also developed to collect data from twenty students. Secondary data was collected

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from the university related to the study. The study revealed that the learning environment was very much below standard. It was suggested that National University Commissions minimum guidelines should be strictly followed in terms of staffing, staff-student ratio and provision of adequate physical facilities.

Diaz et al. (2010)\(^8\) conducted a study on Faculty Attitudes and Training needs to respond the New European Higher Education Challenges and the study revealed a degree of ignorance regarding changes in European higher education as well as a feeling of resistance among many faculty members. Faculty members also felt the need for guidance to integrate new learning models and adequate coping strategies into their work in higher education.

Gilbert (2010)\(^9\) undertook a study on Making Faculty Count on Higher Education Assessment in California and showed that a well organised faculty can advocate for meaningful academic principles by getting involved in local accreditation, serving on visiting teams and sitting on the accreditation commission itself.

Kitagawa and Oba (2010)\(^10\) in the article ‘A study on managing differentiation of higher education system in Japan’ showed that universities are trying to achieve excellence, fulfilling different treatments at the same time, aspiring to be excellent in teaching, research and social contribution without having institutional capacity to meet these expectations. It was suggested that appropriate internal governance and external mediation mechanisms need to be created at the institutional level to manage diversification of the higher education system as a whole.

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Zhang and Verhoeven (2010) conducted a study on access to higher education of Ethnic Minorities in Yunnan Province of China and showed that access to higher education is equal for some categories of ethnic minority students. But in comparison with freshmen from Han (major ethnic group comprising of 92% of the Chinese population) it was difficult for the ethnic minorities to access higher education.

A study has been conducted on the education system of Iraq by Sharma et al. (2010) and it was concluded that Iraqis were proud of their distinguished universities and the quality of its education; however, a sequence of wars and sanctions severely damaged its education system. Due to the invasion by the U.S troops in 2003 and till the time being, 84% of the infrastructure in Iraqi higher education institutions had been burnt, looted or severely destroyed in some form. Besides, the assassinations campaign which harvested hundreds of Iraqi academics’ lives and the ongoing daily threats represented the situation in Iraq today.

Ahmad, Farley and Naidoo (2012) studied about the Government University relationship in Malaysian higher education and found that the public universities in Malaysia were working positively towards materialising the Government objectives.

Jamil, Sarkar and Abdullah (2012) conducted a study on students’ choice criteria to select a private university for their higher education in Bangladesh. Data was collected with the help of convenient sampling technique among 100 students of 10 private universities. The study revealed that the quality of the education provided in the university was the first criteria to choose a private university.

Berry and Taylor (2013) made a study on ‘Internationalisation in higher education in Latin America: policies and practice’ in Colombia and Mexico. This work was concerned with internationalisation in Latin America and sought to consider perceptions and experiences in Colombia and Mexico, and to compare practice in the public and private sector. For the study interviews with senior managers in six universities were taken. The study showed a growing level of activity with some increasing levels of planning and strategy. Important differences were identified in the response of public and private universities, reflecting funding differences and freedom to determine institutional priorities.

Chan et al. (2013) studied about the accounting research among Canadian higher education institutions over the last two decades (1991-2010) and found that leading Canadian Universities were not as productive concerning overall publication in accounting journals as compared with Australia and UK.

Duraka and Tereza (2013) carried out a study on Kosovo higher education teaching quality based on students’ evaluation and their performances. Quantitative research method was used. Data was collected with the help of questionnaire among 1006 students who were pursuing their BA degree at Kosovo Public University i.e. “Hasan Prishtina University”. Students were selected from the 12 different University departments. The study revealed that a significant number of students of the Hasan Prishtina University were not satisfied with the teaching methods and assessments used by their University professors.

Gardner and Blackstone (2013) conducted a study on faculty experiences in the process of promotion to Professor in the United States. The

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study was made to understand the experiences of individuals who had sought promotion to full professor. It was a qualitative study conducted among 10 faculty members of one Research University in the United States. The results of the study found that issues of time, lack of clarity, and gender disparity were concerns for these faculty members.

Ogunyinka (2013)\(^{19}\) conducted a case study on higher education funding and cost sharing of universities in Nigeria. Random sampling technique was used in the study. The population of the study comprised 78 (federal and state) universities in Nigeria. The sample of the study comprised 14 universities selected from 6 geo-political zones in Nigeria. The study concluded by recommending cost effective strategies that would guarantee wider access to education.

2.0.2 Studies conducted in India

Bose (1973)\(^{20}\) undertook a study on problems of Calcutta University in terms of undergraduate education, post-graduate education and the problems of academic administration of the university. Case studies were made on undergraduate students in seven colleges under Calcutta University. Interview with the senior administrative officers were also conducted. Data was also collected from the statements, reports and comments made by different individuals and institutions. The findings revealed that the university faces problems like quantitative growth of institutions, students and examinees, shortcomings in the administrative arrangements, over consciousness of students and employees about their rights and privileges, problems of opening new departments and courses, lack of welfare facilities, poor library and laboratory facilities etc. Regarding under-graduate education pass percentage was less than forty and the reason being the inadequate number of working days, poor college


library, laboratory and lack of motivation. Besides these, finance was one of the main problems of almost all the colleges.

Chitnis (1973)\(^2\) conducted a study on teachers’ role in the college system. The sample of the study comprises 171 teachers out of 195 full time teachers of three non-professional colleges affiliated to Bombay University. For the collection of data interview schedule and information schedule were used. Relevant records and documents were also used related to the study. Data were analysed with the help of chi-square test. The study found more number of male teachers who were below forty years. Interaction between the teachers and students were extremely limited. Lecture method of teaching was used in the classroom and interaction in the form of questioning and answers or discussion was negligible. Work load was more for most of the teachers. Variation among the teachers was their due to various programmes.

Jha (1974)\(^2\) studied about the finance of Patna University and concluded that the major sources of university finances were grants received from the state government, the UGC and the fees and other charges realised from students. Income from examination fees was growing fast every year. Due to development of new departments and modernisation of courses of study expenditure also increased. During 1952 to 1974, due to large increase in enrolment at undergraduate and post-graduate levels, the University remained under constant pressure of increasing seats in all classes. It was also found that the Finance Committee failed to function properly due to the absence of elaborate financial rules, lack of suitable conventions and due to pressures exerted on them in the context of overall shortage of funds.

Mathew (1974)\(^3\) in the study on Kerala University finances revealed that the main sources of finances were University Departments, State Government, UGC, Government of India and other sources. Examination fees

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were the main source of income later. The State Government was the main financers of the University till 1954-55, after that UGC started functioning in 1957-58. There had been a rapid expansion of expenditure in the University due to increase in number of employees. Expenditure with regard to examination was more than teaching and research. It was also more in study and research in science departments than humanities. The overall expenditure of the University was on the rise by seventeen percent per year. Regarding general administration, expenditure increased from seven percent in 1947-48 to nineteen percent in 1970-71. The University was entering a period of stringency in terms of finances.

Mukerjee (1974)\textsuperscript{24} studied the finances of Calcutta University and revealed that the sources of receipt were examination fees, grants from the State Government and individual small items like other fees, income from capital funds. The administrative expenditure remained stable between 1948-48 and 1969-70 i.e. 33%. No departmental working plans were found between teaching, non-teaching and material inputs.

Nigam (1974)\textsuperscript{25} studied about the finances of the University of Rajasthan and it was found that the sources of finances were from students, the grants received from the State government and the UGC. Due to phenomenal development of the University since 1962, there had been huge and recurring deficit in the budget of the University. The Government grant was found inadequate. The method of ad-hoc grant to cover deficit was also found unsatisfactory.

Karandikar (1975)\textsuperscript{26} conducted the study to identify the problems of degree course students in the Poona University area and suggest possible solutions. Stratified random sampling method was followed in the study. Sample of the study include 2276 students of arts, science and commerce of 40 colleges


of Poona University area. Questionnaire was used for the collection of data. Only 1545 responded to it. Besides, 56 teachers were also interviewed for the collection of data. The data revealed that students came from varied socio-economic background and most of them were from rural areas. Rural students were better than the urban students in non-academic activities. Moreover, rural students were interested towards teaching profession while urban students were interested in other occupations. The teachers educated in the pre-independence era were least aware of the problems of the students.

A study has been carried out by Sinha (1975) on University Administration in Bihar. Survey type of study was followed. Data were collected from books, journals, periodicals, reports of various committees and commissions on university education and administration. Interviews were also conducted with the eminent administrators and teachers of Patna University. From the study it was clear that the evils like casteism, petty politics and low level of morality, authoritarian traits were reflected in the universities. Democratic principles also failed due to lack of training and half hearted efforts. There was no communication between the different components of the University. Students and junior teachers have to take active parts in the affairs of the University. The main aim of the higher educational institutions to produce knowledge, intellect and trained personnel were not reflected in the Universities of Bihar.

A study has been undertaken by Shahnez (1975) to critically assess American influences on the development of higher education in India during the post-independence period. For the collection of data the investigator developed a questionnaire and distributed among 600 teachers engaged in teaching and research in various Universities of India and 286 questionnaires were filled up properly. Data were analysed with the help of critical ratio and chi-square test. From the study it was found that America assisted India when the nation


possessed insufficient institutions, too few textbooks and an outmoded system of education. A total of Rs. 719.85 crores were obtained from the U.S. Governmental agencies for the development of higher education in India. Besides these, the equipments, apparatus and thousands of books were given as gifts and donations from the American Government. The total number of Indian Specialists who visited USA under Fulbright Scheme and under USAID was 2449 and 5778 respectively. Moreover, till 1969 about 68,000 Indians studied in USA.

Upadhyaya (1975)\textsuperscript{29} made a study on Student Unrest of the degree colleges of Eastern Uttar Pradesh. A total of 400 students, 100 teachers, guardians and 50 administrators from seven districts and affiliated to the universities of Allahabad and Gorakhpur were taken for the study. Questionnaire was the main tool of the study. The study revealed that the main causes of student unrest were inadequate contacts between the teacher and the taught, defective methods of teaching, indifferent attitude of the authorities on students’ problems, uncertain future of the students, inadequate parent-teacher contacts, direct and indirect support from the political parties and secret association of teachers with students.

Pimpalkhare (1976)\textsuperscript{30} conducted a study of the non-government arts, science and commerce colleges in Maharashtra in the year 1971-72. Out of 329 colleges (arts, science and commerce) 303 colleges responded to the study. Mailed questionnaires were used for the study. The study revealed that there were 95 colleges of arts, science and commerce in 1960 when Maharashtra attained statehood. After that, there was an increasing flow of number of institutions as well as students enrolment. Enrolment was higher in arts stream as compared to science and commerce stream. The State Government had provided some funds for payment of the non-government teachers. Regarding physical facilities, a number of colleges fall below the expected norms.


Solanki (1976)\textsuperscript{31} undertook the study on problems of tribal students on higher education in Gujarat and found that out of twenty eight tribes in Gujarat only fifteen tribes had gone for higher education and they preferred arts and science subjects. Forty percent of the students came from educated family. They were facing problems as the scholarship was not adequate.

Majumdar (1979)\textsuperscript{32} conducted a study on administration of Calcutta University and revealed that Calcutta University was modelled on the pattern of London University. It inspired the Indian Renaissance during the 19\textsuperscript{th} century. The University failed to acquire its potentialities and possibilities owing to its inner contradictions and was hastening into decline and inevitable promise.

Portia (1979)\textsuperscript{33} conducted a case study on the structure and functioning of academic departments of an Indian University. It was an exploratory as well as empirical method. Various documents were consulted regarding the functioning of the administration. Data was also collected from the heads of the department, lecturers, readers, professors and principals of colleges with the help of questionnaire. The study revealed that there was a disagreement regarding the structure and functioning of the University. The faculty members of the University believed that academic structure of the departments were not able to change the objectives of the university. The Heads of Department felt that the faculty members should engage only in academic matters and not in administrative matters.

Patel and Shah (1982)\textsuperscript{34} conducted a survey of Educational Researches carried out at post-graduate level in the universities of Gujarat (1971-80) and the survey revealed that a total of 1459 dissertations were available in the areas of administration of education, teacher training, teacher behaviour, the teaching-


learning process, reading skills, personality adjustment and pupils behaviour. For collection of data most of the investigators used survey and experimental methods and tools like questionnaires and psychological tests. It was also found that some of the dissertations were not good and some were good enough to be submitted as Ph. D. theses.

Joshi, et al. (1984)\textsuperscript{35} conducted a study of the classroom climate and methods of teaching adopted by Indian Universities in the faculties of science, arts and home science. In order to collect data two tools viz. attitude scale towards classroom teaching and a Student’s Perception of Classroom Climate (SPCC) questionnaire were constructed by the investigator. A total of 1094 degree college student of 11 universities of India, 16 home science teachers, 19 science teachers, 55 arts teachers of the affiliated colleges and faculties of the universities were taken as sample. The data of close ended questions were analysed with the help of percentage and open-ended questions of SPCC were analysed qualitatively. The study revealed that satisfactory democratic climate was available in the classroom of colleges and faculties under study. But, it was less in science classes. Majority of the teachers used both teacher-centred and student-centred techniques in their teaching.

Pillai (1984)\textsuperscript{36} undertook a study to investigate the teaching methods and evaluation procedures at the post-graduate level in Madurai Kamaraj University. The sample comprised 17 teachers from the disciplines of Tamil, English, Economics, History and Sociology. The tools like observation schedule, a student’s impression pro-forma and self-instructional modules were used. The findings of the study concluded that the students resorted to memorising because of language difficulty. Project work helped students in fostering an enquiry approach. Teachers realised the need to improve the process of teaching-learning evaluation and were ready to accept new techniques and methods of evaluation. Teachers, students and observers agreed upon teaching behaviours which needed


improvement and teachers were trying to involve students and let them participate in the learning process.

Kaur (1985)\textsuperscript{37} undertook a study on higher education in Punjab from 1882-1982 and it revealed that higher education in Punjab started with the establishment of Punjab university in 1882. It was only an examining body in its early phase. But after the Indian University Act of 1902, the university acquired the right and duty of inspecting its teaching institutions and to control its teaching equipments. After the Calcutta University Commission, the Punjab University started post-graduate teaching departments. By 1934 many new departments were started. In 1947, the Punjab University shifted to Lahore and a new East Punjab University was established in India and it was renamed as Punjab University in 1950. There were 116 colleges affiliated to Punjab University and 50,000 scholars in 1956. In 1957, it was shifted to Chandigarh and a new university i.e. Kurushetra University in Kurushetra was established in 1956. By 1966, it had three constituent and two recognized colleges. But with the bifurcation of Punjab in 1966, Chandigarh was declared as a union territory and Punjab University was no longer under Punjab Government. In 1961, Punjab agricultural University and in 1962, Punjab University and Guru Nanak Dev University were established. The number of general colleges had been increasing since 1882.

Joseph (1987)\textsuperscript{38} conducted the study on progress and problems of higher education in Maharashtra (1947-1982) since independence. Descriptive survey method was followed in the study. Purposive random sampling was followed for the selection of the sample. Data were collected from the six non-agricultural universities of Maharashtra. Findings of the study revealed a tremendous increase in students’ enrolment since independence. The curriculum and syllabi for the various courses were mostly traditional and no attempts were made to include local needs and resources. Moreover it lacked innovation and experimentation.


The introduction of 10+2+3 had resulted in declining enrolments in +3 stages. Apart from this, there was lack of modern management technique and little co-operation among the universities, state and central governments and the UGC.

Mathew (1988)\(^{39}\) conducted a study on the financing of college education in the private sector of Kerala and found that the State government was the most prominent source of financing of colleges in Kerala, meeting 90\% of the total expenditure. The UGC and College Management ranked next in supplying the necessary funds. The universities in the region contributed a very small percentage of the expenditure of the colleges. Salaries of both teaching and non-teaching staff were the most dominant component of college expenditure. The library, laboratory and maintenance grant from the State Government constituted less than 1\% of the total. The capital expenditures of the colleges had increased nearly five times in the course of 14 years from 1972-86. Recurring expenditures had also increased significantly. Performance of some of the colleges was quite satisfactory but there was much to be desired in the academic performance of majority of the colleges.

Benal (1988)\(^{40}\) carried out a study on the development of higher education in Karnataka University during Six Five Year Plan (1950-1985). Data was collected from the annual reports of the Karnataka University from 1950 to 1985. Self developed questionnaire were used for the collection of data and analysed with the help of analysis of variance and F-ratio. The study revealed quantitative growth of colleges and post-graduate departments in Karnataka University during six Five Year Plans (1950-1985). Expenditure was also increased due to various developmental programmes of the university. Library and laboratory of the university were also developed during that period. But, with regard to qualitative matter, result was not so satisfactory and no efforts were made to reorient the in-service teachers with modern techniques.

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Ramakrishnaiah (1989) conducted a study on job-satisfaction of college teachers in relation to variables like attitude towards teaching, management, sex and personality. With the help of Multi stage stratified sampling procedure, three districts of Andhra Pradesh was selected. A total of 480 college teachers (male and female equal in number), two types of management (government and private) and two levels of teaching (junior college lectures and degree college lectures) were taken for the study. The study revealed that the teachers in general were satisfied with their job. But compared to degree college teachers, junior college teachers were less satisfied with their work. The type of management and sex of the teachers did not have any significant influence on the job satisfaction of the teachers. The personality profiles of satisfied and dissatisfied teachers were similar.

Trivedi (1989) conducted a study to find out the causes of student unrest in Kanpur University and its affiliated colleges and found the causes of student unrest as irregular academic session, loose administration, raw deal to students, unhealthy teacher-taught relations, undue interference of undesirable elements and political parties through the students unions in the working of the university and its colleges, unfair handling of admissions and examinations, lack of proper climate of teaching, mal-administration of the colleges, lack of educational atmosphere and lack of job-oriented education, rising prices and lack of control of guardians.

Dash (1990) conducted a study to assess the development of higher education in Orissa from 1936 to 1985. The investigator collected data from libraries, record rooms, museums, archives, government departments and from the university. The study concluded that higher education in Orissa was introduced by the British Government with the establishment of Ravenshaw College at Cuttack in 1868. Before independence, development of higher education was

education was not so fast. But after independence a number of higher educational institutions had grown up both in respect to general and professional education with a massive student enrolment in Orissa.

Gupta (1990)\textsuperscript{44} conducted the study on teaching-learning process in higher education and found that objectives and evaluation of teaching-learning process are interlinked with each other. It was also found that learning experiences could be brought about through a number of ways such as classroom interactions, library, laboratory work, radio, T.V., films, field trips, museums, seminars, tutorials, assignments and other similar situations.

Kurup and Thatte (1991)\textsuperscript{45} conducted a study on the problem of resource crunch in higher education in Maharashtra state and its impact on quality and relevance of higher education and found that low level of capital expenditure, inadequate funds from the government had damaged effects on the quality of education provided in institutions of higher education. It had affected the science colleges more than commerce colleges. On the whole, the study concluded that institutions of higher education in Maharashtra were suffering from a severe financial crunch which affects the quality of higher education.

Sedwal (1998)\textsuperscript{46} conducted a study on growth and development of university education in India from 1920-1947. The study revealed that the Indian university system was strongly influenced by the British model. But with the establishment of Inter-University Board in 1925, it began to change from a system which served almost exclusively as an adjunct of the British administration network, to an educational apparatus at least partly devoted to Indian national development.

Tripathi (1992)\textsuperscript{47} investigated the development of higher education in Uttar Pradesh since independence. Historical method was followed in the study. The study revealed that the aims and courses of higher education are not relevant to the present day needs. Lecture method of teaching was used by the teachers and evaluation system was not satisfactory. Discipline was also not fully realised by the administration, the teaching community and the students. Physical facilities were also found inadequate. Besides these, there was no relevance between higher education and the employment of its product.

Farah (2002)\textsuperscript{48} undertook a study on teaching competency of the teachers in Delhi and found no significant differences between presage, process, and product variables of teaching competencies of the teachers trained through the formal and distance mode. But differences between the teachers trained through formal and distance mode were found out with regard to knowledge and attitude of the teachers.

Verma and Kapur (2010)\textsuperscript{49} conducted a study on access, satisfaction and future of undergraduate education in IIT. The study was conducted with nearly 260 students at two out of five original IITs in 2007-2008. It revealed that access to the IITs, satisfaction at the IITs, and future plans after the IITs are strongly correlated to students' socio-economic status. Even though admission to the IITs was based on an entrance examination, most of its students are from the socially and economically well-off families.

Rana and Vivek (2012)\textsuperscript{50} in their article on credit based evaluation system in higher education revealed its problems with ICT interventions and suggested possible measures in this regard. The problems found from the study


included time factor, infrastructural problems, language problem, availability of hardware and software, attitude of the administrators, problem of content, problems of finance, problem of infrastructure, teacher attitude and personal familiarity with computers. The paper concluded with certain suggestions that the policymakers must think while taking decisions about the integration of ICT in education.

2.0.3 Studies conducted in North-East

Chakravati (1972)\textsuperscript{51} conducted a study on history of education in Assam (1826-1919) and revealed that in the beginning the British followed a dual policy i.e. English education was selected to few people and Bengali was popularised among the masses. A comprehensive educational code was drawn in the Despatch of 1854, but some modifications were made in the Education Commission of 1882, the Resolution of 1904 and 1913. Progress was also observed during 1826 to 1919. Especially at the University stage students increase slightly in number. During 1901-02, the percentage of number of students at the University stage was 1.90 and it was 15.88 in 1918-19. But quality of education was not satisfactory. Only two colleges were there during the review period.

Singh (1986)\textsuperscript{52} conducted a study on development and problems of higher education in Manipur with special reference to financing of education since 1949 and found that higher education in Manipur started in 1946. After that, there was clear progress in the aspects of higher education like the establishment of new institutions, enrolment of students in colleges and post-graduate classes, number of teachers. Research had been badly neglected in Manipur. Expenditure was increased continuously during the past 33 years.


Dutta (1988) carried out a study on the development of higher education in Assam from 1901-1947. Data were collected from primary and secondary sources like descriptions, analyses and interpretations of historical facts, annual reports of the education department and from the reviews made regarding the progress of education in India and from the Assam Governments Resolutions. It revealed that higher education was introduced by the British Government with the establishment of Cotton College in 1901 which was affiliated to Calcutta University. From 1901-1980, there were only two colleges in the area. Female students were quite less in number. There were no professional and technical institutes in Assam till 1947. Gauhati University was the first University which was established in 1948 in Assam to cover the states of Assam, Manipur and Nagaland.

Henia (1988) carried out a study of the growth and development of education (1947-68) in Manipur and found that the modern system of education developed late in Manipur. The Western Christian Missionaries contributed a lot to the rapid development of Hill Tribal education. The gap between the hill tribes and the plain tribes in education appeared to be significantly wide due to religious, language and economic reasons followed by constant political unrest including communications. Adult education or social education was launched in Manipur to remove illiteracy. In the early years, Christian Missionaries had contributed a lot to the educational development of Manipur. The Mission education quickly flourished in the valley-plain areas, especially in and around Imphal. But a complex political and insurgency activities hampered the progress of education in the hill areas.

Buam (1989) conducted a study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya. Purposive random sampling technique was followed in the study.

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The sample of the study comprises 150 final year degree college students, 40 college teachers, 10 administrators from the State Education department, university officials and college principals. For the collection of data the investigator developed an interview schedule and a questionnaire. Percentage was used for the analysis of data. The study found that the respondents were in support of 10+2+3 as it brought about uniformity, promoted national integration and helped to enhance educational standards. Students were of the opinion that the existing curriculum is not related to real life. They were in support of the grading system. Students were facing problems like textbooks, laboratory equipments, teaching aids, type of questions set in the examinations and unemployment. Moreover shortage of laboratory equipments, textbooks and more workloads were the problems faced by the teachers.

Deka (1989)\textsuperscript{56} conducted a study on development of higher education in Kamrup district of Assam and its impact on society. The study concluded that there was phenomenal growth of higher education in the area but it was slow regarding professional and technical education. Pass percentage of female students was higher than male students. Quantitative growth of higher educational institutions in the rural areas had created many problems in the society especially the problem of unemployment. Pass percentage of majority of the colleges were below the university percentage and it was due to poor quality of students admitted and high student-teacher ratio.

Dkhar (1991)\textsuperscript{57} carried out a study on the development of higher education in Meghalaya during 1924-1989. The sample of the study comprised 26 colleges of Meghalaya state. Data were collected with the help of questionnaire developed by the researcher. Data were analysed with the help of qualitative technique including percentage. The study reported that that St. Edmund College was the first college in Meghalaya which was established in 1924. Development of collegiate education was faster after Meghalaya attained


statehood. Male students’ enrolment was higher compared to female students and pass percentage in science stream was slightly higher than other streams. Students’ welfare services were provided in almost all the colleges. Finance is one of the most important problems of all the colleges in Meghalaya.

Rymbai (2002)\textsuperscript{58} conducted a study on development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. The study revealed that only two colleges were there in the entire Barak Valley and Karbi Anglong areas of Assam before independence. Progress was rapid only after independence. But, the quality of education was lagging in the higher educational institutions. Regarding professional education, the area was not developed.

Mahanta (2007)\textsuperscript{59} studied the problems of college education in Brahmaputra Valley of Assam and revealed that number of colleges had increased after independence. Most of the rural colleges have laboratory problems, problem of teaching equipments, accommodation and overcrowded classrooms. The colleges were receiving government grants but teachers do not receive their salary regularly. Teachers revealed that prevailing curriculum is theoretical, there was no transport facility and much work load but salary was low. Few colleges faced problem in running their institutions due to lack of finance. Students were not satisfied with their college compound and they felt that class duration was long. They were not getting scholarship, work load was heavy and they were facing problems regarding medium of instruction.

2.1 Conclusion

The above review of related literature revealed that there lays ample scope of research in the field of higher education in Assam. Although some research works have been conducted regarding higher education in Assam, no sufficient light has been thrown on the scenario of higher education in the state.


From the above review of related literature in the related field it is evident that no elaborate study was taken with regard to such issues of higher education as academic, infrastructure, administration, management and so on covering all the districts of Upper Assam. Thus the need is felt for a study on higher education in Upper Assam keeping in mind some crucial aspects, which are necessary and forms an integral part in demonstrating the highest possible standard of quality in their work. So it is quite significant and relevant to study the status of higher education in the districts of Upper Assam.