CHAPTER-II

REVIEW OF THE RELATED LITERATURE.

2.1. REVIEW OF RELATED LITERATURE OF THE PRESENT STUDY.

For the present study, the investigators could avoid some of the studies done by the researchers of the part in different regions of the world. Their studies related to higher education and its different aspects are highlighted under the following heads:

A) STUDIES IN HIGHER EDUCATION ABROAD

B) STUDIES IN HIGHER EDUCATION IN INDIA

C) STUDIES IN MANIPUR

A: STUDIES ABROAD

The review of researches in higher education in some of researches in higher education in some of countries revealed the following:

UNESCO⁶ (1986) made an “Inventory of Educational Research on Higher Education Suggested agenda research strategies.” These studies conducted by UNESCO, revealed the enquiring into the higher education system in rather recent and were started about 20 years back in the U.S.A.

SAMRIT.Y. (1990) Studied, “The governance’s structure of Thai higher education and the policy makes 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 progress.

EWELE, P(1991) Undertook “to capture the ineffable New forms of assessment in higher education reprinted from Review of Research in Education.”

In U.S.A. in the recent past, enquiries focused on student deficiencies in basic skills, student involvement in learning skills, student involvement in learning, performance feedback and curricular contents and structure, all with the aims reformation intervention. Researchers developed new technologies in test making, new models of learning and development, and more. Complex theories that demand multi-method approaches accounting for not only quantitative classroom and institutional environments. In consequence of this greater complexity and richness, interpreting the results of assessment has become more problematic; add potentially leads to errors in high state decisions, such as denial of founding. This is particularly true when assessments designed for one purpose are used for another. Researchers are beginning to draw attention to the need to consider the consequences of
assessment interpretation and to re-invest assessment with its original purpose and values. The understanding and improvement of colligate learning.

**FRUMAM, K. (1991)** Studies “The impact of changing of Hungary.” In this study researches attempted to address the issues of shift from centrally planned to free market economics in Eastern European Countries, as it meant educations contribution to successful economic competitiveness of these countries. Planners are attempting to address such issue as institutional freedom in decision making and curriculum control, expanding student opportunities for education and development of private Universities.

**HUA, T.P. (1991):** In this study “what kind of research in higher education in Vietnam’ started that current research in higher education concentrates on problem solving 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.

**GUSTAFSON, L.C.(1991):** Studied “The teacher education development 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 on enhance alliance between education department faculty and the university or college for purpose of professional development. The final analysis revealed various antiques. Benefits included; Political for improved teaching
for faculty; improved education for students; appreciation for learner-centered teaching methodologies and enhanced institutional reputation.

LIANQING AND HONGMING, H(1991): Studied "the status quo of university run S and T industry in China and some proposed way of its development." The study concluded that in China the issues of research are: Mechanisms within the University that Control S and T research and dissemination, the limitation that ought to be placed an analysis of types of products on which S and T research ought to concentrate, the interaction of S and T research with other academic spheres of the University, Co-operation between domestic and international S and T enterprises relations between the products of S and T research and actual market for these products.

ALTBACH, PHILIP, G.A.(1991): Undertook to study "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 higher education in which knowledge about 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 industrialised nation's and the third world.
LEE, J.K. (1997) STUDIES: "Development of contemporary Korian higher education (administration)". The aim of study was to describe contemporary Korian higher education, focusing on prospective of educational administration, to explore religious and philosophical factors influencing contemporary Korian higher education and to analyze historical factors into meaningful chronological and thalamic categories through a descriptive content analysis method. Finally, no empirical evidence or finding is indicated in the conclusion, but this study leaves the practical research made and useful information as a road map for future studies.

HUI, PHILIP KWOK-FAI (1998): "A comparative historical analysis of historical analysis of higher education development in MACAU and Hongkong State intervention, Portuguese and British imperialism and colonialism( China)." How colonial states did intervened higher education development and use it as a means for imperialism and colonialism as evidenced by Macau and Hongkong. The study argues that Hongkong was treated as one of Britain’s Pawn in its intercourse with China. The historical facts and analysis on structure change described in this study will be a significant contribution to the general understanding of the political and social dynamics of state controlled education system not just in these two colonies but throughout the world.
GIBSON, B. AND BARBARA'S (1998): Undertook the study "The development of Community Colleges in Pennsylvania from 1961 to 1968 an examination of the effect of the Community college Act of 1963 and selected Community." The purpose of this study was to explore how the Community College Act of 1963 became enacted in Pennsylvania and how selected communities decided whether to apply for establishment of Community College. This study used a framework design historical policies analysis. Historical method was used to question Primary and Secondary sources of data. Grounded theory helped determine the scope and refines theory. This study showed how political power the strength of groups of people contributed to the establishment of both state legislation and individual institutions. Further policy analysis and correction advance these institutions and the people they serve.

TOOLEY (1999): "Higher education in particular has become a critical area, an area of global education industry." It is clear that of late the focus an education has shifted to the economic aspect. This is the results of the development of the community-culture, economic communication and the onslaught of information technology; the geographical boundaries between the countries have practically become insignificant expectation a physical sense.
The concept of a global rural, the environmental concerns and the modern geo-political impact have significantly changed the present day world order. Education has not been able to escape the assault of globalization. The overall improvement consciousness will continue to be governed by the level of education in general and higher education system of a country in particular.

With the changing pattern of society world over, the concept of globalization of higher education system and its management have to develop and attitude by which students are treated as clients whose requirements and their continuously changing ambitious are met. The teaching generation has to change the way of their thinking and working style. Academic freedom will have to be given to priority. The university will have to restructure them self to face the new challenges of competition nationally and internationally.

MARTINI, P.J. (2000): Undertaking to study “The Larson Commission and the development of University system Maryland’s 21st century road map for higher education and governance. The purpose of this study was to examine the development of University system and the outcome of the Larson Commission and subsequent legislation relevant to Marryland Higher Education. The investigation used three forms of involving qualitative
Research observation, interview and collection of archival data. Findings were the result of interviewing key actors within the governance and structure of Maryland Higher Education and observing the commission and legislative process. The implications of this research are that the Larson Commission contributed significantly to establishing a clear 21st century road map for Maryland's Higher Education. The task force: the established required requirements as an effective Commission and legislation led to enhanced Maryland's State Plan for Higher Education.

Another important study was conducted by PHILIP.G.ALBACH which also has relation with present study. The finding and suggestion of PHILIP was published in the journal NEW FRONTIERS IN EDUCATION VOL XXXV (2); 2005 UNDER THE TITLE, "A WORLD CLASS COUNTRY WITHOUT INDIA'S" WORLD CLASS HIGHER EDUCATION; INDIA'S 21ST CENTURY DELIMMA. (PHILIP G. ALTBACH; MONAN PROFESSOR OF HIGHER EDUCATION AND DIRECTOR OF THE CENTER FOR INTERNATIONAL HIGHER EDUCATION BOSTON COLLEGE)

In the paper, PHILIP.G.ALBACH highlighted some realities of higher education in India. India's colleges and universities, with just a few exceptions have become large, underfunded, un-governable institutions. At
many of them, politics has intruded into campus life, influencing academic appointments and decisions at all levels. Under investment in libraries, information technology, laboratories and classroom make the situation worse from bad. The rise in number of part time teachers and freeze on new, full appointments in many places has contributed to a declined in the commitment of the academic profession. The lack of accountability at any level means that teaching and research performance is seldom measured. The system provides few incentives to perform to the highest standards. Bureaucratic inertia hampers change. Students unrest and occasional faculty agitation sometimes disrupts normal operation, delays examinations, and create tensions. To complete successfully in the knowledge best economy of the 21st century, India needs enough universities that not only produce right graduates for export but can also support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy. However, India build internationally recognized research-oriented universities with no time, but county has the key elements in place to begin and sustain the process. India will to create universities that can complete internationally to fully participate in the new world economy.
C. STUDIES IN INDIA:

MISRA (1959): Conducted on the “The various problems of higher education connected with educational financing in this country”.

The important objective of the study was:-

i) to trace the evolution of educational finance in India during the period from 1959 to 1968.

ii) To evaluate existing trends and administrative practices in financing education and

iii) To make suggestions to place educational finance on an adequate and sound footing to develop education rapidly.

The main suggestions made on the basis of findings of the study were:-

i) the education departments in the state need to reorganize to decentralize administration and co-ordinate various efforts for education,

ii) universities should meet their expenditure mainly from fee receipts and endowments,

iii) the grant-in-aid rules should be periodically received to suit the changing needs and conditions and

iv) the wastage and ineffectiveness in educational expenditure should be avoided.
The major findings of the study were:

i) The growth in educational expenditure was studied with reference to the annual expenditure figures from 1951 to 1961. The usual sources of education finance such as Central Government funds, State Government funds, Local Bodies resources, fees and endowment, and other miscellaneous sources.

ii) For the study of the performance of the different states in education, comparative status of educational development on the basis of the six (6) points criteria was formulated:

a. accomplishment in education;

b. ability to support education;

c. the degree to which accomplishment is commensurate with the state's ability to support education;

d. efforts of the States in education;

e. efficiency of the educational effort and

KAMATH (1968)\textsuperscript{32}: Undertook a study on “The recurring institutional expenditure per student per annum at the under-graduate and post-graduate stages, in the University of Poona”

\textsuperscript{32} Kamath, A.R. (Ed.): ‘Unit Institutional Costs in Higher Education’ Poona, 1968, p/521
The study revealed that:-

a) the per student cost for the four year period coverings pre-degree courses in Commerce, Arts and Science are approximately Rs. 1,200, Rs. 1500 and Rs. 1,800 respectively.

b) The higher costs in the Science courses are certainly due to the costs of laboratories and equipment. Somewhat lower costs in the Commerce as compared to those Arts courses are on account of the fact that commerce course constituted a much more homogeneous group allowing fewer branches of specialization.

c) Per student cost in college is higher than in the colleges in Poona. Per student per annum cost of post-graduate instruction in the University department are four or five times as high as that for under-graduate instruction in the colleges.

d) The costs of technical education such as Medicine and Engineering at the under-graduate level are again four or five times as high as those of general education in Arts and Science.

SHARMA (1969) conducted a study on wastage and stagnation in higher schools in India.

The study revealed that,

i) more drop-outs are reported from size families,
ii) drop-outs are usually from nuclear families, who suffered the death of one or both the parents,

iii) drop-outs are usually older in age and come from families of low income group and

iv) Some of the parents are sensible to the physical facilities available at the school and perceive no need for education of their children.

SHAH (1969) had undertaken a study on “the growth of educational expenditure and the role of private sector and government in the financing of education according to level and type of education as well as according to institution by management”\textsuperscript{33}.

**The main aims of the study were:**

i) growth of educational expenditure in constant prices;

ii) increase in expenditure per student in real terms;

iii) proportion of institution going population and children actually enrolled

iv) Teacher student relationship.

i) **The main findings of the study were:** the public sector spent 2.9 percent of the national income on education in 1965-66 and including private personal expenditure the proportion comes up to 4.5 percent;

ii) Total recorded educational expenditure in India increased by 204 percent in current prices over the decade 1950-60. It gives an average annual growth rate of 11.8 percent. In terms of composite index, which includes constant salary per teachers, constant cost of building, the increase in the educational expenditure works out to 116.3 percent.

iii) The share of elementary education in the total direct expenditure on education declined whereas that of secondary and higher education increases over the decades and a half.

On the basis of international comparison it appears that the allocation of the direct expenditure in India has been more in favor of higher level of education.

**RAJ (1970)** was an eminent educationist and leading economist of India, also condemned the unprecedented growth of higher education because of its continuous and aimless growth.

According to him," What is above all wrong higher education in India now is that a very large segment f it has ceased to be higher education, in any meaningful sense of the term”.

Indeed, the purpose it serves can to a large extent be met equally well by proper school education. The major causes of this degradation of higher education in India, according to him, is mainly the rapid growth in the number
of student enrolled for higher education in the course of the last two decades, and opined that if the present trends continue the total enrolment in higher education might be more than twice the national requirements by the middle of the 1970s. Governmental subsidiary to student and instructions and the aimless system of secondary education have been cited as the causes for this crisis. Vocationalisation of secondary education, giving priority to primary education and linking higher education with national development are some of the suggestions offered by him to solve this crisis in higher education.

BOSE (1971)\textsuperscript{34} conducted a study on “the cause and consequences of the increase in enrolments in the colleges and Universities of Bihar”

The study revealed that the problems of the number are unlikely to be solved by any measure taken at the academic level alone. Not only are more funds needed to give proper instruction to those of the vastly increased numbers who are truly deserving, but alternative avenues have to be created for those of the undeserving who having nothing better to do and possessing the wherewithal to pay admissions, crowd into the institutions of higher learning without either the ability or the willingness to submit themselves to the academic life.

MUKEJJI (1971) pointed out the problems due to the unprecedented increase in numbers in the colleges and universities during post-Independence period.

According to him “far too many students move into the colleges and post-graduate stages. Both the numbers and proportions involved in these sequences in India are the largest in the world having serious repercussions for the system as a whole that is, these sequences work differently here”.

Firstly, the flow is large for the soft courses where the expansion is more difficult to prevent, a fact which leads to a functional distortion and largely creates the phenomenon of the educated unemployed,

Secondly, by creating too large a pressure at the top it prevents an adequate diversion of resources to the lower end of the pyramid, both for expansion and the training up of quality and thereby helps to perpetuate the imbalance. Moreover, he pointed out that unprepared and unwilling student are going in for higher education simply because of the lack of employment opportunities, giving rise to the vicious circle caused by a result of fall in quality.

NAQVI (1971)\textsuperscript{36} studied, "A case study of Delhi University in order to show the growth of enrolment in the single University during the period from 1922 to 1971".

The study revealed that:

i) Enrolment in this single university during the period from 1922 to 1971 remained under two thousand during the twenties and was under three thousand at the beginning of the World War II.

ii) There was a decline in the enrolment during the early years of war, but the number double in the 1940s. From 4,178 in 1948 the number of student on the rolls increased to 15,488 in 1959; result in the establishment of more colleges.

iii) The number of student s increased from 15,488 in 1959 to 56,029 in 1969, even when students of correspondence course of preparatory class and those registered with Non-Collegiate women’s Board are excluded.

SUSANE HOEBER RUDOLPH (1972)\textsuperscript{37} conducted a study on “Education and politics in India is a collection of articles on the problem of higher

\textsuperscript{36} Naqvi, K-A.,: A case study of Delhi University.
\textsuperscript{37} Susane Hoebers Rudolph: Education and Politics in India, Studies in Organization, society and Policy, Delhi, 1972. p/8
education in India during the post-Independence period mainly due to the 'politicization' of higher education in independent India).

**The study revealed that:**

i) It involves the appropriation of educational structures and resources and the displacement of education goals by organized political and community (religion, caste, and locality) interests.

ii) The effect of politicization is to subsume the education goals and processes of particular education institutions to those of organized extra-education interests.

iii) The problems due to the politicization of higher education such as increasing private ownership of higher educational institutions, democratization of education institutions and lowering of standard of higher education due to increasing democratization.

iv) The expansion of higher education as well as democratization has resulted in the lowering of standards of higher education.

**Jayaraman (1974)** conducted a study on “The role of the state in higher education “. By receiving the various aspects of state policies towards university and established that the state Government depends on Central funds

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for schemes of qualitative improvement in higher education while they
themselves do their best to manage problems related to quantitative expansion.

The study revealed that the study relationship between Universities and State Governments under three heads namely-financial, legislative, administrative and concluded that the influence of the stage Government over Universities was increasing day by day.

Thus colleges are often sanctioned despite the University’s opposition because of strong political pressures, while a dialogue between the government and University is possible, it is too often one-sided with most of the power on the government side.

KAUL (1974) studied, “A critical analysis was impressively attempted regarding the progress of higher education in India from 1951 to 1971”.

The study revealed that higher education in India is on the grip of a crisis conscience. It is fast losing its credibility and its functional utility. The university system as we know, is breaking down, this world indeed be welcome if a system closer to the needs and aspirations of the people took its place. This is not happening. There is, therefore, no time for soft works, charming nonsense and soporific clichés. After the examining the growth of

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enrolments in Universities and colleges, the growth of expenditure on higher education and the wastage caused by the explosion of numbers the Investigator remarked that higher education has failed to meet the challenge of Indian society.

**RAMA MURTHY (1975)**\(^{40}\) undertook a study on “Critically analyzed the various issues related to higher education in India, such as rotation of headship in universities, a running grade to the teachers, educational planning and rationalization of curriculum and examination”.

The study revealed that reforms in our universities are not impossible but what is needed is a mental preparedness for the changes and further added that it is imperative for our universities to effect structural changes, if they want qualitative growth of education.

**AZAD, J.L (1975)**\(^{41}\) undertook a study on “the various problems conducted with the financing of higher education in India during 1947-1969”.

**The objectives of the study were:**

i) to analyze the behaviors of higher education finance aggregative as well as instructional with a view to gaining inside into the relative financial position of different categories of university institutions;

\(^{40}\) Rama Murthy, V. (Dr): “Restructuring the University” Sterling publishing Pvt. Ltd. New Delhi, 1975, p/85

ii) to study the patterns, procedures and policies adopted by central and state government of financing higher education and to discuss the adequacy or otherwise of the machinery for financing higher education and the machinery for financial administration; and

iii) To discuss certain basic policy issues relating to the financing of higher education.

The major findings of study were:

i) The annual rate of growth of expenditure over the years under study (at constant prices) is the highest (11.9%) in the case of higher education as compared to 8.3 percent in the case of overall education and 3.3 percent in the case of national income.

ii) As a percentage of national income the increase in the expenditure on higher education was larger than the education as a whole.

iii) In terms of per capita expenditure on education as a proportion of the per capita net national product, there had been material changes in the position of state during the period under study.

iv) An analysis of the inter-institutions priorities revealed that state was taking large outlays on higher education then other education programmes.
The universities have been spending large outlays on ‘consumption’ i.e. staff salaries, scholarships and conduct of examinations than on investment like buildings, equipment and libraries.

The study also commented on the inadequacy of resources for financing affiliated colleges under the universities, about the undesirability of the multiplicity of financial organizations and management which provided fund of higher education and about the rigidity of the grant-in-aid codes in certain states.

Sharma (1977)\textsuperscript{42} conducted a study on “The growth rates in university enrolment over a period of 15 years, i.e. from 1961 to 1975”\textsuperscript{16}.

The main findings of the study were that

i. there is a positive relationship between expenditure on higher education and the enrolment,

ii. There is a negative relationship between student’s fees and enrolment,

iii. There is a positive co-relationship between employment of degree holders and enrolment, the co-efficient is not statistically significant to form a definite conclusion in this regard and;

\textsuperscript{42} Sharma, G.D, ‘Enrolment in Higher Education’ New Delhi, 1977
iv. The per capita net national product has no influence on the variations in enrolments.

The latest attempt by University Grant Commission to reform the educational system is highlight in its publication entitled “Development of higher education; A policy Frame”. It states that higher education continues to be dominated by models and value systems adopted during the colonial regime and it is inadequate to meet our national needs and aspirations. It also stated that the system of higher education is now in a state of crisis due to uncontrolled and unplanned expansion, inadequate input in term of money, materials and talent, falling in standards in a large proportions of institutions, weakening of student motivation, increase of educated unemployment, weakening of discipline and days-functionalities create by the adverse effect of socio-economic problems, a lack of relevance and significance undue political and partisan pressures and lack of a national consensus in dealing with such situations. The “policy frame” stated that the system needs a drastic overhaul and the government should take decisions on delinking most of the jobs from degree and provide large additional investment etc. it also opined that the government should support the universities to introduce selective admissions in colleges. Vocationalisation should be given top priority, since this alone can give us a middle level semi-skilled manpower.
Apart from linking education closely with productivity this will reduce pressure on the Universities since the diversion of about half of the student in the vocational course is contemplated.

**INREDJIT KAUR, 1985**: Studied “Higher education in Punjab from 1882 to 1982”. The objectives of the study were: to trace the development of higher education in Punjab from 1882 to 1947: to find how development of higher education in Punjab was influenced by the country’s independence i.e, by the government’s national policy. Some major finding was: with the foundation of Punjab University in 1882, higher education and the state started spreading gradually. In 1882 the University had only three affiliated colleges were affiliated to Punjab University, out of which seven were studied at Lahore alone; in 1947, the University to the new Punjab University in India.

A remarkable study was conducted by **D.K. NAURAL AND SANJEEV BHALLA (INDIAN INSTITUTE OF TECHNOLOGY ROOKIE, UТАRANCHAL -247667)**. Under the topic of **HIGHER EDUCATION IN THE MILLENNIUM: THE NEED FOR A PARADIGM SHIFT** which was published in the journal of educational Planning and Administration, volume (xviii) No.3. July 2004. The paper was designed to stimulate thoughts, encourage substantive discussion and identify an appropriate agenda for the higher education of the near frame which will be characterized by spectacular
advancements in information technology, expedition globalization, declining state support, the amazing pure of production of knowledge in all fields, massive reduction in the state of the governments as a major employers, growth of science technology inclusive industries.

**DUTTA, PRADIP CHANDER 1988**: Conducted study on the Development of higher education in Assam during the first half of the 20th century. The objective of the study were: to study the pattern and structure of higher education in Assam; to study the process of development of higher education in Assam between 1901 and 1947; to study the changes in the administration set-up and finance of higher education in Assam. The major findings of the study were: physical facilities including hostels etc were very in adequate but the academic results were quite satisfactory; the first college in Assam was established by the British Government in 1901 i.e. Cotton College, up to 1980, there were only 2 (two) colleges and those were affiliated to Calcutta University; the first University was brought into existence from January 1948 to cover the States of Assam, Manipur and Nag land.43

**BENAL, B.I (1988)**: Conducted on “Development of higher education in the state of Karnataka during six five year plans (1950-1985), with special reference to Karnataka University”. The objectives of the study were: to study

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43 Ch. Suchetra, pp/37-38
the development of higher education in Karnataka University with respect to the quantitative growth, way of investment, sources of finance, library facilities, hostel facilities, scholarships administration set-up and establishment of post graduate centre; to study the improvement of the quality of teachers; and to study the problems of examination and evaluation. Some major finding was: there has been a considerable increase in the quantitative growth of institution. Viz, affiliated, constituent College and University, Post Graduate departments during the plan period (1950-1985); hardly any efforts has been made for re-orienting in-service training with up-to-date knowledge for the teachers recruited at the affiliated college and at the University level; the University authorities made no consistent effort to evolve new techniques and devices for evaluating the students, progress through the examination.

DEKA, BIRENDRA, 1989: Conducted study on the “Growth and Development of higher education in Kanpur District since independence, and its impact on society”. The main objectives of study were: to trace the growth and development of higher education in Kanpur district since independence.

JOSEPH, T.M. (1989): Conducted study “progress and problems of higher education in Maharashtra since independence (1947 to 1982)”. The objectives of study were: to study the progress of higher education in Maharashtra as evidenced by qualitative and quantitative measures; to indentify the problems
in higher education; and to suggest alternative and changes in the pattern of higher education some major finding were: there had been a tremendous increase in student enrolment curriculums and syllabi for the various course had been along traditional lines with little attempt to adopt to local needs and resources; there was little co-ordination among the universities, state and central governments and the UGC.

**DASH, JAGANATH PRASAD 1990,** Studied, “Development of higher education in Orissa (1936-85)”. The objectives of the study were: to analysis, the different aspects of higher education; and to trace how far the vital aspect of education have been properly implemented and experimented within the province of Orissa. The main findings were: from 1947 to 1985, Orissa made rapid strides in higher education with the establishment of the Sambalpur University (1967), the Berhampur University (1967), the Orissa University of agriculture and technology (1962) and the Sadasiva Sanskrit Viswavidyalaya (1981).

**RUBY DKHOR, (1991):** conducted study on “Development of Higher Education in Meghalaya”. The objectives of the study were: to trace the origin and development of higher education in Maghalaya in the historical perspective. The major findings were: the first college in Maghalaya was established in 1924, and the University in 1973; the place of the Development
was slow between 1942 and 1972; the Development was faster after Mghalaya
become a full-fledged state in the year 1972.

**KURUP, M.R. AND THATTE, L.R.1991:** Pricing higher education: A case
study of Maharastra. Independent study Mumbai: Va.Vaze College of Arts,
Science and Commerce. (ICSSR funded)

**PROBLEM:**

The study focuses on the problem of resources crunch in higher
education in Maharastra State, bringing out the implications of the resource
 crunch for the quality and relevance of higher education.

**OBJECTIVES:**

i) To examine the extent of the resources crunch and its implications for
progress in the sector of higher education in Maharasta. and

ii) to estimate the demand for and supply of seats higher learning by the
year 2001 and estimate the resource requirement for meeting this demand.

**METHODOLOGY:**

Five hundred and forty institutes of higher education were surveyed.
Responses were received from 42 colleges and seven Universities in the state.
The students were also surveyed from these Colleges. Structured
questionnaires for principals and students were used as tools to collect data.
The collected data were treated with average and percentages.
MAJOR FINDINGS:

i. Low levels of capital expenditure, inadequate funds from the government, etc, had demanding effects on the quality of education provided in institutions of higher education.

ii. The resource shortage had affected science colleges more than Commerce Colleges.

iii. The student-teacher ratio per student expenditure on the one hand standard of output and academic achievement of students on the other was positively associated.

iv. Similarly, experience of teachers and capital expenditure in particular and total expenditure in general, by the colleges were also positively associated with academic achievements.

v. The unit cost of higher education in Maharastra was estimated by R.1.719.

vi. There appeared to be a U-shaped relationship between the unit on the one hand and the faculty strength on the other.

vii. On the whole, the study concluded that institutions of higher education in Maharastra were suffering from a severe financial crunch which has implications for quality of higher education.
TRIPATHI, R.S. 1992: Studied “Development of higher education in Utter Pradesh since Independence”. The objectives of the study were: to study the facts and events which have influenced the development of higher education in Utter Pradesh; to study the problems of higher education related to aims and objectives, curriculum, method of teaching, physical facilities, employment and higher education. The main finding were: the courses of higher education have lot of irrelevance; the administration of higher education has been gradually subjected to persistent government interference which has eroded the academic accent in higher education; there was no relevance between higher education and the employment of its products.

LIKESHPPA (1992): Conducted a study on “Development of a set of scales to evaluate functioning of colleges of education in Karnataka”

The main objectives of the study were:

i. to develop objective, reliable and valid scales to evaluate colleges plan and administration, teaching faculty, practice teaching, co-curricular activities, evaluation procedure and techniques, innovation and experiments; and

ii. To evaluate the tool in terms of inter rater reliability of the entire scale and each sub-scale, content and concurrent validity, objectively and practicability.
The important findings of the study were:

The scale developed by researcher to evaluate functioning of colleges of education in Karnataka is objective, valid, reliable and practicable.

GEETA (1995) conducted a study on "Relation between mental Hygiene and job satisfaction among colleges teacher"\textsuperscript{44}.

The important objectives of the study were:

i. to find out the level of mental hygiene and its association with the job satisfaction of college teachers;

ii. to find out relationship between three variable viz., aspect of mental hygiene (perception of reality, integration of personality, positive self-education, group-oriented attitude, environmental mastery), overall mental hygiene score and job satisfaction;

i) To study some personal, social-culture, academic and organizational characteristics of colleges teacher.

ii) To find out reasons for low mental health and suggestions for improvement; and

iii) To find out reasons for low level of job satisfaction and suggestions for improvement.

The main findings were:

\textsuperscript{44} Indian Educational Abstract, Vol.2, No. 1, January, 2002, NCERT.
i) Highly signification positive correlation was found between all five factors of mantel hygiene inventory and job satisfaction.

ii) There was no signification different in mental hygiene of young and middle-age college teachers.

iii) Gender, family size, marital status and rural-urban area did not have much impact on mental hygiene of the college teachers.

iv) Family status, amount of stress and anxiety had significant impact on college teachers’ mental hygiene.

v) Load of work, stress and anxiety and significant impact on job satisfaction.

vi) There was no significant mean different between college teachers, sex, age and faculty combination interaction effect and their mental hygiene.

vii) Mean different between age and job satisfaction of college teacher was found significant.

viii) All the factors in totality had its impact though the individual effect of some of them might be insignificant.

**POWER (2000):** “Higher education in the twenty first century promise to be not only demanding but also refreshingly different”. Imparted under the all-prevailing influence of the communication technology revolution it will be
student-centered, committed to the concept of lifelong learning, responsive to the needs of the society, increasing privately in character placing emphasis on quality with partnership and networks being important. While discussing the aspect of internationalization he has expressed the view: “internationalization of higher education is a fact of life that cannot be neglected. It can both enrich the teaching /learning process and provide financing stability to institution. It is for the Indian University to take advantage of the opportunities.”

VENKATESWARN (2000), highlighted the challenges confronters’ have higher education for which solution have to be found which should be innovation briefly these are:

- Expansion of higher education maintaining high quality.
- Modernizing and restructuring the existing educational system.
- Training and retraining the existing gradate to meets the challenges.
- Evolving a modern curriculum to accommodate the expanding knowledge and expertise
- Make education effective and cost effective and reachable
- Creating a proper and purposeful interface between the universities, industry and the community-society.
• Meet the challenges of internationalization and convert the Indian system effective, globally competitive and attractive.


**The major objectives of study were:**

i) to identify vital problem areas in higher education such as enrolment, expenditure, financing, and planning,

ii) To assess total costs in higher education classified under relevant institutional categories.

iii) To compare costs for different aspects of higher education like salaries, laboratories, libraries, students’ amenities, and

iv) to compare investment of different agencies in higher education like, the State Government UGC, etc.

This was a nominative historical study. Necessary data were collected from primary sources like documents and reports of the State Government, Universities, and the Planning Commission. The Secondary sources for data were mainly published books, search papers, report of conference and seminars on higher education.
The major findings of the study were:

i) There was a phenomenal growth of institutions of higher education in Kerala during the period under review. There was only one University in 1956 and the number increased to four and the number of arts and science College increased from 46 to 128 by 1975-76. The establishment of Colleges was done without much planning. The District wise distribution of arts and science college and population served by each college showed, in certain districts like Quailing, Pal hat, Connors, and Calicut, the number of colleges were on an average, less in relation to their Populations.

ii) More than 82 percent Arts and science colleges in the state near under private management.

iii) The average annual rate of growth of enrollment on general education courses was about 11.8 percent during the period under study.

iv) Public expenditure on the education has been growing rapidly in the of Kerala. A sum of Rs.1.037 lakhs, about 31.5 percent of the total revenue expenditure, was spent on general education in 1957-58, but the total expenditure increased to Rs. 13.226 lakhs by 1975-76, i,e. 37.3 percent of the expenditure of the state. Though the percentage of annual increase was not high, in absolute terms was to the tune of 11.76
times. The index of growth during the period under review was 1275. The average annual expenditure on education during the period of study was about 34 percent of the state's total budget.

v) Whereas the total public expenditure on general education was increasing year after year, the corresponding returns to the revenue of the state. Government was very low. The receipt under education was about 3.6 percent of the total revenue receipt of the state in 1975-76, whereas the total public expenditure on general education during this year was to the tune of Rs.13.22 lakhs.

vi) The expenditure on University education showed phenomenal increase. When the total expenditure increased by 11.76 times the amount spent in 1957-58 the share of higher education increased by 28.61 times over the 1957-58 amount the total expenditure was Rs.52.98 lakhs in 1957-58 but in increased to Rs.1,568.79 lakhs by 1975-76 showing an increase to 29.61 times. The expenditure of the overall expenditure on education in 1957-58 it constituted 11.9 percent in 1975-76.

vii) The bulk of the public expenditure on higher education was spent for the development and maintenance of arts and science colleges in Karela. The total direct expenditure on this college in 1957-58 was only Rs.22.22 lakhs and formed about 41.9 percent of the overall
expenditure on higher education. An amount of Rs.1, 262.93 lakhs was the direct expenditure on arts and science colleges in 1975-76 and constituted 80.5 percent of the total expenditure on higher education during that year.

A very influential study of which has importance with the present study was conducted by GEOGRE, P.P., under the problem of investigation, “Economics of HR. EDN. in Tamil Nadu “Ph. D. Eco, MSU, 1982.

The objectives of study were:

i) To evaluate the economic factors that influenced higher education.

ii) To find out the impact of economic factors on the choice of various courses by the students.

iii) To determine the private and social costs of acquiring higher education.

The study was based on an analysis of date available on higher education in India, in general and in Tamil Nadu, in particular the under graduates from faculties were selected systematically from seventeen colleges. Data were collected through a questioners, from published material, and from government, semi government and private sources. Data collected with respect to the growth enrolment and education from 1960-61 to 1975-76. the data were analyze by percentages, Co-relation, Co-efficient, factor cost, state’s wet domestic product, expenditure on education, benefit cost ratio etc.
The major findings of the study were:

i) There was co-relation between the cost per pupil and enrolment at Primary and University general education stages.

ii) There had been an increase in Government’s share of total expenditure in education at all stages except in the Primary stage.

iii) Female scheduled cast and scheduled tribes were still lagging behind at every stages of education as shown by the co-efficient of equality.

iv) Considering the combined annual total expenditure of day scholars and hostel residents, the private expenditure on professional education exceeded that of general education by 71 percent and 49 percent respectively.

v) The relative cost of higher education in Tamil Nadu with reference to the per capita income of the ante come to 8:7 (upper estimate) and 7:1 (lower estimate) for general education and 15:1 (upper estimate) and 14:1 (lower estimate) for personal education.

vi) The Urban base families’ emails benefited most higher education.

In relation to the present study, an important research report was published in the universities News, 44(33), August 14-20, 2006 under the topic “HIGHER EDUCATION AND DEVELOPMENT OF THE NATION” the entire investigation over the problem was undertaken by R.K.
KALLE (professor school of life science; and dean of students; Jawaharlal Nehru Universities, New Delhi-110067).

The research reports reveal the importance of human resources and the role of education in developing it. His studies affirm the importance of education as a critical inputs economic development. Among the various level of education, higher education has been shown as the most important one having pervasive and influential impact on development of nation.

However through the report it was seen that there has been apathy for higher education in our country. Higher education has never been the priority of government of India.

The entire education system has been oriented d to meet the requirement 0+1/3rd of the population ignoring the interest of the west. Importantly, only upper section of the society has been enjoying the trusts of higher education. Further, this faction of population constitutes the dominant minority and influences the government policies and their implementation. Therefore, the higher education has to be expanded to reach to least 20% enrollment through increasing three times the number of colleges, institutes and Universities from the present level. The Universities have major responsibility in national building through enriching science, engineering and
technology. However, inadequate funding adversely affected the science education and scientific research.

It has been clearly shown in the paper that higher education is linked with the development of nation. It is also shown that Indian system of higher education is weekend inadequate in access, equity, equally, quality and relevance. Without education and empowerment particularly of marginalized people, it is not possible for India to be developed nation before or after 2020.

The above mentioned literatures are only few selected reviewed while there are better documented literature base on the issue relating to financing and cost of higher education in the country. Some of them worth to be mention are that of Misra 1967, Panchamukhi 1989, Tilak 1987, 1993, 1995, 2006, Power 1998. The studies base on these researchers considers the national and state share of budgetary allocation of various level of education. A brief analytic presentation was also given by Scott, P (1198) in a recent paper.

A thorough investigation on the problems of Higher Education was done by MERHOO BENGALEE, the former Vice-Chancellor, and University of Mumbai. Cusrow Baug, Shahid Bhagat Singh Roes. Mumbai and his important findings were published in the journal UNIVERSITY NEWS,44(29), JULY 17-23, 2006 under the title “CHALLENGES IN HIGHER
Professor Merhoo Bengalee through his analysis highlights six basic challenges that higher education is facing at present which can be enlisted as:

**First Challenge**

The first challenge in higher education is coping with large number of students. With the increasing population, there is a simultaneous increase in entrants to colleges. The colleges are faced with a tremendous pressure of students in spite of admitting the maximum possible number, at times increasing the division permissible within the spare provided. There is always a limit beyond which formal education institutions cannot invariably. Multiply at heavy cost of buying land building structures furnishing and libraries and recruiting teachers.

**Second Challenge**

The second challenge in the higher education is to restructure available courses and design new ones. There has been a consistent effort on the part of the government and educational planers to make the higher education and educational planers to make the higher educational course relevant, need based, less bookish and more jobs oriented. However, the present condition of higher education still has stereotyped courses at the higher level also. All attempts at Vocationalisation of courses or diversification are failed either
because of lack of political will of provision of infrastructural facilities and trained teachers for technical and vocational institution.

**Third Challenges**

The third challenge in higher education is the RESOURCES CRUNCH.

**Human resources:**

Human resources in the form of dedicated teachers, ingenious educational planers and benevolent educational management consultants who took teaching and it related aspect as vocation and not a job or a career, unfortunately, with the explosion of educational opportunities, a lot more of privatization interred in to the field and in no time, education became commercialized and available only at a price.

**Financial resources:**

The government grant in aid system to colleges and universities has remained unchanged in spite of innumerable changes in the educational system. Challenges have very title or no support from Government financial agencies and research establishment. The only possibility to improve their finances to build strong ties with industries and commercial and establishments by conducting various short term training

**Fourth Challenge**
The fourth challenges in higher education are to provide for women. The process of educational needs to engineered so that it acts as an agent of basic change in the status of women, developed values, remove illiteracy, introduce vocational, technical and professional programs at different levels in order to make to women not merely educated but economically independent.

Fifth Challenge

The fifth challenge in higher education and most formidable of all is the smooth conduct of the examination. In recent years the examination have grown to such dimension that they sum to have lost on utility value, having dominated the whole system of education. The examination system is reducing students to "mere mechanics of memory" and making education synonymous with "cramming of large amount of knowledge’s"

Sixth Challenges

The sixth challenge in higher education is to make student sensitive and curing and develop in them the basic value of life.

(C) STUDIES IN MANIPUR

NAGAR R.S.1975: Conducted study on “Development of education in Manipur from 1891 to 1970”. The objectives of the study were : to trace the culture background of Manipur and its relation with various aspect of Indian
culture: to trace the growth of indigenous system of education in Manipur and its relation with the main stream of national culture; to trace the growth of education after Manipuri’s accession to Indian; to study the growth and impact of the western education on Manipur; to trace the growth of education after Manipur accession to Indian; to study the growth and impact of the western education on Manipur; to trace the growth of education from 1891 to 1970, and; to study the educational administration in Manipur. The finding of his study were; some of the major problems facing the educational development in Manipur were underdeveloped economy, unemployment among the educated, the lack of qualified teachers, the affiliation of educational institutions; the courses of the study at the school stage were inadequate and ill-planned; the teacher education institutions were inadequate in number and pre-service and in-service education needed revamping.

HENIA, ASHIKHO, 1988: Studied “growth and Development of education in Manipur (1947-66)”. The objectives of the study were: to analyze the historical and political background of Manipur; to study the progress of primary, secondary and higher education in Manipur since independence; to analyze the state of education in the hill area; Some major findings were: the modern systems of education developed late in Manipur. During the monarchical days education was base on physical prowess, physical education
was more valued and literacy education was neglected. The arrival of Hindu
Vaishnavism along with Bengali language marked a turning point in the
state’s education. With the coming of colonial rule a formal system of
education was introduced in Manipur; a complex of political and insurgency
activities then hampered the progress of education in the hill area.

**JAMINI DEVI, (1989):** Write a book entitled “Education in Manipur”
published by Rai Pravina Brothers, Imphal. In this book there are 11 chapters
of which Higher Education in Manipur is included in the chapter VI. It is so
useful in the present study. In this chapter of Higher education, progress of
Higher education in Manipur, administrative setup of college, administration
and problems of Higher education are highlighted.

**SHANTI, DEVI. M. (2001):** Written a book entitled “Development of
education in Manipur” published by Rajesh publication, New Delhi. It’s also
useful in the present study in this book the content of higher education is
highlighted in the capture IV (PP. 65-99). In this book the progress of higher
education in deferent aspect has been written up to 1996-97. However, the
chapter does not contain about the management of higher education

**TOMBA SINGH, CH, (2002):** Investigated “A study on the development of
higher education in Manipur in post independence Era” Ph.D. Edn. of Punjab
University.
The main objective of the study:

i) To study the historical development and growth of higher education in the state of Manipur.

ii) To study the present status of higher education in Manipur in relation to planning, administration, infrastructure, courses of study, examination etc.

iii) To give suggestion for improvement.

The main finding are were as follows:-

i) Higher education system in Manipur began with the establishment of D.M. College in 1946 as intermediate college.

ii) There is consistency in the growth of college in Manipur, (52) in the valleys and (12) in the hills. Of which 57 are co-education and 7 colleges for girls.

iii) The infrastructure facilities particularly private colleges are poor both in terms quality as well as quantity.

iv) The quality of higher education in the state has deteriorated due to mushroom growth of colleges.

v) The diversity of courses both academic as well as vocational is very limited which faces the students to go outside the state. Manipur University was established in 1980. It has now 22 departments
under (3) schools of study via- school of science, school of social science, and school of humanity. The diploma courses in distance education under IGNOU are also open.

vi) The number of female teacher has always remain lower then male teacher (222 female teacher gain 1517 males), although the number of female students has almost equaled (41.99%)

vii) Higher education system in Manipur is still its infancy which is still growing.

viii) Regarding the problems of higher education in Manipur, the existing system of higher education considered satisfactory and unsatisfactory and not up to the national standard viewed by the student and university and College teachers.

ix) Only one university in the state was sufficient for fulfilling the demand for higher education opinion by both the groups of respondent.

x) The higher education institution particularly colleges where severely lacking in most of the infrastructural facilities were the opinion of both the groups of respondent.

xi) The respondent opined that evaluation system of higher education needs modification as its reliability was somewhat doubts use of
unfair means was quit command phenomenon in exam, which was view by respondents.

xii) Financial allocation for higher education was very in sufficient, due to which the university were facing financial crises such as lack of proper control over expenditure and misused of funds.

xiii) Most of respondent viewed that there should be ban private coaching by the college and University, teachers.

xiv) Regarding the course the study the students are wanted updating of higher education syllabi of all courses by a subject experts from time to time.

xv) Professional and technical courses open by Manipur University and Colleges were not considered sufficient to fulfill the manpower requirement of state.

xvi) Mushroom growth of Colleges in the state has lead to deterioration in quality of higher education.

xvii) Appointment of Unqualified teachers and influence of extraneous factor in appointments and transfer of teacher, lack of adequate welfare service, and teaching and research facilities are some problems controlling the higher education system in Manipur which course job dissatisfaction among the teachers.

The main objectives of the study were:-

i) To trace the origin and development of higher education in Manipur.

ii) To assess the pace of progress of higher education during the period from 1980 to 2001.

iii) To analyze the student enrolment, staff position, academic performance and physical facilities of various higher education institutions.

iv) To find the courses offered in higher education and to suggest remedies for improvement.

The main findings of study were:-

The study reveals that the year wise progress of the higher education concerning number of institutions, total number of students and teachers. It also indicated the expenditure incurred in higher education in different sector. The study highlighted some major problems and suggestion for the remedies.

From the various finding of the study the investigator the following remarks:

The unprecedented pace of change in the global scenario makes it
imperative to initiate and speed up change in the Indian Higher Educational system in consider to be highly credible, especially among third world Countries, the presents time happen to be the most appropriate time change and attract, at least the third world students, to whom India would be projected to be offering world class education at affordable cost. Any lacks of time would cause irreversible damage in terms of loss of market, credibility, resources and opportunity to transform to meet the new challenges. The integrated globally, anticipation and facing computation in the higher education system in the best bet. Government can help the situation by establishing standers supporting inputs, adapting flexible strategies for the acquisition and use of inputs, and monitoring performance.

A research paper was conducted by T. LAKHSMANASWAMY on the topic, “WILLINGNESS TO PAY FOR HIGHER EDUCATION: An economical, UNIVERSITY OF MADRAS, CHENAI-60005 was published in the INDIAN EDUCATIONAL REVIEW JOURNAL; Vol. 40, No. 2.

1. This paper presents the extent to which the households bear the cost of higher education and attempts to measure the individual willingness to proper for higher education, practically for quality improvement. For with the decreasing Government budgetary resource allocation and increasing cost, participatory financing by state holders in higher education is imperative while
the higher education is higher subsidized, the main beneficiaries, chiefly the students and household, pay low tuition fees and therefore are expected to share the least some part of the costs of higher education.

The main conclusion made by the investigator can be trace back. Through the expansion of higher education in India is vast and growing, they are inadequate to cater to the over increasing demand for education that arise mainly from the greater awareness among the public about the positive return to education. The increasing supply of education also creates the problems of quality. Almost every quarter of the society feels that present higher education system does not provide quality education. Any further effort to improve quality needs huge investment which is in the present context of resource crunch, is beyond the limits of available government recourses. Hence, an increasing burden of education has to be burn by the beneficiary. From the analysis of the data obtain it was clear that the household burden of cost of higher education was also sustains and the government subsidization programmers reduce their bur dun only to a limited extend. The analysis of individual willingness to pay for their educational quality reveal that there is a greater awareness among the students that the quality of education that they received at present is low, and they are willing to pay more for additional improvements in the quality of education they receive. An implication for
financing of education is that, instead of glossily subsidizing educational institutions, the student may be asked to pay higher price for providing education with improved quality and the students be provided with more liberal financial assistance.

2. A study was undertaken by JANDHYALA BG TIKAJ (senior fellow and head, educational finance unit, national Institute of educational planning and Administration, 17-B, Aurobindo Marg, New Dilhi-110016) on the topic “ON REFORMING HIGHER EDUCATION IN ANDHRAPRADESH”

The study present the important difficulties faced by higher education in India. Inadequate funding and a high degree of vacancy of teaching and research position were among the important factors responsibility for serious adverse effect. The higher education in Andre Pradesh testifies to all this. The Universities in the state are severely under staff and suffer from severe financial difficulties.

**Major finding of the study were**

a) The block grants provided by the state Government to the universities have remained frozen for quite a long time. There was a dramatic decrease in the size of the teaching faculty. These head to the serious damages of the moral and motivation of the teacher, the physical ambience of the universities and the overall academic environment of the universities.
b) Shortage of full time faculty and dependence on part time/ guest teachers/contract teachers (who may not necessarily be fulfilling qualification) at consolidate salaries have long term effect on the quality of teaching and research in higher education which may prove divesting.

c) Introduction of self-financing courses sometimes exactly of the same kind that are offered as regular courses may create academic and structural imbalances in the Universities, asides strengthening socioeconomic inequities and may eventually run the higher education system, even though there are short-term minatory gains.

3. An investigation was done the “Quality of HIGHER EDUCATION AND ROLE OF TEACHERS IN THE CONTEXT OF GLOBALISATION” which have relevance to the present study by REKHAGAONKAR (reader, head, and department of Economic, M.E.S college of Arts and Commerce, Zuaarinagar, Goa-403726) and SUCHETA, NAIK (LECTURE, Department of Commerce, Shri Mallikarjun College of Arts and Commerce Commencing GAO).

The main objectives of this paper are to quality of higher education in a globalize environment to analyses the role of teachers to unproved the quality of higher education.